



SAFE SCHOOLS
TEACHER PROFESSIONAL
DEVELOPMENT
FOUNDATIONAL MODULES

MODULE 5: VIOLENCE AWARENESS (B) – Responding and Reporting

Note on responding and reporting serious concerns of violence and abuse against children:

Country Office teams training teachers (and/or local partners to train teachers) on this module must have received training on Save the Children's Child Safeguarding Policy and know the local reporting mechanisms in place for the specific location where the training will take place in order to report and refer serious cases of child abuse to local specialised services. This will ensure not only that children in need of support receive appropriate care and support but that teachers will feel confident that they know what to do and when and do not incur further harm on a child in need.

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

Further information should be sought from the National/Local Child Safeguarding Officer within the Country Office before training is conducted. Further specific case management guidance can also be found in Save the Children's Steps to Protect Case Management Common Approach. Key resource for Facilitators to read in advance of planning the facilitation of this module are Safe Schools Action Pack 2 (School Management) and the Safe Schools Common Approach Referral Pathway Guidance (found in the AP4 Toolkit).

Module Overview

This Module should be implemented following on from Foundational Module 5 – Violence Awareness (A) which covers the types, causes and impacts of violence children experience, particularly in schools and classrooms. This Module is a continuation of Module 5 and is designed to provide information and skills to teachers to **understand how to identify the signs of harm and distress in a child** who has experienced violence; to **know what to do as an immediate response** to help and communicate with the child and to **know when and how to report an incident of violence and seek specialist support/services** for the child.

There are 2 Workshops in this Module (Workshop 1 is 2hrs 20mins and Workshop 2 is 3hrs in duration). It is recommended that the workshops be conducted with not more than 1 week between them. Each Workshop should be also followed by Self-Directed Activities and Peer Learning Circles, as detailed in the Table below.

This module contains 4 sections:

A. TEACHER LEARNING OBJECTIVES	Gives an overview of competencies and levels which teachers can use to assess themselves
B. WORKSHOP	Provides an agenda and activities with instructions and guidance for facilitators to run them
C. SELF-DIRECTED ACTIVITIES	Provides some ideas for teachers to practice the new skills and knowledge they develop in the workshop in their own time
D. PEER LEARNING CIRCLE	Provides some ideas and instructions for some extension activities for teachers to implement together in a small group

The activities and content in this Foundational Module are based on: Save the Children's Violence Free Schools Code of Conduct Manual (2018), RTI international 2018, Journeys Activity Handbook for Teachers and School Staff, the Good Schools Toolkit and other exercises from other Save the Children teacher training on reporting and referral.

MODULE 5 TEACHER LEARNING OBJECTIVES

Each module has a set of learning objectives which align with teacher competency areas within the Safe Schools domains. By the end of this module, teachers will:

- 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

Teachers can self-assess the level of proficiency they have reached for each of the module's learning objectives, and what they need to do to progress to the next proficiency level.

At the start of each workshop included within this module, teachers should identify what level they are at, and what they need to do to get to the next competency level. The competency rubrics below should help them identify whether they are beginning, developing, proficient or advanced. It may be challenging and unfamiliar for teachers to conduct an accurate and honest

self-assessment, guidance on how to address this is found on the Save the Children Teacher Professional Development (TPD) Enabling Teachers website Principle 2¹.

Each competency has a different level depending on experience and expertise. The levels are:

Beginning	This is not something the teacher does confidently yet
Developing	The teacher is quite good at this, but needs to be more consistent or improve further
Proficient	The teacher consistently does this well and is a good role model for others
Advanced	The teacher is very proficient, and could share their experience with others

Competency Standard 9: The teacher has the skills and knowledge to respond appropriately to children who have experienced violence.

Beginning	Developing	Proficient	Advanced
Understands that a child who has experienced violence needs to be listened to and supported.	Understands what red flag signs are and what to do when they recognise these signs (including where to go for help)	Demonstrates the core child-friendly attitudes required to appropriately communicate with and support a child who has experienced violence	Trains other teachers and school staff on what to do when a child requires support.

Competency Standard 10: The teacher knows how to refer and report cases of violence to the appropriate channels.

Beginning	Developing	Proficient	Advanced
Understands that a child who has experienced violence needs to be listened to and supported.	Understands what do to and who to tell if a child has told them she/he has experienced violence and requires help.	Is the school focal point for cases of violence reported by children and maintains the referral pathway information, including relationships with local authorities.	Leads on child safeguarding processes at school e.g. monitoring/updating policy revisions, maintaining referral information and training other teachers on what to do when a child requires support.

¹

<https://savethechildren1.sharepoint.com/sites/TeamSitePortal/Education/BETG/Teachers/SitePages/04%20Tools/Tools.aspx>

A WORKSHOPS 1 AND 2

Aim of Workshops	
<ul style="list-style-type: none"> 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 	
Learning outcomes:	
At the end of the 2 workshops, participants will be able to:	
<ul style="list-style-type: none"> 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 Outline	Time
Session 1: Introduction	15 mins
Session 2: Identifying signs of harm and distress in children	1hr 45 mins
Wrap up and next steps	20 mins
Total time	2hrs 20 mins
Workshop 2 Outline	Time
Session 3: Communicating with a child who has disclosed a child protection incident (of violence, abuse or exploitation) to you	1hr 30 mins
Session 4: Reporting and Referring a child protection concern	1hr 10 mins
Wrap-up and next steps	20 mins
Total time	3hrs
Relevant resources:	
<ul style="list-style-type: none"> Handout 1 – Safe Schools Common Approach Referral Pathway Guidance. Safe Schools Action Pack 2 – School Management (particularly sections on Code of Conduct and developing referral pathways) Steps to Protect Common Approach – case management tools 	
Required materials:	
<ul style="list-style-type: none"> Flipchart paper/pen or Blackboard/chalk Handouts/slides (depending on the facilities at the session) Coloured markers/crayons 	

