



**S A C E**

South African Council for Educators

*Towards Excellence in Education*

**Teachers' Safety  
and Security  
in South African  
Schools:**

**A PARTICIPANT  
WORKBOOK**



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# About this course

## Introduction

Welcome to the workshop on Teacher Safety and Security in South African schools. As you know the workshop comprises a number of sessions, during which you and your colleagues will be given an opportunity to express yourselves, to reflect, to learn, and to share.

We hope you find the workshop beneficial, and we hope that this opportunity to forge relationships and create solutions with others who have the same concerns as you, helps to make your professional life healthier and safer going forward.

Your facilitator will give you a copy of the following:

- *Teachers' Safety and Security in South African Schools: A Handbook*
- *Teachers' Safety and Security in South African Schools: A Participant Workbook*

The handbook is a user-friendly reference which gives you access to information on your rights and responsibilities as an educator in the South African schooling system. The handbook also introduces ways of thinking about how to prevent potentially violent situations at school, and it offers a number of strategies to help deal with those potentially violent situations.

The workbook contains a number of activities drawn from the handbook that you will use in the workshop, either individually, in pairs or in groups.

Please make sure that you bring both books to all the workshops.

## Preparing for the workshops

We suggest that you read the handbook, *Teachers' Safety and Security in South African Schools: A Handbook*, before you begin, as this will allow you to be prepared and therefore have your concerns, suggestions and opinions ready to be raised with your facilitator and your colleagues.







You will be given homework to complete between workshops. Usually these are activities that help you reflect and consider a variety of situations you may have faced, or your response to certain situations. We urge you to complete the homework.

# Course outline

As you see below, each workshop is three hours in duration. Half an hour of this will be used for tea or comfort breaks.

<b>Workshop 1</b>	Understanding Violence	3 hours allocated (including comfort breaks)
<b>Workshop 2</b>	Roles and Responsibilities in a Whole School Approach	3 hours allocated (including comfort breaks)
<b>Workshop 3</b>	Rights and Responsibilities of Educators	3 hours allocated (including comfort breaks)
<b>Workshop 4</b>	Risk Within the School Environment	3 hours allocated (including comfort breaks)
<b>Workshop 5</b>	Strategies to Manage Potentially Violent Situations in School	3 hours allocated (including comfort breaks)

You will see the following icons in your workbook.

 <b>Outline</b>	 <b>Pairs</b> (often, turning to the person next to you)
 <b>Outcomes</b>	 <b>Group</b> (these will be set up by the facilitator)
 <b>Working alone</b> (for example, filling in a form)	 <b>Plenary</b> (when you come together for a discussion)

# Workshop 1

## Understanding Violence



This workshop aims at opening up the discussion amongst educators on violence in schools and how to prevent it. It starts with a short icebreaker to get the conversations going. It includes an introduction to the course, discussions and conversation around violence in schools and developing an understanding of the different forms of violence and how prevalent they are. The workshop encourages discussion and sharing of ideas and experiences.



By the end of this workshop, participants should be able to:

- Outline of the course
- Create a safe space to share ideas and experiences
- Understanding of own and each other's experience of violence
- Identify forms of violence
- Relate forms and types of violence to themselves and their school
- Understand forms of violence in schools





## Activity 2: Getting to Know Each Other



Get to know your fellow participants...

### Instructions:

- Find one person in the room who matches the description in each box and then write his or her name in the box.
- You may not fill in the same person's name twice.

### Find someone who...

Has more than two siblings

**NAME:**

Travelled more than 15 minutes to get to this workshop

**NAME:**

Has taught for more than 10 years

**NAME:**

Has witnessed violence

**NAME:**

Is wearing blue

**NAME:**

Has not witnessed a potentially violent situation at school

**NAME:**

Doesn't feel any stress at school

**NAME:**

Feels really safe at their school

**NAME:**

Has more than 40 in their class

**NAME:**





### Activity 3: Types of Violence



Use the checklist below to reflect on your own understanding of what constitutes school violence. The answers will be discussed with your facilitator during the next section, Step 2.

Indicate, in your opinion, which of these statements are true or false.

