



Yayasan Chow Kit (YCK) Child Protection Policy

2025 Revision

Policy Overview

The YCK Child Protection Policy contains the following sections:

- **Purpose:** Outlines the foundational principles of safeguarding children.
- **Empowering Children and Families:** Details initiatives to educate and involve children, families, and communities.
- **Types of abuse and definition:** Details down the types of abuse, definitions and examples.
- **Scope and Responsibility:** Defines the policy's applicability and key responsibilities.
- **Safer Recruitment and Training:** Describes recruitment protocols and staff training requirements.
- **Behaviour Standards:** Establishes expectations for staff conduct and safety.
- **Harmful Sexual Behaviour (HSB):** Guidance on peer-on-peer abuse and related issues.
- **Online safety:** Guidance on how to keep children safe from online harm and exploitation.
- **Reporting and Investigations:** Explains the procedures and process.
- **Appendix:** Contains operational details and implementation procedures.

Yayasan Chow Kit has a zero tolerance policy to child abuse meaning that the organization strictly condemns any forms of abuse against children, whether physical, emotional, sexual or neglect. The organization is committed to protecting the rights, safety and well-being of all children, and it will not tolerate any behaviour, action, or circumstance that harms or endangers children. This policy is enforced through clear guidelines, staff training and a strong reporting mechanism to ensure that **ALL INCIDENTS OF ABUSE** are addressed promptly and effectively while fostering a safe and supportive environment for children.

All staff members and stakeholders are mandated to report any forms of child abuse to:

Child Protection Officer – Pusenthi Maniam (017-391 2008; pusenthi@yck.org.my)

Chairman – Zakri Mohd Khir (zakhir6300@gmail.com)

Purpose

As a child rights organisation, YCK is committed to safeguarding all children from abuse, exploitation, and neglect. To ensure the welfare of every child, this policy incorporates best practices, including recommendations from the UK's "Keeping Children Safe in Education" (KCSIE), the Council of International Schools (CIS) standards, and the UNICEF Child Protection Policy Framework.

Child protection involves safeguarding children from abuse, exploitation, and neglect while ensuring their physical and emotional well-being. Recognising signs of concern—such as changes in behaviour, unexplained injuries, or withdrawal—is integral to proactive safeguarding.

Key principles:

- **Best Interests of the Child:** Every decision must prioritise the child's welfare.
- **Non-Discrimination:** All children receive equal protection regardless of gender, background, or circumstances.
- **Participation and Self-Determination:** Children's voices will be respected when making decisions that affect them.
- **Adherence to International Standards:** Safeguarding practices align with the UN Convention on the Rights of the Child and other global frameworks.
- **Holistic Approach:** Strategies address both organisational and societal factors influencing child protection.

Empowering Children and Families

- Children will receive education about their rights and safeguarding mechanisms.
- Inclusive practices will ensure that children with disabilities or vulnerabilities can easily access support services.
- Family and community engagement initiatives will promote a protective environment for children beyond organisational boundaries.
- Legal guardians will be involved in all significant decisions affecting their children, ensuring transparency and collaborative decision-making.

Laws that protect children and their rights, in Malaysia as well as internationally:

- The Malaysian Child Act sets out child-related laws and procedures in place in the country.
- The Malaysian Anti-Trafficking Persons Act in 2007 sets out concerns relating to crimes related to human trafficking.
- The U.N. Convention on the Rights of the Child, an international, legal instrument, which the Malaysian government has signed and therefore committed to implement.

What is Child Abuse?

Child abuse refers to any action, behavior, or lack of action that harms a child's well-being, health, or development. It can occur in various forms and may be perpetrated by parents, caregivers, adults, or

peers. Abuse can take place in the home, school, or community setting and can leave both physical and emotional scars on the child.

Types of Child Abuse:

1. Physical Abuse

-Definition: Physical abuse is the intentional use of force that causes injury or harm to a child.

- Examples: Hitting, slapping, punching, kicking, burning, shaking, or inflicting any kind of physical harm to the child.

2. Emotional or Psychological Abuse

- Definition: Emotional abuse involves behaviors that harm a child's emotional well-being, self-esteem, or mental health.

- Examples: Constant criticism, belittling, threatening, isolating, or exposing children to traumatic experiences like domestic violence. Using of inappropriate language when talking to children.

3. Sexual Abuse

- Definition: Sexual abuse is any form of sexual activity between an adult or older child and a child.

- Examples: Molestation, rape, inappropriate touching, or forcing a child to engage in sexual acts or view sexual materials.

