SAVE THE CHILDREN
CHILD SAFE PROGRAMMING GUIDELINES

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1.1. INTRODUCTION AND BACKGROUND

Save the Children's work is based on human rights principles and standards, particularly the UN Convention on the Rights of the Child (UNCRC). All Save the Children's programme work, including development and humanitarian assistance and all policy interventions, should further the realization of children's rights as laid down in the UNCRC and other international human rights instruments. Back in 2007 Save the Children developed a guide on child rights programming which is still relevant today and provides the basis for child safe programming[1]. This included the following commitment:

- All Save the Children's work should contribute to the development of the capacity of duty-bearers to meet their obligations to respect, protect and fulfil children's rights. Save the Children should empower and support children as rights-holders, directly and through their families and communities, and contribute to the claiming of their rights.

Implementing this commitment requires a 'rights climate' in which the four general principles of the UNCRC are fulfilled. These four principles are: **survival and development; non-discrimination; the best interests of the child; child participation and the right to be heard**.

Save the Children's mission is "to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives". One of our fundamental values is integrity, which means that we aspire to live to the highest standards of personal honesty and behavior; we never compromise our reputation and **always act** in **the best interests of children**. In line with this value, as well as the fundamental principle of **'do no harm'**, it follows that all work delivered or supported by Save the Children must be designed, implemented and funded in a manner that achieves the best outcomes for children and minimises the risk of harm.

During 2016, we began to implement our new global strategy *Ambition for Children 2030*. In this strategy, we recommitted ourselves to our mission and adopted a focus on inspiring three specific "breakthroughs" for children by 2030. The third of these is "Be protected: violence against children is no longer tolerated". This focus makes it even more vital that all our programmes and projects include rigorous measures to promote the protection and safety of children.

Another core concept of Save the Children's work is resilience. This is an essential requirement within our 2030 Strategy, in order, to create a world in which every child attains the right to survival, protection, sustainable development and participation. To build resilience in children and systems, our work must be guided by safe programming and strengthen protective environments. We **MUST** protect children against any kind of condition that endangers their dignity or their physical or psychological integrity. Our interventions must be child-centered in nature, building on the strength and capacities of girls and boys of different ages and abilities, with their active participation as agents of change.

[1] Save the Children Alliance (2007) Getting it Right for Children – A practitioners guide to child rights programming.
Cover: Photo: Syrian Children at a refugee settlement near to the Syrian border in Lebanon; Credit: John Hymas/Save the Children

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1.1.1 WHO THE GUIDELINES ARE FOR & HOW TO USE THEM

The Child Safe Guidelines are a working document. Everyone involved in designing and implementing Save the Children projects, advocacy and campaigns **MUST** use the guidelines and refer to them from 'GO/NO-GO to close out. The key target audiences are, International Programmes Operations, Support Services and PDQ teams across all country and regional programmes. This includes member and country level technical **thematic and MEAL experts** and personnel involved in **new business** and **proposal development**. The guidelines can be used as a stand-alone document or in conjunction with the Safe Programming training modules. Safe programming must be built into staff inductions and the guidelines shared during the onboarding process from SMT to field level. This includes humanitarian surge team personnel deployed to country programmes and emergency responses.

This document sets out guidance on how to implement child safe programming in Save the Children and within the context of Save the Children's *Child Safeguarding Policy*. **Safe Programme** design and implementation is one of the six key focus areas in the *Child Safeguarding Strategy 2016-18*. For the purposes of these guidelines, "programming" refers to programmes and projects, as well as to events and activities, which contribute to policy, advocacy and campaigns, delivered directly by Save the Children or with and through partners. The **MANDATORY** guidelines **MUST** be used across all of Save the Children's programmes and responses.

In order to implement safe programming, the other "robust basics" of child safeguarding need to be in place. Guidance on the "robust basics" is not included in this document. However, it is expected that all staff and associates in Save the Children will have been recruited or engaged 'safely' and understand fully their commitment and obligation to safeguard children in all aspects of their work. Please see the Child Safeguarding section within the Quality Framework and web-page on OneNet to access the essential standards, policies and information about other aspects of child safeguarding.

1.2. WHAT IS CHILD SAFE PROGRAMMING?

Child safe programming is ensuring that all Save the Children's programmes, campaigns, humanitarian responses and global initiatives are safe for children. Children who come into contact with Save the Children as a result of, or are impacted by, our activities must be safeguarded to the maximum possible extent from deliberate or inadvertent actions and failings that place them at risk of neglect, physical or sexual abuse and exploitation, injury and any other harm. Safe programming is about strengthening and building protective environments in which programmes take place through careful risk management and designing programmes in a way that creates, or contributes to a safer environment for children.

Safe programming and quality programming are closely intertwined. In the long-term, a programme, which does not prioritize child safety and well-being is unlikely to be effective and sustainable and should not be implemented if risks are not addressed. For example, a project designed to get more girls into secondary education is not likely to be successful if it has not taken account of continuing physical and humiliating punishment and sexual harassment or

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any other harm in schools in the target area. Safe programming will lead to **improved outcomes** for children and **increase the positive impact** of our work.

Safe programming is also about organisational **integrity** and **accountability** to children. Save the Children's work involves multiple accountabilities, including to donors, which may sometimes seem to take precedence. However, accountability to children is of the highest priority. It is inherent in the organisation's mission "*to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives"* as well as the organisation's commitments to quality and accountability standards and initiatives within the development and humanitarian sector e.g. the Core Humanitarian Standard. Save the Children owes it to children to invest time and resources in ensuring that their safety and well-being come first. This does not mean that programmes cannot be cost-effective: in fact investing resources up front in ensuring child safety can avoid the need for expensive interventions when things go wrong.

Safe programming is **NOT** about mitigating all risks. If a project involves working with the hardest to reach communities, or supporting groups of children who may be particularly vulnerable to harm, (for example children living in conflict zones), mitigating all risks may mean the programme would not go ahead, or will not work effectively to help children reach their full potential. Some risks are not within our area of control i.e. they do not arise because of our programmes or projects. It is essential we identify, monitor and build these risks into our programme design, responses and implementation.

Safe programming is **NOT** the same as child protection programming. Child protection is making the world safe for children. Save the Children defines it as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children in their families and communities. Child protection programmes are designed to create safer environments for children through system and community protection strengthening. Child protection programmes may be safer for children because they routinely assess protection risks. Child protection programme staff may also be a useful resource for other staff who need advice to identify potential risks and measures to minimize and/or manage these in their own thematic or technical area.

In summary, safe programming means:

- Systematically embedding a child safety "lens" in programme design, implementation, monitoring and evaluation.
- Designing programmes to achieve the best possible outcomes for children and increase positive impact and cost-benefit
- Effective risk management: assessing and minimising as far as possible the risks that might arise – planning and budgeting to offset these risks.
- Actively looking at ways in which a project can contribute to a safer environment for children.
- Being prepared to **not** implement a programme where safeguarding risks have not been appropriately assessed and minimised and/or where the inherent risks to children are unacceptable
- Keeping child safety and well-being constantly under review and documenting evidence and experience to allow the sharing of good practice and cost-benefit analyses to inform future work.

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What can go wrong?

Teaching 'practices'

Save the Children supported schools to improve the learning environment for children. It became apparent, however, during the implementation of one such programme that teachers were removing children from school to work on their own farms.

Save the Children has a zero tolerance towards the abuse and exploitation of children by any of our representatives. In addition, we are equally committed to doing everything within our power to avoid unintended harm or accidents to children due to of any of our activities.

Whilst the programmes and projects, policy and advocacy, campaigns and events that Save the Children designs, implements or funds are intended to produce positive outcomes for children, the reality is that our work may **inadvertently** have **unintended negative** consequences which impact on child safety and well-being.

Risks of harm arise most obviously in the projects and programmes (or activities) that directly target and/or involve children. However, work on policy reform, or projects and programmes which do not specifically involve children, will also have an effect on them, for example through structural changes at national level which impact on large numbers of children. Programmes and projects, which work with parents or carers, will have implications for their children and family life.

Policy and advocacy

Save the Children advocates for increasing government funding for education. We may be successful in that the government agrees to do so. The government, however, may divert funds from its health service to fund their education commitments. A significant number of health clinics in communities may then close down and children lose access to health care.

The potential for harm to children through our programming work can arise from:

- **Lack of adequate risk assessment** – risk assessment is conducted by staff without adequate understanding of the nature of the risks involved, the localised social, cultural, economic norms and environment or without the necessary "lateral thinking" to consider different scenarios and possible consequences
- **Poorly designed programmes/projects** – programmes are not designed to minimize risk as far as is possible, the potential negative outcomes for children are not well considered and addressed effectively in the programme design, or technical approaches and models
- **Programmes/projects designed and implemented without the full participation** and agreement of children and communities – children and communities are not given the opportunity to identify the potential risks and agree on how they, or Save the Children, can best minimize the risks. They are also not given the opportunity to agree on what risks are acceptable to carry for the programme to go ahead.
- **Programmes/projects implemented in 'unsafe' environments** – the places where children are involved in activities present health and safety risks, equipment and construction at sites which children can access are unsafe, the services provided to children are harmful, children face harm within their families and communities as a result of being involved in activities which create family/community tensions

Run for Life Campaign event

A SC Sponsored 22km run up a hillside for Over 16s resulted in children collapsing of exhaustion and dehydration due to a change in conditions. Children were not properly prepared or equipped for the race. Inadequate risk assessment, planning, registration and age verification of children and poor oversight of race organisers by SC team could have had long-term consequences for children. SC team focused on their activities at the bottom of the hill and not on the race itself, which posed the higher risks to children's health and well-being.

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- **Delivery of programmes/projects through 'unsafe' partners,** contractors or suppliers – they may not have child safeguarding policies and procedures in place, or the staff of these organizations may lack understanding of their obligations to safeguard children and prevent harm or demonstrate unacceptable attitudes or behavior towards children
- **Lack of adequate monitoring** and evaluation of child safety: programmes or projects are not regularly or consistently monitored so harm arising for children is not noted or addressed, the monitoring and evaluation that does take place does not include whether the programme or project was unsafe or resulted in negative outcomes for children.
- **Policy initiatives, which have not adequately considered the wider implications** of the change being advocated.

Construction projects

Save the Children contracted a partner to deliver a water and sanitation project in a camp in country Y. The partner had been successful in securing the contract in large part because they had managed to keep costs low. The partner built pit latrines and covered them with a cement cover. Two children played on the pit latrine, the cement cover cracked and broke up, and the children fell in and drowned.

