

Save the Children

SCHOOL CODE OF CONDUCT

How to create a positive learning environment

TEACHER TRAINING MANUAL

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The photos used in the School Code of Conduct manual do not portray people affected by the specific circumstances related to topics in the manual.

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CONTENTS

INTRODUCTION TO THE MANUAL	4
SCHOOL CODE OF CONDUCT MANUAL	6
MODULE 0	19
<hr/>	
WELCOME AND INTRODUCTION	19
SCHOOL CODE OF CONDUCT	20
MODULE 0: WELCOME AND INTRODUCTION	20
SESSION 0.1: WELCOME AND INTRODUCTION	26
MODULE 1	29
<hr/>	
TEACHERS' CODE OF CONDUCT	29
MODULE 1: TEACHERS' CODE OF CONDUCT	30
SESSION 1.1: THE 'GOOD' TEACHER	30
SESSION 1.2: TEACHERS' CODE OF CONDUCT – WHAT AND WHY?	36
SESSION 1.3: TEACHERS' CODE OF CONDUCT – CONTENT AND OBLIGATIONS	40
SESSION 1.4: VIOLATIONS AND PENALTIES FOR TEACHERS	44
SESSION 1.5: INCIDENT REPORTING AND FOLLOW-UP	49
MODULE 2	55
<hr/>	
SAFE, INCLUSIVE SCHOOLS	55
MODULE 2: SAFE, INCLUSIVE SCHOOLS	56
SESSION 2.1: THE 'GOOD' SCHOOL	56
SESSION 2.2: THE QUALITY LEARNING ENVIRONMENT	60
SESSION 2.3: THE TEACHER'S ROLE IN WELL-BEING IN SCHOOL	68
SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS	72
SESSION 2.5: EQUALITY, EQUITY AND INCLUSION	79
SESSION 2.6: CELEBRATING TEACHERS	87
MODULE 3	93
<hr/>	
WELL-BEING AND PROTECTION IN SCHOOLS	93
MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS	94
SESSION 3.1: THE CHILD IN THE CENTRE	94
SESSION 3.2: CHILD WELL-BEING IN SCHOOL	99
SESSION 3.3: CHILD PROTECTION IN SCHOOL	104
SESSION 3.4: IDENTIFYING CHILDREN IN NEED OF PROTECTION	109
SESSION 3.5: TEACHERS' RESPONSE TO SIGNS OF PROTECTION CONCERNS	116
SESSION 3.6: REFERRAL OF LEARNERS TO SPECIALISED SUPPORT	122

MODULE 4	133
<hr/>	
VIOLENCE-FREE SCHOOLS	133
MODULE 4: VIOLENCE-FREE SCHOOLS.....	134
SESSION 4.1: PHYSICAL AND HUMILIATING PUNISHMENT.....	134
SESSION 4.2: HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM.....	141
SESSION 4.3: CLASSROOM RULES.....	147
SESSION 4.4: RESPONDING TO GOOD AND POOR BEHAVIOUR.....	153
SESSION 4.5: BULLYING AND ITS IMPACT.....	160
SESSION 4.6: PREVENTING BULLYING IN SCHOOL.....	166
SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING.....	173
SESSION 4.8: RESPONDING TO BULLYING BEHAVIOUR.....	182
MODULE 5	187
<hr/>	
ACTION PLANNING	187
MODULE 5: ACTION PLANNING.....	188
SESSION 5.1: ACTION PLANNING IN PRACTICE.....	188
MODULE 6	197
<hr/>	
EVALUATION AND CLOSURE.....	197
MODULE 6: EVALUATION AND CLOSURE.....	198
SESSION 6.1: REVIEW AND EVALUATION.....	198
SESSION 6.2: FAREWELL AND CLOSING.....	202
ANNEXES	205
<hr/>	
CONTENTS	206
ANNEX A	207
ANNEX B	210
ANNEX C	213
ANNEX D	221
ANNEX E	226
ANNEX F: CERTIFICATE OF PARTICIPATION.....	227
ANNEX G	228
ANNEX H	237
ANNEX I	238
HANDOUTS	239
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Charlotte Begh

INTRODUCTION TO THE SCHOOL CODE OF CONDUCT MANUAL

All nations have an education system in place. However the percentage of national budget spent on education varies from country to country. Education is crucial for the millions of children affected by conflicts and disasters, and yet education systems are often significantly disrupted in emergency situations. Nations then may face severe difficulties even in providing basic education for children of school age.

The UN Convention on the Rights of the Child (CRC) came into effect in 1989. The CRC outlines the rights that children have. It is the most widely ratified human rights treaty, signed by most nations of the world.

Education is a fundamental human right for all, as stated in the CRC. Article 28 sets out children’s right to education: All children have the right to a primary education, which should be free to all. Article 28 also provides that nations shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity.

Providing quality education to all children is primarily the responsibility of national ministries of education and local education authorities. In situations where national ministries of education are unable or unwilling to meet their obligations, then the UN, national and international NGOs and communities take over. It is crucial that the education system continues, as education contributes to the well-being of children, ensuring that they have some level of normalcy in their lives.

Save the Children's work is based upon the UN CRC. The overall goal of our education policy, advocacy and country programmes is to ensure that all children enjoy their right to a good quality education.

Save the Children supports education programmes in almost all development countries and countries affected by emergency. Save the Children uses a range of tools in order to provide good quality education in education projects, such as the INEE minimum standards, which provide guidance on how to prepare and respond to acute emergencies to reduce risk, improve future preparedness and lay a solid foundation for quality education.

THE SCHOOL CODE OF CONDUCT TRAINING PROGRAMME

The School Code of Conduct (SCOC) training programme is designed to be used by Save the Children education staff to enable teachers and education personnel to implement governmental Teachers' Codes of Conduct (TCOC) in schools. The training content relates to development and emergency contexts; to immediate and post conflict settings; and in response to natural disasters.

The modules in the SCOC manual are related to the four guiding principles of Save the Children's Quality Learning Environment (QLE) framework. The SCOC training contributes to an improved learning environment, as evidenced by a comparison between baseline, formative and summative QLE assessments.

The overall aim of the training is to empower education staff to gain skills and knowledge to understand and implement the governmental Teachers' Code of Conduct and the Quality Learning Environment principles within classrooms and schools. The vision is to promote a protective learning environment conducive to learning.

HOW TO USE THE SCHOOL CODE OF CONDUCT MANUAL

All SCOC training programmes start with module 0, the welcome and introduction to the training (see module 0 for more details below).

Facilitators may then choose those modules in the training programme that meet the specific needs of participants and schools as identified by the annual report from their country office. Various areas may be highlighted as requiring attention and improvement. For example, if an assessment indicates unsatisfactory levels of quality in relation to the prevalence of bullying among learners, then only module 4: 'Violence-free schools' may need to be facilitated.

If the full SCOC training programme is planned, then modules and sessions should be facilitated in the order given, even if the selection process means that some modules are cut out entirely. Depending on timing available for the training and the choice of modules, the programme can be organized in various ways: For example, one full module (made up of five to eight training sessions) can be programmed for one day. If it seems best, all the modules can therefore be programmed on consecutive days. Alternatively, modules and/or sessions can be split across the school term or year. They may also be incorporated into existing pre- and in-service teacher training schedules.

School code of conduct modules are as follows:

SCHOOL CODE OF CONDUCT TRAINING MANUAL		
Module	Session	Session name
0. WELCOME AND INTRODUCTION	0	Welcome and introduction
1. TEACHERS' CODE OF CONDUCT	1.1	The 'good' teacher
	1.2	The Teachers' Code of Conduct – what and why?
	1.3	The Teachers' Code of Conduct – content and obligations
	1.4	Violations and penalties
	1.5	Incident reporting and follow-up
2. SAFE, INCLUSIVE SCHOOLS	2.1	The 'good' school
	2.2	The quality learning environment
	2.3	The teacher's role in well-being in school
	2.4	Positive interaction between teachers and learners
	2.5	Equality, equity and inclusion
	2.6	Celebrating teachers
3. WELL-BEING AND PROTECTION IN SCHOOLS	3.1	The child in the centre
	3.2	Child well-being in school
	3.3	Child protection in school
	3.4	Identifying children in need of protection
	3.5	Teachers' response to signs of protection concerns
	3.6	Referral of learners to specialized support
4. VIOLENCE-FREE SCHOOLS	4.1	Physical and humiliating punishment
	4.2	How to apply positive discipline in the classroom
	4.3	Classroom rules
	4.4	Responding to poor and good behaviour
	4.5	Bullying and its impact
	4.6	Preventing bullying in school
	4.7	Practical steps for combating bullying
	4.8	Responding to bullying behaviour
5. ACTION PLANNING	5.1	Action planning
6. EVALUATION AND CLOSURE	6.1	Review and evaluation
	6.2	Farewell and closing
7. ANNEXES AND HANDOUTS		Annex A: Sample training programme Annex B: Session, flipchart and handout overview Annex C: Example of a Teachers' Code of Conduct Annex D: Evaluation of individual modules Annex E: Overall evaluation form Annex F: Certificate of participation Annex G: Energisers Annex H: List of abbreviations Annex I: Literature and references Handouts

A training programme always begins with module 0 and ends with module 6.2:

Module 0 is an introduction to the training programme and provides an opportunity for the participants to get to know one another. They agree on ground rules and form small groups for the training day.

Module 6 consists of a review of all the modules completed. This module should be adapted to include the specific modules covered in the training. The training notes include guidance on closing the training, including presenting certificates to the participants.

Modules 1-5 address the following topics:

1. Teachers' Code of Conduct
2. Safe, inclusive schools
3. Well-being and protection in schools
4. Violence-free schools
5. Action planning

The training can be arranged in different ways, depending on the logical flow and timing available. For example, five or six training sessions can be facilitated each day on consecutive days and/or sessions can be split across the school term or year or into existing pre- and in-service teacher training schedules.

Module 1: 'Teachers' Code of Conduct' discusses the purpose and content of the national governmental Teachers' Code of Conduct. It covers the consequences and reporting of incidences of violation of the Teachers' Code of Conduct.

Module 2: 'Safe, inclusive schools' includes creating a quality learning environment, promoting positive interaction between the teacher and learners in a classroom and equality, equity and inclusion.

Module 3: 'Well-being and protection in schools' covers well-being and protection of learners in schools, the teacher's role in providing protection; recognizing and responding to learners' stress and distress and referral to other professionals.

Module 4: 'Violence-free schools' provides definitions and principles on physical and humiliating punishment, as well as promoting positive discipline and how to implement such an approach. This module also features preventing and responding to bullying behaviour.

Module 5: 'Action planning' focuses on how participants can implement the learning from the training into their schools and classrooms.

School code of conduct sessions

Each session is structured in the same way:

The session begins with an introduction featuring the aims and objectives. Background information and technical explanations are set out in that section.

There are usually one or two activities which are designed to support participants in meeting the session objectives.

Facilitator(s) should familiarize themselves with the background information and technical explanations given for each session. The aim, objectives, overall timing and list of materials needed (including any handouts that are required for the session, flipchart paper and markers) are given in the box at the start of the training notes for each session.

There are instructions about how to facilitate the session, including explanations, individual reflection time, group work, plenary discussions and role play. Facilitators are free to adapt the methods suggested, depending on the needs of the participants, as long as the session objectives are still met.

An overview of all modules and sessions are included in Annex B. This overview is a planning tool for the facilitator in order to pre arrange for the flipchart, handouts and governmental TCOC.

Evaluation

There are evaluation forms for each module which participants complete at the end of each day of the training (see Annex D). This provides essential information for facilitators regarding participants' perspectives on pace, content, explanations and general feedback. Facilitators are responsible for reviewing daily evaluations and responding to comments so that the training programme is tailored to the needs of that specific group. There is also an overall evaluation form (see Annex E). A good evaluation enables facilitator/s to assess how effective the training has been. The evaluation records participants' feedback on the whole training, including facilitation methods, time management, venue, etc.

The final sessions consist of a broad review that should be contextualized to include those modules covered in the training; and a guide to the closing remarks or ceremony with delivery of certificates to the participants. The final sessions include also a follow up of action plan assessment guidance.

Annexes

Annexes A-J provide supporting materials for the manual. This includes a sample five-day training programme (Annex A). The overview of sessions, flipcharts and handouts (Annex B) is an aid to facilitators planning training, being a quick reference point for all the required materials for each session. Annex G contains a number of energisers which facilitators can insert into a training day as needed. Annex I lists resources including references to academic papers and links to other materials. Annex H is a list of abbreviations used in the manual.

HOW TO PLAN A SCHOOL CODE OF CONDUCT TRAINING

Planning begins with a proposal setting including a budget with detailed financial costs. This should include costs associated with the training programme (such as venue, rental and materials needed) facilitators' expenses and participants' requirements including travel and accommodation. Once you have identified funding for the training, then planning for the modules can begin. It is advisable to start planning 2-3 months before the planned start date.

Participants

Teachers and staff from MOE and education authorities are prioritised for this SCOC training programme. They may be teacher trainers or teachers working directly in projects for Save the Children or partner organisations.

Groups of 20 – 25 participants are the ideal number for the activities in this manual. Larger groups are more challenging to handle: It can be harder to establish a positive group spirit with good interactions with a larger number of participants.

Use of English and interpreters

This manual is in English, so participants should ideally be able to speak and read English. If that is not the case, then one or two interpreters will be needed.

Each session might take longer than the timing given when using interpreters. If a session is meant to take 60 minutes, then add 10 minutes or plan accordingly. Facilitator/s can provide handouts and do flipchart notes in whichever language is used locally, if they are able. If using interpreters, we recommend making introductions to the sessions shorter and leaving more time for groupwork. Participants can then do groupwork in their own language, with interpreters only needed for feedback and summing up.

The facilitator

Facilitators present the thematic areas of each module and draw upon the participants' experiences and skills. It is helpful to find out as much as possible about the participants before the training begins. Advance knowledge of the participants' background helps ensure that all the activities and timings are appropriate for that specific group of participants. It is vital to take time to discuss the context and experiences of the participants and to learn about their attitudes, knowledge and skill levels. Facilitators should find out the following in advance:

- is there a national governmental Teachers' Code of Conduct (TCOC)? Is it mandatory or voluntary? Has any other training been conducted in this area? Are teachers familiar with the TCOC? Is it available to them in hard copy?
- what is the profile of prospective participants? Are they Save the Children or Ministry of Education staff or from partner organisations; local or deployed teachers; qualified or unqualified; experienced or inexperienced? Are there teachers and staff with other skills? If so, how many?
- what level of experience do the participants have in the implementation of the national Teachers' Code of Conduct?

Use an application or selection process to collate this information. Co-facilitators or administrative staff may also be able to provide information about the participants before or at the beginning of the training.

Training preparation

One experienced facilitator may conduct the training on their own. However it is preferable for two facilitators to carry out the training, as it is technically dense, requires high energy and attention to detail. Some sessions may cause emotional or heated reactions among participants. Having two facilitators means that they are better able to support one another and the participants during those moments.

Good preparation is essential for the quality of the training. Facilitators should familiarize themselves thoroughly with the technical information before each session and with the training content as a whole. They should prepare flipcharts and handouts ahead of time and put together all the materials required for each session. It takes 2-3 hours to prepare all the flipchart in beforehand.

An essential task for facilitators before the training programme begins is sourcing the relevant national TCOC and becoming familiar with it. Several sessions refer to this document, making links to it and indicating where specific topics are covered. Use sticky notes to mark key references in the hard copy of the national TCOC for easy reference while facilitating the session.

Timing

Training on the SCOC can be held as part of a regular pre-service or in-service teacher training, as a preparedness measure or as a response to emergencies. All modules may be conducted consecutively. The most comprehensive training addressing the professional requirements of teachers in this area is achieved by including all the modules in the SCOC manual. However, it is also possible to break up modules if necessary, with facilitators selecting either full modules or specific, contextually relevant sessions to fit the time available.

Venue

The venue should have space for all the participants to sit comfortably and be able to see the facilitator, one another and the flipcharts in plenary. There should also be space for groupwork and work in pairs. The location should provide a quiet, undisturbed setting for the training. It should be physically accessible e.g. in terms of distance from home, safety and accessibility.

Materials

Facilitator/s should ensure that they have all the materials required before the training starts. It is important to have a hard copy of the national TCOC well before the training begins in order to prepare properly. It is vital to have a copy for each participant attending the programme. Some materials may need to be adapted to the context or substituted with local alternatives. Materials are as follows:

- pens, paper and binders for participants
- name badges
- flipchart paper
- sticky notes
- markers in blue, red, green and black for flipchart paper
- tape to stick flipchart on the wall
- scissors
- a ball
- blank white paper.

The Teachers' Code of Conduct

Distribute a copy of the national TCOC to the participants in beforehand, if possible. During the training programme, participants will be asked to discuss various elements of the TCOC. Referral procedures for learners needing specialised services or protection will also be discussed. Facilitator/s must find out as much as possible in beforehand about the procedures in the local context if they do not already have this information. Without this preparation facilitators will be unable to respond to participants' questions and discussion points.

If child protection matters are raised or children at risk identified, facilitator/s must encourage the participants to report it to the relevant authorities. Otherwise, this is the responsibility of the facilitator. Facilitators should also make a statement about not disclosing any personal information during the training. The facilitator can offer to talk to any participant after sessions on any issue arising from the training so that any concerns are properly responded to.

Certificates

At the very end of the training, all participants should receive a certificate showing their name, the name of the training programme, the venue and the dates of the training. A template for a certificate of participation is included in Annex F.

A farewell session and a group photo may be an appropriate memento from the training.

FACILITATION METHODS AND TIPS

Facilitator/s are responsible for planning and implementing the training. It is important to be well prepared for the training and feel comfortable about the planned activities and relevant technical information.

Role play

In role-plays, group members act out a relevant life situation. Facilitator/s usually give participants a theme or scenario for their role play. Participants may be given roles to play, or they may be able to choose a role to play, depending on the nature of the role play activity.

Role plays can help people explore their attitudes towards themselves and others. They provide an opportunity to practice communication skills. They enable participants to understand and feel empathy for others' challenges and situations, preparing them to meet similar situations in real life.

Use role play scenarios that are based on situations that are common to the local context so that participants recognise them and relate to them.

Plenary discussions and presentations

Plenary discussions and presentations are used when all participants are involved in an activity together as one big group.

Groupwork

Groupwork is when 4 – 8 persons are working together with a focus on specific thematic areas. The groupwork allows individuals to speak up more freely and frequently than in plenary. After the groupwork has been completed, one group member may be invited to present each group's work, either by summarising, or by using flipchart paper or as a demonstration of some kind.

Gallery walk

After participants have worked together in small groups and have written notes on flipchart paper, they can be invited to review each other's work. They walk to each flipchart in turn moving clockwise to the next flipchart when signalled by the facilitator.

Energisers

These are short, fun activities that are used to make the participants feel comfortable about being in the training space together, to energise them after breaks or long periods of passive activities, or to promote thinking about the topic at hand. Energisers can be helpful if the participants have low energy or are a bit tired. They should be added during the training when needed. Facilitator/s can plan energisers, but participants may also suggest or demonstrate energisers to their peers.

Flipcharts and handouts

Flipcharts and handouts feature in most of the training sessions. This low-tech approach has been specifically selected to enable the activities to be replicated in schools or learning spaces.

All the flipcharts and handouts are included in the manual to ensure quality and consistency in the implementation of the training. They link with the specific activities in each session, providing ways for participants to interact with one another and background information on the topics presented. Facilitator/s should familiarise themselves with the content and order of use of these materials beforehand. Facilitators are encouraged to feel free to add more information and/or examples to help explain or demonstrate the session objectives. Translation may also be necessary.

Handouts for the participants should be given in hard copy at the sessions. However it may also be possible to provide the handouts on a flash-drive, depending on local circumstances.

Questions and answers

Participants may encounter many new concepts and words during training. For example, they may never have heard of the national TCOC or 'the quality learning environment.' From the very beginning, encourage the participants to ask questions when needed.

It is also important to encourage participants to answer one another's questions before giving an answer as the facilitator. This will promote peer-to-peer capacity building. This approach also enables the facilitator to get a more in-depth understanding of participants' knowledge.

There may be questions facilitators are unable to answer. Do not feel embarrassed or shy to admit this. Use the group as a resource asking, 'Would anyone like to comment or answer this question?' No one is expected to know everything. Tell the participants you will try to find an answer for the next day or the next time you meet. Add pending issues or questions to the parking lot (see next section).

Parking lot

The parking lot is used for the duration of the training. It is made from a piece of flipchart paper which is stuck in a prominent position on the wall. It is typically used for noting questions which come up during sessions – usually when there is no time to answer those questions. Participants are also invited to post any questions or comments they want to have addressed during the training. It is the responsibility of the facilitator to make sure that questions and comments are addressed at some later point, either in plenary or with the individual person who posted the question or comment.

Groups

There are a number of ways to make groups. You can create groups randomly by assigning each participant a number, keeping in mind how many groups you want to make, and asking the people with the same number to group together. For example, five groups can be formed, by assigning the numbers one to five to participants in a training group. You can also use energisers to create groups. (See Annex G for ideas, e.g. 'fruit salad' and 'the mouse in the house'.)

It may be appropriate to keep a good gender balance in the groups, or, depending on the context, make same-gender groups.

A good facilitator

- prepares well for every session
- speaks slowly and clearly and avoids using words which are not generally understood
- takes responsibility for good communication among the participants
- protects minority points of view
- keeps the discussion ongoing
- listens carefully without interrupting
- enjoys facilitating.

As a good learning environment depends a lot on the participants, it is important that the facilitators know and understand:

- why the participants are attending
- the participants' expectations
- their fears and concerns
- their educational background and experience.

Make efforts to enable the participants to get to know each other and to feel comfortable in the company of the others. Never make a fool of any participant. If this should happen unintentionally, it is always important to apologize to the affected parties.

Adult learning

People learn in different ways, depending on their personalities and experiences. Although learning by doing is often the best way to learn new skills, some people learn best by observing and reflecting, or by applying observations to theories.

Be flexible and encourage participants to share their preferred methods of learning and to learn from each other. It may be necessary to adapt the activities slightly to accommodate different kinds of learning.

A key aspect of learning new skills and knowledge is being able to understand and relate these to real-life contexts. Adapt case studies and examples provided in this training programme to fit the local context.

If facilitator/s are not from the same region or community as the participants in the training, try to recruit a local or regional co-facilitator who can help ensure that the language used, communication and references to case studies are all relevant to the participants. If this is not possible, make every effort to familiarise yourself with the local context before conducting the training.

Link the training to the local context

Refer as much as possible to the local context and culture during the training sessions. The SCOC training manual has been designed with a global audience in mind, so in preparing for a specific training programme, facilitator/s should review the content and check that it is appropriate and relevant to local norms, values, cultural practices, beliefs and resources. It is very important to decide on which language is going to be used to facilitate the training before the training takes place so that materials can be prepared accordingly, interpreters recruited, etc.

Confidentiality

The training should apply the same rules of confidentiality as when teachers and volunteers are working with children in schools. Personal information should not be disclosed outside the group, except information on violence, abuse, exploitation or matters that are in conflict with national law.

If such matters are brought up during training, you must bring this information to the notice of the relevant persons and bodies. Save the Children's Safeguarding Policy should be referred to and followed. Before taking any action, inform the person who has made a disclosure about what will happen.

Feedback skills

Facilitator/s must provide feedback in all training situations, but especially in training with active contributions by the participants. Good feedback skills are essential for the effectiveness and the quality of the training. The way in which this feedback is delivered can serve to either enhance the participant's learning experience or, if delivered insensitively, can humiliate and de-motivate the learner. It is important to follow these guidelines when giving feedback:

- be specific and clear
- do not give too many points
- when being critical, suggest something the person could do differently
- do it as soon as possible following the situation.

Be prepared

A number of things might go wrong in the course of a training. One of the most demanding tasks is to know how best to deal with a situation when things are not going according to plan. One of the easiest ways of dealing with unforeseen problems in training is to apply the notion that if what you are now doing is not working, try doing the opposite. For example:

- if a plenary session is not working, break into smaller groups
- if a practical exercise is not working, change it to a demonstration
- if a thinking session is not working, move on to a practical activity
- if a facilitator's example is not appropriate, seek out a participant's example.

Another way of dealing with this is to develop a series of simple exercises or activities for resolving the most common problems. For example, if participants are becoming disengaged from the content, divide them into smaller groups and ask them to think about how the material applies to situations from their own experience.

Here are some other ideas:

- if you are unsure what to do next, announce a short break (for refreshments, if there are any) to give yourself more time to think
- if there seems to be resistance, invite participants to say how they are feeling
- If the current session is not working, initiate the next part of the programme early
- if you are running out of material, end the session early rather than create fillers
- if the group is becoming fragmented, bring participants back together and ask them to work on clarifying the purpose of their work together.

Many of these common problem-solving techniques rely upon the use of opposites. They enable facilitators to re-assert a measure of control, or let participants express their own difficulties in a legitimate way within a group.

Managing anxiety

Even the most experienced facilitator/s experience anxieties. There are two useful ways of dealing with them, and it is worthwhile spending time reflecting about which ways suit your own personality:

- analyse your anxieties and think about how to deal with them. Make a note of the worst things that you think might happen during the workshop, then for each item on the list note down two ways in which you could deal with the situation. This should make you feel more confident
- accept that you will not be able to cope with everything perfectly. You do not have to be perfect. If you feel stressed by the thought of potential crises, or by real training problems, the concept of a 'good enough' facilitator may be helpful. You are developing your training skills and knowledge every time you facilitate a training session.

If the participants seem to be learning something, you are probably doing fine. As soon as possible after the training event, make a note of the things that you did not do so well, and consider how you might handle them differently if they arise again. This exercise will contribute to your own learning process.







MODULE 0

WELCOME AND
INTRODUCTION

SCHOOL CODE OF CONDUCT

MODULE 0: WELCOME AND INTRODUCTION

Session set up



AIM

To introduce the SCOC training content and methodology



OBJECTIVES

Participants know the overall objectives and content of this SCOC training
Participants share their expectations



TIMING

60 mins



MATERIALS

FLIPCHART AND PENS, A BALL, STICKY NOTES
FLIPCHART 0.1.1: WELCOME
FLIPCHART 0.1.2: GROUND RULES
FLIPCHART 0.1.3: EXPECTATIONS
FLIPCHART 0.1.4: PARKING LOT
HANDOUT 0.1.1: ANNEX A – TRAINING PROGRAMME
HANDOUT 0.1.2: TRAINING OBJECTIVES

SESSION GUIDANCE

A well-planned introduction sets the tone for the duration of the training. It helps participants focus on the content to be covered, consider what they already know as well as giving a chance to pose any questions they may have.

Sharing **the programme for the training** and the **training objectives** helps participants to frame their minds and focus on the technical content.

Here are the overall objectives for this training:

- by the end of the training participants should be familiar with the national Teachers' Code of Conduct (TCOC) used in their schools. They should know the purpose of the TCOC and be familiar with its content
- by the end of the training participants should be able to apply the TCOC in their schools and classrooms
- by the end of the training participants should understand that applying the TCOC supports them in providing a protective learning environment.

Sharing **expectations** can provide all participants and facilitator/s with useful information. It is useful to have common ground for the training as a baseline for the training.

Agreeing some **ground rules** builds a positive atmosphere, conducive to thinking and learning, and models practice required of teachers in their classrooms. Creating ground rules is an example of a method of positive discipline.

Using a **parking lot** enables facilitators to respectfully note and respond to all questions raised, as well as providing a time management tool. The facilitator can record issues raised out of context or issues that are linked, but to be covered at a different time. Posting them in the parking lot allows them to be addressed at a more appropriate point in the training.

Participants should be divided into **working groups of 4-5 members** at the beginning of the training. We recommend that the participants remain in the same groups for a whole training day, so that they can get to know one another. However we suggest that new groups are formed at the beginning of each training day to allow sharing of knowledge and to encourage wider working relationships to develop.

The time invested in the introductory session is time well spent. Reference to the ground-work achieved here can be used throughout the training.



ACTIVITY 0.1: WELCOME AND INTRODUCTION



ORGANISATION

Plenary



MATERIALS

FLIPCHART AND PENS, A BALL, STICKY NOTES

FLIPCHART 0.1.1: WELCOME

FLIPCHART 0.1.2: GROUND RULES

FLIPCHART 0.1.3: EXPECTATIONS

FLIPCHART 0.1.4: PARKING LOT

HANDOUT 0.1.1: ANNEX A – TRAINING PROGRAMME

HANDOUT 0.1.2: TRAINING OBJECTIVES

Show **FLIPCHART 0.1.1: WELCOME**.

Post the flipchart in a visible spot in the room. Welcome all the participants to the training and introduce yourself and Save the Children. Thank the hosts, organizers and note the different bodies represented (for example, MOE, SC, local school). Thank the donors who have contributed to the funding of the SCOC training. Thank other potential guests, who will join or introduce the training.

Introduce facilitator/s (name, position, years of work with education, and any special experiences with SCOC).

Introduce participants: Ask all participants to stand in a circle. Take a soft ball in your hands. Start by saying your **name, position and number of years working within education** generally. Then throw the ball to another participant and ask the person to give the same information about themselves. Then ask that person to throw the ball to another participant. Repeat until everyone has spoken. While everybody introduces himself or herself, ask somebody to add up the total number of years working in education. Share the total number of years of experience in the group. There will no doubt be extensive experience in the group.

HANDOUT 0.1.1: ANNEX A – TRAINING PROGRAMME

Hand out the training programme. Go through the details of the programme, explaining the structure and content of modules and sessions. Explain the content of the training for each day, including the brief summary of the day's activities and evaluation which features at the end of every training day. Explain that each training day after the first begins with a short summary of the previous day presented by a participant or one of the groups. Explain that new working groups are formed at the beginning of each training day.

Tell participants that there will be handouts available in some sessions. Encourage them to put their name on handouts and keep them at least during the training, as some of the material will be used over several sessions. They may also be useful for future reference.

Give practical information, e.g. bathroom location, venue for the lunch break, timings.

HANDOUT 0.1.2: TRAINING OBJECTIVES

Give a brief overall explanation of each module. Emphasize the importance of the training and its potential positive impact on learners.



FLIPCHART 0.1.2: GROUND RULES

Ask participants in plenary to suggest ground rules for the training. Write up suggestions using positive language on the flipchart e.g. mobile phones on silent; take urgent calls outside; be punctual; be polite and listen to one another. Agree consequences for rule breaking, e.g. singing a song, tell a joke or dance.

Agree on the rules and consequences with participants and then post the flipchart in a visible spot in the room.

FLIPCHART 0.1.3: EXPECTATIONS

Provide all the participants with sticky notes. Ask participants to reflect individually on their expectations of the training, and what they want to gain from the training. All participants should write down one expectation per note and stick it on the flipchart.

Read out the expectations and summarize them. Explain what they can actually expect from the SCOC training to avoid misplaced expectations.

FLIPCHART 0.1.4: PARKING LOT.

This flipchart is for any questions that arise during the training that can't be covered at that moment due to either time or relevance. Some issues maybe covered in a later session, when they will be answered, if possible. Any remaining questions will be covered at the end of the training.



ACTIVITY 0.1.1: FORMING PARTICIPANT GROUPS: FRUIT SALAD



ORGANISATION

Plenary



MATERIALS

NONE

Ask participants to form a circle, standing next to one another. Groups should be made up of 4-5 people each.

Choose the required number of fruits and assign each person a fruit; **mango, apple, banana, orange, watermelon** (or change to other fruits). Tell the participants to remember their fruit.

Explain that when you call out the name of the fruit, the participants with that fruit have to step out of their position and find a different gap in the circle to stand in. Demonstrate with two participants to explain clearly.

Check that everyone understands and then add the last instruction. When you call out '**fruit salad**', everyone must move out of their position and find a new place to stand. (When the group does this for the first time, it might cause chaos!). When everyone has moved around a few times, stop the game and ask participants to remember their fruit for groupwork for the rest of the day.

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SCHOOL CODE OF CONDUCT

SESSION 0.1 : WELCOME AND INTRODUCTION

FLIPCHART 0.1.1: WELCOME WITH FACILITATORS' NAMES

FLIPCHART 0.1.2: GROUND RULES

FLIPCHART 0.1.3: EXPECTATIONS

FLIPCHART 0.1.4: PARKING LOT

<p>WELCOME WITH FACILITATORS' NAMES</p>	<p>GROUND RULES</p>
<p>EXPECTATIONS</p>	<p>PARKING LOT</p>



Charlotte Bagh

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SCHOOL CODE OF CONDUCT

SESSION 0.1 : WELCOME AND INTRODUCTION

HANDOUT 0.1.2: TRAINING OBJECTIVES

SESSION	OBJECTIVES
1.0 Welcome and Introductions	Participants know the overall objectives and content of the SCOC training Participants share their expectations
MODULE 1: TEACHERS' CODE OF CONDUCT	
1.1. A 'good' teacher	Participants are able to identify characteristics of a good, professional teacher
1.2. The Teachers' Code of Conduct: what and why?	Participants understand what a Teachers' Code of Conduct is and the purpose of a Teachers' Code of Conduct
1.3. The Teachers' Code of Conduct: content and obligations	Participants are familiar with and understand key elements of the national Teachers' Code of Conduct
1.4. Violations and penalties	Participants are able to understand the penalty system
1.5. Incident reporting and follow-up	Participants know how violations to the Teachers' Code of Conduct are dealt with
MODULE 2: SAFE AND INCLUSIVE SCHOOLS	
2.1. The 'good' school	Participants are able to identify the elements of a good school with safe surroundings
2.2. The quality learning environment	Participants identify and promote the implementation of a quality learning environment
2.3. The teacher's role in well-being in school	Participants understand the concept of well-being in school
2.4 Positive interaction between teachers and learners	Participants recognise key elements of good communication Participants understand what active listening is
2.5 Equality, equity and inclusion	Participants understand equality, equity and inclusion
2.6 Celebrating teachers	Participants learn ways of showing appreciation
MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS	
3.1 The child in the centre	Participants are aware of the responsibilities of the whole school community in addressing child protection issues
3.2. Child well-being in school	Participants know the elements that contribute to children's sense of well-being
3.3. Child protection in school	Participants understand what child protection is and are aware of the key child protection issues
3.4. Identifying children in need of protection	Participants are able to identify signs of harm and distress

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

3.5. Teachers' response to sign of protection concerns	Participants know how to respond to signs of harm and distress in children
3.6. Referral of learners to specialized support	Participants know how to make referrals for learners in need of special support

MODULE 4: VIOLENCE-FREE SCHOOLS

4.1. Physical and humiliating punishment	Participants understand what physical and humiliating punishment is
4.2. How to apply positive discipline in the classroom	Participants understand the principles of positive discipline and are able to apply it in the classroom.
4.3. Classroom rules	Participants understand how to establish positive classroom rules, as part of learner and classroom management
4.4. Responding to poor and good behaviour	Participants know the positive discipline approach to correcting poor behaviour Participants understand how praise supports positive discipline and behaviour management
4.5. Bullying and its impact	Participants can identify the different types of bullying and understand the impact of bullying
4.6. Preventing bullying in school	Participants know how to prevent bullying behaviour
4.7. Practical steps for combating bullying	Participants know appropriate consequences for bullying behaviour and are able to apply them
4.8. Responding to bullying behaviour	Participants gain practical skills in responding to bullying behaviour

MODULE 5: ACTION PLANNING

5.1. Action planning	Participants know what an action plan is and how to create and implement an action plan
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MODULE 6: FAREWELL AND CLOSURE

SESSION	OBJECTIVES
6.1. Review and evaluation	Participants will review their expectations and assess whether they have been met. Participants evaluate learning from the training
6.2. Farewell and closure	Participants will receive feedback to take forward and say goodbye





MODULE 1

TEACHERS' CODE OF CONDUCT



Charlotte Bugh

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.1: THE 'GOOD' TEACHER

Session set up



AIM

To explain the concept of the 'good' teacher



OBJECTIVES

Participants are able to identify characteristics of a good, professional teacher



TIMING

60 mins



MATERIALS

STICKY NOTES

FLIPCHART 1.1.1: THE GOOD TEACHER

HANDOUT 1.1.1: BEHAVIOUR AND ATTITUDES OF A TEACHER

INTRODUCTION

A teacher broadly refers to an adult who teaches children and/or adults. The teacher may have a formal education as a teacher, but not necessarily so.

Teachers are recognised among the community where they work and entrusted with the education of the children, adolescents, youth and adults within that community. Teachers as educators have moral and ethical responsibilities towards the children in their care and they have a responsibility to treat the children fairly and with respect. They are expected to conduct themselves in an appropriate way, acting as role models, using appropriate methods and materials for teaching. They should have high expectations of themselves and the children in their care, and make decisions with learners' well-being in mind.

Standards of professional conduct are based on the established values within society. All societies are grounded in sets of shared values. We may not be aware of these values but they underpin every society. These standards help people, teachers in particular, to know what to do and what not to do.

Values are the ethical norms within a society that, amongst other things, form the foundation of the teaching profession. They are the characteristics which we expect teachers and education staff to consistently demonstrate. The values are broad, community-shared fundamentals, which guide the way teachers behave and communicate with others and they influence the way they think and act. A set of values support the teachers to realise their professional duties, as well as creating a common value-based environment that connect the school, the community and the nation.

SESSION GUIDANCE

Explain: The best teachers **inspire**, **lead** and **educate** children for their own futures and the future of their country. A 'good' teacher is someone who reflects the values of the Teachers' Code of Conduct in their behaviour and attitudes. The teacher's role is important both in times of normalcy and during emergencies (such as natural disasters like floods, droughts and earthquakes, and in times of conflict and war). They fulfil four key priorities:

1. **Imparting knowledge** – giving information, explaining concepts, sharing facts and opinions with learners
2. **Encouraging learning** – inspiring curiosity, urging investigation, nurturing the desire to find things out
3. **Instilling confidence** – encouraging learners to take risks, supporting learners when they make mistakes, helping them become self-motivated to find the right answers, empowering learners to explore new concepts and question assumptions
4. **Promoting a sense of security** – helping learners to feel free from the fear of being wrong, supporting learners to be comfortable in participating in class, encouraging learners not to be afraid about new and unknown things, people and places.

ACTIVITY 1.1.1: THE 'GOOD' TEACHER



ORGANISATION

Plenary
Group work in four groups.



MATERIALS

STICKY NOTES
FLIPCHART 1.1.1: THE 'GOOD' TEACHER

Ask the participants to do a self-reflective exercise, going back to their own time as a learner and thinking to themselves for a few moments about:

- who they remember as a 'good' teacher
- who they remember as a 'bad' teacher
- the reasons they remember each teacher as good or bad.

Ask for volunteers to briefly share some examples with the whole group about the reason why they remember a teacher as good. Repeat and briefly share reasons for a teacher being remembered as bad.

Draw out and highlight that ‘good’ teachers:

- fulfil their roles and responsibilities
- uphold the values and ethics of the community
- consistently demonstrate positive characteristics
- demonstrate ‘good’ conduct, within the classroom, school and community.

Show FLIPCHART 1.1.1: THE ‘GOOD’ TEACHER and explain that they will be thinking about what makes someone a ‘good’ teacher. Ask participants to gather in their groups.

Ask the groups to write one characteristic of a ‘good’ teacher on each sticky note. They should write as many sticky notes as possible in the group and stick them onto FLIPCHART 1.1.1.

Give an example to explain and check that participants understand what they are being asked to do: Write **listens carefully** in large letters on one sticky note and stick it onto FLIPCHART 1.1.1: THE ‘GOOD’ TEACHER.

Review sticky notes in plenary and add any missing characteristics.

Here are some examples:

Committed	Fair	Impartial	Peaceful
Cooperative	Friendly	Just	Respectful and respectable
Courageous	Helpful	Loyal	Responsible
Dignified	Honest	Open	Trustworthy and trusting
Equitable	Hospitable	Patient	Understanding



ACTIVITY 1.1.2: BEHAVIOUR AND ATTITUDES OF A TEACHER



ORGANISATION

Group work in four groups



MATERIALS

HANDOUT 1.1.1: BEHAVIOUR AND ATTITUDES OF A TEACHER

Explain that the purpose of this activity is to help participants to reflect on ideas of a teacher’s professionalism as a teacher.

Give out HANDOUT 1.1.1: BEHAVIOR AND ATTITUDES OF A TEACHER. Ask the participants to rate the behaviours or attitudes of a teacher in the first column, ticking the appropriate box on the right:

- acceptable
- somewhat acceptable
- not acceptable
- very unacceptable.

Gather participants in plenary and discuss any examples that were challenging to rate.

SUMMARY

Give a brief summary of the main points in the session:

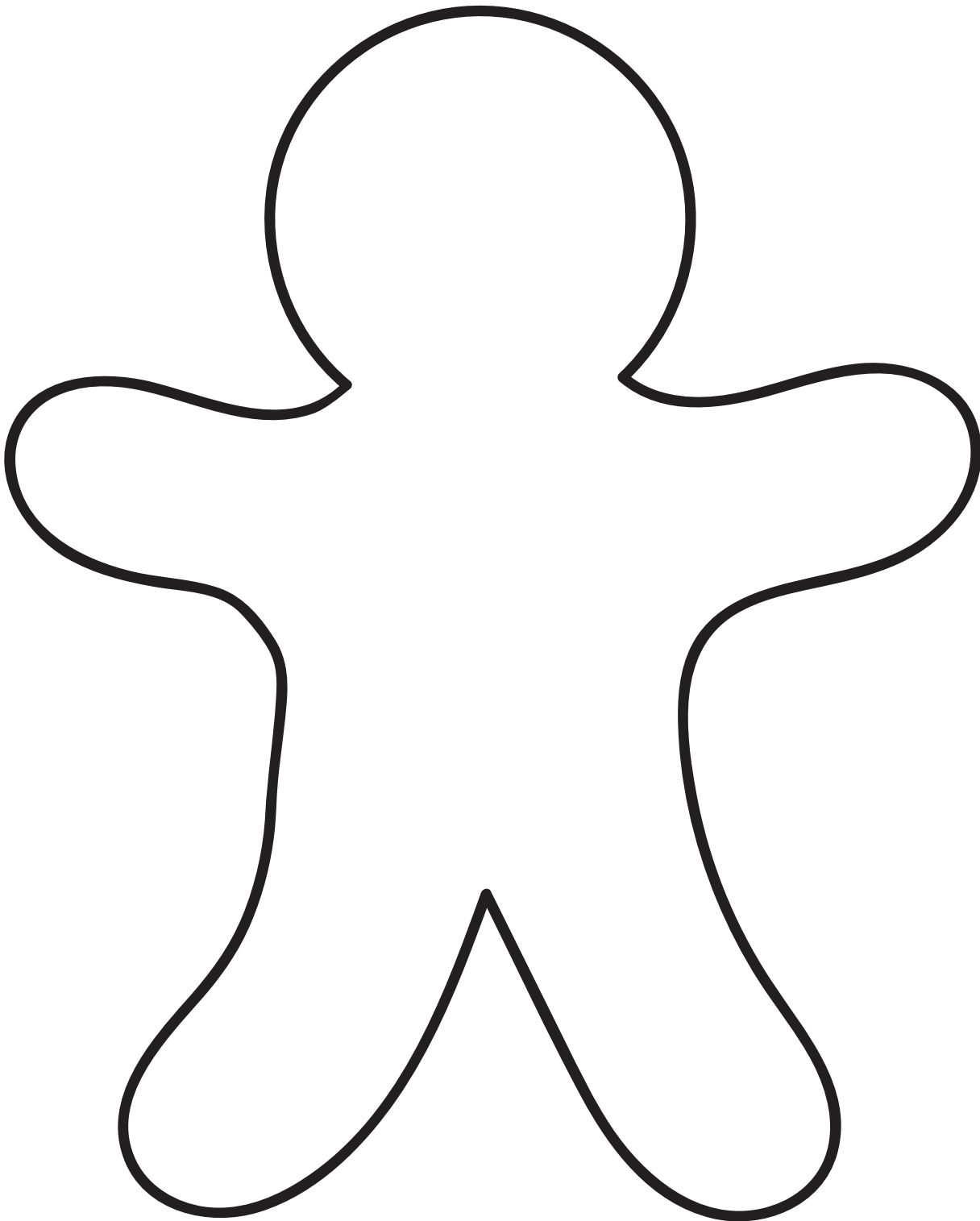
- the best teachers inspire, lead, and educate children
- teachers are role models and they therefore should be aware of their behaviours and attitudes
- teachers should impart knowledge, encourage learning, instil confidence and promote a sense of security.



MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.1: THE 'GOOD' TEACHER

FLIPCHART 1.1.1: THE 'GOOD' TEACHER



MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.1: THE 'GOOD' TEACHER

HANDOUT 1.1.2: BEHAVIOR AND ATTITUDES OF A TEACHER

BEHAVIOR AND ATTITUDES OF A TEACHER		Acceptable	Somewhat acceptable	Not acceptable	Very unacceptable
1	Arrives often late to lessons				
2	Does not cooperate with the parents or PTA				
3	Does not register learners for examinations				
4	Does not take part in school events and celebrations				
5	Favors and disadvantages certain learners				
6	Gives better marks to a child with 'important' parents				
7	Uses a fake degree or diploma to get teaching job				
8	Has sexual relations with a teacher from the school				
9	Ignores bullying in the classroom				
10	Is absent without giving an explanation to the school				
11	Offers private tutoring to learners for payment				
12	Gives incorrect reports on learners' progress				
13	Pays money in order to be promoted				
14	Adapts lesson plans to meet the needs of all the learners				
15	Borrows school equipment for personal use				
16	Takes advantage of personal relationships to be recruited/ promoted/ transferred				
17	Treats all students equally, but secretly likes some more than others				
18	Shares confidential information				
19	Uses harsh language in the classroom				
20	Uses physically punishment towards learners				





MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.2: TEACHERS' CODE OF CONDUCT – WHAT AND WHY?

Session set up



AIM

To introduce the Teachers' Code of Conduct



OBJECTIVES

Participants understand what a Teachers' Code of Conduct is and the purpose of a Teachers' Code of Conduct



TIMING

60 mins



MATERIALS

FLIPCHART 1.2.1: TEACHERS' CODE OF CONDUCT QUESTIONS

INTRODUCTION

A national governmental Teachers' Code of Conduct (TCOC) is a professional legal document that explains how teachers must behave both in and outside the school. It sets out the basic values for the teaching profession and defines professional standards or ethics for education personnel. A code of ethics for teachers is especially important as they work directly with children and have responsibility for them.

The TCOC is a legal document ensuring accountability, professional conduct and the protection of children by teachers. It clarifies expectations of teachers' behaviour in order to protect the teaching profession and to increase accountability within the profession.

The TCOC increases the status of the profession in the eyes of the public. A well-implemented Teachers' Code of Conduct provides public confidence in the teaching profession and increased credibility to those who practise within it.

A TCOC provides a practical means of advancing learners' access to quality education, by setting out the professional standards to be met by teachers in and out of learning environments.

A wide group of stakeholders should be familiar with the national TCOC, such as local education authorities, child rights groups, school management, PTAs, learners and parents.

SESSION GUIDANCE

Explain that teachers have moral and ethical responsibilities to the learners in school. They have a responsibility to treat learners fairly and with respect; to use appropriate methods in teaching; to hold high expectations of learners; and to make appropriate decisions regarding the well-being of children in their care.

A TCOC makes it clear to teachers what is expected of them and holds them accountable towards learners and communities. A Teachers' Code of Conduct promotes ethical behaviour, using an agreed set of rules governing unethical conduct by teachers.

Explain that this School Code of Conduct training is one step towards addressing child rights and protection needs. This training supports the identification and implementation of positive behaviour and good practice in schools and learning spaces, particularly in emergency contexts, but applicable everywhere.

Using the TCOC is a practical way to advance learners' access to quality education. Children have the right to a protective learning environment that respects them and allows them to achieve their potential. Studies show that children learn better if they feel secure and confident in the learning environment.

Explain that the thinking and learning done during this training can be used to advocate for and support the review of an existing governmental Teachers' Code of Conduct.





ACTIVITY 1.2.1: TEACHERS' CODE OF CONDUCT – WHAT AND WHY?



ORGANISATION

Group work in four groups



MATERIALS

4 BLANK FLIPCHARTS

FLIPCHART 1.2.1: TEACHERS' CODE OF CONDUCT QUESTIONS

Give each group a blank flipchart and assign one question to each group. Ask groups to note key points. Ask one person in each group to be the rapporteur (i.e. the person who provides feedback from the group). Invite each rapporteur in turn to present the key points from their group in plenary.

Make sure the following elements are included in the answers:

1. WHAT IS A TEACHERS' CODE OF CONDUCT?

A TCOC sets out the expectations of professional standards to be met by teachers in and out of learning environments. It is a legal document with clear roles and responsibilities.

2. WHAT ARE THE ELEMENTS OF A TEACHERS' CODE OF CONDUCT?

A TCOC provides standards for ethical behaviour and values. It sets out the consequences for violations based on the agreed rules and regulations.

3. WHY IS THERE A TEACHERS' CODE OF CONDUCT?

The TCOC is a tool to help ensure transparency, accountability, professional conduct and to ensure the protection of the children by teachers. A TCOC encourages teachers to help their students to behave responsibly by modelling desirable behaviour.

4. WHO NEEDS TO BE FAMILIAR WITH THE TEACHERS' CODE OF CONDUCT AND WHY?

Teachers, head teachers, MOE officials, parents, learners, school committee members, NGOs and community members should all be familiar with the TCOC. This is important because all education stakeholders should have a clear understanding of the expectations of treatment of all those involved in a positive learning environment.



SUMMARY

Give a brief summary of the main points in the session:

- a TCOC provide rules and regulations for teachers
- a TCOC clarifies and formalises the agreed conduct expected of teachers
- a TCOC is a key tool in creating a positive learning environment.

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.2: TEACHERS' CODE OF CONDUCT – WHAT AND WHY?

FLIPCHART 1.2.1: TEACHERS' CODE OF CONDUCT QUESTIONS

1. WHAT IS A TEACHERS' CODE OF CONDUCT?

2. WHAT ARE THE ELEMENTS OF A TEACHERS' CODE OF CONDUCT?

3. WHY IS THERE A TEACHERS' CODE OF CONDUCT?

4. WHO NEEDS TO BE FAMILIAR WITH A TEACHERS' CODE OF CONDUCT AND WHY?

1



MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.3: TEACHERS' CODE OF CONDUCT – CONTENT AND OBLIGATIONS

Session set up



AIM

To familiarize participants with the national governmental TCOC



OBJECTIVES

Participants are familiar with and understand key elements of the national governmental national TCOC



TIMING

60 mins



MATERIALS

FLIPCHART AND PENS

HANDOUT 1.3.1: NATIONAL GOVERNMENTAL TEACHERS' CODE OF CONDUCT (to be distributed before the training begins, if possible)

HANDOUT 1.3.2: QUESTIONS ON THE TEACHERS' CODE OF CONDUCT

INTRODUCTION

The national TCOC is an official document which is signed and approved by the MOE and constitutes the legal framework for teachers' work. The MOE in almost all countries has a TCOC with clear standards and professional ethics for teachers. It is the MOE's duty to share and monitor the implementation of the TCOC and follow up on violations of the TCOC through the local education authorities.

The TCOC addresses professionalism in the school environment, teachers' relationships to various stakeholders, classroom management and general conduct. Most TCOC documents are developed centrally by the MOE and covers such aspects as:

- values and standards
- behaviour
- roles and responsibilities
- relationships.

Some countries have taken a decentralised approach to developing their TCOC, providing only a guide. Individual schools then develop their own TCOC addressing local priorities, rules and regulations, needs and concerns. This is the model used in South Africa.

The head teacher is as a representative of the MOE responsible for implementation and monitoring at school level, ensuring all school staff respects the rules and regulations presented in the TCOC. It is the responsibility of each teacher to understand and adhere to the document.

There can be situations where schools do not function, e.g. during emergencies, where the regular TCOC may be difficult to fully realise. In these situations a complementary or supplementary TCOC which has been developed locally may exist.



SESSION GUIDANCE

Explain to the participants that a TCOC makes it clear to teachers what is expected of them and holds them accountable towards learners and communities. A TCOC' promotes ethical behaviour; to dissuade and respond to unethical conduct by teachers according to an agreed set of rules and regulations.

Explain that the TCOC is a document of interest and responsibility for all education personnel including teachers, the local education authorities (LEA), MOE, learners and parents. As such, all stakeholders should be familiar with the document and have access to it for reference.

Ask participants:

- is your national governmental TCOC developed locally or centrally?
- are you aware of the TCOC being known and used in schools here?
- are there any challenges with the TCOC, e.g. when implementing regulations on the prevention of physical and humiliating punishment.

Ask the participants to have their copy of the TCOC ready for the next activity. (If there is no TCOC in place in the country, use then the governmental TCOC example from South Sudan in Annex C.)



ACTIVITY 1: THE NATIONAL GOVERNMENTAL TEACHERS' CODE OF CONDUCT- QUESTIONS



ORGANISATION

Group work in four groups



MATERIALS

FLIPCHART AND PENS

HANDOUT 1.3.1: NATIONAL GOVERNMENTAL TEACHERS' CODE OF CONDUCT (to be distributed before the training begins, if possible)

HANDOUT 1.3.2: QUESTIONS ON THE TEACHERS' CODE OF CONDUCT

Before the session begins, please find the following sections in your copy of the TCOC and mark them with a sticky note so that you can refer to them: (1) INTRODUCTION (2) MONITORING (3) PENALTIES (4) ROLES AND RESPONSABILITIES.

If participants have not already received a copy of the TCOC in advance of the training, give them out now: HANDOUT 1.3.1: NATIONAL GOVERNMENTAL TEACHERS' CODE OF CONDUCT. If it has lots of pages, then you can just give out the relevant pages for the training or divide sections among participants. (If there is no TCOC use the example from South Sudan, Annex C.)

Explain that we are using their national governmental TCOC during the training so that the participants are familiar and confident with the TCOC that they are expected to follow at school. Clarify that TCOC is a legal document, which the teachers have to commit to.

Distribute HANDOUT 1.3.2: QUESTIONS ON TEACHERS' CODE OF CONDUCT and provide each group with **one** of the four sets of questions and a blank flipchart and pens. Explain to the groups where they can find their section in the TCOC. As the groups discuss their section of the TCOC, ask them to note the key points on the flip-chart paper. Ask each group to appoint a rapporteur to present key points from their group's discussions.



SUMMARY

Give a brief summary of the main points in the session:

- the TCOC is a legal document developed centrally by the MOE
- the TCOC sets out rules and regulations for teachers
- all stakeholders including teachers, parents, learners, education authorities should be familiar with the TCOC.

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.3: TEACHERS' CODE OF CONDUCT – CONTENT AND OBLIGATIONS

HANDOUT 1.3.2: QUESTIONS ON THE TEACHERS' CODE OF CONDUCT

1. INTRODUCTION TO GOVERNMENTAL TEACHERS' CODE OF CONDUCT

1. Why should teachers sign this document?
2. How can you be sure that it is an official document?
3. Who is this document meant for? How can you tell?
4. Who should know about this document? Why?
5. Do you know if the Teachers' Code of Conduct is used in schools? If it is used, why is it used? If it is not used, why not?

2. GENERAL MONITORING OF TEACHERS' CODE OF CONDUCT

1. Who monitors the Teachers' Code of Conduct according to the document?
2. What is the role of the MOE and education authorities?
3. What is the role of the head teacher?
4. What is the role of PTA and community?
5. Do you know if the Teachers' Code of Conduct is monitored in schools? If so, how is it monitored?

3. PENALTIES

1. Are penalties set out? Where are they?
2. Who imposes those penalties, when rules are violated?
3. Do you know of instances of penalties being given? Which ones?
4. What were the reasons?

4. TEACHERS' ROLE AND RESPONSIBILITIES

1. Name three things that teachers **should** do. Do you agree?
2. Name three things that teachers should **not** do. Do you agree?
3. Which values are set out for teachers?
4. Are you already familiar with the Teachers' Code of Conduct? If yes, how did that come about?

1



MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.4: VIOLATIONS AND PENALTIES FOR TEACHERS

Session set up



AIM

To review the penalty system for teachers who violate rules and regulations described in the Teachers' Code of Conduct



OBJECTIVES

Participants are able to understand the penalty system



TIMING

60 mins



MATERIALS

FLIPCHART 1.4.1: IDENTIFICATION OF PENALTIES FOR VIOLATIONS

INTRODUCTION

A penalty system is provided for in the TCOC in the form of formally recognised and approved rules and regulations for teachers and other education personnel. Correction and penalties are set out in order to avoid violation as well as providing a systematic, fair procedure if a violation occurs.

Two important definitions here are:

- **a penalty** is a formally agreed action that will occur if a teacher violates any of the rules or regulations in the TCOC. The penalty system is in place to protect learners and teachers
- **a violation** is defined as the misconduct of teachers and refers to actions taken that harms or put learners at risk, violating rights or causing harm to their learning and/or wellbeing.

The TCOC can give directions for how violations are dealt with, what penalties will be enforced and the appropriate steps for safeguarding the children affected. There may be differentiation between **minor and major** violations:

- **major violations**, which are usually criminal offences, are dealt with within the legal framework of the country. However, it is the responsibility of all stakeholders to identify and report major violations
- **minor incidents and violations** may be handled locally by the head teacher or through a PTA or LEA system.

It is important to promote the implementation of the TCOC at the school and community level. This includes considering how the school management and the community can become familiar with reporting procedures and the administration of appropriate penalties.

Not all violations are described in detail in the TCOC, so it is important that teachers understand and act upon the spirit of the TCOC, because it is there to protect children and support their learning.



SESSION GUIDANCE

Explain that violation means breaking a rule; penalty is the consequence for a violation. Teachers' violations of the TCOC and misconduct can take many forms.

Explain that there is a difference between **minor and major** violations. Ask for examples from participants about the difference between minor and major violations.

Make sure that the following is clear: A minor incident is a one-off or a smaller issue, versus the same action being repeated and sustained over time, which would move more towards being a major violation. For instance, there is a difference between arriving for school late once and to arriving late every day.

The scope of violations and the impact on the learners' personal safety, confidence, well-being and learning outcomes is important when considering if something is a minor or major violation. For example, raising your voice in anger versus shouting, yelling and screaming so that learners are afraid will have a different impact on the learners.

Other incidents like teacher absenteeism are treated as minor incidents and will be dealt with within the school. However, teacher absenteeism has a significant impact on learners' access to education, and has to be dealt with. Measures to determine the reason and means to correct this kind of misconduct can be taken by the head teacher, the LEA, PTA and school management members.

Ask the participants, what happens when a teacher violates the TCOC in their school.

Major violations are dealt with through the legal system. For example: If a teacher sexually abuses a child, the case should be reported to the education authorities, police and other reporting mechanisms. It is important that the reporting is done in a manner relating to the best interest of the child.

Types of violation:

- physical abuse
- sexual abuse
- humiliating and frightening learners
- teacher absenteeism i.e. coming late or leaving early
- not preparing lesson plans
- not participating in compulsory school meetings
- refusing to support individual learners
- treating children unequally
- ignoring or encouraging bullying behaviour
- falsifying information
- cheating on examinations (teacher and learners)
- corruption or extortion.

Severity of violation:

- from pushing a child to beating with a cane
- from using sexual language or comments to committing rape
- from cleaning the classroom to doing domestic tasks for the teacher
- from arriving late to school on one occasion to frequent and continuing lateness
- from raising one's voice, shouting aggressively to threatening physical violence
- marking all examinations favourably instead of according to grading criteria.

**ACTIVITY 1.4.1: REFERENCE TO VIOLATIONS AND PENALTIES IN THE TEACHERS' CODE OF CONDUCT****ORGANISATION**

Group work in four groups

**MATERIALS**

PENS, FLIPCHART

FLIPCHARTS 1.4.1: IDENTIFICATION OF PENALTIES FOR VIOLATIONS

Highlight that there may be a number of violations that are not mentioned in the TCOC. For example, the TCOC may not specify that the teacher has to observe an acceptable dress code as a role model in the community.

Give each group a flipchart with one violation heading:

- sexual violation
- humiliation*
- physical violence
- threatening behaviour.

*Add the following explanation about humiliation: Actions may sometimes be humiliating in terms of the way they are made – using power to make the learner feel humiliated, scared or isolated.

Ask the groups to list examples of violations from their experience in the first column on the flipchart. Then ask them to use the TCOC to find the penalties for the violations they have listed. They should note the penalties in the second column.

Ask each group to stick their flipchart on the wall. Review the results by doing a gallery walk.



SUMMARY

Give a brief summary of the main points in the session:

- it is the responsibility of all stakeholders to identify and report major violations
- violations include humiliation, physical violence, threatening behaviour or sexual behaviour
- all minor and major violation should be dealt with.



Charlotte Bagh

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.4: VIOLATIONS AND PENALTIES FOR TEACHERS

FLIPCHART(S) 1.4.1: IDENTIFICATION OF PENALTIES FOR VIOLATIONS

SEXUAL	
VIOLATION	PENALTIES

PHYSICAL	
VIOLATION	PENALTIES

HUMILIATION	
VIOLATION	PENALTIES

THREATENING BEHAVIOUR	
VIOLATION	PENALTIES

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.5: INCIDENT REPORTING AND FOLLOW-UP

Session set up



AIM

Participants are able to use the reporting system



OBJECTIVES

Participants know how violations of the Teachers' Code of Conduct are dealt with



TIMING

60 mins



MATERIALS

HANDOUT 1.5.1: REPORTING CASES

FLIPCHART 1.5.1: MINOR OR MAJOR VIOLATIONS

1

INTRODUCTION

TCOC reporting means to identify, intervene, respond and monitor when there has been a violation of the TCOC by a teacher.

It is the responsibility of the MOE and the local education authorities to regularly monitor the implementation of the TCOC at the school level, recognising that there are particular challenges in remote areas or city slum areas and during emergencies.

It is essential to have the right reporting mechanisms in place. All stakeholders in the community should be encouraged and supported to safely report violations of the TCOC.

Complaints should be channelled to the head teacher or local education authorities and the safety of the person/s making the complaint must be guaranteed. If necessary, counselling should be offered to the person/s making the complaint.

If there is a violation of the TCOC, the head teacher is responsible for taking action e.g. to conduct an inquiry with interviews of the parties concerned. A report presenting the facts, the inquiry process, findings and recommendations must be prepared.

If the case concerns serious misconduct e.g. examination malpractice, drug abuse and sexual harassment, it should be mandatory for education authorities to report the matter to the MOE and/or police.



SESSION GUIDANCE

Explain that the implementation of the TCOC is extremely important in ensuring good learning outcomes, a positive school environment and for guiding teachers' professional conduct. Teachers should be supported in applying the requirements of the TCOC in their practice. There should also be a reporting system in place at school level and within the MOE. The system must be functional; otherwise, people will not use it.

Ask the participants if they have a formal reporting system in place for violations of the TCOC, and if there is an informal reporting system for infractions to the TCOC.

Discuss with the participants **who** is involved in the reporting system. Examples could include: MOE inspectors and supervisors, NGO staff supporting the school, head teachers, PTA members, parents, learners, education personnel.

Discuss with the participants **how** violations of the TCOC can be reported.

The mechanisms for reporting and sanctioning misconduct should be clearly specified and familiar to all education personnel and learners. Even with a variety of ways to report violations to the TCOC, school community members should be **encouraged** and **supported** to **safely** report violations of the TCOC, including for example, an anonymous comment box, or a hotline phone number. A key focal person in the PTA or in Child Committees/Clubs could speak on behalf of victims. Those making a complaint or wishing to report a concern could go directly to the head teacher, or to another teacher, PTA member or learner representative.

Explain that **minor and major** violations need to be reported in different ways:

Minor violations

Responses to minor violations may be outlined in the TCOC. Usually, the appropriate disciplinary actions for minor violations include a verbal warning or reprimand, a written warning or close supervision. These actions can be put into place by the head teacher, PTA and LEA at the school level.

Ask participants whether there is a clear process within their schools for reporting and responding to minor violations? Explain that minor violations can be reported and followed up by the head teacher, PTA and the LEA. Remind participants of examples of minor violations e.g. arriving late to lessons for several days in a row.

When minor violations are repeated and become frequent, they may then be treated as a major violation.

Major violations

Responses to major violations can be outlined in the TCOC. These actions have to be handled by the legal system through the LEA, MOE, police, Ministry of Justice and other formal governmental bodies. Usually, the appropriate disciplinary actions for major violations include:

1. Written warning
2. Fine
3. Transfer of job location
4. Suspension
5. Dismissal
6. Imprisonment.

Explain that it is mandatory for the head teacher and education authorities to report serious misconduct (e.g. drug abuse or sexual harassment) to the police and the local authorities. Whenever there is a dispute, alleged professional misconduct, or a serious complaint, the head teacher and the PTAs are required to take action.

State strongly that the safety of the person reporting and/ or the victim must be guaranteed and support provided.



ACTIVITY 1.5.1: INCIDENT REPORTING AND FOLLOW-UP



ORGANISATION

Group work in four groups.



MATERIALS

HANDOUT 1.5.1: REPORTING CASES

FLIPCHART 1.5.1: MINOR OR MAJOR VIOLATION

Give each group a case from HANDOUT 1.5.1: REPORTING CASES and ask each group to do the following:

1. To decide whether the example is a minor violation or major violation.
2. To explain how the case should be handled; how it should be reported and what should happen next. Invite each group to present their case and explain how they suggest it should be handled.

Now ask the groups in plenary to rate their incident on the FLIPCHART 1.5.1. MINOR OR MAJOR VIOLATION and explain why.



SUMMARY

Give a brief summary of the main points in the session:

- everyone in the school community should be supported to safely report violations to the TCOC
- minor violations can be dealt with at school level; major violations are referred to MOE, PTA, LEA or police
- everyone has to follow the agreed procedures.



Charlotte Begh

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.5: INCIDENTS REPORTING AND FOLLOW-UP

HANDOUT 1.5.1: REPORTING CASES

Instructions

1. Decide whether the example is a **minor** violation or **major** violation.
2. Explain how the case should be handled; how it should be reported and what should happen next.

Case 1: You are supervising the school compound with another teacher. Some boys are teasing a group of girls. The other teacher rushes over to beat two of the boys with a stick and makes them both bleed.

Case 2: The PTA had a special meeting to discuss the increasing incidence of poor behaviour among many learners. They concluded that teachers must use sticks to threaten and beat those misbehaving. Some teachers respond immediately to the PTA's instructions not to do so. However they were fully aware previously that corporal and humiliating punishment is illegal and strictly prohibited by the Ministry of Education.

Case 3: You find out that a male and a female teacher have had an affair. The female teacher tries to stop the relationship and avoid the male teacher because he is married and has five children, who all attend the school. On a few occasions, you see the male teacher abuse the woman, by harassing her with bad language. She comes to you crying and asks for your help.

Case 4: A teacher has forced learners to work in his vegetable garden, clear heavy rocks, wash his clothes and clean his home. The learners tell you what is happening.

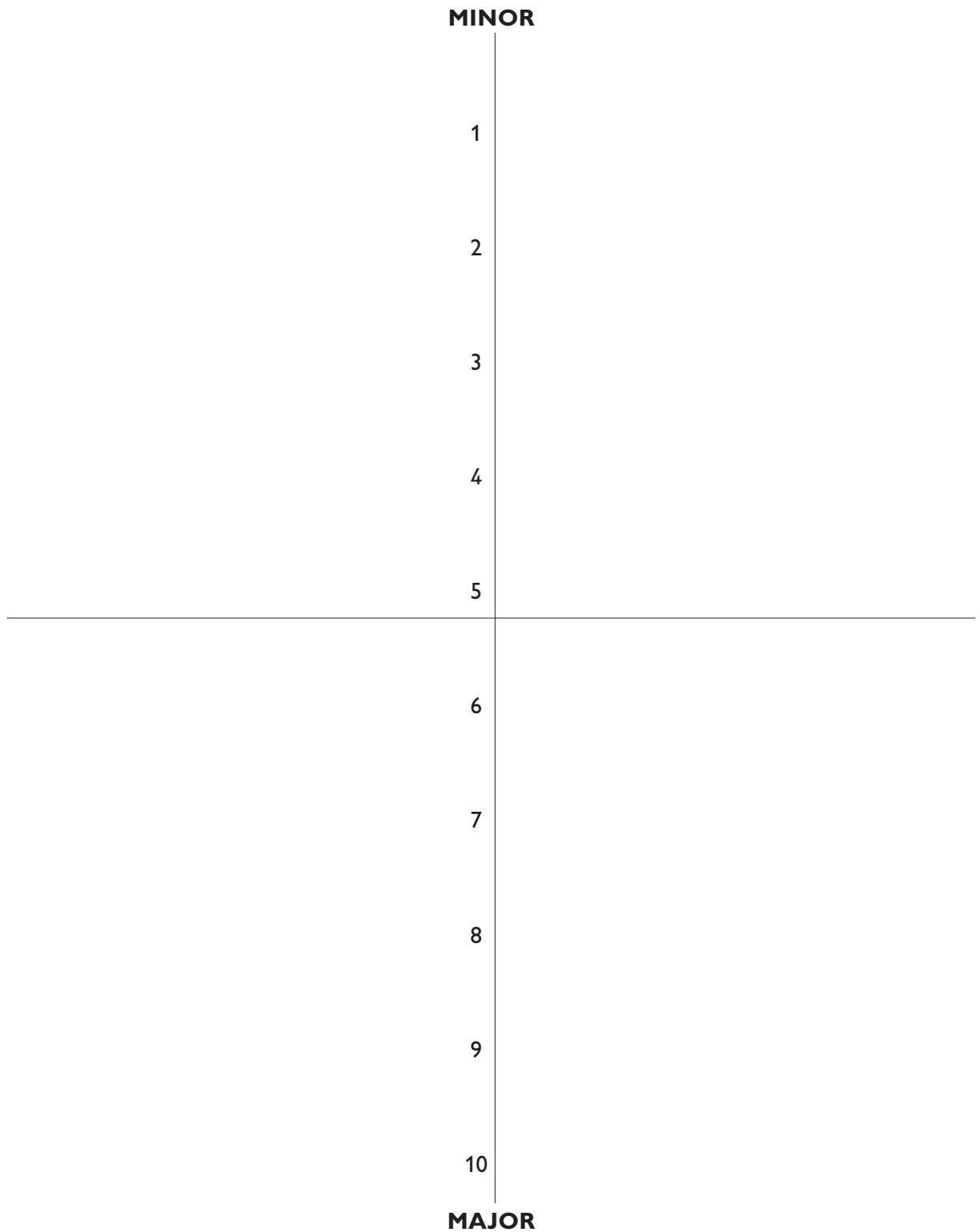
Case 5: Some of the learners have seen a teacher's wife selling schoolbooks and other learning materials at the market. Schoolbooks, pencils, rulers and exercise books have disappeared from the school store cupboard recently. The learners report what they have seen to you.

Case 6: The head teacher has been pursuing a girl from Grade 7; all the teachers have noticed that he is paying her a lot of attention. The girl reports to you that the head teacher has asked her to stay after school hours to clean a classroom. She did not dare refuse. While she was cleaning the classroom, the head teacher went in and closed the door. He forced her to be sexual and intimate with him; she ran away. The learner asks you for help.

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.5: INCIDENT REPORTING AND FOLLOW UP

FLIPCHART 1.5.2: MINOR AND MAJOR VIOLATIONS







MODULE 2

SAFE, INCLUSIVE
SCHOOLS



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.1: THE 'GOOD' SCHOOL

Session set up



AIM

To create a protective and safe school for children and teachers



OBJECTIVES

Participants are able to identify the elements of a 'good' school with safe surroundings



TIMING

60 mins



MATERIALS

BLANK FLIPCHARTS, PENS

INTRODUCTION

All states have an education system in place. However the percentage of the nation's national budget spend on education varies from country to country. Countries affected by conflict or natural disasters have severe difficulties even to provide basic education for all children in school age. Education is especially critical for the millions of children affected by conflict or disasters, and is often significantly disrupted in emergency situations.

The UN Convention on the Rights of the Child (CRC) came into effect in 1989. The CRC outlines the rights that children everywhere in the world have. It is the most widely ratified human rights treaty, signed by most nations of the world.

Education is a fundamental human right for all. Article 28 of the UN CRC: Right to education states that all children have the right to a primary education, which should

be free to all. The states shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.

Providing quality education to all children is primarily the responsibility of the Ministry of Education and the local education authorities. In situations where the national education authorities are unable or unwilling to meet their obligations, then the UN, national and international NGOs and communities may take responsibility. It is crucial that the education system continues, as education contributes to the well-being of children, ensuring that they have some level of normalcy in their lives.

Save the Children's work is based on the UN CRC. The overall goal of our education policy, advocacy and country programmes is to ensure that all children enjoy their right to a good quality education.

Save the Children support education programmes in almost all development and countries in emergencies. Save the Children uses a range of tools in order to provide good quality education in all education projects. For example, the INEE minimum standards provide guidance on preparing for and responding to acute emergencies. This reduces risk, improves future preparedness and lays a solid foundation for quality education. SCI has also developed the 'Quality Learning Environment' (QLE) tool to measure progress and quality in education programmes.



SESSION GUIDANCE

The school is a key institution in the community. It provides a vital right and resource for children, parents, staff and the larger society. Access to education is often extremely limited during times of crises. Education plays a crucial role in helping affected children cope with their situation and establish normalcy in their lives. Education can provide lifesaving knowledge and skills for survival, and may offer opportunities improving equity and quality of education. However, access to education is only meaningful if the education programmes offer quality teaching and learning.

Schools are often centrally located in local communities and can act as entry points for provision of essential support in emergencies beyond the education sector, such as protection, food distribution and health services.

Learners and teachers are too often subjected to physical risks on their way to and from the school and even within the school compound. Temporary and permanent education facilities should be located, designed and constructed to be resilient to all possible hazards. Safe education facilities can contribute to ensure educational continuity, minimizing disruption of teaching and learning.

Schools should be violence-free zones. However, unfortunately many learners drop out of school because they don't feel safe in schools or on their way to school.



ACTIVITY 2.1.1: THE 'GOOD' SCHOOL



ORGANISATION

Group work in four groups



MATERIALS

BLANK FLIPCHART, PENS

Some schools function better than others. Ask the groups to reflect on the elements of a 'good' school. Use the following questions:

What makes a good school? Is it the headmaster's management approach? Is it the teachers' performance? Is it the school building, the schoolbooks and education material? Is it the PTA cooperation? Is it how learners are grouped together?

Ask the following question to all groups: How can a TCOC be used to promote a 'good' school? Give all the groups blank flipchart paper and ask two groups to draw a classroom and two groups to draw a school compound. Be sure to ask the groups to draw something that is realistic in their local context:

1. Draw an ideal classroom and include in the drawing the ideal number of children. Ask the groups to explain what makes a good class, and how the teacher can ensure that it is a good quality learning environment.
2. Draw an ideal school compound including all the buildings. Ask the groups to explain what makes a good school compound, and how the teacher can ensure that it is a good quality learning environment.

Invite each group in turn to present their drawings and to explain their ideas in plenary.



ACTIVITY 2.1.2: SAFE SCHOOL SURROUNDINGS



ORGANISATION

Group work in four groups



MATERIALS

FLIPCHART, PENS

Ask the groups to reflect on the elements of a safe and protective school environment. This time ask all the groups to draw a school with features of the community around it on their flipchart paper and do following:

1. Mark the potential dangers for children on the way to the school
2. Mark the potential dangers for children in the school compound
3. Make a list of ways to prevent potential risks
4. Look at the TCOC to see if it has any elements which can be used to promote a safe learning environment.

Ask the groups to stick their drawings on the wall and do a gallery walk. Ask that one group member stays at their group's flipchart to talk to the other groups that visit to explain and defend the group's ideas.

SUMMARY

Give a brief summary of the main points in the session:

- all children have right to a basic education
- the school has a key role in the community
- teachers have a responsibility to provide a safe and protective school environment.





Charlotte Bugh

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: THE QUALITY LEARNING ENVIRONMENT

Session set up



AIM

To promote and improve the quality learning environment



OBJECTIVES

Participants identify and promote the implementation of a quality learning environment



TIMING

60 mins



MATERIALS

BLANK FLIPCHARTS, PENS, GLUE

FLIPCHART 2.2.1: QUALITY LEARNING FRAMEWORK

HANDOUT 2.2.1. QLF TABLE WITH FIVE GUIDING PRINCIPLES – EMPTY

HANDOUT 2.2.2. QLF TABLE WITH FIVE GUIDING PRINCIPLES

INTRODUCTION

Save the Children has developed a set of core global indicators designed to give Save the Children a common language with which to speak about the results of the education achievements for children. This session focuses on the Quality Learning Framework (QLF). The purpose is to outline the QLF components of quality basic education, primarily within the school or learning environment. The framework is intended to guide basic education programming direction and strategic initiatives, for example the development of common approaches, needs assessments for programme and project design and to communicate priorities to donors and partners.

The Quality Learning Framework

The Quality Learning Framework provides a holistic view of quality basic education from the perspective of a child in a school or learning environment.

Save the Children recognizes that many marginalized children are out of school and excluded from the schools and learning spaces, we support therefore strategies to enable **access** to learning.

Save the Children also recognizes that schools are strongly influenced by **policy and systems** at both local and national level. We therefore seek to strengthen education policy and systems.

A quality basic education must ensure all children, including the most deprived, realize relevant learning outcomes. Save the Children focus on children's **literacy and numeracy** outcomes, in an environment that promotes children's holistic **wellbeing**.

In order to enable children to realize these outcomes, the QLF outlines fourteen components across five guiding principles that should be present in a school or learning environment. The five guiding principles are: **1. emotional and psychosocial protection; 2. physical protection; 3. teaching and learning; 4. parents and community, and 5. school leadership and management.**

Guiding Principle 1: Emotional and psychosocial protection

1.1 Positive and respectful interactions

Positive and respectful interactions between and with children are promoted at all times. Interactions are based on cooperation, trust and tolerance.

1.2 Social and emotional learning

Children are engaged in social and emotional learning processes.

Guiding Principle 2: Physical protection

2.1 Safe and accessible learning spaces

Learning spaces are physically safe and accessible to all children. A safe environment is free from physical harm and provides protection.

2.2 Water, sanitation and hygiene

Safe drinking water and adequate sanitation facilities are accessible to all children.

2.3 Health and Nutrition

Children receive health education and access health and nutrition services.

2.4 School safety management

Comprehensive school safety, risk reduction and disaster management policies and plans are implemented.

Guiding Principle 3: Teaching and learning

3.1 Teacher wellbeing and development

Teachers are engaged in continuous professional development and professional collaboration, and practice wellbeing strategies.

3.2 Teaching and learning materials

Learning is supported by relevant teaching and learning materials.

3.3 Language for learning

Children are taught in language(s) they understand.

3.4 Pedagogical practices

Children are taught using contextually appropriate, inclusive, child-centred pedagogical practices.

3.5 Planning, assessment and reporting

Teachers plan, assess and report children's learning.

Guiding Principle 4: Parents and community

4.1 Child, parent, and community participation

Children, parents and communities participate in learning and decision making processes.

4.2 Learning at home and in the community

Parents and community members enhance children's learning outside of school.

Guiding Principle 5: School leadership and management

5.1 Inclusive and protective policies

Policies ensuring the inclusion, safety, and wellbeing of students and teachers are established and implemented. The leadership develop relevant protective and inclusive policies, such as gender policies and teachers' and school codes of conduct.

5.2 Leading school learning

School leaders promote a positive culture for learning and improvement. They manage situations in a manner that demonstrates equality, fairness and justice.

5.3 School management

School's human, financial and physical resources are effectively managed. The principal and other leaders manage the organizational structures in the school effectively.



SESSION GUIDANCE

Save the Children's education programmes are directed towards helping each child develop to his or her fullest potential. Improvement of quality is a key priority area for education work in all settings supported by Save the Children and at all levels.

The Framework provide guidance for Save the Children country offices on planning and managing activities required to implement high quality basic education programmes around the world. The QLF provides an opportunity to consult with key stakeholders, provide a nuanced picture of the current state of our education programmes, and is a key frame to assist in programme planning and design efforts. QLF guiding principles can be used to support the implementation of the TCOC.

Explain FLIPCHART 2.2.1: QUALITY LEARNING FRAMEWORK.

Highlight that QLF is a conceptual framework, which provides a holistic view of quality basic education from the perspective of a child in a school or learning environment. A

learning environment for children includes both access to learning and comprehensive policies and systems.

The five guiding principles should be present in a school or learning environment in order for children to obtain literacy and numeracy outcomes, in an environment that promotes children's holistic wellbeing.

Save the Children defines a quality learning environment broadly with a focus on the process of education itself, including the protection of children's physical, emotional and psychological wellbeing, child-centred teaching and learning strategies, and active parent and local community involvement in schools and children's learning spaces.

Save the Children believe that children learn better in a quality environment. Quality education can only exist, when children are protected from hazards, injury, violence and abuse. Quality education depends very much on positive relationships among learners and between teachers and learners.



ACTIVITY 2.2.1: QUALITY LEARNING FRAMEWORKS FIVE GUIDING PRINCIPLES



ORGANISATION

Group work in four groups
Plenary



MATERIALS

Glue for each group
HANDOUT 2.2.1: QLF TABLE WITH FIVE GUIDING PRINCIPLES – blank version (a copy for each group)
HANDOUT 2.2.2: QLF TABLE WITH FIVE GUIDING PRINCIPLES – completed version (a copy for each group cut into 14 standard pieces)

Before the session begins, take the HANDOUT 2.2.2: QLF TABLE WITH FIVE GUIDING PRINCIPLES (the one that is completed) and cut out all 14 components into single pieces of paper, leaving off the numbers. Each group should be provided with a blank QLF format and 14 components in pieces. The QLF components will then be like pieces in a puzzle.

Explain QLF includes a template with FIVE guiding principles:

1. Emotional and psychosocial protection
2. Physical protection
3. Teaching and learning
4. Parents and community
5. School leadership and management

Give each group a copy of HANDOUT 2.2.1: QLF TABLE WITH FIVE GUIDING PRINCIPLES – the blank version, and a set of QLF components cut into individual pieces. Each guiding principle has a set of components. Ask the groups to match the components to the correct guiding principle. Ask them to use glue and stick the standards onto the handout to keep them in place.

When everyone has finished, gather the group in plenary and check if they have been able to place the pieces correctly and repeat in details the QLF.



ACTIVITY 2.2.2: FIVE GUIDING PRINCIPLES IN THE TEACHERS' CODE OF CONDUCT



ORGANISATION

Group work in four groups
Plenary



MATERIALS

HANDOUT 2.2.2: QLF TABLE WITH FIVE GUIDING PRINCIPLES
NATIONAL GOVERNMENTAL TEACHERS' CODE OF CONDUCT

Give each group a copy of HANDOUT 2.2.2: QLF TABLE WITH FIVE GUIDING PRINCIPLES and the national governmental TCOC. Explain that the TCOC can promote a quality learning environment by instructing teachers to:

- avoid physical and humiliating punishment
- combat bullying
- have positive interactions with learners
- promote non-discrimination
- insist on punctuality and presence at school
- use learners' mother tongue
- plan lessons before class and follow the curriculum
- communicate with parents and the school management on key issues affecting the learning process.

Review the TCOC and ask the groups to find where the guiding principles occur in the TCOC. Ask the groups to write down QLF components numbers (ONLY) onto their copy of the TCOC where QLF refers to the national governmental TCOC and the general conduct expected of teachers:

- QLF Guiding Principle 1 (1.1, 1.2 component number)
- QLF Guiding Principle 2 (2.1 component number)
- QLF Guiding Principle 3 (3.1, 3.4, component number)
- QLF Guiding Principle 4 (4.1 component number)
- QLF Guiding Principle 5 (5.1 component number)

Ask for items that they have identified as referring to the TCOC, and items related to the expected conduct of teachers. Let each group present one guiding principle.



