School Safeguarding Policy Guidelines

For __________________________________________________________School

Date of Publication _______________ Next review Date ___________
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Terminologies

Child - An individual who has not attained the age of 18 years.
Child Abuse - for purposes of this policy, it will mean all the 4 categories of abuse.
Child protection - is strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict.
Computer - An electronic machine that is used in storing, organizing and analyzing data.
E learning – Process of getting information for learning purposes through the Internet.
Internet - The large system of many interconnected computers.
School- An institution registered under the Basic Education Act, offering alternative approaches of multi-grade, double shift, mobile schooling, out of school programs, adult and continuing education, distance or correspondence instruction, accelerated learning and talent based institutions.
Teacher - A person who has been trained as a teacher as provided for in law and registered as one.
School Safeguarding Policy

In every country and society, girls and boys are affected by sexual violence, abuse, maltreatment and exploitation. WHO reports that 10 percent of all boys and 20 percent of all girls worldwide become victims of sexual violence or abuse.\(^1\) Children with disabilities are affected twice as much as children without disabilities. Children living in institutions or who are otherwise in care are also subject to a greater risk of abuse.

Child Protection is strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict, (UNICEF)\(^2\).

School Safeguarding Policy (S.S.P) is a document, which purposively provides clear directions to the teachers, volunteers, support staff and other stakeholders on their duty of care and codes of behavior as clearly stipulated by various laws and policies in ensuring preventive and responsive measures are in place for dealing with child protection and safety issues in schools.

School Safeguarding Policy (S.S.P) is a document, which purposively provides clear directions to the teaching, volunteers, support staff and other stakeholders on expected codes of behavior in ensuring preventive, responsive and support measures are in place for dealing with child protection and safety issues in schools.

Children, because of their dependency and immaturity, are vulnerable to abuse. Child abuse may take many forms but it can be categorised into four different types: neglect, physical abuse, emotional abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. While parents/guardians have primary responsibility for the care and protection of their children, personnel working with children also have clear responsibilities in this area.

The Children Act (2001) lays emphasis on protection of all children. The school and educational institutions in general should be aware of such rights for them to able to take all the necessary measures. Protection of children from any form of harm is fundamental to school success and learners achievement as they attain their full potential, grow into confident, well adjusted adults.

Teachers are particularly well placed to observe and monitor children for signs of abuse. They are the main caregivers to children outside the family context and have regular contact with children in the school setting. Teachers are considered “loco parentis”, they have a general duty of care to ensure that arrangements are in place to protect children and young people from harm, additionally they have a professional and legal mandate to report incidences of child abuse. In this regard, young people need to be facilitated to develop their self-esteem, confidence, independence of thought and the necessary skills to cope with possible threats in their personal safety both within and outside the school. Board of management, principals and senior management teams have primary responsibility for the care and welfare of their pupils, this moral/legal responsibility is derived from the Education Act, 2013.

Management arrangements within primary and post-primary schools should provide for the following:
(i) The planning, development and implementation of an effective child protection programme.
(ii) Continuous monitoring and evaluation of the effectiveness of such provision.
(iii) The effective implementation of agreed reporting procedures.
(iv) The planning and implementation of appropriate staff development and training programmes.

\(^1\) World health organisation

\(^2\) Child Protection in Educational Settings: Findings from Six Countries in East Asia and the Pacific Strengthening Child Protection Systems Series: No 2
Purpose of the Policy

This document promotes a culture of safe recruitment for both staff and non-teaching staff, to help deter, reject or identify potential child abusers. It ensures that child protection concerns and referrals are handled sensitively, professionally and in the best interest of the child. Additionally ensures that the school environment is conducive to all children.

Aims

- To protect children against negligence, violence and exploitation.
- Create awareness of child protection issues and equipping children with the necessary skills and knowledge to protect themselves.
- Establish safe space\(^\text{3}\) in school where children can learn and develop.
- Set out clear procedures for handling reported matters of non-discipline nature for example child violation to the relevant authority.
- Support children who have been victims of child abuse, to continue with their education and reintegration into the society.

This policy has three main elements:

a) Prevention
   (Positive setting atmosphere, teaching and pastoral support to children, promoting ethos stipulated, families and community)

b) Protection
   (By following agreed set procedures, appropriate response, sensitively to support child protection)

c) Support
   (Children, families, staff, people living with disability and community for recovery, Inclusivity and reintegration)

Introduction


1.2 The procedures contained in this document have been drawn up following consultations from the Ministry of Education Science and Technology (MOEST), Teachers Service Commission (T.S.C) Kenya Head Teachers Association, Kilifi County, Department of Children’s Services, various C.S.O stakeholders and County government.

1.3 The purpose of these procedures is to give guidance on the duty of care to the school and its personnel on how to prevent, respond and support allegations/suspicions of child abuse. In addition, it provides information that will help in identifying signs and symptoms of abuse.

