



Violence reduction in schools workshop

Welcome!

**“I object to violence because when it appears to do good,
the good is only temporary; the evil it does is permanent.”**

Mahatma Gandhi

Violence reduction in schools workshop



Session 1:
Training for facilitators
- the 6-day workshop
programme

‘Nonviolence is not a garment to be put on and off at will. Its seat
is in the heart, and it must be an inseparable part of our being’
Mahatma Gandhi



Day 1	
9-12.30	Master facilitators and organisers only: dry run through the workshop sessions
12.30	<i>Lunch for master facilitators and organisers</i>
16-17	Participant enrolment and registration
18-18.30	Formal opening of the workshop – participants introduce themselves – opening warm-up activity
18.30 -19	Keynote introduction Presentation of the Council of Europe programme “Building a Europe for and with children” Information about the workshop: – explanation of the materials pack and the workshop programme – business arrangements for the week – preparation for the international / regional evening and local visits
19.30-20.30	<i>Dinner</i> (participants will asked to change places after each course so that all will meet as many people as possible)
21.30 – 22.30	<i>Bar open</i> - open forum to meet the organisers and master facilitators.

Day 2	
8.00	<i>Breakfast</i>
9-9.30	Plenary: – any further introductions and reintroductions – warm up activity
9.30-10.30	Keynote presentation: Violence reduction in schools – How to make a difference
10.30-11.30 <i>(tea & coffee available)</i> 11.30-12.30	Session 1: Personal planning for the workshop and assessment of the current issues of violence in schools Plenary: Presentation of working group views of the issues and solutions
12.30	<i>Lunch</i>
14-16 <i>(tea & coffee available)</i>	Session 2: The Facilitator Reference Guide - training methodology: – the five-stage learning process – learning styles – applying solution-focused approaches
16-18	Session 3: The Facilitator Reference Guide - training methodology: – effective group working – training styles – conflict resolution
18-18.15	Reflection and evaluation of the day
19-22	Social evening – <i>Buffet supper available</i> (participants are asked to share something typical from their country)

Day 3	
8.00	<i>Breakfast</i>
9.00 -11:00	Session 4: Getting started - a European perspective on factors effecting school violence/behaviour improvement
11.00 -12.30 <i>(tea & coffee available)</i>	Session 5: Finding out more - the well organised school and the role of the schools' self review instrument
12.30	<i>Lunch</i>
14.00 -16.00	Session 6: Exploring a self-review instrument and its application
16.15-17.15 <i>(tea & coffee available)</i>	Session 7: Tailoring an audit instrument to meet local priorities
17.15-17.30	Reflection and evaluation of the day
17.45-19.45	Visit to see the area and local sites of interest
20-21.00	<i>Dinner</i>
21-22.30	<i>Bar open:</i> open forum - to meet the organisers and master facilitators

Day 4	
8.00	<i>Breakfast</i>
9-11	Session 8: Agreeing and applying policy - creating a school climate of non-violence through whole-school policy
11-13 <i>(tea & coffee available)</i>	Session 9: What should be taught - using the school curriculum to support violence reduction and improve behaviour for learning
13.00	<i>Lunch</i>
14.30 -16.30	Session 10: Involving pupils - developing pupil led strategies to reduce violence and improve behaviour in school
16.30-18.30 <i>(tea & coffee available)</i>	Session 11: Protecting children - making the school environment safe
18.30-18.45	Reflection and evaluation of the day
20.00	<i>Dinner</i>
21-22.30	<i>Bar open</i> – open forum (mentoring available from the organisers and master facilitators)

Day 5	
8.00	<i>Breakfast</i>
9.00	Plenary Reports from groups – recap and sharing experiences
9.30-11.30 (11:00 tea & coffee available)	Session 12: Supporting school staff - developing staff training in violence reduction/ behaviour improvement
12.30	<i>Collect packed lunches</i>
12.30-16.30	Escorted small-group visits to schools and specialist provision in the local area – to focus attention on the reality of the task and to see any examples of violence reduction strategies in the local area
16.30-17.00	Plenary Reflecting on and sharing the experiences of the visits in relation to workshop sessions 1-12 and in preparation for sessions 13 and 14
17.00-19.00	Session 13: working with parents /guardians - Establishing and maintaining partnerships
19-19.15	Reflection and evaluation of the day
20.00	<i>Dinner</i>
21-22.30	<i>Bar open:</i> Open forum (mentoring available from the organisers and master facilitators)

Day 6	
8.00	<i>Breakfast</i>
9.00-11.30 <i>(tea & coffee available)</i>	Session 14: Involving the local community – strategies for effective networking
11.30-12.30	Plenary: Planning for multiplying and arrangements for ongoing support
12.30	<i>Lunch</i>
14.00-16.00	Participants plan their action plan for onward training in their country – individual consultations with master facilitators available
16-17.00 <i>(tea & coffee available)</i>	Final plenary session – round-up of the workshop – feedback and preparation of reports
19.00	Reception from the host country / venue
20.00	<i>Workshop dinner</i>
Sunday	
08.00	Breakfast, farewells and depart

Violence reduction
in schools programme

Workshop introduction

Violence reduction in schools
– how to make a difference



The Council of Europe



The programme of action on "Children and violence":

- Implementing international and regional standards at national and local levels, in particular those of the European Convention on Human Rights, the European Social Charter and the United Nations Convention on the Rights of the Child.
- Proposing a coherent and comprehensive set of instruments and methodological guidelines covering all aspects of the question.