1.3. ROLES AND RESPONSIBILITIES FOR CHILD SAFE PROGRAMMING

Designing, implementing, monitoring, and evaluating programmes/projects fall within the remit of a number of teams or departments that can either contribute positively to safe programming or will compromise or hinder the capacity of the organisation to programme safely. A summary of the various roles is set out on the next page.

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Leadership and culture	• Organisational strategy commits to creating environment, processes and resources for safe programming
International Programmes Operations	• All programmes/projects identify child safety risks, potential negative outcomes for children and address these appropriately embeded & resoruced in programme/project implementation • All programme/project proposals accompanied by child safety risk assessment and costed management plan • All partnership arrangements include child safety commitments and obligations
Campaigns and Advocacy	• Activities involving children are designed with children/communities and identify child safety risks and safety measures • Activity plans are accompanied by child safety risk assessment and costed management plan
Safety and security	• Child safety incorporated into security assessments , checklists and practice • Potential involvement of or contacts with children considered when issuing travel advisories and include appropriate advice
Risk Management	• Child safety appropriately reflected in risk management tools and guidance
Award management	• Child safety included in award criteria and sign off processes • Conditions for sub-grantees include having, or signing onto, a child safeguarding policy • All awards dependent on proposals including a child safety risk assessment and costed management plan
Internaitonal Programmes Impact	• Programme principles and common approaches include child safety • Quality framework indicators include general child safety indicators for all programmes • M&E, Accountability & Learning processes/outcomes and impact include whether the programme is safe and delivering positive outcomes for children • Strategies, planning and research incldue child safety
Procurement	• All contracting/supplying arrangements include child safety commitments and obligations • All contractors/suppliers in contact with children have a child safeguarding policy and code of conduct in place
Global Themes	• Common Approaches to programming include child safety • Technical input to programmes includes risks and safety measures for thematic area • Technical areas/sector specific M&E, Accountability and Learning plans include relevant child safety indicators
People Management	• Competency frameworks include knowledge and skills for safe programming • Recruitment & induction include testing & building awareness on safe programming
Child safeguarding	• Support to teams/departments to strengthen processes, tools and guidance for programming safely • Capacity building on how to identify, mitigate, manage & monitor risks presented by programmes
Global Assurance	• Programme audits includes whether, and how, programmes are safe

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1.4. CHILD SAFE PROGRAMMING PRINCIPLES AND STANDARDS

Save the Children's programme principles (October 2016) are grounded in children's rights, international humanitarian standards, and the organisational Theory of Change (TOC). They serve as guideposts towards achieving the breakthroughs articulated in Ambition 2030: that all children survive, learn and are protected. These principles are being incorporated into all "Common Approaches" for programme design and are also the principles underpinning safe programming.

Program Principle	Link to safe programming
Children's rights	• Careful programme design is based on child rights situation analysis, which includes assessing the local context of child safety & child protection risks • Programmes have at their heart the *best interests of the child*, as per the UN Convention on the Rights of the Child
Innovation and Learning	• Learning from experience will make Save the Children's work safer for children, e.g. sharing best practices in safe programming; reviewing evidence from child safety incidents and disseminating learning • MEAL processes and indicators include child safety so that safety issues in programmes can be monitored and adjustments made as necessary, to support constant improvement
Child agency and voice	• Programmes are safer for children and young people if they are actively involved in programme design, learning and evaluation – they know what the issues are for children and can identify innovative and practical solutions • Children can be supported to consider what strategies they themselves can implement to minimise risk, and what strategies the organisation needs to implement to minimise risk
Scale	• The safety of children is a key element of sustainable programmes • Programmes can only be replicated and taken to scale if they promote a safe environment for children • Safe programming makes the best use of limited resources, avoiding costly unintended consequences through child safety going wrong
Partnerships	• All strategic partners and implementing partners need to support and promote child safeguarding • Partners need to prioritise child safeguarding and child safety when delivering programmes and may need capacity building • Partnerships are also about empowering civil society to promote a safer environment and positive outcomes for children
Gender equality	• Girls are exposed to particular child safety and protection risks which should be taken into account in programme design and delivery • Programmes need to take account of the distinct safety and protection needs of girls and boys at different stages in their development, within the local context and environment
Resilience	• Building resilience in children and young people means understanding the risk factors in their lives, including safety and protection risks • Children whose rights are respected in a safe environment can grow more resilient and able to face future challenges
Child safeguarding	• Child safeguarding is one of the key building blocks which needs to be in place for programme design, implementation, monitoring and review • The organisation cannot be accountable nor can programmes be of high quality unless ways of working and those who work on behalf of the organisation are safe for children

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As part of our quality framework, we work to the “Save the Children International Country Office Essential Standards”. There are 73 different standards covering different aspects of country work. Child safe programming is currently governed by Assessment Standard 14, which has been revised as part of developing these guidelines. The revised version is in the box below.

Figure 1: Reem, 13 Years Old from Sa'ada governorate Northern Yemen: Credit: Naseem Saheh/Save the Children

Assessment Standard 14: Programmes are designed, delivered and evaluated to prevent harm to children and achieve positive outcomes

Qualifying Statement 14.1 – Programmes are designed to achieve positive outcomes for, and prevent harm to, children

- Programmes are informed by a thorough child rights situation analysis
- All programmes/projects assessed for risks of harm, or potential negative outcomes for children, which are informed by technical/thematic experts and reflected in programme/project risk assessments
- Programmes/projects designed to be a safe as possible for children, with indicators to measure safety
- Emergency Preparedness Plans include an analysis of the potential child safety risks for planned interventions and key actions to minimise the risks
- All awards made on condition that child safety risk assessment is thorough and well informed and costed risk management plans form part of the submitted proposal
- Safe programme interventions, and measures to minimise risk, are reflected in the activities and budget of the programme/project.
- Children's consultations (or similar processes) are held and documented regularly and they actively seek information of a child (safeguarding) safety nature and shared with programme team with key recommendations

Qualifying Statement 14.2– Programmes are implemented in safe environments (as far as is possible) and include general safety measures across thematic areas and contexts.

- Health and safety assessments completed for all sites where work supported by Save the Children is being undertaken or programmes/projects being delivered
- All agreements with partners, contractors and suppliers include clauses on Child Safeguarding
- Partner assessments include a formal assessment of the partner capacities to implement child safeguarding measures and ensure child safety
- Partnership arrangements include a plan for building capacities on child safeguarding and costs included in budgets and awards
- Contractors and suppliers are assessed for their contact with children – those whose staff will have contact with children must work to a Child Safeguarding Policy and a Code of Conduct and understand what behaviour and actions are acceptable/unacceptable and what they will be held accountable for

Qualifying Statement 14.3 - Child safety is incorporated into M&E processes to ensure programmes are regularly monitored for child safety and, where necessary, adjusted accordingly.

- MEAL activities for each programme/project include child safety
- Each project has a system, developed in consultation with beneficiaries, to promote, regularly collect and respond to feedback, suggestions, and complaints from children, beneficiaries and community members regarding the safety of the programme
- Child safety is integrated in the terms of reference of mid-term reviews and evaluations and reports have conclusions and recommendations on how safety is integrated in our programming
- Child safety is integrated into the Humanitarian Operating Control Process and child safeguarding technical experts play a key role in the review team

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Country Offices must ensure that these standards are met in the design and delivery of programmes. Teams and departments who are responsible for providing the tools and guidance that support programming should ensure that they are designed in an appropriate way to enable compliance with the standards.

Save the Children is also developing Key Performance Indicators (KPIs) for child safeguarding. Although at this time there is not a KPI for child safe programming, this guidance includes a safe programming scorecard, which can be used by country offices. Assessing performance against the safe programming scorecard should be carried out by asking a series of questions:

Performance	Safe programming scoring questions
Programme design	Is the Country Director (and SMT) satisfied that all programme design and award management activity has incorporated child safe-guarding project risk assessments and a resourced management and mitigation plan?
Funding	Is the Country Director (and SMT) satisfied that the process to ensure that child safety measures are included in funding proposals, budgets and implementation of all programmes has operated effectively during this period? This should include contribution to the costs of the country office designated Child Safeguarding lead and any addition personal related costs required
Partners (a)	Is the Country Director (and SMT) satisfied that the assessment process for all partners, contractors and suppliers working on programmes, ensures that they have the capacity and commitment to adopt and apply Child Safeguarding Standards that are in line with the Quality Framework standards and these KPIs?
Partners (b)	Is the Country Director (and SMT) satisfied with the mechanisms to track the implementation of those Child Safeguarding Standards during the implementation, monitoring and evaluation of arrangements. This should include a safeguarding audit of partners
Contactors & Suppliers	Is the Country Director (and SMT) satisfied that al contractors and suppliers have been properly assessed and vetted to ensure they are not party to or involved in any activities, which exploit to put children at risk of any forms of harm. Local contractors and suppliers whose staff come into direct contact with children as a result of their relationship with save the Children understand and have agreed to comply with SCI's child safeguarding policy or provided evidence of their own policy . In addition, relevant training has been conducted for contractor and suppliers who are in direct contact with children.
Reporting	Is the Country Director (and SMT) satisfied with the mechanisms to report any child safeguarding breaches and concerns in a way which extends protection to children and which ensures that lessons are learned and standards of safeguarding maintained?
MEAL	Is the Country Director (and SMT) satisfied that the process to ensure that child safety measures are included in monitoring and evaluation processes for all programmes has operated effectively during this period?
Advocacy & campaigns	Is the Country Director (and SMT) satisfied that effective risk assessment, management and mitigation processes have been undertaken in every activity where we engage with children on campaigns, communications and media work?

