SCHOOL-BASED VIOLENCE PREVENTION

A practical handbook



World Health Organization

School-based violence prevention: a practical handbook

ISBN 978-92-4-151554-2

© World Health Organization 2019

Some rights reserved. This work is available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO; https://creativecommons.org/licenses/by-nc-sa/3.0/igo).

Under the terms of this licence, you may copy, redistribute and adapt the work for non-commercial purposes, provided the work is appropriately cited, as indicated below. In any use of this work, there should be no suggestion that WHO endorses any specific organization, products or services. The use of the WHO logo is not permitted. If you adapt the work, then you must license your work under the same or equivalent Creative Commons licence. If you create a translation of this work, you should add the following disclaimer along with the suggested citation: "This translation was not created by the World Health Organization (WHO). WHO is not responsible for the content or accuracy of this translation. The original English edition shall be the binding and authentic edition".

Any mediation relating to disputes arising under the licence shall be conducted in accordance with the mediation rules of the World Intellectual Property Organization.

Suggested citation. School-based violence prevention: a practical handbook. Geneva: World Health Organization; 2019. Licence: CC BY-NC-SA 3.0 IGO.

Cataloguing-in-Publication (CIP) data. CIP data are available at http://apps.who.int/iris.

Sales, rights and licensing. To purchase WHO publications, see http://apps.who.int/bookorders. To submit requests for commercial use and queries on rights and licensing, see http://www.who.int/about/licensing.

Third-party materials. If you wish to reuse material from this work that is attributed to a third party, such as tables, figures or images, it is your responsibility to determine whether permission is needed for that reuse and to obtain permission from the copyright holder. The risk of claims resulting from infringement of any third-party-owned component in the work rests solely with the user.

General disclaimers. The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of WHO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines for which there may not yet be full agreement. The mention of specific companies or of certain manufacturers' products does not imply that they are endorsed or recommended by WHO in preference to others of a similar nature that are not mentioned. Errors and omissions excepted, the names of proprietary products are distinguished by initial capital letters.

All reasonable precautions have been taken by WHO to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall WHO be liable for damages arising from its use.

Design by Inis Communication

Printed in Switzerland

Preface

Each year up to 1 billion children experience some form of physical, sexual or psychological violence or neglect. Being a victim of violence in childhood has lifelong impacts on education, health, and well-being. Exposure to violence can lead to educational underachievement due to cognitive, emotional, and social problems. Because children who are exposed to violence are more likely to smoke, misuse alcohol and drugs, and engage in high-risk sexual behaviour, they are also more likely to endure a range of illnesses later in life. These include depression, cardiovascular disease, diabetes, cancer and HIV.

Given this reality, preventing violence against children is squarely on the international development agenda. Sustainable Development Goal (SDG) target 5.1 calls for the elimination of all forms of violence against girls, and SDG target 16.2 calls for ending all forms of violence against children. Access to education is equally prominent within the SDGs, with SDG target 4.a to build and upgrade education facilities that provide safe, non-violent learning environments for all.

Many efforts are underway that would help to achieve these goals. These activities take place in various settings. Schools have been identified as one important setting for conducting violence prevention efforts. Therefore, in early 2019, with support from several of its affiliated organizations, the Global Partnership to End Violence against Children launched the "Safe to Learn" initiative focused specifically on ending violence against children in schools. The activities promoted as part of this initiative complement current work countries are doing to implement the evidence-based technical package *INSPIRE: seven strategies for ending violence against children*. Enhancing access to education and providing life skills training through schools form one of the seven strategies.

In schools, the provision of education and organized activities are themselves powerful protection against violence. In addition, it is in these settings that opportunities arise to shape attitudes and norms about the acceptability of violence, alcohol and drug use, the carrying of weapons onto school grounds and other risks. In turn, preventing violence in the broader society can directly benefit the core aim of schools to educate children, foster high-quality lifelong learning, and empower leaners to be responsible global citizens.

This new resource: *School-based violence prevention: a practical handbook*, is about schools, education and violence prevention. It provides guidance for school officials and education authorities on how schools can embed violence prevention within their routine activities and across the points of interaction schools provide with children, parents and other community members. If implemented, the handbook will contribute much to helping achieve the SDGs and other global health and development goals.

Reflecting the importance of school-based violence prevention, this handbook was produced by WHO, in collaboration with UNESCO and UNICEF. We invite you to join us in acting to increase the number and effectiveness of school-based violence prevention activities to ensure the safety, well-being and happiness of children and their parents and caregivers everywhere.

Etienne Krug

Director, Department for Management of Noncommunicable Diseases,
Disability, Violence and Injury Prevention

Acknowledgements

This handbook was written by Sara Wood, Karen Hughes and Mark Bellis from the WHO Collaborating Centre on Investment for Health and Well-being at Public Health Wales and Berit Kieselbach from the World Health Organization. Substantial contributions were made by Christophe Cornu, Jenelle Babb and Joanna Herat (UNESCO), Stephen Blight, Songha Chae, Masue Suzuki, Rocio Aznar Daban, Anna Azaryeva Valente, Clarice da Silva e Paula, and Theresa Kilbane (UNICEF), Alexander Butchart, Stephanie Burrows (WHO) and Khadijah Fancy.

The document was edited by Ruth Morton (Plain English Campaign) and proof-read by Amanda Germanio (WHO). Claire Scheurer (WHO) provided administrative support.

The document has also benefitted greatly from comments and suggestions provided by the following peer reviewers: Cathy Ward, Sujata Bordoloi, Soraya Lester, Jenny Parkes, Angela Nakafeero and Sarah Lindstrom Johnson.

The conceptual foundations for this document were outlined in a December 2015 expert consultation on school-based violence prevention. Consultation participants included: Sujata Bordoloi, Patrick Burton, Karen Devries, Michael Dunne, Manuel Eisner, Khadija Fancy, Erika Fraser, Joanna Herat, Berit Kieselbach, Theresa Kilbane Ha Le Hai, Soraya Lester, Ersilia Mensini, Dipak Naker, Jenny Parkes, Francisco Quesney, Christina Salmivalli, Catherine Ward and Sara Wood.

The Know Violence in Childhood Initiative, in particular Ramya Subrahmanian and Patrick Burton, provided extensive support in convening the first expert meeting and sharing evidence from the research work of Know Violence.

Contents

Introduction 2

Section 1: Getting started: Develop leadership, school policies and coordination methods 12

Section 2: Collect data on violence and monitor changes over time 18

Section 3: Prevent violence through curriculum-based activities 24

Section 4: Work with teachers on values and beliefs and train them in positive discipline and classroom management 35

Section 5: Respond to violence when it happens 40

Section 6: Review and adapt school buildings and grounds 46

Section 7: Involve parents in violence prevention activities 50

Section 8: Involve the community in violence prevention activities 54

Section 9: Evaluate violence prevention activities and use the evidence to strengthen your approach 58

References 62

Introduction

Interpersonal violence (Box 1) affects the lives of millions of children across the world. Up to 50% of all children aged 2 to 17 years are thought to have been affected by a form of violence (physical, sexual or emotional abuse) in the past year – the equivalent of 1 billion children (Hillis et al, 2016). Experiences of violence, particularly in childhood, can damage children's physical and mental health and affect their whole lives (Figure 1). Violence can also affect educational outcomes and children's potential to lead successful and prosperous lives. Schools are in a unique position to address and prevent violence against children. Not only are schools accountable in ensuring that their premises are safe and protective but they can also take an active role in engaging the community on issues related to violence. This can include violence that takes place in schools, such as physical violence, sexual violence, bullying, and corporal punishment. It can also include types of violence that emerge in the home and community, such as child maltreatment, dating and intimate-partner violence and elder abuse.

What role can schools play in preventing violence?

- Simply providing education and organized activities for children can help to prevent violence: Schools and education systems can help by encouraging parents and children to enrol and attend. Having quality education can increase the likelihood of children finding paid work in adulthood, and taking part in organized activities can make it less likely that children will become involved in aggressive behaviour or violence.
- Schools can also be ideal places for activities aimed at preventing violence. They can involve many young people at one time, influencing them early in life. Skilled teachers can deliver violence prevention programmes and act as significant role models outside of family or community life. Schools can reach parents, improving parenting practices that may be harmful to children's health and education.
- Schools make ideal environments to challenge some of the harmful social and cultural norms (standards or patterns that are typical or expected) that tolerate violence towards others (for example, gender-based violence).

What roles do schools play in protecting children?

Schools have an important role in protecting children. The adults who oversee and work in educational settings have a duty to provide environments that support and promote children's dignity, development and protection. Teachers and other staff have an obligation to protect the children in their charge.

This duty is described in Article 19 of the Convention on the Rights of the Child (UN, 1989), which has been ratified by most countries. It states:

State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

How can addressing violence benefit education?

Preventing and responding to violence in schools can improve educational outcomes in children and help achieve their educational targets. Many of the life skills taught in violence prevention, such as communication, managing emotions, resolving conflicts and solving problems, are the same skills that can help children succeed in school and that can protect against other issues that affect learning, such as alcohol and drug use.

Addressing violence can improve educational outcomes

Reducing violence and its negative consequences, for example absenteeism, lack of concentration, or school dropout, can have positive consequences on learning. Experiencing violence can also be a reason for demonstrating challenging behaviour which hinders their learning. These challenges prevent teachers from carrying out their roles effectively.

How to deal with three main concerns: lack of time, know-how and resources?

Problem: Three of the barriers that schools often face when considering how to prevent violence are a lack of time, know-how and a lack of resources.

Solution: Activities aimed at preventing violence do not need to be time-consuming or costly; many of the recommendations made in this handbook can be put in place with a reasonable effort, or may already be in place as part of other initiatives. Having a school management that recognizes the value of preventing violence and that leads, motivates and supports staff to achieve a shared vision is more important than having a lot of time or resources.

Suggested action: You can adapt existing systems, resources and skills to include evidence-based violence prevention strategies.

Why is taking a whole-school approach important?

Comprehensive activities that help to prevent violence and which involve all stakeholders who are important in a young person's life have been proven to be more effective in preventing violence than activities that just focus on one particular target group. This approach works towards making sure that the whole school shares the same vision towards reducing violence, and that the school head, teachers, administrative staff, students, parents and the community work together towards this shared goal.

The handbook is aimed at practitioners working at school level, such as teachers, and school personnel by providing practical guidance on what can be done to prevent and respond to violence inside and outside of school. It can be used as resource material among education authorities, civil society organizations and other practitioners working in child welfare.

Box 1: Forms of interpersonal violence covered by this handbook

Interpersonal violence is violence that happens between one person and another. There are many forms, including the following:

Child maltreatment (including violent punishment) involves physical, sexual and psychological/emotional violence; and neglect of infants, children and adolescents by parents, caregivers and other authority figures, most often in the home but also in settings such as schools and orphanages.

Bullying (including online bullying) is unwanted aggressive behaviour by another child or group of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online.

Youth violence is concentrated among those aged 10–29 years, occurs most often in community settings between acquaintances and strangers, includes physical assault with weapons (such as guns and knives) or without weapons, and may involve gang violence.

Intimate partner violence (or domestic violence) involves violence by an intimate partner or ex-partner. Although males can also be victims, intimate partner violence disproportionately affects females. It commonly occurs against girls within child and early/forced marriages. Among romantically involved but unmarried adolescents it is sometimes called "dating violence".

Sexual violence includes non-consensual completed or attempted sexual contact; non-consensual acts of a sexual nature not involving contact (such as voyeurism or sexual harassment); acts of sexual trafficking committed against someone who is unable to consent or refuse; and online exploitation.

Emotional or psychological violence and witnessing violence includes restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment. Witnessing violence can involve forcing a child to observe an act of violence, or the incidental witnessing of violence between two or more other persons.

Corporal punishment: is any punishment in which physical force is used and intended to cause pain or discomfort, however light. Most corporal punishment involves hitting ('smacking', 'slapping', 'spanking') children with the hand or with an implement – whip, stick, belt, shoe, and so on. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning or scalding them or forcing them to swallow food or liquid.

When directed against girls or boys because of their biological sex, sexual orientation or gender identity, any of these types of violence can also constitute gender-based violence.

Sources: World Health Organization, 2016a; UN Committee on the Rights of the Child, 2006

The handbook will guide practitioners towards a whole school approach of preventing violence, with step-by-step tips on how to do so. The following sections outline important elements in establishing a comprehensive approach to violence prevention in schools:



Getting started: Develop leadership, school policies and coordination methods (Section 1);



Collect data on violence and monitor changes over time (Section 2);



Prevent violence through curriculum-based activities (Section 3);



Work with teachers on values and beliefs and train them in positive discipline and classroom management (Section 4);



Respond to violence when it happens (Section 5);



Review and adapt school buildings and grounds (Section 6);



Involve parents in violence prevention activities (Section 7);

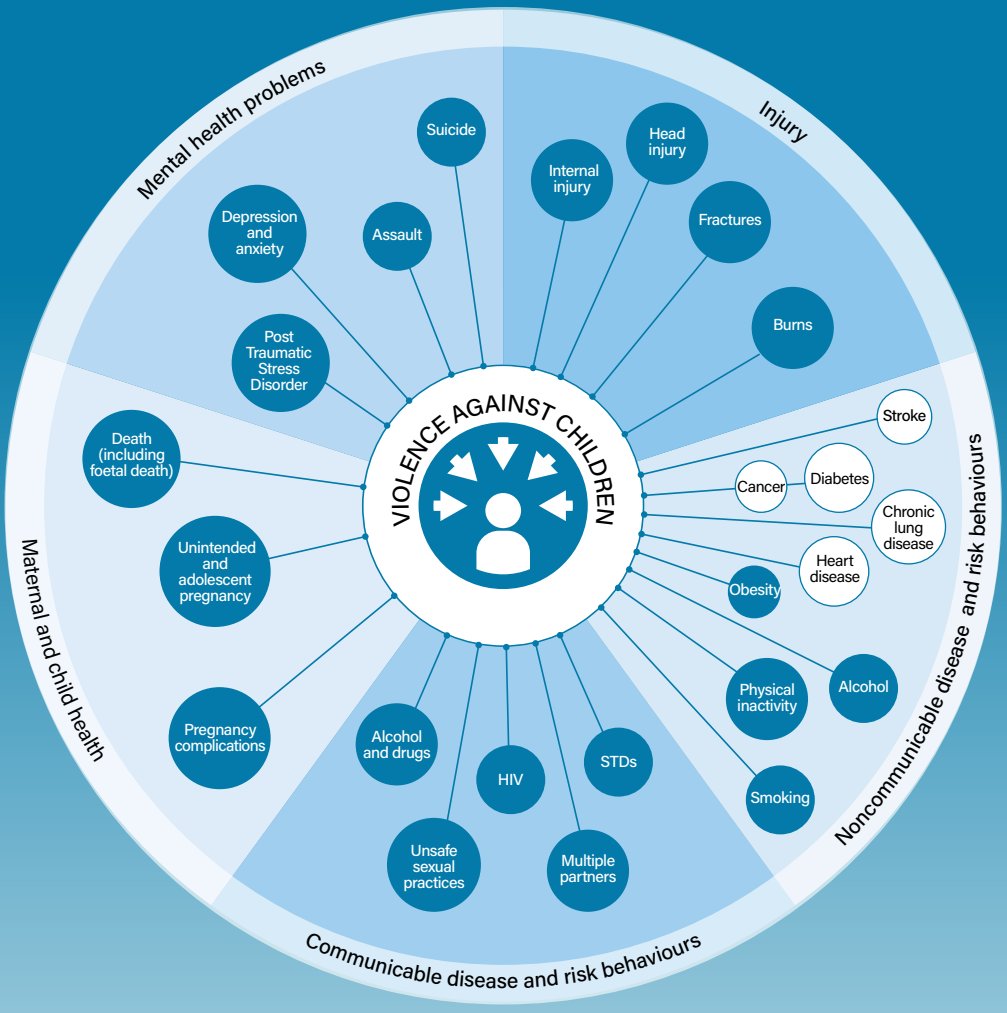


Involve the community in violence prevention activities (Section 8);



Evaluate violence prevention activities and use the evidence to strengthen your approach (Section 9).

