



Save the Children



# Child Safeguarding Policy

OCTOBER 2023

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## Where can I get help?

Please contact the [Safeguarding Team](#) for further advice or support:

[safeguarding@savethechildren.org.au](mailto:safeguarding@savethechildren.org.au)

# PART 1: POLICY STATEMENTS

## Why do we need this policy?

Save the Children's vision is for a world in which every child attains the right to survival, protection, and participation. As a Child Rights organisation, we will do whatever it takes to keep children safe, well, developmentally on track and connected to community and culture. We take a zero-tolerance approach to abuse or harm and will respond to all concerns without fear or favour.

## Our Safeguarding Principles

We are committed to:

1. Creating an environment where the safety and wellbeing of children and young people is promoted, fostering an open and aware child safe culture in line with best practice and relevant legislation.
2. Supporting Pacific Island, Aboriginal and Torres Strait Island children and young people to express their culture and enjoy their cultural rights as outlined in our [Framework for Cultural Responsiveness](#)
3. Ensuring that children, young people, families and communities are informed, engaged and empowered to participate in decisions affecting them.
4. Supporting representatives to acknowledge and appreciate strengths of Pacific Island, Aboriginal and Torres Strait Islander children's culture and understand its importance to their safety and wellbeing.
5. Supporting children and young people to develop social connections and friendships with peers, build skills in children to support peers, and to challenge bullying or isolating behaviours between children.
6. Creating an environment that recognises and celebrates diversity, promotes equity and cultural safety of all children and young people, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children and young people who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual and other gender identities (LGBTQIA+), children living with disability, and children who are unable to live at home.
7. Responding to, and reporting, child safeguarding disclosures, incidents, concerns, and suspicions.
8. Supporting our representatives to recognise and respond to disclosures or indicators of child abuse and harm.
9. Ensuring all prospective representatives undergo rigorous selection processes to identify suitable personnel.
10. Supporting representatives to understand the Child Safeguarding Policy. Ensure they are equipped with skills and knowledge through training and supervision to provide children with safe environments, understand responsibilities and boundaries of their roles, and respond to and report any child safeguarding concerns.

## What is your responsibility?

When we refer to 'you', we mean all Save the Children Australia (SCA) representatives, and partners (see definitions). **This policy applies to all SCA representatives and partners.**

1. You must demonstrate the highest standards of behaviour in your private and professional lives in accordance with the Code of Conduct. You must never abuse the trust that comes with being a representative of Save the Children.
2. If you suspect or know of harm to a child or young person, you must report this.
3. You must understand and acknowledge this Policy and undertake safeguarding training relevant to your role.
4. Leaders will create honest and safe communication with children, representatives, partners, parents/carers and communities – welcoming scrutiny, making time to listen, and encouraging the expression of different views.
5. Representatives who work directly with clients must ensure all children, young people, families and carers are informed about program activities, the rights and responsibilities of the people involved and have access to a support and feedback mechanism. Specific consideration must be given to the needs of Aboriginal and Torres Strait Islander and Pacific children, children with a disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and (LGBTQIA+) children and young people.
6. Program leaders must ensure every program and activity has a current risk assessment that identifies and mitigates risks in physical and online spaces.
7. Program leaders must ensure all partnership arrangements have appropriate agreements in place, partners have been fully assessed for adequate safeguarding capabilities, and have a capacity strengthening plan in place, as required. Please refer to [Safeguarding Risk Assessment-Directory](#) and [Child Safeguarding Monitoring Checklist](#) for guidance.
8. People managers must ensure appropriate checks and monitoring as specified in the [Save the Children Recruitment Standards](#) are used to identify suitable candidates and provide regular professional supervision and development for all representatives.
9. All records must be stored in line with Save the Children's [Data Classification and Handling Policy](#) and principles and recommendations arising from: [The \(Australian\) Royal Commission into Institutional Responses to Child Sexual Abuse](#).
10. The Safeguarding team are accountable for maintaining, reviewing and updating the full suite of Child Safeguarding policies, procedures and other relevant guidance in line with this Policy.