4. Neglect

- Definition: Neglect occurs when a caregiver fails to provide a child's basic needs, such as food, shelter, medical care, education, or emotional support.

- Examples: Failing to provide adequate nutrition, medical attention, or appropriate supervision; leaving children alone in unsafe situations.

5. Educational Abuse

- Definition: Educational abuse happens when a child is denied the right to an education, or their educational needs are deliberately neglected.

- Examples: Preventing a child from attending school or not providing necessary resources for the child's learning.

6. Exploitation

- Definition: Exploitation involves using a child for labor, sexual gain, or financial profit, often in harmful or illegal ways.

- Examples: Child labor, child trafficking, using children in illegal activities or for commercial sexual exploitation.

7. Online abuse/harm

- Definition: Online abuse refers to harmful behaviors that occur through digital platforms, involving the use of the internet to exploit, manipulate, harass, or harm children.

- Examples:

a. Cyberbullying: Repeated, harmful messages or actions that cause emotional distress.

b. Online Grooming: Adults manipulating children for sexual exploitation or other harmful purposes.

c. Sexting Abuse: Coercion or unsolicited sending of explicit materials or messages.

d. Trolling: Posting inflammatory or upsetting comments with the intent of provoking or distressing others, which includes of other staff members or stakeholders.

e. Exploitation and Scams: Using children for financial gain or engaging them in harmful activities.

f. Identity Theft or Impersonation: Stealing personal information or impersonating a child online for malicious purposes

1. Scope and Responsibility

1.1. This policy applies to:

- All children under the age of 18 engaged in YCK activities.
- All YCK staff, contractors, volunteers, interns and board members.

1.2. Responsibilities:

- The YCK Management Team must ensure regular policy updates and effective implementation.
- All staff, contractors, volunteers, interns and board members must provide a signed acknowledgement of reading and understanding of this policy and participate in required training.

2. Safer Recruitment and Training

2.1. Recruitment:

- All applicants will undergo screening, including background checks, interviews, and references.

- Disqualification criteria include prior accusations or behaviours indicative of potential risk to children.
- Risk assessment methodologies like scenario-based evaluations will be incorporated into recruitment.

2.2. Training:

- Mandatory safeguarding training for all staff upon induction (within a week of employment) and annually.
- Additionally, periodic updates address emerging concerns like online safety, modern safeguarding challenges, and scenario-based training.
- Training assessments to evaluate staff understanding and preparedness.
- Capacity-building initiatives for staff and stakeholders to enhance systemic safeguarding.
- To ensure children feel supported during disclosures, ongoing professional development will include training on interviewing techniques, trauma-informed care, and culturally sensitive practices.

3. **Behaviour Standards**

To protect children and staff:

3.1. General Conduct:

- Maintain professional boundaries and avoid situations that could be misinterpreted.
- Implement the "two-adult" rule where practical, ensuring at least two adults supervise activities, or consider alternatives such as transparent physical settings or technology-based monitoring such as CCTV.

3.2. Prohibited Behaviours:

- Physical punishment or inappropriate physical contact.
- Emotional abuse (verbal and non-verbal/body gesture), including humiliation or intimidation.
- Sexual conversations, physical interactions, or exposure to explicit content
- Sexual harassment (verbal and non-verbal/expressions/sexual hand signage, body gestures).

3.3. Online Safety:

- No personal social media interactions with children (unless Social Workers for the purpose of monitoring children who have been repatriated/resettled).
- YCK will monitor digital activities and provide children with education about online risks, including cyberbullying, sextortion, and exploitation through AI technologies.

3.4 Staff, interns, volunteers, stakeholders, contractors, board members and ex-staff members are not allowed to take a group or individual children to their home even if they are above 18 years of age (shelter is exempted).

3.5 Reporting Unsafe Practices:

- Staff are encouraged to report unsafe practices to the YCK Child Protection Officer. Concerns will be handled sensitively and confidentially.

