

Child safeguarding package for education 2018



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Cover image: Mohammed Mansaray and Aminata Fornah, at school in Bumbali, Sierra Leone.
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Introduction

Sightsavers has developed this package of materials to strengthen child safeguarding arrangements in schools and other education providers. Similar packages have been developed for our health and neglected tropical disease (NTD) programmes.

A child safeguarding approach is one designed to identify and minimise the risks of harm or abuse to children from any planned activity. It is part of a more comprehensive child protection approach, which entails a wide potential range of policies, procedures and activities seeking to address child safety as their primary concern.

In Sightsavers' case, a child safeguarding approach means minimising the risk of harm of programme activities to children. This includes ensuring that any concerns about children's safety within communities where we work are reported to the appropriate authorities.

The package consists of the following:

1. A safeguarding checklist and associated action plan template (for residential facilities)
 2. A safeguarding checklist and associated action plan template (for schools)
 3. A school safeguarding policy (to be signed by the senior management of schools)
 4. A code of conduct (to be signed by teachers)
 5. A training module on child rights (optional for teachers and other staff)
 6. A training module on child safeguarding (compulsory)
 7. A training module on combatting bullying (optional)
 8. A training module on counselling (optional)
- The safeguarding checklists will enable the senior management of schools and residential facilities to assess their child safeguarding arrangements. When assessing these arrangements, it is vital that children with disabilities are provided with meaningful opportunities to express their views. Using the action plan template, senior management will then be able to take the necessary measures to strengthen their child safeguarding arrangements. This year Sightsavers will prioritise the assessment of residential facilities, given the significance and complexity of child safeguarding issues associated with residential care.
 - The senior management of schools supported by Sightsavers will be required to sign a school safeguarding policy, or a government-authorised policy of similar quality. The school safeguarding policy identifies the specific commitments that schools will make to uphold safeguarding. School employees will also be required to sign a code of conduct (or a government-authorised code of conduct of similar

quality) committing them to carry out specific measures to combat abuse in their schools.

- Training modules 1-4 have been designed for teachers and other school stakeholders. The training modules will assist these stakeholders to develop their safeguarding knowledge and skills.
- All schools supported by Sightsavers will be required to roll out the child safeguarding training module (Training Module 2). The other three training modules (on child rights, bullying and counselling) are optional but recommended.
- All the training modules have been designed to be as accessible, relevant and participatory as possible.

Sightsavers and our partners are at present piloting these materials in various countries in order to assess their effectiveness and identify any ways in which they can be strengthened. These materials will be published in French as well as English, and will be available in Braille and large print for people with visual impairments

It is recognised that Ministries of Education in the countries in which we work are increasingly developing their own child safeguarding materials (policies, guidelines, training modules, codes of conduct etc.). We need to ensure these government materials fully address safeguarding issues relating to children with disabilities. Once they do, Sightsavers' child safeguarding training package will no longer be necessary!

I would like to thank my colleagues at all levels of the organisation who contributed to the development of these materials. I would also like to thank Jo Dempster, the external consultant who reviewed and revised them.

Guy Le Fanu

March 2018

1. Sightsavers Child Safeguarding Checklist and associated Child Safeguarding Action Plan: Residential facilities enrolling children with disabilities

What is safeguarding?

Organisations have a duty to safeguard children and young people in their care. This means them doing everything possible to reduce the risk of harm.

Why should we use this safeguarding checklist?

This checklist will help you to:

- Assess existing safeguarding practices in any facility providing residential accommodation for boarders with disabilities
- Identify concerns and areas for improvements

How to use the Safeguarding Checklist and Action Plan:

1. Establish a task force in the school/facility to complete the checklist. The task force should comprise of: the person responsible for running the facility, the Head Teacher (if the facility is attached to the school), the Designated Child Safeguarding Lead (DCSL), a government representative (e.g. someone from the Ministry of Education), and a community representative.
2. Task force members should read the Child Safeguarding Policy independently.
3. The task force should systematically inspect the facility while completing the checklist.
4. Whilst completing the Checklist, the task force should assign members to hold interviews and Focus Group Discussions (FGD) with staff and children and young people residing at the facility. Interviews and FGD with boarders should be held separately, away from the staff.
5. Using the Action Plan, the task force should identify achievable SMART goals for improving the facility, e.g. goals that are Specific, Measurable, Achievable, Realistic, and Timely.
6. Boarders should be given the opportunity to review the action plan – in particular, they should be asked if the action plan addresses their concerns. Boarders should also be given the opportunity to assess the action plan's implementation.
7. Once the action plan has been implemented, then another assessment of child safeguarding arrangements should be carried out (using the safeguarding checklist), so a new action plan can be developed.

Name of Facility:	
Date of Completion:	

1.	Child safeguarding policy	MOV (Means of verification)	Answer	Action
1.1	Does the facility have a child safeguarding policy?	<i>Review the policy</i>		
1.2	Is the child safeguarding policy of the facility reviewed annually?	<i>Interview DCSL, and minutes from the Board of Managers meeting.</i>		
1.3	Is the child safeguarding policy understood and adhered to by all staff working for the organisation?	<i>Interview DCSL, and a sample of staff and boarders.</i>		
1.4	Does the policy clearly and comprehensively discuss child safeguarding issues and identify clear systems for dealing with these issues?	<i>Review the policy</i>		
1.5	Is the policy fully understood by boarders living in the facility?	<i>Interview DCSL. Focus Group Discussion (FGD) with boarders.</i>		

2.	Designated Child Safeguarding Lead (DCSL)	MOV	Answer	Action
2.1	Is there a senior person with the facility who has overall responsibility for child safeguarding?	Review the policy and Action Plan		
2.2.	Is it clear to all staff members who this person is and what their role is?	Interview DCSL, and FGD with boarders and staff.		
2.3	Who deputises when this person is not available?	Review the policy and Action Plan		

3.	Staff development	MOV	Answer	Action
3.1	What arrangements are in place for training staff of the facility about child safeguarding issues?	Interview DCSL		
3.2	How often does the training take place and how long is the training?	Interview DCSL		
3.3	When did the training last take place?	Interview DCSL		
3.4	Is there an induction programme for newly-appointed staff at the facility?	Interview DCSL		

4.	Boarding Staff	MOV	Answer	Action
4.1	Are there clear standards and procedures for recruitment? For instance, when people apply to work in the facility, are	Interview DCSL and Senior Managers		

	checks carried out to ensure they are suitable people to work with children? ¹			
4.2	Are there supervisory staff on call during evenings and night-time and over weekends?	Interview DCSL and Senior Managers, look at staff rota		
4.3	Do staff have the skills to communicate effectively with the boarders with disabilities? For instance, are staff working with deaf boarders able to use sign language fluently?	Interview DCSL and Senior Managers and FGD with boarders.		
4.4	At all times, do girls with disabilities have access to female members of staff?	Interview DCSL and Senior Managers and FGD with boarders.		
4.4	Do the staff receive regular training (at least 5 hours per annum) on child safeguarding issues?	Interview DCSL and Senior Managers.		
4.5	Do all staff members have comprehensive job descriptions reflecting their duties?	Interview DCSL and Senior Managers. Review job descriptions.		
4.6	Is the performance of staff annually reviewed?	Interview DCSL and Senior Managers and review a sample of appraisals.		
4.7	Do staff members regularly meet with boarders to check that they are happy and that their needs are being met? If so, how often are these meetings and how long are they?	Interview DCSL and Senior Managers		

¹ This should include criminal record checks.

5.	Boarding facilities	MOV	Answer	Action
5.1	Are there separate dormitories for boys and girls?	Interview DCSL and Senior Managers. View sleeping quarters.		
5.2	Are all the boarders in the dormitories of roughly similar ages?	Interview DCSL and Senior Managers and FGD with boarders.		
5.3	Does every boarder have his/her own bed?	Interview DCSL and Senior Managers and FGD with boarders.		
5.4	Is there adequate space between the beds, allowing boarders to move about freely?	View sleeping quarters.		
5.5	Is bedding clean and suitable and sufficient warm?	Interview DCSL and Senior Managers and FGD with boarders.		
5.6	Are the dormitories easily accessible for boarders with disabilities, including boarders with visual impairments and boarders with physical impairments?	Interview DCSL and Senior Managers. View sleeping quarters.		
5.7	Are the dormitories appropriately lit and ventilated, cleaned and maintained?	Interview DCSL and Senior Managers. View sleeping quarters.		

6.	Safety and Security	MOV	Answer	Action
6.1	Is there a guard service for the residential facility that operates at evenings and nights and over weekends?	Interview DCSL and Senior Managers, look at staff rota		
6.2	Are the buildings adequately guarded against unauthorised entrance?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
6.3	Do visitors need to sign in/out when they enter/exist the premises?	Interview DCSL and Senior Managers, view sign-in book.		
6.4	Are all persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders of their accommodation?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
6.5	Do the supervisory staff sleep in a separate room from the boarders while being easily contactable by boarders in case they have a problem?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
6.6	Is there at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house? When there are girl boarders, is at least one of the members of the staff a woman?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
6.7	Is there a sufficient number of staff in the facility at night (at least 1 member of staff for every 10 boarders)?	Interview DCSL and Senior Managers, view staff rota.		

6.8	In the case of an emergency, does the facility have an alarm system in place (for example, a bell)?	Interview DCSL and Senior Managers, Test alarm system.		
6.9	Are the boarders easily and safely able to vacate the facility in event of a fire or other emergency?	Interview DCSL and Senior Managers.		
6.10	Are there regular safety and fire drills (at least once per term)?	Interview DCSL and Senior Managers.		
6.11	Is there safe area where boarders can gather in case of an emergency?	Interview DCSL and Senior Managers.		
6.12	Does the facility provide annual training for the boarders on safety issues?	FGD with boarders and staff.		
6.13	Are the boarders with disabilities able to travel easily and safely from the school to the facility?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
6.14	Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.	Interview DCSL review child safeguarding Action Plan.		

7.	Sanitation and hygiene	MOV	Answer	Action
7.1	Are there sex-separated toilet and washing facilities for boys and girls?	Interview DCSL and Senior Managers, inspect toilet facilities.		
7.2	Are the toilet and washing facilities easily and safely accessible from sleeping accommodation for boys and girls with disabilities?	Interview DCSL and Senior Managers, inspect toilet facilities.		