1.4 The school will be cognizant of children with special needs and behavioral difficulties; such children are vulnerable to abuse, as such the school will be required to put in measures that will promote inclusion and provide a safety net for such children.

1.5 Schools should be gender sensitive, promoting equity and equality. This includes taking into consideration the needs for both boys and girls in developing activities, facilities and giving out of roles and responsibilities.

\(^3\) Safe spaces is having an environment where both boys and girls can socialise, participate on matters that affect them and get guidance and support when need as they develop.
1.6 All schools must have a Comprehensive safeguarding policy that adheres to best practice in child protection. Schools are expected to adopt and implement the policy. A copy of the policy should be made readily available to all parents/guardians and associates of the school.

The school will:
- Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- Promote gender equality in and through the education system.
- Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- Adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave them open to accusations of abuse or neglect.
- Develop a practice of openness with parents and encourage parental involvement in the education of their children.
- Fully respect confidentiality requirements in dealing with child protection matters.

1.7 The Safeguarding Policy also lists other practices specifically;

**Child abuse**- schools will be familiar with the 4 categories of abuse, signs and symptoms and how to handle such matters when reported/observed up to completion.

**Anti-bullying**- schools will not condone bullying from students, teachers and non-teaching staff and promote cohesion amongst children, teachers and non-teaching staff.

**Risk Assessment**- this will help the school/administration reflect on safety within and outside the school; Physical environment, school trips and adhere to health standards.

**E-safety**- school will put in place the necessary measures to ensure that children are aware of the dangers of Internet usage.

**Alternatives forms of discipline**- school will recognize the banning of physical punishment and other forms of torture as it causes injury and distress to a child, the school will encourage alternative methods of instilling discipline in a child.

**Gender issues**: schools will address learners and children in their school from a gender sensitive lens, with consideration that gender issues have a huge impact on educational outcomes

1.8 The Board Of Management (B.O.M) shall formally adopt the C.P.P.

1.9 Annual reviews of the policy will be done by the S.M.C, teachers and children and must include review of the implementation strategy of the policy.

2.0 Consistent and relevant training will be conducted for all teachers and support staff once the school has reviewed its safeguarding policy, with intent to not only increase skills and knowledge but also make the staff familiar with the document.

2.1 Confidentiality is of utmost importance when dealing with child abuse, all information regarding alleged /confirmed incidences should only be shared with relevant parties and or on “need to know basis” this to ensure that a child is not stigmatized.
Safeguarding
Safeguarding policy will address clearly how to handle matters that are of non-discipline in nature specifically;

- Child abuse
- Bullying
- E-safety
- Alternative forms of discipline
- Gender sensitivity
- Risk assessment

Additionally the policy aims to protect children as well as teachers by addressing prevention, protection, support and practice.

A safe school should have the following indicators: (Source Safety standards manual for schools in Kenya, 2008)

1. High retention of enrolled learners.
2. Strong focus on teaching and learning, reflected by better academic performance and all round character development amongst its learners.
3. Visible strategies in promoting the rights of children, by acknowledging their existence and subsequently putting measures and structures in place that promote their rights.
4. High level of interaction between school administrator, teachers, learners, sponsors, parents/guardians and the community among others.
5. Active participation of community in school programmes.
6. Visible presence of key stakeholders such as government, private sector, religious leaders and representatives of the civil society.
7. Adequate and well maintained facilities such as toilets and sanitation facilities.
8. Clearly demarcated school grounds with proper fencing and secure gates/ boundaries.
10. Low incidences of indiscipline.

For a school to successfully provide an environment that promotes quality teaching and learning experience, child participation should be taken into consideration. This can be done by teachers offering guidance and support to children especially on matters that directly affect the child for example when electing the children’s government.

Part of the safeguarding includes teachers being familiar with the code of ethics that have been clearly stipulated in the T.S.C code of ethic. Then the commission under Article 237(2)(e) of the Constitution of Kenya has the mandate to aver disciplinary measures against the teacher.

Management of Allegation, where teacher is perpetrator
Where the teacher is the perpetrator or has been the cause of child abuse due to negligence or under any of the offences as stipulated in the draft Teachers Code of Regulations which are categorised as:

1.1 Offences that may lead to removal of register
   a. Immoral behaviour including but not restricted to:
      I. Sexual offences
      II. Sodomy
      III. Lesbianism
      IV. Sexual harassment and flirtation
      V. Conviction of a sexual offence or any offence against a leaner.
      VI. Conviction of a criminal offence

1.2 Offences that need not lead to removal from register:
   a. Professional misconduct including but not restricted to:
      I. Negligence of duty
      II. Lateness to duty
      III. Chronic absenteeism
IV. Insubordination amongst others

b. Infamous Conduct including but not restricted to:
   I. Drunkenness
   II. Fighting
   III. Conduct or behaviour which the opinion of the constitution contradicts the spirit and tenor of chapter Six of the constitution.
   IV. Mismanagement, Misappropriation and Embezzlement of public funds.
   V. Soliciting for favours (bribe)
   VI. Any other conduct that is incompatible with the teaching profession.

