

PREVENT **violence** IN SCHOOLS



Learners **taking action**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

LEARNER BOOK

ACKNOWLEDGEMENTS

ISBN: <insert>

The programme **Prevent violence in schools** is part of a wider initiative, Safer South Africa for Women and Children, launched in 2012 by Save the Children South Africa, the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), in partnership with the Department of Basic Education and funded by DfID. Prevent violence in schools focuses on enabling and supporting learners to take action to prevent violence in their own schools.

The programme materials were developed by writers from Save the Children South Africa and MIET Africa in partnership with DBE and UNICEF. Content development was informed by a workshop with learners held in the Free State during 2014, and the materials were reviewed at various stages of development by a review team drawn from all the partner organisations. This material will be further field tested with district officials from 86 districts and thereafter finalised. Please send all comments and suggestions to the Department of Basic Education, Private Bag X895, Pretoria, 0001.

Programme materials include two publications:

- ¥ Prevent violence in schools. Learners taking action. Learner book
- ¥ Prevent violence in schools. Learners taking action. Facilitator and mentor guide

Materials review team: Dululu Hlatshaneni (DBE); Nokuthula Prusent (UNICEF); Gilles Virgili and Solly Matile (Save the Children); Jan van Zyl and Maureen King (MIET Africa)

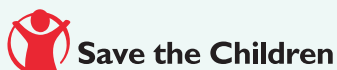
MIET Africa materials development and production team: Jane Jackson (main writer); Shirley Moon (main editor); Beverley Dyason; Daniela McCullough

Illustrations: A. Valentim Junior

Design and layout: sarahscottdesign

Published by MIET Africa
www.miet.co.za

The DBE acknowledges the generous support of UNICEF for funding the development of the materials and programme implementation.



PREVENT violence IN SCHOOLS



Acronyms	4
Glossary	5
Module 1: Introduction to Prevent violence in schools	6
What is the Prevent violence in schools programme?	6
What is in this Learner book and how will you use it?	7
Ground rules	8
We don't all see things in the same way	9
Module 2: Understanding violence	10
What is violence?	10
Defining violence	12
Identifying different types of violence	13
Defining different types of violence	15
Module 3: Gender-based violence	20
Understanding gender and gender-based violence	20
Both males and females can be victims of GBV	22
Module 4: Analysing violence	24
Understanding causes and consequences	24
The effects of violence	26
Module 5: Reporting violence	28
Issues in reporting violence	28
What to do if you are raped	29
Some tips about reporting rape to the police	30
Reporting sexual abuse at school	32
Using an incident report form	33
Module 6: My school, my reality	34
Mapping safe and unsafe places	34
The problem tree	35
Module 7: Taking action	36
The nine action steps	36
Working through the nine action steps	36
Step 1: get the support of the principal and a teacher champion	38
Step 2: identify a learner school safety team and investigate violence at school	39
Step 3: develop a vision	40
Step 4: share findings with principal and SGB	41
Step 5: inform all learners at assembly and ask for support	42
Step 6: plan violence-prevention activities	43
Step 7: implement violence-prevention activities	46
Step 8: report on achievements	47
Step 9: plan a new round of action	48
References	51

ACRONYMS

ARV	.... Antiretroviral
CBO	.... Community-Based Organisation
DBE	.... Department of Basic Education
FBO	.... Faith-Based Organisation
GBV	.... Gender-Based Violence
MAP	.... Morning-After Pill
NGO	.... Non-Governmental Organisation
NSSF	.... National School Safety Framework
SACE	.... South African Council of Educators
SAPS	.... South African Police Service
SGB	.... School Governing Body
UNFPA	.... United Nations Population Fund
UNICEF	.... United Nations Children's Fund
VEP	.... Victim Empowerment Programme

Gender	Ideas about how men and women should behave and what roles and responsibilities they should take in life
Gender stereotypes	Fixed ideas about how men/boys and women/girls behave. Such stereotypes are not true
Learners' Code of Conduct	A document that sets out what behaviour is acceptable and not acceptable in the school
Mentor	An experienced person who advises and supports you over a period of time
Morning-After Pill (MAP)	An emergency contraceptive pill that may prevent pregnancy if taken as soon as possible, and within 72 hours (3 days) after sex
Perpetrator	A person who does something bad/wrong/illegal, e.g. uses violence against someone
Post-exposure prophylaxis (PEP)	A treatment that is used after sexual abuse to reduce the risk of HIV infection. This treatment should be taken as soon as possible, and within 72 hours (3 days) after the incident
Problem tree	A tool to help understand causes and consequences (results) of a problem issue (e.g. violence)
Rape	Any sexual act, or attempted sexual act, that involves someone putting a penis or a finger or any object into the mouth, anus or vagina of someone else against their will
School safety committee	A group that has been selected to look at safety in a school and has the duty to take disciplinary action against violence at school; it should include learner representatives such as a member or members of the school safety team
School safety team	A group of learners who are committed to working together to take action against violence in their school
Sugar daddy/mommy	An older man or woman, who gives money or gifts to a younger person in return for sexual favours
Victim	A person who is harmed because of something bad that happens to them e.g. violence/crime/sexual abuse. We can also call this person a survivor , to show that they have power to get over the bad experience and heal
Victim Empowerment Programme (VEP)	A programme put in place by SAPS to support victims/survivors of sexual abuse when they report the incident
Violence	When we use (or threaten to use) power or force to cause physical and/or psychological harm to ourselves or others; violence is intentional (done on purpose)

Introduction to Prevent violence in schools



What is the **Prevent violence in schools** programme?

Prevent violence in schools is a programme in which you, the learner, will take the lead in working to end the problem of violence in our schools. This is an important task because violence has increased in our country and is doing great harm. Violence damages people, families, schools and communities. It hurts people's minds and emotions as well as their bodies. It puts young people's education and their future lives at risk. This should not happen: all learners need a safe school environment where they can learn without fear of violence and enjoy good-quality education.

This programme sees violence as a human rights issue because it threatens your rights as a child and a learner. It is your right to have life, to be treated with respect, to get an education and to develop fully as a person and a citizen. However, the programme doesn't only focus on your **rights**. It also emphasises your **responsibility** as a learner to defend and protect human rights that are threatened by violence at school. The programme will help you take up this responsibility and work with other learners in a school safety team against violence in your own school.

Prevent violence in schools deals with different kinds of violence that learners often experience, such as corporal punishment, bullying and especially gender-based violence (GBV). GBV is violence that happens mainly because women and girls are not treated as equal to men and boys in our society. Widespread GBV makes it more and more difficult for men and women, boys and girls to have good relationships and build their lives and their communities together. It threatens people's lives, not only through the violence itself, but also because HIV and AIDS spreads much more easily when there is forced and/or unsafe sex.

You have already started to **Prevent violence** by attending the workshop for this programme and by beginning to read this book. The first parts of the book will help you understand more about violence and especially about GBV. The later parts will support you as you find out which kinds of violence are issues at your own school, and as you take action to prevent this violence.

In this programme you will start a learner school safety team which can be based in an active club or committee already existing at your school.



You will get together with other learners to share ideas, experiences and plans.

And you will learn about how the learner school safety team can use planning and action steps to prevent violence at school!

What is in this **Learner book** and **how** will you **use** it?

This book contains information and activities that you will use in the workshop sessions you attend as part of this programme. And the book will also help you after the workshop when you are working in your learner school safety team. The information and activities in these pages will support your school safety team in all your violence-prevention planning and activities at school. Keep it, use it and share it!

This Learner book has seven modules:

Module 1: Introduction to Prevent violence in schools

You will find out how this book works. You will also decide on ground rules to help you work respectfully with others.

Module 2: Understanding violence

You will understand and define what violence is. You will look at the different types of violence that are found at school, including bullying, corporal punishment and GBV.

Module 3: Gender-based violence

Here you will look at GBV in more detail and learn that different kinds of GBV are widespread in our society. You will look at common ideas that can encourage male violence, unequal power between men/boys and women/girls, and discrimination against women, girls and gay or lesbian people. You will think about issues that boys and men face, and you will identify positive male role models - men and boys who are kind and respectful towards others.

Module 4: Analysing violence

You will discuss case studies of learners experiencing violence. This will help you to understand why violence happens and what effects violence has, so that you know how to respond when you experience violent incidents (happenings) at school and elsewhere.

Module 5: Reporting violence

You will learn how to report violence and how to help learners get support when they experience violence.

Module 6: My school, my reality

In this module you will identify the violence issues at your school. You will use two tools that help you find out more about violence there. These tools are a map of the safe and unsafe places at your school, and a problem tree diagram that helps you to understand why this violence is happening at your school and what the results are.

Module 7: Taking action

You will learn about nine action steps for preventing violence at your school: getting key people like your principal on board; building a school safety team and investigating the violence issues together; developing a vision of what you want to achieve; planning violence-prevention activities; sharing your plans with the school as a whole; organising and doing your activities; and finally, reporting on what you have (and have not) achieved and making new plans. You will learn how to use a planning grid to plan violence-prevention activities at your school, to make sure that your school safety team successfully completes the activities.

Ground rules

From the start, it is important to set ground rules for working together in a co-operative way.

Start right now to Prevent violence! Follow ground rules for working with others

Ground rules are rules and guidelines about the way people in a group or organisation agree to behave when working together. When you join the group and accept the ground rules, it shows that you are committed to this behaviour and agree to follow it. In this workshop, and when working with your school safety team at school, the ground rules for **Prevent violence** will guide you in working together respectfully, safely and successfully.

Preventing violence is partly about all of us showing respect, friendliness and tolerance to each other at all times. When you participate in any **Prevent violence** workshop or meeting, you need to practise what you preach and treat other participants with respect.

Discuss the suggested ground rules below.

Has anything been left out?

Does anything need to be changed?

Working together co-operatively means respecting the other members of the group and their views, even if they are different to your own.



Commit to working **with** others.
Respect each other's views, participate fully, and have fun as you learn!
Show your commitment by signing your ground rules.