7.3	Are the latrines functional, clean and with locks on doors to guarantee privacy, especially for girls? Do boarders using these facilities have access to clean, running water?	Interview DCSL and Senior Managers, inspect toilet facilities.		
7.4	Is there adequate laundry provision for boarders' clothing and bedding? Is boarders' clothing satisfactorily stored and regularly cleaned (at least once a week)?	Interview DCSL and Senior Managers, FGD with boarders and staff.		
7.5	Does every boarder have at least one complete change of clothes?	FGD with boarders and staff.		

8.	Health and nutrition	MOV	Answer	Action
8.1	Is there a health unit with first aid equipment and safe storage for medication in the facility?	Inspect first aid equipment.		
8.2	Are the boarders provided with regular check-ups (at least once a term) from qualified medical personnel (e.g. doctors, nurses)?	Interview Senior Managers, FGD with boarders and staff.		
8.3	Do boarders have access to health services when they need them?	Interview Senior Managers, FGD with boarders and staff.		
8.4	Are the staff of the facility trained to identify symptoms and respond to basic health concerns that boarders may have at the facility, such as fever and dehydration?	Interview DCSL and Senior Managers		
8.5	Are boarders – including those with special dietary, medical or religious needs – provided with meals which are adequate in nutrition, quantity and quality?	Interview DCSL and Senior Managers and FGD with boarders (including		

		those with dietary needs).		
8.6	Do boarders at all times have access to clean, fresh drinking water?	Interview DCSL and Senior Managers and FGD with boarders		
8.7	When this is necessary, are boarders with disabilities provided with assistance to eat in ways which promote dignity and choice?	Interview DCSL and Senior Managers. FGD with boarders (including CWD).		

9.	Well-being	MOV	Answer	Action
9.1	Is there an appropriate range and choice of recreational activities for boarders outside teaching time, including sufficient and suitably timed free time every day?	FGD with staff and boarders (including those with disabilities).		
9.2	Do boarders who wish it have appropriate opportunities to attend religious meetings and other social activities outside the facility?	FGD with staff and boarders (including those with disabilities).		
9.3	Do all boarders return home during the school holidays? If so, are there proper arrangements for their care during the holidays?	Interview DCSL and Senior Managers, FGD with boarders who return home during the holidays.		
9.4	Are boarders accompanied by their parents/guardians when they arrive/depart at the start/end of their school holiday? If not, what arrangements are there to ensure	Interview DCSL and Senior Managers, FGD with boarders		

	that these boarders are adequately supervised when they make the journey to and from school?			
9.5	If you have a prefect system (or equivalent), are prefects (or equivalent) given appropriate duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role?	FGD with boarders and staff. Interview with Prefect (or equivalent)		
9.6	Do staff regularly provide support and training for boarders on self-care skills, communication skills, health and hygiene (including sexual health) and other issues related to childhood and adolescence? Do female staff provide this support and training for girl boarders?	Interview DCSL and Senior Managers, FGD with boarders and staff (held separately)		
9.7	Are boarders able to complete their homework in the boarding facility? If not, do they have sufficient opportunities to complete their homework at school?	FGD with boarders and staff (held separately)		
9.8	Are there clear systems in place at the facility for a) preventing bullying and teasing and b) dealing with bullying and teasing?	Interview DCSL and Senior Managers, review anti-bullying policy (if in place)		
9.9	Are staff at the residential facility aware of the different types of child abuse – physical abuse (e.g. hitting a child), sexual abuse (e.g. inappropriately touching a child), emotional abuse (e.g. upsetting a child by saying rude things about them), neglect and negligent treatment (e.g. not feeding a child properly), and sexual and commercial exploitation (e.g. expecting a child to perform personal tasks for a member of staff)? Are staff aware that they must <i>never</i> commit these types of abuse?	Interview DCSL and Senior Managers and cross-section of staff.		
9.10	Are boarders aware of the different types of abuse? Are they aware that they should never be subjected to these types of abuse? Are the boarders aware that neither staff	FGD with boarders		

	at the facility nor their fellow boarders should subject them to these types of abuse?			
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10.	Processes and Procedures	MOV	Answer	Action
10.1	Is there an appropriate process of induction and guidance for new boarders?	Interview DCSL and Senior Managers. FGD with new boarders.		
10.2	Are boarders actively encouraged to contribute their views to the operation of boarding provision, able to raise concerns and make complaints, and are their views are given appropriate weight in the running of the facility? Are boarders never punished for raising a concern or making a complaint in good faith?	FGD with boarders.		
10.3	Is there a complaints procedure for boarders, and is it easy to understand, accessible and child-focused? Do boarders fully understand this procedure?	FGD with boarders.		
10.4	Has the facility identified a Contact Person, other than a parent, outside the staff of the facility, who boarders may contact directly about personal problems or concerns about the facility?	Interview DCSL. FGD with boarders.		
10.5	Are boarders aware who this Contact Person is and how to contact them and is this person easily accessible?	FGD with boarders.		
10.6	Does this Contact Person have the necessary capacities to communicate with boarders with disabilities? For instance, if there are deaf boarders at the facility, can this person communicate in sign language?	Interview DCSL and Senior Managers.		

10.7	If the boarder does not wish to communicate with this Contact Person, has it been made clear to them that they can contact another member of staff if they so wish to express their concerns?	Interview DCSL and Senior Managers.		
10.8	Are there well-coordinated procedures for when boarders go missing?	Interview DCSL and Senior Managers.		
10.9	Can boarders contact their parents/guardians when necessary?	Interview DCSL and Senior Managers. FGD with staff / boarders.		
10.10	Is there regular communication and interaction between school staff (e.g. teachers) and staff of the facility?	Interview Senior Managers, facility staff and school staff and Managers.		
10.11	Are there designated meetings when faculty staff can speak to school staff to share information and develop joint programmes of support for boarders?	Interview Senior Managers, facility staff and school staff and Managers		

11.	Accountability and Record-Keeping	MOV	Answer	Action
11.1	Is the facility regularly inspected by external agencies? If so, how often are these inspections carried out?	Interview Senior Managers, DCSL		
11.2	Are there clear standards which the residential facility must reach?	Interview Senior Managers, DCSL Review standards.		
11.3	Are there clear procedures for acting on the findings of reports?	Interview Senior Managers, DCSL		
11.4	Are parents/guardians kept regularly informed about the progress of their children? In case of an emergency, are parents/guardians immediately informed?	Interview Senior Managers, DCSL and FGD with a cross-section of parents.		
11.5	Do all parents/guardians regularly visit the facility (at least once a term)? When they visit, do they have the opportunity to sit down with facility staff in order to discuss their children?	Interview Senior Managers, DCSL and FGD with a cross-section of parents.		
11.6	Do parents/guardians feel that they can make complaints about the facility? Is there a system for recording these complaints?	FGD with a cross-section of parents. Interview Senior Managers, DCSL.		
11.7	Is there an established system for staff to express their concerns about the facility to the Designated Senior Person?	FGD with cross-section of staff		
11.8	Does the Designated Senior Person have an established system for recording and storing confidential child safeguarding information?	Interview DCSL		

11.9	Does the facility have effective links with local authorities and their designated officers?	Interview DCSL. Review data base of external safeguarding agencies.		
11.10	When boarders or facility staff express concerns are these concerns immediately passed onto the relevant authorities?	Interview DCSL		

Completed by (name in print):

Signature:

Position in School:

With inputs from (Task force members):

Name	Position

Safeguarding Action Plan

List the steps you can take to improve to your safeguarding practice. Use the table to allocate roles. Be realistic about the time it will take to achieve the necessary improvements, break the actions identified in the checklist in necessary (e.g. you may have three action points under 10.7 etc.)

Number	Action	By who	When	Review date

Reviewed and Signed off by (Name in Print):	
Signature:	
Position in School:	
Date:	

2. Sightsavers Safeguarding Checklist with associated Safeguarding Action Plan Template

Guidelines

What is safeguarding?

Schools have a duty to safeguard children and young people in their care. This means they should do everything possible to reduce the risk of children coming to harm.

Why should we use this Safeguarding Checklist?

This checklist helps you to:

- Assess existing safeguarding practices in your schools
- Identify concerns and areas for improvements

How to use the Safeguarding Checklist

1. Establish a small Safeguarding Working Group, this should comprise of; the Designated Child Safeguarding Lead (DCSL), Deputy DCSL and at least one additional teacher and one member of the Board of Managers.
2. Working group members should read the Child Safeguarding Policy independently.
3. DCSL should read the questions in the checklist and answer as honestly as possible.
4. DCSL should share the checklist with the Safeguarding Working Group for review.
5. Together the Safeguarding Working Group should complete the Action Plan (page 11).
6. The Checklist and Action Plan should be signed and shared with the Head Teacher (or equivalent) and Chair of the Board of Management (or equivalent).

Name of your school:	
Date of completion:	

1.	Child safeguarding policy	MOV (Means of verification)	Answer	Action
1.1	Does the school have a child safeguarding policy?	Review the policy.		
1.2	Has the policy been reviewed and signed by a) the Head Teacher and, b) The Chair of the Board of Management (BoM)?	Interview senior staff in the school.		
1.3	Is the policy relevant, clearly-written and comprehensive?	Review the policy.		
1.4	Is the school child safeguarding policy reviewed annually?	Interview senior staff at the school.		
1.5	Are all school employees (including teaching staff) aware of the policy? Do they understand the policy?	Interview sample of school staff. Ask questions about the policy.		
1.6	Are parents and pupils aware of the policy? Do they understand the policy?	Interview sample of parents and pupils.		

2.	Designated Child Safeguarding Lead (DCSL)	MOV	Answer	Action
2.1	Is there someone in the school who has overall responsibility for Child Safeguarding (e.g. a DCSL)?	Interview senior school staff.		
2.2.	Do staff members know the name of the DCSL and understand the role of the DCSL?	Ask sample of staff to identify the DCSL.		
2.3	Do pupils know the name of the DCSL and understand the role of the DCSL? Where is information about the role displayed?	Ask sample of pupils to identify DCSL.		
2.4	Who deputises when the DCSL is not available? Is this information clear to all staff and pupils?	Interview senior staff.		

3.	Training	MOV	Answer	Action
3.1	What arrangements are in place for training school employees about child safeguarding issues and the school's child safeguarding procedures?	Interview DCSL.		
3.2	How often does child safeguarding training take place?	Interview DCSL. Confirm with staff.		
3.3	What is the length of the training (e.g. one-day) and who participates?	Interview DCSL. Confirm with staff.		
3.4	When did the training last take place? Who attended?	Interview DCSL. Confirm with staff.		

