RESOURCES FOR GLOBAL SCHOOLS FORUM MEMBERS
INCLUDING
TOOLS AND TEMPLATES

APRIL 2020
Handout: Staff recruitment table

Answer *yes, no* or *sometimes* to the questions below, for each type of employee.

<table>
<thead>
<tr>
<th>National staff</th>
<th>International staff</th>
<th>Freelance consultants</th>
<th>Volunteers</th>
<th>Interns</th>
<th>Others (please name)</th>
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<td>Do you employ these staff</td>
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<td>Are these staff on short-term contracts</td>
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<td>Do you give interviews in person, or over the phone</td>
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<td>Do you only accept written applications</td>
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<td>Do you take up references</td>
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<td>If so, how many</td>
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<td>Are these verbal references</td>
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<td>Or informally word of mouth</td>
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<td>Or do you take up written references</td>
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<td>Do you check qualifications</td>
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<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Sometimes</td>
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<td>Do you check criminal records/do police background checks</td>
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<td>Do you ask candidates to sign self-declaration form about any previous convictions</td>
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<td>Do you check their identity</td>
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**Notes**

1. Use the above Recruitment table to think about how your organization approaches recruitment.

2. Read through the questions and answer yes, no or sometimes to the questions, for each type of employee.

3. When you have finished, think about your answers. Reflect on the following questions:
   - Are some jobs more carefully checked than others? Why?
   - Where are your gaps and why? What do you think you need to change?

4. Write a list, setting out:
   - the questions you think everyone should be asked
   - what checks should be done on each candidate
   - who in your organization is responsible for each check?

In general, the same standards should be applied for paid, non-paid, short-term or permanent staff.
**Handout: Checklist for recruitment and selection**

Adapted from Nolan, P (2004) *The role of HR in Child Protection, People in Aid*

1. When you are designing the job, analyze the role and think about the issues of child protection and risk in that job:
   - What contact with children will the job involve?
   - Will the employee have unsupervised access to children, or hold a position of trust?
   - What other sort of contact may the person have with children (e.g., via email, telephone, letter, internet)?

2. Develop clear job descriptions, terms of reference/role briefs for all posts including where short-term contracts, consultants are being recruited.

3. Make sure that the selection-criteria outlines the relevant experience needed if the post involves direct work with children.

4. Make sure that the commitment to keeping children safe is included in details of any post sent to prospective job candidates.

5. Develop application forms that ask for consent to gain information on a person’s past convictions/pending disciplinary proceedings.

6. Ask for documentation to confirm identity and proof of relevant qualifications.

7. Make sure you have a well-planned interview process – make sure the interviewers have the relevant experience and knowledge about child protection and best practice.

8. Include some specific questions in the interview that draw out people’s attitudes and values in relation to the protection of children. Can they give examples of where they have acted to protect a child, what they learnt from this, what impact it has had their current practice?

9. Take up to three references including some from previous employees or others who have knowledge of the candidate’s experience and suitability to work with children.

10. Verify the identity of referees.

11. Conduct as many background checks as possible.

12. Consider the use of probationary periods of employment to ensure suitability once in post.
Handout: What is a code of conduct?

A code of conduct is a clear and concise guide of what is and is not acceptable behavior or practice when employed or engaged by the organization. It should include acceptable and unacceptable behavior with regards to children.

All staff and associates including volunteers should agree to the code of conduct when they are employed and/or start their job. It is an essential element of an organization’s child safeguarding policy and, when implemented properly, should reduce or limit the risk of child abuse occurring. It should also be made clear what action the organization will take if the code is broken or not followed correctly.

Staff who work for organizations with a child safeguarding policy and code of conduct need to follow that code within and outside the workplace. This means adopting appropriate behavior themselves and reporting on concerns they have about a child whether in work or outside. This can often present a challenge for staff but it is important to understand that the organization is creating an environment that contributes to keeping all children safe.

8 steps on developing a code of conduct

You may wish to do this activity on your own or in consultation with others. Here are the steps to follow:

1. Establish if your organization has any codes of behavior or conduct that apply to work with children already. If they exist, are they:
   - Known about?
   - Relevant?
   - Appropriate?
   - Clear?
   - Complied with?

2. Are there any elements missing? Does it help staff feel protected or are they ambiguous and open to interpretation? Could they assist you if you suspected or observed poor practice or behavior with children?

3. List what you think is acceptable and unacceptable behavior and what places children at risk, summarize what is missing or needs to change.

4. Consult/ask children – devise a session with children you are working with to assist in developing codes of practice/behavior. It will help if you can ask them to design their own code too. It may be a general one on behavior or it could be on prevention of bullying. Ask children to identify what behaviour makes them feel safe about adults they come into contact with and what sort of things they feel uncomfortable about

5. Using the information you have collated now, preferably with a group of others from your organization, begin to write your own code of conduct. Consider the
6. areas which may be risky (e.g activities where you are working alone with children, communicating with them via email, or in isolated places or unsupervised). Draft a list of **Do's and Don'ts** that might help clarify what is and is not acceptable practice.

7. Consult/ask others – circulate a draft code to key people requesting feedback and comments.

8. Once formally agreed, you should tell others about the code of conduct in briefing sessions, child protection training, and/or team meetings. Ensure that awareness of the code is built into recruitment and induction packs. New staff and existing ones should be asked to sign that they have read and understood the code.