Any form of child abuse or harm committed by representatives is in breach of this Policy, and may lead to disciplinary action including dismissal, and criminal proceedings. For partner staff, breaches can lead to termination of an agreement and criminal proceedings.

# PART 2: OUR STANDARDS

## Language and behaviour

DO	DON'T
<ul style="list-style-type: none"><li>✓ Report concerns, allegations and suspicions of child abuse and harm promptly.</li><li>✓ Treat all children with respect.</li><li>✓ Actively listen to and encourage participation from children.</li><li>✓ Support and promote children's cultural expression and rights.</li><li>✓ Use inclusive language towards our gender diverse and LGBTQIA+ children.</li><li>✓ Immediately disclose any child abuse-related charges and convictions including those under traditional law and custom, which happened before and during our engagement.</li><li>✓ Follow local laws, customs, and traditions of countries we work in or visit. Uphold UNCRC principles when local laws, customs or traditions contravene the UNCRC.</li></ul>	<ul style="list-style-type: none"><li>✗ Discriminate against children for any reason whatsoever.</li><li>✗ Only focus on or favour certain children and ignore others.</li><li>✗ Use language that is offensive, discriminatory, harassing, shaming, culturally inappropriate or sexual when speaking with or around children.</li><li>✗ Shame, put down, abuse, belittle or emotionally harm children, including exposing them to family violence.</li><li>✗ Neglect the needs of children, whether intentionally or unintentionally.</li><li>✗ Threaten to hurt or harm children in any way.</li><li>✗ Engage in anything that is illegal or abusive or condones such behaviour.</li><li>✗ Use technology or social media of any kind to abuse, harass or exploit children and young people.</li></ul>



## Physical Contact

Only use physical contact that is clearly appropriate for your role. Confusing touch can make professional boundaries unclear for children.

DO	DON'T
<ul style="list-style-type: none"> <li>✓ Help children with injuries and give first aid.</li> <li>✓ Comfort children experiencing grief or loss with gentle and non-intrusive gestures like a hand on the upper arm or back.</li> <li>✓ Assist very young children and those with disabilities with toileting and personal care. An individual plan should be developed with parents/carers and include more than one worker.</li> <li>✓ Use gentle touch like a handshake or pat on the upper arm or back is okay, especially when saying positive things like “well done!” or “great job.”</li> <li>✓ Manage behaviour challenges with non-physical intervention.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Hit, slap, smack, kick, punch, spit on, grab, choke, poke, or drag a child or carry out any other abuse.</li> <li>✗ Engage in physical contact that scares, upsets or embarrasses children or breaks their trust.</li> <li>✗ Carry out personal tasks for children, like helping with going to the bathroom or changing clothes, if they can do it independently.</li> <li>✗ Sleep near children. If unavoidable or necessary, let your manager know and have another adult there (this does not apply to your own children).</li> <li>✗ Touch children unnecessarily in a harmful way or anywhere on their body that may cause distress or embarrassment (i.e., groin, genital area, buttocks, breasts.)</li> <li>✗ Engage in sexual activity or make sexual suggestions. No paying for sexual services or acts, regardless of local age of majority or consent. Mistaking a child’s age is no defence.</li> </ul>

## Professional boundaries

DO	DON'T
<ul style="list-style-type: none"> <li>✓ Make sure that you maintain a professional relationship with all children and young people.</li> <li>✓ Treat all children fairly and with respect.</li> <li>✓ Use language that is age appropriate and professional.</li> <li>✓ Remember your role is not to be a child’s friend, keep conversations focused on child’s needs and support.</li> <li>✓ Ensure wherever possible that another adult is present when working with children and young people.</li> <li>✓ Behave in a way which respects and upholds the cultural practices and customs of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Spend time with children from our programs after work unless you see them in usual family and community life. If you do see them, be a good role model and don’t discuss private matters when you’re not working.</li> <li>✗ Drive children around, other than during approved activities. Another SCA person should be in the car, if possible.</li> <li>✗ Give advice on legal, money, or religious matters to children and families outside of designated program activities.</li> <li>✗ Share personal information with children.</li> <li>✗ Marry or date anyone under 18 years, even if local laws or customs say it’s okay.</li> <li>✗ Hire children to do work at home or any other job that could be dangerous for them, or that could keep them from school or recreational activities.</li> <li>✗ Invite unaccompanied children to come into a home alone unless they are in immediate danger.</li> </ul>

## Privacy and digital safeguarding

You are **responsible** for your behaviour and actions online, including posting, forwarding and the possession of the data on your devices.

