



Children's Rights and
Violence Prevention Fund
Ending Violence, Building Power

TOWARDS A SAFE SCHOOL ENVIRONMENT



Training manual for Teaching and Non-Teaching staff

Module One: Dimensions for school environment



CamScanner



**Children's Rights and
Violence Prevention Fund**
Ending Violence, Building Power

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Foreword

Violence against children in schools has adverse effects on to children including undermining their right to access quality education, the right to be protected and the right to development among others despite government interventions and commitments on violence against children. Research shows that violence against children in schools is widespread and occurs in all settings.

According to UNESCO, pupils, teachers and other school staff mostly perpetrate violence against children in schools. However, available evidence shows that violence perpetrated by peers is more common than by teachers and other school staff.¹

A number of pupils have experienced different forms of violence, including bullying, corporal punishment, sexual harassment and abuse. Unsafe school environments are among the main causes of early child pregnancy, school dropouts, poor performance, and sometimes death among pupils. Violence is deeply rooted in the negative social norms and practices. This has been worsened by teaching and non-teaching staff lack of skills to prevent violence against children. The outbreak of Covid-19 has worsened the situation of violence against children.

Children Rights and Violence Prevention Fund (CRVPF) is committed to supporting healthy, safe school environments and improving the wellbeing of children.

Children and adolescents are in a critical development stage of life; they are particularly vulnerable to certain behavioral and health issues that shape and affect their future. The Safe schools program is a platform that enables children to enroll, stay and complete their primary education in a safe environment free from violence. Teaching and non-teaching staff have a crucial role to create safe environment for children.

This manual has been developed to guide teaching and non-teaching staff on how to create safe school environment free from violence. This manual will stimulate discussions to support teaching and non-teaching staff to understand violence and its effects in order to reflect on their practice and adopt behaviour that will create an enabling and safe school environment.

This manual has three modules and each module has nine activities; one activity will be carried out each week. This is module one, that reflects on the dimensions of a school environment.



Fassil W. Marriam
Executive Director CRVPF

1. <https://www.unesco.org/en/articles/qa-role-teachers-preventing-and-addressing-school-violence>

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3. **The Foundation for African Empowerment- Arusha City VAC Cluster- Tanzania**
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6. **Mabatini Mathare – Kenya**
7. **Kenya Alliance for the Advancement of Children (KAACR)- Kilifi VAC Cluster- Kenya**
8. **Foundation integrated for Rural Development (FIRD)- Lira Cluster, Uganda**
9. **Joy for Children Uganda- Kabarole Cluster, Uganda**
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Introduction

According to the World Health Organization, violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

As such, violence against children refers to all forms of physical, sexual and emotional violence – including neglect, maltreatment, exploitation, harm and abuse – towards a child under the age of 18. Violence takes many forms, including but not limited to child marriage, child labour, corporal punishment, sexual violence, sexual abuse and exploitation, bullying, gang and conflict-related violence, and violence committed online such as pornography, cyber-bullying, sexual extortion and sexual exploitation and abuse.

Statistics around the world show:

- **One in two children experience violence every year**
- **Every seven minutes, an adolescent dies as a result of violence**
- **Children with disabilities are almost four times more likely to experience violence than non-disabled children.**

On top of that, COVID-19 outbreak increased children's risk to violence in every country and community. As a result, 85 million more girls and boys may be exposed to physical, sexual and emotional violence. Without urgent, unified action, we could lose a generation of children to the lifelong effects of violence.²

Violence in schools is one of the most visible forms of violence against children. Violence in schools can take many forms ranging from physical, sexual and emotional violence. It is often expressed through acts of bullying, teasing, intimidation, corporal punishment, sexual harassment and abuse among others. Violence in schools creates insecurity and fear which harm the general school climate and hinders pupils' right to learn.

In Uganda, 59 per cent of girls and 68 per cent of boys have experienced physical violence that threatens and halts their holistic and positive development.³ Gender-based violence and sexual violence are pervasive, with 35 per cent of girls and 17 per cent of boys having experienced sexual violence during childhood. Girls are especially at risk of child marriage, teenage pregnancy, and female genital mutilation. Today, 4 in 10 women aged 20 to 49 years are married by 18 years, and at least 1 in 4 teenage girls are either pregnant or have a child.