Example ground rules:

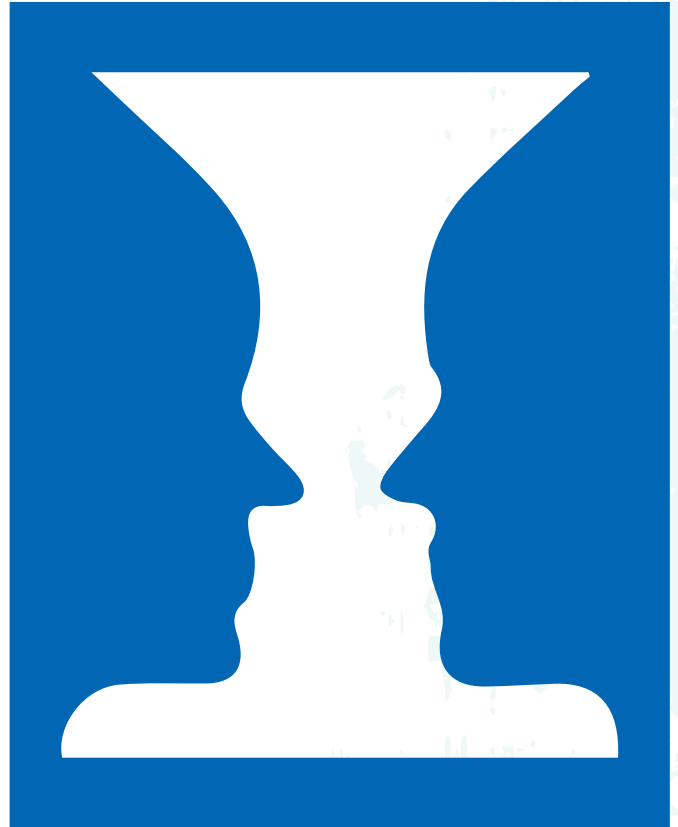
- ✎ Be friendly.
- ✎ Support other members - encourage them to share their ideas and experiences.
- ✎ Don't let others push you into saying or doing something you don't want to say or do.
- ✎ Don't push others to say or do things they don't want to say or do.
- ✎ Respect each other.
- ✎ Don't criticise others or put them down for their feelings, opinions or experiences. Treat others as you want to be treated.
- ✎ Listen to others carefully. Don't interrupt.
- ✎ Don't use bad language.
- ✎ Treat what is shared confidentially: never repeat it anywhere else.
- ✎ Participate actively in activities and discussions.
- ✎ Switch off your cell phone during meetings and workshops.



We don't all **see things** in the **same way**



What do you see in the pictures below?



Remember that others may see and feel things differently from you. Share your responses openly and honestly, and respect everyone's views! This is one reason why it is important to commit to ground rules.

In the next module, you will learn more about violence. You will read about different experiences of violence in schools, and share your own views and experiences.

Images redrawn. Source: <http://quiettracer.hubpages.com/hub/confusing-illusions>

Understanding violence

WHAT
IS IN THIS
MODULE
?

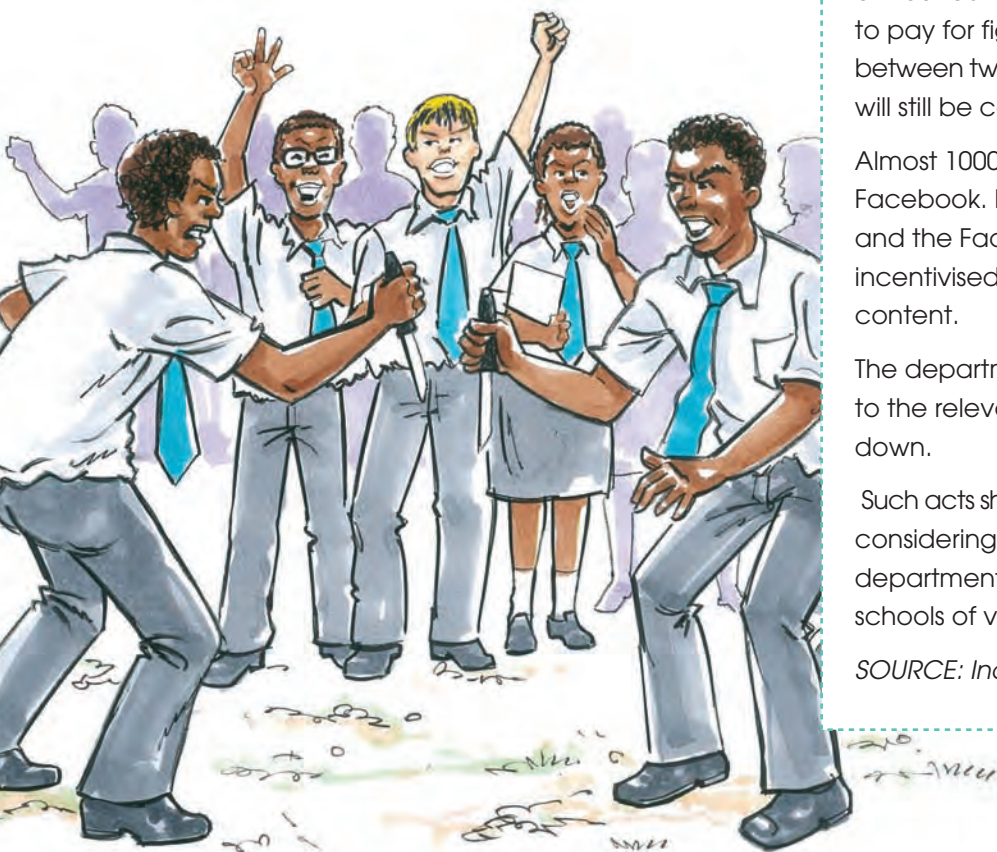
In this module you will look at newspaper stories about violence in schools and come up with ideas about what violence is. Then you will discuss pictures that will help you understand the different kinds of violence we find in our schools. You will also read definitions and descriptions of these types of violence and discuss them.

What is **violence**?

THINK & SHARE

Now you are ready to share ideas and talk about what violence is. Read the articles below about violence in some South African schools. Then discuss the following questions:

1. How do you feel when you read them?
2. What different kinds of violence do they show?
Are there other kinds of violence that you have seen or experienced at your school?
3. Think about all the examples you've discussed, and answer the question: *What exactly is **violence**?*
4. What happens when violence becomes part of life at a school?



Article 1: School fights website condemned

Johannesburg - A website that offers payment for footage of school fights was condemned by the Department of Basic Education on Thursday. We view this website as a vulgar glorification of violence, spokesperson Troy Martens said in a statement.

The website, schoolfights.co.za, invites people to submit videos: Have a video of a school fight? It might be worth some money!

It contains videos of fights, including those tagged 'Two SA schoolboys fight over a cheating girlfriend' and 'You won't BELIEVE what these Afrikaans girls do to their fat classmate!'

On Thursday The Star carried a report on the website. Later in the day the website posted an announcement: Please note that we are unable to pay for fight videos involving minors! Fights between two or more consenting adults, however, will still be considered.

Almost 1000 people have liked the website on Facebook. Martens said: Through this website and the Facebook page linked to it, learners are incentivised to commit violent acts and post the content.

The department said it would report the website to the relevant authorities in order to get it shut down.

Such acts should never be encouraged especially considering the efforts being taken by the department to address bullying and to rid our schools of violence.

SOURCE: Independent Online, 25 May 2014

Article 2: Pupil wipes own blood off floor after teacher assault

A shocking reign of terror by teachers at a Vosloorus primary school has been exposed by a grandmother whose Grade 2 granddaughter recently came home battered and bruised.

Between sobs the eight-year-old told her grandmother that her teacher beat her with a ruler and threw a hard-cover exercise book at her face, making her nose bleed. All because she failed to spell her name correctly.

The child's grandmother said: She came home crying, with a swollen face and bruises on her hand. Worse, she said the teacher forced her to clean up her blood on the classroom floor. When the teacher realised she was hurt, she sent her to a nearby clinic alone.

The grandmother went to the school the next day and asked the principal if teachers were allowed to beat up children, but the principal said she was in a

hurry and could not attend to her.

The grandmother then reported the incident to the School Governing Body (SGB). When the teacher was questioned, she said she could not give my grandchild special attention because she had 45 other children to worry about. Since then nothing has happened to the teacher and she is still at the school, she said.

Minutes of SGB meetings confirm that several other cases of teachers beating children had been reported. In one case, a 12-year-old girl's hand was severely injured after a teacher assaulted her with a pipe for making a noise in class.

A Gauteng Department of Education spokesperson said, Corporal punishment is illegal. Parents should complain to the department about teachers using corporal punishment. We will investigate and take action against anyone who is found guilty.

SOURCE: The Citizen, 20 May 2014

Article 3: Teen suspended over sexual assault

Johannesburg - An Orange Farm school pupil accused of sexually assaulting about seven girls at his school will be suspended, the Gauteng Education Department said on Friday.

"We will suspend him and then take him to a disciplinary hearing while we investigate the allegations," spokesperson Phumla Sekhonyane said. "We have also called in the police because of the seriousness of the alleged crimes."

The department was alerted about the allegations at the Extension 8, Orange Farm school on Thursday. The 14-year-old boy is accused of luring girls into a toilet, taking off their clothes, and touching them. "Today, trauma counselling is being provided to all the learners," said Sekhonyane.

She said criminal charges would probably be sought by parents, but it had not yet been confirmed. Police spokesperson Lungelo Dlamini said he did not have any information on the case.

National Professional Teachers' Organisation of SA (NAPTOSA) president Basil Manuel was outraged. "The Department of Education needs to uphold and expand the structures and policies that are in place to ensure the safety of our children in schools," he said in a statement.

School management should be held accountable for pupils' safety. "The situation in our schools can only be normalised if all role players, including the Department of Education, parents, learners and communities put a stop to the moral degeneration pervading our society," said Manuel.

SOURCE: News24, 23 May 2014

Article 4: Schoolgirl bullies push Grade 9 girl into traffic

A school fight nearly turned tragic when a teenage girl was pushed into moving traffic by schoolmates accusing her of gossiping.

A 15-year-old Grade 9 pupil was thrown in front of a moving car when five girls attacked her outside a high school west of Johannesburg.

The girl's uncle said the five girls had waited for his niece outside the school premises on Friday. The girls, aged between 15 and 17, accused her of leaking

information about one of their boyfriends. They then slapped, kicked and punched her in front of a large crowd of pupils, and threw her into oncoming traffic. She was lucky to be able to get out of the way of the traffic. Several onlookers recorded the attack on cellphones, but the school management team forced them to delete the footage.

A police spokesperson said the police are investigating a case of grievous bodily harm. According to a Gauteng Department of Education spokesperson the school has instituted disciplinary procedures.

SOURCE: The Mercury, 13 August 2015

Defining violence



What common things can you find in all the examples of violence that you've discussed? What different kinds of behaviour fit into your definition of violence? For example, is it violence if someone threatens you but does not actually touch you or hurt you physically? How does violence affect the person who has been hurt or threatened?

Here is a definition of violence:

Violence is when we use (or we threaten to use) power or physical force to harm or hurt. We could be intending (planning) to hurt one person, a group of people, or even ourselves. Violence is **intentional**: that means that it is done on purpose.

Violence can result in physical injury or death. Other results could be that the victim is deprived of things they need (for example, food, clothing, a home) or they are no longer able to grow confidently in skills and abilities as a person. Violence also does psychological harm (harms our minds and feelings). It can cause fear, especially the fear that the violence will be repeated. It humiliates people (makes them feel small) and damages their confidence and self-worth.

In 2002, the World Health Organization (WHO) developed this definition of violence:

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in, or has a high likelihood of resulting in, injury, death, psychological harm, poor development or deprivation.



Violence is not only physical. **Psychological violence** is violence that hurts people's minds and feelings rather than their bodies. It also does great harm, and it often develops into **physical violence**. Less serious forms of **violence** such as insults often develop into more serious forms, such as forced sex. All these types of violence affect people's ability to feel confident and positive about themselves, to trust others, and to cope with their lives.

Violence can be divided into three broad categories.

