

Child Protection Concept for the daycar facility

"World of Kids"

(Last updated: April 2023)



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Introduction

Child protection is paramount in our facilities. This child protection concept constitutes a binding agreement on how we protect the children entrusted to us in our daycare facility from violence and ensure their rights.

This child protection concept is based on the general protection concept of the Kunterbunt children's centres (in the currently valid version), as well as on the UN Convention on the Rights of the Child. We thus comply with the legal obligation to develop, apply and guarantee an institution-specific concept for the protection of children (§ 45 (2) no. 4 of the Eighth Book of the Social Code (SGB VIII)).

This child protection concept is mandatory for all persons who work with and come into contact with the children entrusted to us. This applies, in particular, to all employees, trainees and interns.

Together with the educational mission statement of the Kunterbunt children's centres and our house concept, this child protection system forms the basis of our work.

We see ourselves as the children's advocates. This means that we stand up for the protection and rights of the children at all times and critically question our own behaviour and the behaviour of others. We live a culture of intervention: if we observe situations in which the protection or rights of a child are not guaranteed, or there are violations of boundaries, we address this immediately. We intervene for the benefit of the children. In return, we accept possible disputes at the adult level.

This child protection concept is subject to constant revision. Only through regular engagement with and reflection on our processes and agreements to protect children can we ensure optimal child protection.

If you have any questions or suggestions about this child protection concept, we look forward to receiving your constructive feedback by email to: worldofkids@kinderzentren.de.

The World of Kids 1 and 2 team
Herzogenaurach, 13/04/2023

1. Children's rights

In 2023, we live in a time in which, both worldwide and in our federal laws, but, above all, in the mission statements of the various providers, there are established rights that children have, or guidelines that are to protect the children entrusted to us at all times in their everyday educational life. This section primarily represents an introduction to the topic and provides an overview of the currently applicable legal provisions and mission statements applicable to the Kunterbunt children's centres.

1.1. United Nations - UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child is a recognised federal law in Germany and applies to all children.



1.2. Germany - Federal laws on the protection of children

In Germany, the UN Convention on the Rights of the Child is expanded by numerous laws that are intended to protect the well-being of every child and ensure the implementation of children's rights.

These include:

- » The Civil Code ("BGB"; principle of non-violent education; consideration of the child's opinion in line with their age)
- » The Eighth Book of the Social Code ("SGB VIII") - Child and Youth Welfare (especially §8a, §45, §47 and §72a SGB VIII)
- » The Criminal Code
- » The Law on Proceedings in Family Matters (children are to be given special attention and to be involved)

1.3. Bavaria - State laws on the protection of children

At the state level, specific requirements have been laid down in the Bavarian Constitution that are also intended to secure and strengthen the rights of children.

These include, among others:

- » Art. 125 (1) (importance of the children and entitlement to development opportunities in the interests of self-determination and self-responsibility)
- » Art. 126 (3) (need for state and municipal protective measures for children and adolescents)

The Free State of Bavaria also supports and strengthens the age- and developmentally appropriate participation of the children through the following binding regulations:

- » Art. 10 of the Bavarian Children's Education and Care Act (BayKiBiG)
- » § 1 of the Implementing Regulation for the Bavarian Children's Education and Care Act (AV BayKiBiG)
- » Educational guidelines
- » in the Bavarian Educational and Developmental Curriculum and
- » in the orientation framework "Successful concept development made easy"¹

¹ [Children's rights | Bavarian State Ministry for Family, Labour and Social Affairs \(bayern.de\)](#) (last accessed 06/04/2023)

1.4. Provider - Mission statements and child protection concept of Kinderzentren Kunterbunt

At the current point in time (April 2023), three mission statements of the Kunterbunt children's centres form the basis of all activities of the educators on site in the daycare facilities as well as all colleagues in the administration. In this context, the educational mission statement is of central importance. This is attached to the document in its entirety. The following section includes excerpts from the educational mission statement in order to provide a basic understanding of our attitude and values, which guide our daily educational activities.

The most important extracts from the child protection concept are then listed. This can also be found in its entirety in the appendix.

1.4.1. Educational mission statement

We, Kinderzentren Kunterbunt, educate, nurture and care for children in our daycare facilities. We bear a great responsibility for the education and development of each and every child. As an educational institution, we also see ourselves as having a social mission: we live in an open, democratic society that is jointly shaped by all of us. Human rights such as freedom, participation, diversity and community are very high commodities for us. This is based on reason, enlightenment and science. Each nursery is its own small society in which children and adults learn and practise social interaction. The children of today shape our society of tomorrow.

Together with the corporate mission statement and the management mission statement, the educational mission statement outlines the foundations of our work. KiKu takes its cue from the basic values of community, openness and orientation to the future. This mission statement is the guiding star of our educational work. Each of our daycare centres develops its own individual path based on this mission statement. No one can fully comply with the mission statement every day. However, the mission statement should serve to allow us to continually focus on the ideal and to reflect on and adapt our behaviour. The educational mission statement is a binding benchmark for our daycare facilities. Moreover, each daycare facility is unique. Each team develops and outlines in the house concept what makes their facility special, as well as the way in which the facility concretely implements this mission statement.²

1.4.2. KiKu child protection concept

The best interests of the children are paramount in our facility.

² Excerpt: Educational mission statement of the Kunterbunt children's centres

Every child has the right to a non-violent upbringing, fulfilment of their elementary needs, promotion of their talents, and participation in decisions that affect their life. Kinderzentren Kunterbunt undertakes to uphold and defend these rights. The protection of children is a binding, cross-cutting issue throughout the company.

