

# PRACTICAL GUIDE

TO SUPPORT THE DEVELOPMENT AND IM-  
PLEMENTATION OF CHILD SAFEGUARDING  
POLICIES IN SPORTS AND RECREATION  
ORGANISATIONS

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This project is funded by the European Union's Rights, Equality and Citizenship Programme.



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D/2021/14.132/9

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Ce projet est financé par le Programme Droits, Égalité et Citoyenneté de l'Union Européenne.

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# I. INTRODUCTION

This introduction can be used as an information sheet to distribute to your teams.

## I.1 WHY ADOPT A CHILD SAFEGUARDING POLICY (CSP)?

Sports and recreational activities play a fundamental role for children and their development. The supervisors (whether they are child care workers, trainers, or others) are committed to ensuring the well-being of the children and to creating bonds of trust. However, like all of children's living environments (families, schools, etc.), the sports and recreation sector is not immune to the risks of violence committed against children (by an adult, by other children). Moreover, because they are places of socialisation, sports and recreation organisations are places where the child can find a place to speak, a way to express his or her doubts and fears. It is not uncommon for a child to confide in his or her supervisors about a problem experienced at home, at school, or within the sports or recreation organisation itself. Similarly, supervisors may be concerned about a child showing signs of neglect or abuse. Despite their compassion and good intentions, supervisors are not always equipped to deal with certain difficult situations.

The results of the CASES<sup>1</sup>, research, conducted in 2021 in several European countries, including Belgium, on the issue of violence experienced by children in sport, oblige us to come together:

- **4 out of 10 children have experienced neglect in their sports organisation;**
- **Almost 7 out of 10 children have suffered psychological violence;**
- **1 child out of 2 has suffered physical violence;**
- **Almost 4 out of 10 children have suffered non-contact sexual violence (photos taken without their knowledge, harassment, etc.)**
- **1 child out of 4 has suffered direct sexual violence (e.g. fondling, rape, etc.).**

It should be noted that, according to some studies, organisations frequented by children may be subject to increased interest from malicious people<sup>2</sup>. These figures reveal the extent of the phenomenon and must be taken into account. The violence referred to here is caused by children among themselves or by adults to children. The sectors of sport, recreation, or youth movements are committed to guaranteeing the right of children to be protected from violence, and there are many initiatives that bear witness to this.

1. Dr. Tine Vertommen, Stephanie Demarbaix & Dr. Jarl K. Kampen, "CHILD ABUSE IN SPORT: EUROPEAN STATISTICS", CASES, November 2021, <https://www.webopac.cfwb.be/openaccess/documents/CASES%20version%20fran%C3%A7aise.pdf>.

2. E.g. Joe Sullivan, Anthony Beech, First published: 20 June 2002 Child Abuse Review, BASPCAN Research from the Child Exploitation and Online Protection Centre (CEOP), Lucy Faithful Foundation and the NSPCC.

**In general, if there are concerns, they must be addressed. It is not the organisation's responsibility to investigate, but it is part of its obligations to share its concerns. The best interests of the child always come first.**

In other countries, for any organisation that has direct or indirect contact with children, it is mandatory to have a child safeguarding policy.

Therefore, we encourage organisations to adopt a Child Safeguarding Policy (CSP) specific to their needs in order not only to protect children, but also to support supervisors in providing a caring, protective, safe, and happy environment.

**In general, "child safeguarding" refers to the steps that an organisation, and those affiliated to it, should take to ensure that children are protected and that their rights are respected. This includes in particular rules, agreements, procedures that concern health, well-being and safety measures, physical and psychological risks, the use of children's data, codes of conduct, staff recruitment procedures or the measures to be taken following a violation.**

**A written CSP is important because:**

- Organisations have a moral and legal obligation to protect ALL children in their care.
- It offers a framework with principles that serve as a reference for the organisation and its members.
- It demonstrates a clear commitment to the safeguarding of children.
- It plays a role in the prevention, detection, and management of cases of violence.
- It can be very useful in times of crisis, and allows the organisation to take a balanced approach.
- It clearly outlines appropriate as well as inappropriate conduct to ensure everyone's safety and well-being.
- It values the well-being of children and adults. It helps create organisations where everyone feels safe, listened to, and respected.
- It provides guidance for children/adolescents confronted with doubts about conduct that makes them feel uncomfortable.
- It represents a guarantee of quality for donors and subsidising authorities.

Please note that a CSP is a beginning and not an end in itself! To be effective, it is not about drawing up a document that ends up a dead letter, but creating a dynamic, integrated, and vibrant process within the structures.

## I.2 PRACTICAL GUIDE

This document was drawn up as part of the PARCS project of DCI-Belgium. It is intended to serve as a guideline throughout the process of setting up or improving a CSP within an organisation, but cannot be used as a sole support: an effective and sustainable CSP can only be ensured by a comprehensive and participatory process organised within the organisation. There are specialist caregivers who have been trained to assist organisations in developing their CSP. Their contact details can be found on the web platform [www.chartedelabienveillance.be](http://www.chartedelabienveillance.be).

## I.3 STEPS

The time required to create or improve a CSP varies depending on the organisation's the number of workers, and their availability. Keep in mind that this is a process that often takes time and can therefore take several months. Setting up a CSP is a bit like organising an activity, it involves following certain steps:

### 1. Laying the foundation



Initially, the supervisors determine as a team all the situations where children come into contact with their organisation and the risks involved. They also reflect on the process they are undertaking. This step is an opportunity to discuss what is expected, the next steps and their deadlines, as well as to identify the people who will be involved (staff, beneficiaries, parents, children, etc.) and think about ways to allow them to participate (even if this may change).

### 2. Understanding the rules



This phase aims to introduce and understand key concepts about child safeguarding so that everyone starts on the same bases.

### 3. Having the right equipment



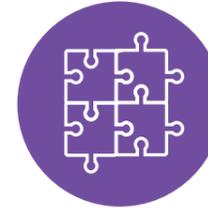
This step consists of carrying out an inventory using two tools: risk analysis and self-assessment. Risk analysis aims to reflect on the various risks that the children who participate in the activities face in terms of violence. The questionnaire allows for a self-assessment of existing child safeguarding measures. This helps to highlight good practices, which are sometimes implicit and must be formalised to serve as a solid basis for the CSP, and to point out the gaps that the organisation must address.

### 4. Playing



This is the time when the organisation discovers more concretely the elements of a CSP and adopts its own document by involving staff, volunteers, parents, children, etc. It is also a time to map out the people and services it can turn to in case of need.

### 5. Cooperating to improve



Adopting a CSP requires guaranteeing its implementation. This last phase aims to address the evaluation and monitoring measures that will be put in place.

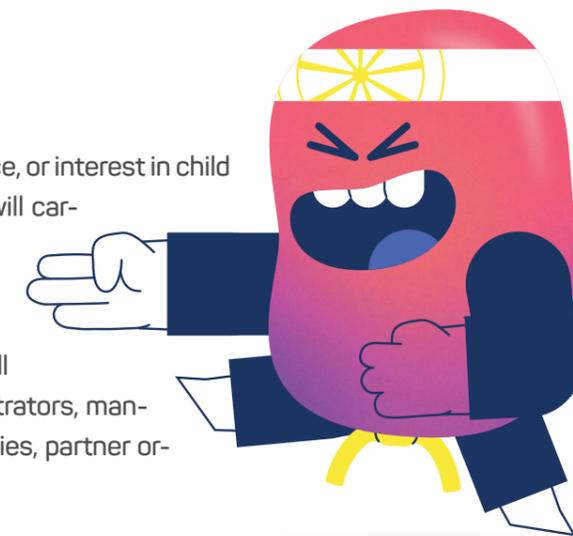
## II. PHASE 1: LAYING THE FOUNDATION

### II.1 REFLECTING ON THE ORGANISATION AND ITS RELATIONSHIP TO CHILD SAFEGUARDING

Embarking on the process of adopting a CSP involves considering what the issue of child welfare and safeguarding represents in your organisation, understanding as a team what a CSP represents and the value of adopting one. To do this, it is firstly very useful to list all the situations and occasions when and how children are present or come into contact with the organisation (e.g. team training, individual training, sports camps, competitions, showers and changing rooms, public entrance, shared routes to sports activities and competitions, etc.). Workers can meet and discuss together in order to hear each other's needs, wishes, or fears. The objective is to reflect on the possibilities of improving everyone's well-being by having a clear operating framework, in many risky or delicate situations, adapted to the structure (human and material capacities, size, public, type of human resources, inventory, etc.) in order to create a positive atmosphere for everyone. This moment is also an opportunity to take stock of the existing documents within your organisation (charter, internal rules, work regulations, etc.) and to assess whether they are relevant, known, and used by everyone.

### II.2 WHOM TO INVOLVE?

Within a team, not everyone has the same knowledge, experience, or interest in child safeguarding issues. It is advisable to build a small team that will carry the process of adopting a CSP from start to finish. However, it is important to involve everyone at some point in the process to ensure its effectiveness. You need to take time to think about who to involve, at what stage, and how. Think of all the people your organisation comes into contact with, administrators, managers, consultants, interns, volunteers, children, children's families, partner organizations, etc.



# III. PHASE 2 : UNDERSTANDING THE RULES

## III.1 THE RIGHT TO SPORT, RECREATION, AND GAMES: A CHILD'S RIGHT

If you want to start this point in a playful way, feel free to take the quiz below in teams.

Children, as developing individuals, should be given special attention. The International Convention on the Rights of the Child (ICRC), or Convention on the Rights of the Child, is an international treaty adopted by the United Nations General Assembly on 20 November 1989<sup>3</sup> and ratified by all countries in the world except the United States. Belgium ratified it in 1991.

According to this convention, children have a right to practice sports and recreational activities, which are essential for their health, well-being, and development. Furthermore, children also have a right to be protected against all forms of violence. It is therefore essential that the environment in which they engage in these activities guarantees their safeguarding. It is also essential to pay attention to the fact that some children are more at risk, due to their sex/gender, origin, socio-economic status, disability, etc.

## III.2 WHAT SHOULD CHILDREN BE PROTECTED FROM?

Definition of **violence**: it refers to all acts or lack thereof that result in actual or potential harm to the child's health, survival, development, or dignity. The consequences can be physical, psychological, relational, etc. This violence can be intentional or unintentional (lack of knowledge, inaction, incapacity, etc.). It takes place in the context of a relationship of responsibility, trust, or power and/or between the children themselves. It always requires the intervention of a third party.

**Abuse**<sup>4</sup>: an abusive situation is any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises the physical, psychological, or emotional development of the child; abusive attitude or behaviour may be intentional or unintentional<sup>5</sup>. It is a term very close to that of violence.

3. <https://www.humanium.org/fr/convention/>

4. As defined in the Child Abuse Decree 2004 (see below).

5. For more information, please refer to the Abuse prevention guide, by Marc Gérard, on the Yapaka website <https://www.yapaka.be/livre/livre-guide-pour-prevenir-abuse>.

**Verbal violence**: humiliating, insulting words, demeaning or sexist comments, insults, name-calling, threats, teasing, sarcasm, continuous exclusions, harassment in the form of orders, incessant criticism, malicious insinuations, shouting, screaming, etc. *Examples: repeating to a child that he/she is not doing enough or that he/she is «good for nothing», telling him/her that he/she is a loser, laughing at a child or encouraging others to make fun of him/her, etc.*

**Physical violence**: any act ranging from harm to a person's physical integrity to endangering their life. *Examples: forcing an injured child to participate, encouraging children to play aggressively, asking a child to carry loads unsuited to their capacity, slapping, hitting, biting, shaking, etc*

**Sexual violence**: acts of a sexual nature, with or without physical contact, committed by an individual without the consent of the person concerned or, in certain cases, by emotional manipulation or blackmail. As a reminder, below the age of 14, any sexual intercourse is considered rape. Moreover, when a person is in a position of authority over a minor, consent cannot be full, regardless of age. *Examples: taking photos or videos of naked children or children in vulnerable situations, sexual relations with a minor, inappropriate comments on physical appearance, touching, rape, harassment, grooming<sup>6</sup> etc.*

**Psychological violence**: attack on the sense of self-worth. Often more insidious, it is the most difficult to identify among the various forms of violence. *Examples: showing favouritism, always entrusting certain thankless tasks to a particular child, ignoring the child's successes, setting unachievable goals, prioritising success over well-being, rejection, isolation, belittling, etc.*

**Neglect**: treatment of a child that does not meet the essential conditions for his or her emotional, psychological, and physical development. *Examples: not providing a child with adequate equipment, not giving enough food/drink on a trip or holiday, using unsafe transport, etc*

**Ordinary Educational Violence**: all violence that is qualified as "educational" because it is an integral part of education, at home, and in the child's living environments. It is called "ordinary" because it is often encountered in everyday life, considered banal, normal, tolerated, and sometimes even encouraged. OEV includes different types of violence (physical, psychological, verbal). *Examples: slapping, spanking, ear-pulling, locking in the basement, depriving of snacks/meals, insulting, ignoring, belittling, etc.*

**Exposure to domestic violence**<sup>7</sup>: even if domestic violence is not always directly directed against the child, it is a form of abuse towards the child, whether or not the child witnesses the violence.

**Important: do not demonise essential gestures in the educational relationship with regard to the child's development, such as touch**<sup>8</sup>. The rules/procedures in terms of reacting/responding to an incident or concern are explained in phase 4.

6. Grooming: solicitations made by an adult by means of information and communication technologies in order to establish a relationship of trust with a minor under the age of 16. Grooming requires the willingness of the perpetrator to obtain an actual encounter with the adolescent under 16 years of age for the purpose of committing a sexual offence. It is referred to in Article 377 quater of the Criminal Code.

7. Refer to the publication of the Department of Equal Opportunities of the Ministry of the Wallonia-Brussels Federation: A child exposed to domestic violence is an abused child. [http://www.cpvf.org/wp-content/uploads/EnfantExposeViolenceConjugale\\_publication.pdf](http://www.cpvf.org/wp-content/uploads/EnfantExposeViolenceConjugale_publication.pdf)

8. More information on <https://www.yapaka.be/texte/outil-formation-limportance-du-toucher-dans-la-relation-educative>.

### III.3 A BRIEF UPDATE ON BELGIAN LAWS

Belgium has a number of laws regarding child safeguarding issues. Note:

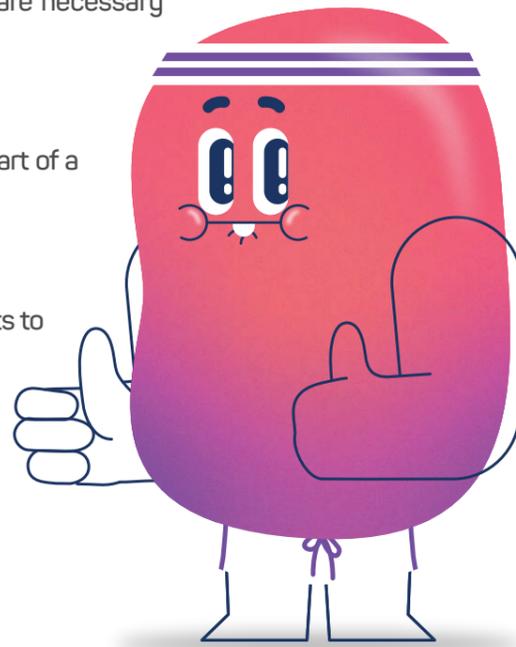
- At the federal level: The Criminal Code punishes intentional assault and battery, with higher penalties for child victims. It punishes inhuman or degrading treatment and any relationship of a sexual (or related) nature with a minor<sup>9</sup>. Sexual crimes against minors are now not subject to any statute of limitations (a complaint can be filed and an aggressor convicted even years after the fact).
- At the community level: In 2004, the Wallonia-Brussels Federation (WBF) adopted a Decree on Assistance to Child Victims of Abuse<sup>10</sup> and, in 2018, a three-year plan for the prevention of abuse, in which the General Administration of Sport and Culture and the ONE took part by committing themselves to compliance with it. The FWB also adopted a Decree on the Code of Prevention, Youth Assistance and Youth Safeguarding (18 January 2018). It is essential to note that the main philosophy of the assistance and safeguarding of adolescents in FWB aims to offer a non-judicial response ('diversion') to children and adolescents in difficulty or in danger, and promotes preventive actions.

The role of caregivers working in the reception, coordination, and supervision of children is specified in the **Abuse Decree**: "taking into account their mission and their capacity to act, **the caregiver is obliged to provide assistance and safeguarding to the child** who is a victim of abuse or to the child in whom such abuse is suspected. If the child's interests so require and within the limits of the caregiver's mission and capacity to act, the assistance is provided to the child's family or family environment. This assistance is aimed at preventing or ending abuse". **Professionals have an important role to play in detecting violence, whether experienced outside the organisation or within it, in order to be able to direct the child towards care using the existing network of professionals.**

The vision of abuse prevention in FWB includes foundations that are necessary benchmarks for caregivers in the sport and recreation sector.

In their practices, caregivers rely on these foundations in order:

- not to reduce behaviours to good or bad; a situation of abuse is part of a context that sometimes seems difficult to grasp.
- Supporting caring in the meeting with families
- Do not put the burden of prevention on children; it is up to us adults to give the child all the conditions to grow up well



<sup>9</sup> The age of sexual consent from the age of 16 only applies in case of a relationship with a person up to 5 years older and without a position of power or authority over the minor.

<sup>10</sup> Decree on Assistance to Child Victims of Abuse of 12 May 2004.



**Important:** You will find more comprehensive information on the prevention of child abuse in FWB in the appendix.

- At the sector level: Each sector has its own reference texts (ONE quality code<sup>11</sup>, Youth assistance decree<sup>12</sup>, Sports ethics decree<sup>13</sup>, etc.). An organization that develops its own CSP must take these texts into account. More information about this is available in the appendix.

## IV. PHASE 3: HAVING THE RIGHT EQUIPMENT

In this third phase, we offer two tools to enable you to take stock of the current state of your organisation in terms of child safeguarding (good practices, shortcomings etc). It is necessary to have an overview of the situation, which will serve as a basis for you to start drawing up your CSP (in phase 4).

### PARTIE 1 : RISK ANALYSIS

Risk analysis is a necessary step to:

- ✓ Ask yourself a basic question: Do the activities we organise present risks for children?
- ✓ Understand the types of risks associated with activities, whether they take place in the organisation or outside it, and the consequences (damage, harm), as well as the possibilities of discovering violence that takes place outside the organisation (family environment, school etc.).
- ✓ Distinguish between "general" and "specific" risks, i.e. risks that exist at all times and those that are specifically linked to or generated by the organisation's activities.
- ✓ Anticipate possible problems, i.e. reduce possible risks, and know how to react in case of difficulty. How to respond to risks, reduce them, or even eliminate them?

<sup>11</sup> Decree of the government of the French community establishing the quality code for reception of 17 December 2003.

<sup>12</sup> Decree on the code of prevention, youth assistance and youth protection of 18 January 2018.

<sup>13</sup> Decree on sports ethics and establishing an observatory of ethics in physical and sports activities, as well as an ethics network of 10 November 2021.

Risk management is a three-step process: 1) identify the risk, 2) examine the responses currently given to it, 3) if necessary, complete them (in terms of prevention but also of reaction).

Ideally, this risk analysis for your organisation should be carried out as a team. You can also think about the possibility of involving children by adapting the activity to their level, age, ability. Note that although it is useful for taking stock of the situation, risk analysis is a tool that cannot cover everything<sup>14</sup>; it is necessary to remain attentive to overlooked or new risks.

Risk analysis is intended as a dynamic practical tool **that must also be used when a new activity is implemented, during a specific event (an end-of-year event, a particular outing, etc.) or when changes are made within your organisation.**

In order to list the risks that children may face, the following should be considered:

- Risks related to the organisation’s facilities, infrastructure, and material environment
- Risks related to transport, travel, trips, and stays
- Risks related to data and communication
- Risks related to activities, including the time before and after the activity (use of changing rooms, for example)
- Risks related to the recruitment, training and/or conduct of adults affiliated with the organisation
- Risks related to the conduct of children
- Risks related to the conduct of parents
- Risks related to the conduct of spectators
- Risks related to access to the site(s) by the general public

**During your analysis, be careful not to focus only on purely safety-related risks (first aid kit, injury, mosquitoes, etc.) but to also take into consideration the more complex, less obvious risks of violence.**

Here is a table that can be used to analyse the risks. This involves thinking about the different activities or events organised by your organization. Where do they take place? Who participates? What risks do they represent for children? Can these risks cause mild, moderate, or severe harm? Are these risks common? What actions have been implemented to respond to these risks and what actions remain to be taken?

**Activity/place/persons concerned:** .....

Risks	Severity of the harm (mild/moderate/severe)	Frequency (Uncommon/Moderate/Common)	Actions already implemented	Actions to be taken

Example adapted from a risk analysis carried out on training sessions organised by a rugby club<sup>15</sup>.

<sup>14</sup> Abuse must be dealt with in a complex way and requires special attention in a network practice (see appendix on abuse prevention in FWB).

<sup>15</sup> Liège Rugby Club participated in the PARCS project as a pilot project for the development of their CSP. The club has prepared various risk analysis tables for training and matches. Other risk analyses are planned for internships and specific events.