3.5 Staff and stakeholder do's and don'ts.

Do's	Don'ts
<p>Getting to know children Do get to know children on their likes and dislikes, mannerisms (getting to know them externally will help in building bonds).</p>	<p>Do not ask children for personal information. Ie sharing personal contact between volunteer and children and other demographics (personal stories about their family, place they stay)</p>
<p>Photography and media Do take group activity pictures of children (preferably where faces and not too noticeable) but with the consent of the children first. For any publications, partners are to seek the permission of management before publications on online sites/social media.</p>	<p>Do not take selfies with children. Avoid using terms such as 'anak gelandangan', 'homeless children'. <i>Please see attached media guideline.</i></p>
<p>Rewards for good behaviour Do reward children for good behaviour. However, rewards given should be first discussed with program staff/Manager to avoid favouritism.</p>	<p>Please avoid any forms of monetary or expensive rewards (ie mobile phones). Also, please avoid making promises to children.</p>
<p>Outdoor programs and excursions Do plan outdoor programs where groups of children will benefit (ie outdoor programs). Prepare agenda and timeline for approval from Centre Manager. Use YCK's transportation for any outdoor programs.</p>	<p>Do not take children out without prior approval from Centre Manager. Do not single out children for programs (ie, taking a particular child only). Avoid transporting children in personal vehicle. If volunteers are involved in the program, there always needs to be a staff present with the volunteer.</p>
<p>Children engagements Engage children inclusively (be fair and just to all children)</p>	<p>Avoid showing favouritism or 'singling out' children.</p>
<p>Boundaries</p>	

Observe professional boundaries with children (Children to address you as volunteer, teacher, Ms, Mr or Mrs).	Avoid using terms such as mummy, daddy, “adik/abang angkat”
Volunteer schedule Volunteer should only be in premise on scheduled activity days. If volunteer wishes to bring family, or friends to volunteer, please inform Manager/ Program staff. Staff to ensure all members of volunteers to sign the volunteer form.	Volunteers to avoid coming to the centre un-informed (if not during scheduled duties). Staff will have the right to dismiss a volunteer from entering the premise if staff are not informed.

4. Harmful Sexual Behaviour (HSB)- Child to child

- Harmful Sexual Behaviour (HSB) involves inappropriate sexual actions by children or young people that harm themselves or others.
- Staff must report all HSB cases immediately to the YCK Child Protection Officer.
- Specialist services will be engaged to address the underlying causes and behaviour of children displaying HSB.
- Staff will receive specific training to recognise and respond appropriately to HSB, ensuring the safety of all children involved.
- For cases involving peer-on-peer abuse, YCK will implement specific intervention strategies, including:
 - Immediate separation of the involved parties to ensure safety.
 - Engagement of external specialists for counselling and behavioural interventions for all involved children.
 - Restorative practices to address harm caused and facilitate healing when appropriate.
 - HSB is a serious child protection issue and must be treated as a serious risk to other children, even if the perpetrator is a child or beneficiary themselves.
- A clear referral mechanism will be established to involve child protection agencies, mental health professionals, and legal authorities when necessary.
- Regular monitoring and follow-up plans will be implemented to ensure the well-being and recovery of all parties involved in HSB incidents.

5. Online Safety of Children

(This section outlines the steps staff and volunteers must take to ensure the safety and well-being of children in the digital environment. It aims to raise awareness of the risks associated

with online interactions and provides clear guidelines on how to protect children from online abuse, exploitation, and other harmful activities.)

The guidelines in this section apply to all staff and volunteers who have direct contact with children, including those who interact with children through online platforms, digital tools, or social media.

5.1. Safe Online Communication:

- Staff and volunteers must maintain professional boundaries when communicating with children online. Personal communication such as social media interactions, private messages, and personal email should be avoided unless it is work-related and necessary.
- All communication with children should be conducted using official, monitored platforms, which are transparent and can be easily reviewed by supervisors.
- Avoid sending or receiving inappropriate content, including personal pictures or messages that are unrelated to the child's well-being or the work context.

5.2. Educating Children on Online Safety:

- Ensure that children are informed about the risks of the internet and understand the importance of privacy, online boundaries, and how to protect themselves in the digital world.
- Teach children to recognize inappropriate behaviour and how to report suspicious or harmful online interactions. Encourage them to always ask an adult if they feel uncomfortable with any online situation.
- Provide age-appropriate guidance on managing online settings such as privacy settings, the risks of sharing personal information, and how to block or report individuals who make them feel unsafe.

5.3. Monitoring Online Activities:

- Staff must regularly monitor children's online activities when they are engaged in digital learning, gaming, or social media interactions. Ensure that children are accessing age-appropriate content and are not exposed to inappropriate material.
- Be vigilant about children's online interactions, and intervene immediately if any form of inappropriate or harmful communication is observed.

5.4 Cyberbullying Prevention:

- Take a proactive stance in preventing cyberbullying by creating a safe space for children to report any concerns related to online bullying, harassment, or threats.
- Respond quickly to any incidents of cyberbullying, providing support to the affected child and taking appropriate action to address the issue, including involving parents or authorities when necessary.
- Staff to make police report to D11, PDRM for further investigations.