CHILD ABUSE

Creating awareness on child abuse and combatting child abuse
To ensure that we have the capacity to prevent and respond to abuse efficiently, we need to understand the categories of child abuse and their signs and symptoms.
Child abuse is the harm experienced by children as a result of the actions and inactions of people with parental (care and protection) responsibility. The table below illustrates the four categories of child abuse.

Table 1: Types of Abuse, Definition and Symptoms

<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Definition</th>
<th>Signs and symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Abuse</td>
<td>Is physical force resulting from non-accidental injury with intent to cause harm. It includes broken bones, burns, abrasion, kicking, beating, bite marks, amongst others. Physical abuse often stems as a form of instilling discipline in a child or when the care giver reasoning has been inhibited due to drug and alcohol abuse.</td>
<td>Unexplained/suspicious injuries and Injuries that don’t match the given explanation Absenteeism from school Presence of scars Withdrawn Low self esteem Aggressive behavior Developmental delay Learning difficulties Death</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>Child sexual abuse is where one forcefully or entices a child to involve them in sexual activity. The perpetrator might use threats, tricks, force or bribes to persuade them to engage in sexual activities. Sexual abuse includes: Penetration, Exposing of sex organs Fondling Exposure to pornographic material</td>
<td>Sexual knowledge inappropriate for the child’s age. Pregnancy at a tender age. Abrasions and discharge from the genitals. Regression for example wetting the bed. Withdrawn Trouble sitting or walking Itching genital areas Contraction of an STI.</td>
</tr>
</tbody>
</table>

4 The legal age of consent in Kenya is 18 years as such a child cannot consent to engage in any sexual activity.
<table>
<thead>
<tr>
<th>Role of the teachers:</th>
<th>And sexual innuendos. Including sexual harassment, pressure and invitation to engage in any sexual activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be able to identify children who have been subjected to child abuse through the signs and symptoms and report the matter using the appropriate channels.</td>
<td>Poor growth and weight loss</td>
</tr>
<tr>
<td>2. Teach learners how to distinguish between good and bad touch.</td>
<td>Poor hygiene</td>
</tr>
<tr>
<td>3. Encourage learners to report incidences of child abuse.</td>
<td>Low self esteem</td>
</tr>
<tr>
<td>4. Warn learners from interacting with strangers and accepting gifts from them, and report such incidences.</td>
<td>Aggressive behavior</td>
</tr>
<tr>
<td>5. The school through the Board Of Management, should sensitise parents on issues relating to child abuse, preventive and responsive measures.</td>
<td>Developmental delay</td>
</tr>
<tr>
<td>6. Teach learners what to do in case of child abuse.</td>
<td>Learning difficulties</td>
</tr>
<tr>
<td>7. Offer counseling to children who have been subjected to child abuse.</td>
<td>Poor attendance at school</td>
</tr>
<tr>
<td><strong>Neglect</strong></td>
<td><strong>Death</strong></td>
</tr>
<tr>
<td>Neglect involves failure of a parent/caregivers to provide basic needs for the child. Additionally when parent/caregiver does not provide supervision and care as expected.</td>
<td></td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>Is persistent emotional ill treatment that damages the child’s self-esteem, can also lead to developmental regression and sometimes speech disorder. It may be brought about by constant ridicule, derogatory terms, bullying, extreme punishments, lack of attention and love and rejection. All abuses involve some emotional treatment thus resulting in emotional abuse</td>
</tr>
<tr>
<td>Exploitation</td>
<td>Occurs when someone takes advantage of children for their personal benefit or gain or even influence.</td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>Withdrawn</td>
</tr>
<tr>
<td></td>
<td>Lack of confidence and self esteem</td>
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<tr>
<td></td>
<td>Aggressive behavior</td>
</tr>
<tr>
<td></td>
<td>Developmental delay</td>
</tr>
<tr>
<td></td>
<td>Learning difficulties</td>
</tr>
<tr>
<td></td>
<td>Attention seeking behavior</td>
</tr>
<tr>
<td>Exploitation</td>
<td>Includes child labour, child prostitution, transactional sex, trafficking, child pornography, online sexual abuse among others</td>
</tr>
</tbody>
</table>

**Responding to a Child’s Disclosure of Abuse**

- Listen, encourage and assure the child
- Ask non-leading questions
- Don’t make promises
- Don’t discuss the matter with other children or teachers who are not part of the reporting system, confidentiality.
• Discuss the matter in a private room
• Reassure the child that she/he has done the right thing
• Assess the child’s safety
• Document the alleged abuse on the incidence form

DO NOT:
• Express shock or disbelief while the child is talking.
• Try to talk a child out of what he/she is saying.
• Ask a lot of questions.

