

PLAN INTERNATIONAL

Until we are all equal

Safeguarding

children & programme participants in all their diversities

Plan international's Safeguarding and preventing sexual harassment, exploitation and abuse (PSHEA) manual and standards

At Plan International,

Safeguarding is not just what we do, but who we are.

Young people parade through streets as part of the Girls Get Equal tour in Uganda © Plan International

Important information on accessing sites and resources listed in this manual

The Children and Programme Participants Safeguarding Operations page on **PlaNet** is dedicated to Safeguarding and Preventing Sexual Harassment, Exploitation and Abuse (*PSHEA*) in Plan International. Here, you will find links to sub-pages relating to:

- Plan International's Safeguarding and PSHEA Framework,
- our Safeguarding and PSHEA Focal Points,
- your Safeguarding Responsibilities,
- the Safeguarding Libraries, and much more.

While this manual doesn't include links for subsites, resources, and documents due to potential changes in site locations, upon accessing **PlaNet**, you will find a navigational bar displaying the locations of all operational pages.

Should you encounter any challenges, please speak with your Safeguarding Focal Point or email the Global Safeguarding and PSHEA Unit at **Safeguarding.Unit@plan-international.org.**

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Definitions, Glossary and Acronyms

"Abuse" includes all forms of physical or mental violence, injury or violence, neglect or negligent treatment, emotional ill-treatment or psychological violence, sexual abuse and exploitation, harassment, and commercial or other exploitation. Acts of abuse can also take place online through, for example, the web, social media or mobile phones. It may be an intentional act involving the use of physical force or power or it may be failing to act to prevent abuse.

> Abuse consists of anything which individuals, groups, institutions or organisations do or fail to do, intentionally or unintentionally, which either results in or has a high likelihood of resulting in actual or potential harm to another's wellbeing, dignity and survival and development.

"Associate" refers to a range of contracted paid and non-paid individuals who have committed to work with or support a Plan International Entity. It includes, among others, board members, volunteers (*including community volunteers*), interns, sponsors, researchers, donors, consultants and contractors, staff and/or representatives of partner organisations and local governments (*when operating in partnership agreement with a Plan International Entity*).

"Child" in line with the United Nations Convention on the Rights of the Child and for the purposes of this Global Policy, is defined as any person – girl, boy, young woman, young man, and children of other gender identities – under the age of 18 years (*UNCRC Article 1*). See definition of Young Person/People or Youth in this Glossary.

"Child Abuse" all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

"Child sexual abuse material" is defined as any representation, by whatever means of a child used for real or simulated sexual activities or any representation of the sexual parts of a child for sexual purposes. It also includes engaging in the production of, viewing, downloading and/or distribution of any such material (*whether via the internet or not*) and includes pseudo photographs, comics, drawings, and cartoons.

"Complainant" is the person making a complaint; it may be the person who experienced what is being reported (*the victim/survivor*), or it may be another person (*a third-party complainant*) who becomes aware of an issue and makes the complaint.

"Country Office" or **"CO"** refers to the Country Offices of Plan International, Inc. (*"PII"*). COs are responsible for all programme operations within their country. They are line managed by the Regional Hubs. Most COs are branch offices of PII with no separate governance structure. Note that the PII organisation includes all of its country offices (*COs*), its Global Hub (*GH*), Regional Hubs (*RHs*), Liaison Offices (*part of GH*), and any other offices, some of which operate as branches and some as subsidiaries.

"Director" is an Executive Director of PII or a National Director.

"Gender Responsive Intersectional Safeguarding" is a Safeguarding approach that:

- **Takes full account of individuals' gender and overlapping identities and experiences** in order to understand the complexity of the prejudice and/or inequality they face, or conversely how this may lead to a heightened privileged status; and considers this in their specific Safeguarding needs.
- **Integrates Safeguarding measures** that addresses protection risks for all individuals with whom we work, stemming from issues relating to gender and other identity biases and discriminations, and creates safe spaces where it is safe to challenge and address inequality, power and bias.
- **Requires us to reflect on our status** as a prominent international non-governmental organisation (*INGO*) and acknowledge the power imbalance this causes within the organisation (*where within the organisation power lies, who typically are the "dominant" and "non-dominant" groups and how these impacts on decisions we take on Safeguarding*), as well as between the organisation and the wider society.
- **Develops our capacity to analyse** how individuals can be at risk of harm and abuse as a result of our work because of their particular identity (*age, gender, sexual orientation, tribe, race, colour, disability, etc.*)
- **Supports the empowerment and fosters the inclusion of individuals in all their diversities,** particularly in the Safeguarding process, in a manner that promotes equality, equity, inclusion and ultimately their increased safety and protection.

"Global Hub" or "**GH"** refers to the Global Hub of Plan International, Inc. PII located in the United Kingdom but with staff based across the globe on Country Offices, Regional Hubs, and National Organisations. GH provides leadership, alignment and services to field operations, and supports National Organisations. Note that the PII organisation includes all of its country offices (*COs*), its Global Hub (*GH*), Regional Hubs (*RHs*), Liaison Offices (*part of GH*), and any other offices, some of which operate as branches and some as subsidiaries.

"Harm" is any detrimental effect on a child's or programme participant's physical, psychological, or emotional wellbeing. Harm may be caused by abuse or exploitation, whether intended or unintended.

Definitions, Glossary and Acronyms

"Intersectionality" is a theoretical framework for understanding how aspects of a person's social and political identities (*e.g., gender, sex, race, class, sexuality, religion, disability, physical appearance, programme participant, etc.*) intersect, overlap, and compound to create interdependent forms of discrimination and privilege (*or advantage/disadvantage*).

Intersectionality identifies advantages and disadvantages that are felt by people due to a combination of factors.

"Investigation" is a process designed to gather information to determine whether wrongdoing has occurred and, if so, to identify the person(s) responsible.

"Liaison Office" or **"LO"** refers to the Liaison Offices of Plan International, Inc. (*"PII"*). They provide a platform to strengthen our partnerships with international bodies, negotiations with key decision-makers and promoting the rights of children globally. LOs are part of the Global Hub. Note that the PII organisation includes all of its country offices (*COs*), its Global Hub (*GH*), Regional Hubs (*RHs*), Liaison Offices (*part of GH*), and any other offices, some of which operate as branches and some as subsidiaries.

"Manager" refers to a staff member who has responsibility for line managing or supervising the work of staff or associates

"National Organisation" or **"NO"** refers to a legal entity that has signed a Members' Agreement and License Agreement with PII. National Organisations are Members of Plan International, Inc's highest decision-making body, the Members' Assembly. They are also responsible for fundraising and perform a vital role in development education and advocacy in their jurisdictions. NOs are separate legal entities accountable to their individual governing bodies for their operations.

"Online Child Abuse" Online Child Sexual Abuse and online Child Sexual Exploitation involves the use of information and communication technology as a means to sexually abuse and/or sexually exploit children. Online Child Abuse includes:

- sexual abuse material or images
- use of children for sexual performance online or in imagery
- any sexualised conversation with a child
- online grooming coercion or using threats
- sharing inappropriate content with a child

Child sexual abuse material is defined as any representation, by any means, of a child engaged in real or simulated sexual activities, or any representation of the sexual parts of a child for sexual purposes. This definition includes involvement in the production of, viewing, downloading and/or distribution of any such material, whether via the internet or other means.

It also includes pseudo photographs, comics, drawings, and cartoons.

"Online Sexual Exploitation and Abuse" is when one person manipulates another person to get them to do something sexual, it's an ongoing cycle of emotional and psychological abuse.
This can include things such as forcing or blackmailing someone into to sending sexual photos/videos of themselves online or engaging in sexual acts over webcam.
Online Sexual Exploitation and Abuse can occur whether communication is between an adult and a child or between two adults.

"PII" refers to Plan International, Inc., including when operating through one of its subsidiaries. It generally includes Global Hub (*GH*), Regional Hubs (*RH*), Liaison Offices (*part of GH*), and Country Offices (*COs*).

"Preventing Sexual Harassment, Exploitation and Abuse" (*PSHEA*) refers to the responsibilities to ensure that we prevent and respond to sexual harassment, exploitation and abuse perpetrated by Plan International staff or associates against staff, children and programme participants.

This manual focuses on PSHEA of children and programme participants.

"Programme" throughout this document, the term programme is used to describe projects as sets of activities that directly deliver impact with or for children and young people in line with the goals defined under our various strategies. This definition differs from the how we understand Programmes in our Programme & Influencing Quality Policy (*PIQP*) where Programmes are defined at a strategic level (*e.g. a country strategy*), with clear objectives, impact groups and a contextually defined theory of change to achieve the programme & influencing goal(s) set out in the strategy. These Programme and their objectives are achieved through individual or several projects.

"Programme Participant"
Direct Programme Participants are the individuals who are the intended recipients of one or more programme/project outputs, and who are anticipated to be directly impacted by them. This designation applies regardless of whether these outputs are delivered directly by Plan International or by partners/partner organisations who are acting on behalf of Plan International.

- **Direct programme participants** are individuals who receive materials, equipment, interventions such as training, awareness raising, mentoring or other personal support.
- **Direct programme participants** may refer to a single member of a household (*for example, a mother participating in a training on nutrition*); or to all members in the household (*for example, parents enrolled in nutrition programmes/projects for improved family nutrition and health*).

Definitions, Glossary and Acronyms

- **Direct programme participants** include sponsor children and their family; advocates and participants in advocacy events or awareness raising; participants in Plan International supported projects and programmes; members of Youth Advisory Panels. This not an exhaustive list.

Indirect Programme Participants are the people who are not the direct target of the project but are expected to receive secondary benefits from the project outputs.

- **Indirect PP benefit from the increased resources or capacities** of a direct programme participant of the project. (*For example: The children of the parents who received training in hygiene or parenting; or the family members who also benefit from the increased household income through the person who participated in savings groups.*)
- **Indirect PP benefit from interventions** that are aimed at improving the conditions for a community as a whole rather than the individual persons or households. (*For example: The people who live in the catchment area of the health clinic, school or community water services that has been improved by the project*).
- **Programme participants** can be of any age and include young people who we engage with through our programming and influencing interventions.
- **If a Programme Participant holds a second identity** with Plan International, such as an intern, incentive worker, volunteer, or other role, their identity as a Programme Participant will take precedence when addressing any Safeguarding cases or concerns.

NB: The wider public, who might be reached through awareness raising in public media or who might eventually benefit from changes in legislation or policy, are not categorized as either direct or indirect programme participants.

"Regional Hub" or **"RH"** refers to the Regional Hubs of Plan International, Inc. (*"PII"*). RHs co-ordinate and support the work of each Country Office (*CO*) within its region, providing leadership and technical expertise. Regional Hubs are branch offices of PII. and do not have a separate governance structure. Note that the PII organisation includes all of its country offices (*COs*), its Global Hub (*GH*), Regional Hubs (*RHs*), Liaison Offices (*part of GH*), and any other offices, some of which operate as branches and some as subsidiaries.

"Safeguarding" is the responsibilities, preventative, responsive and referral measures that we undertake to protect children and programme participants, ensuring that no child or programme participant is subject to any form of harm as a result of their involvement with the organisation. This entails ensuring that individuals' contact with us and those associated with us, as well as their participation in our activities, interventions, and operations, are conducted in a safe, respectful and inclusive manner. In instances where concerns arise regarding a child's or programme participant's welfare, or where a child or programme participant has been subject to violence, appropriate and timely actions are taken to address these issues. Incidents are also analysed to facilitate ongoing learning for Plan International Entities.

"Sexual Abuse/Violence" is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. It covers sexual offences including but not limited to attempted rape, which includes attempts to force someone to perform oral sex, and sexual assault, which includes non-consensual kissing and touching. All sexual activity with someone under the age of consent is considered to be sexual abuse.

"Sexual Exploitation" is any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes. This includes profiting monetarily, socially, or politically from the sexual exploitation of another person.

"Sexual Harassment" is when a person sexually harasses another person by making an unwelcome sexual advance, request for sexual favours, engaging in other unwelcome conduct of a sexual nature, or indecently exposing themselves, in circumstances where a reasonable person, considering all factors, would have anticipated the possibility that the person harassed could be offended, humiliated or intimidated. Sexual Harassment can take various forms. It can be obvious or indirect, physical or verbal, repeated or one-off and perpetrated by any person of any gender towards any person of any gender. Sexual harassment can be perpetrated against programme participants, community members, citizens, as well as staff and personnel.

"Sexual Violence Against a Child" refers to Sexual Abuse and Exploitation of a child which includes:

- **The inducement or coercion** of a child to engage in any unlawful or psychologically harmful sexual activity.
- **The use of children** in commercial sexual exploitation.
- **The use of children** in audio or visual images of child sexual abuse or for sexual performances
- **Exploitation for/in prostitution, sexual slavery, in travel and tourism, trafficking (*within and between countries*) and sale of children for sexual purposes and forced marriage.** Many children experience sexual victimization which is not accompanied by physical force or restraint, but which is nonetheless psychologically intrusive, exploitive, and traumatic.

"SHEA" stands for sexual harassment, exploitation, and abuse

"**Staff"** refers to individuals who receive a regular salary for work in

Definitions, Glossary and Acronyms

any Plan International Entity as well as individuals paid by or through a Plan International Entity but located in another entity.

"Stakeholder" is any person, organization, social group, or society at large that has a stake in our work, this can include our programme participants' communities, governments, and donors.

"Survivor-centred" refers to a particular approach in receiving and responding to reports of harm and abuse. A survivor-centred approach is integral to human rights and child rights approaches: it prioritises the rights, needs and wishes of the survivor.

"Victim/Survivor" is a person who has experienced sexual abuse, exploitation, or harassment. The terms 'victim' and 'survivor' can be used interchangeably. 'Victim' is a term often used in the legal and medical sectors. 'Survivor' is the term generally preferred in the psychological and social support sectors because it implies resiliency. We use both terms as part of our survivor-centred approach and allow those affected by sexual abuse and exploitation to choose the term they prefer. A victim/survivor could be a programme participant or a staff member, associate or visitor.

"Violence" against a child, young person or adult includes all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, emotional ill-treatment or psychological violence, sexual abuse and exploitation, harassment, and commercial or other exploitation. Acts of violence can also take place online through, for example, the web, social media or mobile phones. It may be an intentional act involving the use of physical force or power or it may be failing to act to prevent violence against a person. Violence consists of anything that individuals, groups, institutions or organisations do or fail to do, intentionally or unintentionally, which either results in or has a high likelihood of resulting in actual or potential harm to the child, young person or adult's wellbeing, dignity and survival and development.

"Visitor" refers to a range of persons who are visiting our offices or programmes/projects and may come into contact with children and young people through a Plan International Entity.

A visitor may be a journalist, media, researcher, visiting sponsor or celebrity.

"Vulnerability" refers to a person's ability, which is limited by their social and political identities, to avoid, resist, cope with or recover from violence, exploitation, and abuse. Vulnerable people are at greater risk of violence, exploitation, and abuse because of their combination of social identities (*i.e., gender, sexual orientation, ethnic origin, disability, age or illness.*)

"Adults in vulnerable situations" refers to persons above the age of 18 years but are in a position of vulnerability or with a large power imbalance between themselves and personnel and associates of Plan International.

"Workplace Safeguarding" refers to the responsibilities, preventative, responsive and referral measures that we undertake to protect our staff, Associates and Visitors form of harm as a result of their work or association with the organisation.

"Young Person/People" or **"Youth"** in line with United Nations definitions, include individuals – young women, young men, and young persons of other gender identities – aged 15 years to 24 years old. This group spans the categories of 'children', 'adolescents' and 'adults' but regards young people as having particular Safeguarding needs and requiring distinct consideration aside from younger children and older adults.



Acronyms

BS	Business Standard
CEO	Chief Executive Officer
CMT	Country Management Team
CO	Country Office(s)
CS	Core Standard
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EPP	Emergency Preparedness Plans
FPs	Focal Points [Safeguarding Focal Points]
GBV	Gender Based Violence
GH	Global Hub
HR	Human Resources (*Part of People and Culture*)
ICT	Information and Communication Technology
INGO	International Non-Governmental Organisation
IT	Information Technology
JD	Job Description
LO	Liaison Office
MOV	Means of Verification
NO	National Organisation
P&C	People and Culture
PII	Plan International Inc
PIQP	Programme & Influencing Quality Policy
PSHEA	Preventing Sexual Harassment, Exploitation and Abuse
RH	Regional Hub(s)
SHEA	Sexual Harassment, Exploitation and Abuse
SMT	Senior Management Team
SOGEISC	Sexual Orientations, Gender Identities, Gender Expressions and Sex Characteristics
TOR	Terms of Reference
MER	Monitoring Evaluation and Research
MERL	Monitoring Evaluation, Research and Learning
SRHR	Sexual and Reproductive Health and Rights

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The manual was reviewed by:
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The manual was kindly edited by:
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1 The Safeguarding Technical Expert and Resource Mobilisation group (also known as the Safeguarding top-level group) is currently an informal group formed for the purpose of consulting on and reviewing global Safeguarding work and initiatives. The group, which consists of 34 members is made up of Safeguarding/PSHEA focal points and champions representatives from Country Offices, Regional Offices, National Organisations and Global Hub.



Staff from Plan International Ethiopia © Plan International

Introduction

About this manual

Plan International's Global Safeguarding Policy, Say Yes to Keeping Children and Programme Participants (*hereafter referred to as the 'Safeguarding policy'*), the Preventing Sexual Harassment, Exploitation and Abuse (*PSHEA*) Policy (*hereafter referred to as the PSHEA policy*) and accompanying standards work together to ensure that Plan International is preventing harm to children, young people and programme participants. Safeguarding and PSHEA measures are integrated into all core organisational systems, processes and practices.

The aim is that all Plan International's operations, thematic portfolios, programmes, projects, activities, influencing work and interventions are designed and delivered in a manner that does no harm to children, programme participants, communities and staff. Plan International works with children and girls in over 80 countries to help create a world that advances children's rights and equality for girls. Plan International engages people and partners to[2]:

- **Empower children, young people and communities** to make vital changes that tackle the root causes of discrimination against girls, exclusion and vulnerability.
- **Drive change** in practice and policy at local, national and global levels through our reach, experience and knowledge of the realities children face.
- **Work with children and communities** to prepare for and respond to crises and to overcome adversity.
- **Support the safe and successful progression** of children from birth to adulthood.

We work towards our purpose through our **programmes and influencing** approach.

Plan International has put Safeguarding and PSHEA at the core of its work for many years.

In 2016, we recognised that our approach to Safeguarding and PSHEA needed to better reflect the different types of risks that children and programme participants in all their diversities face from their involvement with Plan International's work.

Thus, Plan International initiated efforts to deepen its understanding of power, privilege and bias and its impact on a safe, respectful and inclusive environments and engagement. This includes ensuring an intersectional approach to Safeguarding and PSHEA.

Since 2018, the aid and development sector has also shone a light on the implications and impact of power, bias, gender and diversity on the capacity of organisations to safeguard those who work or within.

2 **The organisation | Plan International**



Programme Participants - Plan International Brazil © Plan International

This manual describes Plan International's approach to Safeguarding and PSHEA, which requires the application of a gender and intersectional lens. It underscores the potential impact of power dynamics and biases, prevalent within both the organisation and individuals, on our ability to effectively safeguard children, programme participants, communities and staff.

The manual serves as a tool to aid the organisation, its staff, associates and visitors in continually challenging ourselves to adopt all possible measures to safeguard children and programme participants in all their diversities.

Section 1

1. Plan International's Approach to Safeguarding and PSHEA

Background

Violence and abuse are global phenomena, affecting all societies and communities. They have devastating effects on children and young people, impair childhood development, and increase poverty.

At Plan International, we are committed to realising children's rights as enshrined in the UN Convention on the Rights of the Child - including their right to protection and freedom from abuse and exploitation. We are also committed to the elimination of all forms of discrimination and violence against women and girls as enshrined in the Convention on the Elimination of All Forms of Discrimination against Women.

Plan International has recognised that issues such as violence against women and girls and gender-based violence (*GBV*) are structural problems that arise from power inequalities within families, communities and societies as a whole and are not simply behavioural or cultural issues. Violence and abuse within the aid and development sector reflect the power dynamics and structural inequalities that can be seen in societies. Violence against children, young people, programme participants and any adults in vulnerable situations is often linked to gender or identity.

Any organisation or agency working with families, communities and the wider society has a moral and legal responsibility to take all reasonable measures to ensure that the risks of harm, both intentional and unintentional, are minimised. No one should be exposed to harm and abuse as a result of their contact with the organisation, its staff or its representatives either through their participation in the organisation's projects and activities, or as a result of any operational processes and activities. This requires organisations to think beyond the Safeguarding policy and procedures.



Plan International staff collecting information from children in Bolivia. © Plan International / Mateo Caballero

In Plan International, one of our priorities is to keep the children[3] and programme participants[4] we work with safe and protected (*'Safeguarding'*) from all forms of abuse including sexual harassment, sexual exploitation and sexual abuse as described in our Safeguarding Children and Programme Participants and PSHEA Policies.

These policies demonstrate our commitment to holding ourselves accountable for ensuring that no child, young person, programme participant, community member or staff member is subjected to harm or placed at risk as a result of their association with us.

These policies govern the behaviours of Plan International staff, associates and visitors who are obliged through Plan International's non-staff Code of Conduct to behave appropriately with all people.

Our policies ensure that we specifically minimise risks to children, programme participant and community members in the communities where we work.

We are committed to reporting and responding to any concerns appropriately, with the rights, needs and wishes of the survivor at the forefront.

We have also made Safeguarding and PSHEA a quality requirement for our programme and influencing work through our Programme and Influencing Quality Policy (*PIQP*) – thus acknowledging that how we achieve impact for and with children and young people must be safe.

We don't compromise on the safety when it comes to achieving results. However, even with the most well-intentioned Safeguarding, diversity, or inclusion policies in place, there is no guarantee that we will act or behave in a manner that ensures safely and promotes the best interest of those within the organisation and the communities we serve.

Unconscious bias and stereotypes can still influence our actions, despite our best intentions.

Therefore, it is important to be mindful of the ways in which these biases (*consciously and/or unconsciously*)[5] might inform our decisions, how we behave with others, and whose knowledge and experience we take seriously.

We must strive to overcome these stereotypes and biases in order to cultivate inclusive teams capable of delivering optimal outcomes for children and programme participants in all their diversities. Our approach to Safeguarding and PSHEA aims to do just that.

Plan International's PSHEA policy describes our commitments to preventing SHEA being perpetrated towards children and programme participants, as well as our efforts to prevent SHEA towards Plan International and partner staff.

This Safeguarding and PSHEA Manual and Standards are focused on Safeguarding and PSHEA for children and programme participants.

Plan International's People and Culture and Employee Relations Unit works to prevent and respond to SHEA of Plan International staff.

3 All children including young people aged under 18, regardless of their association with Plan International or our programmes/projects.

4 Any child, young person or adult who is the target of, or who we know will be immediately affected by, one or more Plan International associated projects or initiative outputs, are referred to as programme participant. While we are a child-focused organisation our work reaches and involves programme participants of all ages, as such we have a responsibility to safeguard these programme participants, irrespective of their age.

5 Inclination or prejudice for, or against, a person or group, especially in a way considered to be unfair. May be conscious or unconscious and thus policies, procedures and standards plus internal self-reflection and cognisant effort are required to address this.



Programme Participants - Plan International Togo © Plan International



Staff from Plan International Laos © Plan International

Our Approach to Safeguarding & PSHEA of children and programme participants

Refer to **Appendix I** for more information

Plan International's approach to Safeguarding and PSHEA of children and programme participants explicitly recognises the implications of power, how power confers certain privileges[6] on groups within societies and how this may potentially negatively impact on individuals and groups with certain identities through all stages of Safeguarding and PSHEA – from prevention to response and reparation.

All individuals have multiple identities and multiple social characteristics[7]. The intersection of these characteristics shapes an individual's experience and may lead to privilege, or conversely, subject them to discrimination, increased risk and disadvantage.

The application of a gender and intersectional lens to Safeguarding and PSHEA requires us to identify how interlocking systems of power impacts those who are most marginalised in society. We need to reflect on how factors such as class, race, sexual orientation, age, religion, creed, disability and gender are woven together, as well as what this means for the power, privilege and biases that are associated with groups in all societies.

We also need to recognise how this plays out within the organisation, such as through the privileges conferred to certain job positions and what it means for the identity of the person(s) holding them.

6 A special right, advantage, power or immunity granted or available only to a particular person or group for no other reason than because of their social identity (internal, external and/or organisational identity characteristics). It does not mean that those with privileges have not had to work hard for their success. However, without their privileges they would have had to work twice/thrice as hard to achieve the same success and/or they have less obstacles/challenges on their path simply as a result of their social identity.

7 This includes age, sex, gender, gender identity, sexual orientation, nationality, ethnic origin, colour, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, class, any history of conflict with the law, where they live or any other aspect of their background or identity.

Additionally, we must consider the relationship between our organisation and the broader society within which we work, recognising our status as a large and influential INGO[8].

We have made firm commitments in our programme and influencing work to strengthen our support to children and programme participants who are discriminated against on the basis of their real or perceived gender identity as well as other intersecting identities such as sexual orientation, tribe, ethnicity and disability.

Similarly, our Safeguarding and PSHEA policies commit us to Safeguarding children and programme participants in all their diversities[9] when they participate in our organisation's projects and activities, interact with our staff and representatives, or are impacted by our work. The application of a gender and intersectional lens to Safeguarding and PSHEA means we:

- **Consider the gender and overlapping identities and experiences** of individuals, including children (all aged below 18 years, inclusive of young people in this age group) and adults (all aged 18 years and above, inclusive of young people in this age group), to understand the complexity of the prejudice and/or inequality they face. This understanding also extends to recognizing how these factors may contribute to a heightened privileged status for some.
- **Reflect on our status** as a prominent INGO and acknowledge the resulting power imbalances within the organisation. This entails understanding where power is concentrated, identifying the typically "dominant"10 and "subordinate"11 groups, and recognising how these dynamics influence decisions regarding Safeguarding and PSHEA, as well as between the organisation and the wider society.
- **Develop our capacity to analyse** how children and programme participants can be at risk of harm and abuse as a result of our organisation's work because of their particular identity (gender, sexual orientation, tribe, race, colour, disability etc.).
- **Consider how we can most effectively create safe spaces for all staff**, as well as for the children and adults, in all their diversities, with whom we work. These spaces should encourage openness to challenge and address inequalities, abuses of power and biases.

