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|  | **PROJECT SAFEGUARDING RISK ASSESSMENT AND MITIGATION PLAN** |

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| --- | --- | --- | --- | --- |
|  | | **Impact** | | |
| Low | Med | High |
| **Likelihood** | High | M | H | H |
| Med | L | M | H |
| Low | L | L | M |

**Name of Project/Area of work:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Partner Staff - name and position of the person completing form** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CA Staff - name and position of the person completing form**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of person responsible for overall risk (Risk Holder)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall Project risk rating: (Low, medium, high) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Guidance:**

**This template needs to be filled in for each project by CA & partner in collaboration. The Country Manager (or equivalent role) as the person responsible for overall risk (the Risk Holder), must review and date the completed assessment and fill in the overall project risk rating above.**

**Step 1 -** To complete the project safeguarding risk assessment, you should think through the project activities and operating model If you have done a Gender and power analysis or SCLR use this to inform your assessment. Look at your country level safeguarding context mapping. Ask questions around:

* Who is working on the project? Make a list of all staff, volunteers, community volunteers, etc. and think how they are in contact with vulnerable people? Make sure you include training for all of these people.in your mitigation actions.
* Who is taking part in the project that is vulnerable? – risks differ between women, men, girls, boys, people with disabilities, LGBTQI+, old, young, ethnic groups – these vulnerabilities often intersect.
* What makes people vulnerable in the project setting? – looking at the power dynamics; what are the power dynamics between the groups you have identified, in particular the gender dynamics. Who has control within the project intervention? Where could there be abuse of power in the activities?
* Where is the activity is taking place – does the environment pose any risks due to location, is it in a new and unfamiliar place or outside of family or community care structures?
* Look at the country level context mapping you have carried out – how do these risks present in the project site?

**Step 2** - The template is in two sections – Section 1 (outlined in green) has information filled in with common project, programme and partner risks. Please use this as a base and delete or add to it information specific to your project - you can see areas where you need to add detail specific to your project highlighted in Yellow. Once you have read and checked the analysis of risk factors you need to assess the risk – use the grid above in the top right corner. Assess the Likelihood, the impact and use the grid to calculate overall risk. Then depending on how much risk you think there is decide on the mitigations you will do – there are suggestions here pre-filled - only keep the mitigations you plan to put in place

**Step 3** – Section 2 (outline in blue) needs to be filled with project specific activities and the risks in these. If you need any support please contact the Safeguarding Team.