- **In Kenya, the 2019 Violence Against Children and Youth Survey (VACS) found that 16 percent of girls and 6 percent of boys experience sexual violence before the age of 18.⁴**
- **In Tanzania, 3 in 10 girls and approximately 1 in 7 boys have experienced violence prior to the age of 18 in school settings.⁵**
- **In Ethiopia, approximately 99 percent of the children polled in a study known as *Violence against Children in Ethiopia: In Their Words*, said they had encountered violence in their home, school or community.⁶**

2. <https://www.end-violence.org/together-to-end-violence-campaign>

3. <https://www.unicef.org/Uganda/what-we-do/child-protection>

4. <https://www.togetherforgirls.org/ending-violence-against-children-and-youth-in-kenya/>

5. eliefweb.int/report/united-republic-tanzania/violence-against-children-tanzania-does-it-affect-child-education

6. <https://bettercarenetwork.org/sites/default/files/Violence%20Against%20Children%20in%20Ethiopia%20-%20In%20Their%20>

Many countries have statutes and policy guidelines on ending violence against children, and are in support of the right to quality education for all children without any form of discrimination. Such rights are rooted in The United Nation's Convention on the Rights of the Child, as also echoed in Sustainable Development Goal number four that aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

However, research indicates that violence in schools is still rampant and affects children in different ways. Some interventions focus on response to violence rather than prevention and building safeguards. Child Rights and Violence Prevention Fund (CRVPF) recognizes that violence against children is preventable. It is to this effect that CRVPF has developed a handbook to guide teaching and non-teaching staff to reflect on their current practices on violence against children in their respective schools and consequently eliminate the negative ones.

The Safe School Handbook for Teaching and non-teaching staff is not an academic textbook. It is an activity-based, practical handbook whose activities are divided into three progressive modular themes: Understanding my School and my role, Eliminating Barriers to a Good School Environment, and Response to Violence Against Children in Schools.

This is a regional handbook and we propose that users tailor it to their own context without changing the meaning or intended objectives .

It is recommended that the users have some basic knowledge about the situation of violence in schools and its effects and be able to explain it before start of sessions.

List of Acronyms

CBO	Community Based Organization
CDO	Community Development Officer
CRVPF	Child Rights and Violence Prevention Fund
PSW	Para-Social Worker
PTA	Parent-Teacher Association
SMC	School Management Committee
SRGBV	School-Related Gender-Based Violence
ToT	Training of Trainers
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VACiS	Violence Against Children in Schools

How to use the Handbook

Organization

The Safe School Handbook for Teaching and non-teaching staff is organized into three modules.

Getting Started

1. Before launching the safe school program in a school, a CRVPF partner should mobilize the school through an entry meeting to explain the project and its benefits. This should include talking about the magnitude of violence and sexual violence against children and young people and its effects. The target for this meeting should include the head teacher, chairperson of the school management committee and chairperson PTA as well as an official from the district education department (depending on the context). The purpose of this entry meeting is the school to appreciate the importance of a good school environment and nominate two teachers- one male and one female as focal teachers. The focal teachers will spearhead and coordinate good school activities in their schools (see appendix for the proposed selection criteria for focal teachers and detailed roles and responsibilities)
2. After the entry meeting, focal teachers will receive training on how to create a safe school environment. The training will be based on the safe school manual. The training will be conducted in three phases, each training covering one module preferably during school holidays for a minimum of three days per module. Training of focal teachers will be carried out by CRVPF partners trained as Trainers of Trainers (ToTs).
3. After the training, focal teachers will orient all teaching and non-teaching staff in the school on the Safe Schools environment. The purpose of the orientation is to mobilize teaching and non-teaching staff to appreciate the importance of a good school environment. Schools will create time and schedules for implementation of good school activities.
4. Focal teachers will organize teaching and non-teaching staff reflection and learning meetings on a weekly basis.
5. Focal teachers will document activities conducted and learning using provided templates.
6. CRVPF partner will provide technical support to focal teachers and the school in general.

Facilitation

One of the key roles of the focal teachers is to facilitate the safe school environment activities using this manual. It is important for the facilitator to adhere to the following guidance:

- Make adequate preparations for each activity in advance.
- Follow the Step-by-step instruction as laid out for each activity.
- All activities are participatory, and facilitators should encourage everyone to participate in the discussions. Most of the talking should be done by the participants.
- The facilitator's role is to introduce and guide the discussion, and not lecture or take over the discussion. The facilitator will also supplement whenever it is necessary to do so.
- Facilitators should show kindness, understanding and empathy in case of disclosure of sensitive experiences.
- The facilitator should have good facilitation skills.

Objectives

This Handbook is intended to enable the teaching and non-teaching staff who participate in its implementation to:

- Identify different forms of violence in their schools and how they affect the performance of learners.
- Reflect on how they perpetuate violence against children.
- Share and learn from each other on how to prevent and eliminate violence against children and adolescents in their school and areas.

Who is a good facilitator?

- Sees the participants as experts with information and skills to share, rather than seeing himself or herself as the only expert in the room;
- Thinks of himself or herself as guiding the process rather than thinking of the participants as empty bowls to be filled with knowledge;
- Believes that people learn by doing, experiencing, practicing and feeling;
- Sees many possible answers to a situation or question rather than only one right answer;
- Designs activities so that everyone has an opportunity to participate in discussions;
- Listens to participants without judging; and
- Uses participatory methodology to ensure that ideas emerge from participants.

