

Protection concept

for the day care centres of the Studierendenwerk Vorderpfalz

In accordance with Section 8a SGB VIII, child day-care centres have a statutory duty to protect children in the event of a risk to their welfare.

When dealing with the issue of child endangerment, it is necessary to consider the various ways in which children can be put at risk. It is about accepting the crossing of borders as a fact and taking precautions through various measures. Only then will educational professionals be able to deal with the situation professionally and act quickly and safely in acute cases.

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 includes not only taking children seriously, but also protecting them to the best of our knowledge from boundary violations and abuse.

This concept intends to review our daily routine critically 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 clarify to all persons involved the pedagogical attitude that is expected in our facilities. The educational staff all sign the code and declare their agreement with it.

New employees are introduced to this Code of Conduct during their induction and by signing the Code of Conduct they declare their agreement with it.

1. I am committed to protecting all children from abuse. I am committed to strengthening children in their rights and to strengthening and protecting them in the individual development of their self-assurance, self-awareness and self-confidence.
2. I cultivate an appreciative and respectful approach and engage in conversations on an equal footing with all children, parents and professionals.
3. I take a stand against discriminatory, violent and sexist behaviour and intervene.
4. I protect the children entrusted to my care against:
 - Verbal violence (belittling, devaluing, exposing, ostracising, threatening, frightening)
 - Physical violence
 - Sexual violence and sexual exploitation
 - Abuse of power
 - Utilisation of dependencies
5. I respect the children's personal privacy. I am mindful and support the children's self-perception by taking their statements seriously and accepting them as fact.
6. I orientate myself to the individual needs of the children and consider their personal development. The child decides on closeness and distance in joint contact, but I still maintain my personal boundaries.
7. I respect the children's individual body awareness and orientate physical contact to the children's personal needs.
8. I know that children are also sexual beings and I support their sexual development.
9. I name the genitals and set specific boundaries for the children's interaction with each other in order to prevent injuries.
10. I support my colleagues in stressful situations and get support myself.
11. I accept and recognise my own boundaries.

Place, date

Signature of our staff

Information on recognising and assessing serious indications of a risk to a child's welfare within the meaning of Section 8a SGB VIII - protection mandate

1. "Significant evidence"

The trigger for fulfilling the protection mandate in accordance with Section 8a SGB VIII is a "strong indication" that the welfare of a child or young person is at risk.

Significant indications that a child's welfare is at risk are indications or information about actions against children and adolescents or living conditions that endanger the physical, mental or emotional welfare of the child or adolescent. Regardless of whether they are the result of an abusive exercise of parental care, neglect of the child or adolescent, failure on the part of the parents through no fault of their own or the behaviour of a third party (see also Section 1666 BGB).

We make basic distinction between the following manifestations that jeopardise a child's welfare:

- Physical and emotional neglect,
- Mental abuse,
- Physical abuse and
- Sexual violence

Indications for professionals to recognise dangerous situations are essentially to be found in the experience and actions of the young person as well as in the living situation, the family situation, parental parenting behaviour, developmental support, traumatising life events and the social environment. They must be considered on an age-specific basis. The special situation of (chronically) ill and disabled children must be taken into account. The ability and willingness of legal guardians to recognise problems cooperate and be motivated to accept help from third parties also plays a major role.

In principle, the following indications (without claiming to be exhaustive) may (but do not necessarily have to) indicate a risk to the child's welfare:

Strong indications that the child's welfare is at risk

Semblance

Massive or repetitive injuries (bruises, welts, scars, broken bones, burns, unclear skin changes, etc. without an explainable, comprehensible cause/ or frequent hospitalisation due to alleged accidents)

- Severe malnutrition
- Retardation in cognitive and motor skills without adequate support
- Poor personal hygiene (dirt and/or remains of excrements on the skin, inflamed skin surface, rotting teeth, vermin infestation, inadequate clothing, etc.)

