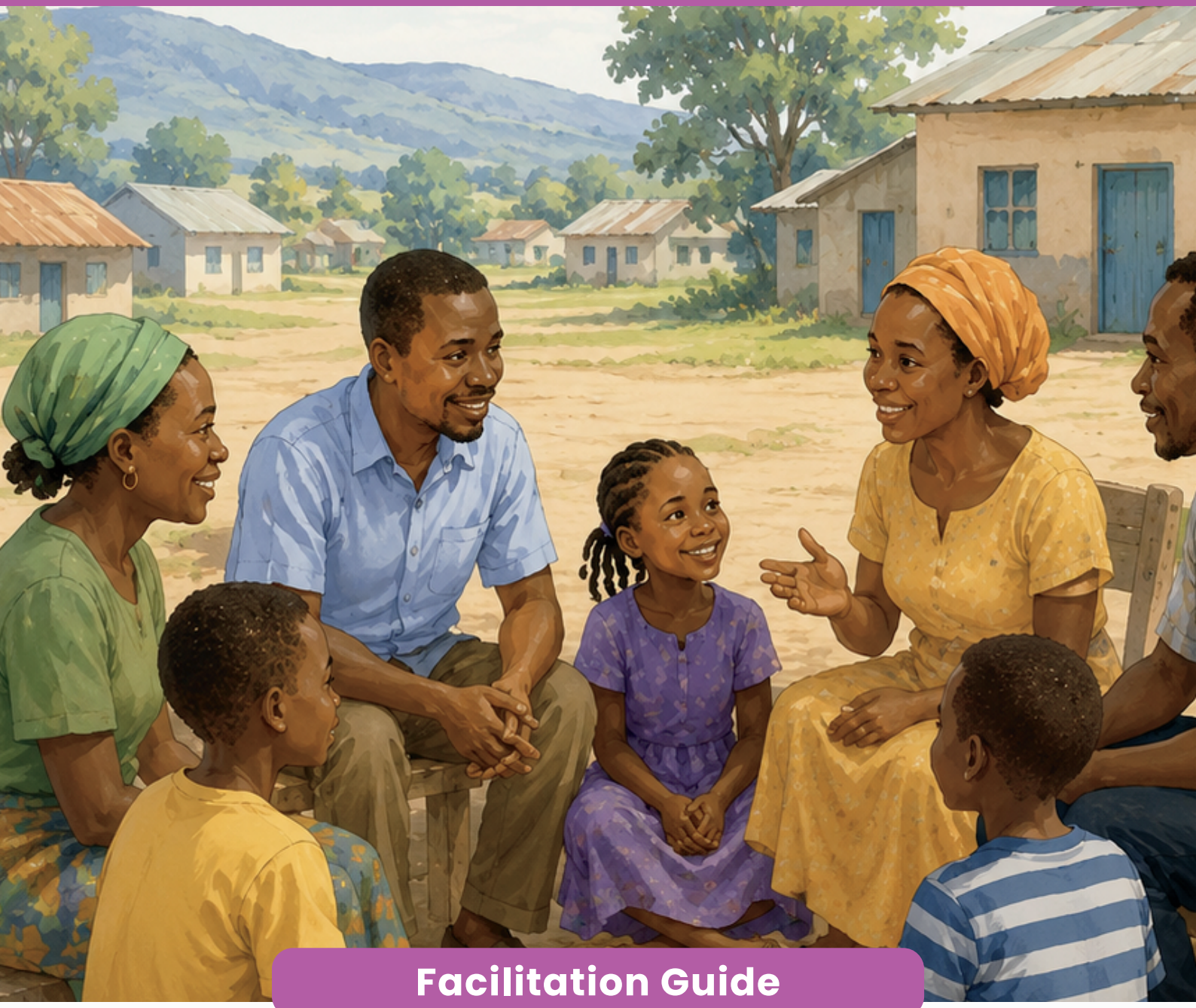
Parent and Caregiver Engagement Guide on Child Protection and Wellbeing



Facilitation Guide

YOU SHALL BE MY WITNESSES
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Parent and Caregiver Engagement Guide on Child Protection and Wellbeing

Foreword

Parents and caregivers have a fundamental responsibility for the protection, care and holistic development of children. The family is the first environment in which children learn values, develop relationships, understand acceptable behaviour and experience love, guidance and discipline. The attitudes, practices and relationships within the home therefore have a significant influence on children's safety, well-being, learning and development.

The Constitution of Kenya (2010), particularly Article 53, guarantees every child the right to protection from abuse, neglect, harmful practices and all forms of violence. The Children Act (2022) further affirms that the best interests of the child must be a primary consideration in all decisions and actions concerning children. These legal obligations require parents, caregivers, schools, faith institutions and communities to work together to create safe, nurturing and supportive environments for every child.

The Basic Education Act (2013), including Section 27, recognises the role of School Sponsors in supporting the provision of holistic education and promoting learners' spiritual, moral, social and cultural development. The Competency-Based Education system similarly recognises that meaningful learning extends beyond academic achievement to include the development of values, competencies, responsible behaviour and positive relationships.

In response to this responsibility, the Kenya Conference of Catholic Bishops, through the Commission for Education and Religious Education, has developed this Parent and Caregiver Sensitisation Guide as part of its programme for preventing violence against children and strengthening safe, supportive school and family environments.
The guide is intended to support structured conversations with parents and caregivers on issues that directly affect children's safety and well-being. These include understanding violence against children, recognising the effects of violence, using positive and non-violent approaches to discipline, strengthening communication with children, responding appropriately when a child raises a concern, and working collaboratively with schools and other child protection structures.

The guide recognises that parents and caregivers may face significant social, economic and personal pressures. Its purpose is therefore not to judge families, but to strengthen their knowledge, confidence and practical capacity to guide and protect children with dignity, consistency, empathy and responsibility.

The sessions use participatory approaches that encourage reflection, discussion, shared learning and practical application. Parents and caregivers are invited to examine common beliefs and practices, consider how these affect children, and identify realistic actions that can strengthen safety, trust and positive relationships within their homes.

The guide is grounded in Catholic teaching on the dignity of every human person, the responsibility to care for the vulnerable, the importance of family life and the call to promote justice, compassion and the common good. It also reflects the Church's safeguarding commitments and the shared responsibility of all adults to prevent harm and respond appropriately when concerns arise.

The development of this guide was informed by a needs assessment, engagement with teachers, parents, caregivers, learners, education stakeholders and diocesan representatives, and an iterative process of content development, review, pre-testing and validation. Their experiences and perspectives contributed to ensuring that the guide is relevant, practical and responsive to the realities of families and schools.

It is our hope that this guide will strengthen partnership between parents, caregivers, schools, parishes and communities and contribute to homes and learning environments where children feel loved, heard, respected and protected.

May God bless all parents, caregivers, facilitators and partners who will use this guide to promote the safety, dignity and well-being of children.

God bless you all.

Rt. Rev. Mark Kadima
Chairman
KCCB- Commission for Education and Religious Education

Acknowledgement

The Kenya Conference of Catholic Bishops, through the Commission for Education and Religious Education, gives thanks to Almighty God for His guidance and providence throughout the development of this Parent and Caregiver Sensitisation Guide on the prevention of violence against children.

We acknowledge with appreciation the leadership of the Bishops' Conference, represented by the Chairman of the Commission, Rt. Rev. Mark Kadima, and the General Secretary of the Kenya Conference of Catholic Bishops General Secretariat, Very Rev. Fr. James Waweru, for their strategic direction and continued support. We commend Mr Nicholas Muasya, National Executive Secretary, for his leadership, coordination and oversight of the development process and for supporting engagement among the different institutions and stakeholders involved.

We express our sincere appreciation to the Evidence and BEYOND team, Dr Lina Digolo, Anne Ngunjiri, Dr Hermes Gichane, Julia Ayoti and Miriam Njoroge, for their technical support throughout the programme. Their contribution included strengthening programme capacity in violence prevention, supporting the revision of the school-based safeguarding programme into a multi-level prevention model, and leading the development and refinement of the parent and caregiver sensitisation content, facilitation manuals and complementary learner materials. Their technical accompaniment helped to ensure that this guide is evidence-informed, participatory, contextually relevant and aligned with national child protection requirements, Catholic safeguarding principles and recognised approaches to preventing violence against children.

Special recognition is extended to the KCCB-CERE staff, Mr Linus Waweru, Mr Nick Kamwe, Mr Thomas Mwikya, Ms Brenda Mutegi and Rev. Fr. John Githinji, for their technical input, content review and contribution to ensuring that the guide reflects the realities of Catholic schools, families and communities.

We also acknowledge the Catholic Diocese of Malindi team, Rev. Fr. Dennis Nyagwencha, Mr George Otieno and Ms Prudence Pendo Muramba, for their contribution to content development, contextual review, field engagement, pre-testing and validation. Their involvement helped ensure that the guide is practical and responsive to the experiences of parents, caregivers, schools and communities.

We appreciate the contribution of Mr Fulgence Mwanyalo Mwikamba of KCCB-CERE for coordinating the review process, consolidating stakeholder feedback and supporting the production of a coherent and quality-assured resource.

Finally, we sincerely acknowledge the parents, caregivers, teachers, learners, school leaders, diocesan representatives and other education and child protection stakeholders who participated in the needs assessment, content development, pre-testing and validation processes. Their experiences, reflections and recommendations helped ensure that the guide addresses the practical realities of parenting, caregiving and child protection.

May God bless all those who contributed to the development of this guide and all those who will use it to strengthen safe, caring and violence-free homes, schools and communities.

Very Rev. Fr. James Waweru
General Secretary
KCCB-General Secretariat

Mr. Nicholas Muasya
National Executive Secretary
KCCB-CERE

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Introduction

Welcome to the Parent Sensitisation Guide under the Sitawi+ Child Programme, developed by the Kenya Conference of Catholic Bishops through the Commission for Education and Religious Education.

The guide is based on the belief that every child has dignity and the right to be safe. It recognises parents and caregivers as key partners in shaping children's daily experiences, protecting them from harm and supporting their well-being at home, in school and in the community.