4.	Record Keeping	MOV	Answer	Action
4.1	Is there an established system for staff to express their concerns to the Designated Senior Person?	Interview sample of staff.		
4.2	Does the DCSL have an established system for recording and storing confidential child safeguarding information?	Interview DCSL. Look at record books/forms		

5.	Curriculum	MOV	Answer	Action
5.1	How does the school promote child safeguarding through the curriculum? For instance, are child safeguarding messages delivered in lessons?	Interview DCSL and other staff.		
5.2	How often does awareness-raising on child safeguarding take place in the classroom?	Interview DCSL, and a sample of staff and pupils.		

6.	Children / Pupils	MOV	Answer	Action
6.1	Is there a simple system that pupils can use when they want to express their concerns?	Interview DCSL. Focus group discussion (FGD) with mixed age sample of pupils – at least 50% girls.		

6.2	Are pupils at the school aware that this system exists? How is the system communicated (e.g. in class, on posters throughout the school)?	Interview mixed age sample of pupils.		
6.3	Do pupils in the school understand what the system is and what they should do if they have a concern?	Interview mixed age sample of pupils.		
6.4	Do pupils in the school use the system?	Interview DCSL and a sample of mixed age pupils		
6.5	Are pupils who have communication difficulties or who use alternative forms of communication (e.g. sign language) aware of this system? Are these pupils also able to use this system effectively – for instance, can sign language users express their concerns to trusted adults who know sign language?	Interview DCSL and speak to relevant pupils (e.g. deaf pupils).		
6.6	Is your school a place where teachers show respect, consideration and concern for ALL children, including female-pupils, pupils with disabilities, and pupils from religious and ethnic minorities?	Interview DCSL. FGDs with pupils.		
6.7	Are pupils supervised by members of staff at all times – in the classroom, at playtimes and during the lunch-hour?	Interview DCSL. FGDs with teachers and pupils.		
6.8	Is your school a place where there is no corporal punishment and where teachers	Interview DCSL and hold FGDs with		

	are aware that they must never use corporal punishment?	pupils. School-observation.		
6.9	Is your school a place where bullying is strongly discouraged and there are clear procedures in places for dealing with bullying (e.g. is there an anti-bullying policy and does training regularly take place)?	Interview DCSL. FGDs with teachers and pupils. School-observation.		
6.10	Is your school a place where ALL pupils are treated with respect and consideration by the other pupils?	Interview DCSL. FGDs with pupils.		
6.11	Are the toilets in your school sex-segregated, private, hygienic, sufficient in number, and accessible for all pupils, including pupils with disabilities (PWD)?	Observation. Focus group discussion with pupils. Speak to PWD.		
6.12	Do all the children at school have access to adequate nutrition, including a free, nutritious meal at midday?	Interview DCSL. FGDs with teachers and pupils.		
6.13	Is your school infrastructure (grounds, corridors, classrooms etc.) safe and accessible for all pupils, including pupils with disabilities?	Observation. Interview DCSL. FGDs with teachers and pupils.		
6.14	Do all pupils, including pupils with disabilities, have access to the necessary educational equipment and materials and classroom equipment (desks, chairs, pens, paper)?	Observation. Interview DCSL. FGDs with teachers and pupils.		

6.15	Do all pupils have access to good quality, school-based health services?	Interview DCSL. FGDs with pupils.		
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7.	Parents	MOV	Answer	Action
7.1	Is information about the school's role in child safeguarding communicated by the school to parents?	Interview DCSL. FGDs with pupils and parents.		
7.2	How is this information communicated (e.g. school/ parent meetings, letters home)? How often is this information communicated?	Interview DCSL. FGDs with pupils and parents		
7.3	Are safeguarding concerns about pupils shared and discussed with parents, unless doing so may place a child at risk?	Interview DCSL.		

8.	Board of Management (BoM)	MOV	Answer	Action
8.1	Have the members of the BoM attended training in child safeguarding?	Interview DCSL. FGDs with BoM members.		
8.2	When did BoM last receive training in child safeguarding? What was the length of training (e.g. one-day)? Did all BoM members participate?	Interview DCSL. FGDs with BoM.		

8.3	Does the DCSL make an annual presentation on child safeguarding to the committee officially responsible for the management of the school – e.g. the BoM?	Look at annual report. Interview DCSL. FGD with BOM.		
8.4	Is BoM committed to the effective implementation of the child safeguarding policy? What steps could be taken to improve commitments to child safeguarding?	Interview DCSL. FGDs with BoM.		

9.	Recruitment and selection of staff	MOV	Answer	Action
9.1	Do interviews include specific questions about child safeguarding?	Review school child safeguarding policy. Interview DCSL.		
9.2	Does the school routinely obtain references and contact previous employers when recruiting new staff? ²	Review school child safeguarding policy. Interview DCSL.		
9.3	Do new staff receive safeguarding training within the first month of their employment?	Review school child safeguarding policy. Interview DCSL.		

² This should include criminal record checks.

10.	Allegations against Staff	MOV	Answer	Action
10.1	Is the Board of Management aware of the procedures the school must follow when an allegation of abuse has been made against the head teacher, a member of the school staff or a volunteer? Can BoM members clearly explain the procedure?	Interview DCSL. FGDs with BoM.		
10.2	Is the BoM aware of their responsibilities within the child safeguarding policy?	Interview DCSL. FGDs with BoM.		

11.	Links with other Agencies	MOV	Answer	Action
11.1	Is the school pro-active in establishing links with relevant agencies, including the local education authority, local health services and local department of social services?	Interview DCSL. FGDs with BoM.		

Completed by (Name in Print):

Signature:

Position in School:

With inputs from (Safeguarding Working Group Members):

Name	Position in school

Safeguarding Action Plan

List the steps you can take to improve to your safeguarding practice. Use the table to allocate roles. Be realistic about the time it will take to achieve the necessary improvements

Action	By who	When	Review date

Signed off by:

Name (in print):

Position in School:

Date:

3. Specimen Child Safeguarding Policy³

We (*insert name of school here*) are committed to the welfare of all our pupils, including children with disabilities.

What is child safeguarding?

A child safeguarding approach is one designed to identify and minimise the risks of harm or abuse to children from any planned activity. It is part of the more comprehensive child protection approach, which entails a wide potential range of policies, procedures and activities seeking to address child safety as their primary concern.

Age definition

For the purposes of this policy, Sightsavers considers a child to be a person under the age of 18 years.

Children with disabilities

We recognise we have a particular duty of care to pupils with disabilities due to the vulnerability and exceptionality of these children. We recognize that girls with disabilities are particularly vulnerable to abuse, as are children with certain types of impairment – for instance, children with visual impairments, deaf children and children with intellectual disability.

We recognise that children can not only be abused by adults but abused by other children.

Child abuse

Child abuse occurs when adults or other children hurt a child, either physically or mentally. In the majority of cases the abuser is someone the child knows well, such as a parent, another caregiver, or a relative or friend. There are several forms of child abuse including:

³ Ministries of Education are increasingly rolling out their own school child-safeguarding policies. When this is the case, it is important that stakeholders review these policies to make sure they adequately cover child safeguarding for children with disabilities. If the policies are inadequate, stakeholders should raise their concerns with Ministries of Education and, with these ministries, identify ways of strengthening these policies.

- **Physical abuse**

Physical abuse is deliberately hurting a child in ways that can cause injuries such as bruises, broken bones, burns or cuts. Physical abuse is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Corporal punishment is a form of physical abuse and never acceptable. Physical abuse is closely related to other types of abuse (see below).

- **Emotional/mental abuse**

Emotional abuse involves persistent or severe emotional ill-treatment or rejection, such as degrading punishment, threats, bullying, and not providing children with the necessary care and affection. Emotional abuse adversely affects the behaviour and emotional development of children. Other harmful experiences such as exposing children to violence in the home are also classified as mental abuse.

- **Neglect**

Neglect is understood as the failure by a parent or caregiver to provide a child with the conditions culturally necessary for their physical and emotional development and wellbeing. Neglect of children with disabilities is more common than neglect of children without disabilities and is often under- reported.

- **Sexual abuse**

Sexual abuse is any kind of sexual activity involving a child, whether or not the child is aware of or consents to what is happening. Sexual abuse involves the use of a child for sexual gratification by an adult, significantly older child or an adolescent, violating the child's integrity and exploiting their position of dependency. Sexually abusive behaviour includes rape, incest, fondling genitals, masturbation, voyeurism, exhibitionism and exposing or involving the child in pornography or any other sexual activity, real or simulated, including on the internet or in any other medium.

- **Exploitation**

Child exploitation is the act of using a minor child for profit, labour, sexual gratification, or some other personal or financial advantage.

- **Harmful traditional practices**

These refer to cultural rituals, traditions or other practices that have a harmful and negative impact on the life, health, physical and psychological integrity and development of a child. Such traditions include Female Genital Mutilation (FGM) and forced early marriage. They may also include various rituals or ceremonies involving children, particularly those associated with witchcraft. In some countries, children with albinism are particularly vulnerable to these types of practices.

Measures to implement the policy

Recognising our duty of care to our pupils, the schools will establish and follow these safeguarding arrangements:

1. We will appoint a Designated Child Safeguarding Lead (DCSL) who will be responsible for child safeguarding arrangements at our school. The DCSL will be a senior member of staff (either male or female).
2. If the DCSL is male, we will also appoint a female Deputy DCSL recognising that girl pupils may be reluctant to approach a male DCSL with their concerns.
3. If any pupils including those with disabilities believe they have experienced any type of abuse they will be able to take these concerns to the DCSL/Deputy DCSL, or, if they prefer, another member of staff of their choosing (for instance, their class teacher).
4. We will visibly promote the name and contact details of the DCSL and Deputy DCSL around the school in ways that are accessible to all.
5. We will ensure the Designated Child Safeguarding Lead (DCSL) attends a minimum of a one-day training in child safeguarding provided by specialist trainers using a recognised training module/training pack.
6. We will ensure all pupils including those with disabilities are made aware of the various types of abuse, and that they should not be subjected under any circumstances to any type of abuse.
7. We will also ensure all pupils including those with disabilities are aware of the complaints procedure they should follow if they believe they have been subject to any type of abuse.
8. In order to help ensure all children, including children with disabilities, are aware of their rights, we will ensure these children receive relevant training in this subject. We will also encourage non-disabled children at our school to attend this training. This training will be provided by the DCSL.
9. We will ensure boys' and girls' latrines at the school are private, sex-segregated, clean and secure, and also accessible for children with disabilities
10. If pupils raise concerns about staff, the DCSL will immediately inform the head teacher and develop a response plan which will include informing the parents and parents of the child that these concerns have been raised if it is deemed in the best interest of the child to do so.
11. Staff who are concerned that a child or children with disabilities are being abused will also raise their concerns to the DCSL or the head teacher.