Risk	Severity	Frequency	Actions implemented	Actions to be taken
Injury / accident	Moderate to severe	Frequent	<ul style="list-style-type: none"> <li>• Player training (learning to fall, landing, etc.).</li> <li>• The rules of rugby have been adapted (contact areas, etc.).</li> <li>• Advocate avoidance rather than confrontation.</li> <li>• Information to parents (on the website and displayed in the field) on appropriate behaviour. Coach training.</li> <li>• Physical preparation (absorbing shocks, learning to land, etc.).</li> <li>• Nursing staff present.</li> <li>• Specific first aid training for rugby.</li> <li>• Smooth recovery after injury.</li> <li>• Separation of girls/boys from a certain age.</li> <li>• Exclusion of physically weaker children for certain matches or activities.</li> <li>• Establishment of a medical unit.</li> <li>• Medical opinion necessary for a return after concussion.</li> <li>• Pharmacy on site.</li> <li>• Defibrillator on site.</li> <li>• Anti-doping rules.</li> <li>• Medical certificate required upon registration</li> <li>• Psychomotor therapist for the youngest children.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on the risks related to the consumption of drugs and alcohol + sports dietetics.</li> <li>• Rugby first aid training.</li> <li>• First aid basics for the supervising staff.</li> </ul>
A child or an adolescent is alone on the site	Mild to moderate	Occasionally	<ul style="list-style-type: none"> <li>• Parents must bring their child to the field. They are informed.</li> <li>• Managers have the telephone number of the parents of the children in their group.</li> <li>• Adolescents come with their smartphones.</li> <li>• Request for a 30 km/h zone around the establishment + pedestrian crossing.</li> <li>• When a player is injured, he or she goes to the cafeteria to finish the match.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the entire staff knows each other’s contact details.</li> <li>• Reception at the gate?</li> <li>• If an adolescent is excluded from training, he or she stays on the side-lines or calls the manager.</li> <li>• Prohibiting exclusions during training.</li> <li>• Think about sanctions and punishments.</li> </ul>

Bullying Verbal abuse	Moderate to severe	Unknown	<ul style="list-style-type: none"> <li>Rugby values + reminder</li> <li>Coach training.</li> <li>Individual interventions</li> <li>Creation of a profile for managers.</li> <li>Confrontation between children/adolescents to solve persistent problems.</li> <li>Interview with parents when conflicts persist.</li> <li>Cross-training between two groups to establish a connection.</li> <li>Training of players and coaches on appropriate behaviour and stress management as well as on the support network and safeguarding issues.</li> <li>Providing information to opposing teams before matches.</li> <li>Providing information to parents (on the website and displayed on the field) on appropriate conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Appointing a go-to person for coaches and managers to talk about relationship issues.</li> <li>Proposing away days during which something other than rugby would be proposed.</li> <li>Establishing procedures in case the action is repeated and comes from an adult.</li> </ul>
Touching or sexual abuse	Severe	Unknown	<ul style="list-style-type: none"> <li>Training and informing children about normal and unauthorized behaviour.</li> <li>Setting rules concerning access to changing rooms (who and under what conditions?)</li> <li>Exceptional access to locker rooms for adults.</li> </ul>	<ul style="list-style-type: none"> <li>Knocking and ensuring that you are authorised to enter a locker room (in addition to respecting the access rules).</li> <li>Promoting showering alone as far as possible.</li> <li>Having clear procedures in place in case this happens.</li> <li>Training the entire administrative team, from coaches to abuse support networks FWB via the MOOC (Yapaka) and ensuring that everyone knows the network to be contacted.</li> </ul>
Pressure / Ordinary Educational Violence (OEV)	Moderate to severe	Occasionally	<ul style="list-style-type: none"> <li>Training coaches on the subject.</li> <li>Care is taken to assign the teams to the coach according to sensitivities and difficulties.</li> <li>Presence, observation, and feedback from managers to coaches.</li> <li>Distribution of tasks according to the skills of volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the training of coaches.</li> <li>Identifying go-to persons to support the coaches.</li> <li>Establishing procedures in case the action is repeated and comes from an adult.</li> </ul>

For another example of a risk analysis table, we particularly recommend page 80 of the UEFA Child Safeguarding Toolkit<sup>16</sup> for its member associations, which is appended.

## PART 2: SELF-ASSESSMENT

This process complements the risk analysis in identifying the existing elements and which is sometimes implicit but can then be taken up more formally to provide a solid basis for the CSP. Putting common practices in writing helps to avoid inconsistencies, misunderstandings, or misinterpretations in practice. The questionnaire below can be completed as a team or individually and then shared.

How do you think your organisation protects children?	Free answer			
	Yes	More or less	No	I dont know
Do you believe that the children welcomed by your organisation are sufficiently informed about their right to be protected from violence?				
Do staff/volunteers receive or, if necessary, can they receive special support to respond adequately to the specific needs of certain children (e.g. children with disabilities)?				
Would you know with whom concerns about the behaviour of a colleague, parent, volunteer, child are to be shared?				
Would you know how to share the concerns mentioned in the previous question?				
If there is a problem, do you think children know who to turn to within your organisation for support and safeguarding?				
In general, if a case of physical, psychological, or sexual abuse took place within your organisation, do you think you can deal with it?				
What would help you feel more capable?				
Do you know if your organisation has a document, or guidelines, governing behaviour between adults and children and the measures to be taken to protect children?				
Do you consider this document to be a Child Safeguarding Policy (CSP)?				
Is this document drawn up in writing?				
In your opinion, is this document written in a language that is easy to understand by all adults?				

16. [https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964\\_DOWNLOAD.pdf](https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964_DOWNLOAD.pdf)

Do you think this document prioritises the well-being of children?				
And do you think it explicitly states that all children have the right to the same safeguarding?				
In your opinion, do the instructions in this document apply to all the people with whom your organisation is in contact (workers, volunteers, parents, children, trainees, administrators, etc.)?				
Do you believe that the content of this document is known to all the people referred to in the previous question?				
In your opinion, does this document define the concept of violence?				
Do you think this tool is regularly updated?				
In your opinion, are resources (human and material) available to help you implement the provisions of this document?				
Do you think your organisation has an ethics charter?				
Do you think your organisation has a code of conduct?				
Do you consider a formal declaration of compliance with your organisation's CSP (or any other such document) to be a condition for recruitment or entry into your organisation?				
Regardless of your status, did you provide a criminal record when you joined the organisation?				
In your opinion, do job advertisements usually mention your organisation's CSP (or similar document) and the conditions it imposes?				
Does your organisation ask for references from applicants, and are they verified?				
Are the people responsible for recruitment and selection in your organisation familiar with child safeguarding issues?				
In your opinion, is there a procedure in your organisation for familiarising workers, volunteers, parents, etc. with the CSP or any other child safeguarding tool?				
Do you think that all people who come into contact with children during your organisation's activities have been trained in detecting and responding to situations of violence/abuse (including the support network available)?				
Do you think that all people who come into contact with children during your organisation's activities have been trained in issues of child development and/or behaviour/conduct towards and with children?				

Are those responsible for training staff and volunteers involved in your organisation's activities trained in child safeguarding issues?				
If your organisation trains staff and/or volunteers on child safeguarding issues, does it regularly evaluate and update their competences?				
Do you think someone in your organisation is appointed specifically to ensure the proper safeguarding of children? This is a specific role related to safeguarding.				
To your knowledge, is there a predefined procedure for reporting violence or incidents within your organisation?				
To your knowledge, if a complaint or report is filed, is it always followed-up?				
In the case of the previous question, do you believe that the victim/complainant is informed about the outcome of the complaint?				
Do you think that the sharing of children's personal data (name, date of birth, contact details, physical or psychological characteristics, address, photo, etc.) is governed by clear rules in your organisation?				
When your organisation needs to obtain personal data about a child, do you believe that it seeks/obtains the child's consent, i.e. consent that is appropriate to the child's age, ability and living situation?				
To your knowledge, when your organisation needs to obtain a child's personal data, does it seek/obtain the consent of the child's parents or guardians?				
In your opinion, when children's personal data is shared, is it only shared with members of your organisation who really need to have it?				
D'après vous, lorsque des données personnelles sur les enfants sont partagées, le sont-elles uniquement avec les membres de votre organisation qui ont <b>vraiment besoin</b> de les connaître ?				
In your opinion, does your organisation have a policy on the proper use of new technologies (website, social media) to ensure the safeguarding of children's personal data in this context, for example in the case of publishing photos?				

Feel free to add things to this table before proposing it to the teams.

Thanks to the risk analysis and self-assessment tools, you should now have a better idea about of the overall situation of your organisation with regard to child safeguarding issues (existing documents, formalised or non-formalised working practices, failures, etc.). It will now be a matter of improving your CSP, if you have one, or preparing one based on this inventory.

# V. V. PHASE 4: IT'S YOUR TURN!

This part presents all the elements that are usually found in a CSP. As a reminder, when you draw up your own CSP, you must first think about the situations where children come into contact with the organisation and then start from what already exists: existing good practices, reference texts (legal framework according to the sector, etc.), any procedures. The CSP must also adapt to needs and capacities. For example, an organization that only works with volunteers will not include a section on employees; a small neighbourhood association or group will not necessarily have the same resources as a large sports centre to dedicate to supervising child safeguarding, etc.

For each element, take the time to discuss, as a team and involving other members of the organisation, children, parents, so that everyone can give their opinion: where do we stand with this element? Does it meet our needs? Is it understood by everyone? How to improve things? In order to facilitate the drafting of your CSP, do not hesitate to use the template available in the appendix or existing examples.

## V.1 MISSION AND VALUE

### – I.4 Model CSP<sup>17</sup>

Knowing the missions and values of your organisation is the basic foundation of any CSP. It is not just a matter of knowing them yourself: they must be the same for everyone and must address, in some way, the well-being of children. It is essential to continually ask ourselves: where does child safeguarding feature in our organisation? At the heart of our values? Is it one mission among others? A priority? A means to an end?

Clearly positioning oneself and one's structure in the institutional environment of the Wallonia-Brussels Federation gives an idea of how everyone perceives child safeguarding, and how this perception may need to be challenged. This introspection is also an opportunity to familiarise oneself with the instruments that are deployed at the international, national and community level. This can also provide additional motivation for the implementation of a CSP.

## V.2 CODE OF CONDUCT

### – V.2 II.3 Model CSP

One of the key elements of a CSP is the Code of Conduct. The vast majority of organisations already have one (sometimes under a different name), drawn up by the federation (or a more general structure) to which it is attached or by the organisation itself. It is a document establishing rules as to the authorised, desirable, undesirable, or prohibited conduct. It allows children, as well as adults, to get an idea of the limits to be respected and conduct favourable to the well-being of all. Whether in one document or several, there must be guidelines for everyone (supervising adults, children, parents, visitors, etc.).

17. This document is available for free download on [www.chartedelabienvieillance.be](http://www.chartedelabienvieillance.be)

They can target the behaviour of these people towards each other, or between themselves. For example, the Code of Conduct allows you to describe the conduct of child care workers towards children as well as the conduct of children between themselves.

It is important that each organisation refers to the existing texts (see below) and develops, if necessary, an adapted code of conduct that takes into account the duty of safeguarding and the CSP.

#### In the world of sports:

Some examples of general texts:

- The Charter on Children's Rights in Sports (Panathlon international)
- The Fair Play Charter for Parents in Sport<sup>18</sup>
- The "Vivons Sport" Charter for the Sports Movement of the Wallonia-Brussels Federation<sup>19</sup>

Some international and national examples:

- The Code of Conduct applicable to all organisations practicing judo, in Quebec (Canada)<sup>20</sup>.
- The Code of Conduct of the swimming club Les Espadons, located in Etterbeek<sup>21</sup>.
- The UEFA Codes of Conduct for professionals, parents, and children<sup>22</sup>.

#### In the field of leisure:

- The ONE quality code (3-12 years). Note that no stranger to the child's family environment can organise the care of children under 12 on a regular basis without complying with the Quality Code<sup>23</sup>.
- Parenting support guidelines "For thoughtful support to families".
- Scout Leadership Quality Code<sup>24</sup> ; Guide Code; Charter for child care workers and facilitators and the Camp Charter of the Scouts et Guides Pluralistes de Belgique.

18. <http://www.panathlon.be/nos-outils/>

19. [http://www.sport-adepts.be/index.php?eID=tx\\_nawsecuredl&u=0&q=0&hash=1488a5e7537b8c9d9f18f5d2c82d74ad8e-b44f1d&file=fileadmin/sites/adepts/upload/adepts\\_super\\_editor/adepts\\_editor/documents/Benji/Ethique\\_Vivons\\_sport/Ethique\\_Charte\\_Vivons\\_Sport\\_2013.pdf](http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&q=0&hash=1488a5e7537b8c9d9f18f5d2c82d74ad8e-b44f1d&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Benji/Ethique_Vivons_sport/Ethique_Charte_Vivons_Sport_2013.pdf)

20. [http://judo-quebec.qc.ca/wp-content/uploads/2010/02/Code\\_de\\_conduite\\_national.pdf](http://judo-quebec.qc.ca/wp-content/uploads/2010/02/Code_de_conduite_national.pdf)

21. [http://www.lesespadons.com/espados/LES\\_Code\\_de\\_Conduite\\_rev\\_aout2015\\_FR.pdf](http://www.lesespadons.com/espados/LES_Code_de_Conduite_rev_aout2015_FR.pdf)

22. <https://www.uefa-safeguarding.eu/boite-outils-sur-la-sauvegarde-de-lenfance-pour-les-associations-membres-de-luefa-french>

23. [https://www.one.be/fileadmin/user\\_upload/siteone/PRO/Brochures/Projet\\_accueil\\_enfant\\_3-12\\_ans.pdf](https://www.one.be/fileadmin/user_upload/siteone/PRO/Brochures/Projet_accueil_enfant_3-12_ans.pdf)

24. <https://lesscouts.be/animateurs/auquotidien/sengager/ton-engagement/?L=0>

#### Other tools:

- The conflict prevention and management tool of the Baden-Powell scouts of e Belgium<sup>25</sup>.
- Fiches Bienveillance and Staff Pass of Scouts et Guides Pluralistes.
- The Code of Conduct of Défense des enfants International Belgique, included in its CSP<sup>26</sup>.
- The tool Responsabilités, Dominos Dynamiques, of the ONE<sup>27</sup>.
- Sensoa flag system for discussing and assessing the sexual behaviour of children and young people<sup>28</sup>.

Drafting a Code of Conduct is also an opportunity to remember that children have rights and needs, and that corporal punishment and all forms of “ordinary educational” violence are not an adequate solution to a child’s difficulties and do not help the child to grow up.

Once drafted, the Code of Conduct must be understood and approved by all, including children. The one addressed to professionals, in particular, must be signed at the time of entry into service or the start of volunteering. If the Code of Conduct is violated, the penalties provided for above are applied without delay, in compliance with the law. If necessary, in the event of suspicion or a report, a specialised team (see procedures) can be contacted to analyse what needs to be done. The Code of Conduct should be drawn up in a way that allows all those concerned by it to be involved. For example, one can choose to draw up a Code of Conduct adapted to professionals/volunteers, a Code of Conduct understood by children, a Code of Conduct for parents, etc. It is advisable to facilitate the active participation<sup>29</sup> of professionals, children, and parents.

If you already have a Code of Conduct, consider the following questions:

- Does our Code of Conduct take into account the texts and regulations concerning our sector?
- Does it cover all risky behaviour detected in our risk analysis?
- Who participated in the drafting of this Code?
- Is it suitable for everyone: children, parents, professionals, volunteers, etc.?
- Is it known and understood by all the people mentioned above?
- Is it displayed legibly and clearly on our premises / on our website / on the ground?
- Do the elements included in the Code of Conduct correspond to the values of our organisation?



25. [https://lesscouts.be/no\\_cache/telecharger/grenier1/-/edition/-/3455.html#c559](https://lesscouts.be/no_cache/telecharger/grenier1/-/edition/-/3455.html#c559)

26. <https://www.dei-belgique.be/index.php/nos-publications/send/34-nos-publications/431-notre-politique-de-protection-de-l-enfance.html>

27. <https://www.one.be/public/brochures/brochuredetail/brochure/responsabilites-dominos-dynamiques/?L=0&-cHash=96390ce34391ebc0b57e5baeae50912e>

28. <https://www.flagsystem.org/>

29. See below for the point on the participation of children and parents.

- Does our Code of Conduct indicate the penalties in case of non-compliance with the rules? In the case of children, are any penalties adapted to their needs, abilities, and well-being (e.g. physical punishment such as compulsory sports exercises, humiliation, etc.)?
- How could this Code of Conduct be improved?

## V.3 RISK ANALYSIS

### – II.1 Model CSP

The prior risk analysis can be added to the CSP. It can be presented in its entirety or in a summarised manner. It serves as a guide for implementing appropriate responses, either preventively or in response to an incident. The risk analysis can be in the form of a table, a text, illustrations, etc. The essential point is its clarity. Any person reading it should be able to quickly decipher what the risks are for a certain type of activity, where they occur and what is being done to address them.

## V.4 SUPERVISED RECRUITMENT

### – II.2 Model CSP

People connected with the organisation (employees, consultants, volunteers, trainees, administrators, directors, etc., with or without direct and/or regular contact with the children), should be recruited in the most supervised manner possible. Based primarily on the requirements of your sector, you can prepare recruitment procedures that aim to minimise the risks to children. A procedure including certain controls encourages a selection of the most suitable and competent people. It shows the importance of the well-being of children for the organisation. Consider:

- Indicating, in the job offer, that the person will have to comply with the Principles of the CSP, and in particular with its Code of Conduct.
- Asking for a criminal record certificate (formerly called a “certificate of good character”) less than 3 months old. The certificate can, in most cases, be requested from the municipality using a form to be submitted online or at the counter<sup>30</sup>. In most cases, if the certificate corresponds to model 596.2, i.e. for the exercise of an activity related to minors, it is issued free of charge. *See Abuse Decree (2004): Article 2. - At the request of the person in charge of a department, institution or association, any person involved must at all times produce a criminal record certificate not indicating a conviction or an internment measure for the acts set out in Articles 372 to 377, 379 to 380ter, 381 and 383 to 387 of the Criminal Code committed on a minor under the age of 16 or involving his or her participation.*
- Conducting interviews with at least one person familiar with child safeguarding issues. The interview is an opportunity to address certain points of the CSP (such as the Code of Conduct) and to ask some specific questions about safeguarding such as e.g. why might posting a photo of a child on our website be inappropriate? If you saw a parent or staff member insulting a child, what would you do?
- Paying attention to the content of the CV and ask the candidate about any inaccuracies in their background or very frequent changes of job/residence.

30. [https://justice.belgium.be/fr/themes\\_et\\_dossiers/documents/demander\\_des\\_documents/extrait\\_de\\_casier\\_judiciaire](https://justice.belgium.be/fr/themes_et_dossiers/documents/demander_des_documents/extrait_de_casier_judiciaire)

- Asking for a formal commitment (through a signed declaration) to comply with the CSP and the Code of Conduct.
- Relying on the legal framework of its area of activity.
- Keeping in mind that a recruitment is never 100% safe. There is always a margin of error. The steps mentioned have a double objective: to minimise the risks of hiring a person with bad intentions and to clearly indicate the work framework and in particular the behaviour required in terms of child safeguarding within the organisation. All these points of attention do not exempt remaining attentive for the rest of the procedure.

## V.5 TRAINING

### – II.4 Model PPE

**Training on the basic content of the CSP:** The staff need to understand and be able to use the CSP.

- Who are the people to be trained – what are the needs of different people?
- Who can be a trainer within the team – who has the capacity and the willingness?  
How to prepare these future trainers?
- What will be the content of the training?
- What will be the materials, tools, and training methodology?
- Different types of training: in small groups, always given to new employees/volunteers; online, with regular verification of knowledge acquired; a child safeguarding item included in each team meeting; individual training during the annual interview; specialised training linked to a specific activity (travelling abroad, supervising children with special needs, etc.), continuous training, etc.
- Who will be responsible for monitoring the knowledge acquired and how?

The training should at least cover: the content of the CSP as a whole, in particular the Code of Conduct and its understanding, the legal framework, reporting procedures and the existing network of professionals (outreach services, specialised services), contact details of the person(s) in charge of safeguarding issues, the child welfare, the specific needs of certain children, if applicable, and any questions the trainees might have. We recommend that the trainings be the subject of a report or a written document in order to maintain proof of their existence in child safeguarding records.

The training should not only take place initially, but should be supplemented by a continuous process (see phase 5). Everyone should benefit from the training as soon as possible, both new arrivals and people who are already part of the organisation when the PPE comes into force. Including child

safeguarding on the agenda of any team meeting makes it possible to address specific or potential questions and to reinforce child safeguarding as a key value of the organisation. The training process (initial and continuous) should also aim to enable team members to familiarise themselves with the child safeguarding support and care network, by enabling them to meet other professionals and support specialists.

#### Additional training on safeguarding and prevention of abuse

Beyond the basic content of the CSP, the team may identify needs or wishes for additional training to be planned according to the possibilities in order to strengthen everyone's knowledge and skills.

Use practical questions from situations in the field to identify needs:

*What should I do when I have a concern about abuse?*

*What to do when a child who has disclosed abuse asks to keep it a secret?*

*What to do when a child smells so bad that no one wants to team up with him?*

*How to react to a team member who always belittles a child?*

*How to set limits with a child without falling into a power struggle?*

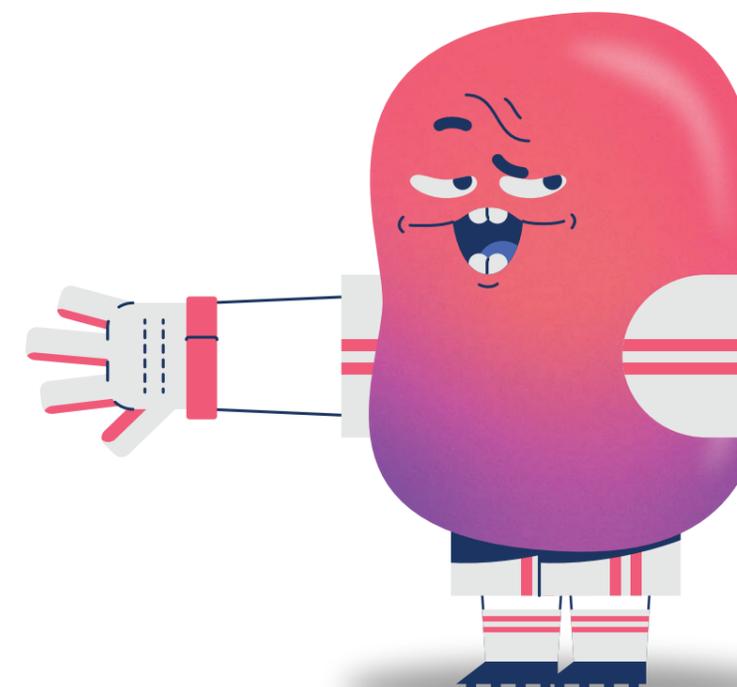
*What to do when a child seems difficult to handle?*

*Can professionals still touch children?*

*How to deal with a parent who belittles his child on the ground?*

*What to do with a child in an economically vulnerable situation (no equipment for activities, clothes with holes, etc.)*

To support the caregivers, Yapaka offers resources and training on various topics: Online training / basic module: benchmarks for preventing abuse (yapaka.be)<sup>31</sup>, everyone's role in prevention, signs of abuse, the educational alliance, etc.



