

Violence reduction in schools workshop



Sessions 5, 6 and 7:
Finding out more

- The role of the school self-review in preventing and minimising violence
- Exploring the self-review instrument and its application
- Tailoring the self-review to meet local priorities



“Peace cannot be achieved through violence, it can only be attained through understanding.”

Ralph Waldo Emerson

The well organised school



“It is irresponsible for a school to mobilise, initiate and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect”

Glickman 1993

The well organised school



Our professional role is not to “fix” society. We cannot change the home environment of many of our children, nor their families who depend on us to provide an education for their children. What we can do immediately is to make better choices about how we spend pupil and adult time and energy in our schools”

Calhoun (1994)

School self review



“The process of action, research and training together can ‘transform’ a multitude of unrelated individuals, frequently opposed in their outlook and their interest, into co-operative teams. On the basis of a readiness to face difficulties realistically, to apply honest fact-finding and to work together to overcome them

..... by centring action on the careful collection of data to diagnose problems”

Lewin and Corey: 1948

If we want to reduce violence

If we want to reduce violence:

- Why is school organisation important?
- Why is a self review necessary?
- What are the characteristics of an effective self review?
 - i. a broad view;
 - ii. data from several sources;
 - iii. not too complex;
 - iv. results easy to analyse;
 - v. supports an action plan;
 - vi. supports monitoring.

The value of school self reviews



Self reviews:

- help a school to be clear about what it is doing;
- provide evidence as to whether it is doing the right things;
- provide evidence as to whether what they are doing is having a positive impact;
- help a school identify problems;
- support a school in working together to improve.

Activity 5.1: Making accurate judgements



Making accurate judgements

- You are invited to work in a group to make an initial judgement about the level of violence in a school you know.
- Then work together to consider how you came to the judgement and what this tells you about measuring violence in a school (10 minutes).
- Share your findings and draw conclusions with other groups .

Promoting convivencia and pro-social behaviour : A whole school model



The six self-review areas



Six self-review areas are drawn from this model:

- whole-school policy, principles and values
- learning and teaching – putting policy into practice
- pupil support systems
- staff support systems
- organisation
- monitoring and evaluation

Activity 5.3 - Identifying the values underpinning a self-review



Employing a solution focused approach:

Visualise a school with convivença:

- What would be the key features of the school?
- What aspects of the school should be examined?
- What values underpinning the review does this imply?

Implementing stage 1



Initial considerations:

1. Discuss the school violence issues in the local context.
2. Meet to agree concerns and possible appropriate outcomes.
3. Discuss the merits of data based action planning
4. Discuss other possible forms of review / other data sources – do these data exist?
5. Consider the model of the well-organised school and how the values on which it is based help reduce violence
6. Discuss the components of the self-review process
7. Consider who might be available to support the school with the self review
8. Discuss practical issue for carrying out a self review

Implementing stage 2



Carrying out the review:

1. Decide the practicalities of the self review – what, where, when and how?
2. Carry out preliminary consultations and observations in classrooms and around school.
3. Select questions and construct questionnaires.
4. Examine documentation against review criteria
5. Examine any existing violence-related data.
6. Administer questionnaires.
7. Follow up interviews with focus groups – staff / parents / pupils / community

Implementing stage 3

Introducing the self review to participants:

1. Present examples of questionnaires and observation schedules to staff.
2. Explain the benefits of self review and the experiences of staff in other schools.
3. Meet with any staff who have concerns.
4. Announce to pupils and parents. Explain the process and offer to answer any concerns.
5. Meet with community members to explain the process and their potential involvement.

Implementing stage 4



Analysing data:

1. Identify strengths and areas for development .
2. Consider the reasons for strengths and how this can inform further development
3. Consider the types and levels of violence – what are the implications of this data?
4. Examine where there are differences between groups – such as staff and pupils and identify the reasons from interview data
5. Look at the distribution of responses around individual items
6. Consider the reliability of data – does the data match impressions before the self review – if not why not?

Implementing stage 5



Action planning:

1. Design a structure for a “robust” action plan.
2. Construct a plan with SMART targets.
3. Agree roles and responsibilities for implementation and engage support from local or national partners and programmes.
4. Construct a specific ViRIS training and support programme to deliver the targets.
5. Develop practical aspects of the plan – policies, strategies and activities.
6. Set up monitoring and review mechanisms.
7. Co-ordinate developments with other action plans and form partnerships with other schools and community groups.

The personal aspect of self-review



Preparation is vital:

- This may be the first time any of the groups have been asked to contribute to a review of the school.

Explain the rationale:

- The tone of the self-review should be along the lines of “it’s an opportunity to find out what we do well and to do more of it and also to find out what’s not working as well as we would like – and to fix it”.
- Let’s get some solid and balanced evidence rather than being pushed and being influenced by opinion and fancies of the moment.
- Use a no blame approach.
- Look for different ways of publicising the self review and its intentions.

The personal aspect of self-review



Ask how all members of the school can be encouraged to support a self review and organise personal aspects with care:

- Be thoughtful about who fronts the self-review – not necessarily the senior staff.
- Explain about observations – they are not personal. The review examines how well the school is doing collectively.
- Be thoughtful about who carries out observations and when these happen.
- Self-review data belongs to the school and the school decides who to share it with.
- Involve as many members of the of the school as possible in the organisation.