SUMMARY

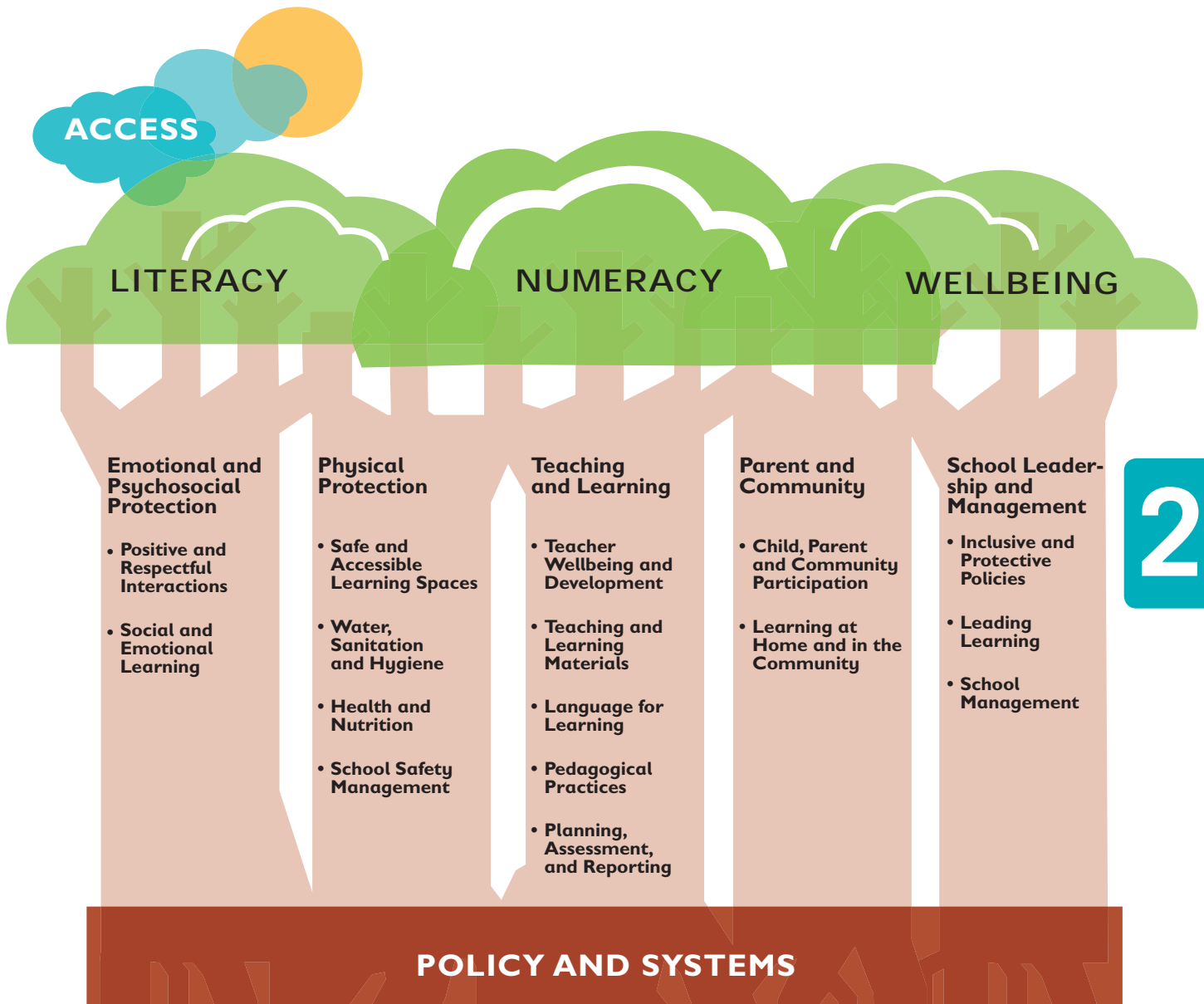
Give a brief summary of the main points in the session:

- the QLF tool is a conceptual framework
- a QLF relies on teachers following their professional TCOC
- the QLF can be used as guide for design, assessment, monitoring, review and evaluation.

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: THE QUALITY LEARNING ENVIRONMENT

FLIPCHART 2.2.1: THE QUALITY LEARNING FRAMEWORK



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: QUALITY LEARNING FRAMEWORK

HANDOUT 2.2.1.: QLF TABLE WITH FIVE GUIDING PRINCIPLES – blank version

1. Guiding Principle EMOTIONAL AND PSYCHOLOGICAL PROTECTION	2. Guiding Principle PHYSICAL PROTECTION	3. Guiding Principle TEACHING AND LEARNING	4. Guiding Principle PARENTS AND COMMUNITY	5. Guiding Principle SCHOOL LEADERSHIP AND MANAGEMENT
1.1	2.1	3.01	4.1	5.1
1.2	2.2	3.02	4.2	5.2
	2.3	3.03		5.3
	2.4	3.04		
		3.05		

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: QUALITY LEARNING FRAMEWORK

HANDOUT 2.2.2.: QLF TABLE WITH FIVE GUIDING PRINCIPLES

1. Guiding Principle EMOTIONAL AND PSYCHOLOGICAL PROTECTION	2. Guiding Principle PHYSICAL PROTECTION	3. Guiding Principle TEACHING AND LEARNING	4.Guiding Principle PARENTS AND COMMUNITY	5. Guiding Principle SCHOOL LEADERSHIP AND MANAGEMENT
1.1 Positive and respectful interactions	2.1 Safe an accessible learning environment	3.01 Teacher wellbeing and development	4.1 Child, parent and community participation	5.1 Inclusive and protective policies
1.2 Social and emotional learning	2.2 Water, sanitation and hygiene	3.02 Teaching and learning materials	4.2 Learning at home and in the community	5.2 Leading school learning
	2.3 Health and nutrition	3.03 Language for learning		5.3 School management
	2.4 School safety management	3.04 Pedagogical practices		
		3.05 Planning, assessment and reporting		



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.3: THE TEACHER'S ROLE IN WELL-BEING IN SCHOOL

Session set up



AIM

To provide a protective learning environment



OBJECTIVES

Participants understand the concept of well-being in school



TIMING

60 mins



MATERIALS

FLIPCHART, PENS

FLIPCHART 2.3.1: ELEMENTS OF WELL-BEING

INTRODUCTION

Well-being is defined as being comfortable, healthy and happy.

All people, including teachers and learners, need a sense of well-being in order to function to their full potential, to be an active, beneficial member of society and to be personally fulfilled in life.

Teachers' well-being is essential in order for them to meet their professional responsibilities; to have positive interactions with learners; to support children to learn; and to be motivated to do their best for the learners in school.

The well-being of each learner is essential to positive learning outcomes. It enables children to develop physically, intellectually, emotionally and socially.

Well-being depends on various elements:

- a sense of belonging e.g. know the learners by name
- a sense of control include learners in establish classroom rules
- feelings of self-worth e.g. promote trust
- personal attachments e.g. smile
- relationship with peers e.g. promote group work
- intellectual stimulation e.g. care for learners with special needs
- a sense of safety.

The teacher can support the well-being of the learners through **content** (what they teach), **method** (how the teach) and the teacher's **position** in the community.

The content: Besides teaching academic skills, the teacher should also support learners in understanding their environment, to solve problems and to protect themselves.

The methods: Use learner-centred teaching methods by encouraging learners to pose questions; let learners make mistakes without ridicule; provide the learners with explanations and examples relevant to their own interests and experiences; give learners opportunity to engage through dialogue and social activities; give the learners opportunity to develop competences through hands-on tools and equipment.

The teacher's position in the community: The teacher can use hers/his position in the community by promoting children's well-being. This could be by advocating for play and recreational games and activities, and encouraging everyone in the community to send their children to school.



SESSION GUIDANCE

Teachers and other education personnel play a key role in partnership with parents, PTA and local education authorities to ensure that learners have a strong sense of well-being. Teachers and learners spend a comparatively long amount of time together. This makes it possible to track differences, challenges and positive developments, as well as bonding in strong teacher-learner relationships, which is different and complementary to parental, peer, friend, sibling and relative relationships.

Show FLIPCHART 2.3.1: ELEMENTS OF WELL-BEING and explain that the teacher plays a supportive, stabilising role in the lives of children and can support the learners by:

1. Participating in their sense of belonging ('my class, my teacher')
2. Supporting learners to be in control of emotions and actions
3. Encouraging and fostering self-worth through recognition of effort and achievements
4. Nurturing a relationship, being attached to the child, to participate in 'a web of affiliation'
5. Supporting and promoting positive relationships with peers, helping to reconcile conflicts, combating bullying, providing an atmosphere conducive to collaboration and communication in the classroom
6. Teaching, supporting intellectual stimulation and learning outcomes
7. Making the classroom and school a safe and welcoming place; where learners find appropriate care and protection.



ACTIVITY 2.3.1: CREATING A PROTECTIVE ENVIRONMENT IN THE CLASSROOM



ORGANISATION

Group work in four groups



MATERIALS

PENS, STICKY NOTES

FLIPCHART 2.3.1: ELEMENTS OF WELL-BEING

Show FLIPCHART 2.3.1: ELEMENTS OF WELL-BEING. Give each group sticky notes and ask the groups to write down what the teacher can do to strengthen the elements of well-being.

Ask one person from each group to present their groupwork and place the sticky notes with ideas on the flipchart. Make a competition among the best and most realistic ideas.



SUMMARY

Give a brief summary of the main points in the session:

- well-being is defined as being comfortable, healthy and happy
- well-being enables children to develop physically, intellectually, emotionally and socially
- teachers play a supportive, stabilising role in the lives of children.



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.3: THE TEACHER'S ROLE IN WELL-BEING IN SCHOOL

FLIPCHART 2.3.1: ELEMENTS OF WELL-BEING

1. Sense of belonging

2. Sense of control

3. Feelings of self-worth

4. Personal attachment

5. Relationship with peers

6. Intellectual stimulation

7. Sense of safety

2



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

Session set up



AIM

To enable positive and respectful communication between teachers and learners



OBJECTIVES

Participants recognise key elements of good communication
Participants understand what active listening is



TIMING

60 mins



MATERIALS

FLIPCHART 2.4.1: ACTIVE LISTENING
HANDOUT 2.4.1: DOs AND DON'Ts OF COMMUNICATION
HANDOUT 2.4.2: ROLE PLAYS

INTRODUCTION

Positive interactions between teachers and learners are an important element in creating a positive learning environment.

Positive interaction means communication within the school and class is constructive and supportive to learning. It does not mean that teachers must only ever be kind, friendly and nice to learners, but also means being firm, giving clear guidance and instruction as well as demanding respect.

Teachers should be able to communicate well, share knowledge, skills and values, at the same time as they communicate their care and interest in learners, and are motivating them to participate and learn.

Communication consists of:

- what is **said** and what is **heard**; talking and listening
- **how** something is said and how it is **understood**, being clear, using an appropriate tone and recognising the intended meaning
- **body language** used while talking and listening, hand, head and eye movements, facial expression, posture, body contact and closeness.

As well as being able to convey information and new learning, good teachers also pay attention and listen to learners, enabling an open and encouraging environment. With this in place, learners are able to express themselves, grow in confidence, as well as demonstrating their understanding and feeling free to ask questions, when they do not understand.



SESSION GUIDANCE

In order to promote psychosocial well-being, teachers and learners need to be able to communicate well. Interactions between teachers and learners should therefore be positive and respectful.

Active listening is a concept that promotes good communication and positive interaction. It is a communication technique requiring that the listener understands, verifies and describes what she/he has understood, and evaluates what she/he has heard. Strong evidence suggests that the ability to listen actively improves personal relationships, because it contributes to reduced conflicts, strengthens cooperation and fosters understanding.

It is important that the learners feel they are being understood and that they are participating in relevant decisions regarding their own lives.

The aim of active listening is following:

- **it validates** the child as someone important and worth listening to. When the teacher pays attention and listens carefully without judging, she/he increases the child's self-esteem and confidence and thereby helps re-establish trust and reduce isolation
- **it promotes mutual understanding** between the teacher and the learner, reduces false assumptions and elicits important information. Active listening encourages a sense of unity and improves the learner's willingness to cooperate
- **it reduces stress and tension**, as the learner feels heard and understood. Active listening also invites to dialogue and leads to openness, and may contribute to a sense of calm and reflection
- **it empowers creative problem-solving** acknowledging the learner's personal resources and helping him/her to understand the importance of these personal resources. It encourages the learner to take initiative to solve problems, and discuss how this might be done
- **it improves the sense of safety and hope** and replaces dread and hopelessness with realistic and constructive hope for the future.

Being able to speak well, to explain things clearly and being heard by all learners is equally important for teachers.

Show FLIPCHART 2.4.1: ACTIVE LISTENING and give examples to explain the points where necessary:

1. **Show interest;** look at the person speaking, focus on their words
2. **Pay attention** to emotions; try to understand what they are feeling
3. **Signal encouragement;** nod, give them time to speak, stay quiet while they pause
4. **Observe non-verbal behaviour;** notice what they are doing with their hands, look at their facial expression, watch whether they are sweating or shaking
5. **Avoid interruption and distraction;** don't jump in to speak, don't look around at other sounds or be disturbed from listening and paying attention
6. **Probe;** ask questions to get clarity, information or further understanding
7. **Reflect;** summarise and restate the feelings and words of the speaker
8. **Avoid prejudice;** give acceptance and empathy
9. **Use open-ended questions;** to clarify and understand better, to encourage the speaker
10. **Clarify;** ensure that you are understanding correctly
11. **Use body language carefully;** your facial expression should be open, neutral and calm
12. **Summarise;** recap briefly what the person has said.

Pay attention to how you are positioned in relation to the learner. Aim to be at the same level and face-to-face. Be aware of your hand movements.



ACTIVITY 2.4.1: ROLE PLAYS



ORGANISATION

Plenary and role play



MATERIALS

HANDOUT 2.4.1: DOS AND DON'TS OF COMMUNICATION
HANDOUT 2.4.2: ROLE PLAYS

Provide all participants with HANDOUT 2.4.1: DOS AND DON'TS OF COMMUNICATION. Ask them to read the handout in preparation for the role play. Then give the groups HANDOUT 2.4.2: ROLE PLAYS. Give each group a case from the handout and ask them to select participants to do the role play. Give the groups ten minutes to prepare for the role play.

Invite each group in turn to perform the role play for the whole group.

Ask the other participants to watch the role play carefully and to identify examples of active listening.



SUMMARY

Give a brief summary of the main points in the session:

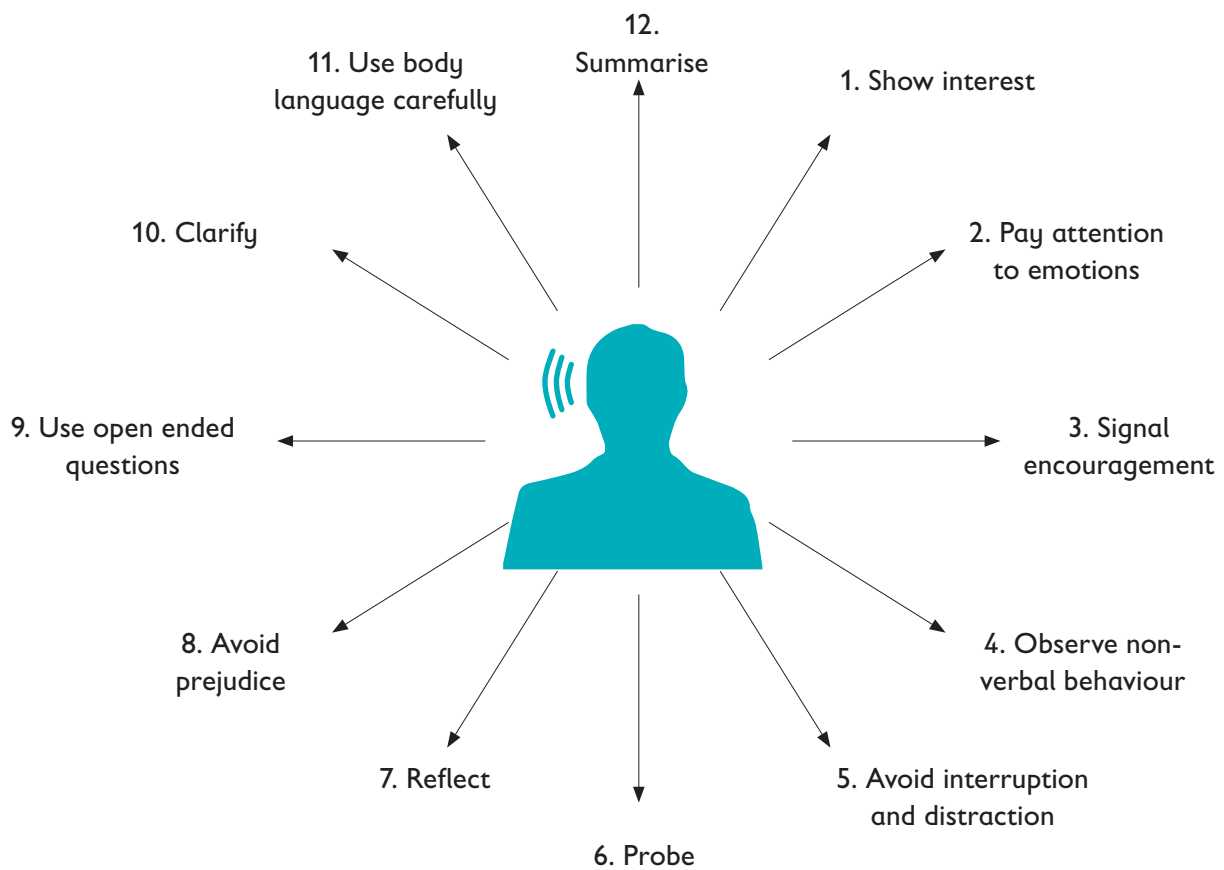
- active listening is the way to good communication
- communication consists of the spoken word and body language
- interaction between teachers and learners should be positive and respectful.



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

FLIPCHART 2.4.1: ACTIVE LISTENING



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

HANDOUT 2.4.1: DO'S AND DON'TS OF COMMUNICATION

DO

1. Find a quiet place where the child can talk freely, making sure it is safe for you and the child
2. Be kind and interested, smiling when appropriate
3. Be respectful when talking about parents, communities and culture
4. Nod or use facial expressions and gestures to encourage the person to say more
5. Make eye contact
6. Let the child finish his or her sentences
7. Validate the child's perspective – a situation may be seen differently by adults
8. Notice the child's body posture and facial expression
9. Listen carefully and try to remember what the child says
10. Re-state what has been said to show you understand
11. Ask questions to clarify
12. Give appropriate feedback – reassurance, suggestions, encouraging responses
13. Sum up what the child is saying frequently
14. Acknowledge when the child is speaking about something difficult
15. Use child-friendly language
16. Be patient and give time to the child
17. Be empathic and approachable

DO NOT

1. Interrupt or allow interruptions
2. Punish and blame the child
3. Laugh at a child
4. Create a situation where the child feels she/he has to please you by saying something specific
5. Apply pressure for answers
6. Pass personal judgements
7. Promise more than you can provide
8. Pressure the child to talk about personal issues that she/he is not comfortable with sharing
9. Be ironic or sarcastic
10. Blame
11. Discipline or use intimidating voice
12. Lie or tell half-truths.

2

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

HANDOUT 2.4.2: ROLE PLAY

Case 1: Adam (learner, aged 9). He is upset and is explaining to his teacher, that he was just kicked on the leg by Peter (learner, aged 11). Adam is crying and Peter is trying to run away, but the other learners catch him, and then he starts crying as well. Betty (the teacher) is coming to see what is going on.

What can Betty say and do to calm down the situation and support the boys?

Case 2: Chuol (a male teacher) is leaning on the wall smoking in the break between lessons. Then Diana (a female teacher) arrives and explains that she is very upset because Fred, a learner from her class, came to school covered in cuts and bruises. Chuol is only half listening to Diana, and cuts her off by talking about something else.

What can Diana say and do to get by Chuol's attention or some other teacher?

Case 3: Emma (learner, aged 11) tells Francis (her teacher) that she was late for school because the bridge over the river was blocked by men who were shouting and waving guns around threateningly. She had to walk to the next bridge, which is a long way from school, but she is very afraid and doesn't know what was happening, and doesn't dare walk home.

What can Francis say and do to calm Emma down?

Case 4: Anna (learner, aged 13) is afraid of her teacher, Michael. He calls her bad names and humiliates her in front of the class, just because she often sits talking to her friend, Karen (learner, aged 13) during lessons. Anna's mother has just died. Karen tells the story to Claus (another teacher).

What can Claus say and do to change how Anna and Michael are behaving?

Case 5: Ella (a young female teacher) was very happy, when she first got her teaching job, after stiff competition with some male candidates. But the happiness has faded away because some male teachers at the school ignore her completely and insult her in front of the learners. One day Ella has a nervous breakdown in the class. Elisabeth (a PTA female member) is contacted and told about the situation.

What can Elisabeth say and do to calm Ella down?

Case 6: Ahmet (learner, aged 13) is playing football with the friends on the road just outside the school. A fast driving truck hit Ahmet. He is bleeding from the legs, and in a chock. Shaking and crying. Mohamed (a male teacher) has heard the noise and rushing for support.

What can Mohamed say and do in order to calm Ahmet down?



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUALITY, EQUITY AND INCLUSION

Session set up



AIM

To consider how to create an inclusive environment



OBJECTIVES

Participants understand equality, equity and inclusion



TIMING

60 mins



MATERIALS

FLIPCHART 2.5.1: EQUALITY AND EQUITY
HANDOUT 2.5.1: ADVANTAGES OF AN INCLUSIVE APPROACH
HANDOUT 2.5.2: AN INCLUSIVE CLASSROOM

2

INTRODUCTION

Inclusion is defined as the practice of ensuring that **all** children feel they belong, are engaged, and connected.

All children have both the right to participation and the right to education. Schools are responsible for including all children, embracing and supporting those with diverse abilities, language, culture, gender, ethnicity or religion. Teachers themselves are responsible too for inclusive practice to support all learners to participate in school to their fullest potential.

Equality is the state of being equal, where individuals and groups have the same obligations, opportunities and rights. A practical example of equality is that both girls and boys have access to and are able to complete primary education.

Equity is the absence of discrimination towards individuals or groups because of specific needs. Equity depends on:

- fairness i.e. access to rights or basic services
- inclusion i.e. a standard that applies to everyone.

Teachers work towards equity when they treat individual learners based on their specific needs. A practical example of equity is giving a child with poor eyesight the desk closest to the blackboard to give him/her the same opportunity as other learners.

Promoting equality and equity in schools is one of the fundamental aspects of a teacher's responsibilities. Teachers must be aware of factors that hinder or promote equity and equality in order to establish an inclusive environment.

Often the national legal framework sets out statements about equality and equity in the education system. For example, it may promote equality by requiring free education for all. It may support equity by defining the legal right to special support for children with disabilities.

In some cases, resources may not be available to national authorities to promote equality and equity. It is crucial therefore that teachers are aware of measures they can take to include all learners in their schools.



SESSION GUIDANCE

Explain that the TCOC sets out expectations on how teachers treat all learners, no matter who they are or where they come from. This session looks in detail at what that means and how to implement an equitable, inclusive classroom environment.

Ask participants what it means to be 'inclusive'. Make sure that participants understand that being inclusive means taking actions to involve and include everyone.

Explain that teachers must demonstrate and encourage non-discrimination in the school and classroom. Refer to the TCOC, showing where this is set out.

Inclusion is a concept which is relevant to teachers because it recognises that learners are unique, each having different needs to be able to achieve the same goals. It is the teacher's job to know each learner as an individual so that learners can be encouraged and supported in the right way.

By being non-discriminatory and equitable, teachers are promoting inclusion and providing an inclusive learning environment.

Show FLIPCHART 2.5.1: EQUALITY AND EQUITY

Tell the story of the animals sharing a cake: 'A horse, a dog, a mouse and a lizard are given a cake. They all want to eat some! The horse suggests that they cut the cake into **four equal** pieces and each take one piece. The dog said that was unfair, because he would eat his slice in one bite and the mouse could take all month to eat her share'. The lizard doesn't even like cake and doesn't want to eat anything!

- the horse wants **equality** i.e. the same size of bite for everyone
- the dog wants **equity** i.e. give everyone what they need to be satisfied.

The story's message can be taken into the classroom. Our children are unique people, each having different needs to be able to achieve the same goals. It is the teacher's responsibility to know each child as an individual so that the child can be encouraged and supported in the right way.

ACTIVITY 2.5.1: AN INCLUSIVE CLASSROOM



ORGANISATION

Plenary discussion
Group work in four groups



MATERIALS

BLANK FLIPCHARTS
HANDOUT 2.5.1: ADVANTAGES OF AN INCLUSIVE APPROACH
HANDOUT 2.5.2: AN INCLUSIVE CLASSROOM

Explain that this activity is about the reasons for having an inclusive approach to teaching. Give out copies of the HANDOUT 2.5.1: ADVANTAGES OF AN INCLUSIVE APPROACH and go through the points here:

1. Demonstrates respect for all
2. Encourages positive and trusting relationships
3. Promotes confidence and respect
4. Enables active role in learning and participation, improving learning outcomes
5. Brings sense of belonging and responsibility
6. Assists with tracking progress of individuals' learning
7. Teacher knows when to push and when to encourage
8. Psychosocial well-being status known and understood
9. Prevents problems and behavioural issues.

Give participants copies of HANDOUT 2.5.2: AN INCLUSIVE CLASSROOM. Explain that the table contains various characteristics that may affect a child's ability to learn. Assign two characteristics from the table to each group. Ask the groups to discuss the impact on learning of each characteristic and to decide how a teacher might respond to best support the learning of a child with that characteristic.

Give these examples to help the groups understand what they are being asked to do:

CHARACTERISTIC	IMPACT ON LEARNING	TEACHER'S RESPONSE
Girl's hearing affected by ear infection	Cannot hear well and so she misses information and explanations	Move her closer to the teacher Speak louder. Look at her regularly to check facial expression. Refer to medical clinic
Boy finds mathematics challenging	Learning and remembering new concepts takes time and repetition	Provide extra support during mathematics lessons. Organize additional lessons to recap learning and ensure understanding Place a learner who is quick at mathematics next to the boy to help through tasks

Ask the groups to copy the table from the handout onto their flipchart. They can then write their suggestions in the appropriate column. The groups can look at more than two characteristics, if time allows.

Invite each group in turn to present the key points on the flipchart.



SUMMARY

Give a brief summary of the main points in the session:

- teachers are responsible for equality, equity and inclusion in school
- each child has different needs to be able to achieve the same goals
- inclusion creates a sense of belonging and responsibility.



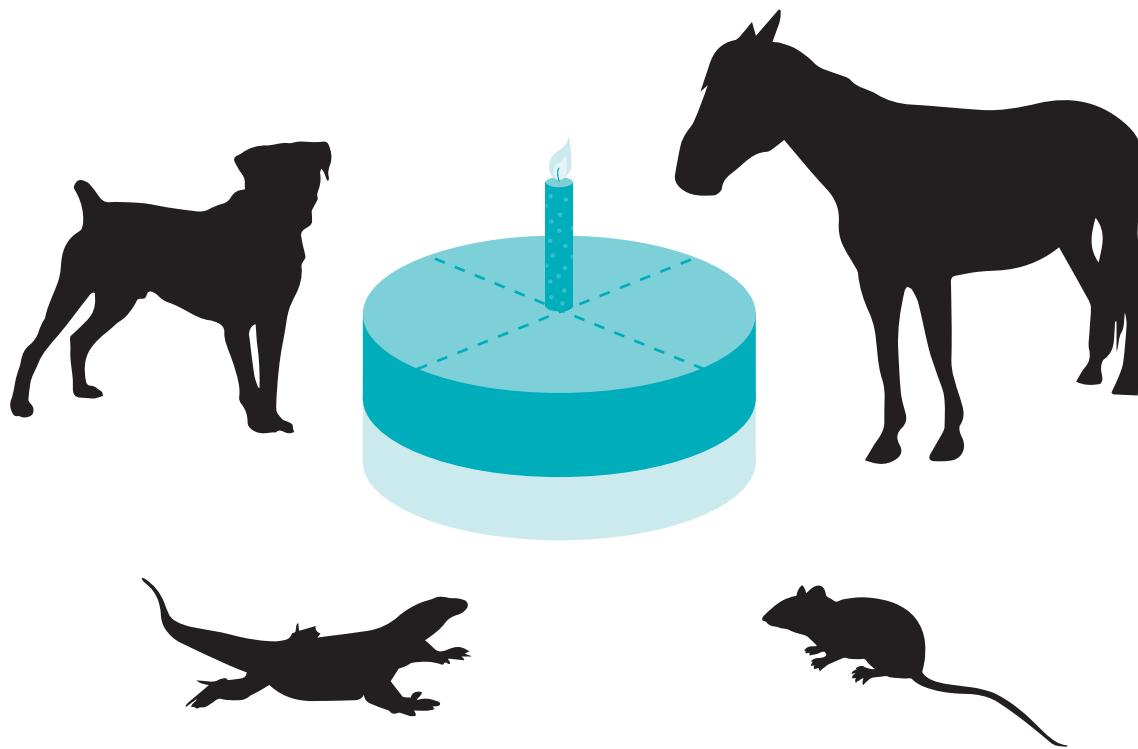
Charlotte Bagh

2

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUALITY, EQUITY AND INCLUSION

FLIPCHART 2.5.1: EQUALITY AND EQUITY



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUALITY, EQUITY AND INCLUSION

HANDOUT 2.5.1: ADVANTAGES OF AN INCLUSIVE APPROACH

1. Demonstrates respect for all
2. Encourages positive and trusting relationships
3. Promotes confidence and respect
4. Enables active role in learning and participation
5. Brings sense of belonging and responsibility
6. Assists with tracking progress of individuals' learning
7. Teacher knows when to push and when to encourage
8. Psychosocial well-being status known and understood
9. Prevents problems and behavioural issues

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUALITY, EQUITY AND INCLUSION

HANDOUT 2.5.2: AN INCLUSIVE CLASSROOM

CHARACTERISTICS	
1. CHILDREN WITH PHYSICAL DISABILITY	5. CHILDREN WITH MENTAL DISABILITY
2. LANGUAGE SPOKEN	6. ILLITERATE PARENTS
3. CHILDREN FROM ETHNIC GROUP	7. WEAK OR SICK CHILDREN
4. CHILDREN FROM A POOR FAMILY	8. STRUGGLES WITH ONE OR MORE SUBJECT AREAS

CHARACTERISTIC	IMPACT ON LEARNING	TEACHER RESPONSE



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.6: CELEBRATING TEACHERS

Session set up



AIM

To recognise and celebrate teachers' professionalism, good conduct and commitment to their job



OBJECTIVES

Participants learn ways of showing appreciation



TIMING

60 mins



MATERIALS

FLIPCHART 2.6.1: CELEBRATING TEACHERS

2

INTRODUCTION

It is important to recognise and celebrate those teachers who follow the TCOC. It is also important for teachers themselves to maintain the standards of this essential profession in and out of school, acting as a role model among the community. In doing so, teachers inspire and support learners and participate in securing the future for the community, society and nation.

The focus in this session on recognising and celebrating teachers' conduct is specifically on initiatives by schools, local education authorities, parents and learners. What can these groups do to appreciate and value teachers? Teachers' efforts and contributions must be recognised.

A global example of recognising the efforts of teachers is the UN World Teachers' Day, held annually since 1994 in 100 countries on October 5th and commemorating teachers worldwide. Its aim is to mobilize support for teachers and to ensure that the needs of future generations will continue to be met by teachers. According to UNESCO, World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development.

On a local level, the LEA, the head teacher, PTA members, community members, teacher colleagues, parents and learners can do a lot without external support or a large budget to appreciate teachers.



SESSION GUIDANCE

Explain that this session is about how to recognise and appreciate teachers within the school and community, but begin the activity with the participants themselves.

Ask participants to reflect silently for a few moments on a time that they have felt appreciated in a work situation. Ask them to think about what happened, who was involved and how they felt.

Explain that whatever benefits there are from work such as salary, accommodation, food, promotions, the feeling that we truly matter and that our contributions are unique and are valued by learners cannot be underestimated.

Feeling genuinely appreciated lifts people up. At the most basic level, it makes people feel safe. It is energizing. It drains and diverts our energy from creating value if our values are at risk.

Suggest the following simple actions for participants to put into practice when they return to work after the training:

1. **Practice appreciation by starting with yourself.** Some people find it difficult to appreciate themselves. Taking a few moments at the end of the day to ask: 'What can I rightly feel proud of today?' This is a valuable habit. With commitment to constant self-improvement, another question to oneself is: 'What could I do better tomorrow?' The answers to these questions point to your value.
2. **Make it a priority to notice what others are doing right.** For example, start by thinking about what positive qualities, behaviours and contributions are currently taken for granted among your colleagues. Then ask yourself, 'What is it that makes each of them unique?'
3. **Be appreciative.** The more specific you can be about what you value and the more you notice what is most meaningful to that person, the more positive your impact on that person is likely to be. A handwritten note makes a bigger impression than a brief comment. However it is better to do something than nothing at all!
4. Most people **need recognition**, as we are more vulnerable than we like to imagine. Authentically appreciating others will make you feel better about yourself, and it will increase the likelihood they will invest more in their work, and in you. The human instinct for reciprocity is strong.



ACTIVITY 2.6.1: RECOGNITION AND CELEBRATION



ORGANISATION

Group work in four groups



MATERIALS

FLIPCHART 2.6.1: CELEBRATING TEACHERS
BLANK FLIPCHART, PENS

Ask participants whether teachers are celebrated at their schools. Ask for a couple of examples of how this happens.

Show FLIPCHART 2.6.1: CELEBRATING TEACHERS and give each group blank flipchart and pens.

Ask the groups to copy the three columns onto their flipchart, using the same headings as given on FLIPCHART 2.6.1: CELEBRATING TEACHERS.

Ask the groups to fill in the three columns:

1. Think of examples of what teachers should be recognised for and note them in the first column headed 'recognition'. 2. Then think of an action to recognise and celebrate the teacher's good conduct. Explain that the ideas need to be realistic, no cost and actionable at the school level. Note the actions in the second column
2. Then think who is going to arrange for the celebration and how to involve the learners. List the stakeholders in the third column.

For fun and creativity, groups are all allowed **one** imaginary, limitless budget 'reward'!

If necessary, add/use the following examples:

- parents may organise to send a letter to their child's teacher, telling about the education activities and events they liked and appreciated
- teachers vote on teacher of the week/term/semester. Their name is posted on the noticeboard. A learner could be encouraged to draw a picture of that teacher to be posted as well
- school management committees celebrate teachers who maintain high standards of conduct. The teachers are also recognised in the school assembly, at community meetings and in reports to the LEA.

Ask the groups to nominate a person to make a presentation in plenary. Ask which ideas the participants liked best. If there is time, participants could vote on all the ideas presented.

Ask participants if there are any ideas that they would like to start at their own schools and why they those specific ideas.



SUMMARY

Give a brief summary of the main points in the session:

- it is important that teachers are recognised for their work
- recognition and celebration is a source of self-esteem
- celebrations can be organised on a very low budget.



MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.6: CELEBRATING TEACHERS

FLIPCHART 2.6.1: CELEBRATING TEACHERS

RECOGNITION	ACTION	STAKEHOLDERS







MODULE 3

WELL-BEING AND
PROTECTION IN SCHOOLS



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.1: THE CHILD IN THE CENTRE

Session set up



AIM

To enable participants to provide a protective learning environment



OBJECTIVES

Participants are aware of the responsibilities of the whole school community in addressing child protection issues



TIMING

60 mins



MATERIALS

STICKY NOTES

FLIPCHART 3.1.1: CIRCLES OF PROTECTION

INTRODUCTION

A secure local community, schools and other institutions provide protection from threats, danger, injury and loss. Teachers and children should be aware of potential danger and how to be protected in and around the learning environment, school compound and community. This includes bullying, physical violence, sexual exploitation, verbal abuse and any others situations where children are at risk of being harmed. This may occur on the way to school or in the community, as well as within the school environment itself.

Especially girls are vulnerable to mistreatment of older boys and men. Gender-based violence often targets women and girls. However any violence – whether directed towards males or females – should be reported and monitored. The head teacher and teachers should respond to any harassment. Learners should feel free to report any

incidents to their teachers, and then to expect teachers to take action and solve minor problems locally. Teachers should report harassment to their head teacher and co-operate with parents, PTA or community groups if the harassment happened in the school or outside the school environment. A teacher needs to think holistically. This means thinking about protection issues in the context of the classroom, in the wider school, on the way to school, at the home and in the community.

Child protection is an issue in armed conflicts where threats and violations increase. Sometimes in these circumstances, schools are no longer safe and have to be closed down for a period. It is important that the teachers, families and communities stay together to promote safety in the community and school environment.



SESSION GUIDANCE

Preventing harm to children and responding to child protection concerns requires safer and supportive communities, improving the quality and reliability of formal systems within schools and building informal networks of services. This is done through building effective child protection systems.

A national child protection system consists of:

- laws and policies that protect children from abuse, neglect, exploitation and violence
- a social welfare system that responds in the best interest of the child when violations occur
- a central government coordination mechanism for child protection, which brings together central government departments, central and local authorities, civil society and NGO's
- effective regulation and monitoring at all levels, for example in childcare institutions and schools
- a committed workforce with relevant competencies and mandates
- an efficient mechanism which brings perpetrators to justice.

Successful child protection systems can reduce risk factors and promote protective factors to ensure the well-being of children. A community-wide approach is necessary to prevent harm and abuse, which also includes the school.

Education supports positive child development and schools promote the protection and care of children. The TCOC sets out principles for protective practice which guide the school community regarding prevention and response to cases of harm and abuse, for example by stating that physical punishment is illegal. The TCOC also promotes a supportive environment for children, their parents and teachers, enhancing awareness and increase understanding of child protection issues.

Child protection prioritizes prevention, and responds to instances of abuse and harm as well as providing victims with relevant assistance and/or referrals to appropriate professionals.

Education personnel need to be able to identify signs of abuse and harm, provide appropriate support and link children up with medical, welfare or protection services.

Because teachers spend so much time at school and with learners, they can recognise changes in behaviour and signs that may indicate child protection concerns.



ACTIVITY 3.1.1: CIRCLES OF PROTECTION



ORGANISATION

Group work in four groups



MATERIALS

BLANK FLIPCHART, PENS
FLIPCHART 3.1.1: CIRCLES OF PROTECTION

Show FLIPCHART 3.1.1: CIRCLES OF PROTECTION

Explain that the **children** are in the centre of the circle. They also have a role to play in their own protection. Children who have good self-esteem; who have information; who know where to get help; and have the confidence to ask for help are likely to be prepared to protect themselves.

Explain that **parents** are usually the closest adults to their children, and they have the immediate duty and responsibility to bring up their children and protect them.

Explain that the **community** includes neighbours, extended family and close friends. They play a vital role in protecting children and creating a protective environment. The children will often turn to these people for help, and they can see if a child is facing a problem. As children grow older, the peer group becomes increasingly important.

Explain that the **institutions** at local level are the ones which children and their families usually would engage with. This includes police, schools, hospitals, religious institutions, local education and social authorities and local government.

Explain that child protection at **national** level refers to the overall context of governance, national authorities, and laws and policies.

Explain that the **international** level includes international conventions and laws, for example the Convention on the Rights of the Child and the Human Rights Convention, plus UN organisations and international NGOs which offer support in emergencies.

Give each group blank flipchart paper and pens. Ask the groups to draw a circle of protection on a blank and ask them to note the roles and responsibilities for the child at all six levels:

1. Children themselves
2. Families
3. Communities
4. Institutions
5. National state
6. International.

Ask the groups what the different stakeholders can do to:

- reduce risks to children?
- create a protective environment for children?
- investigate how the TCOC can be used to reduce risks and create a protective environment?

Ask where teachers appear in the circle of protection. Secure that the teachers are at the family, community and institution levels.

Ask the participants to present their circles in plenary.



SUMMARY

Give a brief summary of the main points in the session:

- everyone has a responsibility to protect children including children themselves
- teachers have a role and mandate to prevent and respond to protection concerns
- policy and procedures should be in place for safeguarding and protection.



Charlotte Beagh

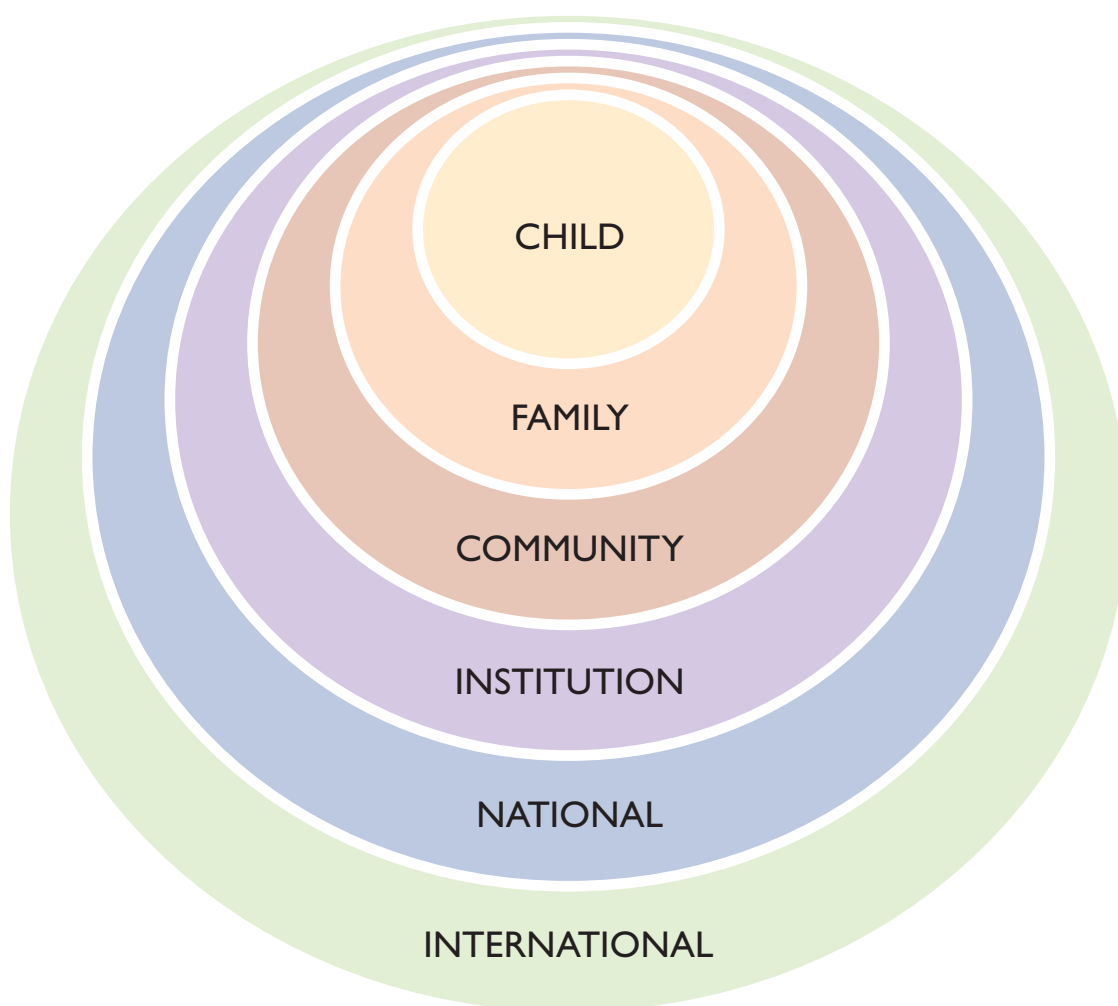
MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.1: THE CHILD IN THE CENTRE

FLIPCHART 3.1.1: CIRCLES OF PROTECTION

What can the different stakeholders do to:

1. Reduce risks to children?
2. Create a protective environment for children?
3. Investigate how the TCOC can be used to reduce risks and create a protective environment?





MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.2: CHILD WELL-BEING IN SCHOOLS

Session set up



AIM

To promote well-being in children



OBJECTIVES

Participants know the elements that contribute to children's sense of well-being



TIMING

60 mins



MATERIALS

STICKY NOTES IN 4 DIFFERENT COLOURS
FLIPCHART 3.2.1: ELEMENTS OF WELL-BEING

3

INTRODUCTION

Children's well-being means being physically, intellectually, emotionally and socially healthy. Schools and teachers play an important role in promoting child well-being. Many different factors contribute to children's sense of well-being, including:

- strengthening their sense of control and sense of belonging
- promoting feelings of self-worth
- encouraging positive peer and teacher relationships
- ensuring intellectual stimulation.

When learners feel a sense of control at school, they feel a sense of stability. The predictability of the school day because of school and class timetables and in the system of rules and regulations, for example, helps learners know what to expect and what

is expected from them. This strengthens their sense of well-being. Maintaining some sense of control means that children are better able to adapt to various situations. It encourages children to respond positively to their circumstances and reduces negative feelings. Attending school allows children to fulfil their 'job' of learning and exposes them to relevant responsibilities and obligations.

A sense of belonging at school means that children feel like they are part of a group and are not alone. They have the opportunity to respect their peers, teachers and school community; show care and compassion for their peers; and trust and feel attached to their teachers. Creating an environment in which children experience compassion,



caring and inclusion builds a sense of belonging and often ensures that children are more likely to attend school regularly.

Teachers can help support self-worth by encouraging learners to realise what they already have or can build the skills for problem-solving and dealing with adversity. Having feelings of self-worth is also an important element of success.

Positive social relationships are an essential component of child well-being. When learners have positive peer and teacher relationships at school, they feel valued, listened to, cared for, loved, appreciated, and emotionally supported. They have feelings of trust and self-esteem, and positive social and communication skills. Having supportive relationships with peers and teachers can be particularly important for helping crisis-affected children cope.

Engaging learners' interest through the academic material and teaching with different learning styles in mind promotes positive emotions. Better learning and understanding occurs when learners are engaged in active learning, instead of passively listening to a lecture. School provides intellectual stimulation when learners are exposed to new concepts and lessons.



SESSION GUIDANCE

Ask the participants to look at the drawing of the child – FLIPCHART 3.2.1: ELEMENTS OF WELL-BEING.

Well-being means that a person feels comfortable and satisfied. Different aspects of life – **the physical, intellectual, emotional and social** – are constantly at work and impacting well-being. All children have physical, intellectual, emotional and social needs to be met in order to have a sense of well-being.

Explain that schools should offer a safe, secure and structured environment that promotes the learners' well-being by building relationships between learners and teachers. It is important also to note, however, that in emergencies, this might not be the case. School buildings may be destroyed or used for other purposes e.g. as shelters for refugees or soldiers. Teachers could also go missing.

Explain that schools can offer a safe, secure and structured environment that promotes learners' well-being in the following ways:

- learners belong to the school
- learners know the school timetable so they know what is going to happen during the school day and feel in control
- school promotes and supports the building of relationships between learners and their peers and caring adults
- learners have the chance to participate in class and extracurricular activities, as well as to relate to friends, promoting their self-esteem
- school provides intellectual stimulation as learners are exposed to new concepts and lessons.

Refer to the section in the TCOC where learner well-being is mentioned.



ACTIVITY 3.2.1: ELEMENTS OF WELL-BEING



ORGANISATION

Group work in four groups



MATERIALS

STICKY NOTES IN FOUR DIFFERENT COLOURS
FLIPCHART 3.2.1: ELEMENTS OF WELL-BEING

Give each group sticky notes in four different colours.

Ask the groups to write down examples of children's physical, intellectual, emotional and social needs for well-being on sticky notes. (Write one need per note).

Make sure the following needs are mentioned:

- **physical** – food, shelter
- **intellectual** – education
- **emotional** – love
- **social** – sense of belonging, support from others.

Ask each group in turn to put their sticky notes on the person drawn on the flipchart. They should choose the section of the figure that corresponds to the needs they have written on their sticky notes. Ask them to explain the reasons for placing them there in plenary.

As facilitator, look to see that all notes are placed correctly, and clarify if the needs are physical, intellectual, emotional or social.



SUMMARY

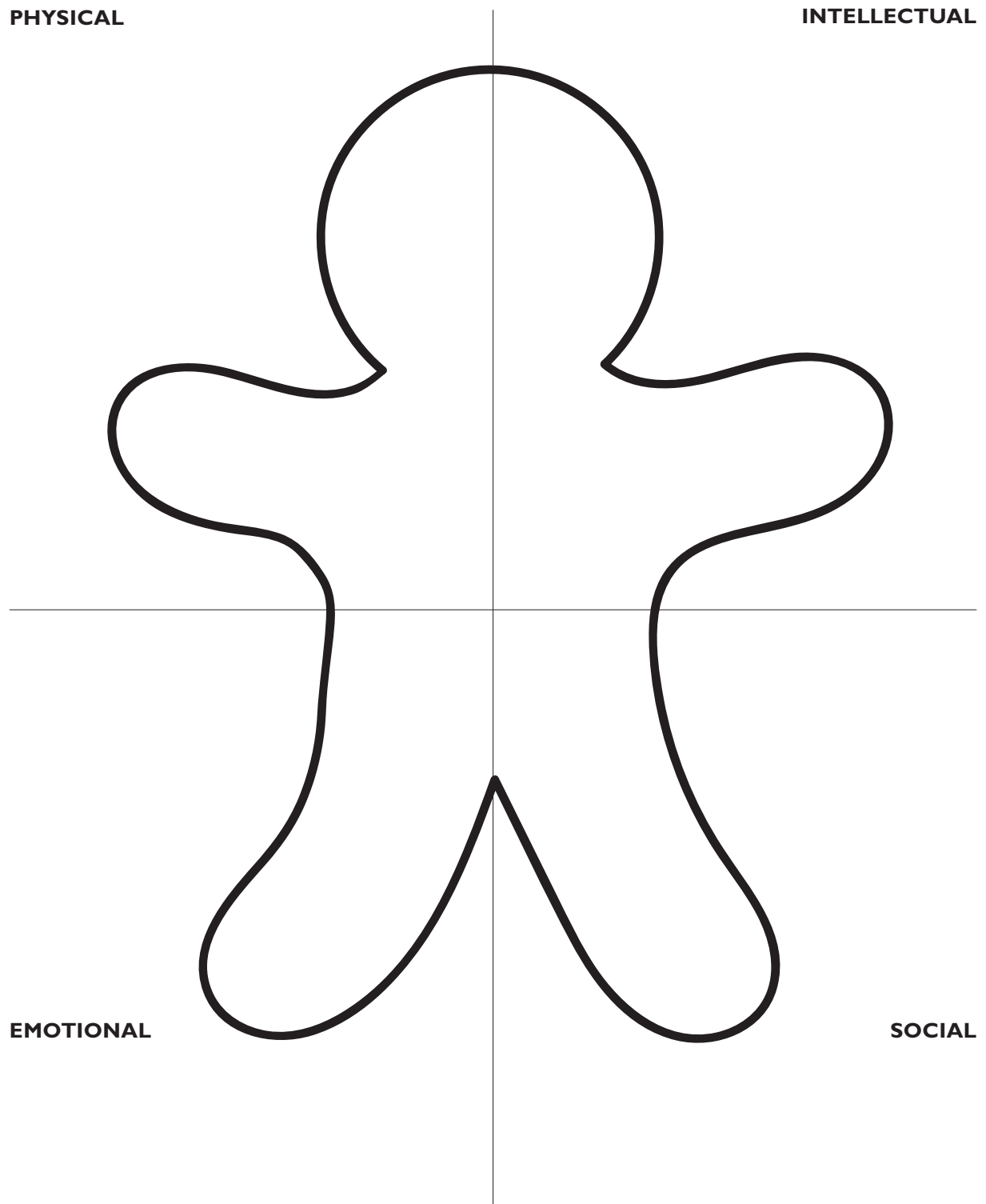
Give a brief summary of the main points in the session:

- children's well-being means being physically, intellectually, emotionally and socially healthy
- positive social relationships are an essential component of child well-being
- schools can offer a safe, secure and structured environment that promotes learners' well-being.

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.2: CHILD WELL-BEING IN SCHOOLS

FLIPCHART 3.2.1: ELEMENTS OF WELL-BEING



3



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.3: CHILD PROTECTION IN SCHOOL

Session set up



AIM

To increase understanding of child protection in schools



OBJECTIVES

Participants understand what child protection is and are aware of key child protection issues



TIMING

60 mins



MATERIALS

STICKY NOTES

FLIPCHART 3.3.1: PROTECTION FROM VIOLENCE

INTRODUCTION

Protection is defined as freedom from all physical, emotional and social threats, abuse, neglect, exploitation and violence.

Child protection involves measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. It involves protecting children from different kinds of harm like physical violence, hazardous child labour, verbal abuse and any others situations where children risk being harmed.

Children who experience violence, exploitation, abuse and neglect are at particular risk. Abuse and harm experienced in childhood can lead to a lifetime of vulnerability for example physical illness and mental health problems including depression, anxiety and

substance abuse. It is therefore important to try to prevent violence, abuse, exploitation and neglect taking place, rather than responding after it has occurred.

Having positive relationships with adults is an important part of a child's psychosocial development. To foster healthy teacher-learner and learner-learner relationships, teachers should:

- treat all learners equally and with respect regardless of their background or socioeconomic status
- actively listen to what learners are saying
- show patience in the classroom
- model positive behaviour.

Children need a protective learning environment in order to achieve their academic potential. Children learn best when they feel secure and confident. During emergencies, children's need for a protective school environment becomes even more important because their lives may be threatened in the community.

When children drop out of school, it is often related to issues such as bullying, sexual abuse, physical harassment and violence. Children need to be protected from these kinds of mistreatment in order to graduate successfully and complete school.



SESSION GUIDANCE

The TCOC is a preventive instrument for protecting learners and creating a conducive learning environment for children. A protective learning environment provides protection from threats, danger, and injury within the school environment.

Teachers can play a key role in protecting learners from abuse, neglect, exploitation and violence. All cases about concerns for a child should be reported immediately to the head teacher and/or PTA in the school. The head teacher then has the responsibility to take action to protect the child and to address the problem. This involves teachers, parents, PTA or community groups, and the local authorities such as police, social services and LEA. Children should feel able and comfortable to report any concerns to a teacher.

Emphasise that violence against children takes place everywhere, regardless of socio-economic status, culture or ethnic origin and it is perpetrated in all countries all over the world. However, there is no justification for violence, abuse, neglect or exploitation of children, and it is important that action is taken to protect children.

Show FLIPCHART 3.3.1: PROTECTION FROM VIOLENCE

Explain that there are different ways in which children can be harmed. If a child is being harmed, either through physical and emotional abuse, sexual abuse, exploitation or neglect, their physical, intellectual, emotional and social needs are not being met. We all have a responsibility and a role to play in protecting children, and in ensuring they have a level of well-being and are able to develop into strong, healthy adults.

Violence covers all of the types of harm below:

Abuse can be physical, emotional or sexual.

- **physical abuse** is intentionally hurting a child physically, for example by beating, throwing or burning
- **emotional abuse**, also called **psychological abuse**, is when someone damages a child's emotional development or sense of self-worth, for example by constant criticism; threats or rejection
- **sexual abuse** is any activity that has sexual intent by the perpetrator. Examples are sexual harassment, rape, touching or fondling a child in a sexual way, making a child touch their genitals, making a child take part in or watch pornography.

Neglect is when parents do not provide for a child's basic needs e.g. food, shelter, medical care, emotional care, failure to supervise children and protect from physical harm, despite being able to do so.

Exploitation is when someone uses children for their own advantage. This can be for their own pleasure, for example in sexual abuse, or it can be for financial advantage, for example, when children are forced to prostitute themselves, or are 'sold' to adults to work.



ACTIVITY 3.3.1: BROKEN PIECES



ORGANISATION

Group work in four groups



MATERIALS

A4 PAPER
GLUE OR TAPE

Begin the exercise by inviting one participant from each group to pick up a page of printed paper and asking them to tear it into small pieces.

Invite another participant from each group to come to the front and attempt to reassemble the pieces of paper to make the original page. Give them glue or tape to stick the pieces together. Give them 10 minutes to try to do this task.

In plenary, ask the participants how they felt about the challenge. Ask them to what extent they felt able to put back the page to the way it was.

Explain that this task can be compared to the task of rebuilding the life of a child **after** abuse. Emphasize to participants that it can be done, but it is very important that they recognise that it is extremely challenging. For this reason, **prevention** is the most crucial pillar of child protection.

ACTIVITY 3.3.2: PROTECTION CONCERNS



ORGANISATION

Group work in four groups



MATERIALS

STICKY NOTES

FLIPCHART 3.3.1: PROTECTION FROM VIOLENCE

Explain that this activity is about protection risks that affect children in their community.

Give 10 sticky notes to each group. Ask groups to write **one** type of protection concern on each sticky note, for example, child labour in brick factories or child marriage. Ask each group to place the sticky notes under the appropriate headings on FLIPCHART 3.3.1: PROTECTION FROM VIOLENCE. Ask the groups to assign a person to present their list of protection concerns.

When all groups have presented their work in plenary, ask if there are any critical protection concerns that are missing. These may be missing because they are sensitive issues or because they are believed to be acceptable, for example physical and humiliating punishment.



SUMMARY

Give a brief summary of the main points in the session:

- protection includes preventing and responding to **abuse, neglect, exploitation**
- child protection means safeguarding children from harm
- child protection is needed everywhere, not only in schools.

3



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.3: CHILD PROTECTION IN SCHOOL

FLIPCHART 3.3.1: PROTECTION FROM VIOLENCE

VIOLENCE

ABUSE

NEGLECT



EXPLOITATION



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.4: IDENTIFYING CHILDREN IN NEED OF PROTECTION

Session set up



AIM

To identify children in need of protection



OBJECTIVES

Participants know key child protection elements
Participants are able to identify signs of harm and distress



TIMING

60 mins



MATERIALS

STICKY NOTES IN TWO COLOURS
FLIPCHART 3.4.1: STRESS AND DISTRESS FACTORS
FLIPCHART 3.4.2: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN

3

INTRODUCTION

Stress is a reaction in the body to get ready to do something. Stress happens to everybody now and then. In a very short period, stress can be useful because a person is ready to take action, for example, write a report, run a race, or perform in a demanding situation. Prolonged exposure to stress is where problems arise. Both children and adults need a chance to relax and take a break, reducing their heart rate and stopping the feeling of being under pressure. Long-term stress can seriously impact physical and mental health, leading to heart attacks, depression and anxiety.

Distress is what happens when the body is constantly under stress. The useful effects of stress stop and are no longer helpful in coping with the situation at hand. When

someone is distressed, they cannot focus on anything other than the thing causing the distress and are usually not able to perform, make good decisions or cope well.

It is very important to be able to identify when children are stressed or distressed following a serious event or an emergency. At school, the teacher plays a key role in identifying and supporting stressed or distressed children. The teacher might pick up signals from the child and/or from other teachers or children, pointing towards distress following an experience of a serious event or emergency. The teacher plays a role in establishing a close network to support the child.

A child in stress or distress state may exhibit signs of abnormal behaviour. It is the task of teachers and parents to notice, understand and respond appropriately to these signs.



SESSION GUIDANCE

Explain that children have different patterns of reaction depending on their gender, maturity, age, social ability to express their feelings and needs.

Ask participants for a definition of **stress**:

- stress is our response to an environmental condition, pressure or a stimulus
- stress is a body's method of reacting to a challenge, getting itself ready to respond
- the body cannot keep this state for long periods.

Ask participants for a definition of **distress**:

- distress is experienced when an individual has been subjected to stressful conditions for a long period of time
- distress occurs when an individual cannot adapt to stress or cannot get a break from the stress
- teachers play a key role in identifying signs of stress or distress in learners.

Explain to participants that it is very important to be able to observe how learners have been affected by a serious event or an emergency situation.

Most children are resilient and may experience stress or distress during and following a severe situation or emergency event. However, few children may be suffering from more serious impacts and may need support and specialised services.

Show FLIPCHART 3.4.1: STRESS AND DISTRESS FACTORS

Explain that there are some factors that guide us in assessing the likelihood of whether learners are experiencing stress or distress:

1. **Duration** of event
2. **Frequency** of event
3. **Intensity** of event
4. **Severity** of event
5. **Relationship** with someone who is injured or dies, or with perpetrators of violence
6. **Personal background** and history
7. **Isolation** from significant people or relationships
8. **Separation** from significant people or relationships.

There is no precise list of signs and symptoms that point specifically to stress or distress. It is important for teachers to know the typical behaviour of the learners in their classes, so that they can identify when this changes, indicating that learners may need support. For example, a child whose grades start to drop, or a child who used to actively participate in class or with friends who starts to become withdrawn and quiet may need help.

It is important to note that if a teacher sees one or more signs, this does not automatically indicate that a child is facing a protection risk. There may be another simple explanation. For example, a child with bruises and a broken arm may have injured themselves when playing with friends or very unfortunately, it may have occurred as a result of a beating by a parent or another teacher.

List the following indicators and explain that they may help teachers to recognise when things are becoming more serious:

- a child who is exhibiting a number of signs or symptoms
- symptoms which persist or worsen over time
- significant decline in concentration, participation, performance
- ongoing difficulty regulating emotion
- significant changes in social functioning (such as fighting, withdrawing from friends, physical aggression)
- regular instances of disruptive behaviour
- age-appropriate tasks not possible
- regression to behaviour typical of a younger child
- problems exist in multiple settings (classroom, playground, home)
- parents request help or are distressed by situation.

Common reactions for children up to 7 years:

Worries that something bad will happen; changes in sleeping or eating patterns; increase in crying and irritability; no interest in playing or only playing for short periods; repetitive play; afraid of things that did not frighten them before; stubborn and demanding behaviour; regression to younger behaviour.

Common reactions for children of 7-12 years:

May vary from passive to overactive; loss of concentration at school; may experience learning difficulties; reluctant to go to school or take part in other activities; withdrawal from social contacts with family and friends; sleep and appetite disturbances; aggression, irritability and restlessness; fear especially when reminded of the shocking events; may be unwilling to recall the event, and fear triggered by sounds or smells; concern about other affected people, specific family and friends.

Common reactions for adolescence 13–18 years:

Feeling self-conscious; feeling hopeless, guilt or shame; sudden change in interpersonal relationships with family and friends; intense grief; understands the consequences of loss better than a younger child.

Ask the participants to discuss signs of stress of children they have seen in their own school time or as teachers.



ACTIVITY 3.4.1: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN



ORGANISATION

Group work in four groups



MATERIALS

STICKY NOTES IN 2 COLOURS

FLIPCHART 3.4.2: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN

Use the following image of children being like trees to explain what children need to grow into healthy adults:

Children are like growing trees, as they grow and develop through childhood, adolescence and become young adults. If you take good care of your plant, you will have healthy and deep-rooted trees that can withstand storms. One day they are big enough to provide shade and protection. It is the same with children. If you look after them, they will grow strong. Our children are the next generation and as adults they will face many challenges as well as helping their community.

Show FLIPCHART 3.4.2: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN

Explain that if the roots of the tree are protection issues, the tree will be very unhealthy. In the leaves and the branches, we will see the impact of the protection issues. We can think about this as the signs of harm and distress that we may be able to see if a child is being abused, exploited or suffering from neglect or violence.

Give two groups 10 sticky notes in one colour and ask the groups to discuss and note common signs of harm and distress. These could be:

- physical e.g. bruises, broken bones
- emotional e.g. crying, aggression
- behavioural e.g. a child becoming withdrawn, fighting a lot with other children.

Give the other two groups 10 sticky notes in another colour and ask the groups to discuss and note the common root causes to distress. These could be:

- abuse e.g. rape, beating, social exclusion
- neglect e.g. parents' alcoholism.

Give the groups ten minutes to do this task and ask them to choose a person to present their group work. As they present their findings one by one, they should place the sticky notes onto the FLIPCHART 3.4.2: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN. If there are any similar sticky notes to another group, place them on top of the others.

When all groups have presented their work, ask the groups if there are any other signs of harm or distress that are missing. Make sure in the discussion to note the following:

The important thing is for the teacher to talk to the child so that he/she gains understanding about whether there is a problem. If there is a protection issue, the teacher can play an important role in supporting the child by linking to appropriate support.



SUMMARY

Give a brief summary of the main points in the session:

- teachers play an important role in identifying signs of harm and distress in children
- teachers should know about stress factors and their root causes
- children are particularly vulnerable due to their maturity and position in society.



3

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.4: IDENTIFYING CHILDREN IN NEED OF PROTECTION

FLIPCHART 3.4.1: STRESS AND DISTRESS FACTORS

1. Duration

2. Frequency

3. Intensity

4. Severity

5. Relationships

6. Personal background

7. Isolation

8. Separation

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.4: IDENTIFYING CHILDREN IN NEED OF PROTECTION

FLIPCHART 3.4.2: TREE OF ROOT CAUSES AND IMPACT ON CHILDREN

SIGNS OF HARM AND DISTRESS



ROOT CAUSES TO DISTRESS

3



Charlotte Bugh

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.5: TEACHERS' RESPONSE TO SIGNS OF PROTECTION CONCERNS

Session set up



AIM

To identify and respond to signs of harm and distress



OBJECTIVES

Participants know how to respond to children's signs of harm and distress



TIMING

60 mins



MATERIALS

FLIPCHART 3.5.1: LOOK-LISTEN-LINK

HANDOUT 3.5.1: CASES RESPONDING TO CHILD PROTECTION CONCERNS

INTRODUCTION

Teachers are in a unique position because of their role, expertise and extended contact with children to identify children who are experiencing protection concerns.

However, it is not easy to identify signs of harm and distress in learners. Individuals react in different ways to distressing events. Teachers need to learn how to identify and respond to signs of protection concerns.

It is important that teachers communicate with parents, the head teacher and other teachers about learners experiencing distress. The cooperation between home and school is very important in the process of promoting normalcy for children.

The teacher will most likely be one of the first persons to be aware of a distressed or harmed child. The teacher has to act both in minor and major cases. The teacher's responsibilities continue in the ongoing process of solving the problems through reporting.

The teacher has the duty to secure support to the entrusted children in the best and most professional way.

Minor incidents happening among the children in the classroom or school compound should be solved right away with support and interventions from the teacher. Minor incidents are, for example, children calling each other bad names, arriving late to lessons, pushing each other.

Major incidents should be formally reported immediately to the head teacher. The teacher must use the existing formal reporting system, if it exists. Major incidents include sexual harassment, serious fighting among peers or with the teacher. The formal reporting system does not always work well, and families/clans can take the case in their own hands. Community education committees and child welfare committees may also play a role for taking care of protection concerns.



SESSION GUIDANCE

Explain what action can be taken to respond to a child, who needs attention. We can divide this into three simple and easy steps to remember: **Look – Listen – Link**.

Show FLIPCHART 3.5.1: LOOK- LISTEN- LINK, and explain the steps.

- **look:** Be sensitive and open the eyes and mind. Get an overview of the whole group of children in the class surroundings. The teacher will most likely immediately discover, if one of the children in his/her class has been harmed or is in distress
- **listen:** Talk to the child and listen to the information carefully in order to find out what has happened. The right information will enable you to link the child to people who can provide the appropriate support. Collect as much information about the situation as you can in a gentle way, which helps the child to feel calm and supported
- **link:** Ensure that the child gets in contact with relevant persons, and that the child is handed over to professional support. Ensure that the parents are informed about the child's situation. In the school context, the first step would be to report to the head teacher in the school. It is then their responsibility to take the case further.



ACTIVITY 3.5.1: RESPONDING TO CHILD PROTECTION CONCERNS



ORGANISATION

Group work in four groups



MATERIALS

HANDOUT 3.5.1: CASES RESPONDING TO CHILD PROTECTION CONCERNS

Give each group one case from HANDOUT 3.5.1: CASES RESPONDING TO CHILD PROTECTION CONCERNS.

Each group should answer the following questions:

1. What are the signs that should make the teacher concerned about the child?
2. What actions should the teacher take?
3. Who should be involved in addressing the case?
4. Is there any specific sensitivity to consider?

Each group should present their case in plenary and outline the key points from their discussion on the questions.



SUMMARY

Give a brief summary of the main points in the session:

- the teacher is well placed to be able to prevent and respond to protection concerns
- the teacher should react to signs of stress and harm
- use the principle of **Look – Listen – Link** – in identifying children at risk.



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.5: TEACHERS' RESPONSE TO SIGNS OF CHILD PROTECTION CONCERNS

FLIPCHART 3.5.1: LOOK-LISTEN-LINK

LOOK

LISTEN

LINK

3

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.5: TEACHERS' RESPONSE TO SIGNS OF CHILD PROTECTION CONCERNS

HANDOUT 3.5.1: EXAMPLES OF CASES – RESPONDING TO CHILD PROTECTION CONCERNS

1. What are the signs that should make the teacher concerned about the child?
2. What actions should the teacher take?
3. Who should be involved in addressing the case?
4. Is there any specific sensitivity to consider?

Case 1: It is Monday morning, and 8-year-old Michael is late for school. Recently he has been late a number of times. Michael is normally a punctual student and he always does his homework on time, but lately he has forgotten to do his homework. Michael used to have many friends, but he has started fighting a lot with the other children. Michael usually wears a long-sleeved shirt or jumper, but today the teacher was able to see that his arms were covered in bruises.

After school, the teacher spoke to Michael, and found out that Michael's dad recently lost his job and had started to drink. Since he started drinking, he has been very violent towards Michael and his mother.

Case 2: Two minutes before the bell rings for playtime at school, Peter always goes to the toilet and stays there for the whole playtime. He won't go back to class until the bell has rung again. Peter is often sick with either stomach pain or headache and does not come to school. His parents tell the teacher that they always try to make him go to school, but Peter will often get very angry and start shouting and crying.

During the lunch break, Peter's teacher goes to the toilet to speak to him. He tells the teacher that all of his classmates are bullying him.

Case 3: Before the earthquake Anna's family was wealthy but they lost their home and all of their properties in the disaster. Now they often do not have enough food and some of Anna's brothers cannot go to school anymore because they have to work and earn money. 14 year-old Anna is still in school and she loves to go to school. Then suddenly Anna stops coming to school.

Anna's teacher asks her friends where Anna is. They tell the teacher that recently she went with her family to her cousin's wedding. Her dad introduced Anna to her father's cousin who is 35 years old, and told her they will be getting married.

Case 4: 14-year-old Sarah is sitting in the classroom holding herself as if her stomach is hurting. She is trying not to cry. Sarah is a quiet student who works hard, but struggles with some subjects. She has a lot of friends and enjoys spending time talking with them. Her teacher has noticed that Sarah is now on her own during break times and is often in tears.

The teacher talks to Sarah to find out what the problem is. Sarah tells her that a male teacher has been asking her to stay behind after school, offering to help her with her mathematics in his home. She did not feel comfortable going to his house, but he threatened her. Last night he raped her.

Case 5: Laila is new in the class, and she was very open-minded and happy when she started in the school. She and her family are refugees and they only speak their native tongue. Laila is trying to learn the new language by speaking to classmates, but they are not bothered and are not at all interested to play or talk to Laila. During the last month Laila has been absent a lot, but when she is at school, she sits alone in a corner saying nothing and looking sad.

The teacher notices the situation and approach Laila. She tells the teacher that she can't understand what is going on during the lessons and nobody wants to play or talk to her during the breaks.

Case 6: Malek and his mother and younger brother are internally displaced from an area where there is unrest and turmoil. Malek witnessed fighting and killings and his father was recently killed. When that happened, Malek's mother decided to escape during the night with her two sons. They are now in a safe location. Malek is very shy, and whenever he sees children who are upset or hears loud noises, he runs away to hide, even for almost nothing. The other children are now teasing him and call him names.

One day the teacher is facilitating an activity and she notices that Malik is trying to hide under a table in the classroom. He is silent, but crying. Eventually he tells her that he wants to go home to his mother. He does not want to be in school any more.



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.6: REFERRAL OF LEARNERS TO SPECIALISED SUPPORT

Session set up



AIM

To be able to make referrals in accordance with local referral systems



OBJECTIVES

Participants know how to facilitate referral of children in need of specialised support



TIMING

60 mins



MATERIALS

BLANK FLIPCHART PAPER
FLIPCHART 3.6.1: THE INTERVENTION PYRAMID
FLIPCHART 3.6.2: INFORMATION FOR REFERRAL
HANDOUT 3.6.1: CASES FOR REFERRAL

INTRODUCTION

Teachers can provide support to stressed children and to some extent to those who are distressed. However, it is vital that teachers know how to refer learners to appropriate care in all cases of distress and harm. **Teachers are not equipped to provide clinical counselling or other types of specialised support!**

Referrals are only needed for very few children experiencing significant injuries or distress that disrupts their ability to function in their daily life. It is done to ensure that children are taken care of in a professional way by a specialised service.

All schools should have a referral policy. This should include a list of local specialised services for children (public and private), for example, hospitals, clinics, social services and health authorities. The list should include referral criteria, fees, etc. It is very important that this list is updated regularly. Local governmental authorities can provide information about public services and referral systems in the region.

During emergencies, it is likely that more children will need to be referred. Local and international organisations and NGOs often set up special health and social services to assist in the emergency situation. Schools should therefore add these services to their referral list.

Unfortunately, referral systems and specialised services for children often break down during emergencies. In these circumstances, schools should contact community groups, local NGOs or international NGOs such as Save the Children, Red Cross and the UN organisations to request support for abused or severe vulnerable children. The NGOs may know of alternative possibilities or they may provide special services for children in need for specific care.

If a major incident happens in the school or around the school compound, the head teacher should always be informed. Most schools have a referral system in place with guidelines from the MOE. If there is no formal referral system, the school management will have to respond on a case-by-case basis.

The teacher will often be one of the first persons to discover that something serious has happened to a child. Sometimes it is the child herself/himself who tells the teacher about the incident. Sometimes it is other children, parents or other persons. It is then the teacher's responsibility to take action.

Teachers should always carefully tell the child what is going to happen. The parents have to be informed and involved in plans for their child, if they are not the offenders. Children and adolescents under the age of 18 years need parental approval for services beyond immediate acute emergency care.

Immediate referral is required in serious acute situations, which may require transfer to hospital for immediate medical attention. Only in acute severe cases should the child be transferred immediately and without further notice. The teacher should stay with the child, until the child is handed over to a professional staff member at the hospital.

In other cases, teachers normally report cases to the head teacher and school administration, using the existing referral systems in the country. Cases of serious abuse and neglect have to be reported to the police and social services. However, involving the local police may not always be the best solution for the child. The safety of the child is the first priority.

Teachers should gather relevant information about the child, using the appropriate reporting format for specialised services. Teachers must observe confidentiality in this process.



SESSION GUIDANCE

All teachers should know that they are required to inform the head teacher or a school PTA leader immediately if they are concerned about a child. Referral of a child should only take place after a comprehensive investigation involving PTA, local education authorities and parents.

Show FLIPCHART 3.6.1: THE INTERVENTION PYRAMID. Explain that the pyramid represents all children.

level 1: Most children can cope even with difficult situations, if they have their basic needs fulfilled, with caring parents and a peaceful community.

level 2: Children can be stressed when they experience negative things in their lives. They may be upset, but with supportive families and teachers, they are able to recover and cope with the situation.

level 3: Some children may experience stress and distress. They need extra attention or support from the parents, teachers, nurses or other key persons and professionals.

level 4: Only a very small number of children will be so severely affected and suffer from distress, which requires referral to specialised services, such as a specialised hospital or social welfare services.



Save the Children's education and child protection programmes operate at level 2 or level 3. Level 2 interventions include child friendly spaces, children's clubs, sport activities and skills training. Level 3 interventions include case management of vulnerable children, training of disabled children, or focused specialised learning programs.

Emphasise the importance of maintaining confidentiality throughout the reporting process. Explain that the confidentiality of the child must be protected. This means not telling anyone other than the person you must report to and the relevant service provider. It also means making sure that any written documentation, such as the child's file, is kept securely and can only be accessed by responsible persons.

Sometimes a child may ask the teacher not to tell their parents or anyone else about what has happened. Whilst the child's wishes for confidentiality should be respected where possible, the teacher has a responsibility to take action if the child is at risk. The teacher has to act in the child's best interest.

Show the FLIPCHART 3.6.2: INFORMATION FOR REFERRAL and highlight that the following is important for a referral:

1. **Name of child and parents, address and phone numbers:** Collect all relevant information to identify the child and the parents or caregivers.
2. **The child's immediate situation and needs:** Make an accurate summary of the child's situation and needs. Use the reporting format as required by the school or local services, if there is one.
3. **The child's case story:** Summarize in writing the background and situation. The child may find it hard to repeat difficult incidents or stories to many new persons. Hand over the information to the receiving representative of the organisation/service.
4. **Inform the child:** Tell the child how the specialised service can help and what is likely to happen afterwards.
5. **Inform the parents:** Parents should be involved in all decisions concerning their child, as they have the responsibility for the child in most cases.

Explain to participants that parents are responsible for their children, and they should always be asked and directly involved in the solutions.

Explain that teachers should follow up on referrals a few days after they have been made to make sure the child has been received well by the service. This is vital especially during emergencies, but it is often hard to find out this information.



ACTIVITY 3.6.1: MAPPING CHILD PROTECTION SERVICES



ORGANISATION

Group work in four groups



MATERIALS

BLANK FLIPCHART

Explain: It is important to know what services are available in the community or region and what support they provide in order to be able to link or refer children to the right support.

Give each group a blank flipchart. Ask the groups to make a detailed list of all service providers available locally for children in need of immediate support:

- **persons:** doctors, nurses, psychologists, priests
- **institutions:** hospitals, social services, police
- **organisations:** national/international NGOs.

Ask each group to present their findings on the flipchart in plenary. Ask participants for comments and additional contributions.



ACTIVITY 3.6.2: REFERRAL OF A CHILD TO SPECIALISED SERVICES



ORGANISATION

Role play in four groups



MATERIALS

Give each group one of the following cases and ask them to role play making a referral of the vulnerable child using the steps for referral. Ask the groups to focus on the procedures and measures that are needed.

Ask the groups to choose three participants to do the role play, as follows: One person is the child, one person is the teacher and one person is from the specialised service.

Case 1: A boy is with you in the class because the parents have disappeared suddenly.

Case 2: A boy is injured because he has been run over by a truck in front of the school.

Case 3: A girl has been raped behind the latrines in the school.

Case 4: A girl seems to have broken her arm because the father was beating her.

Case 5: A boy has severe mental health problems and has attacked some girls.

Case 6: An extremely poor mother has given up and her daughter seems to be neglected and malnourished.

Gather in plenary and invite each group to present their case.



SUMMARY

Give a brief summary of the main points in the session:

- it is vital to have a referral list of local specialised services in place at school and that the list is updated regularly
- it is vital that teachers and other members of the school community are familiar with referral procedures for specialised support of children who have been abused or harmed
- it is vital that all staff in the school are able to write a handover report.

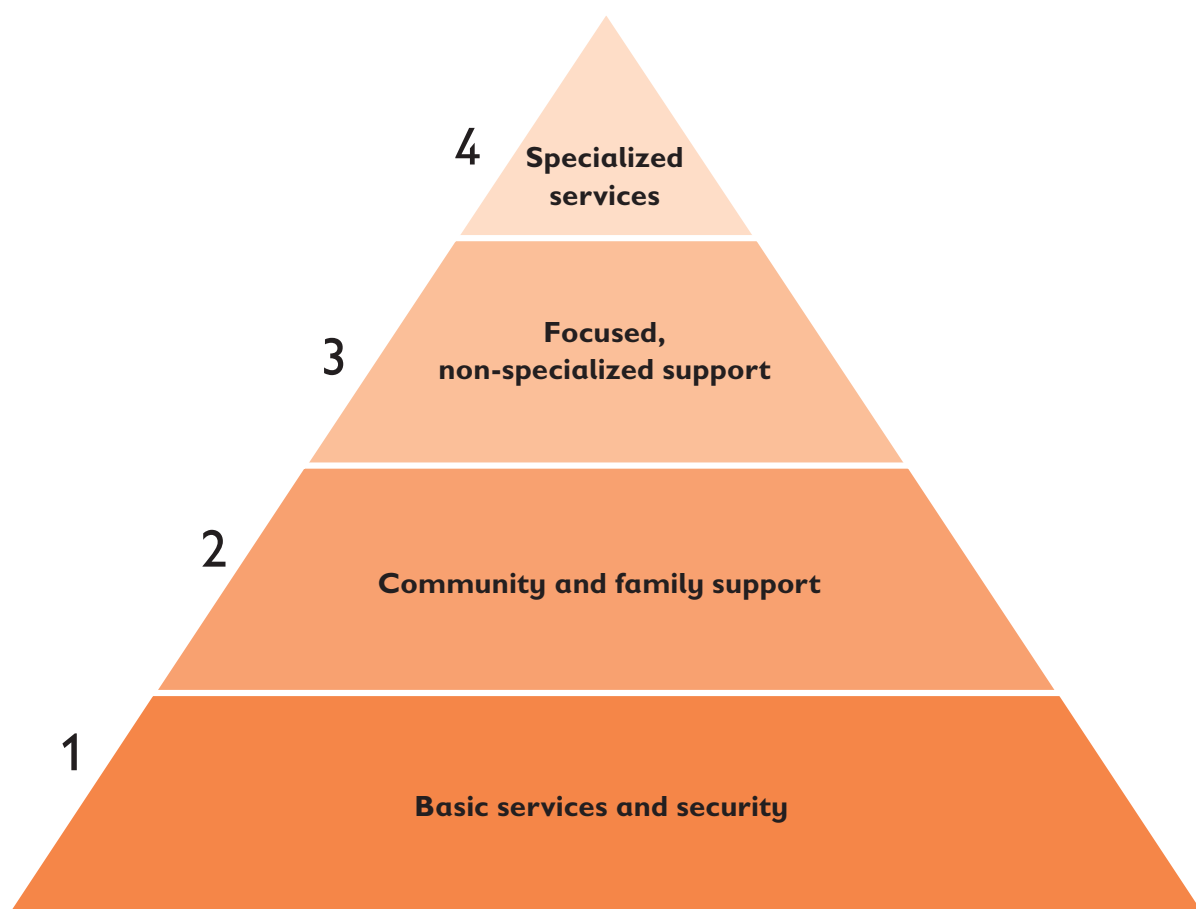


Charlotte Beagh

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.6: REFERRAL OF CHILDREN IN NEED OF SPECIALISED SUPPORT

FLIPCHART 3.6.1: THE INTERVENTION PYRAMID



MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.6: REFERRAL OF CHILDREN IN NEED OF SPECIALISED SUPPORT

FLIPCHART 3.6.2: INFORMATION FOR REFERRAL

1. Name of child and parents, address and phone numbers

2. The child's situation and needs

3. The child's case story

4. Inform the child

5. Inform the parents

3

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.6: REFERRAL OF CHILDREN IN NEED OF SPECIALISED SUPPORT

HANDOUT 3.6.1: CASES FOR REFERRAL

Conduct a referral of the vulnerable child using the steps for referral:

What procedures and measures should be taken into consideration?

Case 1: A boy is with you in the class because the parents have disappeared suddenly.

Case 2: A boy is injured because he has been run over by a truck in front of the school.

Case 3: A girl has been raped behind the latrines in the school.

Case 4: A girl seems to have broken her arm because the father was beating her.

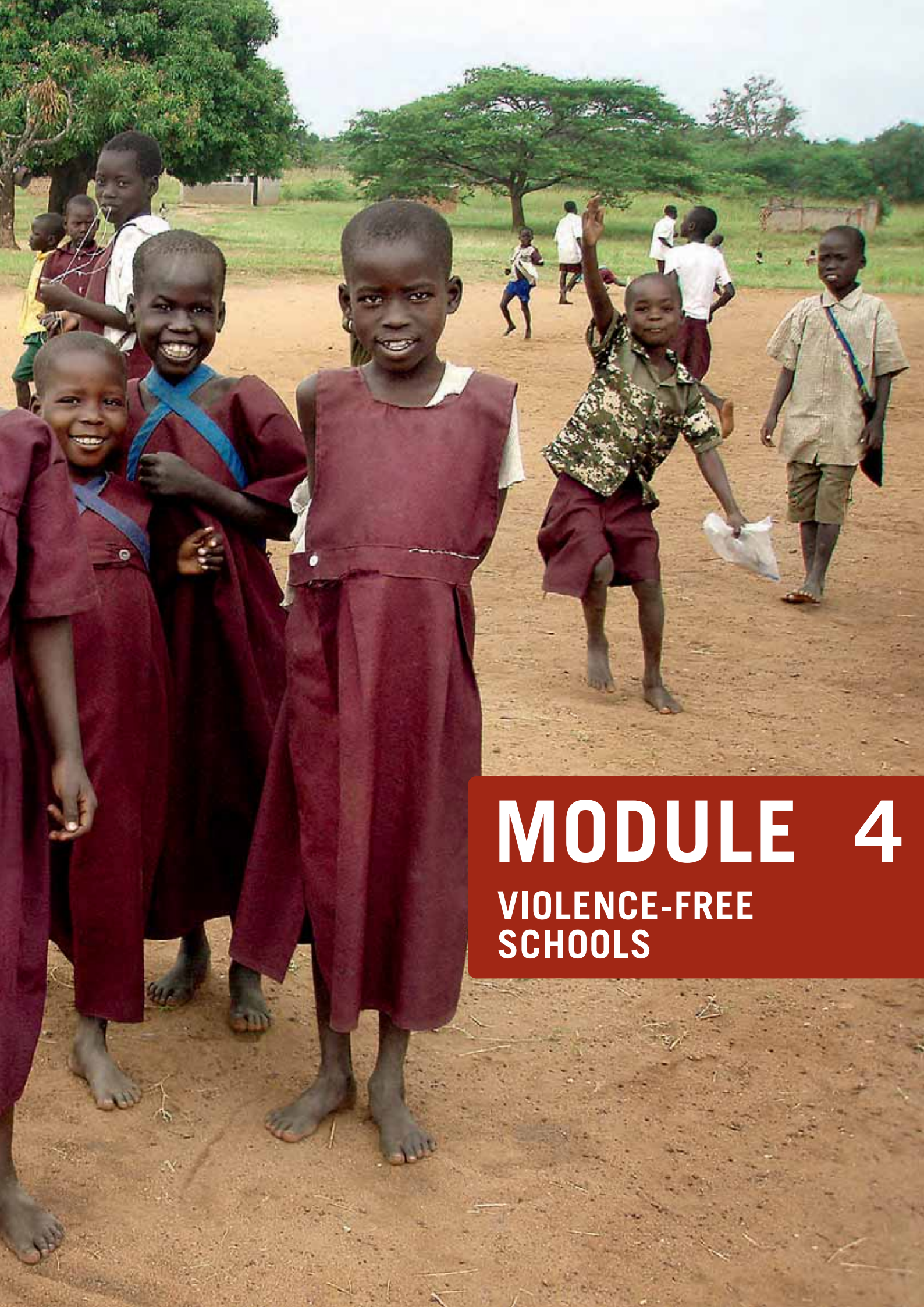
Case 5: A boy has severe mental health problems and has attacked some girls.