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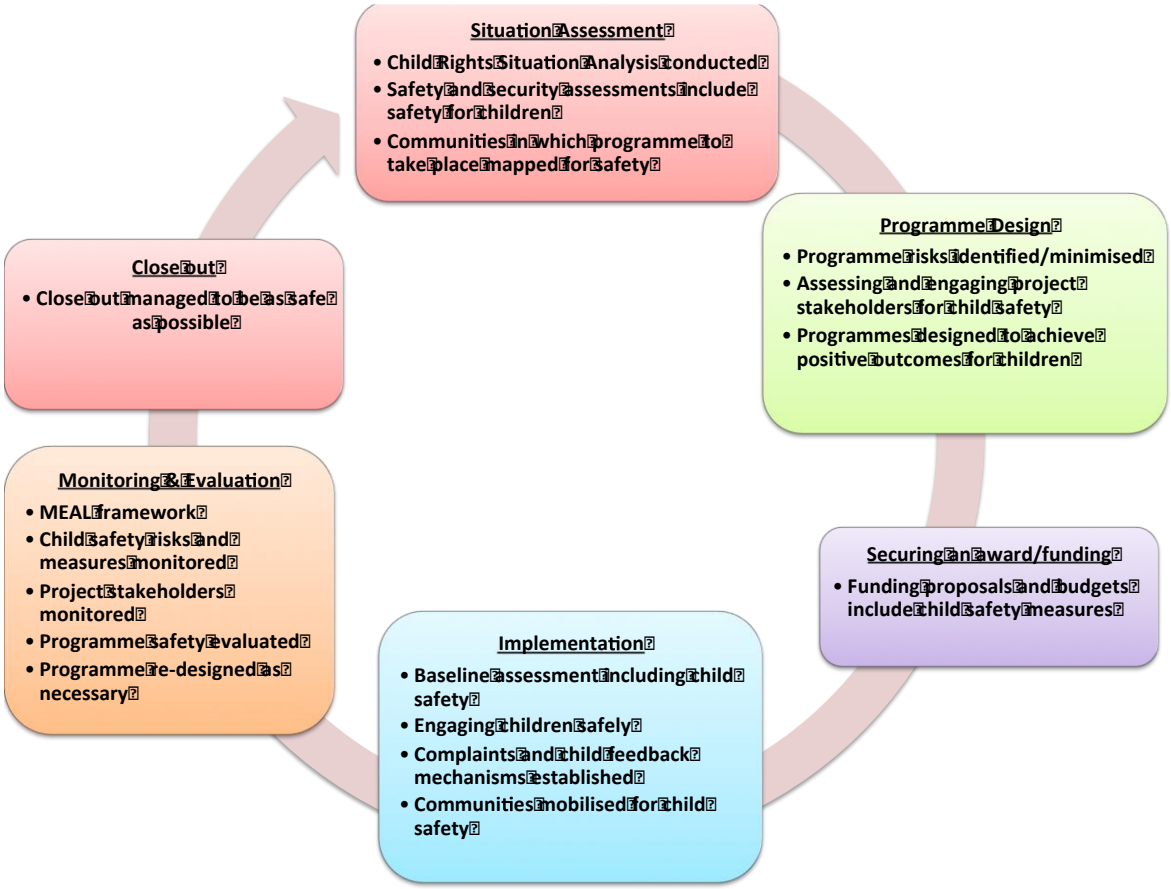
	This includes a robust risk assessment and management plan has been resourced and executed?

1.5. PROGRAMMING SAFELY THROUGHOUT THE PROGRAMME/PROJECT CYCLE

Safe programming means adopting consistent and robust processes when designing, delivering and monitoring/evaluating programmes, into which child safety is integrated. Guidance on how to programme safely at each stage of the programme cycle is set out below.



1.5.1 SITUATION ASSESSMENT

Assess general child safety and protection risks

Understanding the environment for child safety and protection and the particular vulnerabilities of certain groups of children is necessary to ensure that either:

- programmes contribute to creating a safer environment, by addressing these risks e.g. child protection programming, safe access and good quality education for children with disabilities; or
- programmes do not exacerbate the risks that are already present for children e.g. empowering adolescent children leads to increased harm being experienced by children within their families and communities

Tip

The Global Child Safeguarding Policy requires COs to conduct local resource mappings which identify the legal situation in each country for protecting children, and the services available. Ensure that the resource and service list is available to all operational units and local contact details are included

At strategic level – Child Rights Situation Analysis

Child Rights Situation Analyses can be used to inform:

- What are the common child protection risks and rights violations that children are facing in the communities/places where we are planning to work in the country? How might these be exacerbated by the programmes we want to deliver? This Must include traditional and harmful practices, such as Early, forced and child Marriage, FGM, physical and humiliating discipline
- How are child protection and rights violations of the children in the communities we will work in being addressed? Will the informal/formal reporting mechanisms be in the best interests of the child and effective for reporting harm and abuse arising during our programmes? What linkages will we need to make between our child protection programming and other programmatic work e.g. strengthening our education work and access to schooling by reducing the level of violence in and around schools?

At national level – Security Assessments

A number of tools are used for national security assessments, including a "Context Analysis" and a "Situation Analysis Report Form" (2014) which is available online on the SC reporter system and considers seventeen indicators of potential security threat to Save the Children operations. The particular risks for children need to be considered for each of these areas.

Tip Examples of points to consider when completing a security analysis against the 17 indicators

- **Indicator 1 Acts of Extremism**: Have children been targeted in extremist or terrorist acts?
- **Indicator 2-Armed Conflict**: Are children involved in armed conflict?
- **Indicators 5&6 Environmental and Health Hazards**: Are there health or environmental hazards, which pose a particular risk to children?
- **Indicator 10 Kidnapping, Abduction or Hostage Taking**: Have there been incidences of children being kidnapped, abducted or taken hostage?
- **Indicator 14 Sexual Violence and Assault**: Is there a presence of sex tourism and/or child trafficking for sexual purposes? Is there a trend of children being sexually abused and exploited through child prostitution to supplement household income; is sex for grades prevalent in schools; have there been cases of sexual abuse and exploitation by military, humanitarian and/or development workers?

At project level – Community Mapping

It is also important, where possible, to conduct community mappings to determine safe and unsafe places for children within the particular community in which Save the Children will be working. Ideally, this would be done with children and community members. The safe/unsafe community mapping will inform decisions on the location or site of the programme activities,

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when the activities should take place and guide decisions on construction/infrastructure projects. The decision on what type of programme should be delivered, or whether Save the Children should be delivering programmes at all, will also need to be informed by whether safe spaces are available in communities e.g. if there are no safe spaces within a community, alternative options would need to be explored including different project activities and, if necessary, that the project or programme does not take place.

1.5.2 PROGRAMME DESIGN

Design child rights-based programmes

A child rights approach is intrinsic to promoting child safety and positive outcomes for children. The key processes of child rights programme design are:

- involving children at every stage of the programme cycle
- working with the most vulnerable children and countering discrimination
- creating a rights climate through redressing power relations in favour of children and their rights
- working in partnership
- working with and enabling the state
- empowering civil society and encouraging community involvement

Identify and minimise risks to children

Each and every programme, project, event etc. should be risk assessed for child safety. In certain circumstances, where budgets are particularly constrained, the country thematic programmes can be risk assessed for child safety e.g. the education programme, using the risk assessment tools referenced in these guidelines. Those projects within the programme that are likely to carry the most significant risks e.g. access for schools where sexual violence is high, should be accompanied by their own risk assessment conducted at the design stage. In time constrained contexts e.g. in early onset emergency programming, a single Award Risk Assessment (ARA) is required for the whole emergency response. **It is sufficient to conduct a rapid risk assessment for child safety to inform the single ARA, and supplement this by a more thorough risk analysis after the 12-week stage. If programmes have not been designed safely, monitoring the programme for safety is essential**. Otherwise, conduct individual risk assessments for each programme, project and event.

Given the range and variety of contexts in which Save the Children works, and the specificity of projects, events and campaigns that Save the Children delivers, it is not feasible or effective within these guidelines to describe all the risks that might arise and how to minimise these. The Thematic Tip Sheets, which will accompany these guidelines, provide information on common risks and ways to minimise these.

The categories of risk for child safety are set out below.

Category	Risk considerations
Save the Children staff, partners, and volunteers.	Consider whether all Save the Children staff, partners and volunteers working, or in contact, with children have been recruited and vetted for safety and received the minimum required training on child safeguarding. Consider particular risks that might be presented by staff, partners and volunteers because of the programme design and delivery e.g. certain interventions require one to one contact between a child and staff, activities

	involve childcare arrangements, which may also require contact, e.g. care for children with disabilities, local perceptions, attitudes and behaviour towards children. These type of activities present a greater risk and require specific mitigating actions.
Target group of children involved in programme	Consider the age and sex of the children involved in, or impacted by, the programme, along with any specific vulnerabilities of the target group that may impact on safety e.g. disability, children without parental care, children who have already experienced abuse, displaced children, children associated with armed conflict. Decisions on how and where the programme is run, who will deliver it, and what engagement will be needed with children's families and communities will be informed by risks that might arise for different groups of children.
Location	Risks associated with the location of the programme need to include where the activities are taking place in communities and whether these places are safe, the type of structure in which the activities are being delivered and whether the structure itself is safe, how children will travel to the place safely.
Thematic area risks	Consider the specific risks associated with the type of programme being delivered. The Child Safeguarding Thematic Tip Sheets can be used as a benchmark for this but individual projects and programmes will need to be risk assessed to ensure the activities can be delivered as safely as possible.
Use of children's images and stories for communications and fundraising	Consider what images and stories are required to communicate work on the project and programme, or fundraise against. Consider potential whether any images and stories present risks of harm to children, even with permissions given e.g. children are from conflict-affected areas and families unwilling or uncomfortable in having photographs published, stories will be describing tensions within communities who may have access to websites where the stories will be published.
Use of Social Media and IT	How are we managing social media? Including workplace. Are we aware we (staff and children/their parents) aware of the on-line risks and have we put in place mechanisms to prevent and manage any risk? Do children have access to computers and communication devises? Are there protocols in place for usage and up to date IT security in place? Do staff have the relevant understanding and awareness to prevent report & respond?
Procedures for reporting and responding to allegations	Consider whether the procedures for reporting allegations have been designed in consultation with children and families – and are therefore more likely to be used. Does the Country Office have a clear procedure for responding to reports of child abuse? Has it already been tried and tested – if not, recognise that risks remain on whether it will work effectively if cases arise. Does the Country Office have the right capacity to manage and respond to allegations and referral systems in place?

The table below describes opportunities for risk assessing programmes and identifies tools to use.

