AISA Model for Adult Education on Child Protection

ABOUT AISA
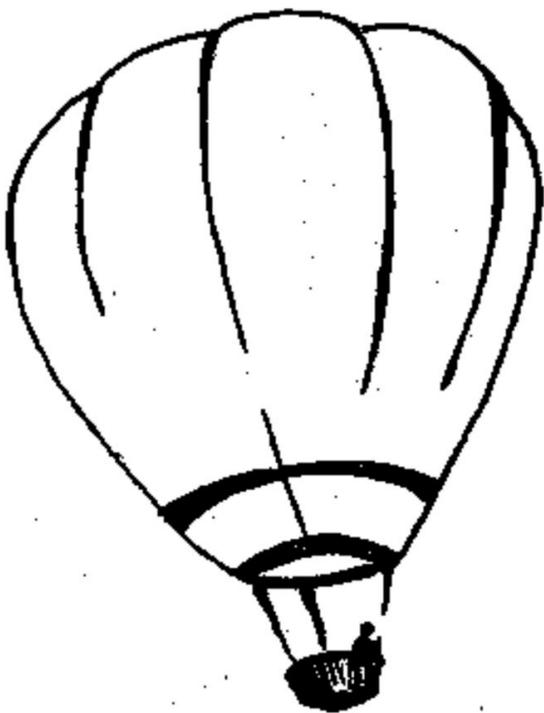
The Association of International Schools in Africa (AISA), established in 1969, is a non-profit education association supporting the professional learning and school improvement strategies of international schools on the continent of Africa. Based in Nairobi, Kenya, AISA offers a professional learning programme specifically designed to meet the unique needs of our diverse member school community. AISA also offers a number of supplementary programmes, scholarships and facilitates collaboration among member schools to advance school effectiveness and improve student learning.

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1   Introduction

A PROACTIVE child protection framework includes the following (refer AISA Child Protection Handbook):

1. Policies and procedures

2. Screening and criminal background checks

3. Code of conduct

4. Education and training (adult and child)

5. Child protection teams

6. Community partnerships

7. Community-based multidisciplinary team

8. Measurement, analysis, self-audits

9. Turn-over Issues

This addendum provides guidelines and resources to help your school develop effective prevention intervention that focuses on the adults around our students (#4 above). Please use this in addition to the AISA Child Protection Handbook.

Adult education is an essential part of any child protection program in a school community. This document offers recommendations for core competencies, resources and scenarios that could be used when devising a child protection adult education program. The purpose of the scenarios is to help you revise materials so that they speak specifically to your school and community population, as available resources tend not to include the unique characteristics of our international schools. It would be best if you make a list of scenarios in your school or experience.

Three specific adult groups in the community are identified: parents, school personnel and the multidisciplinary team. The school personnel include board members, administrators, instructional staff, support staff, contracted staff and school nurses. The recommendations in this document are for schools to use and/or adapt to their local context.

General Theoretical Framework to Guide Adult Information Training

It's Everyone's Job to Make Sure "I'm Alright" Literature Review:
http://www.gov.scot/Publications/2003/05/17127/21832
South Eastern Centre Against Sexual Assault & Family Violence (SECASA).
Information Sheets: http://www.secasa.com.au/information-sheets/

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2 Core Competencies

It is recommended that all adult education programs within the community include the following:

* SHARED RESPONSIBILITY - understand the collective and shared responsibility of the community;

* CHILD PROTECTION TEAM - know the school's child protection team to include their roles and responsibilities;

* POLICIES, PROCEDURES AND REPORTING - understand the school's child protection policies and procedures and each members' requirement for reporting;

* DEFINITIONS AND SIGNS - identify all types and signs of child abuse and neglect;

* NATURE OF STUDENT COMMUNITY - have an understanding of the nature of local and expatriate children and their specific areas of vulnerability;

* CURRICULUM - know the child protection education program at the school.

*The amount of information provided will depend on the target adult members.

Format of Delivery

* The use of a script, in some form, for all education sessions is useful;

* All adult education and materials are translated and delivered in the key languages of the adult community;

* A range of strategies are used to deliver education which may include: presentations, online training materials, films and use of scenarios.

Record Keeping

* Education should take place twice a year, at the beginning and midyear.

* There are designated personnel responsible for keeping up to date records of who has been educated and when this has taken place.

Aditional Recommendations

HEAD OF SCHOOL

* Head of School ensures training takes place and adequate resources are available to endorse and support the program and advocates publicly for the program and its implementation.

* Members of the Child Protection Team should include; Head of School, Administrator(s), Counsellor, School Nurse and may include: Head of Student Support Services, Human Resources, External Relations Officer and Security Personnel.

* The Child Protection Team to identify those members of the team or school community who will deliver adult education. It is recommended that the trainers work in pairs or small groups.

* External experts in the field are involved in the adult education;

* It is, however, strongly recommended that the counsellor and administrator at each division are directly involved in the delivery of the adult education.

* In-school trainers should have on-going, external professional development opportunities in the area of child protection (face-to-face or online).