Figure 1: The effect of violence on health



Source: World Health Organization, 2016a. Blue circles indicate a direct effect. White circles indicate an indirect effect through the adoption of high-risk behaviours..

How to use this handbook

This handbook does not aim to give readers an overview about everything schools can do to prevent violence, but instead covers some of the core activities school officials and district education authorities can consider to initiate addressing violence at school level or to strengthen existing interventions. For additional resources, see manuals by UNESCO, UNGEI, UNICEF, and WHO, which are referred to throughout this book.

The handbook is built around a list of suggested areas for implementation (see page 10) that outlines practical school-based interventions to take when putting violence prevention measures in place in all areas of the school. The **core actions** refer to a set of initiatives that practitioners who are at school level can take directly. They are immediate activities that the coordinating team can already kick-off.

In addition to these, the set of **expanded actions** are recommended actions to take beyond the school level, usually involving additional stakeholders and higher-level decision-makers for the benefit of the entire education system, e.g. the integration of violence prevention into national curricula for teacher training.

In putting in place a 'whole school' approach to preventing violence, it is important to consider all the sections in this handbook and all the areas covered in the table. However, if some of the suggested methods are already in place and the reader would like to strengthen a particular area, for example evaluation, start in these sections first.

This handbook uses the term "parents" to mean parents, guardians and caregivers, and the terms 'children' to mean children and adolescents up to the age of 18.

Figure 2: A whole-school approach to violence prevention




SECTION 6
Review and adapt school buildings and grounds
SECTION 7
Involve parents in violence prevention activities
SECTION 8
Involve the community in violence prevention activities
SECTION 9
Evaluate violence prevention activities and use the evidence to strengthen your approaches

Areas of implementation

	CORE ACTIONS (SCHOOL LEVEL)	EXPANDED ACTIONS (DISTRICT OR NATIONAL LEVEL)
SECTION 1  **Getting started: Develop leadership, school policies and coordination methods**	▪ Set up a school-based coordinating team to address violence. ▪ Strengthen knowledge and skills of the coordinating team. ▪ Develop a school policy that condemns violence and is enforced fairly for everyone. ▪ Develop an action plan.	▪ Make violence prevention an essential part of the day-to-day work of the school, and work towards building a school culture that does not tolerate violence.
SECTION 2  **Collect data on violence and monitor changes over time**	▪ Use data from existing surveys to increase understanding about where, when, how and by whom violence happens. ▪ Establish a record-keeping system of incidents of violence and the school's responses to these. ▪ Make sure that data is kept confidential within the school.	▪ Include questions that measure violence in existing school surveys and an Education Management Information System (EMIS). ▪ Carry out surveys to assess the extent of violence, where and when it takes place, the characteristics of those involved and perceptions of violence.
SECTION 3  **Prevent violence through curriculum-based activities**	▪ Test evidence-based violence prevention strategies on a small scale e.g. in one grade or class. Strategies that have proven to be effective include: – Develop children's life skills – Teach children about safe behaviour and protecting themselves from abuse – Challenge and transform social, cultural and gender norms that justify violence and promote equal relationships – Address key risk factors for violence (alcohol, drugs, low academic achievement)	▪ If the evaluation finds that the tested violence prevention strategies were effective in reducing violence, take steps to scale it up: – Scale-up the effective strategies to other classes/grades within the school – Share your model with other schools – Showcase your model and propose with the Ministry of Education integrating it as part of the curriculum
SECTION 4  **Work with teachers on values and beliefs and train them in positive discipline and classroom management**	▪ Train teachers in positive discipline and classroom management. ▪ Create mutual support mechanisms for teachers. ▪ Strengthen managerial support for teachers. ▪ Address and transform teachers' harmful beliefs and social, cultural and gender norms.	▪ Integrate training in positive discipline and classroom management and social, cultural and gender norms in pre-service training for teachers.

	CORE ACTIONS (SCHOOL LEVEL)	EXPANDED ACTIONS (DISTRICT OR NATIONAL LEVEL)
SECTION 5  **Respond to violence when it happens**	▪ Train teachers and school staff in recognizing violence and asking children in a responsible way about violence. ▪ Train teachers in managing situations where children tell them they have experienced violence. ▪ Deal with violent incidents immediately, using methods learned in teachers' training, for example positive discipline and classroom management (Section 5). ▪ If referral mechanisms do not exist at school level, make sure to be informed of service providers available ▪ Train parents in recognizing and asking appropriately about violence and supporting children exposed to violence (see also Section 8).	▪ Strengthen safe and child-friendly reporting methods. ▪ Develop and strengthen appropriate referral methods for victims of violence who need additional support. ▪ Monitor the effectiveness of reporting and referral methods.
SECTION 6  **Review and adapt school buildings and grounds**	▪ Involve students and staff in identifying hotspots for violence (including the way to and from school) and find practical solutions in these areas. ▪ Review the appearance and features of school buildings and grounds and identify areas that could be improved. ▪ Make sure schools have clean, separate toilets for boys and girls.	▪ Ensure that the annual budget includes a budget line for improving physical infrastructure of schools with the aim to enhance safety of children.
SECTION 7  **Involve parents in violence prevention activities**	▪ Keep parents involved and informed about violence prevention activities and school policies on violent behaviour. ▪ Distribute messages on how parents can support their child's learning. ▪ Invite parents to sit on prevention coordinating committees. ▪ Create awareness among parents on how to recognize and ask appropriately about violence.	▪ Expand to parenting programmes and work with parents to improve key parenting skills and encourage non-violent strategies for dealing with challenging behaviour.
SECTION 8  **Involve the community in violence prevention activities**	▪ Take part in multisectoral coordinating bodies such as community violence prevention committees. ▪ Involve community members in school-based coordinating committees and developing school policies and codes of conduct.	▪ Develop partnerships with community organizations, agencies or services that support violence prevention activities, including after-school clubs. ▪ Open the school as a place where joint community activities can take place.
SECTION 9  **Evaluate violence prevention activities and use the evidence to strengthen your approaches**	▪ Decide on a set of outcome indicators, using existing indicator frameworks where possible, that can help you to understand whether your actions to prevent violence have been successful, and include these measures in evaluation activities.	▪ Work with academic institutions or other partners to establish whether violence prevention activities work. ▪ Include outcome indicators on the effectiveness of violence prevention measures into broader monitoring and evaluation systems that collect data on violence and the response to violence in schools, for example into surveys that are conducted regularly.

Section 1: Getting started: Develop leadership, school policies and coordination methods



This chapter outlines a framework that will help guide actions to prevent and respond to violence in schools. It covers leadership, action planning and coordination structures.

1. Develop skills in leadership and advocacy

Leadership skills are essential for turning the shared vision for preventing violence into a reality. Good leadership can also encourage staff and students to take responsibility for violence prevention activities over the long term.

Important leadership skills include:

- Strong communication and interpersonal skills
- The ability to take on board many different points of view and work with different stakeholders who sometimes might have competing needs and interests
- The ability to adapt to emerging and changing needs
- Staying focused on outcomes
- Helping others to look for and share innovative solutions

2. Create awareness in the school community and a culture that does not accept violence

A formal event to launch the programme of activities can be a good way of helping to raise awareness about violence in the school community and can create a sense of responsibility among teachers, students, parents and the community. A regular school event or a special occasion that is created for this purpose can mark a change in how you deal with violence at your school. It is important to promote the event widely. Sometimes the event might get more interest if you invite a special guest who is recognized within the community. The purpose of the event should be to officially present your aim to create a school community where everybody feels valued, respected and safe and where violence is not tolerated. It should also highlight the important role the school can play also in addressing violence beyond the school grounds. You can involve students through creating plays, songs, speeches and stories. The event can also be a suitable opportunity to recruit interested stakeholders onto the coordinating team (see next point). You could repeat the event each year, for example at the beginning of each school year.

You could also consider a separate event for teachers and school staff, for example during teacher reunions to look at standards and values held by teachers that support violence, including sexual violence (see also pre- and in-service teacher trainings under **Section 4**).

3. Set up a school-based coordinating team

Your next step should be to set up a coordinating team to help put in place the measures to deal with violence. You could look first at existing groups and committees, where teachers, students and administration staff who can support specific coordination roles in violence prevention are already represented. These could be community-based groups or school-based groups such as parent-teacher meetings or school assemblies.

It is important that the coordinating team includes all relevant stakeholders: teachers, school administrative staff, students, parents and, if possible, members of the community. It is good to keep a balance of older and younger students and teachers, and males and females and, if it applies, you should make sure that different cultures, religions and those with special needs are represented. Team members should not be appointed but selected by the group they are representing. Teachers, students, administrative staff and parents should be represented in equal numbers. However, it is important to make sure the team is not so big that it becomes inefficient.

The coordinating team should meet regularly throughout the school year, for example once or twice a month. A standing agenda for each meeting helps prepare the work of the coordinating team. Some agenda items could include: discussing the next steps in putting in place violence prevention activities; reviewing existing activities that prevent violence in schools and choosing prevention programmes and approaches; raising any concerns on violence in schools, sharing any trends or patterns you observe and looking at how the school community responded to violence and help plan community activities. In order to be transparent and clear about the coordinating team's purpose, roles and how the team works, it would be helpful to develop and make public Terms of Reference.

4. Strengthen capacity of the coordinating team

It is important to develop the skills of the coordinating team and all those who put in place violence prevention measures at school.

First, team members need to know the most common types of violence, the risk factors for violence, and the evidence on what works to prevent it. This information will help make informed decisions about the next steps.

Secondly, it is also important to explore the team's own ideas and misconceptions about why violence is happening.

And finally, the team should be aware of existing international rights and agreements, national legislation, and codes of conduct.

A standard training session addressing all the above areas would be helpful. It can be part of the induction package once a member is selected to be part of the coordinating team and it can be conducted regularly as refresher sessions. Coordinating teams may find it useful to contact equivalent teams in neighbouring schools to share learning and resources and provide mutual support.

5. Develop a school policy that condemns violence and is enforced fairly for everyone

Developing a school policy to deal with violence can help the school to agree on a shared vision and overall plan to tackle violence in schools. The policy should be based on existing data on violence and on evidence of what works to prevent and respond to violence. It should also be guided by the values and preferences of the whole school community, including students, teachers, administrative staff and parents, who should be given the opportunity to contribute.

In some countries broad policies that address violence in schools and the education sector are developed at a national level or in the context of national action plans to address violence against children. These provide a common vision to guide programme development and describe more broadly how to address violence in schools and what the roles of each sector are. In countries where these exist, these need to be adapted to the school level.

The South African National School Safety Famework (NSSF) was endorsed by the Department of Basic Education in order to provide an all-inclusive strategy to guide the national department as well as the provincial education departments in a coordinated effort to address violence occurring within schools.

The NSSF is a tool through which minimum standards for safety at school can be established, implemented and monitored and for which schools, districts and provinces can be held accountable.

It consists of a manual that describes the framework, including national policies, the roles and responsibilities of various stakeholders in assuring safety at school and a 9-step-process to implement the manual. There is also a training guide for facilitators, disciplinary codes and training materials.

Source: http://www.cjcp.org.za/nssf-manual.html

The school policy should:

- Be guided by and in line with international standards and national policies that look at violence in schools and violence prevention.
- Be clear about the types of violence that are addressed (violence between students and violence between teachers and students). It should consider physical, emotional and sexual violence.
- Describe the problems and types of violence that need to be addressed (based on available data; see **Section 2**).
- Outline, in clear and measurable targets, what should be achieved.
- Set out clear rules for all members of the school community and make sure the rules are easily accessible.
- Highlight that all members of the school community should be treated fairly and equally if they break the rules.
- Set out the consequences if the rules are broken.
- Share ways to report an incident and describe referral pathways, in case other institutions are involved in the response.

It is important to share the policy widely and display it publicly to make sure the entire school community is aware of it. For example, you could:

- Post the policy where it can easily be seen.
- Discuss the policy as part of school lessons, for example at the beginning of each school year.
- Make parents aware of the policy at school events where they are usually present.
- Hold regular reminder events.

Because of the links between alcohol and drugs and violent behaviour, it is also worth thinking about combined policies on having, using and dealing substances within school grounds.

6. Develop an action plan

Once you have developed a policy, you will need to set targets and draw up an action plan which sets out how to achieve the vision and targets outlined in the policy. The action plan should cover the following areas, but you can adapt it to your school and local circumstances.

Activities to achieve the targets: For each of the targets outlined in the policy, you will need to have specific objectives and activities to help achieve them. You can use the main areas from the matrix on page 10 of this handbook to check whether all relevant areas have been addressed.

For each of the activities the following questions will help answer whether they are realistic to carry out:

- How practical will it be to include the activity in the existing day-to-day activities of the school?
- What are the approximate costs and what resources will you need?
- Could any harm be caused by running the activity?
- Do the staff running the activity have the necessary skills? If not, can they be taught?
- Are there any cultural barriers or other obstacles to the activity, and how easy would it be to overcome these?

Other helpful tips:

Timeline: a timetable will help manage all the various steps needed to achieve a particular outcome.

Roles and responsibilities, and the resources and skills needed: You should clearly state who is responsible for delivering each activity and consider whether they have the skills to do so. It is important to agree who will contribute what and by when.

7. Make violence prevention an essential part of the day-to-day work of the school administration

While violence prevention activities might start as a pilot project, it is important to think about how it can be included in school life from the start and how to involve all relevant stakeholders to help the activities become long term. It is important to find ways of keeping stakeholders involved.

To make sure you maintain violence prevention measures over the long term, it is important to:

- Consider from the initial planning stage how to maintain the project. It is important to plan this from the beginning, taking into account existing assets and resources.
- Involve key stakeholders and give them a sense of responsibility from the beginning. Establishing activities over the long term will only work if key stakeholders support the change (see also notes on leadership).
- Develop standards and manuals to make sure these are adhered to and that standards are maintained, even if your school has a high turnover of staff and a changing daily routine.
- Plan with a generous timescale and have patience. It is important to have a long-term vision.

