

Violence reduction in schools workshop



Session 11:
Protecting children
- Making the school environment safe

"Children don't learn if they feel unsafe" Violence Reduction in Schools Training Pack

Learning outcomes



In session 11 we will develop the knowledge understanding and skills needed to:

- consider what is meant by violent behaviour and what effect it has;
- consider how school climate affects behaviour;
- look at ways of promoting a safe(r) climate in school.

Sequence of activities



The 5 activities in session 10:

- Activity 11.1 Pupil opinion about the role of staff in making schools safe;
- Activity 11.2 Exploring resources for teaching conflict resolution;
- Activity 11.3 Improving danger spots;
- Activity 11.4 Developing support for pupils in anger management;
- Activity 11.5 Encouraging assertiveness.

Factors affecting school safety



A whole school approach depends on:

- the style and quality of leadership and management practice;
- the quality of content and teaching in the curriculum;
- the organisation of social areas;
- procedures to deal with bullying incidents;
- pupils building positive relationships with peers and others.

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Ways of improving school safety



4 areas for solution focused development:

- 1. Physical security steps to prevent intruders and keep students safe e.g. installing fences and security cameras;
- 2. Changing adult behaviours e.g. visitor registration and increased staff patrols of danger spots;
- 3. Changing student behaviours e.g. managing strong emotions and safety / assertiveness training.
- 4. Working with community agencies e.g. the local police and school transport agencies.

Other strategies for improving school safety



Examples of approaches proven effective

- Projects to improve the school environment to make it student-friendly and safe
- Identifying those at risk of becoming involved in violence, and providing support programmes
- Whole school anti-bullying programmes
- Arts projects to help students communicate and raise awareness about school safety
- Improving the security of home-school transport in partnership with parents

Activity 11.2 – A strategy for conflict resolution

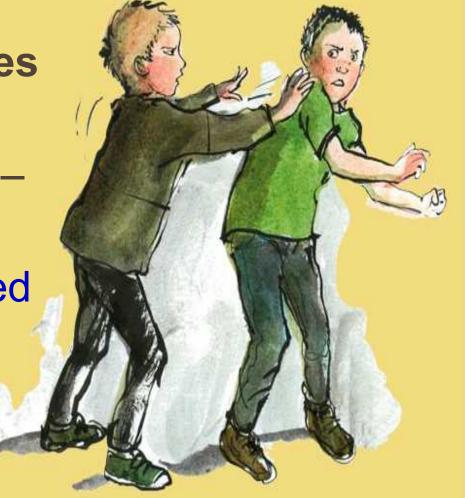


Restorative approaches in schools:

Restoring relationships – repairing harm

There are notes attached to PPTs 11.6 -11.10

for further explanation and helpful websites



A restorative spectrum





Restorative questions:

- What happened?
- How did it happen?
- What part did you play?
- How were you affected / who was affected?
- What do you need to make it right?
- How can we repair the harm?

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Evidence of effectiveness



A survey of restorative justice in UK schools carried out by the government's Youth Justice Board in 2005 surveyed the results of 625 restorative conferences:

- 92% were rated by participants as successful;
- 96% of agreements were still in place after 3 months;
- 93% of pupils involved thought it a fair and just process.

Why use a restorative approach?



Restorative approaches are designed to:

- repair the harm done to relationships;
- consider the needs of all involved;
- help all participants recognise their responsibilities;
- make aggressors accountable for their behaviour;
- Support the development of emotional literacy (SEBS);

Session 11: Follow-up activity



You are invited to practise implementing some of the strategies for improving school safety by either:

1.using the materials in this chapter to carry out a safety survey of a school;

or:

2. planning and implementing a programme of conflict resolution, anger management or assertiveness training to help pupils feel safe.

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