Risk Assessment Process	When to use	Relevant SCI tools
Country programme risk assessment	Use when budgets or time is tight and individual programme or project risk assessments may not be possible. Risk assess the country programme for a particular theme. Identify areas of work where risks may be significant. These areas of work will require a more detailed risk assessment at project level.	Child Safety Risk Analysis (CSRA) Tool
Awards over 250,000	It is **mandatory** for all new projects (including advocacy and research) to complete the child safeguarding project risk	Award Risk Assessment Tool

Risk Assessment Process	When to use	Relevant SCI tools
	assessment irrespective of the minimum award value. These awards require an Award Risk Assessment (ARA). The Award Specific Internal Risks includes the above categories of risk for child safety and will need to be completed.	Child Safeguarding Project Risk Assessment Tool Child Safety Risk Analysis (CSRA) Tool (where a more detailed analysis is needed)
Early onset emergency programmes	Early onset emergency programmes can be covered by a single ARA. The Award Specific Internal Risks can be guided by a rapid risk assessment.	Award Risk Assessment Tool Rapid Risk Assessment Guide (See Annex I).
Individual projects/events under £250,000	Individual projects/events **Must** be accompanied by a child safety project/activity risk assessment. Assessing and minimising programme risks is informed by consultation with children, parents and communities, who know better than anyone what risks may be presented by programme activities, the potential benefits, pitfalls and ramifications for the children. As a measure of good practice, their views **must** be taken into account.	Child Safeguarding Risk Assessment Tool SC MEAL PRC Programme Framework provides guidance on conducting participatory programme/project design which can include child safety

Identifying risks, and actions to minimise them, and incorporating these into programme design, is the responsibility of the project manager/technical specialist or staff member responsible for designing the programme.

In situations where the risks are high, or where the risks cannot be minimised sufficiently, the Child Safeguarding Focal Lead, Safety, and Security Lead should be initially consulted for advice and guidance. Programmes carrying a high risk for child safety will need to include plans for regular and frequent monitoring to check whether the risks are being realised, and be **included** in the country management risk register.

Assess and engage appropriately partners/suppliers/contractors delivering programmes

Partners/suppliers and contractors should be assessed for their capacity to safeguard children. The assessment will need to include whether the organisation will come into contact with children during the delivery of the programme. Activities, which will bring the organisation into contact with children, include:

- Direct delivery of programmes which include children
- Delivery of services which children access
- Delivery of services in the community, or to adults, which may bring the organisation into contact with children in the community, or accompanying their parents
- Advocacy and campaign events involving children's at country and global level and through social media

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If partner organisations are primarily responsible for designing, implementing, monitoring and evaluating programmes they will also need the skills and capacity to ensure child safe programmes.

The *Partner Assessment Tool* can be used for assessing partners. This can be modified for suppliers and contractors. Child safety should be highlighted during this assessment and prospective partners asked about whether they already have a child safeguarding policy or other child safety procedures in place. Use the information from the assessment to develop capacity-building plans for partners and identify what actions and resources are required when awarding contracts.

All contracts with organisations supporting or delivering programmes, projects or services on behalf of, or with, Save the Children will need to include specific clauses on their organisational commitments and requirements on child safeguarding.

Using information from organisational assessments (*Partner Assessment Tool*) there will be additional actions to include in arrangements with partners/suppliers/contractors, depending on what they will be doing on the programme and the capacity they already have to safeguard children:

Roles Responsibilities of Partner/Supplier/Contractor	Actions required
Partner organisations designing, implementing and monitoring/evaluating programmes/projects	• Capacity building on child safeguarding and safe programming processes and approaches
Organisations delivering goods, services and construction	• Demonstrated ability to deliver goods, services and construction to international/quality standards
All organisations whose staff will be in contact with children	• Their own child safeguarding policy and code of conduct which their staff sign, **or** their staff sign onto Save the Children's policy and Code of Conduct • Capacity building on child safeguarding • Partners demonstrate measures taken to safeguard children and manage any risk • Partners demonstrate & evidence safe programming/safety standards/measures implemented

Meet 'safety standards' in programme design

The range and variety of programmes/projects, events and campaigns and the differences between the contexts in which they take place, makes it challenging to provide information on the 'safety standards' that would apply to each programme in every context. The Thematic Tip Sheets and the Common Approaches for each theme can be used to help determine whether the programme *activities* will be delivered as safely as possible.

For some programme interventions, *goods*, *services* and *construction* works are required. As stated in *SCI Standard 49: Sourcing and Procurement*, and included in the *Supply, Planning and Sourcing guidance*, the procurement of goods, services and construction works must meet

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relevant international quality and safety standards. At the design stage the Programme Director of Quality/Technical Adviser, in conjunction with procurement teams will need to ensure that the goods etc. meet quality standards, will be available when the activities start, and that the costs of procuring these goods at the required quality are fully budgeted. It is not acceptable to procure cheaper goods, which do not meet quality standards and present a risk or danger to children. Logistics teams will need to ensure that arrangements are made for checking the goods, services and construction works against the quality standards or specifications and the relevant completion and quality standard certificates are obtained.

The *places or spaces* in which programme activities are implemented should also meet relevant health and safety standards.

Key considerations for places and spaces	Yes/No	Comments
Have you conducted an assessment with the community to decide whether 'safe' spaces are needed for programme activities?		
Have you identified a suitable location for the 'safe' space, with the community: • Safe for children to get to and from • Surroundings are safe and free from violence • 'Safe' space not adjacent to places where adults meet • Safe and easy to access by children with disabilities		
Have you consulted with the community on whether a structure is needed as the 'safe' space?		
Have you mapped the existing facilities and infrastructure within the community, including schools and community centers to determine whether these might be suitable as 'safe' spaces?		
Have you identified/budgeted for the resources you will need?		
Have you trained staff and volunteers on working with children in safe spaces?		
Has the 'safe' space been assessed for health and safety considerations using international standards?		
Have you organised for the 'safe' space to be provided with the necessary services e.g. WASH facilities, water for drinking as well as for hygiene purposes; food?		
Will the 'safe' space be used for a range of programme activities?		
Can the 'safe' space accommodate groups of children of different ages at the same time or have alternative arrangements been made e.g. for early years and adolescents		
Have the activities within the 'safe' space been planned and agreed with children and their parents?		
Have they been designed for boys and girls of different ages and stages of development and ethnic/cultural backgrounds?		
Have you set up clear guidelines, programmes and schedules for activities with children? Do the schedules ensure children can participate safely		

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Key considerations for places and spaces	Yes/No	Comments
and not at the cost of other commitments, they may have?		
Have you organised ongoing monitoring with feedback mechanisms that involve the children and families?		
Have you organised ongoing training and follow-up support for staff and volunteers working in safe spaces including coaching?		

Design programmes to create safer environments for children

Programme interventions can be designed in such a way to create, or contribute towards, a safer environment for children and thereby increase the impact and cost-benefit of Save the Children's work. Creating safer environments for children through programme interventions is distinct from child protection programming, but can complement it. Strengthening the capacity of families and communities to keep children safe can be an important "by product" of many projects. An example of this is that livelihood opportunities for adolescent girls delivered through the Child Poverty programme will contribute to addressing early marriage and thereby the safety of girls.

1.5.3 SIGNING OFF ON PROGRAMMES/SECURING AN AWARD

Budget for safe programming

The costs for ensuring the programme, event etc. is safe must be included in the proposal. The table below provides an indication of the activities that will be needed for safe programming, and whether these should be allocated to project specific, cross-programme or core costs. Clear explanations and evidence should be provided to support budget requests, so that decision-makers and donors can understand the rationale.

Child safety-related activities	Project Specific Costs[2]	Cross-programme Costs[3]	Core Costs[4]
• National child safeguarding lead or project specific			
• Risk assessment at programme design stage			
• Capacity building programme staff on safe programming			
• Awareness raising on child safeguarding for all stakeholders involved in the programme			
• Consultative risk assessment activities in early stages of programme (where necessary)			
• Additional activities (where necessary) to ensure specific thematic projects/programmes are delivered safely			
• Capacity building partners/suppliers/contractors on child safeguarding and safe programming (where the partner requires this)			
• Support to partners to design and implement complaints mechanisms that can handle reports of child abuse (where these do not exist)			
• Goods, services and construction meet quality standards			

[2] Referred to as Thematic Costs in Award Management Manual
[3] Referred to as Cross-thematic Costs in Award Management Manual
[4] Referred to as Non-Thematic Costs in Award Management Manual

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• Setting up community complaints and reporting mechanisms			
• Regular monitoring activities to determine whether risks are arising from the programme			
• Regular monitoring of partners/suppliers/contractors to determine whether they are meeting standards			
• Evaluation of programme safety at mid-term			
• Support activities for closing out safely			

Sign-off decisions

Signing off on programmes/events/campaigns and securing awards needs to be based on whether the programme/event/campaign has met the necessary requirements for child safety. ***All*** project/event/campaign proposals need to explicitly state what risk assessments have been done (with outcomes), OR what plans there are for risk assessing at the early implementation phase (where necessary) OR how risks will be monitored during monitoring activities. Include the key indicators being used to monitor the safety of the project or programme. *The 26 Questions Every Proposal Should Answer* will be updated to include child safety and can be used to check that the proposal is complete.

The flowchart below identifies the questions to ask, and the points to consider, when reviewing the programme or project proposal in preparation for final decision. The various stages have been linked to the safe programming KPIs (see section 1.4 above). The Programme Director of Quality/Technical Adviser or person responsible for developing the event/campaign should use this flowchart to ensure the proposal/plan/award has covered what is needed prior to submitting it to senior management for approval. Senior managers will need to be assured that the proposal/plan/award has incorporated child safety measures effectively before approving the proposal for submission to the donor and on AMS.

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Child safegrauding risk assessment

- **Are you conducting a rapid assessment?**
- Make sure significant child safety risks are identified
- Project/activity plans should include a more participatory risk assessment to be done later

- **Are you conducting a participatory assessment?**
- Consult with children, families and other key stakeholders on potential risks

Mitigating/minimising risks

- **Does the plan include appropriate safety measures for a specific thematic area?**
- Make sure that the technical input includes child safety
- Make sure there are practical plans for mitigating or minimising anticipated risks

- **Does the plan include activities which contribute to a child safe environment?**
- Identify clearly how the project is achieving the best possible outcomes for children - ideally included a child safety outcome/result for the project

Programme/ project budget includes costs for child safety

- **Ensure that all safety measures/actions to minimise risk are included in the budget**
- Capacity building and/or awareness raising as necessary on child safeguarding for all involved in the project
- Risk assessment activities and follow-up monitoring to check on any new risks
- Post-project follow-up to support child safety and positive outcomes for children

- **Where possible include a contribution** for core child safeguarding costs, e.g. focal point salary

"Child safe" partners, contractors & suppliers

- **Have partners/contractors/suppliers been assessed for safety?**
- Make sure that the role of the partner /contractor is clear, that the extent of contact with children stated; and that the capacity of the partner to safeguard children is clearly demonstrated
- Capacity building plans for partners/contractors/suppliers should include child safety

Project/award 'kick off' includes child safety

- **Is a kick off meeting planned?**
- Include a child safety briefing in the kick off meeting
- Review the child safety risk assessment
- Emphasise the child safety and well-being outcomes planned for the project

- **Consider any necessary arrangements associated with contracting:**
- Child safeguarding clause in all contracts with partners/contractors/suppliers
- Partners/contractors/suppliers in contact with children work to code of conduct

Reporting Mechanisms

- **Does the project/activity plan include actions required to set up community reporting/complaints mechanisms?**
- Ensure that there is sufficienty community engagement planned for setting up the mechanism

M&E

- **Is the project/activity plan accompanied by a M&E plan?**
- Check that indicators for child safety included

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The responsibility for sign off is shown in the table below.