Our educational guidelines are fundamental in this context. The protection of children is taken into account here in every issue, and is also a constant motivation for further development. The essential building blocks are:

- » Co-construction: we assume that people, in exchange with their environment, create an image of the world within themselves. This concept of learning processes forms the basis of our daily work with the children: we observe what strengths, topics and interests the children have, provide impetus for further development, and thereby support a holistic education.
- » Participation: every child has the right to participation, especially in their own affairs. Any upbringing must aim at the independence of the child. Therefore, we respect the will of the child as early as possible and involve the children in decisions that affect the group.
- » Inclusion: we accept each child as they are - each of them in their own special uniqueness. We try to perceive each child as an individual with their own strengths, interests and motivations and to support and further them according to these individual needs.
- » Educational and upbringing partnership: as an early external place of care and education, the daycare facility offers an important supplement to parental care. Good education and care in the interests of the child are only possible if the daycare facility and parents have a trusting relationship with each other and maintain constant exchange.³

1.5. Daycare facility - The Constitution of the World of Kids 1 and 2

From their very first day of work, all employees of World of Kids 1 and 2 undertake to respect the rights of the children in the daycare facility, to protect them, and to actively strengthen the children in the exercise of these rights. In order to safeguard the corresponding rights of the children, various participation rights are assigned to the children in the individual sections. This is also accompanied by corresponding assumption of responsibility on the part of the children for their own actions. The Constitution applies to all children of any age structure at the World of Kids 1 and 2.

[Further details are provided in Section 4.1 Involvement of the children.](#)

³ Excerpt: Child protection concept of the Kunterbunt children's centres

2. Classifications of terms

2.1. Best interests of the child

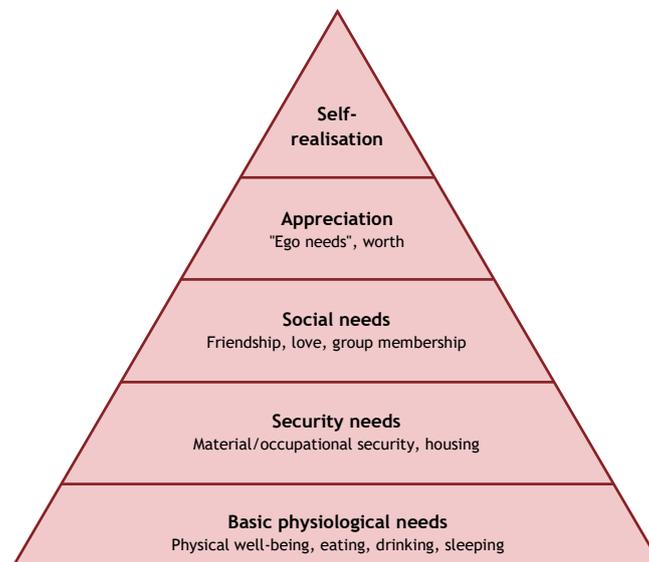
Both the term "best interests of the child" and that of "endangerment of the best interests of the child" are not clearly defined at any point. In any case, action is taken here on the basis of facts, observations and documentation. The legal texts mentioned in Section 1 provide guidance and points of reference. One recognised definition in this regard comes from Prof. Dr phil. Jörg Maywald, co-founder of the Berlin Child Protection Centre.

"Action that is in the best interests of the child is action that always chooses the most favourable option for action for the child, based on basic needs and fundamental rights."⁴

The physical, mental and emotional development and well-being of the child is of central importance here. Both parents, legal guardians and the staff who care for the children have a duty and responsibility to maintain the best interests of the child and to contribute to healthy development. The best interests of the child can be explained and defined well by means of the rights of the child. [For these, see 1.1.](#)

The central needs of the child are distinguished into:

*Maslow's pyramid of needs*⁵



⁴ Maywald, Jörg: UN Convention on the Rights of the Child - Available at https://www.kinderschutz-zentrumberlin.de/download/Kindeswohlgefaehrdung_Aufl11b.pdf page 24

⁵ [How can I realise my full potential? | psychologie-einfach.de](#) (last accessed: 13/04/2023)

2.2. Endangerment of the best interests of the child

As already mentioned under 2.1., there is no uniform definition here. However, a child's best interests are endangered if the needs and well-being of the child are not taken into account, are impaired, or are even threatened.

When it comes to endangerment to children, the focus is particularly on violence against children, sexual abuse, and neglect. These infringements exist, and it is important to take a committed approach to combat them and, above all, to work preventively to avert any acts of violence against children in all areas of life.

However, significantly more common in everyday daycare are situations in which the personal boundaries of the child are violated without the educators, parents or other children concerned being aware of this, or the behaviour is trivialised.⁶

This boundary-violating behaviour sometimes has serious physical and mental consequences for the children. These consequences are manifested in behavioural abnormalities, developmental delays and psychosomatic complaints on the part the children, right up to the manifestation of a mental illness.⁷

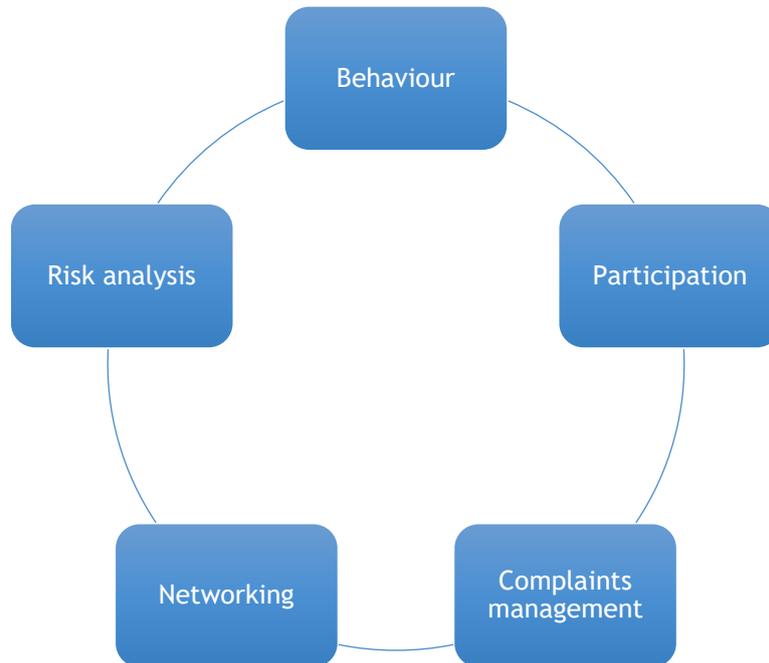
The development of this facility-specific child protection concept is intended to point out these dangers and to give cause to constantly reflect on one's own professional educational actions.

