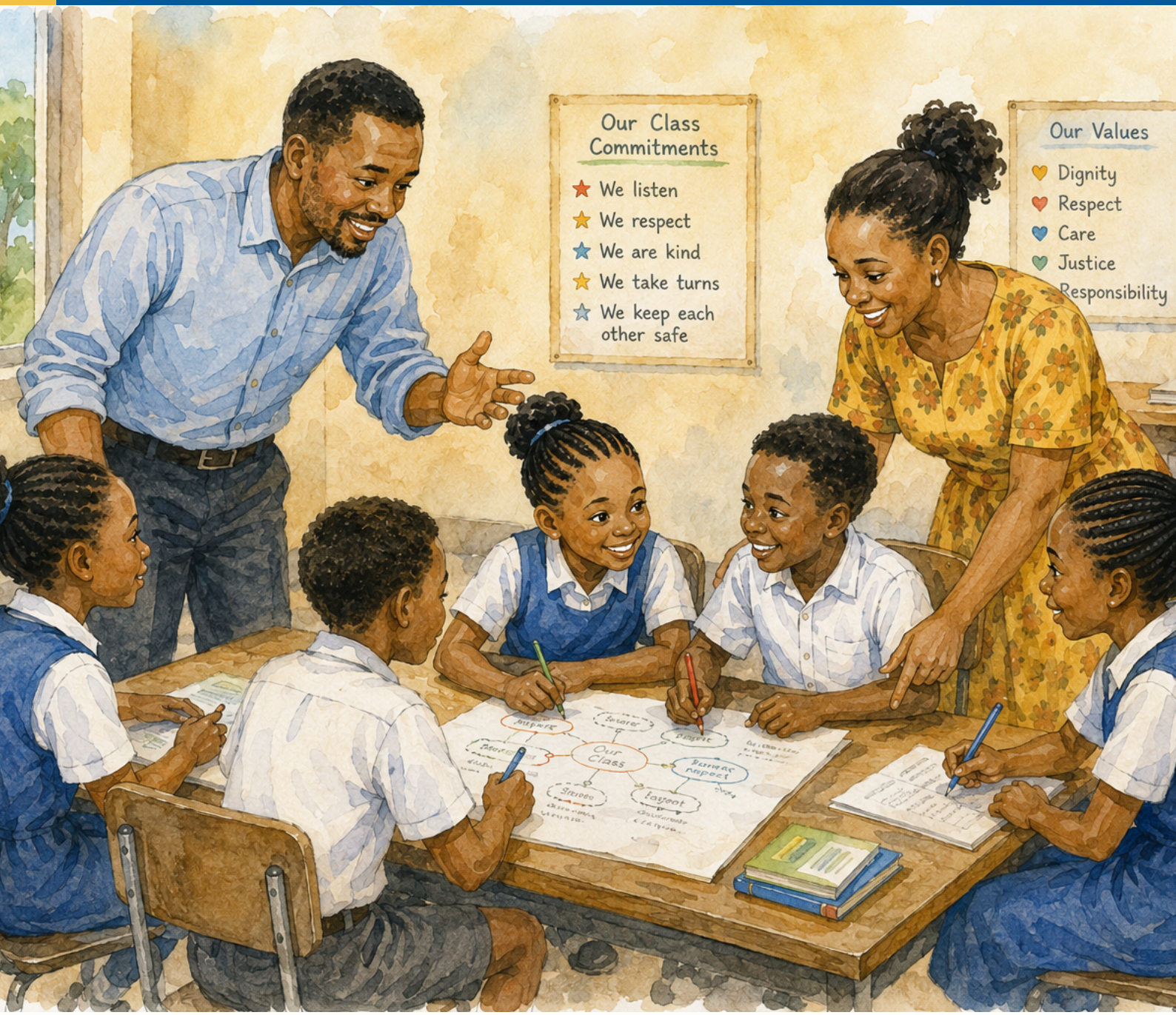
Preventing School-Related Violence and Strengthening Positive Discipline in Primary Schools

A Teacher Training Manual



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Evidence Informed Actions

Preventing School-Related Violence and Strengthening Positive Discipline in Primary Schools

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Foreword

The Basic Education Act, 2013, particularly Section 27, affirms the role of School Sponsors in supporting holistic education, including the spiritual, moral, social and cultural development of learners. This is reinforced by the Constitution of Kenya, 2010, Article 53, which guarantees every child protection from abuse, neglect and all forms of violence, and by the Children Act, 2022, which places the best interests of the child at the centre of all matters concerning children.

The Government of Kenya, through the Ministry of Education, is implementing Competency-Based Education, which emphasises knowledge, skills, values and attitudes for holistic learner development. It also integrates Pertinent and Contemporary Issues, including child protection, safety, values, responsible citizenship and learner wellbeing. These priorities call for teachers who can create safe, inclusive and protective learning environments.

In this regard, the Kenya Conference of Catholic Bishops, through the Commission for Education and Religious Education, has developed this Teacher Training Manual to strengthen teachers' capacity to prevent and respond to violence against children, promote positive discipline, support learner wellbeing and effectively deliver the Grades 4, 5 and 6 learner life skills programme.

The manual provides facilitators with structured guidance on school-related violence, safeguarding, positive discipline, respectful relationships, learner participation and delivery of learner life skills sessions. It supports teachers to move from awareness to action, and from harmful or fear-based discipline to practices grounded in dignity, care, accountability and child protection.

The content is aligned with Competency-Based Education expectations, including learner-centred pedagogy, participatory learning, values formation, reflective practice and practical application. It also integrates safeguarding principles consistent with Kenya's legal and policy framework on child protection, and the moral and pastoral teaching of the Catholic Church, grounded in Catholic Social Teaching.

The development process involved needs assessment, stakeholder engagement, content development, review, validation and refinement. Teachers, learners, education stakeholders and programme partners contributed insights that helped ensure the manual is contextually relevant, practical and responsive to the realities of primary schools.

The successful development of this manual has been made possible through the generous support of Porticus, alongside the technical accompaniment of Evidence and Beyond, whose contribution helped ensure the materials are pedagogically sound, age-appropriate, safeguarding-sensitive and aligned with national education priorities.

It is our hope that this Teacher Training Manual will strengthen teachers' confidence and competence to nurture safe, respectful and protective school environments where every child is valued, protected and able to thrive.
God bless you all.

Rt. Rev. Mark Kadima
Chairman
KCCB- Commission for Education and Religious Education

Acknowledgement

The Kenya Conference of Catholic Bishops, through the Commission for Education and Religious Education, expresses sincere gratitude to Almighty God for His guidance and providence throughout the development of this Teacher Training Manual on the prevention of violence against children and the promotion of safe, respectful and protective learning environments.

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Special recognition is extended to KCCB-CERE staff: Mr. Linus Waweru, Mr. Nick Kamwe, Mr. Thomas Mwikya, Ms. Brenda Mutegi and Rev. Fr. John Githinji, for their technical input, content review and contribution to ensuring that the manual is relevant, inclusive and responsive to the realities of schools.

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We appreciate the contribution of Mr. Fulgence Mwanyalo Mwikamba, KCCB-CERE, for coordinating the review process, consolidating stakeholder input and supporting the production of a coherent and quality-assured resource.

Finally, we acknowledge the participation of teachers, parents, learners and education stakeholders in the needs assessment, pre-test and validation processes. Their voices and experiences ensured that this manual responds to the practical realities of teaching, learner protection, positive discipline and Competency-Based Education implementation in schools.
May God bless all who contributed to this important initiative.

Very Rev. Fr. James Waweru
General Secretary
KCCB-General Secretariat

Mr. Nicholas Muasya
National Executive Secretary
KCCB-CERE

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Facilitator Welcome and Orientation

Welcome Message

Welcome to Preventing School-related violence and strengthening positive discipline in primary schools: A master trainers manual for supporting teacher professional development.

Schools should be places where children feel safe, respected, protected and able to learn. However, school-related violence against children can affect learners' dignity, confidence, participation, wellbeing and educational progress. Addressing violence in schools is therefore central to child protection, holistic education and the creation of caring learning environments.

This manual recognises the important role teachers play in shaping children's daily school experiences. Master trainers will support teachers to reflect on their beliefs, attitudes and practices, strengthen positive discipline, improve safeguarding responses and promote safer relationships with learners.

Purpose of this Guide

This manual has been developed to guide master trainers in supporting teacher professional development on school-related violence prevention, positive discipline, safeguarding, teacher-learner relationships, learner wellbeing and delivery of the Grades 4 to 6 learner life skills programme.

It provides structured guidance to help master trainers prepare and deliver participatory training sessions that strengthen teachers' knowledge, attitudes and practical skills. The manual supports teachers to move from awareness to action by applying safer, more respectful and non-violent practices in their daily classroom and school interactions.

The manual is designed to help master trainers support teachers to:

- Understand different forms of school-related violence against children and how they appear in school life
- Reflect on the norms, power relations, stressors and school systems that may contribute to violence
- Understand the impact of violence on learner safety, dignity, wellbeing, participation and learning
- Strengthen positive, non-violent and restorative approaches to classroom management
- Build respectful, ethical and supportive teacher-learner relationships
- Recognise signs that a learner may be experiencing harm and respond through agreed safeguarding pathways
- Promote learner participation, emotional safety, confidence and help-seeking
- Facilitate the Grades 4 to 6 learner life skills programme safely and effectively
- Contribute to a whole-school culture of safety, dignity, care and accountability

This manual is not a script to be read word for word. It is a structured professional development resource that supports consistent delivery while allowing master trainers to adapt examples, activities and discussions to the needs of participants and their school contexts.

About the Training

The training is designed to strengthen teachers' capacity to prevent and respond to school-related violence against children and to promote positive discipline in primary schools. It combines knowledge, reflection, skills practice and planning for classroom application.

The training is organised around key areas of teacher practice, including understanding school-related violence, child protection frameworks, whole-school prevention, positive discipline, ethical use of authority, communication and conflict resolution, learner behaviour and trauma, life skills facilitation, inclusive classrooms, reporting and referral systems, teacher wellbeing and implementation planning.

The training recognises that violence prevention cannot be achieved by individual teachers alone. Safer schools require coordinated action among teachers, school leadership, learners, parents and caregivers, school support structures, community actors and wider child protection systems.

Overall aim of the training

The overall aim of the training is to strengthen teachers' understanding, attitudes and practical skills so that they can prevent and respond to school-related violence against children, promote positive discipline, support learner wellbeing and contribute to safe, respectful and protective primary school environments.

By the end of the training, teachers should be able to:

- Identify different forms of school-related violence and how they affect learners
- Explain why violence happens in schools, including the role of norms, power, stress and weak systems
- Apply positive discipline strategies that guide behaviour without fear, humiliation or physical punishment
- Use authority in ways that protect learner dignity, safety and participation
- Communicate with learners, parents and colleagues in ways that reduce conflict and build trust
- Recognise signs of harm, respond with care and follow appropriate reporting and referral procedures
- Facilitate learner life skills sessions using participatory, age-appropriate and safeguarding-sensitive methods
- Strengthen classroom and school practices that support safety, inclusion, wellbeing and learner voice.

Training Structure and Module Table

The training begins by helping teachers understand school-related violence, child protection responsibilities and the impact of violence on learners. It then moves into practical classroom prevention through whole-school action, positive discipline, ethical authority, communication and trauma-sensitive practice. The later modules focus on safe delivery of the learner life skills programme, recognising and responding to harm, strengthening inclusive classrooms, using reporting and referral systems, supporting teacher wellbeing and planning for implementation.

The sequence is designed to move teachers from awareness, to reflection, to skills practice, and finally to school-level application.

Module	Learning Outcomes
Day 1: Understanding school-related violence and child protection framework **Teachers build a shared understanding of school-related violence, why it happens, its impact on learners, and the legal, policy and safeguarding responsibilities that guide teacher practice.**	
Module 1: Understanding School-Related Violence Against Children	• Describe the main forms of school-related violence and how they appear in everyday school life. • Explain how violence in schools is influenced by norms, power dynamics, stress and wider school systems. • Analyse how violence affects learner wellbeing, behaviour, participation and learning. • Reflect on how everyday school practices can normalise or prevent violence, and strengthen commitment to learner safety and dignity.

Module	Learning Outcomes
Module 2: Legal, Policy, and Institutional Frameworks for Child Protection	• Identify key Kenyan legal, policy, professional and institutional safeguarding frameworks that guide child protection in schools. • Explain teacher responsibilities and prohibited practices under these frameworks. • Apply legal, professional and safeguarding guidance to school-based scenarios, including appropriate boundaries, reporting and documentation. • Reflect on child protection as both a professional duty and a moral responsibility grounded in justice, care, protection and human dignity.
Day 2: Whole-school prevention, positive discipline and ethical authority **Teachers explore whole-school prevention, positive discipline and non-violent classroom management, while reflecting on how teacher power and authority can protect learner dignity and build trust.**	
Module 3: Whole-School Violence against Children Prevention	• Explain the whole-school approach to preventing violence in schools. • Describe the key components of a multi-level intervention and how they work together. • Identify the roles of teachers, school leadership, learners, parents and caregivers, and school and community support structures, in violence prevention. • Commit to contributing actively to a coordinated school culture of dignity, care, safety and non-violence.
Module 4: Discipline, Behaviour, and Non-Violent Classroom Management	• Distinguish between discipline, punishment, and corporal punishment • Explain why corporal punishment is harmful and ineffective for long-term behaviour change. • Apply positive discipline strategies that guide behaviour, maintain boundaries and protect learner dignity. • Reflect on personal beliefs and commit to non-violent classroom management.
Module 5: Power, Authority, and Teacher–Learner Relationships	• Explain how power operates in teacher-learner relationships and how learners may experience teacher authority. • Describe how ethical authority supports safety, trust, participation and learning. • Identify classroom behaviours that build or damage learner trust. • Apply ethical authority to classroom dilemmas in ways that protect dignity, fairness and safeguarding.

Module	Learning Outcomes
Day 3: Communication, trauma-informed practice and learner life skills **Teachers strengthen communication, listening and conflict de-escalation skills, learn how trauma affects behaviour and learning, and are introduced to the Grades 4 to 6 life skills programme.**	
Module 6: Effective Communication and Conflict Resolution	• Explain how teacher communication can either escalate or de-escalate conflict. • Demonstrate active and empathetic listening skills when interacting with learners, parents and colleagues. • Apply de-escalation and conflict resolution strategies in challenging classroom and school situations. • Use respectful, solution-focused communication when discussing learner behaviour, wellbeing or support needs.
Module 7: Understanding Behaviour, Trauma, and Emotional Wellbeing	• Explain how learner behaviour can communicate emotions, stress, trauma or unmet needs. • Describe how trauma and chronic stress affect concentration, behaviour, relationships and readiness to learn. • Apply trauma-sensitive classroom practices that promote emotional safety, regulation, connection and learning readiness. • Respond to learner behaviour with curiosity, care, boundaries and respect rather than judgement or blame.
Module 8: Understanding the Learner Life Skills Intervention	• Explain the purpose and structure of the Grades 4 to 6 learner life skills programme and its contribution to school safeguarding. • Describe how life skills topics build progressively across grades, terms and weeks, with repetition and increasing complexity. • Use the Grade 4 to 6 progression map to explain how protective knowledge, skills and values develop over time. • Link teacher behaviour and classroom climate to learner participation, help-seeking, safe disclosure and respectful peer culture.
Day 4: Life skills facilitation, recognising harm and inclusive classrooms **Teachers practise safe life skills facilitation, learn to recognise and respond to signs of harm, and begin strengthening safe, predictable and inclusive classroom practices.**	
Module 9: How to Facilitate Life Skills Lessons	• Explain the principles of safe, participatory and age-appropriate life skills facilitation. • Use learner manuals, storybooks and facilitation guides to deliver life skills lessons as intended. • Facilitate life skills lessons using participatory methods that promote learner engagement, inclusion and skills practice. • Manage sensitive questions, learner distress and safeguarding-related concerns without inviting personal disclosures of harm.
Module 10: Recognising Harm and Responding to Learners	• Identify physical, emotional, behavioural, learning and care-related signs that may indicate harm. • Explain teacher boundaries and responsibilities when harm is suspected, witnessed or disclosed. • Respond calmly and supportively when a learner shows distress or shares a concern. • Record essential key facts and report concerns through the agreed safeguarding pathway without investigating.

Module	Learning Outcomes
Module 11: Creating Safe and Inclusive Classroom Environments	• Explain why safe, predictable and inclusive classrooms support behaviour, participation and learning. • Co-create classroom agreements and routines that promote safety, fairness and shared responsibility. • Apply inclusive strategies that support participation, belonging, peer support and respectful interaction among learners. • Commit to classroom practices that uphold learner voice, dignity, fairness and inclusion.
Day 5: Inclusion, Safeguarding Systems, Wellbeing and Implementation **Teachers deepen their understanding of reporting and referral systems, reflect on teacher wellbeing and peer support, and develop practical plans for applying the training in their schools.**	
Module 12: Reporting, Referral, and Safeguarding Systems	• Identify situations that require safeguarding reporting or referral. • Explain how school, diocesan and relevant government safeguarding systems and referral pathways operate. • Follow agreed reporting and referral procedures correctly and in a timely manner. • Document safeguarding concerns clearly, factually and confidentially while maintaining appropriate boundaries.
Module 13: Teacher Wellbeing and Peer Support	• Recognise signs of stress linked to classroom management, safeguarding responsibilities and wider school demands. • Explain how teacher stress can affect reactions, decision-making and relationships with learners. • Practise simple self-care, stress management and peer support strategies for everyday school situations. • Identify when and where to seek additional support for personal or professional wellbeing.
Module 14: Implementation, Reflection, and Scale-Up	• Identify key actions needed to implement positive discipline, safeguarding and life skills learning consistently in school. • Develop a realistic implementation plan with clear actions, responsibilities and timelines. • Identify practical ways to support colleagues, share learning and review progress. • Commit to specific changes in classroom and school practice that promote safety, consistency and positive relationships.

The detailed agenda for each day is provided before the modules scheduled for that day. This allows master trainers to see the daily flow together with the relevant module content. The timings are intended to guide master trainers in planning and managing each training day. Some sessions are split across tea or lunch breaks. Where this happens, the same session continues after the break. Master trainers should manage plenary feedback carefully so that core activities, safeguarding messages, reflection and practice are protected.

How to use this Manual

Each module includes a purpose, learning outcomes, key messages, session timings, facilitator instructions, materials, preparatory work, activities, reflection prompts and facilitator guidance. Master trainers should review the full module before delivery so that they understand the flow of learning, prepare the required materials and manage time effectively.

- **Session purpose:** This explains why the session is included and what it is expected to achieve.
- **Content overview:** This summarises the key concepts, messages or frameworks that the master trainer should cover.
- **Materials needed:** This lists the slides, handouts, flip charts, markers, cards, sticky notes or other materials required for the session.
- **Preparatory work for the master trainer:** This identifies what the master trainer should review, print, arrange or prepare before the session begins.
- **Facilitator instructions:** This provides step-by-step guidance for delivering the session, including opening questions, content input, activity instructions and plenary discussion.
- **Reflection and commitment:** This helps teachers identify what they have learnt and how they will apply it in their classroom or school context.
- **Facilitator guidance:** This provides additional notes on how to manage sensitive issues, support participation, reinforce key messages and link learning to practice.

Master trainers should use the estimated timings as a guide rather than a rigid rule. They should protect enough time for reflection and practice, especially in sessions dealing with safeguarding, positive discipline, disclosure, teacher-learner relationships and life skills facilitation. Where time is limited, master trainers should shorten examples or plenary feedback rather than remove key safeguarding messages or practice activities.

Master trainers may adapt language, examples and pacing to fit the local context. However, adaptation should not weaken the core safeguarding messages, the commitment to non-violence, the emphasis on learner dignity, or the agreed reporting and referral procedures.

Pre-Test and Post-Test: Teacher Reflection and Learning Check

The manual includes a teacher pre-test and post-test to support reflection and track learning. The pre-test should be completed before Module 1 begins, and the post-test at the end of the full training.

This is not an examination or performance assessment. It helps teachers reflect on their knowledge, confidence and practice, and helps master trainers identify areas needing clarification or support.

Teachers should write their names on both forms so responses can be matched. Master trainers should explain that names are used only for tracking learning changes, not for ranking or judging participants.

Master trainers should print enough copies of the form in Annex 1 and give teachers 10 to 15 minutes to complete it quietly. The facilitator answer key is provided in Annex 2 and should not be shared with teachers.

The results should be used to support learning, improve facilitation and identify follow-up needs.

Role of the Master Trainer

Master trainers guide the learning process. Their role is to create a training environment where teachers feel respected, supported and able to reflect honestly on their beliefs and practices.

The master trainer is expected to:

- Prepare thoroughly by reviewing the manual, slides, handouts and activities before each session
- Understand the purpose and flow of each module before facilitating it
- Manage time while allowing meaningful discussion and reflection
- Encourage respectful participation from all teachers
- Model positive communication, active listening and non-judgemental language
- Help teachers connect the training content to real classroom and school situations
- Reinforce key messages clearly and consistently
- Manage sensitive discussions with care and professionalism
- Follow safeguarding and reporting procedures if a concern or disclosure arises
- Support teachers to identify practical actions they can apply in their schools

The master trainer is not expected to act as a counsellor, investigator or legal expert. Where specialised support is required, the master trainer should follow the agreed safeguarding and referral pathway.

Master Trainer Preparation Checklist



Before the training

- Read the full manual and understand the flow of the modules
- Review the module purposes, learning outcomes, key messages, slides and handouts
- Prepare the agenda, timing, activities and required materials
- Print enough copies of the teacher pre-test and post-test form from Annex 1, and organise handouts, attendance sheets, feedback forms and other required materials.
- Confirm the room, seating arrangement, equipment and activity space
- Review the safeguarding and referral pathway and identify the safeguarding focal person
- Prepare relevant local examples and plan how to manage sensitive discussions



During the training

- Open each day with a respectful, focused and participatory tone
- Remind participants of ground rules, confidentiality limits and safeguarding expectations
- Use participatory methods and avoid long lectures
- Use general examples and avoid inviting personal disclosures
- Encourage balanced participation, respectful listening and honest reflection
- Watch for distress or discomfort and respond calmly
- Reinforce key messages and correct harmful assumptions clearly but respectfully
- Link each session to classroom practice, school systems and teacher action
- Manage time while allowing meaningful reflection
- Follow safeguarding procedures if a concern arises



After each training day

- Review what worked well and what needs adjustment
- Note areas participants found difficult or unclear
- Follow up any safeguarding concern through the correct pathway
- Prepare materials and facilitation adjustments for the next day
- Reflect on group dynamics, participation and support needs



After the full training

- Ensure post-tests and feedback tools are completed
- Review teacher reflections, commitments and implementation plans
- Document follow-up issues that may require programme or school-level support
- Share relevant non-confidential learning with the programme team
- Support continued school-level implementation, peer support and reflection.

How to Facilitate Teacher Professional Development Sessions

Teacher professional development is most effective when it helps teachers think, practise, reflect and plan for real change. The master trainer should therefore facilitate the training as an active learning process rather than a lecture.

1. Use simple and clear language

- Explain concepts in ways that teachers can easily connect to school life.
- Avoid overly technical explanations where simple language is more effective.
- Use examples from classroom management, learner behaviour, teacher-learner relationships, school routines and safeguarding practice.

2. Encourage participation

- Teachers should be active participants in the training.
- Use paired reflection, group discussion, role play, case studies, problem-solving activities, demonstrations and plenary discussion.
- Encourage all voices while respecting those who need time before speaking.

3. Use scenarios rather than personal disclosure

- Because the training deals with violence, discipline, trauma and safeguarding, master trainers should use fictional or general scenarios rather than asking participants to share personal experiences of harm.
- Scenarios allow teachers to discuss difficult issues safely while still practising judgement and decision-making.

4. Link content to classroom practice

- After each concept or activity, help teachers identify what it means for daily practice.
- Ask practical questions such as: What would this look like in a classroom? What would a teacher say? What should a teacher avoid? What support would be needed from school leadership?

5. Keep discussion focused on learning and change

- Some discussions may become emotional or defensive, especially where teachers reflect on corporal punishment, humiliation, authority or past practice.
- Acknowledge different views respectfully, but bring the discussion back to learner safety, dignity, professional responsibility and practical alternatives.

6. Reinforce key messages consistently

- Each module includes key messages.
- These should be repeated during discussion, activities and closing reflection.
- Teachers should leave each session with clear, accurate and practical takeaways.

7. Balance honesty with hope

- Teachers may recognise harmful practices that have been normalised in schools.
- Master trainers should avoid blame, but should not minimise harm.
- The tone should support accountability, professional growth and confidence that safer practices are possible.

8. Observe adult learning principles

Teachers are adult professionals with experience, knowledge and established practices. They learn best when training is respectful, practical, participatory and connected to their daily work.

Master trainers should apply the following adult learning principles:

- Adults learn best when the topic is relevant to their responsibilities
- Adults bring experience that should be respected and used as a learning resource
- Adults need space to reflect on their assumptions and practice
- Adults learn by doing, practising and receiving feedback
- Adults are more likely to change practice when they understand why change is necessary
- Adults need practical tools they can apply in real situations
- Adults benefit from peer learning and shared problem-solving

The training should therefore create space for teachers to examine assumptions, practise new approaches and identify realistic changes they can make in their classrooms and schools.

9. Creating a safe and respectful training environment

Because the training addresses violence, discipline, safeguarding, power, trauma and child wellbeing, master trainers must create a safe and respectful learning space from the beginning. A safe training environment does not mean avoiding difficult issues. It means creating conditions where difficult issues can be discussed responsibly, respectfully and without harm.

At the start of the training, master trainers should co-create ground rules with participants. These may include:

- Respect all contributions
- Listen without interrupting
- Challenge ideas, not people
- Maintain confidentiality, except where a child may be at risk
- Avoid naming learners, families, schools or colleagues in ways that may identify them
- Use general examples rather than personal stories of harm
- Allow participants to pass if they do not wish to speak
- Use respectful and non-stigmatising language
- Keep discussions focused on learning, accountability and improvement
- Honour pauses or breaks when content feels heavy

A safe training space should help teachers feel able to reflect honestly without being shamed. At the same time, it should clearly reinforce that violence, humiliation, neglect, abuse and unsafe practice are not acceptable.

Safeguarding principles for teacher training

Safeguarding must guide the way this training is delivered. The content of the training addresses violence against children, signs of harm, teacher conduct, reporting, referral and child protection systems. Master trainers must therefore ensure that facilitation does not expose participants or children to additional harm.

The following safeguarding principles should guide all training sessions.

1. Do not invite personal disclosures

- Participants should not be asked to share personal experiences of abuse, violence or harm.
- They should also not be asked to describe identifiable cases involving learners, teachers, families or schools. Such sharing may expose individuals, breach confidentiality or create emotional distress.
- Use fictional scenarios, composite examples and general school situations instead
- Instead of asking: Has this happened in your school?

  -Ask: What should a teacher do if this happened in a school?
  -Instead of asking: Have you ever experienced this?
  -Ask: How might a learner feel in this situation?

2.Use general examples and structured activities

- Sensitive topics should be explored through structured learning activities such as case studies, role play, scenario sorting, problem trees, reflection prompts and group discussion.
- These approaches allow teachers to practise safe decision-making without disclosing real cases.
- Examples should be realistic, but they should not name or identify actual learners, teachers, schools, families or communities.

3.Reinforce adult responsibility for protection

- Teachers must leave the training with a clear understanding that child protection is an adult responsibility.
- Children should be encouraged to seek help, but they should not be made responsible for solving serious protection concerns alone.
- Master trainers should consistently reinforce that:

  -Children are not responsible for preventing abuse or violence by themselves
  -Adults have a duty to protect children from harm
  -Teachers must act when they notice signs of risk or receive a concern
  -Reporting is a protective action, not a punishment
  -Safeguarding systems exist to ensure children receive appropriate help

4.Be alert to signs of distress

- Some topics may remind participants of difficult experiences or make them feel uncomfortable. Master trainers should watch for signs of distress, withdrawal, anger or visible discomfort.
- If a participant appears distressed, the master trainer should:

  -Avoid drawing attention to them in front of the group
  -Offer a short break where appropriate
  -Check in privately if needed
  -Avoid pressuring them to speak
  -Refer them to available support if necessary
  -Continue to protect the safety and dignity of the group

5.Maintain confidentiality and respect

- Information shared during training must be handled carefully.
- Participants should not discuss identifiable safeguarding concerns with others outside the appropriate reporting process.
- Master trainers should remind participants that confidentiality protects children, families, schools and staff.
- However, confidentiality cannot be used to hide a child protection concern. If a child may be at risk, the concern must be reported through the agreed pathway.

6.Follow agreed reporting and referral procedures

- Before the training begins, master trainers should know the relevant safeguarding and referral pathway.
- This includes knowing the designated safeguarding focal person, school leadership contact, diocesan safeguarding contact and any required reporting forms or procedures.
- Master trainers should never attempt to investigate safeguarding concerns themselves.
- Their responsibility is to receive the concern calmly, record necessary facts and report through the appropriate pathway.

7.Responding to disclosures and safeguarding concerns during training

- During the training, a participant may raise a concern about a learner, disclose a situation involving harm, or describe unsafe practice in a school. The master trainer must respond calmly and professionally.
- If a safeguarding concern is raised during a session:

  -Do not ask the participant to continue sharing details in the group
  -Thank the participant for raising the concern
  -Pause the discussion if necessary and move the group back to a general learning point
  -Speak to the participant privately at the earliest appropriate moment
  -Explain that concerns involving child safety must be shared through the appropriate safeguarding pathway
  -Record only essential facts, using the agreed form or process
  -Report the concern to the designated safeguarding focal person or appropriate authority according to the agreed pathway

The master trainer should not:

-Promise secrecy
-Investigate the concern
-Ask detailed probing questions
-Confront the alleged person involved
-Discuss the concern with participants who are not part of the safeguarding process
-Delay reporting where a child may be at risk

- A helpful response is: Thank you for raising this. Because this may involve a child's safety, we should not discuss the details in the group. I will speak with you privately and follow the correct safeguarding procedure so that the concern is handled safely.

Handouts and Materials Index

The following handouts form part of the manual and should be printed, numbered, and distributed at the appropriate session.

Handout no.	Handout name	Purpose
Handout 1	Understanding key terms related to violence against children and school-related violence	Clarifies key terms and forms of violence against children and school-related violence for use in discussion and scenario activities
Handout 2	Why violence happens in schools: The socio-ecological model	Helps teachers analyse the different factors that contribute to violence in schools and identify where prevention actions can be applied.
Handout 3	Summary of legal, professional and institutional safeguarding frameworks	Summarises the legal, policy, professional and institutional frameworks that guide teacher responsibilities and child protection practice.
Handout 4	Teacher responsibilities and daily professional boundaries	Translates legal and professional frameworks into practical teacher responsibilities, boundaries and safeguarding actions.
Handout 5	Values and safeguarding reflection	Helps teachers reflect on professional values, safeguarding responsibilities and the principles that should guide their conduct with learners.
Handout 6	Overview of the multi-level intervention	Explains the multi-level intervention and how teachers contribute to learner, school and community components of violence prevention.
Handout 7	Key terms for understanding discipline, positive discipline and punishment	Clarifies key terms related to discipline, punishment, positive discipline, safeguarding and positive behaviour support.
Handout 8	Discipline, punishment and the harmful effects of corporal punishment	Supports discussion on the difference between discipline and punishment and explains why corporal punishment harms learning, behaviour and relationships.
Handout 9	Positive discipline strategies	Provides practical positive discipline strategies that teachers can apply in classroom behaviour management.

Handout no.	Handout name	Purpose
Handout 10	Power and authority in the classroom and school	Helps teachers understand power, authority and the ethical use of influence in teacher–learner relationships.
Handout 11	Trust-building behaviours and the teacher trust audit	Helps teachers assess and strengthen behaviours that build learner trust and safety in the classroom.
Handout 12	Active listening skills	Supports teachers to practise active listening skills that strengthen communication, trust and conflict resolution.
Handout 13	Triggers and de-escalation strategies	Helps teachers recognise conflict triggers and respond calmly during challenging classroom or school situations.
Handout 14	Positive communication tips for parents and colleagues	Supports respectful, solution-focused communication with parents and colleagues.
Handout 15	Behaviour mapping tool	Helps teachers analyse learner behaviour as communication and identify supportive responses.
Handout 16	Creating a safe learning environment	Provides strategies for creating trauma-sensitive and emotionally safe classrooms
Handout 17	Grade 4 to 6 life skills programme overview and progression map	Explains how life skills learning progresses across Grades 4 to 6.
Handout 18	Teacher behaviours that strengthen life skills and safeguarding	Highlights teacher behaviours that support life skills learning, safeguarding culture and learner participation.
Handout 19	Life skills and whole-school safeguarding link map	Helps teachers link life skills lessons with school safeguarding systems, reporting structures and wider prevention activities.
Handout 20	Safe facilitation checklist for life skills lessons	Guides teachers in delivering life skills lessons safely, professionally and without inviting personal disclosures of harm.
Handout 21	Lesson rhythm and integration planner	Helps teachers plan life skills lesson delivery and connect lessons with school routines and support systems.
Handout 22	Whole-school kindness campaign guide for violence prevention	Supports schools to organise a whole-school campaign that promotes kindness, respect and violence prevention.

Handout no.	Handout name	Purpose
Handout 23	Peer buddy system implementation guide	Guides teachers on establishing and supervising a peer buddy system safely and effectively.
Handout 24	Recognising signs and indicators of harm	Helps teachers recognise physical, emotional, behavioural, learning and care-related signs that a learner may be experiencing harm.
Handout 25	What learners carry and what they need from adults	Helps teachers understand what learners experiencing harm may feel and what supportive adult responses they may need.
Handout 26	Responding to a learner disclosure	Provides a quick guide for responding safely and appropriately when a learner discloses harm.
Handout 27	Sample class agreements and predictable routines	Supports teachers to practise co-creating classroom rules and predictable routines with learners.
Handout 28	Inclusive classroom strategies for participation and peer support	Provides practical strategies for strengthening learner participation, inclusion, belonging and respectful peer support.
Handout 29	Reporting, referral and documentation	Explains reporting, referral and documentation procedures for safeguarding concerns
Handout 30	Safeguarding roles, pathways and coordination	Explains safeguarding roles, coordination and reporting pathways within the school system.
Handout 31	Understanding your stress responses	Helps teachers recognise personal stress responses, triggers and how stress affects professional practice.
Handout 32	Self-care and peer support tools	Provides practical self-care and peer support strategies for sustaining teacher well-being.
Handout 33	Personal and peer implementation plan	Guides teachers to develop practical personal and school implementation commitments after the training.
Handout 34	Implementation reflection and learning tracker	Supports follow-up reflection after implementation to review progress, challenges and improvements.