- Copies of each of the 4 violence stories
- A label with the name/flag/sign of the stations 1-6

Preparation:

- Flipcharts and markers
- Draw a picture of a Warning Symbol (see below) and tape it to the blackboard or a wall that will become the 'Warning Sign Gallery.'
- 9 Red cards with the Red Flag written on them
- Print out of all handouts



Important Notes for the Facilitator for being prepared to receive information on child protection concerns

In this Workshop, you will be discussing what to do when you see or hear about a child protection concern. As a rule, you should be confident in transferring to participants the following key messages:

- **Minor incidents** should be solved right away with support and interventions from the teacher. Minor incidents are, for example, children calling each other bad names, arriving late to lessons, children pushing each other.
- **Major incidents** should be formally reported immediately through firstly 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.

Ahead of this activity you should find as much information as you can about referral systems, structures and procedures in the community to be able to provide the participants with this information.

You should prepare a copy of this information and distribute at the end for all participants, including names of individuals, organizations or government departments and how to contact these institutions.

Key resource for Facilitators to read in advance of planning the facilitation of this module are **Safe Schools Action Pack 2 (School Management) and the Safe Schools Common Approach Referral Pathway Guidance (found in the AP4 Toolkit).**

You should also emphasize clearly at relevant points in the Workshop that children who have experienced serious forms of violence, for example sexual violence or severe physical

violence should be referred for specialist support and NOT dealt with by untrained teachers or staff.

Workshop 1 Facilitation Notes (2hrs 20 mins)

Session 1 – Introduction (15 mins)

15 mins

Facilitation Notes:

1. **SAY:** Welcome participants
2. **DO:** Complete introductions
3. **DO:** Set Workshop Ground Rules (based on participants' suggestions)
4. **SAY:** Present the Aim and the Learning Outcomes of the Workshop (prepare on a slide if using a PPT or a Handout/Flipchart if not)

Aim of the 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

At the end of this session participants will be able to:

- 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
5. **SAY:** Before moving on, the Facilitator should read the following statement to ensure that a) the participants understand the nature of the topics to be covered and b) that any concerns about the topic can be raised at the beginning.

*Today we are going to talk about child abuse. We will talk about different kinds of abuse and what the possible consequences of experiencing abuse are. This topic may trigger many thoughts and emotions. If you need to discuss any of your own personal accounts, stories or memories, **[insert name of Child Safeguarding Focal Point]** will be available after the workshop and will be able to inform you about who can help in case you, or someone you know, is in need for protection or support.*

Before moving forward, ask participants if they have any questions or concerns. If they wish to speak to one of the facilitators in private, ensure there is a space to do this.

6. **SAY:** Discuss the competency levels for this module:

ASK participants to get into groups of 4 and to discuss the competency levels for this module:

- What level would you place yourself at? Why?
- What more information, training, or practice would you need to get to the next level?
- What else would you want to learn along these topics?

Session 2: Identifying signs of harm and distress in children (1hr 45 mins)

45 mins

Activity 1– Recognising Warning Signs

Preparation – room set up for group work and plenary

Materials:

- A4 paper and marker pens and tape
- Warning Symbol stuck onto a visible wall for everyone to see
- Red Flag Cards with the following written on them:
 - *A child is being hurt by someone*
 - *A child is hurting himself or others*
 - *A child who is exhibiting several signs or symptoms*
 - *Symptoms which persist or worsen over time*
 - *Significant decline in concentration, participation, performance or school attendance*
 - *Ongoing difficulty managing emotion (frequently upset, frustrated, crying, angry)*
 - *Significant changes in relationships (such as fighting, withdrawing from friends, physical aggression)*
 - *Regular instances of disruptive behaviour*
 - *Problems exist in multiple settings (classroom, playground, home)*
 - *Parents request help or are distressed by situation.*

Facilitation Steps:

1. **SAY:** Explain that the purpose of this activity is **to learn about the behaviours of pupils that warn teachers and school staff that they are experiencing violence or harm (10 mins)**

SAY: Explain that we will call these **‘warning signs.’**

2. **SAY:** Give 2-3 examples of warning signs we may see in a child from this list below

(5 mins)

- Having physical injuries (such as bruises)
- Starting to show unexplained behaviours which are out of character for the child, such as losing self-confidence or being very sad, angry or saying that they want to die.
- Starting or cry for no visible reason
- Suddenly becoming very secretive
- Suddenly feeling ashamed and/or embarrassed
- Starting to be afraid of adults
- Starting to be violent or abusive to others
- Stopping coming to school or skipping classes
- Starting to get dramatically different (lower) grades or test results for no obvious reason.

SAY: Remind participants that the same list was discussed in Module 5 - Violence Awareness on the impacts of violence against children.

