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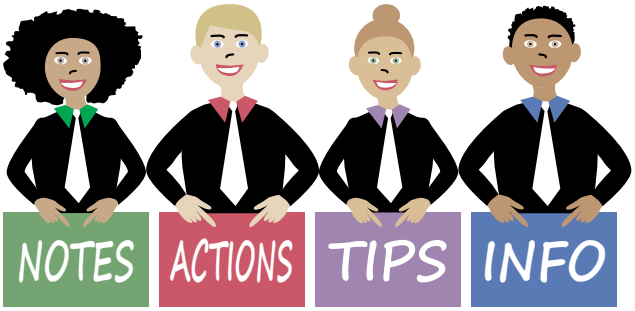

For creating and maintaining safe schools in Namibia

Namibia's National Safe Schools Framework

PART B Practical Guide for Building Safe Schools

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and United Nations Children's Fund
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Namibia's National Safe Schools Framework

PART B Practical Guide for Building Safe Schools

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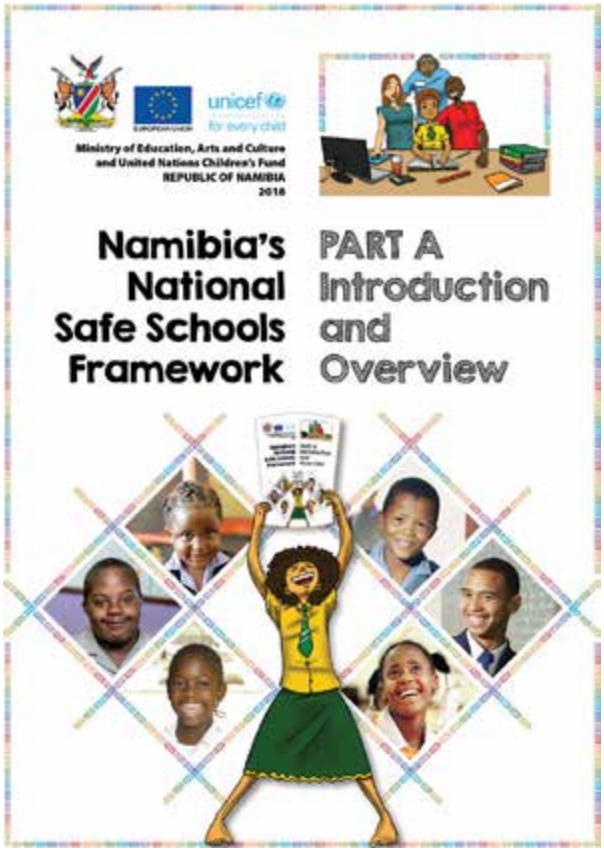
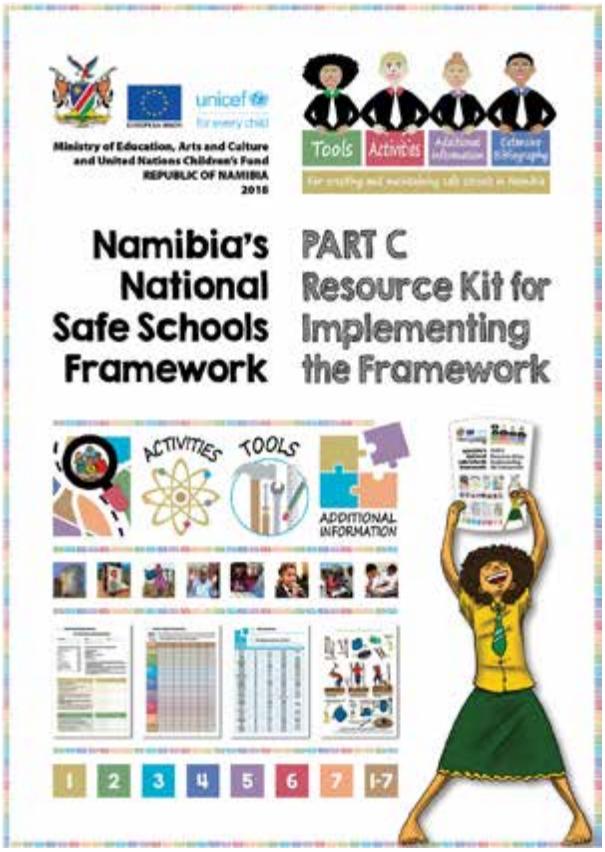
Photographs: UNICEF Namibia photo bank.
Illustrations: Tafy Tang Arts, Windhoek.
Graphics: Perri Caplan (layout); www.flaticon.com; freepik.com.
Printing: Solitaire Press (Pty) Ltd, Windhoek.

Digital versions (PDFs) of Parts A, B and C of the Framework are available on the MoEAC and UNICEF Namibia websites.

ISBN: 978-99916-941-0-8





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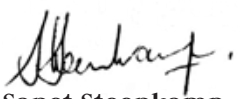
The Ministry of Education, Arts and Culture (MoEAC) has been implementing the Integrated School Health Programme in various forms since before the country attained political independence in 1990. School health goes beyond the physical health of the learner, in that it includes the holistic wellbeing of the individual learner, meaning that the school environment should be safe and conducive to learning. The National Safe Schools Framework (NSSF) is an exciting dimension of the Integrated School Health Programme. The Programme focuses on promoting the health, safety and wellbeing of learners and other school stakeholders in Namibia, and the NSSF was developed to provide practical guidance to the schools and school stakeholders on how to systematically improve the standards of school safety, and how to develop a culture of care in any school.

The United Nations Children's Fund (UNICEF) has been supporting the MoEAC in its efforts to ensure that all children in Namibia are able to access and benefit from inclusive quality education, and that those not in sound physical and mental health receive the necessary support at school. To assist the schools in the implementation of school safety measures, UNICEF provided both technical and financial support for the necessary research as well as the processes of developing and validating the NSSF. The MoEAC thanks UNICEF for being a committed partner, and for supporting the development of this Framework.

The development of the NSSF would not have been possible without the voices of all those who contributed. The Ministry appreciates and thanks the learners, parents, teachers, school principals, nurses, doctors, social workers, police officers and others, and the officials of the Ministry of Gender Equality and Child Welfare, the Ministry of Health and Social Services and the Ministry of Safety and Security, who shared their stories, experiences and expertise to make the NSSF relevant to the Namibian context.



Sanet Steenkamp
Permanent Secretary
Ministry of Education, Arts and Culture

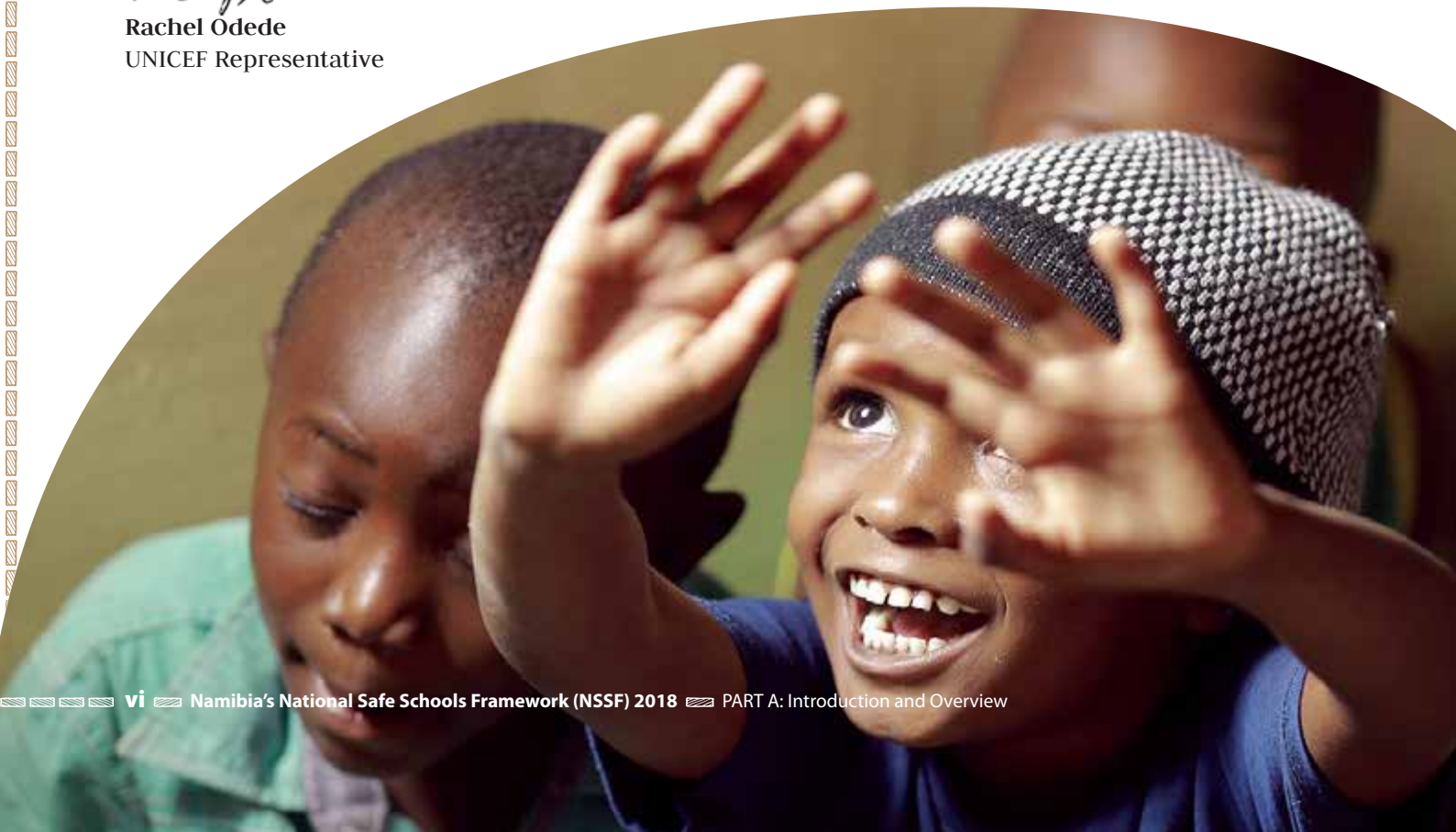
Preface

Namibia has a robust legislative framework for education, characterised by progressive policies and plans that support the achievement of national education goals. Yet, several challenges persist, posing barriers which often keep Namibian learners from attending school or fully reaping the benefits of education. These challenges and barriers include: a shortage of well-trained and passionate teachers, particularly in very remote schools; shortages of classroom and hostel space; limited water supply and sanitation facilities; and socio-economic pressures such as poverty, substance abuse, gender inequality, bullying, abuse and neglect.

Educational settings themselves expose children to violence, which can lead them to believe that violent practices and behaviours are normal. Learners may be subjected to corporal punishment and humiliating forms of psychological punishment, as well as sexual and gender-based violence. Fighting and bullying are commonplace in schools, as are stigma and discrimination of learners with disabilities. Schools are also influenced by practices and events in the wider community, such as gang culture, alcohol and drug abuse, gender-based violence in domestic and other settings, and cyberbullying.

However, schools are also a unique environment which can promote safety, self-expression and well-being, and initiate change. The National Safe Schools Framework is meant to assist the stakeholders of School Health and Safety in implementing safe practices and programmes in the schools. It provides them with practical tools and ideas for improving safety levels in schools in a step-by-step manner. By focusing on schoolgoing children and turning schools into centres of safety and protection, we hope that Namibia will be able to break the cycle of violence and ensure that every learner is able to learn and thrive in a positive and conducive environment.

Rachel Odede
UNICEF Representative



Foreword

Research confirms that safe schools are a prerequisite for quality education, broad-based economic prosperity and a robust civil society. Education has the unique potential to modify social norms that condone violence, and to teach non-violent behaviour. Schools are well positioned to break existing patterns of violence and to help children to develop skills that enable them to communicate openly, solve problems through negotiation and non-confrontational means, and internalise the values of respect and tolerance.

Namibia's National Safe Schools Framework (NSSF) was developed jointly by the Ministry of Education, Arts and Culture (MoEAC) and the United Nations Children's Fund (UNICEF) to strengthen the provision of healthy, supportive and conducive teaching and learning in light of a worrisome level of violence in Namibian schools. Working together, the MoEAC and UNICEF oversaw a phase of research, information gathering and formation of a National Safe Schools Task Force comprised of a cross-section of education system stakeholders. The next phase involved the actual production of the NSSF, which is intended for use at national, regional and school level. At both national and regional level, it will be used as a policy document, while in schools it will be used as a practical tool to guide teachers and other school personnel on how to promote safe and supportive school communities. The guiding principles will also be implemented to promote learner wellbeing, and to develop supportive and respectful relationships between teachers, learners and the community at large.

The National Safe Schools Framework (NSSF) consists of three separate but closely related documents:

- The ***Introduction and Overview*** explains what such a framework represents, why an NSSF is needed in Namibia, and how the present NSSF was developed. It describes the safe schools vision, defines minimum standards and stakeholder roles, and outlines a common, comprehensive approach to school safety in Namibia.
- The ***Practical Guide*** features a set of practical, user-friendly ideas to help schools to realise the safe schools vision and to meet the minimum standards for safe schools.
- The ***Resource Kit*** offers hands-on tools, activities and other information that schools can use to implement the Framework.

Successful implementation of the NSSF requires a multi-sectoral and multi-stakeholder approach. The education sector alone cannot effect all of the changes needed. The development of the NSSF included input from, for example, the Ministry of Gender Equality and Child Welfare (MGECW), the Ministry of Health and Social Services (MoHSS) and the Ministry of Safety and Security (MoSS). In addition, working with learners, parents and communities to develop and promote a culture of non-violence is critical to implementing the NSSF and improving school safety in Namibia's schools. All of these stakeholders were consulted as part of the process, and will play a role in the NSSF implementation process.

It is the hope of the MoEAC and UNICEF that the present NSSF package will provide every school in Namibia with the knowledge and tools required to break the cycle of school violence, and in this way contribute to improved educational outcomes and a more peaceful, equitable and prosperous society.

Katrina Hanse-Himarwa, MP
Minister of Education, Arts and Culture

Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CJCP	Centre for Justice and Crime Prevention
CRC	Convention on the Rights of the Child (UN)
GBV	gender-based violence
GRN	Government of the Republic of Namibia
HIV	Human Immunodeficiency Virus
HPSI	Health-Promoting School Initiative
ISHP	Integrated School Health Programme
LAC	Legal Assistance Centre
MGECW	Ministry of Gender Equality and Child Welfare
MoEAC	Ministry of Education, Arts and Culture
MoHAI	Ministry of Home Affairs and Immigration
MoHSS	Ministry of Health and Social Services
MoSS	Ministry of Safety and Security
MoWT	Ministry of Works and Transport
NGO	non-governmental organisation
NIED	National Institute for Educational Development
NSPIS	National Standards and Performance Indicators for Schools in Namibia
NSSF	National Safe Schools Framework
PQA	Programme Quality Assurance (MoEAC)
RACE	Regional AIDS Committee in Education
SACMEQ	Southern African Consortium for Measuring Educational Quality
SASG	Social Accountability and School Governance (Programme)
SHTF	School Health Task Force
SRGBV	school-related gender-based violence
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

Glossary

Accessible education: Education that reaches and benefits all children, respecting their rights and taking into account their different backgrounds, abilities and learning styles.

Adolescence: The period following the onset of puberty, during which a young person develops from a child into an adult.

Adult literacy rate: The percentage of the population aged 15 or older who can, with understanding, read and write a short, simple statement about their everyday life. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.

Anti-social behaviour: Behaviour characterised by a persistent pattern of disregard for social obligations and callous violation of the rights and feelings of others; behaviour that causes, or is likely to cause, harassment, alarm or distress to other persons.

Barriers (to education): Obstacles that prevent learners from accessing a full range of learning opportunities and limits their participation in education or society. Barriers could be a result of attitudes, language, culture, organisation of support services, power relations or social structures.

Bullying: Bullying is the use of force, threat or coercion to abuse, intimidate or aggressively dominate others. The behaviour is often repeated and habitual. Bullying arises from imbalances in social or physical power.

Bystander: A person who is present at an event or incident but does not take part in it.

Bystander effect (or bystander apathy): is a social/psychological phenomenon referring to cases in which individuals present during an incident fail to help victims of violence, aggression or bullying.

Child: A person who has not reached 18 years of age.

Child abuse: According to Namibia's Child Care and Protection Act, child abuse consists of –

"Any form of harm or ill-treatment deliberately inflicted on a child, including:
(a) assaulting a child or inflicting any other form of deliberate injury to a child;
(b) sexually abusing a child or allowing a child to be sexually abused;
(c) bullying by another child;
(d) a labour practice that exploits a child;
(e) exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally, including intimidation or threats;
(f) depriving a child of his or her rights to the basic conditions of living; or
(g) exposing or subjecting a child to a social, cultural or religious practice which is detrimental to his or her wellbeing."

Child-friendly schools: Such schools adopt a rights-based, multi-sectoral approach, concerned with the whole child. Child-friendly school are safe; have well trained teachers; adequate resources; and appropriate physical, emotional and social conditions for learning. These schools value diversity and promote inclusivity, gender-sensitivity, tolerance, dignity and personal empowerment.

Cognitive: Refers to the mental processes of comprehension, judgment, memory and reasoning, in contrast to emotional processes.

Corporal punishment: Traditionally refers to punishment using physical force, usually inflicted by a person of authority, with the intention of causing physical pain for disciplinary purposes. However in recent years the definition has been broadened to include verbal and/or emotional violence – see **Violence, psychological**.

Cyberbullying: Cyberbullying is bullying that takes place using electronic technology to harass, threaten or intimidate another person. Electronic technology includes devices and equipment such as cell phones, computers and tablets as well as communication tools such as social media sites, text messages, chatrooms and websites.

Disability: Long-term physical, mental, intellectual or sensory impairment that hinder an individual's full and effective participation in society on an equal basis with others.

Discrimination: Unjust or prejudicial treatment of different categories of people, for example, on the grounds of race, age or sex. Legislation is in place in Namibia to ensure the right of individuals to be treated equally, for example in education and employment. The Constitution and the Education Act contain specific non-discrimination clauses.

Domestic violence: Violent or aggressive behaviour within the home, typically involving abuse of a spouse or partner. Sometimes called "battering"; when children are the victims, it is often referred to as "child abuse".

Emotional intelligence: Emotional intelligence is the capability of individuals to recognise their own, and other people's emotions, to differentiate between different feelings and label them appropriately and to use emotional information to guide thinking and behaviour.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Equal opportunities: The same chances to take part in activities, access services, etc. as others, ensuring equal life prospects for individuals.

Facilitated workshop: Meeting with a clear objective and strategically chosen participants, facilitated by an independent person. For the purpose of this document this refers to workshops in which the objective was to establish what constitutes a "safe school" in Namibia.

Gang-related violence: Any form of violence (including assault, gender-based violence and bullying) that is committed by, or relates to, a formal or informal group of young people who may be engaged in criminal activities.

Gender-based violence: Gender-based violence is considered to be any harmful act directed against individuals or groups of individuals on the basis of their gender. It may include sexual violence, physical violence or mental violence.

Grief: Intense sorrow. Emotional, mental and physical pain experienced, often caused by loss.

Grooming: Behaviour that targets and prepares children and young people for sexual abuse and exploitation. Grooming is often subtle and difficult to recognize.

Health-promoting school: An initiative introduced by the World Health Organization in which all members of the school community work together to make a school a healthy place and promote the health and wellbeing of all school stakeholders.

Inclusive education: A commitment to removing all barriers to the full participation in education of every individual, irrespective of their background and experience. As an overall principle, it should guide all education policies and practices, since education is a basic human right and the foundation for a more just and equal society. Inclusive education may involve adapting and modifying content, approaches, structures and education strategies in order to meet the individual needs of all learners, allowing them to benefit from quality education.

Integration: This occurs when learners with special needs or disabilities are taught in mainstream education settings. The expectation is that the learner will adapt to the school, without requiring major changes in the classroom.

Life Skills: Skills that help an individual to live a productive life as a member of a social group or community, e.g. communication skills, negotiation skills, literacy and numeracy. In Namibia, Life Skills is taught starting in Grade 4.

Low-level disruption: Anything that causes distractions in a classroom, such as tapping a pen, rocking a chair, talking over others, texting, chewing gum, passing notes and similar behaviour that slows the flow of the lesson and can have an impact on the learning atmosphere. Some reports show low-level disruption can have a detrimental impact on many learners' life chances (Office for Standards in Education, Children's Services and Skill Report, UK, 2014)

Mental health: A person's psychological and emotional wellbeing.

Mental illness: A wide range of mental health conditions and disorders that effect a person's mood, thinking and behaviour, such as depression, anxiety disorders and schizophrenia.

National Safe Schools Framework: An instrument through which school safety standards are established, implemented and monitored, and for which all responsible actors can systematically be held accountable.

Non-communicable disease: A medical condition or disease that is non-infectious and non-transmissible among people.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive discipline: A discipline model for schools and parents that focuses on a child's positive behaviour, based on the assumption that there are no bad children, just good and bad behaviours.

Physical violence: An intentional action that causes physical harm to the victim, including, for example: (i) physical assault or any use of physical force against a victim, (ii) forcibly confining or detaining a victim, (iii) physically depriving a victim of access to food, water, clothing, shelter or rest.

Physical disability: A limitation on a person's physical functioning, mobility, dexterity or stamina. Physical disabilities also include impairments such as respiratory disorders, blindness or epilepsy that affect other facets of daily living.

Power imbalance: This refers to situations in which an individual relies on his/her greater strength or authority to control, humiliate or harm others. For example, bullies may use their physical strength, access to embarrassing information or popularity to dominate other learners.

Psychosocial support: A holistic approach to care and counselling that addresses the mental, emotional and social wellbeing of an individual.

Psychosocial wellbeing: A positive emotional, psychological and mental state.

School culture: Beliefs, norms, values and behaviours characteristic of a school community that make up the 'persona' of a school, and directly or indirectly influence how the school operates.

School health policies: Guidelines and rules which promote a healthy, safe and secure school environment that guarantees equal rights and opportunities to receive health education and health services.

Segregation: The action of setting someone or something apart from others. Often used in reference to the placing of learners with a disability or other special needs in separate schools (or units within a school), or providing them with separate courses within mainstream education settings.

Self-awareness: Conscious knowledge and understanding of one's own character, feelings, motives and desires.

Sexting: A blend of the words 'sex' and texting', sexting is the sending of sexually explicit messages or photographs of oneself or others, by request or spontaneously, using mobile phone or Internet technology.

Sexual harassment: This consists of unwanted, unwelcome or uninvited behaviour of a sexual nature that makes a person feel humiliated, intimidated, threatened or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other sexually motivated behaviour.

Stigma: A perceived mark of disgrace associated by a society or social groups with a particular circumstance, quality or person; often based on unfounded social or cultural beliefs.

Stress: A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

Trauma (psychological): Damage to the mind resulting from a severely distressing event, such a serious accident or a rape. Trauma is often the result of overwhelming stress that exceeds one's ability to cope, or process the emotions associated with that experience.

Trolling: Deliberately provoking others through inflammatory language and upsetting content, usually online; often synonymous with online harassment.

Violence: This refers to all forms of physical or psychological violence, injury and abuse; neglect or negligent treatment; maltreatment or exploitation, including sexual exploitation or abuse.

Violence, psychological: This refers to harassment, confinement, isolation, verbal assault, humiliation, intimidation or any other treatment that may diminish a learner's sense of identity, dignity, emotional state, and self-worth.

Violence, sexual: This encompasses any sexual act, attempt to engage in a sexual act, unwanted sexual advances or other similar action by any person – regardless of their relationship to the victim – in any setting.

Vulnerable child: A child living in circumstances that poses a threat to the child's physical, social, emotional, psychological or spiritual wellbeing, or who lacks adequate care and protection.

Witness: In the context of violence, a witness is a person who is present at and sees a violent act.

Building safe schools is a shared responsibility

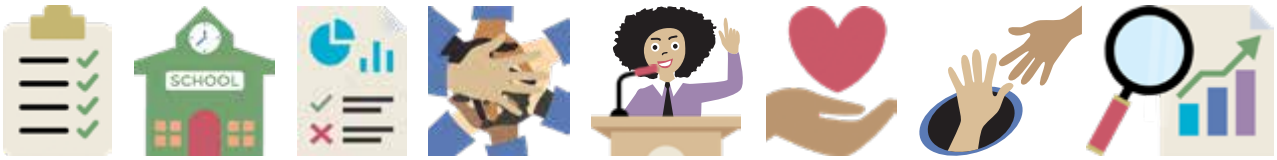
This component of the framework offers practical guidance to help schools to identify, implement and evaluate interventions aimed at improving safety. The main sections of this Guide correspond with the standards of school safety identified in the ***Introduction and Overview*** (PART A of the NSSF) – shown again in the diagram below. Sections 1 to 7 deal with the seven standards for safe schools, and Section 8 briefly discusses the 'overall standard' of monitoring and evaluation of the seven standards.

This Guide is designed to be practical and user-friendly. It should be made available to anyone interested in the school – immediate members of the school community (principal, School Board members, teachers, learners and parents) as well as education officials, organisations, community members and others in the region or locality who engage with the school in any way.

This ***Practical Guide*** should be used hand in hand with the ***Resource Kit*** (also structured around the seven standards), which features activities, tools and templates to help guide the process of building safe schools. When carrying out the activities in the ***Resource Kit***, include learners, teachers, parents and community members. The more people involved in assessments, discussions and decision-making, the more support the school will have. Because school safety is a shared responsibility, all members of the school community need to be involved to achieve sustained change.

Feel free to copy, share and distribute this document. It is intended to help guide day-to-day activities in schools and their surrounding communities. Some activities may need to be adapted slightly to suit individual audiences.

Seven Minimum Standards for Safe Schools



I-7 Integrated monitoring and evaluation for safe schools

7 Effective prevention of and response to substance abuse in schools

6 Effective prevention of and response to violence and self-harm

5 Effective school leadership

4 Positive and collaborative practices and attitudes

3 Well-defined policies and reporting and referral procedures

2 Child-friendly school infrastructure

1 Establishing the foundation: Safe Schools Questionnaire

Section 1

Establishing the Foundation

1.1 Committee for School Health and Safety

Safety, planning and effective school management are the foundations of safe and violence-free schools. Each school will need a Committee for School Health and Safety to carry out the work.