Final note for master trainers

This training is part of a wider effort to strengthen safe, respectful and protective primary schools. Master trainers play an important role in helping teachers move from awareness to practice change.

The way the training is facilitated matters. Master trainers should model the same values the training seeks to strengthen in schools: dignity, respect, participation, care, accountability and protection.

Through thoughtful facilitation, teachers can be supported to reflect honestly, strengthen their professional practice and take practical steps towards safer classrooms and schools where every learner is valued, protected and able to thrive.

Notes:

DAY 1

Understanding School-Related Violence and Child Protection Frameworks



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Day 1:

Understanding School-Related Violence and Child Protection Frameworks

Module Covered

Module 1: Understanding school-related violence against children
Module 2: Legal, policy and professional frameworks for child protection

Total contact time: 6 hour

Agenda

Time	Session/activity
8:00 – 9:00 am	**Arrival and registration**
9:00 – 9:25 am	Welcome, introductions, training expectations and pre-test
9:25 – 10:10 am	Module 1, Session 1: Reflecting on violence in our schools
10:10 –10:30 am	Module 1, Session 2: What is school-related violence? Part 1
10:30 –11:00 am	**Morning tea break**
11:00 –11:35 am	Module 1, Session 2: What is school-related violence? Part 2
11:35 –12:20 pm	Module 1, Session 3: Why violence happens in schools
12:20 –12:50 pm	Module 1, Session 4: Impact of violence on learners and learning
12:50 –1:00 pm	Module 1 closing reflection and commitment
1:00 –2:00 pm	**Lunch break**
2:00 –2:40 pm	Module 2, Session 1: Understanding Kenya's legal and policy frameworks for child protection
2:40 –3:15 pm	Module 2, Session 2: Teacher responsibilities and daily practice, Part 1
3:15 –3:45 pm	**Afternoon tea break**
3:45 –4:05 pm	Module 2, Session 2: Teacher responsibilities and daily practice, Part 2
4:05 –4:45 pm	Module 2, Session 3: Values, ethics and safeguarding practice
4:45 –4:55 pm	Module 2 closing reflection and commitment
4:55 –5:00 pm	**Day 1 wrap-up**

Module 1

4 Sessions

Module 1:

Understanding School-Related Violence Against Children

Module purpose

This module builds a shared understanding of what school-related violence against learners looks like, why it happens, and how it affects learners, teachers, schools, and learning. It helps teachers recognise that violence is often shaped by school norms, power dynamics, stress, and wider systems. The module lays the foundation for the rest of the training by encouraging reflection on everyday school practices and strengthening commitment to learner safety, dignity, and protection.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Describe the main forms of school-related violence and how they appear in everyday school life.
- Explain how violence in schools is influenced by norms, power dynamics, stress and wider school systems.
- Analyse how violence affects learner wellbeing, behaviour, participation and learning.
- Reflect on how everyday school practices can normalise or prevent violence, and strengthen commitment to learner safety and dignity.

Key Messages

School-related violence can be physical, emotional, sexual, peer-based or linked to neglect and exclusion.

- Harm can be hidden in everyday practices described as discipline, tradition or care.
- Violence affects learners' safety, trust, participation, behaviour and learning.
- Teachers can either reinforce violence or help prevent it through their daily actions.

Module sessions and time

Session	Title	Time
Session 1	Reflecting on violence in our schools	45 minutes
Session 2	What is school-related violence?	55 minutes
Session 3	Why violence happens in schools	45 minutes
Session 4	Impact of violence on learners and learning	30 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**185 minutes / 3 hours 5 minutes**

Session 1:

Reflecting on Violence in our Schools

Session Flow and Guidance for Facilitators

Purpose

To build a shared starting point by drawing on teachers lived experience of what harms or helps learners in their school settings. This creates a foundation for deeper reflection and learning in later sessions.

Content Overview

- Use the Module 1 Session 1 slides and the Voting with Your Feet activity to help teachers examine beliefs and assumptions about violence, discipline, learner behaviour and adult responsibility.
- Explore how everyday school practices can either harm or protect learners, including:

  -Physical punishment and the use of force
  -Shouting, humiliation and harmful language
  -Teasing, bullying and exclusion between learners
  -Blaming learners for violence or harmful treatment
  -Adult responsibility when a learner reports or shows signs of harm
  -Respect for learner dignity, safety and professional boundaries
- Emphasise that some harmful practices may have become normalised as discipline, correction, tradition or care, even when they cause fear, shame, exclusion or loss of trust.
- Help teachers distinguish between intention and impact. An adult may intend to correct behaviour, but the action may still harm the learner or undermine their dignity and safety.
- Reinforce that learner safety and dignity are unconditional and must be protected even when a learner has misbehaved or when classroom situations are difficult.
- Invite teachers to identify school behaviours that should change and protective practices that can be strengthened in their own teaching and school environment.
- Explain that the session is an initial reflection rather than a full definition of school-related violence. The different forms of school-related violence will be explored more systematically in Session 2.

Materials Needed

- Module 1 Session 1 slides
- Masking tape or string (to mark zones on the floor)
- 3 A4 signs or flipchart labels: Agree, Not sure, Disagree
- Flipchart paper (2 sheets)
- Marker pens
- Sticky notes (2 per participant)
- Blu-tack or tape for posting flipcharts on the wall
- Timer or watch for keeping time

Session time: 45 minutes

Facilitator Instructions

Step 1 – Explain how voting works (2 minutes)

- Point to the three zones: Agree, Not sure and Disagree.
- Explain that you will read one statement at a time.
- Teachers will move to the place that best matches their response.
- After they move, you will invite a few people to share why.
- Remind participants to keep examples general and school-based.
- Briefly remind participants that the purpose of the activity is reflection and learning, not judging or shaming.

Step 2 – Voting with your feet (20 minutes)

- Read one statement slowly and clearly.
- Give participants a few seconds to choose a position and move.
- Invite one person from Agree, one from Disagree and one from Not sure, where possible.
- After two or three short responses, share the clarification and key message for that statement in the facilitator resource below.
- Move immediately to the next statement to keep energy and pacing strong.
- Use the following prompts after each statement:
  - -What made you choose that position?
  - -What do you think learners experience when this happens in school?
- Keep responses short.
- Use about 6 to 8 statements for this activity. Select statements that show a mix of physical, emotional, peer-based, safeguarding and dignity-related concerns.

Step 3 – Plenary reflection and whole group meaning making (15 minutes)

- Bring participants back together after the voting activity.
- Remind participants: no personal stories, only reflections and general school examples.
- Lead a whole-group reflection using the following questions:
  - -Which statement was hardest to answer and why?
  - -What did you notice in your own thinking as you moved?
  - -What behaviours have we seen in schools that may harm learners, – whether intentionally or unintentionally?
- As participants respond, write examples on the flipchart under two headings:
  - -School behaviours that harm learners
  - -School behaviours that protect learners
- Ask the group:
  - -Are there any behaviours that we now see as harmful but were once seen as normal?
  - -What positive practices are already happening that we can build on?
- Keep this fast and focused. Do not allow debate between participants.
- Acknowledge contributions and highlight how the examples shared reflect wider school culture and norms.
- Reinforce that many harmful practices may come from habit, stress, pressure or lack of alternatives, but they can still harm learners and need to change.
- Briefly summarise the patterns that emerge, especially where harmful practices are normalised as discipline, tradition, correction or care.
- Transition by affirming that recognising harmful and protective practices is an important first step. Explain that the next session will help teachers build a clearer shared understanding of the different forms of school-related violence against learners and how these can appear in everyday school situations.

Facilitator Instructions..*Cont*

SStep 4 – Individual commitment (8 minutes)

- Give each teacher two sticky notes.
- Ask them to write quietly:

  -Are there any behaviours that we now see as harmful but were once seen as normal?
  -What positive practices are already happening that we can build on?

- They can keep the sticky notes in their notebooks, or place them anonymously on the flipchart if you choose.
- Close the activity by affirming that learner safety and dignity are unconditional, including when learners misbehave or when situations are difficult to manage.

Facilitator Resource: Correct Responses and Clarifications (Quick Guide)

Use 6 to 8 statements, depending on time. The set below is designed to build from easier to more challenging. Select a mix of statements that cover physical harm, emotional harm, peer violence, safeguarding responsibilities and learner dignity.

Use this section during the Voting with Your Feet activity. Read or display one statement at a time, allow teachers to vote, invite brief discussion, then use the clarification and key message to guide the learning before moving to the next statement. Keep your tone calm, supportive and firm.

Statement 1: Shouting at a learner is sometimes necessary to make them behave.

Correct clarification: Shouting can silence a learner quickly, but it often creates fear and shame. It can damage trust and may increase resentment or violence among learners.

Key message: Discipline should guide behaviour through calm correction, not fear.

Statement 2: Humiliating a learner in front of others helps them learn discipline.

Correct clarification: Humiliation is emotional violence. It harms dignity and reduces learner confidence, participation, and motivation. It can also model bullying behaviour to other learners.

Key message: Correction should protect dignity, even when behaviour must change.

Statement 3: Corporal punishment is acceptable if a learner has done something serious.

Correct clarification: Corporal punishment is physical violence and is not an acceptable discipline method. It causes pain, fear, and often does not lead to lasting behaviour change.

Key message: Serious behaviour requires guidance, boundaries, and support, not harm.

Statement 4: If teasing is not physical, it is not a serious problem.

Correct clarification: Verbal and emotional harm can have deep effects. Teasing can quickly become bullying and create fear, exclusion, and shame.

Key message: Early action prevents harm from growing.

Statement 5: Physically holding or grabbing a learner to control their behaviour is acceptable if it does not cause injury

Correct clarification: Using physical force or restraint to control behaviour can make learners feel frightened or powerless, even when no injury is visible. Because of the power difference between teachers and learners, physical control can easily cause harm or be misused.

Key message: Behaviour management should use safe, non-physical approaches that protect learners' dignity and boundaries.

Statement 6: Some learners bring violence on themselves by being stubborn or disrespectful.

Correct clarification: Violence is always the responsibility of the person choosing to use harm. Learners are never to blame for being hurt.

Key message: No child deserves violence. Safety is a right, not a reward.

Statement 7: If a learner reports harm, a teacher must investigate so they know every detail.

Correct clarification: The teacher's role is to listen, reassure, and report through safeguarding procedures. Investigation can increase risk and can cause further harm if done incorrectly.

Key message: Receive, reassure, refer. Do not probe for details.

Statement 8: If violence happens outside school, teachers cannot do much about it.

Correct clarification: Teachers still have a safeguarding responsibility to listen, provide support, and follow the school's reporting and referral procedures. Teachers are not expected to investigate harm outside school but can help connect learners to appropriate protection and support services.

Key message: School is often a safe entry point for support and protection.

Statement 9: Repeated teasing or exclusion between learners should be handled by the learners themselves.

Correct clarification: Repeated teasing, exclusion, or intimidation between learners is a form of peer violence or bullying. When adults ignore it or expect learners to resolve it alone, the harm can continue or escalate. Teachers play an important role in recognising bullying early, setting clear expectations for respectful behaviour, and intervening to protect learners who are being targeted.

Key message: Bullying and exclusion between learners are not just conflicts between children. Adults have a responsibility to create a safe environment and address peer violence when it occurs.

Statement 10: A learner has the right to safety and dignity even when they have misbehaved.

Correct clarification: This is correct. Rights to protection, dignity, and safety are unconditional.

Key message: Teachers and other adults within the school environment must protect every learner, including those who struggle.

Facilitator Guidance

- Keep the activity reflective and non-judgemental. Some statements may reflect practices that teachers have seen, experienced or used before, so guide the discussion carefully without shaming participants
- Remind teachers that the purpose of the activity is to strengthen professional judgement and learner protection, not to blame individual teachers.
- Encourage teachers to think about the impact of adult behaviour on learners, even when the adult's intention may have been discipline or correction
- When participants disagree, ask them to explain their reasoning briefly, then redirect the discussion to learner safety, dignity and professional responsibility.
- Gently challenge normalised harmful practices by asking what the learner may feel, what harm may result, and what safer alternative could be used
- Pay close attention to statements about corporal punishment, humiliation, teasing, learner blame and teacher investigation. These may reveal beliefs that need careful correction
- Reinforce that teachers are not investigators. If a learner reports harm, the teacher should listen calmly, reassure the learner, record essential facts and follow the safeguarding pathway
- Keep the pace moving. The aim is not to debate every statement in depth, but to help teachers recognise harmful beliefs and replace them with safer professional responses.
- Close the activity by affirming that learner safety and dignity are unconditional, including when learners misbehave or when situations are difficult to manage.

Session 2:

What Is School-Related Violence?

Purpose

This session helps teachers build a clear and shared understanding of what counts as violence in the school environment. It introduces internationally recognised categories of school-related violence in simple language and invites teachers to reflect on how harm can sometimes be hidden in everyday school practices. This prepares teachers to identify violence more confidently and address it through safer professional behaviour.

Content Overview

Use the Module 1 Session 2 slides to introduce school-related violence as harm that occurs

- In classrooms, playgrounds, toilets, school activities, or on the way to and from school
- Through actions or inaction by teachers, peers, or others

Cover, in simple language:

- Physical violence
- Emotional and psychological harm
- Bullying and peer aggression
- Sexual violence and exploitation
- Neglect and exclusion

Use locally relevant examples to support teachers in recognising hidden or normalised forms of harm.

Clarify that harm includes actions that hurt a learner and situations where adults fail to protect a learner or respond when they are at risk.

Materials Needed

- Module 1 Session 2 slides
- Handout 1: Understanding Key Terms Related to Violence Against Children (VAC) And School-Related Violence
- 6 to 8 scenario cards with realistic school situations; print and cut, or write clearly on separate pieces of paper or card.
- Room labels for three response areas: Harmful, Safe, Not Sure
- Blu-tack or tape for posting signs
- Timer or watch for timekeeping

Session time: 55 minutes

Facilitator Instructions

Step 1 – Introduction and content input (10 minutes)

- Start by affirming that school-related violence may include harm that is verbal, emotional, sexual, or social.
- Distribute Handout 1 and explain that it summarises the key forms of school-related violence that will be discussed in this session. In this session, focus on the definitions that describe the main forms of harm that can occur in school settings, including physical violence, emotional or psychological violence, bullying and peer violence, sexual violence, and neglect or exclusion. Explain that these categories will help teachers identify and discuss the scenarios in the activity.
- Let teachers know that violence can occur in many spaces across school life and may come from both adults (teaching and non-teaching staff in the school) and peers. Use the slides to walk through the five key forms of school-related violence.

  -Physical violence
  -Emotional or psychological harm
  -Bullying and peer aggression
  -Sexual violence and exploitation
  -Neglect and exclusion
- Explain that these are recognised in global child protection standards and Kenyan policy, and that identifying them clearly helps schools prevent and respond effectively.

Step 2 – Scenario sorting activity (35 minutes)

- Divide teachers into small groups of about five participants
- Give each group 1–2 scenario cards, depending on the number of groups and available time.
- Try to include a mix of clearly harmful situations, situations that may be normalised in schools, safeguarding concerns, peer-related harm and at least one positive example.
- Ask groups to read the scenarios and decide together whether the situation is Harmful, Safe or Not sure.
- Once they have decided, ask each group to move to the part of the room that matches their judgement.
- Invite a few groups to share why they made their choice.
- Allow two or three short responses from participants, then briefly confirm the correct interpretation using the clarification and key message for that scenario in the facilitator resource.
- Refer back to the five categories of violence to guide clarification when there is disagreement or confusion.

Facilitator Instructions..*Cont*

Step 3 – Whole-group reflection and summary (10 minutes)

- Wrap up by asking teachers to reflect on what stood out during the activity. Use guiding questions to prompt discussion

  -Were there any scenarios that surprised us or made us change our minds?
  -Are there harmful practices that are still widely accepted in schools?
  -What forms of harm are easiest to overlook or ignore?
- Conclude by affirming that understanding what school-related violence looks like is the first step in prevention.
- Let participants know that the next session will explore why violence happens in schools and what contributes to these patterns, even when people mean well.

Facilitator Resource: Scenario Bank, Clarifications and Key Messages

Use this section during the scenario sorting activity. Select 6 to 8 scenarios only, depending on time. Choose a mix of clearly harmful situations, normalised harmful practices, safeguarding concerns, peer-related harm and one positive example. Do not try to use all scenarios in one session unless additional time has been allocated.

After teachers share their views, allow brief reasoning, then use the clarification and key message to guide the discussion before moving to the next scenario.

Scenario 1: A learner being made to kneel in the sun for being late.

Clarification: This is physical violence and degrading punishment. It causes pain, humiliation, and exclusion from learning.

Key message: Discipline should guide behaviour without physical punishment or humiliation.

Scenario 2: A teacher calling a learner slow or useless in front of the class.

Clarification: This is emotional or psychological violence. Public humiliation damages confidence, participation, and trust.

Key message: Correction should protect a learner's dignity.

Scenario 3: A group of learners teasing a learner with a disability every day.

Clarification: This is bullying and discrimination. Repeated teasing creates exclusion, fear, and emotional harm.

Key message: Teachers must intervene early when bullying occurs.

Scenario 4: A teacher asking a girl to visit the staffroom alone after class without a clear learning purpose.

Clarification: This situation raises safeguarding and boundary concerns. Teachers should avoid situations where a learner is alone with an adult without a clear educational reason.

Key message: Professional boundaries protect both learners and teachers.

Scenario 5: A teacher asks learners who arrive late to clean the school compound during lesson time.

Clarification: This removes learners from instructional time and can become punitive labour. Discipline should not deny learners access to learning.

Key message: Correct lateness without excluding learners from lessons.

Scenario 6: A teacher ignores repeated name-calling between learners and tells them they should learn to be strong.

Clarification: Ignoring bullying allows harm to continue. Teachers have a duty to intervene and protect learners.

Key message: Adult inaction can allow violence to continue.

Scenario 7: A learner being sent home alone for unpaid lunch fees.

Clarification: Sending a learner home during school hours can expose them to safety risks and deny their right to education.

Key message: School administrative issues should never put a learner's safety at risk.

Scenario 8: A teacher publicly reads out the names of the lowest scoring learners during assembly.

Clarification: Publicly identifying struggling learners can create shame and humiliation.

Key message: Feedback should support improvement, not shame learners.

Scenario 9: A teacher asks a learner who is struggling to stand at the back of the classroom.

Clarification: This isolates the learner and may discourage participation and confidence.

Key message: Support struggling learners rather than isolating them.

Scenario 10: Older boys touching girls inappropriately during break time.

Clarification: This is sexual harassment and peer sexual violence.

Key message: Teachers must act immediately to stop sexual harassment and protect learners.

Scenario 11: A teacher regularly sends one learner on errands outside school during lessons.

Clarification: This can be exploitation and removes the learner from learning time. It may also expose the learner to safety risks.

Key message: Learners should not be used for personal errands.

Scenario 12: Learners repeatedly taking another learner's lunch.

Clarification: This is bullying and exploitation. Teachers must intervene when learners are targeted or intimidated.

Key message: Schools must protect learners from peer abuse.

Scenario 13: A teacher asks the strongest boy to control the other learners

Clarification: Giving learners authority to discipline others can create intimidation or bullying.

Key message: Discipline is the responsibility of adults, not learners.

Scenario 14: A learner reports inappropriate messages from an adult in the school.

Clarification: This is a serious safeguarding concern and may indicate grooming or sexual exploitation.

Key message: Teachers must follow safeguarding reporting procedures immediately.

Scenario 15: A teacher calmly helps two learners resolve an argument.

Clarification: This is a positive example of safe conflict management.

Key message: Respectful mediation helps learners develop healthy conflict resolution skills.



Facilitator Guidance

- Keep the space open and reflective. This session is not about judging individuals but helping everyone see the full picture
- Be aware that some teachers may still feel defensive, especially if certain behaviours reflect common practice
- Acknowledge that many harmful practices come from stress, inherited norms, or a lack of alternatives
- Gently challenge assumptions, especially around emotional and gender-based harm, and support teachers in thinking about impact rather than intention
- Reinforce that this programme will provide alternatives and support over the coming days
- If distress or disclosure occurs, thank the teacher privately and follow school reporting guidance.

Session 3:

Why Violence Happens in Schools

Purpose

This session helps teachers move from blaming individuals to understanding the wider factors that lead to school-related violence. It introduces a socio-ecological view, showing how discipline practices, harmful norms, stress, and weak school systems contribute to violence. It also sets the stage for understanding why a multi-level intervention is needed to create safer schools.

Content Overview

- Use the Module 1 Session 3 slides to explain how violence is not just about individual behaviour, but is shaped by wider systems and pressures.
- Introduce the socio-ecological approach, which highlights how violence can be influenced by

  -Individual factors (e.g. age, gender, disability, trauma, stress)
  -Relationships (e.g. Teacher-learner power imbalance, peer group pressure)
  -School environment (e.g. large class sizes, exam pressure, limited support, unclear policies)
  -Community and family (e.g. poverty, family violence, social norms about gender or punishment)
  -Wider society (e.g. history of corporal punishment, media, political instability, unequal systems)
- Explain briefly why a multi-level intervention is needed to reduce violence sustainably, because the roots of violence run across all these levels, and all must be addressed together.
- Let participants know they will revisit this model throughout the training, including in leadership, parent engagement, and life skills modules.

Materials Needed

- Module 1 Session 3 slides
- Flipchart paper (1 per group)
- Marker pens in 2–3 colours
- Handout 2: Why Violence Happens in Schools (The Socio-Ecological Model)
- Sticky notes (optional)
- Timer or watch for timekeeping

Session time: 45 minutes

Facilitator Notes

- Review the socio-ecological model using the relevant Module 1, Session 3 slides, and note the examples that will help explain each level clearly.
- Prepare Handout 2 with a simple diagram of the five levels and common examples for each
- Prepare a sample "problem tree" on a slide or flipchart to demonstrate the activity
- Think through a few local examples that show how systems contribute to violence in schools (e.g. Overworked teachers, lack of guidance from teachers, gendered expectations, parental pressure)

Facilitator Instructions

Step 1 – Content input and model explanation (10 minutes)

- Introduce the idea that while teachers' choices matter, they do not act in isolation. The way learners are treated in school is shaped by many layers of influence.
- Use the Module 1 Session 3 slides to present a basic socio-ecological model, moving from the learner outward to their relationships, school systems, family and community, and the wider society.
- Use simple local examples for each layer, such as:
    - A teacher under pressure to finish the syllabus may resort to shouting or shaming.
    - A community where corporal punishment is the norm may expect teachers to beat learners
    - A school with no clear reporting system may fail to act on peer bullying
- Explain that the next activity will help teachers explore these causes and impacts before looking at a framework that organises them.

Step 2 – Problem tree activity (25 minutes)

Explain that the activity will help participants explore the causes and impacts of violence in schools before introducing a framework that explains these influences.

Introduce the problem tree activity. In groups of 4–5, ask teachers to choose one common harmful practice they have seen in school (for example, corporal punishment, humiliating language, bullying between learners, sexual harassment, or ignoring learners who need protection). This becomes the trunk of the tree.

Then, on flipchart paper:

- Below the trunk, they list the root causes: What contributes to this practice? Consider beliefs, stress, norms, training, policies, class size, leadership, and pressure from parents.
- Above the trunk, they draw the consequences or impacts: How does this behaviour affect learners, teachers, and the school climate?

- Groups can write causes and effects directly on the flipchart or use sticky notes.
- As they work, walk around to support them with examples or questions to go deeper.
- To manage time, ask each group to focus on one harmful practice only and to identify the three to five strongest root causes and three to five most important impacts.

Facilitator Instructions..*Cont*

Step 3 – Group presentations and plenary reflection (10 minutes)

- Distribute Handout 2 and explain that it presents the socio-ecological model, which helps us understand how violence is influenced by factors at several levels.
- Invite each group to present their problem tree. Ask

  -What surprised you as you explored the root causes?
  -Were some causes outside the classroom?
  -What school systems or norms might need to shift to reduce this kind of harm?
  -Looking at Handout 2, which levels do your examples fit into?
- As groups share, point to the relevant level on Handout 2 and name it aloud to reinforce the structure.
- Link back to the importance of a whole-school and multi-level approach. Explain that the KCCB intervention includes components for teachers, school leadership, parents and caregivers, learners, and diocesan support systems, because no single change will be enough on its own.

Facilitator Guidance

- Emphasise that this session is about understanding—not blaming. Many harmful practices continue because teachers feel unsupported, overwhelmed, or under pressure
- Watch for emotional responses and support teachers to process what they're seeing. Some may feel discouraged—remind them that the rest of the programme offers tools, alternatives, and peer support
- Draw attention to systemic barriers that need leadership and diocesan action, and encourage teachers to feel part of a broader shift
- If participants raise examples of pressure from parents, religious leaders, or peers, affirm this as valid and worth exploring further in later modules.

Session 4:

Impact of Violence on Learners and Learning

Purpose

This session helps teachers understand how school-related violence undermines learning, trust, and classroom participation. It connects violence prevention to the core goals of education, safe, engaged, and thriving learners, and supports teachers to reflect on the link between classroom practices and learner behaviour.

Content Overview

- Use the Module 1 Session 4 slides to explore the impact of violence on:
  - -Concentration and participation
  - -Behaviour and discipline
  - -Teacher–learner trust
  - -Attendance and retention
- Explain how stress and fear in learners can reduce brain functioning for memory, attention, and emotional regulation. Clarify that both physical and emotional violence can contribute to poor learning outcomes, including dropout and underperformance.
- Invite teachers to look again at Handout 1 and identify which forms of violence in the handout could lead to the impacts discussed in this session.

Materials Needed

- Module 1 Session 4 slides
- Handout 1: Understanding Key Terms Related to Violence Against Children (VAC) And School-Related Violence
- Optional printed or projected case study.
- Flipchart or board for summary points
- Timer or watch for timekeeping

Session time: 30 minutes

Facilitator Notes

- Prepare or select a short, realistic case study of a learner affected by school-related violence
- Review the relevant Module 1, Session 4 slides and handout content.
- Plan a few prompting questions to keep the discussion focused on learner experience and school response

Facilitator Instructions

Step 1 – Case scenario and discussion (15 minutes)

- Present a short scenario, either read aloud or displayed on a slide

> **Case Scenario:** A learner in Class 6 is often called slow by the teacher when they struggle to answer questions. Some classmates have started laughing when the learner makes mistakes, and a few now copy the teacher's comments. Over time, the learner stops raising their hand in class and avoids group work. The learner has recently begun missing school on days when they know they will be asked to read or present in front of the class.

- Ask teachers in pairs or small groups to discuss:
  - -How might this child feel at school?
  - -How might they behave in the classroom?
  - -What might others assume about this behaviour?
  - -How could a teacher misread the situation?
  - -Which other forms of school-related violence in Handout 1 could lead to similar changes in learning, behaviour, or attendance?
- Bring the group together and write a few key words on a flipchart to summarise feelings and behaviours linked to fear, shame, or exclusion.

Step 2 – Link to educational outcomes (10 minutes)

- Use the Module 1 Session 4 slides to explain that when a learner feels unsafe, their stress response is triggered. This makes it harder to concentrate, remember, participate, and build relationships.
- Highlight how repeated or chronic exposure to fear affects:
  - -Academic performance
  - -Discipline and classroom behaviour
  - -Teacher–learner trust
  - -Attendance and school completion
- Use a simple explanation or visual showing that when learners feel fear or stress, their brains focus on survival rather than learning.

Step 3 – Group reflection (5 minutes)

- Ask a few teachers to share what stood out for them in the discussion. Prompt with questions such as:
  - -How might similar situations appear in a school setting?
  - -How can we interpret difficult behaviour differently?
  - -What small changes might reduce fear and increase trust?
- Acknowledge all contributions and thank teachers for their insight.

Facilitator Guidance

- Ground the session in compassion and care, not guilt. Emphasise that this is about understanding learner needs better, not blaming teachers
- Encourage teachers to draw on their real experiences, but keep specific learner identities anonymous
- Reinforce that understanding impact helps teachers improve outcomes, reduce disruptions, and build a more trusting classroom culture
- Let teachers know that future modules will offer concrete strategies for non-violent discipline, emotional safety, and well-being
- Protecting learners from violence reflects a professional and ethical commitment to uphold the dignity, safety and well-being of every learner.

Notes:

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Blank cards or sticky notes (1 per teacher)
- Pens or pencils
- Board or flipchart to collect anonymous responses (optional)

Facilitator Instructions

Ask teachers to sit quietly for a moment and think back on what they have explored in Module 1 about school-related violence against learners, why it happens, and how it affects learning and wellbeing.

Distribute blank cards and ask teachers to write:

- One insight that stood out for me from this module
- One practice I want to change or improve

Let teachers know they can keep this card for themselves or place it on a board anonymously. Invite two or three volunteers to share, but keep the space optional and pressure-free.

Thank the group for their honesty and engagement. Let them know that the next module will focus on the legal, policy and professional frameworks that guide child protection and teacher responsibility.

Module 2

3 Sessions

Module 2:

Legal, Policy, and Institutional Frameworks for Child Protection

Module purpose

This module builds teachers' understanding of the legal and professional frameworks that guide child protection in Kenyan schools. It introduces key policies, codes, and obligations that affect how teachers act in their roles and helps them connect these frameworks to their daily responsibilities. The module also highlights how professional ethics, value-based education, institutional safeguarding procedures and child protection principles reinforce teachers' responsibility to create safe, respectful relationships with learners. It also helps teachers understand how school-level safeguarding procedures guide reporting and response.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Identify key Kenyan legal, policy, professional and institutional safeguarding frameworks that guide child protection in schools.
- Explain teacher responsibilities and prohibited practices under these frameworks.
- Apply legal, professional and safeguarding guidance to school-based scenarios, including appropriate boundaries, reporting and documentation.
- Reflect on child protection as both a professional duty and a moral responsibility grounded in justice, care, protection and human dignity.

Key Messages

- Teachers have a legal, professional and moral responsibility to protect learners from harm.
- Kenyan law, professional standards and institutional safeguarding policies prohibit violence, abuse, neglect and unsafe conduct in schools.
- Safeguarding frameworks help teachers act confidently, professionally and consistently.
- Professional ethics, value-based education and child protection principles call teachers to uphold justice, care, protection and the dignity of every child.

Module sessions and time

Session	Title	Time
Session 1	Understanding Kenya's legal and policy frameworks for child protection	40 minutes
Session 2	Teacher responsibilities and daily practice	55 minutes
Session 3	Values, Ethics and Safeguarding Practice	40 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**145 minutes / 2 hours 25 minutes**

Session 1:

Understanding Kenya's Legal and Policy Frameworks for Child Protection

Session Flow and Guidance for Facilitators

Purpose

This session introduces teachers to the key legal and policy frameworks that guide child protection in Kenyan schools and helps them understand how these frameworks support safe, professional practice.

Content Overview

- Use the Module 2 Session 1 slides to introduce the key legal, professional and institutional safeguarding frameworks most relevant to teacher practice:

  -Children Act (2022) – defines child rights, protection from all forms of abuse, and mandatory reporting
  -TSC Code of Conduct and Ethics – outlines professional expectations for teacher behaviour, including prohibitions on corporal punishment, harassment, and neglect
  -Basic Education Regulations (2015) – reinforces legal prohibition of corporal punishment and highlights school responsibilities on learner welfare
  -Ministry of Education Circulars and Guidelines – provide practical implementation guidance on issues such as learner mental health, school safeguarding committees, and positive discipline
  -School safeguarding procedures – outline how concerns are reported, documented and followed up within the school.
  -Referral and child protection procedures – guide how schools link learners to appropriate support services when protection concerns arise.

- Explain briefly how these frameworks protect learners and guide teacher conduct in schools.
- Emphasise that teachers are not expected to memorise legal texts, but to understand what these frameworks mean for their daily professional practice.

Materials Needed

- Module 2 Session 1 slides
- Handout 3: Summary of Legal, Professional, and Institutional Safeguarding Frameworks
- Flipchart or board
- Marker pens
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Review the key messages in Handout 3: Summary of Legal, Professional, and Institutional Safeguarding Frameworks, focusing on what each framework means for teacher behaviour, discipline and safeguarding responsibilities.
- Prepare two or three simple examples showing how the frameworks apply in daily school practice. Examples may include:
  - -A teacher using calm correction instead of corporal punishment
  - -A teacher reporting a safeguarding concern instead of investigating it alone
  - -A teacher protecting learner dignity by avoiding public humiliation or abusive language
- Print Handout 3: Summary of Legal, Professional, and Institutional Safeguarding Frameworks or prepare it for digital distribution, if available.
- Write the following two reflection questions on a flipchart:
  - -What parts of these frameworks already feel familiar in your school?
  - -Which expectations feel unclear or difficult to apply in daily school practice?

Facilitator Instructions

Step 1 – Framing the session (5 minutes)

- Welcome participants and explain that this session is about becoming more confident and clearer in how legal and policy frameworks support them as professionals. Clarify that the goal is not to memorise legal texts, but to understand how these frameworks guide teacher conduct and protect learners.
- Explain that you will briefly introduce the main frameworks before discussing how they apply in school practice.

Step 2 – Guided presentation (20 minutes)

- Distribute Handout 3 before beginning the presentation and ask teachers to keep it open as a reference during the explanation.
- Explain that the handout summarises the frameworks introduced in the slides and provides a quick reference teachers can use during the training and in their daily work.
- Begin the slide presentation and walk through the key legal, professional, and institutional safeguarding frameworks one by one. For each one, briefly explain:
  - -What it says about the treatment and protection of children in schools
  - -What it expects from teachers in terms of behaviour and safeguarding
  - -How it supports a safe and respectful school environment
  - -A brief, practical example of what this might look like in school life
- Use accessible language. You might say, for example:
  - -The Children Act states that every child has the right to protection from harm, including emotional abuse and neglect.
  - -The TSC Code outlines professional standards for teachers and emphasises responsible use of authority and safe relationships with learners.
- After each framework, pause briefly and check for any clarifying questions.

Facilitator Instructions..*Cont*

Step 3 – Whole-group reflection (15 minutes)

- Display or write the following two reflection questions:

  -What parts of these frameworks already feel familiar in your school?
  -Which expectations feel unclear or difficult to apply in daily school practice?
- Ask teachers to think about the frameworks presented in the slides and how they appear in their school environments.
- Invite teachers to respond openly. Write a few key themes or examples on a flipchart as they speak. You can prompt with questions like:

  -Do you see these policies posted or talked about in your school?
  -How do these expectations line up with what happens in staff meetings, in classrooms, or with leadership?
- Acknowledge that it's normal for there to be gaps between what policy says and what happens in practice. Let them know that Session 2 will go deeper into what these frameworks mean for teacher responsibilities and how to navigate grey areas or challenges.
- Explain that the next session will focus on what these frameworks require from teachers in real school situations.

