

# Violence reduction in schools workshop



Session 4:

Getting started

- A European perspective on  
factors affecting school violence  
/ behaviour improvement

... violence claims always to be counter-violence - that is, retaliation for the violence of the Other.

Jean-Paul Sartre in *The critique of pure reason*



# Violence reduction in schools – how to make a difference



## Learning outcomes:

- Develop an understanding of the concept and definitions of violence;
- Learn about a selection of European initiatives;
- Consider what factors may influence the climate for violence in school;
- Identify the influences on pupils;
- Review what they are currently doing to reduce violence.

# Violence reduction in schools – how to make a difference



- Activity 4.1 – Some key sources of information
- Activity 4.2 – Violent activities that cause concern and act against convivencia
- Activity 4.3 – Factors affecting the school climate of convivencia
- Activity 4.6 – Actions to reduce violence in schools
- Extension activities 4.4 – What factors may influence pupils? and 4.5 – What national initiatives are there?

# The definition of violence and the concept of *convivencia*



- The word in different countries:

Violencia	España
Violência	Portuguesa
Violenza	Italia
Violence	France / UK
Gewalt	Deutschland
Βία	Ελλάδα
Ofbeldi	Island

- The difficulty with definitions – the WHO definition.
- The concept of *convivencia* –living in harmony.

# Violence reduction in schools – how to make a difference



## Activity 4.3: Violent behaviour that affects the school community

1. Data on levels of violence in different countries
2. Factors affecting levels of school violence:
  - a. school characteristics;
  - b. peer group characteristics;
  - c. pupil characteristics.
3. Is violence on the increase?
4. Activity 4.3 – individual work and then card sort

# Violence reduction in schools – how to make a difference



## Activity 4.6: Actions to reduce violence in schools

Reminder about solution focused approaches

1. National initiatives
  - a. school policies and rules;
  - b. general preventative measures;
  - c. improving the school environment;
  - d. teaching programmes and activities;
  - e. helping individual pupils at risk of violence;
  - f. support for victims of violence
2. Activity 4.6 – complete the table about what your school is currently doing and compare outcomes in your group

# Session 4: Follow-up activity

The importance of follow up activities to achieve stages 3-5 of the five stage learning process

Reminder:

1. **Presentation**
2. **Modelling**
3. **Practice**
4. **Feedback**
5. **Application**

Complete extension Activity 4.4 on “What factors may influence pupils” by leading a discussion with a group of colleagues. Apply what you have learned from this chapter to a “miracle question” exercise with the group: imagine your school with all the factors having a positive influence on learning. Answer the miracle questions together and plan one change that you could make so that one answer to the miracle question could be achieved.