

Amazon Future Engineer

{ Training Module }

[Partners]

**Child Safeguarding for Amazon
Future Engineer (AFE)**



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[Partners]

**Child Safeguarding for Amazon
Future Engineer (AFE)**



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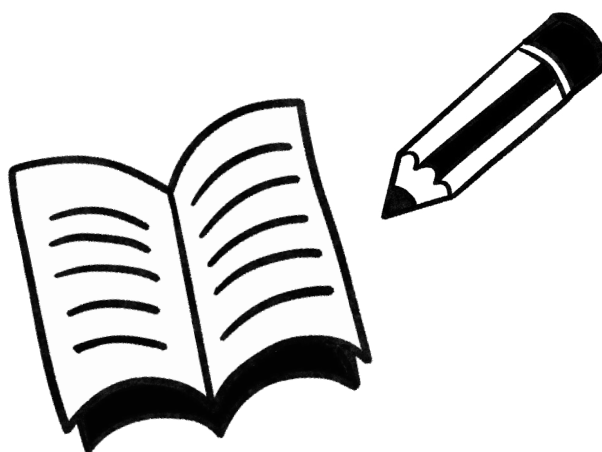
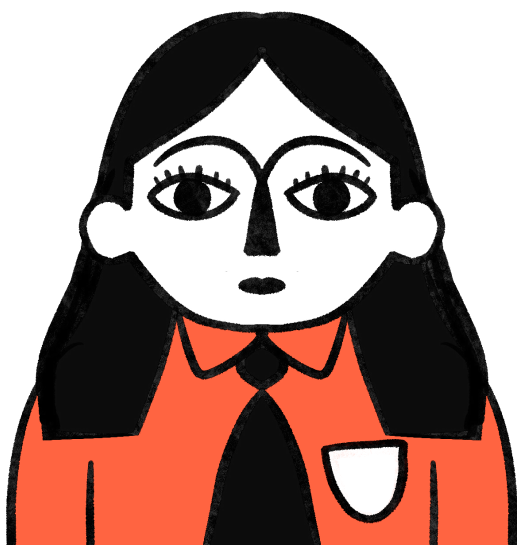
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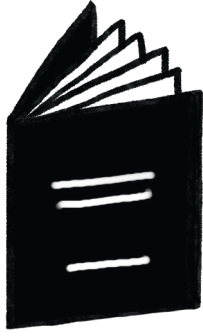
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{ Background }

to the Training Module

Amazon recognizes that children—especially those from marginalized communities may face multiple risks during the implementation of the AFE program.

This ***“Child Safeguarding Framework (CSF) for AFE Partners”*** outlines the minimum standards that AFE partners should adopt and implement to ensure the safety and well-being of children across all their operations and programs.



{ Objectives }

of the Training

(based on the content of the module)



AFE partners understand the concept of Child Safeguarding and its importance.



AFE partners have a clear perspective on Risk Assessment and Mitigation.



AFE partners understand the CSF and their obligation to adopt safeguarding standards to ensure the safety and well-being of children in the AFE program.



AFE partners understand the nature of child safeguarding reporting and redressal processes that they would need to adopt and implement.

[Ideal Participants and Group Size for this module]

***/ Participant /**



- > Program Heads of the AFE Partner/Program Lead for the AFE program.

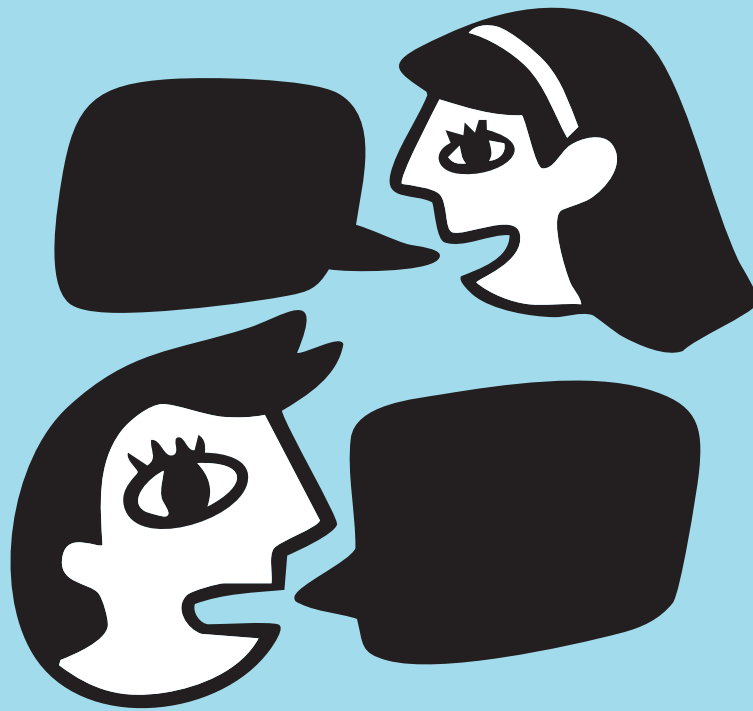
- > HR Head of the organization.



* Training Agenda on Child Safeguarding for AFE Partners

Session Duration	Session Details
10 minutes	Introduction to the training, safe space, and participants
40 minutes	Introducing the concept of Child Safeguarding
30 minutes	Introducing Risk Assessment and Mitigation
10 minutes	Break
40 minutes	Introduction and Provisions of the CSF • Safe People Recruitment • Training of Staff • Code of Conduct • Safe infrastructure • Communication and Data protection
20 minutes	Safeguarding Violation: Reporting and Redressal Mechanism. • Employees (different departments) • Vendors and Volunteers, Visitors and Researchers, etc.
10 minutes	Q & A and clarification

{ SESSION 1 }



**Introduction to the
Training, Safe Space,
and Participants
(10 mins)**

- Initiate the session with a brief introduction where everyone shares their name and organization. The trainer also introduces themselves.
- You could also ask participants to type about themselves in the chat so that they can know each other better.
- Ask people to keep adding their expectations from this session to the chat box.
- Share the training objectives and ground rules. Tell participants that to have an open conversation on safeguarding, everyone should feel safe in the group. Hence, request participants to:
 - > Respect participants and their views. They can be different from yours.
 - > Do not use examples specific to any religion or ethnic group or social section, such that it makes them feel discriminated.
 - > Whatever is discussed in the training remains confidential and is not discussed beyond the training.