<sup>31</sup> <https://www.yapaka.be/mooc>

## V.6 V.6 RAISING AWARENESS AMONG PARENTS AND PARTICIPATION OF CHILDREN IN THE CONTENT OF THE CSP

### – II.7 V.6 Model CSP

Communicating about the existence of the CSP and its content to children and parents is essential. It also gives them a way to express any concerns or needs they may have.

These tools must be adapted (age, understanding, languages, etc.). Several means can be implemented to communicate with these audiences, for example: :

- Codes of conduct adapted in terms of language (using images for example);
- Meetings or activities specifically devoted to this;
- A verbal reminder (and over the speaker) at the start of matches, competitions, sports camps, etc., with an indication of who to contact if necessary.
- A permanently available suggestion or complaint box
- Brochures, posters, guides (again, paying attention to the language used);
- A video or online session<sup>32</sup> for parents.

As mentioned several times, it is ideal to be able to involve children in the preparation of the CSP. The involvement leads to better understanding of the content and undoubtedly greater interest in these issues. In addition, they will know clearly who to contact in case of need.

**In concrete terms, involving children in the creation of your organisation's CSP starts with the following steps:**

1. Appropriately introduce what they are going to do (e.g. participate in the development of a Code of Conduct) and make sure that they understand what it is about. Give them time to ask any questions.
2. Obtain their consent. This consent allows children to feel free to act and to suspend their participation, and to know who to talk to if necessary;
3. On some points, it may be important to organise discussions by age and/or gender of the children, especially when dealing with more sensitive issues such as intimacy and sexuality;
4. Children need to understand that some discussions brought up during this particular activity may require need to be kept confidential (e.g. what is said in the context of a group activity during which a child has shared a sensitive personal story is not shared with everyone).
5. Do not forget to include children with specific needs, while thinking about suitable means (children who do not speak the language, children with disabilities, etc.).

Here are a few ideas to get you started:

- Carry out an activity or a consultation by topic (code of conduct, behaviour among children, communication, risk assessment, etc.) in small groups;
- Set up idea boxes or opinion boxes;
- Create posters or information booklets on the content of the CSP with the children during a workshop;
- Ask children questions through different means (using games always works best): what behaviours do they like/are they bothered by? Do they agree with the Code of Conduct? Do they know who to contact if they have concerns to share?;
- To talk about communication, children can be informed about image rights, the consequences of inappropriate use and think collectively about media guidelines.
- Use sketches, role plays to discuss issues of violence, responses, help available.
- Go around the organisation's facilities with a map, so that the children can mark the places where they feel safe and where they feel more uncomfortable while discussing possible solutions.

In addition to the initiatives organised to address these issues, do not forget that informal exchanges on a daily basis during meetings with children and families are very important to carry out prevention work.

## V.7 CHILD SAFEGUARDING FRAMEWORK

### – I.5 V.7 Model CSP

Child safeguarding is everyone's business and concerns every member of the team. However, one member can take more specific responsibility for this issue (ensuring that an unmanageable workload is not created). It can also be a small team. Just because one person has a specific leadership role does not mean they have to do everything. Their role is more to collaborate, and sometimes to supervise certain aspects of the implementation of a CSP, than to take full responsibility for it. The child safeguarding reference person serves as a point of contact and resource person to advise and support the application of the CSP and its procedures. It has a pivotal role in relation to the prevention and safeguarding network. This means that they must have specific knowledge about child safeguarding, be empathetic, motivated, and available. This person can take charge of concrete actions other than the role of counsellor and focal point of contact: they can take charge of some trainings, take charge of regular evaluation of learning, inform about updates of the CSP, carry out risk assessments, ensure the implementation of the CSP, properly map the support structures, ensure that parents and children are aware of the CSP, maintain the incident register, maintain the CSP implementation plan, etc.

Ideally, it is better to have at least two reference persons to enable them to think collectively and distribute the workload. This also ensures that, if one or the other is absent, we are not faced with an inability to take charge of a case. These people and their contact details must be known to everyone. Their responsibilities must be clear, best laid down in writing and understood by everyone within the organisation. These people must always be supported by their superiors, more so proactively, so that their role is sustainably viable and structurally committed.

<sup>32</sup> Example: UEFA eLearning Course on Child Safeguarding Awareness <https://uefa-safeguarding.eu/elearning-awareness>

## V.8 GUIDE TO WORKING WITH PARTNERS

### - II.6 Model CSP

In general, associating with an external partner requires having common interests at heart: respect, non-discrimination, absence of violence, etc. When it comes to children, child safeguarding must be one of these interests. It is therefore important that the agreements, partnership contracts, including verbal ones, clearly address the issue of child safeguarding and the interventions or penalties provided for in the event of breaches.

For collaborations with partners around activities for children, child safeguarding must be addressed from the design of the activities, in order to set the terms related to joint activities. In principle, each organisation should have its own CSP. If this is not the case, one could ask for a declaration of commitment to be signed (template available in the appendices).

Another point that can be included in a partnership agreement: if there are concerns about the partner's willingness/ability to ensure the safeguarding and well-being of children, the organisation may decide at its discretion to terminate the partnership, even after it has begun, or even to report its concerns to the relevant authorities if necessary. This must be done in a spirit of understanding: if the partner is willing and wants to resolve the situation, it is possible to find a joint solution. e.

## V.9 V.9 COMMUNICATION AND DATA MANAGEMENT GUIDELINES

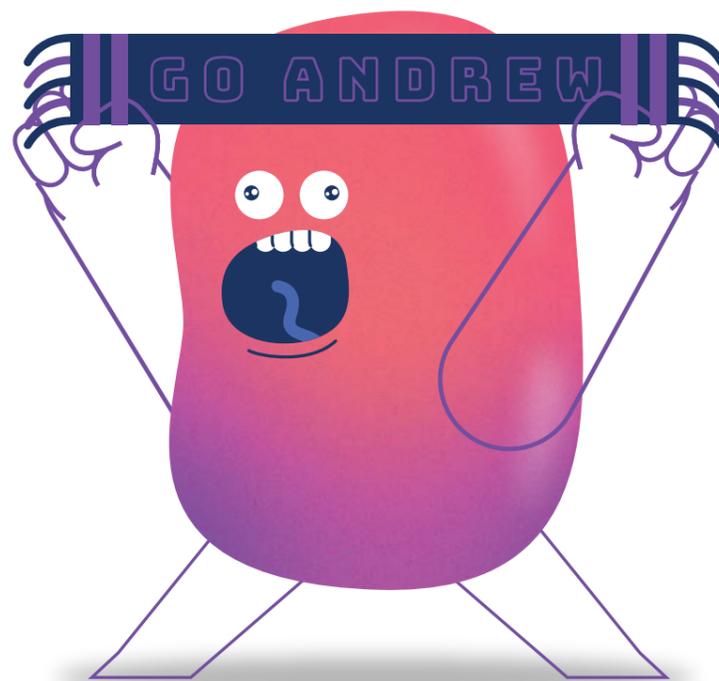
### - II.5 Model CSP

Having a set of guidelines organising the communication and management of children's data is a safeguard: it acts as a deterrent to inappropriate communication, and also provides a reference text in the event of non-compliance, and support for those needing information on what they can, or cannot, do about it. Thinking about these issues together is something that must be at the heart of teamwork

### V9.1 DATA MANAGEMENT

In general, all beneficiary data must be processed in accordance with the European General Data Protection Regulation (GDPR). As explained by the webpage "The GDPR for Dummies"<sup>33</sup>, "personal data, a concept to be taken in a broad sense, refers to any information linked to an identified person, or a person identifiable thanks to said data. This may include data such as a last name and a first name, thus enabling direct identification of the person concerned, or a telephone number, a customer number, genetic, economic, social, and cultural markers, or the voice or image of a person, thus enabling indirect identification". These data must, first of all, be stored se-

33. [www.donnees-rgpd.fr/definitions/rgpd-pour-les-nuls/](http://www.donnees-rgpd.fr/definitions/rgpd-pour-les-nuls/)



curely, i.e. be accessible only to the people who need it, and only for as long as necessary.

Children, like all adults, have the right to privacy and the protection of their data. This means that they must, at most, be confidential and used only in a strictly necessary context. This also means that, as far as possible, children should be able to give their informed consent<sup>34</sup> to the collection and processing of their data (e.g. taking photographs during an activity should be subject to consent). Until the age of 18, parents/legal guardian must give consent. That said, we encourage a constructive dialogue between the child and his parents/legal guardian before any decision is made on this subject." It should also be taken into account that consent can be revoked (a child can give consent for publication at age 11 but request that it be withdrawn at age 16).

### V9.2 COMMUNICATION AND MEDIA

We encourage organisations to carry out a risk analysis regarding communication about/with children, the use of media and new technologies. These tools can present real risks to the safety and well-being of children (inappropriate use of data, unwanted contacts, illegal content, online harassment, manipulation for sexual exploitation, etc.). General communication channels should be preferred to private ones. Communication should be through the parents or guardians as much as possible, and not directly with the children. Any report of problematic electronic content must be made in writing, as it may be an offence to transmit sensitive or even illegal content by electronic means. Likewise, be careful not to delete problematic content or messages, or you risk destroying evidence.

Furthermore, regarding communication about children, it is important to always keep the values of your organisation in mind: for example, allowing children to have fun in an environment that guarantees their safety and well-being. Communication must therefore be carried out in the interest of the child, in a way that is rewarding and not degrading or harmful. It is possible to include details of what you want, or do not want, to see in your organisation's communications through a specific document, the Code of Conduct, your CSP, etc. This will allow everyone to distinguish between an appropriate communication format and inappropriate methods. We cannot recommend enough that children be placed at the heart of this work, that they be given the choice and the opportunity to develop communications that are appropriate for them, informed and supported in their thinking by an adult who guides and informs them on these sometimes very complex issues.

## V.10 SUPPORT PROCEDURES

### V10.1 PROTOCOL FOR CHILD VICTIMS

#### - III.1. Model CSP

Cases of child abuse require a response<sup>35</sup> and procedure, including an incident that occurs in the context of the organisation's activities and where the perpetrator may be a supervisor or another child, a suspicion that the child has been abused (either at home or in the context of the organisation's activities), or the child discloses abuse (as the witness or victim). It can be an isolated incident or repeated violence. The procedures are intended to guide the management of a case and to ensure equal treat-

34. The aim is to enable children to understand how their data will be processed; to choose without constraint whether or not to accept this processing; to change their mind freely.

35. For information, see appendix: Obligation to provide assistance; Reporting obligation; Professional secret.

ment. They are of course best adapted to the situation, bearing in mind that the child's well-being must be the primary concern.

In general, two elements are important:

1. **Pay attention to the child<sup>36</sup>** : be attentive to signs, listen, and be available
2. **2. React and do not work alone:** 2. rely on your team, your hierarchy, the contact person, the external help network<sup>37</sup>

#### Reporting by a child :

When the child confides in a professional about potential abuse, the complexity is immediately apparent. Many questions arise. It is essential to think about how to gain his trust, and in particular:

1. 1. Respond to immediate needs, such as medical care, as well as small needs (a glass of water, a handkerchief, etc.).
2. 2. Keep calm, pay attention to your body language.
3. 3. Listen carefully to the child, pay attention to his body language.
4. 4. Take the reporting seriously (your role is not to investigate).
5. 5. Ask the questions necessary to understand, without conducting an interrogation  
The confidant must remain attentive to the bias of their own subjectivity. What the child confesses may arouse emotions, or even astonish them. There is a risk of drawing conclusions, questioning what the child is saying, influencing it according to our own perceptions. As a result, there is a possibility that the child may be misunderstood.
6. 6. Respect the child's silence, do not force him to tell you what he is going through or what he went through.
7. 7. Comfort and appreciate the child for speaking up.
8. 8. Express yourself in a way that is appropriate and understandable for the child.
9. 9. When a child confides in you, it is important to establish a clear framework that is understood by them. This involves explaining what will be done with the information he provides. It is particularly useful to explain to him that it can be shared, if necessary, to protect him. In this case, the aid professionals will also always pay attention to his family, and support will be given to him as far as possible. The reason for specifying this is to avoid a breach of trust, a feeling of betrayal, which would damage the relationship and, therefore, hinder the safeguarding process.
10. 10. Follow the procedures in force in the organisation and do not act alone. When the secrets of a child destabilise us, sharing with our professional team is essential. A shared trust between the team members ensuring a caring environment while respecting confidentiality makes it possible to open up about these issues. This offers a chance to think about how to intervene in a manner

36. Some children are particularly vulnerable due to their age, gender, or other factors (disability, migration status, financially vulnerable family situation, etc.).

37. See Mapping point below

that is respectful for the child and does not leave us alone with our doubts, our questions, and to overcome our feelings. This can only strengthen the professional attitude. It is obvious that sharing what the child has disclosed is subject to institutional, ethical, and even legal constraints. There are specialised child safeguarding teams<sup>38</sup>. Do not hesitate to turn to the SOS children teams in particular. As part of their missions, they listen to us and guide each professional.

Our role as an intervener is fundamental. The child has the right to speak. When it comes to abuse, regardless of its context and form, the child's expression reflects their experience and requires our full attention. It is our responsibility to protect the child from all forms of abuse, and to put in place the appropriate support for both the child and their family, while taking into account the protective people around the child. Please feel free to learn more about the issue through the resources available at Yapaka<sup>39</sup>. More resources about professional secrecy are available in the appendices document.

#### Cases requiring immediate care

For all cases requiring immediate medical attention, a first aid kit should always be available along with the contact details of paediatric emergency teams<sup>40</sup> (at the workplace and/or when travelling). It is necessary to check and maintain it regularly. Any other medication is excluded (a medicine is never harmless and can cause side effects). Furthermore, it is the organisation's responsibility to ensure that, when working with children, at least one of its workers is trained in first aid (initial training to be reviewed in accordance with current standards). Everyone should also be informed of the emergency call numbers (112; poison control centre 070 245 245).

#### General procedure

1. The contact person sends and relays prevention tools (posters, numbers, etc.)
2. All staff members must formally report their concerns/knowledge of violence to the contact person in the organisation orally and in writing (via e-mail or using the appended form). Note that if this is an emergency situation, do not wait until you have submitted your report to contact a competent authority (see below)!
3. The contact person enters the case in the register and communicates with their team and their hierarchy.
4. In all cases raising concerns as a team, it is important that the reference person contacts<sup>41</sup> :

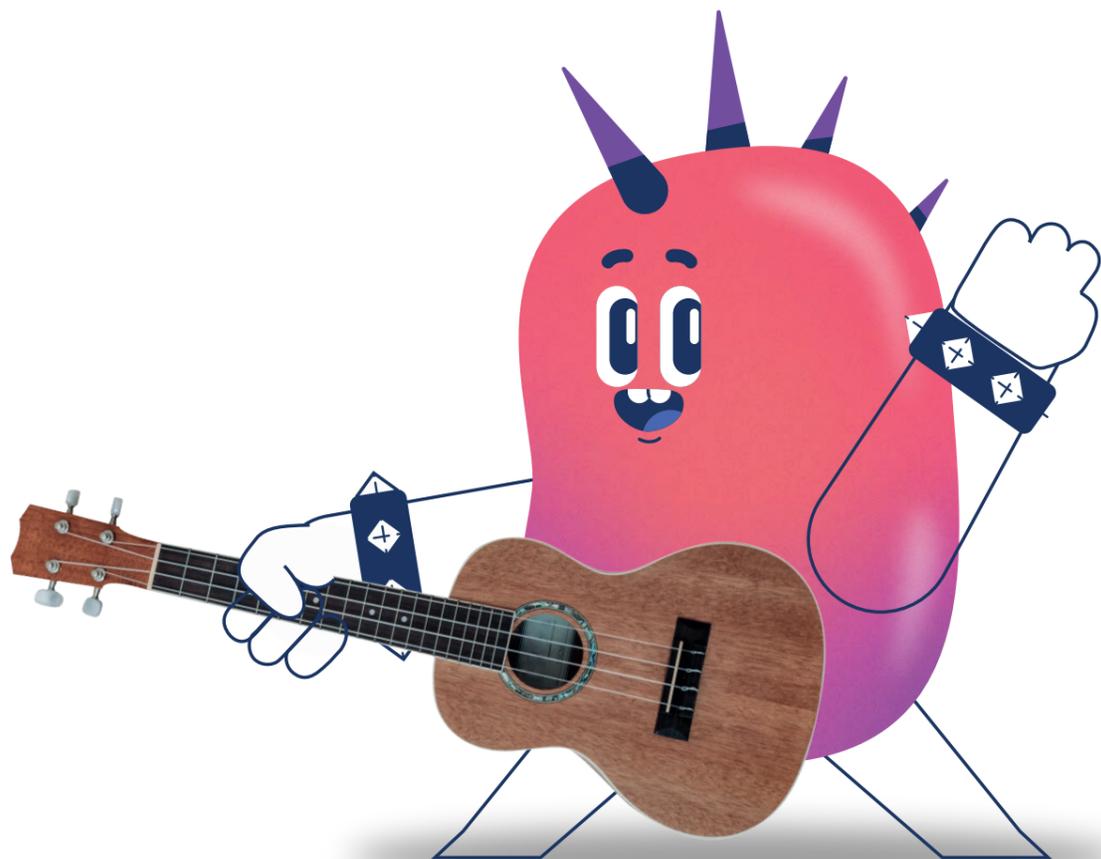
38. See Mapping point below.

39. <https://www.yapaka.be/texte/texte-la-parole-de-lenfant-dans-un-cadre-de-maltraitance>

40. As a minimum: thermometer, box of sterile compresses, plasters, hypoallergenic adhesive dressings, pressure dressings, scissors, emergency haemostatic pad, disinfectant, saline solution, instant cold pack, disposable gloves, isothermal blanket.

41. Refer to the network map (below).

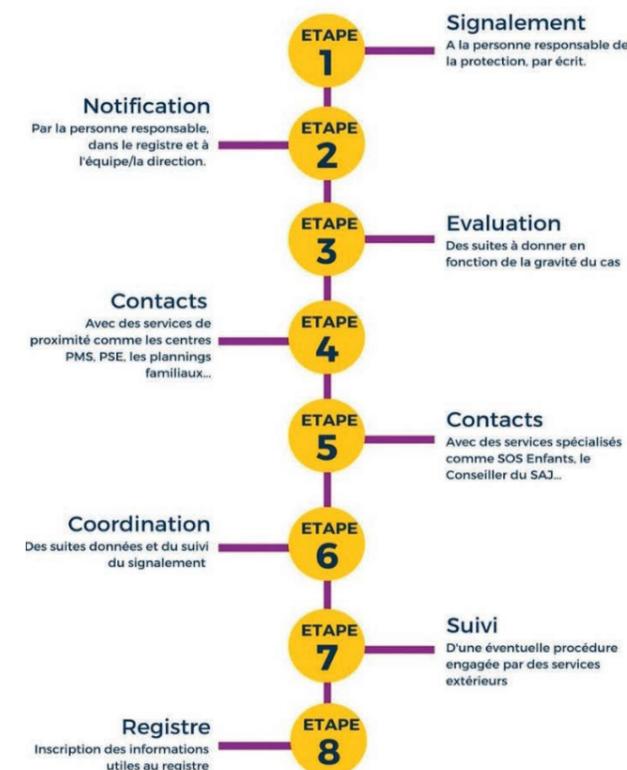
- external outreach services: at the school, Psycho-Medico-Social Centres and School Health Promotion Services; mental health services; family planning centres; free listening services (Télé-Accueil at 107 or Ecoute Enfants at 103)
- and/or specialised services: SOS Enfants helps with the diagnosis of abuse and care (multidisciplinary team); the SAJ Youth Assistance Advisor listens and guides.
- The contact person coordinates support for the various parties involved (the child, the parents or legal representative (to be discussed with the child), the reporting person, the presumed perpetrator<sup>42</sup>).
- The contact person ensures a follow-up if the care requires a relay external to the organisation.
- The contact person enters the procedure and the follow-up in the register.



42. Follow the procedure concerning the perpetrator

## PROCEDURE GENERALE

### Résumée



### Network information and mapping

You should be aware of the **nearby outreach services and authorities** to rely on. When a decision has to be made, having the right contacts saves time, helps the process become efficient and, therefore, safe for the child concerned.

**Medical and psychological support structures:** SOS Enfants, Psycho-Medico-Social (PMS) centres<sup>43</sup>, School Health Promotion Services<sup>44</sup>, Mental Health Services<sup>45</sup>, family planning<sup>46</sup>.

The SOS Enfants<sup>47</sup> team is a multidisciplinary team (lawyer, psychiatrist and psychologist, educator, etc.) that deals with cases of abuse. Its primary mission is to respond to any person with questions or doubts related to child abuse to assess the danger and the follow-up to be put in place.