	YES	NO
The definition of school violence is acts of violence that only take place on school premises	<input type="checkbox"/>	<input type="checkbox"/>
Sending a naked photo of a classmate to a learner WhatsApp group does not fit the definition of violence	<input type="checkbox"/>	<input type="checkbox"/>
If someone threatens you but does not actually hurt you, this cannot be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A 19-year-old grade 11 student refuses to answer his teacher. He stares at her constantly but will not say a word. It makes her feel uncomfortable, but this is bad behaviour rather than violence	<input type="checkbox"/>	<input type="checkbox"/>
To call behaviour "school violence", it needs, by definition, to be a criminal act	<input type="checkbox"/>	<input type="checkbox"/>
A teacher proposing love to an 18-year-old matric student cannot be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A teacher making a disobedient learner kneel in the corner for the entire lesson can be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A group of grade 11 boys make kissing sounds when they see a grade 9 learner, who they think is homosexual. The teacher says this is stupid behaviour but it is not violence	<input type="checkbox"/>	<input type="checkbox"/>

**Additional Notes:**

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## Activity 4: Violence in Your School



How much does each of the factors below contribute to issues of discipline and violence in your particular school?

How often do these forms of violence occur in your school				
	NEVER	SELDOM	SOMETIMES	OFTEN
Verbal aggression from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal aggression from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal aggression from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by teachers on learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by learners on learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by learners on teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Activity 5: Stress Caused by Violence in Your School



1. Think of an example when you reacted with your emotional brain and not your thinking brain. What happened?

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2. What were the consequences of those actions?

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3. Think of an example of a particular learner who behaved badly or emotionally. Might there be something happening in the child's life that caused stress?

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4. How can the age of the learner affect their reactions?

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## Workshop 1: Homework Activity 1

Complete the questionnaire below for your next workshop session.

Reflect on how much each of these factors contribute to the issues of discipline and violence in your school			
	NO IMPACT	SOME IMPACT	STRONG IMPACT
Learners show little respect for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have a negative attitude towards learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect teacher's authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners carry knives and weapons to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners behaviour is impacted by the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have poor socio-economic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang violence impacts the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and alcohol impact the learners' behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect young teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is poorly managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no serious consequences for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little support for teachers from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lack of parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>NO IMPACT</b>	<b>SOME IMPACT</b>	<b>STRONG IMPACT</b>
Absenteeism of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age disparity between learners in the same grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of communication of school rules and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of discipline policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners come from broken families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher learner ratio is not manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers do not keep the learners focussed in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from the Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from the School Governing Body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from the Management Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of structure and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