{ SESSION 2 }



**Introducing the
Concept of Child
Safeguarding
(40 mins)**

- Divide participants into four groups (not more than 6–7 members in a group).
- Give each group one case from the box below. Ensure the cases are contextual for the participants.
- Give the groups only five minutes to discuss the situation.
- After every group shares, let others give feedback and discuss briefly

/ Cases for Discussion />

< Case 1 >

An AFE partner is organizing a one-day hackathon/event/competition for schools from seven districts. Students from 10 schools have come to Bangalore. All school students are accompanied by their teachers/ school escorts. Since some students are coming from distant towns, one night accommodation is organized at a hotel for the students and their teachers. All arrangements at the location of the event are made by the AFE partner. A teacher reports a boy missing the next morning.



“Do you think there is a possibility of harm to any child/children?”

“What could be some of the preventive measures?”

< Case 2 >

An AFE partner has been working with students across 15 government schools for the last three years. The partner decides to develop a video capturing the experiences of students and the impact of the program on their lives. They assigned the contract to develop the video to a young professional. He went around different schools and interacted with students, and took a large number of photographs and videos before compiling the actual video for the organization. Many children shared their contact numbers with the photographer, asking him to share their photos and videos. The photographer was overwhelmed upon seeing the difficult situations in which the children live, and has kept in touch with a few of them.

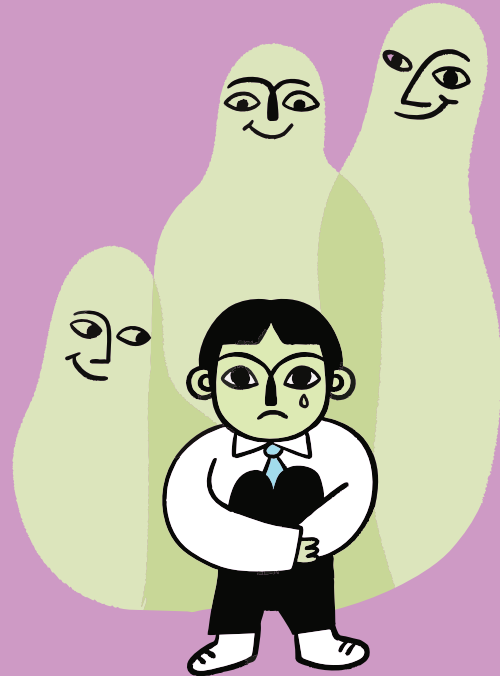


“Do you see a possibility of harm to any child?”

“How could this have been prevented or addressed?”

< Case 3 >

Volunteers are involved in the AFE program, especially to mentor children, both offline and online. This mentoring is either conducted in small groups of children or one adult -one child. Aman, one of the male students being mentored had a petite build, soft voice, and gentle mannerism. While he was answering a question, he was very soft and not audible enough. The volunteer said, “speak loud like a boy”. Other boys started giggling, and Aman became completely quiet. Aman has experienced teasing from these boys before, too.



“Do you see a possibility of harm to any child?”

“How do you prevent such instances from happening in an organization?”

Once the participants have shared their views, share the various possibilities of harm to children due to the work and programs of an organization. This harm could be intentionally caused or may be unintentional and may include risks of harm from people (staff, volunteers, vendors, etc.), infrastructure, data, program, etc. Use the box below to discuss further.

***/ Why Does the Possibility of Harm to Children Arise? /**

- > Children are vulnerable.
- > Adult–child relationships inherently involve power imbalances.
- > These imbalances are often more pronounced in marginalised communities, where children face heightened risks of unconscious bias, unequal treatment, or unintentional harm. Such risks may stem from direct interactions, systemic practices, or oversight gaps.
- > Children often hesitate to report negative experiences due to fear, lack of confidence, or limited access to safe reporting mechanisms.
- > We take care of risks that come to mind but do not consciously and formally list risks and mitigate them. The overall risk perception in our cultural way of living is low.

- Explain the literary meaning of the word "SAFEGUARDING". It's made of two words, "safe" and "guarding".
- Use the boxes below to discuss the concept and importance of Safeguarding.

***/ What is Child Safeguarding? /**

Child safeguarding is the organizational responsibility to ensure the safety, protection, and well-being of children across all activities and operations. It involves:

Having adequate systems, procedures, practices and culture to creating a safe environment free from violence, exploitation, neglect, and abuse that promote children's well-being.

Identifying, assessing, and mitigating risks to children in every engagement.

Child Safeguarding

Establishing accessible and confidential systems for reporting safeguarding concerns.

Ensuring timely and effective redressal of safeguarding issues and ensuring survivor support.

/ Need For CSF for AFE Partners />

- Keeps leadership and staff consistently aware of potential risks and their mitigation.
- Ensures that all interactions with children are respectful, equitable, and bias-free.
- Recognizes that children are vulnerable to risk of harm, and hence ensures prevention of harm.
- Provides safe, child-friendly channels for reporting concerns without fear of retaliation.
- Ensures compliance with Indian Laws, including the POCSO Act and the JJ Act.
- Facilitates organizational accountability towards the people they work with.
- Ensures Organizational Preparedness to respond to any risk and actual violations.
- Safeguards organizational reputation.