The personal aspect of self-review



Consider individual needs:

- Try to make the demands on time as minimal as possible without sacrificing validity of process. This includes making IT facilities to save time
- Support pupils through the process by translation and motivation.
- Encourage honesty through anonymity.
- Arrange for children get the information from children.
- Use existing activities like student councils / staff unions / parent associations, etc.
- Offer parents a range of convenient ways of giving information.

Presenting results to aid analysis



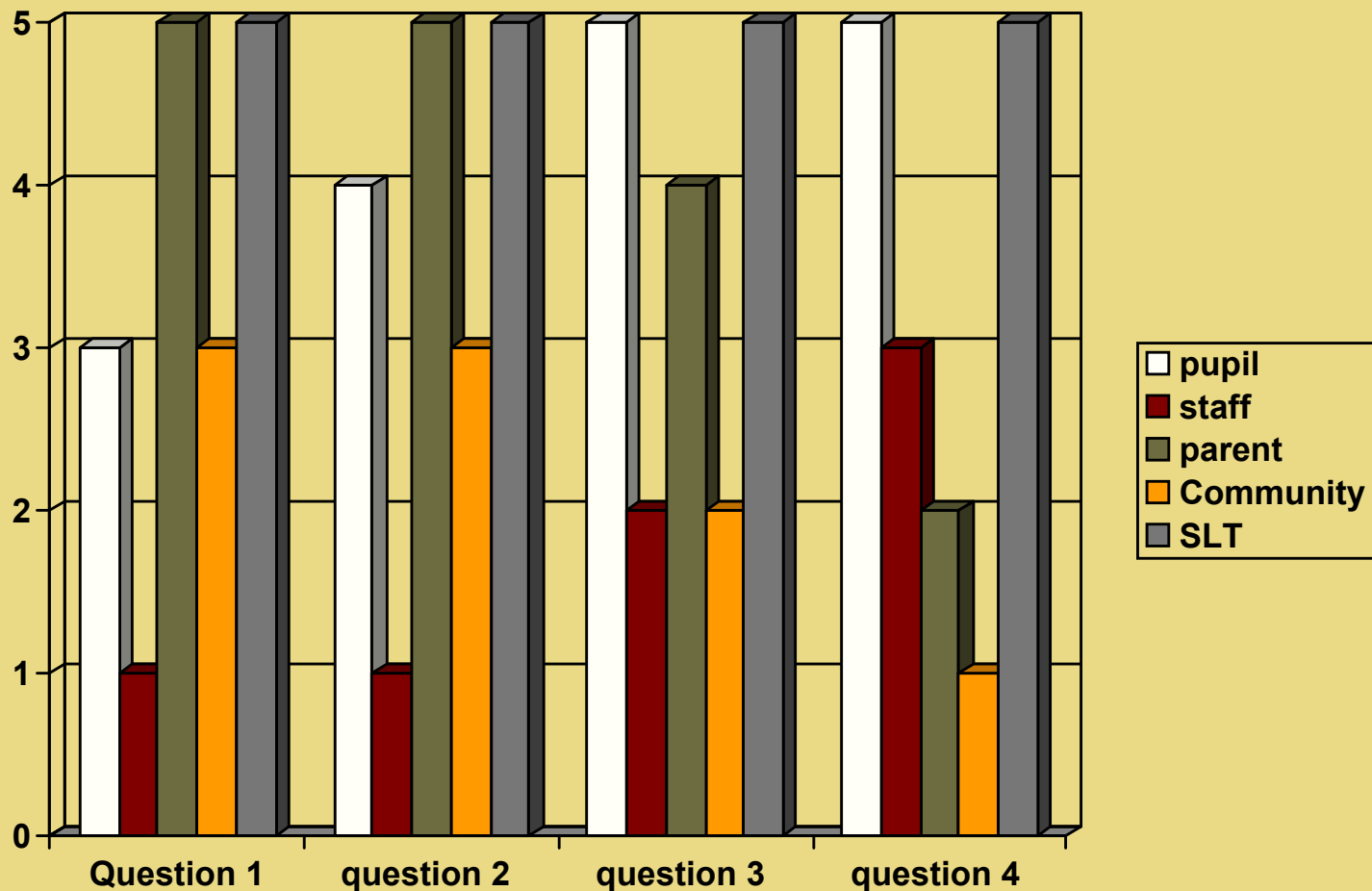
Written policy				Policy into practice				Organisation factors				Pupil support				Staff support				Monitor and evaluate			
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Examining results in more detail

e.g. Policy into practice



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e.g. Ques. 1: To what extent have you witnessed verbal bullying and intimidation in the last four weeks?

Activity 6.5 : Producing action plans 1



Decide on the basis of self-review evidence:

1. Which areas have high scores? – areas of strength. What are the reasons for the success?
2. Which areas have low scores? – areas for improvement. What are the reasons for low scores?
3. How can the successful strategies be applied to less successful areas?
4. How can successful areas be further strengthened?
5. How can the school organisation be improved?

Activity 6.5 : Producing action plans 2



Take action:

1. Develop SMART targets
2. Prioritise targets and develop short and long term goals
3. Develop a training programme based on the “Violence reduction in schools training pack”.
4. Identify resources
5. Communicate, implement and monitor the action plan

Summary – School self-review



The outcomes of a school self-review will help:

- Find out about levels of violence;
- Identify how well organised a school is to minimise and respond to violence;
- Identify the characteristics of any violence in school by interpreting data;
- Design an action plan based on evidence.
- Implement and monitor the action plan and...
- **Reduce violence**