**Social and legal support structures, and ASBL:** AMO<sup>48</sup>, assistance services for victims (legal advice centres)<sup>49</sup>, freephone numbers (Télé-accueil on 107<sup>50</sup> and Écoute Enfants on 103<sup>51</sup>, for children and adults), Yapaka<sup>52</sup>, the General Delegate for the Rights of the Child<sup>53</sup>, assistance services for victims<sup>54</sup>, the nowjenparle.be chat to help victims of abuse.

43. <http://www.enseignement.be/index.php?page=26028&navi=149>

44. <http://www.enseignement.be/index.php?page=25423&navi=366>

45. <https://pro.guidesocial.be/associations/services-sante-mentale-ssm-1704.html>

46. <https://www.planningfamilial.net/liste-des-centres/>

47. How an SOS Enfants team works: <https://www.yapaka.be/video/video-comment-travaille-une-equipe-sos-enfant>

48. [http://www.aidealajeunesse.cfwb.be/index.php?id=servicesagrs&no\\_cache=1&tx\\_ajsscontactsync\\_pi1%5Bcat%5D=A-MO&tx\\_ajsscontactsync\\_pi1%5Betat%5D=Agr](http://www.aidealajeunesse.cfwb.be/index.php?id=servicesagrs&no_cache=1&tx_ajsscontactsync_pi1%5Bcat%5D=A-MO&tx_ajsscontactsync_pi1%5Betat%5D=Agr)

49. <http://www.maisonsdejustice.be/index.php?id=accueildesvictimes>

50. <https://tele-accueil.be/>

51. <http://www.aidealajeunesse.cfwb.be/index.php?id=ecouteenfants>

52. <https://www.yapaka.be/>

53. <http://www.dgde.cfwb.be/>

54. <https://pro.guidesocial.be/associations/services-aide-victimes-sav-1677.html>

**State protection structures:** counsellor/services of the youth assistance centre<sup>55</sup>, Police Zone, Public Prosecutor.

The YAS Youth Counsellor intervenes at the request of a young person, parent, or carer to listen, guide and support children and families. These services have a protective role which aims to protect the child in difficulty or in danger, as well as their family. The YAS intervenes on a voluntary basis; nothing can be done or decided without the agreement of the young person or their parents. After an interview intended to explain the basis of the problem encountered, the YAS may propose: a referral to a more specifically competent department (an AMO, a PMS centre, SOS-Enfants, etc.), a support programme adapted to the situation of the minor and their family. The SAJ will regularly monitor the situation through coordination with the associated departments. Consequently, it is generally the professionals in the aid sphere who will call on the legal sphere (the police and the public prosecutor's office) if they deem it necessary after analysing the situation.

**Map the organisations corresponding to your geographical area and your needs using existing maps, in particular that of Yapaka<sup>56</sup>, ACCESS (gender-based violence)<sup>57</sup>, the Social Guide (centres and services)<sup>58</sup> or the service listings of victims.be<sup>59</sup>.** Include names and contact details in your CSP so that they are known to everyone and are easily accessible. In the sports sector, we advise you to contact the Vivons Sport contact persons and delegates in case of difficulty.

## V10.2 PROTOCOL FOR PERPETRATOR

### – III.2. Model CSP

Make sure that your Internal Rules (IR) or Work Regulations (WR) are up to date and include the penalties in case of violence against minors.

1. The contact person enters the case and the procedure followed in the register.
2. The contact person communicates with the management of the organisation.
3. Depending on the perpetrator's identification:



55. <http://www.aidealajeunesse.cfwb.be/index.php?id=359>

56. <https://www.yapaka.be/cartographie>

57. <https://www.we-access.eu/fr/carte>

58. <https://pro.guidesocial.be/associations/>

59. <http://www.victim.be/ou-trouver-aide/>

Perpetrator under the responsibility of the organisation		Unidentified perpetrator	Perpetrator under the responsibility of a third party organisation	
Minor perpetrator	Adult perpetrator	If the identification is not possible, report it to the competent authorities	Report it to the responsible entity and follow up	
Measures adapted according to the severity + if appropriate, reporting to legal guardians and/or competent authorities	Appropriate professional sanctions according to the Work Regulations + if appropriate, reporting to the competent authorities		The entity has taken the necessary measures to penalise the perpetrator	The entity has not taken the necessary measures → report it to a higher authority or the competent authorities

## V.11 PUT YOUR CHILD SAFEGUARDING POLICY TO THE TEST

Once you have drafted your CSP, it is useful to test it, especially in teams, through a simulation exercise. Depending on the results of this activity, you have a quick overview of potential shortcomings in your CSP and of any additional training requirements.

*For each situation presented below, discuss what your organisation should do. How do you feel about this situation? What tools could help you provide a response?*<sup>60</sup>

- You have just finished a painting activity with a group of children when Camille, an 8-year-old child you know well but who was not with you today, comes to you crying. She looks upset and in shock. How do you react?
- Loïc, 13, is in the nurse's office because he injured his knee during a football match. As you walk past the door, you see a nurse slip her hand under the child's dress and touch his genitals. What do you do?
- You realise that 15-year-old Lea is being harassed and bullied by all the other children in her homework club. How do you react?
- The mother of 10-year-old Clara comes to see you. She is very upset and tells you that photos of her daughter are circulating on the website of the volleyball team you played a match with last week. What do you do?

60. This exercise can be complicated to approach as a team, given the sensitivities of each. Dialogue and understanding remain essential; we must take the time necessary to discuss and find responses together.

- Sasha, a usually very calm 4-year-old boy, has started causing a lot of problems during your body awareness activity. He is always looking for attention, hitting other kids, and seems angry all the time. How do you react?
- What to do when a child smells so bad that no one wants to team up with him?
- How to react to a team member who always belittles a child?
- What to do with a child in an economically vulnerable situation (no equipment for activities)?
- You discover that a staff member has used a computer in your organisation to download child abuse material (formerly known as 'child pornography') and has sent controversial emails to several children using your organisation's address.
- During an activity, you see a volunteer making fun of a child in front of the group and encouraging the group to do the same.
- You receive an anonymous report, through a paper deposited in your mailbox, of child abuse within your organisation.
- A child is injured during an activity. You have to take him to the doctor and use your own car. The child's parents later file a complaint against you claiming that you abused the child on the ride.
- Your partner organisation in the next town took photos of the children at an activity you organised and posted them on their website. The parents complained.
- A boy has completely changed his behaviour in recent months. He has become withdrawn, aggressive, and very thin.
- One of your members recommends a friend, whom you do not know, for a 6-month volunteer internship in your organisation.
- A girl comes to tell you that her parents hit her very regularly.
- The director of the organisation you work for is behaving in a way that you feel is inappropriate towards some of the children participating in activities.
- You have recruited a new child care worker. You then learn that he has already been accused of sexual harassment in his previous job.
- A parent explains to you that their child will no longer participate in your activities since he is being punished.
- During an activity, you notice that a child's parents are belittling him.
- One of your coaches/child care workers reported an incident about a colleague and now there is a case in progress. Another colleague criticises him for damaging the reputation of your organisation.
- Your organisation has reported a case of abuse to the relevant authorities and has not heard from them.

## VI. PHASE 5: COOPERATE TO IMPROVE

Adopting a Child Safeguarding Policy is good. Knowing that it is actually implemented is better. Indeed, having a very good text is useless if it remains a dead letter. It is essential to take the necessary time to monitor, evaluate and, if necessary, cooperate in order to better improve. This evaluation is, first and foremost, the responsibility of the people designated as contact persons within the team. Nevertheless, the whole organisation should espouse this view when adopting its CSP.

### VI.1 ENSURE A FOLLOW-UP

For a follow-up process, it is entirely possible to reuse the tools previously discussed, and in particular the assessment table. The content of the CSP must be reviewed at least once a year, and its components updated (and in particular a review of the training outcomes). As the problems appear as they arise, the response given to them can also be used to enrich the CSP in the event that information is missing. Follow-up also means carrying out regular risk analyses (of any new activity you design, or when there is a change in the organisation) so that this becomes standard practice in the organisation.

Traditionally, the implementation of standards is reviewed by an external entity. However, we strongly recommend adopting a participatory and inclusive mode of self-assessment instead. Indeed, self-assessment encourages everyone to take responsibility for the implementation of the CSP.

For organisations in which the child safeguarding officer(s) would not have the time to carry out monitoring and evaluation on their own, we recommend that roles be allocated as soon as your CSP is drawn up. Who will be in charge of the follow-up on recruitment issues? And of verifying the implementation of the directives concerning data management? This method makes it possible to involve different people, who can submit their report on a regular basis, for example during an annual interview.

It is essential to involve children in the follow-up process. This can be done in different ways, quite similar to those discussed in phase 4: having an annual discussion on the subject, setting up an advice box that remains available throughout the year, etc.

When creating your CSP, the following questions regarding follow-up and evaluation should have been clearly answered:

- What data do you need to be able to evaluate the implementation of your CSP?
- What are the indicators that might indicate to you a good (or, on the contrary, an ineffective) implementation of your CSP?
- How often should you analyse the implementation of your CSP?
- How do you intend to follow up on this implementation?
- Who will be in charge of this review and what will be the responsibilities of these people?

- How to properly take into account ad hoc feedback from parents and children?
- How will you ensure that everyone is involved in the follow-up process?
- How to work with partners to ensure convergent CSPs and better child safeguarding?
- What will you do with the information collected?

## VI.2 EVALUATE THE IMPLEMENTATION

Here, we recommend developing indicators specific to your organisation. These indicators can be used once or several times a year, depending on what seems most appropriate. They are intended to facilitate the evaluation of the implementation.

### Some ideas for indicators:

- Number of incidents reported in the incident register and how they were dealt with (the more incidents reported and acted upon, the more it is a sign that the CSP is effective).
- Children's opinions: which can be collected through games, informal discussions, other assessment processes, etc. We can also look at children's willingness to actively participate in safeguarding issues. What changes have they seen in the life of their organisation? Do they feel safe?
- Parents' opinion: once a year, during a meeting for example, parents can be asked to fill out a questionnaire, have a discussion, create an online tool, etc.
- Feedback from professionals and volunteers: during the annual discussion to verify training achievements, during the annual interview, during regular meetings, etc.
- Percentage of activities for which a risk analysis has been carried out (high percentages = sign of good implementation).
- Proportion of risks in the green compared to those in the red (the more green risks there are, the more red risks have been limited).
- Number of risks identified compared to the initial evaluation (if there are new risks, are they all dealt with?).
- Inspection of the training and testing record carried out to ensure that it is working (in practice, are staff clear on safeguarding issues? Do they know who the child safeguarding officers for the organisation are?)
- Children's knowledge of the Code of Conduct and who to contact in case of need.
- Number of discussions about child safeguarding that have taken place in the past year (this indicates the extent to which child safeguarding is an issue in the life of the organisation, e.g. in team meetings).
- Pages 95 to 99 of the UEFA Safeguarding Children Toolkit<sup>61</sup> also suggest, for example, using quality

61. [https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964\\_DOWNLOAD.pdf](https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964_DOWNLOAD.pdf)

levels such as "bronze, silver, gold" to assess your child safeguarding implementation.

- If challenges for the implementation of the CSP have emerged, what follow-up has been given to them? Have they been documented?
- For each tool, specific indicators have ideally been developed to ensure follow-up (e.g. for the supervision of recruitment, ensure that job advertisements mention the CSP, for training professionals, ensure that the training has been provided according to the schedule, etc.).

### In addition, the following points can also guide you:

- a) Regularly rethink your risk analyses: have we missed any risks? Was our risk assessment good enough? Do we have to make any changes next time? Did we forget to conduct the analysis for some new or one-off activities?
- b) More broadly, ask yourself these questions regularly: are we doing everything we can to keep children safe? What has our experience shown so far? What areas are challenging or do we find difficult? Can we get specialist advice? Feedback from children/parents/adults?

You will find in the appendix an example of an analysis template for the follow-up.



## VI.3 IMPROVE BY OVERCOMING OBSTACLES

The follow-up of your CSP requires a continuous process of collecting and analysing information; it is a never-ending process<sup>62</sup>. It allows you to constantly raise awareness about the strengths and weaknesses of your CPE.

To find solutions, all those affected can and, to the extent possible, should participate. Some examples of possible solutions to frequently encountered problems:

Reported problem	Possible solution
Lack of time	Cooperation with other organisations that have implemented the same process, better distribution of tasks, discussion around the importance of the process. One can also imagine starting from a rudimentary document and having a slower process, but one that will eventually succeed, by considering the process step by step.
Too many people to be involved	Do not hesitate to group people according to their role, or to create "tier-based" participation with representatives, provided there is a guarantee that everyone has been able to express themselves to the representative.
Lack of expertise	Do not hesitate to use games, to look for concrete tools, videos, etc. A group of specialised trainers has been created within the framework of the PARCS project ( <a href="http://www.chartedelabienveillance.be">www.chartedelabienveillance.be</a> ).

<sup>62</sup>. To illustrate the importance of constant improvement in order to obtain a result, we recommend extract 1:13:26 to 1:15:31 from the Investigation report "Sexual violence in sport, the investigation".



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# PRACTICAL GUIDE

## APPENDICES AND CPP

[WWW.TUPEUXLEDIRE.BE](http://WWW.TUPEUXLEDIRE.BE)



This project is funded by the European Union's Rights, Equality and Citizenship Programme.



# I. APPENDICES

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# II. APPENDIX 1 – MAIN SAFE-GUARDING FRAMEWORKS IN FRENCH-SPEAKING BELGIUM

## Criminal Code:

- Punishes intentional assault and battery, with higher penalties for child victims.
- Punishes inhuman or degrading treatment and any relationship of a sexual nature with a minor.

## Decree on assistance to child victims of abuse (12 May 2004)<sup>1</sup>:

- Article 1§4: an abusive situation is any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises the physical, psychological, or emotional development of the child; abusive attitude or behaviour may be intentional or unintentional.
- Article 2: At the request of the person in charge of a department, institution or association, any person involved must at all times produce a criminal record certificate not indicating a conviction or an internment measure for the acts set out in Articles 372 to 377, 379 to 380ter, 381 and 383 to 387 of the Criminal Code committed on a minor under the age of 16 or involving his or her participation.
- Article 3§1: Taking into account their mission and their capacity to act, the caregiver is required to provide assistance and safeguarding to the child who is a victim of abuse or to the child in whom such abuse is suspected. If the child's interests so require and within the limits of the caregiver's mission and capacity to act, the assistance is provided to the child's family or family environment. This assistance is aimed at preventing or ending abuse.
- Article 3§2: In order to organise this assistance, any person confronted with a situation of abuse or risk may contact one of the following specific bodies or departments for help, guidance, or relay in the management of the situation: the psycho-medico-social centre, the school health promotion service, the "SOS Enfants" team, the counsellor or any other competent specialised person. Any cooperation must be exercised with discretion and only relate to information essential to the care. Unless this is detrimental to the interest of the child, the relay in the care must be brought to the attention of the child, his family and his family living environment.

<sup>1</sup> [https://www.yapaka.be/sites/yapaka.be/files/page/2004\\_decret\\_maltaitance\\_0.pdf](https://www.yapaka.be/sites/yapaka.be/files/page/2004_decret_maltaitance_0.pdf)

## Decree on the code of prevention, youth assistance and youth protection (18 January 2018)<sup>2</sup>:

- Article 3. Prevention is a set of actions, both individual and collective, for the benefit of vulnerable young people, their families, and friends, which promotes emancipation, empowerment, socialisation, recognition, validation, legitimisation, participation, and the acquisition or regaining of self-confidence of young people, their families, and friends, with a view to reducing the risk of difficulties and violence, whether visible or not, perpetrated against or by the young person.

## Three-year abuse prevention plan (2018)<sup>3</sup>, the founding principles:

- Promoting a policy based on the general interest
- Recognising the complexity of each situation
- Supporting caring in the meeting with families
- Promoting an assistance policy based on solidarity
- Strengthening the position of adults
- Not making prevention the child's responsibility
- A prevention policy in conjunction with professionals
- Creating inter-sectorality
- There is no such thing as zero risk

## Order of the French government aimed at coordinating the prevention of child abuse (2016)<sup>4</sup>:

- Article 3§2: The Coordination is responsible for implementing a cross-functional programme for the prevention of abuse. As part of the cross-functional programme for the prevention of abuse, the Coordination: 1° organises a community training programme for front-line workers set up by the various administrative entities; 2° develops tools for raising awareness and informing professionals with a view to improving practices in a cross-functional approach and within the framework of coordinated management of situations of abuse; 3° implements cross-cutting information or awareness-raising campaigns aimed at the general public, parents, or children, which are organised in support of the actions of professionals.

<sup>2</sup> [http://www.aidealajeunesse.cfwb.be/index.php?eID=tx\\_nawsecuredl&u=0&g=0&hash=2e87243f647a44ce6af844d02e44c00a5b-4d89c8&file=fileadmin/sites/ajss/upload/ajss\\_super\\_editor/DGAJ/Documents/AJ-code-web-040918.pdf](http://www.aidealajeunesse.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=2e87243f647a44ce6af844d02e44c00a5b-4d89c8&file=fileadmin/sites/ajss/upload/ajss_super_editor/DGAJ/Documents/AJ-code-web-040918.pdf)

<sup>3</sup> [https://www.yapaka.be/sites/yapaka.be/files/page/18\\_04\\_plan\\_prevention\\_maltraitance\\_comite\\_directeur\\_gvt.pdf](https://www.yapaka.be/sites/yapaka.be/files/page/18_04_plan_prevention_maltraitance_comite_directeur_gvt.pdf)

<sup>4</sup> [https://www.yapaka.be/sites/yapaka.be/files/page/arrete\\_23\\_11\\_2016.pdf](https://www.yapaka.be/sites/yapaka.be/files/page/arrete_23_11_2016.pdf)

## SPORT

### The Charter for the Sports Movement of the Wallonia-Brussels Federation:

- The sports movement rejects and condemns all forms of discrimination based on age, gender, race, sexual orientation, religious or philosophical beliefs, language, or physical characteristics. The ground is a space of expression open to all.
- All forms of harassment, gestures, derogatory words, and vulgarity are prohibited.

### Decree on sports ethics and establishing an observatory of ethics in physical and sports activities, as well as an ethics network<sup>5</sup> (2021) :

- Article 1 defines important terms: Sports ethics (a set of positive values and standards to be observed by the organised sports movement, sportspersons, members, referees as well as sports and administrative officials in the context of physical and sports activities, whether competitive or not. Sports ethics are based, on the one hand, on good governance, gender equality, fair play, refereeing, ethics and sustainable development and, on the other hand, on the fight against all forms of abuse, harassment, fraud, and cheating; Situation of abuse (any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises physical, psychological, or emotional development. An abusive attitude or behaviour may be intentional or unintentional, as defined in Article 1, 4°, of the Decree of 12 May 2004 on assistance to child victims of abuse); Harassment (a situation in which unwanted behaviour that is related to one of the protected criteria of a person occurs with the purpose or effect of violating his or her dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment, as defined in Article 3, 6°, of the Decree of the French Community of 12 December 2008 on the fight against certain forms of discrimination); Protected criteria (nationality, alleged race, skin colour, descent or national or ethnic origin, age, sexual orientation, religious or philosophical belief, disability, sex and the related criteria of pregnancy, childbirth and maternity, or sex reassignment, gender identity and gender expression, marital status, birth, wealth, political belief, language, current or future state of health, a physical or genetic characteristic, social origin or trade union affiliation, as defined in Article 3, 1°, of the Decree of the French Community of 12 December 2008 on the fight against certain forms of discrimination) ; Fair play (a positive and ethical attitude or gesture related to the practice of sport at a specific time and place)
- Article 16 §1 defines the role of “Vivons Sport” within the federation or sports association from which it is derived. It is responsible for:
- 1. relaying the issues addressed within the network; 2. relaying the Observatory’s requests for information; 3. ensuring the promotion and awareness of the Code of Ethics for Sport and its sports charters; 4. relaying the Observatory’s recommendations in terms of sports ethics; 5. Ensuring that any person employed by the federation or association from which he or she originates and carrying out an activity of child care or supervision of minors has submitted, at the time of his or her recruitment, their criminal record referred to in Article 596, paragraph 2 of the Code of Criminal Procedure; 6. Organising a network comprising the “Vivons Sport” delegates referred to in paragraph 2. The federations and sports associations include the function of the “Vivons sport” con-

tact person in their various regulations. They adopt the necessary provisions to allow the contact persons to carry out the missions set out in the first paragraph, § 2. The sports federations and associations ensure that their circles appoint a “Vivons Sport” delegate from among their ranks. They are responsible for the following tasks:

- 1. to ensure that any person employed by their circle and exercising an activity of child care or supervision of minors has submitted, at the time of their recruitment, their criminal record referred to in Article 596, paragraph 2 of the Code of Criminal Investigation; 2. to ensure the promotion of the Code of Sports Ethics and its sports charters to the members and sportsmen of their circle; 3. to relay to their “Vivons Sport” contact person(s) all issues relating to sports ethics as well as all initiatives taken by their circle to promote sports ethics; 4. to ensure the promotion or implementation of actions carried out by his or her federation or sports association or proposed by the Ethics Network. Several circles may come together in a de facto association in order to appoint a single “Vivons sport” delegate in charge of the missions referred to in the first paragraph. Each circle must inform the federation or sports association to which it belongs.
- Art. 18. On the proposal of the Observatory, the Government adopts a Code of sports ethics and possible sports charters. This Code is titled “Vivons Sport”. The organised sports movement incorporates the Code of Sports Ethics and its sports charters into its various regulations. It takes the necessary measures to ensure its promotion with and through its circles, its members, its referees, its sports and administrative executives.

### Decree on the sports movement organised in the French Community (2019)<sup>6</sup> :

- Article 1: Sports organisations and their activities with regard to children aim to contribute to their physical, psychological, and social development;
- Article 8: The organised sports movement is committed to a practice that respects the physical, mental, and moral integrity of its members. It favours a practice designed to encourage lifelong practice by its members.