Behaviour of the child/adolescent

- Complete lack of distance and/or high aggressiveness
- Self-endangering and other-endangering behaviour
- Statements made by the child that indicate maltreatment, abuse and neglect
- Child/ adolescent appears dazed/ intoxicated, under the influence of drugs, alcohol or medication
- Child/adolescent appears apathetic or very frightened, emotionally unstable
- Physical or mental development clearly inappropriate for their age

- Jactations (rocking movements)
- Frequent absences from school/ truancy/ problems with work and learning behaviour
- Social withdrawal or other abnormalities in social behaviour
- Frequent offences or criminal offences
- Repeated highly sexualised behaviour
- Repeated serious violence against other persons
- Spending time in places at risk for minors or repeatedly spending time in public at inappropriate ages

Appearance of the carers

- Ansprechbarkeit Lack of or difficult responsiveness
- Overexcitement, confusion
- Frequent drowsiness

Behaviour of the educators

- Frequent or massive hitting, shaking or confinement
- Frequent or massive verbal abuse, threats or derogatory treatment
- Isolation of the child
- Significant lack of care and supervision, lack of address
- Repeated or serious violence between the carers

Family situation/ housing situation

- Situations of excessive demands on the family and existential emergencies (e.g. due to particular changes in the family structure, sudden unemployment, debt...)
- pronounced attachment disorders
- Addiction problems
- Homelessness or extremely small or unhealthy accommodation
- Lack of basic family organisation (e.g. food shopping, waste disposal)
- Home is littered, dirty, mouldy or shows signs of external violence (e.g. severely damaged doors)
- Failure to remove significant hazards in the household such as defective power cables, open sockets, spillages lying around
- Obviously insufficient living space
- Inappropriate sleeping situation
- Lack of or defective heating, lack of electricity, no running water
- Lack of any play material

Traffic light system

In order to make it clear to children which adult behaviour is not acceptable, we work with a traffic light system that provides information about inappropriate behaviour. Similarly, the traffic light system is pertinent with regard to behaviour by other children in the facility. The meaning of the traffic lights and the possibilities for complaints are worked out together with the children in our day-care centres and are discussed and updated annually.

Green traffic light

This behaviour is pedagogically correct, but children do not always like it. Children have the right to receive explanations and express their opinions.

- Talking about children in the sense of pedagogical exchange
- Scolding
- Ask children to tidy up
- Making arrangements with parents and informing the children about them
- Determine to adhere to rules
- Forbidding to harm others
- Removal when others have been harmed
- Pass on information to the responsible youth welfare office/parents if the child is in danger

Yellow traffic lights

This behaviour is pedagogically critical and hinders children's development. Children have a right to defend themselves and demand clarification:

- Don't let them finish
- Telling things that a child does not want
- Looking at a child's private things without permission
- Shouting
- Not honouring arrangements
- Excluding someone you don't like
- Thinking you are better
- Lying
- Crack up
- Change rules without reason
- Wishing for evil
- Becoming impertinent
- Carry on when a child says "stop"
- Taking out anger on children
- Being unreliable
- Being irresponsible
- Not setting rules
- Bossing around
- Talking badly about parents, family
- Ignoring children's needs
- Laughing at them, embarrassing them
- Putting children through something you know they can't do
- Making them afraid

Red traffic light

This behaviour is always wrong and professionals can be reported and punished for it. Children have a right to protection and safety.