Facilitator Guidance

- Use clear, non-legal language to explain the frameworks. Focus on what they mean for teachers in practice.
- Reassure teachers that many have not been fully trained on these frameworks before, and this is an opportunity to build shared understanding.
- If teachers express frustration or scepticism, acknowledge it respectfully and bring the discussion back to what protects children and upholds professional standards
- Emphasise that the frameworks work together – laws, codes, and guidelines each play a role
- Remind participants that a deeper exploration of what these frameworks require in practice will happen in the next session

Session 2:

Teacher Responsibilities and Daily Practice

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers reflect on what legal and policy frameworks mean for their daily actions, choices, and boundaries. It builds confidence to interpret their responsibilities in real-world school situations, including areas where practice, policy, and community expectations may not always align.

Content Overview

- Use the Module 2 Session 2 slides to guide teachers through:
  - Key professional responsibilities under the Children Act, the Teachers Service Commission (TSC) Code of Conduct and Ethics, the Basic Education Act and Regulations, and the Ministry of Education (MoE) guidelines
  - Prohibited practices: physical punishment, verbal abuse, sexual misconduct, negligence, failure to report
  - Common areas of confusion: disciplining learners, touching children, managing conflict, responding to disclosures
  - The importance of acting early, documenting appropriately, and knowing your limits
  - How school-level safeguarding policies bring national frameworks into local practice
- Link back to Handout 3: Summary of Legal, Professional, and Institutional Safeguarding Frameworks from Session 1.
- Introduce Handout 4: Teacher Responsibilities and Daily Professional Boundaries, which explains how those frameworks translate into daily teacher responsibilities and professional boundaries.

Materials Needed

- Module 2 Session 2 slides
- Handout 3: Summary of Legal, Professional, and Safeguarding Frameworks
- Handout 4: Teacher Responsibilities and Daily Professional Boundaries
- Printed case scenario cards
- Flipchart or board
- Marker pens
- Timer or watch

Session time: 55 minutes

Preparatory Work for the Facilitator

- Review the Module 2 Session 2 slides so you can explain daily teacher responsibilities, prohibited practices, professional boundaries and reporting expectations clearly.
- Review Handout 3 so you can link this session to the legal and policy frameworks introduced in Session 1.
- Review Handout 4 so you can explain how the frameworks apply to everyday teacher practice.
- Prepare six short case scenario cards using the Facilitator resource: Case scenario cards at the end of this session. Print each scenario on a separate card or half page, or write each scenario clearly on a separate piece of paper or card if printing is not possible.
- Review the Facilitator Resource so you are ready to clarify correct responses, key boundaries and common misunderstandings during the discussion.
- Arrange the room so teachers can work in pairs or small groups of three to five participants.

Facilitator Instructions

Step 1 – Framing and input (10 minutes)

- Explain that policy only matters when it is applied. Teachers are often the first to see signs of harm and must know what action is expected of them.
- Remind teachers that in the previous session, they explored the key legal and professional frameworks that guide child protection in schools, summarised in Handout 3.
- Explain that this session focuses on what those frameworks mean for teachers in their daily work and professional decisions. Explain that the goal is to help teachers apply safeguarding policies confidently when real situations arise in school.
- Use slides to summarise:

  -What teachers are required to do if they witness harm
  -What they are prohibited from doing under the law and the code of conduct
  -What actions help build a safer school environment

- Use clear, behaviour-based examples

  -Calling a learner lazy or useless is emotional abuse.
  -Physical punishment such as slapping or forcing painful positions is prohibited.
  -Physical contact intended to comfort a learner may be misinterpreted if boundaries are unclear.

- Distribute Handout 4: Teacher Responsibilities and Daily Professional Boundaries.
- Explain that this handout summarises what the legal and policy frameworks mean for teachers in daily practice, including professional boundaries, reporting responsibilities, and actions teachers must avoid.
- Ask teachers to keep the handout for reference during the next activity.

Step 2 – Case scenario discussion (30 minutes)

- Divide teachers into pairs or small groups of three to five participants.
- Give each group one case scenario card from the Facilitator resource: Case scenario and teaching points at the end of this session.
- Ask groups to read the scenario together.
- Encourage groups to refer to Handout 4: Teacher Responsibilities and Daily Professional Boundaries when identifying the teacher responsibilities and professional boundaries that apply to the scenario.

Facilitator Instructions..*Cont*

Step 2 – Case scenario discussion (30 minutes)..*Cont*

- Ask groups to discuss the following questions:
  - -What is the safeguarding concern in this situation?
  - -Which professional responsibilities from Handout 4 apply in this situation (duty of care, reporting, boundaries, discipline, dignity)?
  - -What should the teacher do immediately, in the moment?
  - -What should the teacher avoid doing, even if intentions are good?
  - -Who should the concern be reported to, using the school safeguarding pathway?
  - -What should be documented, and what facts should be recorded?
  - -What school-level support may be needed to manage or follow up on the situation?
- Circulate among the groups while they work. Use the teaching points in the Facilitator resource: Case scenarios and teaching points to support groups if they are unsure or if harmful assumptions arise.

Step 3 – Whole Group Discussion (15 minutes)

- Invite a few groups to share their scenario and key actions they agreed on.
- Affirm good practice and correct misunderstandings gently and clearly.
- Use the Facilitator Resource: Case Scenario and Teaching Points to check whether responses are accurate and within the teacher's professional role.
- Reinforce these core boundaries every time:
  - -Teachers must not investigate.
  - -Teachers must not promise secrecy.
  - -Teachers must act early and follow the school safeguarding pathway, which includes reporting through school leadership and, where required, relevant safeguarding or child protection structures.
  - -Documentation should be factual, brief, and secure
- Common misunderstandings to watch for and correct:
  - -Teachers wanting to confront the suspected perpetrator directly.
  - -Teachers think they must confirm proof before reporting a concern.
  - -Teachers believe reporting will ruin reputations and should be avoided.
  - -Teachers share concerns widely instead of reporting confidentially.
  - -Teachers think discipline includes humiliation, threats, or physical force.
- Summarise the key expectations again and highlight common risks for teachers (e.g. Ignoring disclosures, using shame, informal punishment practices).
- Reinforce that when teachers act in line with policy and document appropriately, they are protecting both children and themselves.
- Emphasise that protecting learners from violence reflects the commitment of all schools to uphold the dignity, safety, and well-being of every child entrusted to their care.

Facilitator-only Resource: Case Scenario Cards and Teaching Points

Use this resource to prepare the scenario cards for Step 2: Case scenario discussion and to guide clarification during Step 3: Whole-group discussion. Print or write only the scenario text on cards for group use. The teaching points are for facilitator reference and should not be distributed as a participant handout.

Case Scenario 1: Disclosure with a request for secrecy

A learner waits until other children leave, then says quietly, Teacher, please do not tell anyone, but someone at home touches me at night. The learner looks scared and says, if you tell, I will be beaten.

- **Focus:** Responding to a learner disclosure and maintaining correct reporting procedures.
- **What the teacher should do immediately:** Stay calm, listen, thank the learner, reassure them, explain you cannot keep it secret, and report through the safeguarding pathway.
- **What to avoid:** Promising secrecy, investigating, confronting family, calling parents directly.
- What to document: Learner's words, context, time, observations, and action taken.

Case Scenario 2: Violence by a colleague during break time

During break, you see a colleague slap a learner on the head and shout, You are useless. Other children watch and laugh. The learner becomes silent and walks away.

- **Focus:** Professional responsibility when witnessing abuse by another staff member.
- **What the teacher should do immediately:** Ensure the learner is safe, report through the school safeguarding and leadership pathway.
- **What to avoid**: Ignoring, gossiping, aggressive confrontation in public, informal handling only
- **What to document:** What was seen and heard, time, place, and follow-up action.

Case Scenario 3: Humiliation used as discipline

A teacher tells a learner to stand in front of the class and says, Look at this lazy child, this is why others fail. The teacher says it is to teach the learner a lesson and motivate the rest of the class.

- **Focus:** Harmful discipline practices and the dignity of the learner.
- **What the teacher should do immediately:** Recognise as emotional harm, stop it if you are involved, repair harm privately, report or escalate appropriately if it is persistent or severe.
- **What to avoid**: Normalising humiliation as motivation, blaming the learner.
- **What to document:** Facts of the incident and observed impact on the learner.

Case Scenario 4: Physical contact and unclear boundaries

A learner starts crying after being teased by others. They come very close to you and hold onto your arm. You want to comfort the child, but you are unsure what is appropriate, especially because the classroom is quiet and other learners are not nearby.

- **Focus:** Grey areas where teacher intentions may be positive, but boundaries must remain clear.
- **What the teacher should do immediately:** Use calm, supportive words, keep comfort appropriate and brief, move interaction to visibility, and involve another adult if needed.
- **What to avoid:** Closed-door private comfort, secrecy, and overstepping boundaries.
- **What to document:** If it indicates risk or ongoing distress, document concern and report.

Case Scenario 5: A learner shows worrying signs over time

Over the past two weeks, a learner who used to be active has become withdrawn and frequently falls asleep in class. Their uniform looks dirty, they sometimes come without food, and they are easily startled when a teacher raises their voice.

-**Focus:** Recognising patterns of concern and reporting early without waiting for proof.
-**What the teacher should do immediately:** Observe patterns, document concerns, gently check in, report early to the safeguarding lead, and maintain predictable, supportive classroom routines.
-**What to avoid:** Labelling as lazy or attention-seeking, waiting for proof, interrogating, and staffroom speculation.
-**What to document:** Timeline of concerns, observable signs, any learner statements, actions taken.

Case Scenario 6: Parent demands corporal punishment

A parent comes to school angry and says, this child must be beaten. At home, we punish them, but here you are too soft. If you do not beat them, they will become stubborn and disrespectful.

-**Focus:** Managing community expectations while complying with the law and school policy.
-**What the teacher should do immediately:** Stay calm and respectful, explain that corporal punishment is not permitted, focus on learner needs and practical behaviour support, and escalate to leadership if needed.
-**What to avoid:** Agreeing to violence, threatening the learner, and arguing emotionally.
-**What to documen**t: If the parent threatens harm or insists on violence, record key facts and escalate appropriately.

Facilitator Guidance

- Emphasise that taking action is not about blame, it is about upholding duty of care.
- Allow for open discussion of difficult grey areas. Validate complexity but ground responses in the frameworks
- Clarify that school systems (e.g. Safeguarding leads, reporting tools) must back up individual teacher actions
- Use this session to model the calm, thoughtful approach you expect from teachers when they're responding to sensitive situations

Session 3:

Values, Ethics and Safeguarding Practice

Session Flow and Guidance for Facilitators

Purpose

This session invites teachers to reflect on how professional values and ethical principles guide respectful relationships with learners and strengthen their safeguarding responsibilities. It connects ethics and professional conduct, helping teachers see how values-based education supports safe, caring, and dignified learning environments.

Content Overview

- Use the Module 2 Session 3 slides to introduce key values drawn from professional ethics, value-based education, child protection principles and school values:
  - Human dignity – every child has inherent worth and deserves respect, care and protection.
  - Justice – fairness, accountability, and equity in how learners are disciplined and supported.
  - Care – recognising and responding to learners' emotional, physical, and social needs.
  - Protection – the responsibility to safeguard children and protect the vulnerable from harm.
  - Forgiveness and restoration – discipline as an opportunity for learning and growth rather than punishment.
- Explain that the values discussed in this session reinforce the legal and professional responsibilities explored in Sessions 1 and 2.

Materials Needed

- Module 2 Session 3 slides
- Handout 5: Values and Safeguarding Reflection
- A quiet space for personal reflection
- Pens or pencils
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Prepare three to five short values statements related to dignity, justice, care and protection. These may be drawn from the school's code of conduct, child protection policy, teacher professional standards or agreed school values.
- Examples may include:

  -Every learner has the right to be treated with dignity and respect.
  -Fair discipline protects learners from fear, shame and discrimination.
  -Teachers have a duty of care to notice concerns and act through the correct safeguarding pathway.
  -Safe schools are built through respectful relationships, accountability and protection.
- Prepare simple reflection prompts to guide individual thinking and an optional pair discussion.
- Clarify in advance that this activity is intended as a space for personal reflection and respectful dialogue rather than debate about personal beliefs.

Facilitator Instructions

Step 1 – Framing and input (10 minutes)

- Explain that schools are guided by policy, professional ethics and shared values that shape how teachers see children, power and discipline. Present a few short values statements and explain how they align with the professional and safeguarding responsibilities discussed earlier.
- Examples:

  -Dignity aligns with respectful classroom interactions
  -Justice aligns with fair discipline and accountability
  -Protection aligns with reporting and referring abuse
  -Care aligns with recognising learner needs and emotional wellbeing

Step 2 – Individual reflection (15 minutes)

- Distribute Handout 5: Values and Safeguarding Reflection and invite teachers to take a few minutes of quiet reflection using the prompts provided.

  -How do my personal values shape the way I discipline or interact with learners?
  -When is it hardest to act in line with these values?
  -What support would help me live out these values more consistently?
- Let them know this is private and will not be shared unless they choose to.

Step 3 – Pair or small group dialogue (15 minutes)

- Invite teachers to share one insight with a colleague if they feel comfortable. Keep sharing optional and respectful.
- After the pair or small group discussion, bring participants back to plenary and ask: What value do I want to carry forward more consciously in my daily practice?
- Invite two or three volunteers to share briefly.
- Summarise by linking professional values and ethical principles to daily safeguarding practice, professional boundaries and learner dignity.

Facilitator Guidance

- Model the tone of respectful listening and reflection. Emphasise that values are lived through action—not just belief
- Avoid turning this into a belief-based session. Keep it grounded in what values mean for classroom conduct, discipline, and safeguarding
- Affirm that integrating legal, ethical, and professional guidance strengthens the professional identity of a teacher.

Notes:

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Blank cards or sticky notes (1 per teacher)
- Pens or pencils
- Board or flipchart to collect anonymous responses (optional)

Facilitator Instructions

- Invite teachers to pause for a moment of quiet reflection and think about what they have explored throughout this module. You may guide them with a few prompts:

  -You have spent time understanding the laws, codes, and policies that protect learners and guide your role as a teacher.
  -You have reflected on how these frameworks connect with your daily work, and how professional values can support your decisions and conduct.
  -You have begun to think about what professional responsibility looks like in a school that takes safeguarding seriously.
- Distribute a card or sticky note and ask each teacher to respond to the following:

  -One thing I now understand more clearly about my responsibilities as a teacher
  -One value or principle I want to reflect in my conduct moving forward
- Explain that teachers may keep their card as a personal reminder or place it anonymously on the reflection board if they wish. Sharing is optional.
- Invite two or three volunteers to briefly share a reflection if they feel comfortable.
- Close the session by affirming that protecting learners is both a professional responsibility and a moral commitment. The laws, policies, and professional values discussed in this module all point to the same goal: creating schools where every child is safe, respected, and able to learn.
- Explain that the next module will explore how the wider school community, including leadership, parents, and learners, works together to prevent violence and strengthen safe learning environments.

DAY 2

Whole-School Prevention, Positive Discipline and Ethical Authority



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Day 2:

Whole-School Prevention, Positive Discipline and Ethical Authority



Module Covered

Module 3: Whole-school prevention
Module 4: Discipline, behaviour and non-violent classroom management
Module 5: Power, authority and teacher–learner relationships



Total contact time: 6 hour

Agenda

Time	Session/activity
8:00 –9:00 am	**Arrival and registration**
9:00 – 9:05 am	Day 2 opening and recap
9:05 – 9:40 am	Module 3, Session 1: What is a whole-school approach?
10:25 – 10:30 am	Module 3 closing reflection
10:30 – 11:00 am	**Morning tea break**
11:00 – 11:35 am	Module 4, Session 1: Rethinking discipline and punishment
11:35 am – 12:15 pm	Module 4, Session 2: Why corporal punishment does not work
12:15 – 1:00 pm	Module 4, Session 3: Tools for positive discipline, Part 1
1:00 – 2:00 pm	**Lunch break**
2:00 – 2:10 pm	Module 4, Session 3: Tools for positive discipline, Part 2
2:10 – 2:20 pm	Module 4 closing reflection and commitment
2:20 – 3:15 pm	Module 5, Session 1: Understanding power in the classroom and school
3:15 – 3:45 pm	**Afternoon tea break**
3:45 – 4:25 pm	Module 5, Session 2: Building trust through ethical authority
4:25 – 4:35 pm	Module 5 closing reflection and commitment
4:35 – 5:00 pm	Day 2 synthesis and transition to communication and conflict resolution

Module 3

2 Sessions

Module 3:

Whole-School Violence against Children Prevention

Module purpose

This module helps teachers understand how preventing violence in schools requires a coordinated, whole-school approach. It introduces the multi-level intervention and shows how different stakeholders, including teachers and non-teaching staff, learners, school leadership, parents and caregivers, and school and community support structures, work together to build safe and respectful learning environments. The module also highlights how shared values of dignity, justice and care support a commitment to protecting children and promoting non-violence across all aspects of school life.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain the whole-school approach to preventing violence in schools.
- Describe the key components of a multi-level intervention and how they work together.
- Identify the roles of teachers, school leadership, learners, parents and caregivers, and school and community support structures, in violence prevention.
- Commit to contributing actively to a coordinated school culture of dignity, care, safety and non-violence.

Key Messages

- Violence prevention is a shared responsibility across the whole school community.
- A whole-school approach connects classroom practice, leadership, learner participation, family engagement and safeguarding systems.
- The multi-level intervention supports coordinated action across teachers, learners, school leadership, parents and caregivers, and school and community support structures.
- Schools are called to build communities rooted in dignity, care, justice and non-violence.

Module sessions and time

Session	Title	Time
Session 1	What is a whole-school approach?	35 minutes
Session 2	Understanding the multi-level intervention	45 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**90 minutes / 1 hour 30 minutes**

Session 1:

What is a Whole-School Approach?

Session Flow and Guidance for Facilitators

Purpose

This session introduces the idea that school safety requires collective effort across different roles. It helps teachers see how coordinated action across classrooms, leadership, peer relationships, families, and community systems can create sustained change.

Content Overview

- Use the Module 3 Session 1 slides to explain what a whole-school approach means in practical terms.
- Present key features of a whole-school approach:

  -Shared responsibility and commitment among all stakeholders
  -Consistent messaging and modelling of respectful behaviour
  -Strong and functional safeguarding systems and school policies
  -Active involvement of parents and learners
  -Supportive school leadership
- Connect each component to shared values that support safe and respectful relationships in schools, such as justice, care, responsibility, and protection of human dignity.
- Introduce the visual of the "whole-school circle" to show how all parts are connected.

Materials Needed

- Module 3 Session 1 slides
- Five pre-labelled flipchart sheets showing the five parts of the whole-school circle.
- Marker pens

Session time: 35 minutes

Preparatory Work for the Facilitator

- Prepare five flipchart sheets, each labelled with one part of the whole-school circle:
  - -Teachers and school staff
  - -Learners
  - -School leadership and governance (BoM and PTA)
  - -Parents and caregivers
  - -School and community support structures
- Write the level clearly at the top of each flipchart. Leave space underneath for groups to write prevention actions.
- If there are more than five groups, prepare duplicate flipcharts so two groups can work on the same level.
- Ensure the slides clearly show the whole-school circle and briefly explain how these five groups contribute to preventing violence in schools.
- Prepare the guiding discussion questions for the group activity and display them on a slide or flipchart.
  - -What actions help prevent violence in each part of the whole-school circle?
  - -How can these groups support each other to create a safer school?

Facilitator Instructions

Step 1 – Content input (10 minutes)

- Present the concept of a whole-school approach using the slides.
- Explain the five parts of the whole-school circle shown in the slides: teachers and school staff, learners, school leadership and governance, parents and caregivers, and diocesan structures.
- Explain the 5-part circle and how a change in one area (e.g. School leadership) supports a change in another (e.g. Classroom discipline).
- Emphasise that preventing violence requires coordinated action across all of these groups.
- Use one or two simple examples to show how actions in one part of the school community influence others. For example:

Teachers and school staff

If teachers use humiliation or harsh punishment, learners may begin to treat their classmates in the same way.

Learners

If bullying or teasing between learners is ignored, it can escalate and create a school culture where violence becomes normal.

School leadership and governance

If school leadership does not support positive discipline policies or address harmful practices, teachers may feel pressure to continue using punishment or humiliation.

Parents and caregivers

If parents encourage physical punishment or aggressive behaviour at home, learners may bring those behaviours into the school environment.

School and community support structures

If safeguarding guidance, referral linkages and follow-up support are weak, schools may struggle to respond effectively to child protection concerns.

- Explain that these outcomes depend on coordinated action across the school system.
- In the next activity, participants will identify what actions can help prevent these problems in each part of the whole-school circle.

Facilitator Instructions..*Cont*

Step 2 – Small group reflection (20 minutes)

- Divide participants into small groups of about five people.
- Assign each group one part of the school community. Give them the corresponding pre-labelled flipchart.
- Explain that each group will focus on one level of the school system.
- Ask groups to discuss the following question:
  - What actions can each part of the school community take to help prevent violence in schools?
  - How can these groups support each other to create a safer school?
- Ask groups to write two to three practical prevention actions on their flipchart.
- Remind participants to think about the problems discussed earlier and identify actions that could help prevent those situations.
- Encourage groups to draw on real examples from their own school experiences.
- If there are more groups than levels, assign two groups to the same level so different ideas can emerge.

Step 3 – Plenary and summary (5 minutes)

- Invite each group to briefly present the prevention actions they identified for their assigned level.
- As groups present, highlight how each part of the school community contributes to preventing violence.
- Emphasise that prevention is strongest when actions across these levels are connected. For example, respectful discipline by teachers is strengthened when school leadership supports the approach, and parents reinforce it at home.
- Explain that the ideas discussed in this session reflect the principle of a whole-school approach, where different parts of the school community work together to prevent violence.
- In the next session, participants will see how the multi-level intervention puts this approach into practice by supporting coordinated action across teachers, learners, school leadership, parents and caregivers, and school and community support structures.

Facilitator Guidance

- Reinforce that no one can carry this work alone. Collective responsibility creates collective protection.
- Acknowledge the effort already being made in many schools; even small changes count.
- Draw attention to interconnections: for example, if school leadership models respect, teachers are more empowered to do the same.

Session 2:

Understanding the Multi-Level Intervention

Session Flow and Guidance for Facilitators

Purpose

This session familiarises teachers with the structure of the multi-level intervention, highlighting how it supports change at every level of the school system and clarifying where teachers fit within it.

Content Overview

- Use the Module 3 Session 2 slides to introduce the multi-level intervention model and explain how violence prevention is addressed across different parts of the school system.
- Present the five components of the intervention:

  -Teachers and school staff
  -School leadership and safeguarding structures
  -Parents and caregivers
  -Learners and peer relationships
  -School and community support structures
- Explain the types of activities implemented at each level of the intervention and how they contribute to safer school environments.
- Present the main outcomes the intervention aims to achieve, including reducing violence, strengthening safeguarding systems, improving respectful relationships, and increasing learner confidence to seek help.
- Show how the intervention works as a coordinated system rather than isolated activities.
- Highlight how the different stakeholders support teachers in implementing positive discipline, life skills education, and safeguarding practices in schools.
- Connect the intervention to shared, professinal values that emphasise dignity, care, justice, and protection of children.

Materials Needed

- Module 3 Session 2 slides
- Handout 6: Overview of the multi-level Intervention
- Sticky notes for participant responses
- Marker pens
- Flipchart or board to capture key discussion points (optional)

Session time: 45 minutes

Preparatory Work for the Facilitator

- Review the intervention diagram included in the slide deck so you can clearly explain how the components connect.
- Ensure Handout 6: Overview of the multi-level Intervention is printed
- Prepare a large flipchart sheet with the multi-level intervention model drawn or written clearly. Label the five components so participants can easily identify them:
  - Teachers and school staff
  - School leadership and safeguarding structures
  - Learners and peer relationships
  - Parents and caregivers
  - School and community support
- Place the flipchart on the wall where participants can easily walk up to it. This flipchart will be used during the map walk activity, where participants place their reflections.

Facilitator Instructions

Step 1 – Overview presentation (15 minutes)

- Distribute Handout 6: Overview of the multi-level Intervention before beginning the presentation.
- Ask participants to keep the handout open and follow along as the facilitator explains each component of the intervention.
- Use the slides to present the multi-level intervention model.
- Walk participants through the intervention diagram shown on the slide. Explain that the model was designed to address the causes of school violence identified earlier in the training.
- For each component of the model, briefly explain:
  - What activities are included in that component
  - What outcomes the intervention aims to achieve
  - How that component supports teachers in creating safer classrooms
- Remind participants that the model reflects the same whole-school approach discussed in Session 1, where different parts of the school community contribute to prevention.
- After explaining the components, provide one or two simple examples to show how the different parts of the intervention reinforce each other in practice. Examples may include:

Teachers and school staff

When teachers are trained in positive discipline and safeguarding, they create safer classrooms where learners feel respected and are more willing to report concerns.

Learners

When learners practice life skills such as recognising unsafe situations and seeking help, teachers are able to respond earlier to risks and prevent harm.

School leadership and safeguarding structures

When school leadership strengthens safeguarding procedures and supports teachers to use non-violent discipline, teachers feel more confident applying the approaches learned during training.

Parents and caregivers

When parents participate in school dialogues on positive discipline and communication, children receive consistent messages about respect and safety, both at home and at school.

School and community support structures

When schools have access to safeguarding guidance, coaching, community awareness activities and referral linkages, they receive stronger support to maintain safe systems and respond to child protection concerns.

Facilitator Instructions..*Cont*

- Explain that these connections show why the intervention works as a coordinated system rather than separate activities.
- After explaining the components, briefly present the main outcomes the intervention aims to achieve.
- Explain that when the different parts of the model work together, the intervention aims to:

  -Reduce violence and harmful discipline practices in schools
  -Strengthen school safeguarding and reporting systems
  -Improve respectful relationships between teachers and learners
  -Increase learner confidence to seek help and report concerns
  -Strengthen collaboration between schools, families, and diocesan safeguarding structures

- Explain that these outcomes depend on coordinated action across the school system.
- Explain that this coordinated approach reflects shared values of dignity, care, responsibility and protection. The intervention helps schools put these values into daily practice through safeguarding systems, respectful discipline and shared responsibility for protecting learners.
- Explain that teachers play a central role in implementing the life skills curriculum, applying positive discipline, recognising signs of harm, and reporting safeguarding concerns.
- Tell participants that the next activity will help them reflect on where they see themselves contributing to this intervention and where they may need additional support to carry out their safeguarding responsibilities.

Step 2 – Map walk and reflection (15 minutes)

- Before the activity begins, display the multi-level intervention model on the slides so participants can clearly see the full structure.
- Direct participants to the prepared flipchart showing the intervention model on the wall. Explain that participants will reflect on where they see themselves within the intervention and where they may need support.
- Invite participants to write two short reflections on separate sticky notes. If possible, use different coloured notes for each response.

  -One role or action within the intervention where they feel confident contributing
  -One area where they feel they may need more support, guidance, or training

- Invite participants to come to the flipchart and place their sticky notes next to the component of the model they are responding to.
- After most participants have placed their notes, gather the group near the flipchart and review the responses together.
- Facilitate a short plenary discussion using guiding questions such as:

  -Where do we see the most confidence among teachers?
  -Where do we see the most requests for support or clarification?
  -What does this tell us about where teachers play the strongest role in the intervention?
  -Which other parts of the model appear most important in supporting teachers?

- Use the sticky notes to highlight patterns or areas where teachers may need additional support.
- Explain that these reflections help identify where the intervention provides support across the school system and where schools may need to strengthen collaboration between teachers, leadership, parents, learners, and diocesan structures.

Facilitator Instructions..*Cont*

Step 3 – Facilitator synthesis and clarification of roles (15 minutes)

- Use the slides to summarise how responsibilities are shared across the multi-level intervention and how different stakeholders support teachers in carrying out their safeguarding responsibilities.
- Remind participants that teachers remain central to day-to-day safeguarding and classroom safety, but they are supported by leadership, families, learners, and school and community safeguarding structures.
- Refer to the sticky notes placed during the activity and highlight one or two examples where teachers identified areas where they need more support.
- Explain that the intervention includes structures designed to support teachers in these areas.
- Using the slide, briefly highlight the role of each part of the intervention:

Teachers and school staff

- Teachers apply positive discipline, build respectful classroom environments, deliver life skills lessons, and respond appropriately to safeguarding concerns.
- The training and resources in the intervention are designed to strengthen teachers' skills and confidence in carrying out these responsibilities.

School leadership and governance

- School leaders strengthen safeguarding systems, support teachers in implementing non-violent discipline, and ensure that policies protecting learners are followed.
- Leadership support helps teachers apply safeguarding procedures consistently and respond to difficult situations with guidance.

Learners

- Learners develop life skills that help them recognise risks, set boundaries, support one another safely, and seek help from trusted adults.
- This reduces hidden harm and helps teachers identify concerns earlier.

Parents and caregivers

- Parents reinforce respectful behaviour and positive discipline at home and work with schools to support learner wellbeing.
- This alignment between home and school helps teachers manage behaviour without relying on punishment.

Diocesan and parish structures

- School and community support structures provide safeguarding guidance, training support, referral linkages and community engagement.
- This wider support helps schools maintain strong safeguarding systems and ensures teachers are not responding to child protection concerns alone

- Explain that when all parts of the system work together, the intervention aims to reduce violence, strengthen safeguarding systems, and improve learner well-being and participation.
- Remind participants that the intervention is designed so that responsibility for prevention is shared across the school, family, church, and community.
- Explain that when teachers identified areas where they need more support during the activity, many of those needs are addressed through the wider components of the intervention. The multi-level model therefore strengthens the work of teachers by building support around them across the school, family, and church community.

Facilitator Guidance

- Keep the discussion focused on how the intervention supports teachers in practice, rather than presenting the model as an abstract programme structure.
- Emphasise that teachers are central to daily classroom change, but they are not expected to carry violence prevention alone
- When participants identify areas where they need support, link these needs to the relevant parts of the multi-level model, such as leadership, parent engagement, learner activities or diocesan support.
- Reinforce that the strength of the model is coordination. Each part of the school and wider community contributes to safer learning environments.
- Avoid allowing the discussion to become a list of problems only. Keep redirecting participants towards practical roles, support systems and shared responsibility

Notes:

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Cards or sticky notes
- Pens or pencils
- Flipchart or reflection board (optional)

Facilitator Instructions

- Invite teachers to reflect quietly on what they have learned in this module. You can say:

  -We have explored what a whole-school approach means
  -We have seen how the multi-level intervention model brings everyone together
  -We have talked about your role and how shared values support this work

- Ask them to write:

  -One insight about working together to prevent violence
  -One way I can strengthen my part in the whole-school approach

- Offer the option to post their notes anonymously. Invite 2–3 volunteers to share.
- Close by affirming that protecting children reflects both professional responsibility and the shared mission of education. Schools are called to create communities where every learner is treated with dignity, care, and respect.

Module 4

3 Sessions

Module 4:

Discipline, Behaviour, and Non-Violent Classroom Management



Module purpose

This module supports teachers to shift from corporal punishment-based discipline to positive, non-violent approaches that promote learning and respect. It helps teachers reflect on current practices, understand why corporal punishment is harmful, and adopt positive discipline strategies that manage behaviour while protecting dignity and strengthening teacher–learner relationships.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Distinguish between discipline, punishment and corporal punishment.
- Explain why corporal punishment is harmful and ineffective for long-term behaviour change.
- Apply positive discipline strategies that guide behaviour, maintain boundaries and protect learner dignity.
- Reflect on personal beliefs and past experiences of discipline and commit to non-violent classroom management.



Key Messages

- Discipline should teach and guide behaviour, not create fear, pain or humiliation.
- Corporal punishment may stop behaviour briefly, but it does not build lasting self-control or responsibility.
- Positive discipline uses clear expectations, consistent boundaries, repair and support.
- Non-violent classroom management protects learner dignity and strengthens learning.

Module sessions and time

Session	Title	Time
Session 1	Rethinking discipline and punishment	35 minutes
Session 2	Why corporal punishment does not work	40 minutes
Session 3	Tools for positive discipline	55 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**140 minutes / 2 hours 20 minutes**

Session 1:
Rethinking Discipline and Punishment

Session Flow and Guidance for Facilitators

Purpose

This session invites teachers to reflect on the meaning of discipline, how it differs from punishment, and why non-violent approaches are more effective. It connects teachers' experiences with child development and learning and introduces the foundations of positive discipline.

Content Overview

- Use the Module 4 Session 1 slides to introduce the difference between punishment and discipline, including simple classroom examples
- Clarify that discipline focuses on teaching behaviour, setting clear boundaries, and guiding learners rather than using fear or pain
- Explore how different discipline approaches affect learner behaviour, motivation, and teacher–learner relationships
- Use real classroom examples to compare punishment-based responses with constructive discipline approaches.

Materials Needed

- Module 4 Session 1 slides
- Flipchart paper
- Marker pens
- Handout 7: Key Terms for Understanding Discipline, Positive Discipline and Punishment
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Write the two opening questions on a slide or flipchart

  -When you hear the word discipline, what comes to mind?
  -How is discipline different from punishment?

- Print Handout 7: Key Terms for Understanding Discipline, Positive Discipline and Punishment for each participant.
- Optionally prepare a short proverb or saying about discipline to spark discussion (for example Spare the rod and spoil the child) and invite teachers to reflect on whether this belief helps or harms learning.

Facilitator Instructions

Step 1 – Warm-up and framing (15 minutes)

- Invite participants to share what comes to mind when they hear the word discipline and how it differs from punishment.
- Allow a few teachers to respond, then explain that ideas about discipline are often shaped by how people were raised, how they were taught in school, and what they experienced as learners themselves.
- Emphasise that the session offers an opportunity to reflect on these experiences and explore approaches that support learning and respect.
- Invite participants to suggest a short definition of discipline based on the discussion.
- Write a few key phrases from participants on the flipchart, such as guidance, boundaries, teaching behaviour, or respect.

Step 2 – Content input and reflection (15 minutes)

- Use the slides to introduce key distinctions between punishment and discipline.
- Explain that

  -Discipline is the broad concept of guiding behaviour and helping learners develop responsibility. It focuses on teaching behaviour and building responsibility.
  -Punishment focuses on stopping behaviour through fear, pain, or shame.
  -Punishment is one-way people sometimes try to control behaviour, often using fear or pain.
  -Corporal punishment is a specific form of punishment that involves physical force, such as hitting, caning, or forcing painful positions.

