

CHILD PROTECTION POLICY
CHILD PROTECTION HANDBOOK
CHILD SAFEGUARDING POLICY

SYNYPARXIS - Ecumenical Refugee Programme



SYNYPARXIS

ECUMENICAL REFUGEE PROGRAMME

Non-profit organization of the Church of Greece

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CHILD
PROTECTION
POLICY



PREAMBLE

All agencies involved in the care and protection of children must have a child protection or safety policy. All staff and caregivers (including formal family-based caregivers) must be subjected to child protection checks during the selection process, be trained in the policy and its procedures, and sign a code of conduct agreement. The challenge for care and protection organizations is in ensuring that only children who genuinely need interim care are provided with placements, and that children are in the best possible care arrangement, given their individual needs and circumstances. It is therefore vital that agencies listen to the individual views and feelings of each child and adequately assess what is in the best interests of the child. They should carefully record the reasons and circumstances relating to decisions made. This process will enable children to be reunified more easily and will facilitate any ongoing decision-making regarding the longer-term care and protection needs of the child.

The way in which children are placed in interim or longer-term care can have a significant impact on how well they cope with their situation. If the child and caregiver can have even very basic preparation and information about the care arrangement, and if the child is welcomed into the placement, this can greatly help to increase the likelihood that the arrangement will not break down.

A. DEFINITIONS

UNACCOMPANIED AND SEPARATED CHILDREN

Unaccompanied children' (also called unaccompanied minors) are children, as defined in article 1 of the Convention on the Rights of the Child of 20 November 1989 (CRC), who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

SEPARATED CHILDREN

Separated children' are children, as defined in article 1 of the CRC, who have been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members."

A "child as defined in article 1 of the Convention" means "every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.

ORPHANS

Orphans are children, both of whose parents are known to be dead. In some countries, however, a child who has lost one parent is called an orphan.

GUARDIANSHIP

The precise definition, function and manner of appointment of a guardian varies from jurisdiction to jurisdiction. In Greece, the legal guardian of unaccompanied children is the Public Prosecutor of Minors. In essence the term guardianship refers to the designation of responsibility to an adult or organization for ensuring that a child's best interests are fully represented. One specific example of this function in many jurisdictions is that of guardian

in administrative or judicial proceedings. The function of such a guardian is to ensure that the child is properly represented; that his/her views are expressed and that any decisions taken are in his or her best interests. This is in keeping with Articles 3 and 12 of the 1989 Convention on the Rights of the Child.

Guardianship should be used in administrative or judicial proceedings wherever the system exists to support it, as it provides an important safeguard for ensuring that children's rights and best interests are upheld.

- In large-scale crises, where it will be difficult to establish guardianship arrangements, the rights and best interests of separated children must be safeguarded and promoted by organizations working on behalf of these children.

IMPORTANT NOTE

At the time of the drafting of this guide, a new law has been issued regarding guardianship. More specifically, L. 4960/2022 (Government Gazette 145/A/22-7-2022) foresees changes in the provisions of previous Laws (L. 4939/2022 (A' 111) and L. 4554/2018 (A' 130)) in regards, among others, the introduction of new rules for the creation of a national guardianship system for unaccompanied minors.

However, the implementation of this system is still due to administrative issues.

B. PRINCIPLES

OVERARCHING PRINCIPLES

Every child has the inherent right to life and development. UASC must be, in principle, provided with protection and care at the same level as national children to ensure that they are adequately clothed, fed and accommodated and that their physical, mental, spiritual and emotional health needs are met, including the need for affection and safety. UASC are given opportunities to develop and learn and they are supported and encouraged to achieve their full potential.

Children belonging to ethnic, religious or linguistic minorities have the right to enjoy their culture, practice their religion and use their language. The diversity of unaccompanied or separated children (such as their ethnic and migratory background or cultural and religious diversity) are taken into consideration on a case by case basis.

The following principles must be respected throughout the migration process of all children. SYNYPARXIS-ERP staff should make all efforts to facilitate these processes by competent authorities.

1. Principle of non-discrimination

States shall "respect and ensure" rights for children set out in the Convention for the Rights of the Child to all children without discrimination.

2. Best interests of the child

Best interests of the child are a primary consideration in all actions concerning children, including the search for short and long-term solutions. A best interests determination must be documented in preparation of any decision fundamentally impacting on the unaccompanied or separated child's life." SYNYPARXIS-ERP staff will make all efforts to accommodate such procedures by competent authorities. At all times, children should be informed of arrangements with respect to guardianship and legal representation, and their opinions should be taken into consideration.

3. Life and full development

The right to life, survival and development is recognized. Many of the obligations particularly those related to health, adequate standard of living, education, leisure and play are relevant to ensuring the maximum development of the child. These include protecting the child from violence and exploitation are as vital to maximum survival and development as those on the provision of services.

4. Family unity

No one shall be subjected to arbitrary interference with his or her family. The family, as the natural and fundamental group unit of society, is entitled to protection by the State. All efforts should be made to reunite an unaccompanied or separated child to his or her parents except where further separation is necessary for the best interests of the child. These efforts should also take full account of the right of the child to express his or her views.

5. Non-refoulement

The receiving State must respect its international obligations, in particular its *non-refoulement* obligation. It must not return a child to a country where there are substantial grounds for believing that there is a real risk of irreparable harm to the child. The assessment of the risk of such serious violations should be conducted in an age and gender-sensitive manner and should, for example, take into account the particularly serious consequences for children of the insufficient provision of food or health services.

6. Evolving capacities

State Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the Convention.

7. Participation

The views of children should be given “due weight” in accordance with the age and maturity of the child.

8. Confidentiality

Confidentiality of the information received in relation to an unaccompanied or separated child should be protected, consistent with the obligation to protect the child’s rights, including the right to privacy.

PRINCIPLES IN RESPECT TO THE OPERATION OF THE SHELTERS OF SYNYPARXIS-ERP

Shelters

SYNYPARXIS-ERP shelter facilities meet standards established by the donors particularly in the areas of safety, health and staff capacity. UASC are cared for by suitably trained professionals who understand their cultural, linguistic and religious needs and who have an understanding of those issues that affect separated asylum-seeking, refugee, trafficked and migrant children. Social workers should help a child develop links with their ethnic community whenever possible. A child who has been placed for the purposes of care, protection or treatment of his or her physical or mental health, is entitled to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Health

UASC should have access to preventative, remedial and emergency health care provisions in the same way as Greek children. Particular attention must be paid to their physical and mental health needs arising from their experiences as UASC. UASC who are victims of abuse, neglect, exploitation, torture, cruel, inhuman and degrading treatment or armed conflicts should be provided with recovery and rehabilitation services.

Education, Language and Training

UASC should have access to the same statutory education as Greek children and should be able to attend regularly. In order to preserve their cultural identity UASC should also have access to learning in their mother tongue. Older UASC should have access to vocational training. SYNYPARXIS-ERP staff should make all possible efforts to facilitate access to education, language and training for UASC.

Social Assistance

Every child has the right to benefit from social security. Children should have a standard of living adequate for their physical, mental, spiritual, moral and social development. KSPM-ERP should make every effort possible to provide children with resources and support to meet their basic material rights.

Employment

Upon receiving a residence permit or other permission to remain in Greece, older UASC could be allowed to work if they wish. However, this employment should be consistent with the national child protection legal framework and the national child labor laws. UASC should be provided access to apprentice programs, vocation training, informal education and skills development to facilitate their economic integration in Greece or reintegration in the country of origin in the case of eventual return. Children should be protected from economic exploitation and hazardous work.

C. LEGAL FRAMEWORK

A child-sensitive approach must be ensured in all policies and practices. UASC must be treated as children first and migrants second. All laws, policies, practices and decisions that affect children, directly and indirectly, must be in line with every provision of the Convention. In the context of UASC, the Committee on the Rights of the Child (the Committee) remarked that: "obligations deriving from the Convention vis-à-vis unaccompanied and separated children apply to all branches of government (executive, legislative and judicial)".¹ Furthermore, the Committee has stated that the provisions and principles of the treaty must be given legal effect in domestic legislation and, in light of article 27 of the Vienna Convention on the Law of Treaties, predominance should always be given to the Convention in the case of a conflict.²

Currently, the international legal instrument responsible for promoting and protecting fundamental rights of minors is the United Nations Convention on the Rights of the Child (November 20, 1989). One of the most important principles enshrined in this Convention and that directly affects this group would be the one that states that "in all actions and decisions affecting the minors must prevail supreme interest of the child" (art. 3), without no discrimination on grounds of nationality (art. 2) or by reason of administrative irregularities (art. 4).

The United Nations Committee on the Rights of the Child produced in 2005 a general observation on the treatment of unaccompanied and separated children outside their country of origin, which sets among its objectives to provide guidance on the protection, care and proper treatment of the children concerned.

As far as European legislation is concerned, the most important rule is Resolution 97/C 221/03 of the Council of Europe of 26 June 1997 on unaccompanied minors from third countries. This provision recognizes that Member States may refuse the entry of children that do not have the proper authorization and recommend both the prevention of entry and their illegal stay.

At the end of 2003 and 2004 a number of provisions with indirect effects on unaccompanied minors were approved, such as the Family Reunification Directive or Long-term Residence Directive. For example, Article 2f) of Directive 2003/86/EC of September 22, 2003 on the right to family reunification provides a definition of what is considered unaccompanied minors.

With regard to the repatriation of unaccompanied migrant children should also be taken into consideration the Directive 2008/115/EC of the European Parliament and Council of the EU on common standards and procedures in Member States for returning third-country nationals staying illegally in its territory.

THE DUBLIN REGULATION

The Dublin Regulation (Regulation 2003/343/CE; sometimes the Dublin II Regulation; previously the Dublin Convention) is a European Union law that determines the EU Member State responsible to examine an application for asylum seekers seeking international protection under the Geneva Convention and the EU Qualification Directive, within the European Union. It is the cornerstone of the Dublin System, which consists of the Dublin Regulation and the EURODAC Regulation, which establishes a Europe-wide fingerprinting database for unauthorized entrants to the EU. The Dublin Regulation aims to “determine rapidly the Member State responsible [for an asylum claim]”⁸ and provides for the transfer of an asylum seeker to that Member State. Usually, the responsible Member State will be the state through which the asylum seeker first entered the EU.

The Dublin Regulation was adopted in 2003, ostensibly replacing the Dublin Convention. The Dublin Convention was signed in Dublin, Ireland on 15 June 1990, and first came into force on 1 September 1997 for the first twelve signatories (Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain and the United Kingdom), on 1 October 1997 for Austria and Sweden, and on 1 January 1998 for Finland. Recently, the treaty has been extended to some countries outside the Union, such as Norway and Iceland. Switzerland has become a signatory to the Regulation and on 5 June 2005 voted by 54.6% to ratify it; it came into effect on 12 December 2008.

On 3 December 2008, the European Commission proposed amendments to the Dublin Regulation, creating an opportunity for reform of the Dublin System. One of the principal aims of the Dublin Regulation is to prevent an applicant from submitting applications in multiple Member States. Another aim is to reduce the number of "orbiting" asylum seekers, who are shuttled from member state to member state. However, since the country that a person first arrived in is responsible for dealing with the application, this puts excessive pressure on border areas, where states are often least able to offer asylum seekers support and protection. Currently, those being transferred under Dublin are not always able to access an asylum procedure. This puts people at risk of being returned to persecution.

SYNYPARXIS -ERP POLICY STATEMENT

An overall protection framework guides all actions on behalf of separated children. All activities of SYNYPARXIS-ERP are carried out impartially (irrespective of race, national or ethnic origin, religion, gender or other similar criteria). It takes into account the overall need for protection and acts according to its mandate, expertise and mode of action. Policies, programs and decisions adopted with regard to separated children are in keeping with the provisions of:

- the Convention on the Rights of the Child (1989) and its two Optional Protocols (2000);
- the four Geneva Conventions (1949) and their two Additional Protocols (1977);
- the Convention relating to the Status of Refugees (1951) and its Protocol (1967);

- other relevant international treaties.

SYNYPARXIS-ERP acts in the best interest of the child in a way that does not inadvertently encourage family separations. All children are entitled to protection and care under a broad range of international, regional and national instruments. Of particular relevance for separated children are:

- the right to a name, legal identity and birth registration;
- the right to physical and legal protection;
- the right not to be separated from their parents;
- the right to provisions for their basic subsistence;
- the right to care and assistance appropriate to their age and developmental needs;
- the right to participate in decisions about their future.
- Children should enjoy the same civil and political rights as the rest of the child population. Monitoring should take place to ensure that these rights are respected.

D. OUR UASC FACILITIES

SYNYPARXIS-ERP makes effort to ensure the most suitable shelter facilities with time, budget, program and donor restrictions and other limitation. Provided the above are non-restrictive, SYNYPARXIS-ERP believes in small-group care structures and groupings of children as follows:

GROUPINGS OF CHILDREN

- Children should be organized into small family-like groups
- Siblings and close friends should be kept together.
- To facilitate reunification, children should be grouped with other children from their community.
- Although adolescent boys and girls may be part of the same group, they should sleep in separate quarters (including for siblings).
- Within a group of children, ideally there should be a mix of ages, gender, and abilities so that the group is like a family. The older children can help take care of and play with younger or less able children. Infants (particularly those under the age of three) should not be separated from older siblings.
- Children with chronic or highly infectious diseases, severe disabilities or severely disturbed behavior should be receiving appropriate attention. Wherever possible, children with disabilities should be with able-bodied children in family-based or small-group care.

CAREGIVERS

- There must be consistency in the caregivers who are looking after the children
- The number of caregivers depend on the needs and ages of the children
- Caregivers should be present at the facility all times
- Consideration will be given to a rotating system for caregivers that will provide continuity of care for the children, as well as meeting the needs of the caregivers, many of whom may have their own family or other responsibilities.

DAILY ROUTINES

- Children are responsible for keeping the facilities intact and should participate to normal household

chores appropriate for the age and capacity of the child, and what they would be expected to do at home according to cultural norms. Where appropriate, children should be encouraged to engage in agricultural activities in order to prepare them for reintegration in rural communities. This may include cultivating land. Such activities should not deny them access to their other rights, such as education, and must not put them at risk. The amount of time they spend on such activities should also be age appropriate. Age-appropriate activities help children re-learn a sense of responsibility and their place within the family and the community.

