



Health Pooled Fund Safeguarding Bulletin

Edition 6
Suggested reading:

- [Management of Child Safeguarding Allegations | Safeguarding Resource and Support Hub \(safeguardingsupporthub.org\)](#)
 - Profile of one of our IP SG FPs

Work place case scenario (with best practice at the end)

HPF Safeguarding Toolkit



The Health Pooled Fund Safeguarding toolkit will be a resource where we shall be sharing tools, best practice and any other resources that we shall develop as we go forward.

[The toolkit can be found by clicking here.](#)





Tell us your full names and the agency you work for?

- Akikoli Harriet Wani working for South Sudan Health Association (SSUHA).

What inspires you to wake up every morning and get to work?

- I love my job and like to develop my career by practicing acquiring skills and knowledge.

What are your hobbies, what do you love doing when you're not working?

- I love reading articles about health and socio-economic science.
- Watching News, fellowshiping on Sundays, household work, visiting the sick and playing with children at times.

Why is safeguarding important in your job?

- Protection - we observe the principles to protect the community from harm and exploitation
- It builds trust and teamwork among staff, the beneficiaries and the communities.
- It creates awareness that safeguarding is everyone's responsibility and Do No Harm.
- Safeguarding creates a good platform among the staff and beneficiaries.

What do you think are the most important qualities a SG person should have?

- Honesty, Patience, and transparency
- A good counsellor, willing to protect and support others
- A person should have empathy
- Good reporting skills
- Someone who can keep information in a very confidential manner.

Can you tell us about a recent safeguarding initiative/improvement that your team have implemented?

- Adopted Safeguarding policy and other code of conducts policies that promote safeguarding. Safeguarding is a common principle in the

organisation and putting these policies on the annex of our contract template

Can you tell us a common misconception staff may have about safeguarding and could you demystify?

- Staff think safeguarding is all about sexual harassment and is only about them.
- Staff fear to report incidences that happen among themselves or the community.
- These are demystified through awareness that safeguarding is a collective responsibility.

Share any quote or advice you would like to give to our readers?

- Organisations and stake holders should always take safeguarding matters seriously.
- Every staff, Partner and beneficiaries including the vulnerable groups should know that safeguarding is everyone's responsibility.
- Do no Harm. No Excuse! Zero tolerance for sexual exploitation and abuse.



CASE SCENARIO:

Sexual exploitation and abuse

Ajun is a 25-year-old, who volunteers at a Community Resource Centre (CRC) in a village. He lost most of his relatives - including a younger brother, cousins, and nephews in the conflict. At the CRC, he has become particularly close with Mere, a deaf 14-year-old whose parents have died.

With his family, Mere had used a local sign language dialect, but nobody at the CFS knows the language. Ajun has learned a few basic signs, but most of his communication with Mere happens through social events and art. Mere is energetic and enthusiastic. After the events, she waves her hands in the air and opens her mouth as if cheering. Her artwork is full of playful objects, vibrant colours, and bold brush strokes.

A couple of months ago, the INGO sent a new worker, Darna, to oversee the CRC because she had a background in early childhood development and special education.

Shortly after she arrived, Ajun noticed that Mere seemed more contained than usual. She continued to play with Ajun and seemed happy to see him.

Her artwork began featuring darker colours and carefully drawn boxes, at first Ajun was concerned that Mere was suffering from an illness. Then he began noticing a pattern. On the days when Darna was not in the CRC, Mere would seem more like her old self; but when Darna was around she was more reserved and Ajun felt confused.

When he tried to get Mere to tell him what was wrong, all the child would do is sign, “don’t like”. From his training, Ajun knew he could report a suspicion. But to whom should he report? He couldn’t go to the manager because his concerns were about her.

After deliberating, he decided to go to his organisation’s child safeguarding focal point. The focal point was visibly uncomfortable about **Ajun’s** report, but she assured him she would investigate the matter. The focal point contacted **Mere’s** aunt who was caring for her. They brought in a sign language translator to translate for Mere.

Then they interviewed Darna and engaged in fact-finding. They determined that Darna had been physically punishing Mere when she would not do as she was telling her to or when she felt her behaviour towards others was inappropriate. As set out in the organisation’s Human Resources Manual, disciplinary action was taken.

Analysis and Best Practice

1. Mechanisms must be available to respond to incidents experienced by various individuals.
2. Young children & children with disabilities may not be able to SAY what happened but may show signs of harm.
3. Details of signs of maltreatment must be documented.

4. Reporting mechanisms should have multiple pathways.
5. Organizational Staff should also be trained on expected standards of behaviour and be encouraged to report other staff who are breaching safeguarding procedures. At recruitment, background checks should be conducted to ensure staff recruited have not breached any safeguarding policies previously.



"Worried you might be wrong?"

REPORT!

We investigate every concern with care, compassion and confidentiality.

Even if it's wrong, each and every report helps us improve our safeguarding systems.



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