- Use the slides to present simple comparisons:

  -Discipline teaches; punishment causes fear or pain.
  -Discipline builds responsibility; punishment enforces obedience.
  -Discipline is proactive; punishment is reactive.

- Provide a few everyday classroom examples, such as:

  -Shouting at a learner versus calmly restating expectations
  -Hitting a learner for talking versus reminding the class of agreed-upon rules
  -Reacting angrily to disruption versus reinforcing a classroom routine
  -Sending a learner out of class immediately versus speaking to them calmly after the lesson
  -Publicly shaming a learner for poor performance versus helping them understand the mistake and improve
  -Punishing the whole class for one learner's behaviour versus addressing the behaviour with the individual learner

- After sharing a few examples, invite teachers to suggest other situations they have experienced in their classrooms.
- Encourage participants to briefly describe the situation and discuss how it could be handled using discipline rather than punishment.
- Invite teachers to reflect on which approaches are more likely to improve behaviour in the long term.

Facilitator Instructions..*Cont*

Step 3 – Plenary summary (5 minutes)

- Review the key ideas written on the flipchart or board during the discussion.
- Highlight common language participants used when describing discipline, such as guidance, boundaries, teaching behaviour, and respect.
- Distribute Handout 7: Key Terms for Understanding Discipline, Positive Discipline and Punishment and explain that it provides definitions of important terms used throughout the module, including discipline, punishment, positive discipline, safeguarding, and socio-emotional learning.
- Encourage participants to keep the handout as a reference while the training continues, especially during discussions about discipline and classroom management.
- Explain that effective discipline helps learners understand behaviour and develop responsibility rather than relying on fear or punishment.
- Emphasise that discipline is part of effective teaching and helps create a safe and respectful classroom environment.
- Explain that the next session will explore why corporal punishment harms learning, behaviour, and teacher–learner relationships.

Facilitator Guidance

- Create a non-blaming space. Many teachers were trained or raised using punishment-based discipline.
- Emphasise that discipline is not about being permissive. It involves clear expectations, consistent boundaries, and teaching behaviour.
- Avoid legal language in this session. Focus on learning, development, and classroom relationships.
- Encourage teachers to move from reacting to behaviour with punishment toward reflecting on how discipline can guide behaviour more effectively.

Session 2:

Why Corporal Punishment Does Not Work

Purpose

This session unpacks the short- and long-term effects of corporal punishment on learners and schools. It uses brain science and evidence from the classroom to show why violent discipline backfires, and builds the case for alternative approaches.

Content Overview

Use the Module 4 Session 2 slides to explain why corporal punishment is harmful and ineffective

Cover key impacts:

- Impaired trust and emotional safety
- Disrupted concentration and memory
- Modelling violence as a method of resolving conflict.
- Increased anxiety, aggression, and dropout

Share findings from research and real teacher experiences

Materials Needed

- Module 4 Session 2 slides
- Printed copies of the Session 2 classroom case studies, if participants will discuss them in groups
- Flipchart or board
- Handout 8: Discipline, Punishment, and the Harmful Effects of Corporal Punishment
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Review the case studies provided and decide how to assign them to groups.
- Print Handout 8: Discipline, Punishment, and the Harmful Effects of Corporal Punishment for each participant.

Facilitator Instructions

Step 1 – Introduction and case study (20 minutes)

- Briefly explain that this session explores why corporal punishment harms learning, behaviour, and relationships in the classroom.
- Present the following classroom situations and invite participants to reflect on what is happening. If using printed copies, distribute one case study to each group.

Case Study 1

A Grade 5 learner performs poorly in a mathematics test. The teacher calls the learner to the front of the class, scolds him for not studying, and beats him with a cane. After the incident, the learner becomes quiet in class. He avoids answering questions, stops asking for help, and his participation in lessons decreases.

Case Study 2

Two learners are talking and laughing during a lesson. The teacher becomes angry and hits both learners in front of the class. The rest of the class becomes silent, but later some learners begin teasing the two learners who were punished. The punished learners become resentful and begin disrupting lessons more frequently.

Case Study 3

A Grade 6 learner arrives late to school for the third time in the same week. The teacher asks the learner to come to the front of the class and canes the learner for being irresponsible. The learner becomes upset and quiet for the rest of the lesson. Later, the learner avoids speaking to the teacher and begins arriving even later to school.

Case Study 4

A Grade 4 learner comes to class without completing the assigned homework. The teacher becomes angry and instructs the learner to kneel at the front of the classroom during the lesson. Other learners laugh and whisper about the punishment. The learner becomes embarrassed and stops trying to answer questions during the lesson.

Case Study 5

During a science lesson, two learners continue talking loudly while the teacher is explaining a new topic. The teacher pauses the lesson and calmly reminds the class of the agreed classroom rule about listening when someone else is speaking. The teacher moves closer to the learners and asks them to focus on the task. After the lesson, the teacher briefly speaks with the learners and asks them how they can participate respectfully in the next lesson

- Divide participants into small groups of four to five teachers.
- Ask groups to discuss the following questions:

  -What is happening to the learner in this situation?
  -How might this affect the learner's learning, behaviour, and trust in the teacher?
  -What impact might this have on the rest of the class?
  -What alternative responses could the teacher use instead of corporal punishment?

- After the discussion, invite a few groups to briefly share their reflections before moving to the slide presentation.

Facilitator Instructions..*Cont*

Step 2 – Content input and handout walkthrough (15 minutes)

- Use the slides to explain how fear-based discipline affects the brain and learning. Explain that when learners feel threatened or afraid, the brain activates a stress response that prepares the body to protect itself rather than to learn.
- Explain that when this stress response is activated, learners may experience:

  -Reduced concentration and attention
  -Difficulty remembering information
  -Increased anxiety or withdrawal
  -Greater likelihood of aggressive or disruptive behaviour
- Emphasise that fear may stop behaviour temporarily, but it does not teach learners the skills needed to change behaviour in the long term.
- After presenting the key points on the slides, distribute Handout 8: Discipline, Punishment, and the Harmful Effects of Corporal Punishment.
- Briefly guide participants through the key sections of the handout, highlighting:

  -The difference between discipline and punishment
  -How corporal punishment affects learning and classroom relationships
  -Why discipline should focus on teaching behaviour rather than using fear or pain
- Invite participants to ask questions or briefly share reflections about how these ideas relate to their own classroom experiences.

Step 3 – Summary and bridge to next session (5 minutes)

- Summarise the key message that corporal punishment may stop behaviour in the moment but does not support learning or long-term behaviour change.
- Reinforce that avoiding corporal punishment is not about being permissive or lenient. It is about using approaches that guide behaviour while protecting dignity and learning.
- Explain that teachers still need effective ways to manage behaviour and maintain order in the classroom.
- Introduce the next session by explaining that it will focus on practical positive discipline strategies that teachers can use to guide behaviour without punishment.

Facilitator Guidance

- Create a supportive and non-judgemental environment. Many teachers were trained in systems where corporal punishment was common.
- Be sensitive to emotional reactions. Some participants may feel uncomfortable or defensive when reflecting on past practices.
- Keep the tone focused on learning, growth, and improving classroom practice rather than blaming teachers.
- Encourage participants to use the handout as a reference they can return to when reflecting on discipline practices in their classrooms.

Session 3:

Tools for Positive Discipline

Purpose

This session introduces practical positive discipline strategies that help teachers guide behaviour, maintain order in the classroom, and protect learner dignity. Teachers explore and practise techniques that prevent disruption and respond constructively when behavioural challenges occur.

Content Overview

- Use the Module 4 Session 3 slides to introduce the key principles of positive discipline and explain how they provide constructive alternatives to punishment-based discipline.
- Present the core principles of positive discipline that guide respectful behaviour management, including:

  -Clear expectations
  -Consistent boundaries
  -Empathy and connection
  -Problem-solving instead of punishment

- Introduce practical strategies teachers can use in everyday classroom situations to guide behaviour and prevent disruption, such as:

  -Check-ins and class agreements
  -Non-verbal cues and teacher proximity
  -Logical consequences linked to behaviour
  -Time-in and calming strategies instead of time-out or isolation

- Explain that these strategies help teachers guide behaviour while protecting learner dignity and maintaining a positive classroom environment.
- Explain that the strategies presented in the slides are also summarised in Handout 9: Positive Discipline Strategies, which teachers can use as a reference in their classroom practice.

Materials Needed

- Module 4 Session 3 slides
- Handout 9: Positive Discipline Strategies
- Flipchart sheets or posters describing each strategy (for the strategy carousel option)
- Marker pens
- Scenario cards describing common classroom discipline situations (for the role play option)
- Timer or watch

Session time: 55 minutes

Preparatory Work for the Facilitator

- Review the positive discipline strategies presented in the slides and in Handout 9 so you can explain how each strategy can be applied in the classroom.
- Prepare four flipchart sheets describing the positive discipline strategies that will be used during the strategy carousel activity.
- Label each flipchart with one strategy and include a short explanation and example

Flipchart 1 – **Reflection**	Flipchart 1 – **Penalty**	Flipchart 3 – **Reparation**	Flipchart 4 – **Last resort**
Examples may include verbal warnings, short reflection time, writing a short note about what happened, or apologising to someone affected.	Examples may include withdrawal of a privilege, remaining after class to discuss behaviour, or helping with light work that improves the classroom environment.	Examples may include apologising to classmates, replacing or repairing damaged property, or discussing with the teacher how the learner will make things right.	Examples may include a parent meeting, behaviour agreement, referral for support, or involvement of the school disciplinary process.

- Place the flipchart sheets in different areas of the room if you plan to use the strategy carousel activity.
- If you plan to use the role play option instead, prepare three to four short classroom scenarios that describe common behaviour challenges in primary school classrooms.
- Ensure that Handout 9: Positive Discipline Strategies is printed for all participants.

Facilitator Instructions

Step 1 – Content input and handout walkthrough (15 minutes)

- Use the Module 4 Session 3 slides to introduce the key principles of positive discipline, including clear expectations, consistent boundaries, empathy and connection, and problem-solving instead of punishment
- Explain that positive discipline is not permissive. It helps teachers maintain order while teaching learners responsibility and protecting dignity
- Introduce practical strategies teachers can use in everyday classroom situations, including check-ins, class agreements, non-verbal cues, teacher proximity, logical consequences, time-in and calming strategies
- Distribute Handout 9: Positive Discipline Strategies and ask participants to keep it open during the activity.
- Explain that the activity will help participants practise applying these strategies to common classroom situations.

Step 2 – Strategy carousel (30 minutes)

- Divide participants into four groups.
- Ask each group to move to one of the prepared flipchart stations. Each station should present one positive discipline strategy with a short explanation and example.
- At each station, ask groups to

  -Read the strategy description on the flipchart
  -Discuss how the strategy could be applied in their classroom
  -Write one practical example of how they could use the strategy with their learners

Facilitator Instructions..*Cont*

Step 2 – Strategy carousel (30 minutes)..*Cont*

- After six minutes, ask groups to rotate to the next station.
- Continue rotating until each group has visited all four stations.
- Bring participants back together for a short plenary discussion. Ask:
  - Which strategy feels most practical for your classroom?
  - Which strategy would you like to try first?
  - What support would help teachers use these strategies consistently?
- Summarise by reinforcing that positive discipline works best when teachers use clear expectations, calm communication, consistent boundaries and respectful follow-up.

Step 3 – Wrap-up (10 minutes)

- Use the slides or flipchart to summarise the four methods of positive discipline discussed during the activity.
- Ask participants which responses felt most realistic or effective in their classroom context.
- Encourage each teacher to identify one approach they will try in their classroom during the coming week.



Facilitator Guidance

- Encourage teachers to share examples from their own classrooms and acknowledge practical solutions that have worked for them.
- Emphasise that positive discipline focuses on teaching behaviour and strengthening relationships rather than controlling behaviour through fear.
- Remind participants that behaviour change takes time and consistency, and that strategies may need to be adapted depending on class size, learner needs, and school context.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or small cards
- Pens
- Flipchart or board (optional)

Facilitator Instructions

- Ask teachers to sit quietly and reflect on what they have explored in this module—how they see discipline differently, what tools stood out, and how they want to act moving forward.
- Distribute cards and ask each teacher to write:

  -One new insight I have gained about discipline
  -One strategy I will try in my classroom
- Invite teachers to keep the card or place it on a commitment wall.
- Thank them for their openness and affirm that managing behaviour non-violently is a skill that grows with practice and support. Let them know the next module explores how power and authority can be used ethically in learner relationships.

Module 5

2 Sessions

Module 5:

Power, Authority, and Teacher–Learner Relationships

Module purpose

This module supports teachers to recognise how power operates in everyday classroom life and how authority can be exercised in ways that build trust, strengthen learning, and protect learner dignity. It creates space to reflect honestly on how daily interactions can either reinforce harm or prevent it. It also provides practical guidance on ethical authority, respectful conduct, and trust-repairing behaviours that reduce fear, silence, and hidden safeguarding risks.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain how power operates in teacher–learner relationships and how learners may experience teacher authority.
- Describe how ethical authority supports safety, trust, participation and learning.
- Identify classroom behaviours that build or damage learner trust.
- Apply ethical authority to classroom dilemmas in ways that protect dignity, fairness and safeguarding.

Key Messages

- Teachers hold power through their role, words, decisions and control of classroom opportunities.
- Authority can protect learners when it is fair, predictable and respectful.
- Trust strengthens learning, behaviour change and help-seeking.
- Ethical authority guides learners without fear, humiliation or intimidation.

Module sessions and time

Session	Title	Time
Session 1	Understanding power in the classroom and school	55 minutes
Session 2	Building trust through ethical authority	40 minutes
Session 3	Tools for positive discipline	55 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**105 minutes / 1 hour 45 minutes**

Session 1:

Understanding Power in the Classroom and School

Session Flow and Guidance for Facilitators

Purpose

This session introduces teachers to the concept of power in teacher–learner relationships and encourages reflection on how authority is experienced by learners in everyday classroom situations. Teachers explore how power operates in schools, how it shapes learner behaviour and confidence, and how it can either strengthen safety and trust or contribute to fear and silence. The session also introduces the concept of ethical authority, which refers to the responsible use of teacher authority to guide, protect, and support learning while maintaining learner dignity.

Content Overview

- Use the Module 5 Session 1 slides to introduce the concept of power in teacher–learner relationships and why it matters for safeguarding and learning.
- Clarify that power is always present in classrooms because teachers influence rules, participation, discipline, and learning opportunities.
- Introduce the four common forms of teacher power: positional, disciplinary, relational, and emotional power.
-
- Explain that these forms of power can support learning when used responsibly and can harm learners when used through fear, humiliation, or unpredictability.
- Introduce the concept of ethical authority as the responsible use of power to guide behaviour while protecting dignity and safety.
- Connect the concept of ethical authority to shared, professional values of justice, humility, service, and respect for the dignity of every child.

Materials Needed

- Module 5 Session 1 slides
- Flipchart paper
- Marker pens
- Sticky notes (optional)
- Timer or watch
- Handout 10: Power and Authority in the Classroom and School

Session time: 55 minutes

Preparatory Work for the Facilitator

- Review the key concepts in Handout 10: Power and Authority in the Classroom and School so you are comfortable explaining the four types of teacher power and the idea of ethical authority.
- Review the Module 5 Session 1 slides, including two or three short classroom examples showing how power appears in everyday teaching practice. Examples may include correcting a learner publicly, deciding who answers questions, or using praise or discipline.
- Prepare five large flipchart sheets. Each sheet should be clearly labelled with one space in the school where teacher authority is visible. Leave enough blank space underneath for participants to write examples--

  -Classroom
  -Assembly area
  -Playground
  -Corridors
  -Staff room

- Place the five flipcharts around the room or on a wall where groups can easily gather around them.
- Prepare the guiding discussion questions on a slide or flipchart so all groups can see them during the activity.
- Establish simple ground rules for respectful discussion, as some participants may reflect on experiences of harsh discipline or harmful authority practices.
- Print one copy of Handout 10: Power and Authority in the Classroom and School for each participant. The handout will be distributed after the group reflection in Step 3.

Facilitator Instructions

Step 1 – Framing the Concept of Power (10 minutes)

- Ask participants two opening questions to prompt reflection.

  -Where does a teacher's authority or power come from in a classroom?
  -How might learners experience that authority during the school day?

- Allow a few participants to respond briefly. Acknowledge that teachers hold authority through their professional role, their responsibility for discipline, and their influence over learning.
- Explain that power in the classroom can be understood as the ability to influence a learner's safety, choices, behaviour, participation, confidence, and sense of belonging.
- Using the slides, introduce the four common types of teacher power that are explained in Handout 10.

  -Positional power refers to authority that comes from the teacher's role and responsibility in the school. This helps maintain order and structure, but can create fear if used mainly to control or threaten learners.
  -Disciplinary power refers to the ability to reward, punish, report behaviour, or remove privileges. When applied fairly and consistently, it supports accountability, but it becomes harmful when used harshly or unpredictably.
  -Relational power refers to influence built through trust, care, and connection with learners. This power can strengthen cooperation and motivation, but it can also be misused through favouritism or emotional manipulation.
  -Emotional power refers to the ability to influence how learners feel about themselves through words, tone, and public correction. Respectful encouragement can strengthen confidence, while insults, sarcasm, or humiliation can cause lasting harm.

- Explain that the purpose of the session is not to judge teachers but to help everyone recognise how power appears in everyday interactions so it can be used in ways that protect learner dignity and safety.

Facilitator Instructions..*Cont*

Step 2 – Power mapping in small groups (20 minutes)

- Explain to participants that teacher authority appears in many parts of the school environment, not only inside the classroom. The activity will help them reflect on how learners experience authority in everyday situations.
- Divide participants into five small groups.
- Assign each group one of the prepared flipcharts. Each flipchart represents a space in the school where teacher authority may appear.
- Ask each group to discuss the following guiding questions and write their ideas on the flipchart.

  -Who holds formal authority in the school and where is it most visible?
  -Who holds informal influence that affects learner behaviour?
  -When is teacher authority used fairly and predictably?
  -When might authority be used in ways that embarrass or silence learners?
  -What messages might learners receive about safety and respect from these interactions?
  -Where do learners feel able to speak or ask for help, and where might they remain silent?

- Ask each group to write two or three examples under their assigned heading.
- Remind participants that the goal is to reflect on patterns in school culture rather than criticise individual teachers.
- After about 15 minutes, ask groups to prepare one example where teacher authority supports safety and learning, and one example where authority might unintentionally create fear, embarrassment, or silence. Explain that they will share these during the whole group reflection.

Step 3 – Whole group reflection (25 minutes)

- Bring the participants together and review the flipcharts briefly.
- Invite each group to share one example where teacher authority supports safety and learning, and one example where authority might unintentionally create fear, embarrassment, or silence for learners.
- Guide the discussion using questions such as:

  -What surprised you about the examples shared?
  -How might learners experience these situations?
  -How could teacher authority be used differently to support dignity and learning?

- After several examples are shared, summarise the key message. Explain that power is always present in school relationships. Teachers cannot remove authority from classrooms, but they can choose how they use it.
- Introduce the concept of ethical authority. Explain that ethical authority means using teacher power to guide behaviour, maintain clear expectations, and protect the dignity and safety of every learner.
- Distribute Handout 10: Power and Authority in the Classroom and School.
- Explain that the handout summarises the different forms of power discussed in the session and provides guidance on how teachers can use authority in ways that strengthen learning, trust, and safety.
- Invite participants to briefly review the section describing ethical authority. Explain that the next session will explore practical behaviours teachers can use to build trust through ethical authority in their daily classroom practice.

Facilitator Only Resource: Anticipated Responses and Teaching Points

Classroom: Likely examples participants may raise



Positive uses of authority
-Teacher sets clear rules and routines so learners know what is expected
-Teacher invites different learners to answer the question
-Teacher praises effort and improvement
-Teacher corrects mistakes calmly and explains how to improve

Practices that may cause harm
-The teacher always calls on the same learners
-Public correction delivered with sarcasm or embarrassment
-Calling learners lazy, slow, or useless
-Showing favouritism toward high-performing learners

Key teaching points for the facilitator
-Teacher authority strongly shapes learner participation and confidence.
-When correction is respectful and predictable, learners feel safe to try and make mistakes.
-When authority is used through humiliation or favouritism, learners may withdraw or stop participating

Assembly area: Likely examples



Positive uses of authority
-Recognising learners for positive behaviour or effort
-Sharing messages about respect and safety
-School leaders reinforcing expectations for fair discipline

Practices that may cause harm
-Calling learners forward to criticise or shame them publicly
-Using assemblies mainly to threaten punishment
-Comparing learners in ways that embarrass individuals

Key teaching points
-Assemblies send powerful messages about school culture.
-Public recognition can motivate learners, while public humiliation can damage dignity and increase fear.

Playground: Likely examples



Positive uses of authority
-Teachers supervising play areas and ensuring safety
-Teachers intervening quickly when teasing or bullying begins
-Teachers encouraging cooperation and respectful play

Practices that may cause harm
-Teachers ignoring bullying or teasing
-Adults responding aggressively to minor conflicts
-Learners being blamed without being heard

Key teaching points
-Learners often experience safety or risk in informal spaces like playgrounds.
-Teacher responses to bullying or conflict show learners whether adults will protect them.

Facilitator Only Resource: Anticipated Responses and Teaching Points

Corridors: Likely examples



Positive uses of authority
-Teachers greeting learners and checking on their well-being
-Teachers calmly reminding learners about rules
-Teachers redirecting behaviour without embarrassment

Practices that may cause harm
-Teachers shouting at learners in passing
-Public scolding in front of peers
-Sending learners away without explanation or guidance

Key teaching points
-Small interactions outside the classroom shape how learners perceive adult authority.
-Respectful, calm responses reinforce expectations without damaging dignity.

Staff room: Likely examples participants may raise



Positive practices
-Teachers discussing how to support learners who are struggling
-Sharing strategies to help improve behaviour or learning
-Staff encouraging each other to respond calmly to difficult situations

Practices that may cause harm
-Teachers speaking about learners using insulting labels
-Staff joking about learners' behaviour or abilities
-Negative attitudes toward certain learners spreading among staff

Key teaching points
-The way teachers talk about learners influences expectations and behaviour toward them.
-Respectful professional language helps maintain a safeguarding culture and protects learner dignity.

Facilitator Guidance

- Keep the discussion reflective and supportive rather than accusatory. Encourage teachers to speak about patterns of behaviour or school culture rather than naming individual colleagues.
- Emphasise that the purpose of the session is professional reflection and growth. The goal is to recognise how power operates in everyday teaching and to strengthen practices that protect learner dignity and safety.
- Participants may justify harsh discipline practices as necessary. Acknowledge the pressures teachers face while gently guiding the discussion back to the impact these practices may have on learner dignity, confidence, and safety.
- Encourage teachers to focus on behaviours and situations rather than judging individuals or criticising colleagues. Reinforce that the purpose of the discussion is awareness and improvement, not blame.
- Where appropriate, connect the discussion to shared values that guide respectful relationships in schools. These values emphasise respect for the dignity of every child, fairness in how authority is exercised, and responsibility to care for those who are vulnerable.
- When summarising the activity, remind participants that the way teachers use authority reflects values of justice, humility, and service. In education, authority is understood as a responsibility to guide and protect learners while maintaining their dignity.

Session 2:

Building Trust through Ethical Authority

Session Flow and Guidance for Facilitators

Purpose

This session focuses on how teachers can use their authority in ways that build trust and safety in the classroom. It explores how everyday teacher behaviours and decisions influence learner confidence, willingness to speak, and openness to guidance. The session also highlights how trust strengthens discipline and supports safeguarding, because learners are more likely to seek help and report harm when they feel safe with the adults in their school.

Content Overview

Use the Module 5 Session 2 slides to revisit the concept of ethical authority introduced in Session 1 and explain that ethical authority means using teacher power to guide behaviour, protect learners, and support learning rather than control or intimidate.

Introduce the idea that trust is built through everyday classroom practices such as fairness, respectful communication, listening to learners, and protecting dignity when correcting behaviour.

Discuss common practices that strengthen trust in teacher–learner relationships

- Fairness and consistency
- Respectful communication
- Protecting learner dignity when disciplining
- Listening without judgement

Contrast these with behaviours that can damage trust, including humiliation, favouritism, and unpredictable or harsh reactions.

Emphasise that when learners trust adults in school, they are more likely to participate actively in learning, seek support when needed, and report concerns about harm.

Materials Needed

- Module 5 Session 2 slides
- Handout 11: Trust-Building Behaviours and the Teacher Trust Audit
- Flipchart or board
- Sticky notes
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 11: Trust-Building Behaviours and the Teacher Trust Audit for each participant.
- Review the handout in advance so you are familiar with the trust-building behaviours and the reflection questions in the Trust Audit section.
- Review or prepare two or three short classroom examples that illustrate how teacher responses can either build trust or damage trust. Examples may include correcting a learner respectfully, responding calmly when learners make mistakes, or reacting harshly when under stress.
- Prepare a flipchart or board where the group can later record examples of trust-building behaviours identified during the discussion.

Facilitator Instructions

Step 1 – Framing and input (10 minutes)

- Begin by reminding participants that the previous session explored how power operates in teacher–learner relationships and introduced the idea of ethical authority.
- Explain that this session focuses on how teachers can use their authority to build trust with learners.
- Ask the group two opening questions to prompt discussion.

  -What behaviours make learners trust a teacher?
  -What behaviours make learners feel afraid, embarrassed, or unwilling to speak?

- Allow several participants to share examples.
- Using the slides, explain that trust is built through consistent and respectful daily interactions. When learners trust their teachers, discipline becomes more effective because learners respond to guidance rather than fear.
- Also emphasise that trust plays an important role in safeguarding. Learners are more likely to report bullying, violence, or other concerns when they believe teachers will listen and respond fairly.

Step 2 – Personal reflection and pair sharing (15 minutes)

- Distribute Handout 11: Trust-Building Behaviours and the Teacher Trust Audit.
- Explain that the handout lists common behaviours that strengthen trust in classrooms as well as behaviours that may damage trust.
- Ask participants to read through the trust-building behaviours and then complete the Trust Audit section individually.
- Clarify that this is a private self-reflection exercise. The responses will not be collected or shared.
- Invite teachers to reflect silently on two questions.

  -One moment when I helped build a learner's trust.
  -One moment when my response may have damaged a learner's trust.

- Allow approximately five minutes for individual reflection.
- After the reflection, ask participants to briefly discuss the following questions with a partner.

  -Which behaviours help build trust with learners?
  -Which behaviours should we try to reduce or change in our classrooms?

- Remind participants to focus on behaviours and classroom practices rather than judging individual teachers.

Facilitator Instructions..*Cont*

Step 3 – Plenary and behaviour review (15 minutes)

- Bring participants back together and invite them to share examples of behaviours that help build trust in classrooms.
- Ask participants to choose one common classroom dilemma and briefly explain how one of the selected trust-building behaviours could help the teacher respond with fairness, dignity and safeguarding in mind.
- Record the ideas on a flipchart. Examples that participants may mention include:

  -Listening to learners before reacting
  -Applying rules consistently for all learners
  -Correcting behaviour calmly and privately where possible
  -Encouraging effort and improvement
  -Giving learners an opportunity to explain their perspective during conflicts

- After several examples are listed, ask the group to review the flipchart and select three to five trust-building behaviours they would like to strengthen in their school.
- Write these behaviours clearly on the flipchart as shared classroom commitments.
- Explain that these practices help teachers exercise ethical authority while protecting learner dignity and strengthening classroom relationships.

Facilitator Guidance

- Be aware that teachers may feel vulnerable when reflecting on situations where trust may have been damaged. Maintain a supportive tone and emphasise that the goal of the discussion is professional growth.
- Encourage participants to focus on behaviours and classroom practices rather than personalities or individual colleagues.
- Where appropriate, connect the discussion to shared, professional values that emphasise fairness, compassion, and respect for the dignity of every learner. In education, authority is understood as a responsibility to guide and protect learners rather than to control or humiliate them.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Small cards or sticky notes (one per participant)
- Pens or pencils
- Optional flipchart or reflection board

Facilitator Instructions

Explain that the module has explored how power operates in teacher–learner relationships and how ethical authority can strengthen trust, learning, and safety.

Invite participants to pause for a moment of quiet reflection.

You may guide them with the following prompt: Throughout this module, we have reflected on how teacher authority influences learner confidence and participation. We have explored behaviours that strengthen trust and behaviours that may unintentionally damage trust. We have also discussed how teachers can use authority in ways that guide learners while protecting their dignity.

Distribute a card or sticky note to each participant.

Ask teachers to write two short reflections.

- One way I want to use my authority differently in my classroom.
- One behaviour I will practise that helps build trust with learners.

Explain that participants may keep the card as a personal reminder or place it anonymously on a reflection board if they wish.

Invite two or three volunteers to share a reflection if they feel comfortable.

Close by affirming that when teachers use authority with fairness, respect, and care, they create classrooms where learners feel safe to learn, participate, and seek help.

Explain that the next module will explore practical tools for resolving conflict and communicating with empathy in the classroom.

DAY 3

Communication, Trauma-Informed Practice and Learner Life Skills



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Day 3:

Communication, Trauma-Informed Practice and Learner Life Skills

Module Covered

Module 6: Effective communication and conflict resolution
Module 7: Understanding behaviour, trauma and emotional wellbeing
Module 8: Understanding the learner life skills intervention

Total contact time: 6 hour

Agenda

Time	Session/activity
8:00 –9:00 am	**Arrival and registration**
9:00 – 9:40 am	Module 6, Session 1: Listening with empathy
9:40 – 10:20 am	Module 6, Session 2: De-escalating conflict
10:20 – 10:30 am	Module 6, Session 3: Communicating with parents and colleagues, Part 1
10:30 – 11:00 am	**Morning tea break**
11:00 – 11:25 am	Module 6, Session 3: Communicating with parents and colleagues, Part 2
11:25 – 11:35 am	Module 6 closing reflection and commitment
11:35 – 12:10 pm	Module 7, Session 1: What behaviour tells us
12:10 – 12:50 pm	Module 7, Session 2: How trauma affects learning
12:50 – 1:00 pm	Module 7 closing reflection and commitment
1:00 – 2:00 pm	**Lunch break**
2:00 – 2:45 pm	Module 8, Session 1: Why life skills and why this sequence
2:45 – 3:15 pm	Module 8, Session 2: The teacher's role in life skills success and classroom culture, Part 1
3:15 – 3:45 pm	**Afternoon tea break**
3:45 – 4:10 pm	Module 8, Session 2: The teacher's role in life skills success and classroom culture, Part 2
4:10 – 4:50 pm	Module 8, Session 3: Aligning life skills with school structures and the whole-school safeguarding approach
4:50 – 5:00 pm	Module 8 closing reflection and commitment

Module 6

3 Sessions

Module 6:

Effective Communication and Conflict Resolution



Module purpose

This module builds teachers' capacity to communicate in ways that de-escalate conflict, promote empathy, and strengthen relationships in the school community. It introduces practical tools for active listening, conflict resolution, and constructive communication with learners, parents, and colleagues. The module builds on the concept of ethical authority introduced in Module 5 by showing how respectful communication supports safety, trust, and learning.



Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain how teacher communication can either escalate or de-escalate conflict.
- Demonstrate active and empathetic listening skills when interacting with learners, parents and colleagues.
- Apply de-escalation and conflict resolution strategies in challenging classroom and school situations.
- Use respectful, solution-focused communication when discussing learner behaviour, wellbeing or support needs.



Key Messages

- Teacher communication can either calm conflict or escalate it.
- Listening with empathy helps teachers understand behaviour and strengthen relationships.
- De-escalation protects dignity, safety and learning during difficult moments.
- Respectful communication with parents and colleagues supports shared responsibility for learners.

Module sessions and time

Session	Title	Time
Session 1	Listening with empathy	40 minutes
Session 2	De-escalating conflict	40 minutes
Session 3	Communicating with parents and colleagues	35 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**125 minutes / 2 hours 5 minutes**

Session 1:
Listening with Empathy

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand the role of active and empathetic listening in building trust and connection with learners. It introduces key listening skills and provides an opportunity for teachers to practise these skills through a structured paired activity. The session emphasises that listening with empathy can reduce conflict, strengthen relationships, and support safer classroom environments.

Content Overview

Use the Module 6 Session 1 slides to introduce the concept of active listening and explain why listening is important for communication and conflict prevention in schools.

Explain the difference between hearing words and listening with attention and empathy.

Introduce core skills of empathetic listening:

- Giving full attention
- Responding without judgement
- Reflecting feelings and meaning
- Asking open questions

Emphasise how these skills help teachers respond calmly to learners, understand behaviour more clearly, and support de-escalation.

Materials Needed

- Module 6 Session 1 slides
- Handout 12: Active Listening Skills (print one copy per participant)
- Flipchart or board
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 12: Active Listening Skills for each participant.
- Review Handout 12 so you are familiar with the listening techniques and example phrases that teachers will practise during the session.
- Review the examples of listening blocks and reflective listening that appear in the slides and Facilitator Instructions so you can explain them clearly.
- Arrange the room so participants can work comfortably in pairs and speak without disturbing other groups.

Facilitator Instructions

Step 1 – Introduction to active listening (10 minutes)

- Begin by asking participants a reflection question.

  -When do you feel truly listened to?
  -What behaviours make that possible

- Allow several participants to respond.
- Explain that listening involves more than hearing words. Active listening means paying full attention, understanding the speaker's message, and responding in a way that shows respect and empathy.
- Using the slides, introduce key listening behaviours:

  -Face the speaker and give full attention.
  -Use neutral and encouraging body language.
  -Reflect what the person is saying without judging or trying to fix the problem immediately.
  -Acknowledge feelings as well as facts.

- You may demonstrate a short example.

  -Learner: It is not fair. The teacher always calls on the same people.
  -Teacher response using active listening: It sounds like you feel frustrated because you want a chance to participate as well.

- Explain that reflective listening does not mean agreeing with everything that is said. It shows the speaker that they have been heard and understood, which often helps calm strong emotions.

Step 2 – Listening pairs activity (15 minutes)

- Explain that participants will now practise active listening in pairs.
- Distribute Handout 12: Active Listening Skills and ask participants to keep it visible during the exercise so they can refer to the listening techniques and phrases.
- Ask participants to form pairs. Explain that one person will speak while the other practises listening skills.

  -The speaker will talk for about two minutes about a classroom situation or communication challenge they have experienced.
  -The listener should focus on listening without interrupting and apply at least two techniques from Handout 12, such as reflecting what they heard or acknowledging feelings.

- After two minutes, ask the listener to briefly reflect back what they heard.
- Then ask participants to switch roles so both people have an opportunity to practise listening.
- Remind participants that the goal is to practise listening skills rather than solve the problem being discussed.

