

## **Protection Concept for the day care centres of the Studierendenwerk Vorderpfalz**

According to §8a SGB VIII, day care centres for children have a legally anchored protection mandate in the event of a risk to the wellbeing of a child.

In addressing the issue of child welfare endangerment, it is necessary to deal with the various possibilities of children being endangered. It is a matter of accepting the crossing of personal boundaries as a fact and taking precautions through various measures. Only then will educational professionals be able to deal with the situation appropriately and to act quickly and safely in an acute case.

As the responsible body, we see it as our most important task to create the best possible conditions for the children entrusted to us in order to support their successful development. This means not only that we take children seriously, but also that we protect them to the best of our knowledge and abilities from violations of their personal boundaries.

This concept should help us to critically review our daily routine and to develop a culture that enables children and adults to seek help and support in critical situations.

## Code of Conduct

The Code of Conduct intends to make clear to all acting persons which pedagogical attitude we expect in our facilities. The pedagogical staff all sign the code and declare their agreement with it.

New employees are introduced in this code of conduct during their induction and by signing it, the employee agrees to the following:

1. I commit myself to protect all children from assault. I am committed to strengthening the children's rights and to supporting and protecting them in the individual development of their self-confidence, self-awareness and self-confidence.
2. I cultivate an appreciative and respectful attitude and approach all children, parents and professionals as equals in discussions.
3. I take a stand against discriminatory, violent and sexist behaviour and intervene.
4. I protect the children entrusted to me from:
  - Verbal violence (belittling, devaluing, exposing, excluding, threatening, scaring).
  - Physical violence
  - Sexual violence and sexual exploitation
  - Abuse of power
  - Exploitation of dependency
5. I respect the personal privacy of the children. I am mindful and support the children's self-perception by taking their statements seriously and letting them stand as fact.
6. I am guided by the children's individual needs and take their personal development into account. In joint contact, the child decides on closeness and distance, but I still maintain my personal boundaries.
7. I respect the children's individual bodily sensations and orient physical contact to their personal needs.
8. I know that children are sexual beings and I support their sexual development.
9. I name the sexual parts and set specific limits for the children's contact with each other in order to prevent injuries.
10. I support my colleagues in stressful situations and seek support myself.
11. I accept and name my own boundaries.

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Place, Date

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Signature of the Staff member

## Traffic light System

In order to make it clear to children which behavior of adults is not acceptable, we work with a traffic light system that informs about inappropriate behavior. The meaning of the traffic light and the possibilities to complain are worked out together with the children in our day care centres and are discussed and updated every year.

**GREEN TRAFFIC LIGHT** - this behaviour is pedagogically correct, but children do not always like it.

Children have the right to receive explanations and to express their opinions.

- Talking about children in the sense of pedagogical exchange.
- Scolding
- Asking children to clean up
- Arrange something with parents and inform the children about it.
- Ordering to obey rules
- Forbidding harming others
- Remove a child from the situation when others have been harmed
- Pass on information to the responsible youth welfare office/parents if the child is in danger

**YELLOW TRAFFIC LIGHT** - this behaviour is pedagogically critical and hinders children's development.

Children have a right to fight back and demand clarification.

- Do not let them finish
- Repeating things that a child does not want to hear
- Looking at a child's private things without permission
- Shouting
- Not keeping agreements
- Excluding someone you don't like
- Thinking you are better than someone else
- Lying
- freaking out
- Changing rules without reason
- Making a bad wish
- Becoming rude
- Carrying on when a child says "stop"
- Taking out anger on children
- Being unreliable
- Being irresponsible
- Not setting rules
- Being bossy
- Talking bad about parents, family
- Ignoring children's needs
- Laughing at, embarrassing
- Expecting children to do something you know they can't do
- Making children afraid of something.