- ✚ **Violence against oneself**: self-harm can go as far as committing suicide.
- ✚ **Person-to-person violence**: this form of violence is when a person or small group seeks to hurt another person, for example, when a learner is bullied.
- ✚ **Collective violence**: when large groups such as governments, armies/military groups, terrorist organisations or large gangs do violence; genocide (when a government or a particular group tries to murder everyone who belongs to another racial or cultural group) is an example of this.

Frustrated, angry people are often self-destructive and also violent to others. If people who are used to violence are brought together, collective violence can happen. Often, violence that is happening in the wider community enters a school: for example, gang violence. Violence also feeds more violence. Look at the example below.



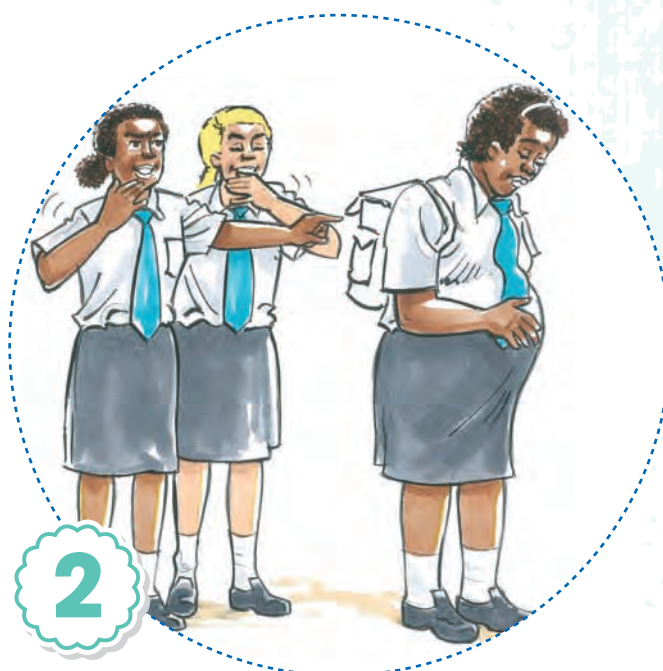
Identifying different types of violence

Once we understand what violence is, it becomes easier to say whether a person's behaviour is violent or not. Also, we can more easily identify different types of violence.

THINK & SHARE

Investigate the different types of violence shown in the pictures below. Look at each picture and discuss these questions:

1. What do you think is happening in the picture?
2. What type of violence do you see in the picture?
3. Who do you think is the victim? Who do you think is the perpetrator(s)?
4. How do you think the people are feeling?
5. Why do you think this is happening?





Defining different types of violence

The articles and pictures you have looked at have got you thinking about kinds of violence that are common at school. Here are some definitions and descriptions of the different types. Discuss this information with other learners. Compare the descriptions with your own ideas about violence and your experiences of it.

Bullying

Bullying happens when someone uses their physical strength, their position (e.g. prefect, teacher, team captain) or emotional force and influence over others, to hurt or frighten another person. They will usually do this repeatedly (over and over again) to make that person feel bad about themselves. Bullying usually happens over a long time and could be:

- ¥ **emotional bullying** (making the victim feel bad about themselves or frightening them)
- ¥ **verbal bullying** (calling the victim bad names and swearing at them)
- ¥ **physical bullying** (pushing or squeezing, hitting, punching, slapping, throwing stones).



Bullying is part of most other forms of violence, and can easily lead to worse violence.

Many bullies use all three forms of bullying together. They may hurt a person's body and they usually try to hurt their minds and feelings as well. The victim is usually physically weaker than the bully or has less influence with other people. Bullies try to make a person feel small, powerless or stupid. They often force the person to do something. For example, give something to the bully, do something for them or agree with them.

What about bullying at school?

There is very serious bullying in many South African schools. The Centre for Justice and Crime Prevention reports that in 2012, 22.2% of high school learners were threatened with violence or were the victim of an assault, robbery and/or sexual assault at school in the previous year.

Some people bully at school because they are bullied at home. Sometimes parents and caregivers don't teach their children to respect and care for others. Whatever the reason, bullying is not okay!

If there is a bullying culture at your school, do something about it!

Bullying can happen between individuals or between groups. Bullying can happen anywhere: at school, in the workplace, in the home or community and places of worship.



Look out for the following **forms of bullying** at your school:

- ¥ **Verbal or written abuse:** name-calling or jokes; posters that make people feel upset or angry; written messages, letters or graffiti that are hurtful; showing pictures that hurt a person's feelings or make other people think badly of them.
- ¥ **Social bullying:** gossiping; telling stories about people that aren't true; leaving people out and breaking up friendships.
- ¥ **Violent physical bullying and threats of violence**
- ¥ **Homophobic bullying:** any form of bullying (e.g. disrespect, discrimination, harassment) against learners who are seen as different in their sexual orientation (which sex they are attracted to) or their gender identity (which gender - men/boys or women/girls - they identify with and express themselves as). This bullying targets learners who are:
 - ¥ **Lesbian (girls) or gay (boys):** attracted to people of their own sex
 - ¥ **Bisexual:** attracted to both males and females
 - ¥ **Transgender:** identify with the opposite gender - boys who feel, behave and/or dress like girls, or girls who feel, behave and/or dress like boys
 - ¥ **Intersex:** their bodies are not clearly male or female.

This is discussed further in Module 3.

- ¥ **Gang violence:** organised gangs may even use weapons to bully outsiders or younger members.
- ¥ **Sexual bullying:** unwanted sexual jokes, sexually insulting pictures, calling out sexual insults, following people with unwanted sexual invitations, and spreading sexual rumours. It can also involve uninvited touching and forced sex.
- ¥ **Cyber-bullying:** using the internet, mobile phones or other electronic media to insult or harass people, or to spread rumours; videos and pictures that hurt people and harm their reputation.

Some **signs of a bullying culture** you could look out for at your school:

- ¥ You often see bullying at school and people gather to watch fights and bullying.
- ¥ Bullying usually continues until a teacher stops it.
- ¥ Some kids get bullied repeatedly.
- ¥ When one person starts bullying, others join in.
- ¥ People who bully are quite popular or hold leadership positions.
- ¥ Some teachers are bullies.
- ¥ Boys bully girls sexually with things they say, movements or touching. This could happen at school or on the way to school.
- ¥ There are places in the school grounds where learners are scared to go.
- ¥ People or groups are treated badly because they are seen as different. Some may insult them and make them feel ashamed, and others may avoid or ignore them.



The *Convention on the Rights of the Child* defines corporal or physical punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light, by a person in authority.

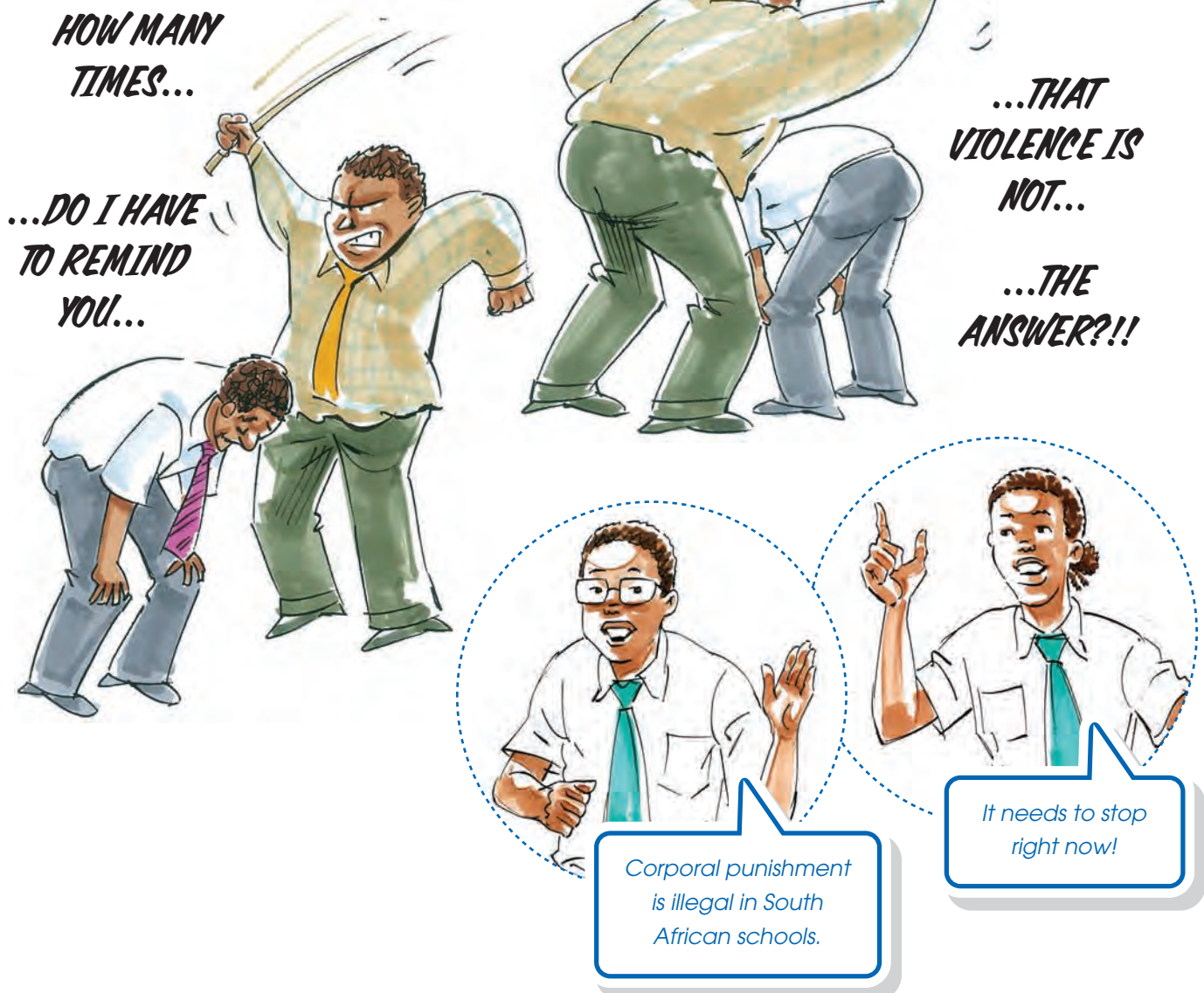
Although corporal punishment has been illegal in South African schools since 1996, 49.8% of learners surveyed in the 2012 *National School Violence Study* claimed to have been caned or hit by an educator or principal as punishment. This percentage was up from 47.5% in 2008 (Burton & Leoschut, 2013).

At school, corporal punishment includes:

- ✚ hitting (smacking, slapping, caning) learners, with a hand or an implement, such as a whip, stick, belt, shoe or wooden spoon
- ✚ kicking, shaking, throwing, burning or scalding learners
- ✚ pinching, scratching, biting, pulling hair or boxing ears
- ✚ forcing learners to do strenuous physical exercise or stay in uncomfortable positions for long periods of time.

THINK & SHARE

Look at this cartoon.
What does it say about using corporal punishment to deal with violence at school?



Psychological abuse

Some forms of correction or punishment don't use physical force but are just as harmful as corporal punishment because they also humiliate and degrade learners (make them feel small and worthless) and harm them emotionally.