12. Parents will also be informed that they should take any concerns about the welfare of their child to the DCSL.
13. The DCSL and head teacher will immediately investigate any concerns raised and take immediate steps to rectify the situation and stop a similar situation recurring.
14. If there is evidence that any criminal act may have been committed, we will immediately contact the police, the local education authority and any other relevant bodies.
15. All complaints made by children will be fully documented by the DCSL, even if unproven. Records of complaints will be kept in a Child Safeguarding Folder which will be stored in the school office in a safe, secure place for a minimum of seven years.
16. We will obtain references and contact previous employers when recruiting new staff in order to minimise the risk of employing new staff who have engaged in child abuse.
17. All teachers and other staff at the school will be trained in child safeguarding, using a recognised module/training pack. This training will be provided by the DCSL.
18. New staff members will receive safeguarding training within the first month of their employment.
19. Members of the School Board of Management will receive training in child safeguarding
20. All members of staff will sign a Code of Conduct expressing their commitment to child safeguarding.
21. We will use the child safeguarding checklist to identify ways in which our school can be made a safer place for all pupils, including children with disabilities.
22. DCSL/head teacher will present an annual report to the School Board of Management on Child Safeguarding issues.

Additional safeguarding measures for children with disabilities

In order to further protect children with disabilities at our school, we will also ensure:

- If there are children with disabilities in our schools who communicate through alternative languages (e.g. sign language), the DCSL or another member of staff is fluent in these languages.

- Class teachers and parents of children with disabilities will meet at least once every term to review the child's progress and if necessary discuss/raise safeguarding issues.
- Pupils with disabilities do not study in unsafe structures and are not required to make risky journeys around the school or to and from school.
- All pupils with disabilities access the necessary assistive technology.
- All pupils at the school are made aware of the need to treat children with disabilities with respect and consideration.
- Any incidents of teasing and bullying of pupils by other pupils (including bullying of children with disabilities) are immediately and effectively addressed.
- Children with disabilities at the school access school feeding programmes (if needed) and, where these do not exist, receive a meal at lunchtime.
- Children with disabilities at the school receive annual health check-ups from qualified health professionals.
- Children with disabilities are supervised by staff at play-times and lunch-times.
- We carry out all other necessary measures to ensure children with disabilities are not subject to any type of abuse and are therefore happy and successful in school.

This policy has been reviewed and is recommended for approval by⁴:

Signature		
Job Title		
Date		

Signature		
Job Title		
Date		

⁴ This policy must be reviewed and signed by a) the Head Teacher (or equivalent) and b) the Chair of the School Board of Management.

4. Specimen School Code of Conduct

This form should be signed by all school employees.

Name of school:

As a member of the senior management team/assistant teacher/other employee working at the school (delete as appropriate)...

1. I recognise that children are vulnerable to various types of abuse – physical abuse; emotional abuse; neglect; sexual abuse; exploitation; and exposure to harmful traditional practices. I also recognise that children with disabilities are often particularly vulnerable to abuse. As a school employee, I am committed to ensuring no pupil experiences any type of abuse. I therefore make the following specific commitments.
 2. I will not physically abuse any pupil.
 3. Recognising physically abusive behaviour can take many forms, including pinching, shoving, hitting, slapping, shaking, throwing, punching and kicking.
 4. Recognising also that all forms of corporal punishment are physical abuse.
 5. I will not emotionally/mentally abuse any child.
 6. Recognising emotional/mental abuse can take many forms, including making hurtful remarks about a pupil – particularly in front of other pupils; encouraging other pupils to make such remarks; unfairly/excessively criticising a pupil; and segregating a child from their peers in the classroom or the playground.
 7. I will not neglect any pupil. I will provide the same high standards of pastoral care for all pupils. As a teacher, I will do my utmost to ensure all my pupils are present and participating in lessons. I will make sure all my pupils, including pupils with disabilities, have the maximum possible access to the national curriculum.
 8. I will not sexually abuse any children.
 9. Recognising that sexual abuse is any kind of sexual activity involving a child, whether or not the child is aware of or consents to what is happening.
 10. Recognising also that sexual abuse can take many forms, including talking to a child inappropriately, touching a child inappropriately, and involving children in pornography or any other sexual activity.
 11. As a teacher, I will not exploit a child for any personal gain. I will not ask a child to carry out any domestic or classroom tasks that should be performed by myself or others. I will not ask any the child to carry out any task that bring me or others economic benefit.
 12. If I believe any teacher or other employee of the school is abusing any child in any of the ways described above, I will immediately report the behaviour to the Designated Child Safeguarding Lead (DCSL), or to whoever is responsible for safeguarding at the school.
-

- 13.** Recognising that child abuse also involves children abusing other children, I will intervene immediately to stop bullying of children by other children, following established school procedures and irrespective of whatever form this bullying takes (physical; emotional/mental; sexual; exploitation). I will also report any incidents of bullying immediately to the DCSL.
- 14.** I further acknowledge that I have read and will uphold the School Child Safeguarding Policy and that I have received training in child safeguarding from the DCSL or other responsible person.

Signed:	
Full name:	
Position in school:	
Dated:	

5. Training Module One: Child Rights⁵

⌚ 1 hour 30 minutes (2 hours with optional activity)

Aim: To increase participants' awareness of child rights, particularly the rights of children with disabilities

Objectives

By the end of this module participants will:

- Understand the basic principles of UNCRC and its key articles.
- Identify the educational rights of children with disabilities, as stated in UNCRPD.
- Be aware of global commitments to inclusive education.

Resources

- Flipcharts
- Pens and paper
- Handout 1, plus Learning Resources 1 and 2
- Laptop/projector/screen to show film

Information to share with participants during this module

See **Handouts 1** and **2** and **Module Notes**.

Activities

Activity 1: Brainstorm rights of children ⌚ 15 minutes

The purpose of this activity is to identify children's rights.

In plenary, the facilitator ask the participants to call out as many child rights as they can, e.g. every child has the right to a name; every child has the right to play. The facilitator should capture this information on a flipchart.

Activity 2: Video – rights of children ⌚ 15 minutes

The facilitator should show a short video about children's rights. Show video (5 minutes).

BMZ video <https://www.youtube.com/watch?v=mJggYdw3l0k>

⁵ Sources for this module include: Save the Children, 2017. *Foundational Skills for Teachers*. Save the Children: London. UNICEF Rwanda / MINEDUC / Handicap International, 2009. *Teacher Training Manual 1: Introduction to Special and Inclusive Education*. UNICEF: Rwanda.

After they have watched the video, ask them to identify any rights mentioned in the video that they have not been written on the flipchart paper. Also allow time for participants to raise any issues that are concerning them.

Activity 3: UNCRC Sort Card Activity 🕒 30 minutes

The facilitator should divide participants into groups of 4-6.

Issue each group a pack of the 39 Articles from *United Nations Convention on the Rights of the Child* (UNCRC). (See **Handout 1**.) Also give each group a set of the 4 headings – SURVIVAL, PROTECTION, PARTICIPATION and DEVELOPMENT (see **Learning Resource 1**).

In plenary, tell the participants that they need to put each card under the most appropriate headings. For instance, Article 34 ‘You have the right to be protected from sexual abuse’ belongs under the heading PROTECTION. Tell the participants that if they wish they can put a card under more than one heading. For instance, they may think that the card “You have a right to education” can be put under the headings PARTICIPATION and DEVELOPMENT. You need to stress to participants that there is often no one ‘right’ answer to these questions. Give the participants 15 minutes to group the cards.

As the participants are grouping the cards under the different headings, walking around, providing any necessary explanation.

When the participants have finished the task, ask one group to come to the front and say what cards they have placed under the different headings. The other groups may have different ideas about which cards should be placed under the headings – provide these groups with opportunities to present their own ideas.

Explain to the participants that the exercise has shown how children’s rights have developed. To begin with child rights focused on *survival* and *protection*, but child rights campaigners realised this was not enough – *participation* and *development* were also important.

Optional activity: Draw the right! 🕒 30 minutes

The facilitator should make sure participants have their copy of **Handout 1**, *United Nations Convention on the Rights of the Child* (UNCRC). In plenary, show participants **Learning Resource 1**. This shows a mother with her daughter. Ask participants which of the rights from UNCRC the child is enjoying. The answer is *Articles 9 and 10* – both of which establish the right for a child to be with their parents. Divide participants into pairs and ask them to draw pictures of children enjoying their rights. For instance, participants might draw a picture of an adult listening to a child. This picture will be illustrating *Article 12* – the right of children to

be heard. Alternatively, participants might draw a picture of a child being attended by a doctor or a nurse. This picture will be illustrating *Article 24* – the right of children to receive health services. Once the participants have drawn the pictures, they can come to the front of the room and show their pictures to the other participants who can identify what rights are being illustrated. This activity will be very useful for familiarising participants with UNCRC.

Activity 4: The rights of children with disabilities 🕒 30 minutes

The facilitator should distribute **Handout 2** to participants and read it through in plenary.

Discuss with participants the extent to which children with disabilities in their country (both girls and boys) have access to their education rights as specified by the *United Convention on the Rights of Persons with Disabilities* (UNCRPD).

Specifically,

- Do children with disabilities in their country receive good quality education provision which develops their full potential?
- Are these children provided with the opportunity to study in mainstream schools, alongside non-disabled children?
- Are they able to access both primary and secondary education?
- When they go to school, do they benefit from “reasonable accommodation” – for instance, are schools physically accessible for wheelchair-users and are children with disabilities provided with necessary assistive technology?
- Do they receive individualised support” in classes – for instance, if they require one-to-one support from classroom assistants, do they receive it?
- Do they have full access to necessary forms of communication – for instance, are blind students provided with the opportunity to learn Braille and deaf children provided with the opportunity to learn sign language?

This is the **end of the module** and the facilitator should now check whether the training module objectives have been achieved.


Indicators of achievement

- Participants understand the basic principles of the UNCRC and its key articles.
- Participants can identify the educational rights of children with disabilities, as outlined in Article 24 of UNCRPD.
- Participants are aware of global commitments to inclusive education.