In summary, the following actions are suggested at the school level:

1. A formal event to launch a school-wide campaign to raise awareness about violence in the school community
2. Plan regular events to:
    - Raise awareness of the issue
    - Mark changes made
    - Be inclusive in your efforts
    - Create a safe space to discuss issues related to violence against children
3. Plan separate programmes/events for teachers and staff
4. Set up a school-based coordinating team
5. Develop a school policy
6. Develop a plan of action
7. Integrate violence prevention in school's day-to-day work

Key actions: Getting started: Develop leadership, school policies and coordination methods

Core actions

- Set up a school-based coordinating team.
- Strengthen knowledge and skills of the coordinating team.
- Develop a school policy that condemns violence and is enforced fairly for everyone.
- Develop an action plan.

Expanded actions

- Make violence prevention an essential part of the day-to-day work of the school, and work towards building a school culture that does not tolerate violence.

Section 2: Collect data on violence and monitor changes over time



Why collecting data is important

Collecting data is a central part of preventing violence. Data on violence can help you understand how many students are affected by violence, the types of violence most commonly experienced, the characteristics of students most affected (for example, whether more boys or more girls are affected), the context in which violence takes place, who the perpetrators are, and when and where violence takes place. If this information is not available, it is easy to make biased or false assumptions about the nature of violence. This might lead to spending scarce resources on the wrong priorities.

Box 2.1 National data sources

The WHO Global School-based Student Health Survey, the Violence Against Children Surveys and the OECD (Organisation for Economic Co-operation and Development) Programme for International Student Assessment education surveys are all regularly carried out in many parts of the world.

You can use the data you collect to understand how levels of violence change over time, and to identify emerging forms of violence before they become a problem. It also helps to understand what types of violence are the most common in certain schools and allocate resources where they are needed. Data can help to guide violence prevention activities (**Section 3**) and help to find out whether the activities are effective or not (**Section 9**).

There are seven important steps for data collection:

1. Add to understanding of violence through identifying and using data from existing school surveys and routinely collected data

A good starting point when first planning violence prevention activities is to look for data that has already been collected on violence, such as surveys on violence against children or youth violence, regular school surveys such as the Global School-based Student Health Survey and regular health and education surveys. National data sources are often useful places to begin when collecting data (Box 2.1). These sources provide information about the types of violence that are most common and some characteristics of perpetrators and victims. For victims, this may include, for instance, being: female [sexual violence], male [physical punishment, youth violence], having a disability, or identifying as lesbian, gay, bisexual or transgender [LGBT]. Prevention action can then be targeted to existing problems and more vulnerable students.

There may also be data available at school level through a number of sources:

- Routinely collected data: data collected as part of normal school practices, such as exclusions, detentions and reports of violent incidents. This kind of data usually underestimates the levels of violence in a school, as not all violent incidents come to the knowledge of the school staff.
- Population-based systematic surveys, focus groups and interviews: data collected directly from students or staff. These sources collect data from a representative sample of the population and, if they are done well, provide the most accurate figures.
- Observations**:** data collected through observing student and staff behaviour in classroom and social settings (for example, a canteen). This data can be collected easily, but is at high risk of being biased.
- Education Management Information System (EMIS): While the data collected through EMIS relates to the education sector in general, it can provide indications of underlying problems that are affecting learning such as violent behaviour caused by drugs or alcohol, violent punishment affecting learning abilities or low learning outcomes because of absenteeism due to violence.

Table 2.1. Potential sources and examples of data

Sources of data		Examples of data that could be collected
Routinely collected data	Exclusions	Number of students excluded from school for violent behaviour
	Reporting systems	Number of fights, assaults and bullying incidents
	Detentions	Number of students in detention for violent behaviour
	School-based support services	Number of students who have visited the school nurse or counsellor for a violence-related incident
Extra sources	Surveys	Number of students who have been victims of violence
	Focus groups and interviews	Attitudes and social behaviour around the use of violence and gender roles
	Observations	Number of violent incidents within classrooms and social areas

2. Establish reporting methods to record incidents of violence and the school's responses to these

It is crucial to create child-friendly, anonymous and safe reporting methods (see also **Section 5**). These should record each violent incident that happens within the school grounds including the date, time and location of the incident, the type of violence and how the school responded. The designated staff can complete these on paper using simple forms, or electronically as part of existing systems. It is important that personal information stays anonymous.

It is also important to make sure that all staff and students understand the reporting system and how it works, as well as their responsibilities in reporting violence in line with national legislation and in maintaining confidentiality of students and staff. For example, in cases of severe violence, or if legal action is necessary, certain official reporting forms may be required and it would be helpful to have these handy or else be clear about existing referral pathways.

3. Make sure that data and the way you collect it is kept confidential

It is important to consider the effect that collecting data on violence can have on students, and you must make sure that the collection process is confidential. The identities of victims, perpetrators and whistleblowers must be kept anonymous. This includes keeping all paper-based reporting forms in a locked cabinet in an undisclosed location and making sure that electronic systems are password-protected. You can see further ethical and safety considerations about collecting data in Box 2.2.

4. Monitor levels of violence by using available data

The data collected can be monitored (regularly analyzed and interpreted) to identify changes in violence over time. This task requires basic skills in data management and analysis. If these skills are currently not available within your school, partnering with a higher education institution or university can help. Monitoring data can help to identify and deal with emerging problems as well as measure how effective activities are (**Section 9**). Data that is collected routinely (Table 2.1) can work well within monitoring systems because it is collected regularly. You can use surveys and other less frequent sources, as long as the same survey tools and methods are used each time.

How should the data be analyzed?

You can use simple percentages to identify trends (e.g. percentage of students who are bullied). You can also use counts (for example, number of physical fights), as long as the same time frames are maintained and the number of students enrolled in the school does not differ greatly over time (e.g. the number of fights per month). When interpreting trends, you should consider any changes in reporting systems or initiatives that could also affect levels of reporting over time.

How regularly should the data be analyzed?

You can analyze data over various time frames. For example, weekly, monthly, each term or yearly. This will depend on how often you collect data, the resources available and how quickly you need the information to help guide any action you take. For example, you could analyze routinely collected data every month and less frequently collected data every year. You will need to consider holiday periods. For instance, the number of days students attend school (and experience violence in school and other settings) may differ by term or month.

5. Include questions that measure violence in existing school surveys and EMIS

EMIS[1] is a data-collection and management system for the education sector that collects and processes basic information from schools annually through school principals and is used to monitor progress and guide decision-making. Including data on violence in EMIS or similar systems can be a useful way of making sure that data collection is sustainable, meaning that it can be ensured that the data is collected over a long period of time (UNESCO and UN Women, 2016) and will allow data from individual schools to feed into wider regional or national data collection systems.

6. Carry out surveys to assess the extent of violence, where and when violence takes place, the characteristics of those involved and perceptions of violence

Anonymous data from surveys is often the best indication of how much violence is happening. This is because many students do not report violent incidents to teachers or other school staff but may share their experiences in an anonymous survey. There are a number of reliable survey tools that contain items that you could use, such as the Global Schools Based Student Health Survey, the ISPCAN Child Abuse Screening Tools (ICAST) and the Juvenile Victimization Questionnaire (WHO, 2016b). The same tools should be used across schools so that data is consistent, and you must follow ethical guidelines (Box 2.2).

These tools gather information on:

- Student demographics and characteristics: such as age and gender;
- The type of violence experienced: for example, bullying, sexual assault, physical violence;
- The location of violence: for example, within school, at home, within the wider community;
- The perpetrator**:** for example, peer, teacher, parent;
- Perceptions of violence in school, home and within the community settings.

[1] EMIS http://unesdoc.unesco.org/images/0013/001323/132306e.pdf

Box 2.2 Ethical, safety and other considerations when collecting data

Asking students to reveal violent experiences can be sensitive, particularly if violence is regarded as taboo. It is important to make sure that data is collected ethically and safely and in a way which keeps to national legislation, international rules and regulations. It is important to ensure (UNESCO and UN Women, 2016 and UNESCO 2016a, UNICEF 2015) that:

- Children are not placed at undue risk: Make sure students who report violence are safe, that their information is treated confidentially and that they do not become victims of any retaliatory actions.
- Participation is voluntary.
- Children are provided and agree to informed consent prior to participating: Make sure that students understand why you are collecting the data and what it be will used for, and make sure that children agree to take part. Parents may also need to give permission through written consent.
- Protection protocols are also in place to assure children's protection and safety.
- Data collection and analysis does not result in the violation of privacy or discrimination: Make sure that students' information is not linked to their names so that they cannot be discriminated against or harmed for reporting violence.
- Children are adequately informed about existing mandatory reporting requirements prior to their disclosure.
- Support services are available for children that disclose violence and need them: Age-appropriate health, psychosocial and protection services should be available to those who disclose violence and would like to use them. It is important that these services are easily accessible and private **(Section 5**).
- Appropriate terminology is used: Make sure that you word your questions appropriately and in a way that will not cause offence.

While sharing data can benefit schools, it can also become sensitive if it is used to make comparisons across schools. You should weigh the benefits of sharing data against the possible negative effects and always consider the best interests of the children at school.

Confidentiality, anonymity and a non-judgmental attitude are particularly important for cases of violence that carry a significant stigma in many settings, for example sexual violence or violence based on sexual orientation.

Many countries have guidelines on carrying out research with children. There are also international standards and commitments (CIOMS and WHO[2], UNICEF[3]). The UNICEF Office of Research – Innocenti has a webpage with various resources on ethical research involving children: https://www.unicef-irc.org/research/ethical-research-and-children/

[2] CIOMS and WHO. International ethical guidelines for health-related research involving humans.

[3] UNICEF, Centre for Children and Young People, Southern Cross University, Childwatch International Research Network, University of Otago. International charter for ethical research involving children

7. Use data to guide violence prevention activities

It is important to use evidence and data to guide your violence prevention activities. It is helpful to find a way of regularly discussing trends and patterns of violence. For example the coordination committee could present the data once a year to the school board, teachers and the local government, and based on their findings, decisions can be made to strengthen certain measures or take further actions to improve specific areas of concern.

Several tools have been developed to help turn data into action. One example is the forthcoming Data to Action Tool (United States Centers for Disease Control and Prevention), which outlines how to help move from data collected through the Violence against Children Surveys (VACS) to developing and putting in place action plans to prevent and respond to violence against children. These tools can help stakeholders to:

- Interpret and apply key findings from the data.
- Identify priorities for action.
- Define strategies to address violence through activities backed by data and evidence (see also **Section 3**).



Collect data on violence and monitor changes over time

Core actions

- Use data from existing surveys to increase understanding about where, when, how and by whom violence happens.
- Establish a record-keeping system of incidents of violence and the school's responses to these.
- Make sure that data is kept confidential within the school.

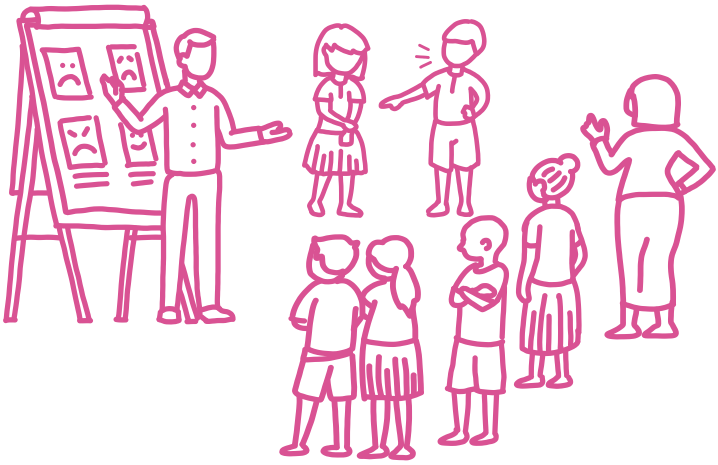
Expanded actions

- Include questions that measure violence in existing school surveys and EMIS.
- Carry out surveys to assess the extent of violence, where and when violence takes place, the characteristics of those involved and perceptions of violence.

Additional resources

Council of Europe. Violence reduction in schools: how to make a difference. A handbook.	Includes a chapter on developing school audits to measure a) levels of violence and b) how well schools are organized to respond to violence.
United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. Global guidance on addressing school-related gender-based violence.	Includes a chapter on monitoring and evaluation that describes data collection, system-wide monitoring and further research related to gender-based violence.
World Health Organization. Injury Surveillance Guidelines	Provides information about developing, interpreting and using surveillance (monitoring) systems to plan action.

Section 3: Prevent violence through curriculum-based activities



A central part of school-based violence prevention involves working directly with children to look at some of the root causes of violent behaviour. It is practical, and beneficial in the long term, to include skills to recognize violence, to stay safe, to resolve conflicts in non-violent ways, to manage emotions, to access help and support and to support someone else who may be experiencing violence in the curriculum. These are more effective than one-off measures. The following three key strategies can be applied in schools and form part of the INSPIRE package that outlines seven strategies for ending violence against children (INSPIRE; WHO, 2016a), and which is rolled out globally:

Develop life skills

These are cognitive, social and emotional skills used to cope with everyday life. They include: problem-solving, critical thinking, communication, decision-making, creative thinking, relationship skills, self-awareness building, empathy, and coping with stress and emotions (WHO, 2015). These skills allow children to manage emotions, deal with conflict and communicate effectively in non-aggressive ways, reducing the risk of violent behaviour (WHO, 2016a). They can also improve a school's performance, which protects against youth violence through students playing a greater part in school life and having better employment prospects (WHO, 2015). Life skills can also reduce risk factors for violence, such as alcohol and drug use (Onrust et al, 2016; Faggiano et al, 2014).



Teach children about safe behaviour

This includes the ability to recognize situations in which abuse or violence can happen and understand how to avoid potentially risky situations and where to find help. This knowledge can make children less vulnerable to abuse and reduce the risk of violence happening again (through telling a trusted adult, for example) (WHO, 2016a). You can also address risk factors for violence, such as alcohol and drug use, through making children aware of these substances, including the consequences of using them and recognizing high-risk situations (Onrust et al, 2016; Faggiano et al, 2014).



Challenge social and cultural norms and promote equal relationships

Social and cultural behaviour and stereotypes around, for example gender, sexual orientation, religion, ethnicity and disability, increase the risk of bullying and violence. Challenging harmful norms and strengthening those that promote non-violent, positive and equal relationships can reduce any justification for violent behaviour (WHO, 2016a). Promoting political, religious and ethnic tolerance is also likely to be important in preventing hate crimes as well as violent extremism and radicalization (Bellis et al, 2017). Challenging perceived social norms around young people's use of substances is also an important part of preventing substance abuse (Onrust et al, 2016; Faggiano et al, 2014) that helps address risk factors for violence.