This kind of abuse includes any corrective action that belittles, humiliates, threatens, scares or ridicules a child. Often, the perpetrator scapegoats a child: this means that the child is blamed unfairly and made responsible for something bad that they didn't do. This kind of treatment harms children's minds and spirits. For example, most of us have heard statements like the following from teachers when giving back work: *You're stupid and useless! I don't know why you're here. Detention for you.*

THINK & SHARE

Look at *The Convention on the Rights of the Child* at the back of this book. Read it to learn about all the rights children should enjoy.

Discuss with your peers.



Gender-based violence

Gender-based violence (GBV) happens because there is unequal power between men and women (and also between boys and girls) in society. Also, many people have fixed ideas about how men and women / boys and girls should behave. They enforce these differences and inequality between the genders. GBV is often used to mean the same as violence against women and girls, but it is broader than that.

GBV takes different forms:

- ✚ **Physical:** for example, when someone is beaten by their partner for saying or doing something the partner doesn't like.
- ✚ **Sexual:** for example, when a boy tries to force a girl to have sex (rape her) because he feels that this is his right as her boyfriend.
- ✚ **Psychological:** for example, when a strong and assertive girl is shamed for speaking up for herself; or when a gay or lesbian person is told that being gay or lesbian is a sickness.
- ✚ **Economic:** for example, when someone who has financial power and control coerces (forces) a girl or boy into having sex by depriving them of food, clothing or money.

It can include the following:

- ✚ **Sexual abuse:** includes sexual harassment, sexual violation and rape. These are explained below.
- ✚ **Sexual trafficking:** abducting girls or women or boys to be sex workers.
- ✚ **Domestic violence:** for example, a man beating his wife or child because he thinks that a man is the boss of the family and has the right to do this.
- ✚ **Intimate partner violence:** occurs when one partner does violence - either physical, sexual or psychological (mind, feelings, spirit) - to the other partner. For example a boy may behave violently to his girlfriend.
- ✚ **Traditional practices** such as early and forced marriage.

Sexual abuse

at school

In schools, GBV commonly takes the form of sexual abuse, which is very widespread.



What is sexual abuse?

Sexual abuse is the overall term that includes sexual harassment, sexual violation and rape.

What is sexual violation?

Sexual violation is when someone touches your genitals (sex parts), breasts, anus, or another part of your body in a sexual way with their mouth, another part of their body or an object shaped like a sex part; or makes you touch them in a sexual way; or puts an object shaped like a sex part into your mouth.

What is rape?

Rape is any sexual act, or attempted sexual act, that involves someone putting a penis or a finger or any object into the mouth, anus or vagina of someone else against their will. This means that someone uses their body part (for example their penis, finger, tongue) or an object (for example a broomstick) to penetrate the vagina, anus or mouth of another person and that person is a child, or has not consented (agreed) to this sexual act. Both sexes can therefore commit rape or be the victim of rape.

Who sexually abuses learners?

A learner can be sexually abused by another learner, an educator, or another adult in the school or community. **Men, women, boys and girls can all be victims or perpetrators of sexual abuse.**

What is sexual harassment?

You are being sexually harassed if someone:

- ≠ talks to you about sex when you don't want them to
- ≠ touches, pinches or grabs parts of your body you don't want touched
- ≠ sends you sexual notes, SMSs or pictures from a cell phone (called sexting)
- ≠ writes rude graffiti about you, or spreads sexual rumours about you
- ≠ makes sexual comments or jokes
- ≠ follows you against your wishes and won't stop inviting you for sex
- ≠ calls you rude names, like bitch , isitabane , moffie , slut , etc.
- ≠ demands sex in return for a bribe, like higher marks.

Sexual harassment is also a form of bullying. In schools where there is lots of bullying amongst learners and where educators bully learners, sexual harassment is also common.



When learners and teachers accept this as normal , it can easily develop into more serious forms of GBV such as rape.



Where can sexual harassment, sexual violation and rape occur?

Sexual harassment can happen anywhere, like in the classroom or on the playground.

Sexual violation and rape usually happen in a quiet place when few people are around. Common places in schools are the toilets, corridors, empty classrooms, empty offices or deserted parts of the school grounds.

Gender-based violence

WHAT
IS IN THIS
MODULE
?

By now you have a definition of GBV and of types of GBV that happen at school. You have also looked at some examples. But what lies behind GBV? Why does it happen? In this module you will look more deeply at gender and GBV.

Understanding **gender** and **gender-based violence**

Read the four parts A, B, C and D below to find out what **gender** means, what gender stereotypes are, how they prepare the way for GBV, and who the perpetrators and the victims of GBV are.

A. What is the difference between sex and gender?

Many people think that **sex** means the same as **gender**, so they say gender-based violence (GBV) is the same as sexual violence. But sex and gender are not the same, as the table below shows:

Sex	Gender
Is the physical FACTS about male and female bodies and the differences between them.	Is about IDEAS (not facts) about how men and women should behave and what roles they should play in life.
We are born with our sex.	We are not born with ideas about gender. These ideas are learned from day to day through relationships and experiences in our family, friends, school and community.
The basic biological facts of sex stay the same. <i>Example:</i> Only women can give birth.	Ideas about gender are different from culture to culture and can change over time. <i>Example of positive ideas about gender:</i> Women can do traditionally male jobs as well as men can. <i>Example of negative ideas about gender:</i> Men are all violent, that is how they are; it's part of being a man.

B. What are gender stereotypes?

Gender stereotypes influence how we behave towards others and how they treat us. They are messages parents, friends, teachers, colleagues, leaders and the media give us early in life, messages that follow us into adulthood.

Many of these messages are untrue or one-sided, or negative and damaging.



Gender stereotypes are fixed ideas about what men and women are like and how they should behave.

Look at the following common messages:

Gender stereotyped messages for girls	Gender stereotyped messages for boys
<ul style="list-style-type: none"> ¥ Be ladylike - always obedient and well-behaved. ¥ Don't push yourself forward. ¥ You are going to be a wife and mother first and foremost. ¥ You need to attract men in order to be a success and feel good about yourself. ¥ You are less intelligent and weaker than boys. ¥ Leave the important decisions to men. 	<ul style="list-style-type: none"> ¥ You must be strong - not a cry-baby or sissy. ¥ Take risks and prove yourself. ¥ Aggression is natural for men - be ready to attack. ¥ You are a sexual being - show the girls and other boys that you are a real man. ¥ You will lead your family and take the important decisions in future. ¥ Yes, you're naughty, but boys will be boys.



*Some people think these messages are true and the way things are . But they are **gender stereotypes** that have been taught and learned - they can change!*

C. How gender stereotypes prepare the way for gender-based violence

When we expect men and boys to dominate and we see women and girls as weaker and less intelligent, there will be unequal power between men/boys, and women/girls. Women and girls generally suffer most from this inequality. When women and girls are seen as inferior (lower) and are expected to do as men/boys say, it becomes easy for men/boys to control and bully women/girls. They can also keep women/girls out of decision-making at work, in the community and in the home.

If we think it is okay for men to be aggressive and expect them to look for sex with lots of women, we are helping to put women and girls in danger! Men then think that they have the right to have sex whenever they want and with anyone they choose. Women find it difficult to stand up for their rights to say no to sex or insist on safe sex. Sexual bullying becomes normal in many communities and schools, as it is in South Africa now. Also, HIV spreads more easily and threatens lives.

Gender-based violence is all those kinds of violence that come from gender inequality and keep gender inequality going: disrespect, discrimination, sexual bullying, sexual violation and rape. GBV is therefore not just about individual men who are angry or have bad tempers. It is about men in society keeping control over women.

Male-dominance (or patriarchy) is a cultural system that exists in many communities and in different countries. It means that men keep their power over women in all situations.

For example, if only boys lead your committees and clubs at school, or teachers ignore the girls in the class, this strengthens male dominance and gender inequality.



D. Who are the perpetrators and victims of gender-based violence?

Mostly, it is men and boys who use violence, and most victims are women or girls.

However, many young boys also experience GBV. This is especially true of boys who are orphans or are poor, alone and vulnerable. It often takes the form of rape by older boys and men. They often say that they are showing these boys how 'real men' behave.

Also, gay men and boys and gay women and girls (lesbians) are often targets of GBV. You may have seen gay and lesbian learners being bullied and insulted or beaten up by boys and girls at your school.

This happens because gay and lesbian people are seen as being 'different': they don't fit in with the gender roles that are expected. Firstly, they have different sexual orientation, as they are sexually attracted to people of the same sex. Secondly, some gay men express themselves in a 'feminine' style and are often victims of homophobic bullies (bullies who hate gays and lesbians).

Both males and females can be victims of gender stereotyping

Because gender inequalities and GBV bring suffering and disadvantages mainly to women and girls and most perpetrators of GBV are male, we can make the mistake of thinking that all or most men are violent and fit the negative male stereotypes, and that most women are submissive and cannot stand up for themselves. The reality is that many boys and men do not fit the masculine gender stereotype of being aggressive and domineering - many men are caring people who respect women and are happy to have equal partnerships with them.

And many girls and women do not fit the female stereotype of being passive and not able to stand up for themselves - many women are strong, assertive people who are able to stand up for themselves without resorting to violence.

Many lesbian women suffer 'corrective rape'. The men who do it say that once these women have seen what a 'real man' can do for them they will no longer want to be lesbian. However, sexual orientation is something you are born with - it is not a choice. These men are really showing hatred and discrimination, and are perpetrators of GBV.

Some people feel as if they are the opposite gender. Therefore, they dress and behave more like women though they were born with male bodies, or like men though they were born with female bodies. These are transgender people. Other people are born with bodies that are not clearly male or female (intersex people).

When people feel uncertain about the sex and gender of others, they often treat them badly. Because they expect men and women to be total opposites of each other, they can't understand or accept anyone who is different.

Have you noticed boys at school who try to keep up with more aggressive boys although they may not really want to? I used to be one of them. Now I know it is okay and good to be caring and to treat others with respect.



Some girls at school will do anything a boy says, even if they don't really want to. I am only interested in equal relationships, where my needs are respected.



Identifying good male and female role models

THINK & SHARE

1. Think of a **man or boy** who is a role model to you. He can be someone you know personally, or someone famous, either now or in the past.
2. Draw a simple outline of this person, with his name at the top.
3. Ask yourself: What good qualities or behaviour do I see in this man/boy? What are the qualities that make me want to follow him and be more like him? Write TWO of these qualities next to your drawing.
4. Now follow the above three steps, but choose a **woman or girl** as a role model.
5. Put your two drawings up on the wall.
6. Together, discuss the qualities that everyone has identified in their role models:
 - ¥ Are they traditionally male-only or female-only qualities, or not? Explain.
 - ¥ What can we do to honour these role models and be role models ourselves?

My grandfather



My grandmother



Society is changing: men's and women's roles are becoming more equal, as more and more women have jobs and roles that used to belong to men only. As we have seen, one of the causes of GBV is unequal power between men and women. In order to get more of a balance, we need to find good male and female role models, who are caring and who respect themselves and others.