3   Adults in the Community

Parents

It is recommended that the parent education programme include all of the core adult education competencies as well as the following:

- Risks to which students are exposed – globally and locally;

- Child protection issues and ways to talk to children about safety;

- Ways to keep open communication between children and trusted adults.

RESOURCES

The heart of child protection lies in empowering children to refuse unwanted touches as well as communicate with their care-taker about transgressions.

Active Parenting is one program that offers strategies to strengthen the parent/child relationship to keep those lines of communication open. http://www.activeparenting.com/APOG

Committee for Children also provides free resources for parents and caregivers. A series of YouTube videos and resources are provided to assist parents in having important conversations with their children about safe touch, preventing abuse and responding to abuse. A list of parent advice book titles is provided to support parents in educating their children on safety and child protection issues. http://www.cfchildren.org/families

The Right Touch is a parenting book that introduces the topic of sexual abuse of two young children. This book won the 1999 Benjamin Franklin Parenting Award. It was a finalist for the Small Press Award and was also "Selected as

Outstanding" by the Parent Council, Ltd.

School Personnel

The school personnel include board members, administrators, instructional staff, support staff, contracted staff and the school nurse(s). The child protection team is made up of the school personnel.

Board Members

It is recommended that the board members education programme include all of the core adult education competencies as well as the following:

* Understand the board's role and responsibility within the school's child protection policy and procedures.

RESOURCES

See child protection checklist in Appendix F of the **AISA Child Protection Handbook**

Administrators

It is recommended that the administrators education programme include all of the core adult education competencies as well as the following:

* Know how to support and hold staff accountable for the implementation of the school's child protection policies and procedures and curriculum for students;

* Understand the case management process from disclosure to reporting;

* Understand due diligence in investigating suspected or reported abuse;

* Know best hiring and human resources practices as related to child protection issues;

* Support regularly by word, deed and action the importance of the child protection initiative, and a personal commitment to its success.

RESOURCES

The Role of Educators in Preventing and Responding to Child Abuse and Neglect, published by U.S. Department of Health and Human Services Administration for Children and Families Administration on Children, Youth school counsellors, administrators and other school personnel have in preventing and recognizing child abuse.
https://www.childwelfare.gov/pubs/usermanuals/educator/

NAIS Handbook on Child Safety for Independent School Leaders?
https://www.nais.org/Bookstore/Pages/ProductDetail.aspx?productid={E4512521-23F9-E211-B815-005056BF0011}

See child protection checklist in Appendix F of the AISA Child Protection Handbook for Teachers, Administrators and Board Members.

SCENARIOS

1. The new counsellor does not feel prepared or confident to train staff in child protection policies and procedures.

2. A case of parental child abuse has been disclosed by a student to the counsellor. During the investigative process, the counsellor learns that the student disclosed the abuse to the same teacher on two different occasions. The teacher did not share this information with a counsellor or administrator.

3. The counsellors and teachers complain they do not have enough child friendly resources related to child protection issues.

4. The school administration is preparing for its upcoming teacher recruitment season. The Head of School asks the principals to follow up on references and questions related to child protection. A new principal is confused about how to incorporate child protection questions in reference checks.

Instructional Staff

Instructional staff includes classroom teachers, teaching assistants, and all staff that have instructional time with students.

It is recommended that the instructional staff education programme include all of the core adult education competencies as well as the following:

* Know guidelines for student-instructional staff interactions (Eg. It is important that both staff and student are visible for one-to-one teaching)

* Instructional staff, who deliver child protection lessons, need to know child developmental milestones, specifically sexual development, and child protection lesson objectives, outcomes and learning strategies.

RESOURCES

School's child protection code of conduct for instructional staff - **AISA Child Protection Handbook Code of Conduct** can be modified to suit.

Understanding Child Safeguarding: A Facilitator's Guide - A suggested guide to help you plan and facilitate workshops for staff and associates who have little understanding of what is meant by 'child abuse' and what their responsibilities are to safeguard children.

http://www.keepingchildrensafe.org.uk/sites/default/files/resourceuplods/KCS_UNDERSTANDING_2014.pdf

SCENARIOS

1. A student in the high school tells you that he was "beaten up" by his cousin during the weekend. He has marks on his arms and legs to suggest that he has been hit.

2. At the end of a PE lesson the female swimming teacher has to rush off to meet a parent. The male teacher is left to oversee changing. A fight breaks out in the girls' changing room. What should he do?

3. An elementary teacher notices a child exhibiting sexually explicit behaviour in class on a regular basis in class.

Support Staff

Support staff may include after school activity staff and coaches, parent volunteers, canteen, drivers, cleaning, maintenance and gardening teams.

It is recommended that the support staff education programme include all of the core adult education competencies as well as the following: Guidelines for interactions between students and support staff

RESOURCES

School's child protection code of conduct for support staff - **AISA Child Protection Handbook Code of Conduct** can be modified to suit.