3. **DO:** Divide the participants into four groups and distribute four pieces of paper and a marker pen to each group.
4. Give the groups about **10 minutes** to:
 - Discuss the different physical signs or behaviours that might warn teachers and staff members that a child has been a target of violence or is at risk of being a target of violence or dropping out (i.e. Warning Signs).
 - Think of four warning signs and draw a picture or write one–two words describing each, one on each piece of paper.
5. After 10 mins, gather the groups together and ask them to go to the wall showing the Warning Symbol and stick up their 4 Warning Signs onto the paper.
6. Give each group a chance to contribute any Warning Signs that were not mentioned previously. If they do, **ASK** them to:
 - Explain the new 'warning sign'.
 - Ask them to tape it onto the wall.
7. **DO:** When all the different warning signs have been taped to the wall, point to and name each posted Warning Sign.
8. **ASK** the groups to come up to the wall and tape their remaining papers directly under the matching Warning Signs that are already posted on the wall (See picture below)
9. **DO:** Give the participants about 5 minutes to study what they see on the wall before asking them to return to their seats.



10. SAY: Explain the following **key messages** from the exercise (5 mins)

- It is very important to be able to observe how learners have been affected by a serious event or an emergency.
- Most children are resilient and may experience stress or distress at times before recovering. However, a few children may be suffering from more serious impacts and may need support and specialised services.
- There is no precise list of signs and symptoms that point specifically to stress or distress. It is important for teachers to know the typical behaviour of the learners in their classes, so that they can identify when this changes, indicating that learners may need support. For example, a child whose grades start to drop, or a child who used to actively participate in class or with friends who starts to become withdrawn and quiet may need help.
- It is important to note that if a teacher sees one or more signs, this does not automatically indicate that a child is facing a protection risk. There may be another simple explanation. For example, a child with bruises and a broken arm may have injured themselves when playing with friends.
- However, there are some indicators which suggest there is something serious causing the child distress which we will discuss in the following activity.

Red Flags (10 mins)

DO: Hand out the 10 Red Flag cards to the group and ask volunteers to explain that within the list of Warning Signs, some will be more serious than others and so we call these **Red Flag signs**.

	<p>A Red Flag is a sign/behaviour you may see which will help teachers recognise when things are becoming more serious and they need to identify if a child needs immediate help. Ask volunteers to read out the following Red Flag signs to the rest of the group:</p> <ul style="list-style-type: none"> ▪ <i>It has become obvious (either through physical signs or information that the child has shared with someone) that she/he is being hurt by someone</i> ▪ <i>A child is physically hurting her/himself or others</i> ▪ <i>A child who is exhibiting several of the warning signs or symptoms</i> ▪ <i>Symptoms which persist or worsen over time</i> ▪ <i>Significant decline in concentration, participation, performance or school attendance</i> ▪ <i>Ongoing difficulty managing emotion (frequently upset, frustrated, crying, angry)</i> ▪ <i>Significant changes in relationships (such as fighting, withdrawing from friends, physical aggression)</i> ▪ <i>Regular instances of disruptive behaviour</i> ▪ <i>Problems exist in multiple settings (classroom, playground, home)</i> ▪ <i>Parents request help or are distressed by situation.</i> <p><u>Plenary Question (10 mins)</u></p> <p>ASK the participants: <i>Have you seen any of these Red Flag signs/behaviour before in your classroom/school or in the local community and if so, how did you respond to them?</i></p> <p>DO: Collect a couple of experiences from some participants and then explain in the next activity we will look at how to respond to these signs.</p>
<p>60 mins</p>	<p>Activity – LOOK, LISTEN AND LINK² (1)</p> <p>Organisation - Place three flipcharts on the wall with one of the action principles: LOOK, LISTEN, LINK on each.</p> <p>Facilitation Steps:</p> <ol style="list-style-type: none"> 1. SAY: Present the following key messages (15 mins) – on a slide/Handout/Flipchart or to be read out (depending on facilities available) <ul style="list-style-type: none"> • In this session, we will be discussing what to do when you see or hear about a child protection concern. • So far, we have looked at signs that children may be experiencing a child protection concern. Now we will look at how teachers can respond in these situations. • Teachers are in a unique position because of their role, expertise and extended contact with children to identify children who are experiencing protection concerns.

² Principles of Psychological First Aid (PFA)

- It is important that teachers communicate with parents, the head teacher and other teachers about learners experiencing distress.
- The teacher will most likely be one of the first persons to be aware of a distressed or harmed child.
- The teacher has the duty to secure support to the entrusted children in the best and most professional way.
- We will be sharing information on what to do for both a **MINOR** incident and a **MAJOR** incident.
 - **MINOR** incidents should be solved right away with support and interventions from the teacher. Minor incidents are, for example, children calling each other bad names, arriving late to lessons, children pushing each other.
- **MAJOR incidents** should be formally reported immediately through firstly 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.
- **SAY** – Explain that we will start by focusing on 3 important actions that need to be taken **to respond to children in distress**. These are commonly divided into three action principles- **LOOK, LISTEN, LINK**

Plenary Group Work (10 mins)

1. Using the 3 flipcharts you have stuck on the wall in advance – each with one of the action principles - LOOK, LISTEN, LINK – **ask the participants** what they think each action principle refers to and note their answers on a sticky note and then stick on one relevant flipchart. For example, ask participants:
 - What do you think we should LOOK for?
 - What should we ask and LISTEN for?
 - What do you think LINK means? What do we need to LINK to?
2. **When participants have stuck up all their ideas, distribute Handout 2: LOOK, LISTEN, LINK** and ask participants if anything has been missed on the flipcharts. Point out anything important that has not been mentioned.