To ensure the protection of the children in our World of Kids 1 and 2 daycare facilities, we establish the concept on five pillars:

1. Reflection on one's own behaviour and collegial exchange
2. Participation of all parties involved (children, parents, team)
3. Living and promoting a complaints management system
4. Risk analysis for possible building-related and structural hazard potentials
5. Networking in the social space for interweaving the subject matter experts

⁶ Stmas Guide to Ensuring the Protection Mandate, p. 9

⁷ Stmas Guide to Ensuring the Protection Mandate, p. 10



In their subject matter, the following sections each deal with one of the five pillars.

3. Behavioural traffic light system and code of conduct

In our two facilities, the World of Kids 1 and 2, we developed a behavioural traffic light system for all educators in March 2023. A behavioural traffic light system for the children is also to be developed together with the children in the coming months, and then visualised at the daycare facility.

In addition, we committed to the Code of Conduct in February 2023. This document applies to all employees of Adidas, including external service providers, such as the World of Kids 1 and 2. Section 3, "Integrity in dealing with each other", especially applies to us.

3.1. Behavioural traffic light system for educators

Each educator who works in our two daycare centres has individual socialisation, educational, life and work experience. Each of us measures our behaviour by our own standard. And, yet, uniform regulations and fixed limits must apply to prevent boundary-transgressing behaviour and violence against children in the daycare facility.

For this reason, all areas (Nursery 1, Kindergarten 1 and the Forest Group in Building 1, as well as Nurser2, Kindergarten 2, the kitchen team and our overarching remedial educators, movement educators, parental counsellors and our dietician) exchanged views on what behaviour they would classify into the categories of green, yellow and red.



The situations listed below are now considered a clear guideline and are constantly being supplemented.

Inappropriate behaviour; adults must never behave this way towards children
Not actively avoiding accidents/hazards ("own fault")
Regulating conflicts from the "top down" (posture, exploiting the position of power as an adult)
Kissing children
Ignoring children
Focusing on private issues instead of children (being distracted, dealing with other things while in the service of the children)
Going home without saying goodbye to the children
Not helping children
Handing over tasks to children; denying autonomy and trust
Taking away children's dummies and/or stuffed animals as a consequence of something
Changing children's nappies without gloves
Forcing the child to eat (feeding; making them remain seated until everything has been eaten)
Offering children inappropriate food (too hard, too salty, allergies!)
Yelling at children
Lying to children (and parents)

Not passing on information/data about children to other parents (e.g., "Child XY bit their daughter")

Judging children (conveying a negative self-image)

Talking about children in their presence

Talking about parents in the presence of the children

Using swear words in communications with children

Expressing unjustified consequences without context

Favouring children and not applying rules (keyword: favourite child)

Bribing or rewarding children

Leaving children to cry/scream alone without supervision

Taking sides with children during conflicts

Putting one's own needs above those of the children and giving them priority

Waking children up (see Constitution!)

Immobilising children on chairs or on their laps to keep them calm/to force them to participate in something

Forcing children to sleep (holding on, immobilising them in the bed)

Pushing children

Denying the feelings and needs of the children

Physical contact that does not originate from the child; without the child's consent

Physical and psychological violence

Removing crying children from the room

Performing actions without giving explanations to the children

Sexual assault

Provoking children

Exposing/denouncing children (e.g., through photos)

Favouring children

Extorting, threatening or intimidating children, yelling at them, beating them

Various forms of abuse; harming children psychologically and physically

Compulsive eating

Immobilising children (fixing them in place); touching children against their will

Everything that cannot be justified educationally and for the protection of children

Imposing/enforcing one's own will

Putting one's own needs above those of the child (e.g., closeness); imposing closeness on children

Taking one's own bad moods out on the children

Disrespectful communication (irony, sarcasm)
 Simply carrying crawling children somewhere else
 Restricting children's movement without accompanying this with language (pulling on the arm)
 Lack of equality
 Ignoring children
 Transgressing the children's boundaries
 Excluding, separating children
 Talking badly about children
 Forcing participation in the morning circle
 Manipulation
 Deprivation of liberty
 Withdrawal of love
 Changing children's nappies against their will
 Disregarding the child's freedom
 Sleep deprivation

Borderline behaviour; actions can be justified in the situation; but not sustained conduct

Carrying out preparatory time while in the service of the children (group room)
 Becoming loud (raising one's voice)
 Putting children to sleep in a buggy (if beds are free)
 Taking children into the bedroom first and seeing if they get tired - although children have actually said they are not
 Holding/immobilising children if they endanger other children
 Separating children from each other immediately during **conflicts**
 Communicating with children from an elevated position (not at eye level)
 Talking about the children or oneself in the third person
 Not giving children any explanation of actions/offers
 Restricting the children's participation, e.g., distributing food in order to give something to everyone/satisfy needs quickly
 Taking children into the bedroom to start with
 Pulling children close to oneself/permanently accompanying them and restricting their movement in order to respond to behaviour ("time out")
 Inducing children to focus/pay attention through physical contact (nudging, slightly shaking them awake instead of gentle touches)
 Putting on bibs without accompanying this with language

Changing nappies against the will of the children; changing nappies without the children's consent
 Enforcing certain decisions to protect the child (changing nappies...)
 Raising one's voice/drowning others out
 Taking the children's temperature
 Limiting the child's time (after pushing, biting, remaining seated)
 Holding onto children's arms
 Taking away dummies
 No downplaying (feelings)
 Ignoring bad behaviour
 Acting in line with the will of the parents
 Nicknames/trivialisation
 Holding children while they fall asleep
 Cleansing children's faces
 Allowing the child to gain their own experiences in the event of danger
 Making fun of children, tickling

Desired behaviour; educationally sound way of dealing with children

Establishing supervision
 Creating a safe environment/inspecting rooms and materials
 Carrying out the handover with parents; actively requesting information from the home
 Allowing children to decide who and what they want to play with
 In the event of **conflicts** among children, not intervening immediately; observing; letting the children negotiate and settle things themselves
 Providing **verbal** support in the event of conflicts
Attacks between children: getting directly inbetween (ensuring the children are unharmed); talking to the children
 Treating all children equally (rules and consequences apply to all)
 Positive reinforcement; praise instead of reward
 Consequences that are appropriate for children
 Accompanying one's actions with language
 Asking the child for consent to change their nappy
 Ask the child if they want to have their nappy changed
 If possible, letting the child choose who should change their nappy
 Accompanying the nappy-changing situation with language

Reminding children to use the toilet

Informing children in advance about what is on offer (morning circle, excursion, etc.)