Role	Function
Technical advisor and Director of Programme Quality (PDQ)	• 'Sign off' that the risks and minimising actions are well incorporated into the programme design • Risk assessment tool is complete • Programme designed to achieve positive outcomes for children
Child safeguarding lead	• 'Sign off' that processes and tools been followed and used • 'Sign off' that high/significant risks being carried for the programme to go ahead
Operations Director	• Budgets include activities for safe programming • Budgets funded in full
Country Director	• Sign off that programme proposal includes child safeguarding project risk assessment, costed management plan and has been properly informed by technical advisor/PDQ and CS lead

1.5.4. IMPLEMENTATION

Assess baselines

Any baseline assessment should include child safety considerations. As a minimum the baseline should include essential child safeguarding-related information to allow identification of steps which need to be taken during the project to ensure (and, ideally, improve) the safety of children during project delivery, for example

- Numbers partners working, or in contact, with children who have received the minimum required training on child safeguarding
- % children and parents in the target communities who know how to make a complaint or report a concern related to child safety

Extra child-safety related baseline data to be collected will depend on the type programme or project. An education project looking to increase school attendance would need baseline information on the incidence of humiliating and physical discipline, for example

- % schools in the target area using humiliating and physical discipline
- % girls and boys in the target area/school who report having experienced humiliating and physical discipline

Engage children safely in programme activities – safe participation

There are many resources relating to child participation on OneNet. All child participation should be governed by the nine basic requirements for children's meaningful and ethical participation[5], which include the requirement that participation must be "safe and sensitive to risk". The table below gives examples of issues to consider when ensuring that children can participate safely in activities associated with programmes, events or campaigns.

Common child participation risks	Examples of ways of mitigation	Relevant SC materials
All types of child participation		

[5] Nine requirements of Children's Participation General Comment on Article 12 by the UN Committee on the Rights of the Child (2012). Available on OneNet.

Common child participation risks	Examples of ways of mitigation	Relevant SC materials
Child participation does not comply with Child Safeguarding Policy e.g. children and families have not actively consented to participation	• All staff /partners involved are trained in child safeguarding and have signed code of conduct • Make clear that children's participation is voluntary - they can withdraw at any time • Use consent forms • Ensure participation meets the 9 basic requirements for children's meaningful & ethical participation	*Practice Standards in Children's participation* (2005) *Essential Standard 15: Offices ensure that activities engaging with children and their carers have informed consent, are non-exploitative and do not increase risk of harm or vulnerability*
1. General involvement in projects targeted at communities or families		
Particular risks associated with certain groups of children e.g. engaging children living/working on the street in programming activities **Particular risks related to changing the dynamics of participation and engagement within families/ communities e.g. empowering adolescent girls to speak out on discrimination**	• Identify particularly vulnerable groups; conduct risk assessments • Awareness raising on children's right to be protected from harm • Get feedback from children and adolescents about what makes them feel safe/unsafe • Ensure children know where to go for help • Appoint child safe champions • Community complaints mechanism • Peer support mechanisms for children and adolescents	*Children's Participation in the analysis, planning and design of programmes* (2013) *A toolkit for monitoring and evaluating children's participation* (2014) Both the documents above include the ethical programming requirements.
2. Children being taken to specific places for activities		
Unsafe transport	• Vehicle safety checks • Vehicles have seats and seatbelts • Drivers and volunteers briefed and trained in child safeguarding • Procedures in place in the event of an accident • Minimise use of non-SC Drivers and vehicles and ensure when used they are briefed and vehicles checked. • Ensure no political stickers/unsuitable branding on rented vehicles if used.	Upcoming Events Pack with checklists
Location or building unsafe	• Conduct risk assessment • Ensure venue meets health and safety standards	
3. Participation in national or international events		
Children in an unfamiliar environment with communication difficulties and vulnerable to being taken advantage of	• Appoint one individual as the Child Safeguarding Coordinator, responsible for ensuring the safety and wellbeing of children. • Conduct event-specific risk assessment and identify any required actions • Safety briefings at start of event • Produce event specific consent forms & participation agreements	Upcoming Events Pack with checklists

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Common child participation risks	Examples of ways of mitigation	Relevant SC materials
	• Protect children's identity and/or provide follow-up measures to give protection • Develop guidelines for reporting incidents and emergencies involving children and adolescents • Provide translation/interpretation • Suggestion box at venue for children to post ideas/complaints	
Children involved in events get separated from the group	• Ensure children are accompanied at all times • Chaperones must be responsible for supervising children and knowing where they are • Ensure the recommended ratio of chaperones to children is organised • Provide children with details of who to contact should they get lost/separated • Provide children with address of their accommodation and how to reach it • Ensure all events have a designated child safeguarding coordinator	
Children may be subject to physical harm or injury at venue or on way to/from venue	• Check safety of venue • Ensure children are accompanied at all times • First aid kit available and staff member trained to use it • Procedures in place in the event of an accident	
4. Participation in special activities such as social media, campaigns, research		
Children involved in advocacy may be exposed to abuse as a result of speaking out on contentious issues **Children undertaking research activities without appropriate support**	• Do not use real names • Provide ongoing support • Ensure a focus on the best interests of the child • Get feedback from children on their experience and any safety issues • Do not involve children in research or advocacy if risks are too great	Tip sheet on engaging children in research, advocacy and campaigning
Children using or accessing social media platforms which are unsafe and without fully understanding the risks involved	• Identify and use 'safe' platforms for social media programmes • Raise awareness with children and families on risks associated with social media • Encourage children to use social media platforms provided by the organisation and not open public platforms	Upcoming Social Media Guidance

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Mobilise communities for child safeguarding

Mobilising communities for child safeguarding is an important measure to ensure programmes are delivered safely. This does not involve a full-scale child protection programme (unless that is a programme intervention being implemented). It is about creating child safe champions who are involved in the programme, or are in the community in which the programme is taking place, who can take responsibility for checking whether children are safe and any risks are identified, addressed and immediate action taken.

Introducing peer support mechanisms for children will also offer a safeguard. Examples of peer support are:

- Children accompanying one another to and from school to minimise risks associated with their journeys;
- Agreeing to tell each other if harm has arisen through their involvement with the programme/event etc. if they are not confident in reporting to an adult.

Establish Community Complaints Mechanisms to report on unsafe programmes

Save the Children are committed to introducing Community Complaints Mechanisms in the communities in which we work. Guidance on setting up community complaints mechanisms can be found in the Programme Accountability Guidance. Ensure that adults and children participating in programmes understand that it is important to use the Complaints Mechanism to report any harm to children, which has arisen through the delivery of the programme.

1.5.5. MONITORING AND EVALUATION

Monitor child safety risks in programmes and projects

Monitoring risks, actions to minimise those risks, and whether the programme continues to be safe should be a regular activity. At regular intervals the following questions should be asked:

- Do the risks still exist?
- Have they been reduced, controlled and managed by the minimising actions?
- Are there new risks?
- What further measures do we need to implement to reduce, remove and control these new emerging risks?

Monitoring safety can be conducted during the regular programme/project monitoring activities. These do need to take place, however, at least bi-annually and more frequently than this if the programme/project has been identified as carrying high risks.

Monitor partners/service providers/suppliers

Partners/service providers/suppliers should be monitored on a regular basis for their delivery, or contribution to, programme objectives and achievements. Guidance on partnership monitoring can be found in the *Monitoring in Partnership Toolkit* (May 2016). The following should be Included in the regular monitoring:

- Is the organisation meeting its contractual commitments on child safety/safeguarding?
- Have there been any child safeguarding cases (reports, complaints etc) in the organisation?
- Have there been any safety incidents involving children, for example injuries or accidents?
- Have any new child safety risks arisen, which need to be assessed and addressed as, part of the project?
- Where children are directly involved in the project, has the partner asked them for their views on child safety issues?

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- Are there any examples of good practice in relation to partners ensuring and promoting child safety?

Award Management requires that Partnership Management arrangements include a review of any risks identified for the award. Child safety or safeguarding risks presented by partners should be reviewed at least bi-annually for awards.

Evaluate programme safety and capitalise on lessons learned

When evaluating the outcomes and impact of programmes/projects and campaigns/events include an evaluation of whether these were delivered safely and achieved optimal outcomes for children. Child safety is one of five global programme quality indicators in the new quality framework being adopted in 2017.

As mentioned in section 1.4 above, a Key Performance Indicator and associated scorecard for safe programming has been developed, to answer the question

Has our programmatic activity been designed, planned, implemented and monitored to ensure it is safe for children?

This KPI and the questions in the scorecard should be used for reviewing and measuring progress on all Save the Children programmes.

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Programmes/projects, which have been designed safely, will also have had specific indicators built into the design on safety for that particular type of programme/project, which can be evaluated.

Suggested examples of indicators to monitor and evaluate child safe programming

- # and % of programmes and projects that have included a child safeguarding project risk assessment
- # and % of programmes and projects that have included a costed child safeguarding risk management plan
- # and % staff who are aware of the child safe programming guidelines
- # and % of staff who can give examples of how they have used the child safe programming guidelines
- # and % of partners with their own child safeguarding policy (disaggregated by different types of partners)
- # and % of partners with their own code of conduct for staff (disaggregated by different types of partners)
- # and % of funding proposals which include child safety measures
- # and % of programmes where children have been involved in programme design
- # and % of field programmes/projects with community complaints mechanisms in place
- # and % projects with outcomes related to child safety and/or well-being
- # and % children involved in a project who say they feel safe
- # and % of children in a community who say they feel safer at the end of a SCI project intervention in their community than they did at the outset (and details of why)
- # and % projects with baseline assessments which include child safety
- # and % programmes/projects where children have been consulted for their views about what aspects of the project make them feel safe/unsafe
- # and % projects where children have been involved in setting a child safety indicator for the project
- Examples of good practice in child safe programming
- Examples of projects which have made adjustments to programme design and implementation because of child safety issues

Good practice examples and case studies relating to child safe programming should be collected during the monitoring and evaluation process and passed to the SCI Child Safeguarding Team to be part of a shared knowledge management database. Case studies should include some **cost-benefit** assessments of prioritising child safety. Where reviews are conducted after child safety incidents a copy should be passed to the Child Safeguarding Team who will anonymise the data and disseminate lessons learned guidance globally.

