



CHILD PROTECTION ADVOCACY NETWORK

October 2019

Agenda

13:00 – 13:30

- Welcome and update on progression of CPAN/Follow up from previous meetings (Heather)
- CPAN Leadership Goals 2019/20 (Elena)
- Policy and Safeguarding Update/DSL Group (Tiffaney)
- Next Meeting Date and Location (Tiffaney)
- Professional Development Opportunities (Erin/Heather)

13:30 – 14:30

- Case Studies
- Break out sessions EYFS/Prep/Secondary/Nurses

14:30 – 14:45

- Break

14:45 – 16:00

- Emma Mumma/MDT/Legal Researcher - Documentation and the Law
- MDT Question and Answer Session



Welcome and Announcements

New Leadership

New Members

Jan./Feb. 2020 Meeting place and date?

AISA Upcoming PD:

- Social-Emotional Learning: Strategies and Programs that Support Students, Jan. 24-25th, 2020 at ISK
- Child Protection Response Team Training - Level 1, Jan. 19-20th, 2020 at IST
- Working with Parents as Partners to Improve Child Safety, Jan. 21, 2020 at IST
- AISA Counsellors Institute, Jan. 22-23rd, 2020 at IST
- [ICMEC Educational Portal](#)



CPAN Leadership Goals 2019/20

Goals 2019

- Building on the foundation Heather has created.
- Making sure all KAIS schools are a part of CPAN / continual outreach to all private schools.
- Delving deeper into key themes so that we all have clear guidance on how to deal with Child Protection and Safeguarding Issues.
- Generate a bank of useable resources.
- CPAN Facebook page

Additional Goals

- In your groups please discuss and write down what you would like us to achieve this year and any key themes you would like us to cover.



Policy and Safeguarding Update

Keeping Children Safe in Education (KCSIE) 2019 Updates

- All Staff must read and be able to demonstrate they understand Part 1 of Keeping Children Safe in Education 2019
- All Staff must be able to demonstrate their understanding of the Safeguarding and Child Protection procedures for the organisation
- Natural Notifications (Appendix in Safeguarding and Child Protection Policy)
- Big focus on Sexting still and now has to be explicitly mentioned in SCPP
- Registers/Attendance/Contact details

Safeguarding Training - all staff including other adults, volunteers, and governors

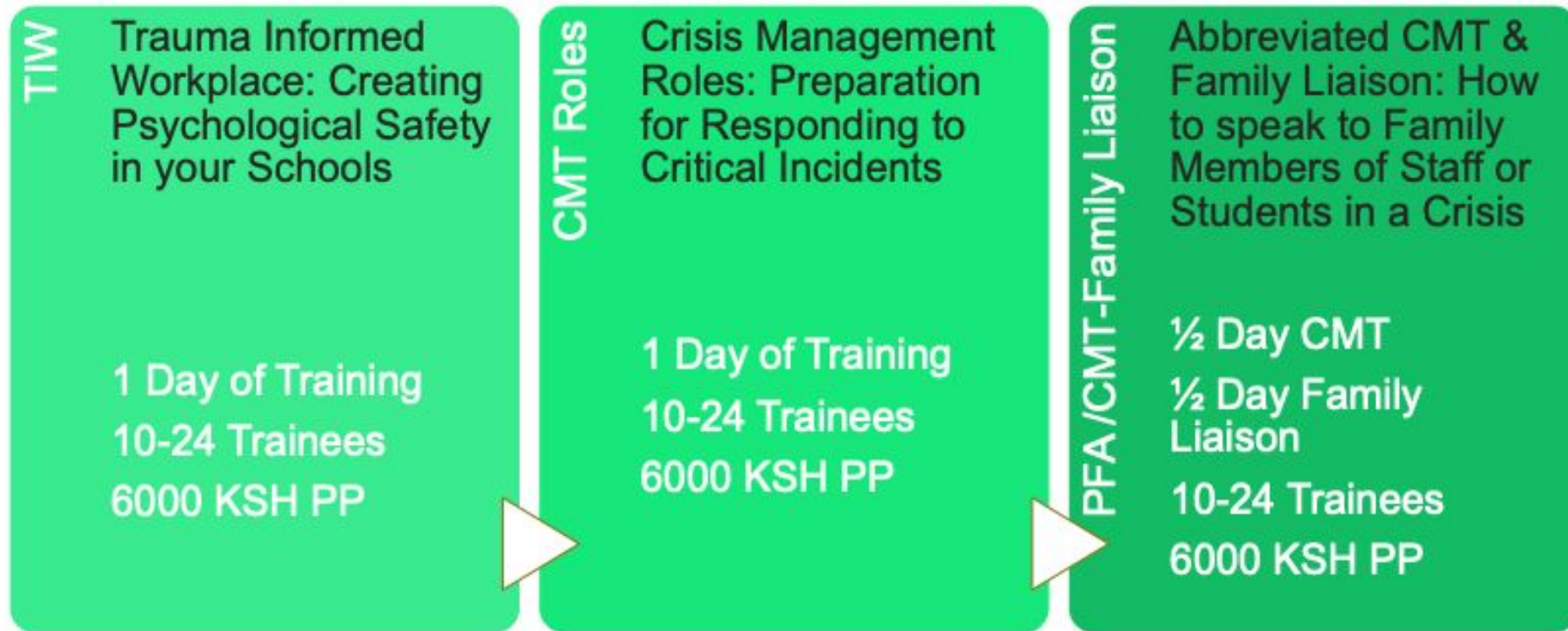
- Having a robust Single Central Register and appropriate HR checks
- Other adult contract letters
- Staff Handbooks
- Note from KAIS... all children present in Kenya, citizen or not are under the jurisdiction of the laws of Kenya and are protected
- Training (Claire Scott – Deputy Head Pastoral St Andrews Preparatory , Turi)