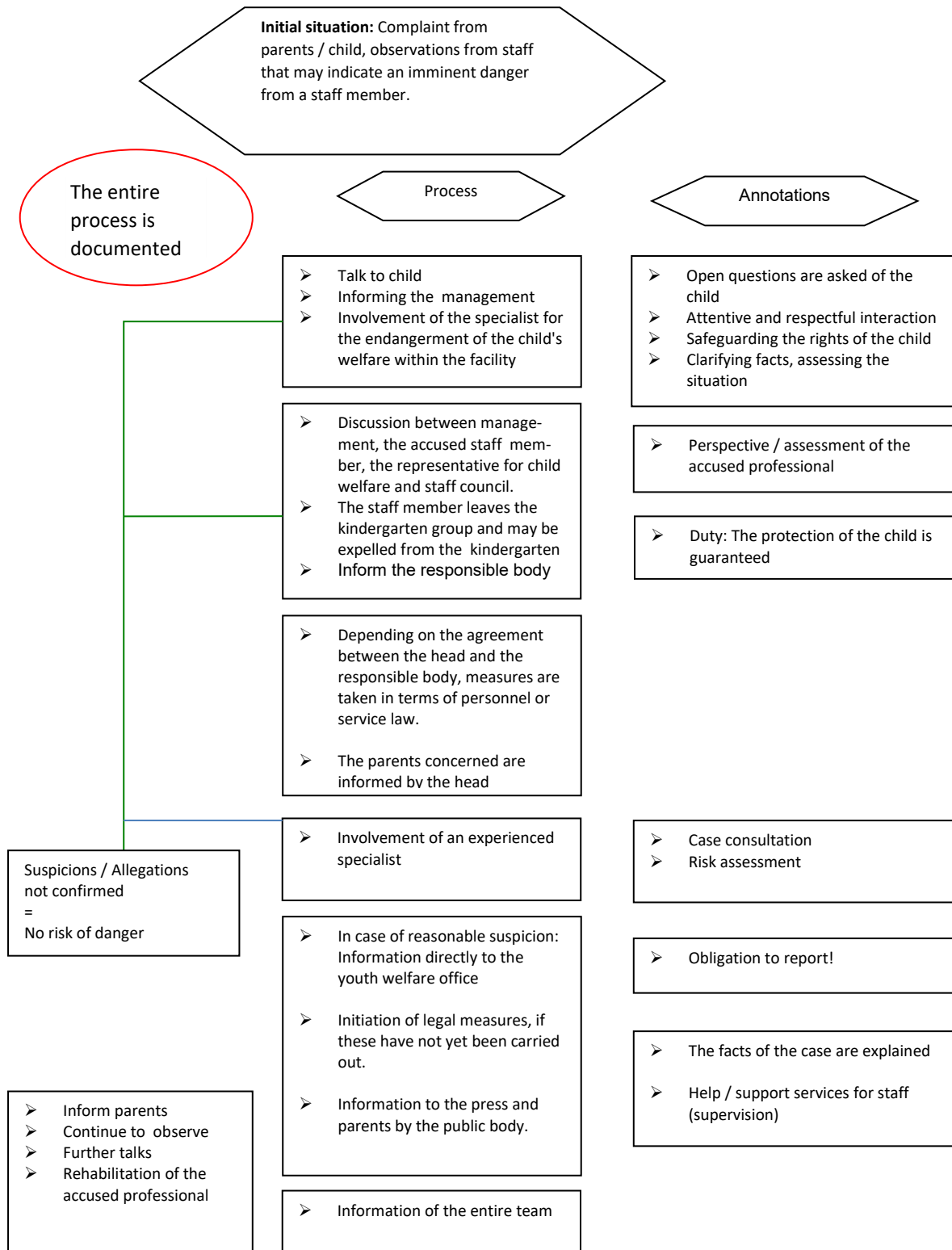
**RED TRAFFIC LIGHTS** - this behaviour is always wrong and professionals can be reported and punished for it. Children have a right to protection and safety.

- Hitting, hurting, injuring
- Locking up
- Tying up
- Touching private parts
- Scaring and threatening
- Torturing for fun
- Being told to/having to touch adults in their private parts
- stealing from a child
- Use violence

## Course of action in the event of a risk to the welfare of a child

The following guidelines show how to proceed gradually in the event of a suspected risk to a child's welfare. We distinguish between incidents inside the facility (by professionals, interns, temporary staff ...) or outside the facility (by family members, friends, acquaintances ...).

### How does the process work in the case of an INTERNAL hazard?



## Process sequence for EXTERNAL hazards