- The children should access available education, recreation and health facilities within the community.

FACILITY SPECIFICATIONS

SYNYPARXIS-ERP will make efforts to house children in the community that build on existing social structures. The shelter must be in a reasonably secure environment. The accommodation will be similar to typical family accommodation in the community. Ideally, available houses in the community are used. The shelter facility should cover the following:

- All admissions are screened and documented. Each child has a file containing all the information about him, which should be updated and remain with them if they move.
- Where possible the facility should be small, temporary and organized around the needs of the child. Where possible it should be organized in small family-like units. Siblings must be kept together and, where appropriate, friends and those from the same geographical areas or community.
- Children, especially the younger ones, should be as close as possible to their locality of origin
- The shelters must be integrated into the local community as closely as possible and should liaise with the local authorities where relevant.
- Adequate basic care is to be provided and meet minimum standards with regard to water, sanitation, health and nutrition.
- The staff receive support when dealing with children who are distressed or who have been through particularly difficult experiences.
- The primary responsibility for monitoring the standards of protection and care provided by the institutions lies with the state, donor institutions etc.

EDUCATION

Children, wherever possible, use community-based resources, eg, attend the local school and health centre, participate in local recreational activities, etc. If no suitable education or vocational training is possible in the community, KSPM-ERP makes efforts to provide basic numeracy, literacy and practical skills training. Where children have school certificates or other documentation of education, these are added to the child's file and given to him/her on leaving the facility.

LIFE SKILLS

Children should have discussions with the social workers on key issues that will help prepare them for life in families and communities. This should largely be determined by the young people and may include, for example, the prevention of HIV, reproductive health, childcare.

RECREATION

If safe to do so, and under the supervision of the social workers children should participate in neighborhood social activities such as sports; regularly attend religious services/ceremonies if they choose to, according to their affiliation; be allowed to visit friends they make outside the home. If few social development opportunities exist in the community, the caregivers should offer indoor and outdoor activities for the children in the home and with their friends. These activities should be largely determined by the children and should cater for their ages and abilities. In addition, there should also be some free time for rest or to socialise with other children.

Psychosocial supports: Each child's progress and emotional needs should be monitored by his or her caregiver and case worker. In addition to group work and peer group support, children may benefit from individual discussions with an adult member of staff or their case worker and/or opportunities to participate in traditional healing ceremonies.

Community learning: Just as communities need to be educated about the needs and experiences of the children in the shelter, the children will need to be reacquainted with their communities. Discussions between children and community members should be organised around topics such as local customs, norms and values as well as the appropriate family and community roles of the returning children, the roles of their parents/families and other community members, etc. Women's groups can be invited to talk to girls. Children and young people may also join child groups or youth groups.

Please refer to Tool 4 for guidance on standards of care and the Sphere Standards for the specifications for the building of shelters, basic supplies and other essential components (<http://www.sphereproject.org/handbook>).¹

E. STAFFING

MANAGEMENT AND OVERSIGHT

There should be a named person responsible for the overall running of the home, to ensure standards are met, to supervise and support staff, and to co-ordinate with other agencies.

STAFF RECRUITMENT

The gender and ethnic background of the children as well as the host community must be considered when hiring staff, in order to protect the children and avoid tension as much as possible. These considerations, however, must be balanced with the need to create an environment that fosters tolerance and respect for differences.

There should be careful consideration as to the gender of caregivers. This should depend on the cultural norms for caring, the preference of the child, the gender and age of the child, and should take into account other risk factors relating to the individual child and the context (e.g., the risk of exposing a child to potential sexual

¹ Interagency Working Group on Unaccompanied and Separated Children (2013) Alternative Care in Emergencies Toolkit, published by Save the Children on behalf of the Interagency Working Group on Unaccompanied and Separated Children.

exploitation).

All staff should be treated with respect, including being given full, accurate and timely information regarding policies, short- and long-term program planning, etc. There should be child protection staff linked to the home (social worker, community outreach etc.) who are responsible for ensuring the care planning of each child (registration, case management, reunification, etc.), and for community outreach activities. All caregivers should:

- be able to give reassurance and to calm the children
- be ready and able to care for children of varying ages in a family group
- have some knowledge of basic child health and development
- accept that the children are only in their care temporarily, pending family reunion or other longer-term placement
- have experience caring for children, either through their own extended families, their own child-rearing, or their profession.
- be trained on child safeguarding and should have signed a code of conduct.
- The caregivers are responsible for creating a family-like atmosphere by providing attention, care and support to a consistent, small group of children, and by creating routines similar to those found in families from the same community.
- The caregiver should prepare food and eat with his/her group of children, and sleep in a separate room in the same accommodation.
- The staff should play with the children and help with school-work.
- The caregiver staff should help the children access education, recreation, health and other required services, and should liaise with social work/community outreach/ child protection staff in case management activities

STAFF RATIOS

Regardless of the form of substitute care provided, the number of children under the direct care of an individual caregiver should be limited according to the age and needs of the child, and the abilities of the caregiver. Children should be cared for in small groups with high caregiver-to-child ratios for good-quality childcare to be achieved. Staff ratios will follow national relevant legislation, rules and regulations as well as donor relevant regulations if any.

ROLE AND RESPONSIBILITIES OF SOCIAL WORKERS

Social Workers are the central reference point for the UASC care and protection operations of SYNYPARXIS-ERP. Their roles are not confined in strict definitions, but rather cover a broad spectrum of responsibilities as follows:

1. MESSAGES TO PASS ACROSS TO CHILDREN

- Their views and expectations on what they have seen and lived are important as well as their perception of the reception system.
- The violence they have experienced during the journey is not “normal” nor acceptable even if it seemed so and can have physical and psychological effects to which it is important to pay attention

- It is possible to give space to telling and sharing of emotions on any traumatic event they have gone through. Questions on human nature that often emerge during these journeys will always accompany these young persons and time will be needed to find an answer
- Each minor brings with him/her a heritage of rights, values, culture, skills, affection, ideals and desires that have to be protected and enhanced during the integration process.

2. INFORMATION TO BE PROVIDED TO UNACCOMPANIED CHILDREN IS AS FOLLOWS:

- Contact details of the guardian and role of the guardian
- Care options
- Rules and regulations of the facility
- Information about the roles of different professionals
- Geographical information about where they are
- Dublin III rules
- Family reunification procedures and possibilities
- Explanation on asylum procedure and other applicable procedures
- Procedure for victims of trafficking
- Importance of personal interview
- Right to be provided free of charge with legal and procedural information
- Right to be assisted by a legal representative
- Risks which child could incur if they leave the shelter
- Rights related to reception and accommodation
- Right to healthcare services
- Right to education
- Complaint procedure
- Informing the children about the risks they face if they go missing

3. OBSERVATION AND COLLECTION OF DATA CONCERNING

A. Behavior profile

- A1. Participation /adaptation to the daily routine
- A2. Level of personal and social autonomy

B. Affective/relational profile

- B1. Relationship with peers
- B2. Relationship with adults

C. Basic literacy

D. Pre-existing vulnerability

E. Cultural dimension

4. RECEPTION, REASSURANCE AND GUIDANCE

Welcoming children, introducing SYNYPARXIS-ERP is and explaining his/her role (analysis of individual needs, issues to be focused on and identification of vulnerable cases). The first encounter is crucial for building a close relationship. As the stay time is short, this semi-structured action sends a clear message about the procedures used to benefit from the services that are provided to the children. This process should include the following:

1. Welcome and presentation of SYNYPARXIS-ERP, of the psychologist and the other staff and services available to them by SYNYPARXIS-ERP and outside
2. Delivery of any materials and guides. Short orienteering on their residence area
3. Questions on the country of origin.
4. Questions on the journey and on possible difficulties, losses or accidents during the voyage so as to create an empathetic contact with emotions like hope, relief, happiness but also fear and suffering.
5. Questions on how the children adapted so far and first impressions on the capability of providing an answer to their needs. Explanation of the “security” and the protection ensured by the Police and SYNYPARXIS-ERP security measures.
6. Questions on present psychological conditions and special attention to difficulties. Many minors show post-traumatic symptoms and signs. We explain to them that it is a matter of frequent physiologic reactions to prolonged stress and inform them about the individual support service and our willingness to listen to their needs.

F. COOPERATION OF SYNYPARXIS-ERP WITH THIRD PARTIES

COLLABORATION WITH OTHER AGENCIES IN PROTECTION

The situation of unaccompanied children involves many actors, including asylum authorities, carers, police, potentially medical staff etc.

- Cooperation will be based on formal procedures of cooperation.
- Collecting all information and keeping it safe. SYNYPARXIS - ERP will not share any information or personal data of any child to any third parties that are not authorized by the child’s legal guardian or parties responsible for the situation of children with due regard for confidentiality of certain information and data protection.

CHILD
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G. STANDARDS

The set of training, support and development standards analyzed below are customized from the Department of Education of the United Kingdom and relate to care for children and young people. They were customized to fit the standards for social workers for unaccompanied minors hosted by SYNYPARXIS-ERP, as a useful tool for guidance for social workers in performing their work efficiently.

STANDARD 1: UNDERSTAND THE PRINCIPLES AND VALUES ESSENTIAL FOR FOSTERING CHILDREN AND YOUNG PEOPLE

Summary: This Standard sets out what the social workers expected to know about the principles and values underpinning work with children and young people, and to put them into practice. Social workers need to understand how to promote the values listed and work in a way which supports and respects diversity. They are expected to understand the importance of confidentiality, including what to keep confidential and what not. They are also expected to know how to put into practice the policies and procedures of SYNYPARXIS-ERP about sharing information with others. The child or young person should be at the centre of all of the social workers' work. It is one of the ways to put the principles of care into practice. Social workers are expected to understand how to put children and young people at the centre of their work by meeting the outcomes set out in this standard.

1.1 PRINCIPLES AND VALUES

Skills and knowledge

1.1a Show your awareness of the principles and values essential for looking after children and young people.

1.1b Demonstrate how you promote these principles and values in the care you provide for children and young people.

1.2 EQUALITY, INCLUSION AND ANTI-DISCRIMINATORY PRACTICE

Skills and knowledge

1.2a Understand the different types of prejudice and discrimination which can affect children and young people.

1.2b Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.

1.2c Demonstrate how you support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution.

1.3 PERSON CENTERED APPROACHES

Skills and knowledge

1.3a Be able to explain how your care relates to the outcomes of ensuring that a child is supported to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic wellbeing.

1.3b Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people.

1.3c Explain why it is important to listen to children and young people's views about risk and safety and show how you take these into account in your role as a social worker, the importance of confidentiality and how it applies to your role.

1.4 CONFIDENTIALITY AND SHARING INFORMATION

Skills and knowledge

1.4a Understand the importance of confidentiality.

1.4b Understand how to apply SYNYPARXIS-ERP's policies and procedures about confidentiality and information sharing.

1.4c Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).

STANDARD 2: UNDERSTAND YOUR ROLE AS A SOCIAL WORKER

Summary: This standard sets out what you need to know about your role and responsibilities as a social worker in relation to the SYNYPARXIS-ERP and donor policies and other professionals working with children and young people. You will be expected to know and understand the legislation, policies, values and procedures relevant to your work as a social worker. You will be expected to know how to work well with colleagues in the shelter and in SYNYPARXIS-ERP and local authority and from other organizations involved in the care and education of the children and young people that are accommodated by SYNYPARXIS. You will also be expected to understand the value of, and how to work with the community and other SYNYPARXIS staff.

2.1 SOCIAL WORKER ROLE

Skills and knowledge

2.1a Know the overall aims of your service.

2.1b Understand your own role and responsibilities.

2.1c Understand the role of your supervising social worker.

2.2 LEGISLATION, POLICIES AND PROCEDURES

Skills and knowledge

2.2a Know about relevant legislation, policies and procedures relating to accommodation of unaccompanied minors, and where you can get further information.

2.2b Understand the importance of following SYNYPARXIS' and the donors' policies and procedures.

2.3 RELATIONSHIPS WITH STAKEHOLDERS, THE COMMUNITY AND OTHERS

Skills and knowledge

2.3a Understand the importance of stakeholders, friends for children and young people.

2.3b Demonstrate how you involve others in the lives of children and young people in helping a child maintain contact.

2.4 TEAM WORKING

Skills and knowledge

2.4a Understand the concept of accommodation and psychosocial support for unaccompanied minors and your contribution to effective teamwork.

2.4b Know who you are accountable to in your work as a social worker and where to go for support.

2.4c Know how to contribute to planning for children and young people, including contributions to meetings and reviews.

2.5 BEING ORGANISED

Skills and knowledge

2.5a Demonstrate that you are well organized, reliable and dependable.

2.5b Show that you provide activities and environments that are well organized and safe

2.6 COMPLAINTS AND COMPLIMENTS

Skills and knowledge

2.6a Understand how complaints and compliments are dealt with in SYNYPARXIS-ERP, and know how you can make a complaint.

2.6b Know how children and young people can access the complaints procedure and how you can support them.

2.6c Know about the allegations policies and procedures of SYNYPARXIS-ERP and how to access support and legal advice.

STANDARD 3: UNDERSTAND HEALTH AND SAFETY, AND HEALTHY CARE

Summary: This standard is about all the things you need to know to do your job as a social worker safely, and not to put yourself, your family or the children and young people you look after in danger. It is also about providing 'healthy care'. You will be expected to understand health and safety laws and regulations as they apply to your role as well as the policies and procedures of your work. You may be expected to undertake specialist training, for example, to help a child with a specific health need. You will be expected to demonstrate that you have an understanding of the health care needs of children and young people, how to promote healthy lifestyles, and what to do in case of accidents or illness. You will be expected to assess potential risks and understand how to manage challenging behavior in line with the guidance provided by SYNYPARXIS-ERP.

3.1 LEGISLATION, POLICIES AND PROCEDURES

Skills and knowledge

3.1a Show an awareness of the relevant health and safety legislation and guidance and your responsibilities.

3.1b Know SYNYPARXIS-ERP's procedures in relation the health and safety of children and young people

3.2 ACCOMMODATION

Skills and knowledge

3.2a Know how to keep the shelter and free of avoidable hazards that might be a risk to children and young people.

3.2b Know the importance of maintaining a good standard of hygiene and cleanliness.

3.2c Show that you and those living in the shelter know what to do in case of a fire.