DSL Group

- Ideas/Suggestions?



CPAN Training Options



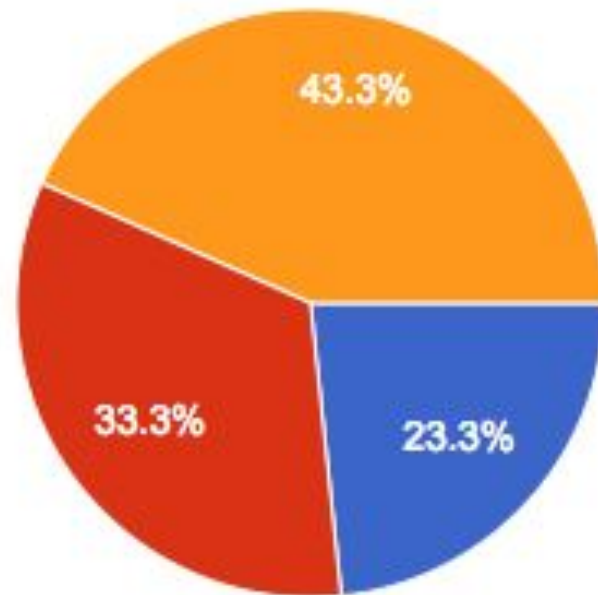
***All options include 1 Thrive Worldwide Clinical Counsellor, food, and materials.*



Professional Development 2019/2020

Please vote for one of the following training ideas offered by Erin Lloyd Rotich.

30 responses



- Trauma Informed Workplace
- Crisis Management--how does your organization handle an emergency/disaster
- How to be a family liason and how to speak to family members, staff, and students in a crisis

Case Study Scenario 1: Nurses

A student in Year 9 has had significant motor and sight challenges at school. He struggles getting from class to class both because walking is a challenge and because of his poor eyesight. There is no medical report on him provided by the parents. When the parents are brought in for a meeting they communicate that while doctors have suspected a diagnosis of Multiple Sclerosis, no doctor in Kenya will write an official report given the student's age. The parents do not want to share this information with the child until the diagnosis is final. The family also struggles financially and is not able to provide a shadow teacher to assist the student in getting around.

What can the medical team do to best support this student? Who else would you get involved or seek advice from?

Case Study Scenario 2: Prep/EYFS

A new elementary student, who has a grade 12 sibling, comes to school very upset. When the teacher asked her what happened, she said that her mother is very upset about how much screen she watches. So, her mother dragged her off her chair into the living room and pushed her face into the TV. Her mother said “If your face goes through the screen, then you will be scariest kid in the compound for Halloween.” The girl said that she did not think this was funny and when asked by the counsellor if this happened before, she said “It happens a lot. When I do something naughty, my dad or mom hit me with a belt. My sister just watches and does nothing to help me.” She mentioned that her mother pinches and slaps and makes her kneel on spiky, hard beans as punishment. When speaking with this student’s mother on the phone, she admitted that they use the belt to punish when they have to tell her 3 or 4 or 5 times to do something, and that they have told their daughter “not to air our dirty laundry. We do things differently in our culture.”

What are the next steps? MDT- slapping, pinching and belt hitting are these illegal in Kenya?

Case Study Scenario 3: Secondary

There is a year 12 male student who you suspect has a significant drug dependency issue. He is often sleeping through classes or in the library and looking out of it. When you talk to him at times you notice he has a very dry mouth, constantly licking his lips and acting oddly (i.e. asking you for a sip of your water). You are concerned about his safety and well-being. He comes from a single parent household and after several meetings with the father the parent agrees to send the student to rehab before entering his final year of high school. However, after a few days the student says he will not continue in the facility and as he is 18 he cannot be forced. The parent does not have support outside of the school and feels defeated. You know that if he continues in school he will not do well, and have suspicion he is using drugs in school although there is no proof. You know if the school requires a drug test and ultimately asks him to leave school he will not get the support or services he needs outside of school.

What steps would you take to best support this student?

Emma Mumma/MDT Presentation

CPAN Theme: Documentation

- **What if it's a Kenyan teacher? What if it's an expat teacher?**



MDT Q&A