Group Work (20 mins)

	<ol style="list-style-type: none"> 1. Divide participants into 3 groups 2. SAY: Explain: In this activity you will consider some cases that teachers might have to respond to and reflect on the LOOK-LISTEN-LINK actions. 3. DO: Give each group one case study from Handout 2: Child Protection Cases 4. Each group should discuss in 10 minutes answering the following questions: <ul style="list-style-type: none"> • <i>What are the signs that should make the teacher concerned about the child?</i> • <i>What actions should the teacher take?</i> • <i>Who should be involved in addressing the case?</i> • <i>How should the teacher talk to the child? What might they say?</i> • <i>Is there any specific sensitivity to consider?</i> <p><u>Plenary Feedback (10 mins)</u></p> <p>Each group should present their case in plenary for 3 minutes and outline the key points from their discussion on the questions.</p> <p>SAY: Conclude the activity by explaining (5 mins)</p> <ul style="list-style-type: none"> • We talked about warning signs to look for in the previous activity, we will now talk more about how to communicate with children in distress and one of our next sessions will look at how to link children to child protection service.
<p>20 mins</p>	<p>Wrap-up of Workshop 1 and next steps</p> <p>In pairs, ASK teachers to recap and share the most important thing they have learnt today and say why it is important.</p> <p>In groups of four, discuss the self-directed activities and ideas for Peer Learning Circles (Sections B and C on page 18-19) and think about:</p> <ul style="list-style-type: none"> ▪ Which activities would you like to do for homework? Would you like to use the examples given? ▪ Any questions about any of the self-directed or Peer Learning activities? ▪ Review the Learning Competencies for this Module (page 12). Each teacher should decide again where they are, and where they hope to be at the end of their designated professional development cycle <p>Nominate one teacher from each school to facilitate the next Peer Learning Circle</p> <p>Finish the workshop thanking them for their participation and provide the key message that <i>violence against children should not be tolerated and that schools have a duty of care to support, respond and refer any child protection concerns they find.</i></p>

Workshop 2 Facilitation Notes (3hrs)

Session 3: Communicating with children who have experienced violence (1hr 30mins)

30 mins

SAY: Start with a quick 5 min recap of Workshop 1 and explain that today focuses on **WHAT teachers can do when a child has experienced violence.**

Activity 1 – LOOK, LISTEN AND LINK (2)

Organisation

- Flipchart on the wall displaying **Handout 3 – Best Practice for handling a disclosure from a child**
- Copies of printed Handout 3
- **Case Study A: Malene** on a slide, flipchart or handout

1. Plenary Questions (15 mins):

SAY: Let's talk more about communicating with children in distress. Ask participants:

- Have you had experience dealing with children in distress?
- What have you learnt about what is helpful for them?
- How about in your own experience?
- When you were upset what would you have liked from an adult?

DO: Elicit some examples.

2. Case Study discussion (15 mins):

DO: Hand out **Case Study A** (or refer to a printed version on the wall) and ask a participant to read out the story

ASK the plenary: What do you think of the teacher's reaction? What did the teacher do well?

SAY: If no one mentions the following points, **explain that:**

- the teacher asks an open question and gives the opportunity for the child to share, but does not probe
- the teacher helps the child see that their reaction and experience is normal and understandable

	<p>3 SAY: Explain: From this example we saw some things that the teacher should do (ask open question, make the child’s experience normal) and should not do (probe), now let’s think of more do’s and don’ts.</p> <p>4 To conclude the session, provide participants with Handout 3 - (or refer to a drawn/printed version on the wall). SAY: Explain what ‘disclosure’ means and then ASK a participant to read out the key things shown on it.</p> <p>5 SAY: Explain that this is advice on how best to communicate with a child who has told you she/he has been hurt, abused or has experienced violence.</p> <p>6 SAY: Explain that you will practice some of these things after the break.</p>
<p>1hr</p>	<p><u>Activity 2: Role Play: The Do’s and Don’ts of communicating with children about violence and abuse</u></p> <p>Organisation: 3 sets of 1 Scenario and 1 Handout of the Do’s and Don’ts of Communicating with Children</p> <p>Facilitation Steps:</p> <p>1. Group Role Plays (20 mins)</p> <p>DO: Divide group in 3 groups; hand out 1 Scenario and 1 Handout 4 Do’s and Don’ts of Communicating with Children to each group and then read out the following instructions:</p> <ul style="list-style-type: none"> • Read the Scenario AND Handout 4 Do’s and Don’ts of Communicating with Children • Prepare a 5-minute (maximum) role play which includes one teacher and one student. <p>SAY: Emphasise the important instruction: Groups <u>do not need to discuss the actual details of the story</u> (i.e. what has happened to the child) but must just show us how they would interact and ask the child a couple of questions. It is testing what you are learning about HOW to communicate NOT the content of the story.</p> <p><i>Give them just 15 mins to prepare!</i></p> <p><u>Role Play presentations</u> (5 mins per group + feedback from the rest of the group = 30 mins)</p> <p>SAY – Conclude with the following Key Points (10 mins)</p> <ul style="list-style-type: none"> • Children who have experienced violence or 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
- Encourage participants to keep the Handouts they have received in these sessions close to hand in the classroom in case a child comes to them with a problem – 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

Session 4: Referring and Reporting a child protection concern (1hr 10 mins)

50 mins

Activity – LOOK, LISTEN AND LINK (3)

Organisation - Draw a picture of a child in the centre of a flipchart or whiteboard. Draw at least 10 arrows extending from the circle.