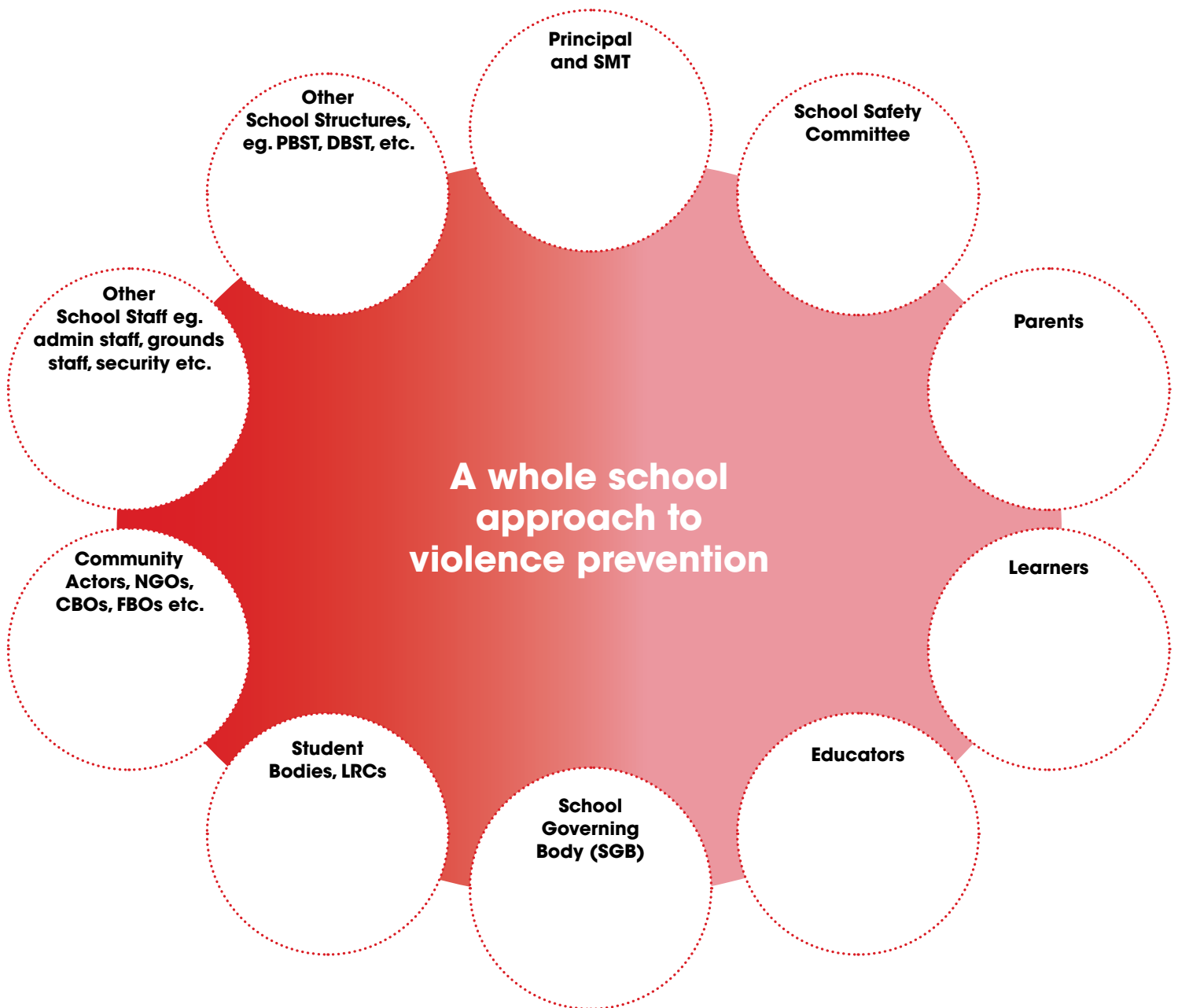
## Workshop 1: Homework Activity 2

Look at page 24 in your handbook.

You will see a diagram of the whole school approach to violence prevention where everyone in the school community plays a role in ensuring the safety and security of the school and everyone within it.

Each circle has the name/s of different role players. Write down what you think their specific roles should be.

Use the table on the next page if there is not enough room in the circles.



Role player/s	Roles
Principal and SMT	
School Safety Committee	
Parents	
Learners	
Educators	
School Governing Body (SGB)	
Student Bodies, LRCs	
Community Actors, NGOs, CBOs, FBOs etc.	
Other School Staff eg. admin staff, grounds staff, security etc.	
Other School Structures, eg. PBST, DBST, etc.	

# Workshop 2

## Roles and Responsibilities in a Whole School Approach



This workshop aims to create an understanding of the concept of a whole school approach and its value, in particular regarding the roles and responsibilities shared by the different bodies and sectors within the school community. The workshop begins with some input on the recommended, assigned and/or chosen roles and responsibilities of the various groupings that comprise the school community regarding safety and security; participants are given the opportunity to discuss and reflect on their current situation. This gives them the space to identify gaps and challenges regarding these roles and responsibilities in their particular schools and share ideas on how to best address these. A case study is used to allow participants to analyse and address a practical situation, and to reflect on how similar occurrences might be best addressed in their own classrooms.



By the end of this workshop, participants should be able to:

- Recognise the concept of a whole school approach
- Identify the roles and responsibilities of sectors within the school community
- Recognise weak links and gaps in the overall approach to safety and security in their schools
- Advance ideas for filling the gaps and addressing challenges in the safety and security roles within school communities





## Activity 1: Icebreaker



### Ice Breaker Rules:

- No talking
- Everyone must wear a blindfold
- Move all furniture to the side so that no one gets hurt
- Participants must stand randomly around the room
- The facilitator will whisper a number in each person's ear
- The numbers must be random (eg, 2, 150, 17, 13, 88) not in order (1, 2, 3, 4, 5)
- The goal is for the group to arrange itself in numerical order in a row without speaking out loud (you can whisper in someone's ear) and without the use of sight
- Make sure all participants are safe throughout the exercise

### Answer the following questions:

1. What was the most difficult aspect of this exercise?

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2. Did you have a sense of working together? Why/why not?

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3. What was necessary in order for you to be successful?

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4. Can you link this activity to a whole school philosophy?

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### Activity 3: Who Does What?



Take a few minutes to think about and fill in the checklist.

Remember that responsibilities are sometimes held by more than one group at a time.