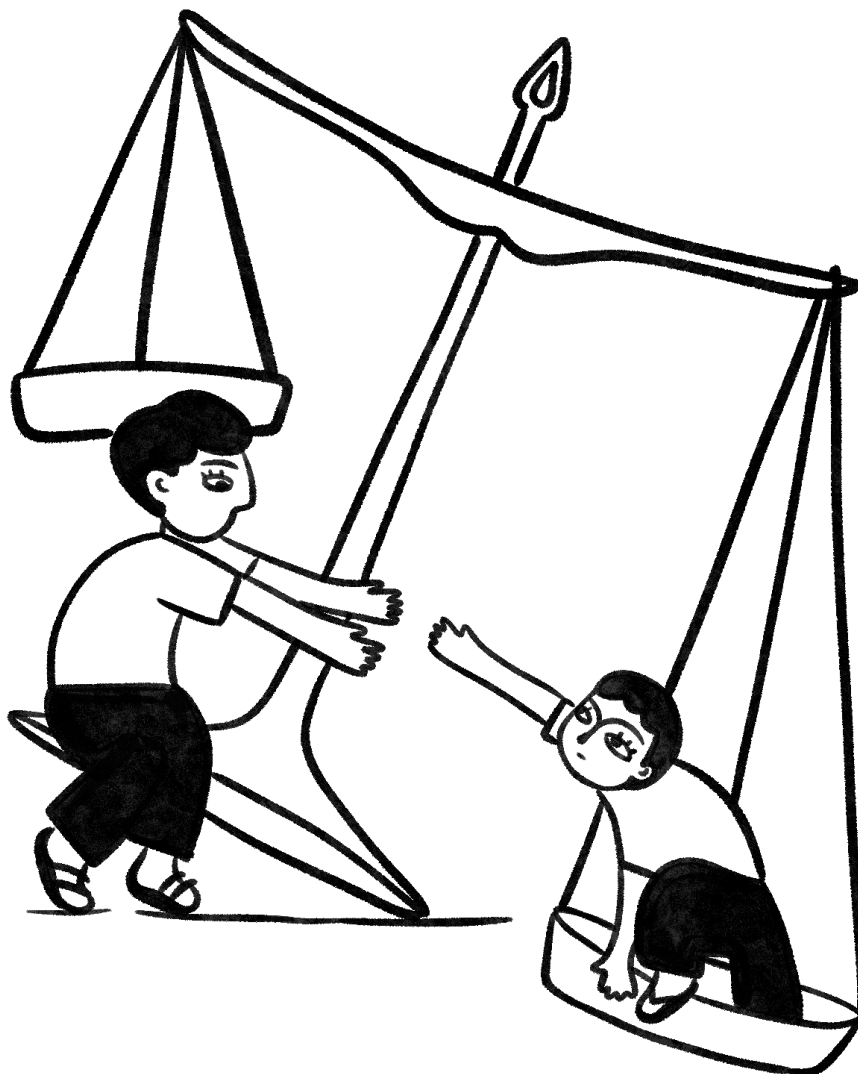
Share that the United Nations Convention on the Rights of the Child (UNCRC) is a guiding document that details the rights of children. The convention obligates all stakeholders responsible for the care and well-being of children to take measures to protect them and ensure their safety. Within the Indian legal system, the following laws refer to measures and responsibilities to protect children.

Protection of Children from Sexual Offences (POCSO) Act, 2012

- > All organizations working with children should take adequate measures to protect children in their duty of care and ensure that they have a child protection policy.
- > Section 19 of the POCSO Act requires any person who knows or suspects that a sexual offence has been committed against a child to report it to the police or a magistrate. This applies to everyone, including the child's parents, teachers, doctors, and other caregivers. Professionals have a heightened responsibility to report
- > Failure to report is a punishable offence under Section 21 of the Act, with penalties including imprisonment for up to six months, a fine, or both. A person in charge of an institution can face up to one year in prison if their subordinate fails to report

Juvenile Justice (JJ) Act, 2015

- > The JJ Act provides a safety net to children in need of care and protection and children in conflict with the law.
- > Every district has a Child Welfare Committee (CWC), which is responsible for children in need of care and protection. Every unaccompanied minor or a child in difficult circumstances should be reported to the CWC.



{ SESSION 3 }



Introducing Risk Assessment and Mitigation (30 mins)

- Tell participants that the first step to safeguarding is to minimise the risk of harm and abuse to children who are part of the organization's operations (spaces, events, as well as programs).
- To do so, you must identify and mitigate risks at the program design stage.
- Ask participants, "What do you understand by the word risk?". Note answers.
- Use the slide below to discuss the meaning of risk, risk assessment and risk mitigation.

[Understanding Concepts]

< Risk >

The probability of harm, injury, abuse, or any other negative occurrence that is caused due to an of external or internal vulnerability.

< Risk Assessment >

Consistently identifying, analyzing and understanding the safeguarding risk within the organization's programs.

< Risk Mitigation >

The steps that an organization would take to reduce, remove or manage safeguarding risks.

- Show and explain the format for risk assessment and the method of calculating the risk score to all participants.

* Format for Risk Assessment

Potential or Existing Risk	Likelihood of Happening > Low 1 > Medium 2 > High 3	Impact on the Child, or the Reputation of the organization > Low 1 > Medium 2 > High 3	Risk Score	Mitigation	Person Responsible

/ Calculating the Risk Score />

The risk rating matrix below is a matrix used by many organizations to determine the likelihood and severity of the safeguarding risk. This helps organizations to identify:

- Major risks which require immediate action.
- Risks which should be monitored but do not need more attention beyond the mitigations in place.

You may use the matrix to assess and categorize the risks and plan mitigations accordingly.

* Calculating the Risk Score

Likelihood of the Risk Manifesting into Harm	Potential Impact			
		Low	Medium	High
	Unlikely	Low	Low	Moderate
	Likely	Low	Moderate	High
	Very Likely	Moderate	High	High



Notes for the Trainer

After you share the risk format, discuss mitigation.

Risk mitigation includes eliminating, reducing, and managing risk.