Facilitation Steps:

Introduction (15 mins)

1. **SAY:** Explain that the previous sessions were about how to identify and support children suffering harm and distress.
2. **ASK** participants to remind the group of the three steps of responding to children in distress.

If not mentioned, remind participants the steps are- LOOK, LISTEN AND LINK.

3. **SAY:** Explain that in the previous session we covered in detail identifying children in distress- LOOK - and communicating with children in distress in a supportive way- LISTEN. Today we will discuss in more detail- LINK- how to REFER children to specialized support. We will also discuss how to respond in the case of witnessing or hearing about an incident of violence and the importance of REPORTING incidents.
4. **DO:** Present the specific objectives for this session:

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

- Understand how to refer children in distress to additional support services.*
 - Understand the importance of reporting violence against children and how to promote reporting*
5. **SAY:** Explain the following key messages:

- 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. Sometimes it is the child herself/himself who tells the teacher about the incident. Sometimes it is other children, parents or other persons. It is then the teacher's responsibility to take action.
 - 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.
 - Teachers are not equipped to provide clinical counselling or other types of specialized care and support.
 - It is therefore important that schools have in place a 'Referral Policy' which helps teachers and school staff know where to contact if a child needs specialist care and support.
 - A Referral Policy should include a list of local specialised services for children (public and private), for example, hospitals, clinics, social services and health authorities. It is very important that this list is updated regularly. Local governmental authorities can provide information about public services and referral systems in the region.
 - During emergencies, it is likely that more children will need to be referred. Local and international organisations and NGOs often set up special health and social services to assist in the emergency. Schools should therefore add these services to their referral list.
 - If a major incident happens in the school or around the school compound, the head teacher should always be informed. Most schools have a referral system in place with guidelines from the MOE. If there is no formal referral system, the school management will have to respond on a case-by-case basis.
6. Ask the plenary what they understand about the term 'referral pathway'
 7. Write their ideas on a flipchart and add in anything which is missed from the definition below:

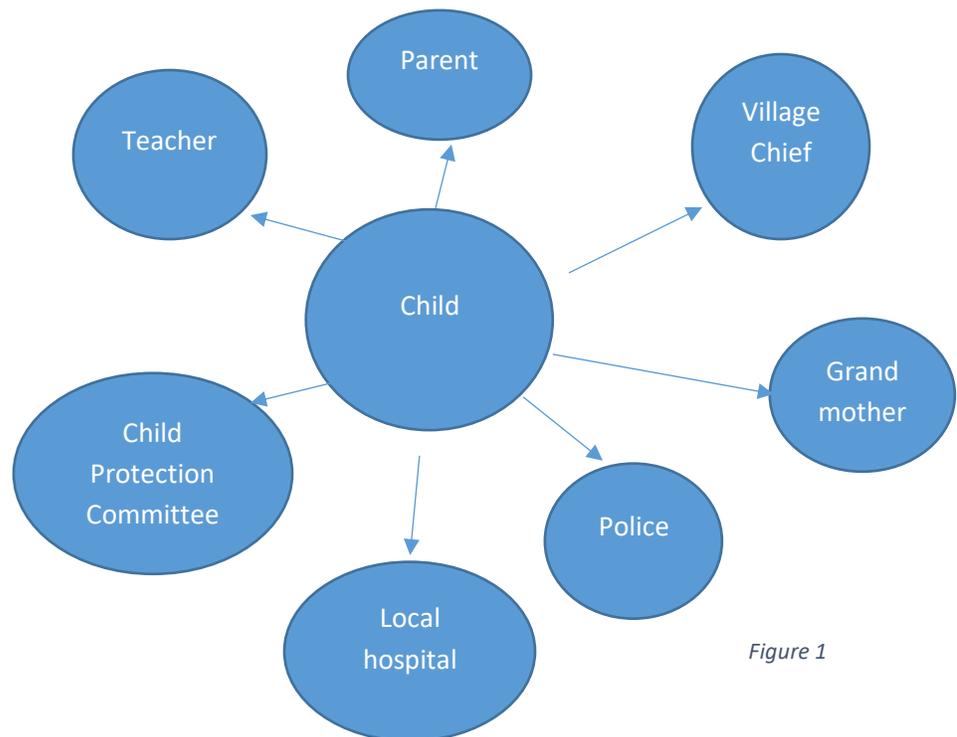
'A referral pathway is a flexible mechanism that safely links children who have experienced violence or abuse to supportive and competent services such as medical care, psychosocial support, legal support and police services.'

Plenary Group Work (10 mins)

8. **DO:** Turn to the picture you had displayed on the wall which shows a picture of a child in the centre of the paper with at least 10 arrows extending from the circle.

9. **ASK** participants to again approach the chalkboard and, as a large group, identify all points—both within the community and outside the community—to whom they could refer a student for additional support (such as emotional, physical or legal). Allow plenty of time for participants to discuss and write on the chalkboard.

We are expecting to see a drawing like this:



10. **SAY:** When they have finished the task, explain that these are now called '**referral points**'

11. **DO:** Divide the group into 3 groups and hand each group a Case Study.