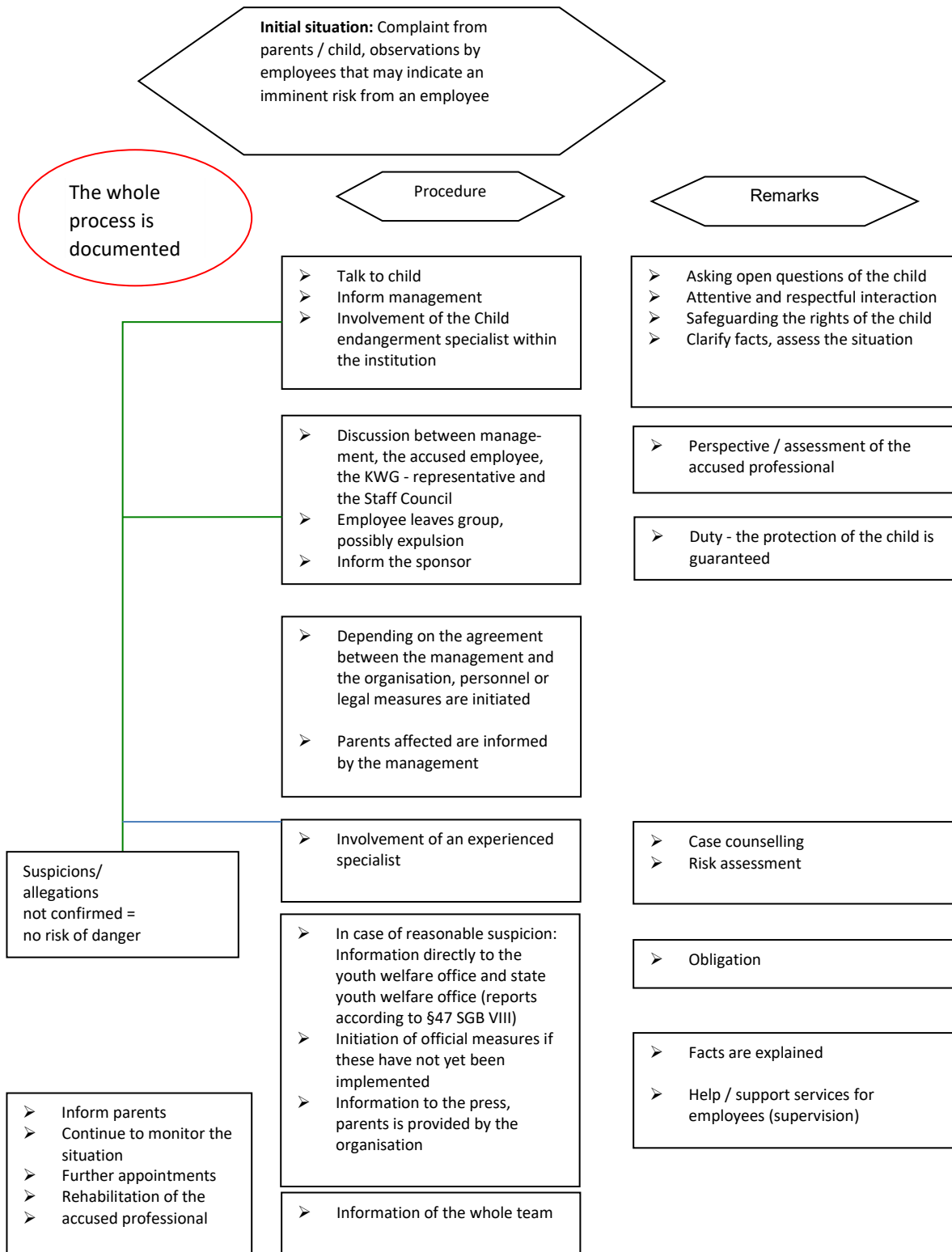
- Hitting, hurting, injuring
- Locking up
- Tying up

- Touching private parts
- Scaring and threatening
- Torturing for fun
- Should/must touch adults in the genital area
- Clawing
- Use violence