- > Removing: To completely eliminate or take away the possibility of a negative outcome or harm occurring. This may involve avoiding a high-risk activity, or removing the cause of risk completely.
- > Reducing: To take steps to reduce the likelihood of such risk manifesting or partially remove the cause of risk or the activity.
- > Managing: To constantly be vigilant about risks and take measures so that the risks do not manifest into harm.

For example, there's a main road with traffic right in front of the school exit, which poses a risk to children when they leave school. To remove this risk, you may have to change the exit, and to reduce risk you may allow vehicles picking up children to park inside the school. If both are not possible, you can just manage it with efforts like having traffic volunteers from school to guide and protect children exiting, issuing an advisory for parents/drivers picking up children, and also requested traffic police to regulate road vehicle movement at that time.

- Share one of the situations mentioned in Table 4 . Ask participants to list 4-5 risks that children may face in such a situation and their mitigation. Give them five minutes to think through.
- The AFE partners need to understand Risk Assessment so that they can:
 - > Institutionalize risk identification and mitigation in the AFE program,
 - > Have the skills to conduct risk assessment and practice it.

< Situation for Risk Assessment >

XX is an AFE partner and works with government schools in five states of India. It implements the AFE program in two states. The organization has five state offices and seven district offices and a total staff of 300 people. Under the AFE program, the following components are included:

1. School program for promotion of STEM and knowledge and skill development in Computer Science – One facilitator looks at five schools and visits every school once a week. The supervisor is mandated to visit every school once in two months.
2. The children are taken on an exposure visit to the Amazon Centre to understand various career options.
3. The partner also organizes school, district and state-level hackathons and competitions. The district and the state-level competitions are centralized events where students from various schools participate. Students come with their respective teachers and stay at the venue for half days. Both travel and accommodation are organized by the AFE partner.
4. There is an active involvement of Amazon volunteers (both online and offline) who interface with children for content development, mentoring sessions, hackathons, and other activities.

List and rank 4-5 important risks and also mitigation strategies in the Risk Assessment Format.

- Use the Risk Assessment Form provided before for Practice:
- An example of the completed risk format is presented below.

* Calculating the Risk Score

Potential or Existing Risk	Likelihood of Happening > Low 1 > Medium 2 > High 3	Impact on Child/ Reputation of the organization > Low 1 > Medium 2 > High 3	Risk Score	Mitigation
< Facilitator > Discrimination, favoritism, getting personal work done, emotional, physical, sexual abuse or exploitation of any kind	3	3	3	Ensure recruitment follows safeguarding norms. Reiterate Code of Conduct/ensure it is practiced. Supervisor takes feedback from teachers and students. Inform children of acceptable and unacceptable behaviors.
< Volunteers > Language used, bias, discrimination, over familiarity and contact later on, abuse of any kind	2	3	3	Brief volunteers about the Code of Conduct. Verify their ID proof before they visit. Ensure organizational staff are always there. Inform children of acceptable and unacceptable behaviors and right to report.

Potential or Existing Risk	Likelihood of Happening > Low 1 > Medium 2 > High 3	Impact on Child/ Reputation of the organization > Low 1 > Medium 2 > High 3	Risk Score	Mitigation
< Staff and Volunteers > Data breach- photographs, data, impersonal phones, taken without consent, unsafe storage or sharing on public forums like social media	3	3	3	Have clear norms for data collection, storage and representation/ external sharing. Minimize use of photograph on the organization's social media and website as an example and commitment.
< Risk during transport > Driver behavior, vehicle fitness, rash driving, accident, or breakdown of vehicle, motion sickness	2	3	3	Verify driver credentials and vehicle fitness. Brief drivers on expected conduct. Plan travel in advance, including route and contingency planning. Obtain informed consent from parents/guardians and children prior to travel, and carry essential information (medical conditions, allergies, emergency contacts). Ensure appropriate adult supervision and escorts during travel.



Notes for the Trainer

- > Talk about the importance of risk assessment at the organization, program, departmental and activity/event levels.
- > Explain that under the CSF for AFE partners, each partner shall be responsible for conducting risk assessment as part of the organizational and departmental planning and review process (involving different departments and program staff).
- > Also share that risks should be assessed periodically and formally recorded and reported.

Safeguarding Informed Programming:

- > Introduce the concept of Safeguarding Informed Programming as the first component of the CSF.
- > Conducting risk assessment at the time of program design, helps locate risk areas. This provides a choice of replacing high risk interventions with not-so-risky interventions or integrating mitigation as part of the program design.
- > Risk assessment is also conducted at the time of initiating implementation of a program/activity in a new geography, and then periodically across the program cycle and especially before a new activity/organizational event.
- > Safeguarding should be integrated across the program cycle including the program's reporting and monitoring and evaluation. For example, each time the supervisor visits a program location, he/she/they should monitor the state of safeguarding.
- > Every program should have a person responsible for safeguarding.

- Wrap up, reiterating that risk assessment and mitigation should become an organizational practice and should be done periodically at all levels.

{ SESSION 4 }

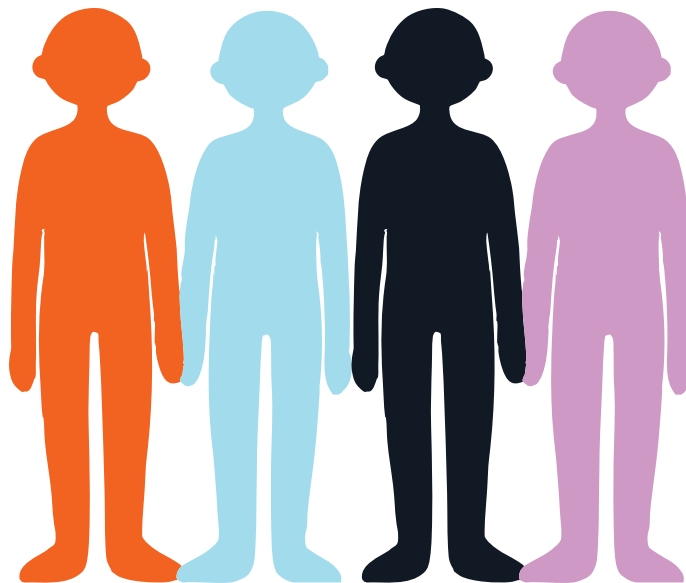


Components of the CSF Work for AFE Partners (40 mins)

- Share with participants that the first three sessions provided conceptual clarity and the rationale behind the CSF.
- Share the applicability of the CSF for AFE partners using the table below:

[Who Does the CSF Apply to?]