Involving children in planning; offering them options and letting them decide

Children decide which offer they want to participate in (excursion, morning circle, etc.)

Making active use of the children's meeting (and other formats)

Children do not have to sleep

Taking into account the needs of the children with regard to sleep (when, whether, for how long)

Giving physical contact (putting one's arm around a child/taking the child on one's lap, stroking them on the back) when children indicate the need for this

Addressing children by name

Meeting children at eye level

Welcoming children in a friendly and active manner

Allowing children time to arrive and settle in

Showing/offering children offers and alternatives at the start of the day to make it easier for them to get started

Saying goodbye to children in person

Allowing children to decide what they want to eat

Allowing children to decide when and whether they want to have breakfast

Only restricting a child's food intake when accompanied by educational explanations ("You have eaten enough. I'm worried that you...")

Consistent and clear consequences

Communicating one's own boundaries openly

Expressing one's own feelings authentically

Meeting the children at eye level

Closeness if the child gives indications of wanting this

Standing up for the rights of the children

Same rules for all employees and children

Employees adhere to the same rules

Allowing the child to self-regulate

Creating feedback routines

Positive exchange about the child (if child is involved)

Using positive reinforcement (appropriate)

Ensuring the child's privacy

If the child wants to sit on their lap in the morning/lunch circle

When the child is sad and needs a hug
Listening to the child, active listening
Tolerance and openness towards the family and cultures
The right to have a say
Using facial expressions/gestures
We adapt the needs of the different age groups to the daily routine
Communicating rules openly
Communication that is appropriate for children
Closeness/distance
Speaking at eye level; with eye contact
Taking the feelings of the children seriously
Children decide independently, with linguistic support, what and how much they eat
Data protection: if the child wants a photo of themselves from the day's review, we will talk to the parents
Active listening: giving opportunities to respond
Accepting boundaries
Reading the child's body language
Offering physical contact verbally only at first

At all times of the daycare day, we are role models for the children, and our interactions are decisive for ensuring child protection. For this reason, the following rules apply to our interactions within our own team and across buildings:

- » We treat each other with respect, courtesy and appreciation and pay attention to appropriate dealings and physical contact.
- » We are aware of our role model function. We pay attention to our tone, choice of words, facial expressions and gestures. We show understanding for current situations and deal respectfully with feelings.
- » Mutual support in our educational work is a matter of course for us.
- » If we feel that we have exceeded our personal and educational limits, we may express a clear "no". Depending on the situation, we may add an explanation and ask our colleagues for support.
- » If there are any ambiguities, we will address these at the next opportunity. We strive to resolve the ambiguities appropriately for all parties involved. If no uniform solution is found, the management is called in.
- » Data protection is guaranteed. This means that we do not pass on the names of the children concerned in the event of incidents.
- » We address unknown persons and ask them for the reason they are there.

- » If we accompany a child to the toilet, to change their clothes or change nappies, we inform a colleague.
- » We do not leave unknown and new people in the building alone with children.
- » Student interns do not change the children's clothes, nor do they accompany the children to the toilet or change their nappies. Likewise, they do not keep watch over the children when the children are sleeping.
- » Annual interns may only take on such tasks if they are familiar with the children and the building as well as their processes.
- » Reflection on relationship building, regulation of closeness and distance are regular topics in the team meeting and serve to professionalise the protection of children.

3.2. Code of Conduct for Children

Every child has the right to invoke valid rules and their boundaries. Especially in role play, such as "mother, father, child", children explore their bodies. This can involve mutual tickling, but also a "peck" on the cheek, right up to exploration of the genitals. It is important to distinguish here that adult sexuality has nothing to do with the sexual development and curiosity of the children. Children imitate the behaviour of adults, such as holding hands, getting married, and also birth scenes. It does not make sense to forbid the children everything, but to give them a protected framework for childlike discoveries. Explorations of one's own body and the curiosity of physical development are part of growing up and contribute to the development of identity. However, the actions and games of one child can be subjectively regarded as boundary-violating for another child. This requires empathy, sensitivity, education and the recognition and perception of one's own boundaries and those of others. However, the focus is on when a behaviour is deliberately and repeatedly abusive and the boundaries of the other person are deliberately ignored and violated. Especially in this day and age of widespread media use, it can be seen again and again that violent, but also sexualised, acts also occur frequently among children. Here, it is important not to look away or to trivialise things, but to educate, set clear rules, and protect the children.

This gives rise to the following code of conduct for children:

- » No child is intentionally harmed, either physically or verbally.
- » "No" means no.
- » Privacy is guaranteed. For example, the toilet doors remain closed during toilet use.
- » In both kindergartens, the children have opted for signs with "Go" and "Stop" in green and red on the toilet doors to prevent disturbance when using the toilet.
- » Toilet cubicles are only ever used by one child.
- » No child is locked in.
- » No objects are inserted into the buttocks, vagina, penis, mouth, nose or ear.
- » The underpants remain on while playing.

- » Each girl/boy determines who she/he wants to play with.
- » No child is blackmailed, insulted, or physically assaulted.

The children know these rules through interaction with the educators and with other children. If the rules are violated, the teachers work on the topic intensively with the children. The further steps of the process depend on the developmental status of the children, the number of children who were involved, and the urgency of the situation.

Other steps include, for example:

- » Discussions with the individual children, according to the situation or, if necessary, later, in a "neutral" framework
- » Taking up the topic in the children's meeting or, if there is high urgency, in the next discussion group
- » Using supporting literature for the children
- » Use specialist literature for the team
- » Further training
- » Parents' evening, if necessary, with a subject matter expert

A behavioural traffic light system for children does not yet exist in the World of Kids 1 and 2. However, we would like to start this process in the coming months. The missing paragraphs will be sent later.

3.3. Adidas "Fair Play Code of Conduct" for parents and the team

Part of the Code of Conduct relates primarily to international competition and cooperation with other adidas business partners.

Only Section 3 is relevant to us. This passage states in writing that Adidas is in favour of safe and fair cooperation and requires inclusive thinking in all interactions. This is accompanied by clear condemnation of discriminatory behaviour and the implementation of equal opportunities in order to discover and promote all individual strengths.

The following expectations are placed on employees and also apply to the teams of the World of Kids 1 and 2.