8 Who we are in relationship to what society rewards by granting privileges and power to those who embody them and conversely oppressing /excluding/discriminating against those who don't.

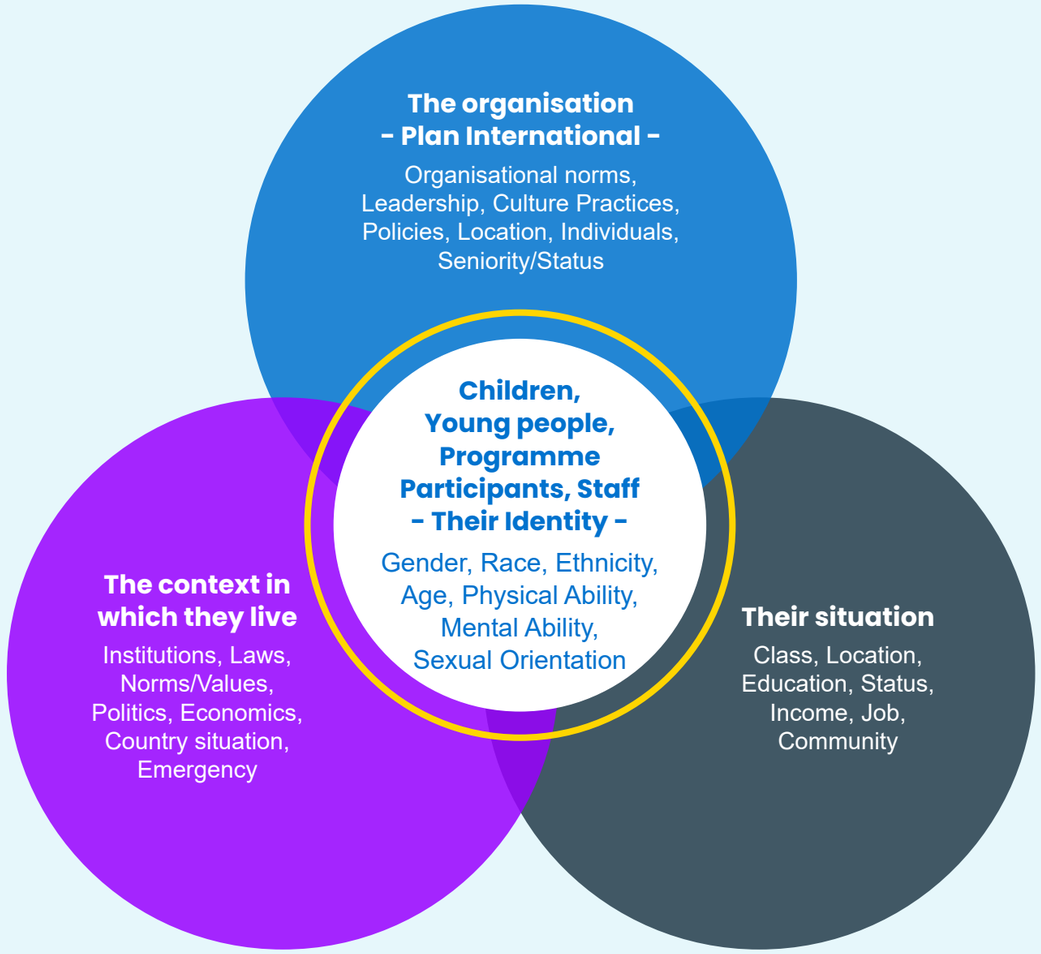
9 This includes age, sex, gender, gender identity, sexual orientation, nationality, ethnic origin, colour, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, class, any history of conflict with the law, where they live or any other aspect of their background or identity.

10 Those with the most power, greatest privileges and access to and control over resources

11 Those with less power and authority, limited access to or control over resources

Figure 1

Applying a gender and intersectional lens to Safeguarding & PSHEA



As individuals and as an organization, we consciously choose to use our individual and collective power to work together with others, including children, young people, and programme participants in all their diversities to create a safer environment which benefits us all. This entails:

Practicing
Plan International's organisational values and principles.

Recognising
our power (both positively and negatively), as well as our own biases and privileges.

Exercising
safe environments within the workplace and our interventions.

Cultivation
transparency, especially regarding decision-making and the prioritisation of Safeguarding and PSHEA initiatives.

Fostering
a culture where staff, partners and others we work with feel empowered to challenge decisions that might compromise the safety of different groups of staff, children, young people, or programme participants.

Providing
support to children and programme participants to assert their right to refuse participation in the organisation's activities. Additionally, actively listening to their concerns about potential risks associated with their participation and taking necessary steps to minimise that risk.

Understanding
the risks and vulnerabilities faced by individuals who step outside gender or group 'assigned' norms, recognising that our own biases and identities may cause us to overlook certain risks while perceiving others.

Creating
the mechanisms and opportunities for staff, children and programme participants in all their diversities to feel safe and able to report inappropriate behaviour.

Developing
robust systems and fostering a culture where reports and concerns are taken seriously and addressed through a survivor-centred approach, bearing in mind the organisation's obligations to respond effectively where harm and abuse have occurred due to the actions of our organisation.

Representing
children and programme participants who are impacted by our work in a dignified manner which doesn't reinforce power inequalities or negative stereotypes.

Promoting
in a safe way, equality for staff, children and programme participants in all their diversities.

Challenging
abuse, inequality, exclusion, and discrimination.

Figure 2

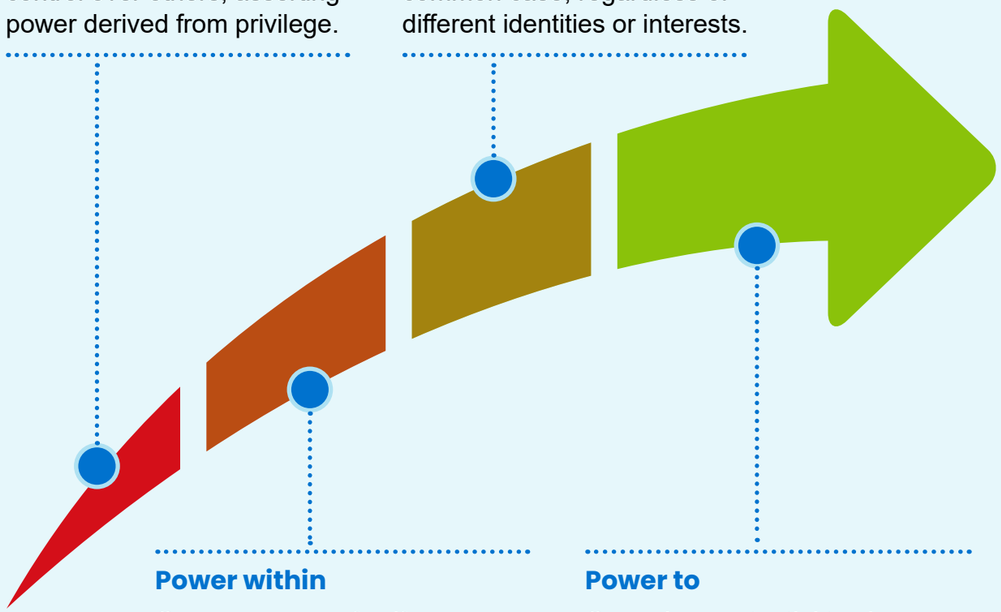
Using our power and privilege

Power over

Our recognition of negative impacts of domination, exercising direct or indirect control over others, asserting power derived from privilege.

Power with

Our ability to work collectively with others finding a common ground or fighting for a common case, regardless of different identities or interests.



Power within

Our own sense of self, self-esteem, self-confidence, self-acceptance, self-worth, courage, conviction and also recognising individual differences while respecting others.

Power to

Our unique potential to shape our world, acting for ourselves and for others towards the collective goal of creating a more safe, inclusive and respectful organisation for children, young people and adults in all their diversity.

Appendix 2 'Power and patterns of violence in societies and organisations' will allow you to reflect on power and structural inequalities in your local context and how this may be reflected within the organisation.

Section 2

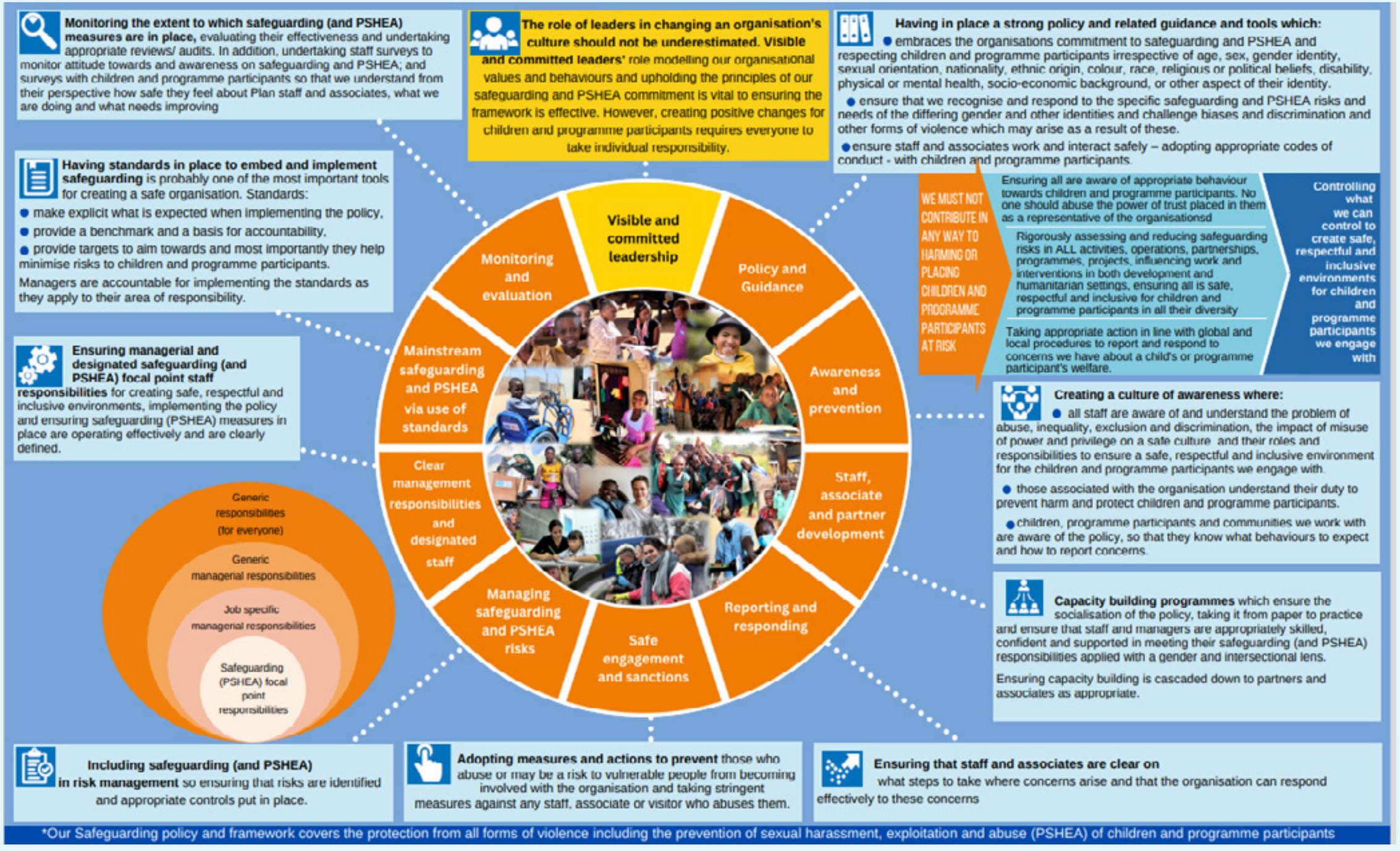
2. Plan International's Safeguarding and PSHEA Framework

We take our responsibility to 'do no harm' very seriously

- **Our People** are expected to take a proactive role in Safeguarding and PSHEA, in understanding their roles and responsibilities to make Safeguarding and PSHEA happen, in preventing harm to children, programme participants and other colleagues and in responding to alleged cases of harassment, abuse and exploitation.
- **Our leadership** is committed to modelling behaviour that creates a safe environment for all those who work in and with Plan International and investing the time and resources required to ensure the safety of children, young people, programme participants, and the communities we work with.
- **Our Programme, Research and Influencing Work** safely address the problem of violence against children and young people in wider society and particularly the violence, abuse, discrimination or marginalisation that is based on gender and other identities. We are focused on challenging social norms and attitudes and on being gender transformative. Our programmes, therefore, present challenges, not least that children and young people – especially girls – may face increased risks of harm from peers, parents and others in the community (*or more widely*) because of the changes we are supporting them to bring about. We aim to design and deliver ambitious programmes, including influencing, monitoring and research work as safely as possible. We prioritise the safety, inclusion and respect of all those who participate in or are impacted by our work.
- **Our Public Relations** is committed to representing children and programme participants in all their diversities in our storytelling, marketing and fundraising communications. We communicate on the real issues facing different groups of children and young people, and we always put ethics, safety, and respecting dignity first.
- **We deliver Safeguarding and PSHEA** through a holistic framework consisting of a comprehensive set of tools and guidance (*see* **Figure 3**). This includes awareness raising and capacity building, clear procedures for reporting and responding, safe recruitment and engagement practices, and risk management. Responsibilities for implementing Safeguarding are clearly assigned, and we uphold a set of standards that are assessed annually for attainment. Our leadership is dedicated to fostering a supportive culture for Safeguarding and PSHEA.

Figure 3

Safeguarding (including PSHEA*) children and programme participants



Accountability for Safeguarding and PSHEA Policies

- **The Boards of Plan International, Inc./Limited and Plan National Organisations** are accountable for the Safeguarding and PSHEA Policies (see note below).
- **The CEO and Executive Directors of Plan International, Inc./Limited and the National Directors** are responsible for the implementation of the Safeguarding and PSHEA Policies (see note below) and the Safeguarding standards outlined in Section 3 (herein referred to as "the standards").
- **National, Regional, Country, Liaison Office and Global Hub Directors** are responsible for the implementation of the Safeguarding and PSHEA Polices (see note below) and the standards in their offices.
- **Managers are responsible** for ensuring that the Safeguarding and PSHEA Policies are fully embedded within their areas of responsibility in accordance with the standards, as applicable to their area of responsibility.
- **Safeguarding and PSHEA Policy Focal Points (FPs)/Specialists** are staff who have been delegated specific responsibilities from the Office Director for supporting the implementation of the Safeguarding and PSHEA Policies within a defined operational unit. (i.e., a unit at the National, Regional, Country, Global, Programme Project or Department level). Note: they are a resource for their unit, and it is not their role to take on all Safeguarding and PSHEA responsibilities for their unit).
- **Staff have general responsibilities** which are detailed within the Safeguarding and PSHEA Policies. Staff may also have job specific Safeguarding and PSHEA responsibilities which will be outlined in their job description and/or Individual Accountability Plan.



Staff from Plan International Kenya © Plan International

Note: The Safeguarding Policy is a global policy applicable to Plan International. The PSHEA Policy is a PII Policy, however it may be adopted or adapted in accordance with the NOs requirements.

Roles and Responsibilities for Safeguarding and PSHEA

The table below identifies the key responsibilities for groups of staff to implement the standards included in this manual. Each standard has additional details on responsibilities for indicators, actions/means of verifications (*MOVs*). Roles which have technical Safeguarding and PSHEA responsibilities will have these described in job descriptions.

Role	Key Responsibilities
Governance Boards	• Promote a culture for Safeguarding and PSHEA in line with the standard **"Fostering a Culture for Safeguarding and PSHEA".** • Ensure that Plan International's mission, vision and values also prioritise Safeguarding and PSHEA. • Support CEO/Senior Leaders to perform their roles on Safeguarding/PSHEA ensuring an organisational culture for Safeguarding and PSHEA and the implementation of the standards throughout the organisation is included as part of their objectives and performance reviews.
CEO/Senior Leadership	• Create a culture for Safeguarding and PSHEA in line with the standard **"Fostering a Culture for Safeguarding and PSHEA"**. • Incorporate and prioritise Safeguarding and PSHEA in Plan International's mission, vision and values. • Implement governance and accountability measures for Safeguarding and PSHEA. • Ensure Plan International integrate Safeguarding and PSHEA measures in line with the standard Safeguarding and PSHEA standards. • Monitor key organisational risks for Safeguarding and PSHEA and how these are being mitigated in line with the standard **"Identifying and Managing Safeguarding and SHEA Risks".**
Organisational Management/ Administration and those who lead core functions	• Ensure departmental/functional procedures and guidelines are adapted to incorporate Safeguarding and PSHEA measures described in Business Standards. • Ensure risk assessments are routinely conducted for departmental/ functional initiatives and mitigation measures applied in line with the standard **"Identifying and Managing Safeguarding and SHEA Risks"**.
People and Culture and HR department/ function	• Ensure that the standard **"Safe Recruitment, Selection and Engagement with Plan International"** is reflected in all procedures and guidance for recruitment, training and development. • Ensure mechanisms and associated measures are in place to support the standard **"Encouraging Reports and Responding Appropriately"**.
Partnership department/ function	• Ensure engagement processes and procedures for partners and stakeholders include measures described in the standard **"Working with Safe Partners"**.
Procurement department/ function	• Ensure procurement processes and procedures include procurement specific measures described in the standard **"Safe Recruitment, Selection and Engagement with Plan International"** as well as other procurement vetting responsibilities, e.g., Anti-Terrorism Screening. • Update contracts and purchase agreements as necessary to reflect any revised Safeguarding terms and conditions as described or referenced in these standards.

Role	Key Responsibilities
Programme department/ function	• Ensure programmes policies, procedures and guidance incorporate measures described in the standard **"Designing and Delivering Safe Programmes and Influencing and Research Work"**. • Design and deliver programmes in line with the standard **"Designing and Delivering Safe Programmes and Influencing Work"**. • Ensure all programmes staff are competent to conduct their work in line with the standards **"Designing and Delivering Safe Programmes and Influencing Work", "Working with Safe Partners"** and **"Building Positive and Safe Relationships with Children and Programme Participants".**
Sponsorship department/ function	• Ensure sponsorship policies, procedures and guidance incorporate measures described in the standard **"Delivering Safe Child Sponsorship"**. • Design and deliver sponsorship activities in line with the standard "**Delivering Safe Child Sponsorship".** • Ensure all sponsorship staff are competent to conduct their work in line with the standard **"Delivering Safe Child Sponsorship", "Working with Safe Partners"** and **"Building Positive and Safe Relationships with Children and Programme Participants".**
Media, publicity and communications department/ function/Grants Fundraising department/ functions	• Ensure media, publicity and communications (including ICT) policies, procedures and guidance incorporate measures described in the standards **"Designing and Delivering Safe Communications and Fundraising Work"** and **"Delivering Safe IT and Digital".** • Design and deliver work in line with the standard standards **"Designing and Delivering Safe Communications and Fundraising Work"** and **"Delivering Safe IT and Digital Safeguarding".** • Ensure all staff are competent to conduct their work in line with the standards **"Designing and Delivering Safe Communications and Fundraising Work"**, **"Delivering Safe IT and Digital", "Working with Safe Partners"** and **"Building Positive and Safe Relationships with Children and Programme Participants".**
Safeguarding and PSHEA FPs/ Specialists	• Support managers and departments/functions to understand and implement their responsibilities for applying Plan International's Safeguarding and PSHEA Standards. • Carry out key responsibilities for preventing, reporting and responding to Safeguarding and PSHEA in line with these standards and job role. • Contribute to the assessment and strengthening our organisational Safeguarding and PSHEA measures in line with these standards.
All line managers	• Ensure that staff understand their role and responsibilities for Safeguarding and PSHEA and manage performance accordingly. • Apply all relevant standards to their area of responsibility. • Identify and address gaps within implementing standards in their area of responsibility.
All staff	• Develop knowledge and skills for implementing these standards. • Identify and address gaps in knowledge and skills related to implementing these standards.

The Global Safeguarding and PSHEA Unit supports Plan International to consistently deliver on its commitment to 'do no harm' – ensuring safe, respectful, supportive and inclusive environments and engagements with children and programme participants in all their diversities, irrespective of age or their association with us. The Unit pioneers and empowers the facilitation of sustainable Safeguarding and PSHEA organisational culture change through the implementation of the holistic Safeguarding and PSHEA framework. This includes awareness-raising, training interventions, tools, guidance and procedures, with the goal of engaging staff and associates in the attitudes, practices, interventions and engagements required to proactively uphold our Safeguarding and PSHEA commitments and leadership.

Competencies for Safeguarding and PSHEA

It is essential that Plan International staff have the requisite 'know-how' to ensure Safeguarding and PSHEA approaches are integrated throughout our work. The table below provides an overview of the competencies required.

Know-how groups	Competencies for Safeguarding
Know-how needed by individuals	
All staff ***(including those listed in job families and groups)***	**Knowledge** • Understands organisational Gender, Equality and Inclusion, Safeguarding and PSHEA policies. • Reflects on their value system and takes account of their biases towards individuals, including children and programme participants, in all their diversities. • Understands the relevance of Safeguarding and PSHEA to their work. **Skills** • Challenges inappropriate behaviours of peers. • Can implement Safeguarding and PSHEA requirements in their area of responsibility. **Behaviours** • Acts as a role model for the organisation's commitment to non-discrimination, Safeguarding and PSHEA and Safeguarding standards.



Know-how groups	Competencies for Safeguarding
Additional know how needed by job families	
Line Management (*at global, regional, country and programme unit level*)	**Knowledge** • Understands power imbalances and ways in which the organisation may be reinforcing negative stereotypes and biases, as well as the impact these factors can have on the safety of children, programme participants, communities, and staff in all their diversities. **Skills** • Demonstrates leadership in creating and promoting an organisational culture of inclusivity and diversity. • Explicitly and visibly challenges bias and discrimination towards gender and other intersecting identities in organisational systems and processes. • Creates organisational mechanisms which strengthen accountability to communities and donors on Safeguarding and PSHEA. **Behaviours** • Articulates and promotes the strategic importance of Safeguarding and PSHEA in all aspects of the organisation's work. • Demonstrates leadership in ensuring that staff, programmes and operations are safe for all children and programme participants in all their diversities. • Emphasises the safety of children, programme participants, communities and staff above the organisation's resourcing needs. • Consult with and ensure the participation of staff, children and programme participants in their respective complaint processes. • Walks the talk, putting values and knowledge into practice.
Organisational Management/ Administration and those who lead core functions (*Media, Communications, HR, Marketing, Research, Legal, Finance and etc.*) at local, regional and global level	**Knowledge** • Understands what Safeguarding and PSHEA means for the teams/ departments they manage. **Skills** • Skilled in leading teams to develop the necessary skills and expertise to undertake their roles and responsibilities for Safeguarding and PSHEA. • Skilled in leading on organisational change for relevant teams to ensure Safeguarding and PSHEA is embedded. • Skilled in explicitly and visibly challenging bias and discrimination towards gender and other intersecting identities in organisational systems and processes. **Behaviours** • Holds teams accountable for delivering on Safeguarding and PSHEA standards. • Ensures relationships they have with their staff and others are underpinned with respect.

Know-how groups	Competencies for Safeguarding
Additional know how needed by job families	
Designated Safeguarding PSHEA staff	**Knowledge** • Understands the scope of Safeguarding and PSHEA and how Safeguarding children, programme participants, communities and staff fit within this. • Understands the implications and impact of power within organisations and communities on Safeguarding and PSHEA and how to apply a gender and intersectional lens to Safeguarding and PSHEA for children and programme participants. • Understands the range of tools and resources available for implementing Safeguarding and PSHEA across all business areas. • Understanding of how to address issues that may arise in the implementation of the Safeguarding Policy and Code of Conduct and PSHEA policy. **Skills** • Skilled in developing and facilitating learning and training events for staff and other stakeholders to safeguard children and programme participants in all their diversities. • Presents written work in a clear and concise manner, easily accessible by a range of users. • Influences staff, senior management and external stakeholders on Safeguarding and PSHEA generally, and specifically on dismantling bias and addressing issues of power which negatively impact the Safeguarding of children, young people and programme participants in all their diversities. **Behaviours** • Maintains confidentiality. • Self-reflective and aware of when personal biases might compromise Safeguarding and PSHEA actions.



Section 3

3 • Plan International's Safeguarding and PSHEA Standards

Why Standards? - Purpose and Scope

Plan International's Safeguarding and PSHEA standards are designed to ensure that **Safeguarding and PSHEA measures are integrated** into all core systems, processes, practices and activities that the organisation engages in.

The standards are informed by the principles which underpin the Safeguarding Policy and the PSHEA Policy. The Policies can be found on the PlaNet Policies Page.

The policies and standards ensure that we, and all who represent us, undertake our collective responsibility to 'do no harm' to children and programme participants in all their diversities, irrespective of age or their association with us.

They also ensure that we work and engage in a safe and respectful manner with members of the communities we work in, and that staff and the organisation are protected.

The standards provide a benchmark against which Safeguarding and PSHEA measures can be audited, aiding in the identification of areas for improvement and establishing a basis for accountability should practice fall below the required level.

Although implementing the standards cannot guarantee that children, young people and adults will not be exposed to harm because of our work, the aim is to **minimise the risk** of abuse, harm and exploitation and ensure that as an organisation, we do everything we reasonably can to **make Plan International safe**.

If you have any trouble locating the documents, please kindly contact the Global Safeguarding and PSHEA Unit at **Safeguarding.Unit@plan-international.org**.

The structure of the standards

There are 10 standards

6 'core' standards

The six core standards are applicable across all Plan International offices and departments at all times and four 'business standards' which are specific to the type of business or area of work the office engages in, or the activities being implemented. The six core standards are structured around:

- Organisational standards for Safeguarding and PSHEA
- Engaging partners to deliver standards for Safeguarding and PSHEA
- Engaging children and programme participants for Safeguarding and PSHEA

4 'business' standards

The four business standards describe how a business area needs to integrate safeguards so it can be delivered as safely as possible.



It is important that all staff, teams and departments are familiar with all core standards which apply across the organisation.

The relevance and applicability of these standards depend on whether or how the office engages in that type of work or activity.Those with responsibility for a business area need to ensure that all the policies, procedures and guidance for that business area integrate the relevant business standard.