DO	DON'T
<ul style="list-style-type: none"><li>✓ Get permission and informed consent from children and young people and their parents/carers before taking pictures or making videos.</li><li>✓ Show children in a way that respects their culture and treats them with dignity. Follow all rules for storytelling, technology use and social media.</li><li>✓ Respect local traditions, restrictions, and customs when showing images and videos of children &amp; young people.</li><li>✓ Know that even if your social media page has privacy settings on it, being in a group may let more people see it.</li><li>✓ When you post pictures or videos, make sure there is no information (including labels and text) on images and videos that can identify the child or young person.</li></ul>	<ul style="list-style-type: none"><li>✗ Send personal messages to children and young people in our programs via social media channels (e.g., Snapchat, Instagram) email, or text.</li><li>✗ Give personal information to children and young people, such as your phone number or social media accounts. Don't add them as friends online.</li><li>✗ Use your personal camera or phone to take pictures or videos for work.</li><li>✗ Play online games with children and young people involved in our programs or services.</li><li>✗ Look at or share materials that show child abuse.</li><li>✗ Behave in a way that may suggest you are trying to develop a personal relationship with a child or adult with vulnerabilities.</li><li>✗ Post content that could be deemed defamatory, obscene, or appear to endorse grossly irresponsible behaviour, or law-breaking of any kind.</li></ul>

## Record Keeping and Information Sharing

All safeguarding data must be stored in a secure location and only accessible to those on a need-to-know basis. Safeguarding data includes:

- ✓ Information gathered when managing a safeguarding incident, disclosure or near miss.
- ✓ Risk assessments and risk management processes relating specifically to safeguarding.
- ✓ Information gathered during participation activities by children and families that relates to safeguarding matters.

Refer to the [Data Classification and Handling Policy](#)



# PART 2: INCIDENT MANAGEMENT

## Reporting concerns

You **must** report any issues or concerns about children's safety in our programs. Use the incident reporting system, [Donesafe](#), to report **within 24 hours** of learning about the issue or its occurrence.

The immediate safety and best interests of the child or young person come first. If a child is in immediate danger call the emergency services number in your country:

- Australia: 000
- Papua New Guinea: 000
- Solomon Islands: 988 (Fire & Emergency Services, 999 (Police)
- Vanuatu: 111 or 22222
- Tonga: 911



If you are unsure on anything to do with reporting, including whether a matter needs to be reported, contact the safeguarding team: [safeguarding@savethechildren.org.au](mailto:safeguarding@savethechildren.org.au)

[Nikki Holmes, Head of Safeguarding](#)

[Anja Wiersing, Senior Safeguarding Advisor](#)



## Reporting Considerations:

- You can report without fearing reprisal and will be offered support through the process.
- Use [whistle-blower process](#) if needed.
- We take all concerns seriously and personal information remains private and confidential.
- An external report may be needed for the Police, Child Protection Authorities, Reportable Conduct Scheme regulators, and Donors.
- Our internal reporting will not delay external reporting requirements.
- You are expected to cooperate with external authorities during an investigation.
- Where a police investigation is underway, police clearance must be obtained before an internal process can start.

## Did You Know?

We assume reports are made in good faith. Malicious reports are those made without merit, to harass, bully or harm, or where a person knowingly lies. These will not be tolerated and may result in disciplinary action.



## Responding to a disclosure from a child

Children who disclose they are feeling unsafe or being abused must be heard, must be taken seriously, and must be treated with sensitivity and compassion.

