



SCHOOL SAFETY GUIDE TRAINING MANUAL



Table of Contents

Abbreviations	3
Background Information	4
Suggested Use of the Training Manual	5
1 Understanding School-Related Gender-Based Violence	7
1.1 Activity 1: Sex versus gender	7
1.2 Activity 2: What is School-Related Gender-Based Violence?	8
1.3 Activity 3: Review Chapter 1 ‘Understanding School-Related Gender-Based Violence’	10
2 Preventing School-Related Gender-Based Violence.....	12
2.1 Activity 1: Safe and welcoming schools	12
2.2 Activity 2: Review Chapter 2 ‘SRGBV Prevention’	12
3 Reporting School-Related Gender-Based Violence Incidents	13
3.1 Activity 1: Introduction to reporting SRGBV incidents	13
3.2 Activity 2: Advantages and disadvantages of reporting in person or anonymously	13
3.3 Activity 3: Reporting SRGBV incidents in person	14
3.4 Activity4: Approaching students who may need support.....	15
3.5 Activity 5: Building trust with students.....	16
4 Responding to and Documenting School-Related Gender-Based Violence Reports.....	18
4.1 Activity 1: Forming a school safety committee.....	18
4.2 Activity 2: Responding to and documenting SRGBV reports	18
5 Providing Psychological First Aid and Guiding Principles	20
5.1 Activity 1: Introduction to Psychological First Aid	20
5.2 Activity 2: PFA Action Principle: Look	21
5.3 Activity 3: PFA Action Principle: Listen	21
5.4 Activity 4: PFA Action Principle: Link.....	23
5.5 Activity 5: Guiding Principles	24

Abbreviations

GATE	Girls' Access to Education
GBV	Gender-based violence
MEST	Ministry of Education, Science and Technology
PFA	Psychological First Aid
SRGBV	School-related gender-based violence

Background Information

What is the purpose of the School Safety Guide?

The School Safety Guide (2017) is to be used by heads of schools, school and peer mentors and school management structures in alignment with the Ministry of Education's *Code of Conduct for Teachers and Other Education Personnel (2009)*. The School Safety Guide includes information on how to identify and report School-Related Gender-Based Violence (SRGBV); refer victims to formal and informal services (health, child protection and social welfare); and create action plans on how to make environments in and around schools safe for all, particularly for adolescent girls.

What is the purpose of the training on the School Safety Guide?

The purpose of the training is to build the skills of heads of schools and school mentors to implement the School Safety Guide in their respective schools. The School Safety Guide is being used as a reference document throughout this training.

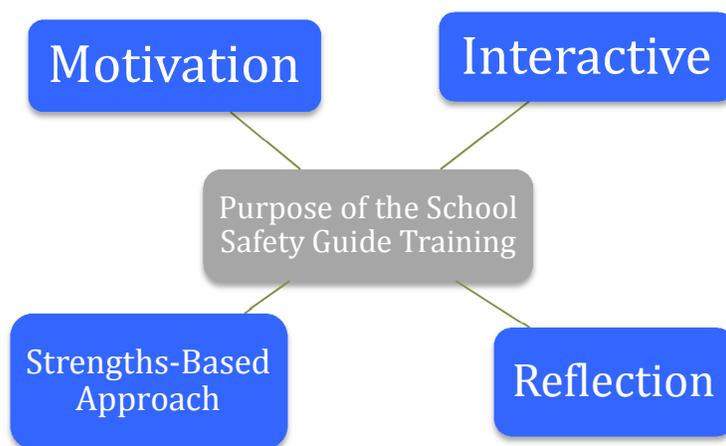
The training is designed to facilitate the following:

RELFECTION: Time for individual and group reflection to understand and identify SRGBV and what actions to take to improve school environments with the support of the school and the wider community.

MOTIVATION: Time to create a shared understanding on safe schools and each person's role and responsibility to make schools safer for all students, particularly adolescent girls.

STRENGTHS-BASED APPROACH: Activities will build off strengths, ideas and experiences from schools and communities to promote shared understanding and positive action to make schools safe for all.

INTERACTIVE: Practice how to use reporting and referral mechanisms in order to understand how to report instances of SRGBV as well as refer victims to services. Lastly, understand how to provide psychological first aid and other relevant support to students.



Suggested Use of the Training Manual

How is the training structured? The training content is divided into five chapters (listed below) which cover the main content in the School Safety Guide.

Who will be involved in the training? Master trainers will be trained, who will then work with the representatives from the Ministry of Education, Science and Technology (MEST) and implementing partners of the Girls' Access to Education (GATE) project funded by UK Aid to train heads of schools and school mentors in all targeted Junior Secondary Schools on how to implement the School Safety Guide. The school mentors will further train the peer mentors and participating students during their school club sessions. Beyond the school clubs it is the responsibility of the heads of schools and school mentors to sensitise all teachers, students and their parents/guardians on the School Safety Guide.

How will the activities be facilitated? Activities will be facilitated using role-play, case studies, demonstrations, and large and small group activities.