Sexual Abuse
Combating sexual abuse requires a comprehensive and analytical approach that includes a multisectoral strategy. The strategy must be inline with the Sexual Offences Act (2006) and other policies. (refer to appendix 2)
(Where the perpetrator is not a teacher)
• Child reports matter to the class teacher or guidance and counseling teacher.
• Teacher to whom matter is reported fills in incidence form
• Matter referred to head teacher
• Parents are informed (if parent is the perpetrator, liaise with a guardian for
• Matter is reported at the police station, Filed at the occurrence book and O.B number given.
• Investigations started
• Child taken to hospital
• P3 and P.R.C forms duly filled
• Matter reported to the Department of Children Services.
• Police takes the matter to court upon gathering sufficient evidence
• Teacher, parent support during court dates
• Child undergoes psychosocial support
• Court concludes matter
• File closed

NB. Parent, guardian or a responsible adult can be appointed to ensure she/he gets all the above done.
Where the teacher is the perpetrator the following procedures are undertaken, refer to

FLOW CHART B – REPORTING A SERIOUS or CRIMINAL BREACH (Source the TSC Disciplinary Policy & Procedure

Neglect
• Child reports
• Class teacher fills in incidence form- Assessment
• Refers matter to guidance and counseling teacher
• Parents/guardians are called
• Matter reported to Children department.

Physical Abuse
• Students report or teacher observes wounds.
• Class teacher calls in the parents for a meeting
• If severe parents are advised to seek medical advise.
• Matter is reported at Children’s Department

*Please note that a single bruise doesn’t not necessarily indicate that a child is being abused one has to consider the region and repetitive nature of the injury. The diagram below indicates the normal and suspicious injury regions.

Bruising Area

Normal Bruising

Suspicious bruising

ANTI-BULLYING

Bullying: is a conscious and willful act of aggression by one or more people towards another person/people. It can include name-calling, teasing, hiding belongings, jostling, punching, “Initiation ceremonies”, discrimination (racial, sexual and cultural).

Usually an abuse of power by those carrying it out and it can be short-term or carry on for several years. Although bullying is not a criminal offence the consequences can lead to criminal offences. Victims rarely report due to intimidation subsequently it is viewed as a norm and not abuse.

If a child has been bullied, their safety needs have not been met. A child has been denied access to full social and cognitive development. Bullying is rarely ever reported due to;

1. Reporting is considered unacceptable
2. There is a general consensus that bullying is a norm and will occur.
3. Fear of retaliation from the bully.
4. Nothing will be done to the bullies once reported.

Bullying contains a few elements;
• Harm is intended
• Imbalance of power
• Organized
• Repetitive
• It causes either physical or psychological harm.

Forms of bullying:
1. Physical
2. Psychological
   Verbal
   Non-verbal

In order to deal effectively with bullying one needs to identify where it often occurs there are 4 main places that have been documented as hotspots:
• The playground
• Classroom
• On the way from school
• On the way to school
• School corridors

Signs and Symptoms
✓ Child looks anxious about going to school
✓ Child comes home with torn clothes.
✓ When a child is consistently sitting alone at lunchtime.
✓ The child may appear to be losing possessions and asking for more pocket money.
✓ Child coming home with injuries.
✓ Child homework and classwork deteriorating.
✓ When a child is unhappy and withdrawn.
✓ When a child is not confident.
✓ Is unwilling to go to school.

Characteristics of a bully
Bullies come in all shapes and sizes as well as gender. They can be small, athletic, not popular girl or boy. One can’t tell a bully from how they look but from their behavior, however there are certain traits that cut across; these include:
   ➢ Aggressive
   ➢ Are quick tempered and impulsive
   ➢ Refuse to take responsibility or deny wrong doing
   ➢ Always think they are right
   ➢ Feel superior.

Effects of bullying
• Poor health
• Decrease in school performance
• Humiliation
• Suicide
• Physical injury
• Sleeping difficulties
• Emotional (angry, depressed, ashamed and sad)
• Disempowered

How to ensure bullying does not take place in school
1. The school should have messages around the school that reflect their philosophy on zero tolerance for bullying.
2. Peer partnering-this is a system of pairing the junior students with senior students to help, provide friendly support and encourage confidence.
3. Training on bullying including nature, extent of bullying effects and consequences.
4. Encouraging the school staff to adopt techniques that discourage opportunities for bullying to take place.

**Reporting Mechanism for Bullying**

1. To be reported to the teacher in charge (senior teacher, Guidance and counseling or deputy).
2. A brief report is prepared detailing the nature of bullying, parties involved, witnesses and exact details.
3. Perpetrators to be interviewed.
4. Parents to be informed of the bullying incidence (for both parties).
5. Adopt a plan of action to solve the problem and appropriate sanctions to be imposed.
6. If the matter persists then look into backup strategies for example anger management sessions, counseling etc.
E-SAFETY

E-safety is the school’s ability to protect and educate pupils and staff on the unfiltered and uncensored technology as well as having appropriate mechanisms in place to intervene and support if and when an incidence happens.