Do you feel you have gained some understanding of gender and GBV and some new ways of looking at the experiences of women and girls, and also of men and boys? We hope that, as you read the next module, you will gain even more understanding of what is behind the different kinds of violent acts that learners often experience. You will also look at what can result from these acts of violence.

Analysing violence

WHAT IS IN THIS MODULE ?

In this module you will explore case studies of learners experiencing violence. You will deepen your understanding of the causes behind each violent incident (happening) and also think about the results/consequences that could follow. Violence often hurts a person physically, but the experience can also affect their feelings and behaviour. Once we understand the causes of violence and how violence and abuse affects people, it is easier to decide how to respond.

Understanding **causes** and **consequences**

Case studies

THINK & SHARE

Read the stories below. For each one, discuss and answer these questions:

1. What type of violence is the learner experiencing?
2. What do you think are the causes of this kind of incident? Why does it happen?
3. Would you notice any signs that a learner has experienced this kind of violence? Try to list some signs.
4. What could the consequences be for the victim?

Incident on the way home

Jxx is on her way back home from school. She has to go through a bushy area to get to her home. Four guys are waiting for her. They are members of a gang and known to be violent. Two of them go to the same high school as Jxx. The four guys throw her on the ground and force her to have sex with them. After the incident, Jxx doesn't say anything to anyone because she is scared of what the gang members could do to her and her family. Three months later, she finds out that she is pregnant. When she goes to the clinic, the doctors tell her that she is also HIV-positive.

True love?

Mxx met Axx when she was in Grade 11. Axx made her laugh a lot and she found him very cute. Three months after they started dating, Axx's attitude started to change.

Now he is always angry and mean to her, saying that she is stupid and ugly. He also drinks a lot of alcohol and often smokes dagga. When she tries to discuss it with him, he starts yelling and slaps her in the face. He immediately apologises and begs for forgiveness. But a few weeks later, he begins hitting and insulting her again.

Mxx doesn't know what to do because she loves Axx but can't handle this situation any longer.



Tormented for being different

Mxx is very interested in fashion and likes to dress differently from the other boys. He often wears shiny jewellery and funky hats. He is also very sensitive and softly spoken. At school, some learners mock him. They tell him that he acts like a girl, walk behind him imitating his walk and call him names such as moffie or faggot. Mxx is never included in any group activities and has very few friends. Sometimes he doesn't want to go to school because he is scared of what is going to happen to him and feels he has no one to talk to about it.

Learning from her teacher?

Lxx has to work hard at home as her frail granny is the only caregiver for herself and her brother and there is hardly any money. But she likes school and is good at mathematics. Lxx is shy and doesn't expect to be noticed, but one afternoon the good-looking, popular maths teacher Mr X calls her into his classroom after school. He tells her that she is his best learner and he is in love with her. He wants to help her in her work, make her life easier and be a couple, but because he is a teacher it must be their secret. Lxx agrees eagerly. They start having sex regularly after school. He brings her presents: a cell phone, CDs, a new dress and even groceries for her family. However, one day one of the girls in Lxx's class tells her that everyone knows she's having sex with Mr X. Lxx tells Mr X about this. After this he completely ignores her, as if they had never been together. She is so distressed that she hardly sleeps. At school three boys keep following her in the corridors, asking if they can be next.



No escape

It's Friday morning and Bxx is waiting at the gate for Txx. Txx sometimes tries to crawl through a hole in the gate to avoid Bxx. But the hole is too small, so he tears his shirt and gets dirt on it. As Txx gets up, he opens his bag and takes out his lunch and busfare. He hands it over to Bxx who has a big smile on his face. Back in the classroom, Txx feels tired. He has had problems sleeping at night because he gets so scared and anxious about what will happen to him at school next day. At 13h00 a teacher shouts at him: Why are you sleeping in class, you lazy, good-for-nothing! And look at you, you are filthy, too! The teacher sends him to the principal, who blames him for his poor attitude. When he leaves the principal's office, he runs to the toilets so that nobody can see him cry.



In the picture

Sxx (17) likes Jxx. But he (17) seems to be more interested in Gxx (17). Sxx is very jealous and starts spreading rumours about Gxx at school. She says that Gxx is not a virgin and that her father has also raped her. She also created a photograph of Gxx that looks just like Gxx, because it has her face. But the body is not Gxx's and is topless. Sxx puts the picture on Facebook and a lot of learners from school comment on it to say that Gxx is a slut and dirty. After that, Gxx stays away from school because she is ashamed. She can't eat and her grades start to drop.

The **effects** of violence

Some of the causes and consequences of different acts of violence are obvious in the stories above, especially the physical consequences. Others are harder to identify. Below are some ideas to help you understand the emotional and psychological effects of violence and sexual abuse on the victims.



Emotional and psychological effects of violence and abuse

Shame	People often feel ashamed because they believe that the abuse is their fault, or they feel exposed in front of others.
Regret, blame	People sometimes regret things they did or said leading up to the abuse. They blame themselves and think that they caused the violence or abuse. But it is never the victim's fault. An abuser might regret his/her actions after being violent or abusive.
Anger	Anger is a common reaction if one is victimised. Anger might cause an abused person to start abusing others (through physical, sexual or emotional abuse). Many bullies have been bullied or suffered harsh corporal punishment themselves.
Depression, powerlessness	Many people who have been abused feel sad, hopeless, powerless and betrayed by life. This makes it hard for them to recover, take action or feel happy and hopeful again.
Guilt	People often feel guilty when they have been sexually abused because the abuser makes them believe that they wanted to be abused and that what happened was their fault.
Loneliness	Violence and abuse often make people feel alone. They feel they have no one to talk to about what happened to them. If someone close to them has abused them they may care about the person and not want to get them into trouble. They may feel they can't tell others about it. This is a very lonely situation.
Emotional pain	Emotional pain can be the result and also the cause of crime and violence. When a person is hurt emotionally, the pain and trauma can affect their behaviour negatively. This could cause them to act violently towards others.
Loss of self-esteem	Sexual violence undermines self-esteem. This means that a person becomes less sure of who they are, their worth and dignity as a human being, and what they think is important - their values. They may stop looking after their health and appearance.

Violence and abuse affects people's health and wellbeing



Violence can continue to affect people's behaviour and lives long after the abuse has stopped. For example, low self-esteem resulting from sexual abuse can affect a person's future sexual behaviour. Read on to find out about possible consequences of different types of violence.

Possible effects of sexual abuse

It exposes the abused person to sexually transmitted infections (STIs), including HIV, which can put their lives at risk.

It puts girls at risk of unwanted and early pregnancies, which can harm their own and their babies' health.

It increases the chances that the abused person will practise risky sexual behaviour at an early age. She or he is put at risk of having unhealthy, unequal relationships in future (because of poor self-esteem). The person may become the aggressor in the relationship or may take the victim role again.

It may result in poor attendance or school dropout: from fear of going to school (fear of further violence and/or stigma), loss of motivation, and/or pregnancy.

Often, when a person is being sexually abused, their behaviour changes. They can go from being outgoing to being withdrawn, from being full of fun to being full of fear and sadness, from being open and sharing to being secretive and closed.

Possible effects of corporal punishment

Corporal punishment can cause depression, anxiety, aggressive behaviour and a lack of caring for others.

It causes resentment and anger, which damages teacher-learner and learner-learner relationships in the classroom.

It teaches learners that it is okay to use force and humiliate people, especially when they are younger and weaker than you and have less power. This increases bullying and the culture of violence in schools.

Violence breeds violence!



All types of violence tend to breed more violence. Young perpetrators attract friends who are also aggressive. People who are bullied or sexually abused at home or who suffer corporal punishment often become bullies or abusers themselves. They turn to violence to solve discipline problems with their own children or relationship problems with their partners.

Extreme distress resulting from violence has driven many young people to suicide.



A person who is harmed because of something bad that happens to them is called a victim. We can also call this person a **survivor**, to show that they have power to get over the bad experience and heal.*

How can we respond to serious incidents of violence at school? Read the next module to find out.

Reporting violence

WHAT IS IN THIS MODULE ?

In this module you will learn how to report cases of violence and how to help learners who are victims of violence to get support.

Issues in reporting violence

So far, you have studied types of violence as well as individual cases of violence. You have looked at the causes and consequences. You might know of learners at your school who are suffering from violence. Once you start speaking out against violence, some of these learners may come to you for help. Think about the following:

THINK & SHARE

✚ Do you think that it is important for the victim to tell someone what happened, or should they keep it to themselves? Give reasons for your answer.

✚ What kind of support is available? How would you report the case? Who would you report it to?

Know this:

✚ **Reporting is important. It sends a message to perpetrators that violence is not okay at school.**

If violence (including sexual harassment) gets reported and dealt with, bullies will know that they can't get away with it.

✚ **People who have experienced abuse often keep silent** because they fear that if they report it they will:

- be attacked by the perpetrator again
- be rejected or punished by others who blame them for what has happened
- lose someone they love and/or who supports them financially (for example, if the abuser is a family member).

When reporting, an abused person has some difficult decisions and actions to take. They need support from an experienced, sympathetic adult who can be firm with others such as unhelpful officials.



fear, anger, trust and confidence issues, and depression.

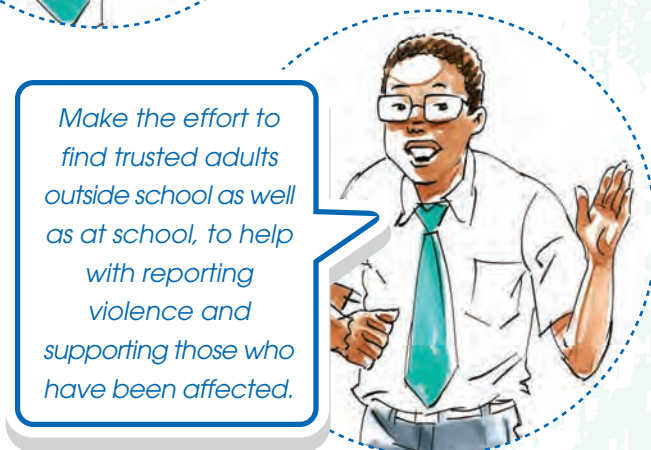


You are not a counsellor and can't deal with the situation yourself. Talk to a trusted adult.

- ¥ **Treat information confidentially.** You must tell a trusted adult. The learner must agree that you talk to an adult about it. Don't tell anyone else.
- ¥ **Do not judge the abused learner.** Abuse can happen to anyone and it is not their fault. This is not always clear, however. For example, girls who have affairs with teachers or other sugar daddies or get pregnant are often judged harshly and have to deal with all the consequences alone. Yet their abusers may not face any consequences. It is important to remember who has the power and who is old enough to know better. **The law says the adult is criminally responsible.**
- ¥ **Do not assume that incidents must be reported at school, to a teacher or the principal.** The school may not have set up careful and confidential reporting steps or suitable support teachers. In some schools, a teacher or the principal may be the perpetrator. Similarly, an incident may not take place at school and it is always important in the case of rape for example, to report and get medical attention as soon as possible.



People who have suffered humiliating disrespect must be treated with care and respect.



Make the effort to find trusted adults outside school as well as at school, to help with reporting violence and supporting those who have been affected.