A European word



Violencia

España

Violência

Portuguesa

Violenza

Italia

Violence

France

Gewalt

Deutschland

Þiddet

Türkiye

βία

Ελλάδα

Ofbeldi

Island

What does the word mean?

Common meaning:

- a) Violence is harmful or damaging
- b) Violence is intended

How serious does the harm have to be?

A definition for schools:

The opposite to violence:

“CONVIVENÇIA”

Violence in European schools

What do schools need?

- a) The climate of convivencia
- b) The response to violence

Affected by:

- School characteristics
- Group characteristics
- Pupil characteristics
- Community characteristics

Is violence increasing?

There is very little evidence to show that violence in schools is increasing. Smith (2003) reports:

- No change: Germany, Norway
- Increase then decrease: Italy
- Mixed for type of violence: Austria

The European public believes that violence is increasing. **The media has a big influence on this opinion. Some teachers also blame the media for influencing children**

School staff training is the key

- A whole school approach requires that **all** staff are supported by training.
- Training that works contains effective strategies AND an effective training methodology.
- The training should start with leaders in schools.
- Training includes how to carry out a school self review of organisation and how to implement an action plan.
- There is a hard edge to the training. Violence reduction is a professional responsibility – not an option. Respect for children's rights demands this.

Actions to reduce violence in schools 1

1. How safe is the school?

- national initiatives supporting schools
- audit – plan – enact

2. Engaging pupils and families

- pupils at risk, engaging parents

3. Curriculum

- teaching social, emotional and behavioural skills

Actions to reduce violence in schools 2

4. School organisation

- policies
- planning for safety
- training for staff and pupils

5. Travel and school surroundings

- the environment of the school
- partners

I. The Handbook was written first

It fulfils the Council's declared intention to prepare:

“a handbook on the implementation of strategies to prevent violence at school, on the basis of the conclusions of the conference on “Violence in schools – A challenge for the local community (2-4 December 2002), and including a number of specific examples of good practice”.

Two strands for violence reduction

The handbook adopted a definition of violence, as that which acts against *convivència*.

This definition supports and explains the two essential strands of all school strategies for violence reduction:

- establishing and maintaining a learning environment where violence is not tolerated – so that an ethos of *convivència* is always present;
- responding to violence when it occurs so that the ethos of *convivència* is protected

Schools within their community



The Training Pack turns the handbook into a training programme which should be of interest to all members of the wider school community, including parents.

Schools cannot reduce violence without the support of the local community and parents because:

- children are in schools for only 25% of their waking time;
- learning to behave non-violently requires consistent modelling from all adults;
- schools can influence and promote the culture of non-violence in their local community.

Two other important messages

- Evidence shows that, in working to improve *convivència*, effective schools listen to and involve pupils at all stages. Valued and encouraged, they are the most influential and powerful ambassadors for improvement in any school.
- Effective schools also ensure that staff are role models for the pupils and set standards in the school by their actions as well as by their words.
The DVD “Behaviour for Learning” is included in the Pack.

Contents of the Handbook

Seven chapters:

1. Getting started – research evidence and definitions
2. Finding out more – self review of school organisation
3. Agreeing and applying policy – a whole school approach
4. What should be taught – social and emotional skills
5. Involving pupils – responding to the pupils' voices
6. Protecting children – including anti-bullying
7. Supporting school staff – a training programme

The activities in the 7 chapters are the basis for the 14 active training sessions in the Facilitator Manual

II. The Facilitator Manual followed



Contents:

- A complete 6-day modular training programme for facilitators.
- 14 sessions designed as 2-hour activity based training sessions and linked to chapters in the handbook.
- Facilitators may select and adapt sessions to create a tailored programme for their schools or other settings.
- Information on a self-review to determine how well a school is prepared to implement an action plan.
- Outline and notes for each session to support delivery of over 50 activity-based learning outcomes.
- Follow-up activities apply learning in the school setting – an essential part of the 5-stage training process.

III. The Facilitator Reference Guide completes the Pack



13 sections of advice on training methodology and techniques covering:

- 1. Training methodology
- 2. Learning styles
- 3. Using solution-focused approaches
- 4. Motivating adult learners
- 5. Working successfully with participants in groups
- 6. Arranging groups
- 7. Preparing for a training session
- 8. Training resources,
- 9. Training styles
- 10. Training techniques
- 11. Other trainer tips
- 12. Co-training
- 13. Anticipating and managing conflict and problems



Contacts



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