Technology is becoming an integral part of children both in school and at home. ICT has the potential to play a more powerful role in increasing resources and improving the environment for learning. Additionally ICT prepares students to acquire skills, competencies and socio skills that are fundamental for competing in the emerging global “knowledge” economy.  

**ICT plays the following roles in education:**

1. It promotes the principle of life-long learning / education.
2. It increases a variety of educational services and medium / method.
3. It promotes equal opportunities to obtain education and information.
4. It develops a system of collecting and disseminating educational information.
5. It promotes technology literacy of all citizens, especially for students.
6. It develops distance education with national contents.
7. It promotes the culture of learning at school.
8. It supports schools in sharing experience and information with others.

E-learning encompasses not only Internet technologies but also the need to educate children about the benefits, risks and responsibilities of using ICT. Schools are ideally placed to help young people learn to become e-safe and inculcate the culture of e-safety both at school and home.

Currently our children and young people are accessing the Internet for:

- Online games
- To do assignments
- Access applications
- Social media
- View various websites
- Emails

Whilst exciting and beneficial that our children can navigate technological tools at a young age, we need to be aware of the risks associated with the use of Internet gadgets. E-safety is classified into three areas of risk:

**Content:** Being exposed to illegal, inappropriate or harmful material

**Contact:** Being subjected to harmful online interaction with others

**Conduct:** Personal online behavior that increases the likelihood of, or causes harm.

These include but are not limited to:

- Access of inappropriate sites and content
- Cyber bullying
- Risk of being subjected to grooming
- Inability to evaluate the quality, relevance and accuracy of information
- Sharing of personal information

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6 Muhammad (2009)
Potential of excessive usage of the internet (addiction)

As with all other risks, it is possible to mitigate them. The school has to demonstrate that it has provided the necessary safeguards to prevent and effectively respond to e-safety incidences. In order to ensure that it attains its aim of purposeful, safe and beneficial use of Internet to the learners. Students need be given clear objectives for Internet use.

Some rules are important:
- Turning off the computer when not in use
- Children should not open files that are not theirs
- Being respectful to other people online
- Avoid sending abusive or inappropriate text messages
- Denying access to unknown individuals
- To never accept to meet up with strangers they have met online
- Not to share passwords and privacy settings with strangers

Safety Measures for e-safety

Monitoring
1. The school should appoint /delegate a team that will be in charge of e-safety.
2. Rules of ICT system/ Internet to be posted in all classrooms or computer labs.
3. Planned curriculum that include lessons on safety while using the Internet.
4. Regular reviews of a child’s history check.
5. No taking of photos and uploaded online without consent of an adult.
6. A child shall not give out any personal information online
7. Able to confiscate items like mobile phone if causing disturbance or are in the school premises illegally.

Reporting Mechanism in e-safety

1. To be reported to the teacher in charge of the subject
2. A brief report is prepared detailing the nature of incidence, parties involved, witnesses and exact details.
3. Perpetrators to be interviewed (a panel of 3 teachers can be formed.
4. Parents to be informed of the incidence (for both parties).
5. Adopt a plan of action to solve the problem and appropriate sanctions to be imposed.
6. If the matter persists then look into backup strategies for example anger management sessions, counseling etc.
ALTERNATIVE FORMS OF DISCIPLINE

What is discipline?
For most people discipline often means punishment, as such children end up feeling aggrieved, sad and disappointed and this deters them from learning essential skills. Discipline ought to be guidance and a means of instilling skills for children to be safe as they develop and learn about the world.

**Discipline**: Is the act of impacting knowledge and skills to children about expectations, guidelines and principals, with intent of helping children know what is right from wrong.

**Punishment**: It is the authoritative imposition of something undesirable or unpleasant upon an individual or group in response to behavior that an authority deems unacceptable.

Why discipline
Discipline is important for their physical and mental health as they develop into adults. Effective discipline fosters acceptable and appropriate behavior in the child and helps raise emotionally mature adults.

For discipline to be effective it needs to be:
- Given by an adult with an affective bond to the child.
- Consistent, the person can monitor and observe behavior that needs change.
- Perceived as “Fair” by the child.
- Developmentally appropriate, one has to consider the age of a child.
- Self enhancing, discipline
- Has to ultimately lead to self-discipline.

Basic Education Act 14 of 2013 clearly states:
Article 4(p)“elimination of gender discrimination, corporal punishment or any form of cruel and inhuman treatment or torture.”
**Differences between discipline and punishment** (source Childline Kenya training on alternative forms of discipline, 2014)