- > **The framework includes any risk or harm caused to children as a result of:**
 - The actions or behavior of AFE partners' staff and associates.
 - The spaces, programs, or activities being implemented by AFE partners.
- > **The framework applies to:**
 - **AFE partners:** Senior management, full-time and part-time staff, and consultants.
 - **Associates of AFE partners:** Individuals and agencies interacting with children on behalf of the AFE partner, including vendors and contractors.
 - **Volunteers and visitors** who engage with children in the course of their engagement with AFE partners.



- Share that the first component of Safeguarding Informed Programming has already been discussed.

[SESSION 4.1]

Safe People (for hiring managers only)

- Ask participants, "What do you understand by Safe People in the context of Safeguarding?". "Can people/employees be unsafe?" Let participants respond.
- Share, safe people refers to people who are positive, supportive and cooperative to communities, office staff, and stakeholders and do not pose any risk. You can also use the table to talk about characteristics one can look for.

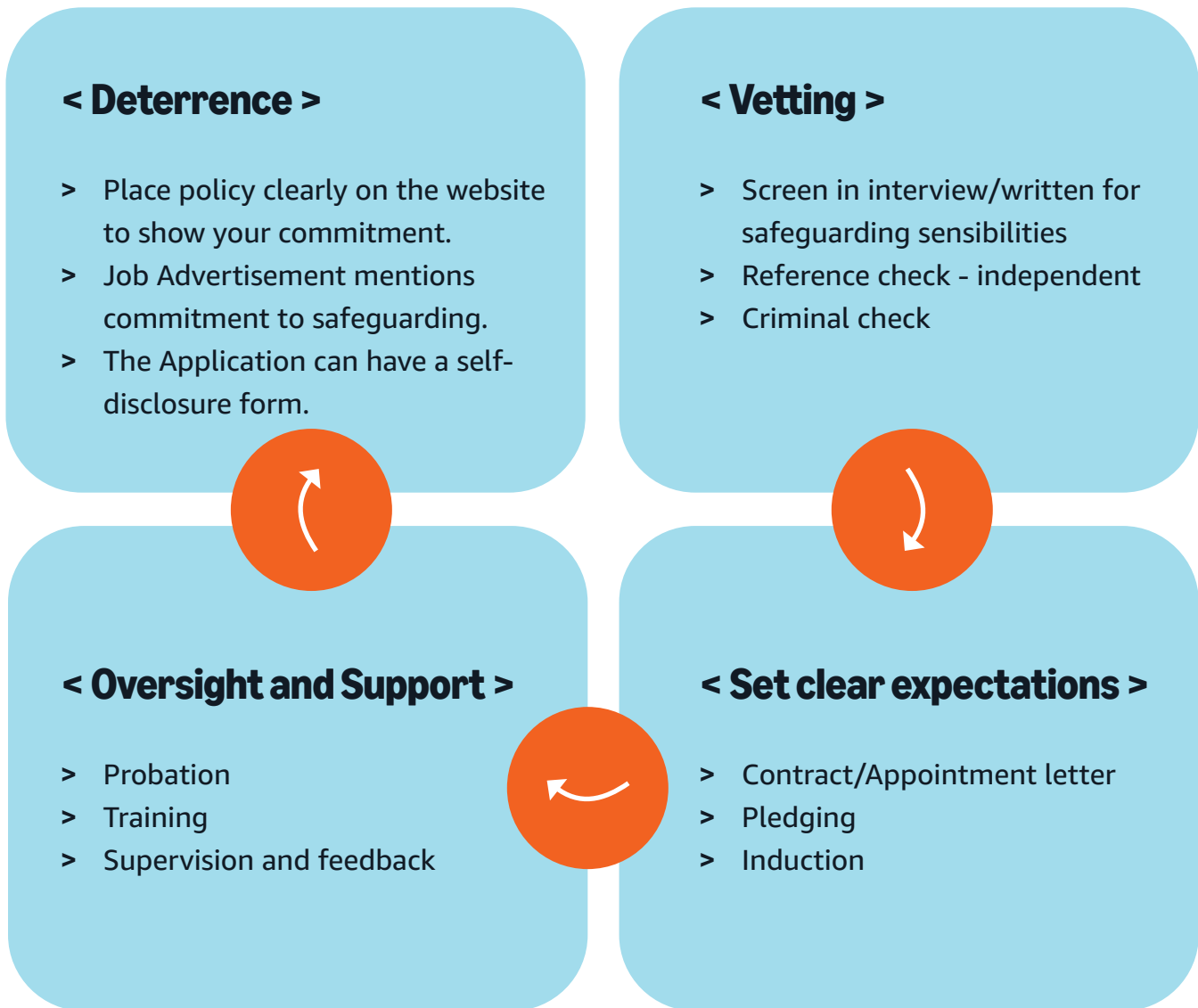


Things to observe for People to be Safe

- > People who are positive in their outlook while dealing with other people.
- > People who hold the values of the organization.
- > People who do not have a history or record of having done anything to violate the rights and well-being of others.
- > People who are not likely to get angry, abusive, or opportunistic even at the time of crisis (contextually, we can add more things from a program perspective).
- > Their language, their gaze, their conversations, their actions, and their reactions are conducive and acceptable by the norms of the organization and communities.
- > For a survivor support program, Safe People may need far more empathy and compassion than a less human-intensive program.
- > People who are likely to be honest and not take bribes, etc., for any services they provide.
- > People who are not vindictive and have tolerance to different attitudes and temperaments and can take feedback.
- > Safe is safe for - communities, colleagues, stakeholders.