All staff must:

- » treat all people fairly and respectfully
- » demonstrate an open and inclusive mindset by actively seeking, listening to, and learning from different ideas, perspectives, and approaches as they build teams and work with other people on projects
- » recognise and overcome their own personal blind spots in order to promote understanding of the respective differences

- » observe adidas' zero-tolerance approach to discrimination, harassment and sexual harassment, take a leadership role, and express their displeasure whenever they see behaviour that they believe violates this approach
- » show sensitivity to behaviours that may be acceptable in some cultures and for people with certain backgrounds or perspectives, but not in others

The following points extend the Adidas Code of Conduct:

Children and parents who do not belong to the same household meet during the drop-off and pick-up periods, as well as at parties and celebrations. In this area, too, it is important to adhere to rules of conduct in order to ensure the protection of the children.

Distance

Parents shall maintain a reasonable and necessary distance from children they do not know. Children not known are not kissed or hugged, or caressed in any other way.

Reprimanding other children is not permitted. This is the responsibility of the staff and parents/legal guardians.

Parents do not enter the bathroom if there are children there, or if an employee is changing a child's clothes or nappy.

Children are only accompanied by staff in certain situations. (Dressing and undressing, going to the toilet, changing nappies, first aid, comfort, etc.) The exceptions here are when it is for one's own child.

Respect and appreciation

Parents treat their children with respect and appreciation. If encroachments are observed, both with one's own child or with an unrelated child, we intervene on the part of the staff.

No photos are taken of the other children. Photographing the retrospectives for the day is also prohibited. For this reason, all families are prohibited from using their mobile phones throughout the World of Kids 1 and 2.

Parents and persons entitled to pick children up are also responsible for setting boundaries for their own children and not forcing them to be physically affection (e.g., kissing goodbye).

Notices

The protection concept has been provided to the parents by email and is available in the parents' area.

4. Participation in the World of Kids 1 and 2

Self-determination and co-determination are essential components of child protection. Participation is reflected in everyday life: the benevolent recognition of each child as a fully-fledged person, dialogue at eye level, and sensitive perception of the children's signals are the most important building blocks of participation. Every child has the right to complain. All positive and negative incidents must be recorded by the children and dealt with appropriately and quickly. As a member of specialist staff, it is important to maintain good contact with the children. A good relationship between specialist staff and children requires a basis of trust, so that the children learn to be able to complain about staff members and parents. This way, the children learn what rights they have in this regard. As specialist members of staff, our task is to consciously perceive every interaction with children and to integrate forms of complaint into everyday life. For example, in every conversation, the morning circle, nappy-changing situations, etc. The rights of the children are conveyed to the parents through the child protection concept, development and counselling discussions, and the behavioural traffic light system. In order to represent the rights of the children to the parents, the educators make decisions, as courageous advocates. Recognition, mutual respect, and sincere appreciation characterise the everyday life of all people at the daycare facility. Participation and children's rights are guidelines for educational action. In order to protect the children and represent and strengthen their rights, actions such as forced eating, sleep restriction and arguments are not advocated by the staff.

4.1. The Constitution of the World of Kids 1 and 2

As already described in section 1.5., the rights of the children are also enshrined in the Constitution of the World of Kids 1 and 2. Some excerpts are listed below. The Constitution can be found in the appendix.

§ 4 Daily routine and activities

- (1) The children have the right to help decide on the selection of topics and the implementation of activities and projects.
- (2) Every child has the right to decide for themselves what they do during their daycare day, as well as when, where, with whom and how. This right also includes the right to decide for themselves which activities and projects they would like to participate in.

§ 7 Excursions

- (1) The children have the right to help decide which excursions take place.
- (2) The children have the right to help decide how excursions are designed.
- (3) Every child has the right to decide for themselves whether to participate in an excursion

§ 14 Sleeping

(1) Every child has the right to decide for themselves whether, when and for how long they sleep in the facility. The educators reserve the right to lay children down who repeatedly misjudge their need for sleep.

(2) The educators undertake to let each child sleep until they wake up. No child is normally awakened.

§ 15 Hygiene

(1) Every child has the right to decide whether, by whom, when, and how it has its nappy changed. The educators reserve the right to determine the whereabouts of the child if, in their opinion, other people cannot be expected to tolerate the bothersome odour of the full nappy, or there is a risk of contamination as a result of an overflowing nappy.

(2) Every child has the right to decide for themselves from which point they will use the toilet instead of a nappy. The educators reserve the right to determine and enforce that a child must wear a nappy if they have previously wetted it continuously.

(3) Every child has the right to decide for themselves when to go to the toilet. The educators reserve the right to remind children of the prudence of using the toilet before excursions.

(4) The educators reserve the right to determine and enforce when the children must wash their hands.

4.2. Children's meetings

There is also a committee, the so-called children's meeting, in which the children can discuss topics that are important to them once a week in the over-threes (Ü3) area. There, questions are asked, but feedback and wishes are also expressed to the children's group and the educators. Subsequently, suggestions for solutions are collected together and democratically decided upon. For almost all issues, follow-up appointments are arranged to reflect on the process together with the children and, if necessary, try out alternative solutions. The results are already recorded during the meeting and are then hung up in the atrium (main room of the kindergarten area).

5. Complaints management

5.1. Complaints management Parents

There is a need behind every complaint. Everyone has the right to express their needs. For this reason, children and parents have the opportunity to submit complaints/needs at any time. This can be done in different ways.

For parents, their child's caregiver is usually the first point of contact. They can be addressed during the drop-off and pick-up situation. If a longer conversation is required, a parents' meeting will be arranged promptly.

Parents are also familiar with the divisional management of their area and can also contact them when dropping their children off or picking them up, or by email or telephone. Depending on the scope of the conversation, this can be done spontaneously, or an appointment can be arranged.

However, the management, the parents' council and, if necessary, the provider can also be contacted for any complaints.

Our aim is to process requests as quickly as possible and to find a suitable solution for all parties. In most cases, a conversation is sufficient for clarification, but sometimes it is also necessary to involve external bodies.

In order to meet all concerns sensitively and with the utmost care, we are currently developing a complaints procedure, which also includes the possibility of involving a neutral complaints office at our collaborative partner.