Step 3 – Group discussion and reflection (15 minutes

- Bring the group back together and invite participants to reflect on the activity.
- You may guide discussion with questions such as:

  -What did it feel like to be listened to without interruption?
  -What was challenging about staying silent while listening?
  -How might these listening skills help when responding to learners, parents, or colleagues?

- Summarise that even brief moments of attentive listening can help reduce tension, build trust, and create space for problem-solving.

Facilitator Guidance

- Model the listening behaviours being taught in the session, including patience, respectful attention and non-judgemental responses.
- Remind participants that empathetic listening does not mean agreeing with everything a learner, parent or colleague says. It means listening carefully before responding.
- Keep examples general and avoid asking teachers to share private or identifiable conflict situations
- Encourage teachers to practise short, realistic listening phrases they can use in school settings.
- Reinforce that listening is a professional skill that supports de-escalation, trust and safeguarding.

Notes:

Session 2:

De-escalating Conflict

Session Flow and Guidance for Facilitators

Purpose

This session introduces practical strategies for de-escalating conflict and responding calmly to challenging situations. It helps teachers recognise personal triggers and develop strategies for staying calm and constructive in difficult moments.

Content Overview

- Use the Module 6 Session 2 slides to introduce how conflicts escalate and how teacher responses can either increase or reduce tension.
- Explain common escalation patterns such as raised voices, public confrontation, sarcasm, and threats.
- Introduce the concept of de-escalation as a professional strategy that protects safety, dignity, and learning.
- Help teachers recognise personal triggers and understand how emotional reactions can influence classroom interactions.
- Present practical strategies for calming situations, including grounding techniques, respectful language, reducing audience pressure, and offering choices that protect learner dignity.
- Prepare teachers to practise these strategies through trigger reflection and scenario planning activities.

Materials Needed

- Module 6 Session 2 slides
- Handout 13: Triggers and De-escalation Strategies (print one copy per participant)
- Flipchart or board
- Pens or pencils
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 13: Triggers and De-escalation Strategies for each participant.
- Review the handout so you are familiar with the de-escalation steps and the examples of calming language that teachers will practise.
- Review the classroom examples used in the slides that illustrate escalation and de-escalation during difficult interactions.
- Ensure the room is arranged so participants can easily work in small groups during the scenario discussion.

Facilitator Instructions

Step 1 – Understanding escalation and de-escalation (10 minutes)

- Begin by asking participants a reflection question: What behaviours from learners tend to push our buttons as teachers?
- Allow several responses.
- Then ask: What do we usually do when we feel triggered in these situations?
- Using the slides, explain that conflict often escalates when strong emotions are met with stronger reactions.
- Present common escalation patterns such as:

  -Raising voices
  -Using sarcasm or threats
  -Public confrontation in front of the class

- Introduce the idea that de-escalation involves slowing the interaction and responding with calm, clear communication.
- Explain that staying calm is not a sign of weakness. It is a professional skill that helps teachers maintain authority while protecting learner dignity and safety.

Step 2 – Personal reflection and trigger mapping (10 minutes)

- Distribute Handout 13: Triggers and De-escalation Strategies.
- Explain that the handout helps teachers identify personal triggers and practise alternative responses that reduce conflict.
- Ask participants to complete the trigger mapping section individually.
- They should identify two or three situations that commonly trigger frustration or anger in the classroom and briefly note their usual reaction.
- Then ask participants to review the de-escalation strategies listed in the handout and select one alternative response they would like to practise.
- Invite participants to write down one new way they might respond when faced with a similar situation.

Step 3 – Scenario planning in small groups (20 minutes)

- Divide participants into small groups of three to four.
- Explain that each group will analyse a short conflict scenario and identify ways to de-escalate the situation. You may present scenarios such as:

  -A learner refuses to sit down and argues loudly in class.
  -Two learners are arguing loudly after a disagreement during group work.
  -A parent approaches the teacher angrily after school.

- Ask each group to discuss two questions:

  -What teacher responses would escalate this situation?
  -What responses could help de-escalate the situation?

- Encourage groups to refer to Handout 13 and use the calming language examples when developing their responses.
- After the discussion, invite each group to briefly present one de-escalation strategy they identified.
- Summarise that calm communication, respectful language, and giving learners space to regain control can prevent situations from becoming more serious conflicts.

Facilitator Guidance

- Avoid judgement when teachers discuss strong emotions. Acknowledge that frustration and stress are normal in teaching and that learning to manage these reactions is part of professional growth.
- Reinforce that calm responses help teachers maintain authority while protecting learner dignity.
- Where appropriate, connect this discussion to Module 5 by reminding participants that ethical authority often involves responding to conflict with patience, clarity, and respect.

Notes:

Session 3:

Communicating with Parents and Colleagues

Session Flow and Guidance for Facilitators

Purpose

This session builds teacher confidence in holding respectful and constructive conversations with parents and colleagues, particularly when discussing learner behaviour, wellbeing, or safety concerns. It introduces practical strategies for maintaining professionalism, managing difficult conversations, and strengthening collaboration with families and school staff.

Content Overview

- Use the Module 6 Session 3 slides to explore common barriers to effective communication between teachers, parents, and colleagues.
- Introduce principles of respectful communication, including focusing on shared goals, using clear and non-blaming language, and acknowledging emotions.
- Explain when and how teachers should communicate concerns about learner behaviour, wellbeing, or safety.
- Clarify professional boundaries and roles, including the importance of confidentiality and safeguarding responsibilities.
- Emphasise that strong communication between teachers, parents, and colleagues strengthens trust, supports learner wellbeing, and promotes a positive school culture.

Materials Needed

- Module 6 Session 3 slides
- Handout 14: Positive Communication Tips for Parents and Colleagues (print one copy per participant)
- Scenario cards for role plays
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 14: Positive Communication Tips for Parents and Colleagues for each participant.
- Review the handout so you are familiar with the six-step conversation structure and example phrases teachers will use during the activity.
- Review the role play scenarios provided in the facilitator instructions and decide whether to assign one scenario to each pair or allow pairs to choose from the displayed scenarios.
- Ensure the room arrangement allows participants to work comfortably in pairs.

Facilitator Instructions

Step 1 – Framing effective communication (10 minutes)

- Begin by asking participants a reflection question.
- What makes conversations with parents or colleagues difficult?
- Allow several responses.
- Then ask: What helps these conversations go well?
- Using the slides, explain that communication challenges often arise when emotions are high, when people feel blamed, or when expectations are unclear.
- Introduce key principles of respectful communication.

  -Focus on the learner's needs rather than blame.
  -Use clear and respectful language.
  -Acknowledge emotions without escalating the situation.
  -Focus on shared problem-solving and next steps.

- Explain that respectful communication helps maintain trust, even when difficult issues must be discussed.

Step 2 – Role play activity (20 minutes)

- Distribute Handout 14: Positive Communication Tips for Parents and Colleagues.
- Explain that the handout provides a simple six-step structure teachers can use when discussing concerns with parents or colleagues.
- Ask participants to form pairs.
- One participant will play the role of the teacher and the other will play the role of a parent or colleague.
- Provide or display a short scenario for the role play. Use one of the scenarios below for each pair or display several using the slides and allow pairs to choose one.

Scenario for the role play

A parent approaches the teacher angrily after school because their child was disciplined in class. The parent believes the punishment was unfair.

A teacher needs to speak with a parent about a learner who has recently become withdrawn and less engaged in class activities.

A parent complains that their child is being bullied by classmates and demands that the teacher immediately punish the other learners.

A teacher needs to discuss repeated lateness and incomplete homework with a parent while maintaining a supportive tone.

A colleague disagrees with how a teacher handled a classroom behaviour incident and raises the concern during a staff discussion.

A parent insists that their child should receive higher marks and questions the teacher's grading decisions.

- Ask participants to conduct a short conversation using the six-step structure in Handout 14.
- Encourage teachers to focus on tone, respectful language, and clear explanation of next steps.
- After five minutes, ask participants to switch roles so both people practise being the teacher. Keep each role play short, using about five minutes per round and two to three minutes for instructions and transition

Facilitator Instructions..*Cont*

Step 3 – Group reflection and learning points (5 minutes)

- Bring participants back together and invite them to reflect on the activity.
- Guide a brief reflection using one or two of the following questions:

  -What communication approaches helped the conversation stay constructive?
  -What language or behaviours made the conversation more difficult?
  -How can we maintain professionalism when emotions are high?

- Summarise that respectful communication strengthens relationships between teachers, parents, and colleagues and supports better outcomes for learners.

Facilitator Guidance

- Set a respectful and non-judgemental tone. Acknowledge that conversations with parents or colleagues can sometimes be challenging.
- Reinforce the importance of professionalism, clarity, and empathy when discussing learner concerns.
- Encourage teachers to maintain a solution-focused approach rather than focusing on blame.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Cards or sticky notes
- Pens or pencils

Facilitator Instructions

- Invite teachers to take a moment of quiet reflection on how they communicate with learners, parents, and colleagues.
- Distribute a card or sticky note to each participant.
- Ask participants to write two short reflections.

  -One listening skill I will practise this week.
  -One way I want to change how I respond to conflict or difficult conversations.
- Invite a few volunteers to share their reflections if they feel comfortable.
- Explain that improving communication skills strengthens relationships across the school community and helps create a safer and more supportive learning environment.
- Thank participants for their engagement in the module and explain that the next module will explore learner behaviour, trauma, and emotional needs.

Module 7

2 Sessions

Module 7:

Understanding Behaviour, Trauma, and Emotional Well-being

Module purpose

This module introduces teachers to a trauma-informed perspective on learner behaviour and emotional wellbeing. It helps teachers understand how unmet needs, stress, and past experiences influence behaviour, relationships, and learning. The module also equips teachers with practical strategies for creating emotionally safe classrooms that support regulation, connection, and readiness to learn.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain how learner behaviour can communicate emotions, stress, trauma or unmet needs.
- Describe how trauma and chronic stress affect concentration, behaviour, relationships and readiness to learn.
- Apply trauma-sensitive classroom practices that promote emotional safety, regulation, connection and learning readiness.
- Respond to learner behaviour with curiosity, care, boundaries and respect rather than judgement or blame.

Key Messages

- Behaviour can communicate stress, fear, unmet needs or emotional distress.
- Trauma and chronic stress can affect concentration, memory, relationships and behaviour.
- Emotional safety helps learners regulate, participate and learn.
- Trauma-sensitive practice combines care, clear boundaries and predictable support.

Module sessions and time

Session	Title	Time
Session 1	What behaviour tells us	35 minutes
Session 2	How trauma affects learning	40 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**85 minutes / 1 hour 25 minutes**

Session 1:

What Behaviour Tells Us

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers reflect on how behaviour is a form of communication, especially when learners struggle to express emotions or needs in words. It encourages teachers to view challenging behaviour through a trauma informed perspective and to consider what learners may be trying to communicate through their actions.

Content Overview

- Use the Module 7 Session 1 slides to introduce the idea that behaviour is a form of communication
- Explore unmet needs behind common behaviours such as attention seeking behaviour, withdrawal, aggression, or refusal to participate
- Connect behaviour patterns to stress, anxiety, fear, or trauma responses
- Emphasise that understanding behaviour helps teachers respond more effectively while maintaining clear boundaries

Materials Needed

- Module 7 Session 1 slides
- Handout 15: Behaviour Mapping Tool (print one copy per participant)
- Flipchart or board
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 15: Behaviour Mapping Tool for each participant
- Review the handout so you are familiar with the behaviour mapping steps and how they guide teachers from observing behaviour to identifying possible needs and supportive responses
- Review the Module 7 Session 1 slides so you are ready to explain how behaviour can communicate emotions, stress, or unmet needs.
- Arrange the room so participants can work comfortably in small groups during the activity

Facilitator Instructions

Step 1 – Understanding behaviour as communication (10 minutes)

- Begin by asking participants a reflection question: What challenging behaviours do teachers commonly see in classrooms?
- Allow several responses.
- Explain that behaviour is often a form of communication. When learners cannot clearly express emotions, stress, or unmet needs, those feelings may appear through behaviour.
- Using the slides, explain that behaviour may communicate needs such as:

  -A need for attention or connection
  -Frustration with a difficult task
  -Anxiety or fear
  -Tiredness or hunger
  -Stress related to home or peer situations

- Emphasise that understanding behaviour does not mean ignoring rules. Teachers still maintain clear expectations, but they respond with greater awareness of what learners may be experiencing.

Step 2 – Behaviour mapping activity (20 minutes)

- Distribute Handout 15: Behaviour Mapping Tool.
- Explain that the handout helps teachers move from reacting to behaviour toward understanding what the behaviour may be communicating and choosing a supportive response.
- Divide participants into small groups of three to four.
- Give each group one or two example behaviours such as:

  -A learner shouting or arguing loudly during a lesson
  -A learner refusing to participate in work
  -A learner repeatedly leaving their seat
  -A learner withdrawing and remaining silent during activities
  -Frequent absence or arriving late to lessons

- Ask each group to complete the sections in Handout 15 by identifying:

  -What behaviour they observed
  -Possible emotions or needs behind the behaviour
  -Possible underlying factors
  -A supportive teacher response that maintains boundaries and dignity

- Remind participants to write their ideas directly in the handout rather than discussing verbally only.

Step 3 – Whole group reflection (5 minutes)

- Bring participants back together and invite two or three groups to share one example from their discussion.
- Record common themes on the flipchart.
- Highlight key ideas such as:
  -Behaviour often signals emotional needs or stress
  -Curiosity helps teachers respond more effectively than immediate judgement
  -Supportive responses can maintain discipline while protecting learner dignity
- Summarise that when teachers understand behaviour more clearly, they can guide learners more effectively while maintaining a safe learning environment.

Facilitator Guidance

- Encourage curiosity rather than judgement when discussing behaviour
- Emphasise that unmet needs are not excuses for behaviour, but they help explain what learners may be experiencing
- Reinforce that teachers can maintain clear boundaries while still responding with respect and dignity

Session 2:

How Trauma Affects Learning

Session Flow and Guidance for Facilitators

Purpose

This session builds teachers' awareness of how trauma and chronic stress affect concentration, memory, behaviour, and relationships. It explains how the brain responds to stress and introduces practical strategies teachers can use to create emotionally safe classrooms.

Content Overview

- Use the Module 7 Session 2 slides to explain the brain's stress response including fight, flight, and freeze
- Describe how trauma and chronic stress affect attention, memory, emotional regulation, and learning readiness
- Explain why learners affected by stress may react strongly to correction or withdraw from learning
- Emphasise the connection between emotional safety, trust, and readiness to learn
- Introduce practical trauma-sensitive strategies teachers can use in daily classroom practice

Materials Needed

- Module 7 Session 2 slides
- Handout 16: Creating a Safe Learning Environment (print one copy per participant)
- Flipchart or board
- Marker pens
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Print one copy of Handout 16: Creating a Safe Learning Environment for each participant
- Review the handout so you are familiar with the trauma sensitive classroom strategies it presents
- Review the slides so you are ready to explain how trauma and chronic stress affect learning and behaviour.
- Write the following questions on a flipchart or slide:
  -What makes learners feel unsafe in school?
  -What helps learners feel safe and ready to learn?

Facilitator Instructions

Step 1 – Understanding trauma and learning (15 minutes)

- Begin by asking participants a reflection question: What happens to learning when a learner feels afraid, overwhelmed, or unsafe?
- Allow several responses.
- Using the slides, explain that when learners experience high stress, the brain shifts into survival mode. In this state, the brain focuses on protection rather than learning.
- Explain that trauma or chronic stress may affect:

  -Concentration and memory
  -Emotional regulation
  -Relationships with teachers or peers
  -Responses to correction or feedback

- Emphasise that learners who feel safe and supported are more ready to learn.

Step 2 – Safety mapping activity (20 minutes)

- Distribute Handout 16: Creating a Safe Learning Environment.
- Explain that the handout lists practical strategies teachers can use to increase emotional safety in classrooms.
- Divide participants into small groups.
- Ask groups to discuss the two guiding questions:

  -What makes learners feel unsafe in school?
  -What helps learners feel safe and ready to learn?

- Then ask participants to review the strategies listed in Handout 16 and identify three strategies they could realistically apply in their classroom.
- Ask each group to choose one strategy they could begin using immediately.

Step 3 – Plenary sharing (5 minutes)

- Invite two or three volunteers to share one strategy they plan to try.
- Reinforce that small, consistent actions such as calm tone, predictable routines, and respectful correction can significantly improve emotional safety.

Facilitator Guidance

- Avoid clinical language and focus on practical classroom application
- Acknowledge that this topic can be emotionally challenging and maintain a supportive atmosphere
- Reinforce that trauma sensitive approaches benefit all learners

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Cards or sticky notes
- Pens or pencils

Facilitator Instructions

- Invite teachers to take a quiet moment to reflect on what they have learned during this module. You may guide reflection with prompts such as:

  -You have explored how behaviour can communicate emotions and needs.
  -You have considered how trauma and stress can affect learning and behaviour.
  -You have identified ways to create a more emotionally safe classroom.

- Distribute a card or sticky note to each participant.
- Ask teachers to write:

  -One insight they will carry forward from this module
  -One change they will try in their classroom to support emotional safety

- Participants may keep the card as a personal reminder or place it anonymously on a reflection board.
- Invite one or two volunteers to share their reflections if they feel comfortable.
- Close by affirming the important role teachers play in creating safe classrooms where learners feel respected, supported, and ready to learn.
- Remind teachers that if they notice signs that a learner may be experiencing harm or serious distress, they should follow the school safeguarding and reporting procedures discussed in Module 2 and Module 12.

Module 8

3 Sessions

Module 8:

Understanding the Learner Life Skills Intervention

Module purpose

This module prepares teachers to understand and deliver the Grade 4 to 6 life skills programme with confidence, consistency and care. It explains why the programme exists, how learning progresses across the grades, and how life skills lessons contribute to the wider safeguarding culture of the school. The module also emphasises that teacher behaviour is part of the curriculum, because the way adults respond, correct, listen and protect shapes learner safety, participation and help-seeking.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain the purpose and structure of the Grades 4 to 6 learner life skills programme and its contribution to school safeguarding.
- Describe how life skills topics build progressively across grades, terms and weeks, with repetition and increasing complexity.
- Use the Grade 4 to 6 progression map to explain how protective knowledge, skills and values develop over time.
- Link teacher behaviour and classroom climate to learner participation, help-seeking, safe disclosure and respectful peer culture.

Key Messages

- Life skills are part of violence prevention and safeguarding.
- The Grades 4 to 6 programme builds protective knowledge, skills and values progressively over time.
- Repetition across grades is intentional because learners need practice, reinforcement and increasing complexity.
- Teacher behaviour and classroom climate shape learner participation, help-seeking and trust.

Module sessions and time

Session	Title	Time
Session 1	Why life skills and why this sequence	45 minutes
Session 2	The teacher's role in life skills success and classroom culture	55 minutes
Session 3	Aligning life skills with school structures and the whole-school safeguarding approach	40 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time	**150 minutes / 2 hours 30 minutes**	

Session 1:

Why Life Skills and Why This Sequence

Session Flow and Guidance for Facilitators

Purpose

To help teachers understand the prevention logic of the programme, how it supports safeguarding, and why skills are arranged in a developmental progression across grades.

Content Overview

- Use the Module 8 Session 1 slides to introduce the purpose of the Grade 4 to 6 life skills programme and how it supports prevention and safeguarding
- Explain how topics build progressively from foundational safety skills in Grade 4 to practice in Grade 5 and application, judgement, and leadership in Grade 6
- Emphasise that repetition across grades is intentional and helps children build habits and confidence over time
- Reinforce that life skills contribute to the wider school safeguarding approach introduced in Module 3
- Highlight that teacher behaviour and classroom climate shape whether learners can participate, practise, and seek help safely

Materials Needed

- Module 8 Session 1 slides
- Handout 17: Grade 4 to 6 Life Skills Programme Overview and Progression Map (one per participant)
- Flipchart paper and marker pens
- Sticky notes in three colours, or one colour if teachers label them Grade 4, Grade 5, and Grade 6
- Timer or watch

Session time: 45 minutes

Preparatory Work for the Facilitator

- Review Handout 17 so you can describe the arc across Grade 4, Grade 5, and Grade 6 in plain language
- Review the Grade 4 to 6 learning progression in the Module 8 Session 1 slides and prepare a flipchart copy if needed. Use the following headings:

Preparatory Work for the Facilitator

- Review Handout 17 so you can describe the arc across Grade 4, Grade 5, and Grade 6 in plain language
- Review the Grade 4 to 6 learning progression in the Module 8 Session 1 slides and prepare a flipchart copy if needed. Use the following headings:

Grade 4 – Foundation

- Naming emotions and calming down
- Body boundaries and safe and unsafe touch basics
- Speaking up and identifying trusted adults

Grade 5 – Practice

- Communication and friendship skills
- Bullying response and pressure resistance
- Practising help seeking and supporting peers safely

Grade 6 – Application and leadership

- Risk recognition and manipulation awareness
- Digital safety and responsible decision making
- Leadership and protecting self and others safely

- Review the opening framing in Step 2 so you can explain clearly how life skills support prevention and early help-seeking
- Revisit group agreements on respectful discussion and confidentiality, because examples may touch on sensitive issues
- Print Handout 17 for all participants and keep extra copies for late arrivals
- Prepare one enlarged copy of the Grade 4 to 6 progression table from Handout 17 to display on a wall or slide during Step 3



Facilitator Instructions

Step 1 – Individual quick reflection (5 minutes)

- Give each teacher three sticky notes in different colours, or use one colour and ask them to label the notes G4, G5, and G6
- Ask them to write one idea for each grade:

  -Grade 4: One thing a learner in Grade 4 most needs to learn to stay safe
  -Grade 5: One skill a Grade 5 learner needs to practise to stay safe in friendships and peer life
  -Grade 6: One thing a learner in Grade 6 should be able to do to protect themselves and help others

- Collect a few examples verbally and place notes on a flipchart under Grade 4, Grade 5, and Grade 6
- If time is tight, ask for two examples per grade only, then move on quickly. The facilitator should listen for

Grade 4 answers should focus on foundations such as emotions, calming down, body boundaries, safe and unsafe touch basics, trusted adults, speaking up, and safe and unsafe situations

Grade 5 answers should focus on practice skills such as communication, friendship boundaries, bullying response, peer pressure resistance, conflict skills, clearer help-seeking, and helping others safely

Grade 6 answers should focus on application and judgement such as manipulation and coercion, power dynamics, online grooming risk, responsible decision making, leadership, bystander action, supporting peers without taking risks, and reporting wisely

Facilitator Instructions

Step 2 – Mini input (10 minutes)

- Remind teachers that life skills is part of the wider safeguarding and violence prevention intervention and links directly to Module 3 on the Whole School Approach
- Explain that the programme is designed around developmental stages and repeated practice

  -Younger learners start with naming feelings, calming down, body boundaries, consent basics, safe and unsafe secrets, and how to ask for help
  -Older learners revisit the same ideas with more complexity, including peer pressure, power and manipulation, bullying and online risk, safe leadership, and responsibility

- Emphasise that repetition is a strength because it helps skills become habits, especially the help-seeking pathway and trusted adult mapping
- Reinforce that life skills support prevention and early help-seeking, but it depends on the school environment being safe and consistent
- Explain that the programme moves from foundation to practice to application using the slides and flipchart. Skills repeat across grades with increasing complexity so learners build confidence and judgement over time.

- Summarise the learning arc clearly:

  -Grade 4 builds safety foundations,
  -Grade 5 strengthens practice in peer life, and
  -Grade 6 applies skills with judgement and leadership

- Distribute Handout 17: Grade 4 to 6 Life Skills Programme Overview and Progression Map and invite teachers to review it briefly.
- Explain that the handout serves as a reference map for the full Grade 4 to 6 sequence. Teachers will use it during the mapping activity and can also use it later to explain the programme to parents, colleagues, and school leaders.

Step 3 – Group mapping activity (25 minutes)

- Divide teachers into small groups of four to five
- Give each group flipchart paper and ask them to create a progression map with three columns: Grade 4, Grade 5, Grade 6
- Ask groups to complete the following tasks on their flipchart:

  -Write the main focus of each grade in one short phrase
  -Add two or three example topics per grade
  -Show at least one example in each repeating thread: emotions and calming down, boundaries and consent, speaking up and telling, friendships and bullying, digital safety, risk recognition and power

- Encourage teachers to keep Handout 17 open while working. Explain that the aim is not to memorise topics but to understand the pattern of progression across grades.
- Remind groups that strong progression maps should show how the same skills appear across grades with increasing complexity
- Facilitator monitoring prompts while groups are working

  -Which skill thread appears across all three grades?
  -Where do you see repetition with greater complexity?
  -How does Grade 6 show more judgement and leadership compared with Grade 4?
  -How might a teacher respond differently to a learner concern in Grade 4 compared with Grade 6?

- What you expect to see in a strong mapping output

Facilitator Instructions..*Cont*

Step 3 – Mini input (10 minutes)..*Cont*

- What you expect to see in a strong mapping output

  -Grade 4 clearly shows foundations such as naming emotions, body boundaries, safe telling, and trusted adults
  -Grade 5 clearly shows practice in peer life such as friendships, conflict, bullying response, and pressure resistance
  -Grade 6 clearly shows application with judgement, such as manipulation and power, grooming risk, leadership, and peer protection boundaries

Step 4 – Whole group synthesis (5 minutes)

- Invite each group to do a quick two-minutes share of their map
- Affirm correct progression and correct misunderstandings gently
- Close by reinforcing the learning arc in one sentence: Grade 4 builds basic personal safety skills, Grade 5 practises them in relationships and peer life, and Grade 6 applies them with judgement, leadership, and risk awareness
- Reinforce the link to Module 3 by stating that life skills lessons increase learner voice and help-seeking, and therefore school safeguarding response systems must be strong, trusted, and consistent
- Transition by explaining that the next session focuses on how teacher behaviour and classroom culture shape life skills outcome

Facilitator Guidance

- Keep the tone practical. Teachers should leave feeling that the sequence is logical and teachable, not heavy or alarming
- If teachers worry about sensitive topics, reassure them that the programme teaches safety skills, boundaries, and help-seeking in age-appropriate ways, and it does not ask learners to share private experiences
- Reinforce that these lessons reduce classroom disruption over time because learners develop language for feelings, conflict, and support-seeking
- Highlight that when learners gain skills in emotional regulation, communication, and conflict resolution, classroom behaviour and participation often improve over time.

Session 2:

The Teacher's Role in Life Skills Success and Classroom Culture

Session Flow and Guidance for Facilitators

Purpose

To help teachers understand that life skills work through daily classroom practice, not only through lesson delivery. This session helps teachers link teacher behaviour, classroom climate, inclusion, and learner trust to participation, disclosure, and help-seeking.

Content Overview

- Use the Module 8 Session 2 slides to introduce the connection between teacher behaviour, classroom climate, and the effectiveness of life skills learning.
- Explain that life skills programmes are most effective when learners feel emotionally safe, respected, and able to participate without fear of humiliation or punishment.
- Highlight how daily teacher practices such as tone of voice, discipline approaches, responses to mistakes, and management of teasing influence learner confidence, participation, and willingness to seek help.
- Emphasise that teachers play a central role in creating a classroom culture that supports inclusion, fairness, and respectful interaction among learners.
- Reinforce that emotionally safe classrooms encourage learners to practise communication, problem solving, and help-seeking skills introduced in life skills lessons.
- Link these practices to safeguarding by explaining that learners are more likely to disclose bullying, abuse, or distress when adults respond calmly, respectfully, and consistently.

Materials Needed

- Module 8 Session 2 slides
- Handout 18: Teacher Behaviours that Strengthen Life Skills and Safeguarding (one per participant)
- Flipchart or board
- Marker pens
- Timer or watch

Session time: 55 minutes

Preparatory Work for the Facilitator

- Review Handout 18 so you are familiar with the teacher practices described in the handout.
- Prepare a flipchart with two headings: What makes a classroom feel safe and What makes a classroom feel unsafe.
- Review the short examples in Step 1 so they can be explained clearly during facilitation.
- Print Handout 18: Teacher Behaviours that Strengthen Life Skills and Safeguarding and keep extra copies available.

Facilitator Instructions

Step 1 – Framing the session (10 minutes)

- Explain that life skills lessons help learners practise speaking up, seeking help, and making safe decisions.
- Emphasise that learners will only practise these skills when the classroom environment feels emotionally safe and respectful.
- Reinforce that the teacher is part of the curriculum because learners learn from how adults respond when children make mistakes, disagree, feel embarrassed, or experience conflict.
- Use short examples to illustrate the difference between supportive and harmful teacher responses.

Examples

A teacher corrects a learner calmly and privately compared with humiliating a learner publicly.

A teacher stops teasing immediately compared with ignoring teasing or laughing with the class.

A teacher redirects behaviour calmly compared with shouting, threatening punishment, or using shame.

- Emphasise that life skills focus on building protective skills over time, and emotional safety allows learners to practise these skills without fear.

Step 2 – Whole group brainstorm (15 minutes)

- Invite teachers to reflect on their classroom experiences and ask: What makes a learner feel safe enough to speak in class?
- Record responses on the flipchart under the heading What makes a classroom feel safe.
- Ask a second question: What makes learners go quiet, hide mistakes, or feel afraid to participate?
- Record responses under the heading What makes a classroom feel unsafe.
- Encourage discussion using prompts if needed.

  -What happens when a learner gives a wrong answer?
  -What happens when a learner is teased or laughed at?
  -What tone do learners hear when teachers correct behaviour?
  -What happens when a learner becomes upset or withdrawn?
  -What happens when a learner tries to report bullying or harm?
-
- As teachers contribute ideas, group the responses into common patterns such as respect, fairness, predictability, inclusion, privacy, calm correction, and protection from teasing.

Facilitator Instructions..*Cont*

Step 3 – Paired reflection and classroom commitments (20 minutes)

- Distribute Handout 18: Teacher Behaviours that Strengthen Life Skills and Safeguarding.
- Invite teachers to review the handout briefly.
- Ask teachers to work in pairs and identify from the handout:

  -Two practices they already do well in their classroom.
  -Two practices they would like to strengthen.
  -One behaviour they want to stop because it may reduce learner safety or participation.

- Encourage teachers to focus on behaviours that are realistic and observable.
- Examples may include correcting teasing immediately, using calm tone when disciplining, avoiding sarcasm, or allowing learners to pass during sensitive discussions.
- Invite several pairs to share one commitment with the whole group.
- Record a few key commitments on the flipchart.
- Invite teachers to begin the reflection section on the handout during the session. Explain that they may complete the remaining reflection questions privately after the session and revisit their commitments before the next module.

Step 4 – Linking teacher behaviour to safeguarding and help-seeking (10 minutes)

- Explain that life skills lessons often increase learners' confidence to speak up about bullying, fear, or harm.
- Invite teachers to reflect on the following question: If learners begin to speak up more often, what must the adult response look like?
- Capture responses such as calm listening, non-blaming language, private follow-up, and correct use of reporting pathways.
- Reinforce that the adult response must protect dignity, avoid blame, and prioritise safety.
- Link this discussion to the whole-school approach introduced in Module 3 by explaining that life skills strengthens help-seeking, and therefore school safeguarding systems must respond consistently and safely.

Facilitator Guidance

- Keep discussion focused on behaviours and practices rather than judging teachers personally.
- Acknowledge that many teachers were trained using more punitive approaches and that strengthening positive classroom practices is part of professional growth.
- If teachers raise systemic challenges such as large class sizes or limited support services, acknowledge these realities and redirect attention to actions teachers can control daily.
- These include respectful language, predictable routines, calm discipline, fairness, and protecting learners from teasing or humiliation.
- Reinforce that emotionally safe classrooms support both learning outcomes and safeguarding.

Session 3:

Aligning Life Skills with School Structures and The Whole School Safeguarding Approach

Session Flow and Guidance for Facilitators

Purpose

To help teachers understand how life skills connect to the wider multi-level intervention and the whole school safeguarding approach. Teachers reflect on the school structures that must support learner safety, reporting, and referral, and identify how life skills lessons strengthen these systems by increasing participation and help-seeking.

Content Overview

- Use the Module 8 Session 3 slides to explain how life skills lessons connect to the wider multi-level safeguarding intervention and the whole school approach introduced earlier in the training.
- Reinforce that life skills build knowledge, confidence, and help seeking among learners, but school systems must respond safely and consistently when concerns arise.
- Highlight the key school structures that support safeguarding, including safeguarding focal persons, reporting pathways, documentation procedures, and referral systems.
- Emphasise that teachers are responsible for the first response when learners raise concerns and must activate school safeguarding pathways appropriately.
- Encourage teachers to reflect on how classroom teaching, adult responses, and school systems must work together to protect learners.

Materials Needed

- Module 8 Session 3 slides
- Handout 19: Life Skills and Whole School Safeguarding Link Map (one per participant)
- Flipchart paper and marker pens
- Sticky notes (optional)
- Timer or watch

Session time: 40 minutes

Preparatory Work for the Facilitator

- Review the whole school safeguarding approach described earlier in the training so the connection to life skills lessons can be explained clearly.
- Prepare a simple slide that illustrates the multi-level intervention at school level, including teacher training, life skills curriculum, safeguarding focal persons, reporting pathways, parent engagement, and referral linkages.
- Print Handout 19: Life Skills and Whole School Safeguarding Link Map for each participant.
- Review the short example scenario in Step 1 so it can be presented clearly.

Facilitator Instructions

Step 1 – Framing and recap (10 minutes)

- Explain that life skills lessons are one part of a broader safeguarding intervention within the school.
- Emphasise that life skills build protective knowledge, confidence, and communication skills among learners.
- Reinforce that when learners become more confident to speak up, schools must be prepared to respond safely and consistently.
- Remind teachers that the whole-school approach introduced in Module 3 means that adults, routines, and systems work together to protect children.
- Provide a brief example scenario to illustrate the connection.

  -After a lesson on boundaries and safety, a learner tells the teacher that they feel unsafe walking home.
  -Explain that the impact of the lesson depends on how the teacher responds and whether the school has clear systems for support and follow-up.

Step 2 – School safeguarding link mapping (25 minutes)

- Distribute Handout 19: Life Skills and Whole School Safeguarding Link Map.
- Divide teachers into small groups of four to five participants.
- Ask groups to complete the handout by identifying how life skills connect to three areas of school safeguarding practice:

  -Prevention and school culture.
  -Response to concerns and reporting.
  -Referral and follow-up support.

- Ask each group to identify the following:

  -Two ways life skills lessons support prevention and a positive school culture.
  -Two actions teachers must take when learners raise safety concerns.
  -Two school structures that support reporting and referral.
  -One gap or challenge their school should strengthen to improve safe help-seeking.