DO	DON'T
<p><b>Show your care and concern for the child by:</b></p> <ul style="list-style-type: none"><li>✓ Listening carefully to what they are saying, let them use their own words.</li><li>✓ Letting them know they did the right thing by telling you.</li><li>✓ Telling them it is not their fault and that they are not responsible for what happened.</li><li>✓ Let them know what will happen next.</li><li>✓ Telling them you are pleased they told you.</li></ul>	<ul style="list-style-type: none"><li>✗ Make promises you cannot keep, such as promising you will not tell anyone.</li><li>✗ Pressure the child into giving details of the abuse.</li><li>✗ Investigate- your role is to listen and observe.</li><li>✗ Indiscriminately discuss the circumstances.</li></ul>

## Signs of Grooming

Grooming is behaviour designed to gain access to a child for sexual abuse or exploitation either online or in person. Grooming is used to gain the trust of the child and/or their family and friends to further integrate the groomer into the child's life.

### Creating a "special relationship"

- Spending special time with a child.
- Giving gifts or money
- Treating one child better than others
- Letting them break rules
- Asking the child or using tactics to keep any aspect of their relationship secret

### Crossing personal boundaries

- Having a relationship outside of work that's not okay
- Sharing intimate personal or sexual feelings with a child
- Undressing in front of a child
- Accidental' intimate touching
- Talking about sex or showing sexual content

### Online, groomers:

- Target children who are up late, may swear online or share personal information
- Plan how to target children and young people
- Use social media, online games, emails, texts to connect
- Check profiles for personal info to start conversations
- Hide their real identity
- Become 'friends' online
- Help win missions in games
- Give online gifts

## Investigations

Once an incident is reported, the Safeguarding team will assess the severity. If rated as 'significant', 'severe', or 'critical', the **Safeguarding Team** or **Safeguarding Technical Advisors** in the Pacific Country Offices will investigate. If an incident is assessed as 'negligible' or 'moderate', local **Line Managers** must do a Desktop Review. Refer to the [Desktop Review Protocol](#) for more information.

When investigations and desktop reviews are completed, the incident response and management is reviewed, and feedback sought from those involved to identify good practices and areas to improve. The Safeguarding Team will conduct a broader annual review of the safeguarding incidents received that year with a view to strengthening incident responses and management practices.

## Investigations

### The safeguarding team will investigate:

- Abuse
- Grooming
- Exploitation
- Neglect
- Exposure to family violence
- Claims of historical child abuse and harm
- Harmful sexual behaviour
- Breaches of the Child Safeguarding Policy and guidelines

### Investigations will:

- Appoint an investigation lead within 72 hours
- Use a neutral and independent investigator
- Be conducted in a survivor-centred and trauma informed way
- Gather evidence, both documentary and interviews, in relation to the allegation
- Review evidence fairly and decide without bias
- Finish within 90 days. If delayed, all parties are promptly informed
- Keep everything confidential before, during and after the investigation

## The rights of parties

### Child survivor/victim

- Given the opportunity to participate in the investigation (subject to consent being given by the parent/carer) and choose interview settings
- Updated on progress and findings