5.5. Protecting Personal Information:

- Staff and volunteers must ensure that no personal information, including full names, addresses, phone numbers, or images of children, is shared online without the informed consent of the child's guardian or parents.
- Children should be taught the importance of keeping their personal information private, including their location, school name, and other identifying details.

5.6. Reporting Suspicious or Inappropriate Online Behavior:

- Any suspicious online behavior or potential online abuse must be reported immediately to the designated Child Protection Officer or supervisor.
- If a child expresses concerns about online interactions or experiences online abuse, staff should respond with sensitivity, provide reassurance, and take immediate steps to safeguard the child.
- Staff must ensure that all reports of online abuse or exploitation are recorded accurately and are followed up according to the organization's reporting procedures.

5.7. Use of Technology and Digital Resources:

- Ensure that children are only given access to online platforms, games, and digital resources that are appropriate for their age and development.
- Provide guidelines on the appropriate use of digital devices, including limits on screen time and appropriate breaks to prevent overuse and maintain a healthy balance of activities.

5.8. Privacy and Data Protection:

- Staff and volunteers must respect children's privacy by safeguarding their personal information and ensuring it is not shared without consent.
- Ensure that all digital communications, data storage, and records are kept secure and comply with data protection regulations, including the protection of children's personal information.
- All staff and stakeholders to sign a confidentiality form to safe guard the information of all children.

6. **Reporting and Investigations**

6.1. Reporting Concerns:

- All concerns must be reported immediately to the **YCK Child Protection Officer**.
- The concern must be documented using the CP Reporting Form. The Child Protection Officer or designated team lead can assist in completing it. **(Please see Appendix 1 -CP Reporting Form)**.
- Failure to report an incident or withholding information may result in disciplinary action.
- CP Reporting Forms are available from all team leaders and our HR team.
- If your concern involves management team members, you can report to your team leader or program manager, who will report directly to the Chairman of the YCK Board.

6.2. Investigation Procedures:

- Investigations begin within 48 hours and are conducted by a trained, impartial committee.
- Confidentiality will be maintained, and both the child's and the accused individual's rights will be respected.
- The investigation will be conducted by a committee selected for this purpose by the Directors in consultation with the Management Team. **(Please see Appendix 2: Reporting Flowchart).**

6.3. Support for Victims:

- YCK will seek to offer ongoing care and support for the child's recovery and reintegration.

6.4. Allegations Against Staff:

- Staff will be suspended during investigations but treated respectfully.
- Proven misconduct will result in dismissal and potential reporting to law enforcement.
- In the event an employee is discharged for proven or suspected child abuse or misconduct, YCK will disclose such information if requested by police, a prospective employer, etc. Such disclosures will be made following applicable laws and/or customs.

6.5. Family and Staff Support:

- Counselling and peer support will be available for families and staff affected by safeguarding incidents.

This is neither an exhaustive nor exclusive list. The principle is that staff should avoid actions or behaviors which may constitute poor practice or potentially abusive behavior.

I, _____ IC No: _____, a staff/volunteer/intern of Yayasan Chow Kit read and abide by the Child Protection Policy. I understand in the event I have breached the Policy, YCK reserves the right to terminate my employment/contract.

Date:

Appendix: Operational Procedures

Appendix 1: CP Policy Acknowledgement Form

Appendix 2: Child Protection Reporting Form

Appendix 3: Reporting Flow Chart.

Appendix 4: Visitor and Media Guidelines.

Appendix 5: Safe Touch Guidelines.

Appendix 6: Safeguarding Code of Conduct.

Appendix 1:

CP Policy Acknowledgement Form

I have read, understood, and agree to adhere to all guidelines, procedures, and expectations outlined in the **Yayasan Chow Kit's Child Protection Policy**.

I agree to:

- Comply fully with all guidelines and procedures outlined in the policy.
- Uphold the highest standards of behaviour and professionalism to ensure a safe and professional environment.
- Report any suspected or observed policy violations immediately to the designated Child Safety Officer.
- Participate in all required training related to child protection.

Name:

Signature:

Date:

Appendix 2:

Child Protection Reporting Form

This form is designed to ensure the safety and well-being of children for reporting suspected abuse or exploitation involving YCK staff, volunteers, or others associated with the organisation.

When to Use This Form

Use this form to report any suspicion or evidence of abuse or exploitation. Forms of abuse include, but are not limited to:

- **Violence:** Hitting, pushing, kicking, pinching, or causing any physical harm to a child.
- **Emotional Abuse:** Shouting, humiliating, bullying, or threatening a child.
- **Sexual Abuse:** Inappropriate touch, indecent acts, or any sexually suggestive behaviour towards a child.
- **Neglect:** Ignoring a child's basic needs or well-being.
- **Online abuse:** Child is found to be abused online by staff member or stakeholder.