1.5.6. CLOSE OUT

Potential child safety risks are presented by the close out of both development and emergency programming, as well as events or campaigns that have involved children. Generally, close out falls into one of the following categories:

- Transitioning of humanitarian response to longer term development programmes being implemented by Save the Children – Save the Children will retain responsibility for

managing or delivering programmes for, or to, children and communities who are now 'living' in development contexts rather than emergency contexts

- Transitioning or hand over of operations to local authorities or partners – particularly so where Save the Children has been filling the role of the government whilst building their capacity to deliver, or similarly delivering services etc. that will become the responsibility of local organisations over the medium to long term;
- Transitioning interventions to the community or community groups – who have agreed to continue activities;
- Close out of an event or campaign in which children have participated;
- Complete close out of all operations and funding – the programme or project is complete and there are no plans for other organisations or community groups to continue with the activities.

Be clear on where the boundaries lie in safe close out. The resources required to guarantee that close out is completed safely may not be available – develop realistic plans to close out as safely as possible, using the guidance below.

Transitioning humanitarian response to longer term development programming

Transitioning humanitarian responses to longer term development programming being managed or delivered by Save the Children enables Save the Children to retain a good deal of 'control' over child safety. The transition should still be risk assessed for child safety to ensure the transition proceeds as safely as possible. The transition process can also be used as an opportunity to assess any protection or safety issues experienced by children during the humanitarian response, which will need to be taken into account in the design of the longer-term development program.

Transitioning to local authorities or partners

Hand over arrangements to local authorities or partners should include that they have child safeguarding measures in place and/or can demonstrate integrating into existing local and national government systems or organisational policies and practice.

Local authorities or partners already contracted with Save the Children should have been strengthening their organisational capacity to safeguard children during their partnership arrangements. The hand over plan can include acting on any outstanding priorities for addressing safeguarding gaps.

Handing over to hitherto uncontracted local authorities or partners will require the organisations conduct a safeguarding audit to identify gaps. If the organisation has no policy or procedures in place, identify priority areas on which to support the organisation and build this into the handover plan and agreement.

Transitioning to communities to continue with certain interventions

If handing over to communities, or community groups, conduct a risk assessment with communities to identify potential harm to children from community managed interventions and how this might be addressed.

It is likely that solutions to a number of risks may well be to ensure that there is a local, effective reporting mechanism to use if things do go wrong, and that the communities work on abuse awareness and prevention.

- Support the communities to identify solutions, which they will take forward.
- Build their capacity to implement the priority solutions

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- Help them plan how they might implement the longer-term solutions and whom they could call on for further support.

Close out of an event or campaign involving children

Closing out an event or campaign can present risks for children. Where children have been involved in high profile, possibly controversial campaigns, closing out and withdrawing support may leave the children exposed to retaliation by families, communities or authorities, depending on what the campaign involved. Children may face tensions within their peer group if they have been chosen to participate in events or campaigns and their peers have not. Children may find it difficult to step back into their homes and lives having been involved in events or campaigns, which have taken them out of their context and considerably broadened their horizons. All close outs of events or campaigns need to be risk assessed and decisions made on what further support, if any, is required to ensure children 'return' to their lives safely.

Close out of all operations and funding

The complete close out of all operations and funding can leave a vacuum - and the potential for children to become vulnerable to abuse and exploitation as a consequence of withdrawal of support. Planning for this type of close out, therefore, needs to include:

- Obtaining full information on the local authorities services and support for children experiencing, or at risk of, harm and abuse. This will need to be made available to the communities with whom you have been working
- A risk assessment on the close out – look particularly at who is likely to be most vulnerable following close out and why
- Consultation with key stakeholders on how to address the risks of close out – include discussions and agreements on measures to prevent the risks arising but also what actions can be taken by families, communities and the local authorities if children are at risk of, or experiencing, harm and abuse arising from close out

1.6. CHILD SAFEGUARDING IN HUMANITARIAN RESPONSE

The guidance in the above sections applies to programmes being delivered as a humanitarian response. However, there are particular processes and standards which guide Save the Children's humanitarian response and this section is intended to demonstrate how to link safe programming measures to sector standards and adapt humanitarian guidance and processes (where necessary) for safe programming.

1.6.1 Humanitarian Standards

There are a number of sector-wide humanitarian standards, which Save the Children use. The visual below demonstrates how these standards support child safe programming. All Save the Children staff and volunteers, before deployment, and implementing partners **MUST** have a good understanding of, and demonstrated competency in, applying the Core Humanitarian Standard.

Standards framework	Relevant standards for safe programming
Humanitarian Charter	**Protection Principle 1** "Avoid exposing people to further harm as a result of your actions"
Sphere Core Standards	**Implementing all 6 standards** will contribute to safe programming

Standards framework	Relevant standards for safe programming
Core Humanitarian Standard	**Implementing all 9 commitments** will contribute to safe programming **Commitment 3** Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action
SCI Humanitarian Essential Standards	**Implementing Standard 31- Preparedness; 33- Request to respond and 34 – Quality Response** all have child safeguarding implications and need to be adequately resourced
Keeping Children Safe Standards	**Standard 3 Procedures** Child safeguarding risk assessments and mitigation strategies are incorporated into existing processes
Sphere Minimum Standards	**WASH** • All groups within the population have safe and equitable access to WASH **Food Security and Nutrition** • Food assistance ensures survival, upholds dignity, prevents erosion of assets and builds resilience • Food distribution is responsive, timely, transparent and safe. • Cash transfers reduce risks of harmful use and negative impacts • Safe access to market goods and services is protected **Shelter, Settlement, Non-Food** • Strategies contribute to the security, safety, health and well-being of both displaced and non-displaced affected populations • The planning of return, host or temporary communal settlements enables the safe and secure use of accommodation and essential services • Local safe building practices, materials, expertise and capacities are used • The affected population has sufficient support items to ensure their health, dignity, safety and well-being **Health** • People have equal access to effective, safe and quality health services that are standardised and follow accepted protocols and guidelines.
INEE Minimum Standards **(Education)**	**Foundational standards** • Community Participation • Analysis – Assessment • Analysis – Response Strategies • Analysis – Monitoring **Environmental standards** • Protection and Well-being • Facilities and Services **Teachers and Other Personnel Standard** • Conditions of work
Child Protection Minimum Standards	**Principle 1:** Avoid exposing people to further harm as a result of your actions **Principle 6:** Strengthen children's resilience in humanitarian action **Standard 4:** Programme Cycle Management All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by girls, boys and adults affected by the emergency **Standards to address child protection needs** Aspects of these standards can be drawn on for programme safety **Standard 17:** Child Friendly Spaces **Standards to mainstream child protection in other humanitarian sectors** Designed in part to support organisations implement the Do No Harm principle in a range of programming activities

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1.6.2 Key child safeguarding considerations in preparing for and responding to emergencies

Emergency Preparedness

The Emergency Preparedness Plan (EPP) provides the opportunity to identify potential risks and issues for children that will need to be considered in the onset of an emergency.

Identifying risks

Include in the range of risks being considered for the EPP any child protection concerns that might arise or be exacerbated for children during an emergency response. Draw on any information available on child protection risks and issues that were identified for children in previous emergency responses in the country, or a similar response in a different country, if relevant.

Planned interventions

Include in the list of planned interventions, any actions you have identified to minimise potential risks, and the need to conduct a rapid risk assessment for child safety during early onset.

Risk Assessments

Award Management advises that a single Award Risk Assessment can be produced for the whole response within the first 12 weeks, to be included with proposal approvals instead of an award-specific risk assessment. The Response ARA will need to include all the child safety risks and minimising actions that are common to all awards, and highlight any particular award specific significant risks and minimising actions. The Rapid Risk Assessment Guide (Annex II) can be used to inform the single ARA.

Award-specific risk assessments and JORT are required for all proposals after 12 weeks of the response. At that, time a more in-depth or thorough risk assessment should be conducted for the specific award or project/programme, in consultation with children and adult beneficiaries and project/programme stakeholders.

Response Management

Annex III provides guidance on using the key actions from the Response Management Procedures to integrate child safety in emergency response programmes.

You should also build a picture on child safety risks and minimising actions during the early stages of the emergency response so that finalised sector programme plans incorporate child safety appropriately.

Close Out

The guidelines on Close Out in section 1.5.6 should be followed. Pay particular attention to the closure of programmes and projects, which present the most significant risks e.g. transferring aid to cash for work schemes.

1.7. CHILD SAFEGUARDING IN GLOBAL THEMES

1.7.1 Integrating child safety in thematic areas

Common Approaches

A key organisational change initiative currently underway in Save the Children is to develop Common Approaches for work on thematic areas. The Common Approaches are designed to achieve positive outcomes for children and guide quality programming, all of which will

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contribute to safe programming. In addition, within each Common Approach the section on Integrating cross cutting issues will include a description of what is required to ensure that specific type of programme (or approach) integrates child safety. It is essential we identify the potential **unintentional** harm across our thematic areas of intervention as well as the specific health, education, child poverty, child protection related risks from the outset and build in strategies and interventions to prevent and manage these risks into our common approaches.

Risk management in thematic areas

The variety of projects and programmes being designed and implemented in Save the Children renders it impossible to produce a comprehensive set of potential risks and minimizing actions (or safety strategies) for each type of project or programme. Save the Children has, however, developed Child Safety Thematic Tip Sheets for the following thematic areas:

- Child Poverty
- Child protection
- Education,
- Health and nutrition
- WASH

In addition to the above, Save the Children has also developed a guidance on *Child Safeguarding in Cash Transfer Programming.*

The Tip Sheets and above cash transfer guidance provide information on how to apply a child safety lens to the work in that thematic area with some examples of common risks and ways to mitigate those risks. The Tip Sheets can be found on One Net. The Global Thematic Leads will keep the Tip Sheets up to date.