These strategies can be used alone or as a combination and can be employed throughout children's school lives (Table 3.1). The earlier you begin, the more potential there is to have a positive effect on children's attitudes and behaviour. Preschool is therefore an ideal place to begin working with children, before their behaviour and ways of thinking become deeply engrained. As children progress through education, they may begin to be exposed to more types of violence (for example, bullying, cyberbullying, gang violence and dating violence). These need more tailored forms of violence prevention, but the underlying strategies are still the same.

Table 3.1: Key topics for a violence prevention curriculum for each age group

Preschool (ages 3 to 5)	Primary school (ages 5 to 11)	Secondary school (ages 11 to 18)
Develop life skills		
▪ Identifying own feelings and feelings of others ▪ Listening to others and paying attention ▪ Asking for own needs ▪ Getting along with others ▪ Managing disappointment	▪ Communication skills ▪ Awareness of moral reasoning ▪ Controlling anger ▪ Skills for social and academic success ▪ Preventing bullying ▪ Understanding perceptions ▪ Showing compassion ▪ Problem-solving ▪ Dealing with peer pressure ▪ Dealing with gossip	▪ Self-regulation ▪ Sexual harassment ▪ Managing serious peer conflicts ▪ Addressing harmful use of alcohol and drugs
Teach safe behaviour		
▪ Identifying abusive situations ▪ Avoiding risky situations ▪ Getting help from adults	▪ Internet safety ▪ Helping classmates; safe bystander behaviour ▪ Preventing gang enrolment	▪ Safe dating behaviour ▪ Internet safety ▪ Helping classmates; safe bystander behaviour ▪ Preventing gang enrolment

Challenge social and cultural norms and promote equal relationships		
▪ Gender norms ▪ Attitudes towards violence ▪ Accepting differences	▪ Gender norms ▪ Attitudes towards violence ▪ Accepting differences	▪ Addressing social and cultural behaviour around dating and intimate-partner violence ▪ Positive relationship norms

Incorporating topics that help to address violence into the curriculum will have advantages over the long term (Box 3.1). However, whether you are able to do this may depend on how far you can adapt or develop your curriculum, particularly if it is set at a national or regional level.

When planning your curriculum, it will help to (based on UNESCO and UN Women 2016):

- Make sure the materials you use are **appropriate to the age of the children**;
- Use **active participation** to help children absorb information;
- Use **capable and motivated educators** and provide them with **good-quality training** on the content of messages and how to deliver them (training costs can be shared with other schools);
- **Review the curriculum** and get feedback from students and staff;
- Make sure that materials are **culturally relevant**. This includes revising language, concepts and delivery methods and testing it before using regularly (see Box 3.1 for an example).

The following steps will help you to put violence prevention activities in place:

Step 1: Based on the data that was found or collected on violence in your school or setting (**Section 2**), decide on violence prevention activities that are most appropriate to address the types of violence you encounter most frequently and that are feasible to implement in your setting. Adapt the strategy to your context. You should consider whether it will be possible to sustain these activities in the long term. Test these activities on a small scale e.g. in one grade or as extracurricular activities.

Step 2: Once the prevention strategy has been adapted and tested, review the existing curriculum and existing routines and activities and decide jointly with the coordinating team where to introduce each prevention strategy.

1. Adapt and test evidence-based violence prevention strategies

It will not be possible in all countries to make changes directly to the curriculum, as these are often determined by a centralized institution such as the national Ministry of Education. In this case, it will be possible to incorporate evidence-based violence prevention activities into extracurricular activities or adapt specific lessons within the curriculum. If you decide to do this, you can test the activities on a small scale first. If you record and assess the test properly, this will also help to promote its use more widely. It is a good starting point to choose strategies that have already been tested elsewhere and found to be effective. Many large-scale programmes that are currently in place have started like this.

The following sections introduce common evidence-based approaches taken by schools to prevent violence. Collecting relevant data (**Section 2**) will help you to decide which types of programmes you may need to prioritise and to consider the needs of students and staff.

Developing life and social skills

This approach aims to build students' resilience through improving their ability to create positive relationships and solve everyday problems in constructive ways. Life skills training can help reduce child behavioural problems, aggression and violence, increase social competence and the ability to manage emotions, and improve academic performance.

Curricula can:

- Be implemented from preschool through to secondary school (Table 3.2).
- Be combined with parent training (**Section 7**) and teacher training (**Section 4**).
- Be delivered by trained teachers using a variety of methods such as role play, discussion, group activities and written exercises.

Life and social skills training often include:

- Problem-solving: decision-making, critical thinking, resolving conflict resolution
- Building relationships: communication, cooperation, assertiveness
- Managing emotions: coping with stress, anger management, self-awareness
- Developing empathy: helping and caring, understanding other points of view.

Table 3.2: Life and social skill approaches across educational stages

Preschool	Primary	Secondary
▪ Short sessions, for example, 5 to 7 minutes a day or 20 to 30 minutes a week. ▪ Use of role play, puppets, songs, creative play, group work.	▪ Longer weekly or twice weekly sessions, for example, 20 to 40 minutes. ▪ Use of role play, games and group discussions.	▪ Longer weekly sessions, for example, 50 minutes. ▪ Use of group discussions, short films, written work.
Example curricula		
Incredible Years A curriculum for 3- to 8-year-olds. Level 1 (preschool) teaches social and emotional skills twice a week for 20 to 30 minutes through a dinosaur-themed curriculum. A teacher- training element develops skills in delivering the curriculum and in classroom management. Developed in the USA and used in countries including Australia, Canada, Jamaica, Norway, Singapore and the United Kingdom.	**PATHS: Promoting Alternative Thinking Strategies** A life and social curriculum for 3- to 11-year-olds (developmentally appropriate to each year group). At least two lessons are provided each week for 20 to 30 minutes a day by a trained teacher. Developed in the USA and used in countries including Argentina, Australia, Canada, Chile, Israel, Jamaica and the United Kingdom.	**LST: Life Skills Training** A curriculum for 12- to 14-year-olds that addresses risky behaviour such as violence, drug use, alcohol use and delinquent behaviour. Thirty sessions are delivered over 3 years, focusing on skills in self-management, social interactions and resistance skills specifically related to drug use. Developed in the USA and used in countries including Australia, Denmark, Italy, Qatar, South Africa and Venezuela.

Box 3.1: Use of Incredible Years in Jamaica

Incredible Years (Table 3.2) was adapted for use in Jamaica among teachers with limited training and resources. Following a small-scale trial, the curriculum was altered so that Incredible Years could be incorporated into existing teaching activities rather than provided separately. Also, the teacher-training elements made greater use of role plays and small group work (preferred learning styles), included Jamaican-based short films and step-by-step guidance on how to teach skills to children, and developed handouts using simplified language and strategy examples. The curriculum was tested in 24 preschools. Fewer child conduct problems and behavioural difficulties were reported, both in school and at home. The research led to the development of the Irie Classroom Toolbox, a low-cost training package for schools aimed at improving how children's behaviour is managed (**Section 4**).

Baker Henningham et al, 2009, 2012, 2016, 2018

Preventing bullying

Bullying prevention develops children's social and emotional skills, challenges accepted behaviour around bullying and the behaviour of bystanders, and improves knowledge of bullying and how children can protect themselves.

Bullying prevention curricula include:

- developing social and emotional skills
- challenging attitudes towards bullying
- increasing knowledge of bullying
- encouraging bystanders to intervene

Source: Lee et al, 2015

Bullying prevention:

- Is commonly offered at primary and early secondary school level (up to age 14). It may be particularly useful if it is in place as children move from primary to secondary school, a time when new relationships are formed (Box 3.3).
- Involves using a curriculum (for example, KiVA; Box 3.2) or class meetings (for example, Olweus Bullying Prevention[4]), where social and emotional issues are discussed.
- Can be delivered by trained teachers using group work, short films and role plays.
- Has been shown to be effective in reducing bullying (for example, Kärnä et al, 2011; Olweus and Alsaker, 1991; Lee et al, 2015).
- Is most effective when it takes a whole-school approach (Lee et al, 2015). This means that it creates a non-violent environment in school by combining bullying prevention activities with materials for staff and parents, and wider changes to the school structure, for example, producing school policies on bullying (**Section 1**) and adapting the environment (**Section 6**).

[4] Olweus bullying prevention program. https://olweus.sites.clemson.edu/

Box 3.2: KiVa bullying prevention; Europe and Chile

KiVa bullying prevention takes a whole-school approach, incorporating curricula, online games, work with bullies and victims, materials for teachers, and a guide for parents. It aims to improve social and emotional skills, influence group norms and bystander behaviour, and create a climate of non-bullying in classrooms and the rest of the school. In Wales (UK), KiVA activities can deliver around 50% of existing requirements for Personal, Social and Educational lessons (Clarkson et al, 2016). KiVa is used in parts of Europe (for example in Belgium, Estonia, Finland, the Netherlands, Italy, United Kingdom) where it has been successful in reducing bullying (for example, Kärnä et al, 2011; Hutchings and Clarkson, 2015; Nocentini and Menesini, 2016) and cyber-bullying (Salmivalli et al, 2011). The programme has also been translated and adapted for use in Chile (Gaete et al, 2017). Preliminary results among children aged 10 to 12 in low-income schools in Santiago showed that bullying victimisation and peer-reported bullying were significantly reduced, but that effects were more promising among 10- to 11-year-olds (grade 5) than those aged 11 to 12 (grade 6).

Box 3.3: Coping with moving school

Bullying often increases during periods of changing from one school to another. This is a time when new social relationships need to be made; children can use bullying to gain dominance over their peers, while supportive friendships that could protect against bullying are often lacking (Pellegrini and Long, 2002). You can help by: (before a move) providing opportunities for students to meet new school staff and students and visit school buildings; and (after a move) creating social opportunities for new starters to form friendships, using peer mentors and putting in place activities that can help prevent bullying.

Preventing bullying online and increasing internet safety

Preventing cyberbullying aims to teach children about keeping safe online and to encourage 'digital citizenship' or online social etiquette.

Activities to increase internet safety:

- Are commonly offered at primary and early secondary school level (up to age 14).

Online bullying prevention curricula include:

- Increasing internet safety
- Technical coping skills (for example, blocking senders)
- Knowledge about legal issues
- Online social etiquette.
- Developing social and emotional skills

Source: Van Cleemput et al, 2014

- Can be provided alongside or as part of bullying prevention but may also be provided as a stand-alone activity.
- Can include training for parents and teachers on children's use of technology.
- Can be delivered by trained teachers using group activities and discussions.

Box 3.4: Cyberprogram 2.0; Spain

In Spain, Cyberprogram 2.0 was delivered to 13- to 15-year-olds in 19 weekly one-hour sessions. It aimed to: 1) identify and define bullying and cyberbullying, 2) explore the consequences of bullying and cyberbullying, 3) increase students' coping skills to prevent and reduce bullying and cyberbullying, and 4) develop extra skills such as anger management, active listening, empathy and tolerance of others. Sessions were delivered by a trained adult, and involved group activities such as role playing, brainstorming, guided discussion and reflection. These activities significantly decreased levels of bullying and cyberbullying and increased students' ability to empathize (Garaigordobil and Martinez-Valderrey, 2016).

Preventing youth and gang violence

This approach aims to prevent young people from joining gangs, being recruited by armed groups or getting involved in violence and criminal activity. It also aims to reduce gang violence and help young people re-integrate into school when they get out of gangs. It develops children's social and emotional skills and improves their knowledge of violence, crime and gang membership and the consequences of those.

Curricula often include:

- Developing social and emotional skills: decision-making, goal-setting, risk-taking, resolving conflict, communication skills, and effective refusal skills
- Teaching children about the consequences of crime for victims and perpetrators
- Challenging beliefs about gang membership

The activities:

- Are often targeted at upper primary or lower secondary school age children, just before they may begin experiencing opportunities to join a gang or be recruited by armed groups or become involved in crime.
- Can be delivered by trained teachers. However, some lessons are given by law-enforcement officers (for example, Gangs Resistance Education and Training (G.R.E.A.T.); Box 3.5), and this provides further opportunities for developing positive relationships between young people and the police. You can find more information about working with police and other community groups in **Section 8**.

Schools can also be ideal places to begin the prevention of radicalization and violent extremism, which are of growing concern in many countries (Box 3.6).

Box 3.5: Gangs Resistance Education And Training (G.R.E.A.T.); USA and Central America

G.R.E.A.T. is a classroom curriculum aimed at 8- to 13-year-olds that aims to prevent violent behaviour and gang membership as well as develop positive relationships between youths and police. The 13 lessons are delivered by police officers, who receive training in working with youths. Lessons include developing social and emotional skills and learning about crime and gang membership. G.R.E.A.T. was developed in the USA, where it was found to decrease the risk of gang membership and increase more positive and helpful attitudes among 11- to 13-year-old students. The approach has now been expanded to Central American countries such as Belize, Costa Rica and El Salvador, where police officers have been trained in delivering the project to primary school children.

Source: Esbensen et al, 2012; https://www.great-online.org/GREAT-Home

Box 3.6: Preventing radicalization and violent extremism

Students may be more likely to be radicalized during adolescence, as it is a time when their identities are developing and they are influenced by peer groups. We currently know little about what is effective in preventing radicalization and violent extremism, particularly in schools. However, certain issues are important to include in your curriculum, such as: citizenship, political, religious and ethnic tolerance, digital literacy and critical thinking, challenging social norms and values and tackling stereotypes, prejudice and discrimination (Bellis et al, 2017). UNESCO's teacher's guide on preventing violent extremism provides advice on when and how to discuss violent extremism and radicalization with students and how to create a classroom atmosphere that encourages discussion and critical thinking (UNESCO, 2016b).

Preventing child sexual abuse

This approach aims to help children learn how to recognize abuse, give them the skills to protect themselves from sexual abuse and how to tell someone they have been abused.

The activities:

- Often target children of primary-school age, although activities have also been used with preschool children and younger secondary school students. Similar themes are

Lessons often include:

- Increasing students' awareness of abuse
- Developing students' ability to recognize unsafe situations
- Teaching strategies for avoiding or resisting potentially risky situations.
- Encouraging students to report abuse and ask for help (for example, tell a trusted adult)

explored with upper secondary-school students but often within the context of dating violence.

- Can be incorporated into the existing curriculum on sex education or personal and social education.
- Can be delivered by trained teachers, school nurses or school social workers using methods such as puppet shows, role play, books, films, discussion, behaviour modelling, and rehearsal and feedback.

Box 3.7: Sexual abuse prevention

ESPACE sexual abuse prevention; Canada (Daigneault et al, 2012)

In Canada, the ESPACE workshop (a 90-minute session) is aimed at 5- to 11-year-olds. Children are taught personal rights, self-assertion skills, and strategies to respond to abuse. Sessions use role play, guided discussions, behaviour modelling and rehearsals. The workshops have increased short-term knowledge and skills in children.