- Use the four-quadrant employment cycle diagram to discuss four steps on the recruitment cycle and actions that can be taken at each step to recruit safe people.



**reference: funder safeguarding collaborative*

- Use the box below to conclude:

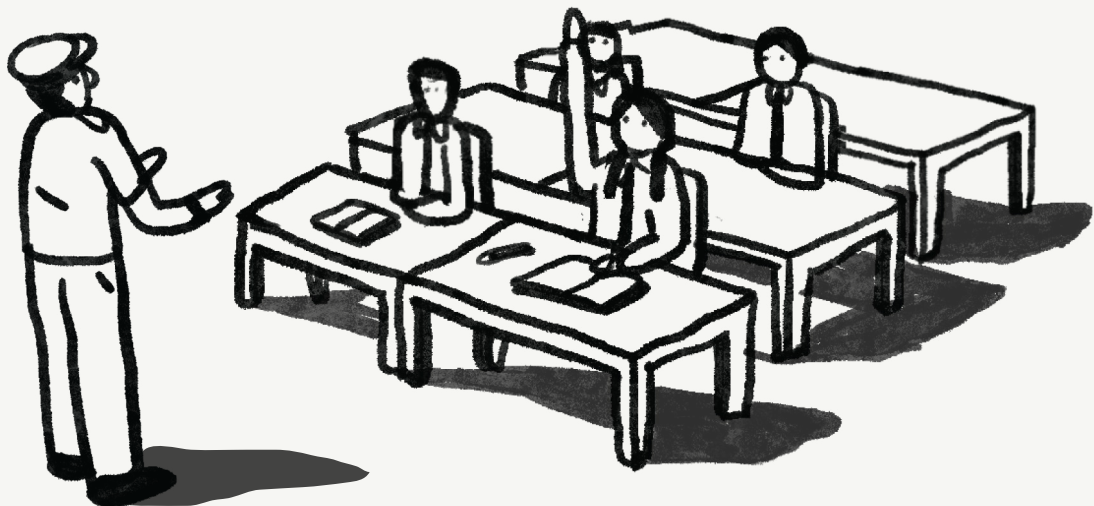
Safe People

- > Implement recruitment processes that prioritise child-safe attitudes and skills.
- > Include background checks to rule out prior child protection violations.
- > Require all staff to adhere to the behavioral code of conduct and safeguarding standards.
- > Encourage supervisors to observe staff behavior during field visits and seek feedback from children when appropriate.

☒	_____
☒	_____
☒	_____
☐	_____
☐	_____

Capacity Building

- > Introduce all new staff to the CSF during induction.
- > Conduct regular training and capacity-building sessions for staff on safeguarding responsibilities.



[SESSION 4.2]

Code of Conduct

- Use the sentences in the table below to initiate a discussion. Ask participants to reply OK or Not OK
- Use the reason in the right column of the table to close the discussions wherein further clarification is required.

TABLE 5: Ideal Responses

Sentence	Ideal Response	Reason
A four-year-old sibling of an AFE student comes crying incessantly to the class to meet his brother. The facilitator takes the child on their lap to calm him.	Not OK	As per the Code of Conduct, it is not advisable to place the child on the lap. Not all children like being touched or taken in the lap.
Reena is a 15-year-old girl in a AFE school. One day at 5 PM, Reena approaches the facilitator who is about to leave the school. She shares that she is going to her maternal aunt's house, as her stepfather is abusive. She asks the facilitator if he can drop her off at maternal aunt's house. The place is near the facilitator's house, so he agrees to drop her.	Not OK	While many informal relationships develop or exist when we work in communities, we have to make a conscious attempt to keep personal and professional lives separate. You could find other ways to help the girl (i.e. help her call her maternal aunt). If you feel it is urgent to drop the girl, inform the safeguarding officer or your supervisor before doing so. Given that it is a case of abuse too, inform the safeguarding lead of the organization.

Sentence	Ideal Response	Reason
There is a very short boy among a group of students at the center. All other boys call him "tingu" and he doesn't seem to mind. The young facilitator also refers to him as 'tingu' sometimes.	Not OK	No AFE employee should use nicknames that reference appearance. Using such names can impact the dignity and self-esteem of the child. Using such names impacts the self-identity and esteem of the child.
One of the AFE students is very good at coding/robotics and usually shares her success on her Instagram. She sends a follow request to the facilitator so that the facilitator can share her achievements on his Instagram and LinkedIn. The facilitator finds it a good way to reward the child and also share the success of the program, and therefore often shares her post.	Not OK	Ideally, no adults from AFE should follow any social media handle of any child. It has two risks. Any connection on social media increases the probability of an informal relationship between the adult and the child, and this increases the risk to the child. Often, in sharing about children, we reveal their identity and location, which also increases the risk to them.

- Share that the Code of Conduct is not only applicable to employees.
- The code of conduct is also applicable to visitors and stakeholders who come in contact with children in the geographies where the AFE program is implemented.

[SESSION 4.3]

Safe Communication and Data Protection

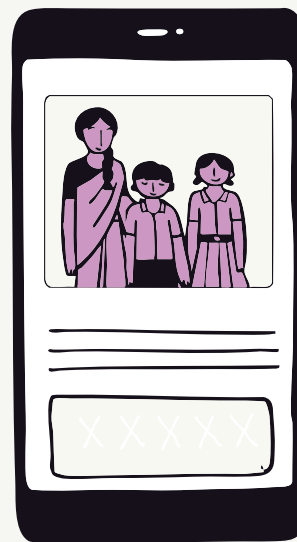
- Start by asking these four questions:
 1. What is the average number of photos of children that staff members would have on their phones?
 2. Do we click far more photographs of children than we need for any organizational purpose?
 3. How often do we use social media like WhatsApp to share photographs of children/ events for monitoring?
 4. How risky is each of these behaviors and actions?
- Share the possible risk and its impact on the child and the organization's reputation.
- Share that any data that we collect, its protection and protection of the identity and privacy of all program participants is our responsibility.



