AISA Child Protection Assessment Checklist

Excerpted from AISA Child Protection Handbook for the Education Portal
For more material on child protection visit www.aisa.or.ke

Appendix F: Checklist
Step 1: Write a School Policy

	In Place	Not in Place	In Progress	Notes
POLICY STATEMENT				
Standard based in vision, mission, goal of school				
Based in local and international law				
Clear definitions of all forms of abuse				
Staff code of conduct to give clear expectations and boundaries				
Child protection policy and procedures including allegations made against staff				
Whistle blowing policy – clear mechanisms on how to report concerns				
Physical intervention policy and training				
Intimate care policy				
Bullying policy				
Procedures for domestic violence in employee families				
PHYSICAL ENVIRONMENT				
Security system for visitors				
Windows in doors				
No hidey holes/work in cupboards/ storerooms				
Open plan classrooms where possible				
Open door policy for staff				

Half doors on toilets for nursery children	
Clearly bounded areas re playgrounds etc.	

SCHOOL COMMUNICATION & RELATIONSHIPS	
Published school child protection policy and procedures and clearly available on school website	
Annual letter to parents on child protection policy and procedures	
Annual meeting/training for parents on child protection	
Pupils and parents/caregivers/staff confirm they can voice concerns	
These concerns taken seriously/viewpoints valued	
Staff awareness of vulnerable children and any communication difficulties	
Staff encouraged to comment on each other's practice	
School seeks external advice to gain additional perspectives (such as local lawyer, local police, local social worker, local psychiatrist/psychologist, local medical doctor, embassy support)	
School works with parents in the interest of protecting children	

Step 2: Write Procedures to Support the Policy

CURRICULUM	In Place	Not in Place	In Progress	Notes
Definition and information				
Abuse is defined in terms appropriate to the age of the students				
The definition includes a range of forms of child maltreatment and provides examples (including internet safety)				
People they know (acquaintances, friends and family members) are emphasized as the most likely offenders				

	In Place	Not in Place	In Progress	Notes
It is emphasized that sexual abuse of children is most likely to involve bribes, threats and abuse of authority rather than physical force				
Students are given language to enable them to talk about sexual abuse (including names of their body parts) and words to ask for help				
The offender is clearly responsible for sexual abuse. The child is not to blame.				
Students have a clear understanding of and access to a support system				
Age appropriate sexuality taught (relationships, gender roles, etc.)				
SKILLS	In Place	Not in Place	In Progress	Notes
The student's skills are increased to recognizing potentially abusive situations which range from non-touching to touching offenses				
The student's skills are increased in avoiding abusive situations. (New skills may include questioning confusing behaviour, seeking help from others, saying NO and other assertive responses and/or self-defense.)				
The student's skills are increased in identifying people at home and in their community who can help.				
Students are given practice, role plays or sample phrases in how to tell a helping person if abuse occurs or if they are confused or afraid.				
Students are encouraged to tell and keep telling until someone helps.				
Positive touch is emphasized.				
Empowers students rather than frightens.				
Students encouraged to tell even if abuse has stopped. It is never too late to tell.				
STRUCTURE				

	In Place	Not in Place	In Progress	Notes
Whole staff should receive training in abuse recognition, including sexual abuse, prevention, responding to disclosure, and modus operandi of offenders. Teachers delivering curriculum must be comfortable with and knowledgeable about the lesson modules and materials and prepared for disclosure. All staff should be familiar with language of taught safeguarding curriculum.				
All teachers at the school have been pre- screened and signed the school code of conduct and child protection policy.				
The school counsellors, nurses, and consulting physicians should also receive training, as they are an integral part of the team. These people need specialized training in identification, reporting, and treatment of sexually abused children. Since a child may tell anyone in the school setting it is recommended that all school personnel be included in the first responder training.				
Safety curriculum including Online safety, should be a routine part of educational curriculum in all 12 grade levels. Children do not learn well from one-time presentations. They need to hear this information continuously throughout the developmental stages in order to maximize educational reinforcement.				
The program should involve the parents. It is crucial that the parents be aware and supportive of what their children are learning. In home conversations and reinforcements are important links in the learning process.				
Each school should review its own means for responding to an abused child as well as the country and community resources available to provide assistance. Additionally, each school should have a working policy for implementing the mandatory or other child abuse reporting laws of its country.				
STAFF TRAINNING & SUPERVISION	In Place	Not in Place	In Progress	Notes
Formal induction child protection training for new employees and annual refresher for current employees				
Child protection updates for all employees				
Whole staff, including volunteers have clarity regarding child protection				
Awareness of indicators of children at risk and how to pass this on				

	In Place	Not in Place	In Progress	Notes
Protection responsibilities in job description for every role evaluated				
Performance management process to target child protection management issues				
RECORDS & FORMS	In Place	Not in Place	In Progress	Notes
Records of concerns or incidents made promptly and accurately				
Records kept securely and information shared appropriately (red flagged behaviour sent to next school and included in handover notes)				
Forms for each level of reporting				
List of available resources for third-party investigation				
RECRUITMENT & SELECTION ISSUES				
Same standards applied to all categories of employment				
Use of application form				
Job description/person specification sent to referees				
Referees asked to specifically comment on suitability for the post				
Applicants aware that previous employers will be contacted				
Written references taken up				
References obtained prior to interview				
One member of panel to examine these prior to interview				
References to be obtained for internal candidates, supply/agency staff or previous volunteers				
Scenario questions asked to determine candidate's child protection awareness				
Explanation of gaps in employment required				
Proof of identity required – originals not photocopies				

Academic qualifications checked - originals not photocopies	
Medical clearance prior to employment	
No employment until appropriate level of background check has been done	
Above checks applied as appropriate to	
− All faculty, overseas and local	
− Supply or agency staff	
− Security staff	
− Gap year/ Work experience students	
− Volunteers	
− Governors	
− Contractors (sanitation, food services, building, etc.)	
For faculty or staff leaving school, child protection clearance or problem statement	
Child protection code of conduct for each school role	

Step 3: Write a Monitoring Policy to Ensure Ongoing Effective Services

Reflect on impact of actions taken and whether action itself is enough to achieve desired outcome

SCHOOL BASED CHILD PROTECTION TEAM	In Place	Not in Place	In Progress	Notes
Set a team to monitor the policy and track cases				
Define who makes the team, and ensure time and training for role				
Outline a general schedule				
Set basic roles and responsibilities				

EXTERNAL NETWORKS	In Place	Not in Place	In Progress	Notes
Formal relationship and network with peer schools in area				
Source and list available medical, legal and psychological resources related to child protection before they are needed				
List made available to all parents and staff of outside support systems				
Formal multidisciplinary team (MDT) formed (legal, medical, social, emotional) grounded in local law and resources and trauma-informed care				
Clear guidelines for how schools use the MDT (such as for serious physical abuse, when parents don't respond, for all sexual abuse)				
At least one person to act as Coordinator				
Schedule ongoing meetings for the network, sharing venues and resources; courtesy get- acquainted meetings held in advance to develop personal and professional relationships with relevant personnel				