5.2. Complaints management Children

Children do not always express complaints in words. This can also be done via "defiant behaviour", rejection, in pictures, or via other communication options. Smaller and younger children, in particular, express their displeasure with the help of gestures, facial expressions, body language, and crying and screaming. Here, children need adults to support them in expressing their complaint and in putting what they feel into words. This way, children gradually learn to verbalise their distress and to get help. The children always have the opportunity to present their concerns in the morning circle, in the children's meeting and to the caregiver, but also to any other member of educational staff in the establishment. The children are heard with respect to their wishes, suggestions, ideas, and complaints. A solution is sought together.

Complaints can be expressed both verbally and nonverbally. For this reason, it is important for educators to observe and listen in a particularly sensitive and holistic manner. Do you suddenly notice a change in the child's behaviour? Are they withdrawing, or are they suddenly very loud? Does the child show emotional instability? All of these can be non-verbal complaints that we recognise and that we have to act on. Non-verbal complaints usually occur in the nursery area, especially, and must be interpreted sensitively. Here, too, it is important to adopt a respectful attitude towards the child and to encourage them to submit complaints through open communication and empathy. It is important to take every complaint seriously and to find ideas for a solution to the problem together. Rapid implementation of the ideas is necessary here to show the child that they are seen and heard. Here, too, visualisations and weekly children's meetings help to give the children space for their complaints. Children have the opportunity to complain to us educators. A solution can then be worked on together, such as the introduction of a complaints group. Despite this, the specialist should always have an open eye, as children can complain by means of their body language alone.

6. Summary of risk and potential analysis on site

In the period from November 2022 to February 2023, the premises and daily processes in the individual areas (nursery, kindergarten, forest group and management team in both buildings) were examined and evaluated in detail with respect to the topic of "child protection".

The following sections cover the main aspects that have been developed so far. Further meetings are planned in the current kindergarten year, in which these aspects are to be expanded upon.

6.1. Access and shared-use spaces

Access

The World of Kids 1 and 2 are each provided with an entrance. This can only be entered by the educators, with corresponding ID card, and the parents, with corresponding ID card. After the entrance door, there is a second door with a door handle that can only be operated by adults.

Further points of access to the building are as follows:

- » Two garden doors, followed by two doors from the garden into the indoor playground
- » An entrance door to the Fox Group Room

These doors can only be opened with a transponder. This transponder is only available to the Woki educational team.

Premises

In an initial general analysis (Last updated: November 2022), it became clear that there are various non-visible spaces in the communally used areas to which the older children can nevertheless gain access independently.

These include:

- » The visitor's toilet in the indoor playground by the parent's corner
- » The visitor's toilet in the indoor playground at the nursery
- » The Fox Group Room (Woki 1)
- » The Ad Hoc Room (Woki 2)

Furthermore, there are planned possibilities of retreat for the children, though, in the meantime, when the indoor playground is not being used, these can be visited by the children without the educators being aware of this.

These include:

- » The kindergarten cloakroom
- » The caves in the indoor playground
- » The slide in the indoor playground
- » The parent corner

The following measures are being implemented in this regard.

With the kindergarten children, these places are visited, and, in the context of the children's meeting, it is explained to them what rules there are for these places. These rules are visualised with Metacom symbols. These symbols are already in the interior of the kindergarten as well as in the cafeteria.

Parents are informed of the risks in writing and are advised to observe appropriate rules of conduct.

The educators are informed about the general risks in writing and in various team meetings and independently develop appropriate solutions and rules of conduct. These are recorded in writing and signed. These standards are refreshed every six months.

Culture

In principle, there is an informal culture (use of informal "du" in German) between the educators, in cooperation with the parents, and in contact with Adidas contacts. This is mainly due to the bilingualism of the facility. This form of address does not necessarily entail exchange on equal terms.

The following aspects must be taken into account:

- » Too much familiarity through personal relationships in the team and between colleagues and families
- » Too little appreciation as a consequence of an elevated position at Adidas
- » Hierarchy within the daycare facility, as a result of a different role and a different type of employment

In order to counteract all these risks, a Code of Conduct will apply to all educators and all family members who are part of Woki 1 and 2 from 15/02/2023. This Code of Conduct is a recognised and valued document of the culture of conduct at adidas and is also applied in the same way in the World of Kids (see appendix).

6.2. Forest group

A forest group consisting of 20 children is also part of World of Kids 1.

This group uses their group room in the nursery from 8:00 am to 9:00 am and from 4:00 pm onwards, and can be found making their way to/from the forest and on the rented forest plot between 9:00 am and 4:00 pm. This plot is equipped with a heated construction trailer and a terrace with tables and chairs and the option of a canopy.

Route and location

The group walks twice a day from the daycare facility to the forest and back. On this route, they cross a country road. The greatest possible safety for the children is ensured by the fact that there are several stopping points in front of the road at which the children repeatedly stop, and their concentration is actively directed to the road. There is a rhyme just before the crossing, and we only cross when all the children are looking at an educator. The road is secured on two sides by one educator on each of the sides as well as by the handcart, as a clearly visible feature. The educators wear neon-coloured high-visibility vests.

There are defined sections of path in which the children walk in pairs, holding hands. In the forest, there are sections where they can walk or run alone.

The forest plot is not fenced. The corresponding natural boundary features are regularly discussed with the children.

In winter, the entire area is easily visible. In summer, it is only visible to a limited extent due to the vegetation. The educators are distributed around the plot and regularly discuss the applicable rules with all the children. This includes, above all, the fact that the children may only move so far away so as to still be able to see an educator.

Privacy and retreat

There is a biological toilet with a door. The children are allowed to choose which educator accompanies them there.

There is also a pee-pee tree with a privacy screen. The educators who accompany the children to the toilet always have a second educator within earshot and inform them in advance.

The construction trailer serves as a retreat for the children, and as a place to rest and warm up. It is only visible to a limited extent from the outside. There is always an educator in the construction trailer with the children, or they check on the children in the construction trailer every few minutes.

6.3. Nursery

Processes

Again and again during the course of the day, situations arise in which an educator is temporarily alone with a smaller group of children or individual children. These include, among others, use of the toilet, nappy changes, looking after the awake group (usually about 1-4 children), and the chaperone in the bedroom. In some cases, it is important in these situations that the privacy of the children be protected, and it is therefore essential that there are not several educators present. The prerequisite for this is always that there is clear communication in advance with at least one colleague about where which people will then be. It must also be checked in advance that support can be requested quickly if necessary (taking the telephone along, leaving the door open, visual inspection by another colleague in the rooms).