MODULE ONE: Dimensions of school environment

Introduction

Unsafe school environment characterized of sexual harassment, corporal punishment and poor teacher-pupil relationships hinders enrolment, retention and completion of education for children. This module has nine activities aimed at guiding teaching and non-teaching staff understand violence against children, its causes and its impact on the education of children. The module will guide teaching and non-teaching staff to explore aspects of a safe school environment free from all forms of violence.

Expected outcomes

By the end of this module, teaching and non-teaching staff will be able to:

- Identify the different forms of violence against children and adolescents in their school
- Identify the different causes of violence against children
- Effects of violence on education of children
- Explore dimensions of safe school environments that are free from violence
- There are nine activities in this module and each will be delivered once a week and last between 1hr - 1hr 30 minutes.

Activity 1.1: My life at school

Introduction

Violence in school happens in different ways. When we reflect on our own experiences in school, we are able to remember the different forms of violence against children. This will also help us understand the different forms of violence against children in our schools' experience and their impact.

Activity Objective

To give the teaching and non-teaching staff a chance to reflect on the types of violence they experienced as children in school and understand that their pupils may face the same violence.

Materials needed

Paper and pencils.

Step 1: Say: This is our first activity. We are going to reflect on our experiences when we were in primary school. We are going to do this through a reflection activity.

Step 2: Ask the participants to:

- Position their chairs so that they sit with some space around them, slightly apart from each other.
- Close their eyes and sit quietly, relax and get ready for the reflection process.
- Think about when they were of primary school age, about 7 to 12 years old.

Step 3: Read the guided reflection questions slowly, clearly and in a calm, even voice, pausing after each statement.

Guided Reflection: When I Was in School

- a. Imagine yourself when you were young and in school.
- b. Imagine yourself walking to school early in the morning. Notice the people around you. Who are they and what are they doing?
- c. Now turn your attention to yourself. How do you feel as you walk to school? Do you feel good or bad?
- d. Think of words to describe what you feel as you get nearer to school.
- e. You are now in the classroom sitting at a desk. What is the classroom like? What do the walls of your classroom look like? How does the classroom make you feel?
- f. Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? Are you happy to see the teacher come in?
- g. What happens when you know an answer? What happens when you don't know an answer? What happens when you misbehave?
- h. Walk outside of the classroom. Picture the school compound. What does it look like? What is the toilet like? Do you have access to safe water?
- i. What is it like being on the school compound with the other children?
- j. What was the best experience that made you stay at school and what was your worst experience that made you hate school?

Step 4: When finished, give the participants about 15–30 seconds to sit quietly and then ask them to take a few breaths and open their eyes. Give the participants 10 minutes to write freely about their reflection.

Step 5: Ask for as many volunteers as possible to share one or more of the experiences they remembered, if they feel comfortable doing so. To facilitate this, you might mention the different elements of the guided reflection.

Step 6: Prepare two columns on the black board/ paper, one for the negative and one for the positive experiences, thus:

Positive	Negative
	Fear of teacher

- Have a co-facilitator write the negative experiences or feelings in the 'Negative' column and the positive experiences and feelings in the 'Positive' column using one or two key words for each
- Mention one of the words in the 'Negative' column e.g. fear and ask participants what could have caused this fear. List the causes of the negative experiences.
- Say: The different forms, causes and effects of violence that we have shared in our experiences and others not mentioned by participants are similar to the ones children face in school today.
- What could be done to turn these negative experiences into positive ones? Add a third column, name it the Change column, and have the co-facilitator write the answers in this column.

Step 7: What can you do individually or as school staff to improve learners' experiences at school?

Step 8: End the activity by saying:

There are similarities between the forms of violence that we experienced as children and the violence that children experience in school today such as corporal punishment and sexual harassment among others. We must do all we can to ensure that children's experiences in school are positive and free from violence by practicing those experiences that made us want to stay in school e.g. using kind language when talking to pupils and maintaining good relationships with fellow teachers.

Activity 1.2: Images of violence

Introduction

Children face many different forms of violence every day. Some of the violence is easy to identify because it is physical, but some violence is not obvious and may not be understood by the perpetrators. Understanding the different forms of VACiS is the first step to preventing it.

Activity Objective

This activity will enhance participants' understanding of the forms of violence that children face in and around school.

Materials needed

Flipchart paper, colored markers or crayons and paper and pencils or any other relevant available resources.



Step 1: Say: In this activity, you will use art to express any forms of violence that children face in and around school. In so doing, you will learn together about the types of violence that exist in your school and discuss ways of addressing the violence.

Step 2: Give participants about one minute to sit quietly and think about violence against children that occurs in school or while pupils are walking to and from school.

Step 3: Divide participants in four groups and give each group a flipchart paper and markers or crayons. Give the groups 15-20 minutes to:

- Write the word 'Violence' across the top of the paper.
- Draw images of violence that children face at school and while walking to and from school.
- Tape their posters on the gallery wall labeled 'Images of Violence.'

Note: Make sure that participants bring out all forms of violence including, those that are not physical.