In the absence of such documents, staff will need to refer to the relevant business standard, e.g., if an office does not have any IT or Digital Guidelines which have incorporated safeguards, staff managing that area will need to ensure the IT or Digital work meets the relevant standard. Each standard is accompanied by a set of indicators, which describe the outcomes that will indicate that the standard is being implemented.

For each indicator, there are "Essential" and "Good Practice" MOVs which describe both the actions that are needed to reach the indicator and how the action will be verified. The majority of MOVs are Essential, recognising that much of our Safeguarding and PSHEA measures are 'non-negotiable'.

Where possible, the Good Practice MOVs describe what offices can do for a particular indicator to take their work to the next level. Finally, each MOV is linked to the position/department responsible for meeting the MOV.

Accompanying the 10 standards

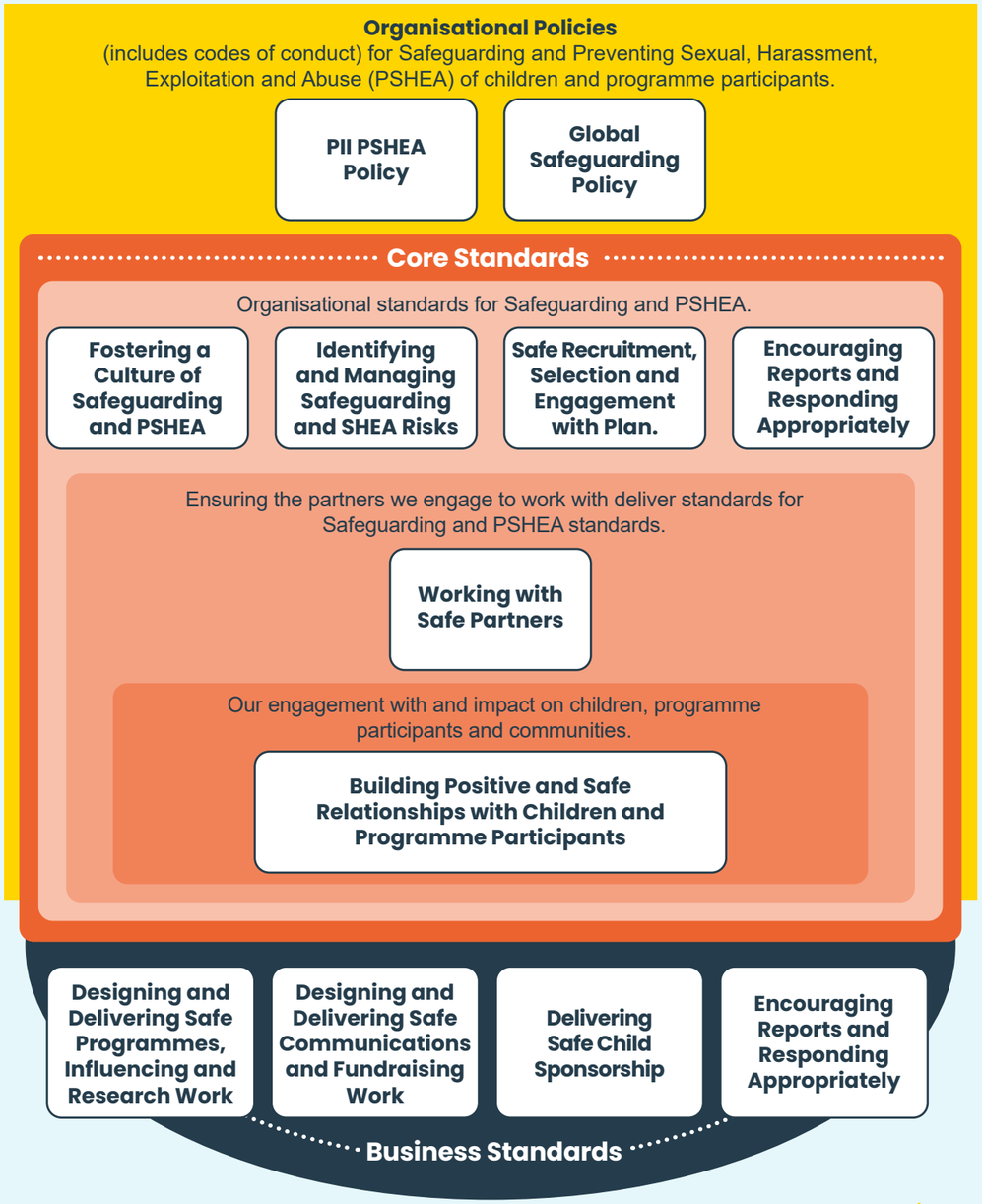
The Standards Attainment Indicator Responsibility Grid

This lists the attainment indictors in by positions/departments responsible for meeting the MOVs for the attainment indicators. The grid helps you see at a glance, which standards and indicators impact a manager's area of responsibility. A word version is available as Appendix IV. There is also an excel version which can be used to adapt the responsibilities according to your office structure and filter through the responsibilities as needed.

Standards Self-Assessment Excel Workbook

This helps with assessment and tracking implementation at the programme unit or department level. This may also be used to collect and consolidate data before submitting a report for the global management standards assessment exercise.

Figure 4
The structure of the standards



Note: At the end of each standard is a list of resources which aid the implementation of the standard. Links to the resources are not provided as these are updated frequently. All resources can be found in the Safeguarding Resources Library located on PlaNet and/or in the PlaNet Site of the department that owns the resource.

Application of Safeguarding and PSHEA standards in emergency response

It is expected that offices and programmes responding to emergencies will work to these standards.

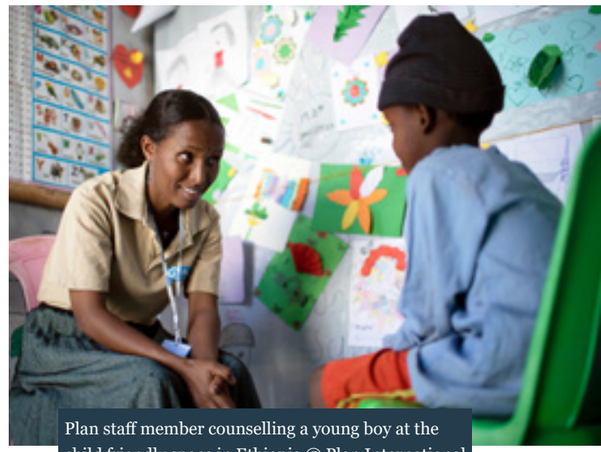
Plan International's work on emergency response differs between responding to emergencies in countries where Plan International is already working and in countries where we have no prior presence.

The former provides the opportunity to meet the standards in existing work and include Safeguarding and PSHEA in emergency preparedness planning. The latter is more demanding because Plan International will need to act quickly to set up Safeguarding and PSHEA basics, working with other organisations who together can share information and resources.

The nature of emergency response also shifts over time. For instance, rapid early response provides less time for mobilising staff and partners to ensure all Safeguarding requirements are met, compared to mobilising staff and partners later in the response. Each standard, where relevant, has a text box with specific emergency considerations. Similarly, the actions/MOVs identify specifics for emergency response.

If you are having difficulty in meeting the essential actions/ MOVs because of the nature of the emergency response or resources that are available, contact the Global Safeguarding and PSHEA Unit **Safeguarding.Unit@plan-international.org** for advice and support.


Smiling girl with her hygiene kit in Bangladesh © Plan International


Plan staff member counselling a young boy at the child friendly space in Ethiopia © Plan International


Plan staff member distributes vouchers to vulnerable families in the Dominican Republic © Plan International

Core Standards (CS)	Standard Aim	Applicability
Organisational Standards		
CS1: Fostering a Culture of Safeguarding and PSHEA	Leaders, managers, and staff create an environment where it is safe to address structural inequalities, challenge issues of power and prejudice and promote equality for children, programme participants and staff in all their diversities. Their behaviour demonstrates the Safeguarding and PSHEA values and principles of the organisation.	**Standards 1 to 4 are organisational standards and apply to all parts of the organisation at all times.** All offices must always ensure: **1.** a culture supportive of Safeguarding and PSHEA **2.** Safeguarding and SHEA risks are assessed and managed. **3.** all recruited/engaged are suitable to work/be in contact with children and programme participants and that staff, associates and visitors are supported to build capacity on Safeguarding and PSHEA. **4.** everyone remains vigilant to Safeguarding and PSHEA breaches and reports them through appropriate channels. The aim is to ensure that Plan creates a culture for Safeguarding and PSHEA which enables all staff, associates and visitors to prioritise the safety of the children and programme participants we work with.
CS2: Identifying and Managing Safeguarding and SHEA Risks	Risks to children and programme participants, in all their diversities, arising from their contact with or the impact of the organisation are identified and minimised. Ongoing risk management strategies for Safeguarding and PSHEA are integral to all engagements, operations, processes, interventions, and activities.	
CS3: Safe Recruitment, Selection and Engagement with Plan International	Proper recruitment, selection or engagement processes reduce the likelihood of engaging an individual or organisation unsuitable to work with different groups of children, programme participants and communities or being associated with Plan International. Measures are taken to ensure that individuals can apply Plan International's intersectional approach to Safeguarding and PSHEA as appropriate to their engagement. Staff, volunteers, and associates are supported to develop the knowledge and understanding necessary to safeguard children and programme participants in all their diversities, as relevant to their engagement.	
CS4: Encouraging Reports and Responding Appropriately.	Complaints mechanisms and reporting lines are appropriate and accessible for receiving reports of harm and abuse (*including SHEA*) experienced by children and programme participants in all their diversities. Responses are survivor-centred, prioritise the best interests of the child or programme participant, and are timely and efficient.	

Core Standards (CS)	Standard Aim	Applicability
Engaging partners to deliver to Safeguarding and PSHEA standards		
CS5: Working with Safe Partners	Plan International's partners and other external stakeholders have the commitment, skills and capacity to safeguard children and programme participants in all their diversities.	Standard CS5 is designed to ensure that partners or other stakeholders we deliver work with can meet Safeguarding and PSHEA standards.
Engaging children and programme participants for Safeguarding and PSHEA		
CS6: Building Positive and Safe Relationships with Children and Programme Participants	All types of engagement with, and inclusion of children and programme participants in all their diversities, give priority to their best interest and safety. Behaviour towards children and programme participants in all their diversities is respectful, non-discriminatory, and appropriate.	Standard CS6 is designed to ensure that Plan International's and partner's relationships with children and programme participants is built on respect and are safe.
Business Standard (BS)	**Standard Aim**	**Applicability**
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	Programming, influencing, monitoring and research work- including all such work undertaken in emergency/humanitarian settings - are designed and delivered in a manner which is safe for children and programme participants in all their diversities.	**Business Standards 1 to 4 relate to measures specific to the type of business or area of work an office engages in**. The intention is that any policies, procedures or guidelines that relate to that area will have the relevant standards integrated e.g., Plan International's global sponsorship model and guidance includes the indicators and MOVs for BS3. Where offices are not following global or other policies etc. with the standards integrated, they will need to refer to these standards to ensure the work is being delivered safely.
BS2: Designing and Delivering Safe Communications and Fundraising Work	Communications and fundraising work (*including publicity and media*) preserve the privacy and dignity of children and programme participants in all their diversities, ensuring that they are not harmed or exposed to risks, including risks through power imbalances or by reinforcing gender, identity, or other stereotypes.	
BS3: Delivering Safe Child Sponsorship	Child sponsorship programmes support the best interest of the child. Information on the child and their family, as well as contacts between sponsors and children, are handled sensitively and appropriately, to ensure they remain safe for both the child and the adults involved.	
BS4: Delivering Safe IT and Digital	Plan International's use and promotion of digital platforms to document and showcase its work, while also encouraging children and programme participants to engage with technology, ensures that children and programme participants in all their diversities are safeguarded.	

The Safeguarding & PSHEA Standards in detail



Plan staff members look through an activism guide with a young woman in Honduras.
© Plan International / Vicente Sevilla-Wam

At a glance indicators which demonstrate the attainment of each standard

Core Standard (CS)	Attainment Indicators
CS1: Fostering a Culture of Safeguarding and PSHEA	CS 1.1. The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA. CS 1.2. Plan International's governance arrangements include ensuring that Plan International is delivering on and meeting its Safeguarding and PSHEA commitments. CS 1.3. Issues arising from an imbalance of power and privilege are addressed to foster a culture of Safeguarding and PSHEA in all contexts. CS 1.4. Safeguarding and PSHEA policies are implemented and adequately resourced at each location.
CS2: Identifying and Managing Safeguarding and SHEA Risks	CS 2.1. Managers ensure that the engagements, operations, processes, interventions, and activities of the business areas for which they are responsible take relevant measures to manage Safeguarding and SHEA risks. CS 2.2. Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work. CS 2.3. The design and delivery of Plan International's work in each location is informed by an analysis of the intersecting risks of harm for different groups of children and programme participants. CS 2.4. Risk management actions are adequately resourced.
CS3: Safe Recruitment, Selection and Engagement with Plan International	CS 3.1. All staff, volunteers and associates have clear roles and responsibilities for Safeguarding and PSHEA. CS 3.2. All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement. CS 3.3. Engagement processes for suppliers/vendors sourcing and engagement include appropriate measures to ensure suppliers/vendors can work to Safeguarding and PSHEA measures appropriate to their engagement. CS 3.4. All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work. CS 3.5. All staff, associates and visitors' behaviour are in line with Safeguarding, PSHEA Policies and Code of Conduct.

Core Standard (CS)	Attainment Indicators
CS4: Encouraging Reports and Responding Appropriately	CS 4.1. Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them. CS 4.2. Survivor-centred principles are upheld throughout the reporting, response, and referral process. CS 4.3. Case management and investigations are conducted professionally and are fully resourced. CS 4.4. Outcomes of case management/investigations inform Safeguarding and PSHEA practice improvements and wider organisational changes.
CS5: Working with Safe Partners	CS 5.1. Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups. CS 5.2. Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation. CS 5.3. Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting. CS 5.4. Strategic partnerships (*government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with*) work to agreed Safeguarding and PSHEA standards. CS 5.5. Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	CS 6.1. All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International. CS 6.2. Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity. CS 6.3 All groups of children and programme participants - in all their diversities - inform the Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.

Business Standard (BS)	Attainment Indicators
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	BS 1.1. All programme design is informed by an in-depth analysis of the local Safeguarding and PSHEA context. BS 1.2. All programme plans and proposals include an in-depth Safeguarding and SHEA risk assessment. BS 1.3. Programme implementation includes the establishment of community Safeguarding and PSHEA initiatives. BS 1.4. Programmes have the necessary level of resources and the flexibility to be delivered safely. BS 1.5. All programmes are monitored and evaluated for Safeguarding and PSHEA. BS 1.6. Programme closure is designed and implemented to be as safe as possible. BS 1.7 The country strategy risk register includes a current analysis of the Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work.
BS2: Designing and Delivering Safe Communications and Fundraising Work	BS 2.1. Best interests of diverse groups of children and programme participants are actively considered in all communications, including media and publicity, and fundraising work. BS 2.2. All parties involved in communications, including media and publicity, and fundraising work uphold Plan International's Safeguarding and PSHEA standards. BS 2.3. Diverse groups of children and programme participants contribute appropriately to communications, including media and publicity, and fundraising work.
BS3: Delivering Safe Child Sponsorship	BS 3.1. All initial sponsor engagement activities ensure that sponsors understand and commit to Plan International's Safeguarding and PSHEA requirements. BS 3.2. Children being sponsored are engaged to ensure that they understand the sponsorship process and give their consent to being sponsored. BS 3.3. Relationships between the sponsor and the child are managed in the best interests of the child being sponsored. BS 3.4. Relationships between the sponsor and the child being sponsored, including all communications, are managed to prevent inappropriate contact. BS 3.5. The conclusion of the sponsorship relationship is managed to ensure the ongoing safety of the child or young person.
BS4: Delivering Safe IT and Digital	BS 4.1. Information management processes have safeguards in place for managing sensitive data on children and programme participants. BS 4.2. Diverse groups of children and programme participants understand how to participate safely in online activities. BS 4.3. Online participation of Plan International staff and associates adheres to standards of conduct.

Core Standard 1

1. Fostering a Culture of Safeguarding and PSHEA



Staff from Plan International Vietnam © Plan International

Leaders, managers and staff create an environment where it is safe to address structural inequalities, challenge issues of power and prejudice and promote equality for children, programme participants and staff in all their diversities. Their behaviour demonstrates the Safeguarding and PSHEA values and principles of the organisation.

An overview

Plan International's Safeguarding and PSHEA policies and Code of Conduct place a responsibility on all staff to ensure they do no harm and create safe environments for those working within the organisation as well as for the children and programme participants we work with. **Organisational culture is the foundation for Plan International's approach to Safeguarding and PSHEA**.

We all need to recognise the impact and implications of power, privilege and bias on our ability to safeguard diverse groups of children and programme participants. **Leadership and management play a crucial role in fostering and promoting the right culture.** This includes setting high standards, acting as role models, recognising and addressing inequalities within the organisation, and ensuring a safe, respectful environment that encourages challenging poor practice, and facilitates reporting related to Safeguarding and PSHEA.

It is also important that our staff and associates understand how their own biases, conscious or unconscious, may lead to harming children and programme participants of different identities. For example, we may inadvertently communicate with girls with disabilities differently than girls without disabilities, or we may respond inappropriately to a child who does not identify with gender norms, which can make that child feel humiliated or isolated.

This standard is primarily the responsibility of Plan International's leadership and management, with support from Safeguarding, Gender, and HR personnel as appropriate.

Indicators which demonstrate the attainment of this standard

CS 1.1.

The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA.

CS 1.2.

Plan International's governance arrangements include ensuring that Plan International is delivering on and meeting its Safeguarding and PSHEA commitments.

CS 1.3.

Issues arising from an imbalance of power and privilege are addressed to foster a culture of Safeguarding and PSHEA in all contexts.

CS 1.4.

Safeguarding and PSHEA policies are implemented and adequately resourced at each location.

Implementation guidance

How to meet this standard

Delivering on Essentials

Leaders and managers need to be proactive in supporting a culture for Safeguarding and PSHEA. Governing Boards and the CEO should ensure that the organisation's mission, vision and values also prioritise Safeguarding and PSHEA.

The performance objectives set for leaders should include the implementation of the standards in their area of responsibilities. All managers need to use a range of communication opportunities to raise awareness on Safeguarding and PSHEA and ensure that staff and teams understand our values and intersectional approach to Safeguarding and PSHEA.

Leaders and managers act as role models in promoting safe, responsible and accountable environments. They do this by demonstrating that they themselves are actively tackling discrimination and exclusion. Those with specific governance responsibilities, including governance boards, must receive training on Plan International's approach to Safeguarding and PSHEA and ensure that this is a regular item on governance meeting agendas.

It is crucial to address issues arising from power and privilege imbalances. All staff and others, as relevant, must receive training to recognise power and privilege, both in themselves and others. This ensures that these factors do not hinder the promotion or cultivation of a culture supportive of Safeguarding and PSHEA. The Global Safeguarding and PSHEA Unit conducts an anonymous survey every five years on the Safeguarding culture in Plan International.

This survey is held with staff and programme participants. The survey results contribute to the revisions of our Safeguarding and PSHEA policies and the development of our 5-Year Safeguarding and PSHEA Operational Plan of work and improvement interventions.

Plan International offices must 'localise' their Safeguarding and PSHEA policies by developing local procedures that describe, in detail, how the policies will operate. This work will be coordinated by the Country Lead Safeguarding PSHEA Focal Point/Specialist, but senior management is accountable for ensuring that this is done. This includes ensuring Safeguarding and PSHEA is integrated into disaster risk reduction (*DRR*) and emergency preparedness plans (*EPP*) procedures and plans. The policies set minimum global standards for all Plan International offices. No office should set standards lower than those outlined in the policies; however, offices may implement enhancements (*i.e., higher standards*) as required by law or local practices. Significant proposed deviations from the global policies must be accompanied by a clear rationale and formal approval from the relevant Regional Director or National Director.

In all Plan International offices, senior management should appoint at least one full-time designated staff member responsible for coordinating the implementation of the policies.

This individual will provide guidance and support to managers, staff, children and the communities we work with on Safeguarding and PSHEA issues, as well as receiving and addressing related concerns and reports. They will also be responsible for raising awareness and providing training on the policies. **It's essential that this staff member is suitably trained** for the role and has direct access to the senior management team, preferably reporting directly to the Office Director, to effectively carry out their functions. Additionally, additional or delegate FPs should be appointed for departments, functions, projects as needed.

Details of these staff should be publicised throughout the office and shared with stakeholders as appropriate to the group and location.

Delivering on Good Practice

Plan International offices can enhance their Safeguarding culture by providing opportunities for staff to both support and challenge the existing culture. This can be achieved by establishing safe spaces for groups of staff to discuss how they, with their intersecting identities, feel safe, supported, and confident in voicing concerns. Using the insights gained from these discussions, or through other channels, to allow staff to contribute to decision-making on the office culture will promote a Safeguarding culture that benefits everyone. Good practice governance arrangements will include annual refresher trainings for Plan International's governance boards and management teams which are specifically tailored to their role in fostering a Safeguarding culture and managing Safeguarding risks.

Prioritising Safeguarding in strategic and organisational culture initiatives led by these leadership teams will support the office's ability to meet this standard's essential measures.



Programme Participants - Plan International Togo © Plan International

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 1.1.	The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA.	Evidence that managers use communication opportunities (*e.g., websites, department/office team meetings, office displays, briefings*) and materials (*e.g., newsletters, leaflets, posters*) to raise awareness of Safeguarding and PSHEA Policies and to ensure that staff and teams understand Plan International's values and intersectional and inclusive approach to Safeguarding and PSHEA.	Managers at CO/RH/NO/GH		
		Evidence that leadership and management behaviours promote safe, responsible and accountable environments, including challenging abuse of power in the workplace.	Managers at CO/RH/NO/GH	Evidence that safe spaces for staff to challenge and support the Safeguarding, PSHEA culture of the office have been introduced.	Managers at CO/RH/NO/GH
		Evidence that managers are tackling discrimination and exclusion.	Managers at CO/RH/NO/GH	Evidence that managers have created opportunities for staff to contribute to and influence decision -making on culture and structure.	Managers at CO/RH/NO/GH
CS 1.2.	Plan International's governance arrangements include ensuring that Plan International is delivering on and meeting its Safeguarding and PSHEA commitments.	Review of the organisation's mission, vision and values, show a prioritisation of Safeguarding and PSHEA	Plan Boards/ CEO/ Senior leadership at CO/RH/NO/GH	Sample records of board meetings demonstrate Plan International's governance boards prioritise Safeguarding/PSHEA in strategic and organisational culture initiatives.	CEO/Plan Boards
		Sample records of board meetings demonstrate Plan International's governance boards regularly discuss Safeguarding and PSHEA and the key risks, issues and learnings arising from the implementation of Safeguarding and PSHEA.	CEO/Plan Boards		
		Sample of the objectives set for leaders show inclusion of delivering on Safeguarding and PSHEA for their area of responsibility in line with the standards.	Plan Boards/ CEO/ Senior leadership at CO/RH/NO/GH		
		Sample records of senior management meetings demonstrate regular discussions on Safeguarding, including key risks, issues and learning from Safeguarding and PSHEA implementation, as well as on how management is creating an environment for Safeguarding and PSHEA.	Senior leadership at CO/RH/NO/GH	Sample records of senior management meetings demonstrate Plan International's management teams prioritise Safeguarding/PSHEA in strategic and organisational culture initiatives.	Senior leadership at CO/RH/NO/GH
		Sample training plans/content demonstrate that Plan International's governance boards receive onboarding training on Safeguarding and PSHEA.	CEO/Plan Boards	Sample training plans/content demonstrate that Plan International's governance boards receive annual refresher training on Safeguarding and PSHEA.	CEO/Plan Boards
		Sample training plans/content demonstrate that Plan International's management teams receive onboarding and annual refresher trainings on Safeguarding and PSHEA.	Senior leadership at CO/RH/NO/GH	Samples of training plans/content demonstrate that Plan International's management teams receive annual refresher training on Safeguarding and PSHEA.	Senior leadership at CO/RH/NO/GH

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 1.3.	Issues arising from an imbalance of power and privilege are addressed to foster a culture of Safeguarding and PSHEA in all contexts.	Sample training records show that all staff, volunteers and associates participate in Safeguarding training.	HR and FPs/Specialists at CO/RH/NO/GH	Sample training records demonstrates that a representative group of staff are participating in Plan International's specialist Safeguarding/PSHEA courses, e.g., masculinities for PSHEA.	FPs/Specialists at CO/RH/NO/GH
		Sample training content and training package demonstrates that trainings include power and privilege and the impact the factors have on Safeguarding and PSHEA.	FPs/Specialists at CO/RH/NO/GH	Sample training content demonstrates that staff are supported to develop active withstander[12] skills to challenge inappropriate behaviours, negative power dynamics and hold each other accountable.	FPs/Specialists at CO/RH/NO/GH
		Evaluations of training demonstrate that participants have increased their knowledge, skills and practice on Safeguarding.	FPs/Specialists at CO/RH/NO/GH	Evaluations of training demonstrate that participants have increased their bystander/withstander knowledge, skills and confidence to challenge inappropriate behaviours, negative power dynamics and hold each other accountable.	FPs/Specialists at CO/RH/NO/GH
CS 1.4.	Safeguarding and PSHEA policies are implemented and adequately resourced at each location.	Local Safeguarding and PSHEA procedures demonstrate that they align with Plan International's global Safeguarding and PSHEA procedures and standards on the same.	FPs/Specialists at CO/RH/NO/GH	Evidence that local Safeguarding and PSHEA procedures have been developed in consultation with groups of children and programme participants with different intersecting identities.	FPs/Specialists at CO/RH/NO/GH
		Local Safeguarding procedures reflect the national/local context, including practices and patterns of violence which are prevalent in that context.	FPs/Specialists at CO/RH/NO/GH		
		Financial resources for implementing Safeguarding and PSHEA procedures are prioritised in financial planning.	Senior leadership and Management at CO/RH/NO/GH		
		Local Safeguarding procedures clearly map out general management and leadership responsibilities for Safeguarding/PSHEA implementation.	FPs/Specialists at CO/RH/NO/GH		
		The self-assessments demonstrate that senior management is using the standards as a tool to monitor the implementation of Safeguarding/PSHEA and identify areas for improvement.	Senior leadership and Management at CO/RH/NO/GH		
		Documented action plans are in place.	Senior leadership and Management at CO/RH/NO/GH	Progress updates show that all agreed actions have been taken and are regularly monitored by senior leadership.	Senior leadership at CO/RH/NO/GH
		Safeguarding is integrated into DRR and EPP processes and procedures.	Senior leadership at CO/RH/NO/GH	The emergency response plans demonstrate that adaptations to the Safeguarding and PSHEA arrangements were made during early onset.	Senior leadership at CO/RH/NO/GH
		The office structure and sample job descriptions demonstrate that all offices have designated a person responsible for Safeguarding and PSHEA on a full-time basis with access to the senior management team. Safeguarding/PSHEA FPs are delegated as needed for various functions, units, high-risk situations, and emergency response programmes.	Senior leadership at CO/RH/NO/GH	Full time Safeguarding and PSHEA FPs/specialists are members of the senior management team (*SMT*).	Senior leadership at CO/RH/NO/GH
		Additional designated staff members are appointed as necessary, including at the onset of emergency.	Senior leadership at CO/RH/NO/GH		
		Sample training records demonstrate that Safeguarding/PSHEA FPs/Specialists have received relevant training and are appropriately qualified/skilled.	FPs/Specialists at CO/RH/NO/GH	Interviews with representative FPs/specialists demonstrate that they are continuously learning and developing their Safeguarding and PSHEA expertise.	FPs/Specialists at CO/RH/NO/GH