What to do if you are raped

REMEMBER - IT IS NOT YOUR FAULT!

1. **Go to a safe place as soon as possible.**
2. **Tell the first person you see and who you feel you can trust what has happened to you.**

This may be difficult for you but it is very important because this person can support your story and back you up in court. *This is one reason why it is important for all learners to know about a trustworthy adult in their community.* If the person you talk to is a stranger, however, ask for their name and telephone number, write it down and keep it.

3. **Do not throw away or wash your clothes or wash yourself, no matter how much you want to.**

This is because there may be hair, blood or semen from the rapist on your clothes or body. If you decide to report the rape, this will be important evidence.

4. **Put the clothes you were wearing into a paper bag or wrap them in newspaper.**

Do NOT put them into a plastic packet because it can destroy the evidence.

5. **Go straight to a hospital or doctor. Ask the hospital to call the police if you want to report it.**

The sooner a doctor examines you the better. There

is more chance of finding proof like blood or semen on your clothes. It is better not to drink any alcohol or take any medicine before a doctor examines you. If you do take something, you must tell the doctor. You may also need medical treatment for injury. *See the very important information on getting medical treatment, HIV testing and prevention below.*

6. **It is a good idea to report the rape. Go to the police station nearest to where the rape took place (however, you can go to any station).**

Do this as soon as you can or at least within three days. This gives a stronger chance of finding proof of the attack and of catching the rapist. (If you don't go within this time, you can still report the rape any time, but there is less chance the person will be convicted.) Ask a friend or family member to go with you to support you. *Keep your police case number and the name and contact number of the police officer in charge of your case. Ask for a copy of the statement you make to the police.*

7. **If you fear threats from the rapist, make sure the police know about this and ask them not to let the rapist out on bail.**

If you were drunk or stoned at the time of the rape you can still report the rape and get medical treatment. Being drunk is not a crime but rape is a crime.

Some tips about reporting rape to the police

The South African Police Service (SAPS) has a special Victim Empowerment Programme (VEP) to support victims of sexual abuse when they report the incident. The police must act respectfully to you, inform you of your rights and help you to lay a charge. However, some police officers are poorly trained in how to deal with rape cases and may not believe you. They may treat you insensitively. Remember:

- ¥ You have the right to talk about the incident to the police in a private room, and to speak to a female police officer if you feel more comfortable.
- ¥ It's not up to the police to decide whether or not to accept the case - it's up to you.
- ¥ The police officer should make you feel safe and you can ask them to explain if you don't understand their questions.
- ¥ The statement written by the police officer should have the same details you have given. You should not be questioned more than you want or pushed to give details you are not comfortable with.

You also have the right to:

- ¥ receive a copy of your statement and add details before the case is brought to court
- ¥ have someone to represent you in court
- ¥ get information on the investigation and court process
- ¥ know when the perpetrator appears in court
- ¥ know when you and other witnesses are expected to testify in court
- ¥ know when the perpetrator is arrested and released on bail.



Some people cannot bring themselves to report rape, for reasons like fear and shame. It's their right not to report if they don't want to.

That is true, but it's a very good idea to report! If more people report, more perpetrators get caught and fewer people get away with rape. It sends out a strong message that rape is illegal!



Take back your **power!**

Remember you still have choices and can exercise your rights even though your choice was taken away while the rape was happening. You can take back your power to choose. There are people who can support you to do that.

Ask the police or hospital for pamphlets on rape. Get the phone number of a local counselling service to give you support and advice about the police, the court case and anything else that results from the rape, such as feelings of fear and panic.

Get **advice** and **counselling** support

Counselling can help you deal with what has happened and the consequences of violence. It is important to deal with the abuse through counselling as soon as possible after the incident, and it helps to prevent long-term emotional damage. It is normal to need counselling for a few months.

If you or a friend has been a victim of violence, ask to see a social worker to get the support and help you need. You can go to the nearest Department of Social Development office. Other contacts are:

Life Line	.....	0861 322 322
Rape crisis line	.....	033 394 4444
Crisis line	.....	0800 012 322
ChildLine	.....	0800 055 555



Add local numbers here:

Police:

Social worker:

Clinic/Hospital:

NGOs who deal with violence issues:

Community-based organisations (CBOs) who deal with violence issues:

Faith-based organisations (FBOs):

Other:

Get treatment and medication

Make sure you get treatment from the doctor even if you do not want to lay a charge.

- ✚ Get the Morning-After Pill (MAP) within 72 hours to prevent you falling pregnant if you are a woman.
- ✚ Get an HIV test and antiretroviral treatment within 72 hours to prevent you getting HIV infection.
- ✚ Get antibiotics to prevent other sexually transmitted infections (STIs).

HIV testing and prevention

An HIV test is done by taking blood from a pinprick on the finger. After the moment of the infection, the virus may not be detectable for a period up to three months. This is called the **window period**. You should therefore be re-tested after the window period.

PEP is a treatment that is used after sexual abuse to reduce the risk of HIV infection. To be effective, PEP must start as soon as possible and no more than 72 hours (3 days) after the abuse or any unprotected sex. The treatment is given as syrup or tablets, according to how old you are.

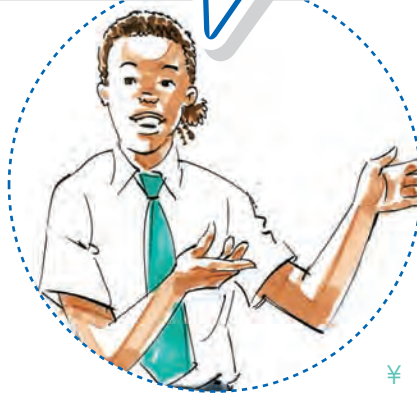
Reporting sexual abuse at school

Remember, you don't have to report to someone at school if it doesn't feel safe. But, it is very important to report to someone you trust.

Take the following steps:

If it is safe to do so, ask the person to STOP!

If you can't, or if they continue to abuse you, it's time for **action**:



- ✚ Tell an educator or another trusted adult at school. The educator must believe you, comfort you, and provide you with basic counselling while organising some professional counselling for you.
- ✚ The educator must notify the principal. If the principal is the perpetrator, they can involve one or two other educators and/or a trusted person from outside the school. These people will form a team to investigate your complaint. **But they must not tell anyone else.**
- ✚ The principal or educator must inform your parents.
- ✚ If the abuser is a learner, their parents must also be informed.

If the abuser is an educator

- ✚ If a teacher sexually abuses you, you can report him or her to the principal. Or you can report to a teacher you trust and that teacher must report to the principal.
- ✚ The principal must tell the Department of Basic Education (DBE) because the department is responsible for your safety at school. If your principal is the one who is sexually abusing you, or if your principal does not report the case to the DBE, you should report the case to the DBE directly. A trusted educator or your family or friends can help you to do this. You can get contact details through the DBE's hotline: 0800 202 933.

- ✚ The principal must also report the abuse to the South African Council of Educators (SACE): 0861 007 223. If the principal does not do this, a trusted teacher or other trusted adult can help you to do so.
- ✚ The provincial DBE, district and SACE will visit the school to investigate the charge. They will take statements about what happened, from you, any witnesses and the accused educator. Make sure you get the correct names, contact numbers and email addresses of the investigators.
- ✚ If the charge is very serious, like rape, the educator will be suspended from school for up to three months. So they will not be able to interfere with the investigation by frightening you, for example.
- ✚ The accused educator may have a hearing at the DBE and SACE. If you have to be at the hearing too, you do not have to be in the same room as the educator. You or the adult supporting you can insist on this. When the investigators question you, tell them exactly what happened.
- ✚ If the educator is found guilty of a serious offence like rape, they will be fired or dismissed and will never be allowed to teach at your school or any other school again.
- ✚ In serious cases, the educator will also be charged (which means that a report will be made to the police) and will probably go to court. If the educator is found guilty in court, they could be sent to jail.

If the abuser is a learner

- ✚ The educator investigating team must take statements from you, any witnesses and the accused learner.
- ✚ The accused learner will have to attend a hearing to answer the charges.
- ✚ The educators who investigate must let you (and the accused learner) know within 7 days of your complaint being made whether they found the accused learner guilty.
- ✚ If the accused learner is found guilty, they will be punished according to how serious the offence is. If the offence is serious, like rape, they can be expelled.
- ✚ If the offence is serious, for example rape, the police also have to be informed. They will decide whether the learner must go to court or not.

Below you will find a form for reporting violence. It is based on a form in the *National School Safety Framework* (NSSF) and can be used by anyone. Look at it and think about how it fits in with what you have learned so far about reporting.

Can you think of any recent violent incident (happening) where you could have used the form?

Incident Report Form

School:

Person reporting incident:

☐

A) Principal

☐

B) Educator

☐

C) Learner

☐

D) SGB

☐

E) School Safety Officer/Committee

☐

F) Parent

☐

G) Other

Date and time of Incident:

Who was involved?

Where did it happen?

☐

On way to or from school

☐

Just outside school grounds

☐

In classroom

☐

In toilets

☐

Behind toilets

☐

In playground

☐

Between classrooms

☐

Behind the school building

☐

At the gate

☐

Tuck shop

☐

Office or staffroom

☐

Car park

Other

What happened?

Taking action: Who will do what?

Referred to:

☐

District Support Team

☐

Discipline Committee

☐

Clinic or hospital

☐

Report to the police

☐

South African Council of Educators

Other

Signature of Principal:

Date:

My school, my reality

WHAT IS IN THIS MODULE ?

You need to know what kinds of violence learners face at school in order to know what to do about it. In this module you will use everything you have learned so far to help you to identify violence issues in your own school. You will learn about two tools: mapping safe and unsafe places, and the problem tree. Mapping will help you to identify safe and dangerous places as experienced by learners at your school. The problem tree will help you to understand the causes and consequences of violence at your school.

Mapping safe and unsafe places

THINK & SHARE

It is important to be aware of specific issues of violence at your school and also to know where the safe and dangerous places are. You probably already know about places (often school toilets or lonely parts of the school grounds) where bullying or sexual harassment take place.

1. On a big piece of paper, draw your school and the streets around it. Some of the places you could show in the school are:

- ¥ staff room
- ¥ car park
- ¥ learner toilets
- ¥ playgrounds and sports fields
- ¥ school buildings
- ¥ libraries and other specialised classrooms
- ¥ school fence
- ¥ area just inside and outside the school gate
- ¥ tuck shop
- ¥ stairs

2. Discuss with your group the places where different types of violence happen, and also the places where you feel safe.

3. Use red and green colours to label the different places. Use red to show dangerous places and green to show safe places.