Step 4: Give participants 10 minutes to take a gallery walk to view the posters, noting similarities and differences or unusual images. Explore what the participants noticed about the following aspects:

- The most common acts of violence.
- The characteristics of the typical perpetrator of violence (e.g. male or female; teacher or pupil);
- The characteristics of the typical victim.
- The types of violence perpetrated against girls; and
- The types of violence perpetrated against boys.

Step 5: Lead a discussion about the possible consequences of violence. Record all responses on the board or flipchart.

Step 6: Lead a discussion about what individuals and staff members can do to eliminate violence from their school.

Step 7: End the activity saying:

There are various forms of violence, some are visible and others invisible. Every person (boys, girls, men and women) can all be perpetrators and victims of violence. All members of the school community should work together to put an end to violence against children. A violence free school will promote better learning for pupils and a good working environment for teaching and non-teaching staff.

Activity 1.3: Wellbeing of teaching and non-teaching staff

Introduction

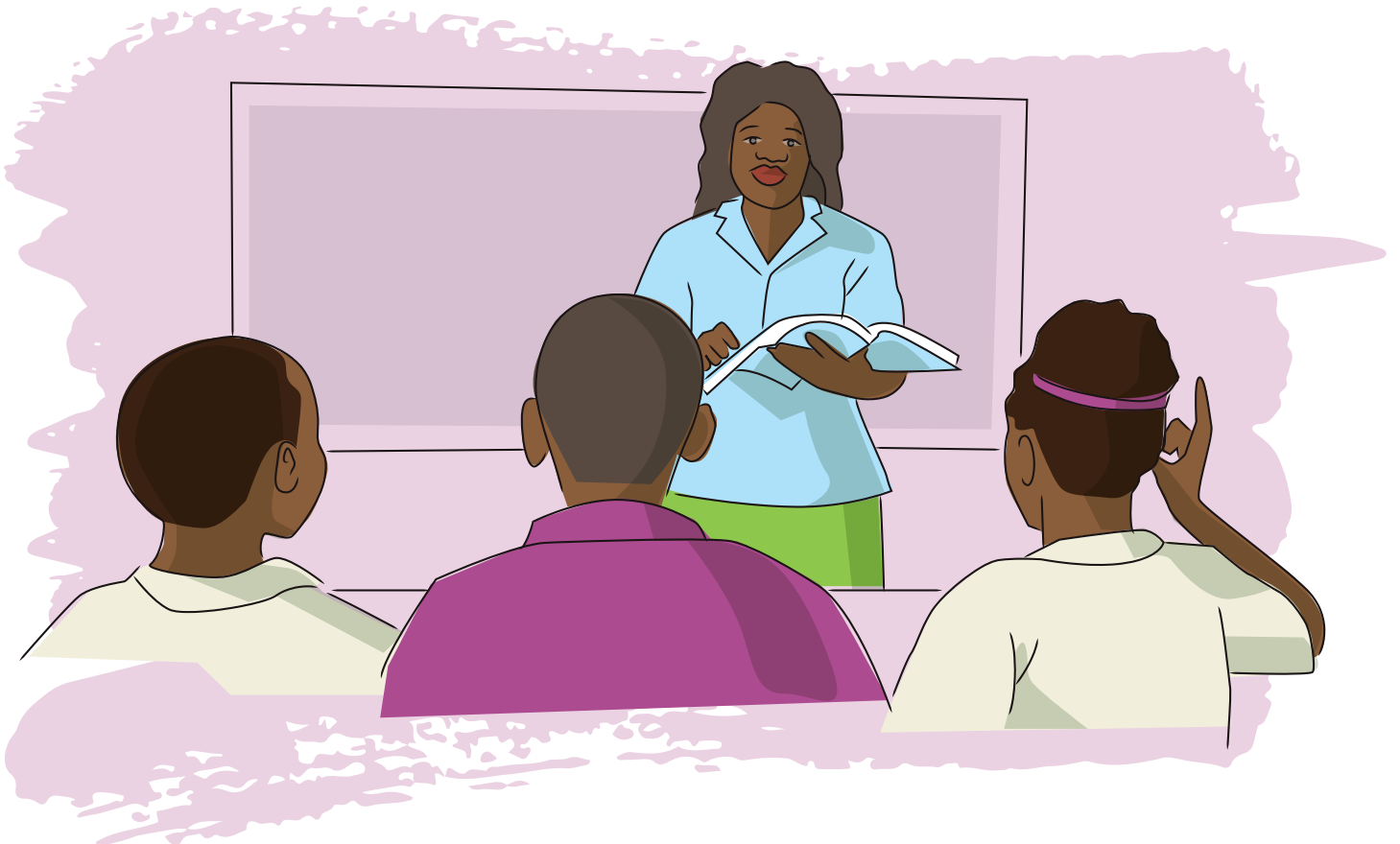
Wellbeing refers to the state of happiness or health of a person. The wellbeing of teaching and non-teaching staff has a direct impact on the wellbeing of pupils and therefore directly contributes to a positive and supportive school climate for learning. Teaching and non-teaching staff should ensure that they manage their personal lives well so that pupils do not become victims of the problems that they have.