How many chapters does this training manual have? There are five chapters in this training manual with various activities. The activities start by identifying what participants know about SRGBV and school safety; their experiences; and then build on participants' knowledge to share information included in the School Safety Guide that participants must implement in their schools and communities.

What are the chapters of this training manual?

Five chapters
CHAPTER 1 - Understanding School-Related Gender-Based Violence
CHAPTER 2 - Preventing School-Related Gender-Based Violence
CHAPTER 3 - Reporting School-Related Gender-Based Violence Incidents
CHAPTER 4 - Responding to and Documenting School-Related Gender-Based Violence Reports
CHAPTER 5 - Providing Psychological First Aid and Guiding Principles

What materials do facilitators need for the activities? During each activity, facilitators will use:

- **Blackboard/flipchart, A4 papers, chalks/markers, tape** to record participants' ideas, key discussion questions, messages and follow-up actions.
- **Notebooks and pens** for participants to take note during the training sessions.
- **Copies of the School Safety Guide** as reference document.

What are practices of a good facilitator?

- **Prepare for sessions** by reading and understanding the School Safety Guide and activities that the facilitator will conduct.
- **Create a safe learning environment:** Participants will have different experiences and needs when it comes to safety in and around schools. Have participants listen to each other and respect each other's ideas. Make sure that everyone has the possibility to share ideas during sessions.

- **Connect training content to what participants know and how they learn for active participation:** Participants will come with past experiences related to school safety and how they keep students safe in and around schools. Connect the key messages, discussion, and practice activities to their experiences. Build off participants' knowledge of students' needs and behaviours. Participants might not have experiences related to school safety and that is OK. Adapt the activities to participants' learning needs by giving participants time to observe and practice.
- **Focus on a few key messages in each activity:** Participants will discuss and practice only a few key messages during each activity. Identify if participants understand *how* to use the key messages to implement the School Safety Guide. Make time for participants to ask questions, practice more and share ideas.
- **Use a variety of ways to facilitate the sessions to address participants' learning needs:** Make sure during small group activities, participants interact with different people and do not arrange themselves in the same group each time. If participants work with different people, they will share ideas with others and build relationships.

A GOOD FACILITATOR

- Is a good listener, ask participants their ideas/experiences related with school safety
- Recognizes participants' contributions
- Makes participants feel comfortable by practicing respect, sharing ideas and listening to their ideas
- Encourages different participants to work together and share ideas in the plenary
- Prepares for sessions by reading and understanding key message and activities BEFORE sessions
- Follows the training guide's chapters and activities
- Encourages all participants to answer questions and discuss ideas in the big group and in small groups. Make sure that young, old, male, female, persons with disabilities and participants from multiple language groups speak.

1 Understanding School-Related Gender-Based Violence

OBJECTIVES:

By the end of this chapter, the participants will be able to:

- Define sex and gender.
- Define school-related gender-based violence (SRGBV) and cite examples.
- Know where SRGBV takes place, who is affected and who commits SRGBV.
- Understand why violence takes place.
- Examine the possible effects and consequences of SRGBV and understand why it should be prevented.

ACTIVITIES:

Activity	Content	Time
Activity 1	Sex versus gender	10 minutes
Activity 2	What is School-Related Gender-Based Violence?	30 minutes
Activity 3	Review Chapter 1 'Understanding School-Related Gender-Based Violence'	20 minutes
Total		60 minutes

MATERIALS: Blackboard/flipchart, A4 papers, chalk/markers, tape, School Safety Guide.

PREPARATION: Arrange area so everyone can sit in a circle.

1.1 Activity 1: Sex versus gender

INSTRUCTIONS:

1. Ask participants to freely associate what it means to be a man/boy or a woman/girl in Sierra Leone? Note the comments on the blackboard/flipchart.

Here are some examples:

What does it mean to be a man/boy?	What does it mean to be a woman/girl?
Be aggressive	Be jealous
Be brave	Be gentle
Earn money for the family	Be obedient
Be strong	Do the cooking
Like sports	Can breastfeed
Have beard or moustache	Have breasts
Have penis	Take care of children
Protect their family	Be emotional
Take good decisions	Like dressing up
Don't cry	Can give birth to children

Facilitator's note: If the characteristics of breastfeeding, giving birth to children, having breasts, etc. do not get mentioned, probe further and ensure that they get noted down in the second

column. Similarly, try to get the group to mention the biological characteristics in men, such as having a beard/moustache.

2. Ask participants which **sex** they are, male or female? How do they know which sex they are?
3. Ask participants to look at the characteristics mentioned earlier and name the biological traits of men/boys and women/girls.

Examples of biological traits: Having penis/testicles/vagina/breasts, breastfeeding, giving birth to children, having beard or moustache, etc.

4. After participants have shared their responses, **explain sex:**

Sex is determined by their body parts – men/boys have penises and testicles. Women/girls have vaginas and breasts.