Supervision in the garden

There is a larger kindergarten garden space as well as a smaller nursery garden in both facilities. As a result, the nursery gardens are very visible.

In the transition from the nursery garden in World of Kids 1 to the kindergarten, there is an outdoor storage space in the middle, which is used, for example, for sand toys and bobby cars. Since this is located at the far end of the gardens, it is more difficult to see. Here, small holes were cut out in the wall. These result in the risk that the children will independently move from one garden to the other, and the process will not be noticed until a few minutes later. As a measure, these holes have been closed from one side, so that only the garden door is considered a transition. This can only be opened with an educator's transponder.

6.4. Kindergarten

Functional rooms

Both kindergartens work in an open-plan concept. In principle, the functional rooms offer the possibility of retreat, for example, to rest a little in the library with a book and fewer children.

However, these spaces also offer the option of hiding and being unsupervised. For this reason, both kindergartens work with green and red signs on these rooms. As a rule, a room is only opened by an educator, and only then is the sign turned over by the educator. In exceptional cases, the educators also discuss with a smaller group of children that they can play independently in the room. In this case, the educator assesses whether to allow the children to play independently in a functional room based on the child's level of development, the composition of the group of children, the group dynamics, and the spatial risks. An educator is always in the neighboring room and within earshot and regularly checks on the children.

One functional room, the gym, is externally attached to the kindergarten area. All educators in the building make sure that it is always an educator who opens the room, and that an educator is always present. After the room is vacated, the door is closed with a transponder, and it can only be opened again by an educator.

Nappy-changing situation

The kindergartens have 2 bathrooms. The changing table is located in the front bathroom. In the kindergarten, nappy-changing is done once in the morning and once after sleeping, and then always as needed. The children decide who changes their nappy. They can then use the extendable stairs to reach the changing table independently, at their own pace. Individual and appropriate linguistic support is provided throughout the process.

The bathroom has two access doors. The changing table is protected in one corner, but is still visible when you go into the bathroom. During nappy changing, one door always remains open in order to be able to get support if necessary and so that the educators and the child remain within calling distance, even during nappy changing.

For the privacy of the children when using the toilet, the green and red signs have also been attached there to indicate in color whether the toilet is free or occupied.

7. Networking in the social space

In order to ensure holistic child protection, cooperation with the relevant specialist services, youth welfare departments and other institutions is required.

We are already working closely with the Caritas Family Counselling Centre in Herzogenaurach, as well as with the various early intervention centres and our primary schools in the area.

Further networks are currently being set up.

Below, both important institutions and helpful websites and emergency numbers are listed.

Emergency numbers

Telephone helpline - violence against women: 08000 116 016

Telephone helpline - sexual abuse 0800 22 55 530

Number for combatting grief - Children's and young people's phone line: 116 111 (free and anonymous)

Office hours: Mon. to Sat.: 2 pm to 8 pm

www.nummergegenkummer.de

Early Help

Municipal Youth Welfare Department, KoKi Coordination Office "Early Help" (Frühe Hilfen)

Schuhstr. 30

91052 Erlangen

Phone: 09131 861-686

Email: koki-fruehe-hilfen@stadt.erlangen.de

Website : http://www.erlangen.de/desktopdefault.aspx/tabid-1641/3655_read-26480/

Advice centres in Central Franconia

As a rule, each advice centre offers the opportunity for a detailed initial consultation. Your concerns will be discussed calmly, and, together with you, the further offering and procedure will be discussed.

In principle, each advice centre offers the following services:

- » Diagnosis of child development, (school) performance, concentration, attention, personality, etc.
- » Advice on parenting issues for parents alone or in groups
- » Advice for young people and young adults on personal questions, questions about school, work, friendship, relationships with partners, and family conflicts

- » Family counselling and therapy
- » Play-based therapy and/or (remedial) educational support for children - individually and in groups
- » Support and advice on separation and divorce
- » Accompanied contact between parent and child after a separation/divorce
- » Crisis and emergency advice for acute problems
- » Specialist discussions and cooperation with educators, teachers, doctors, etc., at your request (only with written release from confidentiality)

Each advice or counselling centre also offers preventive help in the field of education and participates in the psychosocial network:

Talks and press reports on educational topics

- » Parents' evenings and discussion groups, e.g., in kindergarten, school, etc.
- » Preventive specialist advice for educators and teachers