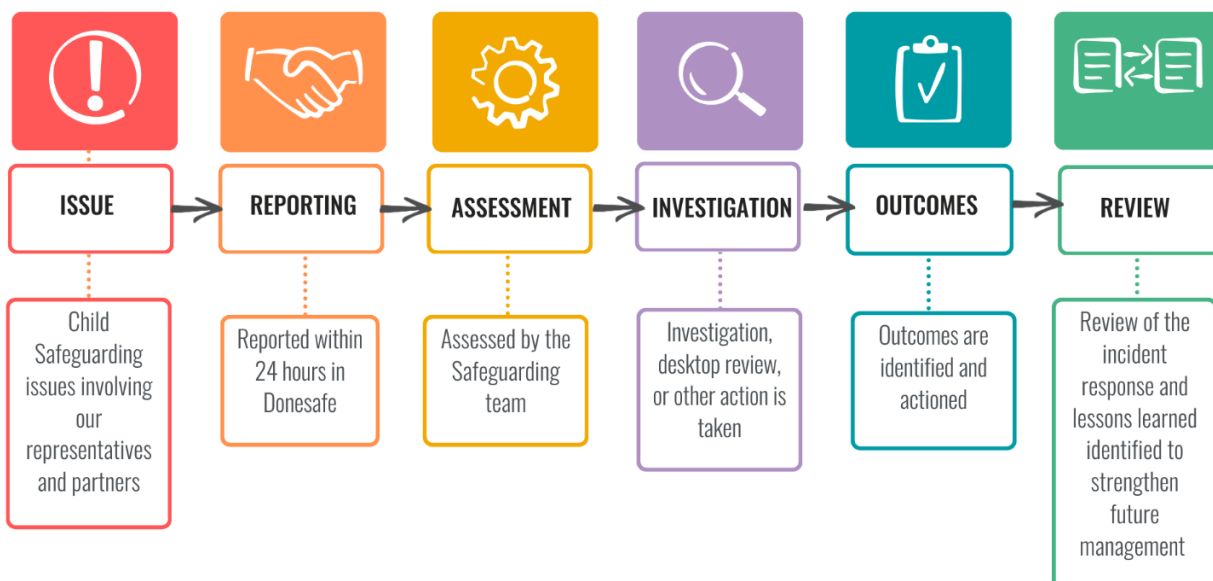
### Person under investigation

- Knows about investigation promptly
- Can reply to allegations
- Can have someone with them during investigation
- Offered EAP
- May be sensitively restricted or suspended from duties
- Informed of findings
- Afforded procedural fairness

### All

- Treated respectfully and have access to an interpreter if they need it

## Our Incident Management Process



# PART 3: PROMOTING SAFEGUARDING AWARENESS AND PARTICIPATION

## Fostering openness

The Board, Executive and Senior Management lead by example in:

- Committing publicly to safeguarding through an annual statement.
- Making the Child Safeguarding Policy and all 'child safe' content accessible and visible in offices and online.
- Facilitating discussions to explore safeguarding.
- Inviting feedback to improve programs and acting on recommendations.
- Celebrating best practice and promptly managing misconduct.
- Promoting an environment where concerns about safeguarding can be voiced and considered.



## Keeping children and parents/carers informed

We keep children, young people and parents/carers informed by:

- Sharing clear print and digital copies of our policies, Code of Conduct and commitment to safeguarding.
- Offering resources in clear, culturally respectful formats.
- Embedding regular feedback loops for children, young people and families, on issues affecting them.



## Strategies to empower children:

- Help children to identify trusted adults and encourage them to speak up if they are worried, feel unsafe or see something inappropriate.
- Talk about children's rights, particularly the right to feel safe and our duty to ensure that.
- Help children understand how to say 'no' to anything that makes them feel unsafe.
- Teach about acceptable and unacceptable behaviour and contact.
- Identify staff members or volunteers to children and explain their roles.
- Providing protective behaviours training, suited to needs and delivered by qualified staff.
- Taking children's concerns seriously assuring them issues will be addressed. Following up, and explaining outcomes.

## Children, parent/carer and community participation

Save the Children supports meaningful participation of all children, parent/carers, and communities; to share views and be involved in decisions. This is part of our [Child Participation Framework](#) which guides our work. Some examples of participation are:

- We design inclusive programs for all children, and we consult families from different backgrounds.
- We use children's feedback to update and improve our programs.
- We collaborate with children to reflect their views in our Safeguarding policies.
- If there an incident, we give children the opportunity to participate and have their voice heard.
- Children help us make sure our materials are fun and easy to understand.
- We encourage children to tell us their thoughts or report problems.



## DO

- ✓ Champion and nurture every child's active engagement and inclusion.
- ✓ Openly explain why children are participating and what it will look like, and any boundaries.
- ✓ Encourage every child to proudly share and enjoy their culture and rights.
- ✓ Make sure every child feels safe and feels welcome.
- ✓ Share how their input helped and check in to see how we can make it better next time

## Did You Know?

Racism, discrimination, or harassment of any kind by SCA representatives towards children and young people, or by and between children and young people in our programs is not tolerated and will be responded to.



## Physical and Online Safeguarding Risk

SCA takes a zero-tolerance approach to any form of harm to children and young people.

If any issues arise in the physical or online environment, we will address them fully.