Only females have organs and hormones in their bodies that enable them to menstruate, get pregnant, give birth to children and breast-feed. Only males have organs and hormones that produce sperm and make women pregnant.

These differences cannot be changed.

5. Now, ask the participants what they think that **gender** means?
6. After participants have shared their responses, **explain gender:**

Gender describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status.

These differences are created by society, not by their bodies. They are part of our culture.

These differences can be changed.

7. Read the following statements to participants and ask them whether the statement refers to “sex” or “gender”.
 - *Women give birth to babies, men don't. (SEX)*
 - *Girls should be gentle, boys should be tough. (GENDER)*
 - *Women can breastfeed babies, men can bottle feed babies. (SEX)*
 - *Girls should marry and boys should get a good job. (GENDER)*
 - *Caring for children is a woman's job. (GENDER)*

1.2 Activity 2: What is School-Related Gender-Based Violence?

INSTRUCTIONS:

1. Ask participants how they would define violence?

Violence: Violence is any use of force or threat of force by an individual or group that causes harm to another.

2. Ask participants to name examples of violence children experience in school, on the school grounds, going to and from school. Note the examples on the blackboard/flipchart.

3. Ensure you point out other forms of violence that were not mentioned by participants.

<p>Examples of School-Related Gender-Based Violence (SRGBV)</p> <p><u>Psychological:</u> Girls and boys both experience psychological abuse from peers and teachers through:</p> <ul style="list-style-type: none">• Verbal harassment• Verbal abuse related to puberty• Bullying, teasing• Abusive language from teachers• Emotional manipulation and exploitation• Labelling students lazy or stupid <p><u>Physical:</u></p> <ul style="list-style-type: none">• Hitting• Slapping• Caning• Punching• Shaking• Choking• Painful body postures• Excessive exercise drills• Exploitive labour• School chores that negatively impact student’s learning or health• Labour as punishment or for grades <p><u>Sexual:</u></p> <ul style="list-style-type: none">• Rape (unwanted and unconsented sex)• Any unwanted act, gesture, language, behaviour of a sexual nature• Groping, touching, etc.• Aiming sexually explicit language at a child• Indecent touching and exposure• Exposing pornographic material to children• Asking for sexual favours in return for better grades or help with school work
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4. Explain that there are three different categories of violence: psychological violence, physical violence and sexual violence.
5. Ask participants to write the letter “S” beside all types of sexual violence, the letters “PHY” beside all types of physical violence, and the letters “PSY” beside all types of psychological violence they portrayed.
6. Explain that it is often difficult to distinguish between the three categories because they often overlap. For example, girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual abilities (psychological abuse). Furthermore, psychological violence is often invisible but it still has the same negative impact as other forms of violence.
7. Ask participants now to circle those types of violence, of which they think girls are more prone to than boys.

8. Explain that girls are more likely to experience psychological bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls. Children, particularly girls with disabilities are at even higher risk of experiencing violence.
9. Ask participants for the definition of gender-based violence (GBV) and school-related gender-based violence (SRGBV)?

Gender-based violence (GBV) is any act that results in, or is likely to result in physical, sexual or psychological harm or suffering against someone (man/boy or woman/girl) based on gender-role expectations and stereotypes.

Often GBV is violence where the man/boy hurts the woman/girl because he has more power but GBV can also be inflicted on boys by women although this is rarer.

School-related gender-based violence (SRGBV) is defined as sexual, physical or psychological violence against children occurring in schools.

1.3 Activity 3: Review Chapter 1 ‘Understanding School-Related Gender-Based Violence’

INSTRUCTIONS:

1. Review p. 8 of the School Safety Guide to answer the following questions:
 - Where can SRGBV occur?
 - Who is affected by SRGBV (victim¹)?
 - Who can commit SRGBV (perpetrator²)?
2. Ask participants why they think people commit violence? Is it because they are ‘bad people?’
3. Let the group respond. Then explain the point as follows:

One thing that the people, who commit violence have in common is that they are all more powerful than their victims. That is, in all cases, **violence is committed by those who are powerful on those who have less power**. This means that having power is linked to who commits violence and on whom.

But what do we mean by ‘**power**’? Generally when we use the word ‘power’ we think of physical power, that is, we think of someone with a strong, muscular body. But power is not always physical. Examples:

- A teacher is powerful in the community because s/he is educated compared to many other community members, who are illiterate.
- A teacher is more powerful than a student because s/he is an adult.
- A rich man is usually powerful because his wealth gives him the ability to influence other people’s lives.

Different people may be powerful in different situations. In fact, the same person may be powerful in one situation and powerless in another. Examples:

¹ A victim is defined as a person against whom an offence is committed.

² A perpetrator is defined as a person, group or institution that inflicts, supports or condones violence or other abuse against a person or groups of persons.

- A man beating his wife. In this case, he is more powerful, he is the perpetrator. Now imagine the same man in a work situation where he is a labourer. In such a situation, wherein there are others more powerful than him, he could well be a victim.
- A female teacher might commit violence on a male student through corporal punishment. But the same woman may be a victim at home if her husband or in-laws harass her or beat her.