## RECREATION

### ONE quality code (2003)<sup>7</sup> or childcare facilities<sup>8</sup>:

- Art. 2. In order to provide each child with the most favourable conditions for their integrated physical, psychological, cognitive, emotional, and social development, the care environment shall preserve and encourage the child’s desire to discover by creating living environments adapted to their needs, providing equipment, and giving them access to diversified activities, where appropriate.
- Art. 4. The care environment allows the child to express themselves personally and spontaneously and promotes the development of self-confidence and autonomy.

<sup>6</sup> [http://www.sport-adepts.be/index.php?eID=tx\\_nawsecuredl&u=0&g=0&hash=f2b3bedf678492a5fd461642cbc61551b7898b32&file=fileadmin/sites/adepts/upload/adepts\\_super\\_editor/adepts\\_editor/documents/Subventions/05022020\\_Decret\\_Sport\\_2019.pdf](http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=f2b3bedf678492a5fd461642cbc61551b7898b32&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Subventions/05022020_Decret_Sport_2019.pdf)

<sup>7</sup> [https://www.one.be/fileadmin/user\\_upload/siteone/PRO/Milieux\\_accueil/Code\\_de\\_qualite\\_de\\_l\\_accueil.pdf](https://www.one.be/fileadmin/user_upload/siteone/PRO/Milieux_accueil/Code_de_qualite_de_l_accueil.pdf)

<sup>8</sup> Service ou institution qui, étranger(ère) au milieu familial de vie de l'enfant, organise de manière régulière l'accueil d'enfants de moins de 12 ans.

<sup>5</sup> [https://etaamb.openjustice.be/fr/decret-du-14-octobre-2021\\_n2021042966.html](https://etaamb.openjustice.be/fr/decret-du-14-octobre-2021_n2021042966.html)

#### ONE brochure, "Healthy kids, community health for children aged 3 to 18" (2017)<sup>9</sup> :

- This reference tool brings together the expertise of professionals in the field of child care. It provides supervisors with recommendations illustrated with concrete examples and taking into account their work contexts. The health issues addressed support all communities in their common objective of welcoming children and young people in a quality environment that is conducive to their development.

#### Decree relating to the coordination of childcare during their free time and support for out-of-school childcare (3 July 2003)<sup>10</sup> :

It includes two distinct parts:

- The coordination of childcare during their free time. The notion of free time is a very broad concept, which corresponds to the space-time between the school and the family environment.
- Support for out-of-school childcare. Out-of-school childcare is a more restricted concept than childcare during free time. It targets before and after school times.

#### Decree on the recognition and support of homework clubs (2004)<sup>11</sup> :

- Art.2. §1. The tasks of the homework clubs, their Regional Coordination and their Community Federation include promoting: 1. The intellectual development of the child, in particular through support for their schooling, help with homework and remedial education; 2. The social emancipation and development of the child, in particular through active and personalised follow-up, with respect for differences, in a spirit of solidarity and with an intercultural approach; 3. The child's creativity, access to and initiation into cultures in their various dimensions, through play, awareness-raising, expression, creation and communication activities; 4. The learning of citizenship and participation.

#### Decree on holiday centres (1999)<sup>12</sup> :

- Art.3. The primary mission of holiday centres is to contribute to the care, education, and development of children during school holidays. In particular, they aim to promote : 1° the physical development of the child, according to their abilities, through sport, games, or outdoor activities; 2° the creativity of the child, their access to and initiation into cultures in their various dimensions, through various awareness-raising, expression, creation and communication activities; 3° the social integration of the child, while respecting differences, in a spirit of cooperation and with a multicultural approach; 4° learning about citizenship and participation.

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<sup>9</sup> [https://www.one.be/fileadmin/user\\_upload/siteone/PRESENTATION/Presse/dossier\\_Momes\\_en\\_sante\\_2017.PDF](https://www.one.be/fileadmin/user_upload/siteone/PRESENTATION/Presse/dossier_Momes_en_sante_2017.PDF)

<sup>10</sup> [https://www.one.be/fileadmin/user\\_upload/siteone/PRO/ATL/Brochure\\_Tout\\_savoir\\_sur\\_le\\_decret\\_ATL.pdf](https://www.one.be/fileadmin/user_upload/siteone/PRO/ATL/Brochure_Tout_savoir_sur_le_decret_ATL.pdf)

<sup>11</sup> [https://www.gallilex.cfwb.be/document/pdf/28805\\_000.pdf](https://www.gallilex.cfwb.be/document/pdf/28805_000.pdf)

<sup>12</sup> [http://www.centres-de-vacances.be/fileadmin/user\\_upload/Textes\\_de\\_reference/decret\\_CDV\\_version\\_coordonnee.pdf](http://www.centres-de-vacances.be/fileadmin/user_upload/Textes_de_reference/decret_CDV_version_coordonnee.pdf)

#### Scouts: Quality code for childcare<sup>13</sup>

- The mere fact of being a child care worker implies a responsibility in the legal and moral sense of the term. This responsibility is to ensure the physical and moral safety of each young person.
- Failure to comply with any of these points may result in penalties and even exclusion.
- Signing this code means committing to organising and conducting activities that respect the International Convention on Human Rights, the International Convention on the Rights of the Child, the laws in force and the ONE's care framework.
- "Safety and child protection is a continuous issue, not just at camp!"

#### Guides: Guide code

- Sets the necessary framework for quality coordination, in order to create a sharing space that is conducive to independence and development.
- By committing to this framework, we can ensure maximum safety and care for everyone.

#### Scouts et Guides Pluralistes de Belgique:

- Charter for child care workers and supervisors: includes commitments to children, young people, and their parents;
- Fiches Bienveillance: so that each activity is synonymous with comfort, well-being, and safety for all.
- The document "Nous, Animateurs? Même pas peur!": This Child care worker's handbook sets out the framework for the life of the child care worker and defines all their tasks and responsibilities;
- "Staff Pass": contains a number of advice sheets on the basic rule of "Child care is planning", including safety issues.

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<sup>13</sup> <https://lesscouts.be/animateurs/auquotidien/sengager/ton-engagement.html?L=0>

# III. APPENDIX 2 PREVENTION OF ABUSE IN FWB

## Child abuse: prevent and know the help network Coordination of abuse prevention – Yapaka

### 1. Concept and definition

Since they are the child's places of socialisation, sports and recreation organisations are places where the child can find a place to speak, a way to express his or her doubts and fears. Abuse is an upsetting theme because it affects the very essence of life, the relationships between everyone, the relationships between adults and children, parents and children, the representations that we make of them, and also the psychological mechanisms at work.

In this respect, the role of those working in the care, coordination and supervision of children is specified within the framework of the missions of the decree of 12 May 2004 relating to assistance to child victims of abuse. Abuse is defined in particular as: Any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises the physical, psychological, or emotional development of the child ; abusive attitude or behaviour may be intentional or unintentional.

Taking into account their mission and their capacity to act, the caregiver is obliged to provide assistance and safeguarding to the child who is a victim of abuse or to the child in whom such abuse is suspected. If the child's interests so require and within the limits of the caregiver's mission and capacity to act, the assistance is provided to the child's family or family environment. This assistance is aimed at preventing or ending abuse.

However, in practice, it can be difficult to identify and act when there is concern about abuse. When should you be worried? What are the obligations as professionals? Who to call? What attention should be paid to parents? Every situation is unique. Specialists call for consideration to be given to the physical and emotional development of the child and the context in which they live. For example, withdrawal or isolation as well as excessive attention-seeking behaviour, violence, etc. are all signs that should alert us as professionals. The child's word is also very important because during a disclosure, the child "chooses" who to tell and when. This position commits us to support and network around the situation of concern.

It can also be difficult to understand a situation of child neglect, especially in an increasingly economically vulnerable context for families. The increase in poverty, the context of the health crisis, among other things, deepen social inequalities and weaken families. Therefore, as caregivers, we may find ourselves out of answers and not knowing when the situation needs to be addressed. Faced with this complexity, specialists insist on the need not to remain alone with one's concern (even if it seems small or unfounded).

### Important

In order to support the caregivers in their missions, Yapaka offers resources and training on various topics: benchmarks for preventing abuse, everyone's role in prevention, signs of abuse, the educational alliance, etc

#### Resources

1. Free online training to be done alone or in a team on all abuse issues: <https://www.yapaka.be/mooc>
2. Short videos:
  - What to look out for in an abuse situation: <https://www.yapaka.be/video/video-a-quoi-etre-attentif-lors-dune-inquietude-de-maltraitement>
  - The signs of suffering of a psychologically abused child: <https://www.yapaka.be/video/video-les-signes-de-souffrance-dun-enfant-psychologiquement-maltraite>
  - How to understand the difficulty of identifying child abuse: <https://www.yapaka.be/video/video-comment-comprendre-la-difficulte-de-reperer-la-maltraitance-dun-enfant>
  - What is neglect: <https://www.yapaka.be/video/video-quest-ce-que-la-negligece>
3. Book (free download): Benchmarks for preventing abuse: [https://www.yapaka.be/sites/yapaka.be/files/publication/ta-31-reperes2020-web\\_1.pdf](https://www.yapaka.be/sites/yapaka.be/files/publication/ta-31-reperes2020-web_1.pdf)

### 2. Not being alone: the support network

In a situation of concern about abuse, it is important not to be alone. Talking about one's concerns helps to reduce the emotion and to react more appropriately to the situation. While the 2004 decree specifies that caregivers are required to provide assistance to the child, it also sets out the network and departments that everyone can seek help from: "In order to organise this assistance, any person confronted with a situation of abuse or risk may contact one of the following specific bodies or departments for help, guidance, or relay in the management of the situation: the psycho-medico-social centre, the school health promotion service, the «SOS Enfants» team, the counsellor or any other competent specialised person."

Initially, the professional should not hesitate to seek help from their institutional sphere. It is important to identify local contacts: hierarchy, colleagues, ethics contact persons for the sports sector, contacts in the administration, in federations, and also support services within schools such as CPMS, PSE, school mediators or mobile teams; with whom he or she will be able to discuss their situation of concern, seek advice, and feel supported.

Un enfant présente des bleus ?  
 Comment réagir aux confidences d'un enfant dévoilant une maltraitance ?

Que faire pour protéger un élève dont la situation m'inquiète ?

En tant que personnel éducatif, suis-je soumis au secret professionnel ?  
 Le repil soudain de cet adolescent me préoccupe ?  
 Cet enfant me paraît négligé ?  
 Cet enfant semble envahi par le conflit de ses parents...

## Que faire en cas d'inquiétude d'une situation de maltraitance infantile ?

### → Ne pas rester seul, en parler

- Parler de ses inquiétudes permet de réduire l'émotion et de réagir de manière plus ajustée à la situation
- Se tourner vers son entourage professionnel, sa hiérarchie est le premier réflexe
- Maintenir le lien avec les parents ou la personne de référence pour l'enfant permet de les garder comme partenaires dans le processus d'aide



### → Porter attention à

- L'état de souffrance de l'enfant est le repère prioritaire à chaque étape des interventions
- Les parents doivent bénéficier d'une écoute et d'une aide appropriées à leur souffrance et à leurs difficultés personnelles

### À qui s'adresser en cas de doute ?

#### LES SERVICES DE PROXIMITÉ

- En lien avec l'école, les Centres Psycho-Médico-Sociaux et les Services de Promotion de la Santé à l'École
- Également, les Services de santé mentale, les Centres de planning familiaux, le médecin de famille...
- Des services d'écoute gratuits, Télé-Accueil au 107 (destiné à tous, adultes et enfants), Ecoute Enfants au 103 (destiné aux enfants)

#### LES SERVICES SPÉCIALISÉS

- L'équipe SOS Enfants est une équipe pluridisciplinaire qui prend en charge les situations de maltraitance (diagnostic et prise en charge thérapeutique). Sa première mission est d'accueillir toute personne aux prises avec des questions, suspicions... liées à la maltraitance sur un enfant pour évaluer le danger et la suite à mettre en place.
- Le Conseiller de l'Aide à la Jeunesse du SAJ dont le service peut intervenir à la demande d'un jeune, d'un parent ou d'un intervenant pour écouter, orienter et soutenir enfants et familles.

Pour trouver les coordonnées de ces services proches de chez vous, rendez-vous sur la cartographie disponible sur [yapaka.be/cartographie](https://www.yapaka.be/cartographie)

#### Une définition légale

La maltraitance peut être définie comme une situation de violences physiques, de sévices corporels, d'abus sexuels, de violences psychologiques ou de négligences graves qui compromettent le développement physique, psychologique ou affectif de l'enfant. Une attitude ou un comportement maltraitants peuvent être intentionnels ou non.

Décret du 12 mai 2004 relatif à l'aide aux enfants victimes de maltraitance

**yapaka.be** Une action de la Fédération Wallonie-Bruxelles  
 44, boulevard Léopold II - 1080 Bruxelles  
 02/413 25 69 - [yapaka@yapaka.be](mailto:yapaka@yapaka.be)

Éditeur responsable : Frédéric Delcor - Fédération Wallonie-Bruxelles - 44, boulevard Léopold II - 1080 Bruxelles

FÉDÉRATION WALLONIE BRUXELLES

All of these teams have the child and family at the centre of their concerns and can provide insight. It may also be useful to seek advice from the family doctor or a psychologist at a mental health centre about the situation that is causing concern. The free helplines, Télé-Accueil on 107 (for all, adults, and children), Ecoute Enfants on 103 (for children, adults, and professionals) are also valuable resources.

In addition to these local services, workers can also contact specialised support services. These services include the SOS Enfants teams and the Youth Assistance Services (YAS). The SOS Enfants team is a multidisciplinary team (lawyer, psychiatrist and psychologist, educator, etc.) that deals with cases of abuse. Its primary mission is to assist any person with questions, suspicions, etc. related to child abuse in order to assess the danger and the follow-up to be put in place. The SOS Enfants teams in each judicial district advise and assist the caregivers with their questions, such as what action to take in a situation that is a cause of concern for me?

The YAS Youth Counsellor intervenes at the request of a young person, parent, or carer to listen, guide and support children and families. These services have a protective role i.e. they aim to protect the child in difficulty or in danger, as well as their family. The YAS intervenes on a voluntary basis; nothing can be done or decided without the agreement of the young person or their parents. After an interview intended to explain the basis of the problem encountered, the YAS may propose: a referral to a more specifically competent department (an AMO, a PMS centre, SOS-Enfants, etc.), a support programme adapted to the situation of the minor and their family. The SAJ will regularly monitor the situation through coordination with the associated departments. Consequently, it is generally the professionals in the aid sphere who will call on the legal sphere (the police and the public prosecutor's office) if they deem it necessary after analysing the situation.

### Important

Maintaining the link with the parents or the reference person for the child helps to keep them as partners in the support process. The child's state of suffering is the priority benchmark at every stage of the care given and parents should be heard and helped in a way that is appropriate to their suffering and personal difficulties.

### Ressources

1. Online training: <https://www.yapaka.be/mooc>
  2. Short videos
    - How to support an educational alliance around the child: <https://www.yapaka.be/video/video-comment-soutenir-une-alliance-educative-autour-de-lenfant>
    - Attention of the professional to supporting parenting skills: <https://www.yapaka.be/video/video-lattention-du-professionnel-en-soutien-des-competences-parentales>
    - How an SOS Enfants team works: <https://www.yapaka.be/video/video-comment-travaille-une-equipe-sos-enfant>
  3. short text: Everyone's role in prevention: <https://www.yapaka.be/texte/texte-la-place-de-chacun-dans-la-prevention>
  4. Poster: What to do if you are concerned about child abuse? <https://www.yapaka.be/texte/annonce-que-faire-en-cas-dinquietude-dune-situation-de-maltreatment-infantile>
- Mapping: the address book or mapping tool to find an organisation near you: <https://www.yapaka.be/cartographie>

### Practical questions to be managed on the field:

What to do when a child who has disclosed abuse asks to keep it a secret?

What to do when a child smells so bad that no one wants to team up with him?

How to react to a team member who always belittles a child?

Can professionals still touch children?

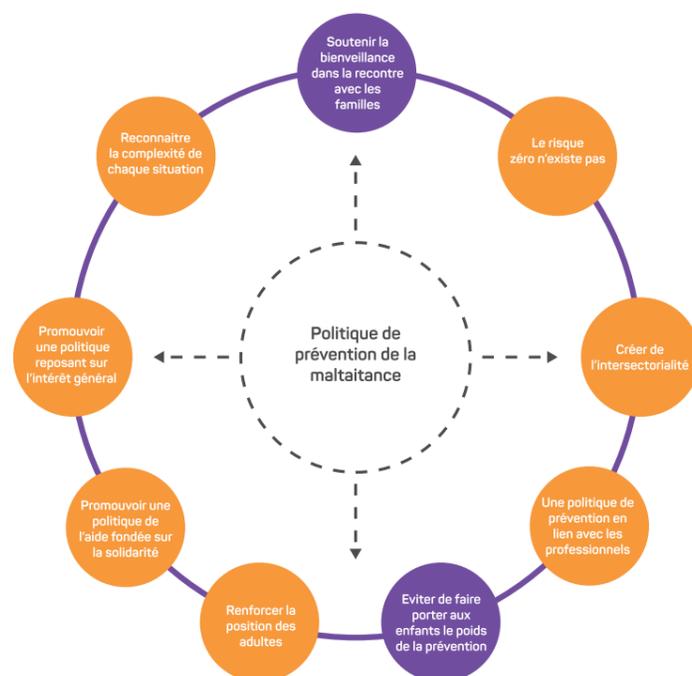
How to deal with a parent who belittles his child on the ground?

What to do with a child in an economically vulnerable situation (no equipment for activities, clothes with holes, etc.)

Many more questions and solutions on Online training / basic module: benchmarks for preventing abuse (yapaka.be): <https://www.yapaka.be/mooc>

### 3. Vision of the prevention of abuse in FWB

As with any policy in the public interest, there is a need to think of the prevention of abuse as an interweaving of responsibilities in the way in which each level and category of stakeholder carries out their role: the way in which the policy is carried out by the public authorities determines the way in which it is implemented by the institutions, which in turn influence the quality of the work of the professionals, whose impact on the parents has repercussions on the way in which they are with their children. It plays out like Matryoshka dolls: as caregivers, we are part of institutions and structures that develop general frameworks for child safeguarding and abuse prevention. These guidelines are specified in the laws (at the national level as well as specific to each sector) and the objective is that they can contribute to the fieldwork and then the field can report back these needs to work with children and their families. The prevention basics ensure consistency and serve as a guide (see diagram below) for all actions taken in the prevention and management of abuse.



For caregivers in recreation and sports organisations, these basics are necessary benchmarks:

### Not making prevention the child's responsibility

In the prevention of abuse, the asymmetrical dimension of the educational relationship must be taken into account; the adult has to protect the child. In this way, childhood can unfold at its level of development and the child is understood as a stakeholder in their life in the reality that affects them. Their words and testimony will be listened to and taken into account for what they express of their lived, subjective reality, without ever taking on the responsibility that is incumbent on the adult.

### Implementing a prevention policy in conjunction with professionals

Although prevention campaigns are a necessary public statement, they only make sense if they are consistent with and support solidarity mechanisms aimed at reducing vulnerabilities and supporting the aid mechanisms responsible for providing very concrete assistance to suffering families. They can only be one link in a holistic policy to prevent abuse. Preventing abuse is part of the daily work of the various people in contact with families. It is a question of taking into account a timeframe (the work carried out on a day-to-day basis) and of encouraging prevention that is situated in a relational dimension, of proximity and of a support network.

# IV. APPENDIX 3 - SIGNS OF ABUSE

Please note that this list of signs is not exhaustive. Some children may be abused and show none of these signs, just as some children may show several of these signs without being abused. To determine whether or not this is a case of abuse requiring intervention, we request you to exercise caution, to be attentive to a set of signs and, when possible, to consult with other members of your organisation before taking action.

Possible physical signs	Possible social signs
<ul style="list-style-type: none"> <li>• Marks, burns, fractures, wounds.</li> <li>• Pain, discoloration, sores, cuts, bleeding or discharge from the genitals, anus, or mouth.</li> <li>• Persistent or recurring pain during urination and/or bowel movements.</li> <li>• Very frequent and unexplained stomach aches.</li> <li>• Incontinence incidents unrelated to potty training.</li> <li>• Weight loss or gain, difficulty eating.</li> <li>• Lack of personal care.</li> </ul>	<ul style="list-style-type: none"> <li>• Children meeting alone with one or more adults at odd times.</li> <li>• A child suddenly having access to unexplained money, gifts, extra help, etc.</li> <li>• In the middle of a heat wave, the child wears clothes that hide his arms, legs, etc.</li> <li>• An adult who clearly gives preferential treatment to one or more children.</li> <li>• An adult using inappropriate language/comments to talk about a child.</li> </ul>

Possible behavioural and emotional signs	
<ul style="list-style-type: none"> <li>• Crying, groaning, screaming more than usual.</li> <li>• Clinging or becoming attached in unusual ways to caregivers.</li> <li>• Frequent changes of moods.</li> <li>• Refusal to leave “safe” places.</li> <li>• Difficulty sleeping or, on the contrary, sleeping constantly.</li> <li>• Fear or refusal to return home, to contact parents.</li> <li>• Loss of ability to converse, loss of bladder control, and other developmental regressions.</li> <li>• Showing knowledge of or interest in age-inappropriate sexual acts.</li> <li>• Fear of certain people, places, or activities, or of being attacked.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoiding family and friends or generally staying away.</li> <li>• Depression (chronic sadness), crying or emotional numbness.</li> <li>• Nightmares or trouble sleeping.</li> <li>• Problems at school or avoidance of school.</li> <li>• Showing anger or expressing difficulties in relationships with peers, fighting with others, being disobedient or disrespectful.</li> <li>• Engaging in avoidant behaviour, including distancing from family and friends.</li> <li>• Self-destructive behaviour (drugs, alcohol, self-harm).</li> <li>• Changes in school results.</li> <li>• Suicidal thoughts or tendencies.</li> <li>• Talking about abuse, having flashbacks of abuse.</li> <li>• Sudden onset of language disorders.</li> <li>• Excessive touching of private parts.</li> <li>• Constantly demeaning themselves.</li> <li>• Developmental delay, at different levels.</li> </ul>

# V. APPENDIX 4 – EDUCATION IN CARING AND CHILD DEVELOPMENT

Corporal punishment and other degrading forms of punishment are sometimes used to discipline children at home, at school, and in other environments (recreation, care facilities etc.). Corporal punishment is any punishment in which physical force is used to cause some degree of pain. Cruel and/or degrading forms of punishment are based on emotions, such as shame, fear, and guilt. They include verbal and psychological acts such as insults, belittlement, threats, humiliation, etc. It is understandable that an adult feels overwhelmed by the behaviour of a child, and no longer has the capacity to react appropriately. But being violent towards a child tells them that violence can be a solution when something goes wrong; it does not explain to him what they did wrong, does not help them to take responsibility for making amends. This feeds fear and produces more violence.