Participation in technical working groups and committees, youth welfare planning

Advice for parents and young people

Schulhausstr. 4, 91781 Weißenburg

Tel. 09141-8600360, Fax 09141-8600369

eb(at)diakonie-wug(dot)de

www.diakonie-wug.de

Provider: Diakonie

Roth-Schwabach Educational Advice Centre

Main office

Münchener Str. 33, 91154 Roth

Tel. 09171-4000, Fax 09171-62798

info(at)eb-roth-schwabach(dot)de

www.eb-roth-schwabach.de

Provider: Caritas

Roth-Schwabach Educational Advice Centre

Subsidiary office

Wittelsbacherstr. 4, 91126 Schwabach

Tel. 0 91 22-98 41 4 -3 20

info(at)eb-roth-schwabach(dot)de

www.eb-roth-schwabach.de

Provider: Caritas

Parenting and Life Counselling Centre

Ansbacher Str. 2, 91413 Neustadt a. d. Aisch

Tel. 09161-2577, Fax 09161-61700

eb(at)dw-nea(dot)de

www.diakonie-neustadt-aisch.de

Provider: Diakonie

Psychological counselling centre for parents, children and adolescents

Tucherstr. 90403 NUREMBERG

Tel. 0911-2354241, Fax 0911-2354239

erziehungsberatung(at)caritas-nuernberg(dot)de

www.eb.caritas-nuernberg.de

Provider: Caritas

Parenting, Couples and Life Counselling Centre

Rieterstr. 23, 90419 Nürnberg

Tel. 0911-352400, Fax 0911-352406

eb(at)stadtmission-nuernberg(dot)de

www.stadtmission-nuernberg.de/ich-brauche-hilfe/

kinder-jugend-und-familie/erziehungs-paar-und-lebensberatung

Provider: Diakonie

Parenting and Family Counselling Centre

Johannisstr. 58, 90419 Nuremberg

Tel. 0911-2313886, Fax 0911-2316973

eb-johannisstrasse(at)stadt.nuernberg(dot)de

www.erziehungsberatung.nuernberg.de

Provider: City of Nuremberg

Parenting and Family Counselling Centre

Fürreuthweg 95, 90451 Nuremberg

Tel. 0911-644094

eb-fuerreuthweg@stadt.nuernberg.de

www.erziehungsberatung.nuernberg.de

Provider: City of Nuremberg

Parenting and Family Counselling Centre

Schopperhofstr. 25, 90489 Nuremberg

Tel. 0911-2312985 and 2313385

eb-schopperhofstrasse@stadt.nuernberg.de

www.erziehungsberatung.nuernberg.de

Provider: City of Nuremberg

Parenting and Family Counselling Centre

Philipp-Koerber-Weg 2, 90439 Nuremberg
Tel. 0911-23123050
eb-philippkoerberweg@stadt.nuernberg.de
www.erziehungsberatung.nuernberg.de
Provider: City of Nuremberg

Psychological counselling centre for parents, children and adolescents

Giesbertsstr. 67b, 90473 Nuremberg
Tel. 0911-8001109, Fax 0911-890642
erziehungsberatung(at)caritas-nuernberg-sued(punkt)de
www.erziehungsberatung-nuernberg-sued.de
Provider: Caritas

Parenting and Youth Counselling Centre

Altdorfer Str. 49, 91207 Lauf
Tel. 09123-13838, Fax 09123-85750
eb(at)diakonie-ahn(punkt)de
www.diakonie-ahn.de
Provider: Caritas

Parenting and Youth Counselling Centre

Türkeistr. 11, 90518 Altdorf
Tel. 09187-1737
eb(at)diakonie-ahn(punkt)de
www.diakonie-ahn.de
Provider: Caritas

Parenting, Youth and Family Counselling Centre

Anna-Herrmann-Str. 3, 91074 Herzogenaurach
Tel. 09132-8088, Fax 09132-8089
eb(at)caritas-erlangen(punkt)de
www.caritas-erlangen.de
Provider: Caritas

Parenting, Youth and Family Counselling Centre

of the Diakonie (social welfare institution) for the district of Fürth
Königswarterstr. 56-60, 90762 Fürth
Tel. 0911-7493335, Fax 0911-7493348
erziehungsberatung(at)diakonie-fuerth(dot)de
www.diakonie-fuerth.de
Provider: Diakonie

Parenting and Family Counselling Centre of the City of Fürth

Alexanderstr. 9, 90762 Fürth
Tel. 0911-974-1942, Fax 0911-974-1938
eb(at)fuerth(dot)de
www.familieninfo-fuerth.de
Provider: City of Fürth

Municipal Youth and Family Counselling

Karl-Zucker-Str. 10, 91052 Erlangen
Tel. 09131-862295, Fax 09131-862761
www.erlangen.de
Provider: City of Erlangen

Parent, Youth and Family Counselling Centre

Crailsheimstr. 64, 91522 Ansbach
Tel. 0981-4685555, Fax 0981-4685519
eb-stelle(at)landratsamt-ansbach(punkt)de
www.erziehungsberatung-ansbach.de
Provider: District of Ansbach and City of Ansbach

Family liaison offices

Family liaison offices are points of contact that provide concrete offers for parent and family education in a municipality and are well networked with other social institutions. They offer suitable, tailor-made help for the different needs of families, depending on the age of the child and the family situation. Family liaison offices are attached to existing facilities on site, e.g., maternity centres and multi-generational homes, but also daycare facilities.

Middle Franconia

Isarstr. 12
91052 Erlangen
Phone: (09131) 36 62
Email: familienstuetzpunkt-anger@stadt.erlangen.de
Website: <https://erlangen.de/aktuelles/familienstuetzpunkte-erlangen>

Middle Franconia

Goldwitzerstr. 27
91056 Erlangen
Phone: (09131) 68 58 953
Email: familienstuetzpunkt-buechenbach@stadt.erlangen.de
Website: <https://www.stuetzpunkt-erlangen.de/>

Mothers' centres

Mothers' and family centres are open meeting places for mothers, fathers and their children in the district or in a community. Depending on the interests, needs and wishes of the families, the offers in the centres are very different. The "heart" of every centre is the open meetup. They are a place of contact and communication for mutual exchange, advice and support. Mothers and fathers participate on a voluntary basis, contributing their knowledge and skills. A diverse range of topics is addressed in lecture series, courses, discussion groups, and events: this ranges from the antenatal and breastfeeding group to play and crawling groups to self-help groups, e.g., for parents of children with disabilities.

Mothers' and family centres reach families from different social and cultural backgrounds. They promote a social infrastructure with a neighbourly focus, prevent the isolation of families, and strengthen quality of life for families. A social network is created where people support each other and help each other to cope with crises and problems of all kinds.

In the Mothers' and Family Centre, children are always a part of things; they determine a part of the everyday life of the Mothers' Centre. In a variety of childcare groups, the mothers and fathers are offered hourly relief and support, sometimes also through the provision of daycare or babysitting services.

Numerous mothers' and family centres have also expanded their offerings to include services for families: these include, for example, the lunch table for schoolchildren and visitors, homework supervision, or second-hand bazaars.

Mütter- und Familientreff Erlangen e.V.

Drausnickstr. 82

91052 Erlangen

09131-26568

info@muefaff-erlangen.de

www.muefaff-erlangen.de

Helpful support links

Important information and support for violence against women (multilingual and with emergency escape): <https://www.hilfetelefon.de/das-hilfetelefon/>

Bavarian parenting guide with letters for parents on children's development and with useful tips for everyday life: <https://www.baer.bayern.de/>

Collection of links for professionals and parents on the coronavirus, counselling services, family finances: <https://www.ifb.bayern.de/projekte/linksammlung-corona.php>

Page for children on children's rights and protection against sexual abuse: <https://www.trau-dich.de/deine-rechte/>

Site for adults as multipliers to protect children from sexual abuse: <https://www.multiplikatoren.trau-dich.de/>

By strong women for strong women: <https://www.bayerns-frauen.de/>