The guide acknowledges the different realities in which families raise children and encourages respectful reflection, shared learning and practical action. Through stronger collaboration between families, schools, parishes and communities, the programme promotes consistent messages of dignity, care, respect and protection.

Purpose of this Guide

This guide provides a practical framework for facilitating short, participatory sessions with parents and caregivers on child protection, positive parenting and children's well-being.

It is designed to help facilitators communicate safeguarding and behaviour change messages in simple and practical ways that parents and caregivers can understand and apply in their daily interactions with children.

The guide may also be used to prepare teachers, community leaders, faith leaders, parent representatives and other trained facilitators to deliver the sessions consistently and safely. It provides a common structure, key messages and practical guidance that can be adapted to different school, parish and community settings.

The guide supports facilitators to:

- Increase parents' and caregivers' understanding of violence against children and its effects.
- Strengthen positive parenting, respectful communication and non-violent discipline.
- Support early recognition and appropriate response to child protection concerns.
- Reinforce consistency between the safety messages children receive at school and their experiences at home.
- Promote collaboration between families, schools, parishes and community structures.
- Encourage practical changes that strengthen children's dignity, safety and well-being.

The guide focuses on realistic actions that parents and caregivers can apply within their homes and everyday family relationships. It encourages gradual change through reflection, discussion and the consistent use of safer and more supportive parenting practices.

Target Audience

This guide is intended for trained facilitators involved in the Watoto Watunzwe Programme or related child protection initiatives. These may include:



- Teachers, head teachers and school safeguarding focal persons.
- Priests, religious leaders, catechists and parish-based facilitators.
- Community leaders and community-based child protection volunteers.
- Community health promoters and social service providers involved in family support.
- Parent representatives, including Parent–Teacher Association leaders.

The primary participants in the sensitisation sessions are parents, caregivers and other adults responsible for the care and protection of children.

Intended Outcomes of the Parents Engagement Sessions

When delivered consistently, the parent sensitisation sessions are expected to contribute to:



- Increased understanding of violence against children, its different forms and its effects on children's safety and wellbeing.
- Greater use of positive, non-violent approaches to discipline and behaviour guidance.
- Stronger communication, trust and respectful relationships between parents, caregivers and children.
- Improved recognition of signs that a child may be distressed, unsafe or experiencing harm.
- More appropriate and timely responses to child protection concerns, including reporting and referral.
- Greater confidence among children to speak, seek help and report unsafe situations.
- Stronger collaboration between families, schools, parishes and community structures in protecting children.
- Gradual changes in beliefs and practices that normalise violence, silence children or discourage help-seeking.

Session Facilitation Framework

Each parent sensitisation session follows a simple and consistent structure to support effective preparation and delivery.

The framework guides facilitators through the session learning outcomes, opening, participatory discussion, key message, practical guidance, faith connection, common concerns and family action.

This helps ensure that sessions remain focused, interactive and practical while allowing facilitators to adapt examples, language and activities to the needs of participants and the time available.

Sessions at a Glance

The table below provides an overview of the ten parent sensitisation sessions. It summarises the session title, learning outcomes, values and key message for each topic.

The sessions reinforce values such as dignity, respect, care, responsibility, compassion and cooperation, while supporting parents and caregivers to apply practical child protection and positive parenting practices at home.



Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
1	**Raising children with dignity and care**	• Recognise how everyday words, actions and discipline practices affect children's dignity, safety and wellbeing.	Dignity, respect, care, compassion	Every child has dignity and deserves to be treated with respect and care.
2	**Understanding children's feelings and behaviour**	• Recognise that children's behaviour may reflect their feelings and experiences. • Identify a calm way of responding before correcting behaviour.	Patience, empathy, understandin g, care	Behaviour often reflects what a child is feeling or experiencing.

Lesson	Lesson Title	Learning Outcomes	Values	Key Messages
3	**Positive discipline at home**	• Distinguish between punishment and discipline that teaches and guides. • Identify non-violent ways of correcting children's behaviour.	Responsibility, self-control, respect, fairness	Discipline should teach and guide children, not create fear or cause harm.
4	**Communication that builds trust**	• Identify ways of listening and responding that help children feel safe to speak.	Trust, respect, honesty, empathy	Children are more likely to speak when they feel safe, heard and respected.
5	**Power, authority and respect in parenting**	• Recognise the difference between authority that guides and authority that creates fear. • Identify respectful ways of setting and enforcing rules.	Responsibility, respect, fairness, self-control	Parental authority should guide and protect children, not create fear or silence.
6	**Building safe and respectful relationships**	• Identify the characteristics of safe, respectful and unsafe interaction. • Identify key messages parents can use to teach children about boundaries and speaking up.	Respect, dignity, courage, responsibility	Respect, boundaries and appropriate behaviour help keep children safe in all relationships.

Lesson	Lesson Title	Learning Outcomes	Values	Key Message
7	**Recognising harm, risk and warning signs**	• Recognise common signs that a child may be distressed or unsafe. • Identify how to begin a calm and supportive conversation with the child.	Attentiveness, compassion, care, responsibility	Recognising warning signs early can help protect a child and prevent further harm.
8	**Responding to children and seeking help**	• Identify how to respond supportively when a child shares a concern. • Identify when and where to seek safeguarding support.	Compassion, courage, responsibility, protection	When a child speaks, listen calmly, take the concern seriously, reassure the child and seek appropriate help.
9	**Creating safe homes and daily routines**	• Identify practical ways of strengthening routines, supervision and safety at home.	Responsibility, care, consistency, protection	Safe routines, supervision and consistent care help children feel secure and reduce risk.
10	**Working together with schools and communities**	• Identify practical ways of working with schools, parishes and community structures to protect and support children.	Cooperation, shared responsibility, unity, care	Children are safest when parents, schools, parishes and communities work together.

Standard Lesson Structure

Each parent and caregiver session follows a simple, consistent structure that supports participation, reflection and practical action. The structure helps facilitators deliver the session within 30 - 35 minutes while maintaining clear safeguarding boundaries and allowing parents and caregivers to connect the topic to their everyday experiences.

Each session begins with one or two learning outcomes, one key message and one family practice. These guide the facilitator's preparation and should remain the focus throughout the session.

	Session Title and Learning Outcomes (Pre-session preparation) Clarify the topic and what parents and caregivers should learn. Include one clear topic and a maximum of two learning outcomes.
	**Opening and Ground Setting (3 minutes)** Welcome participants, introduce the topic and remind them to use general examples without naming individuals. Explain that personal concerns will be handled privately through the appropriate safeguarding process.
	**Introduction and Reflection (4-5 minutes)** Ask one simple reflection question and invite one or two responses. Briefly connect the topic to children's safety, wellbeing and everyday family life.
	**Participatory Activity and Discussion (8 minutes)** Present one scenario or up to three short situations and ask no more than three guiding questions. Focus on what happens, how the child may feel and what could be done differently.
	**Practical Guidance (7 minutes)** Summarise the discussion in two or three points, reinforce the key message, and share no more than three practical actions..
	**Faith Connection (2 minutes)** Share one short scripture passage or faith message and link it directly to parenting, child protection or family relationships.
	**Addressing Common Concerns or Beliefs (3 minutes)** Address one common concern respectfully and guide participants towards a safer practice. Refer to Annex 1 where additional guidance is required.
	**Family Action and Closing (3 minutes)** Give one clear action for parents and caregivers to try at home and repeat the key message. Close with a brief prayer or reflection where appropriate.

How to Use this Guide

This guide is designed for flexible use in school, parish and community settings. Sessions may be delivered during Parent–Teacher Association meetings, school open days, academic clinics, parish gatherings and other forums where parents and caregivers are present.

Facilitators do not need to deliver all sessions in sequence. The sessions complement one another but may also be delivered independently according to participants' needs, priority child protection concerns and available opportunities.

Each session includes session learning outcomes, values, a key message, participatory discussion, practical guidance, a faith connection and one family action. Facilitators should retain these core elements while adapting the language, examples and activities to the local context, participants' literacy levels and the ages of their children.

Where time is limited, facilitators should prioritise one reflection question, the key message, practical guidance and one family action. Discussions should use general examples, avoid identifying children or families and follow the safeguarding guidance throughout.

Key messages may also be reinforced through take-home materials, parent communication channels and digital platforms such as WhatsApp.

Role of the Facilitator

The facilitator guides parents and caregivers through respectful, practical and participatory discussions. Their role is to create a safe learning environment, encourage reflection and help participants connect each topic to everyday family life.

Facilitators should:

- Use simple, clear and respectful language.
- Encourage participation without pressuring anyone to share personal experiences.
- Keep discussions focused on the session learning outcomes and key message.
- Use examples that reflect the local context and are appropriate for participants.
- Reinforce practical actions that parents and caregivers can apply at home.
- Respond calmly to different views, concerns or resistance.
- Maintain safeguarding boundaries and follow reporting procedures where concerns arise.
- Avoid lecturing, judging, investigating cases or giving advice beyond their role.

The facilitator guides reflection rather than lecturing or providing all the answers. Parents and caregivers are more likely to engage and consider change when they feel respected, heard and supported.

Facilitator Preparation Checklist

Before each parent and caregiver session, facilitators should take a few minutes to prepare. Careful preparation helps the session run smoothly, supports meaningful participation and ensures that safeguarding arrangements are in place. Use the checklist below when preparing for each session.



Before the lesson

- Review the session plan, including the learning outcomes, key message, values, activities and discussion questions.
- Identify sensitive issues that may require careful explanation or additional guidance.
- Prepare the required materials, such as flipchart paper, markers, scenario cards or handouts.
- Select simple examples that reflect parents' and caregivers' everyday experiences.
- Review the safeguarding guidance, confirm referral contacts and plan the timing for each part of the session.



Prepare the classroom

- Arrange seating so participants can see, hear and engage with one another.
- Prepare the materials and ensure there is sufficient space for discussion or movement where required.
- Explain the ground rules and identify a suitable private space for responding to personal concerns.



During the lesson

- Speak clearly and respectfully, using simple language and relevant examples.
- Encourage participation without pressuring anyone to share personal experiences.
- Give participants time to reflect and keep discussions focused on general situations rather than identifiable cases.
- Redirect discussions that move away from the topic and respond calmly to different views or concerns.
- Reinforce the learning outcomes, key message, values and practical family action throughout the session.