12 A person who actively becomes involved in a situation where someone else requires help.

Resources to support the implementation of CS1

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in Safeguarding Operations page "Key Documents" section

- Plan International's Global Safeguarding Policy and Safeguarding Code of Conduct
- Frequently Asked Questions to the Safeguarding Policy
- PII PSHEA Policy and PSHEA Conde on Conduct
- Frequently Asked Questions to the PSHEA Policy
- Plan International's Safeguarding and PSHEA Framework
- 5 Year Safeguarding (and PSHEA) Operational Plan

Resources to be found in PII Policy pages "People and Culture" section

- PII Code of Conduct
- PII Non-Staff Code of Conduct
- PII Harassment, Bullying and Discrimination Policy

Resources to be found in Global Policy pages

- Plan International's Global Gender Equity and Inclusion Policy

Resources to be found in the Safeguarding Resources Library

- Safeguarding Guidance: An Overview of Safeguarding Accountability and Responsibilities
- Safeguarding Guidance On: The Selection and Responsibilities of Safeguarding and PSHEA Focal Points and Networks
- Safe Culture Assessment Tool

Resources to be found in the Safeguarding Training Document Library and on Plan Academy (*full access is given to Country Lead Safeguarding/PSHEA Focal Points/Specialists only*)

- Plan International's Online Self-Directed Safeguarding and PSHEA Induction Modules on Plan Academy (links automatically sent to all newcomers and annual refreshers to all existing staff and workplace associates)
- Plan International's Safeguarding Foundation training toolkit and materials, "Helping Plan's People to become Active Protectors of Children and Programs Participants – the 5Ps model"
- Plan International's Power Privilege and Bias e-learning self-directed sessions 1 and 2 on Plan Academy
- Plan International's Power Privilege and Bias sessions 1 to 5 fully facilitated sessions on Plan Academy
- Plan Internationals Disabilities Inclusive Safeguarding Training
- Diverse SOGEISC (sexual orientations, gender identities, gender expressions and sex characteristics) Inclusive Safeguarding Training

Other safe culture workshops/ resources available.
Please contact the Global Safeguarding and PSHEA Unit **Safeguarding.Unit @plan-international.org**

- Safe Culture Mapping and Overview Paper - Plan International's guide and overview of internal tools and workshops on safe culture
- Anti-Racism Workshop
- Masculinities for PSHEA workshop
- Exploring the Power Within and Honouring the Call of the Self workshops for Safe and Respectful Environments

Resources to be found in the People and Culture site dedicated to Courageous Conversations

- Courageous Conversations Guides provides you with guidance on bringing to life and role modelling the behaviours that are essential to achieving our purpose as an organisation and our values, including our 'Do no Harm' principle

Resources to be found in the found in the "Safeguarding Operations" page Key Documents section

- The Global Safeguarding and PSHEA Unit conducts an anonymous survey every five years on the Safeguarding culture in Plan International. The survey includes assessing staff and programme participants' attitude and perceptions of our Safeguarding culture, as well as knowledge and understanding of Safeguarding, PSHEA and associated reporting routes
- The survey, assessments of the standards implementation and case management information contributes to the 5-Year Safeguarding PSHEA Operational Plan and the revision of the Safeguarding and PSHEA Policies

Core Standard 2

2 • Identifying and Managing Safeguarding and SHEA Risks



Staff from Plan International Nepal © Plan International

Risks to children and programme participants, in all their diversities, arising from their contact with or the impact of the organisation are identified and minimised. Ongoing risk management strategies for Safeguarding and PSHEA are integral to all engagements, operations, processes, interventions, and activities

An overview

Managing and mitigating Safeguarding and SHEA risks in all areas of Plan International's engagements, operations, processes, interventions and activities is fundamental to ensuring we "Do No Harm."

Ongoing risk management strategies require the recognition of the inequalities within the communities in which we work and how these may determine the safety of those involved in or affected by our work.

Risks may stem from or be exacerbated by social structures, prejudice, discrimination, or specific contexts, such as those where school-related gender-based violence occurs (*e.g., for example, educational work for girls in contexts where violence around girls' education occurs*). Therefore, all risk assessments and management for Plan International's work should incorporate an intersectional lens at every stage, including consideration of individual identities, the specific context of the work, and the organisational processes within the office (*see* Figure 1). This ensures that risks and the actions taken to address them are analysed in a nuanced manner, taking into account the various intersecting identities of different groups.

Managers have a responsibility to ensure that the engagements, operations, processes, interventions and activities for which they are responsible have relevant safeguards in place. These are described in more detail in the Business Standards. **The risks of harm to the various groups of children, young people and adults** involved in programmes should be understood in relation to the local context in which Plan International's work takes place.

Risk analyses for the country in which Plan International is working should inform the resourcing of core Safeguarding measures, such as Safeguarding/PSHEA FPs/Specialists and training opportunities.

Indicators which demonstrate the attainment of this standard

CS 2.1.

Managers ensure that the engagements, operations, processes, interventions, and activities of the business areas for which they are responsible take relevant measures to manage Safeguarding and SHEA risks.

CS 2.2.

Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work.

CS 2.3.

The design and delivery of Plan International's work in each location is informed by an analysis of the intersecting risks of harm for different groups of children and programme participants.

CS 2.4.

Risk management actions are adequately resourced.

Implementation guidance

How to meet this standard

Delivering on Essentials

Risk management for Safeguarding and PSHEA is a shared responsibility across the organisation.

Whilst there are particular roles and responsibilities for heads of departments or business managers (*as outlined below*), **all Plan International staff need to consider their work through a Safeguarding risk lens**, i.e., asking, "have we considered potential risks of what we do or what we deliver, have we mitigated these as far as possible and are we consistently managing these whilst our work is underway?" This standard is focused on responsibilities for ensuring that systems and processes have incorporated the necessary Safeguarding and PSHEA risk management processes.

The business standards describe in more detail what staff need to consider with regard to risk if they work in e.g. programmes, or sponsorship.

Heads of departments and/or business managers *(functions)* across Plan International have a core responsibility for ensuring Safeguarding and PSHEA measures are embedded in their area of responsibility using the core and business standards and the accompanying supporting resources as a guide.

This will ensure that all staff and associates using programmatic guidelines, for example, are also implementing the relevant Safeguarding and PSHEA standards.

Considerations for Emergency Response

- Those with responsibility for emergency preparedness must ensure that the context specific risks are considered and identified in the EPP.
- The Safeguarding elements of the EPPs will need reviewing within 72 hours of the onset of an emergency and updated regularly as the emergency response unfolds.
- When responding to an emergency in a new country of operation, conducting a risk assessment and including risks for Safeguarding and PSHEA at the outset will be a priority. Draw on any existing risk assessments conducted by other organisations. Where national or local PSHEA networks have been established, use the work being done by these to inform risk management for Plan International and partners.
- Please refer to the 'Safeguarding and PSHEA In DRM Quick Checklist' available on PlaNet, which provides quick guidance on mitigating/minimising Safeguarding/SHEA risks in the initial emergency response. The 'Full Checklist' guides longer interventions. See the resources section at the end of this standard for more information.

New work or initiatives, such as new sponsorship models, need to be accompanied by a Safeguarding risk assessment which identifies how any risks of harm arising from that work or initiative will be addressed prior to its launch.

A mapping of the external context in the country, also including all programming locations, must be carried out by the Country Lead Safeguarding/PSHEA FPs/Specialists. The mapping should analyse any local risk factors for Safeguarding and SHEA, concerns that constitute a crime in country, the legal, social welfare and protection arrangements, and other relevant local resources.

The mapping of the external context should be nuanced enough to identify the risks that might be faced by different groups.

The office must maintain a good understanding the legal frameworks and requirements and local resources available for dealing with incidents as well as an understanding of the potential implications of reporting on individuals with different identities. This mapping will inform the local Safeguarding procedures and all risk mitigation strategies for preventing and responding to harm to children and programme participants. Heads of departments and/or business managers must ensure that Safeguarding and SHEA risk assessments and mitigation strategies within their business area includes risks for diverse groups of children and programme participants. This can be done by disaggregating risks for different intersecting groups and demonstrating how the different risks have been mitigated

Risk mitigation strategies need to be resourced and where this is not possible, a rationale presented to inform Plan International's Go/No Go approvals.

Delivering on Good Practice

This standard and its indicators are largely Essential given the importance of assessing and mitigating Safeguarding risks in all Plan International's work.

Heads of departments and/or business managers can demonstrate Good Practice by ensuring that policies and procedures incorporate Safeguarding and SHEA risk mitigation strategies as appropriate so that there is continuous awareness and improvement on risk mitigation.

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 2.1.	Managers ensure that the engagements, operations, processes, interventions, and activities of the business areas for which they are responsible take relevant measures to manage Safeguarding and SHEA risks.	Evidence that departmental/functional procedures reflect the Safeguarding standards applicable to the area/function. See the PlaNet Safeguarding Resources Library for guidance on implementing the standards.	Heads of Departments and Business Managers at CO/RH/NO/GH		
		Evidence that new work or new initiatives are risk-assessed prior to their introduction/delivery with clear actions, roles and responsibilities for risk mitigation. Examples of initiatives that should be assessed include new sponsorship models, digital programmes, influencing activities, media activities, and engagements.	Heads of Departments and Business Managers at CO/RH/NO/GH	Evidence that risk mitigation strategies are incorporated into policy and/or procedures as appropriate, to enable continuous improvement to the mitigation of Safeguarding and PSHEA risks.	Heads of department and managers at CO/RH/NO/GH
CS 2.2.	Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work.	Evidence that local mapping of the external context has been documented in accordance with the mapping tool in Appendix IV of the "Global Reporting and Responding to Safeguarding and SHEA Issues: Assessment of External Safeguarding and PSHEA Context and Resources." Document should be made available to managers and staff as appropriate.	FPs/Specialists at CO/RH/NO		
		Evidence that the office keeps abreast of legal requirements and that changes are reflected in local mapping and procedures.	FPs/Specialists at CO/RH/NO		
		Emergency Preparedness Plans highlight the specific potential contextual Safeguarding and SHEA risks associated with emergencies.	Head of Emergency Programmes		
		Evidence that Safeguarding and PSHEA risk assessments are reviewed within 72 hours of the occurrence of an emergency.	Head of Emergency Programmes		
		Initial and ongoing emergency response risk assessments demonstrate that they are updated with new and emerging Safeguarding and SHEA risks associated with the emergency.	Head of Emergency Programmes		
CS 2.3.	The design and delivery of Plan International's work in each location is informed by an analysis of the intersecting risks of harm for different groups of children and programme participants.	Sample risk assessments demonstrate that Safeguarding and SHEA risks, and other risks which have significant Safeguarding implications (*e.g. security risks*), are disaggregated for the different intersecting groups and that this is reflected in the design and planning of the work.	Heads of Departments and Business Managers at CO/RH/NO/GH		
		Documented evidence that Safeguarding and SHEA risk assessments, and associated risks such as security, are regularly reviewed, monitored and revised as necessary throughout the project/work cycle. New and emergent risks should be captured, and risk mitigation controls/management plans should remain relevant and appropriate. Management must remain aware of this via risk registers.	Heads of Departments and Business Managers at CO/RH/NO/GH		
		Interviews with appropriate staff show that in-depth analyses have been carried out to understand the risks facing different groups of children and programme participants in all their diversities.	Heads of Departments and Business Managers at CO/RH/NO/GH		
CS 2.4.	Risk management actions are adequately resourced.	Evidence that appropriate and adequate resources (*financial and human resources*) have been allocated to address Safeguarding and SHEA risks, including resources should there be changes to the risk levels, such as those that may occur in the event of an emergency.	Heads of Departments and Business Managers at CO/RH/NO/GH		

Resources to support the implementation of CS2

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in the Safeguarding Resources Library

- Mapping Tool and Guidance - Assessment of External Safeguarding PSHEA Context and Resources. (Appendix IV to the Guidelines on Reporting and Responding to Safeguarding and SHEA Issues in Plan International
- Safe Programming and Influencing Risk Assessment Trigger Questions – this document forms part of the Guidelines on Safeguarding in Programming and Influencing Work.
- Safeguarding and PSHEA Issues Reported - Risk Assessment Tool and Guidance (including Assessing Risks, Vulnerabilities and Needs) Form and Guidance (Appendix VII to the Guidelines on Global Reporting and Responding to Safeguarding and SHEA Issues in Plan International)
- Safeguarding Risk Assessment – Online Platforms

Resources to be found in Safeguarding Operations page – "Safeguarding and PSHEA in Emergencies" section

- Safeguarding and PSHEA in DRM Quick Checklist and Full Checklist

General guidance on risk assessments and risk management can be found in the Risk Management Operations page.



Staff from Plan International Bolivia © Plan International

Core Standard 3

3 • Safe Recruitment, Selection and Engagement with Plan International

Proper recruitment, selection or engagement processes reduce the likelihood of engaging an individual or organisation unsuitable to work with different groups of children, programme participants and communities or being associated with Plan International.

Measures are taken to ensure that individuals can apply Plan International's intersectional approach to Safeguarding and PSHEA as appropriate to their engagement. Staff, volunteers and associates are supported to develop the knowledge and understanding necessary to safeguard children and programme participants in all their diversities, as relevant to their engagement.

An overview

Quality recruitment and engagement processes are an important part of ensuring that Plan International creates **safe, respectful and inclusive environments** for those working in and with the organisation.

A minority of individuals will target organisations in order to gain access to children or vulnerable populations in order to abuse them. Others may have harmed staff, children or communities opportunistically in prior employment. Furthermore, some individuals might exploit the power and privilege that comes with their identity when interacting with others, especially in relationships where there is a notable power imbalance – such as relationships with children, programme participants, and other individuals with vulnerabilised identities. Plan International also engages a range of individuals, organisations or companies as suppliers. Organisations or companies will operate with their own policies and practices, some of which will align with Plan International's position on Safeguarding, while others will not.

We aim to guarantee that individuals, organisations and companies interacting with or impacting children, programme participants or communities we engage with can deliver services in the safest manner possible. All staff, volunteers and associates need to understand their responsibilities for Safeguarding and be able to carry these out.

These responsibilities need to be explicit in job descriptions, Terms of Reference or service supply/tender documents, as relevant.

It is essential to provide opportunities for Safeguarding and PSHEA learning that is tailored to the role and responsibilities of the staff, volunteer or associates, taking into account their contact with or impact on children and programme participants.

This approach is crucial for building confidence and competency in implementing appropriate safeguards within their areas of responsibility.

Performance on Safeguarding and PSHEA needs to be managed or monitored as relevant to the type of employment or engagement Plan International has with the individual, organisation or company.

Indicators which demonstrate the attainment of this standard

CS 3.1.	CS 3.2.	CS 3.3.	CS 3.4.	CS 3.5.
All staff, volunteers and associates have clear roles and responsibilities for Safeguarding and PSHEA.	All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement.	Engagement processes for suppliers/vendors sourcing and engagement include appropriate measures to ensure suppliers/ vendors can work to Safeguarding and PSHEA measures appropriate to their engagement.	All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work.	All staff, associates and visitors' behaviour are in line with Safeguarding, PSHEA Policies and Code of Conduct.

This standard pertains to the recruitment and engagement of staff, volunteers, suppliers/vendors, and other associates such as visitors. Working with partners and engaging sponsors is covered in CS5 and BS3, respectively. BS2 also includes measures for third parties engaged by Plan International for communications and fundraising work.

Implementation guidance

How to meet this standard

Delivering on Essentials

Safeguarding responsibilities must be incorporated into all job descriptions. All managers with line management responsibilities should ensure that the jobs they have responsibility for have the relevant Safeguarding responsibilities included.

Country Leads, Safeguarding/PSHEA FPs/ Specialists and HR personnel in each office should collaborate to ensure responsibilities are clear for each role.

Refer to the Roles and Responsibilities section within this manual, as well as the responsibilities for delivering on each standard, to understand how this requirement applies to individual roles within the organisation.

Recruitment

It is necessary to develop or revise recruitment procedures to include an assessment on suitability to work with children, young people and vulnerable adults. This applies for all roles, including national and international staff, volunteers, including community representatives, consultants and contractors.

Even if the role does not involve any direct work with children, programme participants or communities, it is important to consider whether the role allows access to sensitive data.

Recruitment and engagement procedures should include the Recruitment Provisions.

Interviewing

The interview process should be prepared in advance and well-planned. The interview should include specific questions to understand the candidates' attitudes and values in relation to Safeguarding.

Where the candidate will have specific responsibility for working with children, programme participants and communities, questions should be designed to bring out their level of skills and experience in this area.

The interview panel should contain individual/s who have the relevant experience about organisational commitments to Safeguarding and PSHEA and good knowledge of the organisation's purpose and values, including those related to equity and inclusion.

Onboarding

All staff must receive, read and sign a copy of the policies and Code of Conduct (*CoC*) prior to, or at the time of, signing an employment/engagement contract.

Associates and visitors should be informed of and sign the policies and CoC, and their agreement should include procedures which are applicable to the work they are engaged in with Plan International. Offices should ensure that staff, associates and visitors are also briefed on the localised aspect of the policy and procedures, so that they are aware of relevant codes of behaviours and reporting and responding processes.

Safeguarding measures also need to be integrated into contractual documentation. For example, contracts for consultants, contractors, suppliers for goods and services, and corporate agreements must include a standard clause on Safeguarding, non-disclosure and data protection, as well as the consequences of a breach.

Contracts must reflect measures appropriate to the type of engagement (*e.g., global media guidelines on the use of children's images*) with a requirement that these are followed and be in accordance with the standards and contracts set by the Global Hub's Legal Department.

Recruitment Provisions

- A statement of Plan International's commitment to Safeguarding and PSHEA is included in all job advertisements, job profiles and pre- and post-interview documentation to candidates.
- Jobs are assessed to identify the level of contact with children and programme participants, access to child/programme participant data, and the level of prevention checks needed for the post-holder.
- A range of appropriate selection measures and pre-employment/ engagement checks should be carried out on all successful candidates or potential staff and associates where relevant, such as for volunteers, consultants, and board members. Such checks may include criminal records / police background checks where available; disclosure of previous convictions on forms; reference enquiry forms with specific reference on suitability to work with children and programme participants in all their diversities; verification of identity; and interview questions which are specifically designed to identify behaviour and attitudes that would be of concern. These checks must be completed before the person takes up the post.

Induction and Training

It is important that everyone involved in Plan International is provided with briefing, training and learning inputs appropriate to their role, responsibilities and engagements.

All staff, volunteers and associates, at the start of engagement, must be provided with a briefing and/or induction workshop appropriate to their engagement with Plan International. At a minimum, the training should cover our policies, CoC, and reporting requirements.

Induction on the policies could take various forms. For example, the training could be part of a formal, scheduled induction session that covers a range of other policies and procedures or may be a dedicated one-to-one session between the responsible manager and the staff member, volunteer or associate.

Plan International provides an online self-directed induction package for Safeguarding and PSHEA. Briefings and inductions should also provide the opportunity for these staff and volunteers to discuss behaviours and clarify expectations.

As well as this initial introduction to Safeguarding and PSHEA, it is important that staff and possibly others such as volunteers and associates, depending on their roles, have access to further training on Safeguarding and PSHEA.

Considerations for Emergency Response

- It is recognised that in a sudden onset emergency response that staff and volunteers need to mobilise rapidly. At the very least, these staff and volunteers will still need background and reference checks carried out.
- Guidance on Screening and Vetting Potential Staff and Candidates in an Emergency Context provides a checklist which can guide this process by dividing background checks into what must be carried out as a minimum and what may be performed if available.
- Once a candidate has been cleared and is selected for the position, other safe engagement standards will apply. A rapid onboarding may entail a briefing on Plan International's policies and CoC. Staff and volunteers will need to take Plan International's online induction course within the first month of working.
- Staff should ensure that engagement with children and program participants is always supervised, accompanied by other adults, or conducted.

This follow up training should be undertaken within six months of the start date, but ideally sooner.

Follow up training is important for providing more details on Safeguarding and PSHEA, as well as offering participants the opportunity to ask questions and explore some of the possible challenges they may face when applying the policies.

These trainings should be implemented at regular intervals to provide access to new starters and refresher trainings for established staff members. Training is only one way in which learning, and development takes place.

It is important to ensure the availability of other learning opportunities, particularly those that can be organised more frequently, informally and without the costs associated with structured trainings.

Individual and team learning, and development requirements should be periodically assessed, through processes like performance management.

Subsequently, a range of opportunities should be developed to address identified needs.

These can include simple, in-house measure such as using team meetings to review a Safeguarding/SHEA concern, discussing current practices and safety issues, or exploring sections of relevant policies.

It is important that all training, workshops and other information sharing events are evaluated to review whether the level of understanding and practice has improved and to monitor attitudes and perceptions.

Simple post training evaluation can help with monitoring knowledge retention.

Staff surveys may also be conducted at regular interviews to test knowledge, attitudes and practice in relation to Safeguarding.

The Global Safeguarding and PSHEA Unit conducts an anonymous survey every five years on the Safeguarding culture of Plan International. This includes assessing staff and programme participants attitude towards, knowledge and understanding of Safeguarding and reporting routes.

These methods may offer a broader perspective on how learning and development initiatives are influencing staff members.

Such evaluations should be used to shape future learning and development events and activities.

National and regional offices should establish and maintain mechanisms to capture and facilitate the sharing of learning and knowledge to foster continuous improvement.

Learning and development activities generate useful material that can assist others in their learning.

It is crucial to make efforts to document and disseminate this material to benefit others – within teams, offices and across countries and regions.

This can include compiling simple lists of learning points, case studies, outputs from case study discussions, training notes, and more, and making them accessible to others whenever feasible.

Performance Management

All staff should have the opportunity, as part of the performance management process, to engage in discussions about Safeguarding with their line manager.

This should involve a review of what is expected of them regarding Safeguarding responsibilities, confirmation of their completion of necessary learning inputs, and identification of any learning needs they may have, along with plans for addressing them.

Procuring goods and services

Procurement processes for suppliers/vendors (or third parties[133]) need to incorporate the MOVs described in Indicator CS 3.3. **Scope of works, terms of reference or supply specifications must include, at a minimum, Plan International's commitments to Safeguarding and PSHEA.** Where the work will bring the supplier/ vendor into contact with children, programme participants, or with members of the community where the service is being delivered on behalf of Plan International, and there is a reasonable risk of abuse or harm arising from that contact, additional measures should be applied and stated within the scope of work or Terms of Reference. These additional measures should form part of the technical assessment criteria so that Plan International can make a suitable assessment of the individual, organisation or company's capacity to deliver the service safely.

13 "Third parties" refers to organisations or individuals other than Plan International or its staff.

Example additional measures in procurement

- Supplier/vendor employees or individuals who will have contact with children and programme participants will abide by a non-staff Code of Conduct that includes Safeguarding and PSHEA.
- Supplier/vendor employees or individuals have been suitably vetted.
- Supplier/vendor employees or individuals have received information and briefing on Safeguarding and PSHEA.

Where third parties are to be given access to children or programme participants sensitive data, it is essential that they are assessed and vetted as part of the engagement process to ensure their credibility and ability to meet Safeguarding requirements and guarantee, where relevant, data security.

Access to children or programme participants or Plan International information must not be granted until contracts have been signed. Contracts for suppliers/ vendors should be in line with/guided by the GH Legal Department's documents and include the most up to date clauses for Safeguarding and PSHEA.

Delivering on Good Practice

As with CS2, this standard is largely formed of Essential actions.

Good Practices relate to learning and performance management.

Country Leads and Safeguarding/ PSHEA FPs/Specialists in each office can develop a strategy for learning on Safeguarding which includes the essential training refreshers, additional learning needs that have been identified and the views on the Safeguarding and PSHEA environment that have been expressed by staff and managers during performance management processes and surveys.