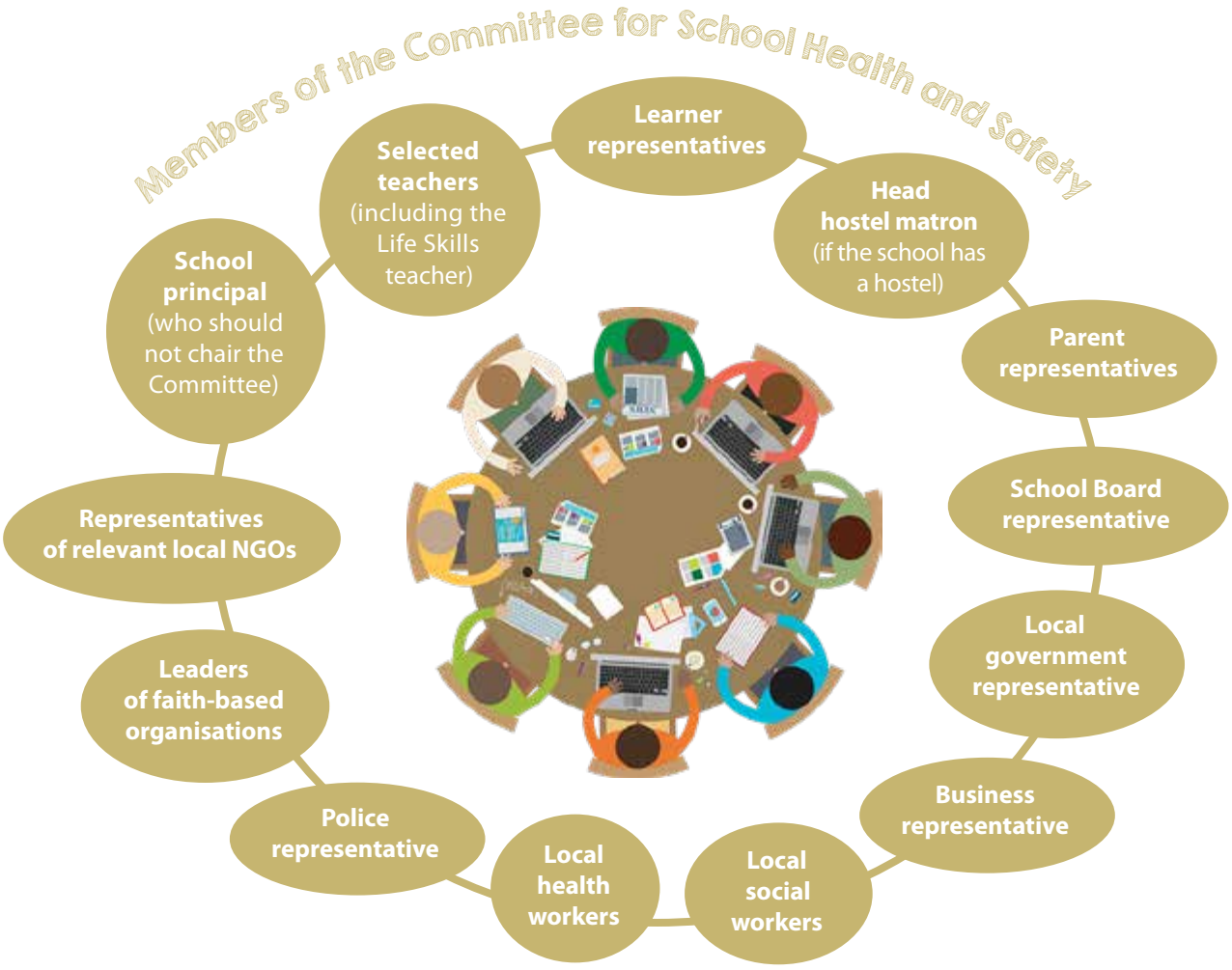
As mentioned in the ***Introduction and Overview***, school safety falls under the overarching umbrella of school health. Since both school health and school safety require inputs from the same stakeholders, to avoid duplication, one committee at the school should be responsible for both health and safety. For matters relating to school health, please see the ***Training of Trainers Manual for School Health***, published jointly in 2015 by the Ministry of Education, Arts and Culture and Ministry of Health and Social Services. This ***Practical Guide*** addresses school safety only, and refers only to the role of the Committee as regards school safety.

The Committee for School Health and Safety should:

- be set up by the School Board;
- consist of a range of stakeholders from both inside and outside the school environment;
- ensure that the learners are represented and can play an active role in the Committee, as learners have experience and knowledge of school safety issues;
- feed its information back to the school management team and the School Board, enabling them to take appropriate decisions based on evidence;
- include a range of topics on its agenda, based on the main safety issues identified in the Safe Schools Questionnaire; and
- play an active role in involving families and community members in addressing school safety.

ROLES AND DUTIES OF COMMITTEES ON SCHOOL HEALTH AND SAFETY	
Tasks	**Comments**
Assess the level of safety at the school.	Analyse results of questionnaires (see ***Resource Kit***, Tool 1.3), and gather information from learners, teachers and the school principal.
Once information has been collected, identify areas of concern.	The information gathered will allow for identifying situations and locations where incidents regularly occur. These are areas of concern, and both the location and the type of incident matter.
After collecting the information and identifying areas of concern, develop a comprehensive School Safety Plan.	A comprehensive School Safety Plan (see ***Resource Kit***, Tool 1.4) is a step-by-step strategy for addressing the areas of concern identified.
Implement the activities outlined in the School Safety Plan.	Accountability and shared responsibility are key to successful implementation.
As an ongoing activity, collect data to monitor the effectiveness and relevance of the identified interventions.	This data is used to keep the school's response to safety issues up to date, ensuring that it responds to current needs.

The Committee membership should be composed as follows:



Here is an example of an agenda for a Committee for School Health and Safety meeting:

Committee for School Health and Safety
Meeting Tuesday 15th July

AGENDA

1. Welcome and adoption of agenda and minutes.
2. Bullying– how to better involve bystanders in preventing bullying.
3. School fence – organising a fundraising day to cover costs of fencing material.
4. Parents against violence evening – planning an event at which traditional leaders speak to parents about violence at home.
5. Safe School Questionnaire (every six months) to review and evaluate progress to date.
6. Any other business.
7. Closure.

ACTION!

- Send invitations from the school management to all of the stakeholders identified as potential committee members.
- Hold the committee's first meeting.
- Nominate a committee chairperson and other office-bearers.
- Discuss and assign the task of coordinating:
  - the "School Self-Assessment Questionnaire"; and
  - Activity 1.1 in the ***Resource Kit*** – the activity of "Identifying issues with stakeholders".
- Decide how often the committee s going meet. (Once a month is advised.)
- Decide which agenda items will be discussed at each meeting.
- Continue meeting and responding to school safety issues.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	Establish the Committee for School Health and Safety.
WHO DOES IT	School Board and/or Principal

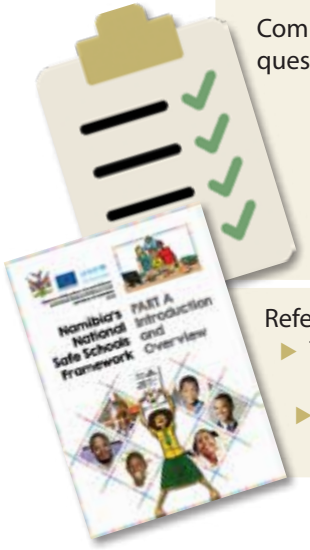
1.2 School Self-Assessment Questionnaire

The School Self-Assessment Questionnaire is used to identify the current level of safety at a school, and again later to monitor progress. Without this information it will be hard for a school to strategise and plan ahead. Administering this questionnaire is the first step towards addressing school health and safety. It should be repeated every 6 to 12 months to track progress and changes. The questionnaire consists of simple questions based on Namibia's National Standards and Performance Indicators. The questions are grouped together by theme, to help identify areas requiring special focus and attention. Completed questionnaires should be compiled and analysed by school management and the Committee for School Health and Safety, and priority areas should be communicated to the whole school and transformed into a School Safety Plan. The questionnaire can be found in the ***Resource Kit*** (Tool 1.3).

- Distribute the questionnaire among learners, teachers and support staff in the school.
- Send the questionnaire home to parents, and distribute it among community members.
- Compile the questionnaire results.
- Use the questionnaire results as the basis for Activities 1.1 and 1.2 in the ***Resource Kit***.
- Use the template provided for Tool 1.4 in the ***Resource Kit*** to develop a plan to address the safety issues identified.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Oversee completion of questionnaire.	▶ Principal ▶ School management
Complete the questionnaire.	All members of the school community, or at least a representative cross-section: ▶ Learners ▶ Teachers ▶ Parents and guardians ▶ Support workers ▶ Community members (e.g. local police, nurses and regional education officials)



Refer to guiding documents:

- The ***Resource Kit***, "Safe Schools Standard 1: Establishing the foundation", offers all of the tools and activities that you need to get started.
- **Note:** The templates provided are generic; questions can be added or removed to suit school conditions.

Section 1

Child-friendly school infrastructure

2.1 Minimum standards for school infrastructure

A school and its grounds should meet basic minimum standards which foster a positive teaching and learning environment. The school's facilities and environment underlie all other aspects of school safety. The Ministry of Education, Arts and Culture is striving towards the enactment of a New Education Act. This will establish minimum standards and norms for infrastructure and capacity at state schools. The following tables outline minimum basic standards for an acceptable school environment, based on existing National Standards and Performance Indicators (Area 1) and best practices in Southern Africa. Once the new regulations are finalised and in place, they must be adhered to.

PROVISION OF BASIC FACILITIES AND FITTINGS: THE SCHOOL	
Performance indicators as specified in the National Standards and Performance Indicators School Self-Assessment	**Detailed specifications**
Suitable offices and classrooms are available to meet the school's needs.	▶ Minimum size of classrooms: 48m$^{2.}$ ▶ Minimum space per learner: 1m^2 ▶ Minimum space per educator: 7m^2
Other rooms (storerooms, book rooms, libraries etc.) are sufficient to meet the school's needs.	These rooms must be lockable.
The buildings and facilities are accessible to all, including persons with a disability.	▶ Ramps are in place. ▶ Toilets are accessible. ▶ Pathways are clear.
The buildings are clean and well maintained.	▶ A cleaning rota is in place and adhered to. ▶ Windows are not broken. ▶ Buildings are not vandalised or covered in graffiti. ▶ Bathrooms are in good working order.

The classrooms are furnished to meet basic needs.	▶ Each learner has a chair and adequate desk/table space. ▶ Pre-primary education classrooms have a play area and mats.
The school is fenced for safety reasons.	▶ The fence surrounds the full circumference of the school and is in good repair, and there is a lockable gate.
The buildings have electricity.	▶ Electricity can be from the grid, solar, wind power or generators.
The buildings have clean water.	▶ The water supply must meet standards for human consumption. ▶ There must be convenient access to water for drinking, personal hygiene and, if appropriate, food preparation. ▶ Water must be from an improved source.
The sanitation facilities are of sufficient quantity and quality.	▶ There must be sufficient sanitation facilities for the number of learners (see "norms" table on the next page). ▶ The sanitation facilities must be hygienic and in good working order. ▶ The sanitation facilities must allow for dignified menstrual hygiene management (MHM) (see section 2.2). ▶ The bathroom facilities must have a water source for handwashing. ▶ Separate facilities are required for males and females.
Fire hoses and extinguishers are in place, in working condition and regularly serviced.	
The school has sufficient cleaning materials and toilet paper.	
Basic sports facilities are available.	For both boys and girls
Functional communication facilities are in place.	▶ Working landline or dedicated school cellphone ▶ Working photocopier ▶ Computer access ▶ Internet access

BASIC FACILITIES FOR HOSTELS	
Performance indicators as specified in the National Standards and Performance Indicators School Self-Assessment	**Detailed specifications**
A suitable hostel building is available, with all the prescribed rooms.	▶ Dormitories ▶ A study area / common room / dining room or area ▶ Recreation areas ▶ Kitchen ▶ Sufficient number of bathrooms
Running water is available.	Water is from an improved water source.
Electricity is available, and when possible should be from an environmentally friendly source.	Power sources include grid electricity, solar or wind power and generators.
Fuel, firewood or gas is supplied in a timely manner.	
Sanitation facilities are available.	▶ Males and females have separate bathrooms. ▶ The numbers of showers and toilets meet standards. ▶ The bathrooms are suitable for dignified MHM.
Dormitory rooms are adequate for the number of learners.	▶ The rooms are not overcrowded. ▶ Each learner has a minimum space of 3.5m^2.

Buildings are accessible to persons with a disability.	▶ Ramps are in place. ▶ Toilets are accessible. ▶ Pathways are clear.
Buildings are in good condition and well maintained.	▶ Small maintenance jobs are completed on site. ▶ Bigger problems are reported to the responsible ministries in a timely manner
The buildings are clean.	▶ A cleaning rota is in place and adhered to. ▶ The school ensures that hostels have adequate cleaning supplies. ▶ Food products are kept in airtight containers. ▶ Food waste is properly disposed of.
The rooms are adequately furnished.	▶ The furnishings are kept in good repair. ▶ Each learner has a bed and mattress, and a chair and table space in the dining room / common area.
Essential supplies such as crockery and cutlery are adequate and available.	Crockery and cutlery are available for each learner.
Food is supplied on time and in accordance with the national menu requirements and quality.	Food safety standards are followed.
Hostels are fenced for safety.	The fence has a lockable gate.

NORMS FOR SCHOOL SANITATION

Enrolment range	Enrolment range per gender	Girls' toilets	Girls' basins	Boys' toilets	Boys' urinals	Boys' basins	Unisex disabled toilets & basins	Female staff toilets	Female staff basins	Male staff toilets	Male Staff urinals	Male staff basins
Primary schools												
0-25	0-13	2	1	1	1	1	1	0	0	1	0	0
26-65	13-33	2	1	1	1	1	1	0	0	1	0	0
66-134	33-67	3	2	1	2	1	1	1	1	1	0	1
135-310	68-155	6	4	2	4	2	1	2	1	1	1	1
311-620	156-310	8	6	4	4	2	1	2	1	1	1	1
621-930	311-465	10	6	4	6	3	2	3	2	1	2	2
931-1240	466-620	12	8	6	6	4	2	3	2	1	2	2
Secondary schools												
0-100	0-50	2	1	1	1	1	1	0	0	1	0	0
101-200	51-100	4	2	2	2	2	1	1	1	1	0	1
201-400	101-200	6	4	2	4	2	1	2	1	1	1	1
401-600	201-300	8	6	4	4	3	1	2	1	1	1	1
601-800	301-400	10	6	4	6	3	1	2	1	1	1	1
801-1000	401-501	12	8	4	6	3	2	3	2	2	2	2
1001-1200	501-600	14	8	6	6	4	2	3	2	2	2	2

Tippy-taps are an easy and very low-cost way to ensure that learners are able to wash their hands, and to address issues of hygiene and sanitation at schools.

The key benefits of tippy-taps:

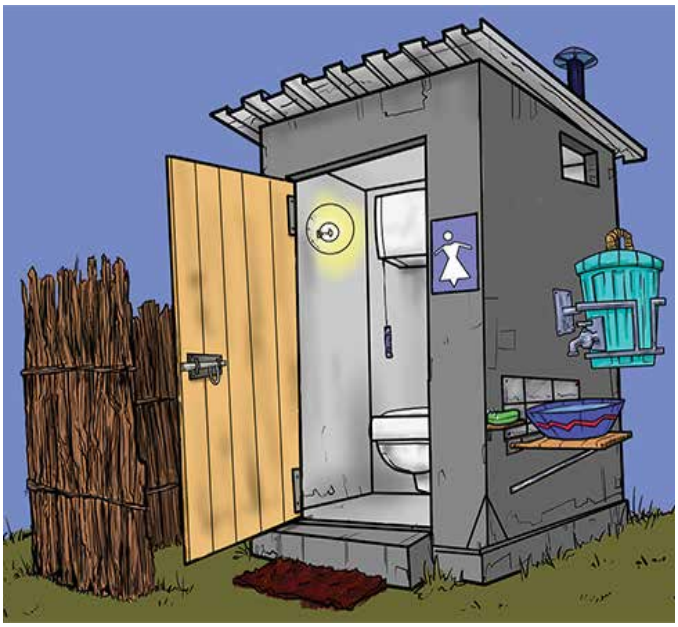
- ▶ easily assembled from cheap, free and readily available materials;
- ▶ hands free – preventing spread of bacteria;
- ▶ appropriate for rural areas and areas with no running water or water shortages; and
- ▶ appropriate for use by large numbers of learners.

Activity 2.1 in the ***Resource Kit s***hows how to build a tippy-tap.

2.2 Facilities for menstrual hygiene management (MHM)

In addition to meeting school infrastructure standards for water, sanitation and hygiene (WASH), it is essential that schools have the infrastructure required for dignified management of menstruation. If this is not in place, girls might not attend school while they are menstruating, or might be at risk of ridicule, abuse or poor hygiene.

The minimum standards for dignified MHM do not need to be costly; even rudimentary WASH facilities can easily be brought up to standard.



Minimum infrastructure standards for MHM:

- The facility must have a source of water.
  - If there is no running water, a bucket tap or tippy tap should be set up in the bathroom.
- Soap must be available in the bathroom for handwashing.
- The room must have a wall that cannot be seen through, and a lockable door.
- Light in the bathroom must permit visibility.
- Separate toilets for males and females, with physical distance between them, are required.
  - Ideally, separate toilets should be available at the grade level when most girls have their menarche (first menstruation).
- Facilities should be kept clean and have toilet paper at all times.
- Facilities must have a rubbish bin for the safe disposal of female sanitary products.
  - A school might also choose to have a system of burning WASH-related refuse.
- Schools should keep a supply of female sanitary products for the girls, for emergencies.
  - Ideally sanitary towels and tampons, but at least clean cloths should be available.

ACTION!

- Ensure that there is a cleaning rota for the school's toilets.
- Ensure that soap and toilet paper are available. Bar soap on a string would suffice.
- If the school lacks rubbish bins, cardboard boxes or large plastic containers can be used.
- If the school lacks running water, make tippy taps (see ***Resource Kit*** Activity 2.1).
- If doors lack locks, add locks or fashion locks from wire and a nail.
- Designate separate bathrooms for boys and girls.
- Undertake Activity 2.2 in the ***Resource Kit*** to identify what needs to be done, and to gain community support.

NOTE!

While this section refers to school infrastructure, **it is vital that schools also make provision for girls who may not have access to female sanitary products during their menstruation**. Funds can be raised for buying sanitary pads, or parents and community members can be asked to donate packs.

Section 3

Well-defined policies and reporting and referral procedures

The next vital step toward developing a safe school is to have strong, fair and consistent policies in place to guide decisions and responses.

According to Namibia's recently passed Education Act, the Ministry of Education, Arts and Culture (MoEAC) must develop national policies related to:

- good conduct and discipline;
- safeguarding learners against substance abuse;
- addressing absenteeism; and
- ensuring inclusive education.

It may take some time for these policies to be developed, and they may not cover all aspects of school life. In the meantime, schools should develop their own Safe School Policy, addressing issues such as:

- bullying;
- fair and safe internet and computer use (if relevant); and
- substance use and abuse.

Samples of how the issues should be addressed in your Safe School Policy can be found in the ***Resource Kit*** (Tool 3.1).

It is important to note that when national policy exists on a specific issue, it must be implemented and has priority over school-based policies.

Policies developed by schools have to be signed by learners and parents/guardians, as confirmation of their agreement to adhere to those policies.

Before a school can adopt its draft Safe School Policy, it has to send a copy to the Regional Education Director, through the school inspector, for approval of the policy.

3.1 Tips for developing policies

Some tips for developing school policies:

- Provide definitions of key terms to avoid possible confusion. The policies should include information about:
  - what behaviour is expected;
  - school community members' rights to, and responsibilities for, safety and wellbeing;
  - how the school will manage behaviours which are inconsistent with school policy; and
  - procedures for dealing with emergency situations.
- School policies should be communicated to all members of the school community at regular intervals (e.g. through assemblies, School Boards, parents' meetings, the school website or diaries).
- Policy implementation should be fair and consistent.
- The school safety team should audit policies at regular intervals, checking to make sure they are in line with mandatory legislation that may have changed. An important example is the enactment in 2015 of the Child Care and Protection Act, of which many school staff, parents and learners are not fully aware. Yet the Act has major implications for schools. Extracts from the Act can be found in the ***Resource Kit*** (Tool 3.2).
- A member of the Committee for School Health and Safety should be responsible for updating and disseminating current, comprehensive information on matters related to learner safety and wellbeing.

3.2 Policy development process

Policy development should involve all stakeholder groups. People involved with the school want to have a say in how issues are dealt with, and want to know what their role is. Stakeholders are encouraged to identify areas of concern, key agents and solutions. The policy development process can be simplified by breaking it up into phases, as shown on the right.

Promoting policies at the school

For a policy to be properly implemented, it needs to be fully understood and promoted by learners. Here are some ideas for encouraging learners to engage in the policy.

- Ask older children to explain the policy to the younger grades – at an assembly, via a quiz or through a skit.
- Ask learners to make posters detailing different aspects of the policy, and display the posters around the school. For example, for the policy on school uniforms they could illustrate what is appropriate and what is not.
- Use the policy in class activities. For example, in English classes the learners could be asked to write stories or essays relating to the policy and its main messages.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Oversee policy development.	▶ Principal ▶ School management ▶ School Board

In the policy development process, include all members of the school community, or at least a significant cross-section of:

- learners;
- teachers;
- parents and guardians;
- support workers; and
- community members (e.g. local police, nurses and regional officials).

Refer to guiding documents:

- Model policies are provided in the ***Resource Kit*** (Tool 3.1).
- Activity 1.1 in the ***Resource Kit*** suggests ways for stakeholders to identify major issues.

THE SCHOOL POLICY DEVELOPMENT PROCESS

PHASE 1: Identification of issues and interventions

Activity 1.1 in the ***Resource Kit*** helps to bring school stakeholders together to identify issues. This activity should be undertaken prior to developing school policies.

Once completed, use the outcomes of these meetings to carry out Phase 2.

PHASE 2: Create the policy

1. Make sure that all terms used in the policy are clearly defined and understood by the drafters and the wider school community.
2. Start with a statement about what the governing body is aiming to achieve with the policy. For example, *"We want to ensure that our school is free from bullying and abuse."*
3. Describe how this will be done, addressing specific issues identified in Phase 1. For example, if bullying at break time has been identified as an issue, a possible solution could be, *"Teachers will be assigned to break-monitoring duty, during which time they will be responsible for monitoring learners' behaviour at a section of the school grounds."*
4. State what the school's response should be if incidents occur. For example, *"When bullying occurs the following steps will be taken: The principal will speak directly with the bully and the victim to establish each learner's perspective ..."*
5. Assign clear responsibilities to various actors, making sure roles are well defined.
6. Monitor the policies; keep track of implementation successes and failures. A policy can be changed if necessary. Regular policy audits should take place to ensure that every policy complies with the current national legislation.

PHASE 3: Implement the policy

1. Present the policy to school members, clearly explaining its details and implications.
2. Make the document available to parents and guardians and interested community members.
3. Have parents/guardians and learners sign a copy of the policy to show that they agree with it and will adhere to it.
4. Implement the policy consistently and fairly, following the processes outlined in the document.

3.3 Codes of conduct

A code of conduct is a set of rules, responsibilities and expectations developed to guide members of the school community. Such codes are based on the school's values and ethical principles, and should be in line with the existing legislative frameworks and education policies. A code of conduct should be established for learners as well as for educators and staff at the school. Encourage learners and teachers to get involved in developing the codes of conduct. Explain the content to them, and help them to feel that involvement is voluntary rather than imposed. Their agreement will be more likely if they have been actively included in the process of developing the code.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Oversee code development.	▶ Principal ▶ School management

Develop codes of conduct for:
- Teachers
- Learners
- School Board members (optional)
- Parents (optional)

Refer to guiding documents:
Sample codes of conduct for staff and learners are provided in the ***Resource Kit*** (Tool 3.3).

3.4 Reporting procedures

When an incident or breach of policy occurs, it is important that clear and easily accessible responses and reporting procedures are in place. Incidents should be dealt with in a confidential manner, adhering to the guidelines. All members of the school community should feel entitled to report issues, and a clear follow-up process should be in place. Reporting procedures should take into account internal reporting as well as reporting that might be needed for external follow-up (such as with social workers, health workers or law enforcement).

Clearly written procedures should be in place for learners, parents and staff to report confidentially on incidents of bullying, harassment, violence or child maltreatment.

All reported incidents of aggression, abuse, harassment, bullying, cyberbullying or cyber-harassment should be recorded and sent to the Regional Directorate of Education on a quarterly basis.

The school has a legal responsibility to report crimes to relevant authorities, such as social workers or police, for immediate action. (See Child Care and Protection Act, section 13(2), in the ***Resource Kit*** (Tool 3.2.).)

Each school should produce a template for detailed reports, which should include the names of the people involved, the date and time, and details about witnesses, observations of the actual incident, the injuries and the actions taken.

School staff should be knowledgeable about all procedures to be followed when responding to incidents of harm, both in and out of school.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Oversee reporting.	▶ Principal ▶ School management	▶ Committee for School Health and Safety

Refer to guiding documents: Extracts from the Child Care and Protection Act can be found in the ***Resource Kit*** (Tool 3.2).

Anonymous reporting

It is important that learners have a way to report incidents anonymously. If incidents go unreported, the extent of a school's problems will not be known, so it is vital to establish such a mechanism early on in the process. Some ideas for anonymous reporting are provided in the box below.

ANONYMOUS REPORTING

Set up 'post boxes' in strategic places in the school to allow learners to post notes reporting a specific incident.

Instructions for post boxes:

1. Find a suitable container for the post box. This should be a sturdy, lockable box. A locker or cabinet with space to slip paper into would also work.
2. Make sure the boxes are accessible to learners, but can also be used without attracting attention.
3. Develop a rota of different teachers/school management members to be responsible for clearing the post boxes every day. Make this rota available to learners, who may prefer to report on a day when a specific teacher will see the post.
4. Ensure that boxes remain locked so that notes cannot be easily removed.
5. Inform learners about the post boxes and encourage them to report incidents such as:
   a) bullying;
   b) corporal punishment;
   c) poor teacher conduct;
   d) violence and/or abuse; and
   e) damage to school grounds and property.
6. Ensure learners have paper which they can use to report incidents on.
7. Learners should be encouraged to write down what happened, who was involved and where it happened.
8. The school safety officer or the principal must read the reports each day, and complete an incident report for all serious incidents and, where appropriate, report to the Inspector of Education. The same incident might be reported more than once by the same or different learners. Minor incidents should be recorded in the incident record book.
9. Follow up on incidents reported, bearing in mind that not all reported incidents will be genuine.
10. Take necessary action. Make sure that procedures are in place for managing incidents reported by learners.
11. File the reports.
12. Provide feedback to learners and teachers, so that they know their reports are being taken seriously and followed up.
13. If learners are not comfortable using the post box for reporting, encourage them to speak to a teacher they trust.

- A special email address or phone number could be set up for learners to send anonymous reports.
- It is recommended that these 'post boxes' also be used to report positive things that happen in school.

3.5 Referral procedures

Every effort should be made by schools to form links with local referral systems. This should include local social workers and police, hospital and clinics, regional school counsellors and inspectors and any local NGO working in the areas of gender-based violence, sexual abuse, health and nutrition, psycho-social support, substance abuse or learner development.

Referral process for schools

A broad outline of the referral process is presented on the next page. The process will not be exactly the same for every incident; there will be slight variations, depending on the incident and the individuals involved. Each section in this ***Guide*** has a subsection on tailored responses for different types of incidents.

The basic coordination mechanism for referrals

The following is an example. The exact steps to be taken will differ based on the incident and circumstances.

Learners, teacher(s) or concerned individual, NGO, counsellor etc. reports to school management or Life Skills teacher, or directly to social services or police.

School management or Life Skills teacher alerts parent/ guardian (if appropriate).

Engage social worker (MGECW)

Examination by nurse/ doctor (if appropriate)

Report to police (if appropriate)

Police hand over to judicial system (if a criminal offence occurred) or to a social worker, depending on the type of incident.

Social worker, regional school counsellor, Life Skills teacher, NGO workers and/or health professionals provide counselling and support.

School follows up to make sure that the referral system is working and the learner receives support.

Develop the school's personalised referral list

Creating a table like the one provided below, listing the details of referral services available within your school community and the names of contact persons, is a valuable activity. This list should be readily available to school staff, learners and parents.