Extension activity: ideas for collaborative learning/self-study

1. Participants can go away and find out more about key global agreements on the rights of children with disabilities – e.g. *United Nations Convention on the Rights of Children* (1989), *United Nations Convention on the Rights of People with Disabilities* (2006) and the *Sustainable Development Goals – 2030 Agenda for Sustainable Development* (2015). They can then report back to the other participants. Participants should do the same for key policies and laws signed by their national governments.
2. Working in groups, participants can identify the key barriers preventing children – particularly children with disabilities – accessing good quality education in their country. They can then identify strategies for overcoming these barriers. They should then present their findings to the other participants.

Handout 1: An abbreviated version of the Convention on the Rights of the Child (1989) written especially for children⁶

 <p>Article 1</p> <p>Everyone under 18 has all these rights.</p>	<p>Article 2</p> <p>You have the right to be protected against discrimination. No one can treat you badly because of your colour or religion, if you speak another language, have a disability, are rich or poor.</p>	<p>Article 5</p> <p>All adults should always do what is best for you.</p>	<p>Article 6</p> <p>You have the right to life.</p>
<p>Article 7</p> <p>You have a right to a name and a nationality.</p>	<p>Article 8</p> <p>You have the right to an identity.</p>	<p>Article 9</p> <p>You have the right to live with your parents unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p>Article 10</p> <p>If you and your parents are living in separate countries, you have the right to get back together and live in the same place.</p>
<p>Article 11</p> <p>You should not be kidnapped.</p>	<p>Article 12</p> <p>You have the right to an opinion and for it to be heard.</p>	<p>Article 13</p> <p>You have the right to find out things and say what you think, through making art, speaking and writing.</p>	<p>Article 14</p> <p>You have the right to think what you like and follow any religion, with your parents' guidance.</p>

⁶ Keeping Children Safe Coalition, 2017. *Training for Child Protection*. KCSC: London. Downloaded from: <https://www.keepingchildrensafe.org.uk/sites/default/files/KCSTool3%20-%20English.pdf>

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.	Article 16 You have the right to a private life. For instance, you can keep a diary that others are not allowed to see.	Article 17 You have the right to collect information from all around the world. You also have the right to be protected from information that may harm you	Article 18 You have the right to be brought up by your parents, if this is possible.
Article 19 You have the right to be protected from being hurt or badly treated.	Article 20 You have the right to special protection and help if you can't live with your parents.	Article 21 You have the right to the best care for you if you are adopted or fostered or living in care.	Article 22 You have the right to special protection and help if you are a refugee.
Article 23 If you are disabled, you have the right to care and education to help you develop and lead a full life.	Article 24 You have the right to the best health possible and to medical care and to information that will help you to stay well.	Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.	Article 26 You have the right to help from the government if you are poor or in need.
Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.	Article 28 You have a right to education.	Article 29 You have a right to education which develops you and your personality as much as possible.	Article 30 If you come from a minority group, you have the right to enjoy your own culture, practise your own religion, and use your own language.

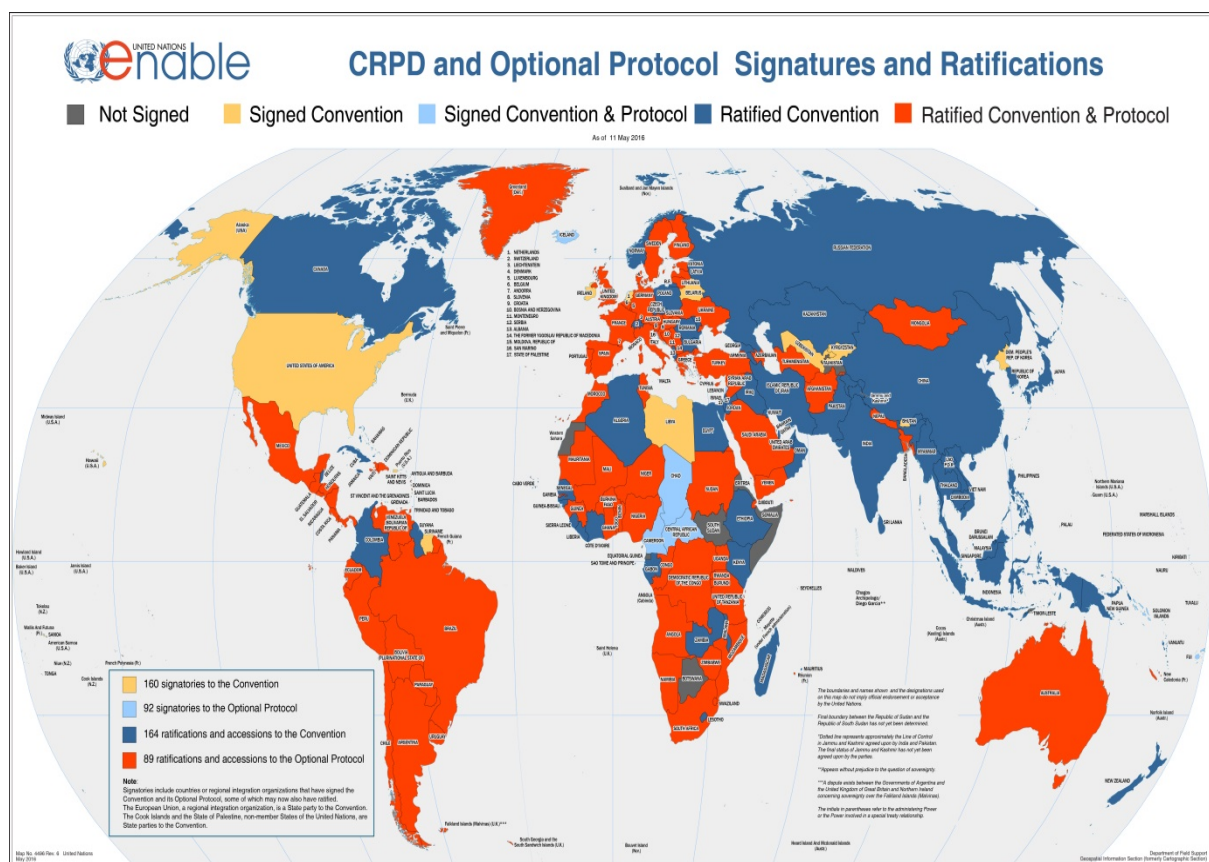
Article 31 You have the right to play and relax by doing things like sports, music and drama.	Article 32 You have a right to protection from work that is bad for your health or your education.	Article 33 You have the right to be protected from dangerous drugs.	Article 34 You have the right to be protected from sexual abuse.
Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).	Article 37 You have the right not to be punished in a cruel or hurtful way.	Article 39 You have the right to help if you've been hurt, neglected or badly treated.	

Handout 2: Rights of Children with Disabilities

United Nations Convention on the Rights of People with Disabilities (2006) is the key agreement in this field.

UNCRPD says people with disabilities have the same rights as their non-disabled peers – for instance, the right to good quality health services, the right to work and employment, the right to be protected from all types of abuse. It also establishes the right of people with disabilities to any support necessary for their participation in a full range of social activities.

As of April 2018, the governments of 160 different countries have signed the Convention (see diagram below).



Article 24 of UNCRPD focuses on education. It states children with disabilities have the right:

- To good quality education provision which develops their full potential.
- To be taught in mainstream schools, alongside non-disabled children.
- To access both primary and secondary education.
- To “reasonable accommodation” – in other words, education provision that meets their particular needs – for instance, schools need to be accessible for wheelchair-users, and some children will require particular types of assistive technology.

- To “individualised support” – for instance, some children with disabilities will require one-to-one support from classroom assistants.
- To full access to necessary forms of communication – for instance, blind children should have the opportunity to learn Braille and deaf children should have the opportunity to learn sign language.

UNCRPD also says Ministries of Education are responsible for making sure these rights are met.

Another key agreement is the *Sustainable Development Goals – 2030 Agenda for Sustainable Development*.

In September 2015, 193 UN members unanimously adopted a new sustainable development agenda.⁷ The commitments, called the *Sustainable Development Goals* (SDGs), include Goal 4 (SDG 4) to ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all.”⁸

For the first time, children with disabilities are referred to in a set of global goals to make sure that they are not ‘left behind.’

Two targets aim to ensure equal access to all levels of education for girls and boys with disabilities (target 4.5) and inclusive, accessible learning environments for all (target 4.a). Access to good quality early childhood care and education is also ensured for all children (target 4.2).

Financing for SDG4 has been agreed under the *Addis Ababa Action Agreement* (2015).⁹ An action plan that aims to make the goals achievable, *Education 2030*, commits all countries to focusing on learners with disabilities. The plan declares that “no education target should be considered met unless met for all.”¹⁰

What these commitments to financing and inclusion mean in practice is that teachers will see more and more children with disabilities coming in to their classrooms. It is essential that teachers have the confidence and skills to make these children feel welcome and included in learning.

SDG 4. Target 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

⁷ <http://www.un.org/sustainabledevelopment/blog/2015/09/historic-new-sustainable-development-agenda-unanimously-adopted-by-193-un-members/>

⁸ <http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education.html>

⁹ <http://www.un.org/esa/ffd/ffd3/press-release/countries-reach-historic-agreement.html>

¹⁰ <http://en.unesco.org/education2030-sdg4> accessed 1 February 2017

Gender responsive approaches to child rights

All children have the right to education, whether they are girls or boys. Special measures may need to be taken to remove the barriers preventing girls from receiving good quality education. What are the barriers that are preventing girls from going to school in your country, particularly girls with disabilities, and how can these barriers be removed?

To find out more about the three key global agreements discussed in this module, participants can look at the following websites:

- United Nations Convention on the Rights of the Child
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- United Nations Convention on the Rights of Persons with Disabilities
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- Sustainable Development Goals - 2030 Agenda for Sustainable Development
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Learning Resource 1: Headings for UNCRC Articles (print one copy per group)

 SURVIVAL	PROTECTION
PARTICIPATION	DEVELOPMENT

Learning Resource 2: Draw the Right



Module Two: Child Safeguarding¹¹

⌚ 3 hours 30 minutes

Aim: To develop participants' child safeguarding knowledge and skills, particularly in relation to children with disabilities

Objectives

By the end of this module, participants will be able to:

- Understand what is meant by child safeguarding
- Identify the various types of abuse
- Understand why children with disabilities are particularly vulnerable to various types of abuse
- Identify ways of improving child safeguarding strategies in schools

Resources

- Chart showing different types of abuse (see example on next page)
- Flipchart paper
- Pens
- Handouts
- Post-it notes
- Laptop/projector/screen to show video

Information to share with participants during this module

This information can be found in **Handouts 1-4** and the **Module Notes**.