#### Look at the list below and reflect on who does what in your school

	Teachers and staff	SMT	SGB	Parents and Community
Empower and develop educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve the public and form partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote moral values amongst learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop effective policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop effective processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective implementation of policies and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication of policies, processes and actions to staff, learners, parents and broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective awareness training for staff, learners, parents and broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop plans and effectively and appropriately manage these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instil classroom discipline and systems and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure a collaborative and supportive working approach from all staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing reporting mechanisms that are easily accessible to all learners and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that appropriate responses and actions are followed through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Teachers and staff</b>	<b>SMT</b>	<b>SGB</b>	<b>Parents and Community</b>
Constant review and revision of policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out effective discipline actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes a positive and safe environment for all learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries out annual risk analysis of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a school improvement plan that includes and addresses issues of concern around violence and safety of staff and learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Discuss the following in your group:

- a. Do you feel that that all role players play an equal role in addressing the problem of school-based violence at your school? Give examples.

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- b. Where is the weak link in the chain?

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- c. Are there ways to address those weak links? Make suggestions.

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- d. Do you have a school safety committee? If yes, what does it do? If no, what could its role be?

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## Activity 4: Case Study Reflection



Read the case study and answer the questions which follow.

### Case Study

A parent has taken a grievance to the SGB. He is very angry because an incident happened in March and it is now October. The parent says James, a learner in his son Bongani's class, threw Bongani's cell phone into the toilet. Although the principal suspended James for a month, the parent wants James expelled. The parent says that James is a disgusting homosexual and should not be allowed in the school with normal children. James says that Bongani and his friends have been bullying him ever since they saw him holding hands with another boy in town.

On that day in March, Bongani and his gang surrounded him in the toilet and threatened to do terrible things so he grabbed the phone, threw it in the toilet and ran away. Their class teacher said he had heard them calling James a \*?@#+, but that it was "normal boys' teasing".

Once the suspension was over the class teacher asked the boys to leave James alone but he can see that the bullying is continuing. The principal says that if James got himself a girlfriend the bullying might stop. The SGB looked to the principal for a recommendation. The principal took the issue to the School Management team but they said that the teacher needs to deal with this. One of the SMT said "If we have to make a decision every time boys fight we will never be able to do our work." The principal says there is no excuse for breaking property but decides expulsion is too tough. James is given a demerit instead.

a. What could the School Governing Body have done differently or more effectively?

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b. What could the School Management Team have done differently or more effectively?

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c. What could the teacher have done differently or more effectively?

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d. What could the parent community have done differently or more effectively?

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e. Is there a role for a School Safety Committee?

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f. Is there a role for the learner body?

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g. Have you had similar incidences at your school? What happened? How could it have happened differently?

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## Workshop 2: Homework Activity 1

Complete the questionnaire on rights of teachers. You may tick more than one box.

Reflect on the rights of teachers and indicate who you feel is responsible for ensuring that these rights are respected.					
	Teachers and Staff	SMT	SGB	Parents and Community	Learners
Right to be respected in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to always be in class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach in a conducive situation and safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be discriminated against race and gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to dignity and humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be treated reasonably and fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for voice and opinion to be heard and be taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be empowered/educated and made aware of their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to know the recourse when their rights have been violated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be victimised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be physically attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to have intervals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for their voice not to be silenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be paid on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach what they know, and what they trained for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to develop/study further	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Workshop 2: Homework Activity 2

Complete the questionnaire of responsibilities.

Look at the table below and reflect on how well you carry out your responsibilities as a teacher.

Do you carry out these responsibilities as a teacher?		
	YES	NO
Fairly, reasonably and consistently implement school discipline policy	<input type="checkbox"/>	<input type="checkbox"/>
Build self-esteem of learners through encouragement and positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>
Build positive relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
Understand how students learn and how to teach them effectively	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand the content you teach	<input type="checkbox"/>	<input type="checkbox"/>
Know your students	<input type="checkbox"/>	<input type="checkbox"/>
Plan and assess for effective learning	<input type="checkbox"/>	<input type="checkbox"/>
Create and maintain safe and challenging learning environments	<input type="checkbox"/>	<input type="checkbox"/>
Implement the anti-bullying and harassment policy	<input type="checkbox"/>	<input type="checkbox"/>
Access specialist welfare and referral services when required	<input type="checkbox"/>	<input type="checkbox"/>
Use a range of teaching strategies and resources to engage students in effective learning	<input type="checkbox"/>	<input type="checkbox"/>
Regular monitoring of student progress, attendance, participation and welfare	<input type="checkbox"/>	<input type="checkbox"/>
Treat all members of the college community with respect, fairness and dignity	<input type="checkbox"/>	<input type="checkbox"/>
Keep parents and guardians informed on student progress and learning	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.ashwood.vic.edu.au/page/179/Rights-and-Responsibilities>