As the organisation STOPVEO explains, all violence that is qualified as “educational” because it is an integral part of education, at least at home if not in the child’s various living environments, is called Ordinary Educational Violence. It is called “ordinary” because it is often encountered in everyday life, considered banal, normal, tolerated, and sometimes even encouraged. However, such violence is strictly prohibited between husband and wife, for example.

Causing physical pain to a child is in itself a violation of the child’s right to be protected from violence. Very often, adults are not able to judge the force they are using and cannot assess the actual physical pain the child is feeling. Moreover, they do not realise the emotional impact on the child. According to a new Harvard study, spanking may affect a child’s brain development in a similar way to more serious forms of violence.

Many researches have shown that the use of physical and psychological violence in education has very negative effects for children. Not only does it undermine the child’s dignity, but it has detrimental short- and long-term consequences for individuals. It encompasses a wide range of negative effects on the health, development, and behaviour of children: physical injuries, mental health problems, lowered self-esteem, poor cognitive development, lowered academic performance, increased aggression, and antisocial behaviour. These effects also have a negative impact on society (more information on the website Corporal punishment of children: summary of research on its impact and associations).

Children, especially those who have had or are going through difficult experiences, need a safe environment to develop and grow healthily. A child also needs adult guidance. There are many ways to educate children and exercise authority, but this should never include an act of violence, whether physical, verbal, or psychological.

Positive parenting is based on children’s rights to healthy development, safeguarding from violence, and the value of their participation in their own learning. It focuses on establishing a positive environment and attachments. It encourages respect, cooperation, and reciprocity. It provides strategies to guide adults in helping children learn from their mistakes and misbehaviour while helping them develop better decision-making and non-violent conflict resolution skills.

Some solutions:

- Always establish (and make sure these are understood) clear and consistent boundaries from the start of an activity.
- Involve, when possible and appropriate, children in the decision-making process by listening to them and actually taking their opinion into account.
- Encourage children to be independent.
- Praise children for their good deeds and, when criticising, emphasise that you are criticising an action, not the child. Even if the child is demonstrating hateful behaviour, it is essential not to give the child the impression that he is hated.
- Try to put yourself in the child’s shoes, to understand their actions.
- Understand the child’s emotions and respond appropriately.
- Do not be afraid to repeat yourself. To create a neurological connection, the brain, especially in children, needs to have heard an injunction hundreds of times. For this, children, particularly the youngest of them, will tend to repeat actions that have already been reprimanded several times. Take the time to stop the action and calmly repeat that it is not an appropriate action; repetition is part of the learning process.
- Learn methods of non-violent communication and conflict resolution.

Education and discipline must also take into account the different stages of development of the child, and therefore their needs and abilities. A brief overview of the different stages of child development<sup>14</sup> :

Characteristics	Advice
From birth to 2 years old	
<ul style="list-style-type: none"> <li>• The baby is entirely dependent on adults at all times.</li> <li>• He expresses himself by crying, which is one of his methods of communication and expression.</li> <li>• At this stage of development, physical contact is crucial to the baby’s growth.</li> <li>• The baby feels safe in its mother’s lap.</li> <li>• He does not know how to lend his toys to other children.</li> </ul>	<ul style="list-style-type: none"> <li>• If the baby cries, do not lose your temper, be patient and try to identify the reason for the crying. Make sure he is not hungry, his nappies are not soiled, he is not cold or too hot or ill. Sometimes they cry because they need to feel the presence of their mother, father, or guardian.</li> <li>• Never let other children look after the baby, even for a moment</li> <li>• Between the ages of 1 and 2, the baby does not understand very well what others say, but he feels signs of affection from adults very keenly.</li> </ul>

<sup>14</sup> Extract from Child Protection Policies and Procedures Toolkit, how to create a child-safe organization, Consortium for Street Children, 2005  
Elanor Jackson and Marie Wernham and ChildHope

From 2 to 3 years old	
<ul style="list-style-type: none"> <li>The child starts to express his wishes and gives free rein to his curiosity.</li> <li>At this stage, they need to explore spaces and objects, which is essential for acquiring knowledge (but they need to be supervised at all times to prevent accidents).</li> <li>They need to learn boundaries: don't be afraid to say "no" often.</li> <li>He starts to be potty trained, he asks to go to the toilet. You can then start teaching him hygiene and phase out nappies.</li> <li>He understands most things that are asked of him, but he may refuse to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>Prevent accidents. Try to create a space where the child can play safely. Put out of reach all objects that could cause accidents (medicines, household products, fragile objects, anything that can be ingested, sharp or pointed objects). Hide or protect electrical outlets.</li> <li>He should not be left alone in a wet toilet, near the kitchen and windows, near the front door.</li> <li>If your child goes to daycare or kindergarten, find out about the place, the staff, and participate in the activities. Keep this habit throughout your child's schooling</li> </ul>
From 3 to 5 years old	
<ul style="list-style-type: none"> <li>The child is very active, talks to himself, invents "imaginary friends", cooperates with parents and teachers and waits for their approval.</li> <li>At this stage, he assesses the limits of what he can do.</li> <li>He begins to touch the private parts of his body and starts to ask how babies are born.</li> </ul>	<ul style="list-style-type: none"> <li>Always explain the reasons for a refusal.</li> <li>Children learn through play. Always make time to play with them.</li> <li>When you go out with your child, take something to stimulate his interest, such as a toy.</li> <li>Answer all his questions about sex in simple terms.</li> </ul>
From 6 to 11 years old	
<ul style="list-style-type: none"> <li>At this stage, the child begins to identify with society and may come into conflict with the family or at school.</li> <li>He now has the ability to listen to others and to understand their point of view.</li> <li>He enjoys the company of other children, they talk and play together. He also enjoys exploring the world around him through physical activity (running, jumping). He gradually agrees to lend his toys.</li> <li>During this delicate phase, there are many accidents, disputes between siblings, and a lot of activity.</li> <li>They become aware of the attitudes and behaviour that society expects of women and men.</li> <li>The influence of friends his age grows stronger and stronger.</li> </ul>	<ul style="list-style-type: none"> <li>This is the time when parents and educators need to clarify values and limits in relation to the child's behaviour, and give the child age-appropriate responsibilities.</li> <li>It is wise to explain the importance of education and daily activities.</li> <li>Parents, siblings and other family members act as (behavioural) role models. Family behaviour sometimes speaks louder than words.</li> <li>While it is necessary to set limits, clearly emphasise the importance of respecting others and the rules; it is also important to recognise and value good behaviour and to praise children for their achievements.</li> <li>It is essential that the child is involved in family decisions and that his wishes and desires are taken into account.</li> <li>Parents must agree on the education of their children. As the child grows, it is easier to detect contradictions between parents.</li> </ul>

From 12 to 18 years old	
<ul style="list-style-type: none"> <li>The appearance of aggressive manifestations that often reflect anxiety and/or suffering, and not rejection of others.</li> <li>The construction of identity inseparable from the recognition of the self by others.</li> <li>The demonstration of one's identity under construction on social media.</li> <li>More distant relationships with parents for the benefit of the peer group.</li> <li>The first romantic relationships, possibly with the first sexual relationships.</li> <li>An internalisation of the rules and the beginning of the ability to question their meaning and their validity.</li> <li>The same age groups sharing common activities, spending a lot of time together.</li> <li>A strong submission to codes (clothing, tattoos, music, etc.).</li> <li>Strong idealisation of members of the peer group or adults (outside the family) as the basis for identifications that enable the development of a sense of identity.</li> <li>The ability to grasp the complexity of interpersonal relationships.</li> <li>An attraction for transgression.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to continue to give attention, in a form other than that given to the youngest children, in particular through support that respects the desire for independence.</li> <li>Do not demonise the networks, or the groups of friends and codes that the adolescent is attracted to, but rather try to understand them and, if necessary, set clear limits in agreement with them.</li> <li>Keep a certain distance from the child but be attentive when needed.</li> <li>Be aware of the idealisation of certain adults, especially if the adolescent spends a lot of time with them alone, and/or the person has a hold on them.</li> </ul>

#### Additional Yapaka resources

<https://www.yapaka.be/livre/livre-lattention-a-lautre>

<https://www.yapaka.be/livre/livre-la-violence-envers-les-enfants-approche-transculturelle>

<https://www.yapaka.be/livre/livre-parents-defaillants-professionnels-en-souffrance>

# VI. APPENDIX 5 – GLOSSARY

**Director:** a member of the Board of Directors, the director is often responsible for defining the strategies and objectives of an organisation, designing its overall policy, and assuming its responsibilities.

**Adolescent:** does not correspond to a given age group but rather to a phase of human development which extends from puberty to adulthood.

**Informed consent:** Informed consent is the consent given when the child knows and understands what is being asked of them and/or the situation. The child must thus receive information adapted to their age and specificities, and which takes into account the context in which they live. Understanding also means that the child clearly understands the potential risks and benefits of their action.

**Consultant:** a person who provides consultancy services, usually on an independent basis. They have expertise in a specific field and intervene on request under a contractual and paid framework.

**Direct contact:** being in the physical presence of one or more children as part of the organisation's activities, whether this contact is occasional or regular, short, or long term.

**Indirect contact:** to be taken in the broad sense. Term including all situations of contact with a child that do not come under direct contact. Even if indirect, contact can have an impact on children and therefore carries a responsibility.

**International Convention on the Rights of the Child (ICRC):** an international treaty adopted by the General Assembly of the United Nations on 20 November 1989, with the aim of recognising and protecting the specific rights of children.

**GDRC:** General Delegate for the Rights of the Child, their general mission is to safeguard the rights and interests of children. In particular, they can provide information on the rights and interests of children, verify the correct application of the laws concerning them and receive requests for information, complaints, or requests for mediation in case of non-respect of the rights of the child.

**DCI-Belgium:** Defence for Children International Belgium is the Belgian branch of Defence for Children International, an organisation whose aim is the effective respect of all fundamental rights of children. DCI Belgium's priority areas of intervention are children and justice, migrant children, and the safeguarding of children against all forms of violence.

**Child:** means any human being under the age of 18, in accordance with article 1 of the International Convention on the Rights of the Child.

**Child victim:** the term "victim" should be used in an objective sense to indicate that the child has suffered from a harmful act. This term must be used always taking into account the needs, rights, and resilience of the child. It is preferentially used in relation to the term "survivor" which, in English, refers to a notion of subsistence and not of life in its positive sense.

**Best interests of the child:** refers to the welfare of the child, holistically, comprehensively and to the maximum extent possible, or at least to what will be least harmful to the child. All decisions concerning a child should always be guided by the best interests of the child.

**Abuse:** an abusive situation is any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises the physical, psychological, or emotional development of the child; abusive attitude or behaviour may be intentional or unintentional<sup>15</sup>. It is a term very close to that of violence.

**Partnership:** association between two or more companies or entities that decide to cooperate in order to achieve a common objective. The relationship between the partners is formalised by a contract or a collaboration protocol in which the responsibilities, roles, and financial contributions of each party are clearly defined.

**Participation:** the child must be able to give their opinion and participate in decisions concerning them (directly or indirectly) at all levels of society: at home, at school, in the community, in court, about his health, etc. To do this, the information communicated to them must be adapted to their age and abilities. The participation must be transparent, inclusive, real.

**Child safeguarding policy:** a structural reference tool to create a healthy and positive environment for children and to demonstrate that the organisation takes its duties and responsibilities towards the children in its care seriously. It provides a framework of principles, standards, and guidelines that serve as a basic reference for the organisation and individuals in areas related to its activities.

**Child safeguarding:** term describing a set of standards, policies, procedures, duties aimed at protecting children, i.e. guaranteeing respect for their rights and their best interests. In this context, it refers to all the duties incumbent on an organisation, and on the persons affiliated to it, with a view to guaranteeing the safeguarding of the children with whom it is in direct or indirect contact.

**Risk:** probability of an outcome. Risks can be ranked according to the magnitude of this probability.

**GDPR:** General Data Protection Regulation, a European Union regulation that constitutes the reference text for the protection of personal data.

**IR:** Internal Rules, or work regulations, which govern working conditions.

**Safeguarding:** the responsibility of organisations to ensure that their staff, operations, and programmes do not harm children, i.e. that they do not put children at risk of abuse and that any concerns the organisation has about the safety of children in the environments where they work are reported to the appropriate authorities.

**Reporting:** to make something known; to bring to the attention of a person or entity.

**Intern:** a person learning a professional practice, usually in the course of their studies, as part of a contractual but unpaid activity.

**Staff member or worker:** any person providing work for remuneration and under subordination for the benefit of a structure, regardless of the term and nature of the employment contract.

**Violence:** set of acts that undermine the integrity of individuals.

**Violence - neglect:** Treatment of a child that does not meet the essential conditions for his or her emotional, psychological, and physical development.

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<sup>15</sup> For more information, please refer to the Abuse prevention guide, by Marc Gérard, on the Yapaka website <https://www.yapaka.be/livre/livre-guide-pour-prevenir-la-maltraitance>.

**Physical violence:** Any act ranging from harm to a person's physical integrity to endangering their life. E.g.: to beat, bite, burn, choke, strangle, hit, push, shake, murder.

**Psychological violence:** Persistent attack on the sense of self-worth. E.g.: rejection, terror, isolation, belittlement, indifference, etc.

**Sexual violence:** Acts of a sexual nature, with or without physical contact, committed by an individual without the consent of the person concerned or, in some cases, particularly in the case of children, by emotional manipulation or blackmail. E.g.: rape, fondling, incest, sexual harassment, etc.

**Verbal violence:** Humiliating, insulting words. E.g.: demeaning comments, insults, name-calling, threats, teasing, sarcasm, continuous exclusions, etc.

**Volunteer:** any person carrying out an activity without remuneration or obligation (but contractual); organised by an organisation outside the family or a private framework; for the benefit of a non-profit structure or the community is considered a volunteer within the meaning of the law of 3 July 2005.

## VII. APPENDIX 6 – PROFESSIONAL SECRECY AND ASSISTANCE TO PEOPLE IN DANGER: GUIDELINES

Professional secrecy (as well as the duty of discretion) and the concept of assistance to a person in danger are too little known and respected. While one of the purposes of professional secrecy is to protect privacy and enable the establishment of a relationship of trust, it cannot be used to cover up situations where children are in serious danger or need of help, nor can it be used to protect a professional or the reputation of an institution. This memo aims to take stock of these notions, to remind us which people are covered, and what they imply, for professionals working with children, as well as for all the others who invest themselves as volunteers, trainees, or to give occasional help.

It is aimed in particular at those active in the sports and recreation sectors.

### 1. What is professional secrecy<sup>16</sup> ?

Professional secrecy obliges certain people who, by virtue of their mission or profession (social workers, doctors, psychologists, etc.) are required to know secrets or become aware of private facts and not to disclose what they have learned in the context of their mission or profession. It is a condition

<sup>16</sup> Relevant legal bases: Art.458, 458bis Criminal Code.

for the exercise of certain professions, essential to create a relationship of trust in the context of help offered and to protect privacy. The professional does not have to assess the criteria for disclosure and the data subject's authorisation is not sufficient to reveal the secret.

Professional secrecy is therefore an obligation to remain silent; this is the basic principle. However, this secrecy can be broken in certain situations (see below).

### 2. Who is bound by professional secrecy?

The "necessary confidants"<sup>17</sup>: these are people who, as part of the exercise of their profession, are required to know private information and secrets and establish a relationship of trust with the person who confides in them. This is the case for certain professionals such as: doctors, psychologists, nurses, social workers, etc. Or certain functions which place the professional in a situation where they are likely to know secrets: attendant in a migrant accommodation centre, care worker, recreational activity worker, etc. This also applies to interns and volunteers.

Note that professional secrecy applies even if the employment contract does not specify it.

Note that people who are not formally bound by professional secrecy nevertheless maintain an obligation of discretion with regard to the information entrusted to them (e.g. teachers)

### 3. What qualifies as secrecy?

Secrecy covers everything that the professional may have seen, known, learned, observed, discovered or even noticed in the exercise of their profession. So, what he has been entrusted with personally, what he has read in the file, what he has learnt or seen by observing the situation, etc. However, descriptions in general terms are not 'secret' if they do not include concrete names and details.

Note that professional secrecy is permanent; it remains applicable after the end of the help provided and/or after the end of the employment contract.

### 4. What are the penalties for breach of professional secrecy?

Professional secrecy is violated when the professional consciously discloses secret information, regardless of their intention (good or bad), the manner in which they disclose it (generally, even if they have obtained the authorisation of the person who entrusted them with it). Breach of professional secrecy can lead to criminal penalties (from 1 to 3 years of imprisonment and/or a fine of 100 to 1,000 euros) or civil penalties (damages) or even a penalty enforced by the employer (administrative penalty or even dismissal for serious misconduct).

<sup>17</sup> To be precise, Article 458 of the Criminal Code mentions: "Doctors, surgeons, health officers, pharmacists, midwives and all other persons entrusted, by virtue of their status or profession, with secrets, who, except in the case where they are required to testify in a court of law or before a parliamentary enquiry committee and where the law, decree or ordinance obliges or authorises them to disclose these secrets, will be punished by imprisonment of between one and three years and a fine of between one hundred and one thousand euros, or one of these penalties only."

There are, however, some exceptions (see below).

## 5. What are the exceptions?

There are exceptions that create an obligation to speak and others that allow secrets to be divulged without being punishable.

The professional can break professional secrecy if:

### 1. The law requires them to speak

For example, they may breach professional secrecy if they have to testify before a court, a tribunal, an investigating judge, or a parliamentary enquiry committee.

### 2. The law authorises you to speak: assistance to person in danger

Professional secrecy does not prevent us from intervening when a person in danger needs assistance. The professional must prioritise an intervention that does not breach professional secrecy. However, if a person is in serious and real danger, the professional is required to assist them, possibly by calling the emergency services or referring them to an appropriate service. (Note: assistance to a person in danger does not require the rescuer to put themselves in danger).

### 3. The law allows you to speak out when faced with a situation of abuse, i.e. when:

- A minor is being abused<sup>18</sup> and is in serious and imminent danger (mentally or physically) or there are indications that other minors are in serious and real danger and they cannot provide safeguarding alone or with the help of a third party (e.g. YAS). Note that even in this case the professional is allowed to break the professional secrecy, but only as a last resort, when nothing else can be done to stop the danger. They should always try to find another solution first. It is about finding the right balance between safeguarding of the minor and safeguarding of secrecy in the actions undertaken to ensure that the child and their interests are protected.
- In case of child abuse, the abuse decree provides that "any person confronted with a situation of abuse or risk may contact one of the following specific bodies or departments for help, guidance, or relay in the management of the situation: the psycho-medico-social centre, the school health promotion service, the «SOS Enfants» team, the counsellor or any other competent specialised person." Any cooperation must be exercised with discretion and only relate to information essential to the care. Unless this is detrimental to the interest of the child, the relay in the care must be brought to the attention of the child, his family and his family living environment."
- In case of serious danger to the physical or mental integrity of a child, or other children are at serious risk, the professional may inform the public prosecutor if the abuse constitutes one of

the following offences: indecent assault, rape, voyeurism, corruption of youth, murder and assassination (and attempt), infanticide and poisoning (and attempt), intentional beating, mutilation of female genital organs, neglect of children in need, deprivation of food or care imposed on minors, child pornography, trafficking in human beings, debauchery or prostitution of others (pimping). It is therefore not an obligation (to notify the Public Prosecutor), but of course, in all these cases, the obligation to assist a person in danger remains (even if a report is made). Helping child victims of abuse must involve sharing professional secrecy with other people (see below).

## 6. The sharing of professional secrecy?

The sharing of professional secrecy is often necessary to allow collaboration between different professionals or caregivers within the same department or between departments (to improve the quality of the service, seek consistency in the intervention, etc.). It is recommended not to remain alone when confronted with situations of abuse and to talk about it as a team, with colleagues.

This sharing may be necessary in order to help a child or a vulnerable person. It is generally accepted if:

- The professional informs the person confiding in them (and possibly their legal representatives) of this possibility of sharing and that this person agrees;
- They only share secret information with other members of their team or other departments who are also bound by professional secrecy and who are working on the same case;
- They only share information if it is really useful and in the interest of the person who has confided or is concerned;
- They shall ensure that this sharing of information does not seriously disturb the person who has confided in them.
- They only share what is strictly necessary for the achievement of the common mission.

## 7. Application in the sports and recreational sectors

In sports and recreational activities, there may be people who are bound by professional secrecy precisely because of their profession: sports doctors, psychologists, nurses, educators, etc.

*For example: a sports doctor may not disclose an illness known to him of a child he is examining; a psychologist may not disclose the child's psychological difficulties either.*

Others will be subject to secrecy, or at least to a duty of discretion, as necessary confidants: the child care workers, coaches, trainers, etc. if they have confidential information of the children they supervise/train.