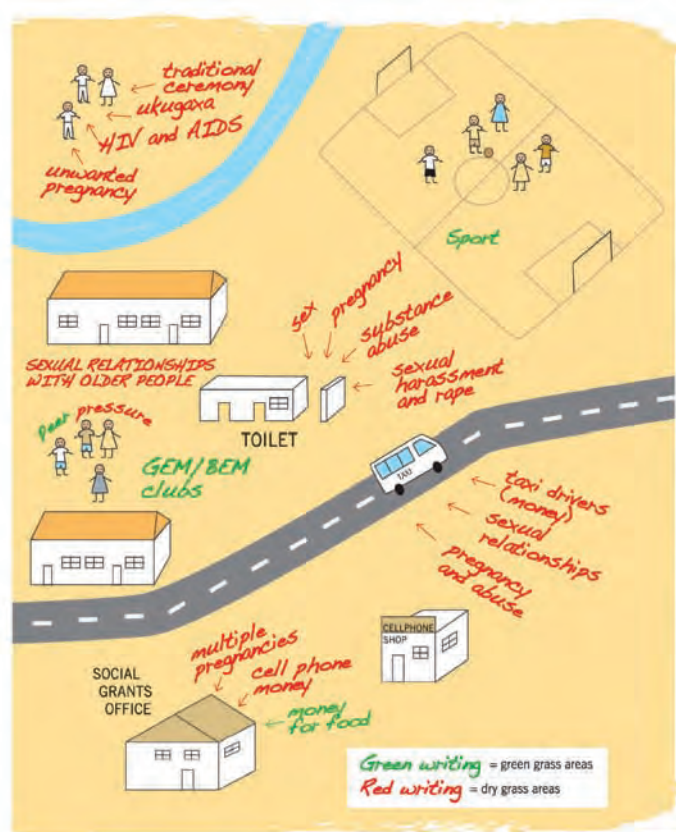
4. In the **red** colour unsafe places, describe:

- ¥ the type of violence that is happening (for example: bullying, sexual harassment/abuse, corporal punishment, sugar daddies)
- ¥ who the victims are
- ¥ who the perpetrators are

5. In the **green** colour safe places, describe:

- ¥ the good things (for example: caring clinic sister; sport and team spirit). Be sure to include any useful, active structure or club at school that builds friendly co-operation and positive leadership amongst learners. For example, your Representative Council of Learners (RCL) or a GEM/BEM club could be your main resource in dealing with GBV (you can identify it at the place where they meet at school).

Later, at school, you can develop the map further with your school safety team. When you do this, walk around the school and the community in order to find red places and green places to add to the map.

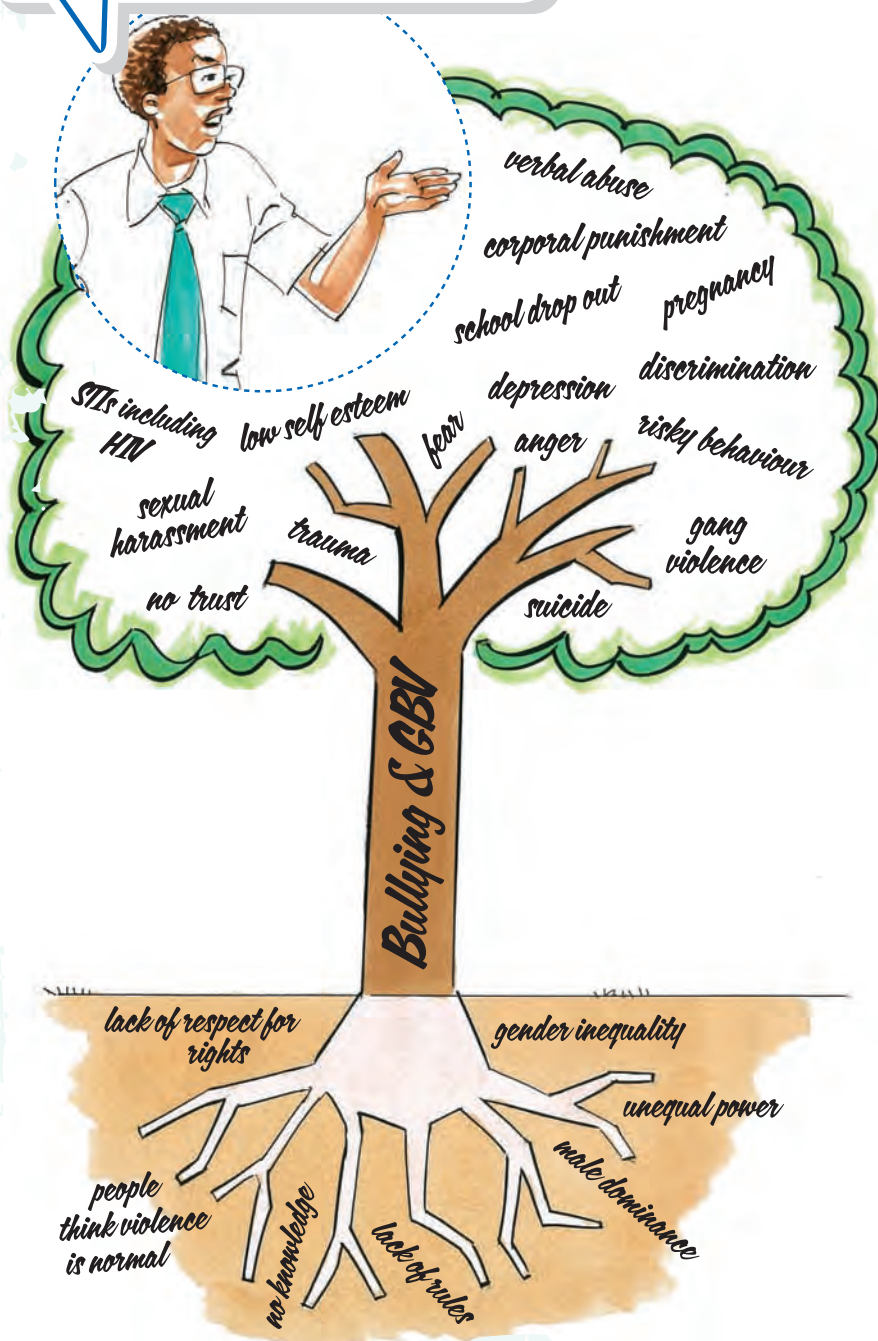


THINK & SHARE

The **problem tree** is also a useful tool to help you to understand violence issues better.

1. Write the **main issue** on the tree-trunk: in the example below, the key issues are *Bullying* and *GBV*.
2. Collect ideas about the **causes** of the problem. Write these in the roots of the tree.
3. Then collect ideas about the **consequences** (results, effects). Write these in the branches and leaves.

What does YOUR school problem tree look like? Find a blank problem tree at the back of the book or draw your own.



Use questions like the following to help you to come up with causes:

- ✎ Where does sexual bullying/harassment happen in this school? Why do you think it happens?
- ✎ Which traditions in your community could encourage sexual harassment and GBV generally?
- ✎ Who do you think is more likely to be sexually harassed/bullied? Why do you think so?
- ✎ Who in your community sees GBV as a problem? Who thinks there's no problem?
- ✎ What is being done about it?
- ✎ What do you think stops people from doing something about it?

Once you have used these tools to identify various violence issues at your school, you can decide which are the most serious and urgent issues, and take action on them. The action process is the focus of the next module.



Involve your whole school safety team in using the mapping tool and the problem tree so that you can gather as many facts and ideas as possible about violence issues at your school!

Taking action

WHAT
IS IN THIS
MODULE
?

Now you will develop a plan of action for tackling the violence issues at your school. Your plan will follow nine action steps for involving key people; building a school safety team of committed learners; identifying your school violence issues; building a vision for the future; planning activities; sharing your plans with the whole school; implementing your violence prevention activities; reporting and reviewing what you have achieved; and planning further action.

First, you look at a summary of the nine steps and then you talk about each one in more detail.

The nine action steps

The **table** on the next page is a **list of the nine action steps**.

It is also a **checklist** to help you keep track of your progress as you go through the action steps. When you have finished each step, tick the **Done** column, and write comments about what went well and what did not go well. This will be useful when reporting on the programme and for planning future action.

It is a good idea to have a mentor or caring teacher at school to help you, for example when you need to talk through some of the issues.



Your mentors will not take over and boss you, but they are experienced and will help you when you're stuck.

Working through the nine action steps

THINK & SHARE

Read and discuss the list of action steps with your group. For each step, ask yourself:

- ✎ What is involved in this step and why is it important?
- ✎ What must you do to make sure that this step goes well?

Then read the more detailed description of each step in the pages that follow.

As you read about each step, you will also read the story of how Kessi and Kgotso worked through each step with their school club: Action Buddies.

Mentors can also help you get in contact with other champions, such as health workers or social workers who could support learners who have suffered violence.

Kessi and Kgotso target violence at school

Kessi, in Grade 10, has been a member of a school club called Action Buddies since she started secondary school. The club was formed by learners who wanted to make their lives and their school better.

She and another member, Kgotso, a quiet and steady guy, are glad they have been chosen to learn more about violence and learner action at the **Prevent violence** workshop, because there are some big issues at their school. During the workshop, Kessi thinks a lot about the kinds of violence their schoolmates experience every day. When she and Kgotso map safe and unsafe places at their school, they identify bullying on the school field and sexual abuse of girls in the toilets as pressing issues. They plan to take action at school by following the nine action steps.

Checklist for the nine action steps

Action steps	Done (✓)	Comments
Step 1: Get the support of the principal and a teacher champion: Meet with your principal and a supportive teacher to ask for their support.		
Step 2: Identify a school safety team and investigate violence at school: Meet with other interested learners (e.g. an already existing school safety team, or members of an active school club or committee). Map safe and unsafe places at school and make a problem tree.		
Step 3: Develop a vision: With your school safety team, identify the key violence issues. Create a vision for your school as a safe and violence-free place.		
Step 4: Share your findings with the principal and SGB: With your school safety team, meet the principal and SGB to share what you have found out about violence issues at school (from the mapping and problem tree activities) and discuss what the school is already doing to prevent violence.		
Step 5: Inform all learners at assembly and ask for support: Share your vision and findings with the other learners at assembly. Ask for their support and ideas for violence-prevention activities.		
Step 6: Plan violence-prevention activities: With your school safety team choose urgent violence issues, and draw up a plan of activities to Prevent violence .		
Step 7: Implement violence-prevention activities: Follow the plan you drew up to make sure that the activities are a success. Keep a record for reporting purposes.		
Step 8: Report on achievements: Report to your principal and SGB on what your school safety team has achieved.		
Step 9: Plan a new round of action: With your school safety team look at the violence issues that have not been solved yet. Plan a new strategy and new activities to Prevent violence .		

Step 1: Get the support of the principal and a teacher champion

In this project you have to convince the school administration, the teachers and parents that violence is a serious problem that stands in the way of learner progress and growth. The principal as head of school management needs to approve all activities at the school. Meet with him or her very soon after the workshop to explain what you have learned during the training. Say what kind of activities you would like to do to put an end to violence. You could ask him or her to sign a letter of support.

You will also need good support from teachers in fighting violence at your school. Identify a teacher who is passionate about helping learners outside the classroom. Ask them to mentor you by helping you to organise your activities and giving you practical advice when you meet challenges. They can also help you communicate with the school management and the principal and make sure that these partners continue to support you. A Life Orientation teacher might be a suitable teacher champion for your project.