Activity Objective

This activity is intended to enhance participants' understanding that the wellbeing of both teaching, non-teaching staff and pupils contribute to creating a positive school that is free from violence.

Materials needed

Heart shape, talking points, a piece of paper and marker for each participant, and a tape.



Step 1: Say: In our first activity, we reflected on our lives as children in school and realized that whatever happened to us in school or on the way to and from school affected our learning; it affected our wellbeing. Today, we are going to reflect on our wellbeing at school and to appreciate its impact on the wellbeing of students.

Step 2: Organise participants into pairs, give pieces of papers and a marker to the pairs and give them 5 minutes to:

- Discuss what 'wellbeing' means
- Write down one-two words that represent their current state of wellbeing.

Wellbeing is 'the state of being happy, healthy and comfortable'. Do not read this to participants until they have defined wellbeing. After their answers, you can add by saying that "teacher wellbeing includes such things as motivation and job satisfaction, feeling of self-worth and good relationship with head teachers, colleagues, parents and pupils.

Step 3: Put up a picture of a big heart and ask each participant to do the following in one minute or less:

- read their word(s)
- tape the positive words e.g. appreciated, have lunch, recognized on the inside of the heart and the negative words e.g. dissatisfied, overworked, tired because of long distance on the outside of the heart.

Step 4: Ask the participants to pair up again to discuss the talking points written on the blackboard or flipchart.

Talking Points

- **How does wellbeing impact the quality of teaching or the quality of your service delivery?**
- **How does your wellbeing impact your relationship with your pupils?**
- **What could you, personally, do to improve the wellbeing of teaching and non-teaching staff in your school?**

Step 5: After about 10 minutes, ask volunteers to share some of the ideas discussed relating to each of the talking points

Step 6: End the activity by saying: There is a powerful relationship between our wellbeing and the wellbeing of pupils. Wellbeing is what the teacher or non-teaching staff is experiencing in life e.g. at home like stress and often they transfer such anger to children in schools hence hurting them. We should learn to let go of the things we cannot control and have a positive attitude towards our work. This will improve our wellbeing and that of pupils and contribute to a safe school climate. For example, don't pass your home burdens and anger onto the children.

Activity 1.4: Promoting Good Behaviour

Introduction

Teaching and non-teaching staff have a responsibility to encourage their pupils to do better by praising their efforts. Giving compliments to pupils spurs good behaviour. Pupils like being praised and will behave well in order to attract positive comments from adults. If the adults do not recognize good behaviour or only recognize the bad and give negative or hurting comments, the behaviour of pupils will not improve.

Activity Objective

This activity is intended to support teaching and non-teaching staff to promote good behaviors and give them a chance to practice giving compliments and discover the effect it has on learners.

Materials needed

Paper, pen/pencil, Talking Points for Teams 1 and 2.



Step 1: Say: In our last activity we saw that the wellbeing of teachers affects the wellbeing of pupils. This activity gives a chance for teaching and non-teaching staff to practice something that they can do to improve pupil wellbeing.

Step 2: Ask participants to turn to their neighbour and, in five minutes, discuss why we need to give encouragement to learners in their work and behaviour. Let them share their discussions with the rest of the class when time is up.

Step 3: Divide participants into two teams – Team 1 and Team 2 – and give them 10 minutes to discuss and come up with statements that they can use to encourage learners.

- When finished, ask the team members, one by one, to walk fast (but not to run), across the room to put up their encouraging statements. When one member finishes, they race back to the start point and another races in similar fashion.
- Tell Team 1 to give encouraging words to their teammates as they walk across the room, but Team 2 should just be silent.

After both teams have written their points, hold a discussion using the following Talking Points:

Team 1 Talking Points

- How did it feel to be encouraged in your efforts?
- Were all comments encouraging?
- Was the encouragement only for when you were doing well?

Team 2 Talking Points

- How did it feel not to be encouraged in your efforts?
- Did the encouragement of the other team make it more difficult to go on?

Points to remember

- Reward the behaviour, not the task. Instead of saying: "Thank you for not talking," say, "Thank you for respecting others by staying quiet."
- Focus on what the student is doing correctly rather than what they are doing wrong e.g. It is good that you are wearing your uniform today. Remember to wash it well tomorrow.
- Try not to compare learners; it hurts the slower ones.

Encourage the effort, not just success

Step 4: Practice

Put the participants into four groups and ask each group to work with one given statement and come up with a better way of complimenting following the points discussed above, so that they encourage learners.

- I. A student in your class is smartly dressed. You want to praise her so you say: You are very smart today; your classmates could learn something from you because they are so untidy!
- II. A learner does very well in a test and you want to recognize his success. You say: You did very well in this test. You are so much smarter than the rest.
- III. A student tries her best in Maths but continues not to do the multiplication and division well. You say to her: If you do not master multiplication and division, you will fail Maths totally.
- IV. A male learner who never wears a smart uniform comes to school in a dirty uniform. You shout at him: "When will you ever be clean, you are so shabby!"