Case 6: An extremely poor mother has given up and her daughter seems to be neglected and malnourished.



3





MODULE 4

VIOLENCE-FREE
SCHOOLS



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.1: PHYSICAL AND HUMILIATING PUNISHMENT

Session set up



AIM

To illustrate the effects of physical and humiliating punishment



OBJECTIVES

Participants understand what physical and humiliating punishment is



TIMING

60 mins



MATERIALS

FLIPCHART 4.1.1: FEAR, HUMILIATION, PAIN
HANDOUT 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL

INTRODUCTION

Physical and humiliating punishments cause **fear, humiliation** or **pain**. Physical and humiliating punishments focus on what a learner has done wrong. They are based on the principle that children have to suffer in order to understand what they have done wrong and to prevent them from doing it again.

Punishment is used to control, correct and modify unwanted behaviour and it frightens children into certain behaviours. It does not motivate children to want to behave well; it does not teach them self-discipline; and it does not encourage any alternative behaviour.

Children need to be accountable for their own behaviour in order to learn the inner control necessary to function as healthy, self-disciplined individuals.

Using physical and humiliating punishments is an abuse of the power adults have over children. It breaks the trusting relationship between child and adult and denies adults the possibility to be a role model to children. It does not solve the root cause of the behaviour.

Physical and humiliating punishments are still used by some teachers for various reasons, including the following:

- parents may expect teachers to use physical or humiliating punishments if their children do not behave
- teachers are not respected if they do not use fear, humiliation or pain based punishments and may not be able to keep order in the classroom
- physical and humiliating punishments are seen as a quick and easy way to stop learners from doing wrong, or to call for order
- it may be a case of tradition or culture – it has been this way since anyone can remember
- teachers lack knowledge about alternative options.

It can be difficult for teachers to use alternative methods to discipline children. However, they must withstand this pressure and use alternative ways of exercising authority.

Children may see a lot of violence around them. It is easy for them to think that using violence is 'normal'. It is extremely difficult to break this cycle. But it is possible with patience and perseverance and through genuine support to break the cycle.

Problems may result from physical and humiliating punishments such as:

- learners may have difficulties learning if they feel fear, humiliation or pain
- learners may drop out of school or avoid certain teachers or they miss class
- learners become discouraged and their self-confidence is undermined, sometimes leaving lasting physical and mental scars
- learners begin to dislike, or even hate school
- there is a risk that learners become physically stronger than the person doing the punishment, and then they defend themselves.

The CRC protects of children from all forms of violence, including physical and emotional or humiliating punishment. It also requires that school discipline is respectful of children's dignity.

Most TCOCs state that physical and humiliating punishment is prohibited in schools because physical punishments is an abuse of power; it hinders learning; it impacts children's development; and is not conducive to a positive learning environment.

Emergencies cause rules and regulations to be overlooked or put on stand-by, even with legal frameworks in place. Societies' norms can be put under extreme pressure and levels of stress and distress change the children's normal behaviour. Attention and support to tackle physical and humiliating punishments is essential during emergencies. On the other hand, emergencies can provide an opportunity for change. Introducing positive disciplinary practices at an instable time can have lasting beneficial effects at both children and the adults.



SESSION GUIDANCE

In plenary, ask participants about how they define physical and humiliating punishment. Take two or three contributions from participants.

Clarify that physical and humiliating punishment is any form of punishment causing **fear, humiliation** or **pain**. Show FLIPCHART 4.1.1: FEAR, HUMILIATION, PAIN.

Examples of physical and humiliating punishments include:

- beating, pinching, caning, whipping, slapping, punching, shaking, scalding and burning
- being forced to endure physical discomfort such as heat, holding arms out, running, being denied water, food or access to the latrine for a period of time
- being required to do things that are humiliating such as stripping off clothing, lying face down on the ground
- being threatened with pain or humiliation; being made to feel fear.

Adults may say; 'I was beaten and humiliated as a child, it did me no harm!' However, people learn by example. Those most likely to use physical and humiliating punishments are those who were punished this way themselves as children. Using physical and humiliating punishments continues a cycle of violence. It teaches children that violence is a solution to solve problems.

It is important for parents and educational personnel to understand that it is possible to provide a safe, fair and positive learning environment and have discipline in the classroom without causing pain, humiliation or fear. Teachers have a special responsibility for this and should be supported to fulfil that obligation.

Explain that one of the key barriers to changing disciplinary practice is that teachers do not know effective alternatives to physical and humiliating punishments. Teachers, learners, other education personnel and the community in general therefore need to be informed, supported and taught alternative ways of disciplining. This will help to change 'traditional' and outdated attitudes and support the positive change in expectations of teachers.

Using physical and humiliating punishment does not solve the root cause of the behaviour. Children learn to hide behaviours rather than changing them.



ACTIVITY 4.1.1: THE FIST



ORGANISATION

Plenary and pairs



MATERIALS

Explain that you will start with a short game called 'The Fist'.

Ask participants to form pairs (men and women separately).

Ask one person in each pair to hold up their hand and make a fist. Their partner then has to find ways of opening the fist. They have one minute to do this.

After one minute, stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically.

Now ask the pairs to change roles. The other person now has to find a way to make their partner open his or her fist. Give them only 30 seconds this time.

Now gather the participants in a circle and ask the following questions:

- how did you manage to make your partner open his or her fist?
- why did so many of us try physical ways of solving this problem first?
- did anyone ask the partner politely to open his or her fist instead?
- what does this tell us about violence?

This exercise illustrates that a verbal solution can lead to faster, easier result than getting physical.





ACTIVITY 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL



ORGANISATION

Group work in four groups



MATERIALS

FLIPCHART, PENS

HANDOUT 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL

In plenary, brainstorm examples of physical and humiliating punishments that are used in schools – from personal experience as a child and/or what is known of in schools now.

Use a few examples from participants to discuss how these kinds of punishment affect learners. Note whether the main result of the punishment is **fear, humiliation** or **pain** by pointing to relevant word on FLIPCHART 4.1.1: FEAR, HUMILIATION, PAIN.

Give the participants HANDOUT 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL.

Ask the groups to discuss the questions on the handout and write the answers on a flipchart.

Invite each group in turn to present their flipcharts in plenary. Make sure that the following is covered in responses:

- culture
- belief that children only learn this way
- teachers do not know any other way
- teachers may be embarrassed because they cannot answer learners' questions
- adults may have experienced physical and humiliating punishments in their childhood and feel that it did not harm them or prevent them from learning.

Link the specific points of the discussion to the TCOC.



SUMMARY

Give a brief summary of the main points in the session:

- physical and humiliating punishment cause **fear, humiliation** or **pain**
- if learners feel **fear, humiliation** or **pain**, they are blocked from their full potential to learn
- the TCOC prohibits the use of physical and humiliating punishment.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.1: PHYSICAL AND HUMILIATING PUNISHMENT

FLIPCHART 4.1.1: FEAR, HUMILIATION, PAIN

FEAR

HUMILIATION

PAIN

4

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.1 : PHYSICAL AND HUMILIATING PUNISHMENT

HANDOUT 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL

1. When is physical and humiliating punishment used in schools? Give examples of the type of misbehaviour learners may be punished for.
2. Why do teachers use this kind of punishment?
3. How do you think learners feel about physical and humiliating punishment?
4. Are there differences in the use of physical and humiliating punishments among male and female teachers? Are there differences when the learner being punished is male or female?
5. Does the Teachers' Code of Conduct say anything about physical and humiliating punishment?



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.2: HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM

Session set up



AIM

To introduce alternatives to physical and humiliating punishment in schools



OBJECTIVES

Participants understand the principles of positive discipline and are able to apply it in the classroom



TIMING

60 mins



MATERIALS

FLIPCHART 4.2.1: FLOWER OF POSITIVE DISCIPLINE
HANDOUT 4.2.1: POSITIVE DISCIPLINE EXAMPLES

4

INTRODUCTION

Harsh discipline, such as the use of physical punishment, seldom leads to positive long-term changes in learner behaviour and may reduce the capacity to learn. Studies show that the use of corporal punishment is even linked with increasing misbehaviour and conduct disorders, as well as a decreased ability to develop and use problem-solving skills. It often leads to lower academic performance and social competence.

Physical punishment does not teach learners self-control or provide ways to improve future behaviour. An approach that has been shown to be more successful is **positive discipline**, which focuses on prevention rather than punishment, with an emphasis on self-discipline.

Positive discipline is an approach to supporting and guiding children to exhibit age-appropriate, sociable and responsible behaviour. It is based on the principle that children learn more through cooperation, reward and a supportive correction procedure than through conflict and punishment.

The positive discipline approach builds on the idea that when learners feel good, they tend to behave well. It teaches self-discipline and promotes good behaviour and provides long-term solutions that develop children's own self-discipline. It also teaches children life-long skills and fosters their desire to learn. It promotes courtesy, non-violence, empathy, self-respect and respect for others.

People are complex individuals and should not be reduced to being a 'bad' or 'good' person. It is their behaviour that is bad or good, not the individual person. This approach makes it possible for everyone to improve themselves when necessary.

While punishment controls a child's behaviour, positive discipline aims to develop a child's control over their own behaviour.

Positive discipline is solution-focused, non-violent, not humiliating, respectful and is based on child development principles. It will therefore contribute to creating and maintaining a positive and effective learning environment. This approach involves clear and consistent communication by teachers and learners and consistent reinforcement of expectations, rules and limits. It is based on knowing the children and being fair, building a mutually respectful relationship with all learners in the school. It takes into account general and child specific psychological, physical and social circumstances as well as child development.

Using positive discipline and fair, consistent consequences is an important element of fostering learners' sense of right and wrong. It is essential that teachers clearly explain to learners the structure of the discipline system and consequences for breaking rules. This awareness and consistency in application helps learners know what to expect, thereby supporting a sense of control.



SESSION GUIDANCE

Explain that while punishment is used to control learners' behaviour, frightening or humiliating them into certain behaviours, positive discipline develops learners' self-control and promotes desirable behaviours.

There are seven key elements to positive discipline. Show FLIPCHART 4.2.1: FLOWER OF POSITIVE DISCIPLINE and explain each petal:

1. Find the **root cause** for the unwanted behaviour in order to identify an appropriate and lasting solution.
2. Provide **guidance** on why the behaviour is unwanted and how to correct misbehaviour.
3. Explain **alternative** ways of behaving; give choices to redirect potentially problematic behaviours.
4. Give appropriate **consequences** for breaking the rules. This may include ignoring poor behaviour if the reason for it is to get attention.
5. Be **consistent** and fair. All rules apply to all people.

6. Be a **role model**, following the rules and behaving that the learners should copy.
7. Give **encouragement and praise** for desirable behaviours.

Remind participants fear, pain and humiliation hinder learning. It is critical to replace those kinds of punishments with something else. Explain that positive discipline systems can take different forms. However teachers should follow whichever disciplinary system they have chosen and which learners understand. This includes giving predictable responses to similar issues; treating learners the same; acting the same whatever the time of day and day of the week.

Positive discipline works on the principle that children learn more through co-operation and rewards than through punishment and humiliation. It also builds on the idea that when children feel good, they tend to behave well and when they feel bad, they are likely to behave badly.

The first step is to establish a system of rules collaboratively and agreeing and to describe consequences for breaking these rules. The focus is on concrete instructions and step-by-step guidance.

Responses to unwanted behaviour begin in a non-confrontational manner. This can be done by teachers giving a non-verbal sign, such as making eye contact, or by walking up to and standing by the child who is misbehaving, or calling on the learner for a response or asking the child to do specific tasks. Small verbal signs can also be used or non-verbal, body language to indicate 'no'.

If these are not sufficient to stop the problem, a more direct response may be necessary. This could include writing a learner's name on the board, if the behaviour does not stop or improve. The action should indicate a clear consequence, such as a meeting with the teacher after class, a visit to the head teacher's office, or contact with the parents.

Teachers should also seek opportunities to praise the learners in their classrooms. Teachers also need to encourage positive social interactions with peers.

The positive discipline approach:

- creates a transparent, consistent communication process, such as a system of three warnings before action is taken
- consists of consequences rather than a punishment
- gives consequences that correct the misconduct
- provides the opportunity for learners to change their behaviour and their attitudes
- matches the consequences to the misbehaviour, for example, litter picking for someone who litters; reporting early to school for a persistent latecomer.

Emphasise too that it is very important for teachers to keep in mind that some negative behaviour may be a **sign of stress** experienced by the learner. If a learner consistently misbehaves, the teacher should speak to the student in a quiet place and gently ask how the child is feeling and if there is a situation that is troubling him/her. Teachers may need to refer learners to other professionals.



ACTIVITY 4.2.1: POSITIVE DISCIPLINE EXAMPLES



ORGANISATION

Plenary
Group work; four groups



MATERIALS

HANDOUT 4.2.1: POSITIVE DISCIPLINE EXAMPLES

In plenary, brainstorm some of the unwanted behaviours that learners may exhibit in the classroom.

Ask participants to break into groups. Give each group HANDOUT 4.2.1: POSITIVE DISCIPLINE EXAMPLES and go through the instructions:

- identify 2-3 examples of unwanted behaviour and list them in the first column
- list positive disciplinary actions for each unwanted behaviour and write them in the middle column
- discuss the results of the action taken and record them in the last column.

Raise the issue that using positive discipline is likely to meet resistance for various reasons. However remind participants that teachers are role models and they have special responsibilities and a duty of care towards the learners in their classrooms.



SUMMARY

Give a brief summary of the main points in the session:

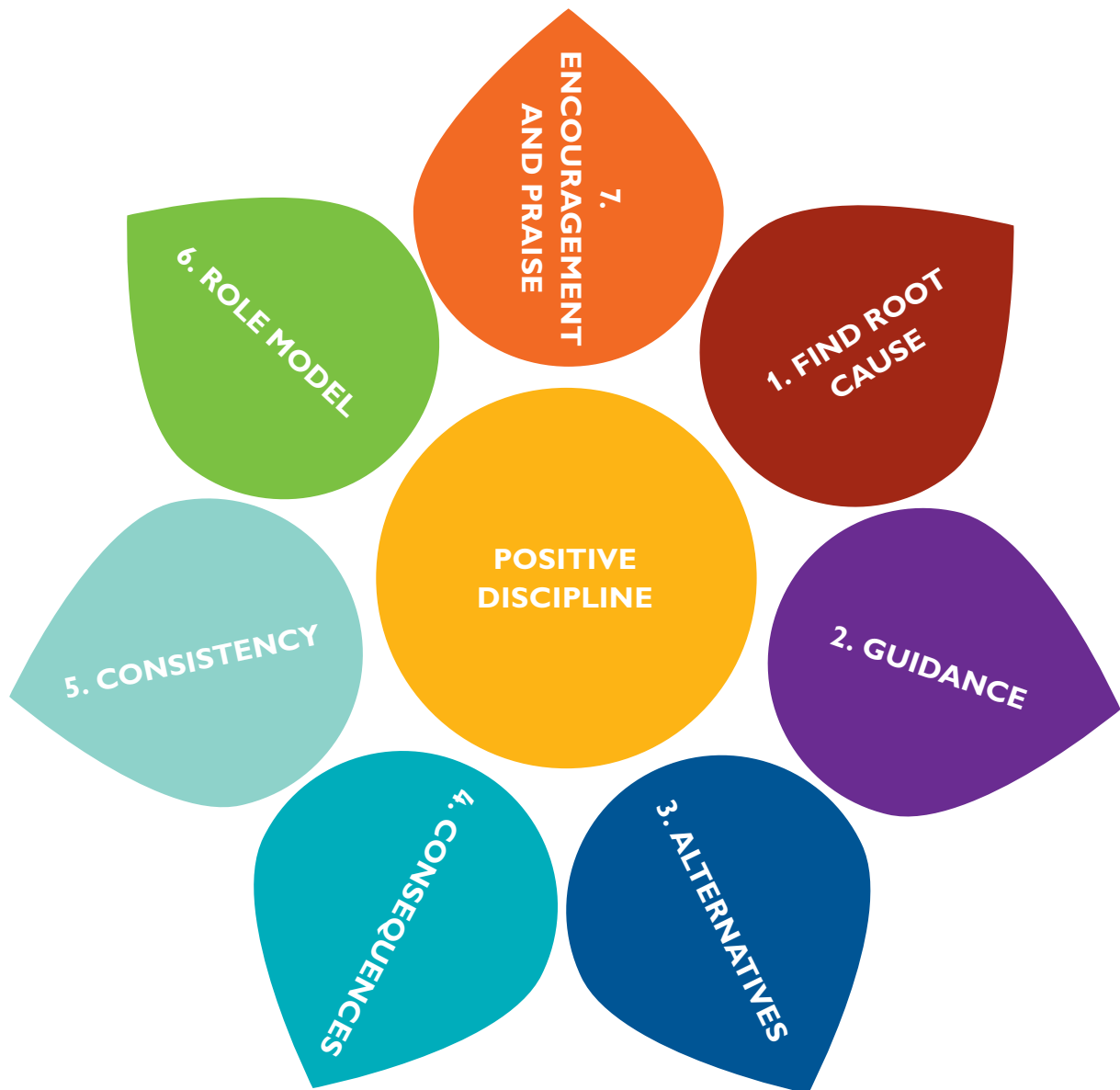
- positive discipline guides children in age-appropriate, sociable and responsible behaviour
- positive discipline depends on a consistent response by adults to all forms of behaviour
- positive discipline focuses on finding the root cause of the unwanted behaviour.



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.2: HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM

FLIPCHART 4.2.1: FLOWER OF POSITIVE DISCIPLINE



4

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.2: HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM

HANDOUT 4.2.1: POSITIVE DISCIPLINE EXAMPLES

1. Identify examples of unwanted behaviour and list them in the first column.
2. Identify a positive disciplinary action for each unwanted behaviour and write them in the middle column.
3. Discuss the results of the action taken and record them in the last column.

UNWANTED BEHAVIOUR RULE BREAKING	POSITIVE DISCIPLINE ACTION	RESULT
Dropping litter or ruining school property	Cleaning up litter or cleaning school property	Children understand the connection between the unwanted behaviour and the discipline Behaviour corrected



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.3: CLASSROOM RULES

Session set up



AIM

To present an example of the positive disciplinary approach



OBJECTIVES

Participants understand how to establish positive classroom rules as part of learner and classroom management



TIMING

60 mins



MATERIALS

BLANK FLIPCHART PAPER, PENS
HANDOUT 4.3.1: GUIDANCE FOR WRITING CLASSROOM RULES

4

INTRODUCTION

Teachers can establish an efficient and effective learning environment in a number of different ways. Defining a set of classroom rules with learners is one important element, based on a positive disciplinary approach.

Creating a set of effective classroom rules is a crucial part of behaviour management. This begins with the teacher and learners establishing their own clearly defined classroom rules together. This promotes a sense of control and stability in the classroom which impacts class routine and learning. By actively involving learners in the creation of classroom rules, they are more likely to follow those rules, as they feel a sense of ownership and have a stronger incentive to cooperate. When learners feel that they have a voice in the way the classroom is run, they are more likely to take responsibility for self-monitoring classroom behaviour.

It is important that the rules are applied consistently and in a manner which prompts learners to think about and learn from their mistakes.

The rules should include consequences for any rule breaking.



SESSION GUIDANCE

Classroom rules ensure that learners know what is expected of them. Learners are more likely to follow rules, if they are involved in writing them and are given a chance to commit to following them. This allows learners to understand the rules thoroughly as well as having ownership to them.

Explain that classroom rules must cover all possible misbehaviours that may occur in the classroom so that they can be used for any incident. It is advisable to establish the rules at the beginning of the school year or term.

Classroom rules establish high standards of personal behaviour and respect for others in the classroom. The class including the teacher will all be expected to follow them at all times.

The rules are written up and displayed on the classroom wall at all times, so that the teacher can continue to refer to them for behaviour management and learners can see them for themselves. Learners are more likely to follow them, if they are simple, brief and comprehensive.

Here are some tips for promoting positive behaviour in the classroom and school compound:

- provide clear, simple information that learners understand
- give one instruction at a time
- prepare learners for transition, such as changes in activities or finishing class
- give feedback to the learners when they follow the classroom rules, referring back to the rules on display.

Explain that the teacher can use the classroom rules to correct misbehaviour, as well as to praise and reward desired behaviour, for example:

1. Correcting behaviour

- encourage the learner to identify which specific rule was broken
- calmly and firmly explain which rule was broken
- remind the learner that he/she agreed to follow that rule
- give the learner a chance to explain themselves if appropriate
- tell the learner that you expect a change in behaviour and that there will be a consequence if that does not happen.

2. Rewarding behaviour

- identify a learner who is following the classroom rules
- thank the learners for following the rule while pointing to it on the wall.

3. Promoting good behaviour

- explain which rule the learner broke and why that was agreed as a classroom rule
- remind the learner that they agreed on those classroom rules when they were written
- talk to the learner calmly and firmly, allow the learners a chance to explain themselves
- help them recognise that a different, positive decision would have a positive outcome
- help them to compensate when the decisions have negative outcomes
- treat your learners with respect and kindness
- show them how to cope with frustration
- treat learners fairly; give appropriate consequences that fit the level of the poor behaviour or bad decision
- show them how to approach difficult problems in an optimistic and constructive manner
- help them to recognise that there is a positive solution for difficult problems and a way to choose positive decisions in the future.

Emphasize that including children in the process makes it effective. The ‘trick’ is to make the children feel they are a ‘winning team’ (the class as a whole) and to praise each child’s efforts in being a good team member.

If there is a classroom-wide problem, the teacher can facilitate a problem-solving session based around the following questions:

- what’s happening now?
- what should be happening?
- what needs to be done?
- who is going to do it?
- what is the time line?
- how will we know when we’re finished?





ACTIVITY 4.3.1: CLASSROOM RULES



ORGANISATION

Group work; four groups



MATERIALS

BLANK FLIPCHART, PENS

HANDOUT 4.3.1: GUIDANCE FOR WRITING CLASSROOM RULES

Explain that this session is about making a set of classroom rules. This is an exercise that all teachers should do on the first day of the school year, or at the beginning of a term.

Ask participants what they understand by the term 'classroom rules.' Use the following definition to underline the essential features:

- 'Classroom rules are simple, comprehensive rules agreed to by everyone (teacher/s and learners) in the classroom. They are an essential tool in positive discipline.'

Explain that it is good practice for teachers and learners to write the classroom rules together. Remind participants about the way they formulated the ground rules for this training which was done together with the facilitator/s.

Give each group a blank flipchart and a copy of HANDOUT 4.3.1: GUIDANCE FOR WRITING CLASSROOM RULES. The handout provides instructions for writing a set of classroom rules. The handout can be kept for their reference and use in the classroom. There are eight steps on the handout:

1. Ask learners to suggest rules and the teacher writes them **all** on the blackboard.
2. Review the rules that have been suggested and group them together into similar categories.
3. Change any negative language into positive language so the classroom rules are a set of instructions of what to do and not what they must not do e.g. 'listen, while other talk' instead of 'do not talk when other people are talking'.
4. Agree to have 5-10 simple rules that cover all the ideas recorded on the blackboard. Any more will be hard to remember and therefore hard to follow.
5. Make sure you cover all the behaviours that learners and the teacher should do, so that the teacher can be clear and consistent and demand high standards of behaviour of everyone.
6. Go through each rule, asking learners to explain what each rule means in detail. The teacher adds information where necessary. Give learners information that they can understand clearly e.g. be on time and speak only when asked.
7. Teacher and learners agree on the consequences for breaking the classroom rules.
8. Classroom rules should be written up and displayed on the classroom wall at all times.

Ask the groups to brainstorm classroom rules and to note down 5-10 rules on the flipchart.

Make sure that participants understand point 3 on the handout about changing negative language into positive language. For example:

- ‘Do not shout out answers,’ can be changed to ‘Raise your hand and wait for the teacher to call on you for the answer.’
- ‘Do not kick or hit other people,’ can be changed to ‘Treat other people with kindness and respect.’

Invite each group in turn to present their classroom rules. Make a competition and nominate the best set of rules.

You can as alternative decide together on a few simple rules that cover all the ideas recorded. Any more will be hard to remember and therefore, hard to follow. Go through each rule in turn to explain what it means in detail:

- **‘be respectful of the teacher and one another’** which includes listen quietly while others talk; speak in a clear voice when it is your turn; always use non-violent communication.
- **‘follow directions’** which includes raising your hand before speaking; coming into the classroom on time for lessons; do what the teacher asks right away; help others to do as they have been asked.
- **‘do your best’** which includes pay attention during lessons; ask questions if you don’t understand something; help the learners around you, if you can; write neatly in your exercise books.

The teacher explains to learners that these rules show that we expect high standards of personal behaviour and respect for others in this classroom. The class including the teacher will all be expected to follow them at all times.

The classroom rules are written up and displayed on the classroom wall at all times so that the teacher can continue to refer to them for behaviour management and learners can see them for themselves.



SUMMARY

Give a brief summary of the main points in the session:

- it is important that children understand the behaviour expected of them in the classroom
- involving children in defining the classroom rules for their classroom gives them a sense of ownership
- classroom rules should be written using positive language (not negative) to describe the behaviour expected of everyone in the classroom.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.3: CLASSROOM RULES

HANDOUT 4.3.1: GUIDANCE FOR WRITING CLASSROOM RULES

On the first day of school, the teacher and learners work together to write the classroom rules. The rules assist learning and facilitate a happy classroom environment. The aim is that if everyone has written the rules together and agreed on them, they will follow them.

1. Ask learners to suggest rules and the teacher writes them **all** on the blackboard
2. Review the rules that have been suggested and group them together into similar categories
3. Change any negative language into positive language so the classroom rules are a set of instructions of what to do and not what they must not do e.g. 'listen, while other talk' instead of 'do not talk when other people are talking'.
4. Agree to have five to ten simple rules that cover all the ideas recorded on the blackboard. Any more will be hard to remember and therefore, hard to follow.
5. Make sure you cover all the behaviours that learners and the teacher should do so that the teacher can be clear and consistent and demand high standards of behaviour of everyone.
6. Go through each rule, asking learners to explain what each rule means in detail. The teacher adds information where necessary. Give learners the information that they can understand clearly e.g. be on time and speak only when asked.
7. Teacher and learners agree on the consequences for breaking the classroom rules.
8. Classroom rules should be written up and displayed on the classroom wall at all times.



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.4: RESPONDING TO GOOD AND POOR BEHAVIOUR

Session set up



AIM

To give clear, practical ways of implementing positive discipline



OBJECTIVES

Participants understand the positive discipline approach to correcting poor behaviour

Participants understand how praise supports positive discipline and behaviour management



TIMING

60 mins



MATERIALS

BLANK FLIPCHART, PENS AND STICKY NOTES IN TWO COLOURS

HANDOUT 4.4.1: CASES OF POOR BEHAVIOUR

HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR

4

INTRODUCTION

Traditionally learners are praised for academic excellence, good exam results or getting all the answers correct in class. However, reward and praise can be used more broadly to promote appropriate behaviour and guide learners to act as good citizens. It is important to not only praise academic skills but also positive social and behavioural skills.

Rewarding and praising learners refers to methods used by the teachers and the school management to celebrate or acknowledge learner behaviour or achievements; for positive contributions, for motivated and dedicated efforts, for keeping classroom rules and

those that act as role models to others. The whole class can also be rewarded and celebrated together.

Inflicting consequences for poor behaviour only is not enough to establish a truly positive learning environment. There is also a need to develop methods for reward and praise of the class or individuals who contribute positively to the classroom, who keep the classroom rules, or in some way show dedication and commitment to their learning and peers.

Praise makes children feel noticed and appreciated. Their efforts to behave appropriately are recognised, which can promote their self-esteem and positively affect the learning environment.



SESSION GUIDANCE

Explain to the participants: Positive discipline is about noticing both good and poor behaviour.

Remind participants that positive discipline approaches recognise that people are complex and should not be reduced to being a 'bad' or 'good' person. It is **their behaviour** that is good, or poor, **not the person** – making it possible for everyone to put things right and improve themselves when necessary.

Noticing when learners are doing the right thing and praising them is vital. When teachers recognise that the learners are behaving well and pay attention to this, it has a hugely positive influence on learners in terms of how they choose to behave.

Positive discipline does not mean that poor behaviour and rule breaking are tolerated. It means that these instances are dealt with in a way that supports children to learn from the consequences of their actions.

Explain the process of administering positive discipline as a response to poor behaviour or rule breaking:

If a teacher notices a learner behaving poorly, he/she should use the relevant classroom rule to ask the learner to change behaviour. The teacher does this by pointing to the rule, directly addressing the learner about it.

If the learner persists with the rule breaking, or starts other problematic behaviours, the teacher must move to the next steps:

1. Explain the consequence to continuing the unwanted behaviour.
2. Move the learner away from other children that encourage or cause the unwanted behaviour.
3. Remove the learner from the classroom; send outside or to the head teacher's office.
4. Contact the learner's parents.

For both minor rule breaking and repeated incidences of unwanted behaviour incidences, the teacher must find out and try to understand the root cause of the problem. This is usually done by talking to the learner, away from their peers. The root cause could involve a range of persons.

Explain that these methods may seem very time consuming and need a lot of the teacher's attention. However, once the system is in place, and the learners understand the rules and why they should follow them, then there will be less rule breaking and fewer instances of poor behaviour.



ACTIVITY 4.4.1: RESPONDING TO GOOD BEHAVIOUR



ORGANISATION

Group work in four groups



MATERIALS

BLANK FLIPCHART, PENS
STICKY NOTES IN TWO COLOURS

Explain that a large part of positive discipline is about rewarding instances of good behaviour, effort or conduct. Recognition and encouragement of good behaviour helps learners to understand how the teacher wants and needs them to behave.

Invite the four groups to think of examples of good behaviour shown by learners in the classroom and school. Ask them to write them down on sticky notes of one colour and then stick them onto the flipchart.

Now ask the groups to think of possible rewards for good behaviour and write them on the sticky notes of the other colour. Encourage participants to be realistic, thinking of rewards that are possible in their day-to-day school lives, but allow them one no-limits reward!

In plenary, call out some of the examples of good behaviour and ask the groups to suggest an appropriate reward. Pair up the sticky notes together – combining an example of good behaviour with a possible reward for that behaviour.

Ask participants, if they were a learner at school again, which reward would be particularly appealing to them. Ask whether they think the suggested rewards would be motivating the learners in their classrooms.





ACTIVITY 4.4.2: RESPONDING TO POOR BEHAVIOUR



ORGANISATION

Group work in four groups



MATERIALS

BLANK FLIPCHART

STICKY NOTES IN TWO COLOURS

HANDOUT 4.4.1 CASES OF POOR BEHAVIOUR

HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR

Give HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR to the participants and explain the **process** of administering positive discipline as a response to poor behaviour or rule breaking as follows:

When you notice an instance of poor behaviour, use the classroom rules to get the learner to change his/her behaviour, by pointing to the rule, or by directly addressing the learner about it.

If the learner persists with the rule breaking, or starts other problematic behaviours, move to the next step:

Explain the consequence of continuing with the unwanted behaviour, for example, 'You will have to stay inside at break-time.' 'You will have to report to school early.' 'You will be given extra cleaning duties.'

If necessary, move the learner away from other learners who may be encouraging or causing the unwanted behaviour. Remove the learner from the classroom and send him/her outside or to the head teacher's office.

For both minor rule breaking and repeated incidences of unwanted behaviour, find out and try to understand the **root cause of the problem**. This could involve either the teacher or the learner or both. For example, 'Paul, why did you hit John's face?' (The teacher knows Paul well and realises that there may have been some trouble at home last night).

Explain the **result/ consequence** of the behaviour to the learner: 'Paul, you really hurt John when you hit his face. Now he cannot concentrate on the lesson.'

Select the most **effective disciplinary measure** this can be done by the teacher with the learner/head teacher/parents to help the learner correct their behaviour. 'What can you do to make up for the bad choice you made?' For the example given above, the teacher could make sure Paul says sorry to John, that Paul is moved away from other learners for a set period of time and to speak with Paul individually at break time to try to find out if anything is happening at home.

Give each group one of the following cases and ask them to do a short role-play about how the teacher should react to the learner and correct the behaviour. Make sure that participants use HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR as guidance for their role-play.

Case 1: Muhamed is sitting making small paper balls which he throws at the girls again and again.

Case 2: While the teacher is writing on the blackboard and explaining the lesson, Sarah is talking to her neighbours continuously.

Case 3: A group of small boys are looking into the classroom through the window and are disturbing the class.

Case 4: Maria is throwing a lot of sweet papers on the floor. She is eating sweets in front of children who have nothing.

Case 5: John is constantly using bad language in class.

Case 6: Peter always comes to class too late.



SUMMARY

Give a brief summary of the main points in the session:

- it is important to praise positive social and behavioural skills as well as academic skills
- positive discipline supports children in learning the consequences of their actions
- positive discipline responds to early stages of poor behaviour and provides appropriate consequences if it develops into serious rule breaking.



Charlotte Bugh

4

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.4: RESPONDING TO POOR AND GOOD BEHAVIOUR

HANDOUT 4.4.1: CASES OF POOR BEHAVIOUR

Look at the case and consider how the teacher should react to the learner and teacher correct the behaviour.

Use handout 4.4.2 RESPONDING TO POOR BEHAVIOUR for this exercise.

Case 1: Mohammed is sitting making small paper balls which he throws at the girls again and again.

Case 2: While the teacher is writing on the blackboard and explaining the lesson, Sarah is talking to her neighbours continuously.

Case 3: A group of small boys are looking into the classroom through the window and are disturbing the class.

Case 4: Maria is throwing a lot of sweet papers on the floor. She is eating the sweets in front of children who have nothing.

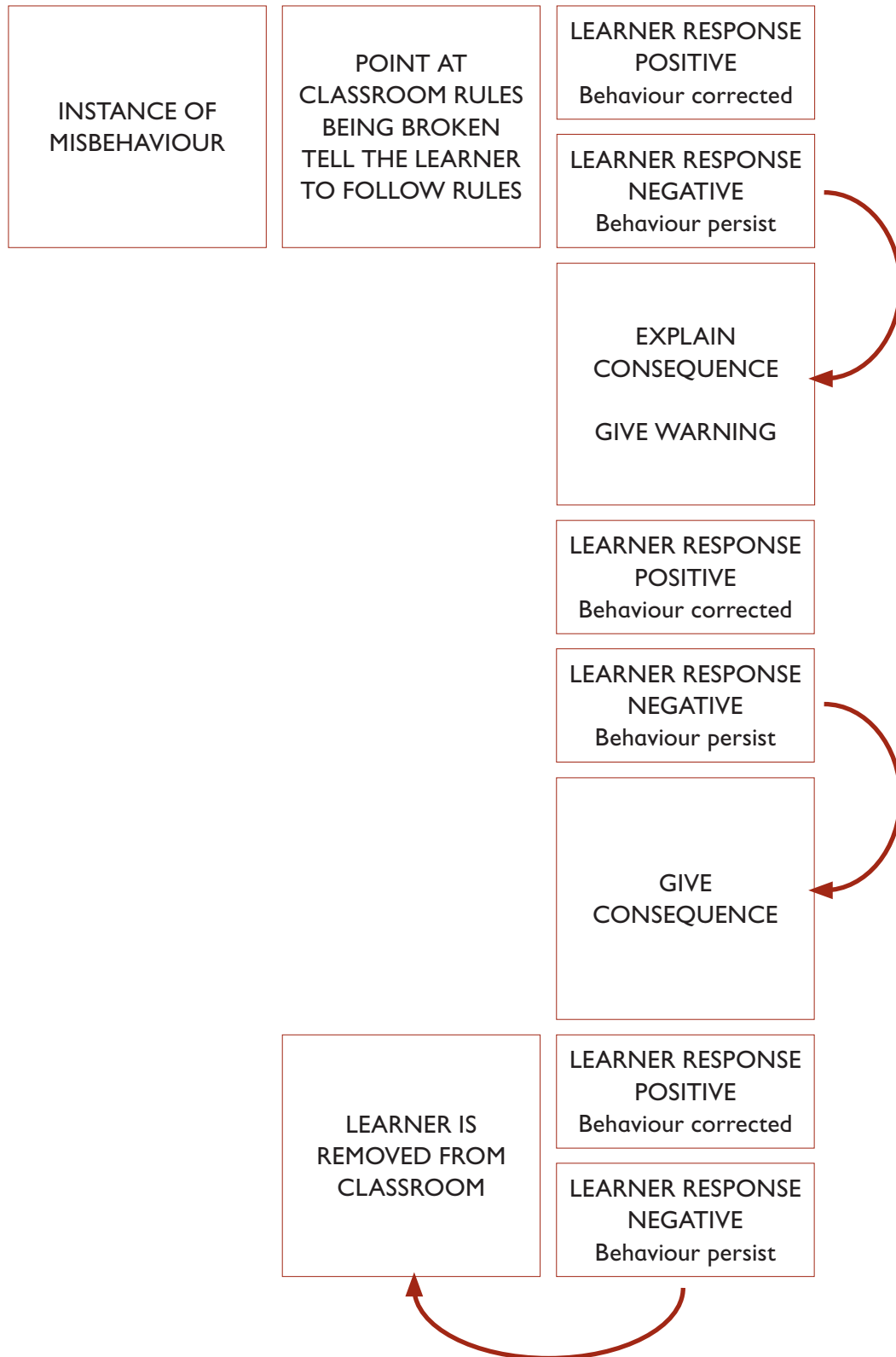
Case 5: John is constantly using bad language in class.

Case 6: Peter always comes to class too late.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.4: RESPONDING TO POOR AND GOOD BEHAVIOUR

HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR





MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.5: BULLYING AND ITS IMPACT

Session set up



AIM

To raise awareness about bullying



OBJECTIVES

Participants are able to identify the different types of bullying and understand the impact of bullying



TIMING

60 mins



MATERIALS

FLIPCHART PAPER AND PENS
HANDOUT 4.5.1: BULLYING BEHAVIOUR

INTRODUCTION

Bullying means mental or physical abuse of a victim, carried out by individuals or groups. Bullying is directed **repeatedly** towards a particular person or group of people and can be physical, emotional or verbal. Bullying assumes an **unequal power relationship** between the victim and the victimiser, and can include use or threat of aggression, force and intimidation and domination over others.

Bullying can happen in schools, workplaces, homes and many other places. It can take place among adults, between adults and children and between children.

The consequences of bullying range from a sad and lonely childhood to suicide. However, the 'victim' is not the only person affected. It is difficult for all of the children in a group

involved in bullying behaviours to live a healthy and happy childhood. The impact of bullying behaviour can be long term, persisting even in adulthood. Some of the consequences of bullying include; lifelong memories, reduced sense of well-being, lower capacity for learning.

It is important that schools put into place response measures and take immediate actions if bullying behaviour occurs. Teachers should be open and attentive when other teachers, parents or learners share information about problems involving bullying behaviour.



SESSION GUIDANCE

Bullying behaviour can be related to discrimination on the basis of gender, religion, ethnicity or disability, for example:

- boys in a class tell girls to be quiet, or interrupt every time a girl says something
- boys ask girls to bring them things or to serve them food or water, saying that this is the duty of girls and threatening them if they do not obey
- girls tease a boy with a disability
- male teachers talk to and about girls in the class in a negative way.

Clarify that bullying happens in relation to many different groups. For example, learners may be bullied by other learners. Teachers too may be bullied by other adults. Learners may be bullied by a teacher and a teacher may be bullied by learners.

The individuals involved in bullying behaviour occupy different roles:

- **victim**; the direct recipient of the bullying behaviour, the child being physically emotionally or verbally assaulted
- **bully (perpetrator)**; the person doing the bullying behaviour
- **bullying assistants**; the people working alongside a 'bullying leader', also participating in bullying behaviours
- **bullying supporters**; those encouraging the bullying behaviour, but not actively participating (for example, laughing at the person being bullied, circling around the person being bullied, providing an audience)
- **bullying bystanders**; similar to supporters, do not participate in bullying, but are not intervening or defending
- **defenders**; the people supporting the person being bullied.

All these individuals have choices and responsibilities in the course of the bullying behaviour.



ACTIVITY 1: BULLYING BEHAVIOUR



ORGANISATION

Group work in four groups



MATERIALS

FLIPCHART PAPER AND PENS
HANDOUT 4.5.1: BULLYING BEHAVIOUR

Give HANDOUT 4.5.1: BULLYING BEHAVIOUR to the four groups and assign two or three questions on the handout to each group.

Ask each group in turn to present their findings and discuss their findings in plenary. Questions from the handout are listed here, together with notes on responses to the questions:

1. What does it mean when someone is being bullied?

Bullying is an intentional and repetitive use of physical or mental violence by one or several children against another child or group of children or teacher against a child or children. Bullying behaviour is a systematic abuse of a weaker person. It is not a conflict between two individuals.

2. What are examples of bullying behaviour?

Verbal: such as name-calling, teasing, laughing at someone all the time, humiliating or threatening someone.

Social: such as spreading rumours about someone, excluding someone deliberately from a social group or activity.

Physical: such as hitting, kicking, punching, spitting, burning, taking money from someone on regular basis, damaging someone's items or threatening behaviour belongings.

3. Where does bullying take place?

Bullying can take place anywhere. It can be in the classroom, in the school compound, outside the school, on the street, in the market, even at home. A parent can bully the whole family in the family setting.

4. Who is usually bullied?

Anyone can be bullied, but it is often children and those who are seen as weaker than the perpetrators in one way or another. They could be weaker academically, socially, physically.