Activities

Activity 1: What is child safeguarding? ⌚ 30 minutes

The facilitator should distribute **Handout 1** to participants. The facilitator should then read it through with the participants in plenary, checking for understanding.

You should emphasise the various types of abuse are inter-related. For instance, physical abuse is also emotional abuse as it causes great emotional damage.

In plenary, you should ask the participants to identify examples of abuse which can occur in schools, homes and communities. Emphasise that these should include examples of abuse carried out by children on other children as well as examples of

¹¹ Sources for this module include: Keeping Children Safe Coalition, 2017. *Training for Child Protection*. KCSC: London. UNICEF, 2006. *Child Protection Information Sheet: What is Child Protection?* UNICEF: New York. Family for Every Child, 2017. *Schools that Care: A Review of Linkages between Children's Education and Care*. FfEC: London.

abuse inflicted on children by adults. Ask participants to write these examples of abuse on post-it notes. Ask them to then put their post-it notes under the appropriate heading on the chart you prepared earlier (see example on next page). After participants have done this, you should read the post-it notes under each grouping and discuss any cross-overs, as some post-it notes may belong under more than one heading.

Different types of child abuse				
Physical	Sexual	Emotional	Neglect and negligent treatment	Sexual and commercial exploitation
<ul style="list-style-type: none"> • Teacher hits child • • • • 	<ul style="list-style-type: none"> • Parent inappropriately touches child • • • 	<ul style="list-style-type: none"> • Children tease classmate • • • 	<ul style="list-style-type: none"> • Child is underfed • • • 	<ul style="list-style-type: none"> • Child in work, not at school • • •

Activity 2: Children with disabilities and safeguarding ⌚ 30 minutes (including video)

Children with disabilities are particularly vulnerable to various types of abuse.

In plenary, the facilitator should ask participants why this is the case. Write up these ideas on flipchart paper. Below are some possible reasons:

- Children with disabilities may be especially likely to be teased or bullied because they are perceived as 'different' from other children.
- Children with disabilities may be less physically strong than other children and therefore seen as 'easy prey'.
- Children with disabilities – for instance, deaf children and children with communication difficulties – may find it harder to inform responsible adults that they are being abused.
- Negative social attitudes towards people with disabilities encourage abuse.
- Children with visual impairments may be unable to identify the individual/s who has abused them and therefore be unable to report them to the relevant authorities.

Video: stopping the abuse of children with disabilities

Show the video 'Fairnsquare: Making the world better for kids with disabilities':

<https://www.youtube.com/watch?v=nlzMD1Kj6kE>

At the end of the video, ask the participants in plenary:

- To identify the five ways in which the child was abused in the film – for instance, at the start of the film, the parents behaved unpleasantly towards the child with a disability
- To identify the five ways in which the situation improved – for instance, the parents behaved more respectfully and lovingly towards the child with a disability

Activity 3: Strengthening child safeguarding arrangements in schools

🕒 1 hour

The facilitator should put the participants into three groups. Tell the participants they are going to identify ways in which child abuse, particularly the abuse of children with disabilities, can be prevented in the schools in which they teach. Each group should discuss one of the following subjects below, making notes of their ideas.

(Alternatively the participants can be divided into four groups, with each group discussing the first two subjects listed below.)

Subjects for discussion:

- Strategies for preventing bullying/teasing of children by other children in schools
- Strategies for making sure teachers and other school staff treat children with respect and consideration
- Strategies for making sure children are well-fed/well-clothed and for making sure school buildings (including latrines) are hygienic and safe

One member of each group should then feedback on their strategies in plenary.

Activity 4: Assessing your own school 🕒 1 hour 30 minutes

The facilitator should tell the participants that will need to put what they have learned in this training module into practice when they go back to their schools – in other words, they should do everything they can to prevent child abuse in their schools.

Distribute **Handout 2 – Safeguarding Checklist and Action Plan**. **The Safeguarding Checklist and Action Plan can be found at the start of this Child Safeguarding Package.** Explain that it is a tool designed to assist schools to strengthen their child safeguarding arrangements. Read it through with the participants. Ask participants from the same schools to work together. Groups should work through the checklist and assess the extent to which their school meets the various criteria listed in the checklist. When they return to the school, they can carry out a more thorough assessment of their school and complete the *Safeguarding Action Plan* at the back of the checklist (see Extension Activities on next page).

The facilitator should explain that as part of the *Child Safeguarding Action Plan*, school will need to draw up and implement a *Child Safeguarding Policy* (see **Handout 3**). Teachers will also need to sign a *Code of Conduct* saying a) they have read, have understood and will uphold this policy and b) will make specific

commitments to combatting child abuse in their schools (see **Handout 4**). The **Child Safeguarding Action Plan** and the **Child Safeguarding Policy** can be found earlier on in this **Child Safeguarding Package** – see the contents page.

This is the **end of the module** and the facilitator should now check whether the training module objectives have been achieved.

Indicators of achievement

- Participants will understand what is meant by child safeguarding
- Participants will identify the various types of abuse
- Participants will understand why children with disabilities are particularly vulnerable to various types of abuse
- Participants will identify ways of improving child safeguarding strategies in schools
- Discuss how you could lead an activity such as that described in the case Study – could it be part of the school curriculum or a club?

Extension activities: Ideas for ongoing support and supervision

Working with other school stakeholders, participants use the *Child Safeguarding Checklist* (see **Handout 2**) to assess child safeguarding arrangements in their schools. In the light of these findings, participants develop and implement a *Child Safeguarding Action Plan* for their schools (again, see **Handout 2**). The facilitator should support and supervise participants as they carry out this activity.

Handout 1: Child safeguarding

Child safeguarding is about protecting children who are participating in any activity from harm or abuse.

Child safeguarding can involve prevention – in other words creating an environment in which children are free from abuse.

Child safeguarding can also involve responding to a reported example of child abuse.

What is child abuse?

Child abuse happens when a child is harmed, usually as a result of the failure of a parent/carer or organisation/community to ensure a reasonable standard of care and protection.

There are several types of child abuse, including:

- **Physical abuse**

Physical abuse is deliberately hurting a child in ways that can cause injuries such as bruises, broken bones, burns or cuts. Physical abuse is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Corporal punishment is a form of physical abuse and never acceptable. Physical abuse is closely related to other types of abuse (see below).

- **Emotional/mental abuse**

Emotional abuse involves persistent or severe emotional ill-treatment or rejection, such as degrading punishment, threats, bullying, and not providing children with the necessary care and affection. Emotional abuse adversely affects the behaviour and emotional development of children. Other harmful experiences such as exposing children to violence in the home are also classified as mental abuse.

- **Neglect**

Neglect is understood as the failure by a parent or caregiver to provide a child with the conditions culturally necessary for their physical and emotional development and wellbeing. Neglect of children with disabilities is more common than neglect of children without disabilities and is often under-reported.

- **Sexual abuse**

Sexual abuse is any kind of sexual activity involving a child, whether or not the child is aware of or consents to what is happening. Sexual abuse involves the use of a child for sexual gratification by an adult, significantly older child or an

adolescent, violating the child's integrity and exploiting their position of dependency. Sexually abusive behaviour includes rape, incest, fondling genitals, masturbation, voyeurism, exhibitionism and exposing or involving the child in pornography or any other sexual activity, real or simulated, including on the internet or in any other medium.

- **Exploitation**

Exploitation of a child refers to the use of a child for work or other activity for economic gain which may be hazardous or harmful to the child's health or development or interfere with the child's education. This includes, but is not limited to, child labour and child prostitution. Sexual exploitation occurs when a child is used by someone else for sexual purposes (see definition of sexual abuse above).

- **Harmful traditional practices**

These refer to cultural rituals, traditions or other practices that have a harmful and negative impact on the life, health, physical and psychological integrity and development of a child. Such traditions include Female Genital Mutilation (FGM) and forced early marriage. They may also include various rituals or ceremonies involving children, particularly those associated with witchcraft. In some countries, children with albinism are particularly vulnerable to these types of practices.

Gender responsive approaches to child safeguarding

Are girl pupils (or boy pupils) particularly vulnerable to abuse? If so, why and how can schools prevent such abuse happening? What specific strategies will help girls in particular (and/or boys in particular)?

7. Training Module Three: Combatting Bullying¹²

⌚ 1 hour in total (⌚ 1 hour 45 minutes with optional activity)

Aim: To increase the ability of participants to recognise and deal with bullying, particularly the bullying of children with disabilities

Objectives

By the end of this module, participants will be able to:

- To explain what bullying is
- To explain why children with disabilities are sometimes victims of bullying
- To identify strategies for combatting bullying in their schools

Materials needed

- Flipchart paper
- Pens
- Handouts and Facilitator's Notes
- Laptop/projector and screen

Information to share with participants during this module

See **Handout 1**, **Handout 2** and **Handout 3**.

Activities

Activity 1: Understanding bullying ⌚ 30 minutes

The facilitator should distribute Handout 1 to participants.

In plenary, the facilitator should read out the definition (displayed on the projector or written on flipchart paper):

Bullying is deliberate, aggressive and harmful behaviour towards another person. It is directed towards another person who is particularly vulnerable in some way.

Read through and discuss **Handout 1** with participants. Ask participants to describe the types of bullying that happen in their schools and the reasons why they think this

¹² This module is based on: Pepler, D., Craig, W., 2014. *Bullying Prevention and Intervention in the School Environment: Factsheets and Tools*. PREVNET: Toronto. Downloaded from: http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf. UNESCO, 2017. *School Violence and Bullying: Global Status Report*. UNESCO: Paris. Downloaded from: <http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>. US Department of Health and Human Services, 2018. *Stop Bullying Now*. HRSA: Washington. Downloaded from: http://www.wrightslaw.com/info/best_practices_bullying.pdf. Volpe et al, 2017. *Bullying at School: Recommendations for Teachers and Parents*. University of Delaware: Newark. Downloaded from: <https://www.education.udel.edu/wp-content/uploads/2013/01/Bullying.pdf>.

bullying happens. Then ask participants to identify any groups of children who are particularly vulnerable to being bullied (e.g. children from minority ethnic groups, children who are quiet and withdrawn, children who are in some way different from other children).