3.3 HEALTHY CARE AND MEDICATION

Skills and knowledge

3.3a Know what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.

3.3b Have an understanding of children and young people's health and hygiene needs, including allergies and infection control procedures.

3.3c Explain your role in promoting the health of children and young people, including giving advice and information in relation to risk taking, substance misuse, relationships and sexual health.

3.3d Have an understanding of first aid and know how to access emergency medical treatment.

3.3e Know what procedures to follow in relation to medication and health-care procedures including what consent is required.

3.4 PERSONAL SAFETY AND SECURITY

Skills and knowledge

3.4a Understand potential risks to the safety and security of yourself and what you can do to reduce or manage the risks.

3.4b Know about the range of challenging behaviors presented by children and young people and how to encourage positive behavior.

3.4c Understand the need to manage challenging behavior in a way that is safe without the use of physical or other inappropriate punishment and give examples from your work as a social worker.

3.5 RISK ASSESSMENT

Skills and knowledge

3.5a Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.

STANDARD 4: KNOW HOW TO COMMUNICATE EFFECTIVELY

Summary: This standard is about developing your communication skills for working with children and young people, as well as with other professionals in SYNYPARXIS-ERP, and other organizations. These are fundamental skills for social worker and are needed to achieve all the other standards. You will be expected to show that you know about communication, what helps and what hinders communication, and how to use it effectively.

You will be expected to know about and use different forms of communication. You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.

4.1 ENCOURAGE COMMUNICATION

‘Empathy’ is the ability to put yourself in someone else’s shoes and understand how that person might feel

Skills and knowledge

4.1a Demonstrate how you listen to and understand the wishes and feelings of children and young people.

4.1b Understand the need to use appropriate means of communication with children and young people including non-verbal and other means, and give examples from your practice.

4.1c Demonstrate that you respond appropriately to children and young people in clear, jargon-free language,

without being patronizing.

4.1d Show how you help children and young people to make their own decisions.

4.2 KNOWING ABOUT COMMUNICATION

Skills and knowledge

4.2a Describe effective ways of communicating with children and young people.

4.2b Understand some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these.

4.2c Know how to use different communications media.

4.3 COMMUNICATION WITH PARENTS, FAMILIES AND FRIENDS

Skills and knowledge

4.3a Show that you are aware of the procedures for arranging contact and understand your role as a social worker.

4.3b Understand when and how to raise concerns with families and friends in an appropriate way.

4.3c Demonstrate that you understand children and young people's confidentiality when communicating with parents, families and friends, including your own family and friends.

4.4 COMMUNICATION WITH ORGANIZATIONS

Skills and knowledge

4.4a Understand the importance of effective communication with other organizations who are in contact with children and young people.

4.4b Demonstrate effective communication with your supervising social worker.

4.5 PRINCIPLES OF KEEPING GOOD RECORDS

Skills and knowledge

4.5a Understand the importance of keeping accurate records.

4.5b Know the record keeping policy of SYNYPARXIS, and how information is shared with others, including children and young people

4.5c Know how to record understandable, relevant, clear and concise, factual information, which can be

checked.

4.5d Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.

STANDARD 5: UNDERSTAND THE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE

Summary: This standard sets out what you need to know about the development, behavior and special needs of the children and young people you look after. Social workers are expected to show that they understand the stages of normal child development and how children develop attachments, and the impact of interrupted development, loss and separation. Social workers are expected to know how to help children develop ‘resilience’ and self-esteem and how to support them through changes in their lives. They are expected to know how to help children achieve their full potential and promote their learning and development at different stages of their childhood and how to promote positive sexual health and sexual identity. They are expected to understand how to support children with disabilities and special educational needs.

5.1 ATTACHMENT AND STAGES OF DEVELOPMENT

Skills and knowledge

5.1a Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.

5.1b Understand child development and the developmental needs of children and young people.

5.1c Understand the difference between chronological age and stages of development, and how this may affect a child or young person.

5.2 RESILIENCE

‘Resilience’ is a quality that helps children and young people resist and recover from adversities.

Skills and knowledge

5.2a Understand how social workers and psychologists can help children and young people develop ‘resilience’ and self-esteem.

5.3 TRANSITIONS

‘Transitions’ are milestones in children’s lives – some are general, some are individual.

Skills and knowledge

5.3a Explain significant milestones that mark transition in the lives of children and young people, and the range of responses to them.

5.3b Understand how to support individual children and young people through significant life changes and

challenges.

5.3c Be able to work with young people to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living.

5.4 SUPPORTING PLAY, ACTIVITIES AND LEARNING

Skills and knowledge

5.4a Know how to encourage children and young people to participate in activities.

5.4b Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.

5.4c Explain the importance of adhering to appropriate routines for children and young people.

5.5 SUPPORTING EDUCATIONAL POTENTIAL

Skills and knowledge

5.5a Show how you can encourage and support children and young people with their education and help them overcome setbacks.

5.5b Be able to actively work with psychologists and teachers to help children and young people achieve.

5.5c Know how to support young people in their further education and training, and employment.

5.5d Be able to advocate on behalf of children and young people to ensure their educational needs are met.

5.6 UNDERSTANDING CONTEXTS

Skills and knowledge

5.6a Understand children and young people in the context of their wider family, caring or social network.

5.6b Understand the contribution family, caring and social networks make to the development of children and young people.

5.6c Understand the impact of abuse, separation and loss on the behavior of children and young people.

5.7 PROMOTE POSITIVE SEXUAL HEALTH AND SEXUAL IDENTITY

Skills and knowledge

5.7a Understand how to promote good sexual health with children and young people.

5.7b Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.

5.8 SUPPORTING DISABLED CHILDREN AND CHILDREN WITH SPECIAL EMOTIONAL NEEDS

Skills and knowledge

5.8a Understand the 'social model of disability' and what it means in relation to your work as a social worker.

5.8b Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.

5.8c Understand the need to adapt activities and experiences so individual children and young people can take part.

5.8d Understand how you might support children and young people with special educational needs, and their families.

STANDARD 6: KEEP CHILDREN AND YOUNG PEOPLE SAFE FROM HARM

Summary: This standard sets out what social workers need to know and do to keep children and young people safe and protect them from harm. They are expected to understand the relevant laws, policies and local safeguarding arrangements to protect a child or young person from harm or abuse. They are expected to understand how to recognize that a child or young person is being abused or neglected and what action working alongside other agencies who have a child protection role. They are expected to know what to do if they have concerns about a child or young person's welfare, instances of malpractice, negligence or unprofessional behavior.

6.1 LEGISLATION, POLICIES AND PROCEDURES

Skills and knowledge

6.1a Know about legislation and national guidance relating to protecting and safeguarding children.

6.1b Understand your relevant safeguarding policies and procedures on protecting children and young people who have been abused or are at risk of abuse.

6.2 KEEPING CHILDREN SAFE

Skills and knowledge

6.2a Demonstrate that you understand what children and young people want and need to feel safe.

6.2b Be aware of what contributes to a safe environment for children and young people.

6.2c Know how to help children and young people keep themselves safe from harm or abuse.

6.3 RECOGNIZING AND RESPONDING TO ABUSE

Skills and knowledge

6.3a Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet.

6.3b Understand the different ways in which children and young people can be placed at risk, for example:

- physical abuse
- sexual abuse
- emotional abuse
- exposure to domestic abuse
- neglect
- faltering growth
- institutional abuse
- self-harm

6.3c Understand signs and indicators of possible abuse and neglect.

6.3d Understand how children might be bullied and know what action to take if you suspect a child or young person is being bullied.

6.3e Understand the procedures you need to follow if you suspect a child is being abused or neglected, and the action you might need to take immediately.

6.4 WORKING WITH OTHER AGENCIES

Skills and knowledge

6.4a Know about your support structures and the responsibilities of SYNYPARXIS-ERP and other agencies in keeping children safe from harm.

6.4b Be aware of the safeguarding policy of the school, pre-school group, club or other activity.

6.5 'WHISTLE-BLOWING'

Skills and knowledge

6.5a Know when and how to refer a concern about child protection, the child's welfare or any other instance of malpractice, negligence or unprofessional behavior which might not be in the child's best interests or pose a risk to the child.

6.5b Know how and to whom to report your concern about unsafe practice of others.

6.5c Know what to do if you have followed SYNYPARXIS-ERP's policies and procedures on reporting concerns, and you are not satisfied with the response.

6.5d Identify what to do when you do not get a satisfactory response from other organizations or agencies.

STANDARD 7: DEVELOP YOURSELF

Summary: This standard is to help you make the most of the support and development opportunities that are available to the social workers. This is important for developing your skills as a social worker, for your own well-being, and to help you provide the highest standard of care. You will be encouraged to think about how your work has affected you and your family. You will be expected to show that you know how to access and use information and supervision sessions, and use the support and supervision provided by SYNYPARXIS-ERP. You will be expected to show that you are committed to improving your practice as a social worker through training opportunities and continuing professional development. You will be encouraged to think about how you can develop your career in KSPM-ERP.

7.1 YOUR ROLE AND APPROVAL AS A SOCIAL WORKER/ CHILD PROTECTION EXPERT

Skills and knowledge

7.1a Understand the implications of your approval as an expert for yourself and your family.

7.1b Understand how being a social worker may affect you personally and where you can get support.

7.1c Be aware of the particular issues for male, black and minority ethnic, gay and lesbian social workers and the support available.

7.2 USING SUPPORT AND SUPERVISION TO DEVELOP YOUR ROLE

Skills and knowledge

7.2a Understand the purpose of your personal supervision and work evaluation and know how to make the best of these opportunities.

7.2b Know what additional support and training is available to you.

7.2c Be able to recognize when you need support and the importance of asking for help and advice.

7.2d Develop knowledge, skills and understanding pertinent to your social work role

7.2e Develop knowledge, skills and understanding to enable you to "broaden" your social worker role.

7.3 MEETING LEARNING NEEDS AS PART OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Skills and knowledge

7.3a Understand the need for continuing professional development and the ways in which it can improve your practice.

7.3b Understand and be able to reflect on how your day-to-day work as a social worker is influenced by feedback from people you come into contact with and from children and young people.

7.3c Work with your supervising social worker or other relevant person to agree and follow a personal development plan.

7.3d Be willing to continually improve your practice and understand how to do this.

7.4 MEETING LEARNING NEEDS AS PART OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Skills and knowledge

7.4a Understand the career opportunities available to social workers within SYNYPARXIS-ERP and who can help you identify your needs and make the most of these opportunities.

7.4b Work with your supervising social worker to access further or higher-level training, development and qualifications.

H. ACTIONS

RECEIVING THE CHILD

WELCOMING THE CHILD INTO THE SHELTER

The person accompanying the child to the home should enter the home with the child to ensure the designated caregiver and social worker is in the home to receive the child. They should go over basic information on the shelter, complete any remaining paperwork, check that the child has the required essentials for their care, and help the child settle into the new environment. The basic procedures are the following:

- The social worker and caregiver is there to meet the child.
- The child is shown where he/she will sleep, keep his/her or belongings, eat and bathe.
- If feasible, the child should be able to state if he/she has a preference for with whom he or shares a room.
- The child is introduced to other children in the home.
- The daily routine, any recreational or educational activities available, and any ground rules or chores that apply to all the children in the home are explained
- Depending on needs the placed child and other children in the home will be given basic items and will have access to the SYNYPARXIS's social boutique (if available)

OPENING AND MAINTAINING THE CHILD'S CASE FILE

All children in care must have their own case file (this is a paper file holding detailed ongoing notes on the child's situation to be kept by SYNYPARXIS-ERP administration. Medical notes should be kept and filed in the child's case file. If children are transferred elsewhere, they should take their medical records with them. The child's case file should contain:

- full details of the child and his/her immediate and extended family (if possible to retrieve)
- description of clothing and possessions the child had on check-in
- the reason for and circumstances of the child's admission
- the child's case history
- any assessments carried out
- medical documentation, including developmental checks and inoculations
- information on any special needs of the child
- the initial care plan, including tracing information
- copies of any completed forms, e.g., tracing application, asylum application, reunification application etc.
- required tasks and who is responsible for carrying these out
- records of contact with the family or previous protection agencies and all relevant information on their circumstances and location

CASE RECORDING BY SOCIAL WORKERS

Case recording is the process of documenting all relevant issues relating to the child on an ongoing basis. All home visits, meetings, telephone calls and other information. Received that relates to the child, should be recorded in the child's individual case file. Recording must be objective and note facts and observations, rather than assumptions. Staff should use existing forms where available.

Confidentiality should be strictly followed with regard to any sensitive information that may be shared with staff or external agencies

PRIORITIZING MONITORING FOR MOST VULNERABLE CHILDREN

Clear criteria are in place to enable cases to be prioritized for monitoring and follow up. In general, during an emergency, twice a day follow-up by a social worker is the standard practice for SYNYPARXIS-ERP. The child may have one or an accumulation of risk factors. High risk factors are similar to those identified by UNHCR² as follows:

- Vulnerable or unaccompanied children under ten years of age
- Girls (depending on the context)
- Association with armed forces or groups
- A history of multiple movements/displacements during separation
- Incapacitating disability or terminal illness of child/parent or caregiver
- Adolescent parents
- Rejection, threat or harassment while conducting daily activities or in community
- Previous occurrence or risk of physical violence, rape, sexual assault or sexual harassment, trafficking or other form of exploitation
- Engaging in survival sex (e.g. sex to access basic needs, food, shelter, protection)

² UNHCR Heightened Risk Identification Tool, first edition currently under revision, can be found at: <http://www.unhcr.org/refworld/pdfid/46f7c0cd2.pdf>

- Forced marriage (or threats thereof)
- Forced labor
- Experiencing or risk of harmful cultural practices
- In hiding (e.g., for fear of being identified or found)
- Detained/imprisoned/denied freedom of movement (for own protection or to prevent socialization)
- Child alleged, accused or recognized as having infringed the law
- Impairment in daily functioning due to mental illness.