4. Ask the participants why they think people misuse power?
5. Let them respond, then explain as follows:

Most of our behaviour is learnt – that is, we observe people behaving in a particular way and learn to behave in the same way ourselves. Like other forms of behaviour, **violence is also learnt.**

All around us, we see people misusing their power. So when we find ourselves in a situation of power, we too start behaving in the same way and committing different forms of violence. Another reason is that a person who has suffered violence because s/he had no power may feel that it is her/his right to commit violence when s/he acquires some power.

6. Close the session by reviewing page 10 of the Safe Schools Guide answering the following questions:
 - Why is it important to prevent and respond to SRGBV?
 - What are some of the effects and consequences of SRGBV on educational outcomes, particularly for girls?

2 Preventing School-Related Gender-Based Violence

OBJECTIVES:

By the end of this chapter, the participants will be able to:

- Know what makes a safe and welcoming school.
- Understand the roles and responsibilities of various stakeholders with regards to the prevention of SRGBV.

ACTIVITIES:

Activity	Content	Time
Activity 1	Safe and welcoming schools	10 minutes
Activity 2	Review Chapter 2 'SRGBV Prevention'	20 minutes
Total		30 minutes

MATERIALS: Blackboard/flipchart, A4 papers, chalk/markers, tape, School Safety Guide.

PREPARATION: Arrange area so everyone can sit in a circle.

2.1 Activity 1: Safe and welcoming schools

INSTRUCTIONS:

1. Ask participants to brainstorm what makes a safe and welcoming school.
2. Note the responses on the blackboard/flipchart.

2.2 Activity 2: Review Chapter 2 'SRGBV Prevention'

INSTRUCTIONS:

1. Review p. 10 -15 of the School Safety Guide and discuss the roles and responsibilities of various stakeholders in preventing SRGBV.

Facilitator's Note: Some of the terms under Chapter 2 will be further explained and discussed in the following chapters. However, a short explanation is provided below.

School Safety Committee: Each school will be requested to establish a school safety committee. The committee acts as the central point of information and primary resource for the school regarding safety issues and related matters.

Participatory mapping of safe and unsafe areas: Peer mentors and students will conduct a mapping of safe and unsafe areas in their schools and the development of simple action plans, which will then be presented to the school safety committee.

School Safety Self-Assessment Checklist: A self-assessment checklist (see Annex A of the guide) has been developed to identify risks of SRGBV in schools.

School Safety Action Plan: Based on the findings from the mapping of safe and unsafe areas and the self-assessment checklist, the school community will develop a School Safety Action Plan to make schools safer and more welcoming for girls.

3 Reporting School-Related Gender-Based Violence Incidents

OBJECTIVES:

By the end of this chapter, the participants will be able to:

- Know how to report cases of SRGBV.
- Identify the characteristics of students experiencing SRGBV.
- Approach students who may need support.
- Build trust with students.

ACTIVITIES:

Activity	Content	Time
Activity 1	Introduction to reporting SRGBV incidents	15 minutes
Activity 2	Advantages and disadvantages of reporting in person or anonymously	10 minutes
Activity 3	Reporting incidents in person	20 minutes
Activity 4	Approaching students who may need support	30 minutes
Activity 5	Building trust with students	15 minutes
Total		90 minutes

MATERIALS: Blackboard/flipchart, A4 papers, chalk/markers, tape.

PREPARATION: Arrange area so everyone can sit in a circle.

3.1 Activity 1: Introduction to reporting SRGBV incidents

INSTRUCTIONS:

1. Introduce the activity by stating that now that we understand what SRGBV is, we need to understand how to identify SRGBV in and around schools and how to report incidents (as victims or witnesses).
2. Review p. 16-20 of the School Safety Guide, which highlights the three main forms of reporting SRGBV incidents: in person, via the suggestion box and via toll-free lines.

3.2 Activity 2: Advantages and disadvantages of reporting in person or anonymously

INSTRUCTIONS:

1. Ask participants to brainstorm the advantages and disadvantages of reporting SRGBV in person or anonymously through the suggestion box.
2. Draw two columns on the blackboard/flipchart and note their responses. Below are some points:

Reporting in person	Suggestion box
<p>Advantages:</p> <ul style="list-style-type: none"> • Report will not be distorted • Being able to express emotions • Teacher will show empathy • Teachers can provide direct support to you • Teachers can refer you to other service providers • Teachers can provide information on the next steps • It is quicker <p>Disadvantages:</p> <ul style="list-style-type: none"> • Need the courage to talk to someone about the issue • Risk of being exposed 	<p>Advantages:</p> <ul style="list-style-type: none"> • It can be anonymous • Being able to express yourself in writing • Evidence from student (written report) <p>Disadvantages:</p> <ul style="list-style-type: none"> • Teachers will not be able to provide direct support • Teachers will not be able to refer you to other service providers • Teachers will not be able to provide you with information on the next steps • It takes longer

3. Ensure students that the person reported to must protect information received from or about the victim. The best interest of the victim should provide the basis for all decisions and actions taken.
4. It is the students' responsibility to protect themselves by taking the initiative to improve the safety of their schools and making reports if they are victimized by/suspect cases of SRGBV. The students have the RIGHTS and RESPONSIBILITY to do so.