- Facilitator monitoring prompts during group work

  -If a learner raises a concern after a life skills lesson, what should the teacher do first?
  -Who receives the report in your school?
  -What happens if the safeguarding focal person is unavailable?
  -How does the school protect confidentiality when concerns are reported?
  -How do adults ensure that learners are not punished or blamed for speaking up?

Facilitator Instructions..*Cont*

Step 3 – Plenary sharing and strengthening alignment (5 minutes)

- Invite two or three groups to share one strong alignment idea and one gap they identified.
- Summarise common themes and reinforce several Key Messages.

  -Life skills only works when learners trust adult responses.
  -Reporting pathways must be clear, safe, and consistently used.
  -Teachers must respond without blame, threats, or promises of secrecy.
  -School leadership must support safeguarding action and protect learners who speak up.

- Record three to five practical system actions on the flipchart.
- Examples may include correcting teasing immediately, using reporting pathways consistently, protecting confidentiality, and working together as a staff team when concerns arise.



Facilitator Guidance

- Keep the tone constructive and forward-looking. The aim is to strengthen systems rather than criticise schools.
- If teachers describe harmful practices such as punishment after disclosure or blaming learners, redirect discussion to safeguarding principles and professional responsibilities.
- Reinforce that teachers are not expected to handle safeguarding concerns alone. Their role is to respond calmly, listen, and activate the school reporting pathway.
- Remind teachers that life skills lessons may increase learner disclosure and questions about safety. Teachers should be prepared to respond calmly, listen without judgement, and follow the school safeguarding pathway.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or small cards
- Pens or pencils

Facilitator Instructions

- Invite teachers to reflect quietly on what they have learned during this module.
- Ask each teacher to write three short reflections:

  -One thing I now understand more clearly about the Grade 4 to 6 life skills programme.
  -One teacher behaviour I will strengthen to help learners feel safe and participate.
  -One action I will take to support safe help-seeking and safeguarding response in my school.

- Invite two or three volunteers to share one commitment with the group.
- Close by reinforcing the key ideas from the module.

  -Life skills build protective skills gradually from Grade 4 to Grade 6.
  -Teachers are part of the curriculum because learners practise what adults model.
  -Life skills lessons are most effective when classrooms are respectful and school safeguarding systems respond consistently.

- Explain that the next module will focus on how to facilitate life skills lessons using the Grade 4, Grade 5, and Grade 6 manuals and storybooks.
- Encourage teachers to review the commitments they identified in Handout 18 and consider how these practices will support life skills participation and safe help seeking in their classrooms.

Life Skills Facilitation, Recognising Harm and Inclusive Classrooms

DAY 4

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Day 4:

Life Skills Facilitation, Recognising Harm and Inclusive Classrooms



Module Covered

Module 9: How to facilitate life skills lessons
Module 10: Recognising harm and responding to learners
Module 11: Creating safe and inclusive classroom environments, Session 1 only



Total contact time: 6 hour

Agenda

Time	Session/activity
8:00 –9:00 am	**Arrival and registration**
9:00–9:40 am	Module 9, Session 1: Safe facilitation foundations for life skills lessons
9:40–10:30 am	Module 9, Session 2: Teach-back practice using Grade 4 to 6 facilitation guides and storybooks, Part 1
10:30 – 11:00 am	**Morning tea break**
11:00 am–12:00 pm	Module 9, Session 2: Teach-back practice using Grade 4 to 6 facilitation guides and storybooks, Part 2
12:00–12:45 pm	Module 9, Session 3: Planning for delivery and integration in school routines
12:45–12:55 pm	Module 9 closing reflection and commitment
12:55–1:00 pm	Transition
1:00 – 2:00 pm	**Lunch break**
2:00–2:30 pm	Module 10, Session 1: Recognising signs and indicators of harm
2:30–3:15 pm	Module 10, Session 2: Responding to learners with care, boundaries and healing responses, Part 1
3:15 – 3:45 pm	**Afternoon tea break**
3:45–4:05 pm	Module 10, Session 2: Responding to learners with care, boundaries and healing responses, Part 2
4:05–4:15 pm	Module 10 closing reflection and commitment
4:15–4:55 pm	Module 11, Session 1: Co-creating rules and routines
4:55–5:00 pm	Day 4 wrap-up

Module 9

3 Sessions

Module 9:

How to Facilitate Life Skills Lessons

Module purpose

This module prepares teachers to facilitate the Grade 4 to 6 life skills programme safely, confidently and consistently using the learner manuals, storybooks and facilitation guides. It strengthens teachers' use of participatory methods that support learner engagement, emotional safety and skills practice. The module also helps teachers manage sensitive questions, respond appropriately to safeguarding concerns and connect classroom facilitation to the wider school safeguarding approach, including the buddy system and whole-school violence prevention activities.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain the principles of safe, participatory and age-appropriate life skills facilitation.
- Use learner manuals, storybooks and facilitation guides to deliver life skills lessons as intended.
- Facilitate life skills lessons using participatory methods that promote learner engagement, inclusion and skills practice.
- Manage sensitive questions, learner distress and safeguarding-related concerns without inviting personal disclosures of harm.

Key Messages

- Life skills facilitation should be participatory, age-appropriate and safeguarding-sensitive.
- Teachers should use the learner manuals, storybooks and facilitation guides together as intended.
- Safe facilitation encourages learner voice without inviting personal disclosures of harm.
- Sensitive questions and distress should be handled calmly, respectfully and through safeguarding procedures where needed.

Module sessions and time

Session	Title	Time
Session 1	Safe facilitation foundations for life skills lessons	35 minutes
Session 2	Teach-back practice using Grade 4 to 6 facilitation guides and storybooks	125 minutes
Session 3	Planning for delivery and integration in school routines	35 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**205 minutes / 3 hours 25 minutes**

Session 1:

Safe Facilitation Foundations for Life Skills Lessons

Session Flow and Guidance for Facilitators

Purpose

Purpose: To help teachers understand the principles of safe facilitation and identify the classroom practices that protect learners, encourage participation, and prevent harm during life skills lessons.

Content Overview

- Use the Module 9 Session 1 slides to introduce safe facilitation in life skills teaching.
- Explain that life skills lessons rely on discussion, reflection, and skills practice, so learners must feel emotionally safe in order to participate.
- Reinforce that safe facilitation is part of safeguarding and child protection responsibilities in schools.
- Clarify that teachers guide discussion and activities while protecting learners from teasing, humiliation, or forced participation.
- Introduce Handout 20: Safe Facilitation Checklist for Life Skills Lessons as a practical tool teachers can use to strengthen safe classroom practice.

Materials Needed

- Module 9 Session 1 slides
- Flipchart paper or board
- Marker pens
- Handout 20: Safe Facilitation Checklist for Life Skills Lessons, one per participant
- Timer or watch

Session time: 45 minutes

Preparatory Work for the Facilitator

- Before beginning the session, ensure the following preparation has been completed.
- Review the short examples in Step 1 so you can explain safe and unsafe facilitation practices clearly.
- Prepare a flipchart or board with two headings written clearly before the session begins.

  -What makes a life skills classroom feel safe
  -What makes a life skills classroom feel risky

Ensure that printed copies of Handout 20: Safe Facilitation Checklist for Life Skills Lessons are available for all participants.

Facilitator Instructions

Step 1 – Framing safe facilitation in life skills teaching (8 minutes)

- Use the Module 9 Session 1 slides to introduce the concept of safe facilitation.
- Explain that life skills lessons help learners practise important skills such as expressing feelings, setting boundaries, resolving conflict, and asking for help when they feel unsafe.
- Explain that these skills are practised through discussion and participation rather than memorisation. Because of this, the classroom must feel emotionally safe for learners to speak and participate.
- Emphasise that safe facilitation is part of safeguarding and learner protection. Teachers shape this environment through their tone, responses, and classroom management.
- Present several short examples that illustrate safe and unsafe facilitation.

Scenario 1

Teasing ignored compared to teasing corrected immediately. Example: A learner gives an incorrect answer.

Unsafe response: The teacher laughs or allows other learners to laugh.

Safe response: The teacher thanks the learner for trying and helps guide the discussion toward the correct idea.

Scenario 2

Forcing a learner to answer compared to allowing the learner to pass. Example: A learner hesitates during an activity.

Unsafe response: The teacher forces the learner to speak.

Safe response: The teacher allows the learner to pass and encourages voluntary participation.

Scenario 3

Public humiliation compared to respectful private correction. Example: Learners laugh during a sensitive topic.

Unsafe response: The teacher ignores the behaviour.

Safe response: The teacher calmly stops the laughter and reminds the class about respect and safety.

- Explain that these responses affect whether learners trust the classroom environment.
- Clarify the basic boundaries for safe life skills facilitation.
  -Learners should not be asked to share personal experiences.
  -Participation must remain voluntary.
  -Teasing or humiliation must be corrected immediately.
  -Teachers guide discussion rather than lecturing.
- Explain that these behaviours help protect learner dignity and encourage participation.

Facilitator Instructions..*Cont*

Step 2 – Whole group reflection on classroom safety (7 minutes)

- Draw two headings clearly on the flipchart or board.

  -What makes a life skills classroom feel safe
  -What makes a life skills classroom feel risky

- Ask teachers the following question: What teacher behaviours help learners feel safe enough to participate in life skills discussions?
- Allow a few responses and record them under the heading What makes a life skills classroom feel safe. Encourage teachers to consider behaviours such as respectful language, calm tone, listening, encouragement, and stopping teasing.
- Then ask the second question. What teacher behaviours might make learners afraid to speak or participate?
- Record a few responses under the heading What makes a life skills classroom feel risky. Teachers may mention shouting, humiliation, ignoring teasing, forcing learners to answer, or embarrassing learners.
- Encourage teachers to reflect on how these behaviours affect learner confidence and willingness to speak.
- Summarise the discussion by reinforcing that everyday teacher behaviour shapes whether learners feel respected and safe.

Step 3 – Pair reflection using the Safe Facilitation Checklist (15 minutes)

- Distribute Handout 20: Safe Facilitation Checklist for Life Skills Lessons to each participant.
- Explain that this checklist summarises practical behaviours that support safe facilitation and learner protection during life skills lessons.
- Clarify that teachers can use this checklist when preparing lessons and reflecting on their facilitation practice after teaching.
- Ask teachers to work in pairs. Ask each pair to review the checklist together and reflect on their classroom practice.
- Invite them to identify the following.

  -Two facilitation practices they already do well.
  -Two practices they want to strengthen.
  -One risky practice they want to stop or change.

- Encourage teachers to discuss practical classroom examples while keeping the discussion respectful and general.
- Move around the room to observe discussions and provide clarification if needed.

Step 4 – Plenary reflection and key takeaway (5 minutes)

- Bring the group back together.
- Invite two or three volunteers to share one facilitation behaviour they will practise consistently when delivering life skills lessons.
- Write several of these commitments on the flipchart.
- Summarise the discussion by reinforcing several Key Messages.

  -Safe facilitation encourages learner participation and trust.
  -Teachers protect learners when they respond calmly and respectfully.
  -Life skills lessons are most effective when learners feel safe to speak and practise skills.

- Encourage teachers to keep Handout 20: Safe Facilitation Checklist and refer to it when preparing and delivering life skills lessons.



Facilitator Guidance

- Keep the tone supportive and practical. The aim is to strengthen facilitation practice rather than criticise teaching styles.
- If participants describe harmful disciplinary practices such as humiliation or harsh punishment, redirect the conversation toward respectful classroom management and safeguarding responsibilities.
- Reinforce that calm correction, respectful language, and clear boundaries help teachers maintain authority while protecting learner dignity and emotional safety.

Session 2:

Teach Back Practice Using Grade 4 to 6 Facilitation Guides and Storybooks

Session Flow and Guidance for Facilitators

Purpose

To give teachers practical experience facilitating life skills lesson activities using the Grade 4, Grade 5, and Grade 6 facilitation manuals and storybooks while practising participatory teaching methods and safe facilitation.

Content Overview

- Use the Module 9 Session 2 slides to introduce the purpose, structure, timing and expectations for the teach-back practice session.
- Explain that this session focuses on practical facilitation. Teachers will practise delivering real lesson activities drawn from the Grade 4, Grade 5, and Grade 6 life skills manuals.
- Reinforce that life skills lessons rely on participatory learning methods such as storytelling, discussion, drawing, reflection, voting activities, and scenario analysis.
- Emphasise that teachers should follow the structure provided in the facilitation manuals to ensure consistent learning and safe participation.
- Explain that teachers will practise using the storybooks and lesson activities to guide discussion, reinforce safety skills, and support learner participation.
- Reinforce that teachers must maintain safe facilitation practices during these activities, including respectful language, voluntary participation, and prevention of teasing or humiliation.
- Explain that teachers will practise in small groups using selected lesson segments from different grades and will receive feedback from peers and facilitators. Use the Module 9 Session 2 slides to orient teachers to the Teach Back Practice Matrix.
- Clarify that the aim of the session is to strengthen facilitation skills including giving clear instructions, guiding discussion, encouraging participation, and responding safely to sensitive topics.

Materials Needed

- Module 9 Session 2 slides
- Grade 4 Facilitator Guide Foundation for Safety and Respectful Relationships
- Grade 4 Storybook Learning Heart to Heart
- Grade 5 Facilitator Guide Practising Safe Choices and Respectful Relationships
- Grade 5 Storybook Hand-in-Hand at Upendo Primary School
- Grade 6 Facilitator Guide Applying Safe Choices for My Safety and The Safety of Others
- Grade 6 Storybook The Trusted Path
- Flipchart paper
- Marker pens
- Handout 20 Safe Facilitation Checklist for Life Skills Lessons (distributed in Session 1)
- Timer or watch

Session time: 125 minutes

Preparatory Work for the Facilitator

- Review the Teach Back Practice Matrix and identify the lesson segments that will be practised during the session. Ensure that each group practises activities drawn from Grade 4, Grade 5, and Grade 6 lessons.
- Ensure the selected lesson segments represent different participatory learning methods used in the curriculum such as storytelling, discussion, drawing, role play, or decision-making activities.
- Ensure that each practice group has access to the facilitation manuals and storybooks needed for their assigned lesson segment.
- Arrange the room so that several groups can practise activities simultaneously without disturbing each other.
- Identify co facilitators who will support group practice and observation during the session.
- Brief co-facilitators to move between groups during the practice activities to observe facilitation and reinforce safe classroom practices.

Facilitator Instructions

Step 1 – Introduce the teach back practice session (5 minutes)

- Explain that teachers will now practise facilitating life skills lesson activities using the facilitation manuals and storybooks.
- Clarify that the aim of this session is to practise facilitation skills rather than memorising lesson content.
- Explain that life skills lessons help learners practise safety skills, communication, and decision making through participatory learning.
- Provide examples of activities teachers may facilitate in their classrooms such as

  -Reading and discussing storybook scenarios
  -Drawing activities that help learners reflect on safety concepts
  -Scenario discussion and decision making
  -Voting or movement activities
  -Communication practice activities

- Emphasise that teachers should focus on giving clear instructions, encouraging respectful participation, and reinforcing safety messages.
- Reinforce the following practice ground rules

  -Participation is voluntary
  -Examples should remain general
  -Teasing or disrespectful comments must be corrected immediately
  -Feedback should be constructive and supportive

Step 2 – Form practice groups and assign roles (5 minutes)

- Divide participants into three practice groups of approximately ten teachers each.
- Explain that each group will practise three lesson segments during the session.
- Each lesson segment comes from a different grade level so teachers become familiar with the curriculum progression.
- Assign roles within each group:

  -Lead facilitator – guides the lesson activity
  -Assistant facilitator – supports materials and participation
  -Timekeeper – monitors the time available for the activity
  -Observer – monitors safe facilitation practices using Handout 20 Safe Facilitation Checklist for Life Skills Lessons.

- Explain that roles should rotate so several teachers practise facilitation.

Facilitator Instructions..*Cont*

Step 3 – Present the Teach Back Practice Matrix (5 minutes)

- Explain that each group will practise three lesson segments using the following rotation.
- Present the Teach Back Practice Matrix briefly and clarify that each group will rotate through Grade 4, Grade 5, and Grade 6 lesson segments.

Round 1

Session 1	Grade 4 – Understanding Feelings (storybook discussion activity)
Session 2	Grade 5 – Pressure from Others (storybook scenario discussion)
Session 3	Grade 6 – When Older or Stronger People Help or Hurt (scenario discussion)

Round 2

Session 1	Grade 5 – Setting Clear Boundaries (role play practice)
Session 2	Grade 6 – Staying Safe and Kind Online (voting and discussion activity)
Session 3	Grade 4 – Recognising Triggers and Calming Down (drawing and reflection activity)

Round 3

Session 1	Grade 6 – Digital Safety Decision Making (scenario discussion)
Session 2	Grade 4 – Asking Permission and Accepting No (communication role play)
Session 3	Grade 5 – Listening Well to Others (pair listening practice)

- Explain that this structure ensures teachers practise
-
  -Lessons from Grade 4, Grade 5, and Grade 6
  -Different facilitation methods used in the curriculum.

Step 4 – Group preparation (10 minutes)

- Ask groups to review the assigned lesson segment and prepare how they will facilitate the activity.
- During preparation teachers should identify:

  -Lesson objective
  -Key safety or life skills message
  -How the activity will be introduced
  -What participatory method will be used
  -How the activity will close with a reflection message
- Encourage teachers to refer to Handout 20: Safe Facilitation Checklist for Life Skills Lessons while preparing.
- Facilitators and co-facilitators should move between groups to support preparation.

Facilitator Instructions..*Cont*

Step 5 – Teach back practice (90 minutes)

- Groups facilitate the assigned lesson segments according to the Teach Back Practice Matrix.
- Each group will practise three lesson segments during the session.
- Each lesson segment is allocated 30 minutes.
- Each activity should follow this structure

  -20 minutes facilitation practice: The lead teacher facilitates the activity as if teaching learners in a classroom.
  -5 minutes structured peer feedback and reflection: Group members provide feedback focusing on: clarity of instructions, participation and engagement, safe facilitation practices, reinforcement of safety messages.
  -5 minutes co-facilitator feedback: The facilitator or co-facilitator highlights strengths and provides brief guidance for improvement.
- After each practice block, groups move to the next lesson segment in the Teach Back Practice Matrix.
- Teachers should rotate roles within the group so that different participants practise the roles of lead facilitator, assistant facilitator, and observer.
- Observers monitor facilitation practices using Handout 20: Safe Facilitation Checklist, paying attention to:

  -Respectful language
  -Prevention of teasing
  -Voluntary participation
  -Clear instructions
  -Reinforcement of help-seeking and safety messages
- Facilitators and co facilitators move between groups to observe and support.

Step 6 – Plenary feedback and reflection after teach-back practice (10 minutes)

- Bring participants together for a short plenary discussion after all teach-back rounds have been completed.
- Invite two or three groups to share key reflections from their teach-back experience.
- Ask groups to share:

  -One activity that worked well
  -One facilitation strategy that encouraged participation
  -One moment where learner safety required attention
  -One facilitation skill they want to strengthen
- Facilitators highlight examples of strong facilitation practice observed across the teach-back rounds, including clear instructions, respectful language, voluntary participation, prevention of teasing, and safe handling of sensitive questions or learner discomfort.
- Close by reminding teachers that effective life skills facilitation depends on preparation, tone, safe classroom management, and consistent use of the learner manuals, storybooks and facilitation guides.

Facilitator Guidance

- Maintain a supportive learning environment.
- Reinforce safe facilitation practices whenever teachers demonstrate them.
- Correct unsafe jokes or teasing immediately.
- Encourage teachers to focus on clear instructions and respectful discussion rather than perfect delivery.
- Remind teachers that their tone and responses shape whether learners feel safe enough to participate and seek help.
- Reinforce that the facilitation manuals guide classroom teaching while the Whole School Campaign and Peer Buddy System guides support wider school activities that strengthen learner safety.

Session 3:

Planning for Delivery and Integration in School Routines and Support Systems

Session Flow and Guidance for Facilitators

Purpose

Purpose: To help teachers plan consistent delivery of life skills lessons and understand how classroom teaching connects to school routines, safeguarding pathways, and wider school activities that reinforce safety, respect, and help seeking.

Content Overview

- Use the Module 9 Session 3 slides to introduce lesson rhythm, planning for consistent delivery, and the link between life skills lessons, safeguarding pathways, the Whole School Campaign and the Peer Buddy System.
- Explain that life skills lessons are most effective when they are delivered consistently and follow a predictable structure.
- Reinforce that predictable routines help learners feel safe, participate in discussions, and practise communication and safety skills.
- Emphasise that teachers must plan when life skills lessons will occur in the weekly timetable and how participatory activities will fit within the available class time.
- Introduce the recommended lesson rhythm used in the life skills manuals to support safe and structured teaching, using the Module 9 Session 3 slides and Handout 21: Lesson Rhythm and Integration Planner.
- Explain that life skills lessons may encourage learners to ask questions or seek help about safety concerns. Teachers must be prepared to respond calmly and follow the school safeguarding pathway.
- Introduce two additional programme tools that reinforce classroom learning across the school community: the Whole School Campaign and the Peer Buddy System.
- Explain that these tools help strengthen school culture, reinforce respect and kindness, and support learners to seek help from trusted adults.

Materials Needed

- Module 9 Session 3 slides
- Flipchart paper
- Marker pens
- Handout 21: Lesson Rhythm and Integration Planner
- Handout 22: Whole School Kindness Campaign Guide for Violence Prevention
- Handout 23: Peer Buddy System Implementation Guide
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Review the recommended life skills lesson structure used in the facilitation manuals.
- Prepare a simple example showing how a life skills lesson can fit within a school timetable.
- Review Handout 22: Whole School Kindness Campaign Guide for Violence Prevention and Handout 23: Peer Buddy System Implementation Guide so you can briefly explain their purpose during the session.
- Prepare to explain how classroom lessons connect to wider school safeguarding and prevention activities.

Facilitator Instructions

Step 1: Introduce lesson rhythm and consistent delivery (7 minutes)

- Explain that learners feel safer and participate more when lessons follow a predictable structure.
- Explain that the life skills curriculum recommends a consistent rhythm that helps teachers manage participatory activities and maintain safe discussion spaces.
- Walk teachers through the recommended 40-minutes lesson rhythm.

  -Opening routine and ground rules
  -Participatory activity
  -Reflection and key message
  -Closing and help reminder

- Briefly explain the purpose of each part of the lesson structure.

  -Opening routine helps establish calm participation and remind learners about respectful behaviour.
  -Participatory activities help learners practise communication, decision making, and safety skills.
  -Reflection helps learners identify the key lesson message.
  -Closing reminds learners about trusted adults and where they can seek help.

- Distribute Handout 21: Lesson Rhythm and Integration Planner and explain that teachers will use this tool to plan how life skills lessons will fit into their weekly teaching schedule.

Step 2 – Individual planning (7 minutes)

- Ask teachers to review Handout 21 and complete the planning sections.
- Teachers should identify:

  -Their planned day and time for teaching life skills each week.
  -Their routine for starting life skills lessons.
  -Their routine for closing lessons and transitioning back to other subjects.

- Ask teachers to review the weekly preparation checklist on the handout and reflect on how they will prepare materials and manage participatory activities.

Facilitator Instructions..*Cont*

Step 3 – Pair sharing and problem solving (7 minutes)

- Ask teachers to work in pairs and share their lesson planning ideas.
- Each pair should identify:

  -One challenge they expect when teaching life skills lessons.
  -One practical solution they could use to address that challenge.

- Invite several pairs to share examples with the group.
- Record practical solutions on the flipchart. Examples may include:

  -Using small groups to support participation in large classes.
  -Allowing learners to pass if they do not want to speak.
  -Setting clear discussion rules at the beginning of lessons.
  -Keeping activities simple when time is limited.

Step 4 – Linking classroom lessons to school safeguarding and support systems (7 minutes)

- Explain that life skills lessons may increase learner confidence to speak up about problems, bullying, or other safety concerns.
- Ask teachers the following question: What adult behaviours help learners feel safe enough to seek help?
- Capture responses on the flipchart. Examples may include:

  -Listening calmly
  -Using respectful language
  -Protecting privacy
  -Following correct reporting procedures

- Reinforce that teachers must respond calmly when learners raise concerns and must follow the school safeguarding and reporting pathways.

Step 5 – Introducing supporting school activities (7 minutes)

- Explain that life skills lessons are strengthened when the whole school reinforces the same safety and respect messages.
- Explain that these tools help schools extend life skills learning beyond the classroom by strengthening school culture and peer support.
- Two programme tools help schools reinforce what learners practise during life skills lessons.

Whole School Campaign

- Explain that this activity invites the entire school community to promote kindness, respect, and safety through simple school wide initiatives such as assemblies, learner created posters, songs, plays, or discussions that reinforce positive behaviour and prevent bullying or other forms of violence.
- Schools are encouraged to involve learners, teachers, and parents in identifying actions that strengthen a safe and caring school environment.

Peer Buddy System

- Explain that the Buddy System is a structured peer support initiative where learners are paired to encourage empathy, inclusion, and mutual support.
- Teachers supervise the system and ensure that learners understand boundaries, respect, and reporting responsibilities when safety concerns arise.
- Clarify that the Buddy System does not replace adult responsibility for safety.
- Teachers remain responsible for supervision and must follow school safeguarding procedures if concerns arise.

Facilitator Instructions..*Cont*

Step 5 – Introducing supporting school activities (7 minutes)..*Cont*

- Explain that both tools strengthen life skills learning by reinforcing positive behaviour, empathy, and help seeking across the school environment.
- Ask teachers to turn to Handout 22: Whole School Kindness Campaign Guide for Violence Prevention and Handout 23: Peer Buddy System Implementation Guide in their handbook.
- Explain that these guides contain step by step guidance for schools that want to organise a kindness campaign or establish a peer buddy system.
- Clarify that teachers are not expected to memorise the guides during this session. Instead, they should read the guides later and use them when planning school activities.
- Encourage teachers to review the guides with other staff and raise any questions with school leadership or programme facilitators during implementation.

Facilitator Guidance

- Encourage teachers to keep lesson planning simple and realistic within their school timetable.
- Reinforce that predictable routines support both learning and safeguarding.
- Encourage teachers to collaborate with other staff when planning life skills lessons and school activities.
- Reinforce that respectful adult behaviour encourages learners to participate and seek help.
- Remind teachers that classroom lessons, school campaigns, and peer support systems work together to strengthen a safe and caring school environment.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or small cards
- Pens

Facilitator Instructions

- Ask teachers to reflect quietly on what they have learned in this module about safe facilitation, practising life skills lessons, and planning for delivery in their schools.
- Ask teachers to write:

  -One facilitation behaviour I will practise consistently
  -One thing I will stop doing because it reduces learner safety
  -One phrase or action I will use to keep life skills learning safe and supportive in my classroom or school.
- Invite two or three volunteers to share their reflections with the group.
- Thank participants for their engagement and emphasise that consistent facilitation, predictable routines, and supportive school practices help learners feel safe to participate and seek help.
- Transition to the next module by explaining that the following sessions will deepen teachers' knowledge of learner protection and responding safely when harm is reported.

Module 10

2 Sessions

Module 10:

Recognising Harm and Responding to Learners

Module purpose

This module prepares teachers to recognise signs that a learner may be experiencing harm and to respond in a calm, supportive, and professionally appropriate way. It strengthens teachers' ability to notice patterns of concern, respond safely when a learner shows distress or makes a disclosure, and take responsible next steps through the school safeguarding pathway. The module reinforces that teachers play an important first response role, but they are not investigators. Their role is to listen, protect dignity, record key facts, and refer concerns appropriately.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Identify physical, emotional, behavioural, learning and care-related signs that may indicate harm.
- Explain teacher boundaries and responsibilities when harm is suspected, witnessed or disclosed.
- Respond calmly and supportively when a learner shows distress or shares a concern.
- Record essential facts and report concerns through the agreed safeguarding pathway without investigating.

Key Messages

- Signs of harm may appear through physical, emotional, behavioural, learning or care-related changes.
- Teachers should notice patterns of concern without making assumptions or investigating.
- A safe first response is calm, supportive and non-judgemental.
- Teachers should listen, reassure, record essential facts and report through the agreed safeguarding pathway.

Module sessions and time

Session	Title	Time
Session 1	Recognising signs and indicators of harm	30 minutes
Session 2	Responding to learners with care, boundaries and healing responses	65 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**105 minutes / 1 hour 45 minutes**

Session 1:

Recognising Signs and Indicators of Harm

Session Flow and Guidance for Facilitators

Purpose

Purpose: This session helps teachers recognise possible signs that a learner may be experiencing harm. It builds teachers' ability to observe carefully, notice patterns over time, and avoid making quick assumptions. Teachers practise identifying physical, emotional, behavioural, learning, and care related indicators that may signal concern.

Content Overview

- Use the Module 10 Session 1 slides to introduce how harm may appear through different changes in a learner's behaviour, wellbeing, and participation
- Explain that teachers often notice concerns through patterns across behaviour, emotions, learning, attendance, and care
- Emphasise that a single sign rarely proves harm, but repeated concerns, patterns, and sudden changes should be taken seriously
- Introduce four broad categories of indicators

  -Physical indicators
  -Emotional and behavioural indicators
  -Learning and attendance indicators
  -Care and hygiene indicators

- Reinforce that teachers should observe, record factual concerns, and consult the safeguarding pathway when needed.

Materials Needed

- Module 10 Session 1 slides
- Handout 24: Recognising Signs and Indicators of Harm in their handbook.
- Flipchart or board
- Marker pens
- Timer or watch
- 4 to 6 prepared learner profiles or observation scenarios, printed or displayed. Each group will work with one profile only.

Session time: 30 minutes

Preparatory Work for the Facilitator

- Prepare six learner observation profiles and print each profile on a separate sheet and cut them so that each group receives one profile during the activity. If time allows, profiles can be rotated so groups analyse more than one situation.

Learner Profile 1: Sleeping and Hunger

A learner who was usually active now sleeps in class almost every day. They often say they feel tired and complain of headaches. Their uniform sometimes looks unwashed. The learner occasionally asks classmates for food during break time and has become quieter than before.

Learner Profile 2: Sudden Fear and Avoidance

A learner who used to participate confidently now becomes tense when adults call their name. They avoid going to the staffroom or staying behind after class. When asked what is wrong, they say nothing and look down. They have recently started arriving late and sometimes ask to go home early.

Learner Profile 3: Aggression and Conflict

Over the past two weeks a learner has become more aggressive with classmates. They push others, shout quickly, and refuse to follow simple instructions. Small disagreements quickly turn into arguments. The learner seems easily triggered and struggles to calm down.

Learner Profile 4: Withdrawal and Sadness

A learner who was once engaged in class now sits alone and rarely speaks. They avoid group work and appear sad most of the time. When corrected, even gently, they sometimes begin to cry. Their class performance has declined and they often say things like I am stupid or I cannot do it.

Learner Profile 5: Unexplained Injuries

A learner has had bruises or small injuries several times in the past month. When asked what happened, the learner gives different explanations each time such as I fell or I hit myself. The learner seems nervous when answering questions and quickly changes the subject.

Learner Profile 6: Absence and Behaviour Change

A learner has missed several days of school recently. Since returning they seem distracted and restless in class. They struggle to concentrate and sometimes stare into space. Their homework is incomplete and they avoid talking with classmates. When asked about the absence, the learner simply says they were sick.

- Review the profiles so you are familiar with the scenarios
- Review the session slides so you can clearly explain the four indicator categories and how patterns and changes over time may indicate concern
- Arrange the room so teachers can work easily in small groups of four to five participants

Facilitator Instructions

Step 1 – Framing and mini-input (5 minutes)

- Explain that teachers often notice early signs of distress before a learner speaks about harm
- Emphasise that harm may appear through behaviour changes, emotional reactions, learning difficulties, attendance patterns, or physical signs.
- Reinforce that teachers are not expected to diagnose harm.
- Clarify that their role is to observe patterns, record concerns, and consult the safeguarding system.

Step 2 – Small group observation activity (10 minutes)

- Divide participants into small groups of four to five teachers.
- Give each group one learner observation profile card.
- Ask groups to read their profile together.
- Ask them to discuss the following questions.

  -What observable signs do you notice?
  -What pattern or change over time is important?
  -What is one professional next step the teacher should take?

Step 3 – Whole group debrief (15 minutes)

- Invite each groups to briefly present their learner profile and observations
- Ask each group to explain one observable sign, one pattern or change over time, and one professional next step they suggested.
- Use the facilitator reference below to check whether teachers are identifying observable signs, noticing patterns or changes over time, and suggesting actions that remain within the teacher's professional role.
- Reinforce that patterns, repeated signs, and sudden changes are stronger indicators of concern than a single event.
- Correct gently if teachers suggest actions outside their role. Actions outside the teacher's role include:

  -Investigating the situation themselves
  -Repeatedly questioning the learner to get proof
  -Confronting caregivers, suspected individuals or other learners
  -Asking leading or detailed questions
  -Ignoring the concern or treating it only as a discipline issue
  -Labelling the learner as lazy, stubborn, attention-seeking or dishonest

- Reinforce the key messages

  -One sign alone does not confirm harm.
  -Patterns, repeated signs and sudden changes should be taken seriously.
  -Teachers should observe, record facts, and consult the safeguarding pathway.
  -The aim of the activity is to help teachers move from judgement to observation, from assumptions to patterns, and from reacting alone to using the school safeguarding system.
  -Teachers can review Handout 24: Recognising Signs and Indicators of Harm in their handbook after the session.

Facilitator Reference: Expected observable signs from learner profiles

Use this section as a facilitator reference during group work and debrief. Do not read this section aloud during the session. Use it only to check whether participants' responses are on track. Listen for whether teachers are identifying observable signs, noticing patterns or changes over time, and suggesting actions that remain within the teacher's professional role.

Learner Profile 1: Sleeping and hunger. Expected observable signs may include:

- The learner is sleeping in class frequently.
- The learner complains of headaches and tiredness.
- The learner's uniform sometimes appears unwashed.
- The learner asks classmates for food during break time.
- The learner has become quieter than before.

Learner Profile 2: Sudden fear and avoidance. Expected observable signs may include:

- The learner becomes tense when adults call their name.
- The learner avoids going to the staffroom or staying behind after class.
- The learner looks down and avoids answering when asked what is wrong.
- The learner has recently started arriving late.
- The learner sometimes asks to go home early.

Learner Profile 3: Aggression and conflict. Expected observable signs may include:

- The learner has become more aggressive with classmates.
- The learner pushes others or shouts quickly.
- The learner refuses to follow simple instructions.
- Small disagreements quickly turn into arguments.
- The learner seems easily triggered and struggles to calm down.