Sometimes it is those children who are different to the majority of other children in the way they look, behave, smell, talk. Children with physical or mental disabilities are often victims. It can also be children from other communities/countries e.g. IDP or refugee children.

5. Who usually does the bullying?

Anyone can engage in bullying behaviour. However, it is often children who are older or physically stronger than the ones they bully, or children who have either a high or a low social status. Adults and children, males and females, may all engage in bullying behaviour.

6. Why do you think children bully one other?

Children might bully because they want to dominate others. They think this will make them important in their social circles and that others will look up to them. Sometimes children take part in bullying because they want to belong to a group of children that seem stronger and powerful. Children can also take part in bullying because they are afraid of being bullied themselves if they do not take part or are left out of the group. Sometimes children bully because they too have been bullied, or are still being bullied by someone else.

7. What does it feel like to be bullied?

It is not a good feeling to be bullied. It can make the person being bullied feel very small, weak, insecure and worthless. It can also make them feel sad, or angry, or ashamed.

8. How can being bullied impact children?

Some children become so distressed by being bullied that they don't want to go to school or other places where they are bullied. This can affect their school performance. They might suffer so much from bullying that they run away from home, school or engage in very risky and self-destructive behaviour. Some children even try to commit suicide. Children who are bullied become socially withdrawn and do not want to or know how to interact with other children or even adults. They are unable to make friends with others and the consequences can be that they stop trusting other people. Some children who are bullied react by trying to get negative attention by inappropriate behaviour. For example, they may start bullying others.

9. How does the person doing the bullying behaviour feel?

The person who bullies other people can feel powerful in that moment. They may think they are better than others and use aggression to gain power in social situations. They might often be lonely or becomes lonely as others distance themselves from them because they are a bully.

The persons who bullies may also suffer physical harm by getting involved in violent behaviour with other people. Sometimes the person engaged in the bullying is not aware that what they are doing is bullying and that they are harming others. When they realise this, they are often willing and able to stop.



ACTIVITY 4.5.2: IMPACT OF BULLYING



ORGANISATION

Paired discussions and plenary



MATERIALS

BLANK FLIPCHART

Split the participants in half by pointing down the middle of the room and name the two sides, side 1 and side 2.

Ask participants to turn to their neighbour and in pairs discuss following:

Side 1: Discuss the signs that a teacher may notice in a child who is being bullied.

Side 2: Discuss the signs that a teacher may notice in a child who is doing bullying behaviour.

Make sure that the following is covered:

- loss of interest or stops participating in school (Side 1)
- change in character and/ or normal behaviour (Both Sides)
- frequent complaints of illness to avoid attending school (Side 1)
- sudden decrease in academic performance (Both Sides)
- has few or no friends with whom he/she spends time (Side 1)
- bruises, scratches, and cuts (Both Sides)
- starts coming to school later or earlier than usual (Both Sides)
- seems sad, moody, or depressed (Both Sides)
- acts aggressively (Side 2)
- avoids adults and other positions of authority (Side 2).

Summarise by saying that people tend to think that the victim is the only person negatively impacted by bullying behaviour. However, bullying behaviour may also have a damaging impact on the perpetrator (the bully). This gives us double the reason to **prevent** and **intervene** in cases of bullying behaviour.



SUMMARY

Give a brief summary of the main points in the session:

- bullying means mental or physical abuse of a victim carried out by individuals or groups and directed repeatedly towards a particular person or group of people
- bullying can have serious consequences for both victim and perpetrator (both short-term and long-term)
- teachers play an important role in identifying and intervening in bullying behaviour.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.5: BULLYING AND ITS IMPACT

HANDOUT 4.5.1: BULLYING BEHAVIOUR

1. What does it mean when someone is being bullied?
2. What are examples of bullying behaviour?
3. Where does bullying take place?
4. Who usually gets bullied?
5. Who usually does the bullying?
6. Why do you think learners bully each other?
7. What does it feel like to be bullied?
8. How can being bullied impact learners?
9. How does the person doing the bullying behaviour feel?



Charlotte Bugh

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.6: PREVENTING BULLYING IN SCHOOL

Session set up



AIM

To provide tools and approaches for preventing bullying behaviour



OBJECTIVES

Participants know how to prevent bullying behaviour



TIMING

60 mins



MATERIALS

STICKY NOTES AND PENS

FLIPCHART 4.6.1: PREVENTING BULLYING BEHAVIOUR IN SCHOOLS

FLIPCHART 4.6.2: ANTI- BULLYING GUIDELINES

INTRODUCTION

Schools should have an anti-bullying system, which sets out rules, procedures and concrete actions to prevent bullying behaviour. It is vital that all teachers, the head teacher, members of the PTA and the learners within a school are familiar with the system and are aware of their roles and responsibilities.

Teachers can use the following strategies to prevent bullying behaviour:

- encourage learners to work and play with various different children in the class and/or school. Learners benefit from playing with many different children
- note and reward positive social behaviour; encourage learners to pay compliments and say positive words to one another

- speak positively to and about learners and their parents. Negative words spoken by the teacher about children can be repeated by learners. Positive attitudes provide constructive responses
- encourage learners to speak up for children who are unable to protect themselves
- children who are good at helping, supporting and protecting others grow emotionally, develop positive self-esteem and contribute positively to their social groups.



SESSION GUIDANCE

Explain that **prevention, intervention** and **response** are key words in dealing with bullying. Prevention is the most effective approach.

Explain that the focus of this session will be on preventing bullying in schools. Check that participants know prevention means – to stop something from happening before it happens.

Preventing bullying behaviour is the most effective and powerful way to combat bullying because it means that nobody becomes a victim who may then need all kinds of additional support.

Show FLIPCHART 4.6.1: PREVENTING BULLYING BEHAVIOUR IN SCHOOLS and explain the seven approaches to prevent bullying behaviour in schools.

1. Create a safe and supportive environment

- establish an atmosphere of inclusion and respect that welcomes all learners
- make sure learners interact safely. Monitor bullying 'hot spots' in and around the school compound. Learners may be at higher risk of bullying in settings where there is little or no adult monitoring or supervision, such as latrines, playgrounds and empty classrooms
- get all education personnel to help by monitoring for signs of bullying behaviour
- education personnel provide good role model behaviours. Messages reach learners best when they come from many different adults who talk about and show respect.

2. Manage classrooms to prevent bullying

- create school and classroom rules and reinforce the rules
- teachers set a tone of respect in the classroom. This means managing learners' behaviour in the classroom well. Well-managed classrooms are the least likely to have bullying
- develop rules with learners so they set their own climate of respect and responsibility
- use positive terms, like what to do, rather than what not to do
- make expectations clear. Keep your requests simple, direct, and specific
- reward good behaviour. Try to affirm good behaviour four to five times for every one criticism of bad behaviour
- use one-on-one feedback; do not publicly discipline.

3. Organise regular classroom meetings

Classroom meetings provide a place for learners to talk about school-related issues other than learning. These meetings can help teachers stay informed about what is going on at school and help learners feel safe and supported. Classroom meetings are typically short and held on a regular basis.

- establish agenda for the meetings. Learners should feel free to discuss issues without fear. Focus on specific topics, such as bullying or respectful behaviours
- classroom meetings are not a time to discuss individual conflicts or gossip about others
- meetings can identify and address problems affecting the group as a whole
- topics should be broad and lead to solutions that build on trust and respect between learners
- end the meeting with a reminder that it is everyone's job to make the school a positive place to learn. Encourage learners to talk to teachers or other trusted adults if they see bullying behaviours or are worried about how someone is being treated
- follow-up when necessary. Monitor learners' body language and reactions. If a topic seems to be affecting a learner, follow-up with him or her.

4. Treat everyone with respect

- stop and think before you say or do something that could hurt someone
- if you feel like being mean to someone, find something else to do
- talk to an adult you trust
- keep in mind that everyone is different. Not better or worse. Just different
- if you think you have bullied someone in the past, apologize. Everyone feels better.

5. Define actions that learners can take to avoid being bullied

- stay away from places where bullying happens
- stay near to adults and other learners. Most bullying happens when adults are not around.

6. Define what to do if learners experience bullying behaviour

- look at the person bullying you and tell him or her to stop in a calm, clear voice. If speaking up seems too hard or not safe, walk away and stay away
- do not fight back
- find an adult to stop the bullying on the spot.

7. Encourage everyone to stand up for those being bullied

When teachers and learners see bullying behaviours occurring, there are safe things they can do to make it stop. Teachers can give the following advice to learners to take action on:

- talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help
- be kind to the persons being bullied. Show the persons that you care by trying to include them. Sit beside them in class, play with them at break time and talk to them at school. Just being with them will help them know they are not alone
- not saying anything could make it worse for everyone. The learner who is doing the bullying behaviour will think it is acceptable to treat others that way
- groups of learners can talk to a teacher, head teacher, PTA member or parent
- create posters for your school about bullying
- be a role model for younger learners.





ACTIVITY 4.6.1: ANTI-BULLYING GUIDELINES



ORGANISATION

Group work in four groups



MATERIALS

A BLANK FLIPCHART FOR EACH GROUP, PENS
FLIPCHART 4.6.2: ANTI-BULLYING GUIDELINES

Explain that this activity focuses on creating anti-bullying guidelines, which define clear responsibilities for learners, teachers, head teachers and PTA members. The guidelines should relate to the local context and legal framework.

Show the FLIPCHART 4.6.2: ANTI-BULLYING GUIDELINES and give each group 10 sticky notes.

Assign each group one of the four types of 'stakeholders' – learners, teachers, head teachers and PTA members. Ask them to list the actions their group should take to prevent bullying behaviours and write each example on a sticky note. Give examples:

- **learners** stay away from the places where bullying behaviour happens, stay with groups of friends
- **teachers** make time for classroom meetings and talk through scenarios and incidents with all learners
- **head teachers** provide positive role models, establish school rules
- **PTA members** monitor the implementation of the school rules.

Ask each group in turn to present their examples by placing them on the flipchart. Note where the actions suggested could also be taken by other stakeholders. For example, could something that teachers do be replicated by PTA members?

Ask participants if there are any elements from the TCOC that could be used in the anti-bullying guidelines.

Explain that the different actions from each group of people work together like a policy. Ask whether it is possible and realistic for these guidelines to be shared with the whole school?



SUMMARY

Give a brief summary of the main points in the session:

- prevention is the most powerful and helpful way to minimise the effects of bullying behaviour
- teachers, head teachers, PTA members and learners can all take preventive actions to combat bullying
- anti-bullying guidelines, rules or policy is an important document for all schools.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.6: PREVENTING BULLYING IN SCHOOL

FLIPCHART 4.6.1: PREVENTING BULLYING BEHAVIOUR IN SCHOOLS

1. Create a safe and supportive environment
2. Manage classrooms to prevent bullying
3. Organise regular classroom meetings
4. Treat everyone with respect
5. Define actions learners can take to avoid being bullied
6. Define what to do if learners experience bullying behaviour
7. Encourage everyone to stand up for those being bullied

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.6: PREVENTING BULLYING IN SCHOOL

FLIPCHART 4.6.2: ANTI- BULLYING GUIDELINES

PERSON	ACTION
Head teacher	
Teacher	
PTA member	
All learners	



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

Session set up



AIM

To give participants practical tools to combat bullying in schools



OBJECTIVES

Participants know appropriate consequences for bullying behaviour and are able to apply them



TIMING

60 mins



MATERIALS

BLANK FLIPCHART AND PEN
HANDOUT 4.7.1: BULLYING SCENARIOS
HANDOUT 4.7.2: AN ANTI-BULLYING SYSTEM
HANDOUT 4.7.3: 10 APPROACHES TO STOP BULLYING BEHAVIOUR

4

INTRODUCTION

This session focuses on **intervention** and **response**. These are necessary when **prevention** has failed.

Combating bullying involves various actions that limit the impact of bullying incidents. Teachers have a special role in creating a bullying-free environment within the school, classroom and amongst learners. Teachers therefore need knowledge and skills to:

- recognise bullying
- solve issues related to bullying behaviour
- prevent future bullying behaviour.

There are various steps to combat bullying including:

- listen to the victim and perpetrator individually
- decide on and implement the consequence for the perpetrator
- support the perpetrator in apologising to the victim
- follow up and closely observe situation.

SESSION GUIDANCE

Explain that once the principles have been agreed, schools must have an anti-bullying system with clear guidance for teachers to **prevent**, **intervene** and **respond** to incidences of bullying behaviour. Ask participants:

- do your schools have approved anti-bullying principles?
- is there a formal procedure for teachers to follow in response to bullying behaviour?
- if yes, then explain them.

Give participants **HANDOUT 4.7.1: TEN STEPS FOR COMBATING BULLYING BEHAVIOUR**



Charlotte Bogh



ACTIVITY 4.7.1.: COMBATING BULLYING ROLE PLAY



ORGANISATION

Role play in four groups



MATERIALS

HANDOUT 4.7.2: BULLYING SCENARIOS

HANDOUT 4.7.3: A SAMPLE ANTI-BULLYING SYSTEM

Give the participants HANDOUT 4.7.3: A SAMPLE ANTI-BULLYING SYSTEM.

Explain that the groups will do a role-play of five minutes' duration in this activity. Explain the 10 steps with examples.

1. Establish a school anti-bullying policy

Outline that the school should have anti-bullying systems in place which should include:

- definition and types of bullying behaviour
- impact and indicators of bullying behaviour
- school principles for best practices in dealing with bullying behaviour
- identification of key, anti-bullying focal point within the school
- reporting system
- response procedure.

2. Pay attention

There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every learner may not exhibit warning signs, or may go to great lengths to hide it. This is where paying attention is most valuable. Engage learners on a daily basis and ask open-ended questions that encourage conversation.

3. Do not ignore it

Never assume that a situation is harmless teasing. Different learners have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a learner feels threatened in any way, take it seriously, and assure the learner that you are there for them and will help.

4. When you see something — do something

Intervene as soon as you even think there may be a problem between learners. Being a victim or a perpetrator of bullying behaviour can affect them for a lifetime. All questionable behaviour should be addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure always to refer to your school's anti-bullying policy.

5. Remain calm

When you intervene, refuse to argue with the learner. Model the respectful behaviour you expect from the learners. Make sure everyone is safe and that no one needs immediate medical attention. Reassure the learners involved, as well as the bystanders. Explain to them what needs to happen next: bystanders go on to their expected destination while the learners involved should be taken separately to a safe place.

6. Deal with learners individually

Do not attempt to sort out the facts while everyone is present, do not allow the learners involved to talk with one another, and do not ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved, including bystanders, on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.

7. Do not solve the problem on the spot, but investigate more

Label the behaviour as bullying. Explain that you take this type of behaviour very seriously and that you plan to understand the cause and effect of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy. This empowers the bullied child and the bystanders to feel that someone will finally listen to their concerns and be fair about outcomes.

8. Hold bystanders accountable

Bystanders provide those doing bullying behaviour an audience, and often actually encourage those behaviours. Explain that this type of behaviour is wrong, and will not be tolerated. They have the right and responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying behaviour.

9. Listen and do not pre-judge

It is possible that the person you suspect to be doing bullying behaviour may actually be a bullied themselves, signaling that they need help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.

10. Get appropriate professional help

Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the learner to a medical professional, counsellor.

Go through the timing for this activity

- once groups have been given a scenario for the role play, they will have ten minutes to prepare the role play
- each group then has five minutes to do their role play.

Point out that five minutes is a short period of time for the role play. The content of the role play needs to be concise and focused on the 10 steps.

Give HANDOUT 4.7.2: BULLYING SCENARIOS and assign one of the scenarios to each group.

Encourage them to use HANDOUT 4.7.3: A SAMPLE ANTI-BULLYING SYSTEM to guide the teacher's response in the role play. Emphasise that the focus of the role play is on the teacher's actions, **not** re-enacting the bullying behaviour. The role-play should start from the point directly **after** what is described in the scenario.

Gather groups back to plenary to do their role play in plenary.

Summarise some of the examples of actions that teachers can take to intervene in, respond to and resolve instances of bullying behaviour. Make sure that participants know teachers should continue to supervise and observe the victim and perpetrator for a period of time after the event.

SUMMARY

Give a brief summary of the main points in the session:

- prevention, intervention and response are key element in combating bullying behaviour
- schools must have an anti-bullying system with clear guidance for teachers
- teachers need knowledge and skills in recognising bullying, solving issues and preventing future bullying behaviour.



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.1: TEN STEPS FOR COMBATING BULLYING BEHAVIOUR

1. Establish a school anti-bullying policy
2. Pay attention
3. Do not ignore it
4. When you see something — do something
5. Remain calm
6. Deal with learners individually
7. Do not solve the problem on the spot, but investigate more
8. Hold bystanders accountable
9. Listen and do not pre-judge
10. Get appropriate professional help

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.2: BULLYING SCENARIOS

Prepare a five-minute role play of what happens directly after what is described in one of the scenarios.

Case 1: The P5 boys play football in the playground as they use to do. Joseph tries again to join the game but Peter and John do not want him to. Peter chases Joseph, and kicks him on the leg and punches his chest. Joseph cries out in pain and runs out of the school compound. A member of the PTA finds Joseph and brings him back to tell his teacher what had happened so the teacher can talk to Joseph...

Case 2: Mary often follows Sarah as they go to and from school, calling her horrible names and telling Sarah that she looks ugly and dirty. When Sarah tries to walk faster to get away from Mary, Mary walks faster too. Sarah sometimes waits to go to school until she is late so that she does not have to see Mary. Sarah gets in trouble at school for being late. The teacher meets with Sarah at break-time to find out why she is late...

Case 3: Mohammed is a boy in P4. He is good at mathematics and does well in class. Haroun is also in P4 and finds mathematics very difficult. Haroun sits next to Mohammed. Haroun often tries to spoil Mohammed's work or concentration. Haroun ruins Mohammed's exercise book with his pen, drawing all over Mohammed's full page of work. When the teacher finds Mohammed's exercise book with the ruined page, he calls Mohammed for a meeting...

Case 4: In P4, a group of girls dominate other girls in the class and bully them systematically. It happens in a very quiet way and is very difficult to recognise. They often tease two very shy girls, calling them horrible names, pinching them or destroying their homework. One especially bad day one of the shy girls, Haruma, starts crying during a lesson without any clear reason, but obviously something is very wrong. After a talk with Haruma, the teacher calls the bullying girls for a talk...

Case 5: A group of larger boys stands at the gate and shouts at a group of younger girls coming into school. As the weeks go by, the verbal harassment increases and the group of boys start pushing and pinching, slapping and poking the girls. None of the girls dares to say anything. One day the bullying is especially violent – the boys push one of the girls so she falls and her arm and leg are badly hurt. A teacher sees the incident. After talking to the girls, he calls the bullying boys into his classroom...

Case 6: Elyas is not very good at mathematics and is very often not able to answer the questions that the teacher asks. Behind the teacher's back they point at Elyas, especially when he is working at the blackboard. One day a boy takes Elyas's homework and tears the pages out of his exercise book. Elyas fights to get the homework back, hitting out, scratching and shouting at the other boy. The teacher has a talk with Elyas and then he talks to the boy who was bullying him...

4

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.3: A SAMPLE ANTI-BULLYING SYSTEM

SUPPORTING THE CHILD WHO HAS BEEN BULLIED	DEALING WITH THE LEARNER(S) ENGAGED IN THE BULLYING BEHAVIOUR
<ol style="list-style-type: none">1. Find out as much as possible about the incident.2. Ask the bullied child to attend a meeting in a discreet way, in a safe place for a conversation.3. Explain the reason for the meeting and about what s/he heard about the bullying behaviour.4. Show support to the learner; 'I do not accept any more behaviour like that.'5. Listen to the victim, if s/he wants to clarify the situation.6. Explain that the victim will be informed about what is going to happen. The victim will also be asked to meet again for a follow-up.7. If possible, involve the child in decisions related to actions to be taken while remaining as the responsible adult.	<ol style="list-style-type: none">1. Review all the information from the initial report, the conversation with the child being bullied and from observation.2. Hold individual conversations with the learner/s doing the bullying.3. Start the conversation with a decisive but not fierce tone, stating facts: 'I know that bullying behaviour has been happening and that you are involved.'4. Accept and support the person, but not the bullying behaviour.5. Give opportunity for the learner to express him/herself.6. Do not agree or respond to the learner trying to justify the actions.7. Agree on a constructive solution. Begin by asking, 'What would you suggest as a way to stop the bullying behaviour?' A consequence and an apology should always be agreed and planned for.
FOLLOW UP	
<ol style="list-style-type: none">1. Follow up with both parties.2. Arrange individual follow-up meetings 2- 4 days later with both the victim and the learner doing the bullying.3. Review actions taken and those still pending.4. Inform parents of both parties about the incident, and keep them informed about each step taken.	



4



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.8: RESPONDING TO BULLYING BEHAVIOUR

Session set up



AIM

To give participants practical tools to respond to bullying behaviour



OBJECTIVES

Participants gain practical skills in responding to bullying behaviour



TIMING

60 mins



MATERIALS

BLANK FLIPCHART AND PEN
FLIPCHART 4.8.1: RESPONSE TO BULLYING BEHAVIOUR

INTRODUCTION

When dealing with bullying behaviour, it is important to understand the **motivation** for behaviour choices concerning bullying. The feeling of power over a victim, along with the feeling of belonging to a group are the stimuli for bullying behaviour.



SESSION GUIDANCE

Emphasize to participants that it is vital that learners know how to report bullying behaviour. This includes clear information about bullying so that learners feel confident that they will be believed and that the teacher will understand.

It is crucial that teachers take every report of bullying seriously. It can be difficult to

differentiate between bullying behaviour and normal, everyday quarrels between learners. However this difficulty is reduced if schools have a clear definition of bullying. It is also important that learners, school staff and parents know the difference between bullying and everyday conflict in relationships.



ACTIVITY 4.8.1: RESPONDING TO BULLYING BEHAVIOUR



ORGANISATION

Plenary



MATERIALS

BLANK FLIPCHART

FLIPCHART 4.8.1: RESPONDING TO BULLYING BEHAVIOUR

Explain that it is vital that teachers identify the root causes for the bullying behaviour.

Show FLIPCHART 4.8.1: RESPONDING TO BULLYING BEHAVIOUR in plenary and explain three key responses to bullying behaviour:

- **Correction:** Providing the appropriate care to the person who has been bullied.
- **Deterrent:** Discourage someone from bullying behaviour. This response should serve as a way to correct the behaviour and prevent it from happening again.
- **Apology:** Those engaged in bullying saying sorry and deciding to change.

In plenary ask participants to suggest specific consequences for learners engaged in bullying. These should be a correction that deters a repetition of the bullying behaviour.

Write the suggestions on a blank flipchart. **Do not** write any examples that are physical or humiliating punishments. If these kinds of suggestions are made, rephrase them into constructive, positive examples. Examples could include:

1. The person doing the bullying behaviour is temporarily put into another classroom at the times when the behaviour has been occurring.
2. Emphasise that this is only a temporary solution; this does not resolve the issue by itself.
3. A verbal warning is given to the person doing the bullying behaviour.
4. A written warning is given to the person doing the bullying behaviour, which is noted in his/hers school record.
5. The person doing the bullying behaviour is sent to the head teacher and has to explain why he/she has been sent.
6. A meeting is held between the person doing the bullying behaviour, his/hers parents, the victim and their parents, and the teacher.

Repeat with the participants the anti bullying system.



SUMMARY

Give a brief summary of the main points in the session:

- teachers must identify the root causes for the bullying behaviour
- teachers should always take every report of bullying seriously
- correction – deterrent – apology are the key responses in relation to bullying behaviour.



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.8: PRACTICAL STEPS FOR COMBATING BULLYING

FLIPCHART 4.8.1: RESPONDING TO BULLYING BEHAVIOUR

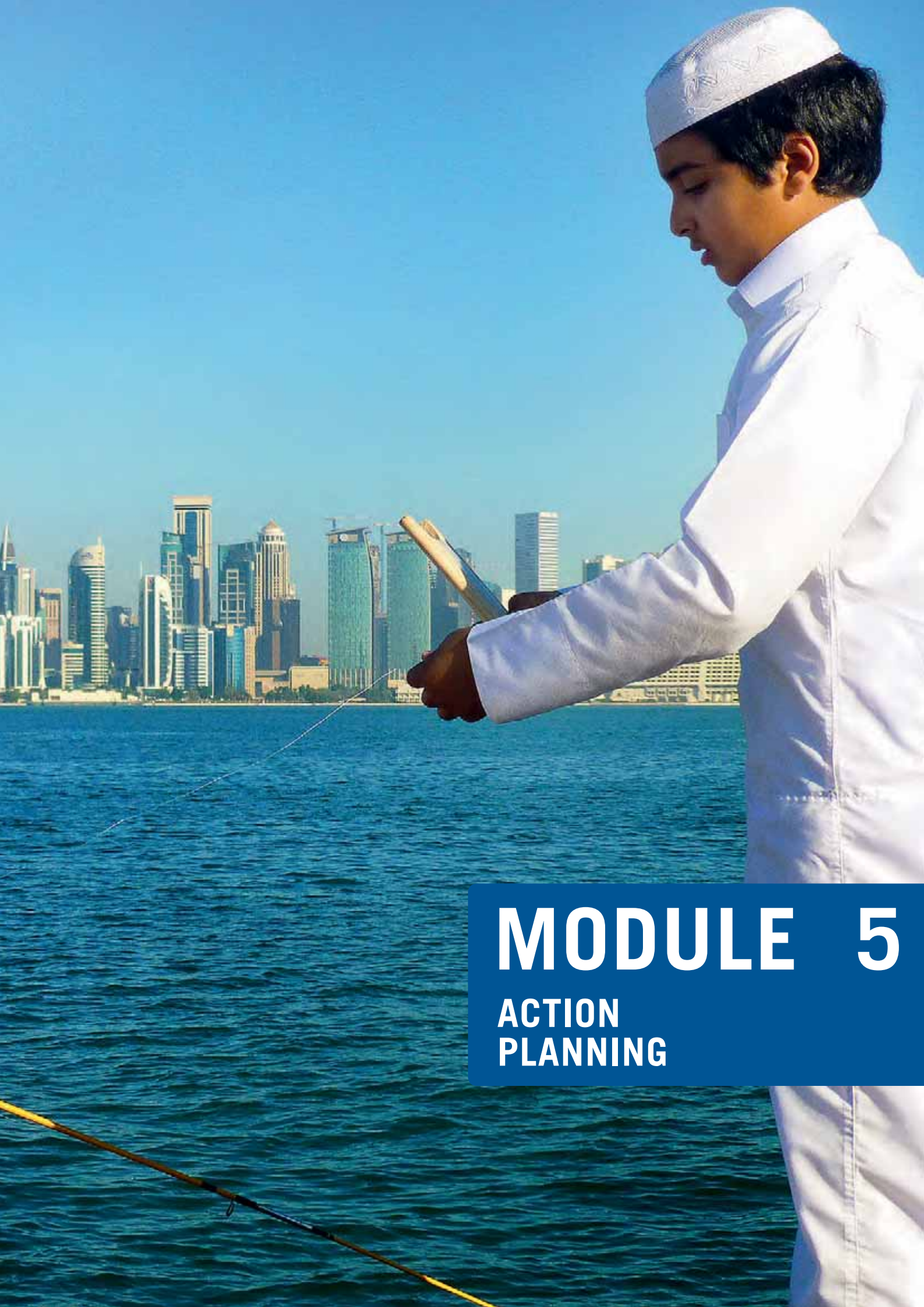
CORRECTION

DETERRENT

APOLOGY

4





MODULE 5

ACTION PLANNING



MODULE 5: ACTION PLANNING

SESSION 5.1: ACTION PLANNING IN PRACTICE

Session set up



AIM

To develop action plans for measuring the progress in their work with SCOC



OBJECTIVES

Participants know how to monitor progress of their work over time



TIMING

120 mins



MATERIALS

HANDOUT 5.1.1: GUIDANCE ON ACTION PLANNING

HANDOUT 5.1.2: SCHOOL ACTION PLAN

INTRODUCTION

The learning from the School Code of Conduct training has to be integrated into daily life in schools. Making an action plan is a way to make sure the learning will be implemented in the classroom and school. It describes the way the teachers participating in the training will use the learning from the training to meet the objective of improving the quality of the learning environment and learning outcomes.

An action plan consists of a number of action steps or changes to be implemented. Typically, each action step or change should include the following information:

- **What** actions or changes will occur?
- **Who** will carry out these changes?
- **When** will it take place and for how long?

- **what resources** (money, staff) are needed to carry out these changes?
- **who** should know what?

Action Planning should be SMART:

- **Specific:** answers the question ‘what will be done?’ and describes the results
- **Measurable:** addresses the question ‘how will we know we’ve achieved it?’ and defines an objective using assessable terms (such as frequency, quantity, quality, etc.)
- **Achievable:** looks at time frame, resources, and opportunity and answers the question ‘do we have the capability of achieving this?’
- **Relevant:** addresses the questions ‘should it be done? And why?’ and considers the impact of the results
- **Time-bound:** addresses the question ‘when will it be accomplished?’ and considers not only the endpoint but also milestones/check points.

Action plans need to be periodically reviewed to check progress. It might be a good idea to establish peerto peer teachers’ circles in order to follow up and review lessons learnt.

Communicating to everyone that all inputs should be incorporated in the action plan and monitoring the progress is vital for success. Keeping several questions in helps to clarify the process:

- are we doing what we said we would do?
- what challenges are we facing?
- is what we are doing working for an improved learning environment?
- celebrating the accomplishments keeps everyone excited and interested in the work they are doing.





SESSION GUIDANCE

Ask the participants to refer to HANDOUT 1.0.2: TRAINING OBJECTIVES to get an overview of all the modules and sessions. This helps participants to keep track of what they have learned. Review the sessions by asking for key words and phrases:

MODULE 1: TEACHERS' CODE OF CONDUCT

- 1.1 The 'good' teacher**
Refer to FLIPCHART 1.1.1. 'A good teacher follows the Teachers' Code of Conduct'
- 1.2 The Teachers' Code of Conduct – what and why?**
Child protection; improved learning outcomes; standards of professional conduct
- 1.3 The Teachers' Code of Conduct – content and obligations**
Teacher roles and responsibilities, violations, sanctions
- 1.4 Violations and penalties**
Types of sanctions
- 1.5 Incident reporting and follow-up**
System for reporting, sanctions and record keeping

MODULE 2: SAFE, INCLUSIVE SCHOOLS

- 2.1 The 'good' school**
The safe and protective school with a good atmosphere
- 2.2 The quality learning environment**
Learners are protected from violence and abuse, have positive, respectful relationships with peers and teachers
- 2.3 The teacher's role in well-being in school**
Teachers contribution to a caring and protective learning environment
- 2.4 Positive interaction between teachers and learners**
Active listening, clear, concise, coherent, correct, courteous
- 2.5 Equality, equity and inclusion**
Fairness, inclusion, supporting learning outcomes of all, identity, differences
- 2.6 Celebrating teachers**
Rewards for adhering to the TCOC

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

- 3.1 The child in the centre**
Circles of protection, duty bearers responsibilities
- 3.2 Child well-being in school**
Sense of belonging, control, self-worth, personal attachment, relationships with peers, intellectual stimulation, safety
- 3.3 Child protection in school**
Physical, intellectual, emotional and social factors
- 3.4 Identifying children in need of protection**
Signs of harm and distress
- 3.5 Teachers' response to signs of protection concerns**
Duration and frequency, intensity and severity, closeness of relationship, personal background
- 3.6 Referral of learners in need of specialised support**
Mapping of existing service providers and referral systems

MODULE 4: VIOLENCE-FREE SCHOOL

- 4.1 Physical and humiliating punishment**
Fear, humiliation, pain, cycle of violence, disagree, unjust
- 4.2 How to apply positive discipline in the classroom**
Consequence rather than punishment, promoting learning, self-control and self-discipline
- 4.3 Classroom rules**
Few realistic rules all in the class have to adhere to
- 4.4. Responding to poor and good behaviour**
Consistent and firm information and praise good behaviour
- 4.5 Bullying and its impact**
Bullying behaviours, not bullies; impact on the person doing the bullying and on the victim
- 4.6 Preventing bullying in school**
Prevention, intervention, response; apology, correction, deterrent
- 4.7 Practical steps for combating bullying**
Prevention, intervention and response
- 4.8 Responding to bullying behaviour**
Apology, correction and deterrent



ACTIVITY 5.1.1: ACTION PLANNING



ORGANISATION

Group work



MATERIALS

BLANK FLIPCHART

HANDOUT 5.1.1: HOW TO DEVELOP AN ACTION PLAN

HANDOUT 5.1.2: FORMAT FOR A SCHOOL ACTION PLAN

HANDOUT 5.1.3: SCHOOL CODE OF CONDUCT ACTION PLAN

FOLLOW UP ASSESSMENT

Ask participants to get into groups (teachers from the same school together, or group as per most logical divisions). Distribute HANDOUT 5.1.1: HOW TO DEVELOP AN ACTION PLAN and HANDOUT 5.1.2: FORMAT FOR A SCHOOL ACTION PLAN. The groups should only use the format if it is relevant for their action plans.

Explain that the purpose of this activity is for participants to decide and plan how to integrate the learning from this training into their professional lives in school and classroom. The groups working together should agree concrete tasks, for example, relating to each module or to specific subject areas covered in the training.

Give an example: For **session 1.4: Violations and penalties of teachers**, the action plan could be as follows:

- immediate action: find out any weaknesses in the informal system for violations of rules by consulting with the head teacher, LEA and PTA, and share information about the formal system in the next staff meeting
- give induction to all new teachers, explaining the TCOC including the formal penalties system for responding to violations.

The action plan should be realistic and doable as a practical plan for their schools or local and central education authorities. A realistic time schedule could be one term or one school year. Give the participants HANDOUT 5.1.3: SCHOOL CODE OF CONDUCT ACTION PLAN FOLLOW UP ASSESSMENT and explain this in a tool, they can use, when follow up on the action plan.

Ask the groups to take a blank flipchart and use the handouts when they compile their actions and activities. Invite all the groups to do a 'gallery walk,' visiting and reviewing each group's action plan and sharing ideas. Give participants a chance to integrate ideas shared in the gallery walk into their own action plans.



SUMMARY

Give a brief summary of the main points in the session:

- an action plan can apply learning from training into daily practice
- an action plan can measure the progress of work over time
- teachers can support their colleagues by sharing learning with one another.

MODULE 5: ACTION PLANNING

SESSION 5.1: ACTION PLANNING IN PRACTICE

HANDOUT 5.1.1: GUIDANCE ON ACTION PLANNING

Developing an action plan is a way of ensuring that learning from this training is concretely implemented in the classroom and school. An action plan describes the way the teachers will use the learning from the training to meet the objective of improving the quality of the learning environment and learning outcomes.

An action plan consists of a number of action steps or changes to be implemented. Typically, each action step or change should include the following information:

- **what** actions or changes will occur?
- **who** will carry out these changes?
- **when** they will take place, and for how long?
- **what resources** (money, staff) are needed to carry out these changes?
- **communication** – who should know what?

Action planning should be **SMART**:

- **Specific**: answers the question ‘what will be done?’ and describes the results
- **Measurable**: addresses the question ‘how will we know we’ve achieved it?’ and defines an objective using assessable terms such as frequency, quantity, quality
- **Achievable**: looks at timeframe, resources, and opportunity and answers the question ‘do we have the capability of achieving this?’
- **Relevant**: addresses the questions ‘should it be done? And why?’ and considers the impact of the results
- **Time-bound**: addresses the question ‘when will it be accomplished?’ and considers not only the endpoint but also milestones/check points.

Action plans need to be periodically reviewed to check progress.

MODULE 5: ACTION PLANNING

SESSION 5.1 : ACTION PLANNING IN PRACTICE

HANDOUT 5.1.2: FORMAT FOR A SCHOOL ACTION PLAN

School name:					School location:				
School level:	P	S	TVET	Other					
Teacher name:					Head teacher name:				
					Chair of the PTA name:				
					Deputy chair of the PTA name:				

Code of Conduct Item	Immediate Action	Long-term Action	Person responsible

MODULE 5: ACTION PLANNING

SESSION 5.1: ACTION PLANNING IN PRACTICE

HANDOUT 5.1.3: School Code of Conduct Action Plan follow up assessment

Assessment guidance: You or the education team can conduct a rapid assessment answering the questions below. It can e.g. be 6 months or one year after implementing the SCOC Action Plan. Please fill in the below matrix and submit to Save the Children education team at the Country Office.

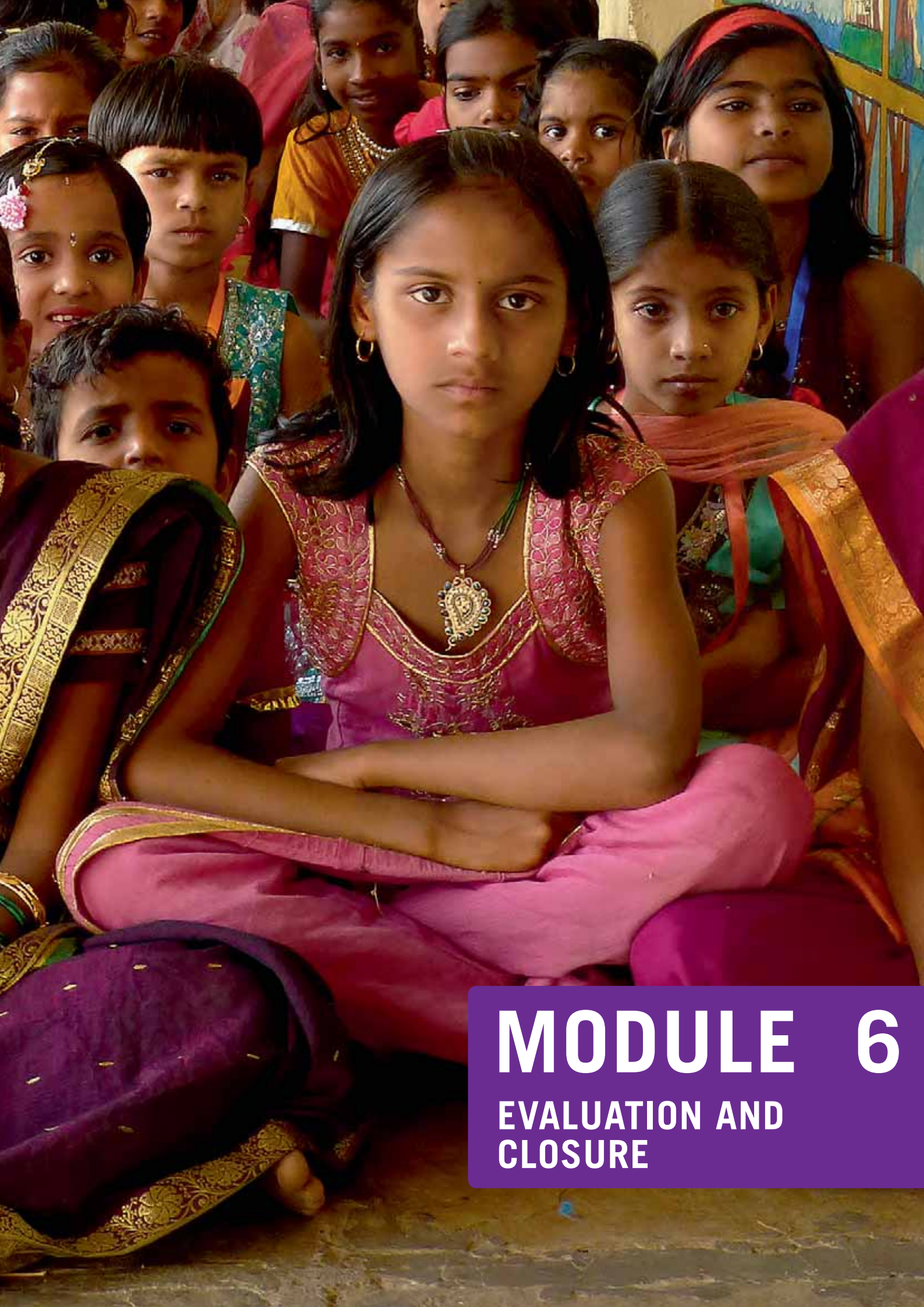
1: How successful was the implementation of the Action Plan? (Please describe what elements were implemented and what were not implemented and why)

2: What were the lessons learned from implementing the Action Plan? (Please describe any lessons learned from implementing the SCOC Action Plan in terms of: A) What were the challenges/constraints in implementing the Action Plan; and B) How did you mitigate these challenges/constraints. For example challenges with resources (money, staff), buy-in from other stakeholders, or unrealistic timeframes. Focus on what is useful lessons for others to learn from if they were to implement similar SCOC Action Plans)

3. What changes occurred as a result of implementing the SCOC Action Plan? (Please describe the changes you have already noticed as a result of implementing the SCOC Action Plan. Focus on the positive changes in terms of the improvements in the learning environment. Include also any unintended negative effects of implementing the SCOC Action Plan. This could for example be certain elements of the SCOC that have worked to the contrary to what was intended)

5





MODULE 6

EVALUATION AND
CLOSURE



MODULE 6: EVALUATION AND CLOSURE

SESSION 6.1: REVIEW AND EVALUATION

Session set up



AIM

To record participants' assessment of the training



OBJECTIVES

Participants evaluate learning from the training



TIMING

30 mins



MATERIALS

HANDOUT 1.0.2: TRAINING OBJECTIVES

FLIPCHART 1.0.3: EXPECTATIONS

FLIPCHART 1.0.4: PARKING LOT

ANNEX E: OVERALL EVALUATION

INTRODUCTION

The review and evaluation session provides a good opportunity to find out to what extent the training has met the expectations of the participants.

The learning from the review and evaluation can also be useful for facilitator/s and the training organisation in capturing strengths and weaknesses in the training programme and in planning how to take the lesson learned forward.

SESSION GUIDANCE

Review the **training objectives** with the participants to check whether they have been achieved.

Review the personal **expectations** set out in the introductory session too. Unmet expectations can be noted in the facilitators' report, to be picked up at a later stage, when the opportunity arises.

Review the **parking lot** to cover any unanswered questions or issues. At this stage in the training, facilitators should try to ensure that all questions have been answered or resolved.

The **overall evaluation form** that participants complete is important for facilitators to track and record the participants' perspectives and possible future needs.

If there is enough time available, try to include a **CHAIR EVALUATION** too. See **ACTIVITY 6.1.3 : CHAIR EVALUATION**



ACTIVITY 6.1.1: REVIEW OF THE TRAINING



ORGANISATION

Plenary and Individual work



MATERIALS

HANDOUT 1.0.2: TRAINING OBJECTIVES

FLIPCHART 1.0.3: EXPECTATIONS

FLIPCHART 1.0.4: PARKING LOT

Explain the process for reviewing the training, beginning with the training objectives. Use **HANDOUT 1.0.2: TRAINING OBJECTIVES**.