Step 5: Give a representative of each group an opportunity to present the amended version of the compliments. Remind the participants to reward the presenters.

Step 6: End the activity by saying:

Giving encouragement is an important and necessary part of learning and character development. The way teachers and non-teaching staff communicate with learners affects them. When teaching and non-teaching staff use encouraging language, it makes learners want to do more. A teacher who rewards learners' efforts contributes positively towards the school environment and makes learners want to come to school. However, when teaching and non-teaching staff use abusive language, the school becomes unsafe for pupils to learn and stay in school. As teaching and non-teaching staff should be good examples, use good and supportive language, feedback that will positively create good relationships with children.

Activity 1.5: The importance of role modeling

Introduction

Children learn how to treat people from the way they are treated. Teaching and non-teaching staff play an important role in the character development of learners and should know that learners are always learning from them. Adults need to be aware that children are always copying and learning from them. Adults should therefore ensure they model what they want young children to learn.

Activity Objective

This activity is intended to enable teachers reflect on how they treat children and behave in front of them. Teaching and non-teaching staff will appreciate the importance of role modeling and be conscious of their actions and behaviour, knowing that it impacts children.

Materials needed

Paper, pen/pencil.

Step 1: Say: In the last activity, we looked at how teaching and non-teaching staff play an important role in the modeling of children's character. In this activity, we are going to look at the importance of teaching and non-teaching staff as role models, and how relations between them and learners have a direct impact on the quality of learning and preventing violence in schools.

Step 2: Divide participants into four groups and ask them to discuss two qualities they would like their learners to have. List all qualities on the blackboard or flipchart.

Talking points

- How do learners acquire such qualities?
- Do you have these qualities? How did you acquire them?
- Who influenced you to become the people you are?
- Do you think your learners are looking for role models? Where might learners find the role models they need?
- Are there any examples to show that children are looking for role models?

Step 3: Choose four qualities from the list of qualities generated by the groups e.g. hardworking, honest, confident, and assign each group one quality. Ask the groups to prepare a flipchart and label two columns - things that encourage the quality and things that discourage the quality. Ask participants to imagine their classrooms and think about the quality. Use the following guiding question:

- What are you doing in your classroom or school that;
 - (i) encourages the quality
 - (ii) or hinders the quality?

Step 4: After 15 minutes of discussions, call back groups and give each group 3 minutes to present their discussions in a plenary.

Step 5: End by saying: Everyone learns by example and having values and behaviour modeled to them. Teaching and non-teaching staff must therefore model good examples for learners because whatever they do, learners are watching and learning. When adults model positive behaviour, schools will be safe and free from violence. For example, teaching and non-teaching staff should never fight, sexually abuse learners or other people or use negative language.

Activity 1.6: Dimensions of a positive and supportive school climate - Human relationships

Introduction

In a positive school, relationships support people to feel socially, emotionally and physically safe. In school, when teaching and non-teaching staff model empathy and care, pupils will feel safe, supported and confident to report any form of violence.

Activity Objective

This activity will enable teaching and non-teaching staff to identify and practice important aspects of relationships that promote a positive and violence-free school climate that is supportive of pupils' learning.

Materials needed

Flipchart paper, tape, chalk, something to use as a signal such as a drum, tin or bell.



Step 1: Say: We have learnt that relationships in a school have a direct effect on children's wellbeing and ability to report violence. We shall continue to look at other relationships in a school and their importance towards building a safe school environment that is free from violence.

Step 2: Provide and discuss the definition of a positive and supportive school and ask participants to give examples of positive and negative school climate.

Facilitator notes

A positive and supportive school is where:

- The norms, values and expectations of the school support teachers and pupils to feel socially, emotionally and physically safe.
- Teachers and pupils are engaged and respected.
- Teachers model understanding of pupils' challenges and empathize with them.
- Pupils feel safe and supported.
- Teachers and pupils all contribute to the care of the school environment.⁷

Step 3: Divide the participants into four groups and assign a group to each station.

For each station:

- Number and label each station with one of the dimensions
 - *Sense of belonging and inclusion*
 - *Teacher – pupil relations*
 - *Pupil – pupil relations*
 - *Teacher-parent relations.*
- Tape a flipchart to the wall
- Ask participants to discuss the dimension of school climate at the station and give positive examples of the dimension-See example in text box on the right.
- After 10 minutes, sound the bell to signal to participants to move to another station. Continue until participants have visited all four stations.

Positive examples of sense of belonging and inclusion

Station 1: Sense of belonging and Inclusion

- Pupils with disabilities are welcomed and assisted
- Orphans are assured of getting food

Station 2: Teacher – Pupil relations

- Teachers are kind to learners
- Teachers encourage learners

7. Adapted from the United States National School Climate Council, 2007

Step 4: Ask participants to come back to plenary and sit in school groups.