Staff from Plan International Timor Leste © Plan International

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 3.1	All staff, volunteers and associates have clear roles and responsibilities for Safeguarding and PSHEA.	A sample review of JDs/TORs/Individual Accountability Plans show specific responsibilities for Safeguarding/PSHEA.	All managers at CO/RH/ NO/ GH responsible for/ undertaking recruitment/ engagement.	A sample review of staff personnel folders shows evidence that performance reviews of Safeguarding and PSHEA responsibilities took place.	All managers at CO/RH/NO/ GH responsible for/ undertaking recruitment/ engagements.
CS 3.2	All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement	Documented policies, procedures, guidelines and processes for recruitment and engagement of staff and volunteers cover safe recruitment/engagement practices. (*See the resources section for resources which provide guidance on this*).	All managers at CO/RH/ NO/GH responsible for/ undertaking recruitment/ engagement.		
		Recruitment documents for the rapid mobilisation of staff and volunteers in emergency situations demonstrate that background and reference checks have been carried out.	All managers at CO/RH/ NO/GH responsible for/ undertaking recruitments.		
		A sample review of the questions used to assess both staff or volunteer candidates' attitude, values and competencies in Safeguarding/PSHEA is available and shows that it has been applied to successful candidates.	All managers at CO/RH/ NO/GH responsible for/ undertaking recruitment/ engagements And specifically, HR and Procurement.		
		Contractual documentation includes a clause on Safeguarding and PSHEA, consequences for breaches, and specific Safeguarding and PSHEA measures or guidelines relevant to the nature of engagement and work with Plan International. This documentation extends to contracts for consultants and corporate agreements not managed by Procurement and can cover topics relating to data protection, Safeguarding in media guidelines, ensuring events are safe for children and programme participants.	All managers at CO/RH/ NO/GH responsible for/ undertaking recruitment/ engagements of this nature.		
CS3.3.	Engagement processes for suppliers/vendors sourcing and engagement include appropriate measures to ensure suppliers/ vendors can work to Safeguarding and PSHEA measures appropriate to their engagement.	Scope of works, Terms of Reference and/or specification for supplier sourcing and engagement include Plan International's commitment to Safeguarding and PSHEA and expectations of the supplier/vendor to deliver on this.	Procurement managers at CO/RH/NO/GH responsible for procuring from suppliers/ vendors		
		Technical assessment criteria for tenders where the vendor or supplier will come into contact with children or programme participants includes how they will meet Safeguarding and PSHEA requirements.	Procurement managers at CO/RH/NO/GH responsible for procuring from suppliers/ vendors		
		Contractual documentation includes a clause on Safeguarding and PSHEA, consequences for breaches, and specific Safeguarding and PSHEA measures or guidelines relevant to the nature of engagement and work with Plan International.	Procurement managers at CO/RH/NO/GH responsible for procuring from suppliers/ vendors		
		Evidence that third parties who have access to children or programme participants and/or manage sensitive data on children/programme participants are adequately vetted to ensure their credibility and ability to ensure the security of the data held, prior to contracting. Access to information/data is not granted until the contract has been signed.	Procurement managers at CO/RH/NO/GH responsible for procuring from suppliers/ vendors		

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS3.4.	All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work.	Samples of training content demonstrates that Safeguarding/PSHEA inductions, briefings, annual refresher trainings, and training on special topics at each location are delivered in line with the global standards, as appropriate, with suitable examples used for contextualisation.	FPs/Specialists at CO/RH/NO/GH	A documented strategy for learning on Safeguarding and PSHEA, with a plan for regular refreshers is updated where appropriate.	FPs/Specialists at CO/RH/NO/GH
		There are documented records of induction, briefing and training sessions on Safeguarding and PSHEA, with lists of attendees and dates of attendance. Reasons for the absence of those unable to attend should be documented, and staff personnel folders should include records confirming that staff have completed Safeguarding induction upon joining and subsequent training relevant to their role. Safeguarding/PSHEA inductions and refreshers which take place online via Plan Academy must be regularly tracked and monitored for timely completion.	HR and FPs/Specialists at CO/RH/NO/GH	Surveys evaluating staff and associates' understanding of Safeguarding/PSHEA responsibilities and knowledge retained from workshops are carried out as appropriate, and gaps addressed.	FPs/Specialists at CO/RH/NO/GH
		Feedback from staff, volunteers and associates shows adequate Safeguarding and PSHEA awareness and skills relevant to their role.	FPs/Specialists at CO/RH/NO/GH	Samples of training content demonstrate training opportunities for staff with particular Safeguarding and PSHEA responsibilities e.g., programme staff/teams receive training on how to carry out their role.	FPs/Specialists at CO/RH/NO/GH
		There is evidence that the performance management process regularly assesses and addressed Safeguarding training needs.	Managers at CO/RH/NO/GH	Evidence that staff are regularly given the opportunity to express their views on the Safeguarding environment in a way that is safe – e.g., through anonymous surveys.	HR/FPs/Specialists/Managers at CO/RH/NO/GH
CS 3.5.	All staff, associates and visitors' behaviour are in line with Safeguarding, PSHEA Policies and Code of Conduct.	Documented evidence that all staff and volunteers receive, read and sign the policy, code of conduct and whistleblowing policy.	HR at CO/RH/NO/GH	Evidence shows that staff and volunteers have opportunities to receive briefings on policies, code of conduct etc. at the time they sign these and discuss behaviour and clarify expectations.	HR at CO/RH/NO/GH
		Sample review of associate agreements and visitors' records shows the inclusion of Safeguarding and PSHEA Policies, as well as agreed appropriate codes of behaviour towards children and programme participants.	All managers at CO/RH/NO/GH responsible for/undertaking recruitment/engagements		
		Documented evidence that staff, associates, and visitors visiting a country other than the one in which they are based receive written guidance on appropriate CoC in the context of the country they are visiting (*e.g., signed visitor Safeguarding leaflets.*) This may be included within or in addition to the localised Safeguarding and PSHEA policies.	FPs/Specialists at CO/RH/NO		
		Evidence that visitors receive briefings and have signed acknowledgments for Safeguarding, PSHEA and CoC.	FPs/Specialists/managers receiving the visitors at CO/RH/NO/GH		

Resources to support the implementation of CS3

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in Safeguarding Operations page – "Key Documents" section

- Plan International's Global Safeguarding Policy and Safeguarding Code of Conduct
- Frequently Asked Questions to the Safeguarding Policy
- PII PSHEA Policy and PSHEA Code on Conduct
- Frequently Asked Questions to the PSHEA Policy
- Plan International's Safeguarding and PSHEA Framework

Resources to be found in PII Policy page – "People and Culture" section

- PII Code of Conduct
- PII Non-Staff Code of Conduct
- PII Harassment, Bullying and Discrimination Policy
- Plan International's Global Policy on Values, Conduct and Whistleblowing

Resources to be found in the Safeguarding Resources Library

- Safeguarding Guidance on Vetting Staff /Temporary Staff/Consultants and Assessing Contact Risk Levels of Job Positions
- Safeguarding Guidance on Screening and Vetting Potential Staff and Candidates in an Emergency Context
- Safeguarding Guidance on Sample Safeguarding Related Interview Questions
- Sticks and Stones – Involving Children in their own Protection.
- Safeguarding leaflets, posters, publications and policy documents on various subjects and for different audiences, produced by different Plan International offices
- Standard Safeguarding PSHEA clause for Partnership Agreements Standard Safeguarding PSHEA clause for Partnership Agreements (includes the template for the joint reporting protocols)
- Standard Safeguarding PSHEA clause for General Terms of Business

Resources to be found in the Safeguarding Training Document Library and/or on Plan Academy (*full access is given to Country Lead Safeguarding PSHEA Focal Points/specialists only*)

- Plan International's Online Self-Directed Safeguarding and PSHEA Induction Modules – on Plan Academy (links automatically sent to all newcomers and annual refreshers to all existing staff and workplace associates)
- Plan International's Safeguarding Foundation training toolkit and materials – 'Helping Plan's People to become Active Protectors of Children and Programs Participants – the 5Ps model' (contains pre and post workshop evaluation, agendas for various audiences)
- The Safeguarding Training Document Library contains a number of internal and external training materials, covering a variety of topics (e.g., PSHEA, Positive Discipline, Safeguarding and social media, Child Participation in Child Protection/Safeguarding, Working with Partners) for various audiences
- Plan International's Power Privilege and Bias e-learning self-directed sessions 1 and 2 on Plan Academy
- Plan International's Power Privilege and Bias sessions 1 to 5 fully facilitated sessions on Plan Academy
- Other safe culture workshops/ resources available. Please contact the Global Safeguarding and PSHEA Unit **Safeguarding.Unit@plan-international.org**
- Safe Culture Mapping and Overview Paper - Plan International's guide and overview of internal tools and workshops on safe culture
- Anti-Racism Workshop
- Masculinities for PSHEA workshop
- Exploring the Power Within and Honouring the Call of the Self workshops for Safe and Respectful Environments
- Please contact the Procurement Team **Procurement@plan-international.org** for Safeguarding Templates and documents in relation to procuring services

Resources to be found in the found in the "Safeguarding Operations" page Key Documents section

- The Global Safeguarding and PSHEA Unit conducts an anonymous survey every five years on the Safeguarding culture in Plan International. The survey includes assessing staff and programme participants' attitude and perceptions of our Safeguarding culture, as well as knowledge and understanding of Safeguarding, PSHEA and

Core Standard 4

4 • Encouraging Reports and Responding Appropriately



Staff from Plan International Hong Kong © Plan International

Complaints mechanisms and reporting lines are appropriate and accessible for receiving reports of harm and abuse (including SHEA) experienced by children and programme participants in all their diversities. Responses are survivor-centred, prioritise the best interests of the child or programme participant, and are timely and efficient

An overview

Plan International aims for all concerns or incidents to be reported when a child or programme participant or any community member is harmed or at risk of harm because of the work of the organisation, or by a member of staff, volunteer or other associate.

Reporting these concerns or incidents is a mandatory requirement for staff, volunteers and associates.

Receiving reports indicates that Plan International's systems and processes for Safeguarding, as well as efforts to foster a culture for Safeguarding, are effective.

The absence of reports may be an indication that improvements need to be made. Reports can include cases of sexual harassment, exploitation and abuse of staff by colleagues, people participating in our work or those in the wider community.

Furthermore, where children, young people or adults within families and communities where we work notify us of gender-based violence (*GBV*) they have experienced, it should be formally reported in a prompt manner. This enables us to respond appropriately through our policies and/or programmatic interventions.

To ensure effective and accessible reporting, it is important to establish complaints mechanisms with the participation and input of diverse groups of children, programme participants, and communities. This may involve incorporating mechanisms tailored for girls with communication disabilities or providing avenues for girls or women to report sexual exploitation and abuse discreetly, especially in contexts where disclosing such incidents to family members could lead to serious harm. Similarly, supporting boys or young men to report incidents like rape by senior managers without fear of disbelief or ridicule is essential.

Indicators which demonstrate the attainment of this standard

CS 4.1.
Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.

CS 4.2.
Survivor-centred principles are upheld throughout the reporting, response, and referral process.

CS 4.3.
Case management and investigations are conducted professionally and are fully resourced.

CS 4.4.
Outcomes of case management/ investigations inform Safeguarding and PSHEA practice improvements and wider organisational changes.

Implementation guidance

How to meet this standard

Delivering on Essentials

associated reporting routes

Reporting process is identified for each geographical location.

Each geographical location (*Global Hub, National Office, Regional Office, Country Office and Programme Unit*) must identify their own reporting process. In order to ensure that timely and appropriate responses are made to Safeguarding concerns, it is crucial that the process incorporates survivor-centred approaches which include the importance of confidentiality, prioritizing the welfare and safety of all parties involved, and clear policy, reporting and referral directions.

There should also be clearly defined roles and responsibilities for those raising or receiving complaints.

Those designated with the responsibility for receiving disclosures or reports, such as Safeguarding and PSHEA FPs/specialists, should undergo appropriate training to effectively fulfil their roles. It is the responsibility of the local office to provide all staff and visitors to that location with a briefing and/or written guidance on the process for reporting and responding to Safeguarding concerns at that particular location.

Local reporting processes should be regularly reviewed and updated to ensure they remain relevant.

Complaint routes for children and communities

Any member of the community has a right to complain about inappropriate behaviour from staff, associates and visitors and where we as an organisation, have failed to meet our Safeguarding commitments. Reporting routes for Safeguarding concerns need to be visible and communicated to all in appropriate formats so people can use them.



Staff from Plan International Colombia © Plan International

Addressing concerns reported

Where concerns are reported, they should be responded to in line with the local reporting and responding procedures. Emphasis is placed on the needs and wishes of the survivor. This is paramount and immediate action should be taken, if necessary, to protect the survivor, provide support to the survivor as appropriate, and ensure the safety of the victim, reporter, and witnesses.

If a criminal offence is suspected, it should be reported and/or referred to the relevant local or statutory authorities responsible for receiving and investigating such concerns and protecting children, young people or adults, following local reporting procedures and any interagency agreements.

However, in cases where there is doubt about the integrity and/or competence of such bodies, or where reporting may lead to the violation of the survivor's best interest, local procedures informed by the mapping of external context should detail the most appropriate way of reporting and responding to serious concerns that cannot be reported to the local authorities.

Any decision not to report criminal issues to the relevant local authorities requires a business case to be submitted to and authorised by Senior Management at the Regional Level, with final authorisation coming from the Chief People Officer at GH. Submission of the business case is through the Global Safeguarding and PSHEA Unit.

Considerations for Emergency Response

- When an emergency takes place in a country where Plan International is already operating, there may need to be additional and/or specific reporting routes which suit that emergency response. For example, there may be inter-agency reporting routes that Plan International participates in. These additional and/or specific reporting routes must be integrated into Plan International's existing reporting mechanism to ensure cohesive and comprehensive reporting procedures.
- Where Plan International is setting up in a new country for an emergency response, establishing reporting routes must be a priority consideration. It may be necessary to establish an interim reporting route so that people can be informed as soon as aid starts to be delivered. Discussions will need to take place with representative groups on their preferences for reporting, once the time allows for this. These should be reviewed regularly in line with changes in the context to ensure they remain fit for purpose.

Investigating concerns

When issues are reported, basic information is required to determine the exact nature of a concern or allegation and to make decisions on next steps. If this basic information is not available at the time the report is made, an initial fact-finding exercise will be undertaken as a matter of urgency. Where the basic information on a concern is available, the next step may be to carry out a formal investigation into the concern.

Such investigations are termed "Administrative Investigations" but may also be called an "Internal Investigation" or a "Workplace Investigation."

These are formal investigations undertaken by or paid for Plan International, as opposed to an "External Investigation" which would be undertaken by external authorities such as the police. The Global Guidelines on Reporting and Responding to Safeguarding and PSHEA Issues in Plan International provides guidance on reporting and responding, including guidance on ensuring a survivor-centred approach, instances where a fact finding is necessary, instances where an administrative investigation can proceed, and how to manage issues which are criminal in nature so as to ensure Plan International does not hinder the role of the statutory authorities.

The Global Guidelines on Conducting and Managing Administrative Investigations into Safeguarding and SHEA Concerns provides guidance on investigating Safeguarding and SHEA concerns, the roles and responsibilities of those involved in the investigation, interviewing and questioning styles, and provides templates which may be used for interviewing and report writing

Investigations should be conducted by those with the expertise or have been trained to do so.

Learning from cases should be documented and inform improvements to wider organisational processes during the regular reviews.



Staff from Plan International Canada © Plan International

Key considerations for Investigating Concerns

- Identification and training of personnel: ensure that local personnel responsible for formal investigations are identified and adequately skilled or trained to carry out investigations. Refer to the Safeguarding Resources Library for a list of staff trained at the global level to carry out and manage administrative investigations.
- Survivor-Centred Approach: embed a survivor-centred approach throughout the reporting, responding, and investigation processes. Uphold principles of Confidentiality, Safety, Respect and Non-Discrimination at all stages. Refer to the Global Guidelines on Reporting and Responding to Safeguarding and PSHEA Issues in Plan International for guidance.
- Record-Keeping and Documentation: establish provisions for formally recording, storing and disposing of reports on Safeguarding issues and other written materials such as interview transcripts and investigation reports.
- Interviewing Children: exercise particular care when interviewing a child as part of an investigation, especially if the allegations are of a sensitive nature. Ensure a trained interviewer of the appropriate gender conducts the interview in an environment where the child feels reasonably safe to talk.
- Outcomes and Follow-Up Processes: Use the outcomes of the investigation process and any subsequent follow-up processes to recommend improvements to organisational Safeguarding practices. Management is responsible for agreeing on actions to improve practices and monitoring that these are being implemented. This process must be documented.

Delivering on Good Practice

It is important that, where possible, children and programme participants are involved in, and at the very least consulted on, the development of a complaints and response mechanisms to ensure that they are relevant, safe and user friendly.

Consultation with children and programme participants on the design of these mechanisms needs to consider how different groups or individuals would feel most capable and confident to report, considering factors such as literacy levels, abilities, fear of reporting, and age.

All staff working with children and programme participants should receive training on receiving disclosures so that they are skilled in adopting a survivor-centred approach and can support the survivor or complainant to disclose fully.

Good Practice with regard to staff reporting is to determine not only whether they understand how to report but whether they are confident to do so. This could be ascertained through different avenues such as anonymous surveys, safe space discussions and Safeguarding reviews.

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 4.1	Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.	Each geographic location shows evidence of a documented reporting process, with content in line with or guided by the Global Guidelines on Reporting and Responding to Safeguarding and SHEA Issues.	FPs/Specialists at CO/RH/NO/GH	Interviews with staff show that they are confident to report through the mechanism.	FPs/Specialists at CO/RH/NO/GH
		Interviews with staff show that they are aware of and are able to use the process.	FPs/Specialists at CO/RH/NO/GH		
		Evidence that local mapping of the external context and assessment of risks (*see CS2.4*) informs the reporting and responding mechanisms.	FPs/Specialists at CO/RH/NO		
		Evidence of designated staff with clear roles and responsibilities for receiving and responding to reports have been appointed.	CMT/SMT at CO/RH/NO/GH		
		Evidence that reporting mechanisms have been adequately and appropriately communicated and distributed. For staff, this could include Intranet postings, Safeguarding and PSHEA workshops, and discussions in staff meetings. Volunteers, associates and visitors might receive information through leaflets, meetings, or workshops.	FPs/Specialists at CO/RH/NO		
		Evidence that reporting mechanisms have been adequately and appropriately briefed and distributed to children and programme participants, with particular consideration given to how best this works in an emergency response.	CO programmes	Evidence that children, programme participants and families, in all their diversities, with whom we work are consulted and involved in the development of complaints and reporting mechanisms. This process should consider risks that may arise as a result of intersecting identities and how individuals may be treated by service providers and agencies within the referral mechanisms, to ensure that they are relevant, safe, user friendly and ensure everyone's best interest.	Head of Programmes
		Sample training records/content demonstrate that Safeguarding/PSHEA FPs/Specialists and other designated staff are adequately and appropriately trained and skilled to receive and respond to reports.	FPs/Specialists at CO/RH/NO	Evidence that staff working with children and programme participants are trained and skilled to receive and respond to reports.	FPs/Specialists at CO/RH/NO
		Sample emergency response documentation demonstrates that reporting mechanisms are tailored to the type of emergency, the context in which the emergency occurs, and the risks associated with the emergency.	Heads of Emergency Programmes		
CS 4.2.	Survivor-centred principles are upheld throughout the reporting, response, and referral process.	Interviews with managers, Safeguarding/PSHEA FPs/Specialists and other responsible staff show awareness and knowledge of the survivor-centred principles.	FPs/Specialists at CO/RH/NO		
		A sample review of reported Safeguarding and SHEA incidents shows that survivor -centred principles were applied to the process, in line with Plan International's Global Guidelines on Reporting and Responding to Safeguarding and SHEA Issues.	FPs/Specialists at CO/RH/NO		
		Evidence that survivors have been supported to access available services and/or children/programme participants have been referred to appropriate services.	FPs/Specialists at CO/RH/NO		

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 4.3.	Case management and investigations are conducted professionally and are fully resourced.	Documented criteria for designated staff demonstrate that they have the necessary competence to carry out an investigation process.	SMT at CO/RH/NO		
		Evidence that context mapping includes information on what is legally required to be reported to statutory authorities and that this has been done where safe to do so.	SMT at CO/RH/NO		
		Evidence of an appropriately authorised business case for criminal issues that are not reported to the authorities.	SMT at CO/RH/NO		
		Sample review of Safeguarding and SHEA allegations/concerns incidents investigated by Plan International provides evidence that the investigations were undertaken in adherence to Plan International's global guidance on the matter.			
		Sample review of reported/investigated incidents demonstrate that, where appropriate, recommendations have been made to improve practices.	SMT at CO/RH/NO	Sample documents of management meetings demonstrate discussions on the improvements and actions arising of reported/investigated incidents.	SMT at CO/RH/NO
		There is a documented process for monitoring the implementation of approved recommendations arising from the fact-finding investigation.	SMT at CO/RH/NO		
		A process is in place to formally record, store and dispose of reports on Safeguarding and SHEA issues. This is in alignment with the minimum set by Plan International's Document Data Retention and Deletion Policy.	SMT at CO/RH/NO		
CS 4.4	**Outcomes of case management/ investigations inform Safeguarding and PSHEA practice improvements and wider organisational changes.**	Learning from the cases informs Safeguarding and PSHEA practice improvements at the activity and intervention level, as well as wider organisational processes, where relevant, during the regular review processes which are led by the Global Safeguarding and PSHEA Unit.	Global Safeguarding and PSHEA Unit		

Resources to support the implementation of CS4

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in the Safeguarding Resources Library

- Guidelines on Reporting and Responding to Safeguarding and PSHEA Issues in Plan International
- Guidelines on Conducting and Managing Administrative Investigations into Safeguarding and SHEA Concerns
- Case Management Model – Critical Steps and Responsibilities
- Mapping Tool and Guidance – Assessment of External Safeguarding PSHEA Context and Resources. (Appendix IV to the Guidelines on Global Reporting and Responding to Safeguarding and SHEA Issues in Plan International)
- Survivor Centred Approaches/Model (Appendix VII to the Guidelines on Reporting and Responding to Safeguarding and SHEA Issues in Plan International, and Appendix X to the Guidelines on Conducting and Managing Administrative Investigations into Safeguarding and SHEA Concerns)
- Business case – Criminal and/or serious Safeguarding (including) SHEA incidents: Request for authorisation not to report to the statutory authorities. (Appendix IV to the Guidelines on Global Reporting and Responding to Safeguarding and SHEA Issues in Plan International)
- List of Plan International staff trained in the global workshop on Conducting Administrative Investigations into Safeguarding and SHEA Concerns and Managing Administrative Investigations into Safeguarding and SHEA concerns

Resources to be found in the Disaster Risk Management (*DRM*) Library

- Child Friendly Complaints and Response Mechanisms Guidance

Resources to be found in the Policies pages – "Legal" Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International's Global Policy on Data Privacy

Resources to be found in the found in the "Safeguarding Operations" page Key Documents section

- Safeguarding Surveys, Operational Plan and Safeguarding and PSHEA Annual Reviews on Implementation of the Standards and Case Management
- A bi-annual report on all cases reported and managed with learnings and actions taken to address gaps is submitted to the leadership team. An annual report on the same is submitted to the International Programme Committee Board with a full report sent to all Directors and the Country Lead Safeguarding/PSHEA FPs/ Specialists throughout the Plan International. Summary reports for external audiences are uploaded to our **external website page dedicated to Keeping children and programme participants safe**
- The Global Safeguarding and PSHEA Unit conducts an anonymous survey every five years on the Safeguarding culture in Plan International. The survey includes assessing staff and programme participants attitude and perceptions of the Safeguarding culture and knowledge and understanding of Safeguarding, PSHEA and associated reporting routes
- The survey and reviews of the implementation of the standards implementation and managing of cases contributes to the development of the five-year Safeguarding PSHEA Operational Plan which outlines improvements to be made, including those coming from case learning

Core Standard 5

5 • Working with Safe Partners



Staff from Plan International Paraguay © Plan International

Plan International's partners[14] and other external stakeholders have the commitment, skills and capacity to safeguard children and programme participants in all their diversities.

14 For the purposes of these standards, partners are those organisations with whom we are working collaboratively to increase our impact e.g. NGOs, Government bodies or funders, interagency partnerships or consortiums, youth/youth led organisations partnered with.

An overview

Plan International works directly and indirectly with partners across the world to achieve its goals and objectives.

Plan International has a responsibility to make sure that all partners and other stakeholders it works with are able to safeguard children and programme participants in all their operations.

This responsibility is complemented by Plan International's commitment to equitable partnerships, acknowledging that partners often have their own approaches to 'keeping people safe' and that many partners may be better equipped to safeguard children and programme participants than Plan International itself.

Plan International acknowledges that its partners vary in terms of the size, nature of their operations, and in their existing levels of Safeguarding and PSHEA capacity.

Imbalances of power between Plan International and its partners must also be considered. The type of relationship that Plan International maintains with its partners influences the alignment between the partner and Plan International's Safeguarding and PSHEA commitments and practices. The intention is to ensure that all organisations within a partnership (*including Plan International*) are equipped to identify, prevent and respond to Safeguarding and SHEA risks and demonstrate good practice in working with children and programme participants in all their diversities.

We will also strive to work with partners on building the capacity of our respective organisations in relation to Safeguarding and PSHEA, gender equality, intersectionality and non-discrimination, recognising that partners will have specific expertise in certain aspects.

Indicators which demonstrate the attainment of this standard

CS 5.1.
Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.

CS 5.2.
Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation.

CS 5.3.
Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting.

CS 5.4.
Strategic partnerships (government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with) work to agreed Safeguarding and PSHEA standards.

CS 5.5.
Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.

Implementation guidance

How to meet this standard

Delivering on Essentials

A first step in engaging with partners involves making assessments of all potential partners, including their commitment to safeguard children and programme participants and their capacity to deliver on these[15].

This partner selection process is guided by Plan International's Global Partnership standards.

The partner's commitment and capacity to keep people safe informs the decision on whether to work with that partner.

Plan International Partnership Tools, such as the Partner Project Due Diligence Assessment Tool, guide the assessment of the partner's commitment and capacity to keep people safe.

In addition, the Safeguarding PSHEA Assessment tool allows for a comprehensive initial assessment, as well as ongoing evaluation and capacity and support needs throughout the partnership.

Please note that even if a partner is assessed as not meeting Plan International's expectations regarding Safeguarding measures, it does not necessarily mean we will not work with them. The aim of the assessment is to feed into the overall partner assessment process, as determined by the Global Partnership Standards and tools, and to identify Safeguarding risks and gaps that will need to be taken into account when making a decision to work with the partner. In addition, where a decision is made to work with the partner, adequate plans must be developed to address gaps, through capacity support, for example.



Staff from Plan International Philippines © Plan International

15 The partner's capacity and commitment to Safeguarding and PSHEA is one of the many factors that is appraised when deciding to work with a partner. Other red-line issues include fraud, corruption, terrorist acts and discriminatory activities.

Assessments should be documented. There will be situations, however, where the decision is made to not partner with an organisation. This will need to be decided on a case-by-case basis.

Examples where the decision might be to not partner with the organisation include situations where the organisation's systems or processes fail to prevent the use of child labour in the supply chain, and they are not taking steps to address the issue.

Another example is if there have been allegations of SHEA, but the organisation cannot demonstrate it has or is responding appropriately.

Partnership agreements should comply with the global template, and include a reference to Safeguarding and PSHEA standards, policies and CoC.

Agreements should also include mention that violation of these standards may trigger a review or termination of the partnership.

During the initial stages of the partnership, discussion on how all partners, including Plan International, will work together to implement the agreed Safeguarding and PSHEA standards, which may involve strengthening processes, where necessary.