# Workshop 3

## Rights and Responsibilities of Educators

### OUTLINE



This workshop aims to develop the educator's awareness and conscious understanding of the responsibilities they bear to their learners and to their classroom. In practice this involves ensuring that their classrooms are safe and secure and conducive to learning. The educators are given the opportunity to reflect on their own approach to conflict and their reaction to learners in stressful situations, to reflect on their actions, and then react accordingly. The workshop also gives educators the space to articulate their rights, and the ways in which the school community is responsible for upholding these rights and ensuring their protection.

Two case studies are introduced to encourage participants to analyse and address practical situations, and to reflect on how similar occurrences might be best addressed in their own classrooms.

### OUTCOMES



By the end of this workshop, participants should be able to:

- Identify and reflect on the rights of educators
- Reflect on how rights must be upheld and enforced
- Identify the responsibilities of educators
- Reflect and act on responses, attitudes and behaviour towards learners that do and do not make the learners feel safe
- Reflect and act upon learners' safety and security in the classroom
- Identify pro-active behaviours to ensure the classroom is a safe, non-violent and secure environment for learners and teachers






## Activity 1: Decide What is Important




What do you think are the top 10 qualities of an effective teacher? Write them under "individual" on the list below.

Once you have completed the list, have a discussion with the person next to you. Look at your similarities and differences.

Together debate and decide on your top ten as a pair. Write the new list under "Pair".

Individual 	Pair 
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Decide your top 10 as a group.

Group 
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Love their learners, **LISTEN WELL**, communicate, **show empathy**, know their subject, **be patient**, work with other teachers, be strong, **BE ORGANISED IN THE CLASSROOM**, **get to know the parents**, know the names of all their learners, give positive feedback, be fair, be creative, **control the classroom dynamic**, **CREATE A POSITIVE ATMOSPHERE**, **HAVE HIGH STANDARDS**, expect pupils to pull their weight and be accountable, **UNDERSTAND THAT PUPILS MIGHT LEARN DIFFERENTLY AT DIFFERENT RATES**, make expectations clear, **MAKE LEARNERS WELCOME IN THE CLASSROOM**, give and expect respect, refuse to tolerate bullying, **NEVER EMBARRASS A LEARNER**, **RESPECT PRIVACY**, **forgive easily**, do not take things personally, maintain standards, **set clear goals**.



## Activity 2: Rights of Educators



Read the case study and reflect on which rights of the teacher were violated. Then in your group, answer the questions which follow.

### Case Study

Ms Vela is a young educator with only one year's experience in the classroom. Andani is in Ms Vela's grade 11 class and keeps commenting on Ms Vela's clothes and hair. She makes rude jokes and the other learners laugh. Ms Vela has tried to ignore these comments, but they upset her. She hasn't tried to talk to Andani but she has spoken to the principal who said she must instil discipline in her class. She tells a senior teacher who says that Ms Vela must dress more modestly. The situation in class gets worse. Some of the boys start to make remarks about her appearance, and about her body.

Ms Vela sees an SGB member on the school grounds and explains what has been happening. The SGB member tells her to ask for a disciplinary enquiry. Ms Vela does not know how to do that, and the principal will not help. She cannot cope and starts to take days off, saying that she feels sick. At the end of the year, the SGB looks at her poor attendance record and questions her commitment. The principal says that he does not think she is suited to teaching.

List the rights of Ms Vela that were violated.	Next to each right, indicate who was responsible (e.g. learner, teacher, parents, SMT or SGB) for protecting each of these rights (it may be more than one group).
1.	
2.	
3.	
4.	
5.	
6.	
7.	

a. What could the teacher have done differently or more effectively?

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b. What does this school need to do to ensure this doesn't happen again?

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c. Is this something that could happen at your school? Discuss.

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Read and then discuss and answer the following questions:  
(Refer to the handbook, page 28).

As an educator, you are responsible for ensuring that your own classroom is safe and secure and conducive to learning. Your approach to discipline and your attitude towards your learners should be something you constantly reflected upon. You should be familiar with policies and processes and be able to identify problems early. It is also essential that you build good relationships with the parents of your learners and understand your learners' individual circumstances.

a. What do you do in your own classroom to reduce the risk of violence?

