School-based violence prevention

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with thanks to Sara Wood and Berit Kieselbach
Introduction

• Schools critical settings to address violence in children and reduce risks of becoming victims and perpetrators
• **School participation reduces risks of violence**

<table>
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<tr>
<th>Sub-Saharan Africa</th>
<th>Poorer children</th>
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<tr>
<td>Rural children</td>
<td>Females</td>
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• Global participation in primary education now over 90%
• Relatively few countries have universal secondary education

• Vast majority of evidence on school based violence prevention from high income countries
Introduction

• Based on developing WHO toolkit on schools-based violence prevention
  – Targeted at schools
  – Package of evidence-based strategies
    • All types of interpersonal violence that can be addressed by school interventions regardless of where and when violence occurs
• Focus on low- and middle-income countries
• Easy to integrate in other approaches e.g.:
  • Comprehensive school health packages
  • Broader violence prevention policies and packages
• Principles and practices rather than specific programmes
ACTIONS

Consider the political and legal framework

Collect data on violence and monitor changes over time

**Implement** violence prevention programmes

Respond to violence when it occurs

Implement school policies and teacher training

Review and modify the environmental design

Engage parents in violence prevention activity

Engage the community in violence prevention activity

Evaluate violence prevention action
Evidence based programmes

- Review of reviews
- Successful school programmes generally use one or more of the following strategies:
  - Develop children’s life skills
  - Build knowledge around safe behaviours
  - Challenge social and cultural norms and promote equitable relationships
  - Develop teachers’ skills to manage behaviour and promote positive interaction with children
Children: Life skills Development

• Cognitive, social and emotional skills needed to cope with the demands of everyday life

• Enable children to control emotions, deal with conflict and communicate effectively

• School programmes that develop life skills can:
  – Reduce risks of violence and victimisation
  – Reduce other behavioural problems
  – Increase school performance
  – Increase employment potential

Core part of educational curriculum through pre-school to secondary school

- Problem solving
  Decision-making, critical thinking, conflict resolution

- Building relationships
  Communication, Co-operation, being assertive

- Managing emotions
  Coping with stress, anger management, self awareness

- Developing empathy
  Helping and caring, Understanding perspectives
Life skills: preschool

• Simply enrolling in pre-school has benefits for children but it is the quality of pre-school education that can make a real difference

• Curricula that have a clear and intensive focus on social and emotional learning are most effective at reducing aggressive behaviour (Schindler, 2015)
  • Problem solving, developing empathy, managing emotions, building relationships

• Pre-school enrichment programmes:
  – Delivered by trained teachers
  – Role play, songs, creative play etc.
  – Short daily sessions (e.g. 5-7 minutes) or longer weekly sessions (e.g. 20-30 minutes)
  – Often combined with teacher and parent training

4.2 Ensure all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
Example: Incredible Years

• Developed in USA
  – Australia, Canada, Norway, Singapore, UK...
• Three level curriculum (3-8 year olds)
• Preschool
  – Social and emotional skills taught twice a week through dinosaur themed curriculum
• Teacher training programme

Combined child and teacher training programme

<table>
<thead>
<tr>
<th>USA</th>
<th>Jamaica (adapted version)</th>
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<tbody>
<tr>
<td>• Reduced child conduct problems</td>
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<tr>
<td>• Increased social competence</td>
<td>• Improved teacher practice</td>
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Life Skills in Primary and Secondary School

- Same themes, more complex issues
  - Resolving peer conflicts
  - Managing peer pressure
  - Healthy relationships
  - Gender equality

- **Aulas en Paz** - primary school

- **Life Skills Training** - secondary school

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<thead>
<tr>
<th>Aulas en Paz</th>
<th>Life Skills Training</th>
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<tr>
<td>Colombia</td>
<td>USA</td>
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<tr>
<td>- Reduced aggression</td>
<td>- Reduced delinquency</td>
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<tr>
<td>- Increased pro social behaviour</td>
<td>- Reduced fighting</td>
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*Chaux, 2007; Botvin et al, 2006*
Life skills: Relationship Programmes

- Build healthy relationship skills
- Challenge social norms and stereotypes relating to gender norms
- Can improve gender equitable attitudes and reduce physical and sexual violence

4.7 ensure all learners acquire knowledge and skills needed to promote... human rights, gender equality, a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.

Programs H and M, Brazil
- India, Tanzania, Peru, Croatia
- 15-24 year olds, school and community
  - Violence prevention
  - Gender socialisation and stereotypes
  - Sexual and reproductive health and parenting
- Improved gender attitudes, reduced violence

Foshee et al, 2005; Ricardo et al, 2010
Teachers: Classroom Behaviour Management

- Teach strategies to create calm, orderly classroom environments that minimise disruptive behaviour and promote learning
- Delivered in group training sessions
- Focuses on:
  - Managing challenging behaviour
  - Setting behavioural expectations
  - Using praise and encouragement
  - Building positive teacher-child relationships
- Reduce child behavioural problems
- Reduce violence by teachers towards pupils

Core part of teacher training at all levels
Example: Classroom behaviour management

Good Behaviour Game - USA
• Primary school classroom management strategy
• Children rewarded for following classroom rules and pro-social behaviours
• Reduced aggressive and anti-social behaviour

IRIE classroom toolbox - Jamaica
• Developed from experience with Incredible Years
• Aims to reduce teachers’ violence towards children
• Classroom behaviour management and social and emotional learning
• Low cost training for teachers with limited training in poorly resourced settings

Environment: whole school approaches

- Create safe, non-violent, supportive school environments and cultures
  - Organisational structures
  - Leadership
  - School policies and rules
  - Environmental design
  - Safe reporting mechanisms
  - Counselling and support services
  - Teacher training
  - Life skills
  - Youth leadership
  - Community and parental engagement

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Core framework for all schools
Examples

• Bullying prevention programmes
• KiVA - Finland
  – Netherlands, Estonia, Italy, New Zealand
• Create non-bullying classroom and school climate

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<th>Finland</th>
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<tr>
<td>• Reduced bullying and victimisation</td>
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<td>• Improved academic outcomes</td>
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  Kama et al, 2011; Salmivalli et al, 2012

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<th>Wales</th>
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<td>• Can deliver 50% of mandatory curriculum requirements for Personal and Social Education</td>
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  Hutchings and Clarkson, 2015; Clarkson et al, 2016
### School based violence prevention interventions that should be scaled up

<table>
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<th>Universal access to quality primary and secondary education</th>
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<td><strong>Children</strong></td>
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<td>Continuum of social and emotional life skills development from pre-school to secondary school, age and context appropriate, incorporated into existing teaching and learning activities</td>
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<tr>
<td><strong>Teachers</strong></td>
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<td>Social and emotional development and behaviour management integrated as a core part of existing teacher training curricula</td>
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<td><strong>Environment</strong></td>
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<td>Whole school approaches developing school policies and safe environments that prevent all forms of violence, hate, intolerance and inequality and support children affected by violence</td>
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Environmental design

Staff competencies and teacher training

School policy

Collect data on violence

Age appropriate evidence-based prevention approaches

Respond to violence

Engage parents and the community

Adapted from UNESCOs Whole school approach to sustainability

With thanks to Berit Kieselbach and Sara Wood