*Example: The youth worker may not divulge a secret that a child has entrusted them with, for example, the parents are separating or that the child is in love.*

But if they learn or see that a child is in a bad way, that they are a victim of various forms of abuse (including the offences mentioned above, such as rape, indecent assault, intentional beating, neglect of a child in need, etc.), or that they are being harassed or abused by their parents or any other person, they are obliged to intervene and provide assistance to the child.

<sup>18</sup> Abuse includes, but is not limited to: physical violence, physical abuse, sexual abuse, psychological violence, children exposed to domestic violence or severe neglect that compromises the physical, psychological, or emotional development of the child. It does not matter whether the abuse is intentional or not.

This assistance aims first of all to protect the child so that these acts stop and that the child receives the help they need. It may be necessary to inform the hierarchy of the club or association, to notify the aid services (YAS, SOS-Enfants, other aid services), to ensure that a follow-up will be put in place. If the acts are serious and likely to continue, the Public Prosecutor should be informed (by reporting them to the police). Reference should be made here to the child safeguarding policy implemented in the organisation or association (if any).

Other exceptions: if a person subject to professional secrecy is summoned before a judge to testify about a situation he has encountered, he can (but must not) release himself from the secrecy obligation without risking being penalised.

#### 8. Additional resources

- Daily Rights – Professional Secrecy<sup>19</sup>
- Yapaka – Professional Secrecy<sup>20</sup>
- [Video] As a professional, what part of the child’s secrets may be shared and with whom?<sup>21</sup>
- Yapaka - Confidentiality and professional secrecy: challenges for a democratic society<sup>22</sup>
- CCAEVM - Professional secrecy: “the duty to conceal, the power to name”<sup>23</sup>

<sup>19</sup> <https://www.droitsquotidiens.be/fr/lexique/secret-professionnel>

<sup>20</sup> <https://www.yapaka.be/thematique/secret-professionnel>

<sup>21</sup> <https://www.yapaka.be/video/video-en-tant-que-professionnel-que-partager-des-confidences-dun-enfant-et-avec-qui>

<sup>22</sup> [https://www.yapaka.be/sites/yapaka.be/files/ta\\_confidentialite\\_11-web.pdf#overlay-context=professionnels/livre/confidentialite-et-secret-professionnel-nouvelle](https://www.yapaka.be/sites/yapaka.be/files/ta_confidentialite_11-web.pdf#overlay-context=professionnels/livre/confidentialite-et-secret-professionnel-nouvelle)

<sup>23</sup> [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjZpqBJsqXuAhUxJMUKHTC\\_DPgQFjAAegQIA-RAC&url=https%3A%2F%2Fwww.one.be%2Ffileadmin%2Fuser\\_upload%2Fsiteone%2FPRO%2FMaltraitance%2FBrochure\\_Secret\\_Professionnel\\_CCAEVM\\_Brabant\\_Wallon\\_2018.pdf&usq=AOvVaw2XaPLEyosF9GYvuSWsKKCJ](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjZpqBJsqXuAhUxJMUKHTC_DPgQFjAAegQIA-RAC&url=https%3A%2F%2Fwww.one.be%2Ffileadmin%2Fuser_upload%2Fsiteone%2FPRO%2FMaltraitance%2FBrochure_Secret_Professionnel_CCAEVM_Brabant_Wallon_2018.pdf&usq=AOvVaw2XaPLEyosF9GYvuSWsKKCJ)

## VIII.APPENDIX 7 – SWORN STATEMENT TEMPLATE

Last name and first names: \_\_\_\_\_

Residing at: \_\_\_\_\_

Born on \_\_\_\_\_ in \_\_\_\_\_

I declare that I have not been convicted of any criminal offence, nor have I been subject to any civil or administrative penalty likely to affect the organisation’s decision to entrust me, either as a salaried employee or as a volunteer, with the responsibility or supervision of an activity involving minors. In particular, I declare that I have never been convicted of an offence involving any type of harm to a child, children, young person, or vulnerable person, and that I have never been warned or cautioned about it. I also declare that there are no civil or criminal proceedings of any kind against me on the date of this declaration in respect of any allegation of harm to any child or children.

[Place] \_\_\_\_\_ [Date] \_\_\_\_\_

Signature

*REMINDER: Article 596, paragraph 2 of the Code of Criminal Procedure authorises requesting the criminal record in the context of an activity related to minors (education, psycho-medico-social guidance, youth assistance, child safeguarding, childcare, or supervision of minors. False testimony is criminally punishable whether it occurs in criminal (Article 215 and 216 of the Criminal Code), correctional (Article 218), police (Article 219) or even in civil matters (Article 220).*

## IX. APPENDIX 8 – TEMPLATE OF STATEMENT OF UNDERTAKING TOWARDS THE CSP

I have read the Child Safeguarding Policy of \_\_\_\_\_ and understand that I am required to:

- Comply with this Policy in its entirety, and in particular its Code of Conduct;
- Deal with any incident that occurs or is observed during the activities of the organisation concerned in accordance with the established procedure;

I, the undersigned \_\_\_\_\_, hereby accept all the terms of the Child Safeguarding Policy of \_\_\_\_\_ and undertake to comply with it in the best interests of the child.

Date: \_\_\_\_\_

Signature (preceded by read and approved):

## X. APPENDIX 9 – EXAMPLE OF DECLARATION OF THE PARTNERS

*This is the statement of undertaking vis-à-vis the partners of the Terre des Hommes' Child Safeguarding Policy.*

"This section considers how to work with partners in order to promote the implementation of the Child Safeguarding Policy. If there is any doubt about how to best implement the Child Safeguarding Policy with partners then the relevant Regional Child Safeguarding Advisor or the Risk Management Advisor in Lausanne should be consulted.

In selecting partners, consideration should be made with respect to the potential partner's suitability and track record for working with children – including if they have their own child safeguarding policy and procedures (which they may refer to as their Child Safeguarding Policy). In all partnership relations, strong attention must be given to issues related to child safeguarding. As good practice, specific reference to child safeguarding measures should be included in partnership agreements and contracts.

Partnerships are an opportunity to raise awareness on the need for institutional policies on child safeguarding. Therefore all partners should be given training, guidance and support on the Terre des hommes' Safeguarding Policy, in particular emphasising the responsibilities that partners have for safeguarding children. The nature of this orientation and training can be determined in the country, related to the scope of the work of the partner.

Where Terre des hommes is the lead partner (i.e. can exert more control over the terms of the contract) then reference in the contract must be made to the commitment to keeping children safe and our Child Safeguarding Policy. Where we are not the lead partner, then attempts should be made to include safeguarding within the agreement. In either case, partners should be given a copy of the Child Safeguarding Policy and guidance provided on the contents. Partnerships should also be pursued which aim at advocating governments to develop standards of safeguarding, with support for the required resources and expertise to implement such standards.

Where concerns about child safeguarding arise in relation to a partner, in addition to considering whether a report of the concerns needs to be made to appropriate authorities, consideration must also be given regarding whether to suspend the partnership and/or withdraw funding and support. A child safeguarding concern raised in relation to a partner does not mean that the partnership must be terminated automatically. The decision to continue with the partnership must take into account the reaction of the partner and their commitment to addressing the situation such as prioritising the best interests of the child, responding to advice on managing the situation and agreeing to seek support through training and guidance.

# XI. APPENDIX 10 – EXAMPLES OF CONSENT FORMS

## Consent form for participation in an activity

Name of child/adolescent: ..... First name: .....

Date of birth: ..... Gender (circle): Girl/Boy/Other

Address: .....

Telephone number of the child/adolescent: .....

Names of parents/ legal guardians: .....

Phone numbers: .....

Useful information (allergies, special needs, etc.): .....

I give my consent to the above-mentioned child to participate in the following activity: .....  
(date)

### Check the chosen box:

- Alone
- With a friend (Name of the friend: .....) )
- With an organisation (Name of the organisation: .....) )

I understand that my child will be supervised and that my child will not be able to leave the activity.

### Media (check the chosen box(es)):

- I give permission for photographs to be taken of the child
- I give permission for videos to be taken of the child
- I give permission for the photos/videos of the child be distributed by the organisation

Date and signature (parents/guardian)

Signature (child/adolescent)

...../...../..... .....

.....

## Child-friendly MEDIA consent form

## Permission for the use of images and voice (for a child or young minor)

*[name and details of the organisation]*

As part of the activities organised by [name of the organisation], we sometimes take your photos and/or videos, and/or record your voice.

Last name of the child:.....First name:.....

Born on: ..... in .....

I authorise [name of the organisation] to photograph and/or film me in a recognisable manner (face visible) and/or record my voice during the activities and to use these images on the website and social media or on other documents (brochure, flyer, etc.)

I authorise [name of the organisation] to photograph and/or film me but NOT in a recognisable manner (face not visible) and/or record my voice during the activities and to use these images on the website and social media or on other documents (brochure, flyer, etc.)

I agree not to ask anything (for example, money) from [name of the organisation] as a result of this authorisation.

Authorisation valid from today's date: ..... and until .....

Child's signature:

### Authorisation of parents or legal guardians (mandatory for all minor children):

We are aware of the authorisation granted above and we agree.

Date, names, and signatures:

# XII. APPENDIX 11 – INCIDENT LOG TEMPLATE FOR INTERNAL USE

If there are any suspicions or concerns about a child at risk, or if there are allegations of abuse or breaches of the Code of Conduct or the Child Safeguarding Policy, complete the following points with the information at your disposal:

1. Date of report:

2. Information about the child/adolescent

Last name:	First name:
Gender: Boy/Girl/Other	Age:
Address:	

3. Parents/legal guardians

Last name/First Name:	Last name/First Name:
Address:	Address:
Phone number:	Phone number:

4. Information about you:

Last name:	First name:
Gender: Boy/Girl/Other	Profession:
Address:	
Phone number:	

Request for anonymity: YES / NO

5. Presentation of the case

Mention the details at your disposal: *Type of incident/violence? Perceived observation (injuries etc.)? Circumstances? Alleged perpetrator? Witnesses or people informed? Etc.*

6. Other important details

# CSP TEMPLATE ADAPTED TO SPORTS AND RECREATION ORGANISATIONS IN FRENCH-SPEAKING BELGIUM

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## XIII. GENERAL FRAMEWORK

### XIII.1 OBJECTIVES OF THIS DOCUMENT

Our Child Safeguarding Policy (CSP) aims to safeguard and promote the safeguarding and well-being of children in the work of \_\_\_\_\_, both within the organisation and externally.

It sets out the various child safeguarding measures in place, the implementation of this policy, and evaluation and monitoring measures. While its benefit is primarily preventive (establishing a healthy and positive environment and demonstrating commitment), it also plays a role in helping to detect and respond to a situation of violation of children's rights, and provides the necessary information to draw on the existing network of professionals.

- Our CSP in no way exempts or prevails over the application of the laws of the territory in which it is located. Our CSP is supported by a series of organisational policy and procedure documents.

### XIII.2 SAFEGUARDING FRAMEWORK

#### XIII.2.1 INTERNAL

- [List your existing relevant documents here, although their content may need to be modified later. Examples: the work regulations, the internal rules, the recruitment security policy, the code of conduct, the charter relating to the safeguarding of personal data, etc.]

#### XIII.2.2 EXTERNAL

Beyond the international texts, Belgium has many laws governing child safeguarding issues. Note:

- At the national level: the Criminal Code punishes intentional assault and battery, with higher penalties for child victims. It punishes inhuman or degrading treatment and any relationship of a sexual (or related) nature with a minor<sup>24</sup>. According to a recent legislative change, sexual crimes against minors are not subject to any statute of limitations (a complaint can be filed and an aggressor convicted even years after the fact).
- At community level: in 2018, the Wallonia-Brussels Federation adopted a Decree on the Code of prevention, youth assistance and youth safeguarding, as well as a three-year plan for the prevention of abuse, in which the General Administration of Sport and Culture and the ONE took part by committing themselves to compliance with it. The Abuse Decree<sup>25</sup> indicates in particular that

<sup>24</sup> The age of sexual consent from the age of 16 only applies in case of a relationship with a person up to 5 years older and without a position of power or authority over the minor.

<sup>25</sup> Decree on Assistance to Child Victims of Abuse of 12 May 2004.

“taking into account their mission and their capacity to act, the caregiver is obliged to provide assistance and safeguarding to the child who is a victim of abuse or to the child in whom such abuse is suspected. If the child’s interests so require and within the limits of the caregiver’s mission and capacity to act, the assistance is provided to the child’s family or family environment. This assistance is aimed at preventing or ending abuse”.

- At the sectoral level: [mention here the reference text(s) of your area of activity. Examples: Charter of the Belgian Sports Movement, ONE Quality Code<sup>26</sup>, Youth assistance decree<sup>27</sup>, Sports ethics decree<sup>28</sup> etc.].

### XIII.3 GLOSSARY

*[Here is an example of a glossary, which you may adapt to your needs and those of your organisation]*

**Child:** means any human being under the age of 18, in accordance with article 1 of the International Convention on the Rights of the Child.

**Adolescent:** does not correspond to a given age group but rather to a phase of human development which extends from puberty to adulthood.

**International Convention on the Rights of the Child (ICRC):** an international treaty adopted by the General Assembly of the United Nations on 20 November 1989, with the aim of recognising and protecting the specific rights of children.

**Child safeguarding policy:** a structural reference tool to create a healthy and positive environment for children and to demonstrate that the organisation takes its duties and responsibilities towards the children in its care seriously. It provides a framework of principles, standards, and guidelines that serve as a basic reference for the organisation and individuals in areas related to its activities.

**Best interests of the child:** refers to the welfare of the child, holistically, and to the maximum extent possible, or at least to what will be least harmful to the child. All decisions concerning a child should always be guided by the best interests of the child.

**Participation:** the child must be able to give their opinion and participate in decisions concerning them (directly or indirectly) at all levels of society: at home, at school, in the community, in court, about his health, etc. To do this, the information communicated to them must be adapted to their age and abilities. The participation must be transparent, inclusive, real.

**Safeguarding:** the responsibility of organisations to ensure that their staff, operations, and programmes do not harm children, i.e. that they do not put children at risk of abuse and that any concerns the organisation has about the safety of children in the environments where they work are reported to

<sup>26</sup> Decree of the government of the French community establishing the quality code for reception of 17 December 2003.

<sup>27</sup> Decree on the code of prevention, youth assistance and youth protection of 18 January 2018.

<sup>28</sup> Decree on various measures for ethics in sport including the development of the code of sports ethics and the recognition and subsidisation of a sports ethics committee of 20 March 2014.

the appropriate authorities.

**Violence:** set of acts that undermine the integrity of individuals.

**Physical violence:** Any act ranging from harm to a person’s physical integrity to endangering their life. E.g.: to beat, bite, burn, choke, strangle, hit, push, shake, murder.

**Psychological violence:** Persistent attack on the sense of self-worth. E.g.: rejection, terror, isolation, belittlement, indifference, etc.

**Verbal violence:** Humiliating, insulting words. E.g.: demeaning comments, insults, name-calling, threats, teasing, sarcasm, continuous exclusions, etc.

**Sexual violence:** Acts of a sexual nature, with or without physical contact, committed by an individual without the consent of the person concerned or, in some cases, particularly in the case of children, by emotional manipulation or blackmail. E.g.: rape, fondling, incest, sexual harassment, etc.

**Neglect:** Treatment of a child that does not meet the essential conditions for his or her emotional, psychological, and physical development.

**Direct contact:** being in the physical presence of one or more children as part of the organisation’s activities, whether this contact is occasional or regular, short, or long term.

**Indirect contact:** to be taken in the broad sense. Term including all situations of contact with a child that do not come under direct contact. Even if indirect, contact can have an impact on children and therefore carries a responsibility.

**Staff member or worker:** any person providing work for remuneration and under subordination for the benefit of a structure, regardless of the term and nature of the employment contract.

**Consultant:** a person who provides consultancy services, usually on an independent basis. They have expertise in a specific field and intervene on request of the ASBL under a contractual and paid framework.

**Director:** member of the Board of Directors.

**Volunteer:** any person carrying out an activity without remuneration or obligation (but contractual); organised by an organisation outside the family or a private framework; for the benefit of a non-profit structure or the community is considered a volunteer within the meaning of the law of 3 July 2005.

**Intern:** a person learning a professional practice, usually in the course of their studies, as part of a contractual but unpaid activity.

**Partnership:** association between two or more companies or entities that decide to cooperate in order to achieve a common objective. The relationship between the partners is formalised by a contract or a collaboration protocol in which the responsibilities, roles, and financial contributions of each party are clearly defined.

**Informed consent:** Informed consent is the consent given when the child knows and understands what is being asked of them and/or the situation. The child must thus receive information adapted to their age and specificities, and which takes into account the context in which they live. Understanding also means that the child clearly understands the potential risks and benefits of their action.

**Child victim:** the term “victim” should be used in an objective sense to indicate that the child has suf-

ferred from a harmful act. This term must be used always taking into account the needs, rights, and resilience of the child. It is preferentially used in relation to the term “survivor” which, in English, refers to a notion of subsistence and not of life in its positive sense.

**Risk:** probability of an outcome. Risks can be ranked according to the magnitude of this probability.

**Reporting:** to make something known; to bring to the attention of a person or entity.

**GDPR:** General Data Protection Regulation, a European Union regulation that constitutes the reference text for the protection of personal data.

**IR:** Internal Rules, which sometimes also act as a Code of Conduct or a broader guideline, as in homework clubs.

**WR:** Work regulations, which govern working conditions.

## XIII.4 MISSIONS AND VALUES

Missions of \_\_\_\_\_

*[include the main missions of your organisation here, e.g. «my organisation aims to enable every child to develop fully, to the best of his or her ability, respecting his or her physical and mental integrity»]*

Values of \_\_\_\_\_

*[include your organisation's core values here, for example «my organization places the utmost importance on the well-being of children and is committed to respecting the rights of children in accordance with the International Convention on the Rights of the Child (ICRC) of the United Nations, in particular respect, dignity, non-discrimination, respect for privacy, information, access to effective and appropriate means of action in the event of violation of rights. Furthermore, everyone working for or with the organisation is aware of the social and environmental impact of their association. They undertake to make every effort to develop and take charge of this social and environmental responsibility»]*

## XIII.5 RESPONSIBILITIES AND CONTACT PERSONS

*[A modifier en fonction de votre structure]*

The responsibility of the organisation's staff and its partners is to protect and promote the well-being of the child and the full respect of their rights. To make this safeguarding a reality in the organisation's actions, the staff and partners must be able to access the necessary information and develop the skills required to enforce the policy.

The measures set out for the safeguarding of children are intended for all persons connected with the organisation's activity (all employees, administrators, consultants, volunteers, partners, interns, beneficiaries) and cover all the organisation's actions. They are divided into two categories – internal and external. Workers, consultants, administrators, and interns belong to category 1, the internal staff. Volunteers, partners, and beneficiaries belong to category 2, the external staff. Category 1 persons must formally commit themselves to the CSP by signing a statement of undertaking, while for Category 2 persons, all possible measures must be taken to ensure that they are aware of this Policy, its contents, and adhere to it as far as possible.

The organisation has one or more “responsible” people who play a specific role in protecting children:

- Serving as point of contact (for staff, beneficiaries, partners)
- Providing the staff with information and training on the CSP
- Implementing and following up on the CSP

This person should serve as a resource for general questions about safeguarding as well as for the measures to be taken in the event of suspicion or disclosure of cases of violence. They contact the services available (child and youth safeguarding, health, and law enforcement) in order to get information in case of an incident and/or if they need external advice. It ensures that the CSP is known to the children and beneficiary families. This person, who may be supported by a team, manages the implementation, follow-up, and evaluation of the CSP, communicating regularly with the rest of the team. They ensure that a confidential register of any incident is maintained. .

- The person responsible for the safeguarding of children within the organisation is: [mention the name, function and contact details here]
- The team responsible for safeguarding is: [mention the name, function and contact details here]

# XIV. PREVENTION

## XIV.1 RISK ANALYSIS

*[Enter a summary of the risk analysis relating to the places and activities of the organisation]*

We undertake to regularly review the risk analysis that has been carried out, and to always conduct a risk analysis when we organise new activities or a particular event.

## XIV.2 STAFF RECRUITMENT

*[Here is an example of the guidelines for recruiting safeguarding staff, to be adapted to your situation].*

Staff here means all persons belonging to category 1 (workers, consultants, administrators, and interns), whether they are paid or unpaid, work full or part time, have a permanent contract or a temporary contract, work directly or indirectly with the children. Certain specific points, specified in the text, will also apply to volunteers.

The aim is twofold: to employ staff that do not jeopardise the right to safeguarding and well-being of the children, and to discourage applications from those with bad intentions. Compliance with the conditions below constitutes a resolutive condition which, if not met within the time limit, leads to the immediate termination of the employment contract. Recruiters should be familiar with CSP issues.

When recruiting, the following steps should be followed:

Step	Periode	Applicability
All job offers (in the broad sense) published by the organisation clearly mention the tasks and duties related to the position offered, and possible interactions with children.		Category 1 + volunteers
All job offers declared by the organisation mention the clear commitment to the safeguarding of children, the existence of this CSP for children and the obligation for the future staff member to comply with it.	At the time of signing the contract.	Category 1 + volunteers
The statement of undertaking vis-à-vis the CSP (see Appendix 3) must be signed.	Au moment de la signature du contrat.	Catégorie 1
The criminal record (template 2) dated no more than 15 days prior to the date of employment must be provided.	Up to 1 week after starting work.	Category 1 + volunteers

## XIV.3 CODE OF CONDUCT

*[Here are examples of Code of Conduct, to be adapted to your situation].*

This Code includes a set of guidelines for the organisation's staff? Complying with this Code should help create an environment conducive to the safety and well-being of all. This Code of Conduct is not exhaustive but does cover all acceptable and unacceptable behaviour in the context of the activities. The children are informed of the existence of this Code which concerns all the workers of the organisation.