3.3 Activity 3: Reporting SRGBV incidents in person

INSTRUCTIONS:

1. Explain that students should be encouraged to report SRGBV incidents in person because only then direct support can be provided to them.
2. Ask for two volunteers to perform a short role play. Inform them that the first person will be acting a student, who is reporting a SRGBV incident. The other person's task is to receive the report.

SCENARIO: *Fatmata has become a victim of SRGBV (decide on a form of violence). She has learnt in school that she can report such incidents to any trusted adult or peer mentor. She finds courage to talk to Mrs. Bangura, her school mentor, about what happened to her. Mrs. Bangura receives Fatmata's report.*

Facilitator's note: *Ensure that the person receiving the report is actually taking notes that can be reviewed after the role play.*

3. Thank the volunteers and ask the rest of the group after the role play:
 - What did the teacher do and how did the teacher respond to the student when receiving a report?
 - For the person who acted the student, did s/he feel encouraged and comfortable to give the report?

- For the person who acted the student, was there anything that was not helpful?
- What did the teacher do well/not so well to respond?
- For the person who acted the teacher, did the person record the reported incident correctly? (*Ask the person to read out the recorded case*).

4. Emphasise the following steps when receiving a report from a student:

- Go to secure and private location to talk. Ensure nobody can overhear the conversation.
- Have writing materials available for making notes.
- Ask the student to describe what has happened or what s/he would like to report and make notes while the student is reporting.
- Explain that they can trust you, you are here to listen and help and that you will keep anything they share confidential unless you need to share it with someone else to help them.
- Stay calm, listen to the entire report from the student and do not try to seek help while the report is being given.
- Do not ask leading questions but ask probing questions instead to give the victim the freedom to express what s/he wants to say. Do not blame the student
- Once the student has finished his/her report, summarise the key points to ensure you captured the information provided correctly.
- Assure the student that you will seek help and tell them about the next steps to get them help.

3.4 Activity4: Approaching students who may need support

INSTRUCTIONS:

1. Explain that some students might not feel confident enough to talk to anyone about what has happened to them. However, victims of SRGBV often display certain characteristics. Ask participants what some of these characteristics of students suffering from SRGBV could be? Note them on the blackboard/flipchart.

Possible characteristics of students suffering from SRGBV:

- Anxiety
- Sadness/depression
- Fearfulness
- Weight loss or lack of appetite
- Changing the way of dressing
- Low self-confidence
- Submissiveness
- Withdrawal from socialisation

2. If such characteristics are identified, teachers may approach the student to find out what is causing the distress.
3. Ask for two volunteers to act a role play. Inform them that the first person will be acting like a student who is in distress. The other person's task is to approach the student and offer support.

SCENARIO: Nancy has become a victim of SRGBV. Even though she has learnt in school that she can report such incidents, she feels too shy to talk to anyone about it. However, her teacher, Mr. Kamara, has recognised changes in her behaviour and suspects that Fatmata is experiencing SRGBV. He approaches her to find out.

4. Thank the volunteers and ask the rest of the group after the role play:
 - For the person approaching the student, what could you identify about the student's mood based on his/her behaviour? What characteristics was the student displaying that made you notice the student was in distress?
 - For the person approaching the student, what type of support did you think the student needed?
 - For the person approaching the student, what was especially helpful from the person who approached you?
 - For the person who acted the student, was there anything that was not helpful?
 - Did the person approaching the student introduce himself/herself and what s/he wanted to do? Did s/he ask the student's name?
 - When the adult was approaching or speaking with the student, what did s/he do to help the student feel at ease? E.g. did the adult get down to 'eye-level' with the student?
 - Did anyone try to move their position in order to find a quieter place to talk?

5. Summarise key messages for approaching people who may need support:

- Be respectful and polite when approaching students.
- Introduce yourself.
- Ask for their names.
- Try to find a quiet and safe place to talk
- Explain what s/he (the teacher) has noticed.
- Ask if something is wrong or if something happened. Ask if you can offer support.
- Explain that they can trust you, you are here to listen and help and that you will keep anything they share confidential unless you need to share it with someone else to help them.
- Listen to the body-language being shared by the student to give you clues about what might be concerning them.
- If the student may not share right away you should explain that they can come talk to you another time.

6. Make sure you emphasise that nobody should force the student to talk or report, as it may make the student feel more uncomfortable, fearful, etc.

3.5 Activity 5: Building trust with students

INSTRUCTIONS:

1. Explain to participants that trust between teachers and students is central to encourage students, particularly girls to report incidences of SRGBV.