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b. Do you believe learners feel comfortable speaking to you if they have a problem?

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c. Think back to the qualities that make for an effective educator – can a well managed classroom reduce the risk of violence for both teachers and learners?

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### Activity 3: What are Your Responsibilities?



Read the case study and answer the questions which follow.

#### Case Study

Well-managed classrooms are also likely to increase educator safety through minimising the opportunities for educators to be victimised. Read the scenarios below and compare how the two educators handled the same situation very differently. Then think about the questions below:

##### SCENARIO 1

The maths teacher is explaining a difficult concept but Lubabalo and Fezekile are talking openly and loudly. It is clear they are not discussing the subject. The teacher makes eye contact and they stop. A few minutes later they begin again. She again asks them to stop but this continues. Eventually the teacher stops the lesson and says, "I'm sick of your disruptions. You are going to amount to nothing in your lives. You are a pair of donkeys. Get out!" The class bursts out laughing. The boys walk out, and Fezekile throws a rude finger sign at the teacher and bangs the door on his way out. The class takes another five minutes to settle down and the lesson continues.

##### SCENARIO 2

The maths teacher is explaining a difficult concept but Lubabalo and Fezekile are talking openly and loudly. It is clear they are not discussing the subject. The educator makes eye contact and they stop. A few minutes later they begin again. She asks them to stop but this continues. She walks over to the boys and stands next to them as she continues explaining the concept. She does not look at them or address them. When she is finished explaining she sets the class some exercises and calls the boys to her, one at a time. She quietly draws their attention to the classroom Code of Conduct and explains the consequences they will face if this happens again. She requests meetings with each boy after school where she gently ask them if they are OK, if they have a personal problem, and why they behaved the way they did.

a. Which educator seems more in control of the situation? Why do you say so?

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b. Explain what went right and what went wrong in both scenarios?

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c. Which scenario can you relate to? (Many teachers will say "both")

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d. Can you think of a similar scenario in your classroom that you might have handled differently in different circumstances?

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## Activity 4: Coping with Stressful Classroom Situations



Discuss strategies that will help you cope with stressful situations that include violence, threats of violence or conflict. Also, discuss behaviours and responses that won't help in these situations, and that may make things worse.

Write your lists on newsprint. You may also write your lists in the space below.

How to diffuse or cope with a stressful situation or a potential conflict	What NOT TO DO in a conflict situation or when you are under stress
eg.: <i>Remain calm</i>	eg.: <i>Raise your voice</i>
eg.: <i>Do not blame</i>	eg.: <i>Think you need to win</i>





## Workshop 3: Homework Activity 1

Take your time thinking about the situation in your school and answer the questionnaire below.

Audit of Violent Actions:				
Do these actions occur in your school?			WHEN? Time of day (during breaks, before school, after school, during class)	WHERE? Area or place in and outside the school grounds (eg, behind the toilets, at the front gate)
	YES	NO		
Verbal aggression from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by teachers on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		

# Workshop 4

## Risk within the School Environment



This workshop aims to develop the educator's understanding and awareness of the risk within their own school environment. They continue by establishing where the greatest risk in the school environment lies, and identifying what each of the school community's role players can do to reduce the risk of violence. It aims to take them through a practical process of mapping and assessing their own school and reflecting on what they can do to reduce the risk of violence, both in their school and in their own classroom.



By the end of this workshop, participants should be able to:

- Identify and reflect on what the various role players can do to reduce the risk of violence
- Identify ways to get a variety of stakeholders on board
- Carry out a risk assessment in their own classroom
- Have a better understanding of their own school environment
- Map their school and identify risk areas



## Activity 1: Is There a Risk?



**Discuss the following in your groups:**

Is there a particular time of the day when incidents mostly occur?

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Is there a particular area of the school where incidents occur?

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## Activity 2: Map Your School's Hotspots





## STAGES OF HOW TO DRAW YOUR OWN MAP

- 1 Draw a detailed map of your school. Include all the areas surrounding your school. Make sure to include classrooms, learner and educator toilets, car park, play area, the library, the tuck shop, the fencing, the perimeter area and the areas outside the gate and so on.
- 2 In **red**, mark all the areas on the map where learners and teachers feel unsafe.
- 3 In **green**, mark all the areas on the map where learners and teachers feel safe.
- 4 Identify the times of the day the violence is most likely to occur in these areas.
- 5 Use symbols to show the type of violence which occurs at each spot (there may be more than one).
- 6 Identify the times of the day the violence is most likely to occur in these areas. (This could be morning, tea break, lunch, all day – anything appropriate to their situation).