Steps for Reporting

1. **Complete the Form**
 - Document all details clearly and factually, avoiding assumptions or personal opinions.
2. **Consult the Designated Child Safety Officer**
 - If uncertain about the situation, consult the designated Child Safety Officer before completing the form.
3. **Confidentiality Guidelines**
 - You must complete and sign the report.
 - Submit the form directly to the designated Child Safety Officer.
 - The information will be treated with strict confidentiality and stored securely.
 - Details will be shared only with authorised management team members to facilitate a confidential investigation.
4. **Investigation Process**
 - Once the report is received, the investigation will only involve the relevant personnel.
 - The investigation will be conducted discreetly and thoroughly.
5. **Assurance Against Repercussions**
 - If the report contains errors or results in a false accusation made in good faith, there will be no disciplinary action or negative consequences.

Reporter Information

- Full Name: _____
- Job Title: _____
- Relationship to the Child: _____
- Contact Details: _____

Child's Information

(Complete as much as possible; additional details can be added later.)

- Child's Name: _____
- Gender: _____
- Age: _____
- Address: _____
- Guardian(s): _____

Details of the Concern

1. Nature of Concern

- Was the incident observed or suspected ?
- Is this based on firsthand information or information shared by someone else ?

2. Disclosure

- Was the child's disclosure made to you? Yes No

3. Incident Details

- Date of Incident: _____
- Time of Incident: _____
- Location of Incident: _____

Description of Allegation

- **Nature of Allegation:**
(Please describe as accurately as possible. Focus on facts, not assumptions.)

- **Your Observations:**
(Include visible injuries, emotional state, or any relevant details. Focus on actual observations, not guesses.)

- **What has been disclosed to you about this concern? (Include the exact words, if possible.)**

- **Your Response:** *(How did you respond to the child or source?)*

- **Involvement of Others:**
 - **Were other children or people involved? Yes No If yes, please provide details:**

Additional Information *(Include anything not previously covered.)*

Action Taken

(Describe any immediate actions you took or other relevant information.)

Signature of Reporter:

Date:

Managing Disclosures from a Child – How to?

(Here's a step-by-step guide on what to do)

1. Listen and Reassure

- Listen carefully: Allow the child to speak freely without interrupting. Ensure that they feel heard and that their feelings are respected.
- Stay calm: Maintain a calm demeanor, even if the information disclosed is upsetting. This helps the child feel safe and understood.
- Reassure the child: Tell the child they are doing the right thing by speaking out. Avoid making promises, such as guaranteeing that everything will stay confidential, as there are legal and ethical obligations to report certain disclosures.

2. Record the Disclosure in the form above

- Accurate Documentation: Record the disclosure as soon as possible, using the child's own words. Include the time, date, and details of the disclosure, including any physical signs or behaviors that may be relevant.
- Do not make judgments or assumptions: Avoid interpreting or adding personal opinions to the notes. Stick to the facts of what the child said and your observations.
- Confidentiality: Keep the disclosure confidential and store the documentation securely. Only share the information with the designated child protection officer or relevant authorities as required.

3. Maintain the Child's Safety

- Immediate Action: If the child is in immediate danger, take appropriate steps to ensure their safety. This may involve separating the child from the perpetrator or taking them to a safe environment.
- Provide comfort and support: Offer emotional support to the child, ensuring they feel safe and cared for throughout the process.

4. Report to the Designated Child Protection Officer

- Follow reporting procedures: Immediately inform the Designated Child Protection Officer (CPO) or another responsible person within the organization. Do not attempt to handle the situation alone.

5. Avoid Pressuring the Child

- Respect the child's pace: Do not pressure the child to provide more details or answer questions that could lead to re-traumatization. Allow the child to disclose information in their own time.
- Avoid investigating: Staff members should never attempt to investigate the disclosure or ask probing questions. Their role is to listen and ensure that the appropriate professionals are informed.

6. Follow-Up and Support

- Provide ongoing support: The child may need continued emotional and psychological support. Staff should ensure that the child receives any additional help or counseling as needed.
- Monitoring the situation: Continue to monitor the child's well-being and ensure their safety within the organization. Any ongoing concerns should be promptly addressed.