2. Ask participants to form three groups to discuss the following questions:

Group A: *What are some of the characteristics of a trustworthy teacher/mentor/peer?*

Group B: *How can the school build trust between teachers and students to encourage reporting of SRGBV incidents?*

Group C: *What are some of the factors that would make students not to trust their teachers/mentors/peers?*

3. Ask each group to present their responses and discuss in plenary.
4. Explain that schools should be safe and welcoming for students to focus on learning. In order to achieve this, we must establish meaningful relationships. An essential component of meaningful relationships is trust.

However, building trust is a continuous process. And it is not just about trust between teachers and students, but between teachers and other teachers, and parents/guardians too. The goal is to be able to collectively have an honest inquiry and dialogue about school safety. The key question to be answered is: Are our schools safe and welcoming for our children, particularly adolescent girls? And students need to be able to talk to their teachers, mentors and peers about the issues that are affecting them and making them feel unsafe in school.

4 Responding to and Documenting School-Related Gender-Based Violence Reports

OBJECTIVES:

By the end of this chapter, the participants will be able to:

- Establish a trusted and credible school safety committee.
- Know the roles and responsibilities of the school safety committee.
- Respond to and refer SRGBV reports.
- Document SRGBV reports in the school safety log-book.

ACTIVITIES:

Activity	Content	Time
Activity 1	Forming a school safety committee	10 minutes
Activity 2	Responding to and documenting SRGBV reports	80 minutes
Total		90 minutes

MATERIALS: Blackboard/flipchart, A4 papers, chalk/markers, tape.

PREPARATION: Arrange area so everyone can sit in a circle.

4.1 Activity 1: Forming a school safety committee

INSTRUCTIONS:

1. Explain that each school must establish a school safety committee, which is responsible for addressing the SRGBV reports received by the school.
2. Review p. 21 - 22 and 39 - 40 of the School Safety Guide to learn more about the composition of the school safety committee and its roles and responsibilities.

4.2 Activity 2: Responding to and documenting SRGBV reports

INSTRUCTIONS:

1. Explain to the participants that the school safety committee is responsible for addressing the SRGBV reports received by the school.
2. Review p. 22 - 26 of the School Safety Guide which highlight which cases can be addressed at the school level and which need to be referred. The guide also suggests some examples of punitive measures that can be taken against perpetrators of SRGBV.
3. Then divide participants into four groups and give each group a scenario that could be reported in a school. Each group will represent a school safety committee.

SCENARIO 1: *Fatmata is being touched on her breasts and buttocks by her teacher in the classroom and some of her female peers on the way home from school. One of her classmates reported the incidents to the peer mentor, as she learned in the school clubs that this type of*

behaviour is not acceptable. Fatmata was scared to report herself because she thought she would be blamed for being touched. The peer mentor then reported the case to the school mentor.

SCENARIO 2: *Michael is being hit by his teacher in the classroom with a cane when he falls asleep during class. He is afraid to report being hit because he is worried he will get into trouble for falling asleep during class. The school mentor notices that Michael has a gash on his arm that is an infected, open wound and asks him to come talk and share what happened. Reluctantly, Michael shared what was happening.*

SCENARIO 3: *Teacher A has had sex with several female students and now Nancy is pregnant. She is scared that she will be blamed for having sex with the teacher, even though she had no other choice than to have sex with him and he said he would fail her if she told anyone. The school mentor suspects she is pregnant because she is getting bigger and seems very tired. When asked, Nancy reports to the school mentor that she also thinks she is pregnant and is scared to tell her parents and is scared that she will not be able to continue school.*

SCENARIO 4: *Some community members are sending sexually harassing text messages to girls and asking them if they want rides to school even though the girls keep saying no and to stop messaging them. One of the students reports the issue anonymously through the suggestion box.*

4. Ask participants to answer the following questions in their respective groups based on the scenario provided.
 - Review the report received and decide whether the issue can be resolved at the school level or whether the issue needs to be referred.
 - Identify the steps that need to be taken to resolve the issue and the stakeholders that need to be involved.
 - In case of referral, who would the case be referred to?
 - What punitive measures is the school safety committee suggesting for the perpetrator(s)?
 - Practice logging the incident in the school safety log book (using flip chart paper and proposed template on p. 41 of the School Safety Guide).
5. Ask a representative of each group to share the scenario and how it was handled including if it was referred, how it was logged into the school safety log book and the punitive measures.
6. Ask the other participants if there are other ways the issues could have or should have been handled using information from the School Safety Guide.

5 Providing Psychological First Aid and Guiding Principles

OBJECTIVES:

By the end of this chapter, the participants will be able to:

- Define Psychological First Aid (PFA) and recall the action principles of PFA – Look, Listen, Link.
- Know when PFA will be helpful.
- Know the important elements of good communication.
- Listen effectively for what people say and understand the emotions and needs behind the information they share.
- Identify the informal and formal links and referrals to support students.