As we increasingly intervene economically with families and children in both our humanitarian and development programmes it is essential for Save the Children to identify the potential negative impact on children. One potential risk is intensity in child labour. As family productivity, through livelihood interventions increases, the leisure time for children and the balance between school and learning and child work decreases. Economic interventions can also affect childcare practices and therefore put children at risk of physical harm and neglect. An increase in labour demands on women can result in women spending more time outside the home or having to take children to the work-site. This can also have a negative impact on the health and nutritional well-being of the child.

In addition, we need to understand better the potential link between economic interventions and gender-based violence and the implications for women, boys and girls and build this into the design of our approaches and delivery.

Building a **thinking culture** to identify and understand the positive and negative impact on children and their families to design and implement safe and quality programmes is core to Safe Programming.

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1.7.2 Integrating safeguarding in advocacy, campaigns and research

Devising advocacy and campaigning, and research, initiatives involves adopting the same processes and approaches for incorporating child safety in design, implementation, monitoring and evaluation as those described in the main part of this document. However, attention must be paid to the specific risks associated with children engaging in advocacy, campaigns and research, particularly where the issues being researched or advocated on are contentious. Programme design for these activities needs to focus on:

- Is it necessary, or in the best interests of the child to be involved in these activities? What are the options to ensure children's voices are included/heard?
- What is the potential benefit and negative impact of the child (ren) involvement?
- What support will be provided to the child(ren) to engage in these activities safely?
- What potential changes are likely to arise within family and community dynamics by engaging children in these activities?
- What reach or impact are these activities likely to have with policy makers or the wider public? And for what period, therefore, should we provide support to children?

The Child Safety Thematic Tip Sheet for Advocacy, Campaigns and Research can be used to help identify and minimise common risks associated with engaging children in these activities.

1.7.3 Integrating safeguarding in social media programmes

Developing social media programmes involves adopting the same processes and approaches as other thematic areas for design, implementation, monitoring and evaluation. There are four key components that need to be in place to support safety in social media programmes[6]

- Save the Children's upcoming Social Media Policy and Procedure: this describes the acceptable use of technology and outlines the sanctions should this be breached. This policy should inform all programmes and projects engaging children in social media
- Infrastructure: the technological infrastructure needs to meet Save the Children's standards for safe use of technology.
- Education: Save the Children must ensure that all staff, volunteers, children and young people, as well as the wider community, receive the most appropriate education and training in the proper use of ICT and social media.
- Monitoring: all social media programmes and projects need to be constantly monitored and reviewed in order to ensure children and young people remain safe in their engagements.

Use these guidelines to design and implement safe social media programmes. Ensure that the programmes meet the standards set out in the upcoming Social Media Policy, including the infrastructure being used to support the programmes. The Child Safety Thematic Tip Sheet for Social Media can be used to help identify and minimise common risks associated with social media programmes.

1.8. COMPETENCIES FOR SAFE PROGRAMMING

We will continue to build our capacity and competency for safe programming. Save the Children's Competency Framework can be interpreted for safe programming as described

[6] PIES model (Becta, 2009) used in Keeping Children Safe's Online Guidance 2014

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below. You will need to consider how you meet required competencies for your contribution to safe programming and what you need to develop further.

	Competencies	Descriptive Summaries	Values
Leading	**Leading and inspiring others**	Demonstrates leadership in ensuring that programs are safe for children and achieve positive outcomes. Supports others to understand, and deliver on, their roles and responsibilities for safe programming.	Ambition Integrity
	Delivering results	Takes responsibility for ensuring that contribution to safe programming delivers the necessary results. Holds others accountable for meeting standards and KPIs for safe programming.	Accountability Ambition Collaboration
	Developing self and others	Invests time and energy to develop the necessary skills and expertise for safe programming, supports others to do the same, and builds the organisation's capacity for safe programming.	Collaboration Creativity
Thinking	**Problem solving and decision making**	Takes effective, considered and timely decisions to ensure programmes are safe, by gathering and evaluating relevant information from within or outside the organisation.	Accountability Collaboration Creativity
	Innovating and Adapting	Develops and implements innovative solutions to minimise risks to children and adapts work processes to achieve positive outcomes for children.	Ambition Creativity
	Applying technical and professional expertise	Applies the required technical and professional expertise to design and deliver safe programming and shares best practice within and outside the organisation.	Accountability Ambition Integrity
Engaging	**Working effectively with others**	Works collaboratively with people and teams to ensure organisational processes contribute to safe programming.	Collaboration Integrity
	Communicating with impact	Promotes, and engages in, dialogue, which creates awareness on safe programming and ensures the voice of children, families and communities is reflected in safe programming decisions.	Collaboration Creativity Integrity
	Networking	Builds and uses sustainable relationships and networks to keep children safe in programming.	Collaboration Creativity

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Annex I Identifying Safe Spaces

Key considerations for places and spaces	Yes/No	Comments
Have you conducted an assessment with the community to decide whether 'safe' spaces are needed for programme activities?		
Have you identified a suitable location for the 'safe' space, with the community: • Safe for children to get to and from • Surroundings are safe and free from violence • 'Safe' space not adjacent to places where adults meet • Safe and easy to access by children with disabilities		
Have you consulted with the community on whether a structure is needed as the 'safe' space?		
Have you mapped the existing facilities and infrastructure within the community, including schools and community centers to determine whether these might be suitable as 'safe' spaces?		
Have you identified/budgeted for the resources you will need?		
Have you trained staff and volunteers on working with children in safe spaces?		
Has the 'safe' space been assessed for health and safety considerations using international standards?		
Have you organised for the 'safe' space to be provided with the necessary services e.g. WASH facilities, water for drinking as well as for hygiene purposes; food?		
Will the 'safe' space be used for a range of programme activities?		
Can the Safe Space accommodate groups of children of different ages at the same time or have alternative arrangements been made e.g. for early years and adolescents		
Have the activities within the 'safe' space been planned and agreed with children and their parents?		
Have they been designed for boys and girls of different ages and stages of development and ethnic/cultural backgrounds?		
Have you set up clear guidelines, programmes and schedules for activities with children? Do the schedules ensure children can participate safely and not at the cost of other commitments, they may have?		
Have you organised ongoing monitoring with feedback mechanisms that involve the children and families?		
Have you organised ongoing training and follow-up support for staff and volunteers working in safe spaces including coaching?		

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Annex II Rapid Risk Assessment Guide

Category	Key considerations	Risks to address
SC staff, partners, and volunteers.		
Staff	• Have staff been mobilised rapidly or they are new to Save the Children?	• Staff and volunteers running the programme have not been background checked sufficiently • New staff have not read, understood or signed a Code of Conduct • Staff have not received a training on child safeguarding, with particular risks associated with the emergency response
Partners	• Are partners delivering the project or programme? • Have they been adequately assessed for capacity to deliver?	• Partners do not have the appropriate minimum standards for safeguarding in place • Partners do not understand safe programming provisions • Child safety and safeguarding is not included in the contracts/service agreements
Volunteers	• Is aid being delivered by community volunteers or committees?	• Community volunteers/committees do not understand their obligations to keep children safe as part of their involvement in the programme/aid delivery
Service providers	• Are there service providers/contractors delivering services or working in communities with access to children? • Have they been adequately assessed for capacity to deliver?	• The service providers do not have the appropriate minimum standards for safeguarding in place • Staff of the service provider have not signed onto a Code of Conduct and do not understand their obligations to child safety • Child safety and safeguarding is not included in the contracts/service agreements
Others	• Who else will the organisation bring into contact with children in the programme area (including donors, supporters, media, celebraties etc.)?	• There are no or insufficient measures to cover contact with children by donors, visitors etc.
Target group of children involved in programme	• Are the target groups of children particularly vulnerable to abuse, or have experienced abuse already? • Are they within families, unaccompanied or living with other community members?	• Lack of adequate specialised support • Families/ communities do not understand how to protect their children from abuse • Need to make provisions for children with disabilities including learning disabilities
Location	• Will it take place within an existing community, host community or displaced or camp community? • Will the programme/aid be delivered in a community space? Or to community homes? • Will programmes targeting children be delivered within a centre? • How will children travel to and from the place in the community where programmes they are involved in are taking place?	• Safety within the environment in which the programme/aid is being delivered has been compromised by the emergency but this has not been assessed or it is not well understood • The community space or centre is located within an unsafe area, or a safe area cannot be identified • The centre has not been checked for safety, or it does not meet safety criteria • The centre does not have child care rules, or parents and communities are unaware of these rules and may not agree with them • Travel to and from the places where programmes will be delivered has not been assessed, or is unsafe
Thematic area risks	• When will children be involved in the programme activities or accessing the aid delivered? At what time of day? • When will parents be involved in the programme activities or accessing the aid delivered? • Do the activities in which children are participating present risks?	• Involvement of children in activities may prevent them from attending school or supporting their families • Involvement of parents may require them to bring their children or leave them without adequate child care • The activities in which children are participating present risks that are not well understood or minimised

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Category	Key considerations	Risks to address
	• Have they been asked to consider the programme from a safety perspective? • Do they understand the purpose of the programme? • How do children and parents let you know if they are not happy with the programme?	• Children and/or their parents have not been involved in the design of the programme or aid delivery and have not had the opportunity to highlight risks • Parents do not agree with how the programme is being delivered and do not have the opportunity to provide that feedback
Use of children's images and stories for communications and fundraising	• Are children and their families content to have their stories and images used for fundraising and communications? • Do they understand well enough where their stories and images are being published and who might have access to them? • Have they provided INFORMED consent?	• Children and families have not been informed how their images and stories will be used • Consent is universal and not for specific publications or communication items • Inappropriate contact by persons who have seen the images and stories
Procedures for reporting and responding to allegations	• Have discussions been held with communities on safety and what to do if they have a concern about a child? • How will the safety of the programme be monitored? Who will do this? • Will children and parents be involved in the monitoring?	• There are no early reporting/complaints mechanisms, or these are not understood by communities or are unlikely to be used • There are no plans to regularly monitor the programme, or these do not include monitoring child safety • Children and parents not involved in monitoring and cannot feedback on safety issues

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Annex III Integrating Child Safeguarding in Humanitarian Response Management

Immediate actions: 0-24 hours

Action/deliverable	Integrating child safety	Resp.
Conduct rapid remote safety and security assessment of the impact area(s)	Where possible, include in the safety and security assessment an assessment of the safety, security and well-being of children, and particularly any concerns, which might arise from their involvement in emergency response. The Rapid Risk Assessment for Child Safety can be used as a basis for this.	Safety and Security Manager/Focal Point
Hold SMT meeting to discuss the response immediate actions and assign responsibilities Establish CSG implementation coordination mechanism	Ensure the response immediate actions have been assessed to be as safe as possible. PDQs/TAs to be responsible for the safety of the programme-linked with quality. CS focal points for wider CS issues.	CD
Review Country Office Emergency Preparedness Plan, particularly sections 2, 3 and Annex A	Update the EPP, where necessary, with protection risks to children, risks to their well-being, and risks associated with their involvement in emergency response	RTL/CD
Issue first photos, commissioning freelance photographer if necessary (first 24 hours)	Ensure that photos conform to child safeguarding measures if consent has not been taken.	Info Comms Manager/GMU

Launch: 24-72 hours

Assess needs

Action/deliverable	Integrating child safety	Resp.