ENABLING CHILD PARTICIPATION

- The legal guardian must be consulted in all matters relating to the child and any action must be taken in accordance with their legal rights and responsibilities.
- The child should be consulted regarding his/her views on all matters relating to his/her care and plans. The ability of the child to express his/her opinions will depend on the child's evolving capacities. The worker should, however, help the child to voice his/her opinions and concerns, e.g., through adapted communication tools.
- Children have the right to be heard either directly (depending on the child's age, maturity and circumstances) or through the appointed guardian regarding decisions being made about them.
- The child should have access to adequate and appropriate information to make informed decisions, including the potential consequences of decisions made.
- The child's opinions should be gathered over time. Where possible or where deemed necessary, the child should be asked the same key questions in different ways and on different days in order to counter external influences on the child's opinion.
- The child should be supported in understanding decisions taken.
- The child and social workers must be kept updated with the aims of the placement and progress towards reunification, asylum procedure and of their rights.

PREPARATION FOR REUNIFICATION AND REINTEGRATION

- The needs of the family the child is returning to or being placed with, must be addressed, in collaboration with other service providers, in order to enable the child to integrate and be adequately cared for.
- Contact with family members must be facilitated, unless this is not in the best interests of the child. Letters, telephone calls and other means of communication also should be encouraged.
- Young people should have preparation for independent living and access to longer-term support. This should address their physical, emotional and material needs. Plans for leaving the shelter should ensure that the child is able to look after him/herself, has accommodation to move to and has the capacity to provide for him/ herself via employment. The young person should lead on such preparations, with the support of his/her social worker. The young person should continue to be monitored and supported by the social worker initially where possible. The young person should be encouraged to keep in touch with SYNYPARXIS-ERP.

PREPARING THE CHILD FOR REUNIFICATION

Family reunification for children is a process where children may be warmly accepted by their receiving family,

or scrutiny of the willingness and capacity of the receiving family/ relatives needs to be conducted. The child therefore needs help to prepare for reintegration with family and relatives as follows:

- The child helps to develop his or her reunification/reintegration plan.
- The child is regularly informed of the results of each field visit by social workers and consulted on next steps.
- The child is helped to discuss his or her fears and hopes.
- An older child, he or she is invited to participate in discussions regarding reintegration issues.
- The child has the opportunity to say goodbye to staff and friends.
- The child is given photo albums with pictures of his or her caregivers and friends.
- Where possible, the social workers are encouraged to carry on correspondence between the child and his or her friends
- The child is actively consulted during case follow-up and case closure.

SUPPORT OF CHILDREN'S PSYCHOLOGICAL WELLBEING

The "RESILAND" booklet for professionals is based on experiences of children on the move, and translates the children's key messages, learning and advice into orientations for professionals and officials working with and for children on the move. It provides observations on how stakeholders can support children to feel better, to trust and gain confidence. These observations come down to basic matters concerning the quality of human relations, dignity and respect, a healthy life and perspectives for the future. It invites professionals and officials working with children on the move to build the relationship with children on the move allowing following guidelines, that may also be of use in the context of prevention of disappearance³:

- Engage the child in a conversation about what 'feeling at home' means to him or her. Support the child in creating a personal map of the place of arrival with his or her preferred points of reference and confidence.
- Support the child in making positive social contacts and friends among children, youth and adults from different population groups, with a view to fostering a sense of belonging and making the child feel as a member of community where people care about him or her.
- Give the child space and time to talk about his or her home community and its culture, customs and peculiarities. Listen without pressuring the child to speak about it. Be open-minded about social and cultural differences and acquire a basic understanding of places of origin and the causes and contributing factors that led to the child's departure. This is important for understanding the child's background, for determining the best interests of the child and for identifying a durable solution.
- Seek dialogue with the child about his or her 'migration project' and the underlying risk factors, aspirations and motivations that led to the child's departure. Take the circumstances of the child's departure into consideration for care planning, best interests determination and the identification of a durable solution.
- Engage the child in a conversation about decisions that are important for him or her. Invite the child to express his or her views about their role in decision making processes. Support the child in expressing his or her personal views in decision making processes and discuss with the child ways and means to gain confidence and agency in decision making, for instance learning how to assess the reliability of information

³ Source: Centro de Estudos para a Intervenção Social (CESIS), Defence for Children International – Italy, Family and Childcare Centre (KMOP), Hors La Rue, France, see www.resiland.org: Orientations for professionals and Officials working with and for children on the move.

from different sources, how to estimate risks and opportunities and how to reach a conclusion about the own best interests.

- Support the child in getting prepared for changes in life. Offer counselling for the child to reconcile with the changes he or she has lived through in the past. Help the child to gain confidence in his or her own evolving capacities to cope and to keep track of his or her life project.
- Explore together with the child his or her skills, personal capacities and resources. Seek to understand the type of support that the child needs in order to strengthen and activate these capacities and resources in a way that is oriented to the protection, empowerment and development of the child.
- Support children in testing and developing their social and negotiation skills, knowledge of human nature and people skills as these are essential in their interaction with peers and in communities, with service providers and other professionals and officials. These skills are fundamental for understanding sources of risk and protection that are inherent within human relations.
- Create trusted spaces where a child can talk about experiences with illegal or criminal acts. Inform the child about the law in the place of arrival and the consequences of any infringements.
- Use the child's disclosure to develop tailor-made counselling and support services for the child, while also taking into consideration any possible implications for the child's asylum claim or residence, or the child's status as a victim of trafficking.
- Listen to the child's economic aspirations and responsibilities and show the child that you take them seriously. Engage in an open and trusted dialogue to exchange views with the child and to try to find solutions. Explain any possible limitations imposed by the care arrangements in the reception system and relevant immigration and labor law
- Support the child in acquiring tools and methods for keeping calm and in control of his or her life, even in difficult situations.
- Talk to children about identity documents and what they mean to the child. Provide them with information about the importance of these documents, who is authorized to check or take them, and what it means for the child to be with or without documents.
- Treat the child with respect and be sensitive to preserving her or his dignity, though the quality of personal relations, targeted assistance and support and a pleasant, healthy and protective environment.
- Engage the child in a conversation about human rights, the rights of the child and the Convention. Seek to relate these rights to the present situation of the girl or boy concerned and their aspirations for the future.
- Support the child in understanding the role of the guardian and use the support offered by the guardian or an equivalent body in a sensible way to promote his or her best interests.
- Support the child in gaining an understanding of the reception and protection systems in the place of arrival, including the mandates and roles of different professionals and officials whom the child is going to meet with. Encourage the child to be open about telling her or his story, even if it is difficult to go through repeated meetings and interviews. Raise the child's awareness about the importance of being honest in order to maintain her or his credibility in the asylum procedure.
- Work closely with the child to develop a life project that provides a transparent structure, helps the child to use the time in a meaningful way and to balance different interests and aspirations. A life project helps to obtain clarity about achievements, obstacles and setbacks and how to deal with them, within the opportunities and limitations offered by the reception system in the country of arrival and in the case of transfer to another country or return.
- Consult with the child to assess the appropriate level and type of school or training and to understand what support the child needs to succeed. Make sure that the child has access to quality education that is appropriate to his or her aspirations and ensure the child receives certificates of any school years or courses completed.
- Encourage and enable children to engage in leisure time activities, sports and recreation, individually and together with peers who share similar stories as well as children, youth and adults from the host community.
- Talk to children about their needs in relation to religion and spirituality and be open-minded about the

potential symbolic value of achievements, items or objects. It is important to accommodate the child's religious and spiritual needs and to respect the child's choices, with due consideration to the best interests of the child.

- Invite the child gently to recall good memories about his or her home and about the journey and to share them with trusted persons, as they are part of the child's identity and can give a meaning to the child's current situation.
- Support the child to remain in contact and to uphold relations with his or her family and community of origin, in accordance with the best interests of the child and confidentiality rules in the asylum procedure. Seek to mediate between any possible expectations from home and the reality of the child's situation in the place of arrival with all relevant opportunities and limitations.
- Be sensitive to the role and responsibilities of the child in light of the child's migration project and the underlying decisions taken in the home community. Seek to understand the implications that these may have on the child's behavior and decisions in the place of arrival. Engage in a dialogue with the child about these matters, be transparent and clarify any related opportunities, risks and limitations in the place of arrival.
- Inform the child about the rules and regulations concerning employment of children in the country of arrival and the relevance of age and immigration status. Talk to the child about the risks of informal labor and support the child in finding safe and legal income generating activities that do not interfere with the child's schooling, health and developmental needs. If that is not possible, consult openly with the child about the given limitations and try to find acceptable alternatives.
- Be open with the child about the changes that will occur after the child turns 18 years old. Explore together with the child what kind of support the child needs in order to succeed in the transition into adulthood and an independent life.
- Seek to solicit the child's views about return or reunification (whichever applies) and understand the correlated risks and sources of protection. Ensure that the child's views are heard, understood and taken into account in the best interests of the child.
- Children should also be informed of the risks they could incur if they abscond from the protection system.
- Highlight that other children are going through similar experiences and have been in the same situation before which proved helpful.

I. DUBLIN REGULATION III - BEST INTEREST ASSESSMENT (BIA)

According to the Greek Ministry of Migration and Asylum, the objective of the Dublin III Regulation is to ensure quick access to the asylum procedures and the examination of an application on the merits by a single, clearly determined Member-State of Europe. The Regulation establishes the Member-State responsible for the examination of the asylum application.

BIA is a tool developed with the contribution of UNHCR, UNICEF and EASO taking into consideration other existing tools and reports used by various NGOs in order to **serve the needs of family reunification applications of unaccompanied minors and** gather all necessary information required by Member-States when assessing family reunification cases of UAM's.

INTRODUCTION TO BIA

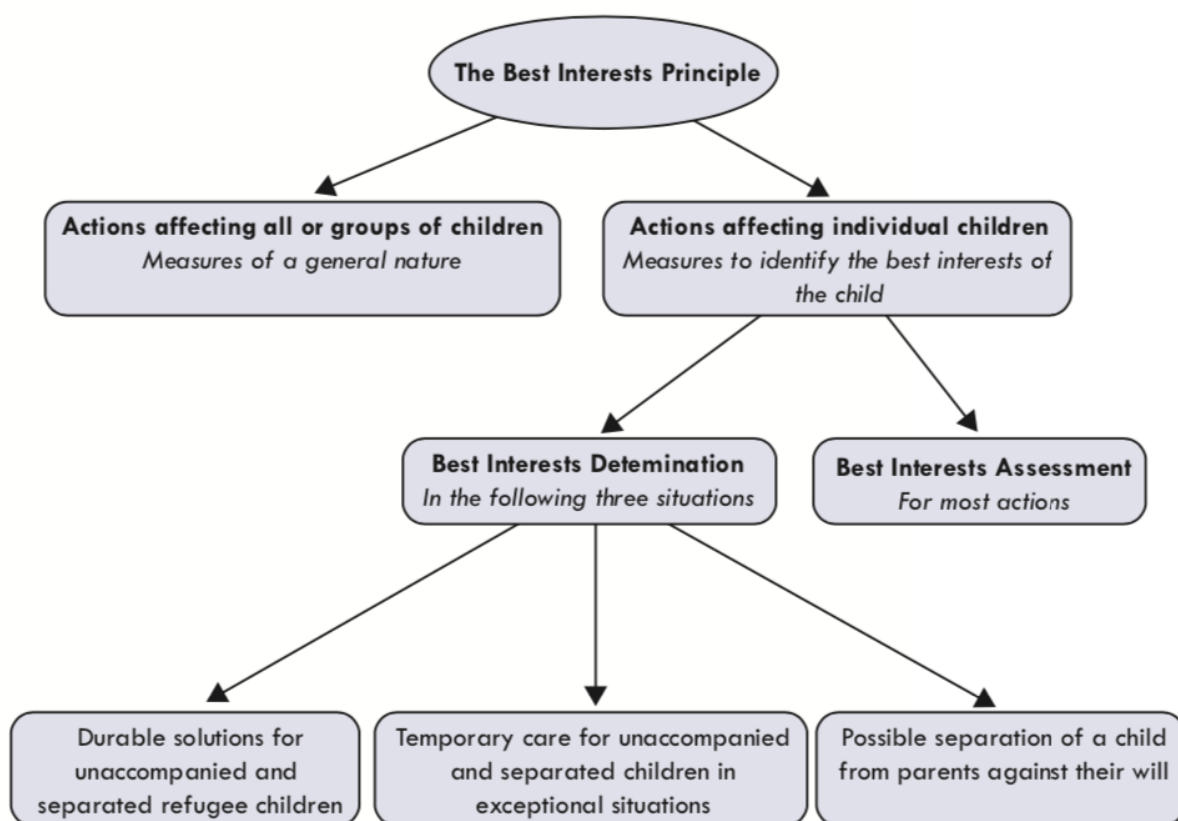
A set of actions are in place to safeguard the mental and physical wellbeing of the child, where there are concerns that a child may be at risk of or is experiencing abuse, exploitation or neglect. The social workers act

in accordance with national legislation and the present protection procedures and consider the following:

- Decisions should be made in a timely fashion, particularly for infants and young children.
- For all children, there should be separate meetings with the child, in order to monitor the child’s wellbeing, provide support, and gather vital information that will help in decision-making.

A “best interests assessment”(BIA) is an assessment made by staff taking action with regard to individual children, designed to ensure that such action gives a primary consideration to the child’s best interests. The assessment can be done alone or in consultation with others by staff with the required expertise and requires the participation of the child.

Application of the best interests principle by UNHCR



1. SETTING UP A BIA PROCEDURE

1.1. PROCEDURAL SAFEGUARDS

For the integrity of the BIA process, it is essential to adhere to basic procedural safeguards as recommended in these Guidelines: adequate child participation; the involvement of persons with different relevant expertise; and the systematic documentation of each step of the procedure.

To ensure the integrity and quality of the BID process:

- all those involved must sign the SYNYPARXIS - ERP Code of Conduct as well as the undertaking of

confidentiality

- they should not be involved in an individual BIA case if there is a conflict of interest, such as in cases involving friends or relatives; and
- they should receive training on the BIA Guidelines, the Code of Conduct and on other relevant issues.

1.2. ESTABLISHING STANDARD OPERATING PROCEDURES (SOPS)

The BIA should not be established in isolation but should be part of a comprehensive child protection system. These guidelines are part of SYNYPARXIS-ERP overall child protection policy. The policy includes individual registration, documentation, refugee status determination, tracing as well as monitoring, reporting and referral mechanisms.