The Safeguarding and PSHEA standards agreed for the partner must be applicable to the type of work engaged in. For example, for a Programme Implementing Partner who also engages in Communications and Publicity work, **BS1 'Designing and Delivering Safe Programmes, Influencing and Research Work'** and **BS2 'Designing and Delivering Safe Communications and Fundraising Work'** would be applicable.

Considerations for Emergency Response

- It may be necessary to begin work with a partner quickly in an emergency response. The priority for working with partners in rapidly unfolding emergency response is to engage partners who already have a track record on Safeguarding and PSHEA. Where this is difficult, a rapid risk assessment of the intervention and the potential partner(s) delivering it will be needed to decide what might be the best mitigation actions. Partners will need to be contracted with the relevant Safeguarding and PSHEA clauses in contracts and training for partners who do not have a track record on Safeguarding will need to be done immediately.
- A capacity building Plan should be agreed upon and its implementation should be monitored regularly.

Corporate Partners

- Plan works with corporate partners in a number of ways. This may include corporates making financial donations to fund Plan International's activities or working with partners to influence the way they do business.
- Corporate partners should be assessed on their commitment and their capacity to keep people safe, taking into account the nature of work in which they are engaged.
- Other Safeguarding requirements for the corporate partner would depend on the type of engagement they have with Plan International. So, for example, given that corporates would not be implementing any work with children and programme participants, it may not be necessary to identify minimum requirements in respect of this. Nevertheless, where a large corporate might be supporting a joint project with Plan International via funding to a third party (*their implementing partner*) the implementing partner would still need to comply with Safeguarding requirements as is the case in any other form of Plan International partnership.
- Plan International should be proactive in working with corporate partners and offering support to help the partner contribute to Safeguarding. This may mean, for example, supporting the partner to analyse their business (*in line with the* **Child Rights and Business Principles**, *for example*) and what measures they would need to have in place to make sure all their business operations were safe.

An agreement must also establish joint protocols for reporting and managing Safeguarding and SHEA concerns that breach the agreement.

These protocols should outline how concerns will be reported and managed between the organisations.

This ensures that designated individuals have clear responsibilities for contacting and coordinating with their counterparts if a Safeguarding or SHEA issue arises.

Additionally, there should be a clear structure for decision-making and managing any necessary actions. These mutually agreed-upon terms of engagement should be documented and included as an addendum to the partnership agreement. Regular partnership reviews should include the progress of all partners, including Plan International, in implementing the agreed Safeguarding and PSHEA standards, as well as strategies for addressing any emerging challenges.

Delivering on Good Practice

Organisations can use the partnership to enhance their capacity on Safeguarding beyond meeting the required minimum Safeguarding and PSHEA standards, particularly if the partnership arrangements allow for it, such as through longer-term capacity building budgets.

Priorities for supporting partners should be determined by a set of criteria in relation to their risk exposure. Such criteria could include the level of direct work or contact with children and programme participants, child sensitive data, use of children and programme participants images and data, and the type of programmes and services delivered. Plan International should also take into account the size of the partner organisation and the resources it might have available to support its own Safeguarding and PSHEA capacity development.

Partners can agree to regularly review reports and raised issues, ensuring confidentiality of parties involved. This process helps determine whether reports and issues are consistently addressed and if the insights gleaned inform changes to organisational practices.

Where Plan International is involved in strategic partnerships, i.e., through interagency or corporate, all parties should agree on how to assess their own and each other's Safeguarding capacity and how they can support each other during the partnership.



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Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS. 5.1	Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.	A sample of partner assessments shows that assessments were made in accordance with global guidance and that findings from these assessments informed decisions regarding partnership, as well as any conditions or support required to fulfil Safeguarding and PSHEA commitments.	Partnerships and Programmes of the office holding the agreement.	Partnership agreements include capacity building for Safeguarding and PSHEA for all parties as relevant, including Plan International. An action plan/capacity development support plan as well as report on support provided to the partner is available.	Partnerships and Programmes of the office holding the agreement.
CS 5.2.	Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation.	A sample of agreements with partners shows that contracts include requirements/clauses for Safeguarding and PSHEA, including clauses on potential termination for Safeguarding breaches, in line with the global templates.	Partnerships and Programmes of the office holding the agreement.		
		A sample of partnership agreements shows that minimum/specific standards, codes of conduct, and reporting protocols were agreed upon, in line with the global templates, as relevant and specific to the work being delivered.	Partnerships and Programmes of the office holding the agreement.		
		A sample of partnership agreements demonstrate agreed budgets include appropriate resources for Safeguarding as required.	Partnerships and Programmes of the office holding the agreement.		
CS 5.3.	Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting.	Evidence that regular reviews and reporting on partners' progress on implementing agreed upon Safeguarding and PSHEA requirements occurred, and that other general Safeguarding and PSHEA issues, concerns, and support needs have been adequately and appropriately addressed.	Partnerships and Programmes of the office holding the agreement.	A review of reports and issues raised by partners demonstrates that they have been managed and addressed in accordance with the partnership agreements and capacity building plans.	Partnerships and Programmes of the office holding the agreement.
CS 5.4.	Strategic partnerships (*government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with*) work to agreed Safeguarding and PSHEA standards.	Evidence that strategic partnership arrangements have included Safeguarding/ PSHEA principles, standards and reporting protocols agreed according to the relationship and the nature of the work undertaken.	Partnerships and Programmes of the office holding the agreement.	Evidence that Plan International and strategic partners as relevant (*e.g. interagency partnerships, corporate partners*) agree on how to assess Safeguarding and PSHEA capacity and what to support during the partnership.	Partnerships Programmes of the office holding the agreement.
CS 5.5.	Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.	Evidence in line with MOV for CS5.1 (*processed faster in line with emergency response*)	Partnerships and Programmes of the office holding the agreement.		

Resources can be found on **PlaNet** in the subsites referenced below

Resources to support the implementation of CS5

Resources to be found in the Safeguarding Resources Library

- Supporting Partners to Develop and Implement a Safeguarding Policy
- Safeguarding in Consortium Partnerships
- Safeguarding and PSHEA Partner Assessment Tool
- Standard Safeguarding PSHEA clause for Partnership Agreements (includes requirements for Safeguarding/PSHEA implementation and the template for the joint reporting protocols).
- Standard Safeguarding PSHEA clause for General Terms of Business

Resources to be found in the Safeguarding Training Document Library and/or on **Plan Academy** (full access is given to Country Lead Safeguarding/ PSHEA Focal Points/Specialists only)

- Plan International's Safeguarding Foundation training toolkit and materials – 'Helping Plan's People to become Active Protectors of Children and Programs Participants – the 5Ps model' (may be used for various audiences including partners)
- The Safeguarding Training Document Library contains a number of internal and external training materials, covering a variety of topics (e.g., PSHEA, Positive Discipline, Safeguarding and social media, Child Participation in Child Protection/Safeguarding, Working with Partners) for various audiences
- Partners can be given access to Plan Academy to take other Safeguarding and PSHEA training listed in the Academy including the Power Privilege and Bias online modules, Disability Inclusive Safeguarding and SOGEISC Inclusive Safeguarding. Please contact **PlanAcademy @plan-international.org** for access

Resources to be found in the Partnerships Library

- Partner Project Due Diligence Assessment Tool (contains the Safeguarding Due Diligence Assessment)
- Partnerships surveys by the Partnerships team include questions on Safeguarding/PSHEA



Staff from Plan International Brazil © Plan International

Core Standard 6

6. Building Positive and Safe Relationships with Children and Programme Participants



Staff from Plan International Niger © Plan International

All types of engagement with, and inclusion of children and programme participants in all their diversities, give priority to their best interest and safety. Behaviour towards children and programme participants in all their diversities is respectful, non-discriminatory and appropriate.

An overview

The cornerstone of Plan International's commitment to Safeguarding lies in how we interact with children, programme participants, and the wider community.

We prioritize the rights of children and programme participants to be treated with dignity, to engage as they desire, and to have their best interests placed above other considerations, such as funding demands.

For all children and programme participants to feel safe and confident in their engagement with Plan International, it's essential that they understand our commitment to Safeguarding and PSHEA. They should have the opportunity to tell Plan International how to create a safe environment for different groups and help spread awareness about what keeps them safe.

Plan International has clear guidelines on how to engage with diverse groups of children and programme participants. **This standard is strongly linked to and supports Business Standard 1 - 'Designing and Delivering Safe Programmes, Influencing and Research Work'.**

An important part of building relationships with children and programme participants lies in ensuring that their best interests, including their safety and protection, is paramount.

Where it seems children or programme participants may be put at risk or there are potential negative consequences for them, Plan International should always err on the side of caution and make judgments in favour of the safety and protection of them.

Indicators which demonstrate the attainment of this standard

CS 6.1.

All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.

CS 6.2.

Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.

CS 6.3.

All groups of children and programme participants - in all their diversities - inform Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.

Implementation guidance

How to meet this standard

Delivering on Essentials

Engaging with children and programme participants about Plan International's approach to Safeguarding and PSHEA is important. As a minimum, children and programme participants should receive appropriate information and training on Safeguarding and PSHEA so they understand Plan International's commitments.

Engaging children and programme participants in all their diversities with respect and with their best interests as paramount will ensure that they can participate safely.

Meaningful engagement will also build confidence to report concerns. How such communication and training is designed and delivered is dependent on local circumstances and, as far as possible, should be incorporated into existing mechanisms for engaging with children and programme participants.

Members of community-based child protection systems, where they exist, are well placed to advise on the training content and should be part of the design and delivery of such trainings.
Information provided to children and communities should cover all aspects of Plan International's policies and CoC. This includes explaining appropriate behaviours from Plan International and identifying problematic behaviours.

Emphasis should be placed on local behaviours that may not be questioned but are unacceptable at Plan International, such as sexual relationships with individuals above the age of consent who are either programme participants or under 18 years old.

Additionally, other applicable procedures, like those concerning sponsor visits and online safety, should be addressed, along with guidance on how to report concerns.

All events or activities involving children and programme participants need to be guided by Plan International's guidance on events and have particular measures in place for children and young people to participate safely.
The 'Making Sure Events Involving Children and Young People are Safe' guidance document should be used for all events and activities in which children and young people participate.

Children and programme participants should inform Plan International's approach to Safeguarding in their particular context. They have a good grasp of specific risks that might be associated with their context or different identities which should inform Plan International's work. When gathering inputs from children and communities on risks and discussing how these can best be mitigated, bear in mind that these discussions can be sensitive and challenging, particularly if discussing how those risks impact on different groups in communities. It is important to plan your consultations with this in mind to ensure you get maximum, safe and inclusive participation.

Considerations for Emergency Response

- There will be different opportunities for communicating on Plan International's Safeguarding and PSHEA commitments during emergency response depending on what stage the emergency is at, as well as the type of programmes being delivered.
- Examples of communications on Safeguarding and PSHEA during rapid or early onset emergencies could be information cards in distribution items. At later stages where there are more opportunities to hold discussions with children and programme participants, briefings or short workshop type events can be conducted.

Delivering on Good Practice

Good Practice can involve supporting children and programme participants to feel confident and safe in their engagement with Plan International by helping them understand various gender and other identities, as well as the associated prejudices and biases that exist. This will help children and programme participants to better understand risks associated with their engagement with Plan International, as well as engage more productively with each other. Children and young people's behaviour towards each other can sometimes be problematic, challenging and even abusive.

Children and programme participants have the right to feel safe and protected when they are with other children and programme participants.

Creating safe environments in Plan International activities and programmes also includes fostering and promoting positive relations between participants. Programmes and activities working directly with/involving direct contact between children and programme participants, should encourage them to develop guidance on acceptable behaviour between them or rules for of how they should behave with their peers.

Children and programme participants can shape the Safeguarding materials that Plan International uses for communication purposes. They should be empowered to challenge staff or speak out if they feel they are not being treated in line with the expected standards of behaviour. In the event of a more serious case, they should feel empowered to make a complaint to Plan International regarding possible situations of abuse.

Following the 'Essential' global events guidance, Good Practice is to develop local procedures for events which are context specific but aligned with the global guidelines.

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
CS 6.1.	All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.	Attendance lists of children, programme participants and community members demonstrate that all have attended Safeguarding and PSHEA training, information, awareness raising and capacity building opportunities.	Programmes/FPs/Specialists at CO/RH/NO		
		Evidence of context specific Safeguarding and PSHEA training and communication materials that suit a range of audiences (*e.g., specific risks faced by specific identities, protection rights, codes of behaviour to expect from personnel who are expected to protect, how to report, etc.*)	FPs/Specialists at CO/RH/NO	Interviews with children and programme participants show that they have been supported to understand different gender and other identities, the prejudices/ biases that may stem from this, and how to behave towards others in a respectful and inclusive way.	FPs/Specialists at CO/RH/NO
		Assessments conducted with children, families and communities demonstrate knowledge and understanding of Safeguarding and PSHEA, their rights to be safe from abuse, the behaviours that breach the Safeguarding and PSHEA policies, what to expect from Plan International and how to report concerns.	Programmes/FPs/Specialists at CO/RH/NO	Evidence that work has taken place with children and programme participants to identify actions that will contribute to creating a safe environment that fosters diversity and inclusion.	FPs/Specialists at CO/RH/NO
		A review of a sample of both online and offline external communication material describes Plan International's policies on and approach to Safeguarding and PSHEA.	FPs/Specialists at CO/RH/NO		
		Evidence that visits by children and young people to Plan International's Offices have obtained appropriate management approval, have been adequately chaperoned or accompanied, where appropriate, supervised during the visit, registered at the first point of contact (*e.g., reception*) and the appropriate staff (*e.g., Safeguarding/PSHEA Focal Point/Specialist, Security, Human Resources*) were informed.	Managers and Office Services at CO/RH/NO/GH		
		Evidence that Plan International's staff, volunteers and associates (*including visitors*) are visibly identified as associated with Plan International.	Programmes at CO/RH/NO		
CS 6.2.	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.	Samples of event planning demonstrate that all events adhere to Plan International's guidance on 'Making Sure Events Involving Children and Young People are Safe'. This includes appropriate authorisation, assessing Safeguarding and SHEA risks and other associated risks which may impact Safeguarding, such as security risks, chaperoning, supervision, briefing and reporting.	FPs/Specialists at CO/RH/NO Programmes at CO/RH/NO	There are local procedures governing local events which use the global guidelines as a guide	FPs/Specialists at CO/RH/NO
		Interviews with responsible staff show an awareness of the process to be followed when planning and implementing events and activities involving children and programme participants.	FPs/Specialists at CO/RH/NO Programmes at CO/RH/NO	There are guidelines/procedures for managing and authorising local events. Content may be guided by the global document.	FPs/Specialists at CO/RH/NO
		Collaboration/engagement with children and programme participants is subject to relevant and informed consent.	Managers at CO/RH/NO		
CS 6.3.	All groups of children and programme participants - in all their diversities - inform Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.	Evidence that representative groups of children and programme participants have been informed of Plan International's approach to Safeguarding locally and specific to the context, such as in states of emergency.	FPs/Specialists at CO/RH/NO	Children and programme participants are engaged and/ or consulted in developing appropriate Safeguarding materials which recognise the different issues they may face based on their identities, and how to communicate Safeguarding in a way that addresses them.	FPs/Specialists at CO/RH/NO/GH
		Evidence that diverse groups of children and programme participants have been supported and consulted (*where relevant*) to identify specific risks associated with their environment or identities which impact Plan International's work.	Programmes at CO/RH/NO		

Resources to support the implementation of CS6

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in the Safeguarding Resources Library and the Safeguarding Operations page – "Safe Events" section.

- Safeguarding Policy Guidance – "Making sure Events are Safe for Children and Young People". This pack contains process and authorisation templates and flow charts, events preparation templates and a number of guidance and resources to ensure safe participation in events (e.g., training, guidance and roles and responsibilities for accompanying chaperones, Safeguarding policy and presentation for the event, principles and ethics of participation, participant to participant codes of behaviour, risk assessment guidance and post event evaluation questionnaire)
- Safeguarding Policy Guidance – Safeguarding Checklist – Consulting with Children on Sensitive topics
- Safeguarding Policy Guidance – Engaging Young People in Policy Development
- Safeguarding Policy Guidance – Youth Participation Guiding Principles
- Plan International Guidance for Young People on How to Network Safely and Respectfully
- Sticks and Stones – Engaging Children in Their Own Protection
- Plan International's Safety on Online Platforms Guidance
- Online Safety Guide for Children
- Safeguarding leaflets, posters, publications, and policy documents on various subject areas and for different target groups, including child and reader friendly versions, and for different contexts (e.g. office, development, emergency). Documents produced by various Plan International offices

Resources to be found in the Safeguarding Training Document Library and/or on Plan Academy (full access is given to Country Lead Safeguarding/PSHEA Focal Points/ Specialists only)

- Plan International's Safeguarding Foundation training toolkit and materials – 'Helping Plan's People to become Active Protectors of Children and Programs Participants – the 5Ps model' (may be used for various audiences including partners) – includes a session dedicated to safe events

Resources to be found in the Policies pages – "Legal" Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International's Global Policy on Data Privacy



Staff from Plan International Papua New Guinea © Plan International

Business Standard 1

1. Designing and Delivering Safe Programmes, Influencing and Research Work



Staff from Plan International Bangladesh
© Plan International

Programming, influencing, monitoring and research work- including all such work undertaken in emergency/humanitarian settings - are designed and delivered in a manner which is safe for children and programme participants in all their diversities.

An overview

All our strategies, programmes, influencing and research must be designed and delivered with safeguards integrated throughout. This is not only a Safeguarding Policy requirement but also a quality requirement in our Programme and Influencing Quality Policy.

Plan International's guidelines on "Safeguarding in Programming and Influencing Work" detail what is needed at each of the stage of the project cycle. This includes Safeguarding considerations at all stages, including design, preparation, implementation, monitoring and evaluation, and project closure. The guidelines also incorporate considerations for emergency response programmes. This standard provides information on how to measure whether programmes are being designed and delivered with the necessary safeguards. Risk assessments and context analyses that are done as part of the programme must adhere to the indicators described in **Core Standard 2: 'Identifying and Managing Safeguarding and SHEA Risks'**.

Indicators which demonstrate the attainment of this standard

BS 1.1.
All programme design is informed by an in-depth analysis of the local Safeguarding and PSHEA context.

BS 1.2.
All programme plans and proposals include an in-depth Safeguarding and SHEA risk assessment.

BS 1.3.
Programme implementation includes the establishment of community Safeguarding and PSHEA initiatives.

BS 1.4.
Programmes have the necessary level of resources and the flexibility to be delivered safely.

BS 1.5.
All programmes are monitored and evaluated for Safeguarding and PSHEA.

BS 1.6.
Programme closure is designed and implemented to be as safe as possible.

BS 1.7.
The country strategy risk register includes a current analysis of the potential or actual Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work.

Implementation guidance

How to meet this standard

Delivering on Essentials

Before designing any programme, it is important that you have read and can implement Plan International's Guidelines on 'Safeguarding in Programming and Influencing Work'. These guidelines provide trigger questions and guidance for each stage of the project, ensuring that an intersectional approach to Safeguarding and PSHEA is embedded throughout.

Ensure that you understand the current situation of children and adults in the context in which you plan to work. This will ensure that any programme or project you engage in identifies the potential for exacerbating existing patterns of harm.

You can leverage the situation/context assessments that should have been conducted for Core Standard 2. As well, Country Risk Registers should also be reviewed. Country Risk Registers must include an up-to-date analysis and management of potential or actual Safeguarding risks that could result from strategic choices made on the areas of programme and influencing work and/or changes in the context for the work to be carried out.

These assessments, along with other situational analyses already available for the programme theme, can be used to evaluate the Safeguarding and SHEA risks for the programme.

Considerations for Emergency Response

- Programming in emergencies should be guided by the Core Humanitarian Standard. The nine commitments in this standard contribute to designing and delivering safe programmes in emergency response. At the very least, rapid risk assessments need to be conducted for the programmes being delivered.
- Do not assume that something that worked elsewhere will work just as effectively in a new context. When possible, conduct more in-depth analyses on the programme, its risks and how these are being mitigated, consulting with representative groups.
- The Plan International guidelines on "Safeguarding in Programming and Influencing Work," provides considerations for Safeguarding in an emergency response programme at each stage of the project cycle.

Those with responsibility for designing the programme need to ensure that the risks identified for children and programme participants are disaggregated or in some way demonstrate that the different risks for different groups of children and programme participants have been identified and documented.

Programme plans and proposals should demonstrate a series of activities aimed at addressing the Safeguarding risks.

Avoid relying on training as a catch-all risk mitigation measure and ensure that all Safeguarding activities are adequately resourced.

Go/No Go decisions regarding individual programmes must be based on the extent to which risks are mitigated, identification of remaining risks, and a clear plan for monitoring these risks throughout the programme cycle.

All programmes should include indicators for monitoring and evaluating whether the programme is being delivered safely and programmes should be adjusted, where necessary, if risks are arising or persisting.

Programme closures should be accompanied by a risk assessment and strategy for closing out the programme as safely as possible. Where programmes are implemented via partners, it is essential that the attainment of the requirements of these standard forms part of the partnership agreement.

Delivering on Good Practice

A recommended practice for this standard involves actively and meaningfully engaging children and programme participants in the programme's design.

This enables them to identify risks and suggest risk mitigation actions they can take themselves.

This approach becomes especially important during implementation, as community initiatives on Safeguarding can significantly enhance the safe delivery of the programme. Whenever feasible, evaluations of programme closeouts can be used to illustrate whether the closure was closed safety.

The learnings gained from these evaluations can then be integrated back into programme design and delivery processes. For example, if a transition of programme responsibility to a third party resulted in harm caused by that third party, this experience can inform future transition proposals for programme closeouts.

Programmatic goals in the country's strategies should also consider potential Safeguarding risks and implications for any planned work or resourcing towards the respective programmatic goals.

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 1.1.	All programme design is informed by an in-depth analysis of the local Safeguarding and PSHEA context. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work - Designing Safely Together Stage (*including trigger questions for risk assessment and local context mapping*).	Situation/context assessments demonstrate that the local Safeguarding/PSHEA/protection context assessment has been reviewed and considered for the specific programme being designed.	Programmes and Influencing Department/s of Programming Countries.		
		Interviews with technical programme staff demonstrate the knowledge and understanding of how to use local Safeguarding/ PSHEA context analyses to inform all stages of the programme cycle.	Programmes and Influencing Department/s of Programming Countries.		
		Documented programme risk assessments identify Safeguarding and SHEA risks to various/diverse groups of children and programme participants that are relevant to the programme's theme, goals and objectives.	Programmes and Influencing Department/s of Programming Countries.	Documented risk assessments demonstrate that different groups of community members and children, young people and adults, bearing in mind differing identities, were consulted on the specific risks and mitigation measures for that particular programme.	Programming Country - Programmes and Influencing Department/s
BS 1.2.	All programme plans and proposals include an in-depth Safeguarding and SHEA risk assessment. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work - Safe Design Together and Safe Prepare Together stages (*including go/no go checklist*).	Programme proposals and plans outline a series of interventions or activities, ensuring adequate resource allocation, that integrate Safeguarding and PSHEA principles while effectively addressing associated risks.	Programmes and Influencing Department/s of Programming Countries.	Evidence that programme staff consult with children and programme participants in all their diversities on Safeguarding/SHEA risk mitigating interventions and activities which can be delivered safely.	Programming Country - Programmes and Influencing Department/s
		Early emergency response plans demonstrate that a rapid analysis of Safeguarding and SHEA risks has been carried out and indicate when a more comprehensive analysis will be conducted.	Programmes and Influencing Department/s of Programming Countries.		
		Evidence that 'go/no go' decisions for programmes are informed by an in-depth Safeguarding and SHEA context analysis and risk assessment.	Programmes and Influencing Department/s of Programming Countries.		
		Evidence that funding decisions are informed by an in-depth Safeguarding and SHEA context analysis and risk assessment.	Programmes and Influencing Department/s of Fund Securing Countries.		
BS 1.3.	Programme implementation includes the establishment of community Safeguarding and PSHEA initiatives. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work - Safe Prepare Together and Safe Do Together stages.	Examples of community consultations on Safeguarding and PSHEA are provided.	Programmes and Influencing Department/s of Programming Countries.	Examples of community Safeguarding and PSHEA initiatives created in response to community consultations.	Programming Country - Programmes and Influencing Department/s

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 1.4	Programmes have the necessary level of resources and the flexibility to be delivered safely. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work - Safe Prepare Together and Safe Do Together stages.	Sample work plans and budgets demonstrate resource allocation for Safeguarding and PSHEA.	Programmes and Influencing Department/s of Programming Countries.		
		Evidence that programme plans have been adjusted where Safeguarding/PSHEA risks are high, or where incidents have occurred that highlight the necessity for changes.	Programmes and Influencing Department/s of Programming Countries.		
BS 1.5.	All programmes are monitored and evaluated for Safeguarding and PSHEA. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work – Safe Review Together stage.	Programme indicators demonstrate that Safeguarding and PSHEA have been integrated.	Programmes and Influencing Department/s of Programming Countries.		
		Programme monitoring reports demonstrate that indicators for Safeguarding and PSHEA are regularly monitored.	Programmes and Influencing Department/s of Programming Countries.	.	
		Evidence shows that Safeguarding and PSHEA risks identified through programme monitoring lead to modifications in the programme.	Programmes and Influencing Department/s of Programming Countries.		
BS 1.6.	Programme closure is designed and implemented to be as safe as possible. The application of the indicator should be guided by the Plan International Guidelines on Safeguarding in Programming and Influencing Work - Safe Prepare Together and Safe Review Together stages.	Documented closure strategies demonstrate an assessment of the potential Safeguarding and PSHEA risks arising from programme closure for those involved in or affected by the programme.	Programmes and Influencing Department/s of Programming Countries.	Evaluations of the programme demonstrate how the programme has been delivered safely.	Programming Country - Programmes and Influencing Department/s
		Documented emergency transition programming demonstrates that potential Safeguarding and PSHEA risks that may arise during the transition have been assessed.	Programmes and Influencing Department/s of Programming Countries.	Examples of how Safeguarding and PSHEA learnings from programme evaluations feeds back into programme design and implementation processes.	Programming Country - Programmes and Influencing Department/s
BS 1.7.	The country strategy risk register includes a current analysis of the Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work.	Risk register entries demonstrate a thorough analysis of potential Safeguarding and PSHEA risks arising from programming and influencing goals and choices and the areas and environments in which the work will be implemented.	Country Director	Descriptions of programmatic goals in the country strategies include consideration for potential Safeguarding risks and implications for any planned work or resourcing towards the respective programmatic goals.	Country Director

Resources to support the implementation of BS1

Resources can be found on **PlaNet** in the subsites referenced below

Resources to be found in the Safeguarding Resources Library

- Guidelines, overview and PPTs on Plan International's Safeguarding in Programming and Influencing work, which incorporates consideration for Emergency Response, with annexes on Disabilities Inclusive Safeguarding considerations and SOGEISC Inclusive Safeguarding considerations
  - Safe Design Together (includes risk assessment trigger questions)
  - Safe Prepare Together (includes Go/No Go checklist)
  - Safe Do Together
  - Safe Review Together
- Safe programming markers – under development
- Safeguarding Guidelines – Budgeting for Safeguarding and PSHEA in Projects
- Safeguarding and PSHEA in DRM Guidance/Checklist
- Safeguarding Risks and Strategies – Examples for Programme Thematic Areas

Resources to be found in the Safeguarding Training Document Library and/or on Plan Academy (full access is given to Country Lead Safeguarding/PSHEA Focal Points/Specialists only)

- Safeguarding in Programming and Influencing Work Training - Arabic, English, French, Portuguese and Spanish
- Disabilities Inclusive Safeguarding Training
- SOGEISC Inclusive Safeguarding Training
- Ethics and Safeguarding in MERL Training

Resources to be found in the Monitoring Evaluation, Research and Learning (MERL) Ethics and Safeguarding site

- Framework for Ethical Monitoring, Evaluation and Research Guidelines, which incorporates all Safeguarding requirements for MERL interventions.
- MER Safeguarding Guidance
- MER Safeguarding Risk Assessment
- Information sheet and consent form for adult, child and adolescent, parent/guardian, online safety
- And much more – e.g., Checklist and Guidelines for Ethical MER

Resources to be found in the Programme and Influencing site

- Country Strategy Procedure
- Global Policy Position Papers (incl. on SOGIESC)
- Strategies for SRHR influencing in restricted contexts
- Youth centredness and meaningful engagement of young people
- Guidance on working with youth-led organisations
- And much more – e.g. Safeguarding provisions in programme models etc

Resources to be found in the Policies pages – "Programmes and Operations" Section

- PII Monitoring Evaluation, Research and Learning Policy
- PII Programme and Influencing Quality Policy

Resources to be found in the Policies pages – "Legal" Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International's Global Policy on Data Privacy

Business Standard 2

2. Designing and Delivering Safe Communications and Fundraising Work



Staff from Plan International South Sudan
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Communications and fundraising work (including publicity and media) preserve the privacy and dignity of children and programme participants in all their diversities, ensuring that they are not harmed or exposed to risks, including risks through power imbalances or by reinforcing gender, identity or other stereotypes.