After the lesson

- Summarise the key message and family action and remind participants where they can seek help.
- Respond privately to concerns and follow the established safeguarding and referral procedures where necessary.
- Complete the session record and reflect briefly on what worked well, what was challenging and what could be improved.

How to Facilitate Sessions

Parent and caregiver sessions strengthen knowledge, values and practical skills related to child protection, positive parenting, communication and family wellbeing. Facilitators should guide participants through respectful discussion, reflection and practical actions that can be applied at home.



1. Use clear and accessible language

Session content should be explained in ways that parents and caregivers can easily understand.

Facilitators should:

- Use simple, respectful language.
- Explain new ideas using familiar examples from family and community life.
- Check understanding through brief questions and discussion.
- Avoid technical language or explain it clearly when necessary.



2. Encourage active participation

Sessions are most effective when parents and caregivers participate actively.

Facilitators should:

- Encourage participants to share ideas and perspectives.
- Use discussion, scenarios, reflection and practical exercises.
- Create opportunities for different participants to contribute.
- Respect those who choose not to speak.

Participation should never require anyone to share personal experiences or identifiable child protection cases.



3. Use scenarios and examples

Facilitators should:

- Use short scenarios that reflect everyday parenting situations.
- Encourage participants to consider how a child may feel and what could be done differently.
- Focus on practical choices, problem-solving and safer responses.

Keep examples general and avoid naming children, families or individuals.



4. Establish expectations for respectful participation
At the beginning of each session, remind participants to:

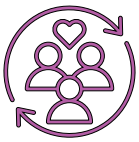
- Listen when others are speaking.
- Respect different views and experiences.
- Avoid blaming, shaming or judging others.
- Use general examples rather than personal cases.
- Raise personal concerns privately with the facilitator.



5. Reinforce safety and help-seeking
Facilitators should consistently remind participants that protecting children is a shared responsibility.

Facilitators should:

- Reinforce children's right to dignity, safety and protection, and explain where parents and caregivers can seek help.
- Encourage parents and caregivers to listen and respond calmly when children speak.
- Explain where and how to seek help when a concern arises.
- Follow the established safeguarding and referral procedures.



6. Create a positive learning environment
Parents and caregivers are more likely to engage when they feel respected and supported.

Facilitators should:

- Maintain a calm, non-judgemental approach.
- Recognise different experiences without endorsing harmful practices.
- Model respectful communication throughout the session.
- Redirect blame, ridicule or disrespect calmly.
- Focus on practical improvement rather than criticism.
- Reinforce that small, consistent changes can strengthen children's safety and well-being.

A positive learning environment helps parents and caregivers reflect honestly, participate meaningfully and consider safer practices for their families.

LISTEN • REFLECT • DISCUSS • PRACTISE • ACT SAFELY

Safeguarding Principles to Observe

Safeguarding is central to every parent and caregiver session. All discussions must protect children's dignity and privacy, avoid further harm and follow the established school, parish or diocesan safeguarding procedures.

Some topics may cause discomfort, strong reactions or disclosure of real concerns. Facilitators must therefore create a respectful environment, avoid inviting personal stories and be prepared to respond safely where a concern arises.

Do not invite personal disclosures

Participants should not be asked to share personal experiences of abuse, violence or unsafe situations during group discussions. Such sharing may expose children or families, cause distress or create additional risk.

Facilitators should use general examples, short scenarios and hypothetical situations.

Instead of asking: Has this happened to your child?
Ask:

- What could a parent do in this situation?
- How might the child feel?
- Where could the parent or child seek help?

Establish clear ground rules

At the start of each session, remind participants that:

- Discussions should use general examples rather than personal cases.
- Names of children, families, teachers or other individuals should not be mentioned.
- Different views should be discussed respectfully without blaming or shaming.
- Personal concerns should be raised privately with the facilitator.

Urgent concerns should be addressed immediately and not delayed until the end of the session.

Reinforce adult responsibility

Teachers should consistently remind learners that serious problems are the responsibility of adults to address.

Learners should understand that:

- Children are not responsible for solving serious problems alone
- It is okay to seek help when something feels unsafe
- Children should seek help from trusted adults
- Trusted adults are responsible for protection and support
- Reporting concerns is a responsible and safe choice

This message helps reduce fear and encourage help-seeking.

Manage sensitive discussions carefully

Facilitators should remain calm and respectful when discussions challenge deeply held beliefs or accepted practices. Harmful practices may be normalised, and change requires patience, clear guidance and consistent reinforcement.

If a participant begins to share an identifiable case:

- Acknowledge the concern respectfully.
- Stop the public discussion gently.
- Explain that the matter should be discussed privately.
- Arrange appropriate follow-up in line with safeguarding procedures.

Refer to Annex 1 for guidance on responding to common concerns and resistance.

Be alert to signs of concern

A participant or child may appear upset, withdrawn, distressed or unusually quiet during or after a session.

Facilitators should:

- Notice signs of discomfort without drawing public attention to the person.
- Check in privately where appropriate.
- Avoid pressing the person to disclose information.
- Follow safeguarding procedures where there is reason to believe that a child may be at risk.

Respond appropriately to a disclosure

Occasionally a learner may approach a teacher privately after a lesson to talk about something that is worrying them.

If this happens, teachers should:

- Remain calm and listen carefully
- Thank the learner for speaking up
- Reassure the learner that they have done the right thing
- Avoid asking many detailed questions
- Explain that the concern will need to be shared with appropriate adults who can help.

Teachers should not promise to keep secrets, because safeguarding concerns must be reported according to the school safeguarding protocol.

Maintain confidentiality

Safeguarding information must be handled carefully and shared only with those responsible for responding to the concern.

Facilitators must:

- Protect the dignity and privacy of the child and family.
- Avoid discussing the concern with unauthorised people.
- Store any written information securely.
- Use the approved safeguarding documentation and reporting channels.

Take the required safeguarding action

Facilitators must:

- Follow the school, parish or diocesan safeguarding procedure without delay.
- Report the concern to the designated safeguarding focal person or authorised reporting contact.
- Refer or link the case to appropriate services in line with established procedures.
- Act immediately where a child is in urgent danger or requires medical attention.

Facilitators should not begin a session unless the safeguarding and referral contacts have been confirmed.

What facilitators MUST NOT do

Facilitators must not:

- Investigate or attempt to verify the concern.
- Confront or mediate with the alleged person responsible for harm.
- Promise to keep the concern secret.
- Delay reporting while seeking further proof.
- Share information beyond authorised safeguarding personnel.



Safeguarding Reporting Contacts in Your School and Community

Each school, parish or community setting should have clearly identified persons responsible for responding to safeguarding concerns. Facilitators should know whom to contact immediately if a parent, caregiver or child raises a concern, or if they become aware that a child may be at risk.

Before delivering the sessions, facilitators should complete the contact list below and keep it available for reference throughout the programme.

Safeguarding Reporting Contacts in Your School

(Deputy) Head of Institution: Has the responsibility for ensuring that safeguarding procedures are implemented within the school or institution.

Name: _____

Phone: _____

School Safeguarding Officer / Child Protection Lead: Serves as the primary safeguarding contact within the school and coordinates the initial response, documentation and referral of concerns in line with established procedures.

Name: _____

Phone: _____

School Counsellor: Provides appropriate psychosocial support and works with the safeguarding team where a child requires additional support.

Name: _____

Phone: _____

Community Health Promoter: Supports families to access relevant health, protection and community referral services.

Name: _____

Phone: _____

Diocesan Child Protection Officer: Provides diocesan safeguarding support and receives concerns that require referral or escalation beyond the school level.

Name: _____

Phone: _____

Sub County children Officer: Receives and follows up child protection concerns, coordinates referrals and supports statutory action where required.

Name: _____

Phone: _____

Nearest health facility

Facility: _____

Phone: _____

National Support Contacts

National Child Helpline: 116, toll-free
GBV Helpline: 1195, toll-free
Police emergency: 999, 112 or 911

Facilitators should report concerns promptly to the appropriate safeguarding contact and follow the established procedure.

They must not investigate, confront the alleged person responsible for harm or share information with unauthorised people.

Final Note for Facilitators

This programme is designed to help parents and caregivers strengthen the knowledge, values and practical skills needed to protect and support children. When facilitators guide the sessions with patience, clarity and respect, participants are better able to reflect on their practices and apply safer, more supportive approaches at home.

Small, consistent changes can make a lasting difference. By promoting respectful communication, positive discipline, early help-seeking and shared responsibility, parents and caregivers can help create homes and communities where children feel safe, valued and supported.



Parent and Caregiver Sessions

Practical Sessions to strengthen safety, communication, and positive parenting

10 sessions

Session 1:
Raising Children with Dignity and Care

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers reflect on how everyday words, actions and discipline practices affect children's dignity, safety and wellbeing.

Emphasise that:

- Children need guidance and correction, but this should be provided without shouting, humiliation, threats or physical punishment.
- Respectful treatment helps children feel safe, valued and more willing to speak when they are worried or need help.
- Small changes in how adults speak, listen and respond can strengthen trust and improve children's behaviour over time.

Faith Connection

God created human beings in his own image. – Genesis 1:27

Explain briefly: Every child is created in the image of God and has dignity. Treating children with respect, patience and care is one way parents and caregivers live out their faith.

Session Learning Outcome

By the end of the session, parents and caregivers will be able to recognise how everyday words, actions and discipline practices affect children's dignity, safety and well-being.

Key Message

- Every child has dignity and deserves to be treated with respect and care.
- Children need guidance and clear boundaries, but correction should teach rather than cause fear, pain or humiliation.
- Respectful words, calm responses and careful listening help children feel safe, build trust and seek help when they need it.

Opening and Ground Setting (3 minutes)



Welcome participants.

Say: Thank you for joining us. Today, we will reflect on how the way we speak to, listen to and correct children affects how safe, respected and supported they feel.