We:

- Consider online and physical environmental risks when making decisions.
- Have other guiding policies like the [Risk Management Policy](#) to support representatives to understand and manage risks.
- Ensure partners adhere to our policies and procedures in these areas.

Risk assessments should:

- Be done before a program, activity or event takes place.
- Be reviewed where an incident, near miss and/or complaint occurs.
- Be regularly monitored and updated during any activity, program, or event.
- Consider risk factors and support needs of all children we work with as well as our representatives.



## Safer partnerships

### Partnership Agreements

You must have a partnership agreement, either a **Memorandum of Understanding or Sub-award Contract**, that emphasises:

- A commitment to safeguarding.
- An agreement to comply with our policy.
- Agreed procedures for reporting and investigating safeguarding concerns and commitment to follow our reporting requirements.
- The Safer Partnership Core Standards to ensure clarity and safety with partners.
- Guidelines for information sharing, joint decision making, managing complaints/disputes within the larger program context.

If a partner wants to use their own Child Safeguarding Policy, it must be equal or of higher standard to this policy.

Partners only need to sign one policy, SCI or SCA's.

### Centering safeguarding in partnerships

- Before entering a partnership, we evaluate the partner's safeguarding capability, capacity and awareness.
- We will vet partners through appropriate checks.
- Our program managers will develop an improvement plan with partners if required.
- We will guide partners to build safeguarding knowledge, skills, capacity and systems. For programs outside of Pacific and Australia, SCI Country Offices will provide this support.
- Risk assessments are mandatory for partnerships with governments.



# PART 4: SAFE AND SUPPORTED PEOPLE

## Appropriate checks and monitoring for people

We need to identify suitable representatives to keep children and young people safe.

Our [recruitment standards and guidelines](#) reflect this through:

- ✓ Safe hiring practices.
- ✓ Initial and ongoing screening.
- ✓ Professional supervision and development.

Our screening process reflect this through:

- ✓ Clear safeguarding expectations and responsibilities in job descriptions.
- ✓ Safeguarding questions/scenarios during interviews.
- ✓ Documented verbal referee checks, with specific safeguarding questions.
- ✓ Completion of National/International criminal record checks.
- ✓ Completion of a Working with Children Check (in Australia).



## Training and capability building

Online safeguarding training through our Learning Management System (LMS) occurs as part of induction and is refreshed every two years.

Role specific and contextualised safeguarding training modules are delivered both face to face and online.

This ensures representatives have safeguarding knowledge and skills relevant to their position.



# APPENDIX

## Safeguarding Roles and Responsibilities (RACI)

	Executive	Safeguarding	Managers	Everyone
<b>Behaviour Boundaries</b>	Our CEO is <b>accountable</b> for ensuring our Code of Conduct is applied, our Executive is <b>responsible</b> for making sure it's applied in business units.	Our Safeguarding team will support and update in line with best practice and share with 54r Practice Team, IP Technical Advisors and People and Culture Leads	Our managers are <b>responsible</b> for understanding and respecting behaviour boundaries	Everyone is <b>responsible</b> for understanding and respecting behaviour boundaries
<b>Reporting Concerns</b>				<b>Responsible</b> for reporting
<b>Investigations</b>	Our Executive leaders are <b>accountable</b> for ensuring our investigations meet Guidelines and Procedures.  Our Executive Directors, Pacific Country Directors, Director of Retail will be <b>consulted</b> in investigation processes affecting their areas.  Our CEO will be <b>informed</b> of investigations as required.	Our Safeguarding Team and IP Technical Advisors are <b>responsible</b> for conducting safeguarding investigations.	Our senior management team will be <b>informed</b> about relevant investigations.  Our Head of Enterprise Risk will stay <b>informed</b> about investigations as required.	
<b>Desktop Reviews</b>	Our Executive will be <b>consulted</b> and provide advice for desktop reviews.	Our Head of Safeguarding is <b>accountable</b> for ensuring our reviews meet the standards set out in the Protocol.	The manager of the person reporting a negligible or moderate incident is <b>responsible</b> for conducting a desktop review.	
<b>Setting Training Curriculum</b>	Our COO is <b>accountable</b> for ensuring the training aligns with the Policy and Guidelines.  Our Executive is <b>informed</b> if any changes are made.	Our Safeguarding Team is <b>responsible</b> for setting the curriculum and Safeguarding Technical Advisors, and other stakeholders are consulted.	Our IP Country Directors and Heads of People & Culture, Supporter Engagement Heads or Directors are <b>consulted</b> to provide input.	
<b>Delivery of Safeguarding Training</b>	Our Executive is <b>accountable</b> for ensuring training is delivered to staff within their relevant business areas.	Our Senior Safeguarding Advisor is <b>consulted</b> and will give input and subject matter expertise to assist business units with the delivery of safeguarding training. Our Head of Safeguarding is <b>informed</b> .	Our IP Country Directors and Safeguarding Technical Advisors, Heads of People & Culture, Supporter Engagement Heads or Directors are <b>responsible</b> for delivering training.	
<b>Fostering openness</b>	Our CEO is <b>accountable</b> for ensuring the commitment is public and published.  Our Executive will be <b>consulted</b> to provide input and context.	Our Head of Safeguarding is <b>responsible</b> for making the commitment to child safety public across SCA and for publishing an annual statement of compliance to child safeguarding.	Our senior managers will be <b>informed</b> of changes to commitment and notified of the annual statement of compliance.	



