Guide - Risk analysis - Child Safety

Aim	- To identify the current risks to child safety in your organisation/Country programme - To identify possible mitigation strategies
Participants	- This analysis should be done with <u>your team</u>, if possible with the presence of <u>some of your partners</u>, since they are often in direct contact with the children. Ideally, <u>several children and youth</u> should also be included to collect their point of view. NB. Different people will have different perceptions of what constitutes a 'risk': e.g. a social worker might think that not having a first aid kit is the most important risk in the project; the project manager may be more concerned about the lack of vetting of volunteers; a child might be much more concerned that they have to cross a busy road in order to get to the project.
Process	

Identify risks	- Brainstorming on different child safety risks
	- Write each risk on separate cards/papers and stick them on a flip chart/ wall.
	
	NB. Think also of the age of the children, the frequency of contact with them and about the nature of the contact (e.g. one to one contact in weekly counselling session or facilitation of peer group one a month) in identifying the risks.
	
	- Some examples of risks:
	  - Failure to properly screen job applicants may lead to a child abuser working for your organisation
	  - Failure to provide safety equipment (clothing, eye protection etc.) for activities such as metalwork may result in a child being injured through your vocational training programme
	  - Failure to keep a child's records securely locked up may result in them being lost and/or getting into the wrong hands (e.g. other children who may then tease the child or an adult who uses sensitive information to emotionally blackmail a child).

Group the risks	- Group the risks according to where you think they may occur in the organisation → areas of risk (programme, people, see hereafter). - Write the areas of risk identified on separate flip charts and group related risks according to them to get a clear overview. - Discuss and see if other risks can be added.

The following are only underlined: suggested areas of risk. You may wish to come up with alternative categories:

- Programme
  the services and activities delivered by the organisation and its partners (e.g. education, health, community outreach, vocational training, awareness raising, outings, exchange visits, theatre activities)
- People
  Staff, volunteers, consultants, partners, contractors, other associates engaged by the organisation (e.g. lack of proper screening in recruitment and supervision, management systems, training on how to handle children)
- Place / physical environment
  Safety of the places were children stay, come for activities or related to the route or transport to get to activities (e.g. fire exits, recreational areas, cooking facilities, sleeping arrangements)
- Information
  e.g. storage of children's personal information, recording of allegations of abuse, dissemination of information on where to get help
- Organisational culture
  e.g. consultation, communication systems, hierarchy, attitudes to organisational learning
- Communication
  What kind of communication involves children and how (e.g. their stories and images, involved in visits through performances etc.)
- …

NB. This process will help you to analyse the risks more systematically and will also help to identify who is responsible for each area of work where risks to children have to be managed.

Rank the risks	- Rank the risks in terms of *low, medium or high* risk using the following guiding questions in the discussion:
	o What / how bad would the consequences be ?
	o What is the likelihood of these consequences occurring?
	- Use different coloured markers to identify low, medium or high and write the ranking on the cards with the different risks
	High Highly likely to happen and significant impact on child
	Medium Either highly likely to happen or significant impact on child
	Low Less likely to happen and less of an impact on child

	NB. Scoring the risks will help you to determine priority for addressing them.
Mitigation strategies	- For each risk, discuss and identify a possible course of action (existing or new). You can also decide that no action is needed.
Reporting	- Please fill out the table in annexe 1

Report

Fill out this table with the results of your brainstorming and analysis. Mention the identified risks in the related field (area and ranking) and add your proposition to manage the risk(s).

Country:

Ranking of risk / mitigation	Low risk	Medium risk	High risk	Proposition(s) to manage risk
Area of risk				
People				
Programme				
Place / physical environment				
Information				
Organisational culture				
Communication				
…..				
….				

Other information you would like to add (e.g. profile of children involved, …)