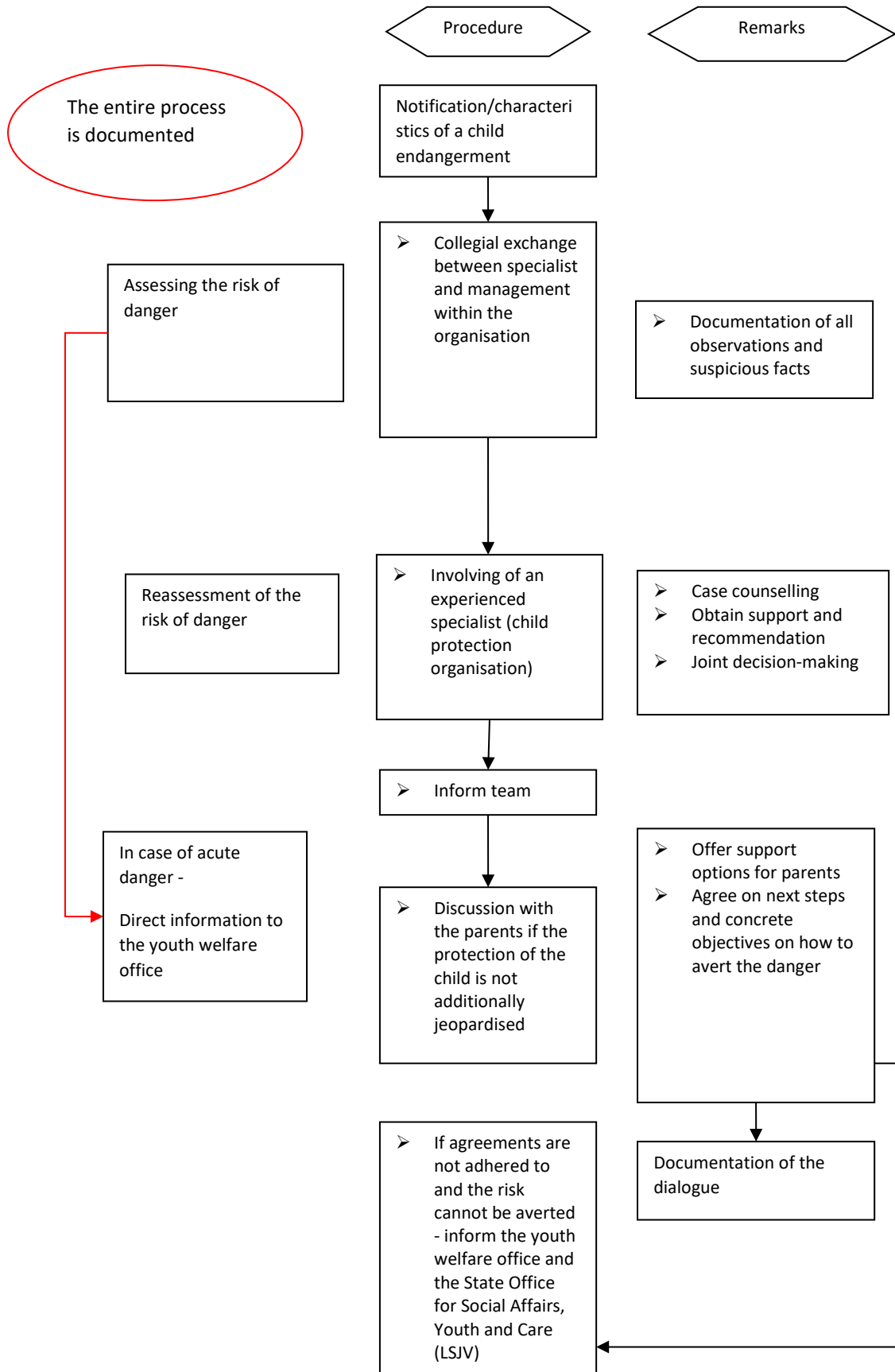
Action steps in the event of child endangerment

The following guidelines show how to proceed systematically in the event of suspected child endangerment. We differentiate between incidents inside the centre (by specialist staff, interns, temporary staff, children, etc.) and outside the centre (by family members, friends, acquaintances, etc.).

Process flow for INTERNAL hazards



Process flow for external hazards



Facility-related supplements

The following sections describe additions that require special attention in relation to the organisation.

Supervision of children in the outdoor area

Due to the location of the day-care centre in the city in conjunction with a directly adjacent pavement and a high and changing volume of people (due to the adjacent canteen), the day-care centre staff are required to ensure that people from outside do not violate the privacy of the children. As the gate is always locked, nobody is allowed to bring or pick up a child over the fence.

Privacy screen

Due to the location of the day-care centre in the city in connection with a directly adjacent pavement, the privacy screen must always be kept in a functioning condition so as not to violate the privacy of the children.

Student rooms at the HS

As the university provides a room for students in the day-care centre, care must be taken to ensure that the day-care centre always receives information about people present by email in good time. This ensures that all educators know who is in the building.

Supervision in the sleeping area blue group ground floor

All children (as long as they are all sleeping children) go to sleep together with all educators of the blue group, but with at least two educators in the sleeping room. The teachers only leave the room when the last child is asleep. This room is monitored by a visible window in the door and a baby monitor. There is always at least one carer in the adjacent group room.

Supervision in the sleeping area of the green group upstairs

As not all children in the green group go to sleep, an educator accompanies these children. When the children have fallen asleep, the carer leaves this room. This room is also monitored by a visible window and a baby monitor.

Nappy changing facilities

Each group room has a separate nappy-changing area, which can be closed off with a door to protect the children's privacy. There is also a viewing window in this door so that the teachers in the group can always keep an eye on the situation.