Show a short video about a deaf child being bullied at a high school in the United States.

Silent: Anti-bullying film (⌚ 4.59)

<https://www.bark.us/blog/5-best-anti-bullying-videos-on-youtube-for-tweens-and-teens/>

After the film, ask the participants why the film was called 'Silent'. (The film was not only called this because the victim – as a deaf person – did not communicate through spoken language but also because of the silence of those pupils who witnessed the bullying but did not say anything.)

Activity 2: Dealing with bullying ⌚ 30 minutes

In plenary, the facilitator should distribute the 20 cards from **Handout 2** among participants. Ask each participant to read out their card/cards and comment on the advice provided on the card. Once all the cards have been read out, ask the participants to identify any other useful strategies for combatting bullying.

Optional activity 3: Role play – Intervening when you witness bullying ⌚ 45 minutes

Before this activity, select three participants to prepare a role-play on bullying. One participant should be the bully, another the child who is bullied, and the third should be a teacher who comes across the bullying and deals with the bullying situation. The role-play should be no more than 5-10 minutes long. You should only select participants who are happy and comfortable performing a role-play in front of others. You also need to give them plenty of time to prepare their role-play.¹³

At the start of this activity, ask the three participants to perform their role-play in front of the others. After they have performed it, ask the other participants **in plenary** how well the teacher dealt with the situation. Ask the participants if they would have handled the situation any differently.

Afterwards (again **in plenary**) distribute **Handout 3** which identifies what teachers should do if they encounter one child bullying another child. Ask them to comment on

¹³ If you want to, you could get another three participants to prepare a second role-play. They could show their role-play after the first role-play. If you do this, the other participants will be able to compare and contrast the two role-plays, and this could stimulate some interesting discussion among the participants about the different strategies used by the teachers in the role-plays. The first role-play could involve physical abuse, and the second role-play verbal abuse.

the advice provided and to identify any additional/alternative strategies that teachers can use.

This is the **end of the module**. The facilitator should now check whether the training module objectives have been achieved.

Indicators of achievement

- Participants can explain what bullying is
- Participants can explain why children with disabilities are sometimes victims of bullying
- Participants can identify strategies for combatting bullying in their schools

Extension activities: ideas for collaborative learning/self-study

- Participants can download materials about bullying and make a presentation to the other participants on the causes of bullying and ways of preventing it.
- Participants can put into practice some of the ideas in this module in order to combat bullying in their schools.

Ideas for ongoing support and supervision

- The facilitator can work with participants to combat bullying in their schools – for instance, to carry out a survey of bullying in their schools, to form an anti-bullying committee, to develop an anti-bullying policy, and then carry out other necessary actions. The participants can then report back to the other participants on the success of these initiatives. For instance, could you set up an Anti-bullying Ambassador Scheme in your school? See, the following video:
<https://www.youtube.com/user/antibullyingpro>
- The facilitator can discuss cyber-bullying with the participants – particularly, the ways in which pupils use mobile phone technology and the internet to send and spread unpleasant messages about other pupils. How common is this type of bullying in schools? What can teachers and other school stakeholders do to stop it? Show participants a short video produced by UNICEF on the subject:
<https://www.youtube.com/watch?v=asTti6y39xl>

Handout 1: Understanding bullying

According to UNESCO (2017), it is estimated that 246 million children and adolescents experience bullying in some form every year.

Bullying is deliberate, aggressive and hurtful behaviour towards another person. It is directed towards another person who is particularly vulnerable in some way.

Bullying can be physical. If physical, it can include hitting, pushing, slapping and tripping. Ignoring other pupils so they feel socially isolated is a form of physical bullying.

It can also be verbal. If verbal, it can include name-calling, mocking, insults, threats and other unpleasant comments.

Bullying can be carried out face-to-face. But it is increasing carried out a distance. For instance, pupils can use their mobile phones or computers to send unpleasant messages to other pupils.

Bullying can be obvious and direct, but it can also be subtle and indirect. For instance, pupils can deliberately socially isolate other pupils, causing these pupils great unhappiness.

Bullying often has long-term effects on physical and mental health. Many adults continue to suffer as a result of the bullying they have experienced in school.

Children with disabilities are particularly vulnerable to bullying.

- Some students may have unthinkingly absorbed negative social and cultural attitudes about disability from their parents and other adults.
- Children with disabilities may be picked on for looking different from other pupils or behaving differently.
- Children with disabilities may not as physically strong or self-confident as other pupils and therefore may be seen as 'easy targets' by bullies.
- Children with disabilities may find it difficult or impossible to tell others they have been bullied. For instance, deaf children will find communication difficult if their teachers/carers do not know sign language. In addition, children with intellectual impairments may find it hard to put their thoughts into words. Even when these children communicate their concerns, they may not be taken seriously by some adults.

As teachers, it is therefore very important that you take the necessary steps to combat bullying in your schools.

Gender responsive approaches to bullying

Why are girls especially likely to experience particular types of bullying? Are boys especially likely to experience particularly types of bullying? Are there some specific strategies teachers can use to prevent the bullying of girls? Are there some specific strategies that can be used for boys?

Handout 2: Top tips for combatting bullying



Be aware that bullying can take many forms and is not always obvious.	Keep a look out for the most vulnerable students at the school, i.e. those most likely to be bullied.
Assess bullying at your school – e.g. carry out a survey among your pupils...	To find out where bullying happens, what forms it takes, and which pupils are most likely to be bullied.
As a teacher, model best behaviour. Serve as an example for the whole school community...	Focus on making the whole school a 'bullying-free' environment.
Form a school committee to coordinate the school's anti-bullying activities.	Develop a school anti-bullying policy and draw up clear school rules for dealing with bullying.
Make sure all the pupils know what is acceptable and unacceptable in terms of their behaviour.	All staff should intervene consistently and appropriately in bullying situations.
Increase adult supervision in places where bullying is most likely to occur...	Remember – students should be supervised inside and outside the classroom at all times.
Make sure parents as well as staff are involved in bullying-prevention.	Inform parents a) if their children are involved in bullying, and b) if their children are being bullied.
Spend time in class discussing the subject. Educate students on bullying issues, and give them the opportunity to discuss these issues.	Encourage your pupils to care for one another. Encourage pupils who witness bullying to speak out and report it.
Ensure counselling is available for children experiencing bullying...	And remember that children involved in bullying may also require counselling.
Continue your anti-bullying activities over time.	You and your colleagues must be continually vigilant.

Handout 3: Intervening in a bullying situation¹⁴

If you see one pupil bullying another pupil, it is recommended that the teacher should:

1. Intervene first by separating the victim and the bully (if physical bullying is happening).
2. Identify whether the bullying is physical or verbal, find out what has happened and explain why it is wrong.
3. Discuss the next step with the victim and ask what they think should be done. If a child is in danger, you must act even if the child doesn't want you to do anything. Do not make promises to the child. However, reassure the victim that all possible steps will be taken to prevent this bullying happening again.
4. Make it clear to both pupils that the victim is not to blame. Emphasise that bullying is not acceptable.
5. Spend some time talking firmly but calmly to the child who has been bullying. Ask the child to describe what s/he did. Ask him/her to explain why his/her behaviour was wrong. Ask the child to describe how s/he will behave in the future.
6. Appropriately discipline the child who has been bullying. However, you must NOT use corporal punishment to discipline the child.
7. Spend some time talking calmly and reassuringly to the victim. Ask the child if s/he has any remaining concerns. Tell the child again that you and your colleagues are committed to combatting bullying in the school. Instruct the child to report bullying immediately to a teacher if it ever happens again. You may also provide the pupil with some sensible advice which you think will reduce the likelihood of the pupil being bullied in the future.

As a teacher, what do you think of these recommendations? What else (if anything) would you do to help the victim and to prevent bullying happening again?

¹⁴ Volpe *et al*, 2017. *Bullying at School: Recommendations for Teachers and Parents*. University of Delaware: Newark. Downloaded from: <https://www.education.udel.edu/wp-content/uploads/2013/01/Bullying.pdf>.

8. Training Module Four: Counselling¹⁵

⌚ 1 hour 45 minutes

Aim: To develop participants' counselling skills and knowledge, particularly in relation to children with disabilities

Objectives

By the end of this module, participants will be able to:

- Explain why counselling is valuable for children, particularly children with disabilities
- Identify the goals of counselling and the five stages of counselling
- Identify the 'do's' and 'don't's' of counselling

Resources

- Flipcharts
- Pens
- Handouts
- Laptop/projector/screen to show video
- Diagram showing five stages of counselling

Information to share with participants during this module

Information to be shared with participants can be found in **Handouts 1, 2 and 3**.

Activities

Activity 1: Why do children need counselling? ⌚ 30 minutes (including video)

The facilitator should show a short video, *Silent Suffering in West Africa*, produced by Plan International (⌚ 2.56 minutes):

<https://www.youtube.com/watch?v=HhIU5lbLtPY>

Afterwards, the facilitator should ask the participants to reflect on the video and share their feelings on the story of the young women in the film.

In plenary, ask participants to identify the various reasons why children with disabilities in their classes might be experiencing distress, and thus need counselling. You should then write these problems on flipchart paper for all to see.

¹⁵ The material in this section is taken from: Africa Network for Children Orphaned and at Risk, 2006. *Basic Skills for Counselling Children: Facilitator's Manual*. Hope Worldwide South Africa: Randpark Ridge. This can be downloaded from: http://ovcsupport.org/wp-content/uploads/Documents/Basic_Skills_for_Counselling_Children_Facilitators_Manual_1.pdf

The reasons ideas might include:

- Teasing and bullying from other children
- Difficulties travelling to and from school
- Lack of parental support
- Pressure to marry early
- Difficulties understanding what teachers are saying in class
- Difficulty keeping up academically with the other children
- Lack of access to assistive technology
- Unhappiness that their disability prevents them from participating in certain activities
- Anxieties about their future

Explain to participants that effective counselling can help these children to cope with these problems and sometimes even overcome them.

Activity 2: What is counselling? ⌚ 30 minutes

The facilitator should write this definition on flip chart paper (or display it on the projector):

Counselling is a process which helps children to help themselves, recognise their strengths, and identify the resources available to help them overcome problems and make healthy decisions.