Then provide time for reflections and feedback of the individual expectations based on the flipchart used at the beginning of the training in the introductory session. **FLIPCHART 1.0.3: EXPECTATIONS**.

The purpose is to get an understanding of how far the training have achieved the objectives of the training and whether the personal expectations have been met.

Review the parking lot **FLIPCHART 1.0.4: PARKING LOT** together with the participants, and ensure that all questions are answered or resolved.



ACTIVITY 6.1.2: OVERALL EVALUATION



ORGANISATION

individual work



MATERIALS

HANDOUT 6.1.1: OVERALL EVALUATION ANNEX E

Give out **HANDOUT 6.1.1: OVERALL EVALUATION ANNEX E**. Explain that this is an important tool for facilitators to gather participants' opinions of how the training was organised.

Ask participants to write their name (if they wish) and the date at the top, answer all the questions to the best of their ability and hand it to the facilitator when they are finished.

ACTIVITY 6.1.3: CHAIR EVALUATION



ORGANISATION

Plenary



MATERIALS

Push all the tables and chairs to the sides of the room. Take ten chairs and place them in a straight line in the centre of the room.

Explain that each chair represents a number in order, from 1 to 10 (1 is the lowest and 10 is the highest score). For each module, ask participants to decide what score to give and to stand by that chair.

For example, 'I think that I am very familiar with the content and purpose of the Teachers' Code of Conduct. I want to use it in my work, so I will stand by the number 9 chair.'

Go through each of the modules, getting participants to score each one according to their opinion of themselves as individuals. Ask someone to record the scores given for each module.

Ask participants to help bring the tables and chairs back and invite them to take a seat.

Refer to FLIPCHART 1.0.4: PARKING LOT and address the questions. Check whether participants are satisfied with the answers. Ask participants to volunteer to give answers for unresolved items. Give a summary and/or additional technical information when necessary.



Charlotte Bogh

MODULE 6: EVALUATION AND CLOSURE

SESSION 6.1: REVIEW AND EVALUATION

HANDOUT 6.1.1: OVERALL EVALUATION

Purpose: Please reflect on this workshop and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept confidential.

Name (optional): _____

Check (✓) the most appropriate box. Please rate the following categories on a scale of 1 – 4, Where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives				
The content of the workshop is relevant to my work				
What I have learned will impact on the way I work				
The methodology used helped me to understand the concepts				
The quality of the learning materials and aids was useful				
The facilitation and presentation helped me to learn				
The venue and accommodation were appropriate				

Which sessions or activities were the most useful for your professional development?

What improvements would you suggest for similar workshops?

Were any critical things missing or inadequately addressed in this workshop? If yes, which ones?

How would you rate the learning value gained from the instruction and explanations?

Excellent Very good Good Fair Poor

How would you rate the learning value gained from the group activities and exercises?

Excellent Very good Good Fair Poor

When it comes to applying the learning from this workshop to your work:

I feel very confident and strong in: _____

I would appreciate further support in: _____





Charlotte Begh

MODULE 6: EVALUATION AND CLOSURE

SESSION 6.2: FAREWELL AND CLOSING

Session set up



AIM

To round up and officially close the training



OBJECTIVES

Participants take their leave and say goodbye



TIMING

30 mins



MATERIALS

1 STONE OR PAPER PER PARTICIPANT
ANNEX F: CERTIFICATES

INTRODUCTION

The training has come to an end. It is very important to ensure that the training is closed positively and calmly.

Explain any further plans for follow-up on action plans, exchange of experiences by email or other activities.

Identify next steps on the work plan (mentoring, monitoring visits, next assessment).

The closing session gives an opportunity to formally recognise the efforts of all those who supported the training; cooks, cleaners, drivers, logistics staff, donors and most importantly, the participants themselves.

Make sure the certificates (ANNEX F: CERTIFICATE) are ready and have the correct details on them.



SESSION GUIDANCE

Gather in plenary and explain that the training has come to an end.

Explain that it is now time to sincerely thank all those involved in organising and supporting the training.

Give out certificates to all participants that have completed the training. Arrange a small certificate ceremony to present the certificates and shake hands with each participant. Express thanks for their participation and give time for everyone to say goodbye to one another. Congratulate them for their hard work, contributions and participation and wish them good luck for the future.



ACTIVITY 6.2.1: STONES IN THE POND



ORGANISATION

Plenary



MATERIALS

ONE STONE OR A PIECE OF PAPER PER PARTICIPANT

Ask each participant to find a small stone that fits into their hand. If there are no stones available, substitute with a piece of crumpled paper.

Gather participants in a circle, standing or seated. Explain the game called ‘Stones in the pond.’ Point to the area in the middle of the circle and explain that this is the pond.

One by one, going around the circle, invite participants to throw their stone into the pond, as they say one thing that they have enjoyed or appreciated about the training or wish for the future. Give an example, by throwing your stone gently into the pond, and say ‘I have appreciated the high level of participation by everyone, that has made my job as a facilitator easy and enjoyable’ or an alternative.

Once everyone has thrown their stone into the pond and spoken, have a round of applause to celebrate all the contributions to this game and to the whole training.





ANNEXES 7

CONTENTS

- Annex A: Sample training programme
- Annex B: Session, flipchart and handout overview
- Annex C: Example of a Teachers' Code of Conduct
- Annex D: Evaluation of individual modules
- Annex E: Overall evaluation form
- Annex F: Certificate of participation
- Annex G: Energisers
- Annex H: List of abbreviations
- Annex I: Literature and references
- Handouts

ANNEX A

SAMPLE TRAINING PROGRAMME

SCHOOL CODE OF CONDUCT TRAINING PROGRAMME DATES OF TRAINING: PLACE, COUNTRY

Day	Time	MODULE 1: Teachers' code of conduct	Duration	Responsible
	08.30 - 09.00	Registration	30 mins	
DAY ONE	09.00 - 10.00	Sessions 1.0: Welcome and Introduction	60 mins	
	10.00 - 11.00	Session 1.1: The 'good' teacher	60 mins	
	11.00 - 11.15	<i>Break</i>		
	11.15 - 12.15	Session 1.2: Teachers' Code of Conduct – what and why?	60 mins	
	12.15 - 13.15	Session 1.3: Teachers' Code of Conduct – content and obligations	60 mins	
	13.15 - 14.15	<i>Lunch</i>		
	14.15 - 15.15	Session 1.4: Violations and penalties	60 mins	
	15.15 - 16.15	Session 1.5: Incident reporting and follow-up	60 mins	
	16.15 - 16.30	<i>Break</i>		
	16.30 - 16.45	Wrap up – evaluation of the day	15 mins	
	Day	Time	MODULE 2: Safe, inclusive schools	Duration
DAY TWO	08.30 - 09.00	Day 1 Recap, parking lot and evaluation feedback. Programme for Day Two	30 mins	
	09.00 - 10.00	Session 2.1: The 'good' school	60 mins	
	10.00 - 11.00	Session 2.2: The quality learning environment	60 mins	
	11.00 - 11.15	<i>Break</i>		
	11.15 - 12.15	Session 2.3: The teacher's role in well-being in school	60 mins	
	12.15 - 13.15	Session 2.4: Positive interaction between teachers and learners	60 mins	
	13.15 - 14.15	<i>Lunch</i>		
	14.15 - 15.15	Session 2.5: Equality, equity and inclusion	60 mins	
	15.15 - 16.15	Session 2.6: Celebrating teachers	60 mins	
	16.15 - 16.30	<i>Break</i>		
	16.30 - 16.45	Wrap Up – Evaluation of the day	15 mins	

Day	Time	MODULE 3: Well-being and protection in schools	Duration	Responsible	
DAY THREE	08.30 - 09.00	Day 2 Recap, parking lot and evaluation feedback. Programme for Day Three	30 mins		
	09.00 - 10.00	Session 3.1: The child in the centre	60 mins		
	10.00 - 11.00	Session 3.2: Child well-being in school	60 mins		
	11.00 - 11.15	<i>Break</i>			
	11.15 - 12.15	Session 3.3: Child protection in school	60 mins		
	12.15 - 13.15	Session 3.4: Identifying children in need for protection	60 mins		
	13.15 - 14.15	<i>Lunch</i>			
	14.15 - 15.15	Session 3.5: Teachers' response to signs of child protection concerns	60 mins		
	15.15 - 16.15	Session 3.6: Referral of learners to specialised support	60 mins		
	16.15 - 16.30	<i>Break</i>			
	16.30 - 16.45	Wrap up – evaluation of the day	15 mins		
Day	Time	MODULE 4: Violence-free schools	Duration		
DAY FOUR	08.30 - 09.00	Day 3 Recap, parking lot and evaluation feedback. Programme for Day Four	30 mins		
	09.00 - 10.00	Session 4.1: Physical and humiliating punishment	60 mins		
	10.00 - 11.00	Session 4.2: How to apply positive discipline in the classroom	60 mins		
	11.00 - 11.15	<i>Break</i>			
	11.15 - 12.15	Session 4.3 Classroom rules	60 mins		
	12.15 - 13.15	Session 4.4: Responding to poor and good behaviour	60 mins		
	13.15 - 14.15	<i>Lunch</i>			
	14.15 - 15.15	Session 4.5: Bullying and its impact	60 mins		
	15.15 - 16.15	Session 4.6: Preventing bullying in school	60 mins		
	16.15 - 16.30	<i>Break</i>			
	16.30 - 16.45	Wrap up – evaluation of the day	15 mins		

Day	Time	MODULE 4: Violence-free schools – continued	Duration	Responsible	
DAY FIVE	08.30 - 09.00	Day 3 Recap, parking lot and evaluation feedback. Programme for Day Five	30 mins		
	09.00 - 10.00	Session 4.7: Practical steps for combating bullying	60 mins		
	10.00 - 11.00	Session 4.8: Responding to bullying behaviour	60 mins		
	11.00 - 11.15	<i>Break</i>			
		MODULE 5: Action planning			
	11.15 - 12.45	Session 5.1: Action planning in practice	90 mins		
	12.45 - 13.45	<i>Lunch</i>			
		MODULE 6: Farewell and closure			
	13.45 - 14.15	Session 6.1: Summary and evaluation	30 mins		
	14.15 - 15.30	Session 6.2: Certificate, group photo and farewell	45 mins		

ANNEX B

SESSION, FLIPCHART AND HANDOUT OVERVIEW

OVERVIEW OF SESSIONS, FLIPCHARTS AND HANDOUTS					
Session	Description	Flipchart		handout	
0	WELCOME AND INTRODUCTION	1.0.1	WELCOME	1.0.1	ANNEX A: TRAINING PROGRAMME
		1.0.2	GROUND RULES		
		1.0.3	EXPECTATIONS	1.0.2	TRAINING OBJECTIVES
		1.0.4	PARKING LOT		
MODULE 1 – TEACHERS’ CODE OF CONDUCT					
1.1	THE ‘GOOD’ TEACHER	1.1.1	THE GOOD TEACHER	1.1.1.	TEACHER BEHAVIOURS AND ATTITUDES
1.2	THE TEACHERS’ CODE OF CONDUCT – WHAT AND WHY	1.2.1	TEACHERS’ CODE OF CONDUCT QUESTIONS		
1.3	THE TEACHERS’ CODE OF CONDUCT – CONTENT AND OBLIGATIONS			1.3.1	GOVERNMENTAL TEACHERS’ CODE OF CONDUCT (to be distributed pre-training if possible)
				1.3.2	QUESTIONS ON THE TEACHERS’ CODE OF CONDUCT
1.4	VIOLATIONS AND PENALTIES	1.4.1	IDENTIFICATION OF PENALTIES FOR VIOLATIONS		
1.5	INCIDENTS REPORTING AND FOLLOW-UP	1.5.1	MINOR OR MAJOR VIOLATIONS	1.5.1	REPORTING CASES
EVALUATION OF MODULE 1					

MODULE 2 – SAFE, INCLUSIVE SCHOOLS					
2.1	THE ‘GOOD’ SCHOOL				
2.2	THE QUALITY LEARNING ENVIRONMENT			2.2.1	QUALITY LEARNING FRAMEWORK
				2.2.2	QLF TABLE WITH FIVE GUIDING PRINCIPLES – empty
				2.2.3	QLF TABLE WITH FIVE GUIDING PRINCIPLES
2.3	THE TEACHER’S ROLE IN WELL-BEING IN SCHOOL	2.3.1	ELEMENTS OF WELL-BEING		

2.4	POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS	2.4.1	ACTIVE LISTENING	2.4.1	DOs and DON'Ts of COMMUNICATION
				2.4.2	ROLE PLAY
2.5	EQUALITY, EQUITY AND INCLUSION	2.5.1	EQUALITY AND EQUITY	2.5.1	ADVANTAGES OF AN INCLUSIVE APPROACH
				2.5.2	AN INCLUSIVE CLASSROOM
2.6	CELEBRATING TEACHERS	2.6.1	CELEBRATING TEACHERS		
EVALUATION OF MODULE 2					

MODULE 3 – WELL-BEING AND PROTECTION IN SCHOOLS

3.1	THE CHILD IN THE CENTRE	3.1.1	CIRCLES OF PROTECTION		
3.2	CHILD WELL-BEING IN SCHOOL	3.2.1	ELEMENTS OF WELL-BEING		
3.3	CHILD PROTECTION IN SCHOOL	3.3.1	PROTECTION FROM VIOLENCE		
3.4	IDENTIFYING CHILDREN IN NEED OF PROTECTION	3.4.1	STRESS AND DISTRESS FACTORS		
		3.4.2	TREE OF ROOT CAUSES AND IMPACT ON CHILDREN		
3.5	TEACHERS' RESPONSE TO SIGNS OF CHILD PROTECTION CONCERNS	3.5.1	LOOK-LISTEN-LINK	3.5.1	EXAMPLES OF CASES – RESPONDING TO CHILD PROTECTION CONCERNS
3.6	REFERRAL OF LEARNERS IN NEED OF SPECIALISED SUPPORT	3.6.1	THE INTERVENTION PYRAMID	3.6.1	CASES FOR REFERRAL
		3.6.2	INFORMATION FOR REFERRAL		
EVALUATION OF MODULE 3					

MODULE 4 – VIOLENCE-FREE SCHOOLS

4.1	PHYSICAL AND HUMILIATING PUNISHMENT	4.1.1	FEAR, HUMILIATION, PAIN	4.1.1	PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL
4.2	HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM	4.2.1	FLOWER OF POSITIVE DISCIPLINE	4.2.1	POSITIVE DISCIPLINE EXAMPLES
4.3	CLASSROOM RULES			4.3.1	GUIDANCE FOR WRITING CLASSROOM RULES

MODULE 4 – VIOLENCE-FREE SCHOOLS					
4.4	RESPONDING TO POOR AND GOOD BEHAVIOUR			4.4.1 4.4.2	CASES OF POOR BEHAVIOUR RESPONDING TO NEGATIVE BEHAVIOUR
4.5	BULLYING AND ITS IMPACT			4.5.1	BULLYING BEHAVIOUR
4.6	PREVENTING BULLYING IN SCHOOL	4.6.1	PREVENTING BULLYING BEHAVIOUR IN SCHOOL		
		4.6.2	ANTI-BULLYING GUIDELINES		
4.7	PRACTICAL STEPS FOR COMBATING BULLYING			4.7.1	TEN STEPS FOR COMBATING BULLYING BEHAVIOUR
				4.7.2	BULLYING SCENARIOS
				4.7.3	A SAMPLE ANTI-BULLYING SYSTEM
4.8	RESPONDING TO BULLYING BEHAVIOUR	4.8.1	RESPONDING TO BULLYING BEHAVIOUR		
EVALUATION OF MODULE 4					

MODULE 5 – ACTION PLANNING					
5.1	ACTION PLANNING IN PRACTICE			5.1.1	GUIDANCE ON ACTION PLANNING
				5.1.2	FORMAT FOR A SCHOOL ACTION PLAN
				5.1.3	SCHOOL CODE OF CONDUCT ACTION PLAN FOLLOW UP ASSESSMENT
EVALUATION OF MODULE 5					

MODULE 6 – EVALUATION AND CLOSURE					
6.1	REVIEW AND EVALUATION			6.1.1	OVERALL EVALUATION – ANNEX E
6.2	FAREWELL AND CLOSING			6.2.1	CERTIFICATES – ANNEX F

ANNEX C

EXAMPLE OF TEACHERS CODE OF CONDUCT

SOUTHERN SUDAN TEACHERS PROFESSIONAL CODE OF CONDUCT

PART I: INTRODUCTION

1.1 Teachers' code of conduct

This code of conduct shall guide teachers in Southern Sudan in the course of executing their professional duties and responsibilities. It defines what a teacher should do and what he/she should not do as a person charged with professional responsibility of bringing up children who are expected to acquire from him/her good societal moral standards and to appreciate the norms and values of society. This code is also designed to regulate teacher-learner relationship and highlight the importance of teachers/ parent relationship as partners in education process of the children. According to this code, a teacher shall be an active member in societal – economic activities in the community where he/ she should live an exemplary life worthy of a teacher. This code of conduct shall apply to school teachers in Southern Sudan and shall be amended from time to time as need arises.

1.2 Interpretation

In this code, unless the context otherwise requires:

- appropriate authorities: include the Under Secretary, Directors and Deputy Directors in the Ministry of Education who are in charge of Education or any Education Officer in charge in that respect
- student/learners: Means a person (a child, youth or adult) registered and attending classes while being taught by a teacher in a primary, secondary school or an institution offering education
- code: means the teacher's professional code of conduct
- private tuition: Means unauthorized teaching outside school normal working hours
- decent: Means to dress in an acceptable manner without much ado, lavishness or outclannishness but appropriate to the circumstances
- derogatory: Means the use of bad, dirty, discrediting and demeaning language
- disrespect: Means giving undue respect to the authority
- disrepute: Means causing disrespect, low esteem and abuse of professional service
- disturbance: Means causing unrest and disorder in the school
- gift: Means anything given to induce or influence a teacher or head teacher in the discharge of his/ her duties
- governing body: Means authority that gives directives and policies from time to time
- instruction: Means directives and policies issued by appropriate authorities from time to time
- licensed teacher means untrained person who joins the service when licensed to do so and include part-time teachers
- a learner: Means someone being taught by a teacher
- marriage: Means marry legally according to one's faith or other laws governing marriage in South Sudan
- misconduct: Means professional prejudice to the physical, mental or welfare of a pupil in any secondary school in Southern Sudan
- on duty: Means carrying out teaching, administrative roles and during demonstration of lessons to the class outside or inside the class room
- parenthood: means having children from a relationship with a person of the opposite sex or by legal means or through adoption of the children

- person directly concerned with the child's welfare: Means the head teacher, member of staff, parent or legal institution established for the purpose
- pupil: Means a learner receiving instruction in any subject at school and enrolled and as a pupil on the register maintained by the school
- register: Means the roll call of the school
- rewards: Means an incentive given to a teacher as recognition for his/ her good work
- riot: means causing turmoil, disorder and unstrained disturbance that breaches peace/ havoc to life and school property
- service: Means all the activities/ duties carried out by a teacher
- school: Means a centre in which students/persons regularly receive instruction under the guidance of a teacher following a specified curriculum. It includes preprimary, primary, secondary and alternative education programmes
- school property: Means all the school assets including but not limited to books, money, reference books etc.
- teacher: Means a person who regularly instruct a learner in a school to which his code of conduct applies
- working hour: Means time within which the daily activities of the school are carried out.

1.3 Application

This teachers' code of conduct shall be applied to all teachers teaching in Schools in Southern Sudan

1.4 Statement of basic principles

This Code of Conduct recognises that a privilege relationship exists between teacher and learners irrespective of the level of school. It also notes that for a long time a teacher enjoys a high regard and is looked at as role model for good behavior and conduct both in school and society.

This relationship imposes certain responsibilities on the profession for members to observe if it is to be maintained. These include:

- promotion of respect to inherent human dignity and rights including those of children, women, people with disability and those living with HIV/AIDS
- the obligation of the teachers to maximise (within the scope of the profession) the possible benefits and to do no harm (physical, emotional, educational) to their students
- ability of a teacher to act with fairness and without negative discrimination or bias
- evidence of members of the profession undertaking responsibilities and duties with honesty and integrity
- the endorsement of the basic rights of educators to teach, and to maintain orderly learning environments, and the rights of learners to learn in a secure and conducive environment.

PART II: MEMBERSHIP TO THE TEACHING PROFESSION

2.0 Professionals

Membership to the teaching profession shall be open to:

- 2.1 A person who has successfully completed an approved course of training as a teacher leading to the award of recognised certificate in teaching and whose name has been entered in the register of teaching profession in Southern Sudan
- 2.2 A person who does not fulfill the requirements of sub-paragraph (2.1) of this code but meets the requirement for issue of statement of eligibility and a license to teach and has been duly issued with a license to join the service.

PART III: TEACHER AND THE LEARNER/ CHILD

3.0 Teachers' responsibilities

A teacher's major responsibility is towards the learners/students under his/her care and he/she shall guide each student where necessary in and out of the school in order to develop the student in body, mind, soul, character and personality.

3.1.0 Teachers shall therefore:

- 3.1.1 Respect the confidential information concerning each learner/student and may give such information only to person directly concerned with the student welfare.
- 3.1.2 Refrain from using a learner(s) labor for private or personal gain.
- 3.1.3 Not take advantage of his/her influence to indoctrinate the learner towards the teachers' tenet, dogma or doctrine.
- 3.1.4 Maintain and keep in a good manner, record of learners' performance in examinations, course work and co-curricular activities to enable him/her report factually and objectively on each learners' progress.
- 3.1.5 Conduct all his/ her lessons without discrimination or bias against any learner in his// her class on the basis of the learner disability, race, religion, tribe, origin, sex or political affiliation
- 3.1.6 Not expose learners/ students to pornographic materials or any other materials likely to corrupt the morality of his/her learner/students.

PART IV: PROFESSIONAL CONDUCT OF A TEACHER

4.0 A teacher shall:

- 4.1 At all times live up to standards of the profession and avoid any conduct, which may bring the profession and the service in to disrepute.
- 4.2 Teach consistently, regularly, objectively with diligence, and honesty
- 4.3 Prepare relevant schemes lesson plan of work, lesson notes and teaching aids well in advance to ensure effective teaching and learning.
- 4.4 Set adequate amount of written and practical exercises promptly to ensure effective teaching and learning.
- 4.5 Mark and evaluate all written and practical exercises promptly and carefully.
- 4.6 Conduct all internal and external examination issued from time to time by competent authorities and shall not commit any offence against examination regulation in force.
- 4.7 Not teach under the influence of alcohol or drugs or come to school while drunk.
- 4.8 Not eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.
- 4.9 Not carry to class dangerous items like guns, grenades, arrows unless cleared by the school authority
- 4.10 Security forces who are either teachers or learners should not go to school/ learning centre in uniform when in a mixed school with the civilians.
- 4.11 No use of insignia in a learning environment and classroom. This applies to both teachers and security forces learners (e.g.) Ranks.

PART V: PROFESSIONAL RESPONSIBILITIES

5.0 A teacher shall:

- 5.1 Devote such time to his/ her duties as is required by the terms of reference of his/ her post.
- 5.2 Not engage in private or personal activities, when he/ she is expected to teach or supervise learning or other curricular activities
- 5.3 Not bring to class any pet, baby or any child not being registered in the school since this will interfere with the discharge of school duties
- 5.4 Not be an accomplice with any activity likely or intended to cause disturbance or riot within the school
- 5.5 Without authority from his/ her head teacher, not demand any money present or other rewards from the pupils or the public in relation to the discharge of his/ her duties with authority from his/ her head teacher.
- 5.6 Maintain and keep in safe manner all records of school property under his/her care and account for such property when asked to do so by the administration.
- 5.7 As the teachers we are committed to all right of the children in the school and outside school and act professionally with dignity and honestly
- 5.8 Observe regulation and instruction regarding private tuition/ instruction issued from time to time by appropriated authorities.
- 5.9 Seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.
- 5.10 Use proper channels of communication and flow of information.
- 5.11 Make scheme of work, record of work and lesson preparation book available to the head teacher and the head of the department for inspection.
- 5.12 Allow the head of the department or the head teacher to be present while teaching.
- 5.13 Show respect for school rules and the governing regulations for the school and shall assist in their implementation.
- 5.14 Use the time, skills and expertise one has so as to attain the expected goals.
- 5.15 Obey and effect lawful directives;
- 5.16 Carry out assigned duties efficiently. Where a teacher considers that he she is being asked to act improperly. He/she shall report the matter to his her superiors in accordance with the laid down procedures:

PART VI: THE TEACHER'S PERSONAL CONDUCT

6.0 A teacher is obliged to:

- 6.1 Dress appropriately and shall be in a mode of dress which is decent and smart.
- 6.2 Attend to his/her personal appearance, ensuring a neat pleasant outlook while on duty and in public places and shall avoid uncombed hair and beard.
- 6.3 Observe the laws of South Sudan particularly in matters of sex, marriage and parenthood and at all times set a good example to children.
- 6.4 Not write, circulate or cause to be written or circulated any anonymous letter or any malicious document with malicious intent.
- 6.5 Promote a climate of mutual respect for others and their opinion, self-respect, self- discipline and responsible behavior
- 6.6 Avoid use of bad, indecent or vulgar language
- 6.7 While out of office, a teacher will conduct his/her personal life in such a manner that it does not affect his/her services or bring the teaching profession into disrepute. He/she is therefore required to refrain from becoming drunk, using narcotic drugs and any other unacceptable behaviour.

PART VII: THE TEACHER AND COLLEAGUES

A teacher shall:

1. At all time maintain professional attitude towards colleague, avoid derogatory, slanderous and unfair criticism against his/ her colleagues and shall at all time create and maintain harmony within the school establishment.
2. Give due weight and consideration to official views submitted by fellow employees and subordinates;
3. Refrain from having sexual relationships at the workplace. Likewise he/she will avoid all types of conduct which may constitute sexual harassment which include:-
 - i) Pressure for sexual activity or sexual favors with a fellow teachers and staff
 - ii) Rape, sexual battery and molestation or any sexual assault;
 - iii) Intentional physical conduct which is sexual in nature such as unwelcome touching, pinching, patting, grabbing and or brushing against another staff's body, hair or clothes;
 - iv) Sexual innuendoes, gestures, noises, jokes, comments or remarks to another person about one's sexuality or body;
 - v) Offering or receiving preferential treatment, promises or rewards and offering or submitting to sexual favours.
4. For efficient performance a teacher will perform his/her duties diligently and with a high degree of discipline.

PART VII: THE HEAD TEACHER

7.0 Obligations:

The head teacher is the custodian of the profession at the school level. He/She is expected to provide professional leadership to the teachers and portray exemplary behavior and professional conduct in all his/ her actions, and behavior both within and out of school.

- 7.1 As a teacher and leader of the teaching profession, a head teacher is bound by this code of professional conduct and shall set a good example in the strict observance of all provisions of the code of conduct.
- 7.2 A head teacher shall enforce the observation of the code of professional conducts on all teachers under him/her in accordance with the laws, regulations and other provisions of the teaching service and promptly deal appropriately with all the breaches of the code.
- 7.3 A head teacher shall:-
 - a) Be the custodian of good educational standards in his/her school and shall aim high at quality educational standards.
 - b) Enroll children to school without bias or discrimination and within regulations and provisions of the laws in force in South Sudan
 - c) Collect education fees/ dues and receive all other monies meant for the school in accordance with the policies issued from time to time by the governing body.
 - d) Pay all the wages and salaries to the rightful owners as soon as such salaries and wages are received.
 - e) Account for all the money as collected and received on behalf of the school.
 - f) Keep all the school records in his or her custody in safe conditions and ensure that such records contain correct information.

- g) Not connive with members of staff or any other person to commit crime or any act that will bring the profession into disrepute.
- h) Not conceal any act of misconduct by a member of his/ her staff or by any learner of the school whether committed within the school or outside school.
- i) Not receive a bribe in relation to the discharge of his/ her duties and ensure that his/her staffs do not do so.
- j) Ensure that punctuality is observed by all teachers and learners/Students alike
- k) Report factually and objectively on matters of his/her staff as matters required in annual report or when assessing a teacher's capability for a post to governing body.
- l) Report factually or objectively on all matters concerning the learners without fear, favor bias or any other form of discrimination
- m) Not carry out or transact any private business within or outside school premises when he /she is on official duty.
- n) Not take it upon himself/ herself to physically/ emotionally punish a teacher involved in the breach of his code or any other regulations in force or but use all avenues open to him/her to report such breaches to the appropriated authorities for action
- o) Be present in the school as much as possible and whenever he/she is out of school, he/ she shall leave correct information of his or her where about with his or her deputy or any other person authorized to act and shall always ask his/her deputy to act on his/her behalf when he/she is on duty outside the school
- p) Not get involved in other duties outside the school which may compromise his/her efficiency.

PART VIII: DISCIPLINE

8.0 General:

- 8.1 The head teacher shall oversee observance and implementation of the Code in the school and supervise.
- 8.2 There shall be disciplinary committee which shall compose of nominated members of staff by the head teacher
- 8.3 The members of the disciplinary committee shall only be those who have high social standing in matters of social conduct in and outside the school community.
- 8.4 A head teacher shall summon a teacher for advice if he/she fails to perform his/her duty as expected.
- 8.5 A teacher shall be referred to appear before the boards of Governors after at least two warnings by the head teacher.
- 8.6 However, the head teacher shall not suspend a teacher without a recommendation of BOG/ School Management Committee (SMC)
- 8.7 However, in relation to the above, if the head teacher thinks the existence of the teacher in the school is detrimental to the school, he/she can suspend the teacher for a period not exceeding one month. Thereafter he/she shall notify the subcommittee on discipline which shall look in the matter and make a ruling
- 8.8 The sub-committee of the BOG/SCM ON discipline shall report to the BOG/SMC general meeting on ruling in period not exceeding two weeks from the date of the ruling for review and final decision
- 8.9 If the suspension of the teacher is later approved by the BOG/SMC general meeting as unfair, he/she shall recover his/her lost benefits.
- 8.10 The head teacher shall be relieved of his /her duties of discipline if he/she persistently fails to adhere to at least three warning of the BOG.

The BOG/SMC shall communicate its decisions to director (Concern) within ten days.

PART IX: THE TEACHER TOWARDS THE COMMUNITY

9.0 A teacher shall:

- 9.1 Project a good image in the community where he/she lives by participating appropriately in activities of the community.
- 9.2 Set a good example to the learners and the public by obeying lawful and established authority and being law abiding.
- 9.3 Not engage in illicit activities, trade or transaction
- 9.4 Attend where practically possible, religious functions of his or her persuasion and respect other recognised religions within the school where he/she is teaching.
- 9.5 Let his/her own conduct and inspiration with his or her family be an example to the community and the school.

PART X: ENFORCEMENT OF THE CODE

Effort will be made to apply the code of conduct fairly and reasonably in order to form the basis of all education at the school/ centers. When necessary, disciplinary action will be taken as a corrective corrective measures rather than punitive action. In any case criminal cases by the individual member of the profession will be dealt with under the prevailing laws and regulations of the state.

10 Based on this:

- 10.1 Each teacher is required to sign an undertaking to adhere to the rules and regulations as laid down in this document and to accept the disciplinary procedures of the school.
- 10.2 It is the duty of every teacher to observe and respect this code and to report any breach of the code to the appropriate authorities.
- 10.3 All matters or case involving breach of the code shall be reported to the Ministry of Education Science and Technology, and shall be dealt with in accordance with the laws and regulations in force in Southern Sudan at the breach of the code.
- 10.4 Breach of the code of conduct may lead to any or a combination of any the following:
 - warning
 - fine
 - deregistration
 - removal or cancellation of the license to teach
 - suspension from teaching profession
 - expulsion from the teaching profession.

Special Areas Identified from Early Childhood and Alternative Education System.

Early Childhood Development

- pre school children also need to be loved, listened to, tender care and assurance. Be tolerant to different children's behavior
- a teacher shouldn't use bad language because such act will scare children and lack confidence of themselves. They will hate the teacher and the school. This can also make them develop school phobia
- young children like to be caressed, touched and patted as a way of appreciation and show of love. Physical contact may be misconstrued by a child, parent or observer
- children play a lot and sometimes injure themselves or even cause a serious accident. It is advisable for every school to have a first aid kit. The existence of any life threatening or serious

- pre school children like to be comforted when they are hurt or not happy. A teacher may comfort a child with a lot of affection and this can be misinterpreted by others
- teachers should take particular care when supervising children in the less formal atmosphere of a residential setting or after-school activity.

Alternative Education Systems

The department of AES aims at advancement and protection of the right of every citizen to acquire education and skills based on needs without discrimination on the basis of gender, ethnic and religious background

The department has the programmes as below:

1. Accelerated Learning programme (ALP)
 2. Basic Adult Literacy programme (BALP)
 3. Community Girls School (CGS)
 4. Intensive English Course (IEC)
 5. Interactive Radio Instruction (IRI)
- no carrying things like guns which may be considered dangerous by school authority such as weapon that will distract learning
 - security forces who are either teachers or learners should not go to school/ learning centre in uniform when in a mixed school with the civilians
 - no use of insignia in a learning environment and classroom. This applies to both teachers and security forces learners (EG) Ranks
 - a teacher who happens to have his wife as a student, should treat her as other students without favours or authority
 - bringing spirit or inflammable material, tobacco, alcohol drinks, drugs or pornography of any kind into learning premises is forbidden.

ANNEX D

EVALUATION OF INDIVIDUAL MODULES

HANDOUT: DAY 1 EVALUATION – Module 1

Purpose: Please reflect on this module and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept **confidential**.

Name: (optional) _____

Please evaluate the individual workshop sessions and respond to the questions.

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Day 1		
Module/Session and title TEACHERS' CODE OF CONDUCT	Session rating	What did you find useful about the session? How can the session be improved?
1.0: Welcome	5 4 3 2 1 0	
1.1: The 'good' teacher	5 4 3 2 1 0	
1.2: The Teachers' Code of conduct – what and why?	5 4 3 2 1 0	
1.3: The Teachers' Code of conduct – content and obligations	5 4 3 2 1 0	
1.4: Violation and penalties	5 4 3 2 1 0	
1.5: Incidents reporting and follow-up	5 4 3 2 1 0	
Additional comments, suggestions, remarks:		

HANDOUT: DAY 2 EVALUATION – Module 2

Purpose: Please reflect on this module and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept **confidential**.

Name: (optional) _____

Please evaluate the individual workshop sessions and respond to the questions.

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Day 2		
Module/Session and title SAFE, INCLUSIVE SCHOOLS	Session rating	What did you find useful about the session? How can the session be improved?
2.1: The 'good' school	5 4 3 2 1 0	
2.2: The quality learning Environment	5 4 3 2 1 0	
2.3: The teacher's role in well-being in school	5 4 3 2 1 0	
2.4: Positive interaction between teachers and learners	5 4 3 2 1 0	
2.5: Equality, equity and inclusion	5 4 3 2 1 0	
2.6: Celebrating teachers	5 4 3 2 1 0	
Additional comments, suggestions, remarks:		

HANDOUT: DAY 3 EVALUATION – Module 3

Purpose: Please reflect on this module and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept **confidential**.

Name: (optional) _____

Please evaluate the individual workshop sessions and respond to the questions.
5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Day 3		
Module/Session and title WELL-BEING AND PROTECTION IN SCHOOLS	Session rating	What did you find useful about the session? How can the session be improved?
3.1: The child in the centre	5 4 3 2 1 0	
3.2: Child well-being in school	5 4 3 2 1 0	
3.3: Child protection in school	5 4 3 2 1 0	
3.4: Identifying children in need of protection	5 4 3 2 1 0	
3.5: Teachers' response to sign of child protection concerns	5 4 3 2 1 0	
3.6: Referral of learners to specialised support	5 4 3 2 1 0	
Additional comments, suggestions, remarks:		



HANDOUT: DAY 4 EVALUATION – Module 4

Purpose: Please reflect on this module and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept **confidential**.

Name: (Optional) _____

Please evaluate the individual workshop sessions and respond to the questions.

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Day 4		
Module/Session and title VIOLENCE-FREE SCHOOLS	Session rating	What did you find useful about the session? How can the session be improved?
4.1: Physical and humiliating punishment	5 4 3 2 1 0	
4.2: How to apply positive discipline in the classroom	5 4 3 2 1 0	
4.3: Classroom rules	5 4 3 2 1 0	
4.4: Responding to poor and good behaviour	5 4 3 2 1 0	
4.5: Bullying and its impact	5 4 3 2 1 0	
4.6: Preventing bullying in school	5 4 3 2 1 0	
Additional comments, suggestions, remarks:		

HANDOUT: DAY 5 EVALUATION – Module 5 and Module 6

Purpose: Please reflect on these two modules and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept **confidential**.

Name: (optional) _____

Please evaluate the individual workshop sessions and respond to the questions.

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable 0 = Does not apply

Day 5		
Module/Session and Title VIOLENCE-FREE SCHOOLS and ACTION PLANNING	Session Rating	What did you find useful about the session? How can the session be improved?
4:7 Practical steps for combating bullying	5 4 3 2 1 0	
4:8 Responding to bullying behaviour	5 4 3 2 1 0	
5.1: Action planning	5 4 3 2 1 0	
6.1. Evaluation and closure	5 4 3 2 1 0	
Additional comments, suggestions, remarks:		



ANNEX E

OVERALL EVALUATION

Purpose: Please reflect on this workshop and say what worked and what needs improvement. Your input is valuable for planning future support. Your responses will be kept confidential.

Name (optional): _____

Check (✓) the most appropriate box. Please rate the following categories on a scale of 1 – 4, Where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives				
The content of the workshop is relevant to my work				
What I have learned will impact on the way I work				
The methodology used helped me to understand the concepts				
The quality of the learning materials and aids was useful				
The facilitation and presentation helped me to learn				
The venue and accommodation were appropriate				

Which sessions or activities were the most useful for your professional development?

What improvements would you suggest for similar workshops?

Were any critical things missing or inadequately addressed in this workshop? If yes, which ones?

How would you rate the learning value gained from the instruction and explanations?

Excellent Very good Good Fair Poor

How would you rate the learning value gained from the group activities and exercises?

Excellent Very good Good Fair Poor

When it comes to applying the learning from this workshop to your work:

I feel very confident and strong in: _____

I would appreciate further support in: _____



Save the Children

Certificate of Participation

This is to certify that

has completed a five-day training: The School Code of Conduct

Dates

The training was held in _____
organised by Save the Children in _____

Facilitator's signature
Facilitator's name
Facilitator's title

Facilitator's signature
Facilitator's name
Facilitator's title



Save the Children

ANNEX G

ENERGISERS

Some of these energisers can also be used to form small groups



1. FRUIT SALAD



ORGANISATION

Large group stand in a circle

This energiser can also be used to form small groups from a larger group



MATERIALS

1. Ask everyone to stand in a circle next to one another and you as the facilitator stand in the middle.
2. Assign each person a fruit: mango, apple, banana and orange. Tell participants to remember their fruit.
3. Explain, that when you call out the fruit name, the participants with that fruit have to step out of the circle and quickly find another gap in the circle to stand in. Demonstrate with two participants to explain. When you call out the fruit the next time, join in the game. Find a gap and prompt the person left without a place in the circle to stand the middle and call out a fruit.
4. Explain that you can also call out fruit salad. When this happens, everyone has to move out of the circle and find a new place to stand. (This can be chaotic!)
5. When everyone has moved around a few times, stop the game.
6. If you are using the game to form small groups, simply invite participants to divide into groups based on which fruit they are.



2. THE RAIN IS COMING...



ORGANISATION

Large group stand anywhere in the space



MATERIALS

1. Ask everyone to stand in front of you. Explain that you can see some dark clouds in the distance, and the wind is coming closer.
2. The wind starts blowing – wave your arms and ask the participants to follow your movements.
3. Then the rain starts dropping, – snap your fingers in front of you.
4. The rain is pouring down – clap your hands on your legs.
5. The rain slows down – snap your fingers in front of you.
6. The wind slows down – wave your arms and relax – the energiser is over.

3. GROW BANANAS ...



ORGANISATION

Large group stand anywhere in the space



MATERIALS

1. Ask everyone to stand in front of you and say that you are going to grow bananas, and they have to follow your movements in order to grow bananas:
2. Weed the ground – bend down and clear the ground of weeds.
3. Harvest the bananas – cut the bananas down from the top of the trees.
4. Peel the bananas – pretend to peel a banana
5. Eat the bananas – pretend to eat a banana
6. Go bananas – dance wildly around!



4. THE INVISIBLE BALL



ORGANISATION

Large group stand in a circle



MATERIALS

1. Ask everyone to stand in a circle next to one another.
2. Throw an invisible 'red' ball to somebody in the circle as you look at that person and tell them it's a red ball.
3. The person catching the 'red' ball now has to throw it to another participant. The person throwing the ball should look at the person catching it and tell them what colour it is.
4. The group can have several invisible balls being thrown and caught at the same time, using different colours. The same procedure continues.
5. Stop the game, when the group has been playing the energizer for a reasonable period of time.



5. THE INVISIBLE GIFT



ORGANISATION

Large group stand in a circle



MATERIALS

1. Ask everyone to stand in a circle next to one another. Ask the participants to turn to their neighbour so they make pairs.
2. Ask one partner in each pair to give their partner an invisible gift. Create it with your hands and mime the gift in silence e.g. a flower, a cake, a bicycle or camera, and hand it over to your partner.
3. The partner has to guess what the gift is.
4. Now change roles and continue to presents gifts until everyone is energised!



6. WANDERING RINGS



ORGANISATION

Large group stand in a circle



MATERIALS

HULA-HOOPS OR A ROPE ABOUT 1.5 M LONG AND TIED IN A CIRCLE

1. Ask everyone to stand in a circle. Explain that the most important rule for this game is that participants must always hold hands.
2. Divide the large group into two groups; male and female, if necessary.
3. Put a hula-hoop or a rope as a ring somewhere in the circle – hang it loosely over clasped hands.
4. The participants must now make the hula-hoop or rope loop move around the circle without breaking the circle. Do not explain how to do this. Let them work out how to do it.
5. The first person's neighbour must repeat the process.
6. To make it more interesting, add a second hula-hoop at the opposite side of the circle.

The trick is to step through the hula-hoop feet-first and then, with the help of neighbours, jiggle the hula-hoop up until they can move their head through. The hula-hoops will only move around the circle, if they observe and respond to the needs of their neighbours and work together as a team.