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Implement a rapid multi-sector needs assessment, using SC format or locally agreed interagency tool as appropriate (within 48 hours)	The rapid multi-sector needs assessment should identify issues or concerns for children's safety which should be taken into account when designing sector responses	RTL
Ensure Safety and Security Manager/ focal point is part of the assessment team to complete a safety and security assessment; logistics must also be part of the team	Ensure CS focal point is part of the assessment team to inform processes and activities for assessing risks to children from programs/interventions	
Quickly compile and share the assessment report (internally across SC and with key external recipients including partners and via the cluster mechanism where activated) (within 72 hours)	Ensure the assessment report highlights key or significant risks associated with the interventions	

Ensure safety and security

Action/deliverable	**Integrating child safety**	**Resp.**
Complete a safety and security assessment as part of the rapid multi-sector needs assessment	Safety and security assessment to include protection issues and concerns for children	Safety and Security Manager/Focal Point

Begin response activities

Action/deliverable	**Integrating child safety**	**Resp.**
Identify immediate programming opportunities in advance of assessment findings	Any immediate programming opportunities being delivered should include minimum safety strategies to ensure opportunities delivered safely	DRTL-Programs

Communicate and advocate

Action/deliverable	**Integrating child safety**	**Resp.**

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Ensure communications and media products (photos, case studies etc.) with consent are obtained during assessment and subsequent rapid implementation	Ensure CS considerations are applied as fully as possible (beyond consent) for obtaining and publishing stories and photos and other media	Info Comms Manager
Produce and circulate first high quality video (within 72 hours), commissioning a multi-media specialist if necessary		Info Comms Manager/GMU

Begin strategic planning

Action/deliverable	**Integrating child safety**	**Resp.**
Begin to collect and develop necessary information for the Preliminary Response Plan (within 2 weeks)	Information to include potential child safety risks and minimising actions for the response	
Develop initial sector program plans (consisting of budget and logframe) using best practice developed in country and/or the sector program planning template and standard logframes and budgets (within 72 hours)	Initial sector program plans to be accompanied by a rapid risk assessment	DRTL-Programs

Mobilize resources: funding and finance

Action/deliverable	**Integrating child safety**	**Resp.**
Begin drafting and submitting concept notes and proposals for relevant institutional donors	Concept notes and proposals should include what is required for the program/ response to be designed and delivered safely	DRTL-Operations
Begin development of response master budget (first within first 2 weeks for topline and detailed within 6 weeks)	Budget to include CS costs, allocated as appropriate to direct program costs	Finance Manager

Mobilize resources: people

Action/deliverable	**Integrating child safety**	**Resp.**

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Consider recruitment of dedicated Child Safeguarding Specialist to lead on establishing, overseeing and monitoring minimum child safeguarding systems	Ensure all staff with responsibilities for ensuring programs/responses are safe for children understand their roles and responsibilities.	CD

Mobilize resources: supplies

Action/deliverable	Integrating child safety	Resp.
Contact pre-approved/virtual suppliers in country	Supplies should conform to relevant quality standards. Suppliers should meet child safeguarding standards.	DRTL-Operations CD

Partnerships

Action/deliverable	Integrating child safety	Resp.
Ensure partnership essential standards are met with regards to partner assessments, contracts, ToRs, Code of Conduct, Safeguarding Policy etc	All partners who will be in contact with children must have a Child Safeguarding Policy in place, or be required to develop and implement one in the first 12 weeks of engagement with Save the Children	

Coordinate: external

Action/deliverable	Integrating child safety	Resp.
In line with leadership Essential Standard #41, ensure qualified staff attend and contribute to humanitarian coordination meetings for sectors in which SC is working, including the INGO Safety and Security Forum, PSEA network and logistics cluster	Explore opportunities for relevant coordination meetings to include child safeguarding	DRTL-Programs

Coordinate: internal

Action/deliverable	Integrating child safety	Resp.

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Attend Save the Children internal coordination meetings, such as EMG/REMG calls and provide update on humanitarian developments, initial response, staffing/funding needs and timeline for strategy development	Internal coordination meetings to include program safety (and other CS issues) where risks being carried are high/significant	RTL

Review key documents and processes

Action/deliverable	Integrating child safety	Resp.
Review "Safeguarding Children in Emergencies"	Review Safe Programming Guidance	SMT

Child Safeguarding

Action/deliverable	Integrating child safety	Resp.
With CO Child Safeguarding Focal Point, discuss controls and mitigation measures to address risks related to rapid staff recruitment and scale up of program activity	Risks, controls and mitigation measures across the response should be discussed with relevant staff with responsibility for child safety during the response. DO NOT relegate responsibility to the CS Focal Point alone	CD
Develop internal framework for reporting child safeguarding and SEA concerns; ensure all reports are escalated and managed in a timely manner	Ensure the reporting mechanisms encourage and address appropriately concerns and cases which have arisen because of the delivery of the response	

Quality response implementation: Post-launch to 6-12 months

Strategize and plan

Action/deliverable	Integrating child safety	Resp.

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Finalize sector program plans and develop overall sector implementation plan, with targets broken down by location and by month; ensure sector plans come together in one integrated approach, and that they take into account the increased child safeguarding risks associated with the emergency (within one week)	Final sector program plans should be accompanied by a full risk assessment for child safety for that particular sector	DRTL-Programs
Referring to Essential Standard #34 and based upon needs assessment findings and sector implementation plan, complete and circulate the Preliminary Response Plan (within two weeks)	Preliminary Response Plan to include actions and interventions to achieve best possible outcome for children, and avoid negative impacts from the response	RTL
Determine supplies needed based on sector implementation plan and master budget and using locally agreed or sector stock lists	Supplies to meet relevant (international) quality standards	DRTL-Operations

Develop proposals and manage awards

Action/deliverable	**Integrating child safety**	**Resp.**
Complete and update response master budget and ensure operations costs are appropriately covered (first top line master budget within 2 weeks in line with response outline deadline) A more detailed MB should be submitted with full response strategy (6 weeks after categorization).	Master budget to include all costs associated/required for the program/response to be delivered safely	Finance Lead
Maintain an overview of funding position against master budget to be aware of what locations/activities are funded/unfunded	If child safety costs are underfunded, include this as a significant risk for the program/response proceeding	RTL Award Lead
Refer to technical backstops as a resource when developing proposals	Technical backstops to inform child safety for their technical area for proposals	RTL Award Lead

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Build the response team

Action/deliverable	Integrating child safety	Resp.
Ensure appropriate induction of team, including briefing on security, logistics and finance procedures and contextualized child safeguarding induction with in-country framework for mandatory reporting of child safeguarding and Code of Conduct concerns	Induction to include safe programming – roles and responsibilities, key risks and how to assess and minimise risks associated with delivering emergency response	

Ensure safety and security

Action/deliverable	Integrating child safety	Resp.
Establish security management system appropriate to the operational environment that meets safety and security essential standards	Agree with CS focal point and CD how the security management system will cover or complement the system for tracking child safety concerns	Safety and Security Manager/Focal Point
Update Safety and Security Management Plan (within one week)	Including child safety where appropriate	
Ensure all safety and security incidents are reported in timely manner through SC Reporter	Agree with CS focal point and CD how the SC Reporter will handle or complement the reporting of child safety concerns and cases	RTL
Ensure safety and security briefings, effective communications, travel safety measures, site/ facilities safety and security measures are constantly monitored and implemented	Agree with CS focal point and CD how the child safety measures will be monitored	Safety and Security Manager/Focal Point

Monitor, evaluate, be accountable and learn

Action/deliverable	Integrating child safety	Resp.

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Once implementation is underway, carry out detailed needs assessment per sector (within 4 weeks), including consultations with girls and boys; children can be trained and actively involved in assessment teams where safe to do so	Consult with girls and boys, of different ages, ethnicity and faiths, on risks and safety measures included in the response and risk assessment to ensure all risks have been identified and mitigated, or that children and communities agree to carry the risks for the programme to take place	DRTL-Programs
Support the development of sector MEAL plans (by week 4); use outcome/output indicators from the standard logframe menus, which also match the SC Emergencies Indicator menu; ensure child participation is integrated into plans and processes wherever possible	Sector MEAL plans to include child safety indicators	
Set up accountability processes and mechanisms; these must include information sharing inputs and activities, and means to collect and respond to feedback and complaints, including hotline numbers where feasible; ensure mechanisms enable confidential reporting and fast tracking of child safeguarding and SEA concerns	Covered	
Continually assess and mitigate child safeguarding risks, including through children's and beneficiary feedback, to ensure that interventions (and staff) are not putting children at risk of harm or abuse	Covered	
Ensure that MEAL data is used to inform management decision making, improve programming and share learning	Share learning from CS cases across programs, regions and globally (without identifying details) to ensure learning is captured and informs safety elsewhere	

Recovery and transition

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Action/deliverable	**Integrating child safety**	**Resp.**
Assess safety and security and acceptance implications of response transition and closure/handover	Conduct a risk assessment on the transition – look particularly at who is likely to be most vulnerable following transition and why	Safety and Security Manager/Focal Point
Inform, consult and collaborate with children, communities, local government, donors, partners, NGOs and UN on decision to hand over the response or transition to longer term programming	Consult with relevant stakeholders on how to address the risks of transition. Responsibility for child safety will need to be handed over as appropriate and those taking responsibility will need to have the capacity to ensure the continuing activities can be delivered safely. If closing out completely, children and communities will need to be consulted, and agree, on what action to take if issues or concerns for children arise as a result of the close out.	DRTL-Programs

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