An overview

Communications, including media and publicity, and fundraising work featuring or involving children and programme participants encompasses a wide range of activities. These can include media and publicity visits from various individuals such as journalists, film crews, researchers, celebrities, and other content gatherers.

Opportunities may arise for children and programme participants to speak on public platforms, including at conferences and public events. Interviews with children and programme participants, along with capturing images and footage featuring them, may be gathered to showcase Plan International's work.

The inclusion of children and programme participants in media, publicity and communication work requires a thoughtful and considered approach.

Careful management is essential when including or providing information about children and programme participants in all their diversities, as well as deciding how to use this information in representing Plan International's work.

Those involved in media, publicity and communications work need to be particularly aware of and mindful of the impact of power imbalances when making decisions about how children and programme participants are involved or presented and the repercussions and impact on children that result from our communications and publicity work. There is a tension between being bold and impactful in messaging and ensuring safety and ethics; this needs to be recognised. Plan International's Guidelines on 'Representation, Dignity and Safeguarding in Communications' detail what is necessary to design and deliver safe and respectful media, communications and publicity work. This standard complements the guidelines and provides information on how to measure whether the design and delivery of this work includes the necessary safeguards. Safeguarding and SHEA risk assessments and context analyses that are done as part of the media, communications and publicity work must adhere to the indicators described in Core Standard 2 – 'Identifying and Managing Safeguarding and SHEA Risks'.

Indicators which demonstrate the attainment of this standard

BS 2.1.

Best interests of diverse groups of children and programme participants are actively considered in all communications, including media and publicity, and fundraising work.

BS 2.2.

All parties involved in communications, including media and publicity, and fundraising work uphold Plan International's Safeguarding and PSHEA standards.

BS 2.3.

Diverse groups of children and programme participants contribute appropriately to communications, including media and publicity, and fundraising work.

Implementation guidance

How to meet this standard

Delivering on Essentials

Before designing any communications work, it is important that you have read and can implement Plan International's 'Representation, Dignity and Safeguarding in Communications' Guidelines. While media and communications events and activities are centred on achieving specific objectives for Plan International, it's crucial to remember that the welfare of children and programme participants takes precedence. Ensuring their best interests, including their safety and protection, is paramount. There will always be instances where Plan International could make good use of images and stories of children or programme participants or might make effective advocacy interventions using their voices. However, in all such situations, it is necessary to balance the benefits to Plan International with the risks and repercussions to the individual children and programme participants. Where it seems children or programme participants may be put at risk or there are potential negative consequences for them, Plan International should always err on the side of caution and make judgments in favour of their safety and protection. **Careful thought must be given to the possible impact of publicising the images or words of children and programme participants.** Plan International mandates that identifying information should not be included with images and stories of children and programme participants. This entails refraining from using the individual's full name or combining it with other personal information (*e.g., community name, birth date, names of family members, school*) that could reveal their location. Additionally, it means ensuring that the image does not contain any details that may lead to the identification of the individual (*e.g., blurring names of schools, streets*). Special attention should be paid to press releases and publications authored by consultants featuring interviews with children or programme participants. **All images of children and programme participants, as well as other media content such written and verbal interviews, must be obtained with appropriate and informed consent.** This consent should entail full disclosure to the individual and parents/carers (*where it involves a child*) regarding all significant use of data, including where and how it will be used, for how long, and whether it will be shared on social media or internet platforms where Plan International will not have control over further use or distribution of the data.

Children, their parents/carers, and programme participants should be made aware of what to expect with regards to their involvement in media and communications work, what will happen in media interviews, what is acceptable and unacceptable, and what they can do if they do not feel comfortable answering any questions. In addition to this, the preparation and briefing should also outline the various implications of using the images, of giving an interview and publishing a story, particularly where they may potentially impact negatively on an individual. Depending on the age of a child, involvement in activities may need to be supervised by parents/carers as well Plan International staff or associates. It is important that children are supported and empowered, if they so wish, to refuse to comment or have their story told on

Considerations for Emergency Response

- Involving individuals in communications and fundraising work for emergency response should adhere to this business standard.
- Where needing to provide information or imagery in a short timeframe, or in contexts where featuring individuals is particularly risky, make sure that a risk assessment has been conducted, use images which do not provide identifying details of individuals (*e.g. faces obscured, photos taken from behind*), and provide general information on the response rather than individual stories where the proper consents have not been put in place.

their behalf and/or have their picture taken. However, in consideration of power imbalances and the impact these may have on children and programme participants, and their families/carers' ability to refuse participation in media and communications initiatives, it is always Plan International's responsibility to ensure the safe, respectful, dignified and ethical use of images, data and stories involving children and programme participants, regardless of obtained consent.

Plan International works to ensure that all measures are taken to control what we put on our own social media sites and to undertake an educative role to raise the awareness of our supporters to the potential risk to children that such sites can pose. It is important to use Plan International's Global Social Media Guidelines when using social media sites. Content relating to children and programme participants on Plan International's social media sites should be obtained and used in a manner that strictly follows the indicators and MOVs within this standard and the requirements of other organisational policies such as the Data Protection Policy. Plan International prohibits the exchange of personal contacts, including through social media, Skype, and other webcam platforms, with any child (*individuals below the age of 18*) associated or formerly associated with Plan International's work. At least one Plan International staff member or associate must be present at events and activities, such as a media visit to a Plan International project. Their role includes supervising the visit, ensuring understanding of and adherence to the Safeguarding and PSHEA policies and other applicable policies and procedures. Their primary purpose is to safeguard the interests of the children and programme participants involved.

Delivering on Good Practice

Good practice for this standard is considering a range of options and opportunities for achieving the objectives of the communication or fundraising initiative and assessing the risks for each, prioritizing the option that best mitigates risk. Staff working on media and/or communications need to demonstrate that they understand the Representation, Dignity and Safeguarding in Communications Guidelines and use them consistently in their work. Children and programme participants can inform the shape and outcome of any communication or fundraising initiative involving them and are well placed to discuss how they would like to be represented and what stories they want told about themselves. However, as stated previously, the onus is always on Plan International to ensure the safe, respectful, dignified and ethical use of images, data and stories obtained from/on children and programme participants, regardless of consultation and consent obtained.

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 2.1.	Best interests of diverse groups of children and programme participants are actively considered in all communications, including media and publicity, and fundraising work.	Review of media, publicity materials, associated visits, and use of official social media platforms and postings demonstrates compliance with PII's Guidelines on 'Representation, Dignity and Safeguarding in Communications.' This compliance includes not providing or using identifying information or images that depict individuals in a manner that impacts their safety, dignity, privacy, or reinforces negative stereotypes.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.	Review of documentation demonstrates that a range of options and opportunities for achieving the objectives have been identified and assessed for Safeguarding and SHEA risks.	Communications departments/staff engaging in media, communications, or publicity work in all offices.
		Evidence shows that media/comms staff have received training on how to apply PII's Guidelines on 'Representation, Dignity and Safeguarding in Communications.'	Communications departments/ staff engaging in media, communications, or publicity work in all offices.	Discussions with representative media/comms staff demonstrate an understanding of PII's 'Representation, Dignity and Safeguarding in Communications' Guidelines	Communications departments/staff engaging in media, communications, or publicity work in all offices.
		Safeguarding and SHEA risk assessments must be carried out for media, including social media, publicity, and communications activities, in accordance with Standard CS2. Assessments must identify risks, repercussions and vulnerabilities for diverse groups that are relevant to the subject matter, goals and objectives of the work and mitigation plans to address these.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		
		Media/Comms contributors receive information about how to withdraw consent following the interview or film shoot. There are examples of cases where consent requests are honoured and, materials are removed, or concerns are responded to.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		
		Documented reviews demonstrate that media materials are withdrawn from circulation in line with earlier date of consent expiry or global media guidelines on the same.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 2.2.	All parties involved in communications, including media and publicity, and fundraising work uphold Plan International's Safeguarding and PSHEA standards.	The review of media/communication visits, third party agreements and use of official social media platforms for organisational work demonstrates that individuals and organisations contracted to undertake media, social media, publicity or communication work – or those who may do so as part of an event – understand Plan International's commitment to and responsibilities for Safeguarding and PSHEA.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		
		The review of media/comms visits and agreements with third parties demonstrates that appropriate vetting arrangements were applied.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		
		The review of media/comms visits demonstrates that media/publicity visits include a Plan International staff or associate whose role includes ensuring compliance with Plan International's Safeguarding policy commitments, these standards and PII's Guidelines on 'Representation Dignity and Safeguarding in Communications.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.	Review of media visits demonstrate process for lessons learned and applying these insights for improvement.	Communications departments/staff engaging in media, communications, or publicity work in all offices.
		Review of sample briefings for media/comms work demonstrates that staff and visitors on official or work visit with Plan International are aware that taking images of children and programme participants for personal use is prohibited and this must always be communicated and agreed with the office in advance, and be in line with the Global Safeguarding Policy's Safeguarding Code of Conduct in relation to images for personal use listed in the Policy's Annexe 1, Point G.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.		
		Documented briefing sessions with children and programme participants, their families and communities demonstrate that they are informed of what to expect when participating in media and communications work. These sessions cover what will happen during media interviews, what is acceptable and unacceptable, and what actions they can take if they feel uncomfortable.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.	A review of media/comms materials shows that conversations are held with children and programme participants from different groups, including vulnerable groups, about how they would like to be represented and what kind of stories they want to tell about themselves.	Communications departments/staff engaging in media, communications, or publicity work in all offices.
BS 2.3.	Diverse groups of children and programme participants contribute appropriately to communications, including media and publicity, and fundraising work.	Sample review of consent forms demonstrates adherence to PII's Guidelines on 'Representation Dignity and Safeguarding in Communications.' This includes consistently obtaining informed consent from the child/programme participant and/or parent/guardian, where applicable, before recording information or obtaining images. Additionally, the intended use of the information/images, including where they will be displayed, is clearly explain.	Communications departments/ staff engaging in media, communications, or publicity work in all offices.	The review of media/comms materials and consent agreements demonstrates that discussions are held with children and programme participants, families and communities, as appropriate, about the various implications of being photographed, interviewed, or involved in a published story, particularly where there could be a negative impact on a child or programme participant or on their identity and how they wished to be represented.	Communications departments/staff engaging in media, communications, or publicity work in all offices.

Resources to support the implementation of BS2

Resources can be found on **PlaNet** in the subsites referenced below. ⓘ

Resources to be found in the Global Communications site

- Plan International's Representation Dignity and Safeguarding in Communications (includes media consent forms)
- Plan International's Guidelines for Staff Personal Use of Social Media
- Plan International's Managing Plan International's Social Media Channels
- Plan International's Global Length of Image Use Guidelines

Resources to be found in the Policies pages – "Legal" Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International's Global Policy on Data Privacy

You may also need to refer to and use resources listed under Core Standard 6: Building Positive and Safe Relationships with Children and Programme Participants and Core Standard 3: Safe Recruiting, Selection and Engagement with Plan International.



Staff from Plan International Peru © Plan International

Business Standard 3

3 • Delivering Safe Child Sponsorship



Programme Participants - Plan International Brazil
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Child sponsorship programmes support the best interest of the child. Information on the child and their family, as well as contacts between sponsors and children, are handled sensitively and appropriately, to ensure they remain safe for both the child and the adults involved.

An overview

Plan International's sponsorship model brings many benefits to children, families and communities, as well as to the organisation itself, and is central to Plan International's work. However, inherent in sponsorship models is an imbalance of power between the sponsor and child being sponsored.

There may be a divisive effect on the child, family or community, as well as potential Safeguarding and SHEA risks where individuals use sponsorship as an avenue to enter into the organisation and gain access to or establish relationships with children and their families and the wider community.

It is important that staff and sponsors understand this and that the impact of the sponsorship programme is regularly monitored in order to ensure any negative impacts on the child/children are addressed and the best interests of the child always remain a priority.

Plan International takes every reasonable precaution to ensure children are not harmed through their involvement in the sponsorship programme, by employing robust engagement processes for sponsors (*e.g., screening of sponsors where possible, ensuring sponsors understand and agree to the Safeguarding policy and appropriate behaviours for interacting with children*).

Additional measures consider the specifics of the sponsorship model, including ensuring that all contact, whether through correspondence or visits, is supervised. Safeguarding requirements have been integrated into the 'Sponsorship Manual,' emphasizing the importance of implementing the described processes and procedures to ensure the safe delivery of sponsorship. This standard provides information on how to measure whether sponsorship is being delivered with the necessary safeguards included.

Indicators which demonstrate the attainment of this standard

BS 3.1.
All initial sponsor engagement activities ensure that sponsors understand and commit to Plan International's Safeguarding and PSHEA requirements.

BS 3.2.
Children being sponsored are engaged to ensure that they understand the sponsorship process and give their consent to being sponsored.

BS 3.3.
Relationships between the sponsor and the child are managed in the best interests of the child being sponsored.

BS 3.4.
Relationships between the sponsor and the child being sponsored, including all communications, are managed to prevent inappropriate contact.

BS 3.5.
The conclusion of the sponsorship relationship is managed to ensure the ongoing safety of the child or young person.

Implementation guidance

How to meet this standard

Delivering on Essentials

Before delivering on any aspect of child sponsorship work, it is important that you have read and can implement Plan International's Global Sponsorship Manual.

From the outset, sponsors should be made aware of the way in which Plan International manages their involvement in the sponsorship programme and especially their contact with the child they sponsor.

When sponsors initially enquire about child sponsorship with Plan International, they should receive relevant documentation and/or full guidance covering these areas.

This should be followed up with an extensive briefing to ensure full understanding of the procedures, what is expected of sponsors, and consequences for breaching the procedures.

Sponsors who take up sponsorship with Plan International must acknowledge receipt and acceptance of these sponsorship rules and regulations by agreeing to the terms of engagement. This acceptance may be documented or implicit through the sponsor's conduct[16].

All communications between sponsors and children being sponsored need to be screened to ensure that they are appropriate and to avoid intentional and unintentional breach of procedures. Screening of communications should be done by both National and Country Offices to ensure the contents of letters are viewed from different perspectives and thereby take into account local sensitivities and cultural considerations.

Plan International prohibits unsupervised contact, which may include but is not limited to visits and any form of communication via social media, emails, letters, etc., and the exchange of personal contact details with children associated with Plan International's work. Sponsor visits need to be conducted in accordance with the Sponsorship Manual and any unannounced visits must be reported.

Upon a child or young person's graduation of sponsorship (*at the age of 18 years*), requests for continued contact from either the Sponsor or Graduated Sponsored Child must be treated as an exception and processed in accordance with the Sponsorship Manual.

16 Whether there is a written terms of engagement or not, sponsors commit to these policies by engaging with Plan International (*i.e., acceptance by conduct*).

Delivering on Good Practice

Good practice for this standard involves ensuring that the contents of the Sponsorship Manual have been transformed into user-friendly guidelines for all staff and others involved in the sponsorship process.

This ensures that all individuals involved can clearly articulate what is required to fulfil their role effectively.

This includes screening communications, understanding the criteria to look for, and knowing the appropriate actions to take upon encountering inappropriate content. Social identity is the part of each of us which identifies as a member of a social group.

These social groups which impact on our identity may include age, sex, gender, gender identity, sex characteristics, sexual orientation, nationality, ethnic origin, colour, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, class, any history of conflict with the law, and more.



Youth Advisory Panel Members - Plan International Japan © Plan International

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 3.1.	All initial sponsor engagement activities ensure that sponsors understand and commit to Plan International's Safeguarding and PSHEA requirements.	A review of sponsor information, including the welcome pack, demonstrates that sponsors receive information on Plan International's Safeguarding Policy and appropriate guidelines, acknowledge receipt and acceptance of the sponsorship, Safeguarding and PSHEA rules and regulations.	Sponsorship - NO		
		Documented process, evidence and/or interviews with sponsorship staff demonstrate that offices undertake all necessary measures within their control to ensure that individuals initiating or continuing sponsorship are suitable to do so. This includes confirming that they have no convictions for crimes against children or are not incarcerated for any type of offense (*including those awaiting trial*)	Sponsorship - NO		
BS 3.2.	Children being sponsored are engaged to ensure that they understand the sponsorship process and give their consent to being sponsored.	Evidence that children, families and communities are consulted on the sponsorship process, their right to consent or withdraw, and which children to enrol.	Sponsorship - CO	Child and/or user-friendly version of the policy, as well as information on where to report concerns, should be provided. Additionally, evidence of communication to children and families, such as meeting records or attendee lists, should be documented.	Sponsorship - CO
BS 3.3.	Relationships between the sponsor and the child are managed in the best interests of the child being sponsored.	Evidence that all communications between sponsors and children being sponsored are screened for inappropriate content or content that compromises the dignity, privacy and safety of children, including information that could lead to their identification and location, and that any issues or incidents are documented and reported for follow-up action.	Sponsorship - CO/NO	Evidence that user- and reader-friendly guidelines exist to check correspondence for appropriate and inappropriate content.	Sponsorship - CO/NO
		Interviews with the persons responsible for checking correspondence show that they are aware of guidelines on appropriate and inappropriate content and have received appropriate briefings or trainings on use.	Sponsorship - CO/NO		
BS 3.4.	Relationships between the sponsor and the child being sponsored, including all communications, are managed to prevent inappropriate contact.	Evidence that unsupervised contact between the sponsor and the child being sponsored is prohibited through measures such as monitoring communications.	Sponsorship - CO/NO		
		Evidence that planned contact between the sponsor and the child being sponsored, e.g. a visit of the sponsor, are subject to a clear background check of the sponsor.	Sponsorship - NO		
		Evidence that sponsor visits are conducted in accordance with Safeguarding procedures detailed in the sponsorship manual. For example, a sample review of sponsor visits provides evidence that the procedures for visits, as detailed in the sponsorship manual, are being followed and that there are documented post-visit reports showing debriefings with the sponsor, child being sponsored and their family, and any problems addressed appropriately.	Sponsorship - CO/NO	Evidence that relevant personnel have received detailed information on the implementation of the Safeguarding and PSHEA policies and procedures, particularly in relation to Safeguarding in Sponsorship and detailed in the sponsorship manual.	Sponsorship - CO/NO
		Evidence that staff, sponsors, communities and children are informed of Plan International's zero tolerance of unannounced visits.	Sponsorship - CO/NO	Evidence of user- and reader-friendly guidelines on unannounced visits and reporting of the same.	Sponsorship -CO/NO
		Where unannounced visits have taken place, evidence of completion of the incident report form and action taken in accordance with the Safeguarding and sponsorship policy/guidelines.	Sponsorship - CO/NO		
BS 3.5.	The conclusion of the sponsorship relationship is managed to ensure the ongoing safety of the child or young person.	Sample review of sponsorship graduations or concluded sponsorships demonstrates that requests for continued contact between the sponsor and the graduated child, or vice versa, are exceptional cases. These requests are processed in accordance with the established sponsorship Safeguarding framework for reviewing and risk assessing 'Continued Contact On-Graduation'. This process includes risk assessment, vetting of the sponsor, and ensuring that all are parties are aware of the implications of any continued relationship.	Sponsorship - CO/NO		
		Sample review of sponsorship graduations or concluded sponsorships demonstrates that when continued contact is assessed as favourable and successfully processed, only the sponsor's personal contact details are provided to the graduated child who was sponsored. The reverse, where the graduated child's personal contact details are provided to the sponsor, does not occur.	Sponsorship - CO/NO		

Resources to support the implementation of BS3

Resources can be found on **PlaNet** in the subsites referenced below.

Resources to be found in the Sponsorship Operations Page and Library

- Sponsorship Manual (*with Safeguarding requirements embedded within*)
- Sponsor Visits to the Field Policy and Guidelines
- Safeguarding Guidance: Reviewing Correspondence Between Sponsors and Children Being Sponsored
- Process for reviewing requests for 'Contact on Graduation'

Resources to be found in Safeguarding Operations page – "Key Documents" section

- Plan International's Global Safeguarding Policy and Safeguarding Code of Conduct
- Frequently Asked Questions to the Safeguarding Policy
- PII PSHEA Policy and PSHEA Code of Conduct
- Frequently Asked Questions to the PSHEA Policy
- Plan International's Safeguarding and PSHEA Framework

Resources to be found in the Safeguarding Resources Library

- Safeguarding leaflets, posters, publications, and sponsor visits' guides/brochures on various subject areas and for different target groups, produced by various Plan International offices

Resources to be found in the Policies pages – "Legal" Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International's Global Policy on Data Privacy



Staff from Plan International Eu Liaison Office © Plan International

Business Standard 4

4 • Delivering Safe IT and Digital

Plan International's use and promotion of digital platforms to document and showcase its work, while also encouraging children and programme participants to engage with technology, ensures that children and programme participants in all their diversities are safeguarded.

An overview

The speed, convenience and benefits of new technologies, along with the increasing number of forums available for global engagement, are constantly evolving for Plan International and the children, programme participants and communities we work with.

Plan International uses various social networking platforms to share our work. Our supporters also engage with these forums, and there has been a rapid increase in the number of children, young people and adults worldwide who are using these digital platforms. However, the digital world is a vast and unregulated space, which poses potential risks for those we work with and for.

Children and programme participants from vulnerable groups face a heightened risk of abuse through social media, particularly based on their gender or other aspects of their identity. Power imbalances also play a role, leading children and young people into risky situations. To address this, we must implement necessary measures to control how we store information and what we share on our digital platforms. Additionally, we will raise awareness among our supporters about the potential risks these platforms pose to children and programme participants in all their diversities, while also providing guidance to children and programme participants on how to stay safe online.

Indicators which demonstrate the attainment of this standard

BS 4.1.

Information management processes have safeguards in place for managing sensitive data on children and programme participants.

BS 4.2.

Diverse groups of children and programme participants understand how to participate safely in online activities.

BS 4.3.

Online participation of Plan International staff and associates adheres to standards of conduct.

Implementation guidance

How to meet this standard

Delivering on Essentials

Data relating to children and programme participants must be collected for a specific authorised and consented use and is then only to be used as intended.

Images and information collected need to be accompanied by statements on the specific project for which it was collected and/or if it can be used for general use by Plan International.

In addition, local guidelines should specify how long data, such as images, can be used and retained for, as consent is not intended to last a lifetime.

Plan International's Legal Department's Data Protection Policy sets out the requirement for Plan International's offices with regards to protection of data.

Offices are expected to adhere to its requirements or Local Privacy Acts and Data Protection Laws where these place higher standards or requirements. Local policies and/or procedures, which must be aligned to global equivalents, must be established to govern the safe storage, retention, handling, including transmission, and disposal of sensitive data/information.

This includes all sponsorship communications, images and consent forms, and information relating to incidents/ concerns. Offices must stay informed about local and international legislation (*such as Data Protection and Privacy Laws*) and technological developments. Regular reviews should occur whenever significant changes are made to these legal frameworks or to Plan International's processes or technology. Breaches to the security of sensitive data must be reported and acted upon immediately.

Staff are prohibited from browsing or viewing websites that contain pornographic, offensive or harmful material, and/or download, display, store, print, distribute, or re-distribute any such material. Local policies must be explicit on this.

Delivering on Good Practice

Good practice for this standard involves training children and programme participants on how to stay safe online. Practical information should be provided based on Plan International's guidelines for social media, addressing staff, children and programme participants.