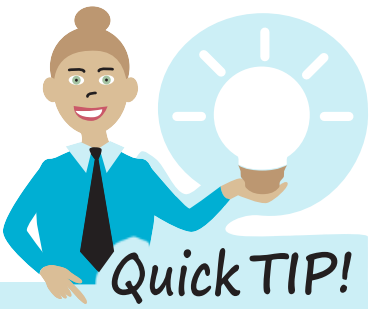
OUR SCHOOL'S REFERRAL SYSTEM		
Service Provider	**Name**	**Contact Details**
Life Skills Teacher		
Regional School Counsellor		
School Inspector		
Regional Education Director		
Social Worker (Ministry of Gender Equality and Child Welfare)		
Social Worker (Ministry of Health and Social Services)		
Nearest clinic/hospital		
District Nurse / Health Extension Worker		
Nearest adolescent-friendly clinic		
Local Police Officer		
Gender-Based Violence Protection Unit		
Lifeline/Childline		
Local anti-violence and abuse NGOs		
Drug and alcohol abuse NGOs		
Other		
Other		

Disclosure

When a learner discloses that he or she has been the victim of violence, it is important to respond appropriately. Remain calm and supportive, and show the learner that you view him or her in a positive light. Here are some examples of appropriate responses:

- *"It is good that you told me about this."*
- *"This should not be happening to you."*
- *"You do not deserve this."*
- *"It is not your fault when someone is violent."*
- *"It is hard to talk about, but can you tell me more about what has been happening?"*

Offer the victim appropriate help and services, as outlined in the referral scheme on the previous page. Learners' need for privacy and protection can be met by discreetly referring matters to the school principal or Life Skills teacher. Some acts of violence might have to be reported to local authorities. This should be done in a way that ensures protection of both the child victim and the perpetrator of violence, during and after the notification process. Explain the process clearly, and assure the learner that he or she will be supported by the school throughout.



Do not try to handle a situation that goes beyond your capabilities. Do not try to 'fix' or 'counsel' a traumatised, suicidal or victimised learner if you are not trained to do so. This could cause more harm. Rather, refer the learner to a trained professional. If the learner is determined to speak only to you, seek advice on how to support him/her.

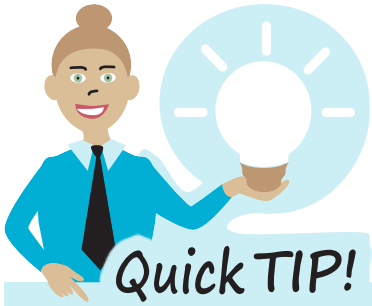
DISCLOSURE GUIDELINES

When speaking to the learner

- Be ready to listen to the learner without being judgemental.
- It is rare that learners lie about such cases. Adults should begin with the assumption that the learner is being truthful. Many learners will not be willing to share if they feel that they are not believed, which could allow continuation of the abuse.
- Ask the learner open-ended questions. Do not jump to conclusions and do not assume that you understand what the learner means, especially in the case of a young child. Ask the learner to explain. If a learner says "*He hurt me here*" and points to his/her genitals, ask further questions, such as "*What did he hurt you with?*"
- Do not interrupt the learner. Let him/her speak.
- Do not force the learner to describe what happened.
- Acknowledge the feelings of fear that the learner may have: *"Are you afraid to speak to me?"*
- Explore the learner's fears: *"What are you afraid will happen if you tell me?"*
- Clarify any misconceptions: *"This is not your fault and you will not get into trouble for reporting this."*
- Do not blame the learner. Assure the learner that what happened is not his/her fault.

If abuse is disclosed

- If the incident of abuse (physical or sexual) has just occurred, the learner should not wash or clean his/her clothing. If sexual abuse has occurred, the child should not wash him/herself or go to the bathroom, as this might destroy evidence.
- All possible evidence of abuse should be noted, documented and, if applicable, held for safe-keeping. Evidence could include bruises, torn clothing, soiled undergarments and any other marks on the body. If in an intimate area, this should be done only by a medical professional.
- Report the incident to the school principal as soon as possible – and tell the learner exactly who you will speak to about the incident and why. If the learner is opposed to the school management knowing, go directly to a social worker, medical facility or the police. Inform the parents (where appropriate).
- Do not report cases of violence, abuse or neglect only to the police, as they alone may not be able to offer all of the support needed.
- When feasible, incidents should be reported to the GBV Protection Unit. If the learner is older, he/she should be advised to report the incident to the police immediately (preferably within 24 hours). Remember, abuse is a criminal offence.
- If parents or caregivers are not available, a teacher should take the learner to the police station.
- At the police station, ask for written documentation of the complaint.
- When appropriate, have the doctor examine the learner closely for any indication of sexual and physical violation. Be sensitive to the learner's feelings and dignity.
- The doctor should also perform a blood or urine analysis and any other test that may show evidence of abuse, such as any sexually transmitted infections.
- After the examination, the doctor should complete the police form. If the doctor filling in the police form is not the first to examine the learner, give him/her the earlier medical report and indicate when it was performed and by which doctor.
- Ensure that the police form is signed by the doctor who is filling it out, and ensure that it is properly dated. Verify the information given, such as the date(s) of the incident(s), the date on which the learner was seen, and the visible marks on the learner.
- The medical report should then be forwarded to the police, who will conduct further investigations and take appropriate steps.
- Follow up with the police about progress on resolving the case.
- Follow up with police as to whether all witnesses have given their statements.
- Give the police any clothing worn by the learner for examination by the National Forensic Science Institute.
- Refer the learner to counselling by a social worker, regional school counsellor, NGO or private practitioner.
- Give the learner the Lifeline/Childline toll-free counselling number (116) and the GBV hotline number (106).
- Continue to support the learner after the initial event.



Quick TIP!

Teachers who perpetrate violence must not receive any **special treatment**, but must be reported through the same legal mechanisms as for anyone else. Failure to report a crime is itself a criminal offence. Simply firing offending staff members is not sufficient, as they can easily reoffend.

Accountability

Once a learner has been referred for support services, the school's responsibility for the learner's wellbeing is not over; the learner will need follow-up by the school, and may also need support to ensure coordination among all services in the referral system. This can be challenging in Namibia, and schools can help by following up to ensure that services are rendered.

All incidents of violence and abuse should be reported and filed internally, and should also be shared with the regional school counsellor and regional education officer.

When dealing with an incident, the school should also focus on what can be done to prevent similar incidents.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	Oversee and follow up referrals.
WHO DOES IT	▶ Principal ▶ Life Skills teacher ▶ Assigned teacher

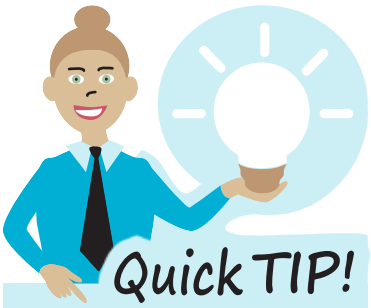
Refer to guiding documents:

- See the ***Resource Kit*** (3.4, 3.5 and 3.6) for information about the referral process and contact details for referral and emergency service providers.
- Legal Assistance Centre, *Namibia Domestic Violence and Sexual Abuse Service Directory*, 2005.
- United Nations Educational, Scientific and Cultural Organization (UNESCO), *Global Guidance on Addressing School-Based Gender-Based Violence*, UNESCO, Paris, 2016.

3.6 Emergency procedures

First aid

It is vital that each school has someone on the premises who is trained in basic first aid. If this is not the case, contact a local hospital or clinic to request that a member of the medical staff be assigned to provide first-aid training to one or more members of the school staff. If such training would have to be paid for, contact the Regional Education Office to request assistance.



Quick TIP!

Be sure to always use **rubber gloves** when attending to an injured person. This reduces the risk of spread of blood-borne diseases such as HIV.

First, ensure that the school has a basic first-aid kit.

The examples of first aid presented on the next page can make the difference between life and death, and should be taught to all staff members.

BASIC FIRST AID

WHAT TO DO IF SOMEONE IS CHOKING

1. Cough it out.
Encourage the person to keep coughing.

2. Slap it out.
- Give up to five sharp back blows between their shoulder blades.
- Check their mouth.

3. Squeeze it out.
- Give up to five abdominal thrusts.
- If that doesn't work, call 112.

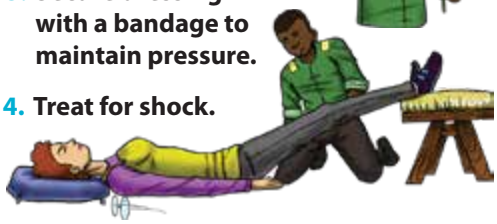
WHAT TO DO IF SOMEONE IS BLEEDING

1. Press it.

2. Call 112 for emergency help.

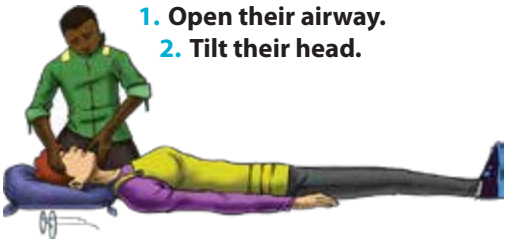
3. Secure dressing with a bandage to maintain pressure.

4. Treat for shock.



WHAT TO DO IF SOMEONE IS UNRESPONSIVE

1. Open their airway.
2. Tilt their head.



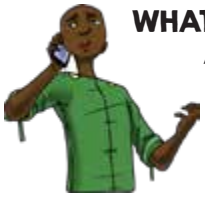
3. Check for normal breathing for up to 10 seconds.

4. If they're breathing normally:
- Put them in the recovery position.
- Then call 112 for emergency help.

If they're not breathing:
- Call 112 for emergency help.
- Start CPR (cardiopulmonary resuscitation).

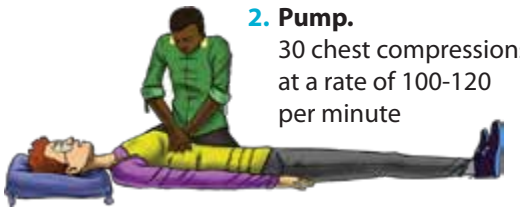
Source:
St. John Ambulance (accessed at <www.sja.org.uk/sja/first-aid-advice/get-a-free-first-aid-guide.aspx>).

WHAT TO DO IF SOMEONE IS UNRESPONSIVE AND NOT BREATHING NORMALLY

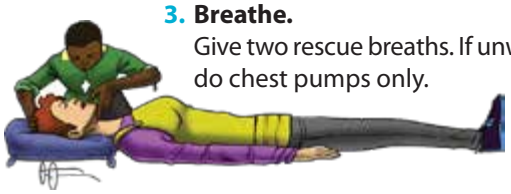


1. Call for help.
Tell the person to call 112 and find an AED (automated external defibrillator)

2. Pump.
30 chest compressions at a rate of 100-120 per minute



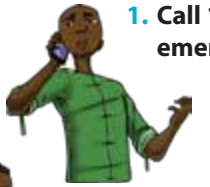
3. Breathe.
Give two rescue breaths. If unwilling or unable, do chest pumps only.



Continue to pump and give rescue breaths until help arrives.

WHAT TO DO IF SOMEONE HAS HAD A HEART ATTACK

1. Call 112 for emergency help.



2. Sit them down.
Rest, supported with knees bent.

3. Give them aspirin.
300mg dose to chew.*

* Do not give aspirin if the person is under 16 or allergic. Help them use their angina medication if they have it.

Actions in cases of severe injury or illness

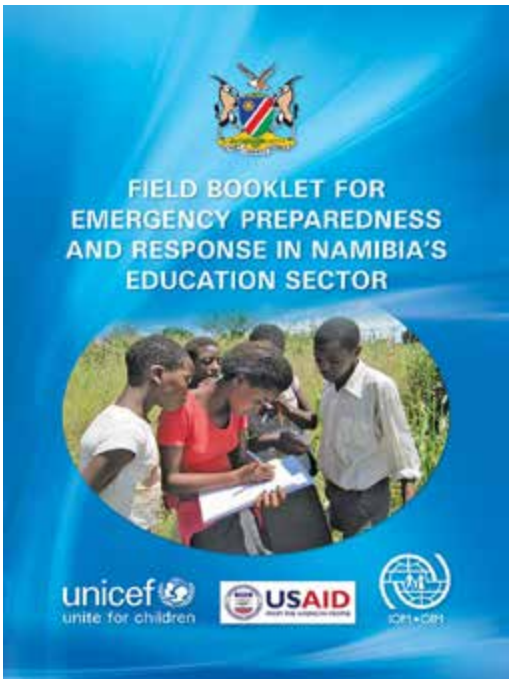
- Assess the situation. Be sure it is safe to approach.
- A responsible adult should remain at the scene to help until the person designated to handle emergencies arrives.
- Contact emergency services; they will take charge of the emergency, give any further first aid needed and call for additional help required.
- DO NOT give medications without prior approval by the parent or guardian.
- DO NOT move a severely injured or ill learner or staff member unless absolutely necessary for their immediate safety.
- Under no circumstances should a sick or injured learner be sent home without the knowledge and permission of the parent or legal guardian.
- Notify the parent or legal guardian of the emergency as soon as possible.
- If the parent or legal guardian cannot be reached, notify the next of kin.
- If necessary, contact the nearest hospital and alert them to the incident so they can prepare.
- A responsible individual should stay with the injured learner.
- Ensure that other learners, teachers or crowds do not gather. This could add stress to the ill or injured person, slow down access by emergency services and cause unnecessary chaos.

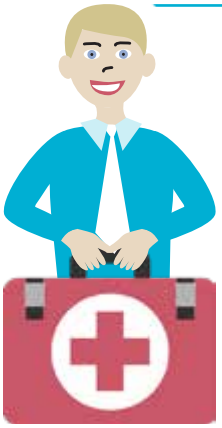
Floods, droughts and other natural disasters

Many Namibian schools are at risk of seasonal flooding, drought, disease outbreaks and negative impacts of climate change. Every school should map the threats faced by its community and try to mitigate disasters before they occur. The preparations described in the table below can help reduce the likelihood and impact of emergencies.

INTERVENTIONS TO MITIGATE NATURAL EMERGENCIES	
Droughts	▶ Increase forestation and plant life around your school and nearby to decrease water runoff and erosion. ▶ Construct dams to store water for later use in irrigation. ▶ If possible, invest in water butts to collect rain water. ▶ Ensure that the school feeding programme is operating; seek partnerships for more and more diverse foodstuffs.
Floods	▶ Redesign settlements, moving them away from flood plains. ▶ Create channels and dams to move water away from buildings. ▶ If the school is at risk for flooding, store learning materials in waterproof containers and at a height.
Human epidemics	▶ Promote hygiene and sanitation. ▶ Promote safe water use. ▶ Ensure that toilets are not on flood plains or river ways. ▶ Raise awareness about risk-reduction techniques within the school community.

Even if precautions are taken, disasters can still strike schools. Should this be the case, please refer to the *Field Booklet for Emergency Preparedness and Response in Namibia's Education Sector* (MoEAC 2015).





What to do if disaster strikes your school

- Assess the situation and choose the appropriate response quickly and carefully. For example, in the case of a flood, should the school be evacuated, or should learners collect materials to reduce the damage?
- Notify emergency responders and the school management team.
- Evacuate and lock down the school, if deemed necessary.
- Assess injuries and provide emergency first aid to those who need it. Make sure to start with those in most urgent need of help.
- Assign someone to organise and monitor emergency supplies.
- Trust the command structure designated by the school leadership, to reduce the potential for chaos.
- Communicate clearly with each other and emergency services. Ensure that information is clear, accurate and appropriate.
- After containing the initial disaster, produce documentation of incidents, damages etc.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Oversee emergencies.	▶ Principal ▶ School management ▶ Committee for School Health and Safety

Refer to guiding document:

- Ministry of Education, Arts and Culture, *Field Booklet for Emergency Preparedness and Response in Namibia's Education Sector*, 2015.

Section 4

Positive and collaborative practices and attitudes

Safe schools and classrooms create a positive learning environment where learners and teachers are physically, mentally, emotionally and socially safe.

A positive learning and teaching environment is essential for learner achievement and wellbeing. Research shows a direct link between learners' success and the environment in which learning takes place. Learners are more motivated to do well and to realise their full potential in schools that have a positive school environment, where they feel safe, included and supported.

4.1 What is a conducive school environment?

A conducive school environment can be broken down into three areas: behaviours, values and expectations. A conducive school environment is one in which members of the school community have strong support and feel socially, emotionally and physically safe and accepted. Such an environment is developed through strong, healthy relationships among school stakeholders, and is nurtured with a shared vision of respect and participation. A conducive school environment creates a sense of pride in the school, and requires joint responsibility for the wellbeing of the school and its members. Creating a conducive school environment is important for the health and happiness of learners, teachers, management and even the wider community, and plays a major role in improving behavioural, academic and psychosocial outcomes.

EXTERNAL SOURCE

As highlighted in UNESCO's Happy Schools Framework, a conducive school environment leads to the results described below.

People

- Friendships and Relationships in the School Community
- Positive Teacher Attitudes and Attributes
- Respect for Diversity and Differences
- Positive and Collaborative Values and Practices
- Teacher Working Conditions and Well-being
- Teacher Skills and Competencies

Process

- Reasonable and Fair Workload
- Teamwork and Collaborative Spirit
- Fun and Engaging Teaching and Learning Approaches
- Learner Freedom, Creativity and Engagement
- Sense of Achievement and Accomplishment
- Extracurricular Activities and School Events
- Learning as a Team Between Students and Teachers
- Useful, Relevant and Engaging Learning Content
- Mental Well-being and Stress-Management

Place

- Warm and Friendly Learning Environment
- Secure Environment Free from Bullying
- Open and Green Learning and Playing Spaces
- School Vision and Leadership
- Positive Discipline
- Good Health, Sanitation and Nutrition
- Democratic School Management

Source:
United Nations Educational, Scientific and Cultural Organization (UNESCO), "Happy Schools Framework", Bangkok, 2016, p. xiii.

- Learners, staff members and parents are safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships, free from discrimination and harassment.
- Learners are encouraged and given support to be positive leaders and role models in their school community – for example by speaking up about issues such as bullying.
- Learners, principals, staff members, parents and community members engage openly and actively in ongoing dialogue.
- Principles of equity and inclusive education and strategies for learners and staff related to prevention, intervention and awareness-raising on bullying are reinforced across the curriculum.
- The learning environment, instructional materials and teaching and assessment strategies reflect the diversity of learners.
- There is a sense of pride in the school, and of being a member of the school.
- Education is valued and the role of the school is respected.
- Every learner is inspired and given support to succeed in an environment of high expectations.

Ideas for establishing a conducive school environment

- Allow learners an opportunity to give appraisals and feedback about their teachers, in the form of an anonymous questionnaire or a comments box. Each teacher should be appraised by their classes at least once per term. A sample teacher evaluation form can be found in the ***Resource Kit*** (Tool 4.1).
- Encourage parental and community involvement through invitations to school events and promoting an 'open-door' policy. (More ideas can be found on pages 37–39 in this document.)
- Involve the school in community activities, such as sports leagues, social clubs and community projects (e.g. community clean-ups).
- Promote positive learner-teacher relationships, based on positive discipline.
- Encourage discussions and open conversation to create empathy and understanding.
- Make an effort to include learners with diverse needs, beliefs and backgrounds, and insist on zero tolerance for bullying.
- Ensure that positive values and ethics are practised and promoted.
- Support and celebrate teachers' hard work, acknowledging times when they go above and beyond.
- Make the school environment look attractive, using posters and signs. Ensure that the school is kept clean and tidy.
- Provide opportunities for constructive feedback among all school stakeholders. This can help people to learn from mistakes and provide an opportunity for recognition.
- Make lessons less formal and more interactive and learner-focused.
- Create platforms to celebrate learners and their successes and positive attitudes and behaviours. For example, at assembly recognise a learner who helped keep the school clean.
- Promotes health linkages with schools in the circuit/region.

4.2 Providing psychosocial support and resilience

Psychosocial support refers to strengthening the protection and wellbeing of children's social setting and psychological state. The psychological dimension includes emotional and thought processes, feelings and reactions. The social dimension includes relationships, family and community networks, social values and cultural practices.

WHAT PSYCHOSOCIAL SUPPORT INVOLVES	
Learners' needs	**Possible psychosocial interventions**
Ensure meaningful participation by learners in issues affecting them.	▶ Speak to the learners openly about the challenges facing them and the school. Ask for their input to develop solutions. For example, ask for learners' opinions on the reasons for bullying and how it can be addressed. ▶ Engage Learner Representative Councils (LRCs) and Edu Circles (see section 5.3 herein) to work with school management and the School Board to represent learners' voices.
Listen and respond to learners' problems.	▶ Put together a psychosocial support team, including Life Skills teachers, other teachers, hostel matrons and members of the school management who are interested in helping. They should be given some training on counselling skills, and the learners should be encouraged to speak to them about issues and concerns. This team should be the first stop for addressing learners' concerns, but should make referrals when necessary. ▶ Encourage teachers to be sensitive to learners' moods. If a learner seems unhappy or upset, encourage teachers to approach the learner in private to enquire whether he/she is okay.
Allow learners to express and manage their feelings and needs.	▶ Encourage the learners to speak out. Make it clear to them that the school is responsible for meeting their needs and will try to assist them. ▶ Teach the learners coping mechanisms that build their resilience and help them to deal constructively with stress. ▶ Prohibit authoritarian behaviour by teachers.
Help learners to develop a sense of belonging.	▶ Promote tolerance. Teach the learners about different religions, cultures and identities. ▶ Promote cultural activities with the community. ▶ Encourage parents' and guardians' involvement with the school. ▶ Cultivate a positive school environment. ▶ Recognise, encourage and praise learners. ▶ Offer team or group activities to cultivate cooperation and encourage positive learner interactions.

Building resilience

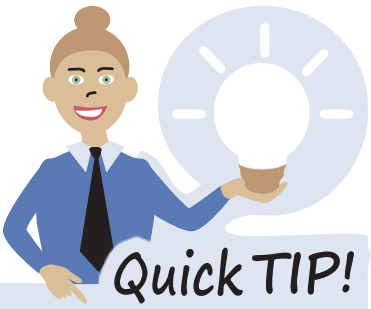
Lack of coping skills or resilience when faced with stress is a serious problem among Namibian youth. Lack of resilience can result in extreme responses to personal or school-based stresses, such as resorting to violence, dropping out of school or even suicide.

Here are some ideas for helping learners to manage stress and build resilience:

1. **Identify and name emotions.** Encourage learners to analyse their feelings and try to pinpoint the causes. This will help them to identify solutions and/or accept their situation. Emphasise to learners that many of the stresses in life are normal, and will pass.
2. **Think long-term.** Learners tend to feel that an issue arising will have a lasting impact on their life. For example, learners who fail a test or get dropped by a partner might feel that their life is over. Teach learners to think about where they want to be in the long run. Encourage them to think about things that upset them a year ago, but no longer have any impact on their life.
3. **Focus on strengths.** Rather than getting bogged down in negatives, encourage learners to think of what they are good at, and to spend time doing those things. For example, those who love soccer could be encouraged to join a team, and those who are spiritual could be encouraged to volunteer with their church.
4. **Be surrounded by positive voices.** Encourage learners to spend time with friends and family members who make them feel good about themselves.
5. **Allow time to pass.** Encourage learners not to take rash actions when stress occurs. Instead, urge them to wait a few days, calm down and focus on positive aspects of their lives.
6. **Do something active.** Physical activity is a great stress reliever. It releases endorphins that counteract feelings of depression, anger and hopelessness. Encourage learners to play a game, go for a run or go dancing.
7. **Talk to someone.** Talking to a friend, family member or teacher helps to relieve stress, partly by vocalising the concern and partly because the person may be able to suggest ways to help relieve the stress. Encourage learners to speak to their Life Skills teacher or anyone they feel comfortable with. Discourage them from bottling up their worries.

4.3 Positive discipline

A conducive school environment derives from, among other things, positive discipline, which focuses on the positive elements of a learner's behaviour. Positive discipline is based on the idea that there are no bad children, but only good and bad behaviours. With a positive approach, good behaviours can be taught and reinforced while bad behaviours can be reduced and discouraged.



School discipline policies on should be based on the positive-discipline methods detailed in this subsection.

With positive discipline, children are not hurt physically or emotionally as a form of punishment, but rather are taught skills to help them to handle difficult situations, which in turn reduces opportunities for poor behaviour. These skills include respect for others, cooperation, communication and problem-solving. Positive discipline promotes positive decision-making, communicating expectations to children early and encouraging positive behaviours. Positive discipline is used because children have the right to a safe school environment, free from violence. With the use of positive discipline, learners and teachers are equally protected from harm, and are treated with dignity and respect.

Negative discipline involves angry, destructive, uncontrolled or violent responses to inappropriate behaviour. The purpose of positive discipline is to establish reasonable limits and guide children to take responsibility for staying within these limits, or to learn how to remedy situations when they don't stay within the limits.

Positive discipline involves:

- **Positive reinforcement**, such as complimenting a good effort.
- **Negative reinforcement**, such as ignoring requests made in a whining or rude tone of voice.
- **Positive punishment**, such as requiring a child to clean up a mess he/she has made.
- **Negative punishment**, such as removing a privilege in response to poor behaviour – for example, "You cannot play in the soccer match if you have not completed your project."

Positive reinforcement

Negative reinforcement

Positive punishment

Negative punishment

WHAT SUCCESSFUL DISCIPLINE CALLS FOR	
What?	**Why?**
Mutual respect: Teachers must treat their learners in a respectful manner.	The adult shows model behaviour, which is demonstrated to the learner. By respecting the learner, teachers, in turn, earn their respect.
Identifying the motivation for the learner's behaviour	This requires going to the source, rather than simply addressing symptoms, of a problem. Once the source has been identified it can be addressed.
Communicating well and responding to questions openly	Communicating expectations and consequences makes learners responsible for making their own decisions.
Using discipline methods that provide a teaching opportunity and focus on a solution	Discipline should be fair and logical. A learner should be able to understand why a certain disciplinary action has been taken, and should feel that good can come of it.
Offering encouragement	Encouragement builds long-term self-esteem and empowerment, and it acknowledges effort and improvement, not only success.

More information on positive discipline can be found in the ***Resource Kit*** (Activity 4.3).

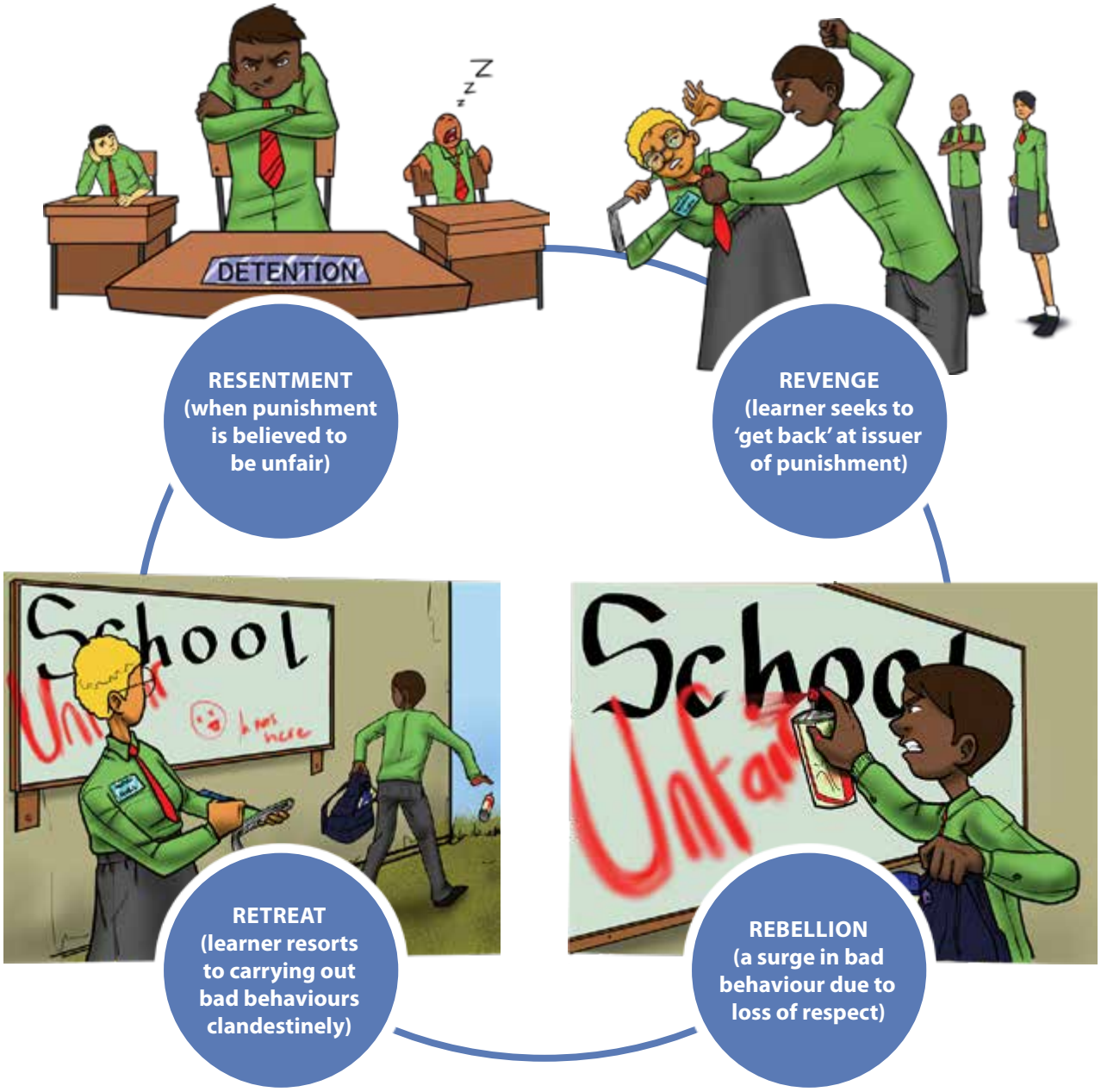
Making use of consequences, not punishment

Unlike traditional disciplinary methods, positive discipline focuses on the consequences rather than punishment. The consequence should both resolve the issue at hand and provide a learning opportunity.

Consequences should be:

- related to the problem or issue;
- respectful, without imposing blame, shame or pain;
- reasonable, in the eyes of both the adult and the learner; and
- helpful for improving the situation.

Punishment that does not take a positive form often results in ...



GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Oversee and implement positive discipline.	▶ Principal ▶ School management ▶ School Board
Enact positive discipline.	All members of the school community: ▶ Learners ▶ Teachers ▶ Parents and guardians

Refer to guiding documents:

- An activity to promote positive discipline can be found in the ***Resource Kit*** (Activity 4.2).
- A sample questionnaire for learners to evaluate their teachers is in the ***Resource Kit*** (Tool 4.1).

4.4 Why do learners misbehave?

Addressing learner discipline is always easier when it is clear why a learner is not behaving well, which may have many explanations. The table below helps to identify the causes of poor behaviour and offers ideas for addressing them constructively.

PROBLEM	SOLUTION
School and Learning	
Boredom Learners may struggle to learn due to particular teaching styles. (See subsection 4.5 on learning styles.) Or they may already understand the material.	▶ Make classes more engaging! ▶ Encourage creativity. For example, rather than having the learners copy from the board, ask them to learn about the topic and present it to the class in a way that they think will make it more memorable. ▶ Make the work seem more meaningful by linking it to real-life issues and occurrences. Use examples from the learners' lives. ▶ Add variety to lessons; encourage group work, presentations and projects. ▶ Be spontaneous. For example, if learners are becoming restless, ask them to run around for a few minutes, or to tell a joke. Even the most diligent learners get tired and need 'pick-me-ups'. ▶ Give highly gifted learners extra, challenging tasks.
Lack of motivation Some learners fail to see the point of being in school, or find the work too hard and feel that they are doomed to failure. Some have never been taught that learning can be both fulfilling and fun.	▶ Make it clear what the class can learn from lessons, and make the path of progression in the subject clear, showing how each topic links to the next. ▶ Emphasise what the skills and knowledge gained in the class can be used for, tailoring the information to the under-motived learner. For example, "*Someone who is confident in English has a good chance of becoming a TV presenter or a journalist or a teacher.*" ▶ Encourage in-class competitions. For example, ask different groups to try to finish a task more quickly than the others. ▶ Find out where the learners' talents and interests lie and try to incorporate these into classwork. For example, those interested in art could incorporate those skills into school projects.
Lack of interest in the subject It is rare for a learner to be good at and interested in all school subjects. There may be some that they don't see the point in pursuing, which can make the learner hard to teach.	▶ Many lessons in school have cross-cutting themes. Try to find out what the learner is interested in and use this in the class. For example, if a learner does not like English class but loves Geography, ask him/her to do an English assignment about volcanoes or another topic that he/she finds interesting. ▶ Try to find ways to make 'serious' topics seem fun. For example, use props to make maths problems come to life, or case studies based on exciting topics, such as space travel. ▶ Make the links between subjects and real-life jobs and experiences come to life. For example, if teaching sciences, explain how science links to discovering lifesaving medicines.
The Learner	
Special needs When learners have undiagnosed special needs, their behaviour can be misconstrued as a lack of discipline. For example, a learner may be struggling to hear, but the teacher might think that he/she is not paying attention.	▶ Encourage learners to undergo basic vision and hearing screenings. If this is not possible, conduct the Snellen test with them, and ask if they hear well. This test is described in the MoEAC's *Training of Trainers Manual on School Health*. ▶ Refer learners to local clinics when it is suspected that their behaviour might be linked to a learning barrier. ▶ Speak to parents to discover whether similar problems occur at home.

Table continues ▶

Peer pressure Learners are under a lot of pressure to follow the pack. Sometimes learners who are not comfortable behaving badly will feel that they need to behave badly in order to be accepted.	▶ Often in these situations there is a 'ringleader'. If you can identify a ringleader, make an effort to form a bond with him/her. Teachers can use a gentle approach that acknowledges the influential status of the ringleader in class, but makes clear that bad behaviour will not be tolerated. Humour can often help in these situations. ▶ Teachers should not let learners see that they feel threatened. Act calm and with good humour, but project a no-nonsense attitude. ▶ Rearranging seating can break up troublesome groups. Learners will often be relieved to be placed in a position where they are allowed to learn. ▶ Focus on the positive. Often learners play up to get attention. By favouring good behaviour, learners who want attention will soon learn that this is the way to get it.
Problems at home Learners are often dealing with complicated issues at home that can affect their ability to concentrate.	▶ Make the classroom a safe space. When learners feel fragile, they will be more likely to continue to engage in school if they feel confident that they will not face ridicule, harassment or angry outbursts by teachers or other learners. Be consistent, so that learners know what to expect. ▶ Offer support. When a learner seems to be acting strangely in class, speak to him/her after class and enquire whether he/she is okay. This shows learners that their teacher acknowledges that underlying issues can influence their behaviour, and will not simply resort to discipline. It also offers learners a chance to speak, should they want to. (Don't force them.) ▶ Use class discussions and interactions to understand more about learners' home lives. This will help to identify learners who may be vulnerable or at risk. Be aware of what they are dealing with in their lives when interacting with them.
The Teacher	
Teacher behaviour It must be acknowledged that teacher behaviour can contribute to poor learner discipline. Some teachers may not be aware that their approach to classroom control or discipline is making matters worse.	▶ Remain calmly in control. Don't be vague or uncertain with learners. Make a plan and stick to it. Show them that you are consistent and know what you are doing. ▶ Don't be rude. Learners will lose respect for you and will not feel guilty about being rude in return. ▶ Don't overreact. Learners will see that as unreasonable, and may even enjoy trying to provoke a response. ▶ Don't be too confrontational. Don't enter into competitions or confrontations with learners. Remain calm and in control. ▶ Don't be grumpy. This seriously impacts learners' motivation. ▶ Don't be negative. Learners should feel that their teacher has faith in them, believes they can succeed and takes pleasure in teaching them. ▶ Don't be boring and repetitive. Add life and humour to lessons. Try out new teaching methods and see how learners respond.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

Refer to guiding document:

▶ An activity for understanding why learners misbehave can be found in the ***Resource Kit*** (Activity 4.4).

4.5 Learning styles

Learning styles refers to the way that people learn: some people might learn best through listening, while others may need visual prompts to help them learn and remember. Every person has a mix of learning styles; some may have a dominant style while others may rely on different styles, depending on the material and topic.

Teachers are encouraged to use different teaching methods to help learners with a mixture of learning styles. Tool 4.5 in the ***Resource Kit*** is a questionnaire that helps to identify how different learners learn best. The table below shows how to use the questionnaire to determine how best to teach a particular learner. The numbers in the first column correspond with the numbered statements in the questionnaire.

Number (see *Resource Kit*, Tool 4.5)	Learning style	Preferences	Teaching approach
6 11 22 22	Linguistic/ Auditory Learner	▶ Likes to read, write and tell stories. ▶ Is good at listening and memorising names, places and dates. ▶ Interprets the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. ▶ Learns best by saying, hearing and seeing words.	▶ Provide written materials and read to the learner. ▶ Listen to the learner's questions, concerns and experiences. ▶ Encourage the learner to tell you about the story that he/she has read or to share something that he/she has written. ▶ Provide opportunities to visit libraries and bookshops. ▶ Provide word games such as Scrabble and crossword puzzles.
5 19 20	Logical/ Mathematical Learner	▶ Likes to do experiments, figure things out, work with numbers, ask questions, explore patterns and relationships. ▶ Is good at maths, reasoning and problem-solving. ▶ Learns best by categorising, classifying and working with abstract patterns/relationships.	▶ Encourage the learner to experiment. ▶ Invite him/her to help you try things out. ▶ Invite the learner to help you organise classroom resources. ▶ Provide strategy games such as Chess.
4 15 17	Visual Learner	▶ Likes to draw, build, design and create things, daydream, look at pictures and watch movies. ▶ Is good at imagining things, sensing changes, mazes/puzzles and reading maps and charts. ▶ Learns best by seeing the teacher's face and body language, visualising, dreaming, using the mind's eye and working with colours/pictures/diagrams.	▶ Provide visual alternatives to text and spoken word, e.g. displays, word webs, diagrams, graphs and illustrations. ▶ Provide arts and craft activities. ▶ Provide opportunities to visit art galleries, theatres and museums. ▶ Provide graphical games such as Pictionary. ▶ Let the learner sit in front to avoid visual obstruction. ▶ Let the learner illustrate notes.
3 12 13	Bodily/ Kinaesthetic Learner	▶ Likes to move around, touch and talk and use body language. ▶ Is good at physical activities, arts and crafts. ▶ Learns best by touching, moving, interacting with space and processing knowledge through bodily sensations.	▶ Encourage the learner to take part in dancing, acting or sport activities. ▶ Provide a variety of manipulative activities for experimentation. ▶ Play miming games, e.g. Charades. ▶ Let learners write down information that they have to learn.

9 10 18 21	Musical Learner	▶ Likes to play musical instruments and sing. ▶ Likes the sound of human voices. ▶ Is good at listening and discriminating environmental and other sounds. ▶ Learns best by listening to information, especially if accompanied by music.	▶ Provide spoken instructions as an alternative to text alone. ▶ Encourage the learner to take part in musical activities. ▶ Provide opportunities to attend concerts and musicals.
2 8 16	Interpersonal Learner	▶ Likes to have lots of friends, talk to people and join groups. ▶ Is good at understanding people, leading others, organising, communicating, manipulating and mediating conflicts. ▶ Learns best by leading, sharing, comparing, relating, cooperating and interviewing.	▶ Provide opportunities for pair and group work. ▶ Encourage discussions and problem-solving activities.
1 7 14	Intrapersonal Learner	▶ Likes to work alone and pursue own interests. ▶ Is good at understanding self, focusing inward on feelings/ dreams, following instincts, pursuing interests/goals and being original. ▶ Learns best by working alone on individual projects.	▶ Give the learner time to work and experiment alone. ▶ Invite the learner to share with the class what he/she has done alone. ▶ Encourage the learner to keep a diary.

Source: National Institute for Educational Development (NIED), *Learning Support Teachers' Manual*, 2014.

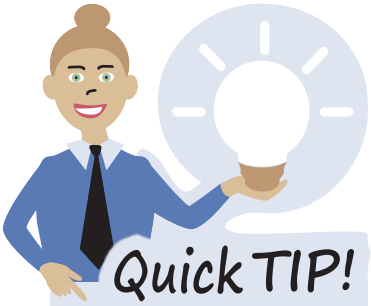
4.6 Teacher-learner relationships

A positive school climate calls for developing and sustaining healthy teacher-learner relationships.

- Positive, healthy teacher-learner relationships help individual learners' performance while also contributing to the overall school climate.
- When learners feel liked and respected by their teachers, their behaviour and academic performance improve.
- When relationships are weak and unhealthy, the opposite will happen and learners are likely to be fearful, unhappy and less successful.
- Relationships between teachers and learners must also always be professional. It is possible to have a positive and caring relationship with learners while maintaining respectful boundaries.
- Learners should not be touched unnecessarily.
- Learners should not be encouraged to develop an overly familiar friendship with any teacher, and must not be in any way sexualised.
- Sexual or romantic relationships between teachers and learners are prohibited by law.

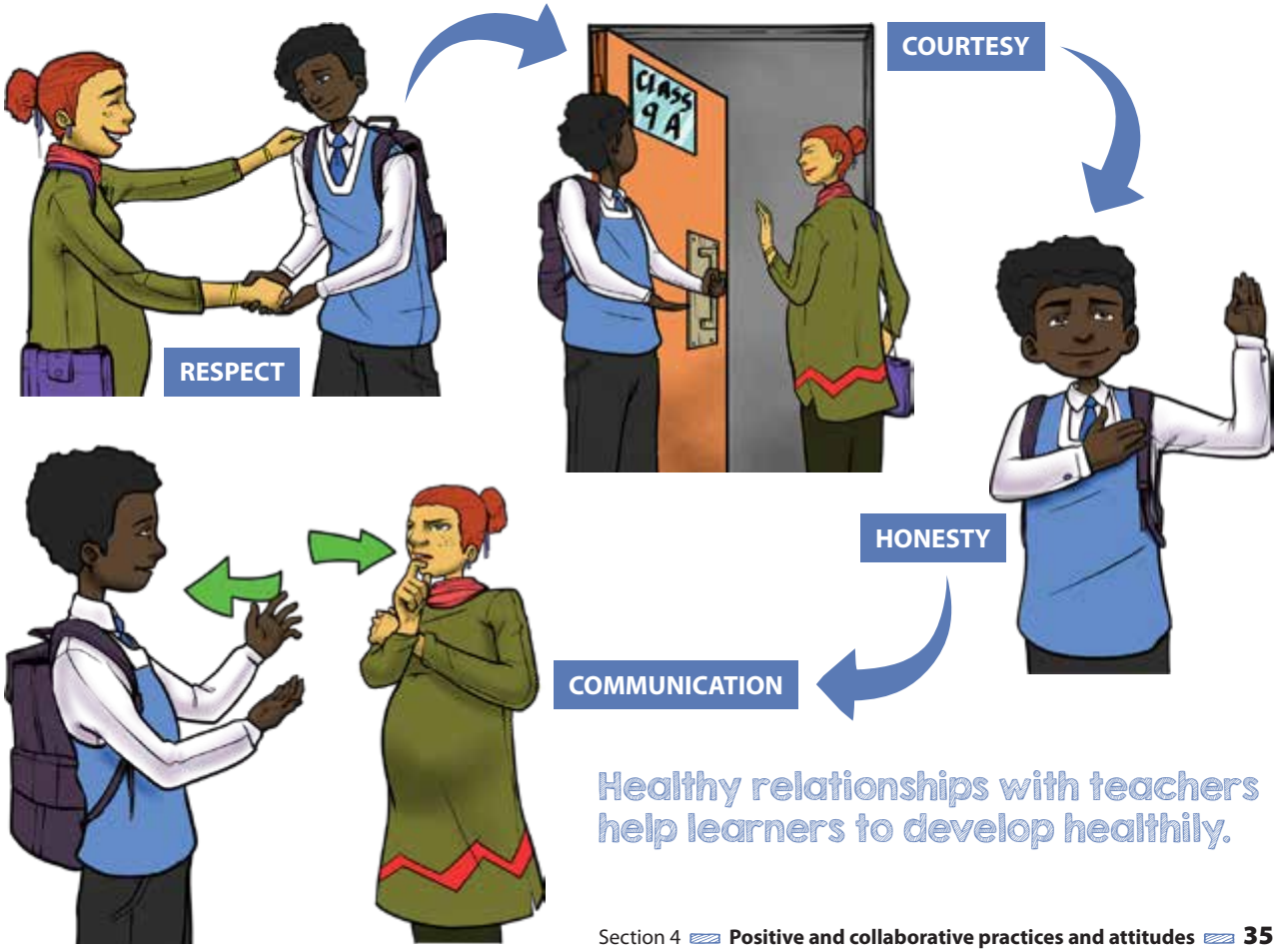
How to develop positive learner-teacher relationships

- School management committees should promote mutual respect and equity. Ensure that teachers do not feel that their superiors expect them to behave in an authoritarian manner.
- Communicate clearly with learners. Teachers should be clear about their expectations, explain why they are happy or unhappy with learners' work and/or behaviour, and offer them clear suggestions for improvement. Decisions made should be explained to them, so that they understand the logical processes.
- Create a learning space where learners do not have to worry about failure. An important part of learning is making mistakes. Do not punish or reprimand learners who make mistakes; instead, help them to identify where they went wrong and how to correct the problem or behaviour.
- Allow personality to show through. Teachers can make jokes, share anecdotes and show a lighter side of their character with learners, while still maintaining control. This helps to form bonds and create an atmosphere where freedom, creativity and engagement can flourish.
- Know what is really going on in classrooms. Ask learners to assess their teachers using the teacher evaluation form in the ***Resource Kit*** (Tool 4.1). This will give an indication of what the learners are experiencing, and their experience may differ greatly from what the school management sees! This also establishes a level of accountability for teachers.



Quick TIP!

Teachers engaging in sexual or romantic relationships with learners MUST be removed from the school and reported to the police.



Healthy relationships with teachers help learners to develop healthily.

ACTION!

How to correct a learner constructively

1. Review what happened.
2. Identify and accept the learner's feelings.
3. Review alternative actions that the learner could have taken.
4. Impose an immediate and meaningful consequence.
5. Express regret that you have to impose a consequence for the learner's action, while stressing why this consequence is appropriate.
6. Tell the learner that you feel that he/she is able to do better in the future.
7. Treat learners with respect during this process; do not humiliate them.

How to give learners feedback and recognition

1. Provide feedback in a timely manner; waiting too long risks that the learner may no longer relate to the topic.
2. Ensure feedback is constructive. A learner should be able to learn from the feedback and know what he/she could do differently or better. If the learner did something well, it should be made clear what exactly was good about his/her work.
3. Be sensitive to the learner; give feedback in a public setting only if it is positive feedback. Avoid using humiliation of the learners as a tool for class discipline.
4. Offer specific suggestions for areas needing improvement. Vague feedback will be disadvantageous for the learner.
5. When opportunities arise, give genuine praise, and if warranted, give out school-wide recognition for good deeds or performance.
6. Give praise for progress made, as well as for best performance.

Steps to follow after disciplining a learner

1. Touch base with the learner.
2. Acknowledge post-disciplinary successes, and praise good behaviour.
3. Don't give up too quickly; it can take time and patience to see changes in a learner's behaviour.
4. Do not hound your learners; give them time and space to improve.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Develop healthy relationships.	▶ Principal ▶ School management ▶ Teachers

Refer to guiding documents:

- Activities and case studies on teacher-learner relationships can be found in the ***Resource Kit*** (Activity 4.6).
- Tips on developing healthy, positive teacher relationships can be found in the ***Resource Kit*** (Activity 4.7 and Additional Information 4.8).
- The teacher evaluation form can be found in the ***Resource Kit*** (Tool 4.1).

4.7 Developing relationships with parents and communities

Building relationships with parents, families and the school community is one of the most valuable things that a school can do. Communication is key, and partnerships need to be formed that benefit all parties. School management and teachers should be sensitive and non-judgemental, and should try to understand why parents, especially from poorer families, might be less involved with the schools.

It is important for the principal and the School Board to take the lead in engaging parents and considering how to achieve greater parent involvement in school life.

Strategies for engaging parents

School principals and teachers must find out why some parents are reluctant to become involved in school-related activities – including their child's learning issues or achievements – in order to work out how to create a climate conducive to securing effective parent-staff working relationships.

Explore current feelings/attitudes towards community-school engagement

- Send out a questionnaire to all parents and relevant community members. (See ***Resource Kit***, Tools 1.3 and 4.9.)
- Hold a parents' meeting, or ask local traditional leaders to hold a meeting where parents can discuss the barriers they perceive to accessing the local school. (See ***Resource Kit***, Activities 1.1 and 4.7.)
- The information gathered from this survey will give school managers a better idea of where the weaknesses lie in building relationships with parents.

Schools can actively engage with parents, families and the wider community in many ways, as follows.

Schools can assist families with parenting and child-rearing skills.

- These could include: understanding adolescent development; practising positive discipline; creating conducive environments for studying; and introductions to the referral system.
- Schools could partner with the MoHSS parenting programme.
- Home liaisons could be developed, with teachers visiting learners' homes to provide vulnerable parents with additional support. This might, however, be perceived as crossing boundaries, in which case MGECW social workers should be requested to serve as a liaison between homes and the school.
- Schools could establish family resource rooms, or allow families to use the school's library and/or computer facilities, thereby affording them access to educational materials and a warm, safe environment for supervised study and face-to-face interactions.

Schools can improve communication methods with families.

- Send learners home with notebooks in which teachers have written weekly comments about achievements and concerns. If done habitually, this creates a routine form of communication that is not time-consuming and facilitates conversation between teacher and parent when needed.
- Inform parents about good news, not just bad. This can be done easily with a quick phone call or text message, and helps to create a positive relationship. Parents appreciate acknowledgement of their children's achievements.
- Senior management should establish an 'open-door' policy, encouraging families to chat to them about concerns in an informal and frank manner.
- Hold information sessions to keep parents up to date with school-wide information, reinforcing that they are part of the school. This could take the form of parent meetings, open days or social events.
- Invite parents to school functions, assemblies and sports events.
- Make provision for child care for younger children during school meetings and events, making it easier for parents to attend.

Find out what skills and interests parents have, and encourage them to volunteer.

- Conduct a 'needs-pairing' exercise, during which the school management – with input from learners and parents – identifies what support the school needs. This could include, for example: a new fence; assistance in coaching sports; or help cooking for the school feeding programme. Then hold an event for parents, and encourage them to offer their skills or time to meet a particular need.
- Encourage the parents to start new initiatives based on their interests, e.g. choirs, traditional dance clubs, sports teams or storytelling.

Encourage adult education.

Some parents may feel insecure or ill-equipped to help their child with school-related activities, particularly if their own formal education is limited.

- Hold learning workshops for adults, covering basic numeracy, literacy and computer skills.
- Allow parents to make use of school facilities and resources for self-study, distance courses or study groups.
- Invite parents into the classrooms to observe how their children are learning.

Include parents in school governance.

- Encourage parents to join the School Board.
- Invite parents to be members of the Committee for School Health and Safety.
- Hold parent-teacher forums through which the parents' issues and ideas can be relayed back to school management for action.
- Seek support and guidance from parents and community members who work in related fields or positions of community leadership, to gain an external perspective and ensure that the school is operating as part of the larger community.

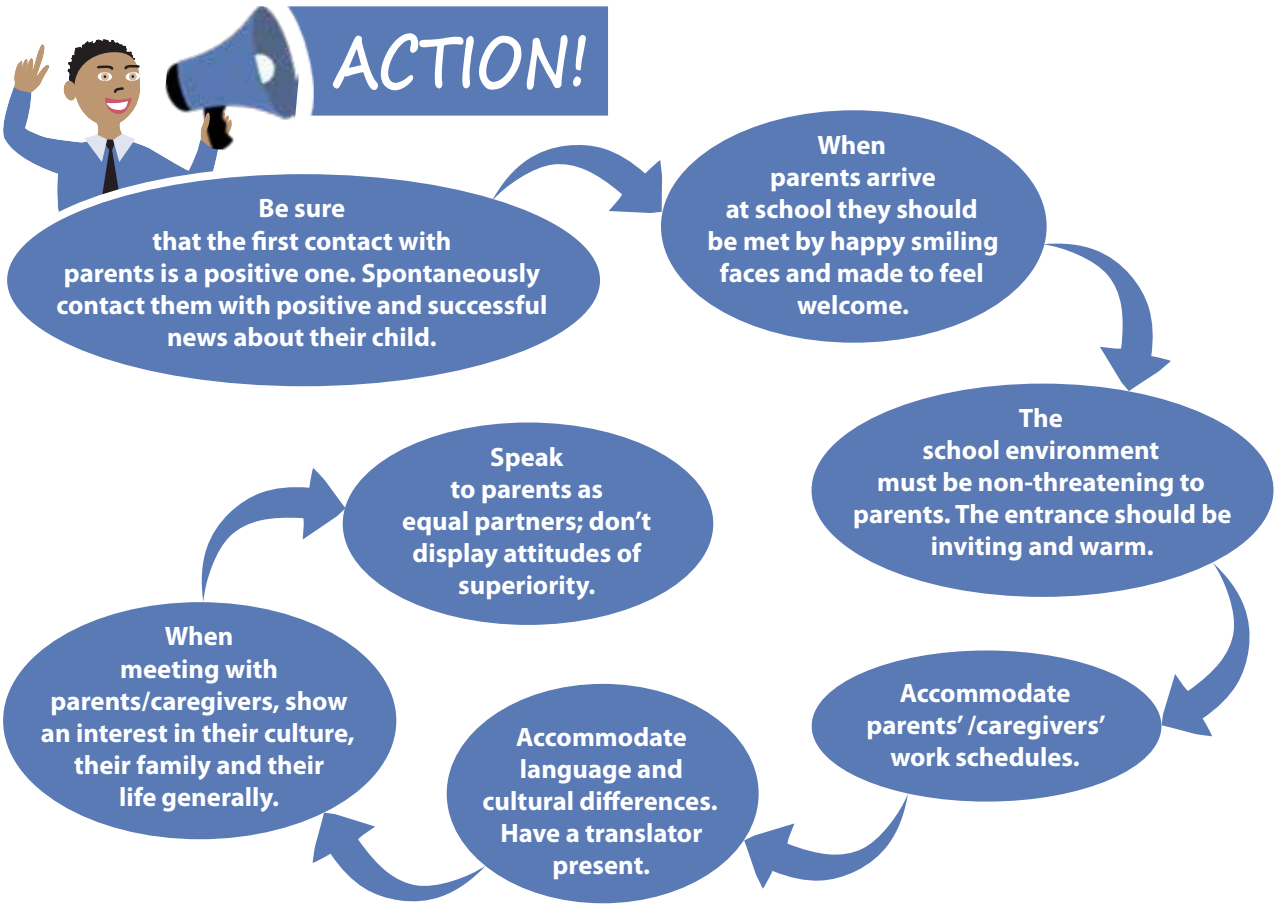
Embrace involvement by the wider community.

- Organise events and competitions with neighbouring schools and community groups – e.g. sports events, debates, quizzes and social events.
- Have an open day for grandparents and extended family members. Encourage them to sit in classrooms, tell stories and play games with learners, and to teach them about their own traditions and customs.
- Hold community events at the school – e.g. talks, workshops, bazaars and fundraisers.
- Give the community updates (monthly or by term) about school activities, in the form of presentations, performances and talks.

If a school creates channels of communication and regular interaction with families and the community, this will become an established relationship, leading to mutually beneficial partnerships. This may take time and persistence.

Building bridges with parents

Unfortunately, in some Namibian schools parents are disconnected from their children's education and feel resentment towards the school for one reason or another. If hostility between the school and community has already formed, schools will need to make an extra effort to reach out to parents, families and the community to actively improve this soured relationship.



In the ***Resource Kit*** (Activity 5.2) there is an activity to undertake with parents and the community to start rebuilding relationships which may have become hostile or distant. There is also an activity for building trust (***Resource Kit***, Activity 5.1), which is the basis for a good relationship.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	COMMUNITY MEMBERS TO INVOLVE
Build relationships with the wider community.	▶ Principal ▶ Teachers ▶ School Board	▶ Parents ▶ Other family members of learners ▶ Local business people ▶ Nurses and medical staff, police and social workers ▶ Religious leaders ▶ Traditional authorities ▶ Local NGOs

Refer to guiding documents:

- MoEAC, *School Board Training Manual*, Windhoek, 2016.
- National Institute for Democracy (NID), *Civic Education for Teachers Manual*.
- Suggestions for building bridges and building trust with stakeholders can be found in the ***Resource Kit*** (Activities 5.1 and 5.2).

Section 5

Effective school leadership

In 2016 the Ministry of Education, Arts and Culture carried out a study to find out why some rural schools with limited resources were excelling, despite their disadvantages. The Ministry found that school leadership is key to a school's success.

The successful schools had leaders who:

- were very hard-working;
- had a clear vision of where they wanted to take the school;
- were positive role models;
- were democratic and fair;
- didn't have a strict hierarchy, but saw the school staff as a team;
- were good communicators; and
- trusted their staff to perform, giving them a sense of responsibility.

5.1 Effective principals and leadership qualities

Many efforts to improve school safety are orchestrated or overseen by the school principal, who plays a very important role in keeping schools safe, happy and healthy.

Principals can influence school standards in several ways, including:

- recruiting motivated, qualified and caring teachers;
- promoting a positive vision for the school and working towards those goals;
- allocating resources to school priorities; and
- putting in place policies and structures that support learning and holistic development of learners.

Five key responsibilities of an effective principal

1. **Shaping a vision** of academic success for all learners based on high standards.
2. **Creating a climate hospitable to education**, so that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
3. **Cultivating leadership in others**, so that teachers and other adults take responsibility for realising the school vision.
4. **Improving instruction methods**, to enable teachers to do their best and learners to learn to their utmost potential.
5. **Managing people, data and processes** to foster a culture of excellence in the school.

To become an effective school principal and leader, it is important to: (i) maintain a clear vision of what you and your team seek to achieve; and (ii) mobilise and empower the people around you to achieve it.

Personal values play a vital role in strong leadership. When principals have strongly upheld personal values of honesty, commitment and respect for others, they gain the respect of staff, learners, parents and the community. Principals should set out their goals and decide how best to reach them. For example, *"I want to have a school free from bullying, and I want to achieve this by using positive discipline methods."*

Universally valued leadership qualities

- **Integrity and commitment.** People respect leaders for their ethics and personal commitment. Those who are honest and ethical are valued by others who value integrity.
- **Respect and trust.** Respecting others means being willing to listen to their points of view and needs. Respect builds trust over time. Trust also depends on being reliable and ensuring that one's words and actions are in harmony.
- **Courage to take calculated risks.** One job of leaders is to set an example for taking calculated risks that do not endanger the organisation, its mission or individuals. People who lead do not give up if they fall down. They get up, dust themselves off and find the courage to re-engage. In their persistence, they never lose sight of the positive future they are trying to create.
- **Openness to learning.** Good leaders are open to learning and inspire others to be the same. They are willing to try new ideas and methods and do not get bogged down in rigid beliefs.

One of the most important jobs of a school principal is to bring stakeholders together and create an identity for the school. Weak leadership undermines such efforts, but passion and drive can lead to the development of a positive, pro-active shared vision and identity.

Small behaviour changes can have a big impact on a leader's effectiveness:

From	To
Individual heroics	Collaborative actions
Despair and cynicism	Hope and possibility
Shifting blame	Taking responsibility
Scattered, disconnected activities	Purposeful, interconnected actions
Self-absorption and lack of concern	Generosity and concern for the common good

Ethical development

School leadership also plays a significant role in children's ethical development.

- Principals are responsible for creating the ethical environment at a school. If a school fails to imbue learners with ethical behaviours, they may turn to potentially destructive ones, often learned from homes and communities.
- Ethical development requires giving learners clear guidelines on acceptable and unacceptable behaviour, and explanations for these distinctions.
- To succeed in developing ethics, learners must receive constant re-enforcement of these ethics. It is not enough to tell them what is right and wrong; they need to see these values at work consistently and over time.

Conditions required for learners to develop a lifelong ethical, value system

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Develop strong leadership.	▶ Principal ▶ School Board	Refer to guiding document: ▶ A step-by-step guide for principals on creating a shared vision of a safe school can be found in the ***Resource Kit*** (Activity 1.2).

5.2 Developing trust

Principals must ask themselves:

- *Do I trust that decisions being made in the school benefit the safety of all stakeholders?*
- *Do I trust that staff members will carry out their roles responsibly?*
- *Do I trust the referral system to support the school?*

Trust underlies many of the expectations and relationships needed to develop safe schools. It is essential for information exchange, problem-solving and developing close-knit teams, as well as for creating an enjoyable and productive environment at the school. Being trustworthy means that others know they can rely on you because of your integrity, ability and character. To build a positive school climate, learners must trust their school management, their teachers and peers. Trust between parents, teachers and principals is also vital.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT		
Build trust.	▶ Principal ▶ Teachers	▶ Parents ▶ Learners	Refer to guiding document: ▶ Trust-building exercises are presented in the ***Resource Kit*** (Activity 5.1).

5.3 Encouraging learners to be leaders

Learners can be the most effective force for preventing violence and promoting positive values in a school. They often have knowledge about activities taking place that staff may be unaware of.

HOW TO SUPPORT LEARNER LEADERSHIP

In the classroom:

Encourage learners to develop and share their opinions about current issues, and to engage in debate and discussion of those issues. For example:

- How should we deal with bullying?
- How can we better involve parents in school issues?
- How could the school raise more funds?
- What can the community do to prevent underage drinking?
- Should abortion remain illegal?
- Does capital punishment (the death sentence) make society safer?

Engage learners in conversations and decisions about class rules and behavioural boundaries and expectations. For example:

- What is reasonable punishment for not completing homework?
- Can learners choose their own seating without causing disruptions?

Engage learners in conversations and decisions about teaching, learning and assessment. For example:

- "Do you prefer group assignments or working alone?"
- "Do you feel you learn better with the help of visual aids?"
- "Do you want more feedback on assignments?"

In the school:

Engage learners in school governance and decision-making bodies, such as LRCs and Edu Circles.

Engage learners as school ambassadors or representatives at events outside the school.

Engage learners in peer support, buddying, mentoring or coaching programmes.

Engage learner as prefects or EDU Circle members, or in other traditional forms of learner leadership.

Engage learners as participants in key school decision-making processes, such as staff and school leadership appointment panels.

Invite and enable learners to develop and implement projects to change or improve the school operations, culture, climate or practices around bullying and harassment.

Invite and enable learners to undertake research and consultation on aspects of the school operations, culture, climate or practices that may need change or improvement, such as conducting an assessment on drugs and alcohol or bullying.

Invite and enable learners to act as key informants in research processes designed to assess or develop school practices.

Invite and enable learners to act as key informants in system reform processes in the community.

Invite and enable learners to develop and implement community-based projects, possibly in partnership with other agencies, to enhance and support learning. For example:

- collecting winter clothes for those in need;
- working with local police and community members to monitor shebeens and alcohol sales; and
- raising money for learning materials.

EDU Circles

As part of the MoEAC's Social Accountability and School Governance Programme, learners are encouraged to join learner governance groups called EDU Circles. These groups promote learner leadership, and encourage learners both to take responsibility at their school and to engage with the wider community. Tips for starting an Edu Circle are provided below.

What is an Edu Circle?

An Edu Circle is a small group of learners that works together with other learners to improve their school. The Edu Circle meets once each week to plan activities that can help to improve the school, and the quality of education and wellbeing in the school.

The Edu Circle works together with the various school stakeholders (principals, teachers, the School Board, parents and community members) to make the school a better place for all.

Why do Edu Circles matter?

Edu Circles help to promote a shared vision for the school, while also empowering learners to play a meaningful role in school governance. Involvement in Edu Circles develops a sense of responsibility in learners, and can help to form closer bonds between school stakeholders.

Steps for stating an Edu Circle

- Inform your principal that you wish to start an Edu Circle.
- Ask the principal to assign a teacher who can support the Edu Circle.
- Ask interested learners to join the circle. These learners can be voted in, but they should be voted in by the learners, not the teachers.
- Elect one leader and one administrator of the group.
- Start holding weekly meetings.
- Start with identifying issues in your school or the surrounding community that impact education and wellbeing.
- Think about what activities could help to address these issues.
- Communicate with the principal about what you wish to do, and get his/her approval.
- Inform the school stakeholders about your activities and try to get them involved.
- Do all you can to succeed!

WHO OR WHAT IS EDU? Edu is a learner who leads.
Edu Circles follow Edu's 10 steps to success:

CARE	Edu cares for a strong community.
LISTEN	Edu listens to learn.
SPEAK	Edu speaks to be heard and understood.
DREAM	Edu dreams of a better life.
PLANT	Edu plants for a green environment.
THINK	Edu thinks to make wise decisions.
CLEAN	Edu cleans to be hygienic and to keep the environment clean.
MOVE	Edu moves to be fit and healthy.
READ	Edu reads to get knowledge. Edu knows that knowledge is power!
PLAY	Edu plays to be happy and healthy.

10 steps to success

All 10 all the time

Section 6

Effective prevention of and response to violence and self-harm

This section provides practical guidance on how to address the main types of violence that occur in schools. The ***Resource Kit*** also suggests activities and processes to address some of the situations described here.

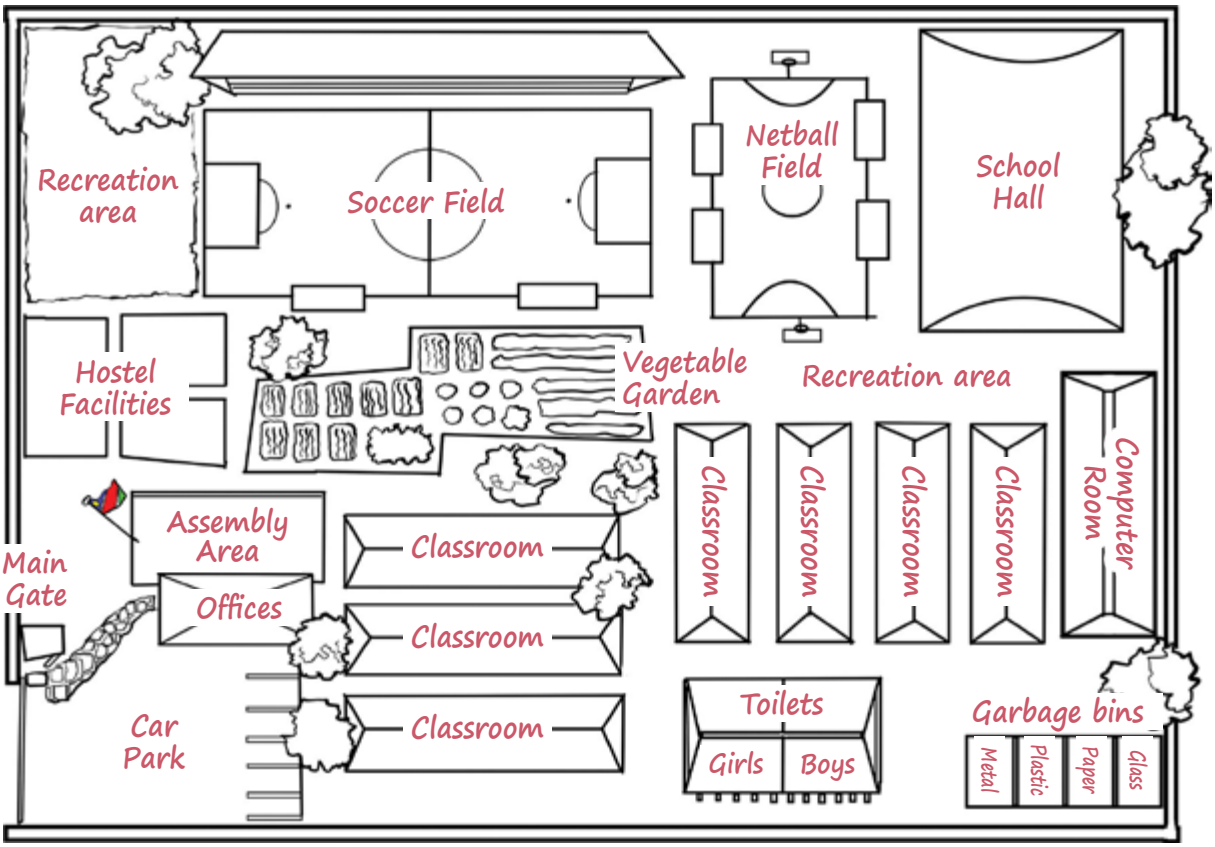
6.1 Hot-spot mapping

School staff and management may be unaware of incidents taking place at the school. Some areas may be 'hot spots' for incidents of violence – ranging from bullying to gender-based violence – for example bathrooms, or at the school gates where learners come into contact with community members.

Learners will often know whether violence or bullying is taking place within a school, as well as when and where it happens and what form it takes. Having this information is necessary to begin prevention efforts.

Hot-Spot Mapping Activity

Find or develop a schematic map or floor plan for your school that shows each building, floor and the outside areas.



Make enough copies of the map for learners to complete the mapping activity.

Give the map to all learners, or to a representative sample.

The instructions are simple:

1. Each learner can mark the 'hot spots' where he/she has witnessed or experienced violence and/or bullying at the school or on school grounds.
2. Learners can place a small circle or cross where they have seen or experienced incidents. They can also indicate areas where they fear that incidents might occur. Different colours can be used to identify different issues.
3. With older learners it is possible to obtain more information about 'hot spots'. They can indicate not only where incidents happen, but also when they happen and what happens. They can supply this information in the margins of the map.

Once the maps have been completed, several classes could compile the data and present a report to the Committee for School Health and Safety or to the school as a whole. The findings from the mapping activity will provide clear guidelines for supervision of bullying and planning for violence prevention.

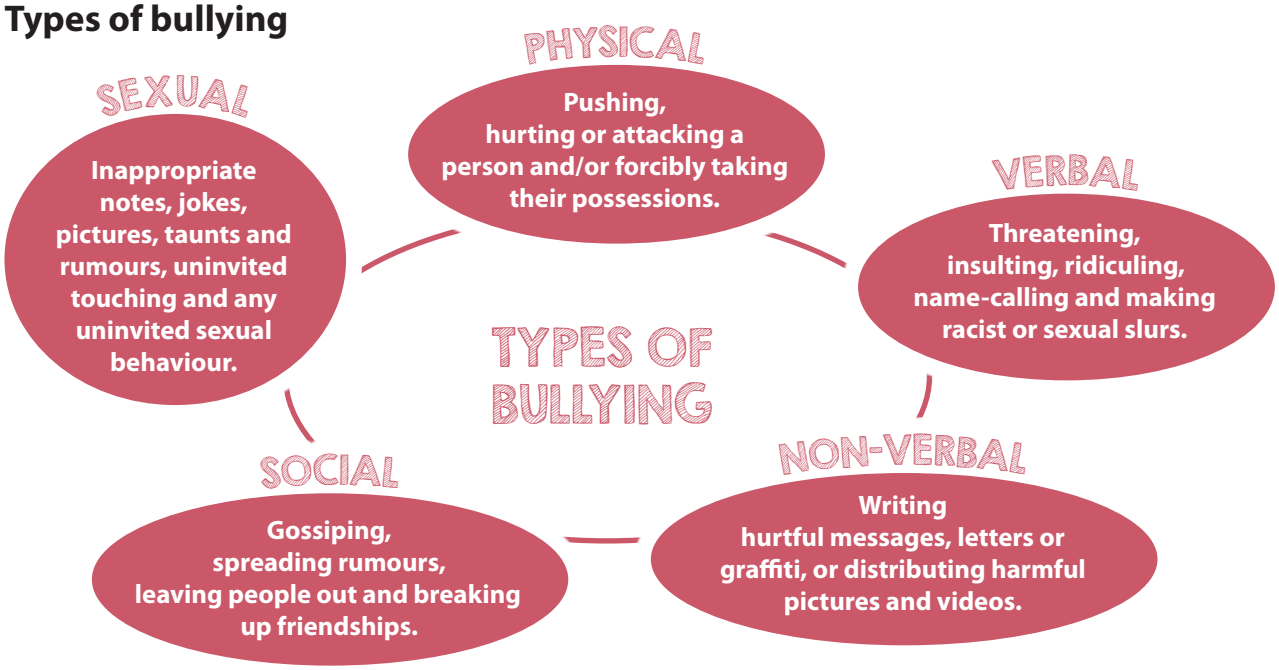
The goal of this exercise is for learners to inform adults at the school where incidents are taking place, in order to address the problem. This exercise also empowers learners to become part of the solution for stopping such incidents.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	INCLUDE IN MAPPING EXERCISE
Oversee mapping of violence hot spots at the school.	▶ Principal ▶ Committee for School Health and Safety ▶ Teachers	▶ Learners ▶ Teachers ▶ Representative of Committee on School Health and Safety

6.2 Preventing and responding to bullying in school

Types of bullying



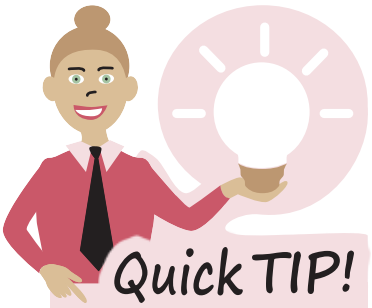
Source: Centre for Peace and Justice and Department of Basic Education, *Addressing Bullying in Schools: Trainers Manual*, Cape Town, South Africa, 2012.

Physical bullying often receives the most attention from school management as it is the most clearly recognised type of bullying. However, all types of bullying can cause serious and long-term harm, be it physical or psychological. The psychological effects of bullying can affect a learner's confidence to the point that he/she struggles to engage in both social and academic activities in school. Please see the ***Resource Kit*** for an activity on identifying types of bullying – Activity 6.1.

Bullying is a widespread and very serious problem. Learners, teachers, parents and guardians, the school management and the community as a whole must be made aware of bullying in all its forms – not just the most easily recognisable form, being physical bullying.

Principals should ask themselves:

- *What kinds of bullying have I noticed?*
- *When does it flare up?*
- *What are the triggers?*
- *Who is at risk?*
- *Is some bullying going unnoticed?*



Quick TIP!

It is important for schools to be aware that bullying does not occur only between learners: teachers might bully learners; learners might bully teachers; or teachers might bully other teachers.

WHAT WORKS	WHAT DOESN'T WORK
A whole-school approach To address the root causes of bullying, the school needs to create a respectful and tolerant school environment. If a school encourages learner happiness, social development and responsibility, bullying should decline because everyone feels that they belong, and everyone knows that bullying is not tolerated. **Involvement by diverse actors** Many different people influence learners' behaviour. Schools should try to include parents, older siblings, school administrators and the broader community in efforts to address behaviours that encourage bullying, such as corporal punishment. **Working with both the bully and the learner who is bullied** It is important to help not only the child who is bullied, but also the bully. Bullying is normally a response to something happening in a learner's life. Bullies may themselves be experiencing bullying at home or elsewhere, or may have other problems but lack coping mechanisms to deal with their feelings. In other cases, perpetrators may lack social and emotional skills or empathy and require help to deal with their emotions and to engage positively with others. **Accountability** Whatever their problems, bullies should face consequences for their behaviour. The school's Code of Conduct must send a clear message that bullying will not be tolerated, and must outline how bullying will be dealt with. Learners must understand the impact of their actions and why they are being punished. Bullies should be encouraged to resolve the issue with the child whom they bullied.	**Zero tolerance policies** Such policies call for suspending or expelling learners from school when bullying occurs. Focusing on punishment does not address the underlying issues, and imposes harsh, long-term consequences on learners, when rehabilitation may have been possible. Severe punishment also discourages reporting of incidents, as victims may not want to feel responsible for their peer's expulsion. **Beating or physically punishing the bully** In addition to being illegal, this behaviour undermines efforts to prevent and address bullying. Rather than encouraging respect for human dignity and providing learners with positive models, using physical or emotional pain as punishment sends the message that violence is acceptable. It also makes learners lose respect for and trust in their teachers, making it harder for them to seek help. **Conflict resolution and peer mediation** Although these skills help children to resolve conflicts of many kinds, they need to be well implemented to have a real impact. Bullying is more about victimisation than conflict, so there may not be a clear-cut conflict to resolve. Trying to mediate a bullying incident can also suggest, wrongly, that both parties are to blame. This method should be practised only if the teacher involved is well versed in peer mediation. **Simple, short-term solutions** A single in-service training session for teachers, holding an assembly once a year or inviting occasional speakers is not enough. A comprehensive, long-term bullying prevention strategy is needed to change a school's climate and understanding of acceptable behaviour.

Source: Adapted from Centre for Justice and Crime Prevention and Department of Basic Education, *Safe Schools Framework for South Africa*, 2012.

Prevention and intervention strategies to address bullying

Simply addressing individual incidents is not enough to prevent a culture of bullying from forming, or to combat this culture once established. It is important to be systematic and consistent when putting prevention measures and interventions in place.

Let learners know what is expected of them, keep reminding them and ensure that the school's response to incidents is based on these expectations.

The following are key strategies for addressing bullying:

Key strategies for addressing bullying

1. **Define bullying.** The school community must have a clearly articulated definition of what constitutes bullying.

2. **Make sure that learners know about the Code of Conduct.** Go through it with them, explaining what each part means and why it is important. Share the Code with parents, either at a parents' meeting, or through letters – or ideally, both. Learners should sign the agreement to uphold the Code of Conduct.

3. **Ensure that teachers know about their Code of Conduct.** In a staff meeting go through the Code and reinforce the legal and moral obligations that teachers and principals commit to when they sign the document. Explain the importance of each section of the Code.

4. **Increase supervision.** Ensure that problem areas identified in the hot-spot mapping exercise are adequately supervised. LRCs and Edu Circles can also play a role in supervision.

5. **Identify 'champion learners' to address bullying issues** by:
   - becoming members of the Committee for School Health and Safety;
   - providing guidance and mentoring to vulnerable or younger learners;
   - leading learner-based discussions on how to address bullying; and
   - refusing to be passive bystanders.

   These learners should also be trained in conflict resolution skills, so that learners themselves are empowered to mitigate conflicts among their peers.

6. **Create a culture of caring, respect and safe reporting in every aspect of school life.** From the classroom to the sports field to one-on-one meetings and social events, it should be made clear that everyone at the school is treated with respect, and that bullying is not tolerated. School stakeholders should be made to feel comfortable reporting incidents, and follow-up should be quick and fair and should not give rise to any negative repercussions for reporting.

7. **Work closely with children who struggle with low self-esteem, are vulnerable or are struggling in class.** Encourage their involvement in projects that generate pride in their achievement, foster a willingness to help others, and encourage positive feedback from teachers and fellow learners. Acknowledge the efforts of these learners and try to foster emerging interests and talents.

8. **Monitor.** Review policies and practices regularly to ensure that they remain relevant, and be willing to adapt, relax or strengthen interventions when conditions change.

Identifying a learner who is being bullied

Some learners are more at risk than others of being bullied or becoming bullies. Being able to identify these children allows schools to intervene and assist them before incidents occur. Not every learner with these particular risk factors will be involved in bullying, but several will merit close attention.

Bullied learners:

- struggle to interact with others
- have few friends
- have something that makes them different from their classmates
- have low self-esteem

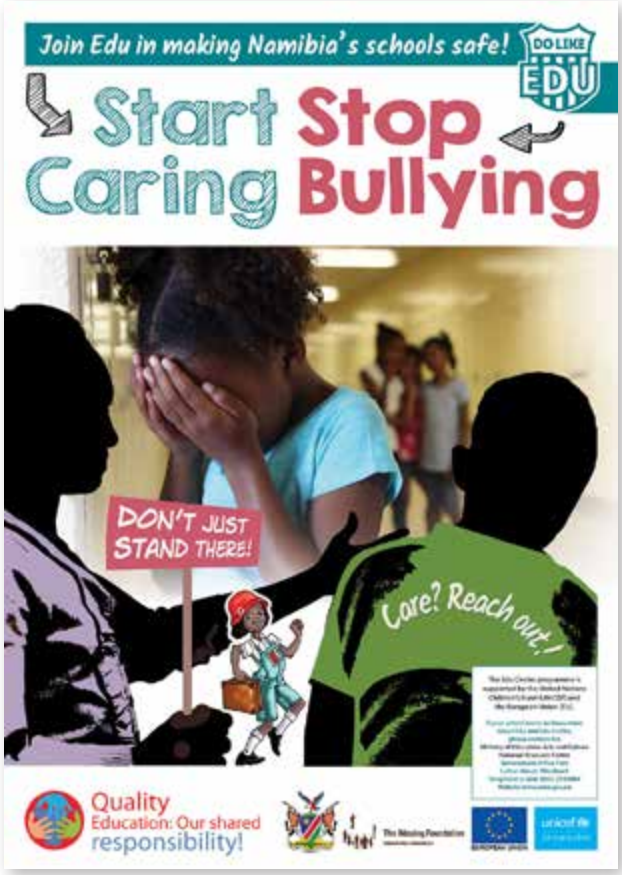
Both:

- have poor social skills
- have low self-esteem
- are prone to depression or anxiety
- have little support at home

Learners who bully:

- struggle to control anger and emotions
- are concerned about popularity
- like to dominate or control
- are disruptive or overactive
- have little empathy
- view violence positively
- struggle to follow rules

Source:
Adapted from Centre for Justice and Crime Prevention and Department of Basic Education, *Safe Schools Framework for South Africa*, 2012.



The posters pictured above form part of a *series of five Edu anti-bullying posters* produced to complement the NSSF. Schools can obtain their own copies from their respective Regional Education Offices. It is envisaged and hoped that every primary and secondary school will display these posters prominently within the school premises.

Dealing with bullying

1 INTERVENE

Separate the learners and keep them apart from each other until they have been spoken to.

Make it clear that this type of behaviour is not tolerated.

2 IDENTIFY

Identify the behaviour as bullying, making it clear to those witnessing the event. For example, *"This is verbal bullying."*

Take the focus away from the child being bullied, turning rather to the bullying behaviour.

3 GAIN INFORMATION

Speak separately to witnesses and the learners involved to gain an understanding of what happened.

Do not jump to conclusions.

4 EXPLAIN

Tell the bully why his/her behaviour is unacceptable and where in school policies this is stipulated.

Make it clear to the bullied learner that the school will support him/her and help to address the problem.

5 SUPPORT

Understand that both bullies and bullied learners may have underlying issues that impact their behaviour.

In a safe environment and with consideration, encourage the learners to identify what might be affecting them and how this could be addressed.

6 REPAIR

As learners have to interact at school, it is important to repair the relationship to prevent further flare-ups.

Encourage the learner who was bullying to make amends, while ensuring that he/she understands the impact of his/her behaviour.

Encourage both learners to express their feelings, apologise and understand each other's actions.

Consider the impact of involving parents in cases when there is concern that they may resort to abusive, violent or destructive methods of disciplining their child. Whenever possible, handle cases internally to prevent any further harm.

7 LEARNING OPPORTUNITIES

Help bullies to develop skills that allow them to interact positively and handle their emotional responses.

Consequences for learners should be seen as an opportunity to educate, not to punish. The task assigned should help the learner understand what s/he did wrong.

Opportunities could include; leading a class discussion on bullying, making an anti-bullying poster, working with the LRC to identify leadership opportunities, or writing an article about bullying.

8 FOLLOW UP

Contact parents or guardians of both the perpetrator and the bullied learner.

Provide an overview of what has occurred, assuring the parents that it is under control and being dealt with in the school.

Explain that parental support is necessary to monitoring the situation and helps to address the underlying issues.

9 MONITOR

Designate a staff member to check in with the learners involved in the incident.

Start with regular checkups (3 per week), and reduce if the learners are adjusting well.

This shows learners that the school is concerned about them and is monitoring the situation, reducing the likelihood of further incidents.

10 IN-SCHOOL SANCTIONS

When instances of bullying and victimisation recur and learners are not responding to these measures, a more firm approach is needed.

Identify what further support the school can provide, such as sessions with the Life Skills teacher, enrolment in sports programmes or peer support.

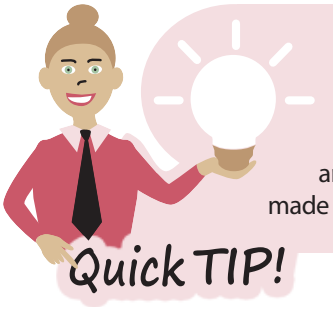
Meet with parents/guardians and if possible the Regional School Counsellor or MGECW social worker to discuss the learners' needs for support.

Plan an intervention programme working intensely with the learner, with support from community resources.

11 OUT-OF-SCHOOL SANCTIONS

If the previous steps are not successful and a learner is consistently engaging in aggressive behaviour, it may be necessary to exclude the learner from school activities.

This should be the last resort, after all other channels have been exhausted.



When measures have been taken to help a learner who continues to act aggressively and bully others, professional help from within the community is often required. It is important for schools to have partnerships with the MGECW and community organisations so that this type of referral can be made quickly and smoothly.

Role of bystanders

Bullying takes place in front of bystanders about 85% of the time. Bystanders rarely play a completely neutral role, although they may think they do. By being passive, but present, the bystanders create an audience for the bully, which is often what the bully craves.

Hurtful bystanders:

- instigate bullying by prodding the bully to begin;
- encourage bullying by laughing, cheering or making comments that further stimulate the bully;
- join in the bullying once it has begun; and
- passively accept bullying by watching and doing nothing, contributing to the problem.

Helpful bystanders:

- intervene directly by discouraging the bully, defending the victim or redirecting the situation away from bullying;
- get help, by rallying support from peers or reporting the bullying to adults;
- leave the scene and encourage others to do so, removing the audience and diverting attention away from the bully; and
- befriend the bullied child.

Encouraging learners to be helpful bystanders

- Learners may not be aware of the role that they can play as bystanders. Holding an assembly on this topic or asking teachers to discuss it with them can increase their knowledge and understanding.
- Ask learners about how they can get involved. What do they think are effective ways to stop bullying as it happens?
- Explain to learners that the main thing a bully wants when bullying is attention. Ask them how they can avoid giving that attention.
- Ask learners to think about what they would want a bystander to do if they were being bullied.
- Give learners permission to serve as helpful bystanders, and to help each other and report incidents.
- Praise learners who intervene by acknowledging them at events or assemblies or giving them rewards.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Oversee bullying prevention and interventions.	▶ Principal ▶ School Board	▶ Committee for School Health and Safety ▶ Teachers
Report and prevent bullying.	▶ Principal ▶ Teachers ▶ Learners	▶ Parents ▶ Community members

Psychological or emotional bullying

Bullying without the use of physical violence can still have a serious and long-term impact on the victim. This kind of bullying comes in the form of systematic name-calling, verbal abuse and constant criticism, and can also include more extreme forms of violence such as intimidation, threats, manipulation and denial of positive reinforcement or affection. Generally the focus is on making the victim feel scared, insignificant or inferior, or denying the victim approval or affirmation.

While this kind of bullying in common between learners, it is also a technique often used by teachers trying to discipline learners, and can be very damaging. Calling a learner stupid or unable, picking them out for humiliation in class or refusing to notice effort or improvement, can impact a learner's ability to perform well or take interest in learning.

This type of behaviour is a serious offence and must be addressed through the same procedures followed for other types of bullying. Teachers should refer to the section on Positive Discipline in this document (pages 27–30) to learn techniques for engaging with learners in a constructive and mutually beneficial way.

Cyberbullying

The approach required to address cyberbullying differs to that used for other forms of bullying, because cyberbullying is often much harder to detect and usually takes place outside the school grounds. Also, given the vast increase and changes in the use and forms of Internet technology within a single generation, cyberbullying is not a form of bullying that many parents and teachers have experienced themselves.

Internet safety

It is important to speak to learners regularly about online safety, which goes beyond cyberbullying to include being careful about what they post online and understanding the potential consequences. Emphasise how easily private information can be accessed on the Internet, stressing that once posted, things cannot be easily deleted.

Speak openly with the school community about the risks and realities of Internet use, making clear the following:

- People are not always who they seem on the Internet. Learners should be wary of interacting with strangers, and should avoid chat sites and sharing information with anyone not well known to them.
- Private information can easily be accessed and shared, beyond the owner's control. Learners should be encouraged to:
  - set strict privacy settings on their social media profiles;
  - befriend only people whom they know; and
  - be conscious of what they are posting about their location, contact details, relationships and private lives.
- Blocking and removing people from social media is okay. If learners feel uncomfortable with the behaviour of a social media connection, they should be encouraged to block, remove and report the person, even if they know the person.
- People seek children to exploit online. Discuss with learners the issue of 'grooming', and speak frankly about the threat of online predators.
- Speak to learners about sexual messaging (sexting) and online relationships. Stress that they should not send sexual pictures or content online or allow themselves to be pressured into doing so. Speak to learners about pornography and ensure that they receive formal sex education in school to reduce the risk of their learning about sex through pornography.
- Financial scams are also commonplace. Discuss the importance of keeping financial details private, and encourage learners to be wary of deals that seem too good to be true.

What are the risks?

When children are online, they may face cyber-specific risks such as:

Cyberbullying:
Children are using phones to harass, shame or hurt other children verbally.
e.g. someone sending a child a nasty message via Facebook that hurts her/him

Exposure to inappropriate content:
Violence, pornography, xenophobia et al
e.g. video of a criminal executing a victim

Grooming:
Adults approaching children online in order to meet them offline and commit a sexual offence
e.g. an adult asking a child online to meet offline for sex

Sexting:
Sending of sexually explicit texts, pictures, videos et al via ICTs, either consensual or non-consensual
e.g. a girl sending her boyfriend a nude picture

Child pornography:
Sexually explicit content involving children
e.g. a pornographic movie in which children are forced to have sex

Sextortion:
Threatening to release sexual images or information of the victim to extort sexual favours from the victim
e.g. a boy threatening his ex-girlfriend to send a naked picture of her to the whole school if she does not grant him sexual favours

Sharing of highly personal information, including sexualised images/videos:
Children putting themselves at risk as they cannot assess the cyber-specific dangers such as worldwide audience, non-retrievable record, replicability of content
e.g. children sharing sensitive information showing aspects of their life which could affect employment, education opportunities, social or professional relationships

Bullying, sexual exploitation and inappropriate content also exist in the offline world. However, the online world provides for a new context with cyber-specific risks.

Source: UNICEF Namibia, "Child Online Protection Factsheet", 2016.

It is very important for learners to know that there is someone in the school to whom they can speak about Internet use, whether to ask more questions or report concerns. Learners may be reluctant to report online abuse, as they may feel that they are partly to blame by engaging to some degree. Try to reserve judgement and adopt a problem-solving attitude.

The tips on the right can be copied and shared with the learners or discussed in Life Skills classes. Schools with computer and Internet access should address these issues in their computer and Internet use policy.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	INCLUDE
Promote Internet safety.	▶ Principal ▶ Committee for School Health and Safety ▶ Teachers ▶ Internet service providers	▶ Learners ▶ Teachers ▶ Parents and guardians

Refer to guiding documents:

- UNICEF, *Child Online Protection Factsheet* (shown on the left), 2016.
- UNICEF, *Voices of Children: An exploratory research study on knowledge, attitudes and practices of information and communication technology (ICT) use and online safety risks by children in Namibia*, 2016.
- A questionnaire for learners on cyberbullying can be found in the ***Resource Kit*** (Tool 6.2).

ACTION!

Addressing incidents of cyberbullying

- Before incidents occur, schools should establish firm rules about learner conduct online.
- Schools should engage actively with learners about cyberbullying and concerns that they may have. This can be done through the Committee for School Health and Safety, and in a similar manner to the hot-spot mapping exercise, using a questionnaire instead of a school map.
- Once staff become aware of cyberbullying patterns, they should try to address the issues within their control. This could include banning cellphone use in school or disciplining learners involved in incidents. When an issue is beyond teachers' control, lessons on cyber safety should be reiterated, with learners encouraged to report concerns and incidents early on.

Quick TIPS for the safety of learners online

Never post personal information online – particularly home and email addresses and cellphone numbers.

Think carefully before posting personal pictures or videos. Once a picture goes online, most people can see it and may be able to download it. *It's not just yours anymore.*

Keep privacy settings as high as possible.

Never give out your passwords, even to friends.

Don't befriend online contacts who you don't know.

Don't meet up with people who you've met online. If someone suggests such a meeting, speak to your parents/guardian or a teacher.

Remember that not everyone online is who they say they are.

Think carefully before posting something online; consider whether you would say it if you were face to face with those who might see/read your post.

Respect other people's views.

If something online makes you feel uncomfortable, unsafe or worried, leave the website and tell a trusted adult immediately.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	INCLUDE IN THE MAPPING EXERCISE
Oversee mapping of cyberbully.	▶ Principal ▶ Committee for School Health and Safety ▶ Teachers	▶ Learners ▶ Teachers ▶ Representative of the Committee on School Health and Safety

When learners report cyberbullying, they will often require support, especially since:

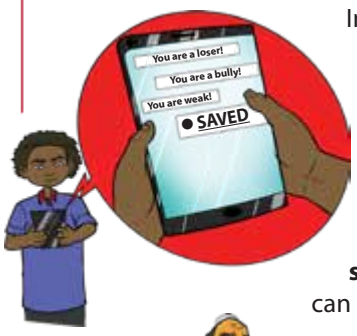
- cyberbullies are often very persistent;
- the bullying generally takes place outside the school grounds and hours; and
- the perpetrator may not attend the school, making it harder to address the issue at the source.

Advice for learners who are being cyberbullied

It is important that learners who are being cyberbullied do not respond to any messages or posts written about them, no matter how hurtful or untrue the messages or posts may be. Responding will only make the situation worse – provoking a reaction is exactly what cyberbullies want.

It is also important that learners do not seek revenge by becoming a cyberbully themselves. Again, this will only make the problem worse and could result in serious consequences.

Instead, learners should do the following:

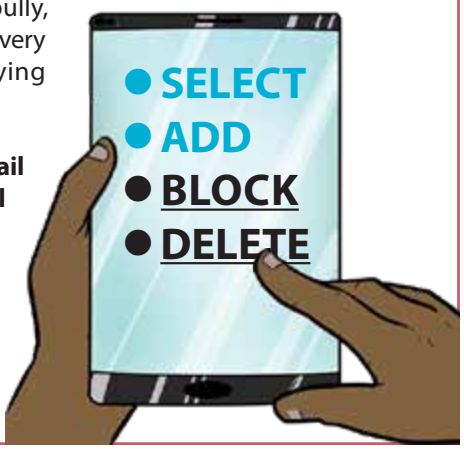


▶ **Save the evidence of the cyberbullying.** Keep abusive text messages or a screenshot of a web page, for example, and show these to a trusted adult, such as a family member, teacher or school counsellor. *Not reporting incidents encourages cyberbullies to become more aggressive.*

▶ **Report threats of harm and inappropriate sexual messages.** Often actions such as these can be prosecuted by law-enforcement authorities.

▶ **Be relentless.** Cyberbullying is rarely limited to one or two incidents. It is far more likely to be a sustained attack over a period of time. In such a case, the learner has to be just as relentless as the cyberbully, by reporting each and every incident until the bullying stops or is stopped.

▶ **Prevent communication from cyberbullies by blocking their email addresses and cellphone numbers and deleting them from all social media contacts.** Also report their activities to their internet service provider (ISP) or to any social media site or other websites that they've used to target a learner. A cyberbully's actions may constitute a violation of a website's terms of service, or may even warrant criminal charges.



How schools can support victims of cyberbullying

- Praise them for speaking out and being open about their own role in the online interaction as part of the process of reporting bullying. Do not chastise them for their mistake.
- Show them that their voices are being heard and that the school is making every effort to address the problem.
- Enable them to attend sessions with the Life Skills teacher or, if possible, the regional school counsellor, to receive emotional and psychological support.
- Inform them about how to protect themselves online going forward.
- If serious offences have taken place, they should be taken up with law enforcement.
- If the bully is not a learner at the school, the ISP can be contacted to help track and block him/her.
- Perpetrators who are learners at the school should also receive – i.e. in addition to the designated repercussions – emotional and/or psychological support to address issues that may be causing them to lash out.

REPORT CHILD ONLINE SEX ABUSE

If any member of your school or community comes across images of online child sexual abuse (through social media, WhatsApp, email or other), they should report it. This can save the child in question from abuse and help to catch perpetrators.

Reporting can be anonymous, through the online reporting portal: **https://report.iwf.org.uk/na** Other forms of online abuse should be reported to the local police. Tell learners about this tool and encourage them to use it, and to report incidents to school managers and Life Skills teachers if they feel disturbed by what they have seen.

Remember, such images are often sent or shown to learners against their will; if they have seen disturbing images, it does not mean that they sought them out.

6.3 Corporal punishment

Corporal punishment is the use of physical pain for punishment. It includes caning, hitting, smacking with a ruler, and all other forms of pain-inducing activity. School-age children are learning about their dignity and sense of self-worth, and they look to the adults in their lives to teach them about respect and their value as individuals. Adults serve as role models, fostering children's sense of dignity and value by creating a respectful and supportive environment that includes clear boundaries and responsibilities.

CORPORAL PUNISHMENT IS A CRIMINAL OFFENSE IN NAMIBIA, IN BOTH SCHOOLS AND PLACES OF CARE!

Corporal punishment humiliates learners and undermines their dignity and their trust in, and respect for, adults. Corporal punishment is categorised by law as child abuse, therefore all incidents must be reported to the police.

Rights that are affected by corporal punishment

- right not to be subjected to torture or cruel, inhuman or degrading treatment or punishment
- right to be protected from violence and abuse
- rights to development, including the right to the highest attainable standard of physical and mental health
- right to dignity and bodily integrity.

Source: Legal Assistance Centre, "Corporal Punishment Fact Sheet", Windhoek, 2015.

Some teachers believe that corporal punishment is necessary to produce disciplined children who perform well academically. They may consider it to be 'best for the child' and a means of ensuring respect for elders. But corporal punishment does not help children to learn what was wrong with their behaviour, nor does it help them to believe in their ability to act differently. It also causes physical injury, distrust and low self-confidence, all of which can lead to further misbehaviour. Additionally, it provokes fear, anger and shame, all of which obstruct learning.

Using a positive discipline approach brings many rewards, but can be challenging for teachers. Schools should therefore support the teachers in practising positive discipline, including providing training, materials and a consistent commitment to banning corporal punishment.

NOTE WELL! **POSITIVE DISCIPLINE brings MANY REWARDS!**

EXTERNAL SOURCE

Source:
Legal Assistance Centre,
"Corporal Punishment Fact Sheet",
Windhoek, 2015.

Why is corporal punishment a problem?	
Corporal punishment can turn into serious physical abuse.	Children who are exposed to violence are more likely to be violent as adults.
Corporal punishment teaches children that violence is an acceptable way of dealing with issues.	Corporal punishment does not teach children the reason why their behaviour was wrong.
Corporal punishment teaches children that it is okay to use violence against someone you love.	Corporal punishment can affect self-esteem by making the victim feel scared, sad, ashamed or worthless.
Corporal punishment makes children more aggressive towards other children.	Corporal punishment can destroy the relationship between a child and the child's parents or caregiver.

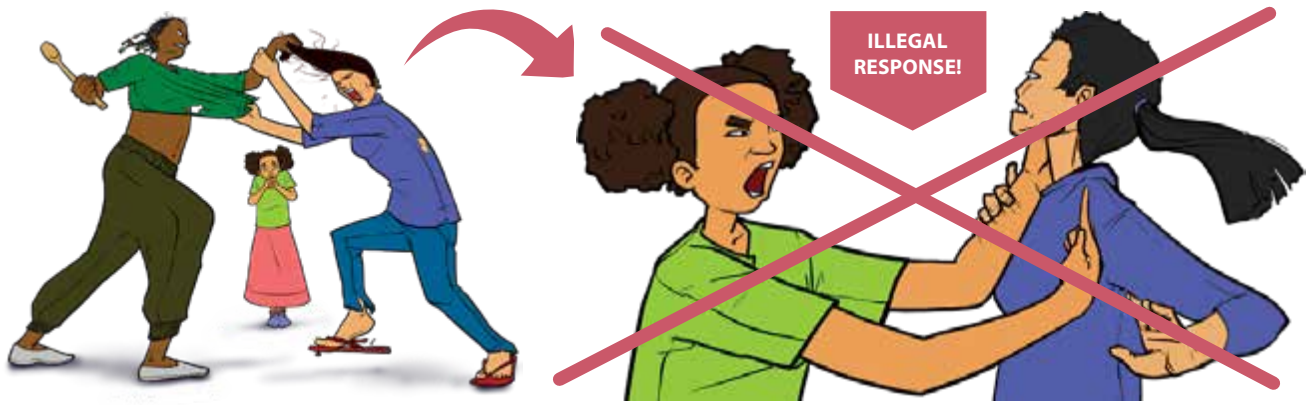
Child discipline is very important – without it, society would have many problems. The question is what kind of child discipline is most effective.

If corporal punishment takes place at the school:

- It should be made clear to all teachers that corporal punishment is illegal and not tolerated at the school.
- Teachers should sign a commitment to use positive discipline and to report all instances of corporal punishment.
- If the principal carries out corporal punishment, teachers, learners and parents should be encouraged to report this to the School Board, school inspectors and the Regional Education Office.
- Learners should be encouraged to report corporal punishment to the principal, the Committee for School Health and Safety or the School Board.
- Instances of corporal punishment should lead to disciplinary actions against perpetrators, including loss of employment and follow-up with the police.

If corporal punishment is taking place in a learner's home:

- The school should address this with the parents.
- Hold meetings with parents and the wider community, raising awareness about the negative impacts of corporal punishment.
- Ask community leaders, traditional authorities and religious leaders to speak out about the issue in their own forums.
- Inform parents that the school has a responsibility to report violent incidents to authorities.
- Hold workshops on positive discipline and encourage parents to make use of constructive discipline methods. Challenge them to redefine their relationships with their children, and to praise their children's improvement and progress.



GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Address corporal punishment.	▶ Principal ▶ Teachers	▶ Committee for School Health and Safety ▶ School Board
Report corporal punishment.	▶ Learners ▶ Teachers	▶ Parents ▶ The wider school community

Refer to guiding documents:
- Legal Assistance Centre, *Corporal Punishment: National and International Perspectives* (Research Brief), 2010.
- Child Care and Protection Act (see ***Resource Kit***, Additional Information 3.2).

6.4 Physical assault

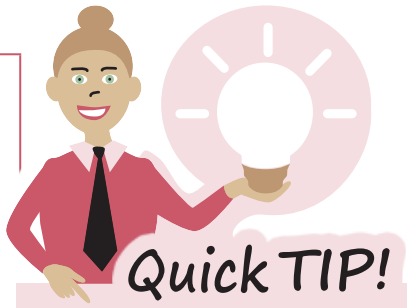
At some schools, learners resort to violence or face threats by violent parents or external actors who gain entrance to the school premises. Although physical assault is a criminal offense, schools should remember at all times to act in the best interest of the child involved, and ensure the safety of all learners.

Early intervention and prevention

Prevention through early intervention should be the main focus. Identifying learners with a higher likelihood of engaging in violent behaviour due to their background, conditions at home or character is key to helping a school to address issues before they escalate. Schools should be aware of learners who face the following risk factors.

Risk factors for violent behaviour

- Witnessing or experiencing violence in the home
- Being bullied
- Substance use/abuse
- Poor interpersonal skills
- Poor school achievement or negative attitude to schooling
- Behavioural/emotional problems
- Harsh physical discipline
- Associating with aggressive peers or gangs



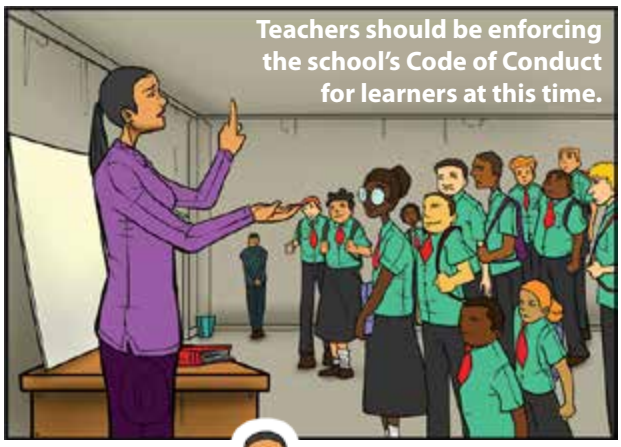
Quick TIP!

These risk factors alone do not cause violence, but they are likely to contribute to a learners' overall level of risk.

Teachers may feel that only what happens in their classroom is their responsibility, but it is important to encourage them to involve themselves in what goes on outside their classroom too.

ACTION BY TEACHERS

Between classes, teachers should be at their door monitoring learners' behaviour, keeping their eyes and ears open.



Teachers should be enforcing the school's Code of Conduct for learners at this time.

Do not turn a blind eye. Stop inappropriate behaviour immediately.

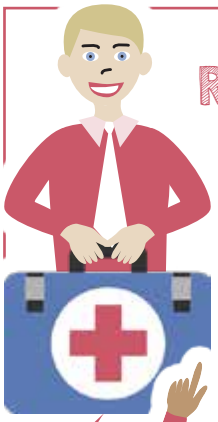
Do not allow prejudice or stereotypes in classrooms.

Listen to conversations between learners. If you hear something that sends up a red flag, bring it to the principal's attention immediately.

Involve learners in helping to prevent all forms of violence at school.

Be aware of danger signs.

Involve parents – inform them about concerns and collaborate to address underlying problems.



Responding to a crisis

Schools should have a response plan ready for responding to violent incidents or threats of violence. This plan should take into account that the perpetrator could be a learner, a violent parent or other family member, or someone from outside the school community.

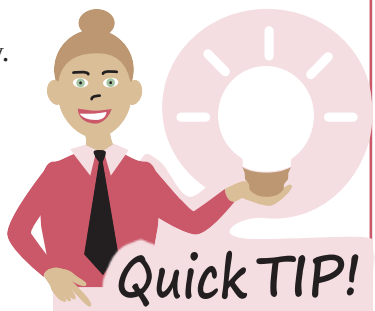
ACTION: Violence at the School

- Teachers should remain calm, cool and composed. Avoid hysteria. This will help the violent person to remain calm.
- Be assertive and directive but not aggressive. Ask the person to calm down and put down any weapons they are carrying (only if you feel it is safe to do so). Do not be aggressive.
- Do not get close to the person or try to touch or restrain them.
- Tell learners clearly what you expect from them (e.g. *"I want you to go outside and sit alone for a while"*). For an adult, say, *"Let us speak privately in my office to sort out the problem."*
- Use clear hand gestures and body language. A person who is very distressed may not listen well.
- Calmly send for help. Consider who should be called – the principal, parents or police.
- Try to get rid of the audience if there is one. If other learners may be at risk, tell teachers to shut the learners in classrooms or evacuate them from the school.
- Do not argue and do not respond to verbal abuse.
- If possible, give the person time to calm down and to speak rationally. However, if doing so makes them more upset, let them sit in silence.
- Await help.

Responding to an incident

When prevention strategies fail and an incident occurs:

- Schools should turn to their Code of Conduct and/or policy on prevention and management of violence. These documents should include clear procedures to follow.
- It is essential that affected learners and their parents or guardians be referred to local support systems, such as social workers of the MGECW or MoHSS, regional school counsellors, health professionals and/or local NGOs dealing with violence and abuse.
- Schools should do their utmost to ensure that the learner is getting treatment, not simply punishment, and has access to education throughout the process.
- Punitive measures, expulsion from school and police involvement should be a last resort, used only once all other interventions have failed.



Quick TIP!

If a teacher or parent is involved in serious physical assault, the school should hand the matter over to the police, while cooperating with social workers to address the source of the problem, and should act in the best interest of the child.

You can spend a lifetime trying to forget a few minutes of your childhood.

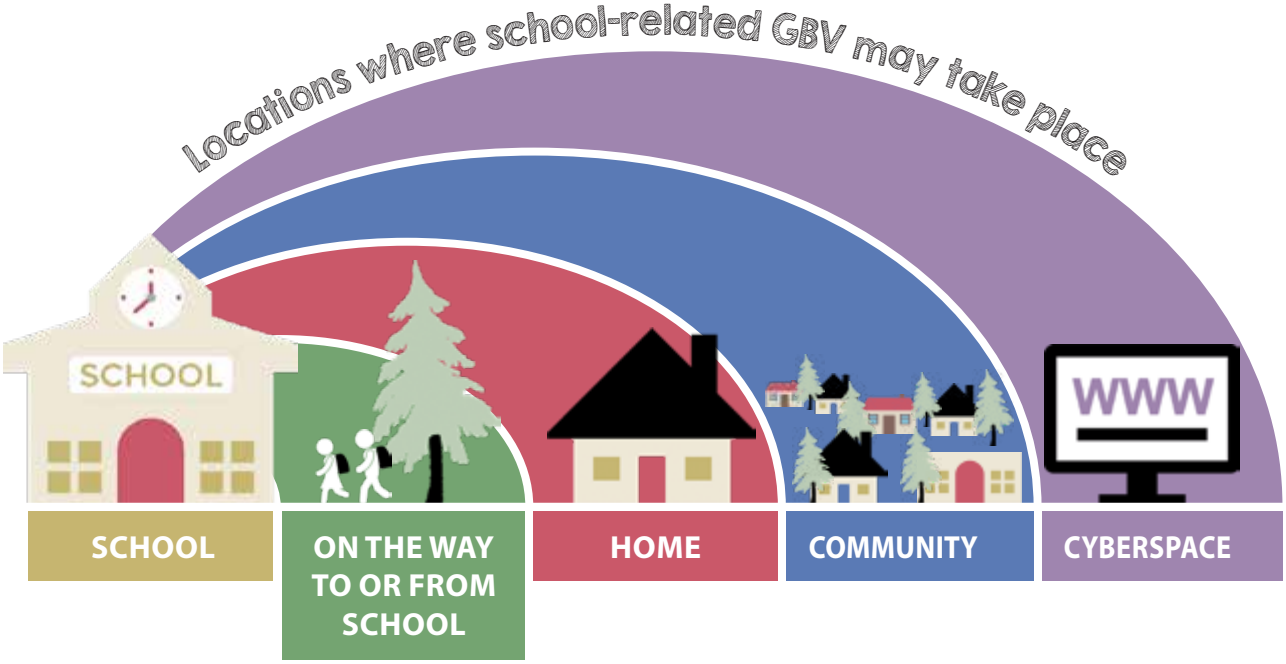
NO MORE VIOLENCE IN NAMIBIA'S SCHOOLS!

6.5 School-related gender-based violence and abuse

School-related gender-based violence (SRGBV) is a global problem. While most victims are female, males can also be victimised. SRGBV occurs in numerous forms, as detailed below.

MANIFESTATIONS OF SCHOOL-BASED GBV			
Verbal	**Psychological**	**Physical**	**Sexual**
▶ Homophobic name-calling ▶ Shaming, teasing or humiliating related to gender or sexuality ▶ Use of gendered language to abuse or put down others ▶ Name-calling based on perceived sexual history	▶ Excluding those who don't conform to gender or sexuality norms ▶ Circulating gossip or rumours ▶ Insulting/rude gestures, facial expressions or body movements	▶ Harassment of those who do not fit gender or sexuality norms by hitting, pinching, pushing, kicking, throwing objects, etc. ▶ Forcing gendered tasks or services (e.g. girls must do cleaning) ▶ Using more severe corporal punishment on males	▶ Unwanted kissing, groping or touching ▶ Making sexual remarks about another's behaviour or reputation ▶ Forced sexual contact ▶ Rape ▶ Forced viewing of sexual acts or pornography ▶ Exchange of sexual services for better grades ▶ Unwanted photographing and filming and/or sharing of sexual acts

School-related GBV does not necessarily occur only inside the school. Other possible locations are visually represented below.



What's happening at your school?

Like bullying, it is difficult to address an issue without a full understanding of what is taking place. SRGBV is often hidden or hard to detect. The hot-spot mapping exercise can help to ascertain the location of problem areas. Another valuable exercise would be to survey learners and teachers, asking if any of the manifestations of SRGBV (as detailed above) have happened to them.

Allow learners to analyse this data and create their own strategies to eliminate GBV in the identified hot spots. The strategies could include the examples shown in the following diagram.

Prevention

Preventing instances of SBGBV from occurring should be a primary priority at all schools. Prevention is far easier than trying to address the problem once it has occurred or a culture of gender discrimination has developed. Prevention strategies should take into account school policies and relationships, classroom and learning environments, and the involvement of parents and communities. The following table provides suggestions for activities in these three key areas which help to prevent SBGBV.

SCHOOL ORGANISATION, POLICY AND RELATIONSHIPS
Essential requirements: ▶ School policies that address all forms of harassment and violence ▶ Use of school discipline policy with an emphasis on training teachers in positive discipline methods ▶ Existence and use of a safe and confidential reporting system (of which all students and teachers are aware) for incidents of violence ▶ Active participation by learners (such as making classroom rules or having student councils) ▶ Effective supervision of play spaces, toilets and open areas
Suggested activities: ▶ Hold assemblies to explain to the learners what GBV is and the different forms it can take. ▶ Have detailed policies which forbid GBV in school and describe the consequences. ▶ Encourage the learners to use the reporting systems. Explain how these systems work, and offer regular refresher training. ▶ Ask the LRC or Edu Circles to focus on the theme of addressing GBV during some of their activities. ▶ Encourage the learners to identify some of their own beliefs and misconceptions about gender. ▶ Develop supervision rotas for the school grounds, and encourage the learners to report if these rotas are not being adhered to.

Table continues ▶

CURRICULUM, TEACHING AND LEARNING

Essential requirements:

- Curriculum to address gender awareness and violence prevention
- Curricula and teaching materials promoting positive values, gender equality and tolerance
- Explicit teaching of social and emotional learning skills
- Teachers modelling non-violent, non-gendered ways to deal with conflict
- Teaching of comprehensive sex education

Suggested activities:

- Ensure that Life Skills classes are taking place and are following the curriculum.
- Hold sessions with teachers about the importance of being role models. Encourage learners to report poor teacher conduct, and hold teachers accountable.
- Incorporate information about GBV into different classes, and encourage learners to create projects and presentations about GBV and how to identify it.
- Review textbooks and assignments to ensure that they are not gender-biased.
- Ensure that tasks assigned to learners do no enforce gender bias, such as girls being made to miss activities or free time because they are cleaning classrooms.
- Practise positive discipline in classes.
- Hold assemblies about emotional intelligence and coping skills.
- Teach learners about different cultures, beliefs and gender roles around the world.
- Encourage the formation of anti-GBV clubs, debate clubs, quiz clubs or other activities that foster discussion of sensitive topics.

PARTNERSHIPS WITH PARENTS, COMMUNITY AND AGENCIES

Essential requirements:

- Engaging parents in school activities and decision-making
- Regular communication between parents and teachers
- Working with community members to ensure children's safe travel to and from school
- Effective referral partnerships for learners needing health or protection services
- Safe disclosure mechanisms for peers and parents to report concerns about GBV

Suggested activities:

- Inform parents (through a parents' meeting or letters) about GBV and the schools' response to it.
- Contact local community members to help to address areas of concern. For example, fixing the school fence, constructing a separate toilet for girls or patrolling unsafe parts of learners' commutes.
- Meet with local nurses, social workers and police officers and ask them to support the school and/or to speak to the learners about their work and the effect of GBV on society.
- Encourage the community members to also speak out against GBV and to report incidents.

Source: Adapted from United Nations Educational, Scientific and Cultural Organization (UNESCO), *Connect with Respect: Preventing gender-based violence in schools*, Paris, 2016.

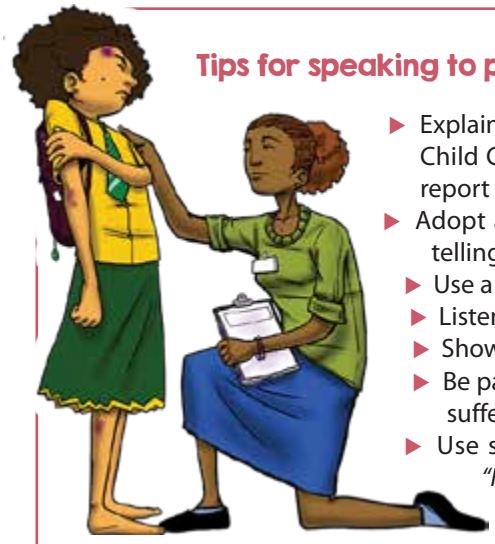
Response

Learners, parents, teachers and the school community should be encouraged to report any incidents or concerns, and should be assured of privacy.

Common methods include:

- making use of 'post boxes' (see page 15 in this document);
- inviting parents to visit the school or to send notes to teachers;
- making phone calls or sending emails or notes to the school;
- displaying counselling and support service hotline numbers clearly around the school; and
- assigning a certain teacher as a focal point for all GBV-related issues (with the understanding that reports can be made to other staff members if desired).

When an incident occurs, the affected learner or adult may be reluctant to report it to a teacher or to school management. This may be due to feelings of shame, lack of confidence that they will receive help, or fear of retribution or of escalating the problem. When school personnel suspect that a learner may have experienced GBV, it is important to initiate the conversation rather than wait for any learner to report. These conversations are best conducted in a safe and private environment, to avoid stigma and embarrassment or placing the learner at further risk.



Tips for speaking to possible victims

- Explain that any information they give will remain confidential, but that the Child Care and Protection Act of 2015, the school has a legal obligation to report to the police any knowledge of child abuse.
- Adopt a non-judgemental, supportive attitude and value what the child is telling you.
- Use a sympathetic tone, but do not make the child feel humiliated.
- Listen carefully, and tell the child that his/her feelings are justified.
- Show that you believe the child's story.
- Be patient. Children who have been sexually abused are suffering trauma and may be confused.
- Use supportive statements such as, *"I am sorry this happened to you"* or *"You have really been through a lot."*
- Emphasise that the violence was not his/her fault, and that the perpetrator is responsible for his/her own behaviour.

If a 'minor' incident of GBV occurs, follow the guidelines for bullying provided in section 6.2 of this ***Practical Guide***. If a more serious incident occurs, follow the guidelines for referral and disclosure provided in section 3.5.

Sexuality and gender identity

An individual's sexuality – perceived or otherwise – is a common trigger for GBV. In Namibia there are still many myths, fears and inaccurate beliefs surrounding homosexuality and non-conforming genders. The LGBTI+ community is protected by national and international laws, including the Namibian Constitution, which states that all persons shall be equal before the law. This wording stresses the responsibility of the Namibian state to ensure that unequal treatment is met with a strong set of non-discrimination measures. Schools should play a central role in promoting tolerance. Remember, sexual orientation is not a choice that people make.

Sexual Orientation and Gender Identity: Definitions

Anti-LGBTQ bias: Prejudice and/or discrimination against people who are, or are perceived to be, lesbian, gay, bisexual, transgender or queer (LGBTQ).

Asexual: A person who does not experience sexual attraction, but may experience other forms of attraction (e.g., intellectual, emotional).

Biological sex: The biological and physiological characteristics of males and females. These are characteristics that people are born with, which do not usually change over the course of their lives.

Bisexual: A person who is emotionally, physically and/or romantically attracted to some people of more than one gender.

Gay: A person who is emotionally, physically and/or romantically attracted to some other people of the same gender. Can be used to refer to people of all genders, though it is used most commonly for males.

Gender identity: How an individual identifies in terms of their gender. Since gender identity is internal, one's gender identity is not necessarily visible to others.

Gender non-conforming: A person who doesn't adhere to societal pressures to conform to gender norms and roles.

Gender role: The set of roles and behaviours expected of people based on the gender assigned to them at birth.

Homophobia: Prejudice and/or discrimination against people who are, or are perceived to be: lesbian, gay, bisexual, transgender or queer (LGBTQ).

Heterosexual/straight: A person who is emotionally, physically and/or romantically attracted to some members of another gender.

Lesbian: A woman who is emotionally, physically and/or romantically attracted to some other women.

Sexism: Prejudice and/or discrimination against people based on their real or perceived sex. Sexism is based on a belief (conscious or unconscious) that there is a natural order based on gender.

Sexual orientation: This is determined by a person's emotional, physical and/or romantic attractions. Categories of sexual orientation include, but are not limited to: gay, lesbian, attracted to some members of the same gender; bisexual, attracted to some members of more than one gender; and heterosexual, attracted to some members of another gender.

Transgender: A person whose sense of personal identity and gender does not correspond with his/her birth sex.

Queer: Denoting or relating to a sexual or gender identity that does not correspond to established ideas of sexuality and gender, especially heterosexual norms.

Source: Adapted from Anti-Defamation League, "Definitions Related to Sexual Orientation and Gender Identity", Washington D.C., 2017.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Address GBV.	▶ Principal ▶ Teachers	▶ Committee for School Health and Safety ▶ School Board
Report GBV.	▶ Learners ▶ Teachers	▶ Parents ▶ Wider school community

Refer to guiding documents:

- UNESCO, *Connecting with Respect: Preventing Gender-Based Violence in Schools*, 2016.
- UNESCO, *Global Guidance on Addressing School-Related Gender-Based Violence*, 2015.
- An activity on gender roles and stereotypes can be found in the ***Resource Kit*** (Activity 6.4).
- An activity to test understanding of sex and gender can be found in the ***Resource Kit*** (Activity 6.5).
- A myth-busting factsheet about sexual violence can be found the ***Resource Kit*** (Activity 6.6).

6.6 Suicide and self-harm

Suicide is a serious concern in Namibia, but schools are often ill-equipped to deal with suicidal learners, as well as with those struggling with poor mental health or thoughts of suicide or self-harm. When learners are struggling with depression and suicidal thoughts, changes in their behaviour scan usually be detected, which facilitates early intervention. Common signs of distress are detailed below. When school staff suspect that a learner is at risk of self-harm, the school counsellor or Life Skills teacher can assess him/her, making use of the suicide assessment tool in the ***Resource Kit*** (Tool 6.8 – page 59).

Assessing learners at risk of suicide and self-harm: IS PATH WARM?

The mnemonic device "IS PATH WARM" helps to assess risk. Each letter corresponds to a behaviour frequently experienced or reported within the few months prior to suicide or self-harm.

Ideation:
Does the learner speak about suicide, threaten to kill him/herself or express a wish to be dead?

Substance Abuse:
Is the learner using, or increasing the use of, alcohol and/or drugs?

In this risk assessment, bear in mind that some learners may be facing challenges that increase the risk of suicidal behaviour, such as:

- history of mental health issues;
- abuse or neglect at home;
- families undergoing transition (divorce/loss);
- being a victim of bullying;
- being a victim of sexual assault; or
- struggling to come to terms with one's alternative sexuality.

Purposelessness:
Does the learner feel like there is no point to life, or that they have no purpose for being here or have no reason to live?

Anger:
Does the learner have problems with uncontrollable anger? Is s/he lashing out?

Trapped:
Does the learner feel trapped, seeing no way out of his/her current circumstances or state of mind?

Hopelessness:
Does the learner have an excessively pessimistic view of themselves, others and the future?

Withdrawal:
Does the learner voice a desire to withdraw from family, friends and society? Has he/she already begun withdrawing from school and/or social activities?

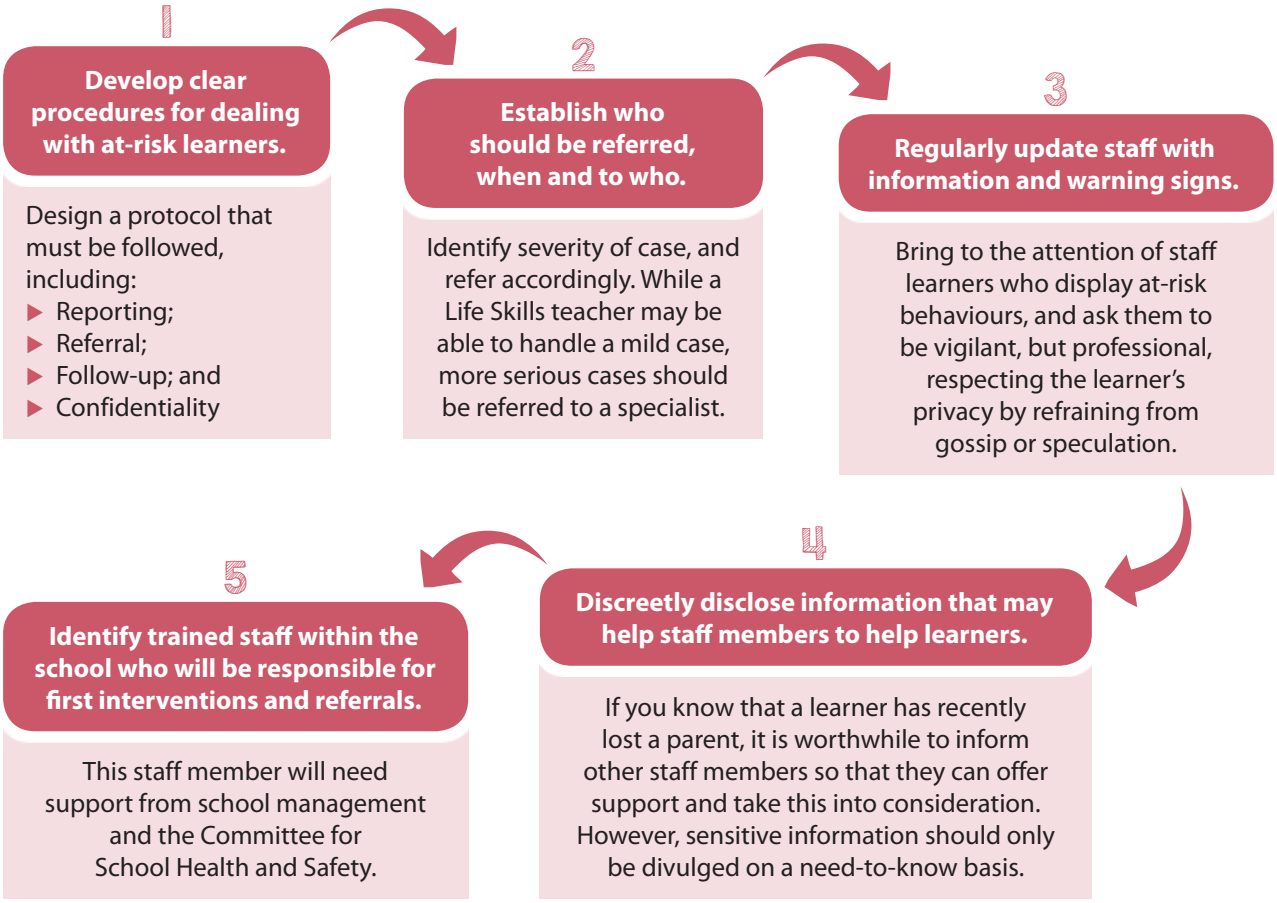
Anxiety:
Does the learner feel anxious, agitated or unable to sleep, or express a desire to sleep all the time? Either can suggest increased risk of suicide or self-harm.

Recklessness:
Is the learner acting recklessly or engaging in risky activities that are out of character, without considering potential consequences?

Mood Change:
Does the learner struggle with dramatic mood changes?

Responding to learners at risk of suicide and self-harm

Schools conducting a suicide risk assessment should investigate each of the above-noted risk factors with the learner, to help determine the immediate suicide risk. When a learner has been identified as being at risk of committing suicide or inflicting self-harm, schools should have a clear procedure for responding to the learner's needs, ensuring that cases do not go unattended or slip through the cracks.



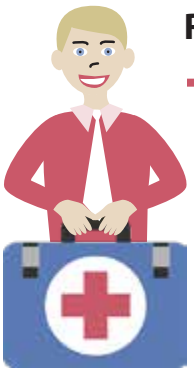
Representation of suicide in the classroom

Suicide is regularly referred to in popular culture. Learners are exposed to the issue of suicide through television, music, written materials (books, magazines etc.) and the Internet. While schools cannot control this, it is important to be aware of how suicide is portrayed within the classroom. Avoid materials that:

- portray suicide as romantic and heroic;
- portray suicide as leading to positive attention from others;
- directly provide information about methods of suicide; or
- encourage young people to positively identify with suicide victims.

The topics of suicide and self-harm may well come up in class. Should this occur, make use of these tips:

- Discuss suicide in a factual manner.
- Provide only accurate information; do not embellish, dramatise or provide information based only on a personal belief system.
- Promote positive attitudes and coping strategies.
- Refer to available support systems and promote help-seeking behaviour.
- Remind learners that challenges pass.
- Normalise discussion of mental health issues; discuss without stigma or judgement.
- Talk about activities that make people happy.



Responding to crises

When a learner is actively suicidal, threatening to take their own life:

1. **Remain calm.**
2. **Tell the learner that you care and want to help them.**
3. **If the learner has contacted you by phone, email or SMS, urge them to tell you where they are and find out if anyone is with them. Try to get to them as soon as possible, keeping them engaged in conversation while doing so.**
4. **Contact emergency services, or ask someone else to do so while you speak to the learner.**
5. **Do not leave the learner alone while waiting for emergency services to arrive.**
6. **Listen to the learner and express empathy for their situation.**
7. **Tell them that suicidal thoughts are common and do not need to be acted on.**
8. **Issues should always be handled with total confidentiality. Loss of trust will leave the vulnerable learner feeling even more isolated.**

IF A SUICIDE OCCURS IN SCHOOL OR IN THE SCHOOL COMMUNITY	
WHAT TO DO	**WHY**
Tell learners about the incident calmly, factually and without ceremony.	When a suicide occurs it is important to limit behaviour that may inspire mass hysteria, attention and potential copycat behaviour.
Inform learners in small class groups, not in any assembly.	This avoids over-sensationalising the event.
Rather than focusing on the suicide, describe the assistance available for responding to grief.	Focus on the sense of community and available support systems.
Instead of focusing on the specific suicide, provide information on suicide risks, mental health support and coping mechanisms. Make provision for learners to seek individual help.	This provides positive alternatives to learners who have suicidal thoughts.
Promote the message that *"problems are solvable"*.	Learners may see suicide as their only way out. This needs to be contradicted.
Do not hold memorials or ceremonies of any sort at the school.	While this seems like a respectful thing to do, it is very dangerous, as it glorifies the act of suicide. Learners struggling with similar feelings may be inspired to copy the act, based on the attention and positive things that are said about the victim.
Teachers should remain vigilant after a suicide and watch for learners displaying at-risk behaviours.	A suicide can have a serious knock-on effect in a school population, and can trigger grief and depression in learners, especially those close to the victim.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Respond to at-risk learners.	▶ Principal ▶ Teachers ▶ Life Skills teacher ▶ Regional school counsellor
Discuss suicide in schools.	▶ Principal ▶ Teachers ▶ Learners ▶ Parent

Refer to guiding documents:

- World Health Organization (WHO), *Preventing Suicide: A resource for counsellors*, 2006.
- Tool for assessing learner suicide risk, ***Resource Kit*** (Tool 6.8).

Self-harm

Self-harm is any behaviour where the intention is to deliberately cause self-harm. Self-harm can be triggered by particular stresses and resolves fairly quickly, or it may be part of a longer-term pattern of behaviour that is associated with more serious emotional/mental health difficulty.

Learners who self-harm often have the same risks factors as learners who are at risk of suicide. Self-harming may also escalate to the point of suicidal thoughts or attempts.

Examples of self-harming behaviour:

- Cutting
- Taking an overdose of tablets
- Swallowing hazardous materials or substances
- Burning (either physically or chemically)
- Over/under-medicating (e.g. misuse of paracetamol or prescription medication)
- Punching / hitting / bruising
- Hair pulling / skin picking / head banging
- High-risk behaviour, such as running in front of cars
- Episodes of alcohol/drug abuse
- Over/under-eating, which can at times be an act of deliberate self-harm

There may be a change in the young person's behaviour which is associated with self-harm or serious emotional difficulties:

- Changes in eating/sleeping habits
- Regular cuts and bruises, or a large number of scars
- Learner has paraphernalia associated with cutting or burning, such as razor blades, lighters or chemicals
- Attempts to hide the signs of self-harm, such as wearing long-sleeved clothes even in hot weather
- Increased isolation from friends/family
- Changes in activity and mood (e.g. more or less irritable or aggressive than usual)
- Lowering of academic grades
- Talking about self-harming or committing suicide
- Abusing drugs or alcohol
- Having an unfeasible excuse for injuries
- Becoming socially withdrawn
- Expressing feelings of failure, uselessness or loss of hope

What can schools do to address self-harm?

- Implement the activities to build positive and collaborative practices (section 4 of this document), since the best prevention method is having a supportive environment in the school which is focused on building self-esteem and encouraging healthy peer relationships.
- Educate school staff on self-harm, the causes and the warning signs.
- Address emotional wellbeing, promoting coping strategies as part of the Life Skills curriculum.
- Have crisis telephone numbers available and easily accessible.
- It is important that all attempts of suicide or deliberate self-harm are taken seriously.
- Assess for suicidal risk by asking the learner what they hoped would happen as a result of their self-harm and how they feel now.
- Encourage the learner to speak to someone whom they trust, who listens properly and does not judge.
- Help the learner to identify solutions to issues that might be causing them stress.
- Offer information about support agencies.
- If you assess that the learner is at risk, refer them for medical or psychosocial help.

Be careful to avoid the following:

- Reacting to the learner's disclosure with horror or discomfort
- Asking abrupt and rapid questions
- Threatening or getting angry
- Engaging in power struggles and demanding that they 'just stop'
- Accusing them of seeking attention
- Getting frustrated if the behaviour continues after support has been provided
- Ignoring other warning signs
- Promising to keep the events secret – as you may have a duty to report if a case is serious.

Source: Adapted from North Bristol National Health Trust, CCHP and Barnardos, *Self Harm; Information and Suggestions for School Staff*, 2011.

6.7 Addressing gang-related violence

Gang membership at schools and among school-aged children is a community-wide issue.

Learners tend to join gangs as a result of:
- pressure from peers or family members associated with gangs;
- feeling that there is a lack of options for improving their lives;
- living in poor socio-economic conditions where basic needs are not met; or
- feeling a need for protection and a sense of belonging.

The best way for a school to address gang violence is to address the root causes, by making learners feel fulfilled, supported and engaged in meaningful activities. Schools should also work closely with police, social workers, community leaders and parents to address these issues, as they normally extend beyond the scope of a school's reach.

However, schools can undertake some prevention measures, as outlined in the diagram below.

Prevention measures for gang-related violence

1 Provide learners with skills and knowledge to help them avoid gang involvement.

- Hold special classes for learners who are involved with gangs.
- Engage the learners as much as possible in class, and praise their improvement.
- Encourage learners to work with different groups, interacting with learners who are not at risk of joining a gang.
- Ask the police to speak to the learners about the realities of gang life.

2 Find out about the learners' interests, and get them involved in positive activities.

- After-school activities should be encouraged to keep learners active and away from gang members.
- Sports and hands-on vocational training can help channel destructive emotions and anger into a healthy activity.
- Offer structured and skills-based programming during critical times, when many youth may be left unsupervised at home.

3 Develop a partnership plan with the local police.

- Schools cannot be expected to address gang violence alone. The local police force should be consulted about how a partnership can be formed with the school to address the issue.
- Police may be able to patrol problem areas, especially at times when learners are going to and from schools.
- Ensure that the use of force is a last resort.

4 Involve parents and the wider community in the gang-prevention efforts.

- Schools can serve as hubs where parents are trained in gang awareness and strategies to keep their children out of gangs.
- Parents can be recruited to protect the safety of learners in and around the school grounds, simply by being visibly present before, after and during school hours.

GANG TODAY – GONE TOMORROW!

6.8 Addressing weapons in schools

Weapons in schools

When a person makes a decision to take a knife or other offensive weapon into a school, it is a serious matter with potentially fatal consequences. This decision contravenes the school rules, and perhaps also the law, in which case police may need to be involved.

Schools should address the broad issue of weapons in the school as well as the community in the following ways:

- Ensure that the learners understand the consequences of weapon use and possession.
- Help the learners to develop a sense of personal responsibility.
- Educate the learners about potential risks within the community.
- Emphasise the serious nature of weapon-related crime.
- Encourage a 'speak out' culture to ensure that learners report concerns as soon as they arise.
- Work closely with parents and the wider community to ensure they are also being responsible.

