



SAFE SCHOOLS COMMON APPROACH

AP4 FOUNDATIONAL MODULES

Module 5 Violence Response and Referral
Accompanying slides/Handouts for
workshops





Use of these slides

The slides match different sessions in the workshop sessions.

You do not have to use them all – pick what you would like to show on a screen and/or print as Handout.

Please translate into local language and ask the Safe Schools Team if you have any language queries.

Good luck with your training!



Workshop 1 & 2 Aims and Learning Outcomes

Aim of Workshop

To provide teachers with some basic skills and knowledge to identify signs of harm and distress in a child and know what to do to help that child

Workshop Learning Outcomes:

- Understand how to identify the signs of harm and distress in a child who has experienced violence
- Know what to do as an immediate response to help and communicate with the child
- Know when and how to report an incident of violence and seek specialist support/services for the child



Workshop 1 Session 2 [can be a Handout]



MINOR incidents must be solved right away with support and interventions from the teacher. Minor incidents include children calling each other bad names, arriving late to lessons, children pushing each other.



MAJOR incidents must be formally reported immediately through the school referral system and then to external child protection referral and reporting channels such as the Police, Child Protection and/or Family and Social Welfare Committees/Services.

The teacher must use the existing formal reporting system, if it exists. Major incidents include sexual harassment, serious fighting among peers or with the teacher.

Community education committees and child welfare committees may also play a role for taking care of immediate protection concerns.



Workshop 2 Session 3 concluding key messages [can be a Handout]

- Children who have experienced violence/abuse may find it extremely difficult to talk to others about it
- Communication must demonstrate empathy & belief, build trust, create feelings of safety & support
- Good communication from the beginning may help the child engage further with the teacher/caregiver, provide the details needed to support the child and offer appropriate care and treatment
- Many of the communication skills are important for any problem a child wants to discuss with you, not just a concern about violence or abuse.
- Keep the Handouts from these sessions close to hand in case a child comes to them with a problem





Workshop 2 Session 4 key messages - General

- Teachers can provide support to distressed children through supportive communication and active listening.
- The teacher will often be one of the first persons to discover that something serious has happened to a child.
- However, some children will need specialist care and so it is vital that teachers know how to refer learners to appropriate care in all cases of distress and harm.



Workshop 2 Session 4 key messages – Referral Policy

[can be a Handout]

- It is important that schools have in place a 'Referral Policy' which helps teachers and school staff know where to contact is a child needs specialist care and support.



- During emergencies, it is likely that more children will need to be referred. Local and international organisations often set up special health and social services to assist in the emergency.



- If a major incident happens in the school or around the school compound, the head teacher should always be informed.





Session 4 Concluding messages

- It is vital to have a referral list of local specialised services in place at school and that the list is updated regularly
- It is vital that teachers and other members of the school community are familiar with referral procedures for specialised support of children who have been abused or harmed
- It is vital that all staff in the school can write a report on what has happened and what they have done to respond which can be handed over to the specialist services when referred.



Best practice for communicating with a child who is disclosing an incident of violence to you

1. Do no harm

2. Be comforting
& supportive

3. Be reassuring

4. Help the child
feel safe

5. Talk in a way
children will
understand

6. Tell children
why you are
talking to them

7. Use
appropriate
interviewers

8. Pay attention
to non-verbal
communication

9. Respect
children's
thoughts &
beliefs