7. Record Keeping and Confidentiality

- Secure records: Ensure that all records relating to the disclosure are stored securely and are only accessible to those who need to know, in accordance with confidentiality and data protection guidelines.
- Monitor for patterns: Keep track of any recurring disclosures or concerns. Patterns of disclosure may indicate a broader issue that requires further investigation and intervention.

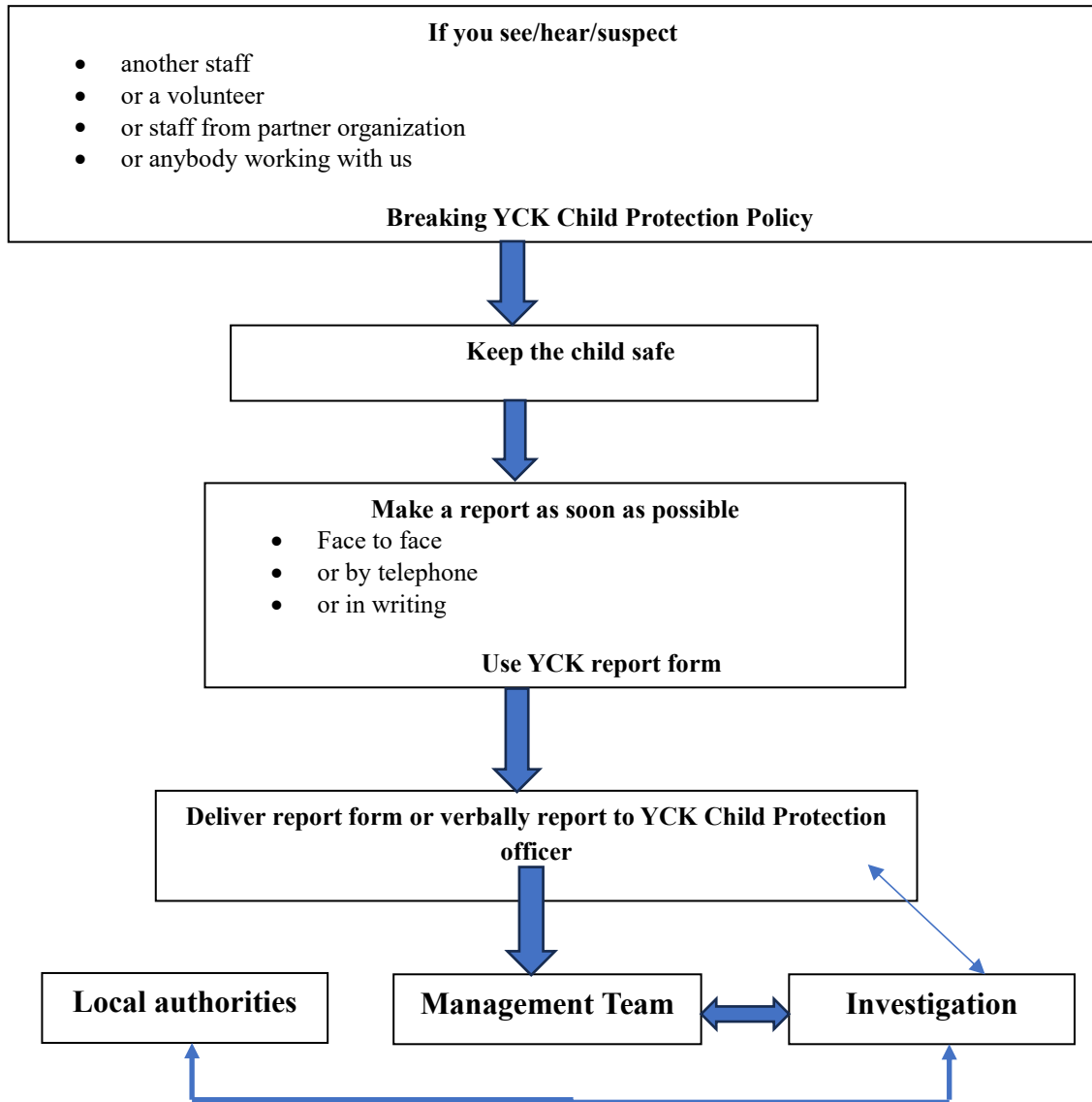
8. Review and Training

- Regular training: All staff should undergo regular training on how to handle disclosures and respond appropriately in line with this policy.
 - Continuous improvement: The organization should regularly review its procedures to ensure they align with best practices for child protection.
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Appendix 3:

Reporting Flow Chart

Yayasan Chow Kit's Child Protection Reporting Flow Chart 2025



Appendix 4:

Visitor and Media Guidelines

1. Visitors must sign in, wear identification, and be accompanied by staff.
2. Media representatives must adhere to the YCK's Media & Visitor Policy.
3. Visitors must be briefed on safeguarding guidelines and agree to uphold them.
4. No visitor can be left alone with children.
5. Clear protocols for unplanned visits will ensure all visitors are appropriately monitored and supervised.
 - The YCK Management Team or an authorised representative must approve unplanned visits.
 - A designated staff member must supervise visitors at all times during their visit.
 - Any unplanned visitor who cannot comply with these requirements may be denied access to the premises.