Child sexual abuse prevention in Turkey (Çeçen-Erogul and Kaf Hasirci, 2013)

In Turkey, child sexual abuse prevention activities were delivered to students in primary schools. Activities were based on *Good Touch Bad Touch*, developed in the USA (became *Speak Up Be Safe*) and adapted for use in the Turkish culture. Activities were delivered over four one-hour sessions on consecutive days and involved learning about: good touch and bad touch, body safety rules, personal rights, 'my body belongs to me', saying no, secrets, talking with adults and abuse is never a child's fault. The approach improved knowledge around sexual abuse and protective behaviour up to eight weeks later.

Preventing dating violence and intimate partner violence

These approaches aim to prevent and reduce violence in dating and intimate partner relationships through developing life skills, adding to children's knowledge of abuse, and challenging social norms and gender stereotypes that increase the risk of violence (Box 3.8).

Lessons often include:

- Developing healthy relationship skills
- Challenging social norms and stereotypes relating to dating and intimate partner violence and gender norms
- How to recognize abusive relationships
- Encouraging students to get help

- Programmes to develop knowledge and skills for challenging harmful social and gender norms and stereotypes should begin in pre-school or early in primary school.
- Dating violence prevention programmes typically target secondary-school students, many of whom will be entering dating relationships for the first time.

- They can be included in existing curricula on sex education or personal and social education.
- They can be delivered by trained teachers over a series of lessons using methods such as group discussions, role play, stories and written exercises.

Box 3.8: Comprehensive sexuality education

Recognizing and appropriately responding to violence, in particular intimate partner violence, sexual abuse and sexual assault, is also a key part of comprehensive sexuality education curricula. The *International technical guidance on sexuality education* was developed to help education, health and other relevant authorities to develop and put in place school-based and out-of-school comprehensive sexuality education programmes and materials. Your violence prevention programmes should build on these existing resources.

Further reading: UNESCO et al, (2018). International technical guidance on sexuality education: An evidence-informed approach.

Box 3.9: Preventing dating violence

Safe Dates, USA (Foshee et al, 2005)

Safe Dates targets 12- to 14-year-olds and includes a number of different school-based activities: a 10-week curriculum looking at behaviour and attitudes associated with dating abuse (50 minutes a week), a play about dating abuse and violence, a poster contest, and materials for parents such as newsletters. Alongside this, community activities such as support services and training for service providers are provided. In the USA, the curriculum has been successful in reducing sexual, physical and emotional abuse due to changes in dating-violence norms, gender role norms and knowledge of support services.

The World Starts with Me, Uganda (Rijsdijk et al, 2011)

In Uganda, 12- to 19-year-olds took part in low-tech, computer-based sex-education activities. Focusing on young people's rights and sexual health, the activities aimed to give students more control over making informed decisions about sex. They used virtual peer educators to increase students' knowledge, and games, quizzes and exercises to help students absorb the information. Teachers were trained to help guide learning and encourage students to explore opinions and practise skills. The approach was successful in improving students' ability to deal with sexual force or threats. However, attitudes towards using force for getting sex were not affected.

2. Review existing curriculum and routines and decide where to introduce the tested prevention strategy

When your school has the capacity to review your existing curriculum and existing day-to-day activities you can identify where to include possible activities rather than creating them as a stand-alone programme. Some examples could be including them in sexual and reproductive education, life-skills education and personal and social education, where you may aready be dealing with issues such as developing healthy relationships, resisting peer pressure and identifying and managing emotions. Using key groups such as teachers, students and other staff who are already involved in delivering lessons as well as the coordinating team will help to make sure the most appropriate and acceptable entry points to conduct violence prevention lessons are selected.



Prevent violence through curriculum-based activities

Core actions

- Test evidence-based violence prevention strategies on a small scale e.g. in one grade or class. Strategies that have proven to be effective include:
- Develop children's life skills
- Teach children about safe behaviour and protecting themselves from abuse
- Challenge and transform social, cultural and gender norms that justify violence and promote equal relationships
- Address key risk factors for violence (alcohol, drugs, low academic achievement)

Expanded actions

- If the evaluation finds that the tested violence prevention strategies were effective in reducing violence, take steps to scale it up:
- Scale-up the effective strategies to other classes/grades within the school
- Share your model with other schools
- Showcase your model and propose integrating it as part of the curriculum with the Ministry of Education

Additional resources

World Health Organization. Preventing youth violence: an overview of the evidence.	Presents strategies to prevent youth violence, including those carried out within schools.
United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. Global guidance on addressing school-related gender-based violence.	Highlights curriculum approaches to preventing gender-based violence within school settings and possible entry points.
Fancy K and McAslan Fraser E. Guidance note on addressing violence against women and girls in education programming.	Provides guidance on designing education programmes to address violence against women and girls.
Council of Europe. Violence reduction in schools: how to make a difference. A handbook.	Includes a chapter on using the school curriculum to support violence reduction.

Section 4: Work with teachers on values and beliefs and train them in positive discipline and classroom management



A central part of school-based violence prevention is creating safe learning environments that promote learning and are based on equality and respect (WHO 2016a; UNESCO and UN Women 2016). This means that poor behaviour is dealt with constructively and good behaviour rewarded (Naker and Sekitoleko, 2009; UNESCO 2015; UNESCO and UN Women 2016). Helping teachers to understand the importance of a safe classroom is essential, as a safe place in which to learn may also aid students' learning and their ability to take responsibility for their own behaviour (Naker and Sekitoleko, 2009).

Teacher training is usually group-based, involving practical activities, small group exercises and role play. It is important to:

1. Address harmful beliefs and the social, cultural and gender norms of teachers

Teaching practices can be heavily influenced by social, cultural and gender norms as well as teachers' experiences and beliefs. For instance, using corporal and emotional punishment can be driven by cultural and personal beliefs, and beliefs within society, that it is a normal and effective method of disciplining children (Office of the Special Representative of the Secretary

General on Violence, 2012). Unequal power relations between males and females in society, as well as gender roles and stereotypes, can make it more socially acceptable for teachers to give girls less or lower-quality attention than boys, punish girls and boys in different ways (for example, corporal punishment for boys, emotional or verbal punishment for girls) or overlook disrespectful behaviour by boys towards girls (Office of the Special Representative of the Secretary General on Violence, 2012). Similarly, social and cultural stereotypes based on ethnicity, disability or sexual orientation can influence teaching practices, making certain groups of students more vulnerable to violence, bullying and unequal treatment by other children and school staff (UNESCO, 2012; Office of the Special Representative of the Secretary General on Violence, 2012; Pinheiro, 2006).

It is important to give teachers opportunities to improve awareness of social, cultural and gender norms, the influence these can have on their teaching methods, and how they can move towards equality in teaching. Sessions should focus on the following (based on UNESCO and UN Women, 2016; Fancy and McAslan Fraser, 2014):

- Awareness of social, cultural and gender norms and their influence on teaching practices, violent behaviour and school attendance;
- The role that teaching practices and materials can have on reinforcing social, cultural and gender norms;
- How to recognize violence based on social, cultural and gender norms and to challenge and deal with this behaviour among students. Teachers will need a good understanding of school policies on violent behaviour (**Section 1**). They should be supported by school management in the enforcement of these policies. They should be trained in how to respond to violence when it happens (**Section 5**).

2. Work with teachers on positive discipline and classroom management

All teachers should have training in positive discipline and classroom management as part of continuing professional development. **Positive discipline** involves setting clear expectations of behaviour in the classroom and praising and encouraging students who meet those expectations. Misbehaviour is dealt with using non-violent strategies that allow children to understand and learn from their mistakes (Naker and Sekitoleko, 2009; UNESCO 2015). These strategies could include loss of playtime, cleaning up mess, changing seats or discussing behaviour and how it can be corrected (UNESCO, 2015). These techniques are offered as alternatives to corporal punishment (such as hitting, spanking, caning or beating) or emotional punishment (such as ridiculing, humiliating or belittling) that are harmful to students and offer few learning opportunities, as well as being illegal in many countries and condemned by international standards. In Uganda, the Good School Toolkit trains teachers in positive discipline as part of a series of steps for creating 'good schools.' Using the toolkit has reduced violence against children by school staff (Box 4.1; Devries et al, 2015).

Training in positive discipline and classroom management often focuses on:

- Strategies to manage challenging behaviour;
- Setting classroom rules and behavioural expectations;
- Building positive relationships between teachers and children;
- Rewarding appropriate behaviour;
- Developing children's social, emotional and academic skills.

Training around discipline could also include awareness of how traumatic experiences and neglectful or abusive home lives can affect children's behaviour and learning. Trauma-informed approaches recognize this link and the important role that teachers have in building safe, trusting relationships with children outside of the home. These approaches support troubled children with their wider issues rather than penalize them for bad behaviour, and could help to improve their mental health and longer-term behaviour.

Box 4.1: The Good School Toolkit

The Good School Toolkit is a resource created by Raising Voices that aims to create positive learning environments for children that are safe and free from violence. The approach provides a series of six steps for creating 'good schools.' This includes learning materials for teachers to develop skills to interact positively with students and manage challenging behaviour in non-violent ways. The Good School Toolkit challenges teaching methods based on memorizing information and motivating students through fear, focusing instead on building children's confidence and life skills. In Uganda, using the programme among children aged 11 to 14 reduced violence by school staff against children staff compared with control schools.

Devries et al, 2015.

Classroom management involves creating a structured classroom environment that supports academic and social and emotional learning and manages student behaviour in a positive way (Oliver et al, 2011). Well-managed classrooms aim to minimize interruptions from disruptive students and maximize the amount of time that teachers can spend on teaching activities. Training in classroom management can reduce disruptive and aggressive behaviour (Oliver et al, 2011; The Good Behaviour Game; Box 4.2) and reduce violence by teachers towards students (for example, the Irie Classroom Toolbox; Box 4.2). Well-managed classrooms are also likely to increase teacher safety through protecting against teachers being victimized.

Teachers are among those professional groups that are at high risk to become victims of violence. The school should provide support to teachers who become victims of violence at the workplace. Teachers often hesitate to report violence they experience to the school administration, as they might fear that disclosing violence could have negative effects on their career or feel shame about not having been able to control the violent situation. It is important that the school considers this. Schools should consider establishing easily-accessible support mechanisms for teachers.

Box 4.2: Examples of classroom management and positive discipline programmes

The Irie Classroom Toolbox Baker-Henningham et al, 2016, 2017

The Irie Classroom Toolbox is a low-cost teacher-training package aimed at teachers in low- and middle- income countries with limited training and few resources. It is based on the Incredible Years programme (**Section 3**; Box 3.1) and has been adapted as a result of the materials being tested with preschools in Jamaica. The toolbox has four parts: 1) how to create an emotionally supportive classroom environment; 2) how to use classroom-management strategies such as classroom rules and routines; 3) how to teach preschool children social and emotional skills (**Section 4**); and 4) how to develop individual and class-wide behaviour planning. It is delivered to teachers over five full-day workshops using hands-on methods such as role playing, problem-solving, positive feedback and goal-setting. The toolbox has been found to reduce teachers' use of violence against children, as well as enhance children's prosocial behaviour.

The Good Behaviour Game Kellam et al, 2008; Schneider et al, 2016

The Good Behaviour Game encourages children to obey classroom rules and to share and cooperate. Children are divided into teams and play a game in which they must follow four rules; work quietly, be polite to others, don't leave their seats without permission, and follow directions. Teams are rewarded if they stick to the rules and cooperate with each other. In the USA, the game has continued to reduce both aggressive and antisocial behaviour 14 years later.

As a next step, consider including positive discipline and classroom management in pre-service training. When pre-service training is organized centrally, consider advocating with institutions that are in charge of pre-service training. This will make sure that all teachers become skilled in creating safe learning environments from the beginning of their careers.



Work with teachers on values and beliefs and train them in positive discipline and classroom management

Core actions

- Train teachers in positive discipline and classroom management.
- Create mutual support methods for teachers.
- Strengthen managerial support for teachers.
- Address and transform teachers' harmful beliefs and social, cultural and gender norms.

Expanded actions

- Integrate training in positive discipline and classroom management and social, cultural and gender norms in pre-and in-service programmes.

Additional Resources

Naker and Sekitoleko (2009). Positive discipline. Creating a good school without corporal punishment. Kampala, Uganda: Raising Voices, 2009.	A handbook on how to use positive discipline within the classroom.
United Nations Educational, Scientific and Cultural Organization (UNESCO). Stopping violence in school: a guide for teachers. Paris: UNESCO, 2009.	A guide for teachers offering 10 actions to prevent and stop violence in schools.
United Nations Educational, Scientific and Cultural Organization (UNESCO). Positive discipline in the inclusive, learning friendly classroom. A guide for teachers and teacher educators. Paris: UNESCO, 2015.	A toolkit for teachers, school administrators and education officials to effectively manage students in the classroom using positive discipline approaches.
Education International. Building a gender friendly school environment: a toolkit for educators and their unions. Educational International, 2007.	A toolkit for educators for helping to create a healthy, safe classroom environment. Focuses on challenging negative gender stereotyping and gender inequalities.

Section 5: Respond to violence when it happens



As violence in schools affects a large proportion of students, it is important to focus on preventing it from happening in the first place. This is not only essential from an ethical point of view, but also more effective and cost-efficient than dealing with the negative and long-lasting consequences of violence. Nevertheless, when violence happens in schools, schools need to react quickly and offer appropriate help and support to children affected – both victims and perpetrators – to make sure it does not happen again.

Schools have the duty to protect children who are under their care. When parents take their children to school they entrust that responsibility as duty-bearer to schools. In this sense, schools must have a response mechanism in place for when an incident of violence against a student occurs.

Responding to violence in schools includes the following steps:

1. Identifying victims of violence in schools

Some types of violence (for example, severe physical violence) are easier to recognize than others (for example, psychological bullying). Very few children actively ask for support from adults or report cases of violence to school staff.

It can be helpful to be alert to signs and symptoms that are often present in victims of violence. If you suspect violence among students, it is important to ask them about it a way that is confidential, empathetic and does not judge. Typical signs and symptoms in children exposed to violence, include the following:

- Physical marks such as unexplained bruises, scratches, broken bones and healing wounds (scabs);

- Fear of going to school or joining school events;
- Being anxious or nervous;
- Having few friends in school or outside of school;
- Losing friends suddenly or avoiding social situations;
- Clothing, electronics or other personal belongings being lost or destroyed;
- Often asking for money;
- Low academic performance;
- Absenteeism;
- Trying to stay near adults;
- Not sleeping well and may be having nightmares;
- Psychosomatic complaints, for example, headaches, stomach aches or other physical complaints;
- Regularly distressed after spending time online or on their phone (without a reasonable explanation); and
- Being aggressive, having angry outbursts, or being very vigilant.

2. Reporting violence in schools

Often, schools place a strong emphasis on encouraging students, teachers and parents to report incidents of violence without having appropriate plans in place to support victims and perpetrators. Victims of violence frequently do not trust the existing methods for reporting their experiences. They may be worried about confidentiality and they fear repercussions, further victimization and stigma. Children are especially unlikely to tell anyone about their experience if they do not receive any support.