1.3. DESIGNATING A BIA SUPERVISOR

The staff member responsible for setting up and supervising the BIA process is the SYNYPARXIS Director of Social Services. The BIA supervisor is essentially responsible for the following tasks:

- to set up and monitor the BIA process
- to develop or amend existing Standard Operating Procedures;
- to provide training and uphold integrity and confidentiality of the BIA process, ensuring that the Code of Conduct and the undertaking of confidentiality are signed by all those involved in the BIA;
- to maintain a dialogue with competent local and national authorities, keeping them informed periodically, if they are not directly involved in the BIA;
- depending on the context, to review the BIA analysis and the
- to ensure that the BIA process is properly documented;
- based on the operational context, to determine how to prioritize cases for a BIA in a fair manner.

SYNYPARXIS' Director of Social Services is the BIA Coordinator in cooperation with the Scientific Coordinator of each shelter. In order to ensure consistency between procedures in the various shelters and ongoing support and coordination of the BIA process.

1.4. ASSESSING RESPONSIBILITY FOR COLLECTING INFORMATION

The Child Welfare Officers, i.e. the Social Workers of the shelter are responsible for collecting all information needed for the BIA process. The child welfare officers must have child protection, community services or child welfare expertise. They should not be selected from within the refugee community. The expertise required of a child welfare officer includes:

- familiarity with age-specific interviewing techniques;
- ability to assess age and maturity;
- understanding of child rights;
- gender-sensitivity;

- knowledge as to how cultural, religious and socio-economic factors may influence the child’s behaviour and understanding;
- expertise in psychosocial counselling involving an understanding of mental and physical development of children, ability to recognize signs of distress.

1.5. WORKING WITH INTERPRETERS AND GUARDIANS

Interpreters in the BIA process should have access to specific training. interpreters should be aware of the impartiality of their role, respect confidentiality, and possess the ability to show sensitivity to gender, age and cultural matters.

The guardian should always be consulted when collecting relevant information. Those appointed by the authorities to represent the child during judicial proceedings should normally be asked to attend panel sessions.

1.6. SIMPLIFIED PROCEDURES FOR PARTICULAR SITUATIONS

A simplified BIA should be limited to the following situations:

- before family reunification;
- for medical or protection emergencies, requiring an immediate resettlement response;
- for sudden movement of large numbers of unaccompanied and separated children over a short period of time, where practical constraints limit the capacity of SYNYPARXIS-ERP to undertake a full BIA.

2. COLLECTING INFORMATION

The information collected by the child welfare officer must include:

- verification of existing documents providing information on the child;
- interviews with the child and, if appropriate, observations;
- interviews with persons within the child’s network including, care- givers, extended family and siblings, friends, neighbors, teachers, community leaders and workers, the guardian;
- background information on conditions in the geographical locations under consideration; and
- the views of experts, as appropriate.

2.1. VERIFYING EXISTING INFORMATION ON THE CHILD

Collecting information should begin as soon as a child is welcomed to the shelter and within 48 hours. The social history record at the outset will provide a useful starting point for the BIA process. Verifying this information is important to avoid subjecting the child to repeated interviews, especially in cases involving distressing events. The child welfare officer must be given access to all relevant information in order to be able to present an informed recommendation to the panel.

He or she should also be given access to relevant parts of individual files kept by partners and NGOs, if they contain information that is relevant to determining the best interests of the child. Such information should normally only be used as background information to respect data protection. Data sharing agreements would need to be concluded with or among partners.

2.2. EXPLORING THE VIEWS OF THE CHILD

A child who is capable of forming his or her own views has the right to express those views freely, in all matters that affect him or her. The process should support the child to share his or her views. The BIA process should be explained and discussed with the child and relevant adults, such as parents or foster parents, from the outset. They should then be kept informed throughout the process. The child welfare officer will need to ensure that the BIA is understood by all involved.

2.3. INTERVIEWING FAMILY MEMBERS AND OTHER PERSONS CLOSE TO THE CHILD

Relevant information should also be collected from persons close to the child, as their in-depth knowledge of the child can be very valuable for the BIA process. This is particularly the case of parents (if present), siblings, foster parents as well as guardians. The child's assistance can help map the network of persons who are close to him or her, as well as their relationship.

In cases of separation of children from parents against their will, the parents have a right to be heard, and their views must be recorded separately.

2.4. RELEVANT BACKGROUND INFORMATION

A decision on what constitutes the Best Interests of the child must also take account of information from external sources obtained through independent research. Depending on the circumstances, such information, gathered from public or internal sources, could include:

- the security situation in the various geographical locations and risks to the child's safety (including potential international protection needs, exposure to sexual abuse and exploitation, as well as harmful traditional practices) and the possible impact of the security situation on the child;
- discrimination patterns against girls, in particular those unaccompanied or separated in the various geographical locations;
- feasibility of ensuring continuity in the child's upbringing and maintaining links with his or her own ethnic, religious, cultural and linguistic background;
- availability and quality of health services in the various locations, with particular attention to specific medical and psycho-social needs of the child, such as caused by disabilities, HIV/AIDS, domestic violence, other forms of sexual and gender-based violence;
- availability and quality of educational services in the various locations, not only in terms of facilities available, but also the quality of the education and safety of the school environment, and how such services prepare the child to lead a meaningful life in society;
- customary attitudes and support of the community for children in general, and for unaccompanied and separated children in particular, both before flight as well as in exile, and resources available for such support, including opportunities for social integration into the community, and its capacity to care for and protect children, particularly those with specific needs.

2.5. SEEKING THE VIEWS OF EXPERTS

In some cases, it may be useful or necessary to seek expert medical and psycho-social views, particularly in assessing children who have experienced traumatic events, and those with mental or physical disabilities. Such expertise may help determine whether the child's ability to provide information is affected, for instance, by trauma. Investigations must not, under any circumstances, violate the child's physical or mental integrity. In the absence of local expertise, access to the services of experts located in the capitals or elsewhere may be arranged.

3. BALANCING COMPETING RIGHTS IN MAKING A DECISION

The result of the BIA must take account of the full range of the child's rights, and hence consider a variety of factors. The primary consideration for decision-makers is to determine which of the available options is best suited to securing the attainment of the child's rights, and is thus in his or her best interests. The BIA should be informed by decisions already taken or under consideration by competent State authorities, notably court decisions on custody.

3.1. VIEWS OF THE CHILD

The views of the child be given "due weight in accordance with the age and maturity of the child". In implementing this requirement, it is important to bear in mind the following factors for all age groups:

- A flexible attitude to age, taking account of relevant cultural and developmental factors is required. Children as young as eight can make good, well-informed decisions about serious matters affecting their lives.
- Maturity implies the child's ability to comprehend and assess the implications of various options. For instance, the child may only have limited knowledge and understanding when it comes to a decision on resettlement to a distant country.
- Traumatized children, like adults, may have difficulties in expressing themselves, acquiring knowledge and solving problems. It is recommended to involve experts if necessary.
- In cases of family reunification, any reluctance on the part of the child or his or her family to be reunited must be carefully assessed. Reasons may include painful memories of the separation which are difficult to overcome, feelings of anger at being abandoned by the family, or fear of having to live with persons with whom the child is not familiar (particularly in cases where one of the parents remarried). Where possible, obstacles should be addressed through social services, family mediation and counselling, rather than simply relying on the child's preference.
- The views expressed by the child may wholly or partly be the result of manipulation by others, in which cases efforts should be made to determine the real views of the child.

3.2. VIEWS OF FAMILY MEMBERS AND OTHERS CLOSE TO THE CHILD

The more important and meaningful the person's relationship is for the child, the greater the weight that should be given to their views. Caution must, however, be paid to potential conflicts of interest, such as where there are indications that the relationship may be abusive or exploitative.

3.3. SAFETY AS A PRIORITY

If the BIA assessor finds that the child is exposed or is likely to be exposed to violations of fundamental human rights, this would normally outweigh any other factor. The need for access to life-saving treatment for mentally and/or physically ill children or children with disabilities should be given the same priority. Safety considerations must remain an important factor, but will not automatically outweigh other factors in cases where it has been determined, after a comprehensive assessment, that the harm is of a less severe nature.

3.4. THE IMPORTANCE OF THE FAMILY AND OF CLOSE RELATIONSHIPS

Various international human rights instruments, including the 1948 Universal Declaration of Human Rights (Article 16) state that the family is the natural and fundamental social group unit and is entitled to protection from society and the State. Article 18 of the CRC requires the State to support parents and legal guardians in performing their child-rearing responsibilities, as laid down in Articles 3 (2), 7, 9, 10, 18 and 29 of the Convention. It follows that, for unaccompanied and separated children, all BIDs should ultimately address the extent to which family reunification is attainable.

Emphasis should also always be placed on the continuity of the child's relationship with the parents, siblings and other family members because:

- this continuity is vital to the child's feelings of security;
- identifying with parental figures is essential to the process of socialization, in which a child adopts the values and norms of society, and develops the capacity to empathize with others;
- continuity of the child's contact with his or her external surroundings, including people and places, has an important psychological effect on developing and maintaining the child's inner stability.

3.5. NURTURING THE DEVELOPMENT NEEDS OF THE CHILD

Article 6 of the CRC calls on States to ensure to the maximum extent possible the survival and development of the child. This includes the physical, mental, spiritual, moral, and social development of the child, in a manner compatible with human dignity.

The feeling of being wanted and valued is the basis for a healthy emotional life. Such feelings are rooted in family relations, and broaden as a person matures into increasingly larger circles that encompass relatives, peers, the community, and society. The need to feel valued grows into a need to belong to social groups and have a place in society. It is therefore important to prevent possible uprooting effects of the BIA decision. Continuity of contact with external surroundings, including people and places, has an extremely important psychological effect on the child's development and inner sense of stability.

3.6. BALANCING BEST INTERESTS OF THE CHILD WITH RIGHTS OF OTHERS

The interests of a child can sometimes conflict with the interests of other persons or groups in society. The general principle contained in the CRC provides that the best interests of the child shall be a primary

consideration. The Convention does not, however, exclude balancing other considerations, which, if they are rights-based, may in certain rare circumstances override the best interests considerations.

4. INFORMING THE CHILD AND FOLLOW-UP MEASURES

The assessor of BIA must set up a system to ensure that the child is informed of the decision as soon as it is made.

There may be instances where the child is hostile. Honest and frank communication between the child welfare officer and the child, particularly on the practicality of the desired option and on available options is necessary. Prior counselling may also be helpful in some circumstances, but should not lead to undue delay

The child welfare officer should therefore be ready for different reactions, and have considered various ways, in line with the best interests of the child, to implement the changes in his or her life as gently as possible.

5. KEEPING RECORDS

All information collected, including interview protocols, BIA forms and other materials, should be kept in a single file. The Individual Care Plan (Ατομικό Σχέδιο Φροντίδας) will be developed based on the BIA process and will be kept in each BIA file recording all stages in implementing the BIA decision. This will help to monitor implementation. Access to BIA documents is restricted to staff authorized by SYNYPARXIS. Files must be kept locked in a secure location. It is recommended to keep an electronic copy in read only format of the BIA report form. Active children's records are maintained in the file cabinet in the staff office. The office will be locked at any time staff is not physically inside this area. Children are not permitted in the office unless a staff member is present. Access to children's records is, in general, restricted to those staff members with a need to know. This access includes treating staff, social worker, psychologist, lawyer, Head of Social Service, and SYNYPARXIS- ERP Director.

Access to records by other staff is related to function and generally consists of administrative staff archiving records or for licensure or contractual quality assurance/utilization reviews. The Shelter Coordinator is responsible for ensuring proper storage and security of children's records. Inactive children's records i.e. records of children who have left the shelters will be stored and locked in appropriate filing in the KSPM headquarters.

The Scientific Coordinator of each shelter is responsible for preparing the files for storage.

If the program should cease operation, records will be transferred to headquarters, its survivor, or to another designated area by SYNYPARXIS management.

6. CHANGING THE BIA DECISION

Normally, a BIA report can be reopened if there have been changes in circumstances, such as successful tracing or the emergence of new evidence etc.

During this procedure, we will always act in the minors' best interests and we will always take his/her views into account – for example, as to whether he/she would like to be reunited with a relative or would prefer not to do so. We will never send him/her to a country where he/she does not wish to go.

J. SOCIAL WORKERS' SOUGHT PROFILE

PRACTICAL GUIDANCE AND LIST OF COMPETENCIES

A holistic approach to work with the unaccompanied children is necessary to cover all their needs in a comprehensive manner. The relationship between the social worker with the unaccompanied minor is then briefly described, mostly in question form, which is followed by a clarification on what needs to be done and the appropriate competencies are then listed. The following guidance is drawn from the "Training manual on social integration refugee children and unaccompanied minors for developing social workers' competences (ACCESS)".

PROFESSIONAL COMPETENCIES

MINOR-SOCIAL WORKER RELATIONSHIP: HEALTH

How does he/she feel and if there is any health problem, where does he/she think it came from and/or what to do

TO DO:

How is his/her health status, physical and psychological?

COMPETENCIES:

Ability to look up possibilities for medical support

MINOR- SOCIAL WORKER RELATIONSHIP: EDUCATION

What skills and resources does she/he have; these include e.g. completed school or vocational training, attendance at a religious school (e.g. Qur'an school) occupation, household or agricultural skills, technical skills, etc.

To Do:

What possibilities do I have to include him or her in educational systems?

Competencies:

Have knowledge of the local educational system and infrastructure and the access to it

MINOR- SOCIAL WORKER RELATIONSHIP: RIGHTS

What does he/she already know about his/her rights

TO DO:

What are his/her special rights and how does he/she get access to them

Competencies:

Be able to establish contact with a lawyer and having basic knowledge of the local/national asylum law

Be able to read and understand the relevant laws and regulations

Knowledge and expertise - of the laws applicable in the situation they want to solve or to know the procedures which can be applied in such cases. This is important in light of the fact that wrong benefit information can create a lack of confidence in the social worker;

KNOWLEDGE OF ASYLUM LAW

MINOR-SOCIAL WORKER RELATIONSHIP: AUTHORITIES

What does he/she think about the authorities; what has he/she experienced with them already?

To Do:

Has there already been contact with the authorities?

Competencies:

Ability to get to know the relevant institutions and their procedures and the way they treat immigrants

Having the know-how of how to deal with them. What would the outcome be, were the social worker to lose patience or get angry with officials?