Explain: This session is not about judging or blaming anyone. It is an opportunity to learn together and identify small changes that can strengthen how we care for and guide children.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What are some simple things adults do that help children feel safe, loved and respected?

Invite one or two brief responses.
Acknowledge the responses and say:

- Children are shaped by their everyday experiences.
- The way adults speak to them, listen to them and respond when they make mistakes can help them feel valued and safe, or make them feel afraid and unheard.
- When children feel respected and listened to at home, they are more likely to speak to a trusted adult when they are worried or need help.

Participatory Discussion (8 minutes)



Say: Let us consider three everyday situations.

- A child makes a mistake. The caregiver speaks calmly, explains what was wrong and gives the child an opportunity to try again.
- A child makes a mistake. The caregiver shouts at the child and embarrasses them in front of other people.
- A child tries to explain what happened, but the caregiver does not allow the child to speak.

Ask:

- How might the child feel in each situation?
- Which response is most likely to help the child learn?
- What could the adult do differently in the second and third situations?

Invite a few brief responses.

Conclude by saying:

- Children need correction and guidance, but the way adults correct them matters.
- Respectful correction helps children learn while protecting their dignity.

Practical Guidance (7 minutes)



Repeat the key message: Every child has dignity and deserves to be treated with respect and care.

Explain:

- Children learn from both what adults say and how adults treat them.
- Calm and respectful guidance helps children understand what they did wrong and what they should do differently.
- Shouting, insulting, threatening or humiliating a child may stop behaviour briefly, but it can also create fear and reduce trust.

Encourage parents and caregivers to practise three actions:

- Pause and calm down before responding when angry.
- Use a calm but firm voice to explain which behaviour needs to change.
- Allow the child to explain before deciding how to respond.

Say:

- Children are also learning about respect, safety and speaking up at school.
- When they experience the same values at home, they are more confident and more likely to seek help when something is wrong.

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers believe that harsh discipline is necessary because that is how they were raised.

Acknowledge: Many adults were raised in this way, and parents often use the approaches they experienced themselves.

Explain:

- Children still need rules, boundaries and correction.
- However, discipline should help a child understand what to do differently. It should not cause pain, fear or humiliation.

Refer to Annex 1 for additional guidance on responding to common concerns about discipline.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

When a child makes a mistake, pause, lower your voice and explain calmly what the child should do differently.

Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

What is one change I can make this week in the way I speak to, listen to or correct a child?

Allow a brief pause.

Remind participants of the family action: When a child makes a mistake, pause, lower your voice and explain calmly what the child should do differently.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 2:
Understanding Children's Feelings and Behaviour

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers understand that children's behaviour may be connected to their feelings, experiences or unmet needs.

During the session:

- Avoid labelling children as stubborn, difficult or badly behaved. Guide participants to focus on the behaviour and what may be contributing to it.
- Emphasise that understanding a child's feelings does not mean ignoring unacceptable behaviour or removing appropriate boundaries.
- Keep the discussion focused on pausing, observing and asking simple questions before correcting the child.

Faith Connection

Be completely humble and gentle; be patient, bearing with one another in love. – Ephesians 4:2

Explain briefly: Children are still learning how to understand and express their feelings. Responding with patience and understanding helps parents and caregivers guide children while helping them feel safe and supported.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Recognise that children's behaviour may reflect their feelings or experiences.
- Identify a calm response they can use before correcting a child's behaviour.

Key Message

- Behaviour often reflects what a child is feeling or experiencing.
- Pausing and listening can help adults understand what may be behind a child's behaviour.
- Responding calmly does not mean accepting unacceptable behaviour. It helps adults guide children more effectively.

Opening and Ground Setting (3 minutes)



Say: Thank you for joining us. Today, we will reflect on children's behaviour and what they may be feeling or experiencing when they behave in certain ways.

Explain:

- Children do not always have the words to explain what they feel.
- Their behaviour may sometimes be a way of communicating that they are worried, tired, frustrated, afraid or in need of support.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What are some ways children may behave when they are worried, tired, frustrated or upset?

Invite one or two brief responses.

Acknowledge the responses and say:

- Children express their feelings in different ways.
- Some children may become angry, refuse to cooperate or talk back.
- Others may become unusually quiet, withdrawn or less interested in activities.
- Looking beyond the behaviour can help adults understand how to respond.

Participatory Discussion (8 minutes)



Say: Let us consider three everyday situations.

- A child refuses to do their homework.
- A child becomes angry and speaks disrespectfully.
- A child who is usually active becomes quiet and withdrawn.

Ask:

- What might the child be feeling or experiencing in each situation?
- How might an immediate angry reaction affect the situation?
- What could the parent or caregiver ask or do before correcting the behaviour?

Invite a few brief responses.

Conclude by saying:

- The same behaviour may have different causes.
- We should not make immediate assumptions about what is happening.
- Pausing and asking a calm question can help us understand the child before deciding how to guide them.

Practical Guidance (7 minutes)



Repeat the key message: Behaviour often reflects what a child is feeling or experiencing.

Introduce the four steps:

PAUSE – ASK – LISTEN – GUIDE

Explain:

- **Pause:** Take a moment to calm down before reacting.
- **Ask:** Ask one simple question, such as What happened? or How are you feeling?
- **Listen:** Give the child time to answer without interrupting or immediately blaming them.
- **Guide:** Address the behaviour calmly and explain what the child should do differently.

Encourage parents and caregivers to remember:

- Understanding the child's feelings does not mean accepting harmful or disrespectful behaviour.
- Adults can acknowledge the child's feelings while maintaining clear rules and boundaries.
- A calm response makes it easier to understand the situation and guide the child towards a better choice.

Say:

- Children are also learning at school to recognise and express their feelings.
- When adults listen and use similar approaches at home, children become more confident in expressing themselves and seeking help when they need it.

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers may believe that a child who refuses, argues or becomes angry is simply being stubborn or difficult.

Acknowledge: Children may sometimes test boundaries or resist instructions.

Explain:

- The behaviour still needs to be addressed.
- However, pausing to understand what may be behind it can help the adult respond more effectively.
- A calm question may reveal that the child is confused, worried, tired, afraid or experiencing another difficulty.

Refer to Annex 1 for additional guidance on responding to common concerns about children's behaviour.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

When a child reacts strongly or behaves in a concerning way, pause and ask one calm question before correcting the behaviour.



Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

What can I do differently before reacting to a child's behaviour?

Allow a brief pause.

Remind participants of the family action: When a child reacts strongly or behaves in a concerning way, pause and ask one calm question before correcting the behaviour.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 3:
Positive Discipline at Home

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers reflect on the purpose of discipline and strengthen non-violent ways of guiding children's behaviour.

During the session:

- Help participants distinguish between discipline that teaches and punishment that causes fear, pain or humiliation.
- Emphasise that positive discipline does not mean allowing unacceptable behaviour or removing rules and consequences.
- Keep the discussion focused on practical ways adults can remain calm, firm and consistent when correcting behaviour.

Faith Connection

A gentle answer turns away anger. – Proverbs 15:1

Explain briefly: Calm and respectful words can reduce conflict and help children listen and learn. Parents and caregivers can remain firm while speaking with patience and care.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Distinguish between punishment and discipline that guides and teaches.
- Identify non-violent ways of correcting a child's behaviour.

Key Message

- Discipline should guide and teach, not create fear or harm.
- Children need clear rules, fair consequences and consistent guidance.
- Firmness and respect can be used together to help children correct their behaviour.

Opening and Ground Setting (3 minutes)



Welcome participants.

Say: Thank you for joining us. Today, we will reflect on discipline and how we can guide children's behaviour in ways that help them learn and grow.

Explain: We will focus on what helps children understand expectations, correct mistakes, and develop responsibility over time.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What comes to mind when you hear the word discipline?
Invite one or two brief responses.

Acknowledge the responses and say:

- Discipline is intended to guide, teach and help children develop self-control.
- Punishment focuses mainly on making a child suffer for what they have done.
- A response may stop behaviour immediately without helping the child understand what was wrong or what to do differently.
- Effective discipline combines clear expectations, respectful correction and appropriate consequences.

Participatory Discussion (8 minutes)



Say: Let us consider an everyday situation.
A child breaks an agreed household rule and responds disrespectfully when corrected.

Ask:

- How might an adult usually respond in this situation?
- Which responses are likely to teach the child, and which may mainly create fear or anger?
- How could the adult remain firm while helping the child correct the behaviour?

Invite a few brief responses.

Explain that the adult could:

- Pause and calm down before responding.
- Name the behaviour clearly and respectfully.
- Restate the rule and explain the consequence.
- Help the child correct the mistake or repair any harm caused.

Invite one or two participants to describe how they could respond using these steps.

Conclude by saying:

- Discipline is not complete when the unwanted behaviour stops.
- The child should also understand what was wrong, what is expected and how to make a better choice.

Practical Guidance (7 minutes)



Repeat the key message: Discipline should guide and teach, not create fear or harm.

Explain:

- Children need clear rules and boundaries so that they understand what is expected.
- Consequences should be reasonable, connected to the behaviour and applied consistently.
- Physical punishment, insults, threats and humiliation may create fear without teaching responsibility.

Encourage parents and caregivers to use four steps:

- **Pause:** Calm yourself before responding.
- **Name** the behaviour: State clearly and respectfully what the child did.
- **Guide**: Restate the rule and explain what the child should do differently.
- **Repair**: Help the child correct the mistake or repair any harm caused.

Explain: Repair may include apologising, completing an unfinished responsibility, replacing or fixing something that was damaged, or practising the correct behaviour.

Remind participants:

- Positive discipline does not mean ignoring unacceptable behaviour.
- It means responding firmly and respectfully in a way that helps the child learn.

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers believe that without caning or harsh punishment, children will become undisciplined.

Acknowledge: Children do need clear rules, structure and consequences when rules are broken.

Explain:

- Fear may stop behaviour for a short time, but it does not always teach responsibility or self-control.
- Harsh punishment may cause children to hide mistakes, avoid adults or remain silent when they need help.
- Children learn more effectively when expectations are clear, and adults guide them to correct their behaviour.