Examples of methods used to report violence include telephone helplines, chatrooms, online reporting, boxes for posting confidential messages, and reporting points in schools.

These methods have to:

- Be easily accessible;
- Address barriers to reporting;
- Be safe (perpetrators should not have access to them);
- Be confidential;
- Be followed up quickly, effectively and satisfactorily; and
- Be linked to referral services where needed.

3. Helping victims

For children who have been victims of violence, you should first provide support that is gender-sensitive and child-centred. You should do the following:

- Listen respectfully and with empathy;
- Ask about the student's worries or concerns and needs, and answer all their questions;
- Recognize their feelings and respond without judging them;

- Take action to keep them safe and minimize harm, including harm that might arise from them sharing their experience and the likelihood of the abuse continuing;
- Offer to talk in private;
- Provide emotional and practical support by helping them to access psychosocial services, if available; and
- Provide information appropriate to their age about what you will do and whether and with whom you will need to share the information they give you.

4. Referral

Some children that have been exposed to violence might be severely distressed and might need extra support. Pay particular attention to:

- Children who may hurt themselves or others; and
- Children who are so upset, fearful or emotionally charged that they cannot care for themselves or take part in daily school life.

When setting up a school's response to violence (see also **Section 1** on reporting options for children), it is important that you know the child protection, medical, psychosocial or mental-health services, legal services or family-welfare services that exist in the community. It can be helpful to carry out a mapping exercise about available services and what they offer. With that information, the school can easily establish a clear referral process that outlines what type of cases need to be referred, who and where to refer them to, and any follow-up action you will take.

Tips to consider:

- Make contacting other services on behalf of the child a priority.
- Asking students to repeatedly describe the incident should be avoided.
- The student needs to give their informed consent before any of their personal information is shared with other services. In some countries, mandatory reporting may give teachers the discretion to report an incident to specialized services but even in these circumstances, teachers need to keep the student informed of the process, the next steps and why information needs to be shared with others.
- Offer students the choice to be accompanied by a trusted person.

It is important that referral works in two ways. Referrals often tend to be made to more specialized services, but emphasis should also be given on supporting a smooth transition from more specialized support back into the community or school.

5. Dealing with perpetrators

When students behave violently towards each other, you should respond quickly and consistently. How to respond should be clearly outlined in school policy, rules and regulations (see also **Section 1**).

First, hold separate meetings with the perpetrator and the victim to make sure that both can speak openly and without intimidation. Then, assess whether a positive discipline approach is appropriate. Instead of punishing those responsible, adopt a restorative justice approach, which focuses on repairing the harm caused, understanding why the violence happened and

preventing further violence. If a positive discipline approach is all that is needed, the response should be:

- Fast;
- Proportional to the offence;
- Focused on correcting the behaviour, not humiliating the student; and
- Aimed at rehabilitation (learning from mistakes) not punishment.

In the case of severe physical or sexual violence, the involvement of legal authorities and other specialized services might be appropriate. In other severe cases, where a child is excluded from school, appropriate support must be offered to reduce their risk of being drawn into crime or gang membership outside of school.

Trauma-informed approaches in schools recognize that a child's home life and life experiences often affect their behaviour and indicate the root causes as to why they are aggressive or violent. Children that demonstrate violent behaviour have often been victims of violence themselves in the past. Working with children to understand why they have behaved in a certain way, and providing support or referral where needed, is important. This approach could help to improve the child's future behaviour, mental health and learning.

Perpetrators of violence can also be teachers and other staff, even in places where violence by teachers is illegal. To deal with violence by staff effectively, it is important that the school follows clear rules and regulations outlined in its regulatory framework (see **Section 1**), and that it has clear rules on how to deal with allegations of violence to teachers. To avoid a culture of silence, consequences for violence must be clear and enforced equally for everyone.

6. Working with bystanders

Violence and bullying often take place in the presence of other students. However, most bystanders are very unlikely to intervene. Some perpetrators might even feel encouraged by an audience. Giving bystanders the skills to take action against violence including bullying can help to prevent violence and make sure that victims get help and support.

Effective actions for bystanders include:

- Giving the perpetrator less attention;
- Showing support to the victim, even in a safe situation after the incident has taken place;
- Redirecting the perpetrator to a different activity;
- Helping the victim to get away;
- Getting support from a trusted adult;
- Reporting the incident to a trusted person; and
- Setting a good example.

7. The role of parents

Parents can play an important role in responding to violence in schools (see also **Section 7**). Schools can take an important step in advising parents how they can support their children (if they have been victims of bullying, for example). Other instances where the parents' role has proved critical are in positive discipline, self-regulations, safe parent-child attachment and reducing exposure to violence between caregivers at home.

You can encourage parents to:

- Take violent incidents seriously. Tell them that the school will also take these incidents seriously.
- Allow schools to take responsibility for dealing with violence in school in line with school rules and regulations.
- Take their child's distress seriously, and reassure them that the matter will be dealt with.

When facing incidents of violence, parents should not:

- Show disproportionate reactions, especially if they are of negative or aggressive nature.
- Contact the parents of the perpetrator. This can lead to retaliatory violence.
- Encourage their children to use violence against the child that bullies them. This can make things worse and, inappropriately, puts the responsibility for the violence on the victim.
- Use violence to discipline children.

8. Giving teachers the skills to respond appropriately to violence

Teachers play an important role in responding appropriately to violence that is happening on school premises. Teachers also play an important role in modelling positive behaviour (**Section 4**) and teaching children life skills (**Section 3**). Therefore, they are important role models and need to react properly if they are told about or witness violence. They are also often the main contact points for children experiencing or carrying out violence. They follow the development of children in day-to-day life and can play an important role in identifying cases of violence that are hidden.

Teachers should:

- React immediately to cases of violence;
- Refer to school rules;
- Offer support to the victim;
- Offer guidance to bystanders;
- Lead by example with non-violent behaviour and model by-stander practices;
- Impose immediate sanctions in line with the school rules and regulations;
- Understand how traumatic experiences and neglectful or abusive home lives can negatively affect children's behaviour and support troubled children with their wider issues rather than penalize them for bad behavior; and
- Understand the role that they as teachers have in building safe, trusting relationships with children outside of the home.

The school can support teachers by:

- Giving them the opportunity to discuss how they manage cases of violence in a confidential environment. Peer supervision and mutual support groups can help support teachers to manage violence appropriately.
- Provide a safe and confidential place where teachers can discuss their own experience with violence and be offered support. This support should come from someone outside of the school (for example, a social worker or psychosocial service) to avoid teachers hesitating to ask for support if they fear negative consequences for their career.
- Offer training in positive coping strategies and self-help.

Respond to violence when it happens

Core actions

- Train teachers and school staff in recognizing violence and asking children in a responsible way about violence.
- Train teachers in managing situations where children tell them they have experienced violence.
- Deal with violent incidents immediately, using methods learned in teachers' training, for example positive discipline and classroom management (Section 4).
- If referral mechanisms do not exist at school level, make sure to be informed of service providers available.
- Train parents in recognizing and asking appropriately about violence and supporting children exposed to violence (see also Section 7).

Expanded actions

- Strengthen safe and child-friendly reporting methods.
- Develop and strengthen appropriate referral methods for victims of violence who need additional support.
- Monitor the effectiveness of reporting and referral methods.

Section 6: Review and adapt school buildings and grounds



It is important to consider the school buildings and surrounding areas when taking action to prevent violence. Disorder (litter, graffiti, disrepair; Wilcox et al, 2006; Lindstrom et al, 2009; Uline et al, 2008), shared unsupervised spaces (Astor et al, 1999; USAID and PEPFAR, 2014; Rapp-Paglicci et al, 2004) or isolated and poorly lit areas (UNESCO and UN Women, 2016; USAID and PEPFAR, 2014) can increase the risk of violent incidents and affect academic performance.

There are three ways in which to improve safety of school buildings and grounds:

1. Work with students and staff through the coordinating team to identify hotspots for violence (including the way to and from school) and find solutions in these areas

A first step is to identify hotspots – areas where violence most frequently takes place. This can be done from the data collected on violence (**Section 2**) or by asking students and staff directly. One method is to give groups of students maps covering routes to school and ask them to pinpoint and discuss the areas and times in which they feel unsafe (Box 6.1). Hotspots are likely to be different for girls and boys and for different ages, so completing this exercise with same gender groups (Leach et al, 2003) and with different grades (Rapp-Paglicci et al, 2004) may help you to find solutions more easily.

Box 6.1: Identifying hotspot areas in the Democratic Republic of Congo (DRC)

A mapping exercise was used with girls and boys in 54 schools in the DRC as part of a project to increase girls' education (EAGLE: Empowering Adolescent Girls to Lead Through Education). In groups, students drew school maps showing shared spaces and routes to school. They highlighted areas where they felt safe (using green dots) and unsafe (using red dots) and discussed why. The most common areas that students felt unsafe were certain streets and areas to and from school, the classroom, playground and school toilets.

Source: USAID and PEPFAR, 2014

2. Make sure there are clean, separate toilets for boys and girls

Communal toilets (shared by boys and girls) can increase opportunities for violence against girls. In the example provided in Box 6.1, adolescent girls in the Democratic Republic of Congo reported shared toilets as being common locations for sexual and other types of violence by boys, with many girls avoiding using the toilets during school hours. Shared toilets should therefore be replaced with separate, clean facilities in safe locations (UNESCO and UN Women, 2016). This may also encourage female students to attend school during menstruation.

3. Review the appearance and features of the school buildings and grounds and identify areas that could be improved

A simple walk through your school and the grounds can help identify features that increase risks of violence. While risks will differ across schools and situations, eight common features have been identified (Bradshaw et al, 2015) that may be a useful starting point to help assess which areas to improve. Table 6.1 lists features and examples, adapted from the SAfETy tool.[5]

Once you have identified the problem areas, you need to draw up improvement plans that prioritize hotsposts. You could for example (Wilcox et al, 2006; Astor et al, 1999; Safe Routes to School National Partnership):

- **Reduce disorder and improve appearance**, by regularly picking up litter, removing graffiti and repairing broken fixtures and windows.
- **Improve lighting in shared areas,** particularly in hotspots. Use natural light where possible.
- **Increase surveillance** of the school building and grounds, by identifying hidden areas and removing obstacles that restrict visibility. Some options would be using closed circuit television (CCTV[6])or rounds by security guards.

---

[5] SAfETy (School Assessment for Environmental Typology) is a tool developed in the USA that describes the school environment across three areas: school ownership, disorder and surveillance. Based on principles of Crime prevention through Environmental Design (CPTED), it measures eight features of the physical and social environment linked to behavioural and academic outcomes (Bradshaw et al, 2015). Items will need adapting for use in different contexts.

[6] CCTV and other visible security measures (metal detectors; security officers) can be useful ways of increasing surveillance. However, care should be taken, as these measures could have a negative impact on perceived safety (Hankin et al, 2011), perceived violence (Mayer and Leone, 1999) and academic performance (Tanner-Smith and Fisher, 2016).

- **Increase pride and responsibility in the school**, particularly in corridors, by displaying awards or trophies, hanging artwork, murals or school banners, and using school signs at the school entrance.
- **Restrict access to isolated or hidden areas.**
- **Make routes to school safer,** by putting community patrols on common routes, working with community leaders and authorities to improve lighting and modifying hidden areas, providing school transport or subsidies for public transport, and encouraging parent-led 'walking school buses' (and collecting children who share the same route to school).

Students, staff, parents (**Section 7**) and the community (**Section 8**) can all be involved in school premise improvements. For instance, students could develop artwork for school walls, staff could supervise hotspots, and parents and the community could help to maintain school buildings and grounds, set up 'walking school buses', or patrol school routes.

Table 6.1: Eight areas for improvement

Feature	Examples
1. School disorder	▪ Alcohol bottles or drug paraphernalia in school buildings and grounds ▪ Broken lights in school entrances and corridors ▪ Gang-related activities in the school surroundings
2. Litter	▪ Litter in school buildings and grounds
3. Graffiti and vandalism	▪ Graffiti and signs of vandalism in school buildings and grounds
4. School appearance	▪ Buildings that need maintenance ▪ School grounds that need maintenance and landscaping
5. Lighting	▪ Poorly lit shared areas (for example, canteen, corridors, stairways)
6. Surveillance	▪ Few surveillance opportunities in school grounds and entrance, for example, clear lines of visibility, security cameras or school police officers.
7. School ownership	▪ Lack of signs that areas belong to school grounds, for example school signs ▪ Lack of identification of school buildings, for example through murals
8. Positive behaviour expectations	▪ Few visible signs highlighting expectations about behaviour in school buildings and grounds

(Adapted from Bradshaw et al, 2015)

Reviewing and adapting the physical environment

Core actions

- Involve students and staff in identifying hotspots for violence (including the way to and from school) and find practical solutions in these areas.
- Review the appearance and features of school buildings and grounds and identify areas that could be improved.
- Make sure schools have clean, separate toilets for boys and girls.

Expanded actions

- Ensure that the annual budget includes a budget line for improving physical infrastructure of schools with the aim to enhance safety of children

Additional resources

United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. Global guidance on addressing school-related gender-based violence.	Includes guidance on creating safe and welcoming spaces within schools.
UNICEF. Manual. Child Friendly Schools.	A practical guide that introduces child friendly schools and includes guidance on creating safe and healthy environments.
Council of Europe. Violence reduction in schools: how to make a difference. A handbook.	Includes a chapter on making the school environment safe, which explores ways to promote a non-violent climate.

Section 7: Involve parents in violence prevention activities



Parents are an important influence on children's values, attitudes and behaviour. Building positive and meaningful relationships between schools and parents can help your efforts to prevent violence and improve academic progress. Violence prevention programmes in schools might not be effective if children are exposed to violence in their homes. Children may also replicate behaviours learnt at home when they are in school. Therefore, schools have a role to play in identifying and addressing violence in the homes of students and other potential risks to children's wellbeing.

Initiatives at school level to get parents more involved include the following:

1. Tell parents about school policies on violent behaviour and violence prevention activities

Telling parents about violence prevention policies and activities can increase awareness of violence and gain support. Parents need to understand why the school is addressing violence, the strategies you are using, the messages you are giving, and how parents can talk about violence with their children and support them. Schools can involve parents through learning sessions, support groups, websites and written information. For example, KiVa anti-bullying prevention[7] (**Section 3**) provides a parent guide on bullying. This includes information about activities, types of bullying and its causes, recognizing bullying, measures to respond to bullying and how parents can help.

[7] http://www.kivaprogram.net/

2. Spread messages on how parents can support their child's learning

A parent's interest in their child's school life can help improve the child's behaviour and academic achievement (WHO, 2015). Talking to parents about school life can get them more interested and can increase opportunities for parents and children to discuss and practise the skills and messages learned at school. Good two-way communication is key (UNICEF, 2009). Schools should offer opportunities for parents to find out what their children are learning and to discuss any concerns they might have. The coordinating team can be an entry point in becoming a platform for discussions and information sharing.