7. SILLY WALK TRAIN



ORGANISATION

Large group stand in one line



MATERIALS

1. Ask everyone to stand in one line behind each other.
2. Tell the leader of the line to start walking. The participant behind copies the leader exactly. The participant behind that person does the same, until everyone in the line is walking in exactly the same way.
3. The train can go anywhere and the leader can change the walk, make noises, wave the arms around and so on, and the rest have to copy the exact movements and sounds.
4. After about 30 seconds, switch and let someone else be the leader. Continue switching until the time for the activity is over.



8. TURN THE SHEET



ORGANISATION

Groups with 4 – 10 persons in each group



MATERIALS

A LARGE BLANKET THAT PARTICIPANTS CAN STAND ON. ONE BLANKET TO EACH GROUP.

1. Lay one or two blankets on the floor depending on the number of groups. If more appropriate, divide people into same gender groups. If it is a small group, fold the sheet over.
2. Ask everyone to take off their shoes and stand on their blanket. No one should have much room to move once they are standing on it together.
3. Explain that the ground around the sheet is toxic and they are not allowed to step off the blanket or touch the ground.
4. The participants have to turn the sheet over, without anyone stepping off the sheet and onto the toxic ground.
5. The groups can make a competition among them.

Give the participants enough time to work out how to do this. They usually manage to turn the sheet over by gradually moving most of the group to one side of the sheet, while one person starts turning over another section of the sheet. The sheet shrinks in size as they do this, and they will have to shuffle around, as they gradually turn more of the sheet over.



9. SILENT BIRTHDAY AND MONTH ORDER



ORGANISATION

Large group stand in the space

This energiser can also be used to form small groups from a larger group



MATERIALS

1. Ask the participants to get themselves into one straight line in order of birthday and month; January at one end, December at the other.
2. But they have to find their place in silence!

This exercise can also be done by asking about number of relatives, distance to their home from where you are, etc.



10. THE SUN ALWAYS SHINES ON ...



ORGANISATION

Large group stand in a circle



MATERIALS

A BALL

1. Ask the participants to stand in a circle. You have a ball in your hand.
2. Explain that you are going to read out a statement that starts with the words: 'The sun always shines on...'. If the statement is true for some, they should take a step into the middle of the circle.'
3. When all for whom this statement is true have stepped into the circle, they should step out into the big circle again.
4. Read a few of the following statements: 'The sun always shines on...'
 - Everyone who has a relative in another country
 - Everyone who wears black shoes
 - Everyone who likes mathematics best
 - Everyone who has more than one brother or sister
 - Everyone who got up before 7 am.
 - Everyone who thinks children have the right to education

Throw the ball to another and ask that person to come up with a statement. Then that person will repeat the procedure and throw the ball to a new person.



11. MOON BALLOON



ORGANISATION

Large group standing close together



MATERIALS

5-10 BALLOONS

1. Ask everyone to stand up in a cluster close together.
2. Explain that you are going to throw a balloon into the air and it must not touch the floor. Then start off another balloon and later more balloons.
3. When someone drops the balloon, then the person is out of the game.



12. HOUSE – MOUSE – STORM



ORGANISATION

Groups of three persons

This energiser can also be used to form small groups of 3 or 6 persons



MATERIALS

1. Ask participants to get into groups of three. Two people are the house and raise their arms up, joining hands as high as possible, to make a roof. The third person stands beneath the 'roof,' and is the 'mouse.'
2. Explain that when you call out 'house,' all those acting as the house must run and find a new mouse to shelter. Mice have to stay very still while the houses move.
3. When you call out 'mouse,' all the mice have to run and find a new house. The house people have to stay very still, holding up their arms to keep the roof in place.
4. When you call out 'storm,' all houses and mice have to run and find new partners to be a house with and a new mouse to shelter.



13. TRICK BALL



ORGANISATION

Large group stand in a circle



MATERIALS

BALL

1. Ask everyone to stand in a circle. Ask for a volunteer to stand in the middle (the leader).
2. Tell everyone in the circle to put their hands behind their backs.
3. The leader sometimes throws the ball at somebody and sometimes pretends to throw the ball. If someone reaches for the ball, when it has not been thrown, she or he has to stand in the middle and be the new leader.



14. COPY ME



ORGANISATION

Large group stand in a circle



MATERIALS

1. Ask everyone to stand in a circle.
2. Demonstrate a physical movement e.g. clap your hands twice. Ask participants to do the same.
3. When they have done this once, ask the person standing next to you to choose another physical movement, for example stomps their feet in the ground. Now everyone does both activities – first clapping their hands, then stomping their feet.
4. Keep adding more and more physical activities by giving everyone a turn.



15. ANIMAL MIME



ORGANISATION

Four groups

This energiser can also be used to form small groups from a larger group



MATERIALS

SMALL PIECES OF PAPER WITH NAMES OF ANIMALS – DRAWN OR WRITTEN

1. Before the game begins, choose four animals (e.g. elephant, mouse, tiger and donkey) and write the names of the animals on small pieces of paper. There must be enough papers for each participant in the group. Fold the pieces of paper up and put them in a basket.
2. Ask each participant to take a piece of paper from the basket. Tell the participants not to tell anyone which animal they have got.
3. Explain that all the 'animals' have to find their friends. They have to do this by miming their animals. Miming is acting without any spoken word or sound.
4. When all participants have found their mates, then you will have created four groups. If you add more animals, then you will create more groups.



16. LIFEBOATS



ORGANISATION

Large group stand in the space



MATERIALS

1. Ask everyone to stand in the centre of the room and explain that this is the 'ocean', and everybody has to swim.
2. Explain that when you call out a number, everyone has to join a group in a lifeboat with the number of participants you have called. For example, call the number 'six'. Everyone has to quickly form a group of six, holding onto each other in 'lifeboats'. Anyone without a group 'swims' until the next number is called.
3. Call the numbers quickly to get people moving. Repeat the calls a few minutes until you feel everyone is energised.



17. CROSSING THE RIVER



ORGANISATION

Two groups



MATERIALS

6 PIECES OF PAPER A4

No one will be able to cross the river unless the two groups communicate. Do not explain this to participants before the activity begins – wait to see what they do.

1. Divide participants into two groups.
2. Mark a river on the floor. Ask everyone to stand on one riverbank.
3. Explain that they have to get to the other bank quickly. Tell them that there are crocodiles in the river and that they can only get across by using stones (pieces of paper).
4. Hand out three pieces of paper to each group (which is not enough to cross the river), and tell them to go.
5. Once they have all crossed the river OR if they have found that they cannot cross the river, explain that there are times in our lives where we can only succeed if we cooperate with others.



18. THE BALLOON PICKERS



ORGANISATION

Groups of four persons

This energiser can also be used to form small groups from a larger group



MATERIALS

SPACE – 4 BALLOONS OR BALLS

1. Place a balloon in each of the corners of the room. Ask the participants to stand in the middle of the room and create groups of four persons together.
2. Ask each group to face outwards with their backs to each other. Ask the participants to link their arms together at the elbows.
3. Explain that the groups should pick up the four balloons as quickly as possible without letting go of the other participants in the team and bring the balloons to you.
4. You can do a second round in order to give another group a chance of being the first to pick up the balloons.



19. FOX, HENS, CHICK



ORGANISATION

Large group in the space



MATERIALS

1. Randomly choose one person to play the fox and another to play the chick. Everyone else is a hen.
2. Instruct participants that the hens must form a line holding hands and the little chick is the last person at the end of the row. The chick holds hands with the hen beside her/him.
3. The fox now tries to chase the chick. The hens try to protect the chick by winding themselves in circles around the chick or forming lines between the fox and the chick so that the fox cannot reach the chick. The hens must keep holding hands.
4. If the fox manages to touch the chick, the chick becomes the fox and the fox becomes one of the hens. The hen at the end of the line (the one who was next to the chick) becomes the new chick.



20. SHEET CATCH



ORGANISATION

Pairs



MATERIALS

ONE TOWEL FOR EVERY TWO PARTICIPANTS AND ONE BALL FOR EVERY FOUR PARTICIPANTS

1. Ask the participants to form pairs. Two pairs have to play together. Each pair is given a towel, and they are instructed to hold opposite ends of the towel.
2. A ball is placed on one of the towels. The pairs holding the towel with the ball should now try to throw the ball by lowering the towel and then pulling it quickly to make the ball fly into the air to the other pair.
3. As soon as the ball is in the air, the other pair tries to catch the ball on their towel. In this way the two pairs can throw the ball to each other with the towels.
4. When people get good at doing this, they can start counting how many times they can toss the ball into the air without it falling on the ground.

ANNEX H

LIST OF ABBREVIATIONS

CO	Country Office
CP	Child Protection
EiE	Education in Emergencies
EYE	Education for Youth Empowerment
HO	Head Office
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organisation
LEA	Local Education Authorities
NGO	Non-Governmental Organisation
PFA	Psychological First Aid
PTA	Parents-Teachers Association
QLF	Quality Learning Framework
RO	Regional Office
SCI	Save the Children International
SCOC	School Code of Conduct
SC	Save the Children
TCOC	Teachers' Code of Conduct
ToT	Training of Trainers
UN	United Nations
UN CRC	UN Convention on the Rights of the Child
UNHCR	United Nations High Commissioner for Refugees
WG	Working Group
WHO	World Health Organisation

ANNEX I

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HANDOUTS

ANNEX

SCHOOL CODE OF CONDUCT

SESSION 0.1 : WELCOME AND INTRODUCTION

HANDOUT 0.1.2: TRAINING OBJECTIVES

SESSION	OBJECTIVES
1.0 Welcome and Introductions	Participants know the overall objectives and content of the SCOC training Participants share their expectations
MODULE 1: TEACHERS' CODE OF CONDUCT	
1.1. A 'good' teacher	Participants are able to identify characteristics of a good, professional teacher
1.2. The Teachers' Code of Conduct: what and why?	Participants understand what a Teachers' Code of Conduct is and the purpose of a Teachers' Code of Conduct
1.3. The Teachers' Code of Conduct: content and obligations	Participants are familiar with and understand key elements of the national Teachers' Code of Conduct
1.4. Violations and penalties	Participants are able to understand the penalty system
1.5. Incident reporting and follow-up	Participants know how violations to the Teachers' Code of Conduct are dealt with
MODULE 2: SAFE, INCLUSIVE SCHOOLS	
2.1. The 'good' school	Participants are able to identify the elements of a good school with safe surroundings
2.2. The quality learning environment	Participants identify and promote the implementation of a quality learning environment
2.3. The teacher's role in well-being in school	Participants understand the concept of well-being in school
2.4 Positive interaction between teachers and learners	Participants recognise key elements of good communication Participants understand what active listening is
2.5 Equality, equity and inclusion	Participants understand equality, equity and inclusion
2.6 Celebrating teachers	Participants learn ways of showing appreciation
MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS	
3.1 The child in the centre	Participants are aware of the responsibilities of the whole school community in addressing child protection issues
3.2. Child well-being in school	Participants know the elements that contribute to children's sense of well-being
3.3. Child protection in school	Participants understand what child protection is and are aware of the key child protection issues

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

3.4. Identifying children in need of protection	Participants are able to identify signs of harm and distress
3.5. Teachers' response to sign of protection concerns	Participants know how to respond to signs of harm and distress in children
3.6. Referral of learners to specialized support	Participants know how to make referrals for learners in need of special support

MODULE 4: VIOLENCE-FREE SCHOOLS

4.1. Physical and humiliating punishment	Participants understand what physical and humiliating punishment is
4.2. How to apply positive discipline in the classroom	Participants understand the principles of positive discipline and are able to apply it in the classroom.
4.3. Classroom rules	Participants understand how to establish positive classroom rules, as part of learner and classroom management
4.4. Responding to poor and good behaviour	Participants know the positive discipline approach to correcting poor behaviour Participants understand how praise supports positive discipline and behaviour management
4.5. Bullying and its impact	Participants can identify the different types of bullying and understand the impact of bullying
4.6. Preventing bullying in schools	Participants know how to prevent bullying behaviour
4.7. Practical steps for combating bullying	Participants know appropriate consequences for bullying behaviour and are able to apply them
4.8. Responding to bullying behaviour	Participants gain practical skills in responding to bullying behaviour

MODULE 5: ACTION PLANNING

5.1. Action planning	Participants know what an action plan is and how to create and implement an action plan
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MODULE 6: FAREWELL AND CLOSURE

6.1. Review and evaluation	Participants will review their expectations and assess whether they have been met. Participants evaluate learning from the training
6.2. Farewell and closure	Participants will receive feedback to take forward and say goodbye

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.1: THE 'GOOD' TEACHER

HANDOUT 1.1.2: BEHAVIOR AND ATTITUDES OF A TEACHER

BEHAVIOR AND ATTITUDES OF A TEACHER		Acceptable	Somewhat acceptable	Not acceptable	Very unacceptable
1	Arrives often late to lessons				
2	Does not cooperate with the parents or PTA				
3	Does not register learners for examinations				
4	Does not take part in school events and celebrations				
5	Favors and disadvantages certain learners				
6	Gives better marks to a child with 'important' parents				
7	Uses a fake degree or diploma to get teaching job				
8	Has sexual relations with a teacher from the school				
9	Ignores bullying in the classroom				
10	Is absent without giving an explanation to the school				
11	Offers private tutoring to learners for payment				
12	Gives incorrect reports on learners' progress				
13	Pays money in order to be promoted				
14	Adapts lesson plans to meet the needs of all the learners				
15	Borrows school equipment for personal use				
16	Takes advantage of personal relationships to be recruited/ promoted/ transferred				
17	Treats all students equally, but secretly likes some more than others				
18	Shares confidential information				
19	Uses harsh language in the classroom				
20	Uses physically punishment towards learners				

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.3: TEACHERS' CODE OF CONDUCT – CONTENT AND OBLIGATIONS

HANDOUT 1.3.2: QUESTIONS ON THE TEACHERS' CODE OF CONDUCT

1. INTRODUCTION TO GOVERNMENTAL TEACHERS' CODE OF CONDUCT

1. Why should teachers sign this document?
2. How can you be sure that it is an official document?
3. Who is this document meant for? How can you tell?
4. Who should know about this document? Why?
5. Do you know if the Teachers' Code of Conduct is used in schools? If it is used, why is it used? If it is not used, why not?

2. GENERAL MONITORING OF TEACHERS' CODE OF CONDUCT

1. Who monitors the Teachers' Code of Conduct according to the document?
2. What is the role of the MOE and education authorities?
3. What is the role of the head teacher?
4. What is the role of PTA and community?
5. Do you know if the Teachers' Code of Conduct is monitored in schools? If so, how is it monitored?

3. PENALTIES

1. Are penalties set out? Where are they?
2. Who imposes those penalties, when rules are violated?
3. Do you know of instances of penalties being given? Which ones?
4. What were the reasons?

4. TEACHERS' ROLE AND RESPONSIBILITIES

1. Name three things that teachers *should* do. Do you agree?
2. Name three things that teachers should *not* do. Do you agree?
3. Which values are set out for teachers?
4. Are you already familiar with the Teachers' Code of Conduct? If yes, how did that come about?

MODULE 1: TEACHERS' CODE OF CONDUCT

SESSION 1.5: INCIDENTS REPORTING AND FOLLOW-UP

HANDOUT 1.5.1: REPORTING CASES

Instructions

1. Decide whether the example is a **minor** violation or **major** violation.
2. Explain how the case should be handled; how it should be reported and what should happen next.

Case 1: You are supervising the school compound with another teacher. Some boys are teasing a group of girls. The other teacher rushes over to beat two of the boys with a stick and makes them both bleed.

Case 2: The PTA had a special meeting to discuss the increasing incidence of poor behaviour among many learners. They concluded that teachers must use sticks to threaten and beat those misbehaving. Some teachers respond immediately to the PTA's instructions not to do so. However they were fully aware previously that corporal and humiliating punishment is illegal and strictly prohibited by the Ministry of Education.

Case 3: You find out that a male and a female teacher have had an affair. The female teacher tries to stop the relationship and avoid the male teacher because he is married and has five children, who all attend the school. On a few occasions, you see the male teacher abuse the woman, by harassing her with bad language. She comes to you crying and asks for your help.

Case 4: A teacher has forced learners to work in his vegetable garden, clear heavy rocks, wash his clothes and clean his home. The learners tell you what is happening.

Case 5: Some of the learners have seen a teacher's wife selling schoolbooks and other learning materials at the market. Schoolbooks, pencils, rulers and exercise books have disappeared from the school store cupboard recently. The learners report what they have seen to you.

Case 6: The head teacher has been pursuing a girl from Grade 7; all the teachers have noticed that he is paying her a lot of attention. The girl reports to you that the head teacher has asked her to stay after school hours to clean a classroom. She did not dare refuse. While she was cleaning the classroom, the head teacher went in and closed the door. He forced her to be sexual and intimate with him; she ran away. The learner asks you for help.

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: QUALITY LEARNING FRAMEWORK

HANDOUT 2.2.1.: QLF TABLE WITH FIVE GUIDING PRINCIPLES – blank version

1. Guiding Principle EMOTIONAL AND PSYCHOLOGICAL PROTECTION	2. Guiding Principle PHYSICAL PROTECTION	3. Guiding Principle TEACHING AND LEARNING	4. Guiding Principle PARENTS AND COMMUNITY	5. Guiding Principle SCHOOL LEADERSHIP AND MANAGEMENT
1.1	2.1	3.01	4.1	5.1
1.2	2.2	3.02	4.2	5.2
	2.3	3.03		5.3
	2.4	3.04		
		3.05		

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.2: QUALITY LEARNING FRAMEWORK

HANDOUT 2.2.2.: QLF TABLE WITH FIVE GUIDING PRINCIPLES

1. Guiding Principle EMOTIONAL AND PSYCHOLOGICAL PROTECTION	2. Guiding Principle PHYSICAL PROTECTION	3. Guiding Principle TEACHING AND LEARNING	4. Guiding Principle PARENTS AND COMMUNITY	5. Guiding Principle SCHOOL LEADERSHIP AND MANAGEMENT
1.1 Positive and respectful interactions	2.1 Safe and accessible learning environment	3.01 Teacher wellbeing and development	4.1 Child, parent and community participation	5.1 Inclusive and protective policies
1.2 Social and emotional learning	2.2 Water, sanitation and hygiene	3.02 Teaching and learning materials	4.2 Learning at home and in the community	5.2 Leading learning
	2.3 Health and nutrition	3.03 Language for learning		5.3 School management
	2.4 School safety management	3.04 Pedagogical practices		
		3.05 Planning, assessment and reporting		

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

HANDOUT 2.4.1: DO'S AND DON'TS OF COMMUNICATION

DO

1. Find a quiet place where the child can talk freely, making sure it is safe for you and the child
2. Be kind and interested, smiling when appropriate
3. Be respectful when talking about parents, communities and culture
4. Nod or use facial expressions and gestures to encourage the person to say more
5. Make eye contact
6. Let the child finish his or her sentences
7. Validate the child's perspective – a situation may be seen differently by adults
8. Notice the child's body posture and facial expression
9. Listen carefully and try to remember what the child says
10. Re-state what has been said to show you understand
11. Ask questions to clarify
12. Give appropriate feedback – reassurance, suggestions, encouraging responses
13. Sum up what the child is saying frequently
14. Acknowledge when the child is speaking about something difficult
15. Use child-friendly language
16. Be patient and give time to the child
17. Be empathic and approachable

DO NOT

1. Interrupt or allow interruptions
2. Punish and blame the child
3. Laugh at a child
4. Create a situation where the child feels she/he has to please you by saying something specific
5. Apply pressure for answers
6. Pass personal judgements
7. Promise more than you can provide
8. Pressure the child to talk about personal issues that she/he is not comfortable with sharing
9. Be ironic or sarcastic
10. Blame
11. Discipline or use intimidating voice
12. Lie or tell half-truths.

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.4: POSITIVE INTERACTION BETWEEN TEACHERS AND LEARNERS

HANDOUT 2.4.2: ROLE PLAY

1. Adam (learner, aged 9). He is upset and is explaining to his teacher, that he was just kicked on the leg by Peter (learner, aged 11). Adam is crying and Peter is trying to run away, but the other learners catch him, and then he starts crying as well. Betty (the teacher) is coming to see what is going on.

What can Betty say and do to calm down the situation and support the boys?

2. Chuol (a male teacher) is leaning on the wall smoking in the break between lessons. Then Diana (a female teacher) arrives and explains that she is very upset because Fred, a learner from her class, came to school covered in cuts and bruises. Chuol is only half listening to Diana, and cuts her off by talking about something else.

What can Diana say and do to get by Chuol's attention or some other teacher?

3. Emma (learner, aged 11) tells Francis (her teacher) that she was late for school because the bridge over the river was blocked by men who were shouting and waving guns around threateningly. She had to walk to the next bridge, which is a long way from school, but she is very afraid and doesn't know what was happening, and doesn't dare walk home.

What can Francis say and do to calm Emma down?

4. Anna (learner, aged 13) is afraid of her teacher, Michael. He calls her bad names and humiliates her in front of the class, just because she often sits talking to her friend, Karen (learner, aged 13) during lessons. Anna's mother has just died. Karen tells the story to Claus (another teacher).

What can Claus say and do to change how Anna and Michael are behaving?

5. Ella (a young female teacher) was very happy, when she first got her teaching job, after stiff competition with some male candidates. But the happiness has faded away because some male teachers at the school ignore her completely and insult her in front of the learners. One day Ella has a nervous breakdown in the class. Elisabeth (a PTA female member) is contacted and told about the situation.

What can Elisabeth say and do to calm Ella down?

6. Ahmet (learner, aged 13) is playing football with the friends on the road just outside the schools. A fast driving truck hit Ahmet. He is bleeding from the legs, and in a chock. Shaking and crying. Mohamed (a male teacher) has heard the noise and rushing for support.

What can Mohamed say and do in order to calm Ahmet down?

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUALITY, EQUITY AND INCLUSION

HANDOUT 2.5.1: ADVANTAGES OF AN INCLUSIVE APPROACH

1. Demonstrates respect for all
2. Encourages positive and trusting relationships
3. Promotes confidence and respect
4. Enables active role in learning and participation
5. Brings sense of belonging and responsibility
6. Assists with tracking progress of individuals' learning
7. Teacher knows when to push and when to encourage
8. Psychosocial well-being status known and understood
9. Prevents problems and behavioural issues

MODULE 2: SAFE, INCLUSIVE SCHOOLS

SESSION 2.5: EQUILITY, EQUITY AND INCLUSION

HANDOUT 2.5.2: AN INCLUSIVE CLASSROOM

CHARACTERISTICS	
1. CHILDREN WITH PHYSICAL DISABILITY	5. CHILDREN WITH MENTAL DISABILITY
2. LANGUAGE SPOKEN	6. ILLITERATE PARENTS
3. CHILDREN FROM ETHNIC GROUP	7. WEAK OR SICK CHILDREN
4. CHILDREN FROM A POOR FAMILY	8. STRUGGLES WITH ONE OR MORE SUBJECT AREAS

CHARACTERISTIC	IMPACT ON LEARNING	TEACHER RESPONSE

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.5: TEACHERS' RESPONSE TO SIGNS OF CHILD PROTECTION CONCERNS

HANDOUT 3.5.1: EXAMPLES OF CASES – RESPONDING TO CHILD PROTECTION CONCERNS

1. What are the signs that should make the teacher concerned about the child?
2. What actions should the teacher take?
3. Who should be involved in addressing the case?
4. Is there any specific sensitivity to consider?

Case 1: It is Monday morning, and 8-year-old Michael is late for school. Recently he has been late a number of times. Michael is normally a punctual student and he always does his homework on time, but lately he has forgotten to do his homework. Michael used to have many friends, but he has started fighting a lot with the other children. Michael usually wears a long-sleeved shirt or jumper, but today the teacher was able to see that his arms were covered in bruises.

After school, the teacher spoke to Michael, and found out that Michael's dad recently lost his job and had started to drink. Since he started drinking, he has been very violent towards Michael and his mother.

Case 2: Two minutes before the bell rings for playtime at school, Peter always goes to the toilet and stays there for the whole playtime. He won't go back to class until the bell has rung again. Peter is often sick with either stomach pain or headache and does not come to school. His parents tell the teacher that they always try to make him go to school, but Peter will often get very angry and start shouting and crying.

During the lunch break, Peter's teacher goes to the toilet to speak to him. He tells the teacher that all of his classmates are bullying him.

Case 3: Before the earthquake Anna's family was wealthy but they lost their home and all of their properties in the disaster. Now they often do not have enough food and some of Anna's brothers cannot go to school anymore because they have to work and earn money. 14-year-old Anna is still in school and she loves to go to school. Then suddenly Anna stops coming to school.

Anna's teacher asks her friends where Anna is. They tell the teacher that recently she went with her family to her cousin's wedding. Her dad introduced Anna to her father's cousin who is 35 years old, and told her they will be getting married.

Case 4: 14-year-old Sarah is sitting in the classroom holding herself as if her stomach is hurting. She is trying not to cry. Sarah is a quiet student who works hard, but struggles with some subjects. She has a lot of friends and enjoys spending time talking with them. Her teacher has noticed that Sarah is now on her own during break times and is often in tears.

The teacher talks to Sarah to find out what the problem is. Sarah tells her that a male teacher has been asking her to stay behind after school, offering to help her with her mathematics in his home. She did not feel comfortable going to his house, but he threatened her. Last night he raped her.

Case 5: Laila is new in the class, and she was very open-minded and happy when she started in the school. She and her family are refugees and they only speak their native tongue. Laila is trying to learn the new language by speaking to classmates, but they are not bothered and are not at all interested to play or talk to Laila. During the last month Laila has been absent a lot, but when she is at school, she sits alone in a corner saying nothing and looking sad.

The teacher notices the situation and approach Laila. She tells the teacher that she can't understand what is going on during the lessons and nobody wants to play or talk to her during the breaks.

Case 6: Malek and his mother and younger brother are internally displaced from an area where there is unrest and turmoil. Malek witnessed fighting and killings and his father was recently killed. When that happened, Malek's mother decided to escape during the night with her two sons. They are now in a safe location. Malek is very shy, and whenever he sees children who are upset or hears loud noises, he runs away to hide, even for almost nothing. The other children are now teasing him and call him names.

One day the teacher is facilitating an activity and she notices that Malik is trying to hide under a table in the classroom. He is silent, but crying. Eventually he tells her that he wants to go home to his mother. He does not want to be in school any more.

MODULE 3: WELL-BEING AND PROTECTION IN SCHOOLS

SESSION 3.6: REFERRAL OF CHILDREN IN NEED OF SPECIALISED SUPPORT

HANDOUT 3.6.1: CASES FOR REFERRAL

Conduct a referral of the vulnerable child using the steps for referral:

What procedures and measures should be taken into consideration?

Case 1: A boy is with you in the class because the parents have disappeared suddenly.

Case 2: A boy is injured because he has been run over by a truck in front of the school.

Case 3: A girl has been raped behind the latrines in the school.

Case 4: A girl seems to have broken her arm because the father was beating her.

Case 5: A boy has severe mental health problems and has attacked some girls.

Case 6: An extremely poor mother has given up and her daughter seems to be neglected and malnourished.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.1 : PHYSICAL AND HUMILIATING PUNISHMENT

HANDOUT 4.1.1: PHYSICAL AND HUMILIATING PUNISHMENT AT SCHOOL

1. When is physical and humiliating punishment used in schools? Give examples of the type of misbehaviour learners may be punished for.
2. Why do teachers use this kind of punishment?
3. How do you think learners feel about physical and humiliating punishment?
4. Are there differences in the use of physical and humiliating punishments among male and female teachers? Are there differences when the learner being punished is male or female?
5. Does the Teachers' Code of Conduct say anything about physical and humiliating punishment?

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.2: HOW TO APPLY POSITIVE DISCIPLINE IN THE CLASSROOM

HANDOUT 4.2.1: POSITIVE DISCIPLINE EXAMPLES

1. Identify examples of unwanted behaviour and list them in the first column.
2. Identify a positive disciplinary action for each unwanted behaviour and write them in the middle column.
3. Discuss the results of the action taken and record them in the last column.

UNWANTED BEHAVIOUR RULE BREAKING	POSITIVE DISCIPLINE ACTION	RESULT
Dropping litter or ruining school property	Cleaning up litter or cleaning school property	Children understand the connection between the unwanted behaviour and the discipline Behaviour corrected



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.3: CLASSROOM RULES

HANDOUT 4.3.1: GUIDANCE FOR WRITING CLASSROOM RULES

On the first day of school, the teacher and learners work together to write the classroom rules. The rules assist learning and facilitate a happy classroom environment. The aim is that if everyone has written the rules together and agreed on them, they will follow them.

1. Ask learners to suggest rules and the teacher writes them **all** on the blackboard
2. Review the rules that have been suggested and group them together into similar categories
3. Change any negative language into positive language so the classroom rules are a set of instructions of what to do and not what they must not do e.g. 'listen, while other talk' instead of 'do not talk when other people are talking'.
4. Agree to have five to ten simple rules that cover all the ideas recorded on the blackboard. Any more will be hard to remember and therefore, hard to follow.
5. Make sure you cover all the behaviours that learners and the teacher should do so that the teacher can be clear and consistent and demand high standards of behaviour of everyone.
6. Go through each rule, asking learners to explain what each rule means in detail. The teacher adds information where necessary. Give learners the information that they can understand clearly e.g. be on time and speak only when asked.
7. Teacher and learners agree on the consequences for breaking the classroom rules.
8. Classroom rules should be written up and displayed on the classroom wall at all times.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.4: RESPONDING TO POOR AND GOOD BEHAVIOUR

HANDOUT 4.4.1: CASES OF POOR BEHAVIOUR

Look at the case and consider how the teacher should react to the learner and teacher correct the behaviour.

Use handout 4.4.2 RESPONDING TO POOR BEHAVIOUR for this exercise.

Case 1: Mohammed is sitting making small paper balls which he throws at the girls again and again.

Case 2: While the teacher is writing on the blackboard and explaining the lesson, Sarah is talking to her neighbours continuously.

Case 3: A group of small boys are looking into the classroom through the window and are disturbing the class.

Case 4: Maria is throwing a lot of sweet papers on the floor. She is eating the sweets in front of children who have nothing.

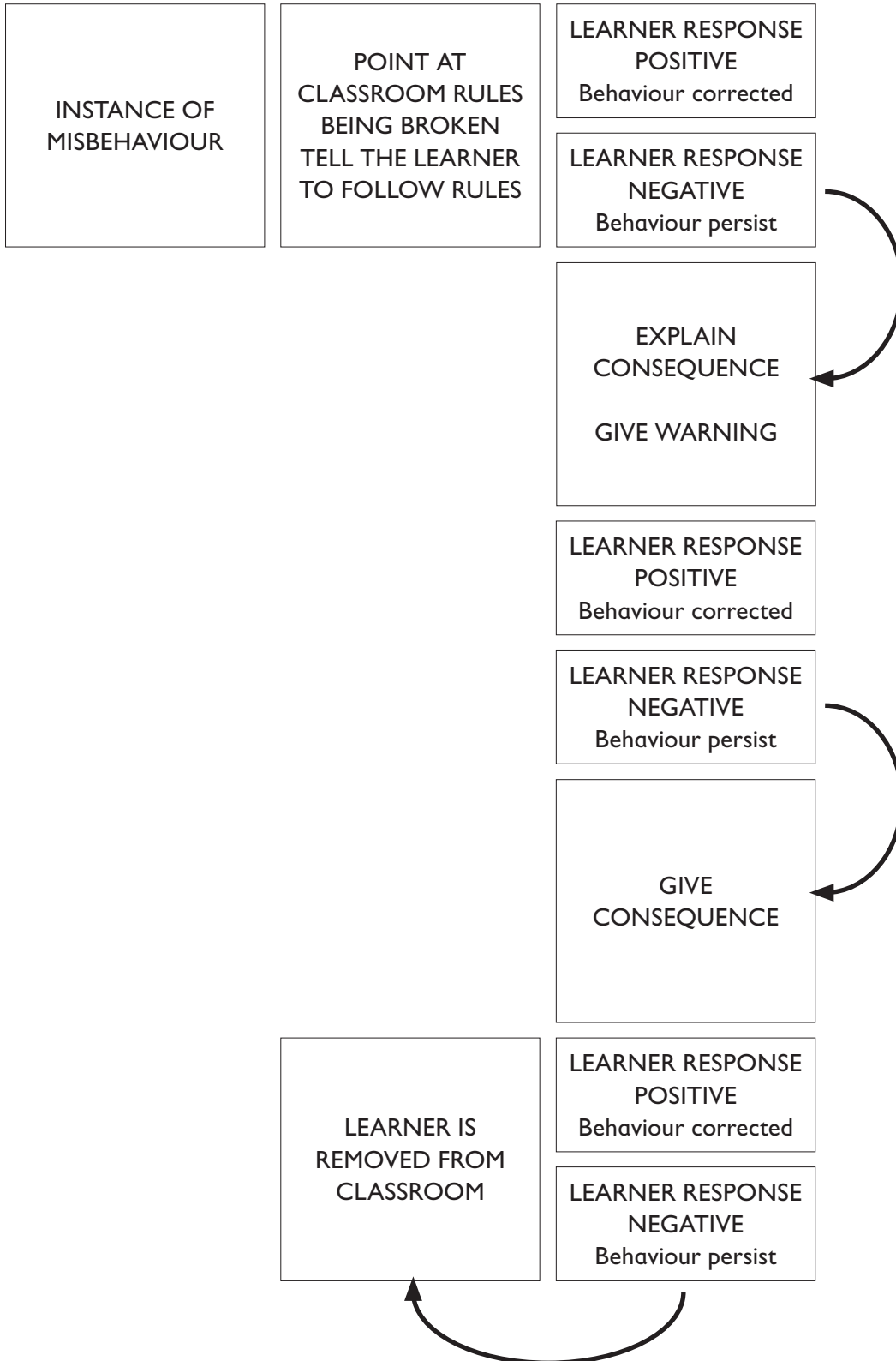
Case 5: John is constantly using bad language in class.

Case 6: Peter always comes to class too late.

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.4: RESPONDING TO POOR AND GOOD BEHAVIOUR

HANDOUT 4.4.2: RESPONDING TO POOR BEHAVIOUR



MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.5: BULLYING AND ITS IMPACT

HANDOUT 4.5.1: BULLYING BEHAVIOUR

1. What does it mean when someone is being bullied?
2. What are examples of bullying behaviour?
3. Where does bullying take place?
4. Who usually gets bullied?
5. Who usually does the bullying?
6. Why do you think learners bully each other?
7. What does it feel like to be bullied?
8. How can being bullied impact learners?
9. How does the person doing the bullying behaviour feel?

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.1: TEN STEPS FOR COMBATING BULLYING BEHAVIOUR

1. Establish a school anti-bullying policy
2. Pay attention
3. Do not ignore it
4. When you see something — do something
5. Remain calm
6. Deal with learners individually
7. Do not solve the problem on the spot, but investigate more
8. Hold bystanders accountable
9. Listen and do not pre-judge
10. Get appropriate professional help

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.2: BULLYING SCENARIOS

Prepare a five-minute role play of what happens directly after what is described in one of the scenarios.

Case 1: The P5 boys play football in the playground as they use to do. Joseph tries again to join the game but Peter and John do not want him to. Peter chases Joseph, and kicks him on the leg and punches his chest. Joseph cries out in pain and runs out of the school compound. A member of the PTA finds Joseph and brings him back to tell his teacher what had happened so the teacher can talk to Joseph...

Case 2: Mary often follows Sarah as they go to and from school, calling her horrible names and telling Sarah that she looks ugly and dirty. When Sarah tries to walk faster to get away from Mary, Mary walks faster too. Sarah sometimes waits to go to school until she is late so that she does not have to see Mary. Sarah gets in trouble at school for being late. The teacher meets with Sarah at break-time to find out why she is late...

Case 3: Mohammed is a boy in P4. He is good at mathematics and does well in class. Haroun is also in P4 and finds mathematics very difficult. Haroun sits next to Mohammed. Haroun often tries to spoil Mohammed's work or concentration. Haroun ruins Mohammed's exercise book with his pen, drawing all over Mohammed's full page of work. When the teacher finds Mohammed's exercise book with the ruined page, he calls Mohammed for a meeting...

Case 4: In P4, a group of girls dominate other girls in the class and bully them systematically. It happens in a very quiet way and is very difficult to recognise. They often tease two very shy girls, calling them horrible names, pinching them or destroying their homework. One especially bad day one of the shy girls, Haruma, starts crying during a lesson without any clear reason, but obviously something is very wrong. After a talk with Haruma, the teacher calls the bullying girls for a talk...

Case 5: A group of larger boys stands at the gate and shouts at a group of younger girls coming into school. As the weeks go by, the verbal harassment increases and the group of boys start pushing and pinching, slapping and poking the girls. None of the girls dares to say anything. One day the bullying is especially violent – the boys push one of the girls so she falls and her arm and leg are badly hurt. A teacher sees the incident. After talking to the girls, he calls the bullying boys into his classroom...

Case 6: Elyas is not very good at mathematics and is very often not able to answer the questions that the teacher asks. Behind the teacher's back they point at Elyas, especially when he is working at the blackboard. One day a boy takes Elyas's homework and tears the pages out of his exercise book. Elyas fights to get the homework back, hitting out, scratching and shouting at the other boy. The teacher has a talk with Elyas and then he talks to the boy who was bullying him...

MODULE 4: VIOLENCE-FREE SCHOOLS

SESSION 4.7: PRACTICAL STEPS FOR COMBATING BULLYING

HANDOUT 4.7.3: A SAMPLE ANTI-BULLYING SYSTEM

SUPPORTING THE CHILD WHO HAS BEEN BULLIED	DEALING WITH THE LEARNER(S) ENGAGED IN THE BULLYING BEHAVIOUR
<ol style="list-style-type: none"> 1. Find out as much as possible about the incident. 2. Ask the bullied child to attend a meeting in a discreet way, in a safe place for a conversation. 3. Explain the reason for the meeting and about what s/he heard about the bullying behaviour. 4. Show support to the learner; 'I do not accept any more behaviour like that.' 5. Listen to the victim, if s/he wants to clarify the situation. 6. Explain that the victim will be informed about what is going to happen. The victim will also be asked to meet again for a follow-up. 7. If possible, involve the child in decisions related to actions to be taken while remaining as the responsible adult. 	<ol style="list-style-type: none"> 1. Review all the information from the initial report, the conversation with the child being bullied and from observation. 2. Hold individual conversations with the learner/s doing the bullying. 3. Start the conversation with a decisive but not fierce tone, stating facts: 'I know that bullying behaviour has been happening and that you are involved.' 4. Accept and support the person, but not the bullying behaviour. 5. Give opportunity for the learner to express him/herself. 6. Do not agree or respond to the learner trying to justify the actions. 7. Agree on a constructive solution. Begin by asking, 'What would you suggest as a way to stop the bullying behaviour?' A consequence and an apology should always be agreed and planned for.
FOLLOW UP	
<ol style="list-style-type: none"> 1. Follow up with both parties. 2. Arrange individual follow-up meetings 2- 4 days later with both the victim and the learner doing the bullying. 3. Review actions taken and those still pending. 4. Inform parents of both parties about the incident, and keep them informed about each step taken. 	

MODULE 5: ACTION PLANNING

SESSION 5.1: ACTION PLANNING IN PRACTICE

HANDOUT 5.1.1: GUIDANCE ON ACTION PLANNING

Developing an action plan is a way of ensuring that learning from this training is concretely implemented in the classroom and school. An action plan describes the way the teachers will use the learning from the training to meet the objective of improving the quality of the learning environment and learning outcomes.

An action plan consists of a number of action steps or changes to be implemented. Typically, each action step or change should include the following information:

- **what** actions or changes will occur?
- **who** will carry out these changes?
- **when** they will take place, and for how long?
- **what resources** (i.e., money, staff) are needed to carry out these changes?
- **communication** – who should know what?

Action planning should be SMART:

- **Specific:** answers the question ‘what will be done?’ and describes the results
- **Measurable:** addresses the question ‘how will we know we’ve achieved it?’ and defines an objective using assessable terms (such as frequency, quantity, quality, etc.)
- **Achievable:** looks at timeframe, resources, and opportunity and answers the question ‘do we have the capability of achieving this?’
- **Relevant:** addresses the questions ‘should it be done? And why?’ and considers the impact of the results
- **Time-bound:** addresses the question ‘when will it be accomplished?’ and considers not only the endpoint but also milestones/check points.

Action plans need to be periodically reviewed to check progress.

MODULE 5: ACTION PLANNING

SESSION 5.1 : ACTION PLANNING IN PRACTICE

HANDOUT 5.1.2: FORMAT FOR A SCHOOL ACTION PLAN

School name:					School location:				
School level:	P	S	TVET	Other					
Teacher name:					Head teacher name:				
					Chair of the PTA name:				
					Deputy chair of the PTA name:				

Code of Conduct Item	Immediate Action	Long-term Action	Person responsible

MODULE 5: ACTION PLANNING

SESSION 5.1: ACTION PLANNING IN PRACTICE

HANDOUT 5.1.3: SCHOOL CODE OF CONDUCT ACTION PLAN FOLLOW UP ASSESSMENT

Assessment guidance: You or the education team can conduct a rapid assessment answering the questions below. It can e.g. be 6 months or one year after implementing the SCOC Action Plan. Please fill in the below matrix and submit to Save the Children education team at the Country Office.

1: How successful was the implementation of the Action Plan? (Please describe what elements were implemented and what were not implemented and why)

2: What were the lessons learned from implementing the Action Plan? (Please describe any lessons learned from implementing the SCOC Action Plan in terms of: A) What were the challenges/constraints in implementing the Action Plan; and B) How did you mitigate these challenges/constraints. For example challenges with resources (money, staff), buy-in from other stakeholders, or unrealistic timeframes. Focus on what is useful lessons for others to learn from if they were to implement similar SCOC Action Plans)

3. What changes occurred as a result of implementing the SCOC Action Plan? (Please describe the changes you have already noticed as a result of implementing the SCOC Action Plan. Focus on the positive changes in terms of the improvements in the learning environment. Include also any unintended negative effects of implementing the SCOC Action Plan. This could for example be certain elements of the SCOC that have worked to the contrary to what was intended)



Save the Children

Save the Children works in more than 120 other countries. We save children's lives. We protect and strengthen them. We fight for their rights. We are the world's leading independent organisation for children.

We provide emergency aid and prevent disasters. We fight violence, abuse and bullying. We ensure schooling, build communities and strengthen children's resilience. We advocate for positive changes for vulnerable children and encourage debate on the quality of children's lives.