ACTIVITIES:

Activity	Content	Time
Activity 1	Introduction to Psychological First Aid	5 minutes
Activity 2	PFA Action Principle: Look	10 minutes
Activity 3	PFA Action Principle: Listen	40 minutes
Activity 4	PFA Action Principle: Link	20 minutes
Activity 5	Guiding Principles	15 minutes
Total		90 minutes

MATERIALS: Blackboard/flipchart, A4 papers, chalk/markers, tape.

PREPARATION: Arrange area so everyone can sit in a circle. Write the six guiding principles “Do no harm; Prioritize the best interest of the victim; Non-discrimination; Adhere to ethical standards; Seek informed consent and/or informed assent; Respect confidentiality” on a slip of paper each.

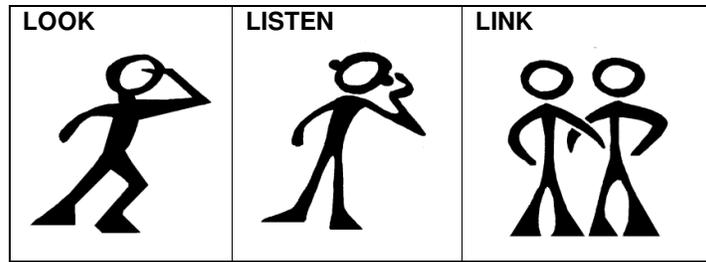
5.1 Activity 1: Introduction to Psychological First Aid

INSTRUCTIONS:

1. Ask participants whether they can define Psychological First Aid (PFA).

Psychological First Aid (PFA): PFA describes a humane, supportive response to someone who is suffering and may need support”.

2. Explain that there are three main action principles to PFA. These are “Look”, “Listen” and “Link”
3. Ask participants to stand. Say the words “Look, Listen and Link” slowly, while also doing the actions – E.g. To “look”, place your hand to your forehead and pretend to be ‘looking’ out; To “listen”, place your hand at the back of your ear and push that side of your head forward slightly; To “link”, place your hands on your hips. These images may help:



Repeat these actions for Look, Listen, Link at least three times with the group, then ‘mix them up’. E.g. call out “Listen” and ask them to do the right action, then call out “Look”, “Link” “Look”, “Listen”, “Look”, “Link”, and so forth. Do this a few times, but always end with the proper Look, Listen and Link order.

5.2 Activity 2: PFA Action Principle: Look

INSTRUCTIONS:

1. We will not know if a person needs support if we are not actively looking for the signs that tell us they require assistance.
2. There are three main things we need to LOOK for to know whether or not PFA might be helpful. These are:
 - Looking for the safety – for yourself and for the student you are trying to assist;
 - Looking to see if that student has any obvious or urgent basic needs; and
 - Looking for any signs of distress that the student may have, which may be an indication that s/he need support.
3. In the plenary, ask the participants to brainstorm...
 - what might be some safety considerations they need to look for. (*Be sure to emphasize that their safety always comes first.*)
 - what might be obvious urgent basic needs. (*Ensure they cover urgent medical assistance, food, water, protection and so forth.*)
 - what might be some signs of distress that students might show. (E.g. Anxiety, sadness, fearfulness, withdrawal from socialisation, etc.)

5.3 Activity 3: PFA Action Principle: Listen

INSTRUCTIONS:

1. Explain that communication is a two-way process of reaching mutual understanding, in which people exchange information, news, ideas and feelings. Effective communication is about listening for what people say, but also understanding the emotions and needs behind the information they share. Communication can be verbal and non-verbal (e.g. tone of voice or body language).
2. With the full group, ask them to call out important elements of good communication. As they are called out, list these on the blackboard/flipchart, being sure that some of the key communication skills are included, such as:

Important elements of good communication:

- Give your full attention; avoid distractions or interruptions and try not to move the person along too quickly (e.g. by looking at your watch or asking them to talk faster)
- Position yourself in a way that is engaging and supportive, not too close, but not too far
- Show you are listening by nodding, smiling, using familial expressions
- Repeat back to the person what they say to ensure you understand them
- Avoid judgment and telling the other person what to do (listen for their solutions)
- Use a calm and encouraging tone of voice
- Don't use technical terms (e.g. don't say "I'm going to give you PFA now"!)
- Silence is OK. Silence can sometimes give the other person space to think about what they tell you or what you have said
- Sometimes touch (e.g. hand-holding or an arm around a shoulder) can be comforting, but be mindful of context, gender and cultural differences

3. Write this phrase on a flipchart: **"Ah, Fatmata. You are here. Come in. Tell me what has happened to you."** Ask the participants to divide into pairs. Ask them to say this phrase to the other person in a variety of ways. For example, in an encouraging way, in a threatening tone of voice, in a happy tone of voice, an angry tone of voice, in an inquiring voice.
4. Discuss in plenary what this tells us about the importance of our tone of voice and body language when communicating with students. **Key message** is that children and adolescents pick up on more than we realize and HOW we communicate with them is often more important than the words we use. The way we speak to them will encourage them to open up or withdraw.
5. Explain to the participants that we are now looking into how to ask about students' needs and concerns by hearing what they say. However, it is not just what students say but the meaning behind what they say. Often, students express their feelings through their actions, facial expressions or creative outputs, such as artwork or play. Students can benefit by being supported to identify their feelings, such as when adults can help them to put words to their emotions.
6. Ask the participants to form pairs. Each participant will read a scenario to the other person.