Please note that visitors do not include beneficiaries (such as family members) or suppliers/ landlords/ partners with a signed contract with YCK.

Appendix 5

Safe Touch Guidelines

Purpose

To provide transparent, actionable practices to ensure safe and appropriate physical interactions between staff and students, safeguarding the well-being of all individuals while maintaining a professional environment.

Definition of Safe Touch

Safe touch is friendly, consensual, and integral to warm, personal relationships within a professional context. It is conducted in the presence of others, ensuring clear intentions and cultural sensitivity.

Principles of Safe Touch

1. **Consent**

- Physical contact should always be consensual.
- Younger children may show non-verbal consent, such as initiating a safe touch.

2. **Professional Intent**

- All contact must be necessary, professional, and unambiguous.
- Avoid any gestures that may be invasive, flirtatious, or sexual.

3. **Cultural and Individual Sensitivity**

- Be aware of and considerate of cultural, religious, and personal boundaries.

4. **Examples of Safe Touch**

- Comforting Distressed Students: A shoulder pat or hand on the arm.
- Guidance for Younger Children: Holding hands to guide safely.
- Demonstrating Techniques: Clear, purposeful contact during PE, swimming, or music lessons.
- First Aid Assistance: Physical contact is necessary for administering aid.

5. **Prohibited Actions**

- Inappropriate Contact:
 - Avoid contact between the waist and mid-thigh or near the chest unless required for first aid.
 - Front-facing hugs are deemed inappropriate. Use a side hug instead.

- Lap-Sitting: Encourage children to sit beside you rather than on your lap.
- Horseplay and Physical Games: Tickling, play-fighting, or kissing are strictly prohibited.
- Sexualised Contact: Any behaviour or comments with sexual intent are unacceptable.
- Non-consensual Touch: Cease any contact that makes a child uncomfortable immediately.

6. Practical Guidelines by Context

- **Early Years**
 - Closer physical contact may be appropriate (e.g., separating from parents).
 - Ensure that all actions are visible to others and brief.
- **Learning Support and Intimate Care**
 - Follow the Individual Education Plan (IEP) guidelines for specific physical support needs.
 - Always have another adult present and obtain consent.
- **PE, Swimming, and Music Lessons**
 - Seek verbal consent before demonstrating techniques.
 - Maintain a professional demeanour and work in open, visible spaces.
- **1:1 Instruction**
 - Schedule sessions in monitored, open environments.
 - Obtain prior approval from parents or guardians and YCK Management.
- **Reporting Procedures**
 - **When to Report**
 - If you accidentally hurt a student.
 - If a student appears uncomfortable or misinterprets an action.
 - If a student is unusually distressed or shows signs of abuse.
 - **How to Report**
 - Notify the designated Child Safety Officer immediately.

These guidelines ensure that staff act to support students' emotional and physical well-being while upholding professional boundaries and safeguarding practices.

Appendix 5:

Safeguarding Code of Conduct

1. General Principles

1.1. Professionalism and Perception:

- Maintain awareness of perception and appearance in all interactions.
- Respect cultural norms and ensure professional behaviour for all genders and age groups.

1.2. Rights-Based Approach:

- Uphold the principles of the UN Convention on the Rights of the Child (UNCRC) at all times, both on and off duty.
- Promote children's rights to participation, expression, and decision-making in matters affecting their lives.

1.3. Holistic Child Well-Being:

- Beyond physical safety, support children's emotional and psychological health by fostering resilience and a positive self-concept.

2. Prohibited Actions

2.1. Physical Interactions:

- Avoid inappropriate physical contact, including gestures perceived as culturally insensitive or sexual.
- In emergencies, prioritise safety but report and document the incident to a supervisor.

2.2. Discipline and Emotional Conduct:

- Refrain from physical punishment, threats, or emotionally abusive behaviour (e.g., shouting or shaming).
- Use positive discipline methods and seek guidance if unsure.

2.3. Social Media Use:

- Do not use personal social media accounts to connect with children.
- Use YCK accounts only with supervisor approval and follow strict guidelines.