ABILITY TO RELATE THE SELF TO THE OUTSIDE WORLD

MINOR- SOCIAL WORKER RELATIONSHIP: PRINCIPLES OF THE RELATIONSHIP

Describe the principles of the relationship to the minor

To Do:

Clarify the principles on which the relationship should be based. They don't have to be that professional but very clear.

Competencies:

Reflect their own position and work

Self-reflection

Humility - being able to question oneself, being aware of one's strengths and weaknesses

Altruism – instinctive way to deal with people from a different cultural background & life experience

Intercultural understanding, which includes the ability to reflect on one's own ethnocentrism.

Flexibility – being able to adapt one's behaviour according to the people and the situation with or without

anticipation

Open mindedness

BEING ABLE TO USE A FULL RANGE OF COMMUNICATIONS SKILLS

MINOR-SOCIAL WORKER RELATIONSHIP: COMMUNICATION

Does she/he really understand what I am saying to her/him?

Is she/he able to express him/herself?

Am I able to explain everything properly to him/her; do I understand what he/she is saying to me?

To Do:

Find a basis for communication; if you can't, search for somebody who can, then try to recruit this person in case of need. You can even arrange for these translators to help over mobile phone.

Competencies:

Active Communication skills

- Intercultural communication abilities
- Verbal & non-verbal communication skills
- Language skills play a large part in gaining trust.
- Being sensitive.

Receptive Communication skills

- Comprehension
- Listening capacity
- Attention

BUILDING A RELATIONSHIP OF TRUST

MINOR-SOCIAL WORKER RELATIONSHIP:

How can the social worker understand the refugee minor's perspective?

To Do:

Build up a relationship of trust.

Establish trust based dialogue

Competencies:

Be empathetic

Be reliable

To see and find situations of safety, development and experience in which the minor develops life experience, self confidence and trust in a logical sequence of actions and consequences

Be responsible

Ability to Empower People

MINOR- SOCIAL WORKER RELATIONSHIP: FUTURE

What are his/her wishes regarding the next time/steps?

To do:

What are my possibilities in quantity and quality to support him/her?

Define and communicate your own role in the relationship between him/her and you.

What are you able to do?

Competencies:

Being able to activate the resources of the minor.

Being able to empower the minor

Being able to help the minor to build up social capital (network contacts)

Networking competencies

Minor-Volunteer/Social Worker Relationship: Networking

Which Network already exists in his or her surroundings?

Which Network do I have to support him or her?

To Do:

Activate Networks or build up a new one.

Competencies:

Networking ability

Knowledge about the local organisations dealing with refugees

The structure of the network should include organisations with staff who can speak foreign languages.

Psychological and strategic abilities

MINOR- SOCIAL WORKER RELATIONSHIP: FLIGHT

How has he/she experienced fleeing?

What was the reason for fleeing?

To Do:

Preparing to demand asylum.

- Has there been any contact with authorities in another European country?
- Is the reason for seeking refuge a valid claim?
- Has there been any mistreatment during re-locating?

Competencies:

- In the case of disturbing accounts concerning the need to have fled, to keep a professional distance. Not to get too deeply involved.
- To be able to create a dynamic experience in the minor's life and feelings
- A social worker has to be confident and shouldn't fear making a mistake during the process. He/she should make a strategy for intervention and thus gain experience in this way.

MINOR-SOCIAL WORKER RELATIONSHIP: STRATEGIES

- How can the minor be part of setting up the plan or strategies?

To Do:

- Explain each step to be done and ascertain that the minor has fully understood it.
- Make a plan, which deals with every possibility

Competencies:

- Being able to build a structure
- Intercultural Knowledge - of a minimum of customs and traditions of the refugee child's/unaccompanied minor's country of origin, so that if possible, cultural barriers are greatly reduced.
- Organizational skills and knowledge of local law to help avoid setbacks that would cause loss of gained trust, e.g. immigration, housing, educational issues.

FURTHER GENERAL COMPETENCIES

EXPERIENCE AND OPEN-MINDEDNESS

Experience - working with people from multicultural backgrounds as well as having an open mind – very often, reactions of refugees to certain issues is unpredictable. The experience of having worked with people from multicultural backgrounds is an extremely valuable asset towards making a good social worker. Furthermore, due to cultural differences, "an open mind helps enormously in working with this group of people, who are often vulnerable".

CREATIVITY

Creativity – being able to innovate one's methods and resources.

Making use of creative, deductive and pedagogical tools and methods while interacting with the refugee. (Film

and drawing are example in this case).

PATIENCE

Patience - many refugees have endured abuse in their home country, the resulting trauma has repercussions on their behavior until they get used to their host country. Most of them are still afraid and fearful and therefore patience plays a vital role to win their confidence whilst providing them useful services.

To summarize, being patient, calm, non-judgmental, empathetic, assertive, communicative, consistent, consequent, culturally aware, pragmatic and being an active listener are helpful competencies for social workers working with minors.⁴

K. COMMUNICATING WITH CHILDREN

KEY MESSAGES

- Children have the right to express themselves and to be listened to.
- Children have the right to receive necessary information to form their own views and opinions.
- Child protection staff must act as advocates for children and assist them in finding solutions for their problems and setting their own priorities.
- Interviewing children should be done only by trained, skilled staff.
- Interviewing children may have ethical implications; the principles of “do no harm” and the best interests of the child should always be applied.
- The length and complexity of asylum procedures may lead to frustration, fear, lack of trust in the protection system and generate false expectations. Clear and thorough explanations of the services to which the child is entitled and available procedures to be applied to his or her situation is essential to avoid absconding. It is also important to routinely engage with the child and provide updates about the process they are or will be subjected to and what it is likely to involve.

⁴ ACCESS –Training manual on social integration, refugee children and unaccompanied minors for developing social workers’ competences, LLP Grundvig Learning partnerships project 2011-2013 (<http://access.ceipes.org/>)

CHILD
SAFEGUARDING
POLICY



1. INTRODUCTION

This policy applies to all staff, volunteers, management and anyone working within the shelters of SYNYPARXIS-ERP. The purpose of this policy is:

- To demonstrate the commitment of SYNYPARXIS-ERP to keeping children safe, regardless of gender, ethnicity, disability, sexuality or religion.
- To demonstrate SYNYPARXIS-ERP duty to act appropriately when there are any allegations, reports or suspicions of abuse and to work in partnership with statutory agencies who have a legal duty to investigate
- To provide anyone working for or on behalf of SYNYPARXIS-ERP or other actors operating within the shelters with clear guidance and procedures for reporting and recording concerns
- To ensure that any allegations and suspicions are fully investigated internally and the findings are communicated through appropriate inter-agency channels

This policy is part of SYNYPARXIS-ERP Internal Operating Procedures which responds to misconduct within and outside of the workplace in a comprehensive approach.

SYNYPARXIS-ERP ensures that anyone working for or on behalf of SYNYPARXIS-ERP as well as third parties are informed about the policy and procedures about how to report abuse and will monitor they understand and agree to abide by the policies and procedures in induction, team meetings and supervision. For the purpose of this policy, a child is a person aged below 18 that is a resident of the shelters.

The policy is based on the following principles:

- The rights of the child to safeguarding from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child (UNCRC).
- The welfare of the child should be safeguarded and promoted.
- When there is a conflict of interest the needs of the child are always paramount.
- Recognition of the importance of parents, families and staff in children's lives.
- Recognition of the importance of working in partnership with other partner agencies in the safeguarding of children.
- Recognition of the rights of staff and volunteers to learning events and support.

2. DEFINITIONS OF ABUSE

It is difficult to define "harm" to children because children can be abused in so many ways depending on the context. They may be abused in a family, an institution, community or faith setting, or via social media/internet. They may be harmed by an adult or adults or another child or children⁵:

⁵ The definitions of abuse were based on the "Child Safeguarding Standards and how to implement them" by Keeping Children Safe, https://www.keepingchildrensafe.org.uk/sites/default/files/resource-uploads/KCS_STANDARDS_2014.pdf

Physical abuse: actual or potential physical harm perpetrated by another person, adult or child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Sexual abuse: forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has little choice in consenting to. This may include, but is not limited to, rape, oral sex, penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching. It may also include involving children in looking at, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation: a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim's options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual.

Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods. It may also involve opportunistic or organized networks of perpetrators who profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

Neglect and negligent treatment: allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It also involves maternal neglect during pregnancy and after birth as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

Emotional abuse: persistent emotional maltreatment that impacts on a child's emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyber bullying), and threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

Commercial exploitation: exploiting a child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

Bullying: Bullying is often considered to be a fifth type of abuse but when it does occur it usually has elements of one or more of the four categories identified. The bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying can take place in the virtual world of social networking sites, emails or text messages.

Bullying should not be ignored, and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim.

Bullying takes many forms but ultimately it is the perception of the victim that determines whether or not they are being bullied rather than the intention of the bully.

Poor Practice: Incidents of poor practice arise when the needs of children are not afforded the necessary priority, compromising their wellbeing. Poor practice can easily turn into abuse if it is not dealt with as soon as concerns are raised or reported. Examples of poor practice may be shouting, creation of intra-classroom 'elites', ridicule of other's errors, ignoring health and safety guidelines and failing to adhere to the code of conduct.

Lastly, awareness or suspicion by caregivers and legal guardians of any sort of abuse by others as defined herein.

1. COMPLAINTS POLICY

POLICY

SYNYPARXIS-ERP maintains a child grievance procedure to ensure that children' complaints are dealt with promptly and in an unbiased manner.

Children are provided with a written description of the grievance procedure and the Child Grievance Form (See Annex for the Child Grievance Report in Greek) upon admission to the shelter. Staff are responsible for advising children of their rights and of the grievance procedure, including that a staff member will assist them to complete the form and file the grievance.

PROCEDURE

If a child expresses a concern or makes a complaint concerning their admission to or stay at the shelter, s/he can take the following steps:

- The child will discuss the matter fully with the social worker, who will make a decision on any corrective action required within the boundaries of his/her authority. The social worker will notify the Scientific Coordinator of the child's concerns and the action taken.
- If the child is still unsatisfied with the outcome, the child may submit a request for intervention to the Head of Social Service, who will acknowledge receipt within 5 days. The Head of Social Service will take any required corrective action within 7 days and inform the child, in writing, of the resolution.
- Children have the right to ask assistance of another person to speak on their behalf or help fill out the grievance form.
- Child grievances are reported to the Head of Social Service on a monthly basis. The Head of Social Service submits the reports to the KSPM management which in turn reviews all grievances quarterly and annually, providing a level of review that does not involve the child or person about whom the complaint was made or the person who reached the decision.
- Copies of all documents are placed in the child file.

2. ROLE AND RESPONSIBILITIES OF STAFF AND MANAGEMENT

CHILD SAFEGUARDING LEAD

The designated child safeguarding lead (CSL) is the Head of Social Services of SYNYPARXIS-ERP and monitors and implements PSS and case management for the organization's beneficiaries. The purpose of the role of the child safeguarding lead is to take the lead role in ensuring that appropriate arrangements are made in order for SYNYPARXIS-ERP to keep children safe. The duties and responsibilities of the CSL are to:

- Ensure all safeguarding policies and procedures are up to date and implemented correctly
- Ensure all staff, volunteers and other parties operating in the shelter are aware of the policies and procedures and what to do if they have any concerns
- Receive and record confidentially information from anyone who has safeguarding concerns or wishes to report incidents
- Implement group and individual sessions with children and mothers in relation to rehabilitation of harm, first level investigation of reported, suspected or witnessed harm
- Take the lead in dealing with any allegation against a member of staff or volunteer and forward the allegation to management for investigation
- Consult with, pass on to and receive information from statutory agencies and other actors, including making a formal referral where necessary following the existing referral pathways in the country
- Be familiar with and keeping up to date with safeguarding issues relating to beneficiaries
- Attend training from time to time in issues relevant to safeguarding and share knowledge with workers and management
- Attend team meeting, supervision and management meetings as required
- Address staff concerns around child safeguarding
- Provide advice on safeguarding to colleagues
- Carry out risk assessments for an activity /event involving children

SHELTER COORDINATOR

The Shelter Coordinator is the central reference point for child safeguarding and protection operations at each shelter. The role is not confined in strict definitions, but rather cover a broad spectrum of responsibilities as follows:

- Overall coordination of safeguarding developments
- Ensuring all new staff have police/background checks done
- Checking that images and any media material of children do not breach the child safeguarding policy
- Implements child safeguarding policy on the ground
- Ensures all staff are on board and following child safeguarding procedures
- Coordinates and liaises with other agencies and actors to facilitate access to education whenever possible, recreation, health and other required services, and should liaise with social work/community outreach/ child protection staff in case management activities
- Ensures that safety procedures and protocols are followed.
- Is the Contact Person for emergencies.

SHELTER SCIENTIFIC COORDINATOR

The Shelter Scientific Coordinator leads the implementation and follow up of the child safeguarding policy at all levels within the shelter and makes the final decisions on child safeguarding cases, namely incidents reported, allegations or suspicions. Specifically, the Scientific Coordinator is responsible for the following:

- Ensure child safeguarding policy is implemented
- Enforce Code of Conduct and monitor adherence to it
- Oversee the implementation of the child safeguarding policy and regularly monitor implementation
- Managing all aspects of reporting and responding to incidents
- Assessing prospective partners to determine whether or not they have contact with, or impact upon, children
- Building assessment of child safeguarding risks into project development
- IT systems are monitored to ensure usage does not breach the child safeguarding policy
- Providing of necessary information on child safeguarding concerns and incidents to KSPM-ERP management

CHILD EDUCATORS, CAREGIVERS

- Become familiar with the child safeguarding policy
- Be aware of abuse and risks to children
- Abide by the code of conduct
- Prevent abuse and protect children
- Report concerns as per the designated procedures
- Promote good practice & challenge poor practice
- Children and their mothers are informed of complaints procedures and how to report any concerns/misconduct
- be able to give reassurance and to calm the children
- be ready and able to respond to children's needs of varying ages
- have some knowledge of basic child health and development
- be trained on child safeguarding and should have signed a code of conduct
- Create a friendly and inviting atmosphere by providing consistent attention, care and support to children, and by creating routines
- Play with the children and enhance their creative qualities

ALL STAFF

There is a collective responsibility by all staff at the shelters to follow, promote and adhere to the child safeguarding policy in order minimize any risk of harm to children in and out of the shelters. The staff are the primary contact points with children and should be vigilant on any suspected, witnessed, or reported cases. Their obligations therefore cover a broad spectrum of responsibilities:

MESSAGES TO PASS ACROSS TO CHILDREN

- Their views and expectations on what they have seen and lived are important as well as their perception of harm
- It is possible to give space to telling and sharing of emotions on any traumatic or harmful event they have gone through.
- Each child brings with him/her a heritage of rights, values, culture, skills, affection, ideals and desires that have to be protected and enhanced

INFORMATION TO BE PROVIDED TO CHILDREN IS AS FOLLOWS:

- Rules and regulations of the shelter
- Information about the roles of different staff and especially CSL, and Shelter Coordinator
- Geographical information about where they are
- Explanation of harm and harmful incidents
- Risks which child could incur at the shelter
- Access to psychosocial support
- Right to education
- Complaint procedure
- Informing the children about the risks they face at the camp
- Who to go to if they experience or witness harm in or outside of the shelter

OBSERVATION OF CHILDREN

Observation takes place in all areas of the shelter, both indoors and outdoors as well as outside of the shelter, i.e. during excursions etc.