Other examples to inform parents can be by:

- Inviting parents to the school to see what the children are learning such as parent days or parent-teacher meetings;
- Organizing events that reflect children's learning (Box 7.1);
- Sending newsletters or other regular forms of communication home with children;
- Setting homework that parents can get involved in (UNICEF, 2009; Centers for Disease Control and Prevention, 2012).

Box 7.1: Involving parents in children's learning in Ghana

In Ghana, a school increased parents' understanding of children's learning through events to celebrate students' achievements each term. Children acted out dramas, sang songs and read poems and stories related to their learning. The events increased parent-teacher communication and parents' understanding of children's learning, the value of education and how to support learning at home. They also improved discipline, attendance and involvement in the Parent Teacher Association.

Adapted from: UNICEF, 2009

3. Work with parents to improve key parenting skills and encourage non-violent strategies for dealing with challenging behaviour

Harmful parenting practices can increase the risk of violence among children (WHO, 2015). Schools can help by providing sessions on positive parenting, parent-child communication skills, and non-violent strategies for dealing with challenging behaviour. Sessions that are interactive and provide opportunities to practise new skills are most effective (Kaminski et al, 2008). Parents may be more willing to take part in these initiatives if they realize that doing so they will be enhancing their relationship with their children and through this helping to make the school's violence prevention measures a success (Dawson-McClure et al, 2015). Schools can also engage with parenting initiatives that might exist in the community.

4. Invite parents to sit on prevention coordinating committees

See **Section 1** on how to start a coordinating committee, which should be as inclusive as possible, and the role and functions of the prevention coordinating team. Alternatively, Parent-Teachers Associations may help to reach out to parents and plan activities that involve them (Centers for Disease Control and Prevention, 2012; UNICEF, 2009).

In this regard, schools have the advantage in that parents make time to be engaged in their children's activities at school. Therefore, using regular school and community gatherings to share information may be a useful place to start. However, it is also helpful to identify any potential barriers to taking part and get advice from parents on how these can be resolved to ensure highest participation. See Box 7.2 for practical solutions to maintain parents' engagement in these initiatives.

Box 7.2. Examples of ways to involve parents

Increase motivation through:

- Providing incentives for taking part, for example, offering food or refreshments, holding a raffle
- Using parent 'graduates' to gain support (where activities have been used before)
- Highlighting the importance of parents being involved in children's wellbeing and academic success.

Help parents to attend meetings through:

- Providing free childcare or extracurricular activities for older students;
- Offering meetings at different times to cover different needs
- Introducing information as part of other events where attendance is high
- Providing free transport for parents who do not have transport (for example, school buses or bus tokens).

Improve how parents can access information through:

- Using different methods of communication, for example, word of mouth, written materials, newsletters
- Translating information into different languages
- Keeping information simple

Encourage parents to stay involved through:

- Using regular reminders or flyers
- Continuing to give welcoming messages such as "come when you can, even if it means coming late"

Add to successful parental involvement through:

- Training teachers and other school staff including administrators in how to communicate with parents and how to get them more involved (see also Section 4)

Source: UNICEF, 2009; Dawson-McClure et al, 2015; Centers for Disease Control and Prevention, 2012

See also Uganda's Good School Toolkit for a model case study. (Box 4.1)

Involving parents in violence prevention activities

Core actions

- Keep parents involved and informed about violence prevention activities and school policies on violent behaviour.
- Distribute messages on how parents can support their child's learning.
- Invite parents to sit on violence prevention coordinating committees.
- Create awareness among parents on how to recognize and ask appropriately about violence

Expanded actions

- Expand to parenting programmes and work with parents to improve key parenting skills and encourage non-violent strategies for dealing with challenging behaviour.

Additional resources

United States Centers for Disease Control and Prevention. Parent Engagement: Strategies for Involving Parents in School Health	Provides guidance on strategies that schools can use to increase parent engagement in school health promotion activities
UNICEF. Manual. Child Friendly Schools	A practical guide that introduces child friendly schools and includes guidance on involving families and caregivers in children's education.
Welsh Government. FaCE the challenge together: family and community engagement toolkit for schools in Wales	A toolkit on family and community engagement for schools that includes welcoming families to engage with the school and helping families to actively support their child's learning.

Section 8: Involve the community in violence prevention activities



Violence prevention activities are likely to have more of an effect if the community is supportive. Partnerships with community groups such as health services, police, faith organizations, out-of-school services, youth groups, universities, nongovernmental organizations and local businesses can help deliver messages and bring expertise and resources to prevention activities. Ways to involve the community include the following (see box 8.2 for guidance on developing community partnerships):

1. Encourage all children to enroll in and regularly attend school

Providing education and organized activities is a form of violence prevention in itself. Communities can contribute and encourage children to enroll and attend schools. This could be by promoting the school and the long-term benefits of education within the community, encouraging community members to attend school open days, and identifying and resolving within their reach and means barriers to involvement. This could include for instance, incentives such as providing transport in rural areas, scholarships to cover financial costs of education and resources for low-income families, working to change negative attitudes around education for females, and promoting conditions that encourage female students to attend school by, for example, ensuring separate toilets for girls and boys and providing menstrual-hygiene products.

2. Consider existing multisectoral coordinating bodies such as community violence prevention committees and:

a) Involve community members in the school-based coordinating team (See also Section 1) and their planned activities

A simple way to involve the community is to invite community members to sit on school-based committees responsible for planning and carrying out prevention activities such as developing a school violence prevention framework and its action plans. Therefore, the school coordinating team (**Section 1**) can be a useful starting place for community involvement and can help make sure that your school's activities reflect and link to existing community efforts.

Find more tips and guidance on how to involve community members in Box 8.1.

Box 8.1: How to recruit community members for a coordinating committee

- Ask for recommendations from the head teacher, board of governors and community leaders.
- Announce the opportunity at school and community meetings, and post signs in the community.
- Visit recommended and interested community members. Explain what the school will be doing and emphasize that, to succeed, the support of the community is needed.
- Do not force people's interest. Watch for those who are naturally excited about the ideas and invite them to a special meeting at school. Make sure anyone invited is nonviolent, respectful, invested in the school, and able to volunteer.
- At the meeting, review the importance of violence prevention, invite student and teacher committee members to speak, and outline the benefits and responsibilities of getting involved.
- If more than 10 people (including parents) show interest, choose or elect the committee members. More than 10 members may become difficult to manage.

*Adapted from Raising Voices – the Good School Toolkit http://*raisingvoices.org/good-school/

b) Take part and represent the school in existing community-based coordination committees that address violence prevention or child development

Many local communities are involved in coordinated violence prevention efforts that bring together key sectors such as health, police, education and psychosocial support services. Coordinating activities can help address the causes of violence in a more complete manner and improve community support for victims and perpetrators (WHO, 2002; WHO, 2015).

c) Collaborate with community organizations in offering joint activities with the aim to address violence

With greater time and resources, schools could aim to form partnerships between schools and community organizations and services that can help support violence prevention. Community organizations and services can help through:

- **Extending the help that schools can give in response to violence** or to improve family circumstances **(Section 5).** Schools might be the first point of contact for a child in trouble and can help the child to access other services. Services that may be useful to link with include health services, social protection, legal aid, helplines, and counselling services. For example, in the USA, the dating-violence prevention programme Safe Dates (see **Section 3**) includes workshops on dating violence for community service providers such as health and mental-health services, crisis lines, and police departments. The workshops increase professionals' awareness of dating violence and aim to improve community support for victims and perpetrators (Foshee et al, 1998).
- **Helping to deliver or evaluate activities.** Community groups offer different skills and experience that can be useful in delivering activities. Schools can become a neutral and accessible venue to deliver such activities. For instance, in the USA and Latin America, police officers have been trained to deliver a gang violence prevention curriculum to students (Gang Resistance Education and Training; G.R.E.A.T). This uses the experience police have with gangs in their community and allows youths to develop positive relationships with the police (Ebsensen et al, 2012). Partnerships with universities can also support in collecting and monitoring data (**Section 2**) or evaluating activities (**Section 9**).
- **Running after-school clubs**. After-school clubs are voluntary, supervised activities held on school premises after the school day ends or on school holidays (WHO, 2015). Activities can be wide-ranging, for example sports, dance, arts and crafts, skills to help students find jobs, and academic support. They are thought to be beneficial for preventing violence for a number of reasons. They offer supervision and activities at times of the day when involvement in youth violence peaks (for example, after the school day ends), they help children bond with the school, and they offer the chance to learn and practise new skills, including social and emotional skills that can protect against violent behaviour (WHO, 2015). After-school clubs also offer opportunities to develop friendships and can increase self-esteem, attendance and grades, as well as reduce problem behaviour (Durlak et al, 2010).
- **Using community spaces and events to publicize anti-violence prevention activities.** Community organizations could offer space to display messages through exhibitions of students' work, for example in local libraries or community centres. Also, schools could host or take part in community events, such as organising student theatre productions or holding workshops or information booths.

4. Open the school as a place where community activities can take place

Schools can link with the community by offering school premises for community activities and events outside of school hours. This could include adult education, sports and recreation sessions or community meetings, and may help give the wider community a more positive view of the school.

Box 8.2 Guidance on developing community partnerships

Successful school-community partnerships plan which community relationships to encourage and have a clear idea of what the partnership wants to achieve.

- Identify community groups, organizations or services that could provide support. This could be volunteering time and expertise, help with sponsorship or fundraising, work placements or class visits and community activities or events in which the school could take part.
- Decide which partnerships would be most beneficial to encourage, and how these relationships could work in practice. What roles and responsibilities could the partners and school have?
- Consider whether there is anything that the school could offer in return for support to make partnerships more appealing, for example, opening up the school to host community events or services.
- Make a plan for how to take some key partnerships forward in the future that can be shared and discussed with the partners in initial meetings.

Adapted from: Welsh Government (2016). FaCE the challenge together: family and community engagement toolkit for schools in Wales



Involve the community in violence prevention activities

Core actions

- Take part in multisectoral coordinating bodies such as community violence prevention committees.
- Involve community members in school-based coordinating committees and developing school policies and codes of conduct.

Expanded actions

- Develop partnerships with community organizations, agencies or services that support violence prevention activities, including after-school clubs.
- Open the school as a place where joint community activities can take place.

Additional resources

United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. Global guidance on addressing school-related gender-based violence.	Includes guidance on creating partnerships with other sectors and members of the community
Welsh Government. FaCE the challenge together: family and community engagement toolkit for schools in Wales	A toolkit on family and community engagement for schools that includes developing community partnerships and multi-agency working.

Section 9: Evaluate violence prevention activities and use the evidence to strengthen your approach



Evaluating your activities – that is, assessing whether they work in reducing violence – is an important part of violence prevention. It can help to see if an activity is an effective use of resources and whether it is worth continuing or running on a larger scale. It can help identify which parts of an activity work well, and which do not, and this in turn will help to improve them for future use. Evaluation can also help other schools and even other countries to learn from the experience. It is important to make a plan for the evaluation right at the beginning of an activity, to make sure there is baseline data beforehand.

1. Decide on a set of outcome indicators that can help understand whether your violence prevention activities have been successful and include these measures in the ongoing evaluation

Many schools will find it difficult to carry out a randomized trial or experiment, where half of the students or teachers participate in an activity to prevent violence, while the other half does not participate. However, in most cases there are other opportunities to measure violence prevention outcomes for example including questions that measure violence in

existing evaluation processes or regular school surveys, or to do a small survey before and after the activity.

Outcome indicators are measures that can be collected over time that can help answer whether violence prevention activities have been successful or not. Examples include: the percentage of students who report being bullied in the past month, the number of fights reported to the school in the past three months, or the percentage of students who have used support services for a violence-related incident in the last year (see **Section 2**). Outcome indicators are not: whether students or teachers are satisfied with the activity, how many students have been reached, or how many activities/trainings have been conducted.

It is helpful to have a mix of indicators that measure changes in the outcomes the school wants to achieve (for example, how much physical fighting there is in school) and those indicators that are more sensitive to change, for example a change in attitude of students towards physical fighting.

The *INSPIRE Indicator Guidance and Results Framework* includes a core list of indicators to measure violence against children. The framework has been developed by 10 international agencies to help governments and nongovernmental organizations monitor progress and track changes over time as they put in place strategies to prevent and respond to violence against children (UNICEF, 2018). It would be helpful to align these with existing national results frameworks or indicators at national level so that the Ministry of Education can compare the effects of violence prevention activities in schools across the country.

Monitoring systems that collect data at regular intervals can be a useful source of information for outcome indicators (see **Section 2**). Existing questionnaires can also be a useful resource and allows data to be compared across settings. Examples include the Global Schools-based Student Health Survey, the Health Behaviour in School-aged Children Study (see also **Section 2**), the Lifetime Victimization Screening Questionnaire, and the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) Child Abuse Screening Tools (ICAST).

Once you have identified outcome indicators you can compare them before and after an activity. This can identify how levels of violence and other outcomes change following an activity and whether an activity looks promising. Because outcomes can change over time, even without any activity or intervention, it would be best to compare these measures before and after the activity with the same measures taken from a second group of participants that did not participate in the violence prevention intervention.

It is important to make sure that findings are practical and relevant for other practitioners and for key stakeholders from the school community. Therefore, all people who might have an interest in the evaluation results or who should change their practice as a result of the evaluation should be involved from the beginning.

2. Work with academic institutions or other partners to establish whether violence prevention activities are effective by evaluating activities and strengthening prevention strategies based on the findings

Outcome evaluations need an appropriate timeframe and appropriate technical and financial resources. It will help to carry out the evaluations with the help of universities or other partners experienced in research.

It is strongly suggested that the evaluation becomes embedded in the schools plan and therefore that the exercise is managed by evaluators or oversight committees from national authorities rather than coordinated at school-level.