- Point to the blackboard where each dimension and score cards are posted. Lead the group in evaluating their school on each dimension.
- By show of hands, ask the staff members to score their school.
- Give 30 seconds for teachers and staff to decide what score to give the school on each dimension.
- Write the total number of votes for each category.

Sense of belonging and inclusion

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Teacher - parent relationships

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Pupil - pupil relationships

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Teacher - pupil relationships

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Step 5: Lead a discussion based on the scores for each dimension by asking:

- In what dimension is our school the most positive?
- In what dimension does our school need improvement?
- What can we do as teaching and non-teaching staff to improve our school climate?

Prompt for actions that are within the reach of school staff.

Step 6: End activity by saying:

A school is positive when both teachers and pupils are happy and safe. Both teaching and non-teaching staff have a role to play in making the school environment positive. Such an environment makes learners eager to attend classes regularly, participate in all school activities and succeed, because there is no fear of humiliation and punishment.

Activity 1.7: Dimensions of a positive and supportive school climate - Structures and Infrastructure

Introduction

A positive school climate includes structures and infrastructure that support safety of the people and contributes to the care and safety of the school environment. A school with unsafe infrastructure or ineffective policies exposes children to violence.

Activity Objective

This activity will enable teaching and non-teaching staff to review the state of their school structures and infrastructure and understand the aspects that promote a supportive and violence-free school environment.

Materials needed

flipchart paper, tape, chalk, something to use as a signal such as a drum, tin or bell.

Step 1: Say: We have seen that the relationships between different people in the school affect school safety. In the same way, the presence of structures and the state of infrastructure that a school has, contribute greatly towards a safe school environment that is free from violence.

Step 2: Revise the definition of a positive school climate in the previous activity.

Step 3: Divide the participants into four groups and assign a group to each station.

For each station:

- Number and label each station with one of these dimensions
 - *Safety*
 - *Infrastructure/ physical environment*
 - *School rules, policy and structures*
 - *School-community relations*
- Tape a flip chart to the wall
- Ask participants to discuss the dimension of school climate at the station and give positive examples of the dimension. See example in text box on the right.
- After 10 minutes, sound the bell to signal to participants to move to another station. Continue until participants have visited all four stations

Positive examples of:

Station 1: Safety

- The school premises are demarcated
- There is a school fence
- Compound is clear of obstacles and harmful pits

Station 2: School rules, policy and structures

- Rules deliberately protect young and vulnerable learners
- Learners participate in developing the class rules
- Teachers assist pupils when they are struggling

Step 4: Ask participants to come back to plenary and sit in school groups.

- Point to the blackboard where each dimension and score cards are posted. Lead the group in evaluating their school on each dimension.
- By show of hands, ask the staff members to score their school.
- Give 30 seconds for teachers and staff to decide what score to give the school on each dimension.
- Write the total number of votes for each category.

Safety

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Physical environment

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

School rules, policy and structures

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

School - community relations

- ☐ Very good
- ☐ Good
- ☐ Needs improvement
- ☐ Needs a lot of improvement

Step 5:

Lead a discussion based on the scores for each dimension by asking:

- In what dimension is our school the most positive?
- In what dimension does our school need improvement?
- What can we do as teaching and non-teaching staff to improve our school climate?

Prompt for actions that are within the reach of school staff and have no cost implications.

Step 6: End by saying: A school that has good structures and good safety measures, good rules and policies: and convenient infrastructure for all learners, including those with special needs, has a positive climate and does not expose pupils to violence. Such a school makes all learners feel safe.

Activity 1.8: Qualities of a trusted adult

Introduction

Children need adults with whom they can share their feelings, and trust them enough to share their life challenges. If children do not share their challenges they can make decisions that are harmful to their lives or they can suffer silently and go into depression. Teaching and non-teaching staff should practice qualities that will convince children to trust them.

Activity Objective

This activity will enable participants to understand the qualities of a trusted adult whom a child with a problem can seek advice and assistance.

Materials needed

Bell or drum.



Step 1: Say: In activity 1.6 we analyzed the importance of the relationship between teaching and non-teaching staff and pupils. In this activity we look at the qualities of the adults that enhance this relationship, make pupils trust them seek help from them.

Step 2: Ask the participants to identify a partner of the same sex, and find a private place to talk or take a walk, each partner should take 5–7 minutes to:

- Share a story about a time when they turned to a trusted adult for advice or assistance.
- Discuss the qualities of the person they turned to and how he or she helped them.

Step 3: After 7 minutes, use the bell or drum to let the pairs know that it is time for the second person to tell their story.

Step 4: After each person has shared, call participants together, and ask them to discuss the qualities of the trusted and caring adults that were mentioned in the stories they shared.