Webinar - **Child Abuse Prevention for Coaches and Youth Leaders** (also available as PDF).
https://www.kidpower.org/library/webinars/youth-sports-child-abuseprevention/

Online Course: Child Protection in Sport and Active Leisure – fundamental child protection training
http://www.educare.co.uk/programmes/child-protection-sport/

One Strong Move is a thorough resource for martial artists, self-defence instructors, educators, and parents alike. These lessons include how to project confidence, avoid being attacked, take charge, get help, learn and teach basic physical techniques, etc. Emotional, verbal, physical and strategic tactics are never complex or fancy—just the stuff that really works." https://www.kidpower.org/store/products/one-strong-move/

SCENARIOS

1. A student in the elementary school tells you that he was "beaten up" by his dad over the weekend. He has marks on his arms and legs to suggest that he has been hit.
2. A student in your after-school activity says that another student pulled her pants down in the bathroom.
3. You're cleaning up outside a classroom when you hear a teacher yelling at a student.

Contracted Staff

Contracted staff includes all adults who are not directly employed by the school (e.g gardeners, security guards, food service workers, painters, nannies and drivers).

It is recommended that the contracted education programme include all of the core adult education competencies as well as the following: Guidelines for interactions between students and contracted staff

RESOURCES

School's child protection code of conduct for contracted staff - **AISA Child Protection Handbook Code of Conduct** can be modified to suit.

School Nurse

It is recommended that the nurse education programme include all of the core adult education competencies.

The following are also recommended:

* Local-hire nurses attend medically-based child protection trainings; and certifications available for nurses;

* Foreign-hire nurses attend specialized training sessions for host country information.

RESOURCES

Resources for trainings specific to nurses can be found at the **National Association of School Nurses** http://www.nasn.org and the **Royal College of Nursing** http://www.rcn.org.uk/

Embassy nurses may be able to provide child protection specific guidelines, materials and support.

Multi-Disciplinary Team

The education of the Multidisciplinary team will focus specifically on school orientation as per the core competencies.

4 General Resources for Education

Appropriate behaviour, being a role model and sample Code of Behaviour for Adults
http://www.theteachingexecutives.co.uk/child_protection_doc.pdf

The Committee for Children provides comprehensive resources for supporting child protection education. Staff training modules and videos are available for purchase. One sample staff training module is available to preview for free.
http://www.cfchildren.org/child-protection

Sample child protection sessions for parents and caregivers: A toolkit developed by several agencies including **Save the Children and the United Nations High Commissioner of Refugees (UNHCR).** These child protection sessions for parents and caregivers are designed to help parents to better care for their children and to protect them from all forms of violence.
http://resourcecentre.savethechildren.se/sites/default/files/documents/english_parents_manual_for_jordan_-_soft_copy1.pdf

EduCare – a range of e learning adult education programmes http://www.educare.co.uk/

EduCare offers individual training programmes and annual training licences for schools. Free trial courses are available. Materials are produced in the UK specifically for UK schools. The majority of the materials can be used in an international school setting. However, with some courses, there is a need to provide a glossary of terminology used for an international school community and produce supplementary materials, which are school specific.

Course – Child Protection in Education http://www.educare.co.uk/programmes/child-protection-education/ Covers the fundamentals of safeguarding and protection of children, young people and their parents in an education setting. This course is recommended for all teaching staff and assistants and members of the child protection team.

Course - Child Protection Refresher http://www.educare.co.uk/programmes/child-protection-refresher/ Tests your child protection knowledge and ensures you are up-to-date This course is recommended for all teaching staff and assistants and members of the child protection team.

Course – Child Protection Level 3 http://www.educare.co.uk/programmes/child-protection-level-3/ Provides an opportunity for anyone who has undergone basic child protection training to learn about the subject in greater details and at a higher level. This course is recommended for all members of the child protection team, specifically the school nurse and counsellors.

Course – Child Neglect http://www.educare.co.uk/programmes/child-neglect/ Written for people who have already undergone basic child protection training. This course is recommended for all members of the child protection team, specifically the school nurse and counsellors.

Course – Child Exploitation Online Safety http://www.educare.co.uk/programmes/child-exploitation-online-safety/

Uniquely designed in the style of a range of social platforms and websites to ensure learner are familiar with the online world children and young people are so accustomed to. This course is recommended for all teaching staff and assistants and parents.

Course – Safer Recruitment http://www.educare.co.uk/programmes/safer-recruitment/ Covers the recruitment process for anyone who works with children and young people. This course is recommended for all member of the school human resource and administrative team who are involved in local and international recruitment.

The National Society for the Prevention of Cruelty to Children (NSPCC) is a charity campaigning and working in child protection in England, Wales, Northern Ireland and the Channel Islands. http://www.nspcc.org.uk/

The NSPCC provides a range of training materials for teachers, volunteers and parents. This film (12.03 minutes) is a good start for all staff and volunteer initial training. **Are they safe?** Child protection awareness for staff and volunteers https://www.youtube.com/watch?v=mcuGps_Ahq0. The link below provides information about child abuse and neglect and ways to prevent both. http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/ The NSPCC also provides simple parent and teacher guides for the NSPCC

Keeping Children Safe Underwear Rule http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwearrule.