



unicef
for every child

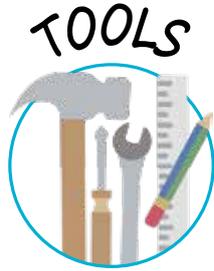
Ministry of Education, Arts and Culture
and United Nations Children's Fund
REPUBLIC OF NAMIBIA
2018



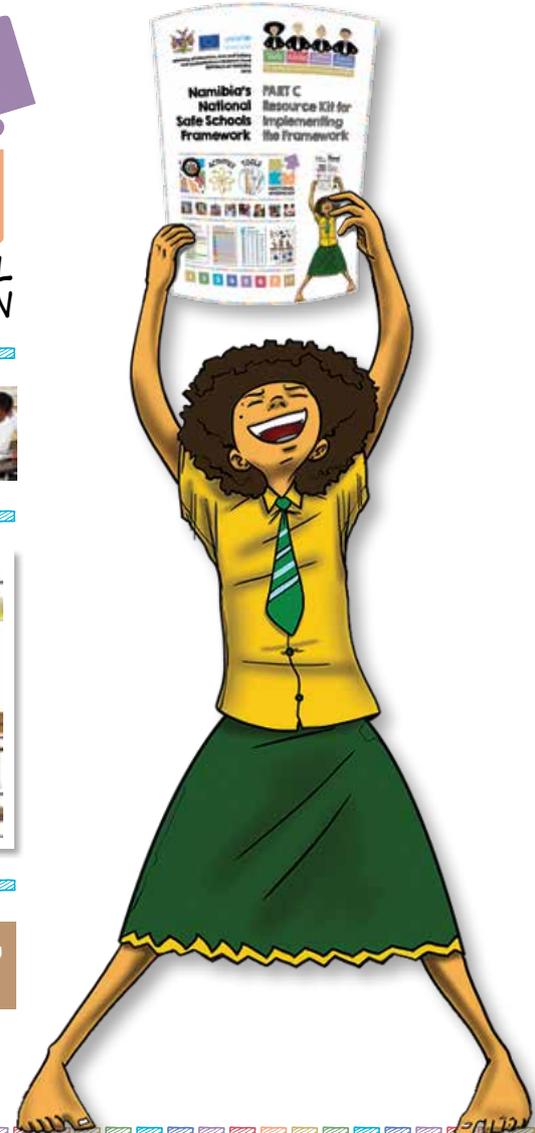
For creating and maintaining safe schools in Namibia

Namibia's National Safe Schools Framework

PART C Resource Kit for Implementing the Framework



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 1-7





**Ministry of Education, Arts and Culture
and United Nations Children's Fund
REPUBLIC OF NAMIBIA
2018**



For creating and maintaining safe schools in Namibia

Namibia's National Safe Schools Framework

PART C Resource Kit for Implementing the Framework

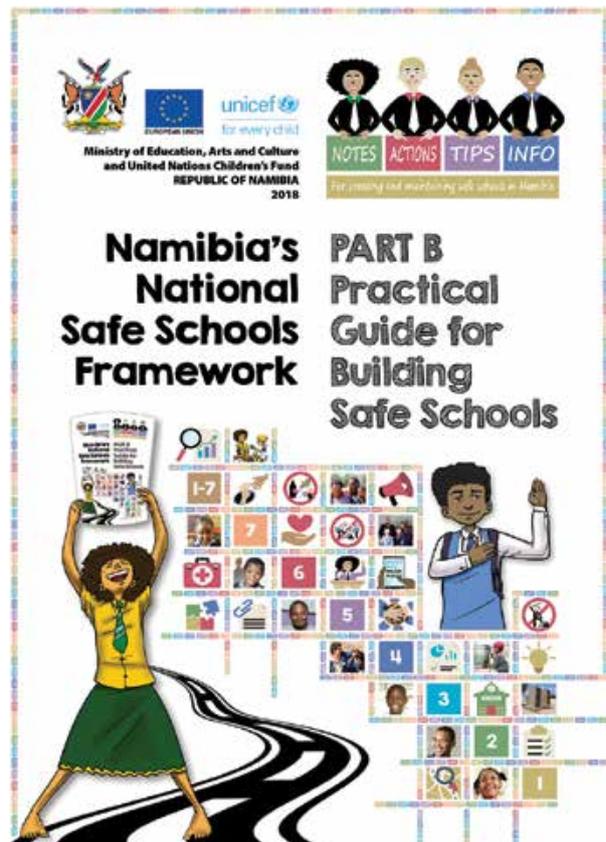
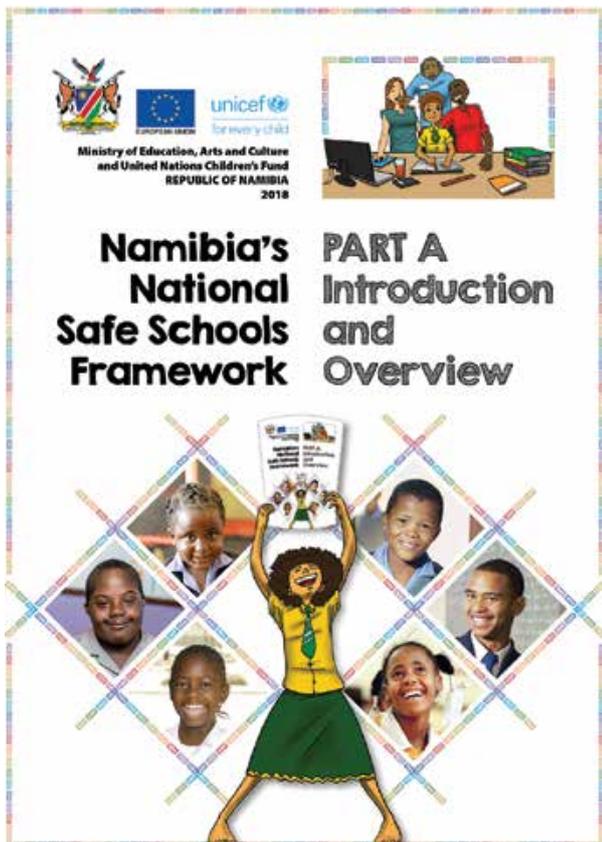
Ministry of Education, Arts and Culture
Directorate of Planning and Development
Government Office Park, Luther Street, Windhoek
Private Bag 13186, Windhoek, Namibia
Telephone (+264) (0)61-2933111 (main switchboard)
Website www.moe.gov.na

United Nations Children's Fund (UNICEF)
UN House, Stein Street, Klein Windhoek
P.O. Box 1706, Windhoek, Namibia
Telephone (+264) (0)61-2046111
Website www.unicef.org/namibia

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



Contents

Contents of PART A of the NSSF: Introduction and Overview	iii
Contents of PART B of the NSSF: Practical Guide	iv
Acknowledgement	v
Preface	vi
Foreword	vii
Abbreviations	viii
Glossary	ix

Introduction: Using this document **I**

SAFE SCHOOLS STANDARD 1: Establishing the Foundation **3**

Activities

1.1 Identifying issues with stakeholders	3
1.2 Creating a shared vision	4

Tools

1.3 Safe Schools Questionnaire	5
1.4 School Safety Plan template	11

SAFE SCHOOLS STANDARD 2: Child-friendly school infrastructure **12**

Activities

2.1 Building a tippy-tap	12
2.2 Menstrual hygiene management	14

SAFE SCHOOLS STANDARD 3: Well-defined policies and reporting and referral procedures **15**

Tool

3.1 Model policies	15
---------------------------------	----

Additional information

3.2 Extracts from the Child Care and Protection Act	24
--	----

Tool

3.3 Sample codes of conduct	27
--	----

Additional information

3.4 Contact details for referrals	30
3.5 Referral process	33
3.6 Emergency contact numbers	33

SAFE SCHOOLS STANDARD 4: Positive and collaborative practices and attitudes **34**

Tool

4.1 Teacher evaluation by learners	34
---	----

Activity

4.2 Positive discipline	36
--------------------------------------	----

Standard 4 continues ►

Additional Information	
4.3 Practising positive discipline in the classroom	37
Activity	
4.4 Why do learners misbehave?	38
Tool	
4.5 Questionnaire on learning styles	39
Activities	
4.6 Learner-teacher relationships	40
4.7 Assessing communication skills	43
Additional Information	
4.8 Tips for developing healthy learner-teacher relationships	44
Tool	
4.9 Questionnaire: Gauging parental attitudes toward school involvement	46
SAFE SCHOOLS STANDARD 5:	
Effective school leadership	47
Activities	
5.1 Building Trust	47
5.2 Building bridges	48
SAFE SCHOOLS STANDARD 6:	
Effective prevention of and response to violence and self-harm	49
Activity	
6.1 Child online protection survey tool	49
Tool	
6.2 Child online protection survey tool	50
Activities	
6.3 Corporal punishment and warning signs	51
6.4 Discussing gender stereotypes	53
6.5 Quiz on gender-based violence	54
6.6 Gender-based violence – myths and misconceptions	55
Additional Information	
6.7 What Namibia's National Gender Policy says about education and training	57
Tool	
6.8 Suicide risk assessment	59
SAFE SCHOOLS STANDARD 7:	
Effective prevention of and response to substance abuse in schools	61
Additional Information	
7.1 Drug prevention education checklist	61
7.2 Substance abuse education objectives: Making good decisions	62
Activities	
7.3 Decision-making	64
7.4 Decision-making	64
Additional Information	
7.5 Illegal drugs and their effects	66
Bibliography	69

**PART A:
INTRODUCTION AND OVERVIEW**

The *Introduction and Overview* provides for a thorough basic understanding of the NSSF and the roles of all stakeholders in its implementation.

1. What is the National Safe Schools Framework?	1
1.1 Purpose of the NSSF	1
1.2 Key objectives of the NSSF	2
2. Why does Namibia need an NSSF?	3
2.1 Understanding violence in Namibian schools	3
2.2 Understanding violence in schools	5
2.3 Types of violence in Namibian schools	7
2.4 Impact of school-based violence on learners	7
2.5 Impact of school-based violence on educators	8
2.6 Barriers to identifying and reporting on violence and abuse	8
3. Establishing a framework for safe schools in Namibia	9
3.1 Methodology	9
3.2 National Safe Schools Steering Committee	10
3.3 NSSF structure	10
3.4 NSSF policy context	11
4. The NSSF vision	15
4.1 Guiding principles	15
4.2 Comprehensive framework for safe schools	16
5. Seven minimum standards for creating and maintaining safe schools in Namibia	17
5.1 Establishing the foundation: Safe Schools Questionnaire	22
5.2 Child-friendly school infrastructure	22
5.3 Well-defined policies and reporting and referral procedures	23
5.4 Positive and collaborative practices and attitudes	25
5.5 Effective school leadership	25
5.6 Effective prevention of and response to violence and self-harm	26
5.7 Effective prevention of and response to substance abuse in school	26
6. Roles and responsibilities of key stakeholders	27
6.1 Ministry of Education, Arts and Culture Head Office	27
6.2 Regional Directorates of Education, Arts and Culture	27
6.3 Schools	28
6.4 Teachers	28
6.5 Learners	30
6.6 Parents and caregivers	30
6.7 Non-governmental, civil-society and faith-based organisations (NGOs, CSOs and FBOs)	30
6.8 Other government ministries	31
7. Conclusion and practical use	32
References	33

PART B:
PRACTICAL GUIDE FOR BUILDING SAFE SCHOOLS

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.

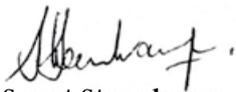
Introduction: Building safe schools is a shared responsibility	I
1. Establishing the Foundation	3
1.1 Committee for School Health and Safety	3
1.2 School Self-Assessment Questionnaire	6
2. Child-friendly school infrastructure	7
2.1 Minimum standards for school infrastructure	7
2.2 Facilities for menstrual hygiene management (MHM)	10
3. Well-defined policies and reporting and referral procedures	11
3.1 Tips for developing policies	12
3.2 Policy development process	12
3.3 Codes of conduct	14
3.4 Reporting procedures	14
3.5 Referral procedures	15
3.6 Emergency procedures	19
4. Positive and collaborative practices and attitudes	23
4.1 What is a conducive school environment?	23
4.2 Providing psychosocial support and resilience	26
4.3 Positive discipline	27
4.4 Why do learners misbehave?	31
4.5 Learning styles	33
4.6 Teacher-learner relationships	34
4.7 Developing relationships with parents and communities	37
5. Effective school leadership	41
5.1 Effective principals and leadership qualities	42
5.2 Developing trust	44
5.3 Encouraging learners to be leaders	44
6. Effective prevention of and response to violence and self-harm	47
6.1 Hot-spot mapping	47
6.2 Preventing and responding to bullying in school	49
6.3 Corporal punishment	59
6.4 Physical assault	61
6.5 School-related gender-based violence and abuse	64
6.6 Suicide and self-harm	69
6.7 Addressing gang-related violence	73
6.8 Addressing weapons in schools	74
7. Effective prevention of and response to substance abuse in schools	76
7.1 Why do learners engage in substance abuse?	76
7.2 Preventing substance use and abuse	78
7.3 Early detection	81
7.4 Drug testing in schools	82
8. Monitoring and evaluating progress in building safe schools	84
References	85

Acknowledgement

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.

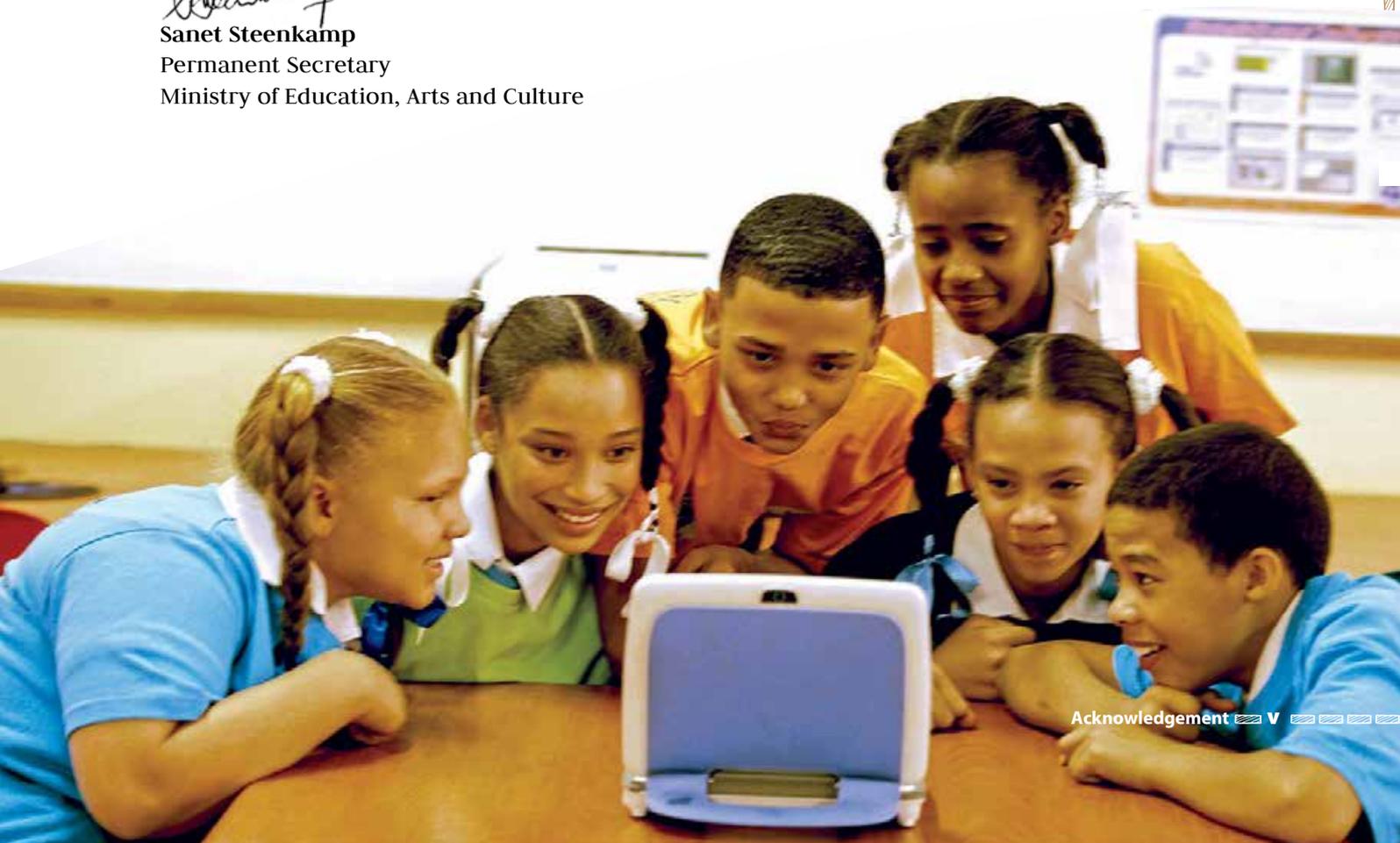
The development of the NSSF would not have been possible without the voices of all those who contributed. The Ministry appreciates and thanks the learners, parents, teachers, school principals, nurses, doctors, social workers, police officers and others, and the officials of the Ministry of Gender Equality 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



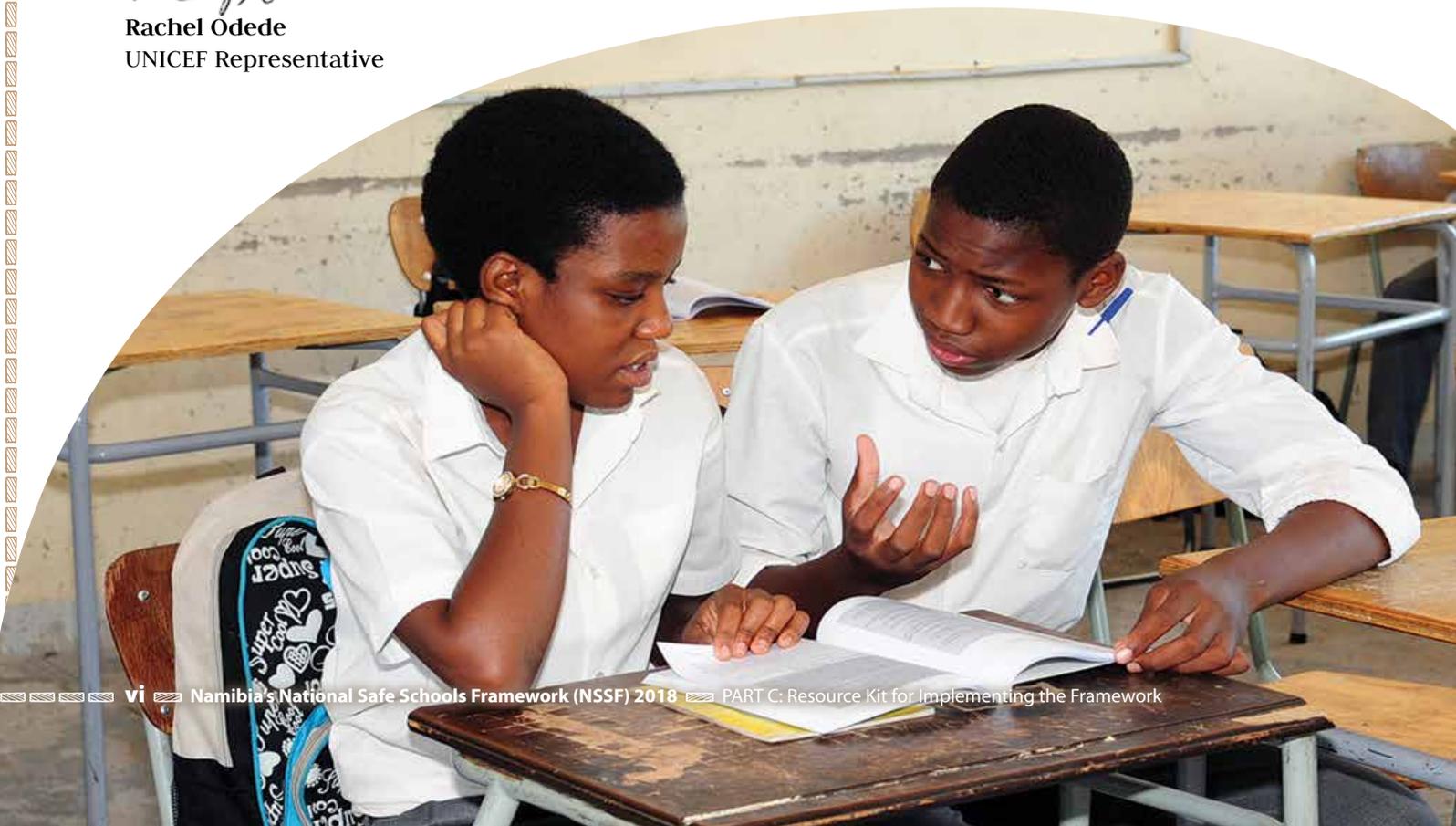
Namibia has a robust legislative framework for education, characterised by progressive policies and plans that support the achievement of national education goals. Yet, several challenges persist, posing barriers which often keep Namibian learners from attending school or fully reaping the benefits of 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.

A handwritten signature in black ink, appearing to read 'Rachel Odede'.

Rachel Odede
UNICEF Representative





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 (MGEWC), 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



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 schools 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 as 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.

Using this document



Who should be using these tools or overseeing the activities?

The tools in this document have been designed for use by members of the Committee for School Health and Safety, the school management, the teachers in the school, and proactive learners in the school. Some of the tools, such as the Safe Schools Questionnaire and the Action Plan, should be used by the Committee as instructed in the **Practical Guide**, while other tools, such as the referral procedures, will be useful to *all* stakeholders.

How to facilitate an activity session

The activities have been designed to be broad. They can be tailored to suit your participants.

For activities conducted with learners:

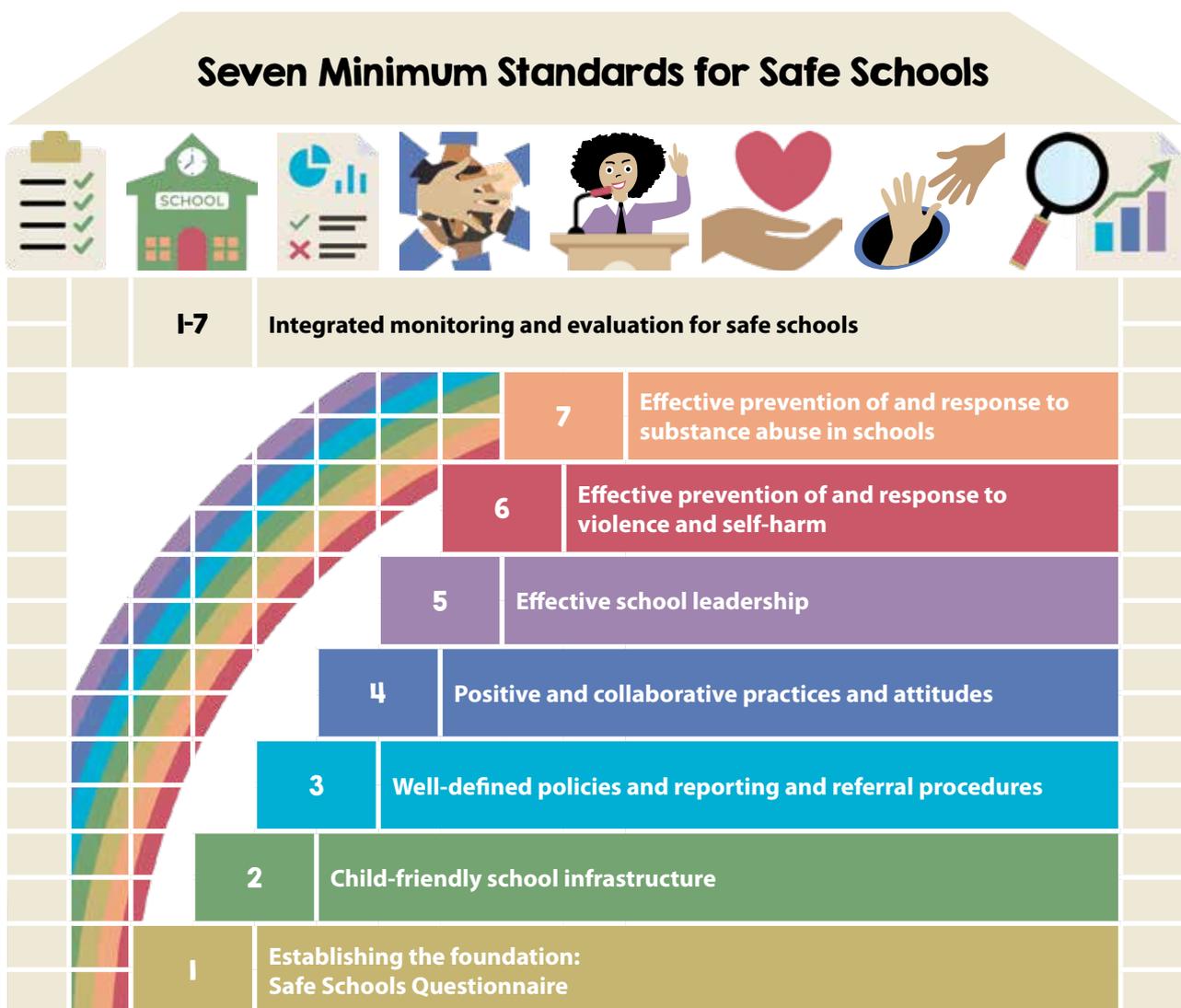
- ▶ Encourage the learners to relax, and to give honest feedback and speak their minds. If learners are trying to give you answers that they think you want to hear, the activity will not be genuine.
- ▶ Keep the atmosphere light, by, for example, encouraging jokes and praising enthusiasm and ideas.
- ▶ Be a hands-on facilitator, by, for example, providing plenty of guidance.
- ▶ Maintain the focus. Learners may need to be reminded to come back to the main message.

For activities conducted with parents or community members:

- ▶ Be conscious of traditional or cultural procedures and formalities.
- ▶ Make sure that participants are comfortable with the language medium being used, or that you have people present who can help to translate.
- ▶ Be conscious of levels of literacy. If need be, adapt the activity accordingly.
- ▶ Manage the conversations and be stern if need be. When it comes to issues of discipline or similar, there may be community members who believe in harmful practices, and you will have to steer the discussions towards positive outcomes.

Whoever your participants are:

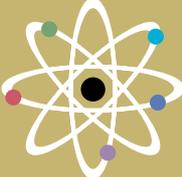
- ▶ Be prepared, and understand the activity and the desired outcomes, so that you can lead the group to those outcomes. Ensure that you have the materials needed for each activity.
- ▶ Create a relaxed and welcoming atmosphere. Conduct the introductions and one or more icebreaker activities before starting the activity itself.
- ▶ Encourage involvement, ask questions, ask people to expand on their answers, encourage questions and encourage discussion.
- ▶ Ensure that people feel heard and valued, but don't allow one or two people to dominate the process.
- ▶ At the end of the session, summarise what has been discussed and what lessons were learnt.
- ▶ Establish ground rules, such as respectful discussion and no use of cellphones.
- ▶ If you are conducting the activity in order to reach a decision, be sure to keep notes/minutes of what transpires during the activity.



Safe Schools Standard I

Establishing the Foundation

1.1 Identifying issues with stakeholders

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners ▶ Parents and families ▶ Community members 	<ul style="list-style-type: none"> ▶ Identification of key concerns ▶ Starting dialogue with stakeholders ▶ Finding solutions jointly ▶ Gaining buy-in from stakeholders 	

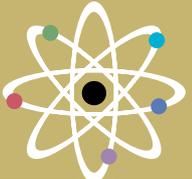
1. Invite stakeholders to a school/community meeting. Give advance notice of the date and time, and send reminders. Inform stakeholders that you wish to discuss the school's future and direction, and that their participation is vital. If possible, time this with a social event or provide refreshments to create a welcoming atmosphere.
2. After the welcome and introductions, divide the participants into groups based on their relationship with the school (teachers, learners, parents, traditional leaders, community members, etc.)
3. Ask each group to discuss:
 - ▶ What is the school doing well?
 - ▶ Where does the school need to improve?
 - ▶ What could make the school safer?
 - ▶ What role could our group play in improving the situation?
 - ▶ What could the school do to improve the situation?
4. Place 5 columns on a board (or tape 5 separate pieces of paper onto the wall) – one for each of the questions:

<i>What the school is doing well</i>	<i>Where the school needs to improve</i>	<i>What could make the school safer</i>	<i>The role we can play</i>	<i>What the school could do</i>

5. Ask each team to discuss their role and give feedback to the group; record this on the board or paper.
6. Summarise the main themes raised by the groups.

7. Working together, identify three priority areas for families and communities to work on and three priority areas for the school to work on. (Or more than three, if feasible.)
8. Identify participants who could play a valuable role on the Committee for School Health and Safety and would be willing to join and commit to regular follow-up on progress by all groups (see Practical Guide, section 1.2, on Committee roles and responsibilities).
9. Thank participants and end the session.

1.2 Creating a shared vision

ACTIVITY	WHO IT'S FOR	OBJECTIVES	SAMPLE VISION STATEMENT
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners ▶ Parents and families ▶ Community members 	<ul style="list-style-type: none"> ▶ Create a shared vision for the school. ▶ Clearly communicate this vision. 	<p><i>Windhoek Combined School is an inclusive school which provides quality education in a caring, safe and healthy learning environment, collaborating with families and the community to respond to every learner's needs.</i></p>

1. This activity can be integrated with Activity 1 or carried out separately, depending on the school's needs.
2. Ask the participants to write down:
 - ▶ what they feel needs to be addressed to create a shared vision for the school;
 - ▶ what they think a safe and happy school entails; and
 - ▶ what changes would make them feel proud.
3. Divide the participants into small groups, and ask them to share their visions for the school's future.
4. Ask each group to create one shared vision, combining the best aspects of their visions to arrive at *one shared vision* per group.
5. Write each shared vision on a card, the blackboard or a flipchart.
6. Allow participants to identify which visions they feel are most important. This might involve debate, which can evoke passions. It may be more efficient to ask each participant to make a mark next to their priority vision. This will identify the most popular choices.
7. Group the visions/issues into categories, such as "Academics", "Health" and "Safety".
8. Identify an order in which these visions can be addressed.
9. Ask each participant to identify from the list the issue that they feel most passionate about.
10. Ask the participants to list which stakeholders they believe have a role in addressing this issue.
11. Ask them what they feel their own role in addressing these issues should be.
12. Make a note of what each person feels they can do, and a list of the roles assigned to each stakeholder.
13. Circulate these notes after the session, and refer back to them when needed.
14. From this discussion, develop a rough-draft vision statement.

1.3 Safe Schools Questionnaire

The National Safe Schools Questionnaire

School Name: _____

Circuit: _____
 Region: _____

Date: _____

Please select your role in the school:

School Management	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Learner	<input type="checkbox"/>
Parent/Guardian	<input type="checkbox"/>
Community Member	<input type="checkbox"/>
School Board Member	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

INSTRUCTIONS FOR USING THIS QUESTIONNAIRE

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- ▶ If you do not know the answer to any question, leave it blank.
- ▶ You are not obliged to answer any of the questions. It is useful but not mandatory to answer.
- ▶ The questionnaire is anonymous. Other than your role in the school, do not put down any personal information, such as name or grade.
- ▶ Mark your selection with a tick or cross.
- ▶ If you wish to clarify or add any further detail, please make use of the comments section.

PART 1: Overview of Perceptions of Safety at School
You feel safe at the school.
You feel safe on the way to and from school.
You feel safe in the community.
You feel happy at school.
You feel that the school (especially the management and teachers) care about your happiness, success and wellbeing.
You feel you are able to get help from the school if you feel unsafe or unhappy.
You are never made to feel unsafe by someone in the school. (If you disagree, please note the offending person's name in the comments section if you feel comfortable doing so.)

1	2	3	4	5	Comments

PART 2: Child-Friendly School Infrastructure
The school has a fence and lockable gate.
The school has a system for ensuring that only authorised personnel are allowed on the property.
The school has water from an improved source (municipal tap, borehole or protected well).
The school has an electricity supply.

1	2	3	4	5	Comments

The school teaches learners about different drugs and their effects and impacts.
The school encourages rehabilitation of learners rather than punishment alone.
The school supports learners who get involved with drugs to stay in or return to school.
Parents and the community are encouraged to help the school to manage drugs and alcohol.
Teachers educate learners about the health impacts of substance use and an unhealthy lifestyle.
The school does not conduct random alcohol or drug tests.

THIS SECTION OF THE QUESTIONNAIRE IS FOR THE SCHOOL MANAGEMENT ONLY.

PART 8: Monitoring and Evaluation
The Safe Schools Questionnaire is administered at least once a year.
The school management regularly collects data and keeps records to help them inform decision-making. (If this is so, please detail the different data and records collected in the comments section.)
Learners, parents, teachers, school board members and the school community participate in the Safe Schools Questionnaire activity. (In the comments section, please note how many people in each of these stakeholder groups completed the questionnaire.)
The consolidated questionnaires are sent to the Regional Deputy Director of Programme Quality Assurance (PQA).
Feedback on the questionnaire is received from the Regional Deputy Director of PQA at least once a year.
A School Safety Plan is developed for the school every year.

1	2	3	4	5	Comments

1
Establishing the foundation: Safe Schools Questionnaire

2
Child-friendly school infrastructure

3
Well-defined policies and reporting and referral procedures

4
Positive and collaborative practices and attitudes

5
Effective school leadership

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

7
Effective prevention of and response to substance abuse in schools

1-7

Integrated monitoring and evaluation for safe schools

1.4 School Safety Plan template



After completing the Safe Schools Questionnaire and consolidating the results, identify the issues of safety and wellbeing that the school needs to address, and then, together with the Committee for School Health and Safety, develop a plan of action to be known as the “School Safety Plan”, using the following template.

SCHOOL SAFETY PLAN							
Parts of the Plan	Issue(s)	Proposed Outcome	Activities	Responsible Agents	Timeframe	Progress Indicators	Comments
PART 1: Overview of Perceptions of Safety at School							
PART 2: Child-Friendly School Infrastructure							
PART 3: Policies and Referral Processes							
PART 4: Positive and Collaborative Practices and Attitudes							
PART 5: Effective School Leadership							
PART 6: Prevention and Response to Violence and Self-Harm							
PART 7: Effective Prevention and Response to Substance Abuse							
PART 8: Monitoring and Evaluation							

Child-friendly school infrastructure

2.1 Building a tippy-tap



HOW TO BUILD YOUR OWN TIPPY TAP



2m forked sticks x 2
1m straight sticks x 2

Tools to dig

Water container

Soap

Nail and candle

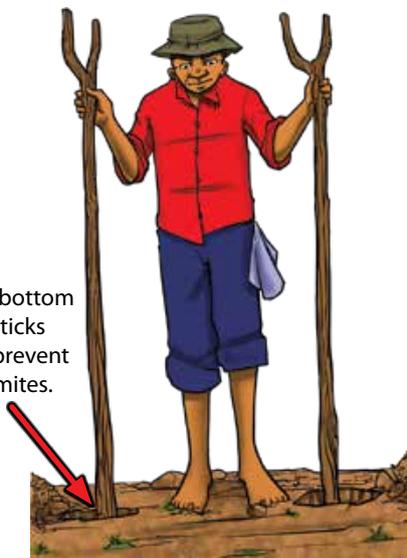
Gravel

String



1. Dig two holes 45 cm deep and about 66 cm apart.

Oil bottom of sticks to prevent termites.

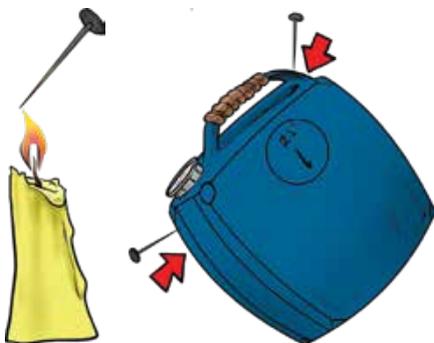


2. Place the forked sticks in the holes and ensure they are level.



3. Fill holes with soil and rocks, and pack it tightly.

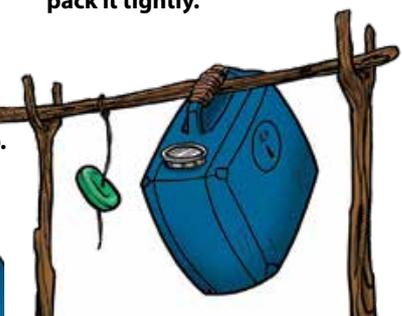
4. Heat the nail and make two holes in the water container.



5. Make a hole in the soap and thread string through it.



6. Fill container with water, and hang container and soap.



7. Attach string to water container.

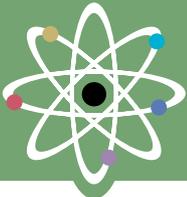
8. Attach other end of string to foot-lever stick.



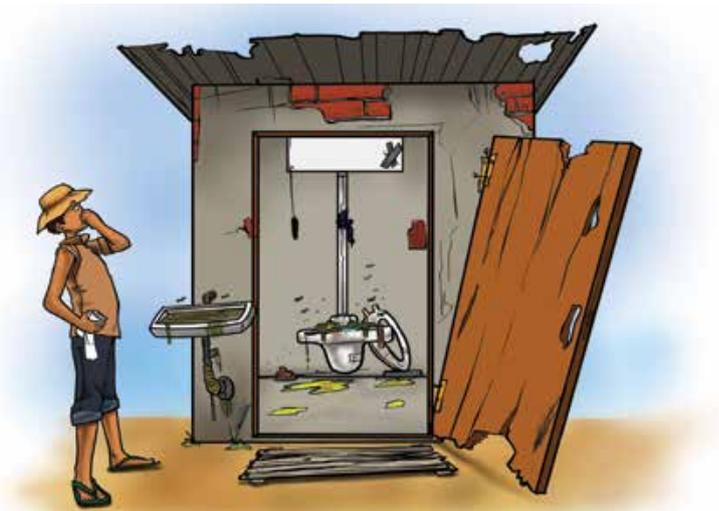
9. Use gravel basin or dig a hole in the ground to capture water.

Source: Based on Tippytap.org, <http://www.tippytap.org/wp-content/uploads/2011/03/How-to-build-a-tippy-tap-manual.pdf>.

2.2 Menstrual hygiene management

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ School management ▶ School community 	<p>Identify ways to upgrade bathroom facilities to allow for dignified menstruation management.</p>

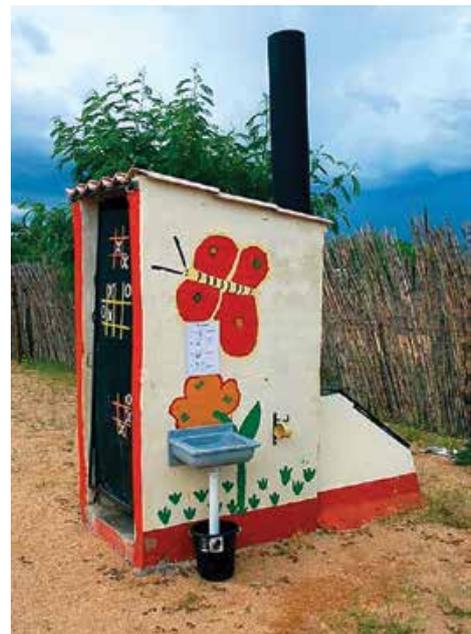
1. Ask the participants to look at the pictures below, showing different types of latrine areas.
2. Ask them to identify the changes needed to make each of the three facilities suitable for MHM.
3. Examine the school's bathrooms and identify the changes needed to make them suitable for MHM.
4. Identify easy interventions, such as placing locks on the doors (if only a bit of wire that hooks around a nail) or providing rubbish bins.
5. Allocate tasks to different members of the school community.
6. The school can also ask members of the wider community to help. For example, a local shop owner could be asked to donate rubbish bins, or a local builder might be willing to construct a private area for a latrine and tap.



For the facility picture above: The door and toilet could be repaired; the facility could be cleaned; the sink could be fixed or a bucket tap or tippy-tap could be added; water could be made available inside the facility; a door lock could be added; and a high window or light could be added.

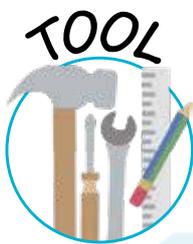


For the facility picture above: Either place a water dispenser and soap inside the facility or build a secure area around it to house water and soap. Ensure that the door locks from the inside and that there is a rubbish bin inside. Make sure that the light inside is sufficient. Designate this bathroom for girls only. Ensure that the facility is kept clean.



For the facility picture above: Build a secure area around the facility so that girls can use the sink in privacy. Add a water source, and ensure that soap is available. Provide a rubbish bin inside, and ensure that the facility is kept clean. Add a source of light inside. Designate the facility for girls only.

Well-defined policies and reporting and referral procedures



3.1 Model policies

A. Sample anti-bullying policy that could be used or adapted by any school

The Omeya Primary School Board recognises that a school that is physically and emotionally safe and secure for all learners promotes good citizenship, increases learner attendance and engagement, and supports academic achievement. To protect the rights of all learners and groups for a safe and secure learning environment, school policy prohibits acts of bullying, harassment and all forms of aggression and violence.



What is bullying?

Bullying is conduct that meets all of the following criteria:

- ▶ Is reasonably perceived as being dehumanising, intimidating, hostile, humiliating, threatening or otherwise likely to evoke fear of physical harm or emotional distress.
- ▶ Is directed at one or more learners..
- ▶ Is expressed through physical, verbal, technological or emotional means.
- ▶ Adversely affects learners' ability to participate in or benefit from the school's educational programmes or activities by placing the learner in reasonable fear of physical harm or emotional distress.
- ▶ Is based on an individual's actual or perceived distinguishing characteristic(s), or on association with another person who has, or is perceived to have, any of these characteristics.

The scope of this policy includes prohibition of every form of bullying (including cyberbullying), whether in the classroom, on school premises, immediately adjacent to the school premises, when learners travel to or from school (portal to portal) or at a school-sponsored event, whether or not held on school premises. It applies to bullying by all members of the school community: learners, teachers and school management.

Reporting bullying

All allegations of bullying shall be reported to the school principal or a designated staff member (e.g. class teacher, hostel matron/superintendent, teacher on supervision duty etc.). Whoever is designated to receive complaints will also be responsible for investigating the allegation in a timely manner and determining appropriate disciplinary and/or remedial action. All school staff members will take reasonable measures to prevent bullying, and are obliged to report any such acts that come to their attention. The Learner Representative Council (LRC) should be included in developing such measures, to ensure that learners' voices are represented.

Investigating bullying

Once reported, allegations of bullying will be promptly investigated by the principal or a designated staff member. Proper disciplinary action, in accordance with the school policy on consequences for bullying, will be taken immediately after the investigation is complete.

Disciplinary and remedial actions for bullying (consequences and checks)



Disciplinary action must be in line with the principles of positive discipline, and must be informed by the Education Act.

For bullying, disciplinary action may include, but is not limited to:

- ▶ admonishment (reprimand);
- ▶ participation in a guided reflection process designed to teach alternative behaviour (e.g. community service);
- ▶ temporary removal from the classroom (for no longer than the duration of the lesson);
- ▶ loss of privileges (e.g. suspension from extracurricular activities);
- ▶ classroom or administrative detention;
- ▶ referral to disciplinarian (e.g. disciplinary committee);
- ▶ in-school suspension during the school week or the weekend;
- ▶ out-of-school suspension;
- ▶ restitution (e.g. restitution will be sought from anyone for damage or theft of personal or school property);
- ▶ expulsion or termination; or
- ▶ legal action.

Prior to disciplinary measures being imposed, both the victim and the perpetrator will meet with the school principal and the Life Skills teacher or another designated staff member, to establish whether there are underlying issues that could be addressed in a supportive manner. If necessary, counselling will be provided for the victim and/or the perpetrator of the bullying. Disciplinary action alone will be administered only in extreme cases.

Any form of disciplinary action outside the school policy framework will be considered unjust punishment.

Training and prevention

Learners and school staff will be given training on how to prevent bullying, as well as on the process for filing complaints and the consequences of filing a complaint. The specific consequences should be consistent, reasonable, fair, age-appropriate and in line with the severity of the incident.

B. Sample policy on acceptable use of ICT tools

Information and Communications Technology Acceptable Use Policy

Learner guidelines for internet use

Learners are responsible for good behaviour on the Internet, just as they are in a classroom or a school corridor. General school rules apply.

The Internet is primarily provided for learners to conduct research and back up their work. Parents/carer's permission is required before a learner is granted access. Access is a privilege, not a right, and demands responsible behaviour.

Individual Internet users are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

Computer storage areas (including any external storage media brought to school) will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media will be private.

During school hours, teachers will guide the learners toward appropriate materials. Outside of school, families bear the responsibility for such guidance, as they do for other information sources, such as television, telephones, movies, radio and other media.

The following computer-related actions are not permitted in the school environment:

- ▶ Sending or displaying offensive messages or pictures.
- ▶ Using obscene language.
- ▶ Harassing, insulting or attacking others.
- ▶ Damaging computers, computer systems or computer networks.
- ▶ Violating copyright laws.
- ▶ Using other people's passwords or accounts.
- ▶ 'Hacking' into other people's folders, work or files for any reason.
- ▶ Intentionally wasting limited resources, including printer ink and paper.

Disciplinary and remedial actions:

- ▶ Violations of the rules above will result in a temporary or permanent ban on the learner's Internet/computer use.
- ▶ Parents/carers will be informed.
- ▶ Additional disciplinary action may be added, in line with existing policies on inappropriate language or behaviour.
- ▶ When applicable, police or local authorities may become involved.
- ▶ If necessary, external agencies such as social networking or email member sites may be contacted and informed.

Learners:

- ▶ You require permission from your parent/carer before using the Internet.
- ▶ You must have a supervising teacher or staff member nearby at all times when using the Internet.
- ▶ Do not disclose your password or login name to anyone other than those responsible for running and maintaining the system.
- ▶ Do not upload/send personal addresses, telephone/fax numbers or photographs of anyone (staff or learner) at the school.
- ▶ Using the names or photographs of learners requires first informing their parents.
- ▶ Do not download, use or upload any material that is copyrighted. Always seek permission from the owner before using material from the Internet. When in doubt, don't use the material.

- ▶ Under no circumstances should learners view, upload or download any material that is likely to be unsuitable for children. This applies to material that is violent, dangerous or inappropriate. If you are unsure, ask the supervisor.
- ▶ Always respect the privacy of other users' files.
- ▶ Be polite and appreciate that other users' views might differ to yours. The use of strong language, swearing or aggressive behaviour is not allowed. Do not state anything that could be interpreted as libellous.
- ▶ Ensure that you have followed the correct procedures for using the Internet.
- ▶ Report any incident that breaches these rules to the teacher responsible for IT.

I have read and agree to abide by the rules stated in the I.C.T. Acceptable Use Policy. I understand the consequences if I do not.

Name: Grade:
 Signed: Date:

Source: Digizen, *Safe To Learn: Embedding Anti-Bullying Work in Schools*.
 Accessed at <<http://old.digizen.org/cyberbullying/fullguidance/resources/caseexample.aspx>>.

C. Sample substance policy that could be used or adapted by any school

Links to other policies

This policy should be read in conjunction with the Education Act, the National Policy for School Health, National Safe Schools Framework and the school's Discipline Policy. The overarching aim of the school is to ensure that all learners have access to education and that actions taken are in the best interest of the children. Overtly punitive measures should only be used as a last resort.

Definition of drugs

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: "A substance people take to change the way they feel, think or behave".

This refers to *all* drugs, whether:

- ▶ illegal drugs (those controlled by the Abuse of Dependence-Producing Substances and Rehabilitation Centres Act 41 of 1971), such as ecstasy, cannabis, crack/cocaine, heroin, LSD and anabolic steroids;
- ▶ drugs that are legal but subject to legislation (such as selling to persons under 18 years old), including alcohol, tobacco, shisha and volatile substances (solvents);
- ▶ drugs that are legal to use and buy, such as poppers;
- ▶ over-the-counter and prescription medicines;
- ▶ legal drugs used for psychoactive purposes but are illegal to sell for human consumption; or
- ▶ e-cigarettes, for which there are currently no restrictions, but laws about selling to under-18s and using in public places are to be put in place.

Definitions of other key words

The term 'drug use' refers to any drug-taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.

Drug misuse is drug-taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

Why a policy is needed

The Ministry of Education, Arts and Culture advises all schools to have an up-to-date policy on drug use, which is a vital element for building and maintaining a safe and healthy school.

This school recognises that drug use and misuse can have a serious effect on health, wellbeing and academic achievement. We therefore have a crucial role to play in drug prevention and education.

Learners need to be protected from the harm that drugs can cause, and it is our responsibility to give them the knowledge and skills to be able to be healthy and keep safe.

We take a positive and proactive approach to the issue of drugs, and this policy aims to:

- ▶ give a clear view on the use of drugs in school;
- ▶ provide information so that everyone is clear about the procedures should an incident occur and the approach to be taken by the school;
- ▶ give information about what drug information should be taught and how it is taught; and
- ▶ give guidance to teachers, support staff and visitors about drug education.

Approach to tackling drugs

As part of being a healthy school, we take a whole-school approach to drugs through:

- ▶ a planned drug education programme through the life skills programmes, and the integrated school health programme informed by learners, staff and parents' views, as well as science;
- ▶ carefully considered responses to drug-related incidents with the best interest of the learner in mind;
- ▶ clear rules and sanctions related to drugs;
- ▶ access to specialist support and advice, if needed; and
- ▶ provision of training and support for staff.

Drug education

Aims of drug education

The overall aim of drug education is to give learners information about drugs and help them to develop the skills and attitudes to make healthy and safe decisions about drugs, alcohol, tobacco and medicines.

To achieve this overall aim, our drug education programme will help learners to:

- ▶ gain knowledge and understanding about the effects and risks and dangers of drugs and correct myths and misunderstandings;
- ▶ develop skills to make informed decisions, including communication, self-awareness, negotiation, finding information, help and advice, helping others and managing situations involving drugs;
- ▶ develop skills to manage situations involving drugs, including skills to assess and avoid risks, to be assertive and able to refuse, and to help others; and
- ▶ explore their own and other peoples' attitudes to drugs, drug use and drug users, including challenging stereotypes and dispelling myths, and exploring media and social influences.

Where is it taught in the curriculum?

Teaching about drugs, alcohol and tobacco is taught through both the Life Skills programme and the Integrated School Health Programme. The focus should be on decision-making, sharing information and promoting healthy behaviours. The school will not make use of scare tactics, nor denial of information about drugs.

Management of drugs in school

School's view about the use of drugs

This school does not permit the possession, use or supply of any illegal or legal drug (unless the legal drug is authorised), within the school boundaries or near the school premises, on any school day during term time, on school visits and school journeys, and at school social events.

These rules apply equally to staff, learners, parents and guardians, inspectors and those working and visiting the school.

Management of authorised legal drugs

This school has agreed that some legal drugs are authorised for use in school in certain circumstances. These are prescribed medicines, hazardous chemicals (and solvents) and alcohol.

1. **Medicines:** In most cases, staff do not administer medicines at school to learners unless it would be detrimental to health or attendance not to administer, and only with written parental consent. Details about managing medicines can be found in our policy on supporting learners with medical needs. The decision to allow learners to self-administer medicines rests with the school principal.
2. **Hazardous chemicals and volatile substances (solvents):** The school management is responsible for ensuring that any chemicals are kept locked away from learners and are used in safe conditions.
3. **Alcohol:** No alcohol will be permitted on the school premises at any time, nor at after-school events and in-school fun days, even if the users are over the age of 18, in order to promote good behaviours.
4. **Smoking:** We are a smoke-free school, and staff, parents, learners and visitors are not allowed to smoke anywhere on the premises or in sight of the school. Smoke-free signage is prominent around our grounds.

Management of drug-related incidents

Definition of a drug-related incident

In this school, drug-related incidents include any incident involving any drug that is unauthorised and therefore not permitted within the school boundaries.

Drug-related incidents can involve:

- ▶ drugs or drug paraphernalia found on the school premises;
- ▶ learners in possession of unauthorised drugs;
- ▶ learners supplying unauthorised drugs;
- ▶ learners under the influence of drugs;
- ▶ disclosure of drug use;
- ▶ illegitimate sale/supply of drugs in the school vicinity;
- ▶ learners smoking at school or selling cigarettes; or
- ▶ a drunk parent/guardian collecting their child.

School responses to drug-related incidents

In all drug-related incidents, the following principles will apply:

- ▶ The principal, Life Skills teachers or head of department must be informed immediately.
- ▶ All situations will be carefully considered before deciding on the response.
- ▶ The needs of the learner(s) will always come first, whilst also taking account of the needs of the school as a whole.

- ▶ Parents/guardians will be involved at an early stage and throughout any investigation, unless such involvement is deemed unsafe.
- ▶ Referrals will be made where appropriate, including to the police when the law has been breached.
- ▶ Counselling/supportive responses will be offered first, prior to disciplinary measures.
- ▶ If a learner is given a warning, this will expire after 12 months if no further offence has occurred.
- ▶ The school will take reasonable measures to provide work for an out-of-school learner who is going through a process of counselling/rehabilitation, but it is the learners' responsibility to follow this up.
- ▶ Expulsion will not be the automatic response, and will only be used in the most serious cases and as a final resort.
- ▶ Any action taken will be in line with the school's discipline policy.
- ▶ Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first-time offence, and whether the person involved is putting themselves and others at risk. The principal, in consultation with key staff, will decide whether a disciplinary and/or counselling action should take place.
- ▶ Incidents will be reported to the inspectors.

Possible responses might be:

1. **Support and counselling:** If a learner has a concern about drugs, or has been involved in a drug-related incident, or is at risk of drug misuse, we will seek support from the Life Skills teacher, a social worker or an appropriate NGO (e.g. Lifeline/Childline), and if appropriate, will be referred to a specialist agency.
2. **Sanctions:** Where a school rule related to drug use is broken, disciplinary measures may be taken, but only if deemed in the best interest of the learner. The types of measures will depend on the nature and degree of the offence, and should be measured/reasonable/judicious.

Procedures for managing incidents

▶ **Reporting a drug-related incident**

All drug-related incidents are reported to the principal.

Although there is no legal obligation to report an incident involving drugs to the police, we will inform the police immediately following any incident involving a suspected illegal drug. Incidents involving legal drugs will remain school matters, although we will contact the police should we feel that certain providers are selling illicit substances to underage learners.

▶ **Recording the drug-related incident**

All drug-related incidents are recorded using an incident form.

In all drug-related incidents, the principal, in consultation with key staff, will decide on the responses, including the use of disciplinary measures and/or counselling and support.

▶ **Medical emergencies when a learner is unconscious as a result of drug use**

Staff with first-aid qualifications should be called immediately, but the learner must not be left alone. The learner will be placed in the recovery position and an ambulance will be called immediately. The parents/guardian will be informed immediately.

▶ **Intoxication - when a learner is under the influence of a drug**

The learner will be removed to a quiet room and not left alone. Both the first-aider and the principal will be called. The learner will be helped to calm down, and medical assistance will be sought immediately. The parents/guardian will be informed and called to the school.

► **Discovery/observation**

This pertains to persons being discovered using, supplying or holding a substance that is not permitted on the school premises and which is described in this policy.

If the substance is suspected to be illegal, staff can take temporary possession of it, and:

- it will be confiscated, in the presence of a second member of staff as a witness;
- the sample will be sealed in a plastic bag with details of the date and time of the seizure/find and any witness present, and the bag will be stored in a secure location (e.g. a safe or lockable container) with access limited to the principal alone;
- the learner will be taken to the school office and the principal called and the learner questioned;
- the police will be notified immediately for collecting and storing or disposing of the substance, in line with locally agreed protocols;
- we will record details of the incident, including the police incident reference number;
- we will inform the learner's parents/guardian, who will be asked to come to the school, unless it is not in the child's best interest to do so; and
- identify any safeguarding concerns and develop a support and sanctions response, including internal exclusion whilst investigations are carried out.

If the substance is legal but unauthorised in school, it will be disposed of or handed to the parents/guardian.

► **Searches**

A school staff member who has a good reason to believe that a learner is carrying illegal drugs is entitled to search the learner's bag, pockets or locker. However, drug searches are a sensitive issue, and no learner should feel shamed by a drug search, therefore all searches must be conducted in a manner that supports the learner's dignity.

- 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.

► **Disclosure**

This pertains to a learner disclosing to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use. In these situations, staff will be non-judgemental and caring, and will show concern for the learner. Learners know that teachers cannot promise total confidentiality. The principal should be informed as soon as possible so that appropriate support can be found.

► **Suspicion/rumour**

Staff should not assume use of drugs on the basis of rumours or behaviour alone. However, if there is a suspicion, evidence will be collected over a period of time before a decision is made to question the learner(s) involved.

► **Intoxicated parents/guardians**

Our school's rules for drugs apply to all people who are on the school premises, and we expect that parents/guardians will adhere to these rules. If a parent/guardian comes to school and appears to be under the influence of drugs or alcohol, they will be asked to leave. If they have come to collect their child, we will sensitively offer to phone someone else to come and collect the child.

► Needs of learners

We are sensitive to the needs of learners whose parents/guardian or family members have problems with drugs. Where problems are observed or suspected or a learner discloses problems, we will assess the learner's welfare and support needs, and, if necessary, involve external support for the child, and also, where appropriate, for the family.

Confidentiality

Learners need to be able to speak in confidence to staff without fear of being judged or told off. The welfare of children will be central to our policy and practice. However, teachers cannot promise total confidentiality, as they may need to seek specialist help. This is made clear to learners through the Life Skills programme. The provision of information about a learner in relation to drugs will follow the same procedure as for other sensitive information. If teachers have any concerns about the welfare of children, they must inform the principal.

Working with parents/guardians

The school welcomes parents/guardians who wish to share with us their concerns about drugs. We signpost up-to-date information about drugs and where parents/guardians can get further information, help and advice.

Parents/guardians will be informed immediately if their child has been involved in a drug-related incident. However, there may be some exceptional situations where involving the parents/guardian could put the child at risk. In these cases the school will exercise caution. The decision will be taken by the principal in liaison with the Life Skills teacher or social worker, with the child's welfare prioritised.

Involving police

Schools should focus on support and rehabilitation for learners. However, the school will contact our local police officer immediately if an illegal (or suspected illegal) drug has been found on the school premises or on a learner, or if illegal drug dealing is known to be taking place.

Source: Adapted from **Eleanor Palmer School Drugs Policy** (<www.eleanorpalmer.camden.sch.uk/>, January 2015)





3.2 Extracts from the Child Care and Protection Act

The following extracts from the Child Care and Protection Act, 2015 (Act No. 3 of 2015) pertain to issues which are key to school safety. These legal provisions must be borne in mind when the School Safety Policy is formulated.

Reporting in respect of a child who may be in need of protective services

132. (1) Despite the provisions of any other law, if a person who performs professional or official duties with respect to children, obtains during the course of performing those duties information that gives rise to a suspicion that a child is or may be in need of protective services as contemplated in section 131, that person must report such information in the prescribed form to a state-employed social worker or a member of the police.

(2) For the purpose of subsection (1), a person who performs professional or official duties with respect to children includes a school principal, teacher, medical or dental practitioner, pharmacist, school counsellor, dentist, psychologist, psychological counsellor, nurse, physiotherapist, speech therapist, occupational therapist, traditional leader, traditional health practitioner, legal practitioner, religious leader, labour inspector, social worker in private practice or employed by a child protection organisation or a member of staff at a place of safety or a facility registered under Chapter 5.

(3) Any person, other than a person referred to in subsection (2), including another child, who reasonably believes that a child is or may be in need of protective services as contemplated in section 131, may report that belief to any state-employed social worker or a member of the police.

(4) Subsection (1) applies irrespective of the fact that the information on which the belief is based is privileged information under any law, but does not apply in the case of legal professional privilege.

(5) A person referred to in subsection (1) or (3) is entitled to have his or her identity kept confidential if the report is made in good faith, unless the interests of justice require otherwise and is not subject to civil liability for making any report required or permitted in terms of this section, unless the person makes the report knowing it to be false or misleading.

(6) A person who fails to comply with subsection (1) commits an offence and is liable on conviction to a fine not exceeding N\$20 000 or to imprisonment for a period not exceeding five years or to both such fine and such imprisonment.

Corporal punishment

228. (1) A person who has control of a child, including a person who has parental responsibilities and rights in respect of the child, must respect the child's right to dignity conferred by Article 8 of the Namibian Constitution.

(2) Any legislative provision and any rule of common or customary law authorising corporal punishment of a child by a court, including the court of a traditional leader, is repealed to the extent that it authorises such punishment.

(3) A person may not administer corporal punishment to a child at any residential child care facility, place of care, shelter, early childhood development centre, a school, whether a state or private school or to a child in foster care, prison, police cell or any other form of alternative care resulting from a court order.

(4) The Minister must take all reasonable steps to ensure that -

(a) education and awareness-raising programmes concerning the effect of subsections (1), (2) and (3) are implemented in all the regions in Namibia; and

(b) programmes and materials promoting appropriate discipline at home and in other contexts where children are cared for are available in all the regions in Namibia.

Children lacking identification documentation

232. (1) A public health care facility may not refuse to assist or a school may not refuse to enrol or admit a child, including a child contemplated in section 233, on the basis of nationality, immigration status or lack of identification documentation.

(2) An order of the children's court, regarding a child's age or identity, in the absence of identification documentation, is sufficient basis to satisfy any criteria which involve age or identification in respect of eligibility for a state maintenance grant contemplated in Chapter 16.

Requirements in respect of certain persons who work with children

238. (1) A person may not employ a person convicted of an offence listed in subsection (8) in an institution referred to in subsection (3).

(2) A person may not act in a capacity referred to in subsection (3) if convicted of an offence listed in subsection (8).

(3) Subsections (1) and (2) apply to -

(a) a person who manages, operates, participates or assists in managing or operating an institution providing welfare services to children, including a child protection organisation, residential child care facility, place of care, early childhood development centre, shelter, school or association providing welfare services to children;

(b) a person who works with or have direct access to children at an institution providing welfare services to children, including a child protection organisation, residential child care facility, place of care, shelter, early childhood development centre, school or association providing welfare services to children;

(c) an alternative care giver or adoptive parent; and

(d) a person who works in any other form of employment or activity as may be prescribed.

(4) Subsection (1) applies to employment on a part-time, full-time or volunteer basis.

(5) Before employing a person as contemplated in subsection (1) the employer must ensure that the person submits a valid police clearance certificate stating that the person has not been convicted of an offence listed in subsection (8), within 10 years before the date of assumption of duty.

Automatic exemptions

246. A child who receives a state maintenance grant contemplated in section 240 or a child who has been placed in foster care or a residential child care facility by a court order in terms of this Act, is entitled to -

(a) free basic education in state schools, including automatic exemption from contributions to a School Development Fund contemplated in section 25 of the Education Act, 2001 (Act No. 16 of 2001);

(b) subsidised school uniforms, shoes and stationary;

(c) free basic health care; and

(d) exemption from payment of any fees when applying for official documents from any organ of state.

The final extract is from Schedule 2 of the Act. Schedule 2 consists of the full text of the *African Charter on the Rights and Welfare of the Child* – another key guiding document for school safety policy.

SCHEDULE 2

TEXT OF THE AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD

Article 11: Education

1. Every child shall have the right to an education.
 2. The education of the child shall be directed to:
 - (a) the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions;
 - (c) the preservation and strengthening of positive African morals, traditional values and cultures;
 - (d) the preparation of the child for responsible life in a free society, in the spirit of understanding tolerance, dialogue, mutual respect and friendship among all peoples ethnic, tribal and religious groups;
 - (e) the preservation of national independence and territorial integrity;
 - (f) the promotion and achievements of African Unity and Solidarity;
 - (g) the development of respect for the environment and natural resources;
 - (h) the promotion of the child's understanding of primary health care.
 3. States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular:
 - (a) provide free and compulsory basic education;
 - (b) encourage the development of secondary education in its different forms and to progressively make it free and accessible to all;
 - (c) make the higher education accessible to all on the basis of capacity and ability by every appropriate means;
 - (d) take measures to encourage regular attendance at schools and the reduction of drop-out rates;
 - (e) take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.
 4. States Parties to the present Charter shall respect the rights and duties of parents, and where applicable, of legal guardians to choose for their children's schools, other than those established by public authorities, which conform to such minimum standards may be approved by the State, to ensure the religious and moral education of the child in a manner with the evolving capacities of the child.
 5. States Parties to the present Charter shall take all appropriate measures to ensure that a child who is subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter.
 6. States Parties to the present Charter shall have all appropriate measures to ensure that children who become pregnant before completing their education shall have an opportunity to continue with their education on the basis of their individual ability.
 7. No part of this Article shall be construed as to interfere with the liberty of individuals and bodies to establish and direct educational institutions subject to the observance of the principles set out in paragraph I of this Article and the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the States.
-



3.3 Sample codes of conduct

Two sample codes of conduct are presented in this subsection – one for school staff and one for learners. More information and guidance on staff/teacher codes of conduct can be found in *Government Gazette No. 3144* (dated 6 February 2004). For learner codes of conduct, see *Government Gazette No. 2841* (dated 28 October 2002).

A. Staff Code of Conduct

Purpose

The purpose is to set out a clear Code of Conduct for all school employees. This Code should be read in combination with the school's internal policies and regulations. The School Board is required to set out the Code. This Code was agreed on by the senior leadership team and endorsed by the School Board.

Scope and principles

A Code of Conduct is designed to give clear guidance on the standards of behaviour that all school staff are expected to observe. The school should notify staff of this Code and the expectations herein. School staff are role models in a unique position of influence, and must adhere to behaviour that sets a good example for all learners in the school. As a member of a school community, each employee has an individual responsibility to maintain his/her reputation and the school's reputation, both during and outside of working hours.

This Code of Conduct applies to:

- ▶ all staff employed by the school, including the Head Teacher; and
- ▶ all staff in units or bases attached to the school.

This Code of Conduct *does not* apply to employees of external contractors and service providers.

Setting a good example:

- ▶ All staff working in schools set examples of behaviour and conduct that may be copied by learners. Staff must therefore avoid using inappropriate or offensive language at all times.
- ▶ All staff must demonstrate high standards of conduct at all times, in order to encourage learners to do the same.
- ▶ All staff must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- ▶ This Code helps all staff to understand what behaviour is and is not acceptable.

Safeguarding learners and colleagues

- ▶ Staff have a duty to safeguard learners from physical, sexual and emotional or psychological abuse as well as neglect.
- ▶ The duty to safeguard learners includes a duty to report concerns about a learner to the school's Life Skills teacher or the principal.
- ▶ Staff are provided with a personal copy of the school's policies and codes of conduct. They must be familiar with these documents.
- ▶ Staff must not seriously demean or undermine learners, their parents or carers, or colleagues.
- ▶ Staff must take reasonable care of all learners under their supervision, with the aim of ensuring their safety and welfare.
- ▶ Staff should avoid, or at least minimise, situations where they are alone with a learner. When such a situation is unavoidable, staff should try to make sure that a door is open or that they can be seen through the glass of a door or window.

Learner development

- ▶ Staff must comply with school policies and procedures that support learners' wellbeing and development.
- ▶ Staff must cooperate and collaborate with colleagues, and with external agencies when necessary, to support learners' development.
- ▶ Staff must follow reasonable instructions that support learners' development.

Honesty and integrity

- ▶ Staff must maintain high standards of honesty and integrity in their work. This includes the handling of money and the use of school property and facilities.
- ▶ Gifts from suppliers or associates of the school must be declared to the principal, with the exception of 'one-off' token gifts from learners or parents. Personal gifts from individual members of staff to learners are inappropriate and could be misinterpreted.

Conducting outside work

- ▶ Staff must not engage in outside work that could seriously damage the school's reputation and standing, or the employee's own reputation or that of other members of the school community.
- ▶ In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are unacceptable.
- ▶ Staff must exercise caution when using information technology, and be aware of the risks to themselves and others.
- ▶ Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school or work-time regulations, or affect individuals' performance at the school.
- ▶ Staff must not engage in inappropriate use of social network sites which could bring them, the school, the school community or the employer into disrepute, and should not network with learners attending the school on Facebook or any other social networking site.

Confidentiality

- ▶ Where staff have access to confidential information about learners or their parents or carers, staff must not reveal such information, except to those colleagues who have a professional role in relation to the learner.
- ▶ All staff are likely at some point to witness actions that need to be kept confidential. For example, if a learner is bullied by another learner (or by a staff member), this should be reported and dealt with in accordance with appropriate school procedure. It must not be discussed outside the school, including with the learner's parent or carer, nor with colleagues in the school, except for senior staff members with the appropriate role and authority to deal with the matter.
- ▶ However, staff have an obligation to share with their line manager or the principal any information that leads to concerns about a learner's safety or welfare. Staff must *never* promise a learner that they will not act on information that the learner has shared with them.

Disciplinary action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

Related policies

[List all school policies related to this Code of Conduct]

I have read, understand and agree to comply with the Staff Code of Conduct Policy, being aware of my obligations and responsibilities with regard to safeguarding children and appropriate and professional conduct in all areas, both inside and outside school.

Name: Signature: Date:

B. Learner Code of Conduct

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. We expect and insist on the highest standards of behaviour throughout our school. Courtesy, good manners and consideration for others, together with self-discipline and respect for authority, are encouraged at all times and are important if our school is to be a caring community. The school strongly emphasises praising learners for politeness and kindness to others.

The principal will bring serious breaches of discipline or disruptive behaviour to the attention of the parents concerned, and an appropriate course of action will be decided upon.

Copies of school policies on behaviour and discipline are available from the principal or other school officials. The Code of Conduct clearly states what behaviour is acceptable and what is not acceptable, i.e. the school's rules.

All learners are expected to contribute fully to the school and support the positive endeavours of all of its members. Rules are essential for the benefit of all community members. The school keeps these as simple as possible, but expects them to be respected.

The rules:

1. Learners should behave in a responsible manner and are expected to do what they are told, when they are told, whilst in this school.
2. Consideration, courtesy and respect should be shown at all times.
3. Everyone should always try to understand other people's points of view.
4. Learners are expected to make it as easy as possible for everyone to learn and for the teacher to teach, both inside and outside the classroom.
5. Learners should always show friendship, kindness and care to others.
6. Learners should be sensible and quiet when in school.
7. Learners should always speak politely to each other and all adults.
8. Learners should be silent whenever they are required to be.
9. The school should be kept clean and tidy so that it is a welcoming place that we can be proud of.
10. Learners should take pride in their appearance and possessions, and respect the possessions of others.
11. Learners should remember that the school's reputation depends on the way they behave.
12. Learners should make every effort to attend school every day and be punctual.

The following five rules are intended to ensure the safety of all learners:

1. There must be no running in the school building.
2. Before school, at playtime and after eating the midday meal, learners are not allowed in classrooms unless the weather is bad or they have permission from a teacher.
3. Climbing on walls, gates and fences is not allowed.
4. Learners must not play on the grassy areas unless given specific permission to do so.
5. Chewing-gum and penknives are not permitted in school.

NOTE: These suggested rules are aimed at primary school learners. They can be adapted to accord with the age of learners and individual school conditions.



3.4 Contact details for referrals

These are the contact details of non-governmental organisations in Namibia that provide counselling and GBV-related services. The school or any individual member of the school community can call on these organisations for their services or for information.

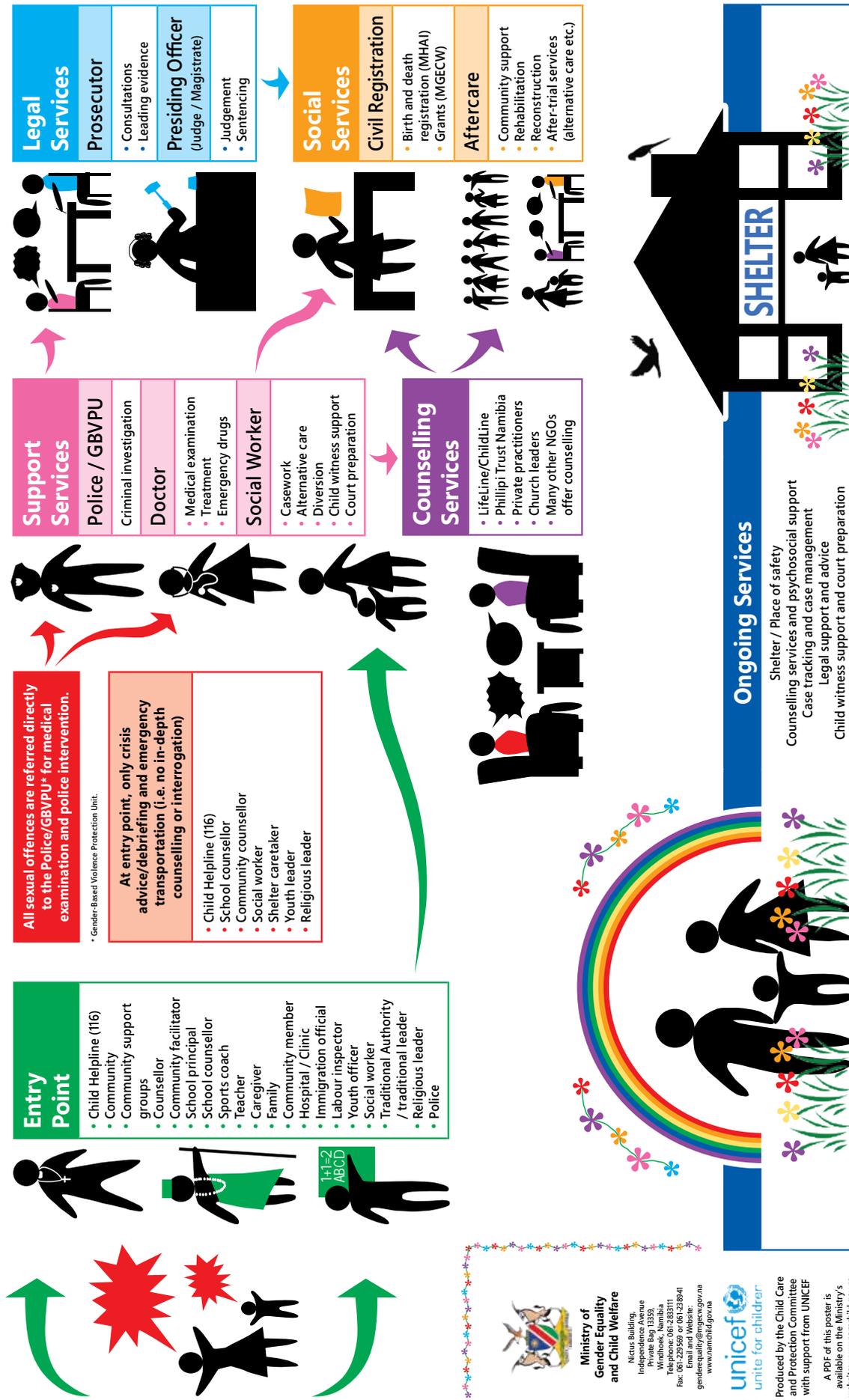
Organisation	Target Group	Services	Locations	Contacts
Association for the Alternatives to Violence Project	Young offenders; in-school youth; LGBTI learners	<ul style="list-style-type: none"> ● Awareness-raising ● Training ● Counselling for survivors of abuse 	Windhoek, with regional workshops	avp.namibia@gmail.com avpntraining@gmail.com Helen Vale Tel: 081-2839097
Blue Cross Namibia	Perpetrators of GBV; substance addictions	<ul style="list-style-type: none"> ● Information services ● Advocacy and lobbying ● Awareness-raising 	International, based in Windhoek	Tel: 061-400473
Catholic AIDS Action	Orphans and vulnerable children (OVCs); people living with HIV/AIDS	<ul style="list-style-type: none"> ● Care and support for people living with HIV and OVCs – home-based care ● Information services ● Advocacy and lobbying ● Awareness-raising 	Zambezi, Erongo, Hardap, //Kharas, Kavango, Kunene, Ohangwena, Omaheke, Omusati, Oshana	Tel: 061-276350 Fax: 061-276364 Email: info@caa.org.na Executive Director Godwin Chisenga: Tel: 061-276356 Cell: 081-1299532 Email: godwin@caa.org.na
Council of Churches in Namibia (CCN)	GBV survivors; sex workers	<ul style="list-style-type: none"> ● Psychological counselling for GBV survivors ● Counselling for child survivors ● Consultancy and advocacy ● Conferences and workshops ● Lobbying ● Awareness-raising campaigns ● Training ● Information services 	All regions	Tel: 061-374050 Email: info@ccnamibia.org Website: www.ccnamibia.org Rev. Dr Tshapakaisha-Kapolo (Coordinator of Faith, Justice and Society Unit)
Friendly Haven	Women and child survivors of GBV	<ul style="list-style-type: none"> ● Refuge/shelter ● Psychological counselling for GBV survivors ● Lobbying ● Awareness-raising campaigns ● Training ● Information services 	Windhoek	Friendly Haven, Khomasdal Cell: 081-1243010 Email: esda@iway.na Jacky Hoff (Director)
Night shelter / after-school shelter	Child survivors of GBV; street children	<ul style="list-style-type: none"> ● Refuge shelter for children ● Counselling for child survivors 	Katutura, Windhoek	Interim Night Shelter Safari Street, Grysblock, Windhoek Tel: 061-212962 Ms Mbaukua
Legal Assistance Centre	Female and male survivors of GBV; child survivors of domestic violence; policy-making bodies; service providers	<ul style="list-style-type: none"> ● Legal information for GBV survivors ● Advocacy ● Lobbying ● Awareness campaign ● Training ● Research ● Information services 	National	Tel: 061-223356 Fax: 061-234953 Email: info@lac.org.na Website: http://www.lac.org.na



Report it to stop it!

Organisation	Target Group	Services	Locations	Contacts
Lifeline/Childline	Female and male child and adult victims and perpetrators, and all those affected	<ul style="list-style-type: none"> Psychological counselling service for survivors of GBV Counselling for child survivors Consultancy and advocacy Conferences and workshops Lobbying Training 	Kavango, Hardap, Khomas, North-Central regions	Tel: 061-226889 Fax: 061-226894 Email: info@lifeline.org.na Web: namibie.chisites.org TOLL FREE NUMBER 116
Namibia Red Cross Society	Survivors of GBV, mostly women and children facing violence in refugee camps	<ul style="list-style-type: none"> Psychological counselling Support group Medical support 	Khomas, Kunene, Zambezi, Kavango, Ohangwena, Omusati, Oshikoto	Kuniberth Shamathe Tel: 061-413772 Email: kuniberth.Shamathe@redcross.org.na
Namibia Planned Parenthood Association	Female survivors of GBV	<ul style="list-style-type: none"> Psychological counselling service for survivors of GBV Information services Support group for GBV survivors Health/medical support/first aid 	Khomas, Erongo, Zambezi, Omusati, Ohangwena, //Kharas	7 Best St, Windhoek West P.O. Box 10936, Windhoek, Namibia Tel: 061-230250 Fax: 061-230251 Email: info@nappa.com.na
Namibian Women's Association	All marginalised children	<ul style="list-style-type: none"> Empowerment of children Advocacy and lobbying 	National	Tel: 061-262461 Fax: 061-213379 Email: nagirlch@iway.na
Ombetja Yehinga Organisation	Young people in and out of school	<ul style="list-style-type: none"> Information services Referral Advocacy and lobbying 	National	Tel: 061-254915 Email: info@ombetja.org Website: ombetja.org
Project Hope	Broad population with health problems	<ul style="list-style-type: none"> Parental education and training for households and communities caring for OVCs; programmes to provide economic-strengthening opportunities HIV/AIDS prevention Micro-credit loans for young women to prevent them from engaging in sex work Community-based GBV care, training curriculum on GBV and its impacts for OVC caregivers 	Zambezi, Kavango East and West, Omusati, Oshana, Oshakati	Tel: 061-377850 Fax: 061-377853 Cell: 081-4700540
Regional Psychosocial Support Initiative (REPSSI)	Children and Youth	<ul style="list-style-type: none"> Psychosocial support 	Windhoek	Helena N. Amadhila (Country Representative) 081-2530297 Email: helena.amadhila@repssi.org Website: www.repssi.org Facebook: www.facebook.com/repssipage
Sister Namibia		<ul style="list-style-type: none"> Advocacy Training 	National	Tel: 061-230757 Fax: 061-236371

Namibia's National Protection Referral Network

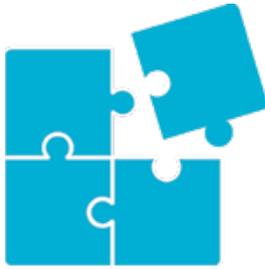


Ministry of Gender Equality and Child Welfare
 Nicus Building
 Independence Avenue
 Private Bag 13359,
 Windhoek, Namibia
 Tel: +264 61 255 111
 Fax: +264 61 255 189/41
 Email and Website:
 genderequality@mgecw.gov.na
 www.namchild.gov.na



Produced by the Child Care and Protection Committee with support from UNICEF

A PDF of this poster is available on the Ministry's website: www.namchild.gov.na



**ADDITIONAL
INFORMATION**

3.5 Referral process

The chart on the left outlines the process followed in Namibia for referring people to the services they need.

3.6 Emergency contact numbers

The local emergency numbers should be prominently displayed on the school premises.

Town	Code	Police	Ambulance	Fire Brigade
Arandis	064	10111	510022	510171
Aranos	063	10111	272027	272051
Bethanie	063	283001	283026	
Gibeon	063	251003	251026	
Gobabis	062	10111	566200	566666
Gochas	063	10111	250020	250019
Grootfontein	067	10111	248152	243101
Henties Bay	064	10111	500020	502000
Kalkfeld	067	290003	290003	290062
Kalkrand	063	264015	264072	264005
Kamanjab	067	10111	313250	330051
Karasburg	063	270009	270167	270032
Karibib	064	10111	550073	530067
Katima Mulilo	066	10111	251400	253599
Keetmanshoop	063	10111	223388	221211
Khorixas	067	10111	331064	331057
Leonardville	062	569103	566200	569115
Lüderitz	063	202255	202446	202255
Malthahöhe	063	293005	293025	293048
Mariental	063	10111	24 2331	240879
Noordoewer	063	10111	297109	
Okahandja	062	10111	503030	501052
Okakarara	067	10111	317004	10111
Omaruru	064	10111	570037	570028
Ombalantu	065	251850	251021	251028
Omitara	062	10111	(061) 2039111	540231
Ondangwa	065	10111	240111	
Opuwo	065	273041	273026	
Oranjemund	063	232228	238000	235555
Oshakati	065	10111	220211	229500
Otavi	067	234006	234194	
Otjinene	062	10111	566200	
Otjiwarongo	067	10111	301014	304444
Outjo	067	10111	313044	313404
Rehoboth	062	10111	523811	522091
Rundu	066	10111	265500	
Stampriet	063	260005	260083	260005
Swakopmund	064	10111	4106000	4104111
Tsumeb	067	10111	224300	221004
Uis	064	10111	570037	
Usakos	064	10111	530023	530023
Walvis Bay	064	10111	209832	203117
Windhoek	061	10111	211111	211111
Witvlei	062	10111	566200	

Safe Schools Standard 4

Positive and collaborative practices and attitudes



4.1 Teacher evaluation by learners

INSTRUCTIONS FOR TEACHERS:

- ▶ This evaluation should be carried out anonymously.
- ▶ Learners should be left alone to complete this evaluation.
- ▶ Completed papers should be placed in an unmarked envelope.



INSTRUCTIONS FOR LEARNERS

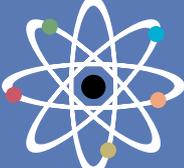
Please circle the rating that applies for each question.

1 = Rarely **2 = Once in a while** **3 = Sometimes** **4 = Most of the time** **5 = Always**

Teacher's Name: _____ Class Taught: _____

How well does your teacher teach?		Rate 1-5					If #1, briefly explain here.
1	The teacher is prepared for class.	1	2	3	4	5	
2	The teacher knows his/her subject well.	1	2	3	4	5	
3	The teacher is organised.	1	2	3	4	5	
4	The teacher's classes make the subject matter interesting and understandable.	1	2	3	4	5	
5	The teacher is flexible and accommodates learners' individual needs.	1	2	3	4	5	
6	The teacher gives clear instructions and explains assignments well.	1	2	3	4	5	
7	The teacher allows you to be active in the classroom.	1	2	3	4	5	
8	The teacher manages time well.	1	2	3	4	5	
9	The teacher returns homework and provides feedback.	1	2	3	4	5	
10	The teacher has good control of the classroom.	1	2	3	4	5	
11	The teacher marks fairly.	1	2	3	4	5	
12	The teacher offers creative activities and lessons.	1	2	3	4	5	
13	The teacher encourages learners to speak up and be active in class.	1	2	3	4	5	
14	The teacher helps with extra lessons and/or exam preparation for those who request it.	1	2	3	4	5	
How well does your teacher model positive values?		Rate 1-5					If #1, briefly explain here.
1	The teacher listens and understands learners' points of view.	1	2	3	4	5	
2	The teacher respects learners' opinions and decisions.	1	2	3	4	5	
3	The teacher is willing to accept responsibility for his/her mistakes.	1	2	3	4	5	
4	The teacher is willing to learn from learners.	1	2	3	4	5	
5	The teacher is sensitive to learners' needs.	1	2	3	4	5	
6	The teacher's words and actions match.	1	2	3	4	5	
7	The teacher is fun to be taught by.	1	2	3	4	5	
8	The teacher likes and respects the learners.	1	2	3	4	5	
9	The teacher has only professional and respectable relationships with the learners.	1	2	3	4	5	
10	The teacher helps you when you ask for help.	1	2	3	4	5	
11	The teacher is consistent and fair in discipline (not using violence or fear).	1	2	3	4	5	
12	I trust this teacher.	1	2	3	4	5	
13	The teacher controls a classroom well without being too strict.	1	2	3	4	5	
14	The teacher treats all learners the same.	1	2	3	4	5	
What one thing does this teacher do well?							
What one thing should this teacher improve?							

4.2 Positive discipline

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none">▶ School management▶ Teachers▶ Parents	<ul style="list-style-type: none">▶ Identify how positive discipline works.▶ Show the value of positive reinforcement.▶ Stress the importance of giving clear instructions.	

PART 1

1. Start the session by asking participants to turn to the person next to them and say something nice about them. (This could be anything, from their clothing to something more meaningful, depending on how well they know each other.) A few people should then be asked by the facilitator to share what they said with the group.
2. Ask participants how that made them feel? Do they feel happier and more positive now? Are they more willing to start the session and learn?
3. Encourage teachers to think about how they could start their classes or interactions with learners in a positive way, creating a happier atmosphere.
4. Write their suggestions on the board, and challenge the teachers to try them in the coming weeks. Check back in a few weeks and ask how it went.

PART 2

1. On a piece of paper, write a specific instruction, such as: ***“Write the numbers 1 to 10 on the board in their word form.”*** Then include an *incomplete description* of the instruction, such as “Write numbers on the board.”

The FULL instruction is:
“Write the numbers 1 to 10 on the board in their word form.”

However, only the PARTIAL instruction is given to the Task Team:
“Write numbers on the board.”

2. Split the participants into two groups. Show one group (“Instructors”) the piece of paper with the *full* instruction. But ask them to read to the other group (“Task Team”) only the *partial* instruction.
3. Allow the Task Team members to take turns following the partial instruction.
4. Ask the Instructors to shout “THAT IS WRONG! YOU DID IT WRONG!” loudly every time a Task Team member does not complete the task as instructed in the *full* instruction (even though they were only given the partial instruction).
5. Ask The Task Team how they felt. Was it frustrating? Did it make them feel bad? Did it make them angry? How did it make them feel about the other team?
6. Before revealing what was on the card, ask a Task Team member to attempt the task again. This time, ask a member of the Instructors team to explain the task again, *using the full instruction*, and ask the Task Team member to follow the instruction. This time they will do it accurately. Praise them for their good work.
7. Ask participants what this showed them about the importance of clear instructions.
8. Explain that negative punishment (such as being shouted at) does not address the problem or teach learners where they are going wrong.



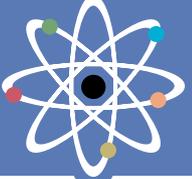
4.3 Practising positive discipline in the classroom

<p>Establish ground rules.</p>	<ul style="list-style-type: none"> ▶ Set class rules and the consequences for breaking them with learners at the beginning of the year. ▶ Make sure that everybody understands the logic behind each rule. ▶ Each rule should be written in a positive manner. For example, instead of saying, <i>“Don’t be rude or disrespectful to each other,”</i> give the wording a positive slant by saying, for example, <i>“Learners in Class 5b will always talk to each other in a respectful way.”</i> ▶ Put the rules where they can be seen, or give each learner a copy. Or turn them into an agreement, asking each learner to sign a copy. Or the class could develop its own Bill of Rights. ▶ When a learner breaks the rules, the document can be referred to and the learner reminded that the rules were developed for a reason.
<p>Be serious and consistent about implementing rules.</p>	<ul style="list-style-type: none"> ▶ The rules should apply equally to everybody in the class. Be fair. ▶ This is critical for creating a relationship of trust between teachers and learners. ▶ Make sure that disciplinary action is carried out firmly and consistently, but fairly.
<p>Focus on relationship-building.</p>	<ul style="list-style-type: none"> ▶ Create opportunities to talk and listen, getting to know each learner. ▶ Learners who feel valued will not need to seek attention as often.
<p>Be professional.</p>	<ul style="list-style-type: none"> ▶ Be on time. Arrive 10 minutes early for a class so that you have time to make sure that everything is as you want it. ▶ Establish and maintain respectful boundaries.
<p>Make sure that the work is relevant to the learners.</p>	<ul style="list-style-type: none"> ▶ Include themes such as conflict management, problem-solving and tolerance in learning materials and classroom management. ▶ Provide opportunities for learners to practise their skills.
<p>Be inclusive. Build a cooperative learning environment in which learners learn how to work together.</p>	<ul style="list-style-type: none"> ▶ Talk to and involve every learner. ▶ Use materials, pictures, language, music, posters, magazines etc. that reflect the diversity of the class so that no learner feels left out.
<p>Give learners the opportunity to succeed and to be responsible.</p>	<ul style="list-style-type: none"> ▶ Learners who feel positive about themselves and their ability to succeed learn and behave better.

Sources: Adapted from National Council on Teacher Quality, *Training our Future Teachers*, NCTQ, Washington, D.C., 2014 (at <www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report>); and Centre for Peace and Justice and Department of Basic Education, *Positive classroom discipline and classroom management techniques*, Cape Town, 2012 (at <www.cjcp.org.za/uploads/2/7/8/4/27845461/positive_classroom_discipline_and_classroom_management_reader.pdf>).



4.4 Why do learners misbehave?

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners 	<ul style="list-style-type: none"> ▶ Understand why learners misbehave. ▶ Develop skills to address bad behaviour. ▶ Develop compassion for learners. 	

1. Ask participants to write down on a piece of paper their views about why learners misbehave.
2. Explain that learners usually misbehave for a reason. If participants have made suggestions not based on a specific reason, ask them to explain why they feel this behaviour might be occurring.
3. Explain to participants that the reasons for misbehaviour can be broken down into three categories:
 - a. **Physical** – feeling hungry, sick, tired, in pain, too hot or cold, dirty or uncomfortable.
 - b. **Cognitive** – not understanding, finding the lesson too easy or too hard, feeling unprepared or frustrated, not having the right skills, being unable to learn using the teacher’s method, being bored or feeling that failure is imminent.
 - c. **Emotional** – feeling lonely, excluded, unsafe, disrespected, angry, hurt, ignored, out of control or afraid of the teacher.



4. Ask participants to put the reasons they wrote down into one of the three categories. Participants’ suggestions should be noted on the blackboard under the correct heading. If the suggestions don’t fit, ask participants to further explain their thinking, to help figure out where they should go.
5. Divide the participants into three groups and assign one of the three categories to each group.
6. Each group should take examples from the corresponding category on the board and think about how they could be addressed at the source. For example: How could feeling bored in class be addressed? How could a learner feeling uncomfortable in their uniform be addressed?
7. Each group should then present the results of their discussion to the full group.
8. Finally, participants should make a list headed “*What can I do?*”, listing changes that they could make to help improve learner behaviour at the source, based on their own experiences. Depending on the type of participant, these lists will differ.



4.5 Questionnaire on learning styles

INSTRUCTION FOR TEACHERS:

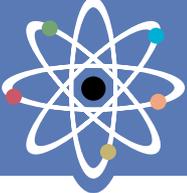
Ask the learners to follow the instruction in the top row of the questionnaire.

Tick in the first column which statements are applicable to you.

	1	I like to work alone and pursue my own interests.
	2	I like to have lots of friends, talk to people and join groups.
	3	I like to move around, touch and talk and use body language.
	4	I like to draw, build, design and create things, daydream, look at pictures and watch movies.
	5	I like to do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
	6	I am good at memorising names, places and dates.
	7	I am good at understanding the self, focusing inward on feelings, following instincts, pursuing interests/goals and being original.
	8	I am good at understanding people, leading others, organising, communicating, manipulating and mediating conflicts.
	9	I learn best by listening, especially if information comes through music or to the beat of music.
	10	I like to play musical instruments and/or sing.
	11	I learn best by saying, hearing and seeing words.
	12	I am good at physical activities, arts and crafts.
	13	I learn best by touching, moving, interacting with space and processing knowledge through bodily sensations.
	14	I learn best by working alone, and doing projects on my own.
	15	I learn best by visualising, dreaming and working with colours/pictures.
	16	I learn best by sharing, comparing, relating, cooperating and interviewing.
	17	I am good at imagining things, sensing changes, building puzzles and reading maps and charts.
	18	I am good at listening, and I am good at discriminating different environmental sounds and auditory cues.
	19	I learn best by categorising, classifying and working with abstract patterns/relationships.
	20	I am good at maths, reasoning, logic and problem-solving.
	21	I like the sound of the human voice.
	22	I like to read, write and tell stories.

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

4.6 Learner-teacher relationships

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none">▶ School management▶ Teachers▶ Learners	<ul style="list-style-type: none">▶ Identify what relationships are appropriate.▶ Identify worrisome behaviours.	

PART 1

1. This activity can be conducted with learners and teachers, but should be conducted separately for the two groups. Do not mix learners and teachers.
2. Using the case studies below, ask the teachers or learners whether each scenario is appropriate or inappropriate in their view.
3. Correct answers and reasoning are noted for each case study. Discuss them only after the participants have given their answers.
4. Reinforce to both learners and teachers that all of the inappropriate scenarios mentioned in the case studies reflect behaviours that should be reported.

Case study 1

A teacher is having a sexual relationship with a learner at his school. She is 16 years old, not one of the learners whom he teaches, and her father, who is a friend of the teacher, has given them his blessing. The teacher also contributes money to the learner's household because their income is small compared to his and he wants to help them.

Is this appropriate?

This is NOT appropriate. Even though the learner is over the age of consent, the teacher is still an authority figure and has a responsibility to remain professional with all learners – regardless of their age. The learner may have felt pressured to engage with him due to his status, which creates opportunities for abuse. Also the fact that he is helping the family financially may make the learner feel that she has no choice in the matter. Many poor communities encourage their children to engage in relationships with persons offering financial benefits to the family. Teachers should be aware of this and never engage in this behaviour.

Case study 2

A 14-year-old girl copied her teacher's cellphone number after seeing it in the school office. She really likes the teacher and thinks he is young and good looking. She started sending him SMSs in the evenings. He did not reply at first, but she kept messaging him persistently. He now engages in messaging with her. They talk about school, but also about relationships, money problems and local gossip. Sometimes they will exchange messages until late into the night. They have had no physical contact.

Is this appropriate?

This is NOT appropriate. Although nothing physical has transpired, the teacher is not behaving in a professional manner. Topics of conversation between teachers and learners should relate only to school matters, or in some cases learner wellbeing. If a learner has problems, they should be addressed through school procedures. Learners and teachers should also restrict interactions to working hours, to prevent blurring of lines. Teachers should not pursue friendships with learners.

Case study 3

An 18-year-old learner has his teacher's cellphone number, since his aunt is her friend. He has some questions about his homework and he sends her an SMS at 23h00 on a Thursday evening. She does not reply. The next day in school she asks him to wait after class and politely asks him not to use her personal cellphone or try to contact her unless it is an emergency, explaining to him that it is important for learners and teachers to maintain a professional relationship.

Is this appropriate?

This IS appropriate. The teacher handled the situation well. Although the learner may have had no ill intent, the teacher drew very clear lines governing their relationship.

Case study 4

A male teacher goes into the bathroom of the boy's hostel to tell the boys to stop making so much noise and to speed up because classes will start soon. The teacher stays in the bathroom while the boys get changed, and makes comments about their bodies, in a joking manner.

Is this appropriate?

This is NOT appropriate. Even if the teacher thought he was just joking with the learners, he has behaved in a manner that violates the learners' privacy and dignity. Teachers should not comment on learners' bodies or be present when they are in a state of undress.

Case study 5

A learner tells her teacher that she has problems at home. Her mother is very ill, so she lives with her grandmother, who beats her. She feels scared at home and can't concentrate. She asks the teacher to speak with her grandmother. The teacher asks the principal if he can go and speak to the grandmother. The principal agrees. The teacher arranges with the family to visit at 16h00 one afternoon. He speaks to the grandmother and explains the negative effect that her harsh punishment is having on the learner. After the meeting the teacher reports the discussion back to the principal.

Is this appropriate?

This IS appropriate. The teacher took steps to ensure that his handling of the situation was done in a professional manner. Although visiting a female learner's house could be seen as crossing a line, he sought permission, arranged the meeting during working hours and reported back to his superior.

Case study 6

A teacher is in a relationship with the father of one of her learners. Because she wants the boy to do well, she spends extra time in class explaining things to him and working with him on assignments.

Is this appropriate?

This is NOT appropriate. The teacher is showing favouritism at the expense of her time with other learners. Giving the boy extra lessons on her own time or in after-school classes would be appropriate.

5. Ask the participants to come up with other examples which are either made up or based on real scenarios that they have heard about or experienced themselves, and discuss whether each example is appropriate or not.

PART 2

The purpose of this activity is to try to create a sense of compassion for what some learners are going through, and to help teachers to identify worrisome behaviours.

1. Give teachers the following case studies, and ask them to identify the possible underlying reasons for the applicable learner behaving in a way that is unusual for that learner.
2. Ask teachers to discuss (confidentially) real-life examples of learners whom they have dealt with, whose behaviour was linked to underlying issues they faced, and to explain how they managed the case in a positive and compassionate manner.
3. Ask teachers to identify ways in which they could create positive learner-teacher relationships to help learners to feel comfortable, safe and included in their classes.

There are no correct answers. Encourage the teachers to think of different causes/scenarios to highlight how many difficult issues young people are dealing with.

Case study 1

Thomas is a very bright boy. He gets excited about maths and physical science problems and has a vast general knowledge and interests beyond school work. He is able to complete tasks faster than his classmates, but can be disruptive once he has finished. He has a close group of friends, but he struggles with a very short temper. He often overreacts to situations and gets into fights.

What might be causing Thomas' behaviour?

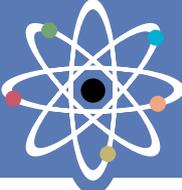
Case study 2

Ndina is very quiet in class. When called upon to answer questions, she avoids eye contact and shakes her head. She refused to present when called upon, and avoids working in groups. On days where she knows there will be presentations and group work, she doesn't come to school. When she works alone, her work is neat and completed well with evident effort.

What could explain Ndina's behaviour?



4.7 Assessing communication skills

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners ▶ Parents and families ▶ Community members 	<ul style="list-style-type: none"> ▶ Improve communication skills. ▶ Emphasise the importance of communication. 	

1. Split the participants into groups of 3-5 people.
2. Give each group a controversial topic to discuss. If there isn't a natural difference in opinions on the topic in a particular group, ask that group to split into teams of 'for' and 'against'.
Topic examples:
 - ▶ Drugs should be legalised.
 - ▶ Schools fees should be reinstated.
 - ▶ The death penalty can be good for society.
3. Give the groups 15-30 minutes to debate their topic.
4. After the debate, give each participant the sheet below to assess his/her communication skills – but don't tell them beforehand that you will be doing this.

COMMUNICATION CHECK

Rate yourself for each of the skills below, using the key:

1 = Never true 2 = Sometimes true 3 = Often true 4 = Always true

- a) I do not interrupt others in my group.
- b) My voice is appropriately pitched (not too loud, not too soft).
- c) I do not dominate the conversation (giving others a chance to speak).
- d) I speak an equal amount compared to others.
- e) I look people in the eyes.
- f) I do not criticise (put down) others.
- g) When listening, I show my reaction to the speaker (e.g. by nodding).
- h) I express what I feel, not only what I think.
- i) I face the speaker and avoid crossing my arms or turning away from him/her.
- j) I ask or encourage others to speak.
- k) I respond to the speaker, showing interest.
- l) I do not interrupt others to make my point.
- m) I pay attention to the speaker the entire time that he/she is speaking.
- n) I ask questions to show interest in what the speaker is saying.
- o) I evaluate what a speaker says and how he/she says it, rather than judging the speaker him/herself.

5. Ask the participants to add their scores for the items, and to identify where they stand on the following communication skills score chart:

15-27 points = Poor 28-39 points = Fair 40-47 points = Good 48-60 points = Excellent
6. Ask the participants to discuss: their communication strengths; where they need to improve; and how they can apply these skills to their personal lives or jobs.
7. If they are willing, ask them how they could use improved communication skills. For example, "I want to listen more when my son speaks to me and not interrupt him."

Source: United Nations Children's Fund (UNICEF), *Life Skills-based Education for Drug Use Prevention Training Manual*, Windhoek, 2003.



4.8 Tips for developing healthy learner-teacher relationships

WHAT?	HOW?	WHY?
<p>Communicate your expectations to the learners.</p> <p><i>Teacher expectations have been found to have a significant impact on learner performance. Teachers should monitor their interactions with learners, clearly communicating behavioural and academic expectations.</i></p>	<p>When communicating with a class, give all of the learners equal opportunity to reply. It is easy to get into the habit of focusing only on learners who are responsive and confident.</p>	<p>Failure to recognise learners can make them feel that their teacher has little confidence in their abilities and few expectations for their success in school and beyond.</p>
	<p>Give the learners more time to respond.</p>	<p>The amount of time given to learners reflects a teacher's confidence in their ability to answer correctly. <i>More time shows more confidence.</i> Learners also realise that the teacher will not allow them to give up.</p>
	<p>Give the learners hints and tips. If need be, rephrase questions and divulge small pieces of information that will help them to solve the problem at hand.</p>	<p>By providing hints and tips, you show the learners that you are willing to help them, while still expecting them to think the problem through and provide a solution.</p>
	<p>Tell the learners that you believe they are capable.</p>	<p>This shows them that you have confidence in them and their ability to perform, academically and behaviourally. Placing trust in learners will encourage them to work, to prove that your trust is warranted.</p>
	<p>Give the learners constructive feedback. Praise the positives and be honest about the negatives, but offer solutions for improvement. This should be done in a respectful manner, avoiding humiliation.</p>	<p>This method allows learners to reflect on what they have done, and provides them with clear guidance on how to improve. The approach should make improvement seem attainable.</p>

WHAT?	HOW?	WHY?
<p>Develop pride in the classroom.</p> <p><i>Pride can be a powerful tool for developing a strong teacher-learner relationship. The pride that learners feel helps to shape their identity. A sense of team spirit within a class can foster caring relationships, and can help the class to see itself as a unit, within which help and support are provided to those who are struggling.</i></p>	<p>Display the learners' work, even if it's not perfect. The displayed work should represent a cross-section of the learners in the class.</p>	<p>This shows the learners that you take pride in their work, which helps to build their self-esteem and encourages them to do better in the future.</p>
	<p>Positively reinforce learners verbally on a regular basis. Praise good work and behaviour. But avoid sounding surprised. Learners should know that the teacher assumes that they are able to perform well.</p>	<p>This fosters personal pride.</p>
	<p>Show the learners that you care about your job, your classroom and their education. Dress neatly and cleanly, ensure that your classroom is clean and tidy, and arrive at class on time and well prepared.</p>	<p>Teachers cannot expect their learners to be committed if they themselves are not. A strong display of commitment shows the learners that you believe them to be worth the effort and that you respect them.</p>
	<p>Tell staff members, parents and other learners about your class's achievements – even small achievements such as listening attentively or improved test scores. Improving from a D to a C is just as worthy of praise as improving from a B to an A.</p>	<p>This will increase the class's sense of being a unit, and will reinforce good behaviour. It can also help to develop parents' pride in their children's behaviour.</p>
<p>Show that you care.</p> <p><i>Showing that you care is one of the most powerful ways to build positive relationships. Sincerity is vital. Learners will be able to pick up on false sentiment. Caring is a form of "preventative discipline": learners who feel cared for are likely to want to behave and perform well.</i></p>	<p>Show an interest in the learners' lives. Ask them about their families, holidays and interests. Make references to this information during class. Listen intently when they speak to you.</p>	<p>This will keep the learners engaged, as they will relate to the references you make. It will also make them feel that you see them as unique individuals and not as a collective.</p>
	<p>Greet the learners and welcome them into your class, school or activity.</p>	<p>When teachers acknowledge learners and show that they are happy to see them, it makes the school environment feel like a welcoming space.</p>
	<p>When learners display strong emotions (positive or negative) ask about them. For example, "Are you okay?" or "What's made you so excited?" If you don't understand a learner's behaviour, give him/her an opportunity to explain himself/herself.</p>	<p>This will make the learner feel cared for, valued and noticed.</p>

Table continues ►

WHAT?	HOW?	WHY?
<p>Limit stress and frustration.</p> <p><i>Limiting frustrations felt by both teachers and learners can help to prevent irrational decisions and unintentional negative impacts on the teacher-learner relationship.</i></p>	Creating a clean and calm classroom environment can limit stress.	Well-spaced desks, absence of clutter and colourful wall displays counteract feelings of chaos and disorder.
	Modify lesson plans, try to diversify activities, and make use of interactive techniques and creative methods.	This prevents monotony, bringing greater enjoyment to both the teacher and the learners.
	Encourage physical activity. If a learner is becoming stressed or frustrated, allow him/her an opportunity to walk or run around the school grounds. During a long lesson, take a break, allowing learners to move around, or encourage them to have a short burst of activity to make them more alert.	Physical movement can head off feelings of stress or frustration, and helps learners to release pent-up energy and refocus. It also shows that the teacher understands their needs and acknowledges that frustration and fatigue are natural – not behaviours that deserve punishment.

Source: Adapted from D. Meador, "Strategies for Teachers to Develop Positive Relationships with Students", ThoughtCo, May 2017; and D. Foley, "5 Tips For Better Relationships With Your Students", National Education Association, Washington, D.C., May 2017.



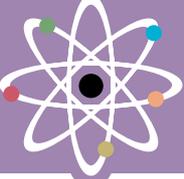
4.9 Questionnaire: Gauging parental attitudes toward school involvement

INSTRUCTION FOR TEACHERS: Ask the parents to answer the following questions.

1. Are you happy with the management of the school?
2. Are you happy with the teachers at the school?
3. What would you improve about the management?
4. What would you improve about the teachers?
5. Do you feel comfortable coming to the school with a problem?
6. What could make you feel more comfortable?
7. If you had a problem with the school, who would you feel most comfortable speaking to about the problem? (principal, teachers, chair of School Board, other?)
8. Do you feel that the school keeps you informed about important events and decisions?
9. Do you feel that the school is a welcoming place for parents?
10. Are you involved with school activities and decisions?
11. How could you be more involved with the school?
12. Do you live in the same town/area in which the school is located?
13. Do financial constraints limit your involvement with the school?
14. Do time constraints limit your involvement with the school?
15. How could the school better support you and your child?

Effective school leadership

5.1 Building Trust

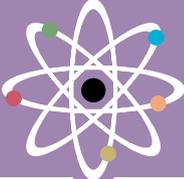
ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none">▶ School management▶ Teachers▶ Learners▶ Parents and families▶ Community members	<ul style="list-style-type: none">▶ Encourage participation and reflect on trust in the workplace.▶ Learn to inspire others by building trust.



1. Write the following definitions of trust on a flipchart, and then cover the flipchart:
 - ▶ **Trust:** Firm reliance on the integrity, ability or character of a person.
 - ▶ **To trust:** To increase one's vulnerability to another person by believing in his/her reliability, truthfulness, or ability.
2. Introduce the topic of trust with a question:
"Why is trust important for leaders?"
3. After receiving some answers, ask people to think of someone they trust and define what s/he has done to earn that trust?
4. Then ask them to think of someone they don't trust. What has this person done to lose your trust?
5. Divide the group into pairs, and have them discuss their thoughts about trust.
6. In plenary, ask the pairs to share what they learnt from this conversation about earning and losing trust.
7. On a flipchart, record the responses in two columns with the following headings:
"How was trust gained?" | "How was trust lost?"
8. Show them the definition of trust on the flipchart. Ask whether this definition rings true.
9. Divide the participants into small groups and ask them to discuss what leadership practices they could use to improve trust in their work.

10. Have each group present its findings.
11. Check whether the following practices are included (otherwise add them):
 - ▶ Treating others with respect
 - ▶ Cooperating rather than competing
 - ▶ Supporting and helping others
 - ▶ Looking for causes of problems in work processes rather than blaming people
 - ▶ Using knowledge and competence, rather than official status, to influence others
 - ▶ Admitting one's own mistakes and uncertainties.
 - ▶
12. Ask what participants can take away from this exercise that will help make the school environment more trustful.
13. Record participants' responses on a flipchart.
14. Ask someone to type up the responses and distribute them to all participants.

5.2 Building bridges

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	All school stakeholders	Educate on improving teacher-parent relations.

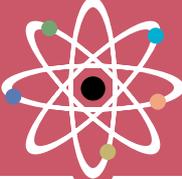


1. Describe to the group a situation in which the school is trying to gain more parental participation and involvement in school life.
2. Divide the participants into two groups. The first group engages in role-play, using these tips:
 - ▶ Be sure that the first contact with parents is positive. Spontaneously contact parents with positive news about their child.
 - ▶ When parents arrive at the school, they should be met by happy, smiling faces, and should be made to feel welcome.
 - ▶ The school environment must be non-threatening to parents. The entrance should be inviting and warm.
 - ▶ Accommodate parents'/caregivers' work schedules.
 - ▶ Accommodate language and cultural differences, and have a translator present.
 - ▶ When meeting with parents/caregivers, show an interest in their culture, their family and their life in general.
 - ▶ Talk to parents as equal partners.
3. The second group plays an antagonistic teacher who does not respect the parents, does not want to engage with them, does not see them as their equals and does not see any reason for making contact with parents unless there is a problem with their child. This teacher feels that all teachers have full authority over the children while they are at school, and parents should not interfere.
4. After the role-plays, discuss as a full group which of these situations is the most healthy and productive for the school. Discuss the effect of both approaches.

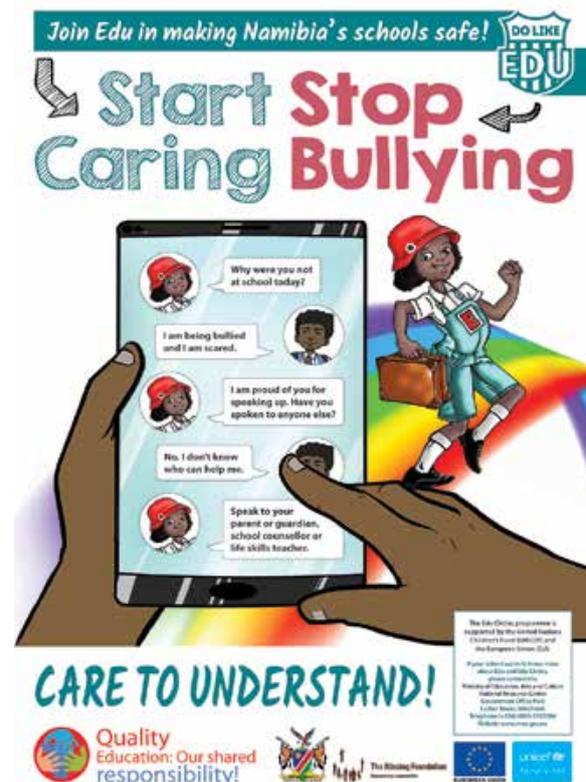
Safe Schools Standard 6

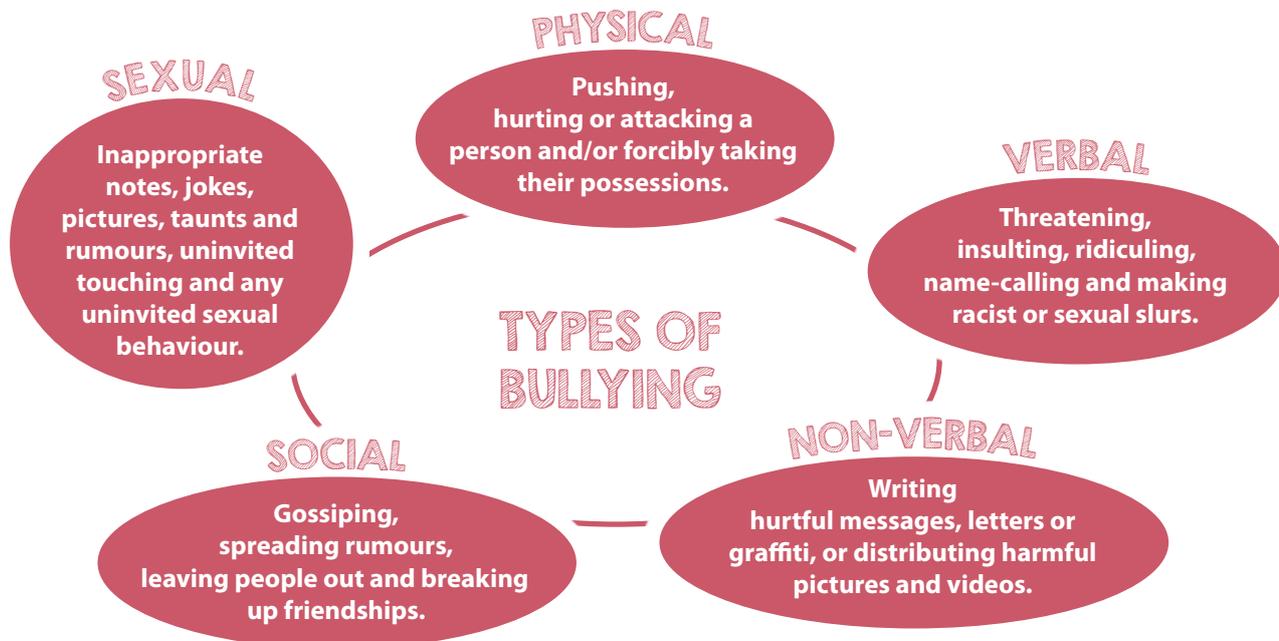
Effective prevention of and response to violence and self-harm

6.1 Identifying types of bullying

ACTIVITY	WHO IT'S FOR	OBJECTIVES	
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners 	<ul style="list-style-type: none"> ▶ To identify types of bullying ▶ To identify what behaviour constitutes bullying 	

1. Divide the participants into small groups of no more than five per group. Give each group some paper and pens (ideally flipchart paper and marker pens).
2. Ask the groups to brainstorm the types of behaviour that they associate with bullying. Ask them to write down as many as possible.
3. On a blackboard or flipchart, or on a piece of paper, write the following five headings:
Physical | Verbal | Sexual | Non-verbal | Social.
4. Ask a presenter from each group to come up and present what their group has discussed, and encourage the group to categorise these behaviours.
5. Ask the presenters and the groups to give examples of these kinds of behaviours that they have seen or experienced.
6. Stress that even non-physical forms of bullying can have serious and long-term impacts, and can have crippling effects on a learner's confidence and ability to be social and to learn.





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



6.2 Child online protection survey tool

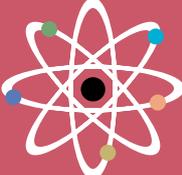
Cyberbullying Questionnaire

1. Do you think that cyberbullying is a problem at this school? Yes No
2. Have you been a victim of cyberbullying? Yes No
3. Have you used the Internet or cellphone devices to bully someone? Yes No
4. Have you ever had photos or videos of you shared against your will? Yes No
5. Have you even had mean, threatening or inappropriate messages sent to you? Yes No
6. Have you ever felt unsafe because of messages or posts sent to you? Yes No
7. Have you ever been cyberbullied by a fellow learner? Yes No
8. Have you ever been cyberbullied by a teacher? Yes No
9. Where does most cyberbullying occur (Facebook, WhatsApp, Instagram, SMS, etc.)?

10. Have you ever shared photos or videos of people against their will? Yes No
11. Have you ever sent mean, threatening or inappropriate messages to others? Yes No
12. Have you ever felt that issues at the school have been made worse by Internet or cellphone technologies?
Yes No
13. Have you ever reported incidents of cyberbullying? Yes No
14. Have you ever wanted to report incidents of cyberbullying, but not felt comfortable about doing so?
Yes No
15. What do you think could help prevent cyberbullying at this school?

16. If you were to report cyberbullying who would you feel comfortable reporting it to?

6.3 Corporal punishment and warning signs

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ Learners ▶ Teachers ▶ School community 	<p>Form a link between the acts of corporal punishment and physical abuse, and describe the tell-tale signs of physical abuse.</p>



1. Ask the participants what types of punishment are common in the school and/or at home. Show them the first list on the right and ask them which of these types of punishment they have used and/or experienced.
2. Ask the participants how they felt when these things were done to them, and how they responded afterwards.
3. Make the link for participants between obedience and fear, and emphasise that when something is being done as a result of fear, it is not being done voluntarily. This approach does not give the child/learner an opportunity to make a sensible decision of his/her own accord.
4. Ask the participants if they feel that there is a link between corporal punishment and gender-based violence. Encourage them to think about the different ways in which violence is used to control people in our society.
5. Show the participants the second list on the right, and compare these types of punishment to the types that they have used or experienced.
6. Show the participants the photographs on the next page, and ask them how they think each type of injury occurred, and what they should do if a learner in their class has such an injury.
7. Use the same photographs to show the participants how to identify the signs of physical abuse. *Stress that if cases like this are seen in school, they MUST be reported to the school management.*

Question 1:

Types of punishment used or experienced in the school and/or at home

- ▶ Shouting
- ▶ Scolding (being told off for bad behaviour)
- ▶ Denying privileges (no playing with friends, no going for school break, etc.)
- ▶ Hitting with open hand on buttocks
- ▶ Hitting with open hand on hand, leg or face
- ▶ Twisting arms
- ▶ Hitting or whipping with small stick or strap – but leaving no marks
- ▶ Hitting or whipping – leaving welts and/or bruises
- ▶ Poked with sharp object
- ▶ Biting, pulling hair
- ▶ Dipping hands into scalding porridge or forcing to hold hot charcoal
- ▶ Kicking
- ▶ Punching with closed fist
- ▶ Others? (Encourage them to expand.)

Question 5:

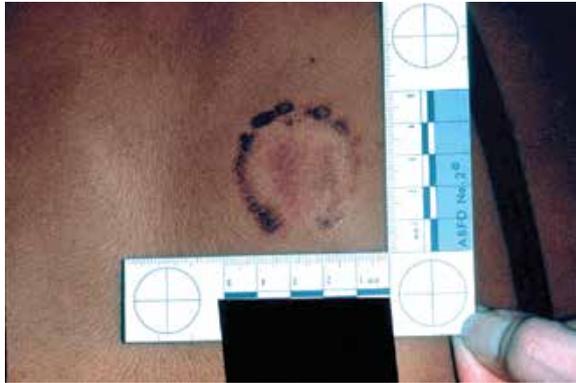
Types of punishment used or experienced in the school and/or at home

Physical abuse can involve any of the following violent acts:

- ▶ Scratching, pinching, or biting
- ▶ Violently pushing or shoving
- ▶ Slapping or punching
- ▶ Kicking
- ▶ Choking or strangling
- ▶ Throwing things directly at a person
- ▶ Force feeding or denying food
- ▶ Using weapons or objects to inflict pain
- ▶ Physically restraining
- ▶ Other acts that hurt or threaten a person

Questions 6 and 7:
How to recognise corporal punishment or physical abuse

- ▶ Multiple bruises or burns with recognisable shapes
- ▶ Multiple injuries at different ages
- ▶ Inconsistencies in the explanation of how the injury occurred
- ▶ The injury has not been attended to by medical staff.



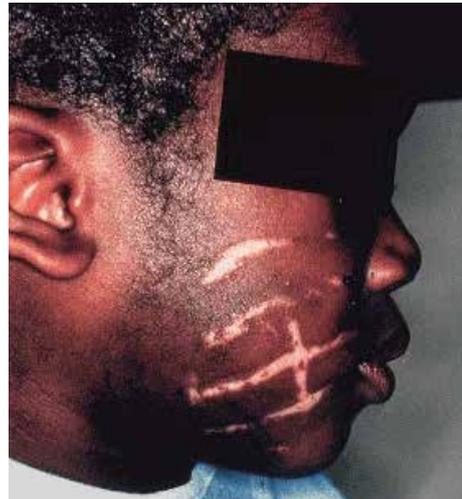
Sample 1: A bite mark is clearly visible.



Sample 2: The mark has a distinct shape of a rope or cane.



Sample 3: The marks show that a looped strap or rope was used.



Sample 4: The shape of a grid is clearly visible.

Source: Dr Aaron Miller, "Training of Trainers on Standard Operating Procedures at GBV Protection Units in Namibia", presentation, Windhoek, 2017.



Daddy told me that hitting is wrong. He beat me with his belt because I hit my little sister. I am confused.

It is widely known that corporal punishment in Namibia's schools is against the law. When teachers hit learners, the real message being communicated is that it is acceptable both to use violence and to disrespect the rule of law.

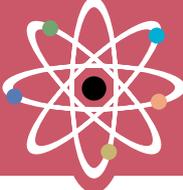


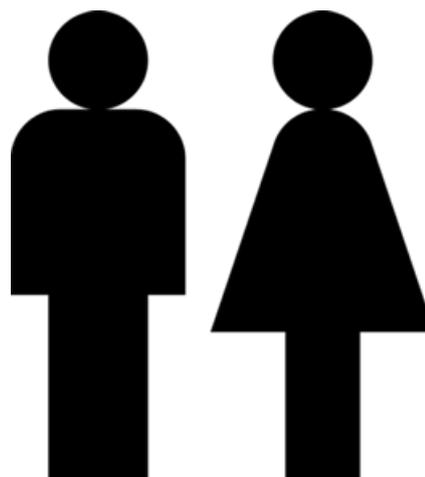
My father beats me sometimes. I can't wait until I am big and strong. Then I will be able to hit people like he does.

Disciplining children with violence perpetuates the cycle of violence in Namibia. Let us teach children that all forms of violence are wrong.

Source: Legal Assistance Centre, *Fact Sheet: The Links between Corporal Punishment and Gender-Based Violence*, Windhoek, 2017.

6.4 Discussing gender stereotypes

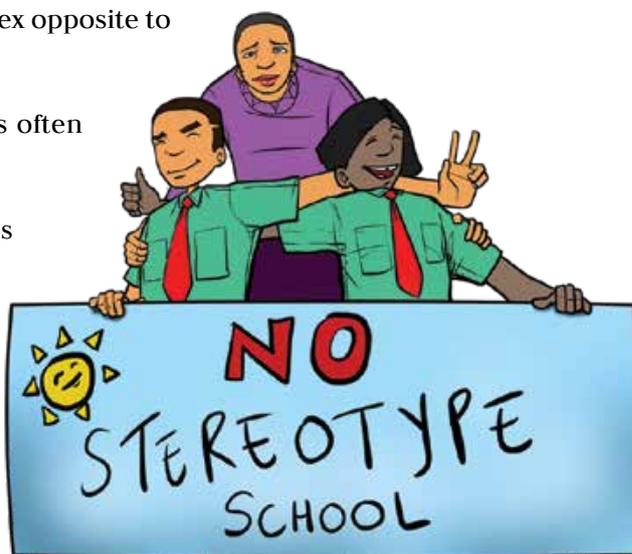
ACTIVITY	WHO IT'S FOR	OBJECTIVES
	Learners	<ul style="list-style-type: none"> ▶ Confront gender stereotypes. ▶ Illustrate why these stereotypes are destructive.



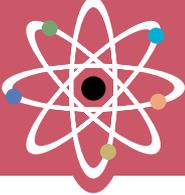
1. Draw on the blackboard a large figure of a man and a large figure of a woman.
2. Give the learners cards with characteristics written on them, using one characteristic per card. For example:

Kind	Tough	Vain	Protective	Aggressive
Passionate	Intimidating	Funny	Loving	Sensitive

3. Ask the learners to stick the cards on the gender icons which they think the characteristic fits best.
4. Read the cards with the learners, asking them if they agree with the assigned position of each card, and why.
5. Select some card examples and ask the learners if they know any people of the *other* sex who have characteristics of the gender where the card was placed. For example: “**Do you know any vain men?**” or “**Do you know any tough women?**” Ask them to give examples.
6. Ask the learners to identify characteristics of the sex opposite to their own sex, and discuss their responses.
7. Lead a group discussion about the stereotypes often ascribed to the two sexes.
8. Ask the learners to identify biological differences between the two sexes – such as “*men are generally stronger than women*” and “*women are able to give birth*”. Explain the difference between biological differences and social perceptions.
9. Give the learners examples of differences and ask them to categorise them into biological differences and social perceptions.



6.5 Quiz on gender-based violence

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners 	<ul style="list-style-type: none"> ▶ Test knowledge and understanding of GBV. ▶ Put the topic on the table to start further discussions.



Instruct the participants to use the questions below to test their knowledge and perceptions of GBV.
(The answers are provided at the end.)

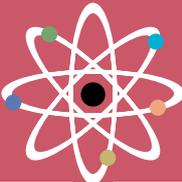
○ – CIRCLE THE ANSWER THAT YOU BELIEVE TO BE TRUE

- 1. Gender is ...**
 - a. determined by the month you were born;
 - b. biological or physical differences between males and females;
 - c. attitudes about what it means to act, speak, dress and express oneself as a man or a woman.
- 2. Sex is ...**
 - a. determined by the month you were born;
 - b. biological or physical differences between males and females;
 - c. attitudes about what it means to act, speak, dress and express oneself as a man or a woman.
- 3. Which of the following is NOT a gender stereotype?**
 - a. Women are submissive.
 - b. Men are strong and dominant.
 - c. Women can give birth to babies.
 - d. Men are good at mathematics and science.
- 4. Which is an example of physical school-related gender-based violence?**
 - a. A boy makes fun of a girl for being loud.
 - b. A girl refuses to speak to another girl because she thinks the clothes she wears are ugly.
 - c. A large boy pushes another boy to the ground because he is not considered manly enough.
 - d. A group of students whistle at a new girl as she enters the school.
- 5. Which is an example of verbal school-related gender-based violence?**
 - a. A boy tells another boy in class that he is a sissy / girlie / big girl.
 - b. Two girls exclude another girl from studying with them.
 - c. A boy tries to touch a girl's leg without her permission while they are working together on a project.
 - d. A group of boys get into a fight after a football game.
- 6. Which is an example of sexual school-related gender-based violence?**
 - a. A teacher tells a female student that she will never go to university because that is for boys.
 - b. A male student follows a female student to the toilets and comments about how much her body is changing and how attractive she is.
 - c. A girl steals another girl's necklace.
 - d. A girl pushes a boy after he says that she is ugly.
- 7. Which is an example of psychological school-related gender-based violence?**
 - a. Boys tease and harass a male classmate who seems feminine, excluding him from their games and telling him to go play with the girls.
 - b. A taxi driver tries to trade free rides to school for sexual favours.
 - c. A group of boys tells another boy that he is clumsy so he can't play football with them.
 - d. Two boys get into a fight over a girl they like.
- 8. Which of the following is not a good thing for a teacher to say when a learner reports violence to them?**
 - a. I want to help.
 - b. Can you tell me more about what has been happening?
 - c. I don't want to hear about this again.
 - d. This school wants to get this sort of thing stopped.

ANSWERS	1 - c
	2 - b
	3 - c
	4 - c
	5 - a
	6 - b
	7 - a
	8 - c

Source:
UNESCO, *Connect with Respect: Preventing gender-based violence in schools*, Paris, 2016.

6.6 Gender-based violence – myths and misconceptions

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ Learners ▶ Teachers ▶ School community 	<p>Explore the learners' and school community's beliefs about sexual violence.</p>



For this activity, ask participants to use images from newspapers and magazines to portray what a 'typical rapist' and 'typical rape victim' look like. The group then puts together a portrait of each.

Following this activity, the group discusses whether these portraits reflect some typical myths about rape and sexual assault that exist in Namibian society. Discuss these myths and the true facts, as explained below.

MYTH: 'Nice girls' don't get raped.

FACT: Any woman or girl can be raped. Babies of six weeks old and women of 93 are raped. Rapists often look for easy victims – someone who is trusting and does not fight back. In our society these are often 'nice girls'.

MYTH: If a girl has large breasts then she wants a lot of sex.

FACT: There is no connection between the size and shape of a female's body and sex drive. No matter what the female looks like, she has the right to control over her body and to decline sexual advances.

MYTH: Rapists are strangers in dark streets.

FACT: A rapist is more often someone you have met before, rather than a stranger. He may be your boyfriend, a date, a teacher, a family member, friend of the family or someone you met at a party. Many rapes are planned beforehand, and many take place in the victim's home. Most rapists know their victims: one study found that rapists know their victims in 84% of cases.

MYTH: Women who dress and behave in a certain way cause men to become excited and rape them.

FACT: No one asks to be raped. A woman has a right to wear whatever she pleases, and a man has the responsibility to respect that. Dressing attractively and flirting are an invitation for attention and/or admiration, not for rape. Only the rapist is responsible for a rape.

MYTH: Women who get drunk in public are inviting rape.

FACT: Being drunk does not excuse a rapist from his crime. Nor does being drunk make the victim responsible for the rape, even if the victim is underage and not legally allowed to be drinking. The law says that you can't consent to sex when you are drunk.

MYTH: Rapists are low-class, 'criminal' types.

FACT: Men of all classes, races, ethnic groups and personal backgrounds commit rape. A rapist can be anyone, including a doctor, police officer, teacher, member of the clergy, social worker or financial manager.

MYTH: A woman can prevent being raped by a man if she tries hard enough.

FACT: Most men are stronger than most women. Rapists need not use a weapon. Physical force, or the threat of violence or emotional manipulation, is enough to scare most women into doing what they are told. Giving in is not the same as agreeing. Women in rape situations are legitimately afraid of being killed or seriously injured, and therefore cooperate with the rapist to save their lives.

MYTH: When men get excited about sex, they cannot stop.

FACT: Most of us know what it is like to get excited to the point where there is nothing we want more than to complete the sexual act. But in fact, we can all choose to stop there and turn away to wait until the excitement fades. Rapists are men who choose not to stop.

MYTH: Rapists are sex-starved monsters or madmen.

FACT: Many rapists are perfectly ordinary people and many of them are married and sexually fulfilled. Rape is a crime of violence, rage and hate. It's not just about the need for sex. Rapists can be anyone, and the reasons why they rape vary. It's not possible to tell a rapist from another man.

MYTH: Men can defend themselves, which means that they cannot be raped.

FACT: Men can also be rape victims, although this is spoken about much less often. One of the greatest differences between male and female rape seems to be how other people respond to it. While women are sometimes told that the rape was their fault because they were wearing revealing clothes and were therefore "asking for it", men are questioned about their manliness. Questions such as "What kind of man are you to let someone do that to you?" and "Why didn't you defend yourself?" are asked.

MYTH: Gay people can be raped to turn them straight.

FACT: Homosexuality is shaped by biological factors. It is not something that someone can be forced to change. Sexual assault will not turn someone heterosexual. This is an illegal and inhumane response. Feelings of hate and fear about homosexuality, however, are socially constructed and can be changed.

MYTH: If a sexual partner didn't scream or fight back, it wasn't sexual assault.

FACT: When someone is sexually assaulted they may be too scared or shocked to fight back. They may also feel that struggling will make the perpetrator more violent, or that there is nothing that they can do to stop the act, so they would rather just remain still and get it over with.

MYTH: Women lie and make up stories about being sexually assaulted.

FACT: The number of false reports about sexual assault is very low, and is consistent with the number of false reports of other crimes.

Source: Adapted from *Namibian Police Force Training Manual*, "Module 2: Sexual Violence", Windhoek, 2017.





6.7 What Namibia's National Gender Policy says about education and training

This extract from the *National Gender Policy 2010-2020* (Chapter 4, pages 25-27) provides information that schools should bear in mind when formulating their School Safety Policy and School Safety Plan.



4.2 Gender, Education and Training

Policy Objective: Reduce gender inequalities in education, improve school completion rates for girls and increase women's access to vocational training, science and technology.

Education is a fundamental human right and a tool for transformation in the process of achieving gender equality objectives. In addition, research indicates that literacy among women is an important key to improving health, nutrition and education in the family, and to empowering women to participate in decision-making processes.

In this regard, the government of Namibia recognises the central role that education plays in improving opportunities for all its citizens for employment and economic well-being. Education patterns indicate that Namibia has done well in terms of enrolment of girls and boys at primary, secondary and tertiary levels. This can be attributed to the Government's promotion of the importance of education for all since Independence. Namibia aims at eliminating gender disparities at all levels of education no later than 2015, to comply with the MDGs [Millennium Development Goals] 2 and 3 on "Education for All" and "Gender Equality and Women's Empowerment", respectively.

Despite the overall improvement in the education of girls, significant regional disparities remain a serious concern. Therefore, there is a need to improve access, equity and quality of education in all regions, particularly in science, mathematics and technological subjects, for girls and women. Other challenges and constraints, in relation to education, include cultural practices, bias, stereotypes which negatively influences access, retention and development of girls across the school curriculum; sexual harassment in educational institutions which could result in pregnancies and exposure to HIV; and inadequate gender-responsive pedagogy in primary, secondary and tertiary institutions.

Broad Strategies

- 4.2.1 Strive for balanced male-female participation rates in pre-primary, primary, secondary and tertiary education, especially for the most disadvantaged and marginalised groups.
- 4.2.2 Eliminate gender disparities in access to all areas of pre-primary, primary, secondary and tertiary education, by ensuring that as of early school years and continuously, both girls and boys, and both men and women, shall have access to career guidance, training, bursaries and loans.
- 4.2.3 Enhance gender sensitisation in communities at grassroots level, school and tertiary education level, and the work-place, through seminars, workshops and media which stress the need for support from parents and the community-at-large, and to assist the public in understanding the importance of girls' and women's access to education.
- 4.2.4 In collaboration with all stakeholders, eliminate barriers that interrupt the schooling of pregnant adolescents and young mothers by establishing accessible and affordable child-care facilities within the community and putting in place counselling facilities for learners and their families.
- 4.2.5 Establish programmes aimed at empowering boys to share responsibility for the prevention of teenage pregnancies, as well as programmes that encourage young fathers to assume parental responsibility.

Continues ►

Strategies to eradicate illiteracy

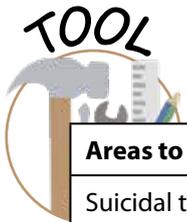
- 4.2.6 Continue to fully support efforts towards improving the implementation of the literacy programme for both women and men.
- 4.2.7 Support efforts to eradicate gender bias in literacy materials, and promote the production of literacy materials that are gender sensitive.
- 4.2.8 Encourage adult and family involvement in learning activities in order to promote literacy for all people in Namibia, especially for men, the disadvantaged and marginalised groups.
- 4.2.9 Recognise that in order for women and men with disabilities to participate in educational programmes – especially those which are meant to address literacy and the development of business skills – educational media should be made accessible in a form that facilitates use by people with disability, such as literature in Braille or large print, or on tape for the blind, and media content which is in sign language, for the deaf.

Strategies to improve women's access to vocational training and science and technology fields

- 4.2.10 Promote and improve girls' and women's enrolment in and completion of courses of study at Vocational Training Centres (VTCs).
- 4.2.11 In collaboration with all stakeholders, provide information to girls and women on the availability and benefits of vocational training and training programmes and opportunities in science and technology, available in Namibia and elsewhere.
- 4.2.12 Improve and enhance access and retention of women and girls in science, mathematics and technology-related fields through motivation and affirmative action.
- 4.2.13 Encourage gender-balanced participation in all apprenticeship programmes.
- 4.2.14 Award scholarships and bursaries to girls and women in fields traditionally dominated by men, such as Science and Economics.
- 4.2.15 Support, financially, training programmes for women and men who are unemployed, particularly in rural areas, to equip them with knowledge and skills that would improve their employment and entrepreneurial opportunities.
- 4.2.16 Promote and encourage participation, particularly by women, in research related to food production and in agricultural extension and education programmes.

Strategies for gender-sensitive education and training materials

- 4.2.17 Ensure that curricula, textbooks and all teaching/learning materials are free from gender-stereotyped references and illustrations at all levels of education, including teacher training programmes.
- 4.2.18 Develop training programmes to sensitize students, teachers, principals and school boards on gender issues.
- 4.2.19 Ensure, through affirmative action, that female educators, teachers and professors take up managerial roles at various levels in the education hierarchy.
- 4.2.20 Remove, in collaboration with all stakeholders, all legal, social and cultural barriers to sexual and reproductive health education.
- 4.2.21 Support gender studies and research activities which can be used as a tool to make the school curricula gender-responsive, and to address the problems that force girls and women out of the education structures.



6.8 Suicide risk assessment

Areas to consider	Low risk	Moderate risk	High risk
Suicidal thoughts	Occasional suicidal thoughts	More than one suicidal thought per day	<ul style="list-style-type: none"> ▶ Frequent or persistent suicidal thoughts ▶ Suicidal thoughts associated with psychotic symptoms
Suicidal intent			<ul style="list-style-type: none"> ▶ Sees no reason for living ▶ Believes nothing would change their mood or improve their feelings ▶ The desire to die or not be alive is very strong
Plan details of suicide, including means, times and chance of intervention	<ul style="list-style-type: none"> ▶ Vague ▶ No means readily available or identified ▶ No specific time in the future identified 	<ul style="list-style-type: none"> ▶ Some specifics ▶ Means available, have been identified ▶ Plans to act within a few hours ▶ Has taken drugs or alcohol ▶ Other people are available to be called upon 	<ul style="list-style-type: none"> ▶ Well thought out, knows when, where and how ▶ Has means in hand ▶ Plans to act immediately ▶ No one nearby, isolated
Mood	Mildly depressed, feels slightly down	Moderately depressed, some moodiness, sadness, irritability, loneliness and decreased energy	<ul style="list-style-type: none"> ▶ Overwhelmed by hopelessness, sadness and/or ▶ Feelings of worthlessness and self-neglect ▶ Extreme mood changes
Hopelessness	<ul style="list-style-type: none"> ▶ Has some plan for the future ▶ Thinks things might possibly get better 		<ul style="list-style-type: none"> ▶ Future looks bleak and empty ▶ Has conviction that nothing will ever improve
Communication	Direct expression of thoughts and feelings	Suicide goals (e.g. <i>"I want to be with someone who died"</i> ; <i>"They will be sorry"</i> .)	Very indirect or non-verbal expression of internalised suicide goal.
Previous suicide attempts or self-harm	None or one of low lethality	Multiple of low lethality or one of medium lethality and history of repeated threats	One of high lethality or multiple attempts of moderate lethality
Other risky behaviours	Does not, or very rarely engages in risky behaviours	Occasional risky behaviour in context of substance use	<ul style="list-style-type: none"> ▶ Multiple risky behaviours in context of substance abuse ▶ Other risky behaviours, including reckless driving, fighting, etc.
Triggers/context	No significant trigger	<ul style="list-style-type: none"> ▶ Moderate reaction to loss or social change ▶ Bereavement in wider social or family circle 	<ul style="list-style-type: none"> ▶ Severe reaction to loss or change in social context ▶ Social or personal crises ▶ Bereavement in close social or family circles

Table continues ▶

Self-management	<ul style="list-style-type: none"> ▶ Maintains daily/social activities with little change in level or functioning ▶ Communicates openly about issues and working through them ▶ Draws on problem-solving strategies ▶ Willing to seek help/support ▶ Stable relationships 	<ul style="list-style-type: none"> ▶ Some activities disrupted, disturbances in sleep, eating, schoolwork ▶ Communicates from time to time ▶ One or two problem-solving strategies, but difficulty in carrying them through ▶ Ambivalent about receiving help or support ▶ Behaviours break social norms, feelings of recklessness ▶ Substance use/abuse 	<ul style="list-style-type: none"> ▶ Significant disturbances in daily functioning ▶ No communication about problems ▶ Unable to effectively approach problem-solving ▶ Self-neglect ▶ Difficulty with peers, family and teachers ▶ Extreme and escalating behaviours
Positive resources	<ul style="list-style-type: none"> ▶ Significant others concerned and willing to help ▶ Other help available in form of family, friends, trusted adult 	Family and friends available but unwilling or unable to help consistently	Family and friends not available and not willing to help, or are hostile, exhausted or injurious.

Source: Adapted from New Zealand Ministry of Education, *Preventing and responding to suicide: Resource kit for schools*, Professional Practice Unit, Wellington, New Zealand, 2013.



Safe Schools Standard 7

Effective prevention of and response to substance abuse in schools



7.1 Drug prevention education checklist

Checklist for evaluating skills-based programmes of education for drug abuse prevention

The following checklist provides a method for determining the quality of programmes of education for drug abuse prevention.

- ▶ Are learning outcomes related to or likely to contribute in the long term to desired behaviour change in the broad context of prevention?
- ▶ Do the teaching and learning strategies relate directly to the learning outcomes?
- ▶ Is the programme of education for drug abuse prevention part of the formal school curriculum or could it be linked to it?
- ▶ Does a qualified and trained teacher facilitate the programme?
- ▶ Do programmes have sequence and progression throughout the year and across grade levels?
- ▶ Are the messages across the broader school environment consistent with the stated learning outcomes?
- ▶ Are programmes and resources accurate and appropriate for the target group and the year level?
- ▶ Does the programme take into account the knowledge, attitudes and values of the community and the individual? Are interactive and participatory teaching and learning methods used in the programme? Is the programme based on sound principles, current research, effective teaching and learning practices and student needs?
- ▶ Does the programme address social and environmental factors or other external factors that can affect individual behaviour?
- ▶ Does the programme include other complementary elements such as policy and services that can reinforce education for drug abuse prevention?
- ▶ Does the programme take into account risk and protective factors as well as levels of drug use, gender, ethnicity or culture, language, developmental level, ability level, religion and sexual orientation or lifestyle?
- ▶ Are students, parents and the wider community involved in planning and implementing programmes?
- ▶ Are objectives, processes and outcomes evaluated?
- ▶ Do the programmes, activities and resources contribute to long-term positive outcomes in the health curriculum and the health environment of the school?

Source: United Nations Office on Drugs and Crime (UNODC), *School-based education for drug use prevention*, New York, 2004.



7.2 Substance abuse education objectives: Making good decisions



Objectives of the drug abuse prevention programme for primary school learners

Knowledge

Learners should know:

- ▶ ways to enhance their own and others' confidence and self-esteem;
- ▶ how to share with and care for family and friends;
- ▶ people who can help them when they have questions or concerns;
- ▶ about peoples' physical and emotional differences and how to accept them;
- ▶ what medicines are for, their safety rules and the dangers of incorrect use;
- ▶ how substances can get into the body;
- ▶ alternatives to medicine; and
- ▶ the possible effects of others' smoking on their health.

Attitudes and values

Learners are able to discuss:

- ▶ valuing one's body and recognising one's individuality;
- ▶ responsible attitudes towards medicine and health professionals;
- ▶ positive attitudes towards the non-use of tobacco;
- ▶ a responsible attitude towards the social use of alcohol (where laws allow it);
- ▶ critical responses to the advertising of medicines and other health supplements; and
- ▶ their feelings, with confidence.

Skills

Learners can:

- ▶ demonstrate basic listening and communication skills when interacting with others;
- ▶ express their feelings constructively and show respect for the feelings of others;
- ▶ work effectively in small groups;
- ▶ recognise situations where choices can be made and identify the consequences of their choices;
- ▶ set simple goals to keep themselves safe and healthy; and
- ▶ follow simple safety instructions and know when and how to get help from adults and others, such as police or ambulance services.

Objectives of the drug abuse prevention programme for junior secondary school learners

Knowledge

Learners should know:

- ▶ school and society rules and laws relating to legal and illegal drugs;
- ▶ how to use products to maintain health safely;
- ▶ appropriate health services and how to access them;
- ▶ how manufacturers, media and advertisers try to influence decisions about drugs;
- ▶ the consequences of smoking and the misuse of alcohol;
- ▶ that drugs can alter the way a person behaves and feels;
- ▶ the contribution of drug use to lifestyle, disease and associated social, emotional, legal and economic

costs; and

- ▶ that different drugs pose different risks to different people.

Attitudes and values

Learners are able to discuss:

- ▶ how values about drugs are shaped by teachers, family, friends, media and church;
- ▶ an acceptance of responsibility for their actions and safety;
- ▶ a positive self-image; and
- ▶ respect for the right of others to have different attitudes and values, realistic attitudes and accurate beliefs about drugs and people who use them.

Skills

Learners can:

- ▶ communicate effectively with a wide range of people;
- ▶ identify problem or risk situations and make decisions based on firmly held values;
- ▶ cope with peer influences and assert their ideas;
- ▶ use decision-making and assertiveness in drug use situations;
- ▶ maintain friendships, give care and get help; and
- ▶ recognise and deal with a range of feelings and changes in relationships over time.

Objectives of the drug abuse prevention programme for senior secondary school learners

Knowledge

Learners should know:

- ▶ the importance of self-esteem, positive self-concept and identity;
- ▶ rights and responsibilities in relationships;
- ▶ concepts of abstinence and alternatives to drug use;
- ▶ definitions of drugs and facts about drug misuse and abuse and drug dependence;
- ▶ how different contexts and situations influence personal values, attitudes, beliefs and behaviour in relation to drug use;
- ▶ the consequences of unlawful drug use;
- ▶ how drugs can affect a person's ability to perform tasks; and
- ▶ the impact of media messages on the health behaviour of individuals and society.

Attitudes and values

Learners are able to discuss:

- ▶ a value-based stance on drug use, and feeling confident to act on those values;
- ▶ the significance of social and cultural influences on beliefs about drugs;
- ▶ empathy and acceptance of a diverse range of people;
- ▶ individual responsibility for health and respect for the health of others; and
- ▶ personal beliefs about drugs and their effects on decisions.

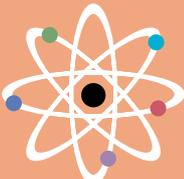
Skills

Learners can:

- ▶ communicate constructively with parents, teachers and peers;
- ▶ give and receive care in a variety of health-related situations;
- ▶ set short- and long-term health goals;
- ▶ demonstrate skills for managing conflict, aggression, stress and time;
- ▶ identify and assess personal risk and how to ensure that they do not place others at risk;
- ▶ assert themselves and deal with influences from others; and
- ▶ work effectively with others and cope with change, loss and grief.

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

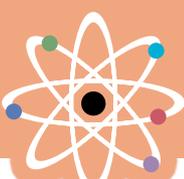
7.3 Decision-making

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ School management ▶ Teachers ▶ Learners ▶ Parents and families ▶ Community members 	Improving decision-making skills.



1. Ask the group to give examples of problems they may have, or decisions that they have to make. These will differ greatly.
2. Encourage the group to be very open and honest.
3. Ask the group to break up into pairs or groups of three.
4. Give the groups the template on the right-hand page and ask them to map out different options, both positive and negative.
5. Ask participants to choose the best outcome and explain to the group why that was the best outcome.
6. Ask participants to discuss how a tool like this could help them to make decisions.
7. Stress the importance of looking at different possible outcomes.
8. Ask participants how this could be applied to the issues of substance abuse in their communities and in their schools
9. Ask participants how this tool could be used to deal with issues such as peer pressure.
10. Ask participants to think of 2-3 issues of their own, and how this process could help them. (They may want to do this privately.)

7.4 Decision-making

ACTIVITY	WHO IT'S FOR	OBJECTIVES
	<ul style="list-style-type: none"> ▶ Learners ▶ Parents and families ▶ Community members 	<ul style="list-style-type: none"> ▶ Identify achievements in life so far. ▶ Develop skills to put issues into perspective. ▶ Develop skills to predict consequences of actions.

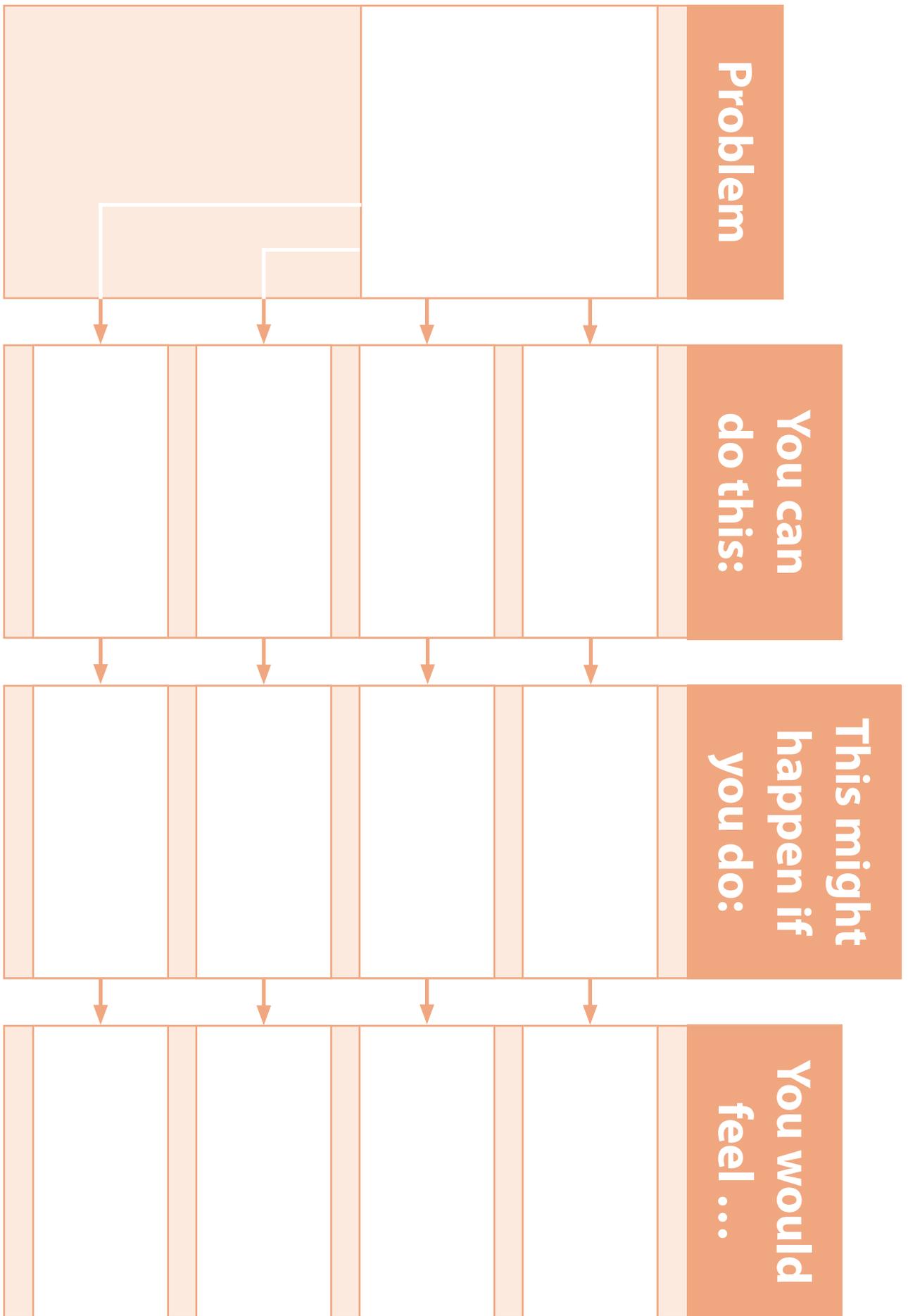
21 March 2002

10 June 2018



1. Ask participants to draw a long line on a piece of paper and to:
 - a) write at the start of the line their birth date; and
 - b) put today's date on a point somewhere in the middle of the line.
2. On the line from birth to today, ask them to note significant events or achievements – for example, starting school, getting a job or meeting a partner. Place the positive aspects above the line and the negative aspects below the line.
3. On the line from today to the moment before the end of life, ask them to write five things that they would like to achieve at different stages of their life.
4. Ask them to put in a different colour, or in a bubble, what they feel could happen that would prevent them from achieving the five goals.
5. Share with at least three other people the events and achievements recorded.
6. As a follow-up, ask them to consider if or how the use of drugs (by themselves or others) could possibly affect their life.
7. Ask them to consider changes that they might want to make.
8. Ask the participants how this exercise made them feel.







7.5 Illegal drugs and their effects



Substance	Immediate effects	Continued heavy/regular use	Consumption
Tobacco	Lasts ¼-2 hours. Increased heart and pulse rate.	Heart and lung disease, cancer, high blood pressure, bronchitis and breathing difficulties.	Smoking
Caffeine	Lasts 2-4 hours. Increased alertness. Large doses can delay sleep.	Restlessness, upset stomach. Can be harmful for people with heart problems.	Orally
Amphetamine	Lasts 48 hours. Highly stimulating. Excitement, increased activity and decreased appetite. Larger doses delay sleep.	Inability to sleep, restlessness, headaches, aggression. Can cause severe mental or emotional disturbances.	Snorting Anal injection Anally Orally
Cocaine	Can last up to 4 hours. Feelings of self-confidence and power, increased energy, decreased appetite.	Loss of concentration and motivation. Dizziness, aggression and mental disturbances. Can cause psychiatric complications. Snorting can lead to tearing of the nasal wall.	Snorting Injecting Orally Anally
MDMA	Can last up to 6 hours. Increased blood pressure, confidence and feelings of closeness with others. Sensation of floating; anxiety, nausea and paranoia can occur.	Sensation of floating and other disturbed perceptions. Can cause convulsions, irrational behaviour, insomnia, depression.	Orally Injecting Anally
Alcohol	Slurred speech, loss of inhibitions, relaxation, feelings of happiness and wellbeing or depression. Large doses can cause unconsciousness or hangover.	Can result in brain and other nervous system damage, as well as damage to the heart, pancreas, stomach and liver. Sometimes can lead to death. Withdrawal can produce sweating, tremors, convulsions and delirium.	Orally

Substance	Immediate effects	Continued heavy/regular use	Consumption
Minor tranquilizers	Lasts 12-24 hours. Relief of anxiety and tension, drowsiness (possible sleep), lack of muscle coordination, blurred vision and sometimes excitability.	Depression, lack of muscle and speech coordination. Withdrawal symptoms such as anxiety, insomnia, tremors and convulsions can also occur while on a stable dose.	Orally Injecting Anally
Opioids Heroin Morphine Codeine Pethidine Methadone Opium	Lasts 4-24 hours. Relief of pain and anxiety, feelings of wellbeing, decreased awareness of outside world. Causes vomiting, drowsiness and sleep in some. High doses can cause unconsciousness and death.	High risk of overdose, and of HIV and hepatitis if sharing needles. Withdrawal symptoms are anxiety, sweating, cramps, runny nose, vomiting, insomnia, pain.	Orally Injecting Smoking Snorting
Cannabis	Can last up to 5 hours. Relaxation, laughter, increased appetite, slowing down of time, loss of concentration, decreased coordination and bloodshot eyes. Can be hallucinogenic.	Respiratory complications. Can decrease concentration and memory. Psychiatric problems possible if schizophrenic condition already exists.	Orally Smoking
Inhalants and Solvents	Lasts 1 minute to 3 hours. Petrol-sniffing lasts up to 6 hours. Feelings of happiness, excitement, relaxation and drowsiness. Half have delusions. Headaches and irritation are common. Large amounts can cause illness and unconsciousness. Butane and aerosols may cause sudden death.	Liver, kidney and brain damage can result. Suffocation caused by plastic bags or choking on vomit can also occur.	Inhalation
Hallucinogens	Lasts 6-12 hours. Hallucinations – seeing, hearing, feeling or thinking things that don't exist. Anxiety, panic and nausea can occur.	Can increase the risk of severe mental disturbances. Can cause 'flashbacks' (whereby the drug experience can recur at any time.)	Orally

Source: Centre for Education and Information on Drugs and Alcohol (CEIDA), *Illegal drugs and their effects*, Australia, 1985 (revision 1995).

Join Edu in making Namibia's schools safe!



Start Caring Stop Bullying

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.



SPEAK
Edu speaks to be heard and understood.



MOVE
Edu moves to be fit and healthy.



LISTEN
Edu listens to learn.



READ
Edu reads to get knowledge. Edu knows that knowledge is power!



CARE
Edu cares for a strong community.



PLAY
Edu plays to be happy and healthy.



All 10 all the time

10 steps to success

The Edu Circles programme is supported by the United Nations Children's Fund (UNICEF) and the European Union (EU).
If your school wants to know more about Edu and Edu Circles, please contact the Ministry of Education, Arts and Culture National Resource Centre Government Office Park Luther Street, Windhoek Telephone (+264) (0)61-2933004 Website www.moe.gov.na



Quality Education: Our shared responsibility!



Bibliography

Anti-Defamation League, “Definitions Related to Sexual Orientation and Gender Identity”, ADL, Washington, D.C., 2017. Available at <www.adl.org/sites/default/files/documents/definitions-related-to-sexual-orientation-and-gender-identity.pdf>.

Australia Education Services, *National Safe Schools Framework (2010) (Revised 2011)*, Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA), Victoria, Australia, 2011.

Banerjee, R., “Social and emotional aspects of learning in schools: Contributions to improving attainment, behaviour, and attendance”, Report on data from the National Strategies Tracker School Project School of Psychology, University of Sussex, UK, 2010.

Bernard, A., “Review of Child-Friendly School Initiatives in the EAPRO Region”, unpublished draft, 2003.

Black, W.R. and M.D. Simon, “Leadership for All Students: Planning for More Inclusive School Practices”, National Council of Professors of Educational Administration (NCPEA), in *NCPEA International Journal of Educational Leadership Preparation*, Vol. 9, No. 2, October 2014. Accessed at <<https://files.eric.ed.gov/fulltext/EJ1048067.pdf>>.

Boynnton, M. and C., *Educator’s Guide to Preventing and Solving Discipline Problems*, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2005.

Burton, P. and L. Leoschut, “School Violence in South Africa: Results of the 2012 National School Violence Study”, *Monograph Series, No. 12*, Centre for Justice and Crime Prevention, Cape Town, March 2013.

Burton, P., L. Leoschut and M. Popovac, “Protecting the flame: Overcoming violence as a barrier to education in Namibia”, *Monograph Series, No. 8*, Centre for Justice and Crime Prevention, Cape Town, May 2011.

Centers for Disease Control, “School Health Policies and Programmes Study”, CDC, Bethesda, Maryland, 2014. Available at <www.cdc.gov/healthyyouth/data/shpps/index.htm>.

Centre for Education and Information on Drugs and Alcohol, *Illegal drugs and their effects*, CEIDA, Australia, 1985 (revision 1995).

Centre for Justice and Crime Prevention and Department of Basic Education, *Safe Schools Framework for South Africa*, CJCP/DBE, Cape Town, South Africa, 2012.

Centre for Peace and Justice and Department of Basic Education, *Positive classroom discipline and classroom management techniques*, CPJ/DBE, Cape Town, South Africa, 2012.

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

Craig, W.M., D. Pepler and R. Atlas, “Observations of Bullying on the Playground and in the Classroom”, in *School Psychology International*, Vol. 21, No. 1, 2000, pp. 22-36.

Digizen, *Safe to Learn: Embedding Anti-Bullying Work in Schools*. Available at <http://old.digizen.org/cyberbullying/fullguidance/resources/caseexample.aspx>.

- Du Plessis, A.H., “Exploring secondary school educator experiences of school violence”, unpublished MA dissertation, University of Pretoria, South Africa, 2008.
- Eleanor Palmer Primary School, “Drugs Policy”, January 2015, at <www.eleanorpalmer.camden.sch.uk>.
- Foley, D., “5 Tips for Better Relationships With Your Students”, National Education Association, Washington, D.C. Accessed at <www.nea.org/tools/51057.htm>.
- Frey, K.S. et al., “Observed reductions in school bullying, non-bullying aggression, and destructive bystander behavior: A longitudinal evaluation”, in *Journal of Educational Psychology*, Vol. 101, No. 2, 2009, pp. 466-481.
- García-Moreno, C. and C. Watts, “Violence against Women: Its importance for HIV/AIDS”, *AIDS 2000*, Vol. 14, Supplement 3, pp. 5253-5265.
- Gerstein, D.R. and L.W. Green (eds), *Preventing drug abuse: What do we know?*, National Academy Press, Washington, D.C., 1993.
- Glew, G.M. et al., “Bullying, psychosocial adjustment, and academic performance in elementary school”, in *Archives of Pediatric Adolescent Medicine*, Vol. 159, No. 11, November 2005, pp. 1026-1031.
- Gupta, G.R., “Gender, Sexuality, and HIV/AIDS: The What, the Why, and the How”, *SIECUS Report*, 29(5), Washington, D.C., 2001. Available at <www.siecus.org/pubs/srpt/srpt0033.html>.
- Hanse-Himarwa, K., Minister of Education, Arts and Culture, untitled remarks at the launch of the “Start Caring” anti-bullying campaign, Social Accountability and School Governance Initiative, MoEAC, Windhoek, 2015.
- Hoover, J.H. and R.O. Oliver, *The bullying prevention handbook: A guide for principals, teachers, and counsellors*, National Educational Service, Bloomington, Indiana, 1996, p. 38.
- Humphrey, N. et al., “Primary social and emotional aspects of learning: Evaluation of small group work”, *Research Report RR064*, DCSF Publications, Nottingham, UK, 2008.
- Ialongo, N. et al., “The distal impact of two first grade preventive interventions on conduct problems and disorder and mental health service need and utilization in early adolescence”, in *Journal of Emotional and Behavioral Disorders*, Vol. 9, 2001, pp. 146-160.
- Kumpfer, K.L. and C.W. Turner, “The Social Ecology Model of Adolescent Substance Abuse: Implications for Prevention”, in *International Journal of the Addictions*, Vol. 25, No. 4, 1990, pp. 435-463.
- Lancet Commission, “Our future: A Lancet commission on adolescent health and wellbeing”, *The Lancet*, London, 2016. Available at <www.thelancet.com/commissions/adolescent-health-and-wellbeing>.
- Legal Assistance Centre, “Corporal Punishment Fact Sheet”, LAC, Windhoek, 2015.
- Legal Assistance Centre, *Corporal Punishment: National and International Perspectives* (Research Brief), LAC, Windhoek, 2016. Available at <www.lac.org.na/projects/grap/Pdf/researchbriefcp.pdf>.
- Legal Assistance Centre, *Fact Sheet: The Links between Corporal Punishment and Gender-Based Violence*, Windhoek, 2017. Available at <www.lac.org.na/projects/grap/Pdf/researchbriefcp.pdf>.
- Legal Assistance Centre, *Namibia Domestic Violence and Sexual Abuse Service Directory* (Second Edition), LAC, Windhoek, 2005. Available at <www.lac.org.na/projects/grap/Pdf/servdir.pdf>.
- Lendrum, A., N. Humphrey and M. Wigelsworth, “Social and emotional aspects of learning (SEAL) programme in secondary schools: National evaluation”, *Research Report DFE-RR049*, Department of Education, UK, 2010.

- Leoschut, L., “Running Nowhere Fast: Results of the 2008 National Youth Lifestyle Study”, *Monograph Series, No. 6*, Centre for Justice and Crime Prevention, Cape Town, South Africa, June 2009.
- Louie, K., “Cyberbullying, a Resource for School Social Workers”, Online MSW Programs, 2016, at <<https://onlinemswprograms.com>>.
- Marques de Sousa, M., UNICEF Representative in Namibia, untitled remarks at the launch of the “Start Caring” anti-bullying campaign, Social Accountability and School Governance Initiative, 2015.
- Marston, D., “How many tiers are needed within RTI to achieve acceptable prevention outcomes and to achieve acceptable patterns of LD identification?”, paper presented at the NRCLD Responsiveness to Intervention Symposium, Kansas City, Missouri, 2003. Accessed at <www.nrclld.org/symposium2003/marston/index.html>.
- McGrath, H., “Making Australian Schools Safer: A Summary Report of the Outcomes from the National Safe Schools Framework Best Practice Grants Programme (2004-2005)”, Deakin University, Melbourne, 2007. Accessed at <www.ncab.org.au/media/1369/makingaustraliaschoolssafer.pdf>.
- Meador, D., “Strategies for Teachers to Develop Positive Relationships with Students”, ThoughtCo, at <www.thoughtco.com/develop-positive-relationships-with-students-3194339>.
- Miller, A., “Training of Trainers on Standard Operating Procedures at GBV Protection Units in Namibia”, presentation at NICE Restaurant, Windhoek, 2017.
- Ministry of Education, Arts and Culture (MoEAC), *Issues Paper: Towards a New Education Act for Namibia*, MoEAC Directorate of Programmes and Quality Assurance, MoEAC/UNICEF/EU, Windhoek, 2016.
- Ministry of Education, Arts and Culture and United Nations Children’s Fund, “*We are the architects of our own destiny!*”: *Study of Positive Deviant Schools in Namibia*, Windhoek, MoEAC and UNICEF, 2016.
- Ministry of Education, Arts and Culture, *Establishing and Maintaining Effective School Boards: A Guide* (aka “School Board Training Manual”), MoEAC/EU/UNICEF/Rössing Foundation, Windhoek, 2016.
- Ministry of Education, *Education Sector Policy for Orphans and Vulnerable Children*, MoE, Windhoek, 2008.
- Ministry of Education, *Field Booklet for Emergency Preparedness and Response in Namibia’s Education Sector*, MoE, Windhoek, 2015. Available at <www.unicef.org/namibia/na.Field_Booklet_for_EPR_in_Nam_Education_Sector_2015_-_web_quality.pdf>.
- Ministry of Education, *Information Package for the Management of Learner Pregnancy*, MoE, Windhoek, 2012.
- Ministry of Education, *Sector Policy on Inclusive Education*, MoE, Windhoek, 2013.
- Ministry of Education, *Sector Policy on the Prevention and Management of Learner Pregnancy*, MoE, Windhoek, 2012.
- Ministry of Health and Social Services and Ministry of Education, Arts and Culture, *Training of Trainers Manual on School Health*, MoHSS and MoEAC, Windhoek, 2015. Available at <www.moe.gov.na/health_portal>.
- Ministry of Safety and Security, *Namibian Police Force Training Manual*, “Module 2: Sexual Violence”, MSS, Windhoek, 2017.
- Ministry of Safety and Security, *National Guidelines for Integrated Services at Gender-Based Violence Protection Units*, MSS, Windhoek, 2017.
- Mirembe, R., “Mixed Messages”, in *Insights*, Vol. 37, Gender Violence Special Issue, August 2001.

- Mitchell, C., “Safe Haven for Girls: Can Teachers Challenge Gender Violence?”, in *Insights*, Vol. 37, Gender Violence Special Issue, August 2001.
- Mlamleli, O. et al., “Creating Programs for Safe Schools: Opportunities and Challenges in Relation to Gender-Based Violence in South Africa”, in *McGill Journal of Education*, Vol. 35, No. 3, 2000, pp. 261-277.
- Moser, C. and B. van Bronkhorst, “Youth Violence in Latin America and the Caribbean: Costs, Causes, and Interventions”, *LCR Sustainable Development Working Paper No. 3, Urban Peace Program Series*, World Bank, Washington, D.C., 1999. Available at <www/wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1999/11/19/000094946_99110405534915/Rendered/PDF/multi_page.pdf>.
- Moya, C., *Life Skills Approaches to Improve Young Adult Reproductive Health*, FOCUS on Young Adults, Washington, D.C., 2001.
- National Council on Teacher Quality, *Training our Future Teachers: Classroom Management*, NCTQ, Washington, D.C., 2014. Available at <www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report>.
- National Institute for Democracy (NID), *Civic Education for Teachers Manual*, Windhoek, 2014.
- National Institute for Educational Development (NIED), *Learning Support Teachers’ Manual*, Okahandja, Namibia, 2014.
- New Zealand Ministry of Education, *Preventing and responding to suicide: Resource kit for schools*, Professional Practice Unit, Wellington, New Zealand, 2013.
- NoBully Solutions Team, “Responding to Cyberbullying: Guidelines for administrators”, 2016. Available at <www.nobully.org/sites/default/files/page/files/Cyberbullying%20flowchart%202017.pdf>.
- North Bristol National Health Trust, CCHP and Barnardos, *Self Harm; Information and Suggestions for School Staff*, Bristol, UK, 2011.
- Osher, D. et al., *UNICEF Child Friendly Schools Programming: Global Evaluation Final Report*, American Institutes for Research, Washington, D.C., 2009.
- Pinheiro, P.S., *World Report on Violence against Children*, United Nations Secretary-General’s Study on Violence against Children, United Nations, New York, 2006.
- Republic of Namibia, *Child Care and Protection Act, 2015 (Act No. 3 of 2015) – Government Gazette No. 5744*, 28 May 2015. Annotated version available at <<https://laws.parliament.na>> and <www.lac.org.na/laws>.
- Republic of Namibia, *Constitution of the Republic of Namibia*, Office of the President, Windhoek, 1990.
- Republic of Namibia, *Education Act, 2001 (Act No. 16 of 2001) – Government Gazette No. 2673, 27 December 2001*. Annotated version available at <<https://laws.parliament.na>> and <www.lac.org.na/laws>.
- Republic of Namibia, Ministry of Education, *National Policy on HIV and AIDS for the Education Sector*, MoE, Windhoek, 2004.
- Republic of Namibia, Ministry of Health and Social Services, *National Policy for School Health*, MoHSS, Windhoek, 2008.
- Republic of Namibia, *NAMIBIA VISION 2030: Policy Framework for Long-Term National Development*, Office of the President, Windhoek, 2004.
- Republic of South Africa, Department of Basic Education, *Guide to Drug Testing in South African Schools*, DBE, Pretoria, 2014.

- Republic of South Africa, Department of Basic Education, *National Strategy for the Prevention and Management of Alcohol and Drug Use Amongst Learners in Schools*, DBE, Pretoria, 2013.
- Rivers, I. et al., “Observing bullying at school: The mental health implications of witness status”, in *School Psychology Quarterly*, Vol. 24, No. 4, pp. 211-223, 2009.
- Sabo, D. et al., *Sport and Teen Pregnancy*, Women’s Sports Foundation, East Meadow, New York, 1998.
- Shochet, I.M. et al., “School Connectedness is an Underemphasized Parameter in Adolescent Mental Health: Results of a Community Prediction Study”, in *Journal of Clinical Child and Adolescent Psychology*, Vol. 35, No. 2, 2010, pp. 170-179.
- Southern African Consortium for Monitoring Educational Quality, *SACMEQ III Report* (covering 2005-2011), SACMEQ, Gaborone, 2011.
- St. John Ambulance (UK), First-Aid Guide, at <www.sja.org.uk/sja/first-aid-advice/get-a-free-first-aid-guide.aspx>.
- TippyTap.org: <www.tippytap.org/wp-content/uploads/2011/03/How-to-build-a-tippy-tap-manual.pdf>.
- United Kingdom Office for Standards in Education, Children’s Services and Skills, *Annual Report 2014/15: Education and Skills*, London, Ofsted, UK, 2015.
- United Nations Children’s Fund, *Child Friendly Schools Manual*, UNICEF, New York, 2009. Available at <www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf>.
- United Nations Children’s Fund, *Child Online Protection Factsheet*, UNICEF, Windhoek, 2016. Available at <www.unicef.org/namibia/na.COP_Fact_Sheet_2016.pdf>.
- United Nations Children’s Fund, *Evaluation of Counselling Services in Schools in Namibia*, UNICEF, Windhoek, 2010. Available at <www.unicef.org/namibia/MoE>.
- United Nations Children’s Fund, *HIV and AIDS Knowledge, Attitudes, Practices and Behaviour (KAPB) Study in Namibia*, UNICEF Research Facilitation Services, 2006. (Available at <www.unicef.org/namibia/UNICEF_Nam_2006_HIV_AIDS_KAPB_study_final_30_nov_2006.pdf>.)
- United Nations Children’s Fund (UNICEF), *Life Skills-Based Education for Drug Use Prevention Training Manual*, UNICEF, Windhoek, 2003.
- United Nations Children’s Fund, *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*, UNICEF, Windhoek, 2016.
- United Nations Educational, Scientific and Cultural Organization and UN Women, *Global Guidance on Addressing School-Related Gender-Based Violence*, UNESCO, Paris, and UN Women, New York, 2015.
- United Nations Educational, Scientific and Cultural Organization, *Happy Schools: A Framework for Learner Well-being in the Asia-Pacific*, UNESCO, Bangkok, 2016. Available at <<http://unesdoc.unesco.org/images/0024/002441/244140e.pdf>>.
- United Nations Educational, Scientific and Cultural Organization, *Global Guidance on Addressing School-Based Gender-Based Violence*, UNESCO, Paris, 2016.
- United Nations Educational, Scientific and Cultural Organization, *Connect with Respect: Preventing gender-based violence in schools*, Paris, 2016.
- United Nations Office on Drugs and Crime (UNODC), *School-based education for drug abuse prevention*, New York, 2004.

United States Agency for International Development, “Tips for Developing Life Skills Curricula for HIV Prevention Among African Youth: A synthesis of emerging lessons”, *Technical Paper No. 115*, USAID, Washington, D.C., 2002.

United States Centers for Disease Control and Prevention, *Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health*, CDC, Washington, D.C., 2013. Available at <www.cdc.gov/healthyschools/wsc/wscmodel_update_508tagged.pdf>.

Urban Trust of Namibia, “Violence Prevention in Namibia: Action for a Safe and Caring Society”, *Monograph 5*, UTN, Windhoek, 2014.

Urban Trust of Namibia, *Building Safe and Caring Communities: Violence prevention initiative in Namibia – Safety Audit Report*, UTN, Windhoek, 2013.

Urban Trust of Namibia, *Youth Speaking Out: Creative voices for crime and violence prevention*, UTN, Windhoek, 2016.

Virginia Department of Education, “School Safety Audit Checklist”, Richmond, Virginia, 2013.

Weare, K., “What works in promoting social and emotional well-being and responding to mental health problems in schools?”, *Advice for Schools and Framework Document*, Partnership for Well-being and Mental Health in Schools, National Children’s Bureau, London, 2015. Available at <www.ncb.org.uk/areas-of-activity/education-and-learning/partnership-for-well-being-and-mental-health-in-schools/what-works-guidance-for-schools>.

Wiebe, G., “Teacher Evaluation by Students”, HistoryTech, at <www.historytech.wordpress.com>.

World Bank, *Ecuador Gender Review: Issues and Recommendations*, World Bank Country Study, Washington, D.C., 2002.

World Education, “Menarche and its Implications for Educational Policy in Peru”, *Girls’ and Women’s Education Policy Research Activity, Policy Brief*, World Education, Boston, 2001. Accessed at <http://pdf.usaid.gov/pdf_docs/Pnacr862.pdf>.

World Health Organization, “Creating an Environment for Emotional and Social Well-Being: An important responsibility for a health-promoting and child-friendly school”, *WHO Information Series on School Health: Document 10*, WHO/MNH and WHO/NPH, Geneva, 2003.

World Health Organization, “Strengthening Interventions to Reduce Helminth Infections: As an Entry Point for the Development of Health-Promoting Schools” (WHO/HPR/HEP/96.10), *WHO Information Series on School Health, Document 1*, WHO, Geneva, 1997.

World Health Organization, “The Physical Environment: An Important component of a health-promoting school”, *WHO Information Series on School Health, Document 2*, WHO/FHE and WHO/NPH, Geneva, 2003.

World Health Organization, “Violence Prevention: Key elements of a health-promoting school” (WHO/HPR/HEP/98.2), *WHO Information Series on School Health: Document 3*, WHO/EI/UNESCO, Geneva, 1999.

World Health Organization, *Global School Health Initiative*, WHO, Geneva, 1995.

World Health Organization, *Preventing Suicide: A resource for counsellors*, WHO, Geneva, 2006.

World Health Organization, *Prevention of Drugs in Schools*, WHO, Geneva, 2006.

World Health Organization, “Skills for health: skills-based health education including life skills: an important component of a child-friendly/health-promoting school”, WHO Department of Noncommunicable Disease Prevention and Health Promotion, Geneva, 2003. Available at <www.who.int/iris/handle/10665/42818>.

World Health Organization, UNAIDS and UNESCO, “Preventing HIV/AIDS/STI and Related Discrimination: An important responsibility of health-promoting schools” (WHO/HPR/HEP/98.6), *WHO Information Series on School Health, Document 6*, WHO, Geneva, 1999.

World Health Organization, UNESCO and Education Development Center Inc., “Local Action: Creating Health-Promoting Schools” (WHO/NMH/HPS/00.4), *WHO Information Series on School Health*, WHO/UNESCO/EDC, Geneva, 2000.

World Health Organization, UNICEF, UNESCO, UNAIDS and CDC, *Global School-based Student Health Survey*, WHO et al., Geneva, 2004. (Findings for Namibia, at <www.who.int/ncds/surveillance/gshs/Namibia-national.pdf>).

World Health Organization, UNICEF, UNESCO, UNAIDS and CDC, *Global School-based Student Health Survey*, WHO et al., Geneva, 2013. (Findings for Namibia, at <www.who.int/ncds/surveillance/gshs/2013_Namibia_Fact_Sheet.pdf>).

A few key resources that can help schools to implement the NSSF



Some of these publications are part of a series/package of materials (reports, comics, posters or other).

For example, the Child Rights poster on the right is available in 11 Namibian languages.

All are available online on the publishers' websites: www.moe.gov.na | www.unicef.org/namibia | www.lac.org.na.

**Learn about
child rights.**



MY RIGHTS = YOUR RIGHTS

I have the right to be protected from abuse and harm; and I should show care for others and not bully other children.



I have the right to a clean and safe environment; and I should find ways to keep my own surroundings clean and safe.



I have the right to good health care; and I can keep myself healthy by taking care of myself when I am old enough.



I have the right to freedom of religion and thought; and I must respect the religions and thoughts of other people.

I have the right to be cared for and respected; and I must respect others and show care for them.



I have the right to be taken seriously and to share my views and ideas. I must also listen to others and respect their views and ideas.



I have the right to healthy and enough food; and I should try to eat healthy food and not waste food.



I have the right to special care and support when I need it; and I should use every chance to be the best person that I can be.



I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.



I have the right to try new things and make mistakes; and I should learn from my mistakes and not repeat them.



I have the right to a good-quality education; and I have to learn, do my homework, read and take part in the classroom.



Poster produced by UNICEF Namibia and the National Institute for Educational Development (NIED), based on the original produced by UNICEF South Africa.
 TEXT: André Viviers and Mari Payne (UNICEF South Africa)
 TRANSLATION INTO 10 NAMIBIAN LANGUAGES: NIED Namibia
 ILLUSTRATIONS: Sandy Lightley (sandy@theartdept.co.za) through SparxMedia (www.illustrators.co.za)



Namibia's National Safe Schools Framework **PART C**
Resource Kit for implementing the Framework

PDFs of PARTS A, B and C of the NSSF are available at www.moe.gov.na and www.unicef.org/namibia.

PLEASE HELP TO SPREAD THE WORD ABOUT THE NSSF, AND TO IMPLEMENT IT!



unicef 
for every child