A. Behavior profile

- A1. Participation /adaptation to the daily schedule
- A2. Level of personal and social autonomy

B. Affective/relational profile

- B1. Relationship with peers
- B2. Relationship with adults, including mothers and staff

C. Basic literacy

D. Pre-existing vulnerability

E. Cultural dimension

RECEPTION, REASSURANCE AND GUIDANCE

Welcoming children, explaining who SYNYPARXIS-ERP is and what it does (analysis of individual needs, issues to be focused on and identification of vulnerable cases). The first encounter is crucial for building a close

relationship. This semi-structured action sends a clear message about the procedures used to benefit from the services that are provided to the children. This process should include the following:

- Welcome and presentation of the staff, of the CSL and the other staff and services available to them
- Delivery of any materials and guides. Welcoming at the shelter
- Explanation of the “security” and the protection intended at the shelter

REPORTING

All staff have the responsibility to share any suspicions, report allegations and incidents with the CSL as well as with the Shelter Coordinator immediately after they take notice.

For incidents that take place in their presence, they isolate the perpetrator, either that would be another adult or another child, and remind them of the rules of the shelter. Then they forward them to the shelter Coordinator.

At the same time, they ensure that the child is not in physical danger and then forward them to the CSL. If the child needs medical care, then immediate arrangements are made to escort them to medical services, i.e. the hospital. If the child is unescorted, the parent/ legal guardian is notified.

3. COOPERATION WITH THIRD PARTIES

COLLABORATION WITH THIRD PARTIES

Collaboration with third party organisations including NGOs, public agencies and independent organisations, will prequalify their information on the child safeguarding policy and their staff to abide by the child safeguarding policy.

COLLABORATION WITH OTHER AGENCIES ON CHILD PROTECTION

The situation of unaccompanied children involves many actors, including asylum authorities, carers, police, potentially medical staff etc.

- Cooperation will be based on formal procedures of cooperation.
- Collecting all information and keeping it safe.

SYNPARXIS-ERP will not share any information or personal data of any child to any third parties that are not authorized by the child’s legal guardian or parties responsible for the situation of children with due regard for confidentiality of certain information and data protection.

COLLABORATION WITH VOLUNTEER ORGANISATIONS OPERATING AT THE SHELTERS

Collaboration with volunteers takes multiple forms as KSPM-ERP works together with organizations recruiting volunteers as well as with individual volunteers. Vetting procedures are in place both for organizations and individual volunteers.

With volunteer organizations operating at the shelters for long periods of time, SYNYPARXIS-ERP partners sign a memorandum of understanding for roles, obligations and liabilities of each party once they have passed the vetting process and a decision is made for cooperation with the organization.

In cases where organizations have their own vetting procedures, partners are informed whether these meet the relevant standards and approve the vetting process of partner organizations to select individual volunteers.

COLLABORATION WITH INDIVIDUAL VOLUNTEERS OPERATING AT THE SHELTERS

For individual volunteers, the code of conduct and the confidentiality agreement are signed once an agreement is made. Additionally, the accident Waiver and Release of Liability Form are signed by the volunteer upon recruitment which in effect is a waiver of any liability due to the shelters' operation and therefore releases any child at the shelter of any liability.

The Volunteer Recruitment Policy and Procedures requires that previous humanitarian experience and/ or relevant degree in the field of operation is necessary. The policy includes also a vetting procedure including a letter of recommendation and the provision of criminal record, or certificate of criminal clearance depending on the country of origin. The procedure also includes an interview and teaching or other relevant certificates to their experience.

For interns, a letter from the university or academic institution is necessary stating the internship's requirements and obligations of the parties.

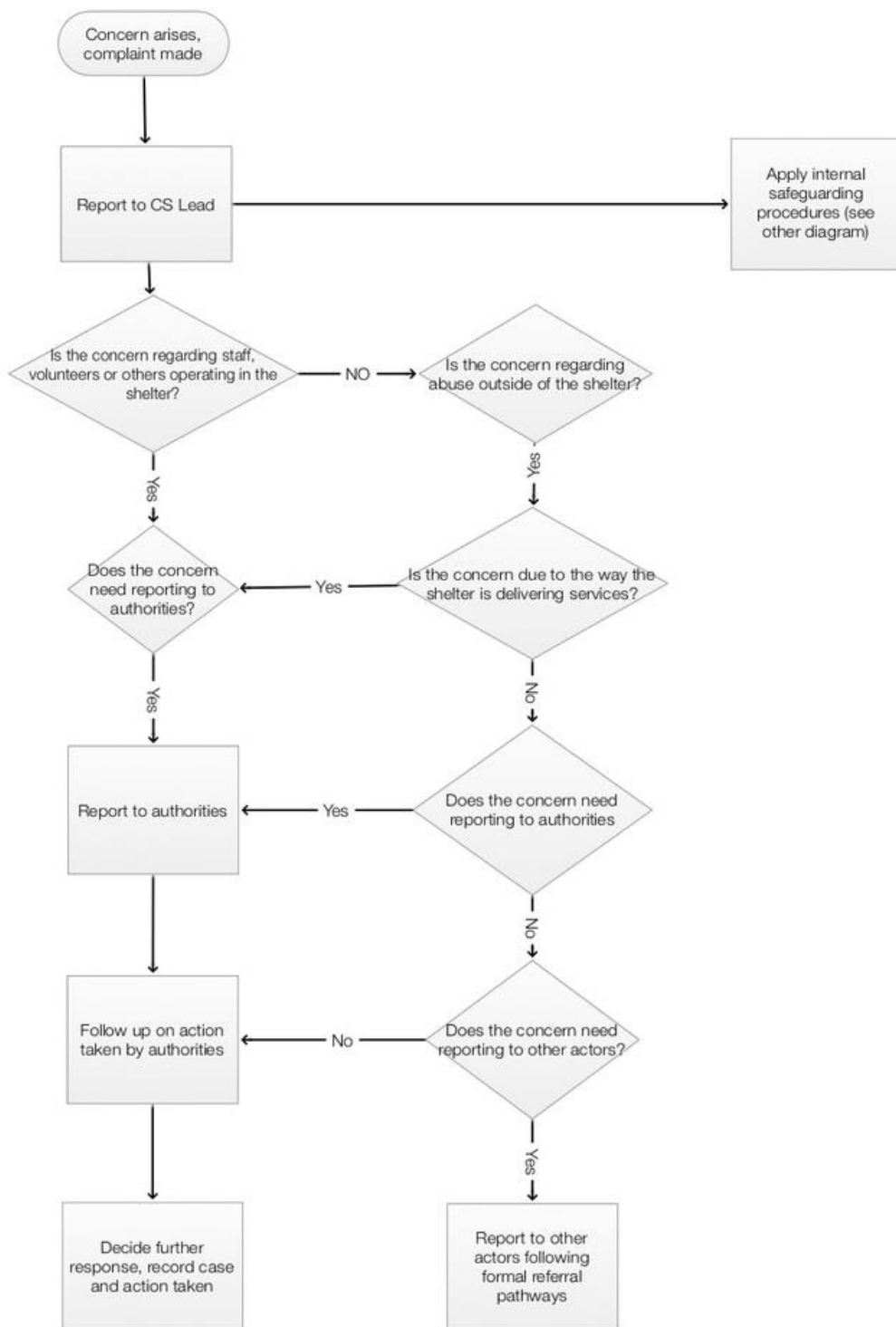
All volunteers undergo an induction process prior to engaging with the daily operations, beneficiaries and staff. This includes their introduction to the team, dynamics of the project, supervisor or pair, and training and information provision on code of conduct and policies.

During the first week of their deployment, volunteers shadow more experienced volunteers or staff and are supervised and supported by daily debriefs. This enables the knowledge transfer for child safety and security, identification of incidents or suspected cases etc.

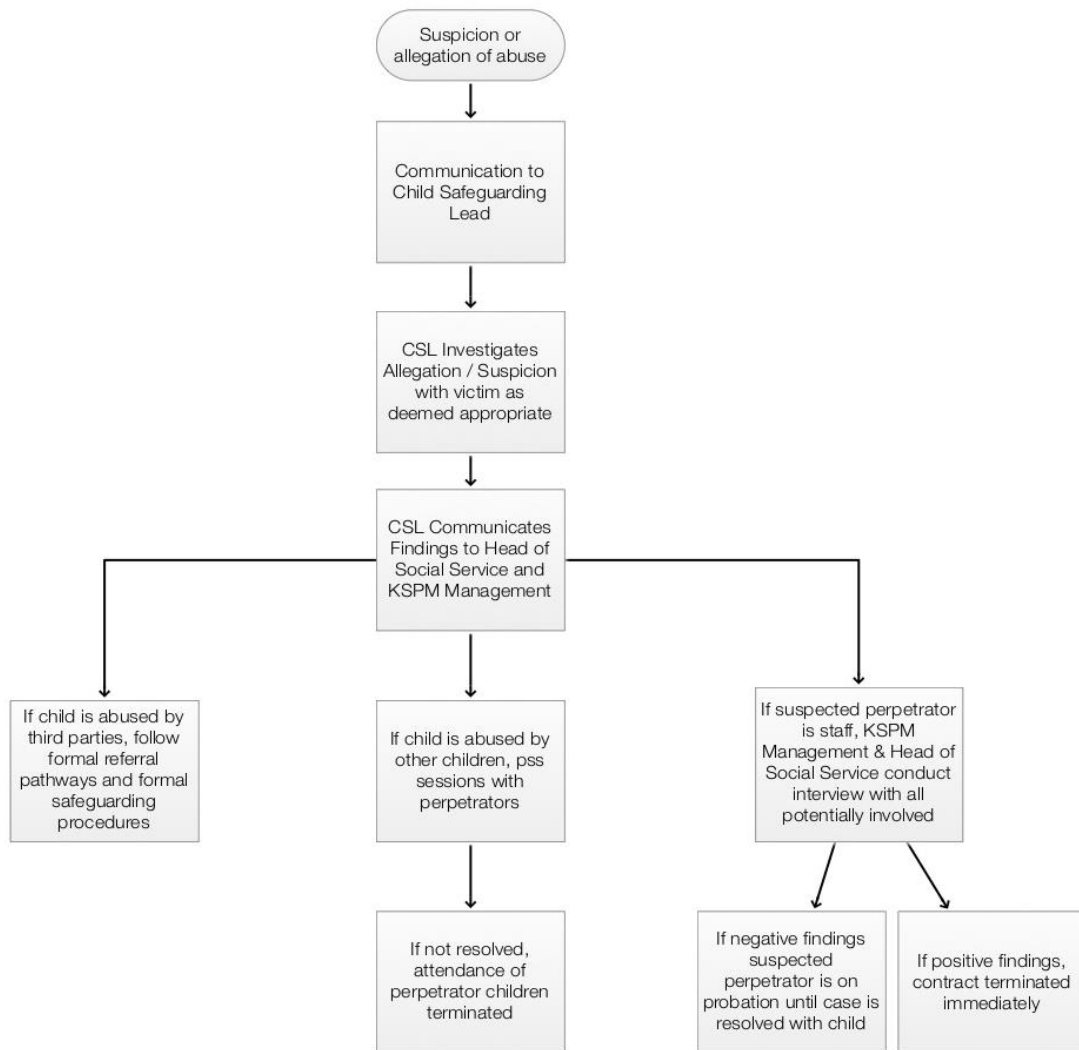
4. CHILD SAFEGUARDING REPORTING PROCEDURE

The child safeguarding reporting procedure has two legs. One is the internal procedure for reporting and managing cases at the shelters includes communication with third parties when necessary.

FORMAL CHILD SAFEGUARDING PROCEDURE DIAGRAM



INTERNAL CHILD SAFEGUARDING PROCEDURE DIAGRAM



CHILD SAFEGUARDING CONCERN REPORTING FORM

SYNYPARXIS-ERP has put in place a Child Safeguarding Concern Reporting Form which enables any party to report incidents or concerns of abuse to the organisation. The child safeguarding Concern Form is completed and submitted to the CSL. The CSL then conducts the first-level investigation as a first step to the resolution process. If the CSL is suspected then the form and communication takes place through management for investigation.

SELF-AUDIT TOOL

This self-audit tool is an ideal way to measure how far SYNYPARXIS is from meeting the standards on making children safe, and where we need to improve. The self – audit is sourced from the Keeping Children Safe Standards.⁶

⁶ The self – audit tool was copied from “Developing Child Safeguarding Policy and Procedures – a facilitator’s guide”⁶ of Keeping Children Safe, www.keepingchildrensafe.org.uk

ΕΝΤΥΠΟ ΠΑΡΑΠΟΝΩΝ ΦΙΛΟΞΕΝΟΥΜΕΝΩΝ

Η Αστική Μη Κερδοσκοπική Εταιρεία **ΣΥΝΥΠΑΡΞΙΣ - ΟΙΚΟΥΜΕΝΙΚΟ ΠΡΟΓΡΑΜΜΑ ΠΡΟΣΦΥΓΩΝ** δεσμεύεται να παρέχει υψηλής ποιότητας υπηρεσίες. Εκτιμούμε τα σχόλιά σας - περιλαμβανομένων των παραπόνων, καθώς βλέπουμε τα παράπονα σαν μία ευκαιρία να βελτιώνουμε τις υπηρεσίες μας.