Learner Profile 4: Withdrawal and sadness. Expected observable signs may include:

- The learner sits alone and rarely speaks.
- The learner avoids group work.
- The learner appears sad most of the time.
- The learner cries easily when corrected, even gently.
- The learner's class performance has declined.
- The learner speaks negatively about themselves.

Learner Profile 5: Unexplained injuries. Expected observable signs may include:

- The learner has had repeated bruises or small injuries.
- The injuries have appeared several times in the past month.
- The learner gives different explanations for the injuries.
- The learner appears nervous when asked what happened.
- The learner quickly changes the subject.

Learner Profile 6: Absence and behaviour change. Expected observable signs may include:

- The learner has missed several days of school recently.
- The learner appears distracted and restless in class.
- The learner struggles to concentrate.
- The learner sometimes stares into space.
- The learner's homework is incomplete.
- The learner avoids talking with classmates.

Expected responses on patterns and changes over time. Listen for whether teachers are noticing patterns or changes over time. Expected responses may include

- The behaviour is a change from how the learner behaved before.
- The injuries have appeared several times in one month.
- Attendance and performance have declined recently.
- The learner's behaviour has changed suddenly.
- The signs are repeated or appear across more than one area, such as attendance, learning, behaviour, emotions or care.

Facilitator Reference: Expected observable signs from learner profiles

Expected responses on professional next steps. Listen for whether suggested actions are within the teacher's professional role. Appropriate next steps teachers may suggest include:

- Continue observing the learner over time.
- Record factual observations, such as behaviour changes, attendance concerns, injuries or changes in participation.
- Speak privately and calmly with the learner without pressuring them.
- Consult the safeguarding focal person or follow the reporting pathway if concerns continue or if there is an immediate concern.

Treat the concern seriously while avoiding assumptions about what happened



Facilitator Guidance

- Correct blaming language such as lazy or stubborn and redirect participants to describe observable behaviour instead
- Encourage curiosity and observation rather than judgement by asking questions such as What did you notice and What might explain this change
- Remind teachers that disability, trauma, illness, stress, or emotional distress may influence behaviour and learning
- Reinforce that teachers are not expected to diagnose harm. Their role is to observe patterns, record concerns, and consult the safeguarding pathway

Session 2:

Responding to Learners with Care, Boundaries and Healing Responses

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand what learners may carry when they experience harm and how adult responses can either increase or reduce that burden. Teachers learn how calm, respectful, and professional responses support learner safety, dignity, and help seeking.

Content Overview

- Use the Module 10 Session 2 slides to introduce how fear, shame, power and silence may affect learners who experience harm.
- Explain that learners may carry emotional burdens before they speak about what is happening, and that adult reactions can either increase fear or help reduce it.
- Use the Blanket of Burden and Healing Responses activity to help teachers reflect on how learners may experience blame, silence, threats, shame, disbelief or isolation.
- Introduce healing responses that help learners feel safer, believed, supported and less alone.
- Clarify the difference between listening supportively and investigating.
- Use Handout 25: What Learners Carry and What They Need from Adults and Handout 26: Responding to a Learner Disclosure to reinforce the teacher's role in responding calmly, protecting dignity, recording key facts and following the safeguarding pathway.

Materials Needed

- Module 10 Session 2 slides
- One chair for the learner
- One blanket, leso, shawl, or cloth sheet
- Role cards (prepared in advance)
- Burden cards (prepared in advance)
- Healing response cards (prepared in advance)
- Flipchart or board
- Marker pens
- Timer or watch
- Handout 25: What Learners Carry and What They Need from Adults
- Handout 26: Responding to a Learner Disclosure

Session time: 65 minutes

Preparatory Work for the Facilitator

- Arrange the room so one chair is placed at the front and visible to all participants.
- Place the blanket, leso, shawl or cloth nearby so it can easily be placed over the learner during the activity.
- Review the learner scenario so it can be read clearly and calmly during the session.
- Review the Module 10 Session 2 slides so you can introduce the activity, explain healing responses, and link the activity to professional teacher boundaries.
- Review Handout 25: What Learners Carry and What They Need from Adults and Handout 26: Responding to a Learner Disclosure so you can link the activity to the handbook guidance.
- Prepare 10 role cards to use during the activity. If printing is not possible, write the selected role cards clearly on separate pieces of paper or card. Keep the remaining role cards as optional alternatives if there is more time. Use the role cards in the facilitator resource at the end of this session.
- Prepare the matching burden card for each selected role card. If printing is not possible, write each burden statement clearly on a separate piece of paper or card. Pair each role card with its matching burden card before the session. Use the matching role and burden card table in the facilitator resource at the end of this session.
- Prepare the same number of healing response cards as the number of burden cards used in the activity. If printing is not possible, write the healing response statements clearly on separate pieces of paper or card. The healing response cards do not need to match specific roles. Use the healing response card examples in the facilitator resource at the end of this session.
- Review the emotional safety guidance for this activity. Remind participants that the purpose is to strengthen professional awareness and response, not to share personal experiences or identify real cases.

Facilitator Instructions

Step 1 – Framing the activity (5 minutes)

- Introduce the activity by explaining that learners who experience harm often carry emotional burdens long before they speak about what is happening.
- Emphasise that teachers may observe changes in behaviour, participation, or learning before a learner ever discloses harm.
- Explain that this activity helps teachers understand how people around a learner can increase the burden or help reduce it through supportive responses.
- Reinforce that the purpose of the exercise is to strengthen professional teacher responses that protect learners and support help seeking.
- Clarify that the activity focuses on professional learning and understanding, not on blaming individuals or sharing personal experiences.

Step 2 – Set up the learner and the situation (5 minutes)

- Place one chair at the front of the room where all participants can clearly see it.
- Invite one volunteer to represent the learner and sit quietly in the chair.
- Place the blanket, leso, shawl, or cloth gently over the learner's shoulders.
- Explain that the blanket represents the burdens a learner may carry silently when experiencing harm.
- Read the learner scenario aloud:

Learner scenario:

A learner has been experiencing harm and feels afraid to speak up. The learner continues attending school but feels unsafe, confused, and alone. The learner is unsure who they can trust and worries about what might happen if they speak.

Facilitator Instructions..*Cont*

Step 3 – Adding the burden (20 minutes)

- Select 10 participants and give each participant one role card from the prepared role cards.
- Give each of the same participants the matching burden card prepared in advance. Use the matching burden cards from the facilitator resource.
- Explain that each role represents someone in the learner's environment whose reaction may increase the learner's burden.
- Ask the participants to come forward one at a time.
- Each participant reads their role card aloud to describe the reaction of that person in the learner's environment.
- The participant then reads the burden card aloud and places it onto the blanket or the learner's lap.
- Continue until all burden cards have been placed on the blanket.
- Ask the learner volunteer how it felt sitting while the burdens were added.
- Ask the group to reflect on the following questions:
  - -What kinds of pressures or fears might this learner now be carrying
  - -What behaviours might teachers notice from a learner carrying these burdens
  - -What behaviours might teachers mistakenly label as indiscipline, laziness, or stubborn behaviour
  - -How might these burdens affect concentration, memory, confidence, attendance, and participation in class
- Encourage teachers to link what they see in the activity to behaviours they may observe in real classrooms.
- Reinforce the key message before moving to the next step: Even when a learner does not speak about harm, the burden may appear through behaviour changes, emotional withdrawal, learning difficulties, or distress

Step 4 – Removing the burden with healing responses (25 minutes)

- Explain that the activity will now reverse the situation to show how supportive adult responses can reduce the learner's burden.
- Give the same participants one healing response card each. Use the healing response cards prepared from the facilitator resource at the end of this session.
- Ask participants to return to the learner one at a time.
- Each participant removes one burden card from the blanket and reads the healing response statement aloud.
- Remind the group that supportive responses do not immediately remove the problem, but they reduce fear and help the learner feel less alone and safer to seek help.
- Ask the learner volunteer to briefly describe what changed as the burdens were removed, if they feel comfortable.
- Ask the group to reflect on the following questions:
  - -Which healing responses felt most supportive
  - -Which responses sound like actions teachers can realistically provide within their professional role
  - -Which responses require support from the school safeguarding system

Use one or two guiding prompts if further discussion is needed:
- -What did this activity show about behaviour as communication
- -Which adult responses increase a learner's burden
- -Which responses reduce harm and build trust
- -What is the teacher's role and what actions belong to the safeguarding system

Facilitator Instructions..*Cont*

Step 5 – Link to professional response and boundaries (10 minutes)

- Invite participants to open their handbook to Handout 25: What Learners Carry and What They Need from Adults.
- Briefly highlight that learners may carry fear, shame, confusion, threats, and isolation when experiencing harm.
- Emphasise that adult reactions can either increase this burden or reduce it.
- Ask participants to turn to Handout 26: Responding to a Learner Disclosure in their handbook.
- Briefly walk teachers through the safe response steps shown in the handout. Emphasise that the first response from the teacher focuses on listening, reassuring, and activating the safeguarding pathway, not investigating.
- Clarify the professional boundaries described in the handout:
  - -Teachers listen calmly and respectfully.
  - -Teachers do not investigate or interrogate learners.
  - -Teachers do not promise secrecy.
  - -Teachers report concerns through the safeguarding pathway.
  - -Teachers record key facts clearly and confidentially.
- Address common teacher concerns that may arise:
  - -Teachers do not need the full story before reporting. Even partial information should be reported through the safeguarding pathway.
  - -Teachers should avoid asking detailed or leading questions. Their role is to listen and record what the learner shares naturally.
  - -If a learner stops speaking or refuses to continue, the teacher should still report the concern and follow the safeguarding process.
  - -Teachers should never confront the person suspected of causing harm. This is handled through the school safeguarding and referral system.
- Reinforce the key principle: The teacher's role is to respond calmly, protect the learner's dignity, record key information, and activate the safeguarding pathway. Investigation and decision making are handled through the school safeguarding system and relevant authorities.

Facilitator Resource: Role Cards, Burden Cards and Healing Response Cards

Role Cards: Use 10 role cards during the activity. Print and cut the selected role cards, or write them clearly on separate pieces of paper or card if printing is not available.

Role Card 1: Fellow learner

I spread rumours, laugh at the learner, exclude them from activities, or pressure them to keep quiet about what happened.

Role Card 2: Close friend

I tell the learner not to report because it will cause trouble for everyone and things will become worse.

Role Card 3: Sibling or family member

I tell the learner they must stay silent because speaking up will break the family or cause serious problems at home.

Role Card 4: Teacher harmful response

I shout at the learner, shame them in front of others, accuse them of lying, or tell them they should be stronger.

Role Card 5: Teacher dismissive response

I tell the learner they exaggerating or seeking attention and should stop complaining

Role Card 6: Parent or caregiver

I threaten punishment or warn the learner not to speak about family matters outside the home.

Role Card 7: School administration

I delay action or focus on protecting the reputation of the school instead of responding quickly to the learner's concern.

Role Card 8: Non teaching staff or school worker

I repeat what the learner said to others or gossip about the situation around the school

Role Card 9: Community member or neighbour

I blame the learner and suggest that their behaviour must have caused the problem

Role Card 10: Religious or community authority

I tell the learner they should forgive, pray, and stay silent instead of reporting the problem

Role Card 11: Person causing harm

I threaten the learner and warn them that something bad will happen if they tell anyone

Role Card 12: Teacher who avoids involvement

I say the situation is not my responsibility and that someone else should deal with it.

Matching role cards and burden cards: Prepare one matching burden card for each role card selected for the activity. Each participant first reads their role card aloud to describe the reaction from that person in the learner's environment. The participant then reads the burden card aloud and places it on the blanket to represent what the learner may be carrying as a result of that reaction.

Role Card	Burden Card Placed on the Blanket
Fellow learner	Fear of school gossip and stigma
Close friend	Fear of reporting and what will happen next
Sibling or family member	Fear of breaking the family
Teacher harmful response	Shame and self blame
Teacher dismissive response	Fear of not being believed
Parent or caregiver	Fear of punishment if I speak
School administration	Feeling powerless
Non teaching staff or school worker	Feeling alone and unsupported
Community member or neighbour	Being blamed for the harm
Religious or community authority	Confusion and mixed feelings
Person causing harm	Threats from the person causing harm
Teacher who avoids involvement	Being told to keep silent

Healing Response Cards: Prepare the same number of healing response cards as the number of burden cards used in the activity. These cards do not need to match specific roles.

During the second part of the activity, participants who previously placed burdens will each receive one healing response card. They will return one at a time, remove a burden card from the blanket, and read the healing response aloud to represent how supportive adult responses can reduce fear and help the learner feel safer.

If printing is not available, write the healing response statements clearly on separate pieces of paper or card. Examples of healing response cards:

Thank you for telling me. You did the right thing.
I am sorry this happened to you. It is not your fault.
I believe you and I want you to be safe.
You are not in trouble for telling me.
You are not alone. We will make sure you get help.
I cannot keep this secret because I need to help keep you safe.
You do not have to explain everything right now.
We can take this step by step.
I will listen carefully to what you want to share.
What happened is serious and you deserve support.
I will speak to the right person at school so we can help you safely.
I will follow the correct steps to get support for you.
We will make sure this is handled privately and respectfully.
Thank you for trusting me with this.
Your sfety is important and we will take this seriously.

Facilitator Guidance

- Maintain a respectful and calm tone throughout the activity.
- Prevent laughter or joking during the exercise.
- Keep discussion focused on professional responsibility rather than blaming families or communities.
- If participants become emotional, acknowledge the feelings and guide the group back to practical teacher actions.
- Reinforce that teachers are not expected to solve the problem alone. Their role is to respond calmly, protect dignity, and activate the school safeguarding system.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or small cards, one per teacher
- Pens or pencils
- Optional board or wall space for anonymous posting

Facilitator Instructions

- Invite teachers to reflect quietly on the learning from the session.
- Ask each teacher to write three short commitments:

  -One sign I will pay closer attention to in my learners.
  -One response phrase I will use if a learner shares something difficult.
  -One professional boundary I will remember, such as not investigating, not promising secrecy, or reporting through the safeguarding pathway.

- Ask teachers to turn to a partner and share one commitment.
- Encourage respectful listening without debate or judgement.
- Invite two or three volunteers to share one takeaway with the group.
- Affirm the key idea that noticing concerns, responding calmly, and acting early are important forms of protection for learners.
- Close the session by explaining that the next module will focus on how school reporting and referral systems work in practice so that learners receive safe and timely support.

DAY 5

Inclusion, Safeguarding Systems, Wellbeing and Implementation



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Day 5:

Inclusion, Safeguarding Systems, Wellbeing and Implementation

Module Covered

Module 11: Creating safe and inclusive classroom environments, Session 2 and closing reflection
Module 12: Reporting, referral and safeguarding systems
Module 13: Teacher wellbeing and peer support
Module 14: Implementation, reflection and scale-up

Total contact time: 6 hour

Agenda

Time	Session/activity
8:00 –9:00 am	**Arrival and registration**
9:00–9:05 am	Day 5 opening and recap
9:05–9:50 am	Module 11, Session 2: Inclusion and participation
9:50–10:00 am	Module 11 closing reflection and commitment
10:00–10:30 am	Module 12, Session 1: What to do when you have a concern or a learner reports harm, Part 1
10:30 – 11:00 am	**Morning tea break**
11:00–11:10 am	Module 12, Session 1: What to do when you have a concern or a learner reports harm, Part 2
11:10–11:40 am	Module 12, Session 2: How safeguarding systems work
11:40 –12:25 pm	Module 12, Session 3: Reporting pathways and the web of referrals
12:25–12:35 pm	Module 12 closing reflection and commitment
12:35–1:00 pm	Module 13, Session 1: Understanding stress and its impact, Part 1
1:00 – 2:00 pm	**Lunch break**
2:00–2:10 pm	Module 13, Session 1: Understanding stress and its impact, Part 2
2:10–2:50 pm	Module 13, Session 2: Peer support and self-care in practice
2:50–3:00 pm	Module 13 closing reflection and commitment
3:00–3:15 pm	Module 14, Session 1: Planning and implementation, Part 1
3:15–3:45 pm	**Afternoon tea break**
3:45–4:25 pm	Module 14, Session 1: Planning and implementation, Part 2
4:25–4:40 pm	Module 14 closing reflection and transition
4:40–4:55 pm	Post-test and training evaluation
4:55–5:00 pm	Final closing remarks

Module 11

2 Sessions

Module 11:

Creating Safe and Inclusive Classroom Environments

Module purpose

This module prepares teachers to create classroom environments where all learners feel physically safe, emotionally respected, and able to participate in learning. It emphasises fairness, predictability, and belonging as foundations for positive behaviour and effective teaching. Teachers learn practical strategies to co create classroom rules with learners, establish clear routines, and strengthen inclusion, participation, and peer support in daily classroom life.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Explain why safe, predictable and inclusive classrooms support behaviour, participation and learning.
- Co-create classroom agreements and routines that promote safety, fairness and shared responsibility.
- Apply inclusive strategies that support participation, belonging, peer support and respectful interaction among learners.
- Commit to classroom practices that uphold learner voice, dignity, fairness and inclusion.

Key Messages

- Safe and predictable classrooms help learners participate, behave positively and learn.
- Classroom rules and routines work best when they are clear, fair and co-created with learners.
- Inclusion requires attention to gender, disability, confidence, language, peer dynamics and learner voice.
- Every learner should feel respected, valued and able to participate.

Module sessions and time

Session	Title	Time
Session 1	Co-creating rules and routines	40 minutes
Session 2	Inclusion and participation	45 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**95 minutes / 1 hour 35 minutes**

Session 1:

Co-Creating Rules and Routines

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand how collaborative rule setting builds fairness, ownership, and predictability in the classroom. When learners participate in creating class agreements, they are more likely to understand expectations, respect the rules, and take responsibility for behaviour.

Content Overview

- Use the Module 11 Session 1 slides to introduce key principles of effective classroom rules and routines
- Explain that strong classroom agreements are:
  - Few in number
  - Clearly worded and easy to remember
  - Written in positive language that focuses on what learners should do
  - Applied consistently and fairly
- Emphasise that involving learners in rule creation strengthens ownership and responsibility.
- Explain how predictable routines reduce confusion, prevent conflict, and help learners know what to expect during the school day.

Materials Needed

- Module 11 Session 1 slides
- Flipchart or board
- Marker pens
- Handout 27: Sample Class Agreements and Predictable Routines
- Timer or watch

Session time: 30 minutes

Preparatory Work for the Facilitator

- Review the slides and Handout 27 so you are familiar with the examples provided
- Prepare several examples of rules written in both negative and positive forms, for example:
  - Do not shout compared with Speak in a calm voice
  - Do not fight compared with Use words and ask for help
- Arrange the room so teachers can work easily in small groups of four to five participants

Facilitator Instructions

Step 1 – Input and examples (10 minutes)

- Introduce the concept of classroom agreements and explain how they support safety, fairness, and positive behaviour.
- Explain that clear rules and routines help learners feel safe because they understand what is expected and what behaviour supports learning.
- Ask participants: How do clear rules and routines help learners feel safe and ready to learn?
- Present key features of effective class agreements using the slides.
- Show examples of common classroom rules and ask participants to identify which rules are:

  -Clear and easy to understand
  -Written in positive language
  -Realistic for learners to follow

- Use the prepared examples from the preparatory section or examples shown in Handout 27 to demonstrate how negative rules can be rewritten in positive and constructive language.

Step 2 – Small group activity (20 minutes

- Divide teachers into small groups of four to five participants.
- Ask each group to draft a sample class agreement that they could co create with a new class.
- The agreement should include four to five rules written in positive language.
- Ask groups to also discuss how learners would participate in creating the agreement in the classroom.
- After drafting the rules, ask each group to identify one predictable classroom routine they would establish to support behaviour and organisation. Examples may include routines for entering the classroom, asking for help, transitioning between activities, or lining up to leave the room.
- Encourage teachers to use Handout 27 as a reference for examples and ideas while they work.

Step 3 – Whole group sharing and reflection (10 minutes)

- Invite two or three groups to present their class agreements
- Ask groups to briefly explain how learners would be involved in creating and reviewing the rules
- Guide reflection by asking:

  -How might co-creating rules influence learner behaviour and responsibility
  -How might this approach strengthen fairness and classroom safety

- Reinforce that learners are more likely to follow expectations when they feel ownership of the rules

Facilitator Guidance

- Emphasise that rules should be applied fairly and consistently for all learners
- Encourage teachers to consider how younger learners, shy learners, and learners with disabilities can be included in the rule creation process
- Remind teachers that class agreements should be visible in the classroom and reviewed regularly with learners

Session 2:
Inclusion and Participation

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers recognise how everyday classroom practices may unintentionally exclude some learners. It introduces practical strategies that increase participation, support learners with diverse needs, and strengthen peer support. Teachers reflect on barriers that prevent learners from participating and identify simple, low-cost strategies they can apply immediately in their classrooms.

Content Overview

- Use the Module 11 Session 2 slides to introduce key principles of inclusive classrooms.
- Explain that inclusion means ensuring every learner has an opportunity to participate, contribute, and feel valued in the learning process.
- Emphasise that participation should include all learners, not only the fastest or most confident learners.
- Highlight how inclusive classrooms recognise differences in gender, disability, language ability, confidence levels, and learning pace.
- Introduce peer support as an important strategy that strengthens learning and reduces isolation or exclusion among learners.
- Discuss common barriers that may prevent learners from participating, including:

  -Gender norms that silence girls or pressure boys to dominate
  -Disability stigma or teasing
  -Language barriers or low confidence
  -Fear of making mistakes in front of others
  -Teachers unintentionally calling on the same learners repeatedly

Materials Needed

- Module 11 Session 2 slides
- Flipchart paper (one sheet per group)
- Marker pens
- Handout 28: Inclusive Classroom Strategies for Participation and Peer Support
- Timer or watch

Session time: 45 minutes

Preparatory Work for the Facilitator

- Review Handout 28 so you are familiar with the participation, inclusion, and peer support strategies described in the handout.
- Prepare two or three simple examples of participation barriers learners may face in class. Examples may include:
  - -A learner being teased for stuttering
  - -A learner who is always picked last during group work
  - -A shy learner who avoids raising their hand
- Arrange the room so teachers can work comfortably in small groups of four to five participants.

Facilitator Instructions

Step 1 – Input and reflection on barriers (10 minutes)

- Introduce the idea that some classroom practices unintentionally exclude learners from participation.
- Present examples of common barriers using the slides and invite teachers to reflect on situations they may have seen in their own classrooms.
- Ask participants: What makes some learners stay quiet or withdraw during lessons?
- Record several responses on the board or flipchart.
- Ask participants to also consider whether some learners may participate less because of gender expectations, disability stigma, language confidence, or fear of making mistakes.
- Highlight that barriers often relate to confidence, peer behaviour, classroom expectations, or teacher practices.

Step 2 – Barrier mapping and strategy identification (25 minutes)

- Divide teachers into small groups of four to five participants.
- Give each group one sheet of flipchart paper and marker pens.
- Ask each group to identify two to three common barriers that prevent learners from participating in class.
- For each barrier identified, groups should discuss and write one or two strategies teachers could use to address the barrier and support participation.
- After groups begin working, invite teachers to review Handout 28: Inclusive Classroom Strategies for Participation and Peer Support.
- Explain that the handout provides practical strategies teachers can use to strengthen participation, inclusion, and peer support in the classroom.
- Encourage groups to review the handout and use it as a guide when identifying strategies to address participation barriers.

Step 3 – Whole group sharing and reflection (10 minutes)

- Invite two or three groups to present one barrier they identified and the strategies they suggested to address it.
- Encourage discussion about which strategies are realistic and practical for teachers to implement in their classrooms.
- Ask participants:
  - -Do boys and girls participate equally in our classrooms
  - -What small changes can teachers make to ensure both have equal opportunity to speak and lead?
- Ask participants to reflect on which strategies they would like to try in their own teaching practice.

Facilitator Guidance

- Reinforce that inclusion is a continuous process that begins with awareness and small practical changes in classroom practice.
- Encourage teachers to focus on strategies that are realistic within large class sizes and limited resources.
- Emphasise that teachers play an important role in setting classroom expectations that promote respect, fairness, and participation for all learners.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or small cards (one per teacher)
- Pens or pencils
- Optional board or wall space for anonymous posting

Facilitator Instructions

- Invite teachers to reflect quietly on what they have learned during the session about creating inclusive classrooms.
- Distribute sticky notes or cards to each teacher.
- Ask teachers to write two short commitments based on the session:
  - One small change I will make to increase fairness or inclusion in my classroom
  - One rule or routine I would like to co create with my learners to support participation and respect
- Teachers may keep the notes privately or post them anonymously on a board or wall.
- Invite two or three volunteers to briefly share one idea or commitment with the group.
- Thank participants and reinforce the importance of creating classrooms where all learners feel safe, respected, and able to participate.
- Close by explaining that the next module will focus on school level systems for reporting and referral, ensuring that when harm occurs, learners are supported through clear and safe school procedures.

Module 12

3 Sessions

Module 12:

Reporting, Referral, and Safeguarding Systems

Module purpose

This module equips teachers to respond safely when a learner reports harm or when abuse, neglect or exploitation is suspected. It focuses on listening calmly, reassuring the learner, documenting concerns and reporting through the correct school and Ministry of Education safeguarding procedures. The module reinforces teachers' professional and ethical duty to act when a child may be at risk, and to help ensure that every learner is treated with dignity, care and protection.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Identify situations that require safeguarding reporting or referral.
- Explain how school, government and relevant government child protection and safeguarding systems and referral pathways operate.
- Follow agreed reporting and referral procedures correctly and in a timely manner.
- Document safeguarding concerns clearly, factually and confidentially while maintaining appropriate boundaries.

Key Messages

- Reporting is a protective action, not a punishment.
- Teachers listen, reassure, document and report; they do not investigate.
- Safeguarding concerns should be recorded factually, confidentially and promptly.
- Learners are better protected when school, government, community and external referral systems work together.

Module sessions and time

Session	Title	Time
Session 1	What to do when you have a concern or a learner reports harm	30 minutes
Session 2	How safeguarding systems work – 45 minutes	45 minutes
Session 3	Reporting pathways and the web of referrals	40 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time	**125 minutes / 2 hours 5 minutes**	

Session 1:

What to Do When You Have a Concern or a Learner Reports Harm

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand how to respond when they witness harm, suspect abuse or neglect, or receive a disclosure from a learner. It clarifies the teacher's professional responsibility to respond calmly, ensure the learner's immediate safety, and follow the correct safeguarding reporting procedures within the school, diocesan, and national child protection systems.

Content Overview

- Use the Module 12 Session 1 slides to introduce the teacher's safeguarding responsibility and explain when action is required.
- Emphasise that teachers may need to act in three situations: when they witness harm, when they suspect harm based on signs or behaviour, and when a learner directly reports or discloses abuse.
- Explain that teachers are often the first trusted adult a learner speaks to, and the way the teacher responds in that moment can influence whether the learner feels safe enough to continue seeking help.
- Guide participants through the following key areas:
  - When a teacher should be concerned. This includes physical signs of harm, emotional distress, sudden behaviour changes, fear of specific individuals, withdrawal, aggression, or direct disclosures from learners.
  - The immediate steps a teacher should take if a learner discloses harm. This includes staying calm, listening carefully, reassuring the learner, and avoiding probing questions.
  - How and when to report safeguarding concerns through school, Ministry of Education and relevant child protection
  - Actions teachers must avoid. These include promising secrecy, confronting the accused person, investigating the situation independently, or delaying reporting.
- Ask teachers to open Handout 29: Reporting, Referral, and Documentation as the key reference for this session.
- Use the Safeguarding Reporting Pathway in Handout 30 to explain how safeguarding concerns move from the teacher to the school safeguarding focal person and through the appropriate referral system.

Materials Needed

- Module 12 Session 1 slides
- Flipchart or board
- Marker pens
- Handout 29: Reporting, Referral, and Documentation
- Handout 30: Safeguarding Roles, Pathways, and Coordination
- Four printed case scenarios representing different safeguarding concerns
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Review the Module 12 Session 1 slides so you can introduce the teacher's safeguarding responsibility and explain when action is required.
- Review Handout 29 carefully before the session so you are familiar with the reporting steps and documentation guidance.
- Review the reporting pathway in Handout 30: Safeguarding Roles, Pathways, and Coordination so you can explain how the school, government and referral systems connects in practice.
- Prepare four short safeguarding scenario cards that represent common situations teachers may encounter. Use the scenario cards in the facilitator resource at the end of this session. Print and cut the selected cards, or write each scenario clearly on a separate piece of paper or card if printing is not possible.
- Arrange the room so teachers can easily work in pairs or small groups.



Facilitator Instructions

Step 1 – Introducing safeguarding response (15 minutes)

- Begin by explaining that teachers are often the first adult a learner trusts when experiencing harm. The way the teacher responds in that moment can influence whether the learner continues to seek help or withdraws in fear.
- Ask participants the following question to start discussion: What signs might make a teacher worried about a learner's safety?
- Allow several participants to respond. Write a few examples on the board and connect their responses to the signs of concern listed in Handout 29.
- Ask participants to review Handout 29: Reporting, Referral, and Documentation. Keep this as a brief orientation to Handout 29. Do not discuss every point in detail, as teachers will practise applying the steps in the scenario activity.
- Explain that they will also use Handout 30 in the next sessions to understand how the reporting pathway continues after the teacher has made the report.
- Walk teachers through the section titled When should I be concerned? and briefly explain the types of signs that may indicate a safeguarding concern.
- Next guide participants through the section What to do immediately (in the moment). Explain each step clearly and why it is important:

  -Stay calm and present so the learner feels safe.
  -Listen without interrupting or questioning excessively.
  -Thank the learner for telling you. This shows that speaking up was the right decision.
  -Reassure the learner that the harm is not their fault.
  -Do not promise secrecy because the situation must be reported to keep the learner safe.
  -Explain that you will share the concern with the appropriate people in the school so the learner can receive help.

- Explain that these steps help reduce fear and build trust while ensuring the teacher acts responsibly.
- Direct participants to the section What you must never do and explain why certain actions increase risk or harm.
- Emphasise clearly that teachers are not investigators. Their responsibility is to respond calmly, document the concern briefly, and report it through the correct safeguarding pathway.

Facilitator Instructions..*Cont*

Step 2 – Scenario practice (20 minutes)

- Explain that teachers will now practise applying the safeguarding response steps using short scenarios.
- Divide participants into pairs or groups of three.
- Give each group one scenario describing a potential safeguarding concern.
- Ask each group to discuss the following questions:

  -What is the safeguarding concern in this situation?
  -What should the teacher say or do immediately when the learner speaks or when the concern is noticed?
  -Who should the teacher report the concern to in the school safeguarding system?

- Encourage participants to refer to Handout 29 while discussing their responses.
- Allow groups approximately ten minutes for discussion.
- After discussion invite two or three groups to share their responses with the whole group.
- Use this time to clarify any misunderstandings and reinforce the correct safeguarding steps.
- If participants suggest investigating the situation or questioning the learner extensively, remind them that teachers should avoid probing questions and must report concerns through the safeguarding system.

Step 3 – Linking response to documentation (5 minutes)

- Direct participants to the Documentation section in Handout 29.
- Explain that documentation is an essential part of safeguarding because it ensures that concerns are recorded accurately and can be followed up by the safeguarding system.
- Walk teachers briefly through the information that should be recorded when documenting a concern:

  -Date and time
  -Name and class of the learner
  -What the teacher observed
  -What the learner said using their own words where possible
  -What immediate action the teacher took
  -Who the concern was reported to and when

- Explain that documentation should focus on facts rather than personal opinions or assumptions.
- Reinforce that accurate documentation helps protect the learner and ensures that the safeguarding system can respond effectively.

Facilitator Resource: Scenario Cards for Safeguarding Response Practice

Use these scenario cards during Step 2: Scenario practice. Print and cut each selected card, or write each scenario clearly on a separate piece of paper or card if printing is not possible.

- A learner who suddenly becomes withdrawn and fearful of going home
- A learner who reports being bullied repeatedly by peers
- A learner who arrives with unexplained injuries and appears anxious
- A learner who discloses abuse by a caregiver



Facilitator Guidance

- Some teachers may feel uncertain or anxious about reporting safeguarding concerns, especially if they are unsure whether harm has occurred.
- Reassure participants that reporting a concern does not mean making an accusation. It is a protective action that allows safeguarding professionals to assess the situation and ensure the learner's safety.
- Emphasise that teachers are responsible for recognising concerns, responding with care, documenting key facts, and reporting through the correct safeguarding pathway.
- Remind participants that early reporting helps prevent further harm and ensures that learners receive the support they need.
- Close the session by reinforcing the key message: when a teacher responds calmly, listens carefully, and reports concerns promptly, they play a crucial role in protecting the safety and dignity of every learner.

Session 2:

How Safeguarding Systems Work

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand how their actions fit within the wider safeguarding system in schools and communities. It explains the different roles involved in safeguarding, how information is shared appropriately and confidentially, and what happens after a report is made. The session reinforces that safeguarding is a coordinated system involving teachers, school leadership, diocesan structures, and national child protection services.

Content Overview

- Use the Module 12 Session 2 slides to explain how safeguarding systems function in practice and why coordination is necessary to protect learners effectively.
- Explain that when a safeguarding concern is reported, the teacher does not handle the case alone. The concern moves through a structured safeguarding system designed to protect the learner while maintaining confidentiality and accountability.
- Guide teachers through the following key points:

  -Safeguarding is a shared responsibility across the school and external child protection services.
  -Teachers are often the first point of contact when a learner reports harm.
  -Schools have safeguarding focal persons or safeguarding leads who coordinate reporting and referrals.
  -Information must be shared carefully and confidentially with those responsible for safeguarding decisions.
  -After a report is made, the safeguarding lead coordinates the next steps, which may include referral to child protection services, health services, or counselling support.
  -Teachers continue to support the learner in the classroom while the safeguarding system responds.

- Ask participants to open Handout 30: Safeguarding Roles, Pathways, and Coordination and use the handout as the main reference during the session.
- Explain that the handout describes how safeguarding roles work together, how information is shared confidentially and how teachers remain within their professional role.
- Emphasise that this reflects the safeguarding expectation that schools act through clear procedures, designated roles, and coordinated referral rather than leaving individual teachers to manage cases alone

Materials Needed

- Module 12 Session 2 slides
- Flipchart or board
- Marker pens
- Handout 30: Safeguarding Roles, Pathways, and Coordination
- Timer or watch

Session time: 45 minutes

Preparatory Work for the Facilitator

- Review the Module 12 Session 2 slides and Handout 30: Safeguarding Roles, Pathways, and Coordination before the session so you are familiar with the safeguarding roles, reporting pathway and coordination points described
- Ensure all participants have access to Handout 30 before the session begins.
- Review the safeguarding reporting pathway in the handout so you are comfortable explaining each step clearly.