	Executive	Safeguarding	Managers	Everyone
<b>Communicating</b>	Our Executive is <b>accountable</b> for communicating regularly with staff and volunteers on following behaviour guidelines, knowing how to report issues, identifying signs of harm, and checking with children on their wellbeing, listened to and their opinions valued.	Our safeguarding team will be <b>consulted</b> to provide subject matter expertise and input to help support safeguarding across the organisation.	Our managers are <b>responsible</b> for communicating regularly with staff about safeguarding.	
<b>Keeping children and carers informed</b>	Our Executives with client facing activities are <b>accountable</b> for ensuring that children, young people, families and carers are appropriately <b>informed</b> and ensuring the views of parents and carers are sought	Our Safeguarding Team supports business units to ensure children, young people, families and carers are appropriately <b>informed</b> and in seeking the views of parents and carers.  Our Head of Safeguarding should be updated when notifying children, young people and carers and seeking the views of parents and carers	Our managers with client facing programs and Strategy and Public affairs managers are <b>responsible</b> for providing children, young people, families and carers with timely and appropriate information and seeking the views of parents/carers.	
<b>Strategies to empower children</b>	Our Executive with client facing roles, is <b>accountable</b> for ensuring that standards are set for implementing clear pathways for children to raise concerns if they are worried or feeling unsafe.  Our Executive are <b>accountable</b> for implementing clear pathways for children to raise concerns if they are worried or feeling unsafe and ensuring concerns are followed up and reported back on	Our Safeguarding team is <b>responsible</b> for setting standards and providing support on design, assessment and implementing clear pathways for children to raise concerns.	Our managers are <b>informed</b> about any updates to the standards set.  They are <b>responsible</b> for following up concerns and reporting back to children and families that actions have been taken.	
<b>Children, families and community participation</b>	Our Executive, with client facing roles, is <b>accountable</b> for implementing practice standards in child, family and community participation.	Our Safeguarding team are <b>responsible</b> for implementing practice standards and are informed of any changes to practice standards.	Our Strategy and Public Affairs SMT, first line Directors, Program Managers and Heads of client facing activities are <b>responsible</b> for implementing practice standards in child, family and community participation.	
<b>Risk Management</b>	Our Executive are <b>responsible</b> for ensuring risk assessments are conducted and that safeguarding concerns are considered and reflected.	Our Safeguarding Team provides support to risk management processes, templates, and toolkits.	Our managers are <b>responsible</b> for contributing to risk assessments and raising program/child risks.	
<b>Safer Partnerships</b>	Our Executive are <b>responsible</b> for ensuring that downstream partners are supported, ensuring child safeguarding is embedded into practice and implementing the	Our Safeguarding team provides support and subject matter expertise to assist with supporting downstream partners and providing subject matter expertise to implement	Our managers are <b>responsible</b> for supporting downstream partners and embedding child safeguarding into partnership engagement and interactions.	