Παρακαλούμε χρησιμοποιήστε αυτό το έντυπο για να εξηγήσετε τα ζητήματα που σας απασχολούν και να μας πείτε ποια ανταπόκριση ή επίλυση θα θέλατε από τον Φορέα μας. Οι πληροφορίες αυτές θα μας βοηθούν να συνεχίσουμε τη βελτίωση των υπηρεσιών μας, και μπορούν να βοηθούν εσάς για την εξεύρεση της κατάλληλης λύσης.

ΣΤΟΙΧΕΙΑ

Όνοματεπώνυμο:

Ημ/νία συμπλήρωσης:

ΑΝΤΙΚΕΙΜΕΝΟ ΣΧΟΛΙΟΥ Η ΠΑΡΑΠΟΝΟΥ

Σας ευχαριστούμε για το χρόνο που διαθέσατε για τη συμπλήρωση του εντύπου. Παρακαλούμε επιστρέψτε

το στο e-mail: info@synyparxis.org

(*) ΣΗΜΕΙΩΣΗ ΠΕΡΙ ΤΗΡΗΣΗΣ ΠΡΟΣΩΠΙΚΩΝ ΔΕΔΟΜΕΝΩΝ (ΕΕ) 679/2016:

Με την συμπλήρωση του πεδίου «ΑΝΤΙΚΕΙΜΕΝΟ ΣΧΟΛΙΟΥ Η ΠΑΡΑΠΟΝΟΥ» συναινείτε στην τήρηση των προσωπικών σας δεδομένων στην βάση δεδομένων μας προκειμένου να εξυπηρετηθεί το αίτημά σας.

Η Αστική Μη Κερδοσκοπική Εταιρεία «ΣΥΝΥΠΑΡΞΙΣ - ΟΙΚΟΥΜΕΝΙΚΟ ΠΡΟΓΡΑΜΜΑ ΠΡΟΣΦΥΓΩΝ», θα διατηρήσει τα προσωπικά δεδομένα που συμπληρώσατε άνωθεν αποκλειστικά και μόνο για το σκοπό επίλυσης του ζητήματος που θέσατε στο πεδίο «ΑΝΤΙΚΕΙΜΕΝΟ ΣΧΟΛΙΟΥ Η ΠΑΡΑΠΟΝΟΥ» ή για άλλο λόγο που αφορά την εξυπηρέτησή σας. Μπορείτε ανά πάσα στιγμή να ζητήσετε την διαγραφή των προσωπικών σας δεδομένων από την βάση δεδομένων της ΣΥΝΥΠΑΡΞΙΣ - ΟΙΚΟΥΜΕΝΙΚΟ ΠΡΟΓΡΑΜΜΑ ΠΡΟΣΦΥΓΩΝ, κατόπιν γραπτού αιτήματός σας.

Σημείωση

Το έντυπο υπάρχει και στα Αγγλικά, Αραβικά και Φάρσι.

SELF-AUDIT TOOL

The self-audit tool should be completed as follows: Tick the A, B or C box as appropriate where: A. in place, B. working towards, C. not in place.

Standard 1: Policy A B C
<p>The organisation has a written child safeguarding policy, approved by the relevant management body, to which all staff and associates (including partners) are required to adhere.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>The UN Convention on the Rights of the Child and other Conventions and Guidelines pertaining to children informs the policy of the organisation.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>The policy is written in a way that is clear and easily understandable and is publicised, promoted and distributed widely to all relevant stakeholders, including children.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>The policy is clear that all children have equal rights to protection and that some children face particular risks and difficulties in getting help, because of their ethnicity, gender, age, religion or disability, sexual orientation.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>The policy addresses safeguarding children from harm through misconduct by staff, associates and others, from poor practice, and from its operational activities where these may harm children or put them at risk due to poor design and/or delivery, for example.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>The organisation makes clear that ultimate responsibility for ensuring the safety of children rests with senior executives (CEO and Directors) and managers.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Standard 2: People A B C
<p>There are written guidelines for behavior (Code of Conduct) that provide guidance on appropriate/expected standards of behavior towards children and of children towards other children.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

All members of staff, volunteers and associates have training on child safeguarding which includes an introduction to the organisation's child safeguarding policy and procedures and learning on how to recognise and respond to concerns about child abuse.

The organisation is open and aware when it comes to child safeguarding matters so that issues can be easily identified, raised and discussed. Staff, partners and associates need to have access to advice and support where concerns or incidents arise. These staff will also need to be able to identify sources of support for children and their families.

Children are made aware of their right to be safe from abuse and provided with advice and support on keeping themselves safe including information for children, parents/carers about where to go for help.

The organisation designates key people at different levels (including Director level) as "focal points" with clear defined responsibilities, to champion, support and communicate on child safeguarding and for effective operation of the child safeguarding policy.

Partner organisations are required and supported to develop minimum child safeguarding measures appropriate to their organization.

Standard 3: Procedures ABC

The organisation requires local mapping exercises to be carried out that analyse the legal, social welfare and child protection arrangements in the context in which it works.

There is an appropriate process for reporting and responding to child protection incidents and concerns that fits with the local systems for dealing with incidents of child abuse (as identified in the mapping exercise).

The identification and mitigation of child safeguarding risk is incorporated into risk assessment processes at all levels, i.e. from identification of corporate risks through to planning an activity involving or impacting on children.

Adequate human and financial resources are made available to support development and implementation of child safeguarding measures.

There are clear procedures in place that provide step-by-step guidance on how to report safely which are linked to the organisations disciplinary policy and procedures.

Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations.

Standard 4: Accountability A B C

Arrangements are in place to monitor compliance with and implementation of child safeguarding policies and procedures through specific measures and/or integration into existing systems for quality assurance, risk management, audit, monitoring and review.

There is a system of regular reporting to key management forums, including Director level, to track progress and performance on child safeguarding, including information on safeguarding issues and child protection cases.

External or independent bodies such as Board of Trustees, oversight committees are used to monitor performance in this area and hold senior executives to account in relation to child safeguarding.

Opportunities exist for learning from practical case experience to be fed back into organisational development.

Policies and practices are reviewed at regular intervals and formally evaluated every three years.

Progress, performance and lessons learnt are reported to key stakeholders (management forums and external or independent bodies where relevant) and included in organisations' annual reports.

CHILD SAFEGUARDING CONCERN REPORTING FORM

This form should be completed when there is cause for concern and given to your Child Safeguarding Lead as soon as possible. One form should be completed for one child.

ADVICE SHEET

This advice sheet is brief guidance for safeguarding procedures at the shelters.

All staff and volunteers operating at the SYNYPARXIS-ERP shelters have a responsibility to create and maintain a safe learning and recreational environment for all children. We have a responsibility to identify where there are child welfare concerns and take action to address them in partnership with other organisations. Once you have completed this form, please send it to the CSL by email.

- As a member of staff/ volunteers you have a legal responsibility to report any concerns you have regarding safeguarding or any disclosures made by a child or young person.
- You are also responsible for ensuring that action has been taken as a result of your concerns.
- Recording of all concerns/incidents must be followed up in writing.
- All confidential files are held by the CSL.
- Staff may have access to the confidential files on request to the CSL and SYNYPARXIS management.
- Parents and guardians do not automatically have access to the confidential files.

Protocol for Reporting Safeguarding Concerns

- Complete the safeguarding incident form (written recording is essential) and hand over to the designated staff with a brief explanation – do not leave form lying around as it is confidential.
- The CSL and Head of Social Service will then decide on a course of action and file the safeguarding incident form in the child's confidential file, and on SYNYPARXIS management's central record file, and CSL will keep you informed.
- If no follow up is given or concerns grow, then it is your responsibility to reiterate your concerns and check progress.

Protocol for Reporting Disclosures or Serious Concerns of Abuse

- Report any concerns to CSL immediately and then follow this up in writing within 24 hours.
- Disclosures from a young person are confidential but if any of the content has a safeguarding concern you should inform the child that you will need to tell someone else.
- Reassure them that you will only tell who needs to be told.

Disclosure- What to do:

- Stay calm, tell the child they have done the right thing
- Be honest, do not make promises you cannot keep – YOU HAVE A DUTY TO REFER
- Explain what you have to do next and to whom you have to talk to
- Acknowledge how hard it must have been for the child to tell you what happened.

Disclosure- What not to do:

- Do not ask leading questions
- Do not promise not to tell anyone
- Do not put words into a child's mouth or assume how the child feels.
- Do not attempt to interview the child.

Record Keeping

- All incidents should be recorded in writing and dated and signed (see Safeguarding Incident Form)
- Remember why you are making this record and state any intended action

Records Should:

- Be within 24 hours
- Be accurate and descriptive. Do NOT make any assumptions.
- Be clear and concise

REMEMBER:

ALL STAFF MEMBERS AND VOLUNTEERS HAVE A DUTY TO REFER AND SAFEGUARD THE CHILDREN IN OUR CARE.

ALL STAFF MUST ENSURE THEY HAVE READ AND UNDERSTAND THIS SAFEGUARDING POLICY.

CHILD SAFEGUARDING CONCERN REPORTING FORM

- 1. Date of Report**
- 2. Details of child – victim**

Full Name:

Estimated Age:

Policy Registration Number:

- 3. Details of the person reporting concerns**

Full Name

Job position (if SYNYPARXIS-ERP Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

Email address:

- 4. Details of other persons where a join report is being made**

Full Name

Job position (if SYNYPARXIS-ERP Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

Email address:

Full Name

Job position (if SYNYPARXIS

-ERP Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

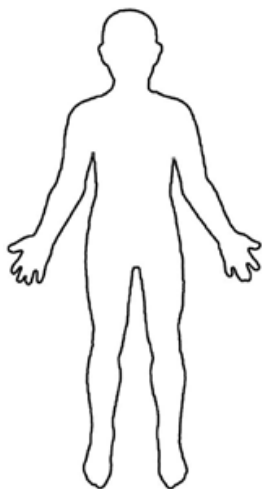
Email address:

5. Details of Concern(s)

Please complete the following section with as much detail about the specific child protection or welfare concern or allegation as possible. Include dates, times, incident details and names of anyone who observed any incident. Please include the parent's and child's views if known. Please attach additional documentation if available, i.e. photo. Please provide a description of any injuries (use body diagram to indicate area of injury).

Front

Back



If the injury or harm was witnessed to be self-made and by accident please describe how it happened and the severity of the harm to the child/ children.

6. Type of concern

Child Welfare Concern

Emotional Abuse

Physical Abuse

Sexual Abuse

Neglect

7. Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

7.1. Section A:

Date and time of incident/disclosure:

Location of incident/disclosure:

Date this form was completed:

Other persons present:

7.2. Section B:

Details of Concern/ disclosure/ incident:

(what was said, observed, reported)

8. Action taken:

(what did you do following the incident/ disclosure/ concern?)

9. Parents aware of report

Are the child's parents/ guardians aware that this concern is being reported?

Yes / No

If the parent/ guardian does not know, please indicate reasons:

10. Relationships

10.1. Details of Mother

Full Name

Mobile No/ other contact details

Police Registration Number

10.2. Details of Father

Full Name

Mobile No/ other contact details

Police Registration Number

11. Details of person(s) allegedly Causing Harm

Full Name

Male/ Female

Estimated Age

Police Registration Number

Occupation

Position Held

Organization

Relationship to child

Address/ location at time of alleged incident

If name unknown please indicate reason

Full Name

Male/ Female

Estimated Age

Police Registration Number

Occupation

Position Held

Organization

Relationship to child

Address/ location at time of alleged incident

If name unknown please indicate reason

12. Name and address of other organizations, personnel or agencies known to be involved currently or previously with the child and/ or family

<u>Profession</u>	<u>Full Name</u>	<u>Organization</u>	<u>Address</u>	<u>Contact details</u>	<u>Recent Contact (i.e. 3/6/9 months ago)</u>
<u>Social Worker</u>					
<u>Public Health Nurse</u>					
<u>GP/ other doctor (please indicate specialization)</u>					
<u>Psychologist</u>					
<u>Police Officer</u>					
<u>Guardian</u>					
<u>Public Prosecutor for Minors</u>					

13. Any other relevant information, including any previous contact with the child or family

Signature

Date

Full Name

14. For completion by the Child Safeguarding Lead (Scientific Coordinator of each Shelter):

CSL Response

Action taken by CSL

Rationale for decision making/ actions taken:

Outcome of action taken by CSL:

Follow up action by CSL:

Feedback given to person reporting concerns:

Signature of CSL

Date

Full name of CSL

15. Checklist for CSL:

- ✓Concern described in sufficient detail?
- ✓Distinguished between fact, opinion and hearsay?
- ✓Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓Jargon free?
- ✓Free from discrimination/stereotyping or assumptions?
- ✓Concern recorded and passed to DSL in a timely manner?

The Form is submitted for final monitoring to the Director of Social Services

ΧΡΗΣΙΜΑ ΤΗΛΕΦΩΝΑ/ΔΙΕΥΘΥΝΣΕΙΣ

ΣΥΝΗΓΟΡΟΣ ΤΟΥ ΠΑΙΔΙΟΥ:

<http://www.0-18.gr>

800.11.32.000 (τηλέφωνο χωρίς χρέωση για παιδιά, Δευτέρα έως Παρασκευή 9:00πμ - 4:00μμ) 213 1306703, 213 1306605 (Γραμματεία Δικαιωμάτων του Παιδιού, Δευτέρα έως Παρασκευή 9:00πμ - 4:00μμ) 213 1306 600 (τηλεφωνικό κέντρο Συνηγόρου του Πολίτη, Δευτέρα έως Παρασκευή, 8:30πμ - 2:00μμ, Τετάρτη 8:30πμ - 4:30μμ)

ΕΙΔΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΠΡΟΣΤΑΣΙΑΣ ΑΣΥΝΟΔΕΥΤΩΝ ΑΝΗΛΙΚΩΝ

Θηβών 196-198, Αγ. Ιωάννης Ρέντης 182 33
Τηλ. 2132128400

ΕΘΝΙΚΟΣ ΜΗΧΑΝΙΣΜΟΣ ΕΝΤΟΠΙΣΜΟΥ ΑΣΥΝΟΔΕΥΤΩΝ ΑΝΗΛΙΚΩΝ

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