Refer to Annex 1 for additional guidance on responding to common concerns about positive discipline.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

When a child breaks a rule, pause before reacting, explain what was wrong and guide the child to correct the mistake or repair any harm caused.



Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

When I correct a child, am I helping the child learn what to do differently, or am I only trying to stop the behaviour?

Allow a brief pause.

Remind participants of the family action: When a child breaks a rule, pause before reacting, explain what was wrong and guide the child to correct the mistake or repair any harm caused.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 4:
Communication That Builds Trust

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers strengthen communication and listening practices that make it easier for children to speak openly and seek help.

During the session:

- Help participants focus on listening to understand before correcting, advising or judging.
- Emphasise that listening to a child does not mean agreeing with everything the child says or removing parental authority.
- Guide participants to identify responses that keep communication open rather than causing children to withdraw or remain silent.

Faith Connection

Everyone should be quick to listen, slow to speak and slow to become angry. – James 1:19

Explain briefly: Listening with patience and care helps children feel valued and respected. Parents and caregivers can guide children more effectively when they listen before responding.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to identify ways of listening and responding that help children feel safe to speak.

Key Message

- Children are more likely to speak when they feel safe, heard and respected.
- Listening calmly helps adults understand what a child is trying to communicate.
- Interrupting, dismissing or reacting harshly may cause children to hide concerns or stop speaking openly.

Opening and Ground Setting (3 minutes)



Say: Thank you for joining us. Today, we will reflect on how the way we listen and respond can either build trust or create distance between children and adults.

Explain: Communication is not only about speaking. It also includes listening, paying attention and responding in a way that helps the child feel safe to continue talking.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What helps a child feel that an adult is truly listening?
Invite one or two brief responses.

Acknowledge the responses and say:

- Listening helps adults understand what has happened and how the child feels.
- When children expect shouting, blame or dismissal, they may stop sharing even small concerns.
- Children who feel heard are more likely to speak when something serious happens or when they need help.

Participatory Discussion (8 minutes)



Say: Let us consider three everyday situations.

- A child begins to explain what happened, but the caregiver interrupts and says there is no need for excuses.
- A child says they are worried, but the caregiver tells them to stop thinking about it.
- A child admits making a mistake, and the caregiver listens before responding.

Ask:

- How might the child feel in each situation?
- In which situation is the child most likely to speak openly again?
- What could the adult say or do differently in the first two situations?

Invite a few brief responses.
Then say: Imagine a child says, I need to tell you something, but I am afraid you will be angry.

Ask one or two participants how they could respond in a way that keeps the conversation open.

Guide participants towards responses such as:

- Tell me what happened. I am listening.
- Thank you for coming to tell me.
- I will listen first before I respond.
- Conclude by saying: Children often begin with small conversations to find out whether it is safe to tell adults about bigger concerns.

Practical Guidance (7 minutes)



Repeat the key message: Children are more likely to speak when they feel safe, heard and respected.

Introduce the three steps:

LISTEN – ACKNOWLEDGE – RESPOND

Explain:

- **Listen**: Give the child time to speak without interrupting.
- **Acknowledge**: Show that you have heard the child and recognise how they may be feeling.
- **Respond**: Speak calmly, ask only necessary questions and guide what should happen next.

Give practical examples:
Instead of saying: Stop talking and do what I have told you.
Say: I have heard what you are saying. Let us talk about what needs to happen next.
Instead of saying: That is nothing. Stop worrying.
Say: I can hear that this is troubling you. Tell me more.

Encourage parents and caregivers to practise three actions:

- Put aside distractions and give the child attention.
- Allow the child to finish before responding.
- Keep their voice calm, especially when the child shares a mistake or concern.

Say:

- Children are learning at school to express themselves, ask for help and speak respectfully.
- When they are listened to at home, they become more confident in using these skills.

Addressing Common Concerns and Beliefs (3 minutes)



Say:

- Some parents and caregivers believe that without caning or harsh punishment, children will become undisciplined.
- Children do need clear rules, structure and consequences when rules are broken.

Explain:

- Fear may stop behaviour for a short time, but it does not always teach responsibility or self-control.
- Harsh punishment may cause children to hide mistakes, avoid adults or remain silent when they need help.
- Children learn more effectively when expectations are clear, and adults guide them to correct their behaviour.

Refer to Annex 1 for additional guidance on responding to common concerns about positive discipline.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

Choose one moment each day to listen to a child without interrupting. Ask one open question and allow the child time to answer fully.



Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

Do my responses make it easier or harder for a child to speak to me?

Allow a brief pause.

Remind participants of the family action: Choose one moment each day to listen to a child without interrupting and allow them time to answer fully.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 5:
Power, Authority and Respect in Parenting

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers reflect on how authority is used in the home and how it affects children's behaviour, safety and willingness to speak.

During the session:

- Emphasise that children need adult guidance, rules and boundaries, but authority should not depend on fear or humiliation.
- Help participants distinguish between allowing a child to speak and allowing a child to ignore rules or behave disrespectfully.
- Keep the discussion focused on how adults can use authority with clarity, consistency and respect.

Faith Connection

Do to others as you would have them do to you. – Luke 6:31

Explain briefly: Parents and caregivers have an important responsibility to guide children. Using authority with fairness, care and respect helps children learn responsibility while protecting their dignity.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Distinguish between authority that guides and authority that creates fear.
- Identify respectful ways of setting and enforcing rules at home.

Key Message

- Authority should guide and protect children, not create fear or silence.
- Children need clear rules, consistent boundaries and respectful guidance.
- Allowing children to speak helps adults understand situations and does not remove parental authority.

Opening and Ground Setting (3 minutes)



Say: Thank you for joining us. Today, we will reflect on how parents and caregivers use authority and how this affects children's behaviour, safety and openness.

Explain:

- Children need adults to provide direction, make decisions and set limits.
- The way adults use this responsibility can help children learn or make them afraid to speak.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What does responsible authority look like in a family?
Invite one or two brief responses.

Acknowledge the responses and say:

- Authority includes setting rules, giving guidance and protecting children.
- Adults can be firm without shouting, threatening or silencing children.
- Fear may produce immediate obedience, but it can also cause children to hide mistakes or avoid seeking help.
- Respectful authority helps children understand both the rule and why it matters.

Participatory Discussion (8 minutes)



Say: Let us consider three everyday situations.

- A caregiver says, Do it because I said so, and refuses to answer any questions.
- A caregiver explains the rule, why it is important and what will happen if it is not followed.
- A child admits breaking a rule, and the caregiver listens before deciding on an appropriate consequence.

Ask:

- What is different about the way authority is used in these situations?
- In which situation is the child more likely to be honest and open?
- How can the adult remain in charge while still allowing the child to speak?

Invite a few brief responses.

Then say: Imagine a child comes home late without informing the caregiver.
Ask one or two participants how they could respond in a way that maintains authority while keeping communication open.

Conclude by saying:

- Respectful authority does not remove consequences.
- It helps the child understand the rule, explain what happened and take responsibility.

Practical Guidance (7 minutes)



Repeat the key message: Authority should guide and protect children, not create fear or silence.

Introduce the three principles:

BE CLEAR – BE CONSISTENT – BE RESPECTFUL

Explain:

- **Be clear:** State the rule and what is expected in simple language.
- **Be consistent:** Apply rules and consequences fairly rather than changing them according to anger or mood.
- **Be respectful:** Correct behaviour without insulting, threatening or humiliating the child.

Encourage parents and caregivers to practise three actions:

- Explain important rules and why they exist.
- Allow the child to speak before deciding on a consequence.
- Use consequences that are reasonable and connected to the behaviour.

Give practical examples:
Instead of saying: Do not question me.
Say: This is the rule, and this is why it is important.
Instead of reacting immediately in anger, say:
Let us talk about what happened and what needs to change.

Say:When children experience clear and respectful authority at home, they are more likely to be honest, accept guidance and seek help when something is wrong

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers believe that allowing children to speak will make them disrespectful or disobedient.

Acknowledge: Children must learn to respect adults, follow reasonable rules and accept appropriate consequences.

Explain:

- Allowing a child to explain does not mean the adult has lost authority.
- Listening helps the adult understand what happened and respond fairly.
- Adults can listen respectfully and still make the final decision.

Refer to Annex 1 for additional guidance on balancing authority, respect and child participation.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

Choose one household rule and explain clearly to the child what the rule is, why it matters and what will happen if it is not followed.



Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

Does the way I use authority help children understand and speak honestly, or does it make them afraid to speak?

Allow a brief pause.

Remind participants of the family action: Explain one household rule, why it matters and the consequence for not following it.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 6:
Building Safe and Respectful Relationships

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers understand what safe and respectful relationships look like and how to guide children in recognising appropriate and inappropriate interactions.

During the session:

- Use clear, age-appropriate language and avoid asking participants to share personal experiences of abuse or unsafe relationships.
- Emphasise that unsafe behaviour can involve people a child knows and trusts, not only strangers.
- Reinforce that teaching children to speak up or say no to unsafe behaviour does not teach disrespect towards adults.

Faith Connection

Do to others as you would have them do to you. – Luke 6:31

Explain briefly: Respect and care should guide all relationships. Children should be treated with dignity and taught to respect others while also recognising and speaking up about behaviour that makes them feel unsafe.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Identify characteristics of safe, respectful and unsafe interactions.
- Identify messages that help children understand boundaries and speak up when something feels unsafe.

Key Message

- Respect, boundaries and appropriate behaviour help keep children safe in all relationships.
- Children should know that unsafe behaviour can come from strangers or people they know.
- Children have the right to speak up, move away and tell a trusted adult when something feels wrong or unsafe.

Opening and Ground Setting (3 minutes)



Say: Thank you for joining us. Today, we will reflect on the relationships children experience and how adults can help them recognise what is safe, respectful and appropriate.

Explain:

- Children interact with family members, teachers, peers, neighbours and many other people.
- They need guidance to understand respectful behaviour, personal boundaries and when to seek help.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: What are some signs that a relationship or interaction is safe and respectful for a child?

Invite one or two brief responses.
Acknowledge the responses and say:

- Safe relationships involve care, respect, listening and appropriate behaviour.
- Children should not be pressured, frightened, threatened or asked to keep unsafe secrets.
- Children learn about relationships from what adults teach them and from what they observe at home.
- Clear guidance helps children recognise when something is wrong and know what to do.