Explain your map to your neighbour – they may ask questions that will help add in more information. Then do the same for them. Use the following questions to guide the discussion:

a. Which area do you feel your learners feel least safe?

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b. Which areas do you feel are the safest?

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c. Where do most of the violent incidents occur?

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d. Which areas would you address first?

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e. What could you do to make this area safer?

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Look at page 39 in your handbook for an example of how to collate your information.  
If you have time, you can do this at home.



Using your map, discuss in your groups:

- a. As an educator in your school, where do you feel at the most risk of violence?  
(whether it be physical or psychological threats or harassment)

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- b. Where in the school do your learners feel unsafe?

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- c. Have you taken any action regarding the answers above? If so, what? If not, why?

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- d. Are there any other forms of information that you could draw on?

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## Activity 4: Why is it Like This?



There are many factors that contribute to violence in schools and classrooms. List as many factors you can think of:

Drugs	
Drunk parents	

Look at the categories below and decide where your factors fit best. Do all the factors contribute to violence, or are some bigger contributors than others?

### In your school and your classroom, which of these factors contribute to violence?

- Individual level (e.g. low self-esteem, impulsiveness, stress, lack of skills)
- Relationship level (parenting, family violence, poverty, home circumstances)
- School level (age in grade, absenteeism, school size)
- Friendship level (social isolation, participation in group activities, influences)
- Social level (exposure to media and inappropriate actions, unemployment levels, access to illegal substances)



In groups discuss:

- a. Which factors are most serious and significant?

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b. Why is this?

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**What can be done?**

Brainstorm ideas of what you and the various role players can do to reduce these factors contributing to violence.

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## Workshop 4: Homework Activity 1

**Complete the questions below by circling the option that you mostly choose in classroom discipline situations:**

When trying to get a stubborn learner to do something that they don't want to do. Do you ...

- a. Present them with a choice?
- b. Demand compliance?

When a learner has done something wrong. Do you ...

- a. Make a learner learn from his/her mistakes?
- b. Make a learner pay for his/her mistakes?

Why do you have rules in your class are they ...

- a. To teach learners to obey rules or change their behaviour?
- b. To fix the behaviour of the learner?

Are you strict because you ...

- a. Want learners to be taught acceptable behaviour?
- b. Want learners to fear consequences?

When you inform learners about rules do you explain...

- a. The positive side of sticking to them?
- b. The negative consequences of not sticking to them?

When a learner is misbehaving, do you focus on ...

- a. What does the learner need to do?
- b. What is wrong with the learner?

What is your thinking on the long term effect of discipline?

- a. It causes the learner to incorporate rules and hold themselves responsible for their behaviour.
- b. It causes the learner to call for external control, so as to behave in the right manner.

When disciplining a learner do you aim to ...

- a. Increase their self-esteem?
- b. Decrease their self-esteem?

After reprimanding a learner do you find your relationship with them is generally ...

- a. Strengthened?
- b. Damaged?



## Workshop 4: Homework Activity 2

Look at the following definitions of discipline and punishment on page 45 of your handbook, and create your own definition of each in no more than two sentences.

Discipline can be defined as . . .

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Punishment can be defined as . . .

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# Workshop 5

## Strategies to Manage Potentially Violent Situations in Schools



This workshop aims to equip the participant with the practical and analytic skills and strategies necessary to respond appropriately to potentially violent situations. This includes the abilities to understand the situation; to diffuse the situation; then deal with the situation and afterwards, reflect on the situation. The workshop also aims to engage with participants around the concepts of punishment and discipline, and to reflect on how positive discipline, rather than corporal and other forms of punishment, may create a better managed educational situation.



By the end of this workshop, participants should be able to:

- Identify the strategies necessary to react to potentially violent situations
- Apply the strategies necessary to effectively understand, diffuse, deal with and evaluate potentially violent situations
- Understand the difference between punishment and discipline
- Identify and recognise the benefits of positive discipline



## Activity 1: What Now?



Read the case study and in your group, answer the questions which follow.

### Case Study

Two small groups of learners in grade 9 – no more than five in each group - have been challenging each other all term. Usually, threats and shouting take place between the groups on the field during break but on this day the learners start fighting at the back of the classroom. One learner picks up a pair of scissors and stabs a boy in the other group. The teacher runs directly to the principal's office and asks him to call the police.

a. Has something similar happened to you or a colleague?