**SECTION 1- areas common to all projects**

| **PLANNED ACTIVITY** | **RISK – identify the risks associated with the activity** | **PEOPLE – who identify who is at risk** | ***ANALYSIS OF RISK FACTORS – what is causing the risk?*** | **Risk Calculation** | | | **ACTION**  **What is in place, and/or what needs to be put in place to mitigate the risk?** | **NAME -**  **Who is responsible for the action?** | **WHEN – add a date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Impact** | **Overall Risk** |
| Recruitment, staffing and training  Add here who you are recruiting or if you are using existing representatives  \*Representatives include both CA and partner staff, volunteers, casual staff, consultants etc. It includes anyone representing or associated with CA in any capacity | 1) Unsuitable representatives are engaged to work on project activities who abuse power  2) Risk of Staff/representatives abusing people and communities we work with  3) Risk of staff/representatives abusing other staff/representatives  4) Use of sex workers  **Add others….** | 1) People and communities  (Please list at risk groups here: )  2) CA/partner Representatives  **Add others….** | 1) Appropriate recruitment practices not followed due to rapid scale-up  2) Representatives unfamiliar with safeguarding good practice due to no time given for training  3) Reduced staff wellbeing - staff working remotely away from family structure, burn out, negative coping strategies etc.  4) Gender  **Add others….** |  |  |  | * Safeguarding & Code of Conduct refresher training to all existing representatives * Safeguarding & Code of Conduct training to all **new** representatives . * All staff and representatives to sign code of conduct. * HR support – recruitment, onboarding and wellbeing * Gender balanced project team * Safer working practices (e.g. no lone working)Regular supervision with representatives to include safeguarding * Line manager support – regular check in, workload management. * R&R breaks where possible * Ensuring CFM in place so any abuse is reported * **Add others….** |  |  |
| Receiving, tracking and responding to complaints and Feedback | 1) Mechanisms to receive complaints do not exist or do not function, so abuse goes unreported  2) Mechanisms do not work/are not trusted for targeted communities e.g. people with disabilities  3) Mechanisms not known in community  4) Fewer face to face monitoring visits/meetings so less opportunity to receive, hear and see safeguarding concerns ) Increased barriers to reporting due to crisis situation inc. COVID restrictions  5) SG concerns are not escalated correctly and further harm is caused./concern not investigated | 1) People and communities  Please list vulnerable groups who may have additional barriers to reporting: e.g. adolescent girls/children/men, people with disabilities, women, LGBTQI+, ethnic groups etc. | 1) People and communities unaware of expected behaviours of CA representatives and right to complain  2) Mechanisms do not exist or do not function due to crisis  3) Lack of face to face interactions  4) CFM’s not communicated effectively.  5) Messages not understood due to language/accessibility barriers  6) Lack of oversight of virtual/remote interactions  Add others…. |  |  |  | * Please insert here the CFRM channels in use in the project/and or plans to carry out CAA. * Please insert here how you will communicate the CFRM to communities (e.g. in meetings, using posters, social media, banners at help desk etc) * The project has a safeguarding focal point Add name here * A feedback tracker is in place and all feedback and complaints are managed and escalated as appropriate * All representatives and staff working on the project are trained in how the mechanism works during refresher training. * **Add others….** |  |  |
| Working through new and existing partners | 1. Partners may not have adequate safeguarding policies and codes of conduct in place, CFM and may not train staff on these. | 1) People and communities  Please list vulnerable groups who may be targeted by programme activities:  Women, adolescent girls/children/men, people with disabilities, LGBTQI+, ethnic groups etc. | 1) Partners may not have received safeguarding capacity building or be new to safeguarding work. 2) Partners are often implementing our work, and especially with reduced movement of CA staff, may be the ‘face’ of the project  Add others…. |  |  |  | * Review partner safeguarding policies and procedures against the checklist * For partners who do not have adequate documents complete the ‘new partner process’ and ensure they sign safeguarding interim commitments * Provide training to partner over Teams/Zoom * Ensure safeguarding is an agenda item in all discussions with the partner * Ensure partners understand their Safeguarding reporting requirements to CA. * **Add others….** |  |  |
| Working through Vendors/suppliers who have contact with communities. | 1. Vendors/suppliers may not have adequate safeguarding policies and code of conducts in place, and have access to people at risk | 1) People and communities  Please list vulnerable groups who may be targeted by programme activities:  Women, adolescent girls/children/men, people with disabilities, LGBTQI+, ethnic groups etc. | 1) Vendors/suppliers may not understand safeguarding and may not have been properly assessed and vetted |  |  |  | * Vendors/suppliers sign a code of conduct * Vendors/suppliers are vetted and assessed * Training is provided |  |  |
| Referring of survivors to appropriate services if SG concern raised. s | 1) Unable to refer survivors to appropriate, confidential, and safe support services  **Add others….** | 1) People and communities  Please list vulnerable groups who may be targeted by programme activities:  Women, adolescent girls/children/men, people with disabilities, LGBTQI+, ethnic groups etc. | 1) Mapping exercise not completed or not reviewed in past 6 months  2.Services or organizations may not be operating in the same way due to crisis or COVID 19 restrictions. They may be closed or overwhelmed) 3.There may be new areas of work which require different or additional pathways  4.) Services for specific project participants may not exist e.g. people with disabilities, GBV services |  |  |  | * Use existing mapping documents if available, relevant and up to date * Review referral pathways if not done in last 6 months * Contact other organisations /coordination mechanisms to seek & share referral pathways * Attend Protection Cluster meeting * Contact other organisations /coordination mechanisms to share referral pathways * Map services relevant to project participants where available e.g. people with disabilities, GBV services * All staff understand process of reporting a concern and referring to services goes through the SG manager. |  |  |
| Selection of project participants/people & communities involved or receiving assistance | 1.Abuse of power during selection process leading to potential safeguarding risks  2.Target groups may be particularly vulnerable to SEAH | 1) People and communities  Please list vulnerable groups who may be targeted by programme activities:  Women, adolescent girls/children/men, people with disabilities, LGBTQI+, ethnic groups etc. | Selection of participants involves power dynamics which may be exploited |  |  |  | * Clear selection procedures * Procedures communicated through information sharing statement * CFRM communicated |  |  |
| **Section 2 – Project Specific Activities** | | | | | | | | | |
| **Insert Project Activities here** |  |  |  |  |  |  |  |  |  |
| **Insert Project Activities here** |  |  |  |  |  |  |  |  |  |
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