- Use the slide given below to discuss measures of Safe Communication and Data Protection.

Safe Communication and Data Protection

- > Obtain informed consent from parents/guardians and children before collecting personal data (including photos and videos). Also, remember that consent is for a definitive period.
- > Store, transfer, and share children's personal data securely.
- > Do not store personal data, photos and videos of children on personal devices.
- > Develop secure storage spaces (online and offline) for the storage of photos and data, and define access.
- > Remove personal data, photos and videos that are not required periodically.
- > Minimize the use of social media platforms for sharing children's personal information.
- > Seek explicit consent before publishing children's photos, stories, or data externally.
- > For children who are consistent in the program, take written consent from parents or school for a defined period of time that permits you to use their pictures. Also, ask the children each time you click a photograph.
- > Protect children's privacy by anonymizing names and removing identifying details in public communication.



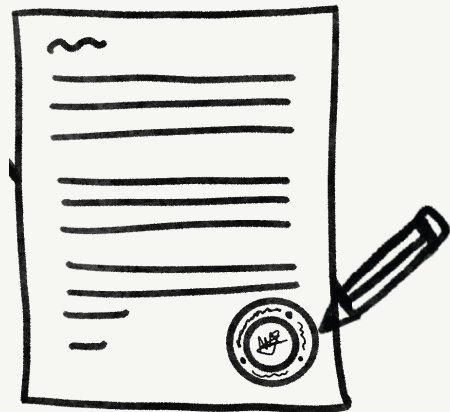
[SESSION 4.4]

Safeguarding for Associates – Vendors, Visitors, etc.

Share that risk does not emerge only from the staff. They also arise from other people/ stakeholders who come into contact with children through the AFE program.

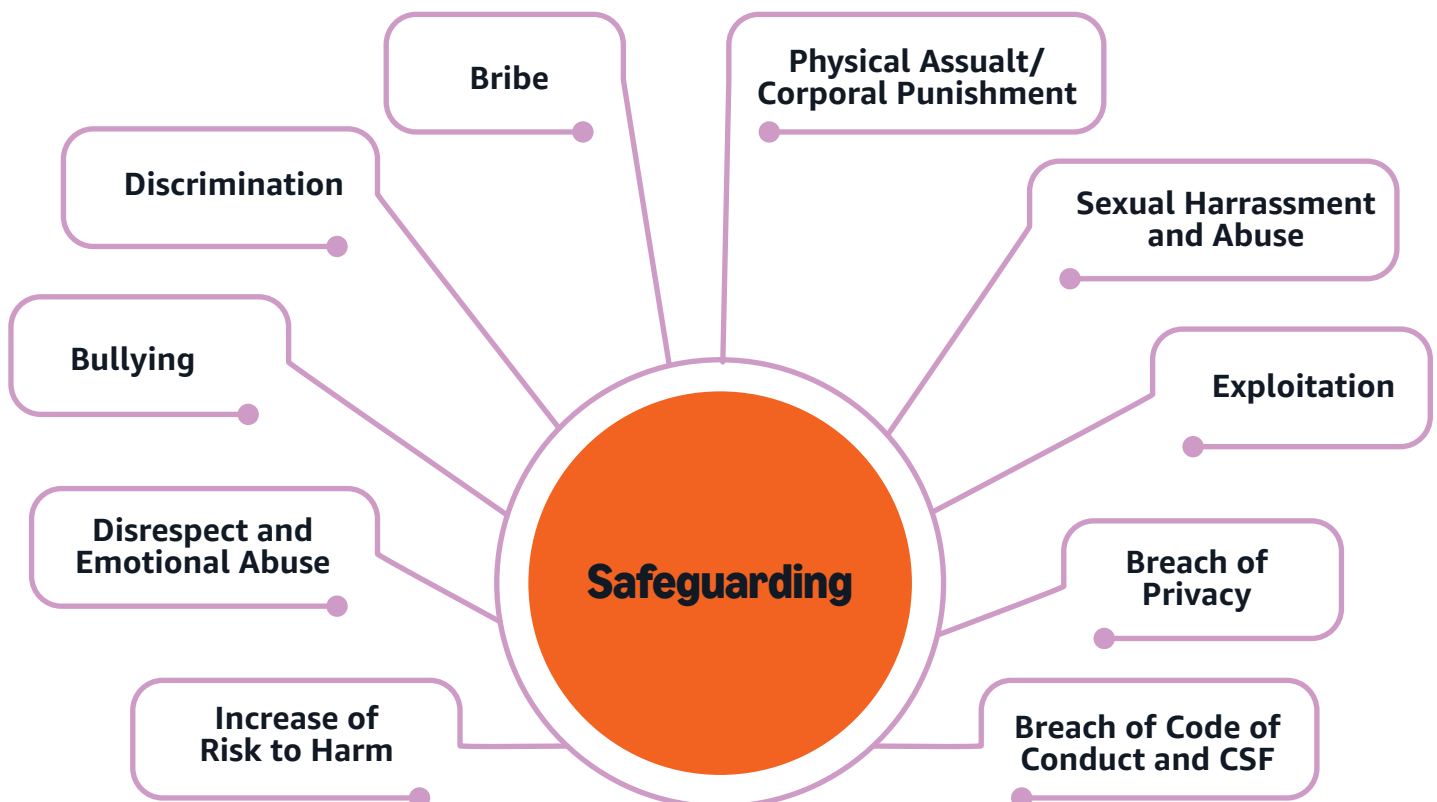
Safeguarding Measures for Associates (Vendors, Visitors, etc.)