Staff from Plan International Ecuador
© Plan International

Attainment Indicators		Essential MOVs	Responsibility	Good Practice MOVs	Responsibility
BS 4.1.	Information management processes have safeguards in place for managing sensitive data on children and programme participants.	Sample consent forms demonstrate that data relating to children and programme participants, including those used on Plan International's social media sites, are collected for a specific authorised use and are only used as intended with the appropriate informed consent.	Communications departments/staff engaging in online media, communications, or publicity in all offices (*e.g., MERL, Sponsorship, IT staff*)		
		Local policies and/or procedures governing data protection – including safe collection, storage, retention, processing, transmission and disposal of data/ information about children and programme participants – are aligned with global requirements. Additionally, local policies adhere to applicable local laws, especially when those laws establish a higher standard than Plan International. This includes handling data related to sponsorship communications, images and consent forms, and Safeguarding and PSHEA incidents or concerns.	IT Department – COs, NOs, RHs		
		Access agreements demonstrate that information identifying children, families and/or programme participants is not disclosed to or accessed by unauthorised persons or without informed and appropriate consent, while prioritising the best interests and protection of the child/programme participant.	Communications departments/staff engaging in online media, communications, or publicity in all offices (*e.g., MERL, Sponsorship, IT staff*)		
		Sample interviews with staff show that they are aware that personal devices and personal social media platforms must not be used to collect work data on children and programme participants associated with Plan International.	Communications departments/staff engaging in online media, communications, or publicity in all offices (*e.g., MERL, Sponsorship, IT staff*)		
		Procedures and incident reports demonstrate that breaches of data security - whether related to child or programme participant data, incident reports (*including electronic information, hard copy records, or knowledge information*), or loss of sensitive child or programme participant data - are promptly reported and addressed.	Media Comms, MERL, IT staff and FPs/Specialists in all offices		
BS 4.2.	Diverse groups of children and programme participants understand how to participate safely in online activities.	Documented discussions of online participation demonstrate that ground rules are established when working with groups of children, programme participants, online. These rules are established and agreed upon by children, programme participants and/or others to ensure the protection of their privacy. The rules address the implications of online misconduct, including cyberbullying, online grooming, exploitation, and uploading inappropriate content.	Comms, Programmes, Influencing and MERL	Training records/content demonstrate that training and information is provided to children and programme participants in all their diversities on how to stay safe online, particularly when participating in Plan International projects that involve interacting with social media. The training and information includes specific risks associated with interacting with others online, sharing personal information or issues publicly, talking about social media addiction and where to report concerns or get help.	Comms, Programmes, Influencing and MERL
		A review of sites hosted by Plan International clearly identifies Plan International as the owner. These sites allow communication between children and programme participants, which is moderated, screened and supervised, and do not allow contact between adults and child/youth participants. Sites provide a clear link to the Safeguarding policy, Safeguarding code of conduct and PSHEA policy and reporting process, which may be adapted for the purpose of the site.	Media and Comms	Evidence of the distribution and socialisation of PII's Guidelines on 'Managing Plan International's Social Media Channels' and 'Social Media Guidance for Staff Personal'.	Media and Comms
BS 4.3.	Online participation of Plan International staff and associates adheres to standards of conduct.	Local policies expressly prohibit staff from browsing or viewing websites that contain pornographic, offensive, or harmful material, and/or downloading, displaying, storing, printing, distributing or redistributing any such material, in line with Plan International's Global ICT Policies. Alternatively, local policies may adopt the Global ICT Policies as they are.	IT staff in all offices		

Resources to support the implementation of BS4

Resources can be found on **PlaNet** in the subsites referenced below.

Resources to be found in the Safeguarding Resources Library and Safeguarding

- Operations page – “Safety on Online Platforms” section
- Plan International’s Safety on Online Platforms Guidance
- Online Safety Guide for Children
- Online Safety Procedures for Children - the ‘eleven rules’ for children to follow to ensure they stay safe online
- ‘Working Together with Children for Safety in the Virtual World’ by Plan Australia
- Child Protection and Social Media by the Keeping Children Safe Coalition
- Good websites for ‘Online Child Protection’ resources and materials
- International Telecommunications Union **www.itu.int/osg/csd/cybersecurity/gca/cop/**;
- The UK’s Child Exploitation and Online Protection Centre **ceop.police.uk/**

Resources to be found in the Policies pages – “ICT” section

- PII Information Security Policy
- PII Information Classification Policy
- PII Access Control Policy
- Plan International’s Global ICT Policy for Users

Resources to be found in the Global Communications site

- Plan International’s Representation Dignity and Safeguarding in Communications (includes media consent forms)
- Plan International’s Guidelines for Staff Personal Use of Social Media
- Plan International’s Managing Plan International’s Social Media Channels
- Plan International’s Global Length of Image Use Guidelines

Resources to be found in the Policies pages – “Legal” Section

- PII Document, Data Retention and Deletion Policy
- PII Data Protection Policy and Guidelines
- Plan International’s Global Policy on Data Privacy



Staff from Plan International Malawi © Plan International

Appendices

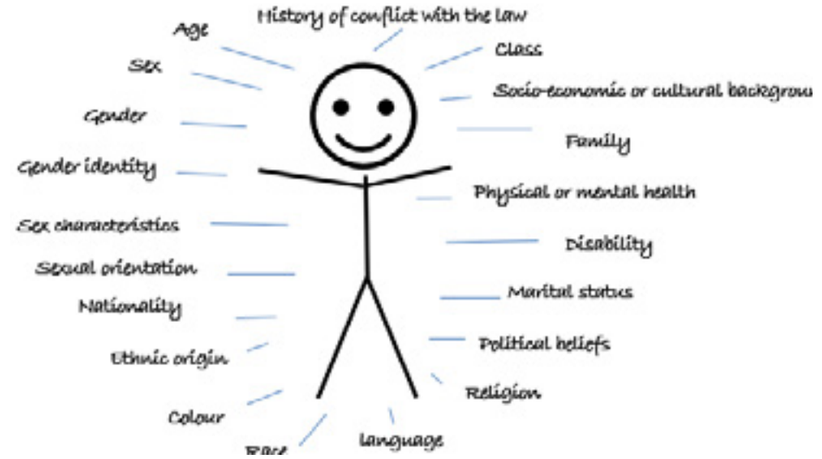


Youth activists in Switzerland © Plan International / Antoine Tardy

Appendix 1

1. Intersectionality

Intersectionality is a way of thinking about power, privilege, and gender that recognises a person's combination of social identities.



Intersectionality means we think about multiple forms of inequality (*based on our social identities*) at the same time rather than considering each of them separately and we understand how they overlap (*or intersect*) and compound to create a person's experience of prejudice and inequality, or power and privilege. Instead of thinking a girl or woman's oppression based on sexism alone, or a Black person's oppression based on racism alone, or a disabled person's oppression based on ableism alone, intersectionality looks at how those identities intersect.

For example, intersectionality would seek to understand how a disabled, Asian girl is affected by the overlapping and compounding prejudices and inequalities of sexism, racism, and ableism all at once rather than separately.

This girl is cisgender[17], Asian, a person of colour and has a disability and may endure specific forms of prejudice and inequality that Asian boys might not, or Asian girls without a disability might not, or a white girl with a disability might not etc.

Social inequality is the existence of unequal opportunities and rewards for different social positions or statuses within a group or society.

17 Cisgender describes someone whose gender identity corresponds to their sex assigned at birth

Appendix 2

2. Power and Patterns of Violence in Societies and Organisations

In all societies, there are groups or individuals who have the most power, social status and access to resources and work to maintain the social or 'cultural' norms that favour them.

How this impact on the way in which we design and deliver our work with communities is described in more detail in the Safe Programming and Influencing Work guidelines.

Within the organisation, we need to recognise that despite our own best intentions, we are all from societies where certain groups or individuals have the most power. We will have formed our own biases, whether conscious or unconscious[18]. This impacts on how we view race, gender, sexual orientation, body size, religion, accent, height, even hand dominance, and more. We make assumptions about people and situations based on our own identity, background, personal experience and outlook on life.

We are exposed to, and surrounded by, ideas systems and structures that influence how we think and understand the world; these can often support stereotypes and inequality. Regarding gender, for example, we may take men more seriously than women, or we may think men's priorities and concerns are more important than women's.

There is also what is known as the "halo effect", a type of bias where our overall impression of a person influences how we feel and think about his or her character. We may, for example, be more likely to listen to women or girls or a child when they are conforming to what we think 'good' women/girls/children should be – and less likely to listen to those we consider 'difficult'.

The assumptions we make can be largely unconscious but may have a significant negative impact when it comes to how we engage with our peers and those with whom we work.

Our biases can influence how we see the risks faced by individuals with different identities from our own.

18 See https://www.fastcompany.com/3037359/how-unconscious-bias-affects-everything-you-do

Our own assumptions, for example, about what is 'appropriate' for children may limit our capacity to think about what equality might look like.

We may assume we know about the expectations or social norms in communities for children. We may agree with those social norms; or we may not know how to challenge that thinking in a way that is meaningful and does not expose children, young people and adults in vulnerable situations to harm.

We may be more likely to listen to certain groups and give them more weight in our decision-making; we may for example listen to the perspectives of adults – and particularly men - more than those of children and young people (*and particularly a girl child/young person*).

Organisations often reflect the power and structural inequalities that can be seen in society because 'we' – i.e. staff and associates – come from and are part of society. The norms and group dynamics that exist in society therefore also exist in an organisation. Structures and systems reinforce these and shape the ways in which power and dominance operate in organisations.

Certain positions may be dominated by men, while women may be more concentrated in what are considered to be 'softer' or more 'people focused' areas of an organisation, such as human resources. An organisation's culture may be more 'masculine' in nature e.g. it has adopted a management style and approach which is 'command and control' rather than 'democratic' or 'participative'. An organisation's structure and culture has a significant impact on how the organisation safeguards its own people, as well as the children and communities with whom it works.

The ways in which these dynamics work can be extremely subtle, including factors such as whose knowledge is more valued, who is included in meetings and information-flow and who is not, who has the 'last word' in decision-making and so on. These dynamics are often shaped along the lines of intersecting identities.

People with a shared identity, for example, may bond despite being unequal in other ways – for example white international male staff may bond more readily with national male staff (*who are otherwise unequal through e.g. race or position within the organisation*).

Some potentially 'dangerous' beliefs

- Some forms of disability are a sign of witchcraft at work.
- A child who challenges an adult could be under a spell.
- Homosexuals are not normal people.
- Refugees have no right to complain if they are mistreated. They should be grateful for any kind of assistance given to them.
- A girl who wears revealing clothes is asking to be raped.
- Men can be cured from HIV by having sex with a virgin.
- Real men have multiple sexual partners.

Sharing discriminatory attitudes to women and using 'banter' and 'joking' can allow men to reinforce that bond of gender and their dominant position. In addition, such attitudes tend to favour lenience, deflecting behaviour toward sexual exploitation, abuse and harassment.

Female staff, for example, whilst they have the privileges of being employed as professionals, are more often exposed to harassment and abuse both within their organisations and within communities, than their male counterparts.

There is also a need to recognise that we do not necessarily always align with or support our own identity – for example, women will not necessarily have a woman-centred perspective and may not necessarily advocate on behalf of other women (*adult or child*).

For some women, surviving and succeeding in male-dominated organisations means taking on those values and behaving in ways that meet the approval of the organisation.

Understanding the influence and impact of power, how this is maintained through social and other norms, and the patterns of violence against different groups of people including children and young people is vital to understanding what we need to do to create an enabling environment for Safeguarding and PSHEA.

This will help us to foster equality and inclusion in our workplaces, as well as in understanding whether our work is likely to improve the situation for different groups of children or exacerbate existing norms and patterns of violence.

Questions to prompt reflection on organisational power

- How diverse is the organisation's staffing?
- Who holds the explicit power within the organisation (*leadership positions*), from which 'community' or 'group' are they largely drawn from (*women, persons with disability, communities the organisation supports e.g. refugees*) and what is the impact of intersectionality? Do men with disabilities have more access to power and decision-making than women, for example?
- Who holds implicit power within the organisation (*staff without the traditional formal power but who nonetheless have a considerable influence*)? What impact does gender and other identities have on this?
- Where is decision-making largely based within the organisation? Close to the children and communities affected by the decisions, or nearer to those who fund the decisions?
- In relationships and decision-making between the organisation and communities, who is involved in this? Which community members have the strongest voice and the strongest relationships? What are the opportunities for women's groups, children and young people (*and particularly girls and other marginalised groups*) to shape those relationships and decision-making?

Appendix 3

3 • Safeguarding and PSHEA Core Documents

Please kindly visit the Safeguarding Operations page and Safeguarding Resources Library on **PlaNet** to view these and other documents required for implementing the standards.

- **The Global Safeguarding Policy and Safeguarding Code of Conduct**
  Available in Arabic, English, French, Portuguese and Spanish
- **Frequently Asked Questions to the Global Safeguarding Policy**
  Available in Arabic, English, French, Portuguese and Spanish
- **The PII PSHEA Policy and PSHEA Code of Conduct**
  Available in Arabic, English, French, Portuguese and Spanish
- **Frequently Asked Questions to the PII PSHEA Policy**
  Available in Arabic, English, French, Portuguese and Spanish
- **Global Policy on Values, Conduct and Whistleblowing**
  Available in English, French, Portuguese and Spanish
- **Global guidelines on Reporting and Responding to Safeguarding and PSHEA Issues in Plan International**
  Available in Arabic, English, French, Portuguese and Spanish
- **Global guidelines on Conducting and Managing Administrative Investigations into Safeguarding and SHEA Concerns**
  Available in Arabic, English, French, Portuguese and Spanish
- **Mainstreaming PSHEA in Disasters, Emergency and Response – Quick Checklist and Full Checklist**
  Available in Arabic, English, French, Portuguese and Spanish
- **Safeguarding PSHEA Standards Means of Verification Responsibility Grid – excel version**

Appendix 4

4. Safeguarding and PSHEA Standards Means of Verification Responsibility Grids

Managers/Leaders are responsible for the implementation of the standards as it applies to their area of responsibility.

The Standards Means of Verification (*MOV*) Responsibility Grids helps you see at a glance which standards and indicators impact a manager's area of responsibility.

Note that more than one responsibility grid may apply to a manager's area of responsibility. For example: if you are the manager of the Legal Team, you will have managerial specific Safeguarding PSHEA Responsibilities as listed under 'Standard Attainment Indicators with MOVs affecting Senior leadership /Management at CO/RH/NO/GH' and/or 'Standard Attainment Indicators with MOVs affecting Managers at CO/RH/NO/GH.' If you are a manager of a business specific area such as Child Sponsorship, you will have managerial specific Safeguarding PSHEA Responsibilities as listed under 'Standard Attainment Indicators with MOVs affecting Senior leadership/Management at CO/RH/NO/GH' and/or 'Standards with MOVs affecting Managers at CO/RH/NO/GH' as well as business specific Safeguarding PSHEA Responsibilities as listed under 'Standard Attainment Indicators with MOVs affecting Sponsorship Department'.

The Grids are also available in excel formats which allow filtering of responsibilities.

The excel format also lists responsibilities applicable to each type of office (*GH, NOs with local programmes being implemented, NOs with no local programmes being implemented, RHs or COs*).

Grids listed below

Standard Attainment Indicators with MOVs affecting:

- CEO/Plan Boards
- Country Lead Safeguarding PSHEA Focal Points/Specialists at CO/RH/NO/GH
- DRM/Emergency Programmes
- Global Safeguarding an PSHEA Unit
- Heads of departments and business managers at CO/RH/NO/GH
- Managers at CO/RH/NO/GH
- Media and Communications
- Office Services
- Partnerships.
- People and Culture / HR
- Procurement.
- Programmes, Influencing, MERL
- Senior leadership /Management at CO/RH/NO/GH

Standard Attainment Indicators with MOVs affecting CEO/Plan Boards

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.2.**	Plan International's governance arrangements include ensuring that Plan International is delivering on and meeting its Safeguarding and PSHEA commitments.

Standard Attainment Indicators with MOVs affecting Country Lead Safeguarding PSHEA Focal Points/Specialists at CO/RH/NO/GH

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.3.**	Issues arising from an imbalance of power and privilege are addressed to foster a culture of Safeguarding and PSHEA in all contexts.
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.4.**	Safeguarding and PSHEA policies are implemented and adequately resourced at each location.
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.2.**	Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.4.**	All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.1.**	Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.2.**	Survivor-centred principles are upheld throughout the reporting, response, and referral process.
CS5: Working with Safe Partners	**CS. 5.1**	Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.1.**	All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.2.**	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.3**	All groups of children and programme participants - in all their diversities - inform Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.

Standard Attainment Indicators with MOVs affecting DRM/ Emergency Programmes

Standard	Attainment Indicator	
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.2.**	Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.1.**	Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.
CS5: Working with Safe Partners	**CS. 5.1**	Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.
CS5: Working with Safe Partners	**CS 5.2.**	Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation.
CS5: Working with Safe Partners	**CS 5.3.**	Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting.
CS5: Working with Safe Partners	**CS 5.4.**	Strategic partnerships (*government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with*) work to agreed Safeguarding and PSHEA standards.
CS5: Working with Safe Partners	**CS 5.5.**	Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.1.**	All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.2.**	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.3**	All groups of children and programme participants - in all their diversities - inform Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.1.**	All programme design is informed by an in-depth analysis of the local Safeguarding and PSHEA context.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.2.**	All programme plans and proposals include an in-depth Safeguarding and SHEA risk assessment.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.3.**	Programme implementation includes the establishment of community Safeguarding and PSHEA initiatives.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.4.**	Programmes have the necessary level of resources and the flexibility to be delivered safely.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.5.**	All programmes are monitored and evaluated for Safeguarding and PSHEA.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.6.**	Programme closure is designed and implemented to be as safe as possible.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.7.**	The country strategy risk register includes a current analysis of the potential or actual Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work

Standard Attainment Indicators with MOVs affecting Global Safeguarding an PSHEA Unit

Standard	Attainment Indicator	
CS4: Encouraging Reports and Responding Appropriately	**CS 4.4.**	Outcomes of case management/investigations inform Safeguarding and PSHEA practice improvements and wider organisational changes.

Standard Attainment Indicators with MOVs affecting Heads of departments and business managers at CO/RH/NO/GH

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.1.**	The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA.
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.1.**	Managers ensure that the engagements, operations, processes, interventions, and activities of the business areas for which they are responsible take relevant measures to manage Safeguarding and SHEA risks.
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.3.**	The design and delivery of Plan International's work in each location is informed by an analysis of the intersecting risks of harm for different groups of children and programme participants.
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.4.**	Risk management actions are adequately resourced.

Standard Attainment Indicators with MOVs affecting Managers at CO/RH/NO/GH

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.1.**	The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA.
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.4.**	Safeguarding and PSHEA policies are implemented and adequately resourced at each location.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.1.**	All staff, volunteers and associates have clear roles and responsibilities for Safeguarding and PSHEA.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.2.**	All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.4.**	All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.1.**	All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.2.**	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.

Standard Attainment Indicators with MOVs affecting Media and Communications

Standard	Attainment Indicator	
BS2: Designing and Delivering Safe Communications and Fundraising Work	**BS 2.1.**	Best interests of diverse groups of children and programme participants are actively considered in all communications, including media and publicity, and fundraising work.
BS2: Designing and Delivering Safe Communications and Fundraising Work	**BS 2.2.**	All parties involved in communications, including media and publicity, and fundraising work uphold Plan International's Safeguarding and PSHEA standards.
BS2: Designing and Delivering Safe Communications and Fundraising Work	**BS 2.3.**	Diverse groups of children and programme participants contribute appropriately to communications, including media and publicity, and fundraising work.
BS4: Delivering Safe IT and Digital	**BS 4.1.**	Information management processes have safeguards in place for managing sensitive data on children and programme participants.
BS4: Delivering Safe IT and Digital	**BS 4.2.**	Diverse groups of children and programme participants understand how to participate safely in online activities.

Standard Attainment Indicators with MOVs affecting Office Services

Standard	Attainment Indicator	
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.2.**	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.
BS4: Delivering Safe IT and Digital	**BS 4.3.**	Online participation of Plan International staff and associates adheres to standards of conduct.

Standard Attainment Indicators with MOVs affecting Partnerships.

Standard	Attainment Indicator	
CS5: Working with Safe Partners	**CS. 5.1**	Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.
CS5: Working with Safe Partners	**CS 5.2.**	Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation.
CS5: Working with Safe Partners	**CS 5.3.**	Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting.
CS5: Working with Safe Partners	**CS 5.4.**	Strategic partnerships (*government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with*) work to agreed Safeguarding and PSHEA standards.
CS5: Working with Safe Partners	**CS 5.5.**	Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.

Standard Attainment Indicators with MOVs affecting People and Culture / HR

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.3.**	Issues arising from an imbalance of power and privilege are addressed to foster a culture of Safeguarding and PSHEA in all contexts.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.1.**	All staff, volunteers and associates have clear roles and responsibilities for Safeguarding and PSHEA.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.2.**	All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.3.**	Engagement processes for suppliers/vendors sourcing and engagement include appropriate measures to ensure suppliers/vendors can work to Safeguarding and PSHEA measures appropriate to their engagement.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.4.**	All staff, associates and visitors understand their Safeguarding and PSHEA responsibilities and have the knowledge and skills to deliver on these in their area of work.

Standard Attainment Indicators with MOVs affecting Procurement.

Standard	Attainment Indicator	
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.2.**	All onboarding processes incorporate measures to ensure successful candidates can apply Plan International's intersectional approach to Safeguarding as appropriate to their engagement.
CS3: Safe Recruitment, Selection and Engagement with Plan International	**CS 3.3.**	Engagement processes for suppliers/vendors sourcing and engagement include appropriate measures to ensure suppliers/vendors can work to Safeguarding and PSHEA measures appropriate to their engagement.

Standard Attainment Indicators with MOVs affecting Programmes, Influencing, MERL

Standard	Attainment Indicator	
CS2: Identifying and Managing Safeguarding and SHEA Risks	**CS 2.2.**	Safeguarding and SHEA risk identification and management is informed by the local context when delivering Plan International's work.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.1.**	Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.
CS5: Working with Safe Partners	**CS. 5.1**	Partnerships decisions are informed by the partner's commitment and capacity to safeguard diverse groups.
CS5: Working with Safe Partners	**CS 5.2.**	Contractual arrangements with partners include working to agreed Safeguarding and PSHEA standards and reporting requirements and appropriate resources for implementation.
CS5: Working with Safe Partners	**CS 5.3.**	Plan International and partners work in accordance with agreed arrangements for Safeguarding/PSHEA implementation, risk management and reporting.
CS5: Working with Safe Partners	**CS 5.4.**	Strategic partnerships (*government departments, corporates, donors, interagency consortiums, other non-sub-contracted 'partners', youth/youth led organisations partnered with*) work to agreed Safeguarding and PSHEA standards.
CS5: Working with Safe Partners	**CS 5.5.**	Partners mobilised for emergency response have a proven track record in Safeguarding and PSHEA.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.1.**	All groups of children, programme participants and communities – in all their diversities - with whom Plan International works or interacts feel confident and safe to engage with Plan International.
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.2.**	Relationships between Plan International and the diverse groups of children and programme participants are built on respect and dignity.

Standard	Attainment Indicator	
CS6: Building Positive and Safe Relationships with Children and Programme Participants	**CS 6.3**	All groups of children and programme participants - in all their diversities - inform Plan International's approach to Safeguarding and how work with different groups is designed and delivered in all work contexts.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.1.**	All programme design is informed by an in-depth analysis of the local Safeguarding and PSHEA context.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.2.**	All programme plans and proposals include an in-depth Safeguarding and SHEA risk assessment.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.3.**	Programme implementation includes the establishment of community Safeguarding and PSHEA initiatives.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.4.**	Programmes have the necessary level of resources and the flexibility to be delivered safely.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.5.**	All programmes are monitored and evaluated for Safeguarding and PSHEA.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.6.**	Programme closure is designed and implemented to be as safe as possible.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.7.**	The country strategy risk register includes a current analysis of the potential or actual Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work
BS4: Delivering Safe IT and Digital	**BS 4.1.**	Information management processes have safeguards in place for managing sensitive data on children and programme participants.
BS4: Delivering Safe IT and Digital	**BS 4.2.**	Diverse groups of children and programme participants understand how to participate safely in online activities.

Standard Attainment Indicators with MOVs affecting Senior leadership /Management at CO/RH/NO/GH

Standard	Attainment Indicator	
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.1.**	The organisational culture and structure reflect Plan International's values and its intersectional approach to Safeguarding and PSHEA.
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.2.**	Plan International's governance arrangements include ensuring that Plan International is delivering on and meeting its Safeguarding and PSHEA commitments.
CS1: Fostering a Culture of Safeguarding and PSHEA	**CS 1.4.**	Safeguarding and PSHEA policies are implemented and adequately resourced at each location.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.1.**	Reporting and responding mechanisms are adequate, appropriate, and accessible for all who need to use them.
CS4: Encouraging Reports and Responding Appropriately	**CS 4.3.**	Case management and investigations are conducted professionally and are fully resourced.
BS1: Designing and Delivering Safe Programmes, Influencing and Research Work	**BS 1.7.**	The country strategy risk register includes a current analysis of the potential or actual Safeguarding risks that could result from strategic choices, areas of work or changes in the context for the programme and influencing work

Standard Attainment Indicators with MOVs affecting Sponsorship.

Standard	Attainment Indicator	
BS3: Delivering Safe Child Sponsorship	**BS 3.1.**	All initial sponsor engagement activities ensure that sponsors understand and commit to Plan International's Safeguarding and PSHEA requirements.
BS3: Delivering Safe Child Sponsorship	**BS 3.2.**	Children being sponsored are engaged to ensure that they understand the sponsorship process and give their consent to being sponsored.
BS3: Delivering Safe Child Sponsorship	**BS 3.3.**	Relationships between the sponsor and the child are managed in the best interests of the child being sponsored.
BS3: Delivering Safe Child Sponsorship	**BS 3.4.**	Relationships between the sponsor and the child being sponsored, including all communications, are managed to prevent inappropriate contact.
BS3: Delivering Safe Child Sponsorship	**BS 3.5.**	The conclusion of the sponsorship relationship is managed to ensure the ongoing safety of the child or young person.
BS4: Delivering Safe IT and Digital	**BS 4.1.**	Information management processes have safeguards in place for managing sensitive data on children and programme participants.
BS4: Delivering Safe IT and Digital	**BS 4.2.**	Diverse groups of children and programme participants understand how to participate safely in online activities.

Until we are all equal

Contact details for more information:
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About Plan International

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We believe in the power and potential of every child but know this is often suppressed by poverty, violence, exclusion and discrimination. And it is girls who are most affected.
Working together with children, young people, supporters and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. We support children's rights from birth until they reach adulthood and we enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge.
For over 85 years, we have rallied other determined optimists to transform the lives of all children in more than 80 countries.

We won't stop until we are all equal!

Cover Photo: Youth delegates fist bump together in Turkey © Plan International / Linn Dagfinrud

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