Highlight the following qualities if not mentioned:

- Genuinely listens and cares
- Will not blame the child
- Is calm and loving
- Is trustworthy
- Makes the child feel safe talking about anything
- Makes the child feel happy when they are together.
- Does not try to take advantage of the child

Step 5: Lead a discussion on the possible outcomes of young failing to share their problems. Highlight some of the following outcomes if not mentioned:

- Depression
- Aggression
- Dropping out of school and
- Losing hope about their dreams for the future.

Step 6: Ask teaching and non-teaching staff to share their experiences of how they are helping children in their day-to-day life.

Step 7: End the activity by saying

Trust is an important quality of healthy relationships. Teaching and non-teaching staff must make a conscious effort to earn the trust of children since children spend most of their time at school. If the adults at school have qualities that make children trust them, the school will be safe and children that enroll will be able to complete school.

Activity 1.9: Envisioning a Positive School

Introduction

A positive school can take many forms. It includes the shared values of the staff and their commitment to children's safety and learning. When teaching and non-teaching staff have the same vision of a positive school, they will work together to promote this vision and learners will have a positive school experience.

Activity Objective

This activity creates an opportunity for teaching and non-teaching staff to develop a shared vision of a school that is supportive of children's learning and free from violence. It gives them a chance to think together about the things that they can put in place to transform their school to a more positive and safer one.

Materials needed

Paper, colored markers, glue, tape, cardboard, bottle caps, paper cups, sticks and other local materials.

Step 1: Say: In the past activities, we learnt that the way we treat children impacts their personalities, the way they treat their peers and how they will treat people when they become adults. The purpose of this activity therefore is for us to work together to design a model of a positive, violence-free school.

Step 2: Explain to participants that they are going to develop a poster or sculpture of a positive school. Tell participants that they will use pictures, objects or printed messages and their artwork should show:

- The foundation of the school
- The path to the school from the village,
- The vision of the school,
- The child rights upheld by the school, and
- Messages that deter all forms of violence.

Give the groups at least thirty minutes to finish their artwork. When completed, ask the groups to display their artwork.

Step 3: When all groups have finished, invite them to take a gallery walk and look at the artwork developed by other groups.

Step 4: Give each group about five minutes to:

- discuss the highlights of their positive school; and
- invite comments and questions from the audience.

Step 5: Ask the participants the following questions:

- What were some of the new ideas about establishing a positive school that you heard about from the presentations?
- What specific aspects would you like to change in your school?
- How can teaching and non-teaching school staff support to the vision of a positive school in place?

Step 6: End the activity by saying:

It is important for all teaching and non-teaching staff to appreciate the things that make a school a positive place that promotes learning. The shared vision does not happen in one day. Schools should have in place activities that will enable them to implement safety and positivity so that children are encouraged to attend and complete school.

Appendices

1. Roles of the focal teachers

The key role of the focal teachers is to facilitate the safe school environment activities using this manual by:

- Training all teaching and non-teaching school staff about the Safe schools program and how to facilitate activities.
- Supporting teaching staff and junior leaders to form teams of safe school clubs, establish and maintain a safe and nurturing environment in the club,
- Training Junior leaders on how to facilitate activities,
- Providing immediate response and protection to pupils who disclose incidents of violence.

Activity Planning,

Focal teachers will:

- Prepare for each weekly activity by studying the activity, gathering materials, and practicing the presentation of the activity with peers or fellow Focal teachers.
- Discuss any questions with the school safe school program coordinator.
- Translate and practice reading or telling the activities in this book in the local language, including short stories and discussion questions,
- Complete the activity planning form because it helps to think through how the activity flows.
- Set the agenda and invite the school staff to an agreed location.

During the Activity and Meeting

- Complete the attendance registers.
- Capture important points made by participants during discussions and use these during the summary and wrap-up activities. Consider asking a participant to assist.
- Stick to the introduction section for each activity and be clear about the main points that participants should remember from the meeting.
- Follow the steps as much as possible when facilitating the activities.
- End sessions on a positive note. When appropriate, identify next steps or possible solutions to challenges.
- Ask how the meeting could be facilitated better and encourage participants to come again.

After the Activity and Meeting

- Complete the Activity Evaluation Form and write down some of the best aspects of the activity and the challenges experienced in leading the activity.
- Write down what might be done differently.
- Record observations, such as the following: How did school staff respond to the topic discussed? What kinds of questions did they ask and what information did they share about the topic?

2. Attendance form

School Name: _____

Name of Focal Point Teachers: _____

Activity name and number: _____

Date: _____ Start Time: _____ End Time: _____

Number of Participants: _____

School Name	Name of staff member	Designation/ Post in school

3. Activity Report form

Activity Name: _____

Number of participants: _____

1. How did the participants feel during the activity?

2. What challenges did you face during this activity?

3. If you were to facilitate this activity again what would you do differently?

4. What commitments have staff members made that will make the school safer?

5. What are the school commitments if any?

Name and signature: _____

4. References

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Children's Rights and
Violence Prevention Fund
Ending Violence, Building Power



CamScanner