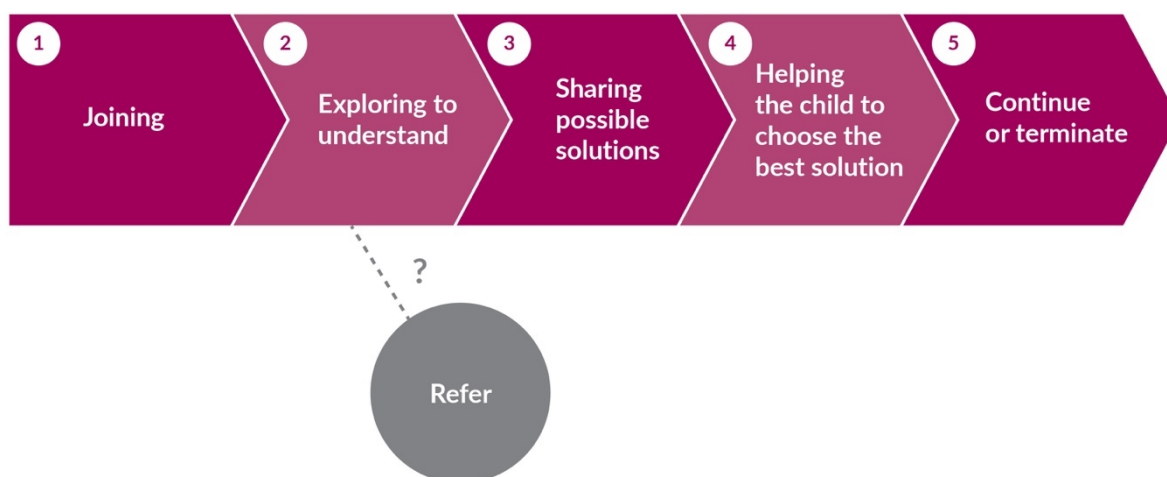
The facilitator should then ask participants what they think this means in their own words. (Keep the discussion short and respectfully correct any misunderstandings.)

Explain that the goals of counselling are:

- To help children solve a problem and develop problem-solving skills
- To help children through an emotionally difficult time by building resilience and teaching coping skills
- To help the child to develop skills to live positively with their current situation and, where possible, change this situation

The facilitator should then distribute **Handout 1** to participants. This identifies what counselling is and what counselling is not. **In plenary**, read through the handout and discuss. Provide participants with opportunities to express their own views and, if they wish, challenge the statements in the handout.

Display to participant the diagram showing the five stages of counselling (this can be written on flipchart paper or displayed on the projector):



Distribute **Handout 2** to participants. **In plenary**, read it through with participants and discuss.

Activity 3: Practising counselling skills 🕒 45 minutes

In plenary, the facilitator should explain to participants that they will be provided with opportunities to develop their counselling skills. Divide participants into **groups of three**. One participant will take the role of the child, one participant will take the role of counsellor, and the third participant will be an observer. Provide the participants with **Handout 3** which consists of three case-studies, each describing the problems of a child who needs counselling. Ask each group of participants to select one case-study and improvise a counselling session. Tell them they have 20 minutes to carry out their improvisation. While the participants are improvising, the facilitators should walk round, observing the improvisations and where necessary providing assistance.

After 20 minutes, bring all the participants together in plenary. If they have not yet finished their improvisations, tell them not to worry – counselling sessions can sometimes take longer than 20 minutes (although sessions should generally not be longer than an hour – otherwise participants become tired and lose concentration).

Ask selected participants to discuss their experiences of providing/receiving counselling. What was difficult? What was easy? What worked well? What was less effective? What would they do different next time?

This is the **end of the module** and the facilitator should now check whether the training module objectives have been achieved.

Indicators of achievement

- Participants are able to explain why counselling is so important for children, particularly children with disabilities
- Participants are able to identify the goals of counselling and the five stages of counselling
- Participants are able to identify the 'do's' and 'don't's' of counselling

Extension activities: ideas for collaborative learning/self-study

Participants can consult experienced counsellors in their schools in order to find out more about counselling. They can also download from the internet:

Africa Network for Children Orphaned and at Risk, 2006. *Basic Skills for Counselling Children: Facilitator's Manual*. Hope Worldwide South Africa: Randpark Ridge.

Downloadable from: http://ovcsupport.org/wp-content/uploads/Documents/Basic_Skills_for_Counselling_Children_Facilitators_Manual_1.pdf

Participants can then report back to the rest of the group.

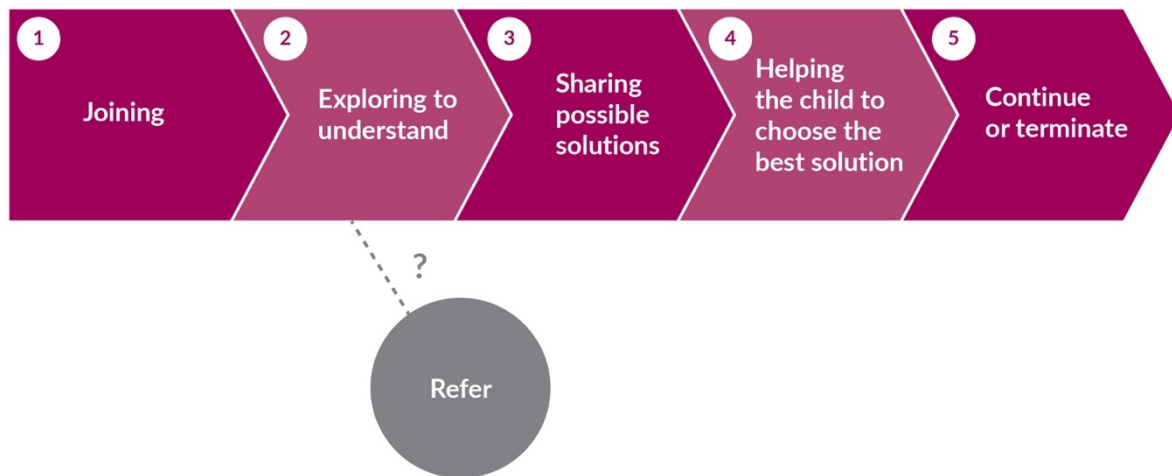
Ideas for ongoing support and supervision

The facilitator can support the participants to carry out counselling in their schools with children with disabilities or other children. Participants can report back to the rest of the group on their experiences.

Handout 1: The dos and don'ts of counselling

<i>Counselling is...</i>	<i>Because...</i>
Establishing relationships with children that are helpful	We want to help, not harm, children
Helping children tell their story	It is good for children to speak about their circumstances and feelings
Listening to children with all your attention	It is difficult to speak or trust someone who does not listen well or is distracted
Giving children correct and appropriate information	We don't want to give children false hope or harmful information
Helping children make informed decisions	It is good for children to understand their options
Helping children to recognise and build on their strengths	It is important children develop the capacities to deal with difficult situations
Helping children develop a positive attitude towards life	It is helpful for children to see the good in life
Having conversations with a purpose	It is important that counselling focuses on the actual problems of children
<i>Counselling is not...</i>	<i>Because...</i>
Judging children	Judging children does not develop trust or allow them to get the help they need
Interrogating children	If you interrogate children, children will become reluctant to tell their story
Blaming children	Blaming children produces shame and does not allow them to get the help they need
Making promises you cannot keep	This develops mistrust in children
Making decisions for children	This does not help children to learn decision-making skills
Preaching or lecturing to children	This does not allow children the freedom to make their own decisions
Arguing with children	See above
Becoming the child's best friend	This makes the child over-dependent on the counsellor

Handout 2: The five stages of counselling



1. Joining

This involves introducing yourself to the child and obtaining some basic information about the child (name, age etc.). You need to tell the child that you are there to listen to them and support them. You also need to explain to the child the five stages of counselling that will be followed during the counselling session. You also need to assure the children that what they say in the session will be kept confidential – unless the child is in danger or involved in illegal activity, in which case you will have to refer the child to the proper authorities.

2. Exploring to understand

This involves getting an understanding of the problems faced by the child. It involves you listening to the child, encouraging the child to be forthcoming, and providing questions and prompts to get a better understanding of the child's problem. If it becomes clear that the child is experiencing a severe or complex problem, you should *refer* the child to someone else who is better placed to help the child.

3. Sharing possible solutions

Ask the child to identify possible solutions. Acknowledge the solutions the child provides and encourage the child. Where necessary, you should help the child to identify some alternative solutions.

4. Helping the child to choose the best solution for them

Ask the child to consider the advantages and disadvantages of each possible solution. Once a solution has been identified, ask the child:

- How are you going to make the solution happen?
- Who can help you to bring about these changes?
- What could be a barrier to solving the problem, and how will you deal with this barrier?

5. Continue or terminate

With the child, review what you have covered so far. You and the child now need to decide if the counselling should continue or end. You should only recommend ending the counselling if you think the child will be able to manage without any more counselling. Even if you and the child decide no more counselling is necessary, it is important that you tell the child you will always be available to provide further counselling if necessary.

Gender responsive approaches to counselling

Girls should always receive counselling from female teachers or, if there are no female teachers in your school, respected and trusted female community members.

Are certain approaches to counselling likely to be particularly effective for girls? Are certain counselling approaches likely to be effective for boys? Or are the counselling approaches discussed in this module likely to be effective for both boys and girls?

Handout 3: Counselling case-studies

1. Joaddan is thirteen years old and in her final year of primary school. She has difficulty hearing and uses a hearing aid. She wants to go secondary school to continue her studies. However, she is worried that the teachers at her new school will not understand her difficulty and therefore will be unable to address her educational needs. She is also worried because she will not know many of the children in the new school and will therefore need to make new friends. She is particularly worried that the other children may not want to make friends with her because she uses a hearing aid.
2. Enjeck is eight years old and loves music, dance and reading. She has a short stature (she is 0.65 metres tall). She becomes tired easily and is vulnerable to being knocked over in busy areas of the school. Enjeck finds it difficult to manipulate small objects and use tools. She is upset because some children in her class have been teasing her because of her physical disability. As a result of this teasing, she is starting to feel inferior to the other children. She is also concerned that her class teacher has done nothing to stop the teasing.
3. Frederick is twelve years old and is blind. His father has left home so he lives with his mother and three siblings. He is upset because his uncle has moved into her house. He is an alcoholic who comes home drunk every night. He makes fun of Frederick's disability. He has also told Frederick that it is his fault they don't have more money. He has threatened to remove Frederick from school and make Frederick beg on the streets to support his addiction to alcohol.