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b. How did the situation unfold?

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c. Did you or your colleague pick up tension or problems before the situation reached this point?

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d. Is it likely that one/both of the learners had been showing signs of escalating violence?

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e. Would you know if these learners – or any of your learners - have a history of conflict?

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f. Is there a Code of Conduct for your classroom?

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g. How could a Code of Conduct have addressed this situation?

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h. Would you have left the classroom to go to the principal's office or stayed and sent a learner to call the principal or done something different? Why?

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i. Once violence erupted what do you think would have been the safest course of action for the teacher to take? (Should he have made the other learners leave the room? Or intervened in the fight? Or shouted and told the boys to both leave the room?)

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j. Does your classroom policy address the use of cell phones during lessons? Having fights like this appearing later on social media can only escalate the problem.

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## Activity 2: The Four Key Stages



In your group, use the case studies below to discuss, understand and analyse the four key stages. Each step within each stage will take you closer to reaching a positive outcome, armed with the facts and a clearer understanding of what occurred.

(It might help if you go back to workshop 3 page 32 and look at the worksheet you filled in on how to diffuse or cope with a stressful situation or a potential conflict. You can also refer to page 43 in your handbook).

### 1. UNDERSTAND what is happening

#### Case Study

In term 1 Senkosi was a hard worker and always performed well at school. However in term 2 he became very quiet and withdrawn. His marks dropped and he was frequently absent. One day there was a fight in the classroom and the teacher saw Senkosi kick the boy next to him. "You don't study, you behave badly, you are violent and I don't want you in my class," said the teacher.

a. What did the teacher do?

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b. What could the teacher have done better?

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c. If it had been your classroom what questions would you have asked yourself?

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d. In general how can you get a better understanding of what is happening? How can you find out what lies behind a conflict or potentially violent situation?

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## 2. DIFFUSE the situation

### Case Study

A learner throws an exercise book at his educator, Mr Mogorosi, when his back is turned. The other pupils begin to laugh and so Mr Mogorosi walks out of the class. He believes this is better than losing his temper with the learners.

a. Did the teacher manage to diffuse the situation?

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b. Would his actions have protected the learners in the class who were not involved?

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c. If it had been your classroom what would you have done?

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## 3. DEAL with the situation

### Case Study

When Ms Mayete saw that a piece of paper was being handed around her grade 8 class and the learners were giggling, she confiscated it immediately. On the paper was a drawing of a naked couple having sex. Next to the drawings were the names of two of her learners.

a. How would you attempt to understand this situation?

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b. How would you diffuse it?

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c. Now, how are you going to deal with it? What questions do you need to ask yourself regarding:

- Who should be helping you deal with the situation?

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- What policy, rules or codes should be referred to?

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- Who should be disciplined, who should be supported?

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#### 4. REFLECT on and evaluate the situation

(Again, look at page 44 in your handbook)

Evaluate your class ahead of time, don't wait until a conflict arises. Think to yourself: What have I observed about this group of learners that might lead to conflict or the threat of conflict in this classroom? And then plan how to avoid such a situation from arising.

Re-look at the three scenarios and answer the questions that follow.

- a. What measures need to be put in place **to deal with** a similar situation if it arises?

1. Senkosi	2. Mr Mogorosi	3. Ms Mayete

b. What measures need to be put in place **to prevent** or avoid a similar situation arising?

1. Senkosi	2. Mr Mogorosi	3. Ms Mayete

c. Reflect on the following:

- How often do you stop and think about how you could have handled something better?

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- Take a few minutes to think back about a discipline issue you faced that you could have handled more effectively.

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### Activity 3: Discipline or Punishment?



Read the case study and discuss.

#### Case Study

Bontle did not do her homework for the third day in a row, and refused to answer the educator when she was asked for a reason why. Her educator punished her by detaining her at school for two hours. During that time she had to clean the school toilets. She went back home, and told her father who was furious. Her father confronted the educator the next morning in the classroom and they started shouting and pushing each other. There was a huge commotion at the school.

a. What were the flashpoints?

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b. What could Bontle have done differently?

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c. What could the educator have done differently?

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d. How could Bontle have been disciplined more positively?

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## Workshop 5: Homework Consolidation Activity

On page 52 of the handbook you will find the final activity of this training course, which is also the final evaluation in the handbook. You are encouraged to work through this activity with one or more of your colleagues, and to engage and debate the issues. Responses to each question follow on pages 53 and 54.





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