Participatory Discussion (8 minutes)



Say: Let us consider three everyday situations.

- A caregiver says, Do it because I said so, and refuses to answer any questions.
- A caregiver explains the rule, why it is important and what will happen if it is not followed.
- A child admits breaking a rule, and the caregiver listens before deciding on an appropriate consequence.

Ask:

- What is different about the way authority is used in these situations?
- In which situation is the child more likely to be honest and open?
- How can the adult remain in charge while still allowing the child to speak?

Invite a few brief responses.

Participatory Discussion COnt'd

Then say: Imagine a child comes home late without informing the caregiver.

Ask one or two participants how they could respond in a way that maintains authority while keeping communication open.

Conclude by saying:

- Respectful authority does not remove consequences.
- It helps the child understand the rule, explain what happened and take responsibility.

Practical Guidance (7 minutes)

Repeat the key message: Respect, boundaries and appropriate behaviour help keep children safe in all relationships.

Introduce the three areas:

RESPECT – BOUNDARIES – SPEAKING UP

Explain:

- **Respect:** Children should treat others with care and should also be treated with dignity and care.
- **Boundaries:** Children should understand that they can express discomfort when behaviour, touch, language or requests feel inappropriate or unsafe.
- **Speaking up:** Children should tell a trusted adult when something feels wrong, confusing, frightening or unsafe.

Encourage parents and caregivers to teach children three simple messages:

- You can say no and move away when something feels unsafe.
- You should not keep secrets that make you afraid, worried or uncomfortable.
- You can always tell a trusted adult, and it is not your fault when someone behaves in an unsafe way.

Encourage parents and caregivers to:

- Name at least two or three trusted adults with the child.
- Listen calmly when a child raises a concern.
- Avoid blaming or punishing a child for speaking up.

Say:

- Children are also learning at school about respect, boundaries and seeking help.
- When adults reinforce these messages at home, children are better able to recognise unsafe situations and ask for support.

Addressing Common Concerns and Beliefs (3 minutes)

Say: Some parents and caregivers believe that children should always obey adults and should never question or refuse them.

Acknowledge: Children should be taught to respect adults and follow appropriate guidance.

Explain:

- Respect does not mean accepting harmful, inappropriate or unsafe behaviour.
- Children need permission to say no, move away and seek help when something feels wrong.
- Teaching children about boundaries supports safety and does not encourage general disobedience.

Refer to Annex 1 for additional guidance on discussing boundaries, unsafe secrets and help-seeking.

Family Action (2 minutes)

Invite participants to try one action during the coming week:

Talk with the child about one safety rule for relationships and identify at least two trusted adults the child can approach for help.

Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

Does the child in my care know that they can tell me when a relationship or interaction makes them feel uncomfortable or unsafe?

Allow a brief pause.

Remind participants of the family action: Discuss one relationship safety rule and identify at least two trusted adults the child can approach.

Thank participants for taking part and encourage them to have this conversation during the coming week.

Notes:

Session 7:
Recognising Harm, Risk and Warning Signs

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers recognise changes that may indicate that a child is distressed, unsafe or experiencing harm.

During the session:

- Emphasise that one warning sign does not always mean that a child is being harmed, but noticeable or repeated changes should not be ignored.
- Guide participants to observe patterns calmly rather than immediately blaming, accusing or pressuring the child.
- Reinforce the importance of listening carefully and following safeguarding procedures where there is a serious concern.

Faith Connection

Carry one another's burdens. – Galatians 6:2

Explain briefly: Children depend on adults to notice when they may be struggling and to offer appropriate support. Paying attention and responding with care is part of our responsibility to protect children.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Recognise possible signs that a child may be distressed, unsafe or experiencing harm.
- Identify how to begin a calm and supportive conversation with a child.

Key Message

- Children may communicate distress through changes in their behaviour, mood, appearance or daily routines.
- A warning sign does not always confirm harm, but significant or repeated changes should be taken seriously.
- Early recognition, calm listening and appropriate action can help prevent further harm.

Opening and Ground Setting (3 minutes)

Say: Thank you for joining us. Today, we will reflect on how children may show that something is wrong and how adults can respond when they notice concerning changes.

Explain:

- Children do not always tell adults directly when they are worried, distressed or unsafe.
- They may communicate through changes in behaviour, mood or everyday habits.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)

Ask: What changes might show that a child is worried, upset or experiencing a problem?
Invite one or two brief responses.

Acknowledge the responses and say:

- Children show distress in different ways. Some may become quiet and withdrawn, while others may become angry or aggressive.
- Changes in sleep, eating, school attendance, performance or relationships may also be signs that a child needs support.
- Adults should notice changes without immediately assuming that they know the cause

Participatory Discussion (8 minutes)

Say: Let us consider three situations.

- A child who was usually active and social becomes quiet and withdrawn.
- A child suddenly refuses to attend school or visit a particular place.
- A child becomes easily upset, begins avoiding a particular person and shows a sudden decline in school performance.

Ask:

- What changes or warning signs can you identify?
- What might these changes be communicating?
- How could an adult begin a calm and supportive conversation with the child?

Invite a few brief responses.

Guide participants towards calm opening statements such as:

- I have noticed that you have been quiet lately. Is something worrying you?
- I have noticed that you do not want to go to school. Can you tell me more?
- I am here to listen when you are ready to talk.

Conclude by saying:Not every change means that a child is being harmed. However, sudden, repeated or unexplained changes should be noticed, explored calmly and taken seriously.

Practical Guidance (7 minutes)



Repeat the key message: Early recognition, calm listening and appropriate action can help prevent further harm.

Introduce the three steps:

NOTICE – ASK – SUPPORT

Explain:

- **Notice:** Pay attention to changes in the child's behaviour, mood, appearance, relationships or routine.
- **Ask:** Choose a calm moment and ask one simple, open question without pressuring the child.
- **Support:** Listen carefully, take the concern seriously and seek appropriate help where needed.

Encourage parents and caregivers to:

- Observe whether the change continues or becomes more serious.
- Avoid saying that the child is being difficult, dramatic or attention-seeking.
- Follow the appropriate safeguarding and reporting procedure where there is a concern that the child may be at risk.

Say:

- Teachers may also notice changes at school.
- Early communication between parents, caregivers and the school can help the child receive appropriate support.

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers believe that changes in behaviour are simply a phase and will pass without attention.

Acknowledge: Some changes may be temporary and may not indicate serious harm.

Explain:

- Sudden, repeated or significant changes may show that the child needs support.
- Checking in calmly does not create a problem. It helps the adult understand what may be happening.
- It is safer to notice and respond early than to ignore a possible concern.

Refer to Annex 1 for additional guidance on recognising and responding to warning signs.

Family Action (2 minutes)



Invite participants to try one action during the coming week:

Choose a calm moment to check in with a child and ask how they have been feeling at home, at school and in other places where they spend time.



Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

How can I become more attentive to changes in a child's behaviour, mood or daily routine?

Allow a brief pause.

Remind participants of the family action: Choose a calm moment to check in with a child and ask how they have been feeling.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 8:
Responding to Children and Seeking Help

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers respond safely and supportively when a child shares a concern and understand when and where to seek help.

During the session:

- Emphasise that the adult's first response can affect whether the child continues speaking or withdraws.
- Guide participants to listen without blaming, investigating or asking detailed and leading questions.
- Reinforce that serious child protection concerns must be reported through the appropriate safeguarding and referral procedures.

Faith Connection

Speak up for those who cannot speak for themselves. – Proverbs 31:8

Explain briefly: Children depend on adults to listen, protect them and take action when something is wrong. Responding with care and seeking appropriate help are important expressions of responsibility.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to:

- Identify a calm and supportive response when a child shares a concern.
- Recognise when and where to seek safeguarding support.

Key Message

- When a child speaks, the adult's first response matters.
- Listening calmly, taking the concern seriously and reassuring the child helps them feel supported.
- Serious concerns should be reported promptly through the appropriate safeguarding and referral procedures.

Opening and Ground Setting (3 minutes)

Say: Thank you for joining us. Today, we will reflect on how to respond when a child shares a serious concern or when an adult believes that a child may be at risk.

Explain:

- Speaking about a worrying or harmful experience can be difficult for a child.
- A calm and supportive response can help the child continue speaking and receive the protection they need.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)

Ask: What does a child need from an adult when they share something serious or worrying?

Invite one or two brief responses.

Acknowledge the responses and say:

- Children may be afraid that they will not be believed.
- They may fear punishment, blame or the consequences of speaking.
- The first response should help the child feel heard, supported and safe.
- Adults should listen and seek appropriate help rather than trying to investigate the matter themselves.

Participatory Discussion (8 minutes)

Say: Let us consider three situations.

- A child shares a serious concern and the caregiver becomes angry and asks why the child did not speak earlier.
- A child shares a concern and the caregiver listens calmly, thanks the child for speaking and reassures them.
- A child reports possible harm and is told to remain silent to avoid causing trouble.

Ask:

- How might the child feel in each situation?
- Which response is most likely to help the child continue speaking?
- What should the adult do after listening to the concern?

Invite a few brief responses.

Then say: Imagine a child says, I am afraid to go to school because something is happening there.
Ask one or two participants how they could respond.

Participatory Discussion (Cont'd)

Then say: Imagine a child says, I am afraid to go to school because something is happening there.

Ask one or two participants how they could respond.

Guide participants towards responses such as:

- Thank you for telling me.
- I am glad you came to me.
- What happened is not your fault.
- I will seek help so that you can be safe.

Conclude by saying:

- Adults should not blame the child, promise secrecy or begin investigating.
- Their responsibility is to listen, reassure and follow the appropriate reporting procedure.

Practical Guidance (7 minutes)

Repeat the key message: When a child speaks, the adult's first response matters.

Introduce the four steps:

LISTEN – TAKE SERIOUSLY – REASSURE – SEEK HELP

Explain:

- **Listen:** Remain calm and allow the child to speak in their own words.
- **Take seriously:** Do not dismiss, blame or accuse the child of lying.
- **Reassure:** Thank the child for speaking and explain that they have done the right thing.
- **Seek help:** Report the concern through the approved safeguarding and referral procedures.