9. Set a timescale to review the impact of the code and monitor its effectiveness. Include children in the process of review.
Handout: Preventing harm to children and information technology

Recent innovation and development means that it’s now possible to communicate with children in a number of different ways. Organisations need to assess the possible ways that children come into communication contact with staff, and decide what guidance they need to follow to prevent possible abuse through digital communication such as SMS text, email, internet chat rooms, photo phones, digital cameras etc. It is important that organisations develop a code of conduct that includes guidance on good practice and safe conduct through these new technological means.

Many organisations use images of children – videos, photographs or pictures – on websites and leaflets, as part of publicising their work. If you are going to use images of children, you should follow strict guidelines, both for data protection purposes and to protect the children themselves. Abusers have sometimes targeted children whose pictures they have seen on this material. You need to think particularly about:

- Whether children could be identified when you include personal information with a photograph
- Whether the images could be used inappropriately – for example, adapted or copied for use on child pornography websites
- How appropriate the visual images of children are for what you want to portray. If children are unclothed or look vulnerable, how might this be interpreted?
- Using unknown photographers, who have not been checked properly.

The following guidelines will help you to develop appropriate guidelines for your organisation.

**Guidelines for recording images (photographic and other)**

- All children must be appropriately dressed according to their country of origin. In countries where children wear few items of clothing be particularly careful about the images you choose.
- The recorded images should focus on an activity and, where possible, feature groups of children rather than individuals.
- Make sure that photographers and film-makers are not allowed to spend time with or have access to children without supervision.
- Any complaints or concerns about inappropriate or intrusive images should be reported and recorded like any child protection concern.

**Guidelines for publishing images**

- Only use first names of children; be careful not to reveal too much detail about where they live, their school and hobbies.
- Ask for children’s permission to use their photograph.
- Wherever possible, get their parent/guardian’s consent and make everyone aware what, where and how the images will be used for.
• Try to take images that represent a broad range of children – boys and girls, of various ages, abilities and ethnic groups.

• Get advice about putting images onto a website – make sure you have time to edit the images before they go onto the website. If video/film clips are delivered from your own server then the material can be downloaded, therefore we recommend that you use an independent server.

(Adapted from The English Football Association Child Protection Department guidelines on use of images for children under 18, www.thefa.com. The FA Learning website – Goal Child Protection section – has some other useful advice on child protection and children in sport.)

Social media policy – sample

1. **Policy statement:** this describes what the policy covers, outlines standards for use of social media and cross-refers to other relevant policies, such as acceptable use of technology.

2. **Who the policy covers:** this section defines those covered by the policy, whether staff, volunteers, parents and children.

3. **The scope of the policy:** this states the need for staff to comply with the policy and outlines the consequences if they fail to do so. It cross-refers to policies relating to disciplinary procedure.

4. **Who is responsible for implementing the policy:** this section describes which people are responsible for overseeing, monitoring and updating the policy; contacts for questions about the policy; and emphasizes that all staff and stakeholders should take responsibility for complying with the policy.

5. **Using social media sites:** this section states which people in the organisation are authorised to post and share material on social media sites using the organisation's name.

6. **Organisational requirements:** this section highlights guidance around specific areas, such as online communication between donors and sponsor children; use of images of children; use of personal information; promotion of the organisation; and rules regarding the use of social media.

7. **Use of work related social media:** this defines the social media that members of the organisation are allowed to use, such as Twitter. It also clarifies what staff and
8. Volunteers have to do before using social media, such as reading the policy, undergoing training, approval from managers and so on.

9. **Personal use of social media:** this section states whether the organisation allows personal use of social media where there are references to the organisation. If this allowed, this section must spell out conditions of use, such as adherence to child safeguarding policies; disciplinary procedures; and disclaimers.

10. **Rules for the personal use of social media for staff and volunteers:**

   - Always write in the first person and use the disclaimer
   - Never upload or post any defamatory, obscene, abusive or harmful content
   - Inform the relevant member of staff if you observe another staff member uploading this type of content
   - Do not share any sensitive information – name or location of a child or commercially sensitive information
   - Always comply with the site/services terms of use
   - You are personally responsible for the content that you share so always think about what you are posting and sharing
   - Avoid posting personal information that makes you identifies you
   - Social media sites will be monitored and if staff are found in breach of the rules they are subject to disciplinary procedures as outlined in the disciplinary policy
   - Misuse could have serious implications and could break the law especially in the case of child abuse images, defamation, harassment and bullying

11. **Children and young people using the organisation’s services:** this section spells out rules for the use of social media by children and young people, especially where they are being given access through an ICT project or encouraged to use social media.

   A significant number of social media sites require children to be over the age of 13 so the organisation should follow this requirement. Allowing children younger than 13 to use these sites would be a breach of terms and conditions.

   This section may emphasise particular points, for instance the need to ensure that young people are not identifiable, that they do not share their location; do not arrange to meet anyone they have encountered via social media, and that they always report suspicious contacts.

12. **Monitoring and reviewing the policy:** this final section should state how the policy will be reviewed, how often this will take place, and who is responsible for leading the review.
Handout: Sample Reporting Flowchart
Handout: Child Safeguarding Risk Assessment tool (sample)

<table>
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<tr>
<th>Risk assessment:</th>
<th>Risk no.</th>
<th>Who is at risk?</th>
<th>What factors place them at risk?</th>
<th>What is the risk?</th>
<th>What controls are in place?</th>
<th>Risk rating</th>
<th>What additional agreed controls are to be put in place?</th>
<th>By whom?</th>
<th>By when?</th>
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### Handout: Child safeguarding implementation action plan (sample)

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<tr>
<th>Actions to carry out</th>
<th>Who is responsible?</th>
<th>Who is involved?</th>
<th>Deadline</th>
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