	<b>Executive</b>	<b>Safeguarding</b>	<b>Managers</b>	<b>Everyone</b>
	Safer Partnership Core Standards.	Safer Partnership Core Standards.		
<b>Professional Supervision and Development</b>	<p>Our Executive with client facing activities are <b>accountable</b> for ensuring that professional supervision and development activities are carried out.</p> <p>Our COO will be <b>informed</b> if there are major updates about professional development activities</p>	Our Safeguarding Team provides expertise required to support professional supervision and development activities being carried out.	Our managers are <b>responsible</b> for conducting supervision and development activities.	

## Definitions

TERM	DEFINITION
Child	Anyone under the age of 18 years.
Child Safeguarding	The responsibility of Save the Children Australia to ensure representatives, programs and operations do not harm children who come into contact with us, directly or indirectly.
Child Protection	The prevention, and response to, violence, exploitation, abuse, and neglect of children outside of our organisation.
Harm	Anything which individuals, institutions or processes do or fail to do directly or indirectly causes intentional or unintentional abuse.
Physical Abuse	The intentional or reckless use of physical force which causes likely, actual, or suspected physical injury or suffering.
Sexual Abuse	<p>The use of power, force or authority to involve a child in any form of sexual activity. Sexual abuse includes both contact and non-contact behaviours.</p> <p>Contact behaviours include touching, fondling, rape, penetration with penis, finger or other objects into the mouth, anus or vagina, early and forced marriage and sexual slavery.</p> <p>Non-contact behaviours include sending obscene or suggestive texts, using sexually explicit language, exhibitionism, voyeurism and exposing children to pornographic images or child abuse material.</p>
Grooming	<p>A series of behaviours designed to gain access to and prepare a child for sexual abuse or exploitation.</p> <ul style="list-style-type: none"> <li>• Can be in person or online.</li> <li>• Relates to the child and those around them, including parents, carers, families, workers, other colleagues etc.</li> </ul>
Emotional Abuse	<p>Behaviour that humiliates, rejects, threatens, frightens, or degrades a child.</p> <p>Includes name calling, repeated criticism, directing obscene language towards the child, belittling, persistent shaming, solitary confinement and isolation.</p>
Exploitation	Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual or other purposes, including, but not limited to, profiting monetarily, socially or politically.

Neglect	The failure to provide a child with basic needs such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or likely to be, placed at risk.
Exposure to Family Violence	The exposure of a child to violence (physical, sexual and/or emotional) between family members. Harm may occur if the child witnesses, hears, and/or sees the aftereffects of violence.
Harmful Sexual Behaviour in children	Developmentally inappropriate sexual behaviour displayed by children towards other children which may be harmful or abusive. Harmful sexual behaviour is harmful both to children who display it and to children whom behaviour is directed towards. The safeguarding needs of all children must be considered and responded to.
Cumulative harm	Harm to a child from multiple instances of abuse or harm.
Survivor-centered approach	An approach that equips and empowers survivors to take a leadership role in their life and the larger movement against forms of abuse and/or exploitation they endured and overcame, ensuring response is non-discriminatory and respects and prioritises the rights, needs, and wishes of survivors.
Trauma-informed approach	At the centre of a trauma informed approach is the commitment to do no harm.  Save the Children Australia recognises the signs and indicators of trauma (including vicarious trauma) and responds by ensuring policies, procedures, operations, and organisational culture is trauma-informed and responsive.
Representatives	Save the Children Australia permanent, maximum term and casual staff, trustees and Board members, volunteers, interns, work experience/placement students and individual contractors and consultants (referred to as 'representatives').  Donors, journalists, celebrities, politicians and other people who visit Save the Children programs or offices and come into contact with children must be made aware this Policy applies to them (during this time they are referred to as 'representatives').
Partners	Individuals, groups or organisations (including consortiums) who have a formal/contractual relationship with Save the Children Australia involving any contact with children (referred to as partners or staff of partner agencies).