Facilitator Instructions

Step 1 – Understanding safeguarding roles and coordination (15 minutes)

- Begin by explaining that safeguarding is not the responsibility of one individual. It requires coordination between teachers, school leadership, safeguarding leads, diocesan structures, and external services.
- Ask participants the following question: If a learner reports harm to you, who is the first person you would report to in your school?
- Allow several responses and record them briefly on the board.
- Direct participants to the section titled Safeguarding Reporting Pathway in Schools in
- Handout 30.
- Walk teachers through the section that describes the key safeguarding roles. Explain how each role contributes to protecting the learner.
- Clarify the responsibilities of the following actors:

Teacher

- Notices concerns.
- Responds calmly and listens to the learner.
- Documents key facts.
- Reports the concern to the safeguarding focal person or school leadership.

Safeguarding focal person or safeguarding lead

- Receives safeguarding reports.
- Determines appropriate action using safeguarding procedures.
- Ensures confidentiality.
- Coordinates referrals to relevant services

Headteacher or deputy

- Ensures safeguarding policies are implemented in the school.
- Supports staff to follow reporting procedures.
- Escalates serious cases when necessary

Guidance and counselling staff

- Provide emotional support to learners where available.
- Assist with referral to counselling or psychosocial services

External safeguarding actors

- May include children's officers, police units, health professionals, or social workers.
- Investigate cases and provide protection services when required.

- Walk participants through each step of the pathway and explain how a safeguarding concern moves from the teacher to the safeguarding focal person and through the appropriate referral system.
- Explain that a coordinated safeguarding system ensures learners receive support without unnecessary delays or repeated questioning.
- Emphasise that following this pathway helps ensure the learner does not need to repeat their story unnecessarily and that the response is coordinated across the safeguarding system.

Facilitator Instructions..*Cont*

Step 2 – Clarifying teacher boundaries (10 minutes)

- Explain that teachers must understand the limits of their role within the safeguarding system.
- Ask participants to briefly discuss the following questions with the person sitting next to them:

  -Should a teacher question a learner repeatedly to find out more details?
  -Should a teacher confront the person accused of harming the learner?
- Allow participants a few minutes to discuss their responses.
- After discussion explain clearly that teachers should avoid these actions.
- Reinforce that teachers should not investigate cases or confront suspects. Their responsibility is to report concerns through the safeguarding pathway and support the learner in the classroom.
- Direct participants again to Handout 30, which outlines teacher responsibilities and boundaries within safeguarding coordination.
- Explain that respecting these boundaries protects the learner and protects the teacher from handling situations beyond their role.

Step 3 – Questions and clarification (5 minutes)

- Invite participants to ask questions about safeguarding roles or reporting procedures.
- If participants raise concerns about uncertainty or fear of making mistakes, reassure them that safeguarding systems are designed to support teachers and ensure concerns are handled appropriately.
- Close the session by reinforcing three key messages:

  -Act early when a safeguarding concern arises.
  -Report concerns through the correct safeguarding pathway.
  -Maintain confidentiality and protect the dignity of the learner.

Facilitator Guidance

- Keep the discussion practical and focused on the teacher's role. Avoid overwhelming participants with excessive technical detail about external systems.
- Encourage participants to see safeguarding as a coordinated effort rather than an individual responsibility.
- Emphasise that when teachers report concerns through the correct pathway and follow school procedures, they contribute to a system that protects learners and ensures appropriate professional response.

Session 3:

Reporting Pathways and the Web of Referrals

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers understand how safeguarding systems operate in practice and why clear reporting pathways matter. It builds awareness of how poor coordination between institutions can increase the burden on a learner. The session reinforces the importance of early reporting, coordinated referral, and accurate documentation to ensure learners receive timely protection and support.

Content Overview

- Use the Module 12 Session 3 slides to guide teachers through the following ideas:
  - How reporting and referral can either protect learners or increase their burden
  - The risk of re-traumatisation when learners must repeat their story many times
  - How coordination between actors reduces harm and improves safety outcomes
  - What teachers can do to make the first response safer and more coordinated
- Ask participants to open Handout 30: Safeguarding Roles, Pathways, and Coordination.
- Direct participants to the section titled Safeguarding Reporting Pathway in Schools.
- Briefly review the reporting pathway and explain how safeguarding concerns should move through the system when procedures are followed correctly.
- Emphasise that coordinated safeguarding responses reduce the burden on the learner and ensure timely protection.

Materials Needed

- Module 12 Session 3
- A ball of coloured thread or yarn
- Flipchart or board
- Marker pens
- Timer or watch
- Handout 30: Safeguarding Roles, Pathways, and Coordination

Session time: 45 minutes

Preparatory Work for the Facilitator

- Review the activity instructions and Facilitator resource: Brian scenario card and character cards carefully before the session.
- Ensure there is enough space at the front of the room for participants to stand in a circle and move between roles.
- Prepare a ball of yarn or thread long enough for Brian to move between the different actors in the referral system while the yarn remains connected between them.
- Prepare a flipchart with the following two headings:

  -What made the referral journey harder for Brian
  -What would reduce harm and improve coordination

- Prepare the Brian scenario card and the character cards using the facilitator resource at the end of this session. Print and cut each card, or write each role title and response statement clearly on a separate piece of paper or card if printing is not possible.
- Prepare each character card so that Brian can see the role title or office they are approaching, but cannot read the response statement before reaching that person.
- Keep the Brian scenario card separate from the character cards. Give it only to the volunteer playing Brian.

Facilitator Instructions

Step 1 – Set up the activity (6 minutes)

- Ask for 10 volunteers from the group.
- Ask 9 volunteers to stand in a circle at the front of the room.
- Ask the 10th volunteer to stand in the centre and play Brian.
- Explain that Brian represents a learner who is trying to seek help after experiencing violence.
- Ask the remaining participants to sit or stand around the circle as observers.
- Give each person in the circle one character card from the facilitator resource at the end of this session
- Explain that Brian should be able to see the role title, but not the response statement before approaching each person.
- Give Brian the scenario card from the facilitator resource at the end of this session and the ball of yarn.
- Explain the purpose of the activity clearly: Today we will use a role play to understand how referral systems can either support a learner or make the situation more difficult. The activity is not about blaming individuals or institutions. It helps us see what can happen when systems are unclear or poorly coordinated.

Step 2 – Introduce Brian's story (4 minutes)

- Read Brian's scenario aloud clearly so all participants understand the situation.

Brian Scenario

Brian is a 10-year-old boy who has been experiencing physical and emotional abuse from his stepfather for the past year. He is often beaten, insulted, and sometimes denied food. Brian finally decides to tell his teacher at school because he hopes someone will help him stay safe.

- Explain that Brian will now try to seek help from different actors in the system

Facilitator Instructions..*Cont*

Step 3 – Run the Web of Referrals role play (15 minutes)

- Ask Brian to approach the person holding the Teacher, first contact card.
- Brian must carry the ball of yarn as he moves.
- Each time Brian approaches a new person, the person reads their response aloud and tells Brian who to go to next.
- Brian should follow the referral direction given by each actor.
- Each time Brian moves, they should:

  -Leave part of the yarn with the previous person
  -Continue unwinding the yarn as they walk to the next person

- Ask each actor to read only the response written on their card, without adding explanation or discussion during the role play.
- The facilitator should allow the role play to continue without interruption until Brian has moved through the full chain.
- By the end of the activity, the yarn should form a tangled web around Brian.
- Explain to observers that the yarn represents the increasing burden the learner experiences as they move through an uncoordinated system.

Step 4 – Group discussion and reflection (12 minutes)

- Ask observers first:

  -What happened to Brian as the referrals continued?
  -What made the referral journey harder for Brian?

- Ask the volunteer playing Brian, if they feel comfortable: How did it feel being moved from one person to another without clear support?
- Ask volunteers who played other roles: What challenge did your role represent?
- Ask the whole group:

  -What could the first teacher have done differently to reduce the burden on Brian?
  -What would help reduce the need for learners to repeat their story many times?

- Record key responses on the flipchart under the prepared headings.

Step 5 – Key learning points and link to teacher action (8 minutes)

- Summarise the key messages clearly:

  -A learner's first disclosure is already difficult. Repeating the story many times can increase emotional distress.
  -Poorly coordinated systems can unintentionally increase the burden on the learner.
  -Safeguarding systems should focus on coordination and protection rather than passing responsibility.
  -Teachers are not investigators but they play an important role in responding calmly, documenting concerns, and reporting through the correct safeguarding pathway.
  -A clear reporting pathway protects the learner and helps ensure that appropriate services respond quickly.

- Conclude with the following message: The purpose of referral is to reduce harm and increase safety. When safeguarding systems are coordinated, the learner carries less burden, support arrives more quickly, and the child is more likely to remain safe.

Facilitator Resource: Brian Scenario Card And Character Cards

Brian scenario card

Brian is a 10-year-old boy who has been experiencing physical and emotional abuse from his stepfather for the past year. He is often beaten, called names and sometimes denied food. Brian finally decides to tell his teacher at school because he hopes someone will help him stay safe.

Teacher, first contact

I'm sorry this is happening, Brian. You should speak to the guidance and counselling teacher.

Guidance and counselling teacher

This sounds serious, but I have many students to support. You should report this to the headteacher

Headteacher

We need to follow the official procedure. I will refer this case to the child protection officer.

Child protection officer, County Children's Department

This case may require police involvement. You should report it to the police.

Police officer, Gender and Child Protection Unit

We need medical evidence before we can act. You should go to the hospital first.

Health facility representative

We can document your injuries, but we do not manage protection cases. You should return to the social worker.

Psychosocial support officer

We can provide counselling, but accommodation is not available here. You should contact the safe shelter.

Safe shelter representative

Our shelter is currently full. You may need to stay with a relative for now.

Legal aid representative

This case may take time in the legal system. Additional information will be required.

Facilitator Guidance

- Prepare participants before the role play by explaining that the activity is about understanding how systems can either support learners or increase their burden. It is not about blaming individual people, offices or institutions.
- Keep the tone calm and respectful throughout the activity. The scenario involves harm to a child, so prevent laughter, joking or dramatic acting.
- Remind the volunteer playing Brian that they do not need to act emotionally or share any personal experience. Their role is only to move through the referral pathway and hold the yarn.
- Make sure Brian can see the role title of each person or office, but not the response statement before approaching them. This helps show that learners often do not know what response they will receive when they seek help.
- Ask each character to read only the response on their card. Do not allow participants to add extra explanation, advice or improvisation during the role play.
- If participants begin to debate during the role play, pause briefly and remind them that discussion will happen after the activity.
- During the debrief, focus the discussion on what would make the safeguarding pathway safer, clearer and more coordinated for the learner.
- Avoid allowing the discussion to become a criticism of one sector only, such as teachers, police, health workers or social workers. Emphasise that safeguarding requires coordination across all actors.
- Reinforce that teachers are not expected to manage referrals alone. Their role is to respond calmly, record key facts, report through the correct pathway and support the learner in the classroom.
- Use the yarn web to highlight the learner's burden. Explain that when systems are unclear or poorly coordinated, the child may feel passed from one person to another without protection.
- Close the discussion by linking the activity back to Handout 30: Safeguarding Roles, Pathways, and Coordination, especially the importance of clear roles, timely reporting, confidentiality and coordinated referral.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Cards or sticky notes (one per teacher)
- Pens or pencils
- Optional reflection board

Facilitator Instructions

- Ask teachers to sit quietly and reflect on what they have learned during the module.
- Offer the following prompts aloud:

  -You have explored how to respond when a learner may be at risk.
  -You have examined how safeguarding systems work together.
  -You have considered the role teachers play in protecting learners.

- Ask participants to write two reflections:

  -One thing I will do differently if I am worried about a learner
  -One part of the safeguarding system I now understand better

- Teachers may keep their cards or place them anonymously on the reflection board.
- Thank participants for their engagement and reinforce the message that safeguarding is not only a policy requirement but a daily professional responsibility to ensure that every learner is safe, respected, and protected.

Module 13

2 Sessions

Module 13:

Teacher Well-being and Peer Support

Module purpose

This module supports teachers to recognise the emotional demands of safeguarding and classroom management and how these pressures can affect their well-being and professional practice. It explores common sources of stress, introduces simple and realistic self-care strategies, and promotes peer support as a practical way of sustaining well-being in school settings. The module reinforces that teacher well-being is not separate from safeguarding work. It is part of creating safe, calm, and supportive learning environments for learners.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Recognise signs of stress linked to classroom management, safeguarding responsibilities and wider school demands.
- Explain how teacher stress can affect reactions, decision-making and relationships with learners.
- Practise simple self-care, stress management and peer support strategies for everyday school situations.
- Identify when and where to seek additional support for personal or professional wellbeing.

Key Messages

- Teachers need care and support in order to care for learners well.
- Stress is a normal response to difficult work, not a personal failure.
- Teacher stress can affect judgement, communication and relationships with learners.
- Self-care and peer support help sustain safe, calm and effective practice.

Module sessions and time

Session	Title	Time
Session 1	Understanding stress and its impact	35 minutes
Session 2	Peer support and self-care in practice	40 minutes
Closing reflection	Reflection and commitment	10 minutes
Total module time		**85 minutes / 1 hour 25 minutes**

Session 1:

Understanding Stress and Its Impact

Session Flow and Guidance for Facilitators

Purpose

This session builds awareness of how emotional stress affects teachers' well-being and professional practice, particularly in demanding areas such as classroom management, learner behaviour support, and safeguarding responsibilities. The session helps teachers recognise common sources and signs of stress and understand how stress can influence their reactions, decision making, and relationships with learners. By learning to notice stress early, teachers can pause, regulate their responses, and maintain calm and supportive classroom environments.

Content Overview

- Use the Module 13 Session 1 slides to introduce the emotional demands teachers often experience in school settings and explain that stress is a normal response to challenging work.
- Explore common sources of stress in the school environment, including:

  -Large class sizes and constant noise
  -Pressure to complete the syllabus within limited time
  -Repeated learner behaviour challenges
  -Conflict between learners
  -Difficult conversations with parents or caregivers
  -Exposure to learner distress, trauma, or safeguarding concerns
- Introduce the physical, emotional, and behavioural signs that may indicate a teacher is experiencing stress.
- Explain how stress can influence teacher reactions, patience, decision making, and the way discipline is used in the classroom.
- Reinforce that recognising and managing stress helps teachers respond calmly, maintain professional judgement, and protect positive relationships with learners.
- Ask participants to open Handout 31: Understanding Your Stress Responses, which will be used during the session as a reflection tool.

Materials Needed

- Module 13 Session 1 slides
- Handout 31: Understanding Your Stress Responses
- Flipchart paper
- Marker pens
- Timer or watch

Session time: 35 minutes

Preparatory Work for the Facilitator

- Review the Module 13 Session 1 slides so you can introduce common sources of teacher stress and explain how stress may affect reactions, decision-making and relationships with learners.
- Review Handout 31: Understanding Your Stress Responses so you are familiar with the sections on stress triggers, stress responses, and the 60-second reset exercise.
- Prepare a few relatable examples of stress teachers may experience, particularly those linked to classroom management, safeguarding concerns, workload pressures, and interactions with parents.
- Ensure enough copies of Handout 31 are available for all participants.
- Arrange the room so teachers can easily work in small discussion groups of three to four participants.
- Be prepared to keep the session calm and supportive, as some teachers may recognise their own stress responses during the discussion.

Facilitator Instructions

Step 1 – Input and reflection (15 minutes)

- Begin by explaining that teaching can be emotionally demanding work and that experiencing stress in difficult situations is normal.
- Emphasise that recognising stress early can help teachers respond more calmly and make better professional decisions in the classroom.
- Present examples of common school stressors using the slides, such as large classes, behaviour challenges, safeguarding disclosures, workload pressures, and difficult conversations with parents.
- Invite participants to quietly reflect on which of these stressors they experience most often. Teachers may indicate recognition by raising a hand or nodding.
- Ask participants to open Handout 31: Understanding Your Stress Responses.
- Walk participants through the sections titled Common school stressors and How stress shows up in the body and mind.
- Explain that stress can appear in several ways:

  -Physical signs such as headaches, fatigue, muscle tension, or difficulty sleeping
  -Emotional signs such as irritability, anxiety, sadness, or feeling overwhelmed
  -Behavioural signs such as shouting quickly, withdrawing from colleagues, avoiding difficult conversations, or working without breaks

- Explain that recognising these early signs helps teachers pause before reacting and maintain professional responses with learners

Step 2 – Small group mapping (15 minutes)

- Divide participants into small groups of three to four teachers.
- Provide each group with flipchart paper and marker pens.
- Ask groups to discuss and map the following:

  -Common stressors they face in their work or personal life
  -How stress usually affects their reactions or behaviour
  -What helps them calm down or cope more effectively

- Encourage participants to refer to the Stress Spiral reflection section in Handout 31 while discussing patterns of stress and response.
- Remind participants to avoid mentioning specific learners, colleagues, or family members during the discussion in order to maintain respect and confidentiality.
- Circulate among the groups to support discussion and ensure the conversation remains constructive.

Facilitator Instructions..*Cont*

Step 3 – Group debrief and practical calming strategies (5 minutes)

- Invite one or two volunteers to briefly share a coping strategy that helps them calm down during stressful moments.
- Introduce the 60-second reset exercise from Handout 31 and explain that small pauses, breathing, or grounding techniques can help teachers regain calm before responding to learners.
- Reinforce that recognising stress and taking a brief pause can help prevent reactive discipline and support more thoughtful responses.

Facilitator Guidance

- Normalise stress and remind participants that experiencing pressure in emotionally demanding work is common.
- Maintain a calm and non-judgemental tone during the discussion so participants feel safe reflecting on their experiences.
- Watch for signs that a participant may be becoming distressed and allow a short break or quiet moment if needed.
- Guide the conversation away from blaming specific learners or colleagues and focus instead on understanding stress patterns and coping strategies.
- Reinforce the key message that protecting teacher well-being helps teachers respond calmly, maintain professional judgement, and support learner safety and well-being.

Session 2:

Peer Support and Self-Care in Practice

Session Flow and Guidance for Facilitators

Purpose

This session introduces practical ways teachers can sustain their well-being through supportive relationships with colleagues and small, manageable self-care strategies. It emphasises that teachers do not have to manage stress alone. Peer support, brief pauses during demanding moments, and realistic self-care practices can help teachers remain calm, maintain professional judgement, and continue supporting learners effectively.

Content Overview

- Use the Module 13 Session 2 slides to introduce practical ways teachers can sustain well-being through supportive relationships and small daily self-care actions.
- Explain what peer support can look like in schools, including brief check-ins with colleagues, listening to one another after a difficult day, sharing strategies for classroom challenges, or temporarily assisting a colleague when possible.
- Clarify the boundaries of peer support by emphasising that peer support means presence, encouragement, and listening rather than counselling or solving another person's problems.
- Introduce simple self-care practices that teachers can realistically use during busy school days, such as breathing exercises, short breaks, stretching, drinking water, or brief moments of reflection or prayer.
- Explain when teachers may need additional support and where they can seek help, including from senior teachers, guidance and counselling staff, chaplains, or professional services.
- Ask participants to open Handout 32: Self-Care and Peer Support Tools, which will be used as the main reference during this session.

Materials Needed

- Module 13 Session 2 slides
- Handout 32: Self-Care and Peer Support Tools
- Timer or watch
-

Session time: 40 minutes

Preparatory Work for the Facilitator

- Review the Module 13 Session 2 slides so you can introduce peer support, realistic self-care practices and boundaries of peer support.
- Review Handout 32: Self-Care and Peer Support Tools so you are familiar with the sections on small self-care practices, peer support boundaries and the peer listening guide.
- Select two reflection questions that will guide the paired listening activity.
- Be prepared to explain the difference between peer support and counselling.
- If possible, identify available school or community support options that teachers could access if they need additional support.

Facilitator Instructions

Step 1 – Framing peer support and self-care (10 minutes)

- Begin by explaining that teacher well-being is supported not only by individual self-care but also by positive relationships with colleagues.
- Emphasise that teachers often support each other informally through conversation, encouragement, and shared problem solving. These everyday interactions are already forms of peer support.
- Clarify that peer support does not mean counselling or solving another person's problems. It simply means listening respectfully, offering encouragement, and helping colleagues feel less alone during difficult moments.
- Ask participants to open Handout 32: Self-Care and Peer Support Tools.
- Briefly guide participants through the sections titled Small self-care practices that are realistic for teachers and Peer support is not counselling.
- Explain that even small self-care actions can help teachers stay calm and maintain energy during demanding days.

Step 2 – Peer listening pairs (15 minutes)

- Ask teachers to form pairs with someone sitting nearby.
- Explain that in this activity one person will speak while the other listens attentively without interrupting, judging, or giving advice.
- Direct participants to the Peer Listening Guide in Handout 32. Briefly explain the recommended listening behaviours and the actions to avoid.
- Provide the two guiding questions for discussion:

  -What makes you feel supported at work?
  -What small action helps you stay calm during a stressful school day?

- Ask one partner to speak for five minutes while the other listens.
- After five minutes, ask the pairs to switch roles so the second partner has an opportunity to speak.
- Remind participants that the goal of the activity is to practise listening, not to solve each other's problems.

Facilitator Instructions..*Cont*

Step 3 – Whole group reflection and practical self-care summary (15 minutes)

- Invite participants to reflect on how it felt to speak while someone listened without interrupting or giving advice.
- Ask one or two volunteers to share a self-care strategy they find helpful or realistic in their daily work.
- Highlight a few examples of small self-care practices from Handout 32, such as:

  -Taking a few slow breaths before responding to a difficult situation
  -Stepping outside briefly during a break
  -Stretching shoulders or neck after a class
  -Drinking water before the next lesson
  -Pausing before reacting when frustrated
- Emphasise that self-care does not need to be complicated or time consuming. Small daily actions can make a meaningful difference to how teachers manage stress.

Facilitator Guidance

- Maintain a calm and supportive tone throughout the session.
- Emphasise that peer support is about listening, encouragement, and professional solidarity rather than therapy.
- Encourage teachers to adopt realistic self-care practices that can fit into their school routines.
- If participants share deeper emotional distress, acknowledge their experience respectfully and encourage them to seek appropriate support beyond the training session.
- Reinforce the message that strong peer relationships help create healthier school environments and support sustainable teaching practice.

Closing Reflection and Commitment

Session time: 10 minutes

Materials Needed

- Sticky notes or cards (one per teacher)
- Pens or pencils
- Optional reflection board

Facilitator Instructions

- Ask teachers to pause quietly and reflect on what they have learned about stress, well-being, and peer support during the module.
- Distribute sticky notes or cards and invite each teacher to write two reflections:

  -One insight they gained about managing stress
  -One commitment they can realistically make to support their well-being in the coming week
- Participants may keep their notes privately or place them anonymously on the reflection board.
- Invite one or two volunteers to share a helpful insight or coping strategy with the group.
- Affirm that sustainable safeguarding and effective teaching require teachers to care for their own well-being as well as that of their learners.
- Conclude by explaining that the next module focuses on planning and sustaining positive change in school practice.

Module 14

1 Session

Module 14:

Implementation, Reflection, and Scale-Up

Module purpose

This module helps teachers translate the training into practical action in their classrooms and schools. It supports teachers to identify realistic priorities, make simple implementation plans, reflect on what they want to strengthen in their daily practice, and consider how they can support colleagues as change begins. The module emphasises that safer school cultures are built through small, consistent actions, shared responsibility, and ongoing reflection rather than one-time effort.

Learning Outcomes

By the end of this module, the teacher will be able to:

- Identify key actions needed to implement positive discipline, safeguarding and life skills learning consistently in school.
- Develop a realistic implementation plan with clear actions, responsibilities and timelines.
- Identify practical ways to support colleagues, share learning and review progress.
- Commit to specific changes in classroom and school practice that promote safety, consistency and positive relationships.

Key Messages

- Practice change is sustained through small, consistent actions.
- Implementation requires planning, reflection, peer support and follow-up.
- Each teacher contributes to a safer and more caring school culture.
- Sustained change depends on shared responsibility, accountability and continued learning.

Module sessions and time

Session	Title	Time
Session 1	Planning and implementation	55 minutes
Closing reflection	Reflection and transition	15 minutes
Total module time		**70 minutes / 1 hour 10 minutes**

Session 1:

Planning and Implementation

Session Flow and Guidance for Facilitators

Purpose

This session helps teachers translate what they have learned during the training into realistic actions they can apply in their classrooms and schools. It guides teachers to identify practical priorities, develop small and achievable implementation steps, and consider how they can support colleagues as they begin or strengthen the delivery of learner life skills sessions and safeguarding practices.

Content Overview

- Use the Module 14 Session 1 slides to revisit the key areas of practice that teachers have explored during the training.
- Briefly remind participants of the main changes the programme aims to support, including:
  - Consistent delivery of learner life skills sessions, including planning, preparation, and creating safe learning spaces
  - Use of positive discipline and respectful communication strategies
  - Recognising harm early and responding appropriately using safeguarding procedures
  - Supporting colleagues through informal collaboration, encouragement, and shared reflection
- Explain that implementation does not require large changes all at once. Instead, meaningful change often begins with small, consistent actions that teachers can sustain in their daily practice.
- Ask participants to open Handout 33: Personal and Peer Implementation Plan, which will guide the planning activity in this session.

Materials Needed

- Module 14 Session 1 slides
- Handout 33: Personal and Peer Implementation Plan
- Flipchart paper
- Marker pens
- Timer or watch

Session time: 55 minutes

Preparatory Work for the Facilitator

- Review the Module 14 Session 1 slides so you can revisit the key areas of practice covered during the training.
- Review Handout 33 so you are familiar with each section of the implementation plan.
- Ensure enough copies of the handout are available for all participants.
- Prepare two or three example implementation actions to share with participants. Examples might include:

  -Deliver one life skills lesson each week according to the programme schedule
  -Introduce a short calming routine at the start of the day
  -Use positive communication strategies when addressing learner behaviour
  -Check in weekly with a colleague to discuss implementation challenges

- Arrange the room so teachers can work individually and then discuss ideas with colleagues

Facilitator Instructions

Step 1 – Framing implementation and examples (10 minutes)

- Begin by explaining that the purpose of the training is not only to gain knowledge but also to support practical change in the classroom and school environment.
- Emphasise that meaningful change does not require perfection or large-scale reforms. Small and consistent actions are often the most sustainable way to improve practice.
- Share two or three examples of simple implementation commitments teachers might make. For example:

  -Deliver one learner life skills session each week
  -Use a short breathing or calming routine when learners become unsettled
  -Practise using calm and respectful language during discipline situations

- Encourage teachers to focus on actions that are realistic within their daily workload.

Step 2 – Individual planning using the implementation handout (20 minutes)

- Ask participants to review Handout 33: Personal and Peer Implementation Plan.
- Explain that this handout helps them translate the training into practical commitments they can begin immediately.
- Ask teachers to begin by reviewing the section titled My Top Implementation Priorities and ticking two areas they want to strengthen first.
- Next, ask participants to complete the 4-week personal action plan section by writing one or two practical commitments they will apply consistently.
- Encourage teachers to think about:

  -What specific action they will take
  -How often they will practise it
  -How they will recognise progress or improvement

- Remind participants that the goal is to select actions that are realistic and achievable

Facilitator Instructions..*Cont*

Step 3 – Peer support planning (10 minutes)

- Explain that change is easier when teachers support one another.
- Ask teachers to identify one colleague they could support or check in with during implementation.
- Encourage them to select one simple form of support such as:

  -A weekly check-in conversation
  -Sharing lesson preparation ideas
  -Discussing strategies for managing challenging behaviour
  -Encouraging one another to follow safeguarding procedures consistently

Step 4 – Sharing and encouragement (15 minutes)

- Invite a few volunteers to briefly share one commitment from their implementation plan.
- Facilitate a short commitment exchange by asking participants to turn to the person next to them and share one action they will begin in the coming weeks.
- Encourage participants to acknowledge each other's efforts and reinforce the idea that improvement happens gradually through consistent practice.

Facilitator Guidance

- Maintain an encouraging and forward-looking tone throughout the session.
- Reinforce that teachers are not expected to implement everything at once. Small steps are more sustainable than ambitious plans that are difficult to maintain.
- Encourage collaboration within schools, reminding teachers that implementation works best when colleagues support each other.
- Emphasise that leadership support, peer encouragement, and continued reflection are important for sustaining change over time.

Closing Reflection and Transition

Session time: 15 minutes

Materials Needed

- Cards or sticky notes
- Pens or pencils
- Optional flipchart for sharing reflections
- Handout 34: Implementation Reflection and Learning Tracker

Facilitator Instructions

- Invite teachers to pause quietly and reflect on the learning journey they have experienced during the training.
- Use reflective prompts such as:

  -What has shifted in your thinking or practice during this training?
  -What gives you hope or motivation as you return to your school?
- Distribute sticky notes or cards and ask each teacher to write two reflections:

  -One belief, idea, or insight they are taking from the training
  -One way they will contribute to creating a safer, calmer, and more caring school environment
- Invite two or three volunteers to share their reflections with the group.
- Explain that continued reflection helps teachers strengthen their practice over time. Ask participants to look at Handout 34: Implementation Reflection and Learning Tracker. Explain that this handout can be used after they return to school to reflect on what they have tried, what worked well, and what they want to improve.
- Encourage teachers to use the reflection tracker after trying a lesson, applying a new behaviour strategy, or responding to a safeguarding situation.
- Thank participants for their engagement and remind them that positive change happens through consistent daily choices, supportive relationships, and continued reflection.
- Encourage teachers to stay connected through peer support, Communities of Practice, or school-based collaboration as they continue implementing the programme.

Annex

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Annex 1:

Teacher Pre-test and Post-test (20 multiple-choice questions)

Instructions to teachers

Circle ONE answer for each question. Answer based on what you think is best in real school settings. This is not a performance exam. It helps measure learning and support needs.

Teacher Code: _____ Date: _____

Circle one: Pre-test / Post-test

1	Which option shows the clearest example of emotional violence in school? A. Giving a learner extra work after repeated lateness B. Mocking a learner's body, background, or ability in front of peers C. Asking a learner to repeat a task until it improves D. Separating learners during an active disagreement
2	Which situation is most accurately described as bullying? A. Two learners argue once during a football match B. A learner repeatedly threatens another learner to take their lunch C. One learner refuses to share a book during a lesson D. A learner reports being bored in class
3	Violence in schools often continues because it is supported by: A. Only a few individual teacher choices B. Norms, unequal power, stress, and weak systems for prevention and accountability C. Learners' personal attitudes only D. Lack of textbooks only
4	Which statement best reflects a teacher's professional responsibility when child harm is suspected? A. Handle it quietly so the school does not get a bad reputation B. Wait for the learner to give full evidence before taking any action C. Follow the school safeguarding procedure and report through the right channels D. Speak only to the alleged perpetrator to confirm the story
5	Which is the best reason why teachers should avoid acting as investigators after a disclosure? A. It takes too much time B. It can increase risk for the learner and interfere with proper reporting processes C. Parents are always better investigators D. Learners may change their story
6	Values that support safeguarding practice in schools emphasise: A. Silence and endurance to avoid conflict B. Justice, compassion, care, and the dignity of every child C. Strict punishment to strengthen obedience D. Avoiding sensitive topics completely

7	A whole-school approach means violence prevention is the shared responsibility of: A. The deputy headteacher only B. Guidance and counselling only C. Every adult in the school, supported by leadership, systems, and shared practice D. Learners, because they must report for action to happen
8	In a multi-level intervention, teachers contribute best by: A. Teaching life skills once a term and leaving safeguarding to administrators B. Creating safe learning environments, modelling respectful behaviour, and acting early when risk is noticed C. Reporting only when physical injuries are visible D. Using strict discipline so children learn fear and respect
9	Which option is the best example of discipline rather than punishment? A. Caning to stop talking in class B. Guiding a learner to repair harm, practise routines, and improve behaviour with support C. Making a learner kneel outside the classroom D. Using humiliation so that other learners fear repeating the behaviour
10	Why does corporal punishment often fail to improve behaviour long-term? A. It is too mild B. It can increase fear, anger, and secrecy, while teaching obedience rather than self-control C. It makes learners too relaxed D. It works only with older learners
11	A teacher's authority is best used to: A. Control learners through fear B. Protect dignity, promote safety, and support learning for all learners C. Ensure learners never question adults D. Keep learners silent at all times
12	Which teacher action is most likely to damage trust and learner safety? A. Correcting behaviour privately where possible B. Being consistent with classroom expectations C. Threatening a learner with punishment if they report harm D. Listening and responding without blaming
13	A teacher using de-escalation is most likely to: A. Increase voice volume to take control immediately B. Use a calm tone, reduce audience pressure, and focus on safety first C. Mock the learner to show authority D. Ignore the situation until it ends
14	During a difficult meeting with a parent, the most constructive approach is to: A. Blame the parent for the learner's behaviour B. Use respectful language, focus on shared goals, and agree on next steps C. Threaten to send the learner away permanently D. Avoid the parent and communicate through learners

15	Which statement best reflects a trauma-sensitive understanding of behaviour? A. Misbehaviour is always deliberate disrespect B. Behaviour can communicate stress, unmet needs, fear, or distress, not just defiance C. Learners behave badly because they enjoy conflict D. Strict punishment always fixes trauma-related behaviour
16	A learner who suddenly becomes withdrawn, fearful, or aggressive may be showing: A. Normal laziness and attention seeking only B. Possible stress, harm, trauma, or difficulties that need careful support and follow-up C. A sign they should be punished immediately D. Proof they are lying about something
17	The Grade 4 to 6 learner life skills programme is designed to: A. Replace all academic learning B. Build protective knowledge and skills progressively over time C. Teach children to report teachers only D. Focus only on discipline and obedience
18	A teacher facilitating life skills well should mainly aim to: A. Talk most of the time to cover content quickly B. Use participatory methods and support safe discussion, while managing boundaries C. Ask learners to share personal experiences of harm so the lesson feels real D. Avoid learner questions on sensitive topics
19	A learner tells you, please do not tell anyone, but my uncle touches me at night. What is the best next step? A. Promise you will keep it secret B. Thank them for telling you, reassure them, and explain that you must share with the right people to keep them safe C. Ask for full details immediately, including dates and exact events D. Tell them to report it to the police on their own
20	Which action best supports safe reporting and safeguarding in school? A. Writing down only rumours so you can discuss with other teachers B. Documenting key facts accurately and following the agreed school reporting pathway C. Informing other learners so they can avoid the suspected person D. Waiting until the end of the term to report so you can be sure

Annex 2:

Facilitator answer key with correct answers circled

Do not share with teachers

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Notes:

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