SCENARIO 1: *My name is Rose and I am a 15 year old girl.*

Since returning to school I've found it hard to focus on my studies. Did you know that my father died from a car accident? My mum, she's not the same person she used to be. She always seems busy. Busy at work, busy in the house, busy with my younger brothers. There's nobody at home I can talk to. And when I'm not at school, she keeps asking me to do chores. So many chores! I get tired and I cry at night before I go to sleep. I wish my father was still here. At school, I don't think my friends care about the fact that my father died. They just say I'm lucky I still have my mother. Then, after school, I have to walk past the store where there is a boy. He's 18. I like him because he's kind to me. He listens to me. But he's started to touch me in a way I'm not comfortable with. I still want to be his friend, but sometimes he scares me when he touches me. I don't know what to do.

SCENARIO 2: *My name is Mohamed and I am a 16 year old boy.*

Last week, I met some boys at the school gate and they started laughing at me. They called me 'sissy' because I haven't had a girlfriend yet. They were pushing me to kiss one girl from our school but I didn't want to. Now, the whole school knows about the issue. And everyone is staring at me all the time. I wish I could talk to my elder brother about it. But he has a lot of girlfriends and I am sure he wouldn't understand my situation. Everyone likes him. Yesterday, my teacher has asked me whether there was anything going on. I didn't want to tell him. I failed my last assessment. I haven't even told my father. He will be very angry with me. I don't even want to go back to school. If I can find a job somewhere, then I am a man. Then they will stop laughing at me.

7. Ask person A to start reading the scenario (with expression) to person B. Person B will listen carefully, take some notes and after person A has finished, person B will tell person A what s/he has heard person A saying. Use the phrase "I hear you say...". State all the facts that person A has presented, e.g. that Rose's father has died in a car accident, etc.
8. Then ask participants to switch. Ask person B to start reading the scenario (with expression) to person A. Person A will listen carefully, take notes and after person B has finished, person A will tell person B what s/he has heard person B saying. Use the phrase "I hear you say...". State all the **facts** that person B has presented, e.g. that boys were laughing at Mohamed, etc.
9. Now ask participants to read their scenarios again to the other person. But now, identify the feelings and emotions underneath what the other person says. Use the phrase "I hear you say...". This time state all the **feelings and emotions** that the other person has presented, e.g. "I hear you say that you are feeling sad." The person, who reads the story can respond by saying that this is true. If it is wrong, the person can give more information that will help clarify the experience and emotions.
10. After both persons were able to read their scenario again, discuss in plenary the following questions:
 - What was the difference between the two rounds? How did your listening change? Did you face any challenges?
 - How did you feel when the other person did not only listen to what you said but identified the feelings and emotions underneath?

5.4 Activity 4: PFA Action Principle: Link

INSTRUCTIONS:

1. The Link aspect of PFA is about ensuring the students we are supporting are able to connect to others so that they can continue addressing their concerns and meeting their needs. People often think that "link" or "referral" means professional support. However, most linking and referrals will be to informal supports that already exist in the community or by accessing services that are widely available. Our goal is to match the problem with the support students need.

2. Divide the participants into three groups. Ask each group to prepare a poster to present to the wider group.

Group 1/Poster 1 – Create a poster that shows the various informal supports that exist within a community to support SRGBV victims. Examples might include: child welfare committee, churches, clubs, neighbours. This poster might use symbols or drawings to describe informal supports.

Group 2/Poster 2 – Create a poster that shows when students might need additional support. Examples might include: medical concerns, child protection concerns, trauma. This poster might use symbols or drawings to describe formal supports.

Group 3/Poster 3 – Create a poster that shows what the process will be for referring students to additional supports. For example: the school writes a referral letter, the teacher discusses the problem with the parent, the school receives a report of the referral having occurred and so forth. This poster is likely to be a ‘flow-chart’ format.

3. Display each poster in the room and ask one member from each group to explain to others the information in their poster. Allow time for questions, answers and group discussion.

5.5 Activity 5: Guiding Principles

INSTRUCTIONS:

1. Explain to participants that all people involved in the process of receiving, responding to and documenting reports of SRGBV incidents must agree to and adhere to a set of guiding principles.
2. Give participants in pairs a slip of paper with one of the six guiding principles on it:

Do no harm	Adhere to ethical standards
Prioritise the best interests of victims	Seek informed consent and/or informed assent
Non-discrimination	Respect confidentiality

3. Ask participants to discuss the guiding principle and its meaning in their respective groups.
4. In plenary, ask representatives of the groups to explain their guiding principle.
5. Together, review the guiding principles on p. 31 in the School Safety Guide.