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

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

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

	<p>12. SAY: Instruct groups that they have 10 mins to read the case study and decide what they would do to respond to the situation described.</p> <p>13. DO: Invite groups to present their ideas back to the plenary (5 mins x 3 groups = 15 mins)</p> <p>14. SAY: Wrap up the session with the following key messages (10 mins)</p> <ul style="list-style-type: none"> • 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. <p>15. ASK participants if they have any questions from the session</p>
<p>20 mins</p>	<p>Wrap-up Activity - Reporting and Referral of child protection concerns</p> <p>Organisation – Small group work</p> <p>Materials – Flip chart paper and pens, copy of the School’s Child Protection/Child Safeguarding Policy with a list of local referral services (if one exists)</p> <p>Facilitation Steps:</p> <ol style="list-style-type: none"> 1. SAY: Explain that it is important to know what services are available in the community or region and what support they provide in order to be able to link or refer children to the right support. 2. DO: Divide participants into ‘school groups’ if possible or at least group by location i.e. by community or district. 3. DO: Give each group a blank flipchart. 4. ASK the groups to make a detailed list of all local and national service providers available locally for children in need of immediate support. Give some ideas as follows: <ul style="list-style-type: none"> • persons: doctors, nurses, community health workers, local psychologists/counsellors, community child protection or social welfare officers/volunteers • institutions: hospitals, social welfare services, local mother and children/women and children’s services, police

	<ul style="list-style-type: none"> • organisations: national/international NGOs, local women’s shelters/rape crisis centres, child helplines <p>5. SAY: Finish with a key message that:</p> <ul style="list-style-type: none"> • Teachers should return to their schools with the services they have listed and ensure that these are integrated into an existing School Child Protection/Child Safeguarding Policy as a list of local referral services (if one exists) or held with the School Management/Administration for guidance if a child protection concern is highlighted in the future.
<p>20 mins</p>	<p>Next steps for teachers</p> <p>In pairs, ask teachers to recap and share the most important thing they have learnt today and say why it is important.</p> <p>In groups of four, discuss the self-directed activities and ideas for Peer Learning Circles (Sections B and C on page 18-19 below) and think about:</p> <ul style="list-style-type: none"> ▪ Which activities would you like to do for homework? Would you like to use the examples given? ▪ Any questions about any of the self-directed or Peer Learning activities? ▪ Review the Learning Competencies for this Module (page 12). Each teacher should decide again where they are, and where they hope to be at the end of their designated professional development cycle <p>Nominate one teacher from each school to facilitate the next Peer Learning Circle</p> <p>Finish the workshop thanking them for their participation and provide the key message that <i>violence against children should not be tolerated and that schools have a duty of care to support, respond and refer any child protection concerns they find.</i></p>

B. IDEAS FOR SELF-DIRECTED ACTIVITIES

- Try to notice your students’ behavior and patterns and look out for any signs that they may be experiencing harm or distress.
- Next time one of your students is distressed, practice supportive communication and active listening and link the child to any specialized support as appropriate. Notice how you listen- are you a good active listener? What can you try improving?

- Do some local research in the community to find out what community members would do if they discovered a child protection concern – what would they do? Who would they tell?

D. IDEAS FOR PEER LEARNING CIRCLES

This is a discussion guide for peer learning session. All teachers should attend together or in small groups as geography allows. Keep informal. Try to get tea and a snack for everyone. Respect everyone's time by keeping the meeting short. Every teacher should bring a copy of Resource 1 and (if they have one) a Teacher Competency Profile. Teachers should sit in a circle.

Possible Learning Circle Agenda

1. Review the Safe Schools Domains and Subdomains table.
2. Each teacher may review their self-assessment on their prioritized domains and subdomains.
3. Discuss the successes.
4. Discuss challenges they've had and share ideas for how they can help each other to succeed.
5. If applicable, review the self-directed tasks and ask teachers to choose a new task.
6. Possible discussion questions for this module:
 - Since the last workshop, have you noticed any children showing signs of harm or distress? (don't reveal any confidential information in your discussion)
 - How did you deal with it? What did you do well? What can you improve on next time?
7. Extension activities: if you have time, you can try out the extension activities together to further develop your skills in this area:

Optional Extension Activity 1) Understanding warning signs in different ages.

- I. Discuss as a group how children show different signs of distress in different age ranges- 3-6 years, 7-12, and 13-19
- II. Read the texts below and see if you find anything additional or different from your discussions.

Common reactions for children up to 7 years: Worries that something bad will happen; changes in sleeping or eating patterns; increase in crying and irritability; no interest in playing or only playing for short periods; repetitive play; afraid of things that did not frighten them before; stubborn and demanding behaviour; regression to younger behaviour.

Common reactions for children of 7-12 years: May vary from passive to overactive; loss of concentration at school; may experience learning difficulties; reluctant to go to school or take part in other activities; withdrawal from social contacts with family and friends; sleep and appetite disturbances; aggression, irritability and restlessness; fear especially when reminded of

the shocking events; may be unwilling to recall the event, and fear triggered by sounds or smells; concern about other affected people, specific family and friends.

Common reactions for adolescence 13–18 years: Feeling self-conscious; feeling hopeless, guilt or shame; sudden change in interpersonal relationships with family and friends; intense grief; understands the consequences of loss better than a younger child.