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>PUNISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive</td>
<td>Reactive</td>
</tr>
<tr>
<td>Focus upon the future: “Here is what to do instead”.</td>
<td>Focus upon the past: “Stop doing that!”</td>
</tr>
<tr>
<td>Preserves mutual respect of feelings and dignity.</td>
<td>Ignores feelings and dignity of the child.</td>
</tr>
<tr>
<td>Teaches self-control by explaining reason.</td>
<td>Teaches outside control by offering no explanation.</td>
</tr>
<tr>
<td>Teacher and child feel good about each other and the relationship.</td>
<td>Teacher and child feel disconnected from each other and the relationship</td>
</tr>
<tr>
<td>Presents choice.</td>
<td>Demands compliance.</td>
</tr>
<tr>
<td>Sensible: related to misbehavior</td>
<td>Arbitrary: unrelated to misbehavior</td>
</tr>
<tr>
<td>Motivates and encourages to do better next time.</td>
<td>Inspires anger, resentment, rebellion, revenge, or withdrawal</td>
</tr>
<tr>
<td>Looks for feelings and needs that drive behavior.</td>
<td>Focuses on behavior</td>
</tr>
<tr>
<td>Child feels understood.</td>
<td>Child feels misunderstood.</td>
</tr>
<tr>
<td>Decreases power struggles, since the needs of Teacher and child are met.</td>
<td>Increases power struggles, because only the needs of the teacher are met.</td>
</tr>
<tr>
<td>Time-In: Teacher and child decide together on time, place, tools and helping person.</td>
<td>Time-Out: Teacher decides on time, place, tools, and helping person.</td>
</tr>
<tr>
<td>Consequences: Focus upon restitution and natural outcome of events.</td>
<td>Consequences: Focus on hurting or depriving the child.</td>
</tr>
</tbody>
</table>
Forms of Misbehavior

**Attention seeking**—It takes 4 forms in the hope of fitting in or finding belonging.
- Active constructive: always nice, wanting to please, model child, reports wrong doing.
- Active destructive: tantrums, fighting, stealing, mischievous.
- Passive constructive: quietly doing good things to make you notice them.
- Passive destructive: quietly stubborn, demanding, nagging.

1. **Power struggle**—Children can have an unhealthy exercise power and control over adults. A child, who argues with adults, doesn't take correction positively. Such children usually are;
   - Active destructive: rebel, incites others against authority or
   - Passive destructive: quiet stubborn, inciter

2. **Revenge**—A child who is experiencing perceived or real hurt would want to hurt others with intent of getting even or settling a score. Such children usually are;
   - Active destructive: violent, abusive, disrespectful.
   - Passive destructive: defiant, stubborn.

3. **Inadequacy**—A child who feels inferior, incapable and deficient.

Reporting mechanism for misbehavior of learners

1. Teacher observes and consult class teacher.
2. A brief report is prepared detailing the nature of incidence parties involved and witnesses.
3. Perpetrators to be interviewed
4. Parents to be informed of the misbehavior.
5. Adopt a plan of action to solve the problem and appropriate sanctions to be imposed.
6. If the matter persists then look into backup strategies for example anger management sessions, counseling etc.
GENDER SENSITIVITY

Gender

Socially constructed differences and relations exist and are evidenced in the identities, roles, responsibilities, opportunities and attributes assigned to girls, boys, men and women in society.

Gender issues that impact negatively on children include:
- Food taboos
- Retrogressive cultural practices e.g. child marriages, FGM, disco matanga, preference of the boy child over the girl child
- Gender roles which require boys and girls to perform certain duties that may affect education and/or expose children to risks
- Inadequate resources e.g. water which females under normal circumstances require in larger quantities than males
- Gender responsiveness in relation to choice of site and usage of sanitary facilities

Best practices in gender sensitivity

According to the National School Health Guidelines (2009),
- Both boys and girls should be given equal opportunity for education, health and community related roles
- Both boys and girls should pursue their educational goals – Humanities and STEM
- Community should be encouraged to place equal value on the education of girls as that of boys
- Educational materials should be gender sensitive
- Discussion of sensitive topics should take account of gender
- Teachers and parents should avoid comments or behavior that undermines learners of a particular gender
- Institutions of learning should be sensitive in the provision of gender sensitive sanitary facilities for boys and girls as per the set standards
- Retrogressive cultural practices should be discouraged both in schools and at the community level
- Parents should be sensitized on gender issues through drama, music and other channels such as edutainment

Areas of focus in gender issues in education

Adolescent Sexual Growth and Development
- Schools shall initiate programs that create awareness about adolescence and ways to cope with the changes
- Life skills provision shall be done to make learners aware of changes and to make appropriate decisions during stages of development.
- Counselling and support services shall be offered to learners entering their puberty
- The school shall liaise with government to ensure provision of accessible and affordable sanitary facilities for learners
- The school health program will equip learners with knowledge and skills to make informed decisions on relations (adolescent relationship)
Gender Based Violence

1. The schools and learning institutions shall provide a safe and secure environment for all learners

Strategies
- Strengthen teaching of Life Skills Education to effectively handle GBV
- Strengthen protection systems for learners in special needs institutions to curb GBV
- Strengthen learner protection systems including learners with special needs and provisions in learning institutions
- Strengthen gender and guidance and counselling units at all levels to effectively handle GBV issues
- Promote linkages and partnerships with rescue and referral centres in line with the formal child protection reporting and referral system