Key steps in planning evaluations include (adapted from DFID, 2012; UNESCO and UN Women, 2016; WHO, 2015, www.uneval.org):

a. Involve all potential stakeholders from the beginning to encourage responsibility*:* It is important to involve all stakeholders who are expected to change the way they work or who are involved in policies on schools-based violence prevention from the beginning, so that they can help plan the evaluation and understand the method and outcomes. This may mean they are more likely to act on the outcomes.

b. Identify the purpose of the evaluation and define evaluation questions: For example, this could be to see whether an activity has been successful in reducing violence, improving school attendance, improving learning outcomes, or improving attitudes and social norms. For violence prevention, some example questions might be: Did the activity reduce levels of bullying? Did it reduce the number of physical fights between students? Did it increase the use of student support services?

c. Decide on a set of outcome indicators related to evaluation questions (see point 1)

d. Decide the timeframe for the evaluation: Outcomes collected over the short term (for example, immediately following the activity or one month after) can quickly give you an idea of whether the activities affect levels of violence. Longer-term outcomes (six months or a year or more later) can determine whether effects last over time and whether activities need a booster in the future. Many evaluations include both short- and longer-term outcomes to monitor effects over time.

e. Decide on the evaluation design: The most basic design involves comparing outcome indicators before and after an activity (point 1). Stronger designs involve using a comparison group such as classrooms or schools that do not do the activity (known as a control group). This group is important, since it can help determine whether any changes in violence and other outcomes are due to the intervention or to other factors that apply at the same time (for instance, awareness campaigns or prevention activities running in the wider community). When putting a programme in place for the first time, it might be useful to test it on a small scale with a basic design, and later move to a full-fledged outcome evaluation, such as a randomized controlled trial.

f. Decide on the methods of evaluation: Outcome evaluations use quantitative approaches. These are based on data (for example, counts, percentages) from surveys, data that is routinely collected, and monitoring systems (see **Section 2**). However, you can also use qualitative approaches in your evaluation. These are based on people's accounts of experiences, and perceptions and attitudes gathered from interviews, focus groups and observations (see **Section 2**). Qualitative data can help understand what people think about an activity and how they perceive violence and other outcomes to have changed and why. They can often be useful in understanding how an activity works in practice and how it can be improved.

g. Carry out evaluation and strengthen prevention strategies based on findings: It is important that schools use learning and recommendations from an evaluation to inform prevention activities wherever possible and strengthen them for future or wider use. Share success stories with the whole school to celebrate efforts to prevent violence and motivate teachers, staff and others to continue to use the activities.

3. Include outcome indicators in broader monitoring and evaluation systems that collect data on violence and how schools respond to violence

You should feed outcome indicators from evaluation into monitoring systems (**Section 2**) that collect data on violence and the response to violence in schools. It may help to incorporate outcomes within education management systems such as EMIS (**Section 2**), which can be used to monitor violence at individual school, regional and national levels.



Evaluate violence prevention activities and use the evidence to strengthen your approaches

Core actions

- Decide on a set of outcome indicators, using existing indicator frameworks where possible, that can help you to understand whether your actions to prevent violence have been successful, and include these measures in evaluation activities.

Expanded actions

- Work with academic institutions or other partners to establish whether violence prevention activities work.
- Include outcome indicators on the effectiveness of violence prevention measures in broader monitoring and evaluation systems that collect data on violence and the response to violence in schools, for example in surveys that are conducted regularly.

Additional resources

Educational Videos on Programme Evaluation UBS Optimus Foundation and Crimes against Children Research Center (CCRC), University of New Hampshire	Three animated videos that describe: 1. Why evaluation? Visual introduction to the importance of evaluation 2. Programme theory: Describes how a strong programme theory can help you plan for evaluation 3. Measuring outcomes: Explains what it means to define measurable outcomes and how to avoid common pitfalls
United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. Global guidance on addressing school-related gender-based violence.	Includes guidance on monitoring school-related gender based violence and evaluating programmes that address this.
DFID. Guidance on monitoring and evaluation for programming on violence against women and girls (2012).	Provides guidance on developing monitoring systems and evaluation plans for programmes addressing violence against women and girls

References

Astor RA, Meyer HA, Behre WJ. (1999). Unowned places and times: maps and interviews about violence in high schools. *American Educational Research Journal*, 36: 3–42.

Baker-Henningham H, Walker S, Powell C et al. (2009). A pilot study of the Incredible Years Teacher Training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: Care Health and Development*, 35: 624–631.

Baker-Henningham H, Scott S, Jones K et al. (2012). Reducing child conduct problems and promoting social skills in a middle-income country: cluster randomised controlled trial. *British Journal Psychiatry*, 2: 101–108.

Baker-Henningham H, Vera-Hernandez M, Alderman H et al. (2016). Irie Classroom Toolbox: a study protocol for a cluster-randomised trial of a universal violence prevention programme in Jamaican preschools. *BMJ Open*, 6(5): e012166.

Baker-Henningham H, Bowers M, Francis T et al. (2017). The Irie Classroom Toolbox: a cluster randomised trial of a universal violence prevention programme in Jamaican preschools. Abstract submitted to the Society for Prevention Research Annual Meeting.

Baker-Henningham H and Walker S. (2018). Effect of transporting an evidence-based, violence prevention intervention to Jamaican preschools on teacher and class-wide child behaviour: a cluster randomised trial. *Global Mental Health,* 5, e7 doi.1017/gmh.2017.29.

Bellis MA, Hardcastle K, Hughes K et al (2017). Preventing violence and promoting peace. A policy toolkit for preventing interpersonal, collective and extremist violence. London: Commonwealth Secretariat.

Bradshaw CP, Milam AJ, Furr-Holden DM et al. (2015) The school assessment for environmental typology (SAfETy): An observational measure of the school environment. *American Journal of Community Psychology,* 56: 280–292.

Çeçen-Erogul AR and Kaf Hasirci Ö. (2013). The effectiveness of psycho-educational school-based child sexual abuse prevention training program on Turkish elementary students. *Educational Sciences: Theory and Practice*, 13(2): 725–729.

Centers for Disease Control and Prevention (2012). Parent Engagement: Strategies for Involving Parents in School Health. Atlanta, GA: U.S. Department of Health and Human Services.

Clarkson S, Axford N, Berry V et al. (2016). Effectiveness and micro-costing of the KiVA school-based bullying prevention programme in Wales: study protocol for a pragmatic definitive parallel group cluster randomised controlled trial. *BMC Public Health*, 16: 104.

Daigneault I, Hébert M, McDuff P et al. (2012) Evaluation of a sexual abuse prevention workshop in a multicultural, impoverished urban area. *Journal of Child Sexual Abuse*, 21(5): 521–542.

Dawson-McClure S, Calzada E, Huang K-Y et al. (2015). A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: impact on parenting and child conduct problems. *Prevention Science*, 16: 279–290.

Devries KM, Knight L, Child JC et al. (2015) The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda. *Lancet Global Health,* 3: e378–386.

DFID. Guidance on monitoring and evaluation for programming on violence against women and girls, 2012. Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67334/How-to-note-VAWG-3-monitoring-eval.pdf, accessed 20th January 2017.

Durlak JA, Weissberg RP, Pachan M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45: 294–309.

Esbensen FA, Peterson D, Taylor TJ et al. (2012). Results from a Multi-Site Evaluation of the G.R.E.A.T. Program. *Justice Quarterly*, 29: 125–151.

Faggiano F, Minozzi S, Versino E et al. (2014). Universal school-based prevention for illicit drug use. *Cochrance Database of Systematic Reviews*, Issue 12. Art. No.: CD003020. DOI: 10.1002/14651858.CD003020.pub3.

Fancy K and McAslan Fraser E. (2014). DFID guidance note on addressing violence against women and girls in education programming – Part B. London: VAWG Helpdesk.

Foshee VA, Bauman KE, Arriaga XB et al. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health*, 88(1): 45–50.

Foshee VA, Bauman KE, Ennett ST et al. (2005). Assessing the effects of the dating violence prevention program "Safe Dates" using random coefficient regression modeling. *Prevention Science*, 6: 245–258.

Garaigordobil M, Martinez-Valderrey V. (2016). Impact of Cyberprogram 2.0 on different types of school violence and aggressiveness. *Frontiers in Psychology*, 7:428.

Gaete J, Valenzuela D, Rojas-Barahona C et al. (2017). The KiVa anti-bullying program in primary schools in Chile, with and without the digital game component: study protocol for a randomized controlled trial. *Trials*, 18: 75.

Hankin A, Hertz M, Simon T. (2011) Impacts of metal detector use in schools: insights from 15 years of research. *Journal of School Health*, 81: 100–106.

Hillis D, Mercy J, Amobi A et al (2016). Global prevalence of past-year violence against children: a systematic review and minimum estimates. *Pediatrics*, 2016, 137: 1–13.

Hutchings J and Clarkson S. (2015). Introducing and piloting the KiVa bullying prevention programme in the UK. *Educational and Child Psychology*, 32: 49–61.

Kaminski JW, Valle LA, Filene JH et al. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, 36: 567–589.

Kärnä A, Voeten M, Little TD et al. (2011). A largescale evaluation of the KiVa anti-bullying program: Grades 4–6. *Child Development,* 82: 311–30.

Kellam SG, Brown CH, Poduska J et al. (2008). Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and social outcomes. *Drug and Alcohol Dependence, 95(Suppl 1)*: S5-S28.

Leach F, Fiscian V, Kadzamira E et al. (2003). An investigative study of the abuse of girls in African schools, 2003. Available from https://assets.publishing.service.gov.uk/media/57a08ce1ed915d622c001645/paper54.pdf, accessed 31st March 2019.

Lee S, Kim CJ, Kim DH. (2015). A meta-analysis of the effect of school-based anti-bullying programs. *Journal of Child Health Care*, 19: 136–153.

Lindstrom Johnson S. (2009). Improving the school environment to reduce school violence: a review of the literature. *Journal of School Health, 79*: 451–465.

Mayer MJ, Leone PE. (1999) A structural analysis of school violence and disruption: implications for creating safer schools. *Education and Treatment of Children*, 22: 333–356.

Naker D and Sekitolek D. (2009). Positive discipline. Creating a good school without corporal punishment. Kampala, Uganda: Raising Voices.

Nocentini A and Menesini E. (2016). KiVa Anti-bullying program in Italy: evidence of effectiveness in a randomized control trial. *Prevention Science*, 17: 1012–1023.

Office of the Special Representative of the Secretary General on Violence (2012). Tackling violence in schools: a global perspective. Bridging the gap between standards and practice. New York: Office of the Special Representative of the Secretary General on Violence.

Oliver R, Wehby J, Reschly D. (2011). Teacher classroom management practices: effects disruptive or aggressive student behaviour. *Campbell Systematic Reviews*, 2011.4, DOI: 10.4073/csr.2011.4.

Olweus D, Alsaker FD. (1991) Assessing change in a cohort-longitudinal study with hierarchical data. In Magnusson D, Bergman LR, Rudinger G et al. (Eds*). Problems and methods in longitudinal research: stability and change*. New York: Cambridge University Press: 107–132.

Onrust SA, Otten R, Lammers J et al (2016). School-based programmes to reduce and prevent substance use in different age groups: what works for whom? Systematic review and meta-regression analysis. *Clinical Psychology Review*, 44: 45–59.

Pellegrini AD, Long JD. (2002) A longitudinal study of bullying, dominance, and victimization, during the transition from primary through secondary school. *British Journal of Developmental Psychology*, 20: 259–280.

Pinheiro PS. (2006). World report on violence against children. Geneva: United Nations Publishing Services.

Raising Voices. The Good School Toolkit. Available from http://raisingvoices.org/good-school/, accessed 31st March 2019.

Rapp-Paglicci L, Dulmus CN, Sowers KM et al (2004). "Hotspots" for bullying: exploring the role of environment in school violence. *Journal of Evidence Based Social Work*, 1: 131–141.

Rijsdijk LE, Bos AER, Ruiter RAC et al. (2011). The World Starts with Me: a multi-level evaluation of a comprehensive sex education programme targeting adolescents in Uganda. *BMC Public Health*, 11: 334.

Safe Routes to School National Partnership. Using safe routes to school to combat the threat of violence. Available from http://www.saferoutespartnership.org/sites/default/files/pdf/Street-Scale-Using-Safe-Routes-to-School-to-Combat-Threat-of-Violence.pdf, accessed 1st July 2017.

Salmivalli C, Kärnä A and Poskiparta E. (2011). Counteracting bullying in Finland: The KiVa progam and its effects on different forms of being bullied. *International Journal of Behavioral Development*, 35: 405–411.

Schneider DR, Pereira APD, Cruz JI et al. (2016). Evaluation of the implementation of a preventive program for children in Brazilian schools. *Psicologia: Ciência e Profissão*, 36: 508–519.

Tanner-Smith EE, Fisher BW. (2016). Visible school security measures and student academic performance, attendance and postsecondary aspirations. *Journal of Youth and Adolescence*, 45: 195–210.

Uline C, Tschannen-Moran M. (2008). The walls speak: the interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46: 55–73.

UNESCO (2012). Education sector responses to homophobic bullying. Paris: UNESCO.

UNESCO (2015). Positive discipline in the inclusive, learning friendly classroom. A guide for teachers and teacher educators. Paris: UNESCO.

UNESCO (2016a). Out in the open. Education sector responses to violence based on sexual orientation and gender identify/expression. Paris: UNESCO.

UNESCO (2016b). A teacher's guide on the prevention of violent extremism. Paris: UNESCO.

UNESCO and UN Women (2016). Global violence on addressing school-related gender-based violence. France: UNESCO.

UNESCO and UNGEI (2014). School-related gender-based violence in the Asia-pacific region. Bangkok: UNESCO.

UNICEF (2009). Manual – Child friendly schools. New York: UNICEF.

UNICEF (2015). Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis. Available from: https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF, accessed 31st March 2019.

UNICEF (2018). Preventing and Responding to Violence against Children *draft* Programme Guidance, New York: UNICEF.

United Nations (1989). Convention on the Rights of the Child. Article 19.1.

United Nations Committee on the Rights of the Child (2006). General Comment No. 8. Convention on the Rights of the Child: The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, Geneva: OHCHR.

USAID and PEPFAR (2014). Empowering adolescent girls to lead through education (EAGLE) project. Available from http://www.ungei.org/resources/files/EAGLE_Gender_Analysis_FINAL.pdf, accessed 31st March 2019.

Van Cleemput K, Desmet A, Vandebosch H et al. (2014). A systematic review and meta-analysis of the efficacy of cyberbullying prevention programmes. Paper presented at 'Etmaal van de Communicatiewetenschap' Wageningen (NL).

Welsh Government (2016). FaCE the challenge together: family and community engagement toolkit for schools in Wales. Main guidance. Cardiff: Welsh Government.

Wilcox P, Campbell Augustine M, Clayton RR. (2006). Physical environment and crime and misconduct in Kentucky Schools. *The Journal of Primary Prevention*, 27(3): 293–313.

World Health Organization (2002). World report on violence and health. Geneva: World Health Organization.

World Health Organization (2015). Preventing youth violence: an overview of the evidence. Geneva: World Health Organization.

World Health Organization (2016a). INSPIRE: Seven strategies for ending violence against children. Geneva, World Health Organization.

World Health Organization (2016b). Measuring and monitoring national prevalence of child maltreatment. Copenhagen: World Health Organization.

With contributions from:





United Nations
Educational, Scientific and
Cultural Organization



End Violence
Against Children
THE GLOBAL PARTNERSHIP

Management of Noncommunicable Diseases,
Disability, Violence and Injury Prevention (NVI)

World Health Organization
20 Avenue Appia
CH-1211 Geneva 27
Switzerland

Tel +41-22-791-2064
violenceprevention@who.int

Download this document at
https://apps.who.int/iris/bitstream/handle/10665/324930/9789241515542-eng.pdf

ISBN 978-92-4-151554-2