Optional Extension Activity 2) The Listening Game

This game will help you explore active listening further

1. Divide the participants into two groups—speakers and listeners—and distribute the ‘Speaker’ and ‘Listener’ role tags to tape or pin on their chests.
2. Tell the speakers to think of a short personal story to tell the listeners as they wait while you talk to the listeners.
3. Bring the listeners together away from the speakers.
 - Divide the listeners into good listeners and bad listeners.
 - Tell the good listeners to listen with interest to the speaker, give eye contact, nod and occasionally make a comment or ask a question.
 - Tell the bad listeners to show the speaker that they are not interested in what they have to say. They can do this in any way they like, such as by looking down, acting impatient, interrupting with something they want to say or receiving or sending a message on the phone.
4. Ask the speakers and listeners to mingle in the open space. The speakers should try to tell their whole story to as many listeners as possible, spending about three minutes with each one.
5. After about 10 minutes, switch the groups: have the speakers become listeners and the listeners become speakers. Ask the new speakers and listeners to come together.
 - Tell the ‘new’ speakers to think of a short personal story to tell.
 - Divide the ‘new’ listeners into good and bad listener groups, instructing each sub-group as before.
6. Allow about 10 minutes to repeat the activity.

Discuss:

1. Ask the participants to discuss their experiences as listeners:
 - What were the differences in how the speaker behaved when you were a good listener versus a bad listener?
 - How did it feel to be a good listener? What was easy? What was difficult?
 - How did it feel to be a bad listener? What was easy? What was difficult?
2. Ask the participants to discuss their experiences as speakers:
 - How did you know the other person was listening? Not listening?
 - How did it feel when you were speaking to someone who was listening? Not listening?
 - How well could you tell your story when you were talking to someone who was listening? Not listening?

Extension Activity 3)

If you did not complete the activity in the workshop, you could discuss the child protection cases in Activity 3/handout 3.

RESOURCES AND HANDOUTS

Handout 1 – Safe Schools Common Approach Referral Pathway Guidance – a pdf file to be attached as an Annex to this Module Facilitators' Guide

Handout 2: LOOK, LISTEN, LINK

LOOK:

- Be sensitive and open the eyes and mind.
- Get an overview of the whole group of children in the class surroundings.
- The teacher will most likely immediately discover, if one of the children in his/her class has been harmed or is in distress

LISTEN:

- Talk to the child and listen to the information carefully in order to find out what has happened.
- The right information will enable you to link the child to people who can provide the appropriate support.
- Collect as much information about the situation as you can in a gentle way, which helps the child to feel calm and supported

LINK:

- Ensure that the child gets in contact with relevant persons, and that the child is handed over to professional support.
- Ensure that the parents are informed about the child's situation.
- In the school context, the first step would be to report to the head teacher or child protection focal point in the school. It is then their responsibility to take the case further.

Handout 3: Child Protection Cases

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

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

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

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

Case 3: 14-year-old Sarah is sitting in the classroom holding herself as if her stomach is hurting. She is trying not to cry. Sarah is a quiet student who works hard but struggles with some subjects. She has a lot of friends and enjoys spending time talking with them. Her teacher has noticed that Sarah is now on her own during break times and is often in tears. The teacher talks to Sarah to find out what the problem is. Sarah tells her that a male teacher has been asking her to stay behind after school, offering to help her with her mathematics in his home. She did not feel comfortable going to his house, but he threatened her. Last night he raped her.

Handout 4 - Best Practice for handling a disclosure (or a report) from a child



Case Study A: Malene

Adapt the example if needed- the point is to illustrate how the teacher validates/normalizes a child's reactions

8-year-old Malene had seen her father beat her mother all her life. Since her father lost his job two weeks ago it has become worse, and one day the violence was so bad that the mother had to go to the hospital. Malene’s teacher knew about the case from the social services, but Malene did not talk about it in class. After school, Malene said to her teacher: ‘I am very tired.’ The teacher asked, ‘Do you want to tell me why you are tired?’ Malene said, ‘I don’t sleep very well.’ The teacher said, ‘Yes, I know that many boys and girls find it difficult to sleep if they worry about something. It is very common not to sleep well if you are sad, angry or confused about something, especially if it involves someone you love.’

Handout 5 - Best Practice for handling a disclosure (or a report) from a child

(Adapted from an exercise developed by the International Rescue Committee and a key resource with the Steps to Protect Common Approach)

1. Do no harm – be careful not to cause further distress
<p>Monitor interactions that can distress child</p> <ul style="list-style-type: none"> • Do not become angry • Do not force to answer questions • Do not require they repeat story numerous times • Limit activities & communication that cause distress
2. Tell children why you are talking with them
<p>Explain:</p> <ul style="list-style-type: none"> • Who you are and the purpose of talking to them • How long you will talk to them for • Why you are writing information down (if you are) • Let the child have a trusted adult in the room if he or she would like to
3. Be comforting & supportive
<p>Remember, the child will likely have been referred to you via a caregiver or adult. When referred...</p> <ul style="list-style-type: none"> • Be positive, supportive & calm • Show you believe the child • Show friendly body language • Ask child when and where, and with whom they would like to talk • Ask if they prefer other ways of communicating
4. Be reassuring

- Reassure the child that the incident was not their fault & you believe them
- Tell them they are brave for sharing their story, there is no blame or shame
- Emphasize you are there to help them begin the healing process
- Tell them the feelings they have are normal