Remind participants:

- Do not ask detailed, leading or investigative questions.
- Do not confront the person alleged to have caused harm.
- Do not promise to keep the concern secret.
- Share information only with the people responsible for safeguarding and responding to the concern.

Say: Where the child is in immediate danger or requires urgent medical attention, help should be sought without delay.

Addressing Common Concerns and Beliefs (3 minutes)

Say: Some parents and caregivers may fear the consequences of reporting or may feel uncertain about what will happen next.

Acknowledge: It is understandable to feel worried or unsure when a serious concern is raised.

Explain:

- Delaying or avoiding action may leave the child exposed to further harm.
- The parent or caregiver does not need to manage the concern alone.
- Safeguarding contacts and referral services are available to guide the response and support the child.

Refer to the safeguarding reporting contacts and Annex 1 for further guidance.

Family Action (2 minutes)

Invite participants to try one action during the coming week:

Remind the child that they can come to you with any concern and that you will listen, take them seriously and help them seek support.

Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

How can I respond in a way that helps a child feel safe to continue speaking?

Allow a brief pause.

Remind participants of the family action: Tell the child that they can come to you with any concern and that you will listen and help.

Thank participants for taking part and encourage them to have this conversation during the coming week.

Notes:

Session 9:
Creating Safe Homes and Daily Routines

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers identify practical ways of strengthening children's safety through predictable routines, appropriate supervision and safer home environments.

During the session:

- Recognise that parents and caregivers may face work, financial and caregiving pressures that affect supervision and daily routines.
- Focus on small and realistic actions rather than suggesting that families must create perfect routines.
- Emphasise that supervision should be appropriate to the child's age, abilities, environment and level of risk.

Faith Connection

Each of you should look not only to your own interests, but also to the interests of others. – Philippians 2:4

Explain briefly: Caring for children includes paying attention to their daily needs, safety and wellbeing. Clear routines and responsible supervision are practical ways of showing care.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to identify practical ways of using routines, supervision and home safety measures to reduce risks to children.

Key Message

- Predictable routines and consistent care help children feel safe and secure.
- Appropriate supervision helps adults know where children are, who they are with and what they are doing.
- Small, realistic changes in daily family life can reduce risks and strengthen children's wellbeing.

Opening and Ground Setting (3 minutes)



Say: Thank you for joining us. Today, we will reflect on how daily routines, supervision and the home environment can support children's safety and wellbeing.

Explain: Children feel more secure when they understand what is expected, know who is responsible for them and have adults who check on their wellbeing.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)



Ask: Which parts of a child's daily routine are especially important for their safety?

Invite one or two brief responses.

Acknowledge the responses and say:

- Daily routines help children know where they should be and what they should be doing.
- Regular check-ins create opportunities for adults to notice concerns and communicate with children.
- Times when children are alone, moving between places or using phones and the internet may require additional attention.
- Routines should be realistic and suitable for the child's age and family circumstances.

Participatory Discussion (8 minutes)



Say: Let us consider three situations.

- A child knows where to go after school, who will be responsible for them and when to return home.
- A child spends long periods without adult supervision or clear guidance about where they can go.
- A child uses a phone and the internet without agreed rules, guidance or adult check-ins.

Ask:

- Which situation supports the child's safety?
- What risks might arise in the second and third situations?
- What small changes could the family introduce to reduce these risks?

Invite a few brief responses.

Then ask: What could a parent or caregiver put in place to know where a child is and what they are doing after school?
Invite one or two responses.

Conclude by saying:
Safety does not require constant control. It requires clear expectations, appropriate supervision, regular communication and attention to possible risks.

Practical Guidance (7 minutes)



Repeat the key message: Predictable routines and consistent care help children feel safe and secure.

Introduce the three areas:

ROUTINE – SUPERVISION – SAFE SPACES

Explain:

- **Routine:** Agree on regular times for school, study, play, household responsibilities, rest and returning home.
- **Supervision:** Know where the child is, who they are with and how to reach them or the responsible adult.
- **Safe spaces:** Reduce physical and online risks and create an environment where the child can raise concerns without fear.

Encourage parents and caregivers to practise three actions:

- Agree on clear times for returning home and checking in.
- Know the people and places where the child spends time.
- Set age-appropriate rules for phone and internet use.

Say: Even when parents and caregivers are working or away from home, they can identify a responsible adult, agree on check-in arrangements and make expectations clear to the child

Addressing Common Concerns and Beliefs (3 minutes)



Say: Some parents and caregivers may feel that work and other responsibilities make close supervision difficult.

Acknowledge: Many families balance employment, household responsibilities and the care of several children.

Explain:

- Supervision can be shared with a responsible and trusted adult.
- Simple routines and agreed check-ins can strengthen safety even when the caregiver is not physically present.
- Consistency in a few important areas is more realistic and useful than trying to control every part of the child's day.

Refer to Annex 1 for additional guidance on supervision, routines and online safety.

Family Action (2 minutes)



IInvite participants to try one action during the coming week:

Choose one part of the child's day, such as after school or evening time, and agree on a clear routine and check-in arrangement.

Reflection and Closing (3 minutes)

IInvite participants to reflect quietly:

Which part of the child's daily routine could be made safer or more predictable?

Allow a brief pause.

Remind participants of the family action: Choose one part of the child's day and agree on a clear routine and check-in arrangement.

Thank participants for taking part and encourage them to practise this action during the coming week.

Notes:

Session 10:
Working Together with Schools and Communities

Total Time: 30 Minutes

Facilitator Note

This session helps parents and caregivers recognise the importance of working with schools and relevant community support structures to protect children and respond to concerns.

During the session:

- Emphasise that parents and caregivers remain central to children's safety, even when children are at school.
- Encourage respectful communication and a shared focus on the child's best interests rather than blame or conflict.
- Reinforce the importance of raising concerns early and following up until appropriate support has been provided.

Faith Connection

Two are better than one because they have a good return for their labour. – Ecclesiastes 4:9

Explain briefly: Protecting and supporting children is a shared responsibility. Cooperation between families, schools and support services strengthens the care available to children.

Session Learning Outcomes

By the end of the session, parents and caregivers will be able to identify practical ways of working with schools and relevant community structures to strengthen children's safety and wellbeing.

Key Message

- Children are safest when parents, caregivers, schools and relevant support structures work together.
- Early and respectful communication helps adults recognise concerns and respond before they become more serious.
- Parents and caregivers should engage, share concerns and follow up on agreed actions.

Opening and Ground Setting (3 minutes)

Say: Thank you for joining us. Today, we will reflect on how parents, caregivers, schools and relevant community support structures can work together to protect children.

Explain: Children move between home, school and the wider community. Important information may be missed when the adults responsible for them do not communicate or cooperate.

Briefly remind participants to listen respectfully and allow others an opportunity to contribute.

Introduction and Reflection (4 minutes)

Ask: What helps parents, caregivers and schools work together effectively for children?

Invite one or two brief responses.

Acknowledge the responses and say:

- Parents and caregivers understand children's home experiences and daily needs.
- Teachers observe children's learning, behaviour and relationships at school.
- Sharing concerns early helps adults understand the full situation and provide appropriate support.
- Cooperation works best when everyone remains respectful and focuses on the child's best interests.

Participatory Discussion (8 minutes)

Say: Let us consider three situations.

- A parent attends school meetings and communicates with the teacher about the child's wellbeing and progress.
- A teacher raises a concern, but the parent dismisses it without seeking further information.
- A parent and teacher discuss a concern, agree on appropriate action and follow up on the child's progress.

Ask:

- Which situation is most likely to support the child?
- What might happen when concerns are ignored or information is not shared?
- What can parents, caregivers and schools do to work together more effectively?

Invite a few brief responses.

Participatory Discussion (Cont'd)

Then say: Imagine a teacher raises a concern about a change in the child's behaviour.
Ask one or two participants how they could respond in a cooperative and child-centred way.

Guide participants towards responses such as:

- Thank you for informing me. Please explain what you have noticed.
- I have also noticed a change at home. What can we do together?
- When should we follow up to see whether the situation has improved?

Conclude by saying:

- Cooperation does not mean that parents and schools will always agree immediately.
- It means sharing information, listening respectfully and focusing on what will best support and protect the child

Practical Guidance (7 minutes)

Repeat the key message: Children are safest when parents, caregivers, schools and relevant support structures work together.

Introduce the three actions:

ENGAGE – COMMUNICATE – FOLLOW UP

Explain:

- **Engage:** Attend meetings, respond to school communication and learn about the school's safeguarding arrangements.
- **Communicate:** Share concerns early and listen carefully when a teacher or safeguarding contact raises an issue.
- **Follow up:** Agree on the next steps and check whether the child has received the required support.

Encourage parents and caregivers to practise three actions:

- Speak with teachers about the child's wellbeing as well as academic performance.
- Keep the school informed about important changes that may affect the child.
- Use the school's safeguarding and referral procedures where a child protection concern arises.

Say: Where additional support is required, parents, caregivers and schools may work with relevant services such as the Community Health Promoter, Children Services or a health facility.

Addressing Common Concerns and Beliefs (3 minutes)

Say: Some parents and caregivers believe that schools should manage school-related problems without involving families.

Acknowledge: Schools have important responsibilities for children's learning, safety and well-being while they are at school.

Explain:

- Parents and caregivers remain responsible for supporting and protecting their children.
- Schools may not know what is happening at home, and families may not know what is happening at school.
- Sharing relevant information helps both sides understand the child's needs and respond appropriately.

Refer to Annex 1 for additional guidance on communicating with schools and following up concerns.

Family Action (2 minutes)

Invite participants to try one action during the coming week:

Take one step to strengthen communication with the child's school, such as speaking with a teacher about the child's wellbeing, attending a meeting or confirming the school safeguarding contact.

Reflection and Closing (3 minutes)

Invite participants to reflect quietly:

What is one step I can take to strengthen cooperation between my family and the child's school?

Allow a brief pause.