- Give the highest priority to respect for children, their well-being, their physical, mental and sexual integrity, their fundamental rights, including their right to participation and expression.
- Take care of all children and value them as individuals with their own capacities, needs, and rights.
- Treat children without distinction of any kind, regardless of any consideration of colour, sex, language, religion, political or other opinion of the child or of their parents or legal representatives, of their national, ethnic or social origin, of their financial situation, their incapacity, their birth or any other situation.
- Actively participate in the development of each child's own abilities and potential.
- As far as possible, allow children to take responsibility for their own well-being.
- Carry out the tasks assigned with care, probity and conscience, at the time, place and under the conditions agreed.
- Show consideration and respect for each other, adults and children alike, and a correct and respectful attitude, language and state of mind in all circumstances.
- Prioritise, to the extent possible, the resolution of any potential conflict through constructive dialogue.
- Take all statements made by the child seriously.
- Plan and conduct activities in such a way as to minimise the risk of harm, and always taking into consideration the best interests of the child.
- Communicate with children in ways appropriate to their age, particular abilities and vulnerabilities, context and topic of discussion.
- Be attentive to any situation likely to indicate the existence of violence, regardless of its form, against one or more children. If necessary, take the required measures (see procedures).
- Be aware of the unequal power relationship between adult and child and be alert to abuses that may arise from this relationship.
- Abstain from any form of violence, abuse, neglect, or exploitation.
- Never use language, make comments or give advice that is inappropriate, threatening, humiliating, offensive, or abusive towards a child.
- Never engage in or permit any sexual activity with a child. Under no circumstances can lack of knowledge of the child's age be an acceptable justification. Likewise, any involvement in the viewing, possession or distribution of child abuse material is strictly prohibited.

- Do not develop or maintain personal relationships with children benefiting from the organisation's action, whether in real or virtual space.
- Never invite an unaccompanied child into your home unless there is immediate physical danger that cannot be otherwise managed.
- Never sleep in the same room as a child unless it absolutely cannot be avoided, in which case with the permission of the guardian and ensuring that another adult is present if possible.
- Do not employ children for tasks that are inappropriate for their age or development.
- Do not place the child in a dangerous situation from his environment or surroundings.
- Refrain from taking photos or videos of a child without informed consent.
- Do not exercise physical violence on children, including all forms of corporal punishment (e.g. spanking, slapping, shoving, etc.).

#### Code of conduct for children

- The staff of the organisation (supervisors) is responsible for my well-being and my safeguarding throughout the activities.
- I listen to and respect the instructions of the supervisors for my safeguarding and the proper execution of the activities in which I participate.
- I respect the schedules.
- I respect the environment in which I am.
- I respect others (children, adults), I am not violent (neither physically nor verbally).
- If I have a problem, I talk to a trusted adult.
- If I am worried about another child, I talk to a trusted adult.
- I express myself and give my opinion while respecting each and everyone.

## XIV.4 STAFF TRAINING

The organisation intends to develop the skills and understanding needed to protect children. It is important that all staff and others who come into contact with children are aware of situations that present risks and are able to manage these risks. The staff should help build an environment in which children are able to identify unacceptable behaviour and in which they are able to discuss their rights and concerns.

**Initial:** In our organisation, everyone who joins our structure will receive training:

- Of a period of:
- Covering:

- Delivered by:

*An example of content that can be integrated into the initial training: Yapaka child abuse prevention guidelines (available on their website).*

**Continuous:** The continuous training of the members of the organisation will take place:

- Every:
- It will cover:
- And will be delivered by:

*It can, for example, take place through a regular reminder of the principles of the CSP, by asking certain people to give the initial training to new workers, during the annual interview, etc.*

## XIV.5 DATA PROTECTION

The collection, dissemination and use of media or data shall be done with due regard to the best interests of the child and with respect for their moral and physical integrity.

Data, media, and communication management is carried out in accordance with the organisation's General Data Protection Regulation implementation dossier.

Personal and media information about children is not publicly available and is stored securely. Only workers who need access to them in order to carry out their duties can consult them. The data are only kept for as long as necessary.

The organisation ensures that the use of videos, photographs, and images of children is limited and controlled in its publications (materials recorded or sent in paper or digital form). The child and their legal guardians must give their permission (informed consent<sup>29</sup>) for any publication.

The safeguarding officers shall ensure that this Policy, and in particular data management, is consistent with national and international legislative changes and technological developments.

Relevant documents in appendices 1 and 2: activity participation form, media consent form.

## XIV.6 COLLABORATION WITH PARTNERS

The organisation takes care not to associate with partners whose values differ from those set out in its CSP and expects them to be aware of its CSP and, at the very least, to comply firmly with its Code of Conduct and data management policy. When establishing a partnership, the organisation must, as far as possible, ask the partner to sign a statement of undertaking in the template presented in **Appendix 3**.

<sup>29</sup> This means that the signatory understands the circumstances in which the image will be used and/or disseminated, and all possible consequences of its publication, distribution, or circulation

As part of its activities, the organisation reserves the discretionary right to refuse or terminate any partnership deemed inappropriate, even after the partnership has begun.

## XIV.7 IMPLEMENTATION WITH BENEFICIARIES

The main beneficiaries of this document are children in direct or indirect contact with the organisation through its activities. The organisation ensures that they are made aware of their right to well-being and to be protected by informally addressing these issues during daily practices. They must always be informed of the existence of the CSP, in particular by means of a summary brochure adapted to their age and their level of understanding (see Appendix 4). This means that they know that a document exists and they also know the applicable Code of Conduct and how to get help if needed.

The organisation wants to develop children's participation in safeguarding issues. In particular, we plan to offer the children who wish to do so a chance to re-evaluate the document presenting the CSP to the children (discuss the content, its understanding, the need to modify it, etc.), to discuss and update the codes of conduct through activities that will be thought out and developed as a team so that this participation really makes sense for the children and is built according to their capacities.

Their parents or legal guardians are also informed about the organisation's commitment to the well-being and safeguarding of children and about the existence of a CSP. An annual information session is organised for this purpose, and the organisation also makes sure to discuss safeguarding issues informally during contacts with legal guardians.

# XV. PROCEDURES

## XV.1 PROTOCOL FOR CHILD VICTIMS

The various cases of child abuse require a response and procedure, including an incident that occurs in the context of the organisation's activities and where the perpetrator may be a supervisor or another child, a suspicion that the child has been abused (either at home or in the context of the organisation's activities), or the child discloses abuse (as the witness or victim). It can be an isolated incident or repeated violence. The procedures are intended to guide the management of a case and to ensure equal treatment. They are to be adapted to the situation, bearing in mind that the child's well-being must be the primary concern.

In general, two elements are important:

1. Pay attention to the child<sup>30</sup> : be attentive to signs, listen, and be available
2. React and do not work alone: rely on your team, your hierarchy, the safeguarding officer, the external help network

### Reporting by a child

When the child confides in a professional about potential abuse, many questions arise. It is essential to think about how to gain his trust, and in particular:

1. Respond to immediate needs, such as medical care, as well as small needs (a glass of water, a handkerchief, etc.).
2. Keep calm, pay attention to your body language.
3. Listen carefully to the child, pay attention to his body language.
4. Take the statement seriously (as a first instinct, to be checked later).
5. Ask the questions necessary to understand, without conducting an interrogation. The confidant must remain attentive to the bias of their own subjectivity. What the child confesses may arouse emotions, or even astonish them. There is a risk of drawing conclusions, questioning what the child is saying, influencing it according to our own perceptions. As a result, there is a possibility that the child may be misunderstood.
6. Comfort and appreciate the child for speaking up.
7. Express yourself in a way that a child understands.
8. When a child confides in you, it is important to establish a clear framework that is understood by them. This involves explaining what will be done with the information he provides. It is particularly useful to explain to him that it can be shared, if necessary, to protect him, and that support will be

<sup>30</sup> Some children are particularly vulnerable due to their age, gender, or other factors (disability, migration status, financially vulnerable family situation, etc.).

provided to him within the limits of our action. The reason for specifying this is to avoid a breach of trust, a feeling of betrayal, which would damage the relationship and, therefore, hinder the safeguarding process.

9. Follow the procedures in force in the organisation and do not act alone. When the secrets of a child destabilise us, sharing with our professional team is essential. A shared trust between the team members ensuring a caring environment while respecting confidentiality makes it possible to open up about these issues. This offers a chance to think about how to intervene in a manner that is respectful for the child and does not leave us alone with our doubts, our questions, and to overcome our feelings. This can only strengthen the professional attitude. It is obvious that sharing what the child has disclosed is subject to institutional, ethical, and even legal constraints. There are specialised teams with child safeguarding as their field of intervention. Do not hesitate to seek help from them. As part of their missions, they listen to us and guide each professional.

Our role as an intervener is fundamental. The child has the right to speak<sup>31</sup>. When it comes to abuse, the child's expression reflects their experience and requires our full attention. It is our responsibility to protect the child from all forms of abuse, and to put in place the appropriate support for both the child and their family, while taking into account the protective people around the child.

### Cases requiring immediate care

The organisation provides a first aid kit<sup>32</sup> (at the workplace and/or when travelling). It is necessary to check and maintain it regularly. Any other medication is excluded.

The organisation ensures that, when working with children, at least one of its workers is trained in first aid (initial training to be reviewed in accordance with current standards). Everyone should also be informed of the emergency call numbers (112; poison control centre 070 245 245).

### General procedure

1. All staff members must formally report their concerns/knowledge of violence to the safeguarding officer in the organisation verbally and in writing (via e-mail or using the form in Appendix 6).
2. The safeguarding officer enters the case in the register and communicates with their team and their hierarchy.
3. Depending on the severity of the case and the need<sup>33</sup>, 3. the officer contacts<sup>34</sup> :

<sup>31</sup> <https://www.yapaka.be/texte/texte-la-parole-de-lenfant-dans-un-cadre-de-maltraitance>

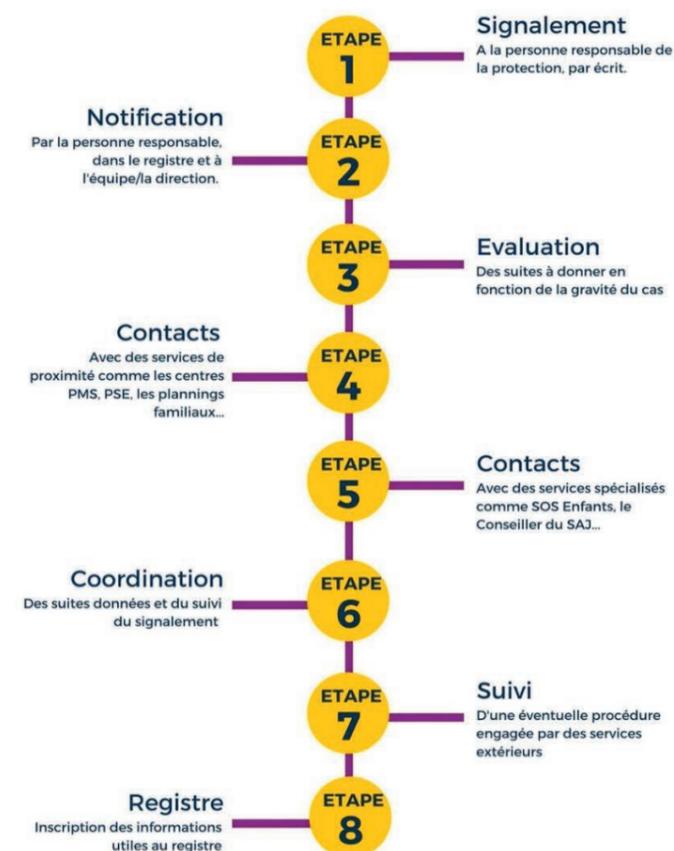
<sup>32</sup> As a minimum: thermometer, box of sterile compresses, plasters, hypoallergenic adhesive dressings, pressure dressings, scissors, emergency haemostatic pad, disinfectant, saline solution, instant cold pack, disposable gloves, isothermal blanket.

<sup>33</sup> If necessary, carry out a risk assessment referring to Appendix 7.

<sup>34</sup> Refer to the network map (next page).

## PROCEDURE GENERALE

### Résumée



4. External outreach services: at the school, Psycho-Medico-Social Centres and School Health Promotion Services; mental health services; family planning centres; free listening services (Télé-Accueil at 107 or Ecoute Enfants at 103)
5. and/or specialised services: SOS Enfants helps with the diagnosis of abuse and care (multidisciplinary team); the SAJ Youth Assistance Advisor listens and guides.
6. The safeguarding officer coordinates support for the various parties involved (the child, the parents or legal representative (to be discussed with the child), the reporting person, the presumed perpetrator<sup>35</sup>).
7. The safeguarding officer ensures a follow-up if the care requires a relay external to the organisation.
8. The safeguarding officer enters the procedure and the follow-up in the register.

### Network mapping

*[mention the nearby outreach services and authorities on which to rely and how to contact them].*

<sup>35</sup> Follow the procedure concerning the perpetrator

## XV.2 PROTOCOL FOR PERPETRATORS

The organisation ensures that the Internal Rules (IR) or Work Regulations (WR) are up to date and include the penalties in case of violence against minors.

1. The safeguarding officer enters the case and the procedure followed in the register.
2. The safeguarding officer communicates with the management of the organisation.
3. Depending on the perpetrator's identification:

Perpetrator under the responsibility of the organisation		Unidentified perpetrator	Perpetrator under the responsibility of a third party organisation
Minor perpetrator	Adult perpetrator	If the identification is not possible, report it to the competent authorities	Report it to the responsible entity and follow up
Measures adapted according to the severity + if appropriate, reporting to legal guardians and/or competent authorities	Appropriate professional sanctions according to the Work Regulations + if appropriate, reporting to the competent authorities		The entity has taken the necessary measures to penalise the perpetrator

Appropriate measures:

Competent authorities:

## XV.3 INSURANCE

*[enter a summary of the organisation's various insurance policies related to child safeguarding]*

# XVI. FOLLOW-UP AND EVALUATION

## XVI.1 CONTINUOUS TRAINING AND EVALUATION THROUGH THE ANNUAL INTERVIEW

*[to be adapted]*

Everyone has a responsibility, individually and collectively, to ensure that the CSP is implemented in a dynamic manner. The management takes overall responsibility for the CSP. The safeguarding officer has specific responsibilities related to their role.

The interview takes place once a year, according to a fixed schedule, with the management. It aims, above all, to discuss the past year, the well-being of the worker, and to allow a mutual professional evaluation. In the annual interview guide, several questions are foreseen in order to assess whether the CSP is clearly and fully understood; to inform about possible changes or additions; to make a new risk assessment if the worker's tasks have changed or are changing. As indicated in the IR, this interview is an opportunity to resolve any potential conflict through dialogue, in the most constructive manner possible, and also to provide the employer with an updated criminal record. This step of the process is mandatory for all persons belonging to category 1.

## XVI.2 EVALUATION BY SAFEGUARDING OFFICERS

*[to be adapted]*

Once a calendar year, the safeguarding officer (possibly together with their team) carries out an evaluation of the implementation, including the results of the annual interviews (based on a summary by the management of the safeguarding aspects), questions related to the incident register, more general reflections on the content of the CSP (including the risk analysis) and its use, the results of the re-evaluation (as a team) of the risk analysis and, if possible, the opinion of the child beneficiaries collected informally (discussions, observations, "opinion boxes", etc.) or formally (during a specific activity). Based on this inventory, an annual action plan will be prepared to address any shortcomings in the implementation of the Policy and to mitigate the identified risks.

## XVI.3 GENERAL INTEGRATION OF WELL-BEING AND SAFEGUARDING ISSUES

In addition to monitoring the implementation of the CSP, the organisation is committed to ensuring that the issues pertaining to the well-being and safeguarding of children are better integrated into daily practice and during certain moments. For example, team meetings ensure that a time for discussing safeguarding issues is built into the agenda to ensure that everyone remains attentive and alert, and can also share any concerns or suspicions.

# XVII. APPENDICES

## XVII.1 APPENDIX 1: CONSENT FORM FOR PARTICIPATION IN AN ACTIVITY

Name of child/adolescent: ..... First name: .....

Date of birth: ..... Gender (circle): Girl/Boy/Other

Address: .....

Telephone number of the child/adolescent: .....

Names of parents/ legal guardians: .....

Phone numbers: .....

Useful information (allergies, special needs, etc.): .....

I give my consent to the above-mentioned child to participate in the following activity: .....(date)

Check the chosen box:

Alone

With a friend (Name of the friend: .....)

With an organisation (Name of the organisation: .....)

I understand that my child will be supervised and that my child will not be able to leave the activity.

Media (check the chosen box(es)):

I give permission for photographs to be taken of the child

- I give permission for videos to be taken of the child
- I give permission for the photos/videos of the child be distributed by the organisation

Date and signature (parents/guardian) Signature (child/adolescent)

...../...../..... .....

## XVII.2 APPENDIX 2: CHILD-FRIENDLY MEDIA CONSENT FORM

Permission for the use of images and voice  
(for a child or young minor)  
*[name and details of the organisation]*

As part of the activities organised by *[name of the organisation]*, we sometimes take your photos and/or videos, and/or record your voice.

Last name of the child:.....First name:.....

Born on: ..... in .....

I authorise *[name of the organisation]* to **photograph** and/or **film me in a recognisable manner** (face visible) and/or record my voice during the activities and to use these images on the website and social media or on other documents (brochure, flyer, etc.)

I authorise *[name of the organisation]* to **photograph** and/or **film me but NOT in a recognisable manner** (face not visible) and/or record my voice during the activities and to use these images on the website and social media or on other documents (brochure, flyer, etc.)

I agree not to ask anything (for example, money) from *[name of the organisation]* as a result of this authorisation.

Authorisation valid from today's date: ..... and until .....

Child's signature:

**Authorisation of parents or legal guardians (mandatory for all minor children):**

We are aware of the authorisation granted above and we agree.

Date, names, and signatures:

## XVII.3 APPENDIX 3: STATEMENT OF UNDERTAKING

I have read the Child Safeguarding Policy (or summary thereof) of [name of the organisation] and understand that I am required to:

- Comply with this Policy in its entirety, and in particular its Code of Conduct;
- Deal with any incident that occurs or is observed during the activities of [name of the organisation] in accordance with the established procedure;

*Whether or not I am among those required to provide a criminal record, I declare that I have never been convicted of an offence involving any type of harm to a child, children, young person, or vulnerable person, and that I have never been warned or cautioned about it. I also declare that there are no civil or criminal proceedings of any kind against me on the date of this declaration in respect of any allegation of harm to any child or children.*

I, the undersigned \_\_\_\_\_, hereby agree to all terms of the Child Safeguarding Policy of [name of the organisation] and undertake to comply with it in the best interests of the child.

Date:

Signature (preceded by read and approved):

## XVII.4 APPENDIX 4: CHILD-FRIENDLY SUMMARY



### TU AS LE DROIT

De te sentir bien, de choisir librement, de participer, d'être respecté, de comprendre ce qu'on te demande, d'être protégé de la violence, de t'amuser, de demander de l'aide si tu en as besoin...

### PERSONNE N'EST AUTORISÉ A

Etre violent avec toi, que ce soit par des mots ou des gestes, te toucher sans ton accord, te demander de faire des choses qui ne te semblent pas normales, te prendre en photo ou en vidéo sans ton accord, te mettre en danger...



### A QUI ET COMMENT DEMANDER DE L'AIDE ?



A une des personnes travaillant pour DEI-Belgique. Il ou elle prendra le temps de t'écouter et de voir ce qu'il ou elle peut faire, qui te convienne et soit adapté à la situation.

A tes parents, les personnes responsables de toi, ton professeur... Les adultes doivent t'écouter et t'aider. Le plus important est que tu te sentes en confiance la personne que tu choisiras.



Plein d'autres personnes sont là pour t'aider, par exemple la police (au 101), le Délégué Général aux droits de l'enfant (02/223.36.99), le Service droit des jeunes ([www.sdj.be](http://www.sdj.be)), le service Ecoute Enfants (103)...

**NE RESTE PAS SEUL !**

## XVII.5 APPENDIX 5: REPORTING FORM

If there are any suspicions or concerns about a child at risk, or if there are allegations of abuse or breaches of the Code of Conduct or the Child Safeguarding Policy, complete the following points with the information at your disposal:

1. Date of report:

2. Information about the child/adolescent

Last name:	First name:
Gender: Boy/Girl/Other	Age:
Address:	

3. Parents/legal guardians

Last name/First Name:	Last name/First Name:
Address:	Address:
Phone number:	Phone number:

4. Information about you:

Last name:	First name:
Gender: Boy/Girl/Other	Profession:
Address:	
Phone number:	

Request for anonymity: YES / NO

5. Presentation of the case

**Mention the details at your disposal:** *Type of incident/violence? Perceived observation (injuries etc.)? Circumstances? Alleged perpetrator? Witnesses or people informed? Etc*

6. Other important details

## XVII.6 APPENDIX 6: RISK ASSESSMENT IN THE EVENT OF AN INCIDENT/SUSPICION/REPORT

*Here are some points to consider when assessing risk, bearing in mind the importance of the child's interest:*

- What are the primary needs of the child (physical, mental health, immediate care) and are they being met?
- What is the child's age/comprehension ability?
- Is the harm suffered, suspected, or potential? Is the harm current or future?
- Does the living environment of the child protect it or aggravate the harm?
- Is the child at risk of being victimised again?
- Is it a child with special needs? Special needs include children in vulnerable situations, migrant children, children with disabilities and/or illnesses, children in conflict with the law, children separated from their parents, LGBTQI+ children, etc.
- Is it mild, moderate, or serious harm? It is better to overestimate the harm here, especially if the child has special needs.
- Is it a child placed under the responsibility of an organisation or a person who is supposed to ensure their safeguarding?
- Am I able to protect this child?
- Does the harm or risk of harm justify sharing or breaking professional secrecy?



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