5. Help the child feel safe

- Offer the child the choice of having a trusted adult they know with them whilst they talk to you (they may decline and this is also ok)
- Do not force child to speak to or in front of someone they appear not to trust
- NEVER include the person suspected of abusing the child
- Tell the truth even when it is difficult

Think about the space you are talking to the child in:

- Ensure it is safe & comfortable for the child – it needs to be private, quiet, free from distraction & potential danger

Think about your own physical position when you are talking to the child:

- Be at the same height / level as the child
- Be close enough so s/he does not have to talk loudly, but also feels safe
- Ensure you are not blocking the exit (or view of the view) – make sure the child is able to see the door

6. Talk in a way a child will understand

- Present information in language they understand, alter your vocabulary so that it is not complicated
- Ensure your language is adapted to age and stage of development
- Use a variety of means of communicating e.g. allow a child to write and/or draw his words if she/he does not want to talk
- You will need to ask sensitive questions – that's ok
- Explaining questions dealing with sensitive issues helps put the child's fears at ease
- Tell the child you know this is difficult and they can go slowly
- Ask the child clear and simple questions, focusing on the last time the incident occurred

7. Pay attention to non-verbal communication

Maintain positive body language to ensure comfort and trust

- Maintain eye contact where culturally appropriate
- Use warm / comforting body language
- Avoid touching the child unless this is appropriate to convey warmth

Pay attention to the child's body language

- Children may demonstrate signs of physical distress that could signal need to pause the interview:
- Crying
- Shaking head
- Changing posture / turning away
- Curling into ball

8. **Respect children's thoughts and beliefs**

- Children have right to express opinions, thoughts & beliefs about what happened & decisions being made
- Case workers must communicate to the child that they have this right
- Empower the child to be in control during the communication
- Remember that the child has the right NOT to participate: the child is free to answer "I don't know" or stop speaking, at any time

Handout 6 - 5 elements to active listening

I. **Attentive Focus:**

- Attentive focus' means that you do not talk, just listen. Block out any distractions. Sit with the child in a peaceful corner and give the child your undivided attention.
- Avoid interrupting, use your body language to show that you are listening and concentrating on what the child is saying in a way appropriate in the cultural context. Make eye contact if this is appropriate in accordance with cultural practice. Sit or stand in a position that puts you at the same level as the child. Be aware of the child's personal space, depending on age, gender and context.
- Make sure that the child knows you are listening – for example, don't be tempted to use your phone during the conversation with the child.

II. **Paraphrasing**

- When you repeat key words spoken by the child you are showing the child that you are listening and concentrating on the child's information.
- Act like a mirror. Not in a mechanical or parrot-like way but as a way of using the same type of language as the child. This is one way of showing you are listening carefully. Describe rather than interpret what you have heard. Say, for example, 'I understand what you are saying', and, 'Did I get that right?' To reflect a description of a feeling, you might say, "It sounds like this experience made you feel angry. Is that so?"

- Watch out for non-verbal contradictions to what the child is saying. If you notice that the child's body language is telling a different story, you can check with the child in order to make sure that you are not misunderstanding something.

III. Encouragement

- Convey warmth and positive sentiments in verbal as well as non-verbal communication. This can help create openness and a feeling of safety, which is crucial when you want to build trust. You may, for example, **show your empathy** by saying 'I'm very sorry' or touching the child gently if it is culturally appropriate.
- Accept a child's emotions of anger, guilt and grief and communicate that it is understandable and normal. It is important for children and adults who are in distress that you can deal with strong emotions. Tell the child that his or her reaction is very common, and the reactions and feelings don't mean that there is something wrong with the child, but the child reacts to a difficult situation.
- **Offering hope** to children is not to say, 'everything will be as before', because that would be untrue. Use stories about other children to convey the message that most children will recover: 'I know a boy about your age. He had a similar experience to you. He was very afraid for a long time, but now he is okay.' Talk about things that will happen in the near future: 'Next week, I will come back and see how you are doing.'
- If the child reacts negatively, for example with aggression, show understanding of the child's emotions and encourage the child to cope with this feeling in a different way. Explain to child that you understand his or her anger, but also tell him or her that it will not help to act out feelings. For example, you can de-escalate a potential conflict by saying, 'It is okay to be angry, but please do not hit others when you are angry. I am here to take care of you and to keep you and your friends safe''

IV. Questions and Clarifying

- Use open-ended questions. They often begin with 'why,' 'when,' 'where,' 'what' and 'by whom.' Open-ended questions are questions that normally cannot be answered with a 'yes' or a 'no.'
- The child is encouraged to tell his or her story on his or her own terms and from his or her own perspective. For example, say, 'Where were you when it happened?'
- If the child's story appears incoherent, ask clarifying, open-ended questions about what happened, and about the child's feelings and thoughts. Let the child know how you understand his or her story in order to make the child feel that you are listening and trying to understand. Avoid probing when you ask questions.
- Explore topics with important information about the child's perspective and experience with clarifying questions like, 'I am interested in hearing more of your thoughts on...', and 'Are you saying...?' 'Do you mean...?''

V. Summarizing

- Reflect and summarise what the child has told you throughout the conversation.
- This shows that you have listened, and that you are trying to understand. In addition, you are verifying if you have understood correctly.

- Every now and then take time to identify important key points raised by the child. Highlight and combine these key points with other thoughts raised by the child to reach a mutual understanding of what's being said, and then draw your conclusion. Having developed this understanding and conclusion together may help the child get ready for making plans.