Common weapons to look out for:

- Knives, including pangas (machetes)
- Firearms
- Pellet guns
- Hand-held catapults
- Tasers
- Pipes or metal rods
- Pepper sprays
- Lighters (at times used with aerosol cans to create aggressive flames)
- Bricks, rocks, etc.

CRISIS: Weapons are at school and lives are at risk

- Call the police if there is an immediate threat of violence.
- If the weapon can be safely removed from the learner or person in possession this should be done so. (Do not risk putting a person in harm in doing this.)
- If the above is not possible try to remove bystanders from the person in possession of the weapon. Have learners go into, or stay in classrooms, shut doors, if need be take shelter.
- If possible and considered safe to do so, speak calmly to the person in possession of the weapon and ask them to disarm. Keep a safe distance when doing this, and do not attempt to reason with an individual brandishing a gun.
- If the weapon can be removed, retain it in a safe place until the police arrive. This should be locked in a safe or a secured store room.
- If a learner has brought a weapon to school, but is not threatening others with it, the weapon should be confiscated, and the learner should receive disciplinary actions. This action should focus on ensuring the learner received necessary help and understands the risk involved their behaviour, and should not be solely punitive.

The rights of the child are paramount. If an incident occurs which requires police action, it is essential that the child is dealt with as a minor, received all due support, and that their age and circumstances are taken into account.

"Education is the most powerful weapon

Weapons are brought to school

- From the beginning of the school year, with regular refresher sessions, learners should be encouraged by the school management to speak out about issues of safety, with an emphasis on the issue of weapons at school.
- To ensure that learners are encouraged to speak out, emphasise that their information will not lead to harsh punitive measures being taken against their peers.
- Provide support to learners who are involved with weapons. These learners may be seeking attention and help with these actions, or they may be involved with issues beyond their coping abilities. If necessary refer to them a Life Skills teacher or for psychological support.
- Encourage teachers to be vigilant and sensitive to changes in behaviour, or group dynamic. If learners are aware of a peer having a weapon in school, this will impact on the group dynamics which a teacher should be able to identify. Be sure to trust your instincts and investigate further if need be.
- Speak to learners about how to react if weapons are brought to schools. They should:
  - Quickly and quietly remove themselves from the area/situation.
  - Report it straight away to a teacher or school management. This should include exactly what weapon, who has it, is the person using it, or threatening to use it, and what is their mood.
  - Once reported, the learner should write down what they have seen.

Conducting weapons searches

If there is good reason to suspect that a learner has brought a weapon to school, the school management can conduct a search. Or this can be done in collaboration with the local police – depending on the severity of the case. School personnel are entitled to search a learner's bags, pockets or locker if they have good reason to believe that the learner has a weapon.

Searches are a sensitive issue. To make sure that learners do not feel shamed, the searches should be conducted in a manner that supports their dignity, and with only a small number of people present.

Key considerations when conducting a search for weapons

- The search may not extend to the private parts of the learners' body.
- The search may be conducted by the principal or a delegate, but must always be conducted by a person of the same gender as the learner.
- The search must be conducted in the presence of two adult witnesses; if the principal does not conduct the search, he or she can be one of the witnesses.
- The search must be conducted in private, not in front of other learners.
- If weapons are found during the search, they should be photographed, if possible.
- If weapons are found during the search, parents/guardians and the police should be notified as soon as possible.
- If weapons are found during the search, they should be carefully stored in a safe until the police can retrieve them.

that you can use to change the world."

– Nelson Mandela

Section 7

Effective prevention of and response to substance abuse in schools

Alcohol and drug use/abuse is a major problem facing Namibian society. Schools should focus on three main issues when addressing substance abuse:

1. Understanding why learners abuse dangerous substances.
2. Preventing the abuse of substances through early intervention.
3. Dealing with learners who are abusing substances in a way that focuses on rehabilitation and reintegration into society and is in the child's best interest.

7.1 Why do learners engage in substance abuse?

Learners experiment with or regularly use dangerous substances for a number of reasons, mainly related to their environment, their character, their emotional state and their coping abilities.

Common reasons for learners using drugs and alcohol

- **It is seen as the norm:** If learners see the people around them (parents, community members and friends) using and abusing substances, they are more likely to do so, and to feel that it is acceptable behaviour.
- **Easy access** to drugs and alcohol makes learners more likely to try them.
- **Peer pressure:** School years typically involve heavy pressure to 'be cool'. Learners may use substances in an attempt to gain social acceptance and approval from others. Learners with low self-esteem are more likely to seek to please the crowd.
- **Escape and self-medication:** If learners are unhappy, frustrated or struggling with mental health problems, they often feel that they don't have the support or ability to cope with the situation. They may turn to substances as a way to distance themselves from their situation.
- **Low confidence:** Shy learners with low self-esteem may find that substances help to boost their confidence and lower their inhibitions. Some learners may become convinced that they can't be sociable without the aid of alcohol or other substances.
- **Rebellion:** In their teenage years especially, learners want to try new things and test boundaries. Learners may experiment with substances for the new experience and as a way to break rules and test authority.
- **Misinformation:** Learners who get involved with substances may not know what they are using and/or its impact. Friends or dealers may have told them that the substances are safe and not addictive.

Not all people who try or even regularly use substances will become addicted. The following factors make addiction more likely.

Factors contributing to addiction

- Traumatic experiences, such as being abused or suffering a significant loss or another stressful life event
- Being exposed to drugs and alcohol through parents or family members
- Neglect, or lack of a structured home and supervision
- Existing mental health conditions, such as depression, anxiety or bi-polar disorder
- Early use of, and reliance on, alcohol

The community surrounding learners can have an important impact on their substance use, as well as on their ability to stop using or abusing substances.

People naturally want to form bonds and connections.

When people are happy and healthy, they will form healthy connections with the people around them.

But if isolated, depressed or suffering from trauma, people may struggle to form healthy bonds, and will then find alternative ways to feel better and form bonds.

When society deals with addicts, we tend to isolate them more, removing them from schools, shaming them in society and even putting them in prison.

The way to break unhealthy bonds is to replace them with healthy ones. This is why inclusion in the school, the family and society is such an important part of rehabilitation for addicts.

7.2 Preventing substance use and abuse

Prevention programmes are a mix of school policies, lessons and approaches that help to address learners' health and wellbeing, addressing the underlying issues that can lead to drug use.

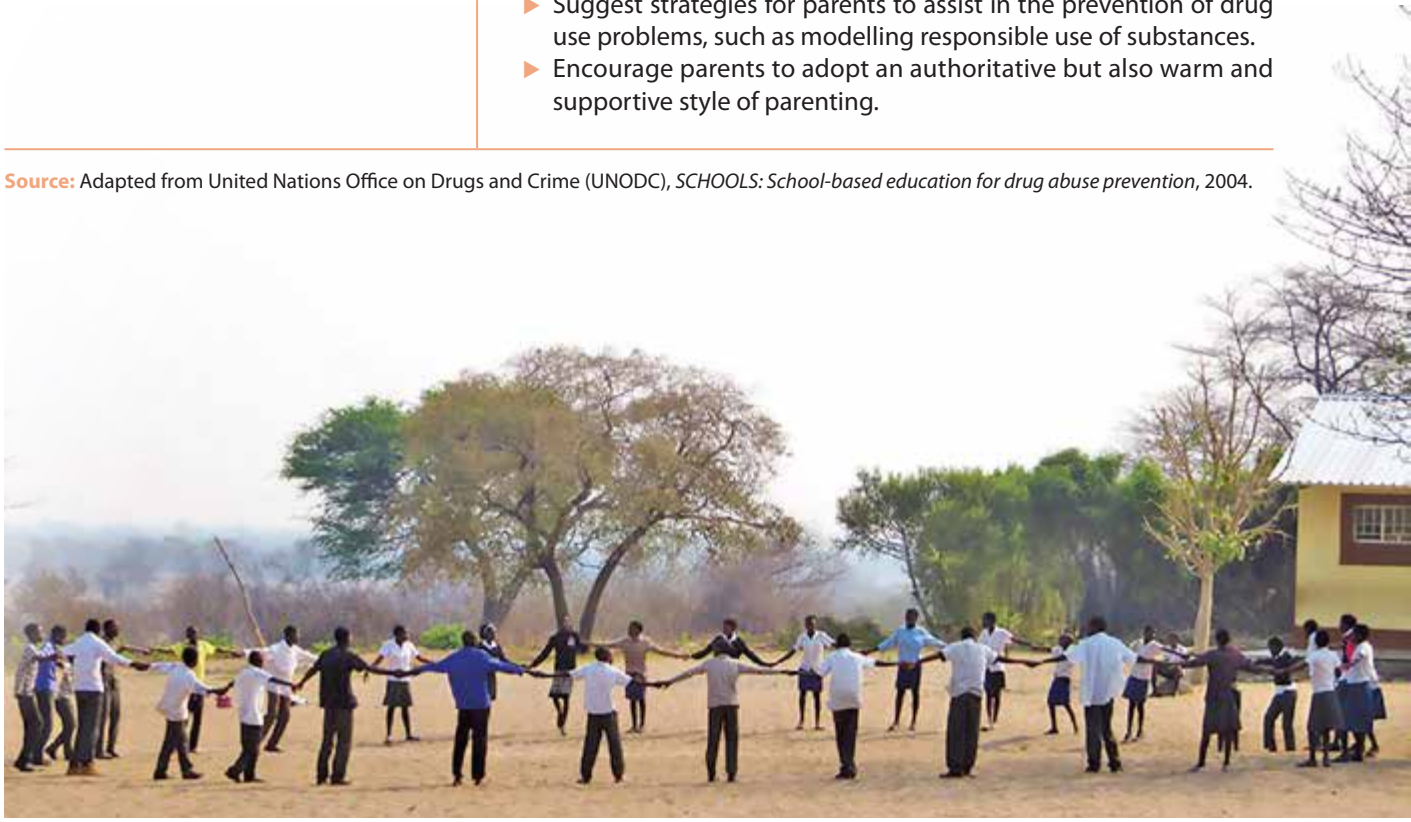
School interventions should include:

- formal and informal health education;
- creation of a safe and healthy school environment;
- provision of appropriate health services and support; and
- involvement of families and the community in planning and running the programme.

PRINCIPLES OF PREVENTION PROGRAMMES	PRACTICAL TIPS FOR IMPLEMENTATION
Rather than targeting drug use directly, schools should focus on creating an atmosphere of belonging, making learning engaging and developing strong partnerships with families and the community.	▶ Practise positive discipline (see pages 27-30). ▶ Involve parents and families in school activities (see pages 37-39). ▶ Build trust between learners and the community. ▶ Encourage leadership by learners (see the information about Edu Circles on page 46). ▶ Information and an activity about making good decisions can be found in the ***Resource Kit*** (Additional Information 7.2 and Activity 7.3).
Rather than trying to scare or place guilt on learners, teach them about drugs and their impact in the context of the health curriculum, Life Skills and decision-making. Learners needs to understand the sequence, progression, continuity and links between substance abuse and other health issues that impact their lives.	▶ Speak openly about drugs and the fact that they are available. ▶ Give the learners all the information they need to make informed decisions. ▶ Encourage them to be healthy and to make positive life choices for their health and wellbeing. ▶ A checklist to guide drug prevention education can be found in the ***Resource Kit*** (Additional Information 7.1). ▶ An activity that teaches learners about the impact of drugs on lives can be found in the ***Resource Kit*** (Activity 7.4).
Do not let school become a source of distress for learners. Make the school environment supportive and positive.	▶ To keep learners in school and on a positive path, they need to feel that school is a positive place, with added value. ▶ Try to make classes engaging (see page 31). ▶ Encourage the learners to get involved in after-school activities that they enjoy. ▶ Create a caring environment where learners can communicate well and get help before they become desperate (see the ***Resource Kit***, Activity 4.7).
Schools don't have to deal with the issue alone. Bring school stakeholders and the surrounding community on board to help.	▶ Involve parents and the community in creating substance abuse policies for the school (see the ***Resource Kit***, Tool 3.1). ▶ Involve the community in conducting drug-free activities for learners (see pages 37-39 on community and parental engagement). ▶ Engage the community in sponsoring education for drug abuse prevention programmes in schools. ▶ Ask local religious leaders and traditional authorities to speak about substance abuse in their forums, and also to speak about parents' responsibility to model good behaviour.

Rather than talking at learners, speak with them – teaching and learning should be interactive. Encourage discussions, brainstorming, debates and decision-making as part of everyday classwork to encourage the learners to stand up to peer pressure.	▶ Practise learner-centric teaching (see pages 33-34). ▶ Use English or Life Skills classes to hold debates on topical issues. ▶ Encourage the learners to take on projects about issues that they feel passionate about, and encourage them to present their view to the class. ▶ Encourage the learners to explain their thought processes and their rationale for the opinions they express or they answers they give in class.
Don't rely solely on textbooks. Train teachers in drug abuse prevention and give them all the information they need to help learners make good choices.	▶ Set aside a full day at the beginning of a new term, before learners return, to focus on substance abuse training. ▶ Include information about the different substances available – their forms, effects and availability. ▶ Focus on the health implications of these substances. ▶ Emphasise the reasons for learners using substances, and positive prevention methods. ▶ Hold such sessions at least twice a year.
Don't let teachers carry the full burden. Establish support systems for teachers, and get parents involved in supporting anti-substance-abuse messages from home.	▶ Principals should have an open-door policy to enable teachers to share their concerns. ▶ Hold monthly brainstorming sessions with teachers about how to incorporate positive lifestyle choices into upcoming lessons and activities. ▶ Provide teachers with additional materials on the subject from the Internet, the media or local libraries to supplement textbooks. ▶ Produce pamphlets for parents that answer the most commonly asked questions (and get learners involved). ▶ Provide families with access to advice, and recommend support for drug-related issues. ▶ Suggest strategies for parents to assist in the prevention of drug use problems, such as modelling responsible use of substances. ▶ Encourage parents to adopt an authoritative but also warm and supportive style of parenting.

Source: Adapted from United Nations Office on Drugs and Crime (UNODC), *SCHOOLS: School-based education for drug abuse prevention*, 2004.



ACTION: Establishing the baseline

To better understand the pressures faced by learners and their experiences, teachers should seek to understand how much the learners know about drugs and alcohol, and to what extent they have already been exposed.

- Through a questionnaire or an informal class discussion, ask the learners the questions in the box below.
  - Encourage learners to expand on their answers, rather than giving 'Yes' or 'No' responses.
  - This should be done in a calm and non-judgemental way to ensure that learners feel comfortable being honest.
  - They should not face disciplinary repercussions for their answers.
  - If learners are reluctant to speak out, the survey can be anonymous.
- The questionnaire responses will help to establish what the learners know about drugs, as well as their attitudes, beliefs, perceptions and coping skills.

Drug and alcohol awareness questionnaire

1. Have you used or been offered drugs?
2. What types of drugs, in what conditions/context?
3. At what age are children/learners starting to use drugs?
4. What substances are most popular among those in your age group?
5. Have you ever felt pressured to use drugs?
6. Were you able to handle the pressure well?
7. Do you ever feel like you can't cope with the stresses in your life?
8. Do you ever use substances to make you feel better?
9. Do you feel that you are a healthy person in general?
10. Do you have people to whom you can talk to about drug and alcohol use?
11. Do you feel that drug use is a problem in your circles?
12. Do you know about the effects of different drugs? If so, please list the effects.
13. Do you think drug use makes you a bad person?
14. Is drug use a concern for you?
15. Do you have regular exposure to people who are on drugs? If so, how does this make you feel?
16. Is trying drugs and alcohol normal for some learners?
17. Are some drugs more of a problem for you than for others? If so, which drugs?
18. Do you feel that your friends are a positive influence on you?
19. Would you use drugs against your will to appease/impress friends?
20. Do you feel that you would be able to say no to drugs if you were offered them?

Teaching strategies

Alcohol and drug abuse prevention programmes that focus only on educating learners about substances and their effects do not work. Schools should use an approach that offers learners broader information, as well as skills to address substance abuse.

Drug prevention education should be included in other classes wherever possible. For example, Life Sciences classes could focus on the psychological and physiological effects of drugs, while History and (human) Geography classes could examine the effects of drug use and trade on individuals and societies.

Lessons already included in the Life Skills curriculum should be supported by skill-set development activities, such as boosting self-esteem and learning assertiveness to cope with peer pressure.

The following should be borne in mind in designing and delivering drug prevention education and skill-set development activities:

- Learner-led strategies (such as Teenagers against Drugs), peer counsellors and buddies should be encouraged, since learners are often more willing to listen to and accept advice from peers.
- Adolescents often experiment with other harmful but legal substances such as alcohol and tobacco, therefore education should focus on both legal and illegal addictive substances.
- Programmes should be delivered over time, rather than just once. They should become ingrained in the schools' calendar as part of normal classes, assemblies, sports tournaments and other activities.
- Caregivers and families should be involved in educational programmes.
- *The use of scare tactics has been shown to be ineffective*, due to the fact that many learners have already experimented with the substances. They recognise exaggerated information and are likely to dismiss it as untrue. It is better to focus on short-term negative effects, which learners will be able to witness around them.

A checklist for drug education can be found in the ***Resource Kit*** (Additional Information 7.1), as can information and an activity concerning good learner decision-making (Additional Information 7.2, and Activity 7.3).

7.3 Early detection

Teachers, and also parents when possible, should be trained to identify early signs of alcohol and drug abuse and dependence. Some of the most striking signs are detailed in the box below.

Early signs of a learner at risk of dependence

Physical

Changes in appearance can be clues to possible drug use, and may include:

- bloodshot or glazed eyes;
- dilated or constricted pupils;
- abrupt weight changes;
- bruises, infections or other physical signs at the drug's entrance site on the body; or
- nausea and vomiting.

Behavioural

Drug abuse problems are sometimes indicated by changes in behaviour, such as:

- increased aggression or irritability;
- changes in attitude/personality;
- lethargy;
- depression;
- mood swings;
- sudden changes in a social network;
- changes in school performance;
- dramatic changes in habits and/or priorities;
- financial problems or increased need for money;
- involvement in criminal activity; or
- increased secrecy.

Be cautious not to rush to judgement; other reasons for a learner's behaviour change should also be considered.

7.4 Drug testing in schools

Drug testing in schools is a controversial matter. Nevertheless, ***it is essential that drug testing not be carried out in schools, because this is a violation of the learners' right to privacy*** – a right which is enshrined in the Namibian Constitution (Article 13). Drug testing must not be conducted by anyone other than law enforcement officials.

However, if there is a strong reason to believe that a learner is carrying illegal drugs, school personnel are entitled to search his/her bags, pockets or locker. Drug searches are a sensitive matter, and it is necessary to ensure that the learners do not feel shamed, therefore searches should be conducted in a manner that supports their dignity.

Key considerations when conducting a search

- The search may not extend to the private parts of the learner's body.
- The search may be conducted by the principal or a delegate, but must always be conducted by a person of the same gender as the learner.
- The search must be conducted in the presence of two adult witnesses. If the principal does not conduct the search, he/she can be one of the witnesses.
- The search must be conducted in private, not in front of other learners.
- If drugs are found during the search, they should be photographed, if possible.
- If drugs are found during the search, the parents/guardians and the police should be notified as soon as possible.

The intent of drug searches in schools is supportive, not punitive: the searches are intended to ensure that the learners access the necessary treatment, care and support services.

If it is suspected that a learner has consumed illegal drugs, this opinion should be backed up by multiple sources to ensure that the threshold of presumption is high enough to be acted upon.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT
Conduct drug searches.	▶ Principal

Refer to guiding documents:
- Constitution of the Republic of Namibia.
- United Nations Office on Drugs and Crime (UNODC), *School-based education for drug abuse prevention*, 2004.
- World Health Organization (WHO), *Prevention of Drugs in Schools*, WHO, Geneva, 2006.
- More information about drugs and their effects can be found in the ***Resource Kit*** (Activity 7.4 and Additional Information 7.5).

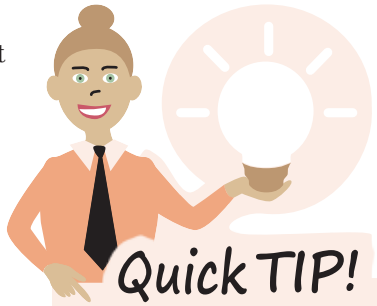
Referrals

- A learner identified as being a potential drug consumer must be referred to a Life Skills teacher, social worker or psychologist for counselling and possible rehabilitation services.
- A social worker must be involved, even when the case is referred to the police.
- *The main focus should be on rehabilitating, not punishing, the learner.*
- Working in the best interest of the child and his/her family is key. Making an example of the learner could be harmful to his/her progress.

- If the incident is a potential offence under Namibian law, the school should contact the parents and refer the matter to the police for further investigation. The school should assist the police in their investigation at the school.
- Learners who break the law should be treated in a manner consistent with promoting their sense of dignity and worth, and should take into account the learner's age and the desirability of facilitating his/her re-entry into school and society.
- The school should follow up regularly, helping the learner to keep up with school work, even when an investigation is underway.

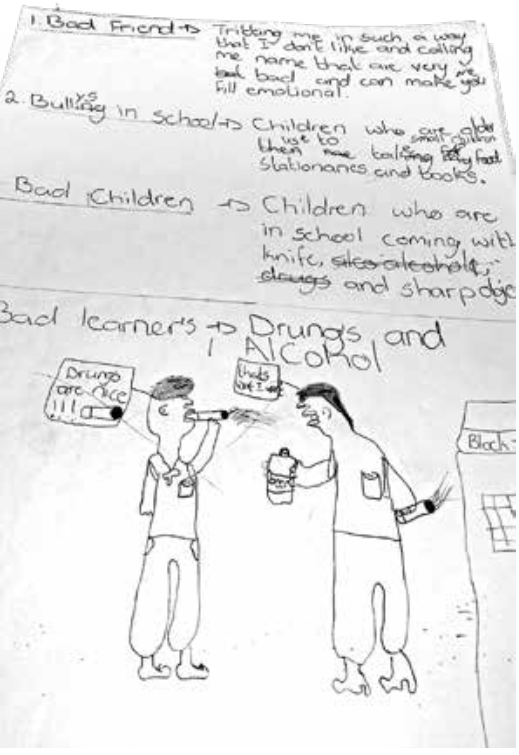
Treatment, care and support

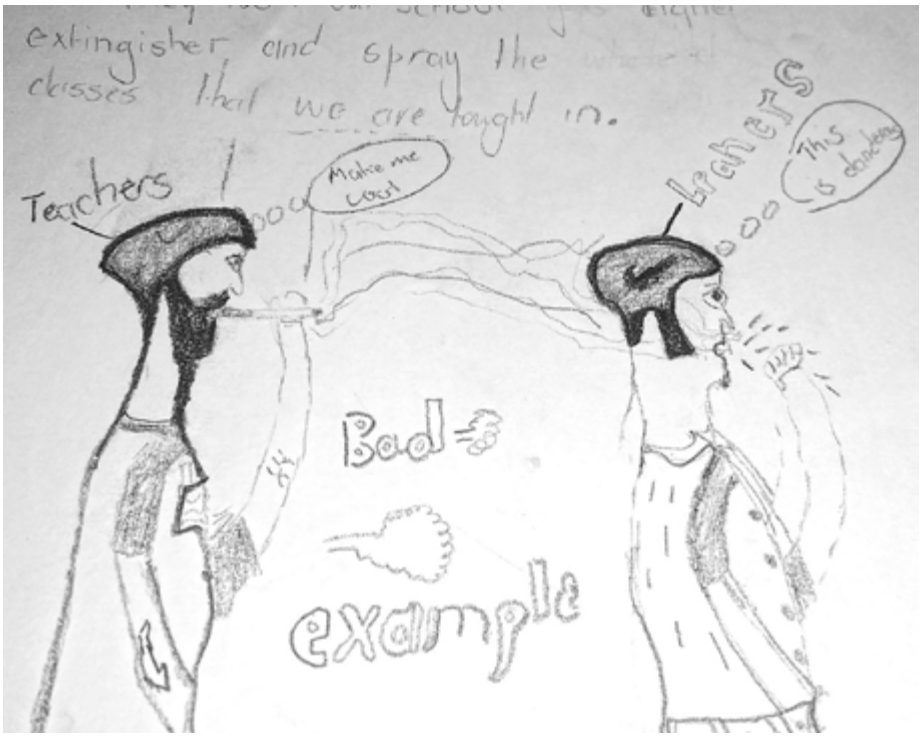
- Schools should have a strong referral network in place, so that learners and educators who abuse or are dependent on alcohol and drugs can be referred to the appropriate services for assistance. The school management can make contact with local NGOs, clinics and the police to identify focal persons for incidents related to drugs and alcohol.
- Schools should especially establish links with regional or district MoHSS social workers, who have a mandate to work on drug and alcohol prevention.
- Schools should make their entire school community aware of the available treatment, rehabilitation and counselling services. This information should be shared in Life Skills classes, assemblies and newsletters, and on notices posted at the school.
- If learners require time away from school for treatment, a system should be set up whereby they can continue their education during the treatment.
- Learners are allowed to return to school following an absence for treatment, and schools should not attempt to prevent a learner's return. Getting back into a healthy routine and achieving goals is very important for people who are undergoing rehabilitation.



Quick TIP!

If the school's policy on substance abuse makes provision for learners to receive warnings or forfeits, these should expire after six months. Therefore, if, for example, a learner is given a substance-related warning in Grade 8 and another in Grade 12, these warnings should not be considered as cumulative warnings.





Section 8

Monitoring and evaluating progress in building safe schools

Keeping track of progress and its impact is a vitally important element in the development of a safe school. Monitoring and evaluation (M&E) can be assigned to the Committee for School Health and Safety, and some components could be conducted by learners as part of school projects. Monitoring can make use of the audit tools mentioned below, as well as questionnaires such as those presented in this text. The questionnaires can be repeated every six months or once a year, depending on the school's specific needs and challenges, to assess the further progress made and to identify future priorities.

Steps for monitoring and evaluation

1. **Administer the Safe Schools Questionnaire.** This questionnaire should be completed by a range of stakeholders, cutting across all groups at the school. Selecting only high-performing, high-functioning learners, for example, is not acceptable.
2. **Consolidate the findings to assess the school's overall safety performance.** Compare data from learners, parents, teachers and other school stakeholders to identify areas needing further attention.
3. **Develop a School Safety Plan.** Use the template provided to plan interventions to help address areas of weakness identified in the consolidation process.
4. **Share the results of the Safe Schools Questionnaire and the resulting School Safety Plan with the Regional Director of Programmes and Quality Assurance.**
5. **Update progress over time.** Follow up and track the school's progress.
6. **Repeat the Safe Schools Questionnaire at least once a year, ideally every six months.** Submit the results to the Regional Education Office annually.

GUIDANCE NOTE: PUTTING IT INTO PRACTICE

WHAT TO DO	WHO DOES IT	
Monitor and evaluate progress in building a safe school.	▶ Principal ▶ School Board	▶ Committee for School Health and Safety
Collect data for monitoring and evaluation (M&E).	▶ Learners ▶ Teachers	▶ Families ▶ The wider community (optional)

Refer to guiding document:
- Monitoring and evaluation tools can be found in various places in the ***Resource Kit***.

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NOTE: These are the information sources cited in PART B of the NSSF. PART C (***Resource Kit***) contains an extensive **Bibliography**, including all sources cited in the three NSSF documents, and numerous other helpful sources.

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Namibia's National Safe Schools Framework
PART B Practical Guide for Building Safe Schools
PDFs of PARTS A, B and C of the NSSF are available at www.moe.gov.na and www.unicef.org/namibia.
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