2.4. Financial Transactions:

- Do not lend money, give presents, or engage in financial transactions with children, which undermines boundaries.

2.5. Sexual and Explicit Content:

- Never expose children to sexual or explicit materials.

3. Positive Interactions

3.1. Respect and Empowerment:

- Treat children with kindness, respect, dignity, and sensitivity.
- Include children in decision-making processes and involve legal guardians where appropriate.

3.2: Physical Contact Guidelines:

- Ask a child's permission before necessary physical contact (e.g., during sports).

3.3: Encouraging Participation:

- Provide meaningful opportunities for children to share their views and participate in programs and activities.

4. Safeguarding Measures

4.1. Two-Adult Rule:

- Ensure two or more adults are present during activities involving children whenever possible.
- For individual counselling, notify a supervisor and use public, visible spaces.

4.2. Support for Vulnerable Groups:

- Engage specialists for children with disabilities or special needs to address unique vulnerabilities.
- Ensure communication methods are accessible and supportive.

4.3. Avoid Compromising Situations:

- Be alert to situations where children may seek undue attention. Avoid compromising scenarios and report concerns to supervisors.

4.4. Meeting with children outside of school:

- Avoid meeting with children outside of school without prior approval from The YCK Management Team and parental or guardian consent.
- Report such incidents to YCK Management Team.

4.5. Staff Support:

- Access mental health resources and peer support systems to maintain professional and personal well-being.

Glossary:

1. **Harmful Sexual Behaviour** is defined as non-consensual behaviour of a sexual nature that causes a child to feel uncomfortable, frightened, distressed, intimidated, or harmed either physically or psychologically (examples: violent or controlling patterns of behaviour that are often displayed as non-consensual kissing, touching or other unwanted sexual contact towards others, excessive or public self-stimulation or public exposure or coercive sexual assault)
2. **Peer-on-peer abuse** definition describes children abusing other children. This could include bullyish (including online bullying and bullying because of someone's race, religion, sexuality or disability. This also includes physical, sexual and emotional abuse.
3. **Restorative Practices** is a transdisciplinary field of study that examines how to strengthen relationships between individuals and improve social connections within communities. RP are used in conflict resolution, creating dialogue, bridge gaps across divided groups and build cultures where all members have a voice, work more effectively together and become more innovative.
4. **Trauma informed care** is an approach to providing services that recognizes and responds to the widespread impact of trauma on individuals, in our case- children. It involves creating a safe, supportive, and empowering environment where the physical, emotional and psychological well-being of clients are prioritized. This approach is grounded in an understanding of the ways in which trauma affects individuals and seeks to avoid re-traumatization. In practice it means:
 - A. **Understanding Trauma-** Recognizing that many children served may have experienced traumatic events (eg abuse, neglect, violence, loss) and that these experiences can have a lasting effect on their mental, emotional and physical health.
 - B. **Safety:** Ensuring that the environment-whether physical, emotional or psychological-feels safe for children, staff and all involved in the program
 - C. **Trustworthiness and Transparency:** Establishing clear and consistent communication, boundaries and expectations in order to build trust and foster positive and supportive relationships.
 - D. **Choice and empowerment:** Giving children control over their decisions, fostering a sense of autonomy and respecting their preferences whenever possible.
5. Safer recruitment refers to the process of ensuring that individuals who work with children- whether as staff, volunteers, interns or contractors- are thoroughly screened to protect children from harm and prevent individuals who pose a risk from being placed in positions of trust. This can be done through:
 - Criminal background checks or declaration signed by candidate that the organisation reserves the right to do a criminal check if needed.

- Verification through previous employment and references.
 - Conduct interviews that not only assess a candidate's qualifications but also their attitudes and approaches to child welfare and protection. Ask targeted questions during the recruitment process on how the candidate would handle situations involving child protection concerns.
 - On-going training and support on child protection and safeguarding to all.
6. Two Adult Rule is a safeguarding measure designed to protect both children and staff members by ensuring that there are always two responsible adults present when interacting with children, especially in closed areas. If any incidences happen when there is only 1 adult present, the adult either waits for a time when there is another adult present or speak to the child in an open area in the vicinity of other children. The 2 adult rule does not apply in counselling sessions when there are professional counsellors meeting with children.
7. Child Safety Officer is a designated individual within an organisation who is responsible for ensuring the safety and well-being of children. This role involves implementing and overseeing child protection policies, procedures and practices to safeguard children from harm, abuse and exploitation. A Child Safety Officer plays a crucial role in promoting a culture of safety, respect, and care within YCK.