- > Assess risks posed by consultants, vendors, agencies, or contractors who may interact with children or their data.
- > Share the Code of Conduct with all associates and get it signed by them.
- > Include safeguarding clauses and mitigation measures in contracts (e.g., requiring photographers to obtain consent before taking photos).
- > Inform associates of the organization's safeguarding reporting process and include it in agreements.



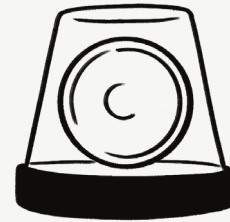
/ Reporting and Redressal />

- Providing children the access to report safeguarding violations is the first step of accountability to children and their well-being.
- Every reporting process should provide answers to the following:
 - > Who can report?
 - > What can they report?
 - > To whom can they report?
 - > How can they report?
 - > How will confidentiality be maintained?
 - > How will the reported case be responded to and addressed?
- Explain safeguarding violations to explain what they can report.



- Explain the setting up of a reporting mechanism using the slide below.

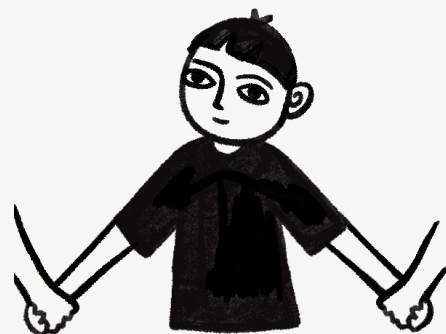
Developing a Reporting Mechanism for Safeguarding Violations



- > Children, their parents, school stakeholders, organizational employees, and vendors can raise a complaint.
 - > Develop a reporting mechanism that can be used by the above.
 - > Develop a child-friendly reporting system that children can access safely.
 - Easy and simple ways of reporting that children can access.
 - More than one reporting option.
 - Confidential process.
 - Responsive and time-bound.
 - Create a space where reporting can happen without fear.
 - > Share about the reporting procedure and persons in periodic intervals to children, and display such information at prominent places while facilitators are taking a session.
 - > Establish clear reporting mechanisms for staff and associates.
 - > For any case of child protection violation reported, develop a referral contact for case redressal and survivor support.
 - > Allocate responsibility of safeguarding within departments/geographies or the overall organization to address these cases and initiate relief to the aggrieved.
-
- Children need to be empowered and enabled so that they have both the information and the confidence to report.

Enabling Children

- > Inform children about the behavioral code of conduct that adults must follow.
- > Define and share about the safeguarding focal points in the organization.
- > Share child-friendly reporting mechanisms through accessible documents (e.g., enrolment forms).
- > Talk about personal safety with children.
- > Enable and encourage the children (survivor or a peer) to report safeguarding concerns, assure them of confidentiality and action.



- Discuss case redressal. Stress on survivor support as an immediate and ongoing step of case redressal.
- Discuss the legal obligations of the organization in case of POCSO or other cases that have a legal implication.

Case Redressal

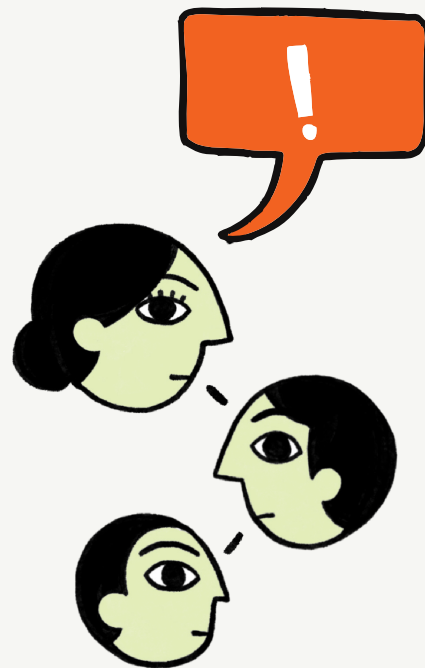
- > Conduct an inquiry using the organization's disciplinary procedure/protocol in case of reporting against an employee of the organization.
- > Comply with the provisions of the POCSO Act, 2012, if a case of sexual offence against a child is reported.
- > Based on the specifics of the case, evaluate the organizational responsibility to report to authorities (Police, Child Welfare Committee).
- > Follow principles of natural justice and presumption of innocence.
- > Ensure the inquiry is survivor-centric.
- > Protect the rights of the complainant, aggrieved and the respondent.
- > Extend survivor support.

- In cases of safeguarding violations that need an inquiry against an employee, ensure that the process of inquiry is aligned with the disciplinary policy of the organization.
- Reiterate the prerequisites of a fair and transparent inquiry.
- Share the obligation with partners to report the following incidents of safeguarding violations to Amazon.

Reporting to Amazon

AFE partners should immediately notify Amazon of the following situations:

- > Any safeguarding violation during an AFE program by a partner staff (given the reputational linkage).
- > Any safeguarding violation by a senior leadership member of a partner organization that may pose a reputational risk to Amazon.
- > All other routine and minor issues may be included as part of the regular program reporting cycle.



[SESSION 4.5]

Safeguarding Governance and Culture

Highlight the following to explain safeguarding governance to the participants.

Safeguarding Governance

Define the following roles, responsibilities, and oversight mechanisms to ensure accountability in safeguarding implementation:

- > The program person responsible for the oversight of risk assessment and mitigation
- > Area-wise/location-wise 'Point Person' for ease of reporting by children.
- > The facilitator who is directly in touch on a day-to-day basis cannot be the primary reporting person.
- > Nomination and announcement of 'Reporting Point' for staff and associates, including reporting against the senior leaders.
- > Responsibility for case redressal, survivor support, information to authorities, and inquiry and disciplinary action if needed.