2. The schools and learning institutions shall develop and implement policies that address GBV at all levels of education and in the workplace

Strategies
- Ensure the schools develop and implement institutional safeguarding and GBV policies
- Operationalise the national re-entry guidelines for all learners that will ensure learners who drop out will be given a second chance. This will include:
  - Girls who get pregnant while in school will be allowed to continue with learning
  - After delivery, they will be re-enrolled back to their school or placed in other appropriate school and institutions

3. Establish modalities for dealing with sexual harassment and GBV in the education sector

Strategy
- The school shall institute and strengthen the child protection mechanisms and provision within the school/institution
- Appropriate action must be taken where a child has been exposed to abuse and GBV and the action starts with reporting to the area sub-county children officer
- Legal action should be taken in all cases of abuse and GBV

RISK ASSESSMENT

Risk assessment is the process of identifying, analysing and evaluating hazards with intent of determining ways to eliminate or control the hazard.

A hazard is something with the potential to cause harm.

A risk is combinations of the likelihood of harm occurring and the severity or consequences should it occur.

Risk control measures undertaken by the learners, staff, parents and other stakeholders to either minimise or eliminate risky conditions that may cause accidents that may lead to bodily harm, emotional as well as psychological distress.

In Kenya the Ministry of Education developed the safety standard manual for schools in Kenya to be implemented by all registered schools, as part of implementation of the manual schools are encouraged to conduct risk assessment. Risk assessment is of importance as it encourages preventive measures as opposed to waiting for an incident to happen. School safety is an integral and
indispensable component of the teaching and learning process. As part of provision of quality education fostering a safe and secure environment is fundamental as it promotes meaningful teaching and learning that increases enrollment, retention and transition.

**Highlighted risks at school:**
- Accidents - although accidents are unintended they are preventable as most of the accidents are caused by negligence that includes:
  - Slippery floors
  - Unattended playground
  - Poorly placed furniture
  - Weak railings
  - Lack of covering open holes
- School violence and harassment - Violence and harassment can take place in form of teacher-on-learner and learner-on-learner. These incidences include corporal punishment, sexual abuse, physical abuse (slapping, pinching) verbal abuse and bullying.
- Lack of adequate healthcare and nutrition - Good health and nutrition are crucial to promote effective learning amongst learners. Children suffering from ill health and malnutrition are susceptible to accidents and increases chances of child pregnancy, drug abuse and risk of contracting HIV.
- Lack of sensitivity to sexual maturation challenges for both boys and girls.
- Armed conflict and insecurity - Ethnic clashes, cattle rustling and terrorism have had direct and indirect impacts on teaching and learning process. It is important for schools to be familiar with the regions they are situated to be able to mitigate.
- Hostile school environment - A school environment that does not take into consideration the special needs of the various vulnerable groups in school such as children with disability, girls and orphaned children deters this groups from accessing quality education.

**Other areas of focus in risk assessment**
- Water, sanitation and hygiene
- Nutrition
- Disease prevention and control
- Special needs, Disability and Rehabilitation
- School infrastructure – buildings, playing ground, environment
- Safety – fire fighting, transport,

**Risk Assessment in practice**
There are several steps that the school can undertake to carry out an assessment:
1. Identify the looming hazards in school.
2. Determine who might be harmed and how.
3. Evaluate the risks and decide whether the existing precautions are adequate or more should be done.
4. Record your findings
5. Review of assessment periodically.

Worth noting is to evaluate and rate the risks, this helps in ensuring that you start tackling the risks with the highest harm.
Review of assessment depends on:
- If the nature of an activity practice or process alters.
- If there is change in legislation.
• If there are new structures in the school for example a swimming pool

A committee in school has to be set up with the specific function of:

◊ To identify the safety needs of the school with the intent of taking necessary actions.
◊ Monitor and evaluate implementation of the actions/measures outlined.
◊ Constantly review issues of child safety in and around the school.
### SCHOOL RISK ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Risk Sub Category</th>
<th>Specific risk</th>
<th>Notes on Current Situation</th>
<th>Likelihood of Occurring</th>
<th>Impact if It Occurs</th>
<th>Response</th>
<th>Control Procedures</th>
<th>Target Date</th>
<th>Person(s) responsible</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Low</td>
<td>Medium</td>
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</table>
School Support
The school recognises that some children are victims of child abuse or at risk of being abused, thus deterring them from developing fully as expected due to low self-esteem, shame and self blame. School may be their only stable and secure environment, for children to get an opportunity to thrive academically and socially. The school will endeavor to support such children through:

1) The content of the curriculum is disseminated, sufficiently for example lifeskills.
2) Ascribing to the ethos as stipulated by the teacher’s code of ethics.
3) Liaise with other agencies such as department of children services, health centre, religious institutions and civil society to ensure the child gets all the essential services.

