

# 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.

# 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

Informal



Formal

Discussions at the time



Full conference

## 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?*



# 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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