Remind participants of the family action: Take one step to strengthen communication with the child's school.

Thank participants for taking part and encourage them to complete this action during the coming week.

Notes:

Closing Reflections and Way Forward

This guide supports ongoing engagement with parents and caregivers as part of broader efforts to protect children and promote their wellbeing. The sessions are not intended as one-time activities. They provide opportunities to strengthen everyday parenting and caregiving practices over time.

Small and consistent changes in how adults communicate, listen, guide behaviour and respond to concerns can make a significant difference to children's safety, wellbeing and development.

Facilitators are encouraged to continue engaging parents and caregivers through available school and community platforms. Repeating key messages, revisiting important topics and creating opportunities for discussion can reinforce learning and support gradual change.

Protecting children requires continued cooperation between parents, caregivers, schools and relevant community support structures. When adults communicate, take concerns seriously and fulfil their responsibilities, children are more likely to feel safe, supported and confident seeking help when they need it.



Annexes

The annexes provide practical tools and guidance to support facilitators before, during and after the sessions. They are designed to strengthen facilitation, promote consistent messaging and support the safe application of safeguarding principles.

Annex 1: Facilitator Support for Managing Common Questions and Concerns

Facilitators may encounter questions, concerns or resistance during the sessions. The suggested responses below are intended to support calm, respectful and consistent engagement while reinforcing child protection and safeguarding principles.

Question or concern	Suggested facilitator response
Theme 1: Children's Dignity, Feelings and Behaviour	
This is how we were raised, and we turned out fine.	Many parents and caregivers did their best with what they knew, and adults often use the approaches they experienced while growing up. We now understand more about how children learn and what helps them feel safe. We can build on what was helpful while changing practices that may cause fear or harm.
Children these days are too stubborn or difficult.	Children may sometimes resist instructions or test boundaries. Their behaviour may also be connected to feelings, experiences or needs that they cannot express clearly. Understanding what may be behind the behaviour helps adults guide children more effectively.
If I am calm, will my child think I am weak?	Remaining calm is not a weakness. It helps the adult remain in control, communicate clearly and respond without making the situation worse. Parents and caregivers can be calm, firm and consistent at the same time.
Theme 2: Positive Discipline and Parental Authority	
If we stop caning, children will become spoilt or disrespectful.	Children still need clear rules, structure and consequences. The change is from using pain or fear to guiding behaviour. When children understand expectations and are supported to correct their behaviour, they develop responsibility and self-control.
What if my child refuses to listen even after I speak calmly?	Calm communication should be combined with clear rules, appropriate consequences and consistency. Behaviour change may take time, but repeated and predictable guidance helps children understand what is expected.
Sometimes shouting is the only thing that works.	Shouting may stop behaviour temporarily, but it can also create fear, anger or silence. Calm, firm and consistent guidance is more likely to help the child understand what needs to change.

Question or concern	Suggested facilitator response
If I do not punish harshly, my child will not learn.	Children learn when they understand what they did wrong, what is expected and how to correct the mistake. Harsh punishment may stop behaviour briefly without teaching responsibility or self-control.
If I listen too much, my child will take advantage of me.	Listening does not remove parental authority. It helps the adult understand the situation and respond more effectively. Parents and caregivers can listen while still maintaining clear rules, boundaries and consequences.
Children should not question adults.	Children should learn to communicate respectfully and follow appropriate adult guidance. They should also feel able to ask questions and speak when something is wrong or unsafe. Allowing a child to speak does not mean that the adult has lost authority.
Theme 3: Communication and Trust	
My child does not talk to me. How can I communicate?	Begin with small and regular moments. Ask simple questions, listen without interrupting and avoid reacting harshly when the child shares something. Trust develops gradually through consistent and supportive responses.
Children hide things even when we are kind to them.	This can happen for different reasons. Children may feel afraid, embarrassed or uncertain about how an adult will respond. Continue creating opportunities for calm communication and remind the child that they can seek help. Trust and openness may take time to develop.
Theme 4: Safe Relationships, Boundaries and Speaking Up	
Talking about relationships or body safety is uncomfortable.	These conversations may feel uncomfortable, but they help protect children. Parents and caregivers can use simple and age-appropriate language to explain respect, boundaries, unsafe behaviour and how to seek help.
These issues do not happen in our community.	Harm may not always be visible or openly discussed. Some children may remain silent because of fear, shame or uncertainty. Raising awareness helps adults recognise risks, prevent harm and respond early when concerns arise.
Children should obey adults even when they feel uncomfortable.	Children should respect appropriate adult guidance. However, they should also know that they can say no, move away and seek help when behaviour feels wrong, inappropriate or unsafe. Respect does not mean accepting harm.

Question or concern	Suggested facilitator response
Theme 5: Recognising Concerns, Responding and Seeking Help	
What if children lie to punish a teacher or parent?	That is a concern some adults may have. A child's concern should be listened to and taken seriously without making an immediate judgement. The appropriate safeguarding procedure should then be followed so that trained and authorised persons can determine the next steps.
Children sometimes exaggerate problems.	Children may not always explain events clearly, but their concerns should still be listened to and taken seriously. Adults should remain calm and follow the appropriate safeguarding procedure rather than dismissing the concern or investigating it themselves.
If a child reports something, it may bring shame to the family.	Concerns about family reputation may feel significant, but the safety and well-being of the child must come first. Acting promptly can protect the child and prevent further harm.
What if reporting causes more problems?	Reporting may feel difficult, but failing to act may leave the child at risk. Concerns should be shared through the approved safeguarding procedure so that appropriate support and action can be provided.
I am not sure whether something is serious enough to report.	Do not investigate or try to decide the matter alone. Seek guidance from the designated safeguarding contact and follow the approved reporting procedure. It is safer to seek guidance early than to ignore a possible concern.
What if reporting causes more problems?	Reporting may feel difficult, but failing to act may leave the child at risk. Concerns should be shared through the approved safeguarding procedure so that appropriate support and action can be provided.
Theme 6: Safe Homes, Supervision and Online Safety	
I do not have time to supervise my child all the time.	Many parents and caregivers balance work, household responsibilities and the care of several children. Safety can still be strengthened through clear routines, regular check-ins, agreed rules and identifying a responsible adult when the parent or caregiver is unavailable.

Question or concern	Suggested facilitator response
My child spends a lot of time on the phone or internet.	Agree on clear and age-appropriate rules for when, where and how the phone or internet may be used. Take an interest in the applications, games and people the child interacts with online. Remind the child not to share personal information, photographs, passwords or their location with people they do not know and trust. Encourage the child to tell a trusted adult if anything online makes them feel uncomfortable, frightened, pressured or confused.
If a child reports something, it may bring shame to the family.	Concerns about family reputation may feel significant, but the safety and well-being of the child must come first. Acting promptly can protect the child and prevent further harm.
Theme 7: Working Together to Protect Children	
The school should manage school-related problems without involving parents.	Schools have important responsibilities for children's learning, safety and wellbeing. Parents and caregivers also remain central to protecting and supporting their children. Sharing relevant information and working together helps both the family and the school understand the child's needs and respond appropriately.
I feel uncomfortable raising a concern with the school.	It can be difficult to raise a concern, especially where there has been disagreement or poor communication. Focus on the specific concern, explain how it may be affecting the child and ask what action can be taken. If the concern is not addressed, follow the school's safeguarding and reporting procedure and seek guidance from the appropriate contact.

Notes:

Annex 2
Facilitator Reflection and Continuous Improvement

After each session, facilitators are encouraged to reflect on the process and identify areas for improvement.

Facilitators can reflect on:

- What went well during the session
- What challenges were experienced
- How parents responded to the discussion
- What could be improved in future sessions

Facilitators should also note any safeguarding concerns that arose and ensure they were managed according to protocol.

Regular reflection helps strengthen facilitation skills and improves the quality of parent engagement over time.

Session Tracking Template

Facilitators may use the table below to document sessions delivered and key observations.

Session Title	Key Issues Raised	Follow-up Needed
Raising Children with Dignity and Care		
Understanding Children's Feelings and Behaviour		
Positive Discipline at Home		
Communication that Builds Trust		

Annex 2
Facilitator Reflection and Continuous Improvement

Session Tracking Template

Facilitators may use the table below to document sessions delivered and key observations.

Session Title	Key Issues Raised	Follow-up Needed
Power, Authority, and Respect in Parenting		
Building Safe and Respectful Relationships		
Recognising Harm, Risk, and Warning Signs		
Responding to Children and Seeking Help		
Creating Safe Homes and Daily Routines		
Working Together with Schools and Community		

Additional comments

Annex 3: Safeguarding Protocol / Reporting Pathway

Step 1: Teacher notices a concern or receives a disclosure

- The teacher observes signs of harm or receives a disclosure from a learner.
- The teacher responds calmly and listens carefully.
- The teacher reassures the learner and does not promise secrecy.
- The teacher records key facts about what was observed or said.

Step 2: Report to the school safeguarding focal person or safeguarding lead

- The teacher reports the concern immediately to the designated safeguarding focal person or school leadership.
- The safeguarding focal person reviews the information and records the concern securely.
- Immediate decisions are made if the learner is at risk of further harm.

Step 3: School safeguarding coordination

- The safeguarding focal person and school leadership determine the appropriate next steps.
- The concern may be referred to relevant services depending on the situation:
- Children's Department or child protection officers;
- Health services for medical assessment;
- Police Gender and Child Protection Unit where criminal investigation is required;
- Counselling or psychosocial support services; Diocesan safeguarding structures where escalation is required

Step 4: External services respond

- Relevant authorities investigate the case and provide protection or support services.
- Safety plans may be developed to protect the learner.
- Follow up support may be provided through social services or counselling.

Step 5: Teacher continues classroom support

- The teacher continues to support the learner in the classroom.
- The learner's privacy and dignity are protected.
- The teacher monitors the learner's well being and reports any further concerns.

Notes:

Kenya Conference of Catholic Bishops
Commission of Education and Religious Education
+254 717 292 837, +254 717 293 642, +254 717 293 729
P.O. Box 13475-00800.
Westlands. Waumini
House- 4th-Floor
Nairobi, Kenya
info@kccb.or.ke