In conclusion feeling safe in school is a fundamental need lack of it undermines learning, teaching and health development.
## Appendices

### Appendix 1: CHILD ABUSE INCIDENCE FORM

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Name of child:</td>
<td></td>
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<tr>
<td>Date of Birth:</td>
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<tr>
<td>Age:</td>
<td></td>
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<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Any form of disability</td>
<td></td>
</tr>
<tr>
<td>Father’s Name:</td>
<td></td>
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<tr>
<td>Mother’s Name:</td>
<td></td>
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<tr>
<td>Mobile phone number:</td>
<td></td>
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<tr>
<td>Post office box address (own or of nearest school or church):</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Physical</th>
<th>Sexual</th>
<th>Neglect</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick all that apply)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other (specify)</td>
<td></td>
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<tr>
<th>Incidence being reported for the first time</th>
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<table>
<thead>
<tr>
<th>Perpetrator(s)</th>
<th></th>
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<table>
<thead>
<tr>
<th>Current state of child</th>
<th></th>
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</table>

### Details of person making referral:

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
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<tbody>
<tr>
<td>Designation:</td>
<td></td>
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<tr>
<td>Mobile phone number:</td>
<td></td>
</tr>
<tr>
<td>Any service offered</td>
<td></td>
</tr>
<tr>
<td>Post office box address (own or of nearest school or church):</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: THE IMPORTANCE OF HEALTH CARE FOR AN ABUSED CHILD

1. Seeking health care can **prevent** sexually transmitted diseases, including HIV (report within 72 hours) and pregnancy (report within 120 hours), tetanus and allow for **treatment** of wounds and other injuries as well as for initiation of **psychosocial** support.

2. Therefore, health care should be **sought as quickly as possible** even if this skips the referral process laid out in this guideline. **The referral process can be returned to later.** Health care should be sought from the following list of hospitals which are equipped to deal with gender and sexual violence:
   a) Kilifi County Hospital  
   b) Malindi Hospital  
   c) Mtondia Dispensary  
   d) Ganze health centre  
   e) Bamba Health centre  

A survivor should not wash or change clothes before seeking health care or if he/she has washed please bring the clothes wrapped in paper (not plastic paper bag). (p24 National Guidelines for Management of Sexual Violence).

3. A health provider should also **collect forensic evidence**, which is essential in helping survivors of sexual abuse access justice through judicial processes. Proper management of evidence helps in presenting credible evidence to Court to prove that sexual violence indeed occurred and link the perpetrator to the crime. The evidence collection should be done using a **sexual assault evidence collection kit**.

4. A **follow up pregnancy test at six weeks** is offered to all female rape survivors. If they present with a pregnancy, which they feel is as a
consequence of the rape, they should be informed that in Kenya, termination of pregnancy may be allowed after rape (Sexual Offences Act, 2006). If the girl child decides to opt for termination, she should be treated with compassion, and referred appropriately. (p13 National Guidelines for Management of Sexual Violence)

5. **Procedures for reporting to the police:** Survivors of sexual abuse should be encouraged to report to the police immediately after medical treatment. It is however, an individual’s choice and should not be forced. Police should encourage and assist anyone presenting at the police station following rape/sexual abuse, to attend the nearest health facility as soon as possible, preferably before legal processes commence as both PEP and EC become less effective with passing of time. (p23 National Guidelines for Management of Sexual Violence)

**Police stations in Kilifi County**

1. Kilifi police station
2. Bamba Police station
3. Malindi Police station
4. Kizingo Police station
5. Kijipwa Police station
6. Mtwapu Police station
Appendix 3: CASE MANAGEMENT PLAN

Step 1: Identification and Registration
Question: Is this a valid concern?

- YES
- NO → No Action/Close Case

Step 2: Assessment
Question: Is an Intervention needed?

- NO → Refer for services/support OR Provide services/support directly
- YES → Step 3: Case Planning

Step 3: Case Planning
Question: How can support best be provided?

- NO → Refer for services/support OR Provide services/support directly
- YES → Step 4: Implement the case plan

Step 4: Implement the case plan

Step 5: Follow up and review
Question: Has the case plan goal been met?

- NO
Appendix 4: REFERRAL MECHANISM - EXTERNAL

1. **Child in need of care and protection identified**
   - Village elder
   - Child care institution
   - CSO
   - In-charge/Responsible institution e.g. school
   - Sub County Children Officer

2. **PSYCHOSOCIAL SUPPORT**
   - Child Abuse Incidence Form
   - Hospital* (Appendix 3)
   - Police Statements

3. **SOCIAL**
   - Child in need of care and protection identified
   - Village elder
   - Child care institution
   - CSO
   - In-charge/Responsible institution e.g. school
   - Sub County Children Officer

4. **CRIMINAL**
   - Matter dealt with
   - Follow up
   - County Children's Officer

5. **In-charge/Responsible institution e.g. school**

*Hospital* includes:
- Post Rape Care Form
- Child Abuse Incidence Form
- Police Statements
- Affidavits

**P3 Form**
- Post Rape Care Form
- Child Abuse Incidence Form
- Police Statements
- Affidavits