The Action Buddies take Step 1

After the training, Kessi and Kgotso meet with the principal, Ms Diallo. They share what they have learned and tell her that they as Action Buddies are planning activities to prevent bullying and sexual abuse. She says they can carry on with their planning. Kessi also talks to Mr Ngige, a teacher who is interested in safety issues, and asks him to support and guide the Action Buddies school safety team.

Example letter of support

The Principal

..... School

Dear Principal

We have been attending a workshop on violence in schools. We have learned about the different types of violence and their causes and consequences. We have looked at how violence affects our school and community and what we can do to prevent violence.

We, as learners, want to make sure that all the learners at our school are aware of this issue and know what they can do to put an end to it.

That is the reason we are asking for your support. In the coming months, we will organise activities at our school to prevent and respond to violence. By signing this letter, you will show that you support our action.

Thank you for supporting our efforts to prevent violence at our school.

Signed:

Learners (name of your group):

.....

Principal:

Step 2: Identify a learner school safety team and investigate violence at school

As you know, it is important to know what the violence issues at your school are before starting to plan activities. By becoming experts on violence you will be able to convince people that something must be done to end it.

You need to involve some other learners in your school safety team as soon as possible, especially if your school doesn't have one yet, and if only one or two learners from your school attended the workshop. You need wider input about the violence issues. Try to gather members of active school clubs or committees that represent a range of learners at your school.

With this school safety team, share what you have learned about violence during the workshop. Find out and discuss all the areas where learners are safe or unsafe at your school. Use the map that you began to make during the training, or start a new one. Discuss it together. Make sure that your final map is as detailed as possible. Also develop the problem tree together, to look into the causes and consequences of the violent incidents in your school and community.

The Action Buddies take Step 2

During the weekly Action Buddies meeting, Kessi and Kgotso make a presentation. Kgotso talks about bullying and Kessi talks about GBV. They explain what these issues are and how they affect the victims and the community. Kessi then asks the Action Buddies to think about the safe and unsafe places at their school and guides them in drafting a new map to include more information. Kessi and Kgotso develop a problem tree with the group to explore why there is so much bullying and harassment and why it happens in certain places. The Action Buddies also look at all the problems and find lots of issues that result from the violence - dropout from school, rape, pregnancies and so on. Finally, Kgotso asks everyone present to sign a pledge, as the school safety team, to put an end to bullying and sexual abuse.



Step 3: Develop a vision

We are most successful in changing the way things are when we know how we want things to be. Having a vision of what you want will focus and motivate you and your team. Once you have explored the violence issues at your school, you will know better what you want to achieve. Do the following:

THINK & SHARE

Imagine how you would like your school to be in a year's time and write this down in a sentence.

This is your vision.

The Action Buddies take Step 3

When the Action Buddies school safety team look at their map and problem tree and the issues of bullying, including sexual bullying, that are coming out strongly, this is the vision statement that they come up with:

In a year's time, all learners will feel safe in any part of the school.



Step 4: Share findings with principal and SGB

You cannot easily fight violence on your own. You need the support of people who represent the school: your principal, who is accountable to the provincial Department of Education for safety at school, parents (in the form of the SGB) and other learners. This step focuses on getting the principal and SGB on board. Share your findings about violence with them and find out what the school is already doing to prevent violence. For example, **the following should be in place to prevent violence or respond to violent incidents at school:**

- ✚ **School Safety Officer and/or School Safety Committee:** This person or group has the duty to take disciplinary action against violence in schools. Cases of violence should be reported to them, and they should take action, monitor (follow up, check on) these cases, and refer bullied or abused learners to support services. Your school safety team could be represented on this committee.
- ✚ **School Safety Policy:** The School Safety Policy should state clearly how the school must react to violence: who is responsible for taking action on any case of violence and what the school's safety plan and objectives are. Everyone from management to learners must understand the policy.
- ✚ **Learners' Code of Conduct:** This sets out what behaviour is acceptable and not acceptable in the school. It must define the different types of violence (for example, bullying, physical violence, sexual abuse) and establish simple, clear rules. Learners should be involved in developing it and give their point of view. All learners must know the Code of Conduct.
- ✚ **Disciplinary Procedures:** These say what action needs to be taken when a learner has not followed the Code of Conduct. It should grade the offence - from a minor problem to a big issue - and explain the appropriate way to punish the learner - from a warning to suspension - according to the offence.

- ✚ **Access into and out of school:** There should be a fence and guards to control who is coming in and going out of the school, and a visitor's register to be signed by anyone who wants to come into the school.

If any of the above aspects of school safety are not properly in place, you could focus one or more of your activities on getting them in place or improving what is there. Discuss this with your mentor and make suggestions on what needs to be done.

The Action Buddies take Step 4

After their Action Buddies meeting, Kessi, Kgotso and the others ask for a meeting with the principal and members of the SGB. Once they have heard about the violence-prevention workshop and the Action Buddies school safety team's ideas, the principal and the SGB give their blessing to the action programme and the SGB chairperson, Mr Tshipe, tells them that the SGB is busy forming a School Safety Committee. Mr Tshipe asks the learners to choose a learner representative for that committee.

The SGB also points out that the school has a Code of Conduct, a School Safety Policy and a good reporting system. The Action Buddies are happy about all this. However, Kgotso points out that the Code of Conduct doesn't say anything about bullying.



Step 5: Inform all learners at assembly and ask for support

As a school safety team, share what you have learned about violence in the training with all the learners in your school. Many might not know as much as you do. Many won't know what they can do if they experience violence. Many may think that they must just accept bullying and GBV as part of life.

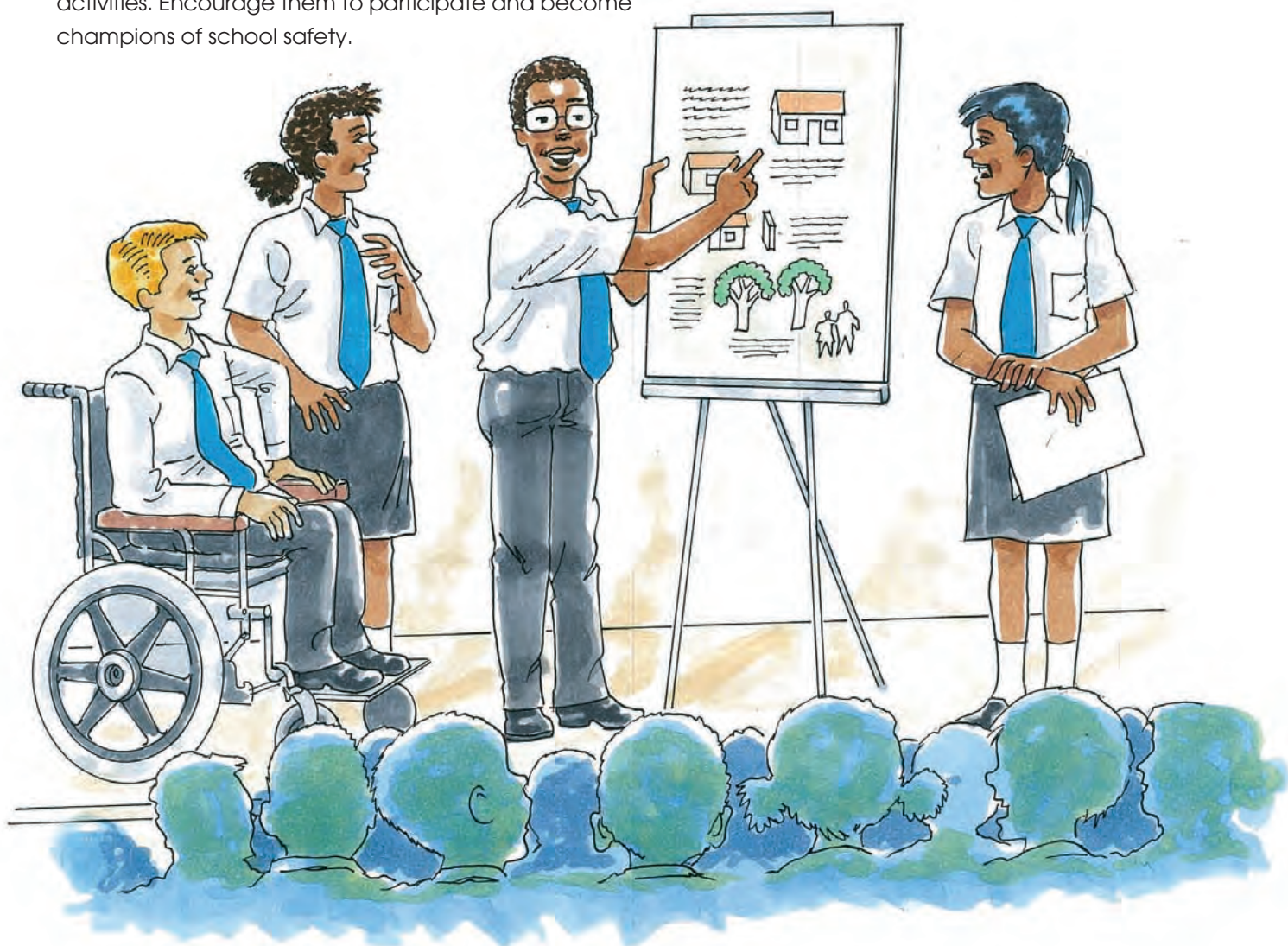
Together with the principal and your mentor, agree on a date when your team can present their plans during school assembly. You can talk about:

- ¥ the different types of violence, their causes and consequences (use your problem tree)
- ¥ the safe and unsafe places you have identified, using the map you have drawn
- ¥ the School Safety Policy and Code of Conduct (if you feel that learners don't know these well)
- ¥ your recommendations for things that need to be done in order to create a safe and caring school.

Finally, present your action plan for putting an end to violence. Ask the learners to suggest violence-prevention activities. Encourage them to participate and become champions of school safety.

The Action Buddies take Step 5

The Action Buddies present the team's ideas to the whole school during assembly. They introduce the programme and say that the learner school safety team is committed to changing the school, with the support of Ms Diallo, Mr Ngige and the SGB. They talk about the different kinds of violence and show the map of safe and unsafe places. They present the problem tree, and ask the learners to suggest activities to prevent violence. They ask learners to talk to members of the Action Buddies or write their suggestions and put them in a suggestion box. The learners all agree that things must change and are happy that the Action Buddies are taking the lead. Several learners give suggestions for activities and say that they want to help.



Step 6: Plan violence-prevention activities

Your team has by now found out about the violence issues at your school and discussed what the school is already doing to respond to the problems. You also have a vision of where you want to be, and you have gained the support of other learners at your school. Now it's time to look carefully at your findings and choose priority issues that you want to tackle. Then you can decide on the activities that you will organise to achieve your vision of a safe and caring school.

Here are some more ideas for activities:

- ¥ An awareness day about one of the types of violence at school
- ¥ A drama to show how GBV violence affects the community
- ¥ A march to the local police station to ask them to ensure that children stay safe on their way to and from school
- ¥ A presentation by a social worker on how to report violence, and the type of support you can get
- ¥ A meeting with the SGB to involve parents and make sure they are aware of the issues learners face at school in relation to violence
- ¥ A Mix-It-Up Lunch: invite learners to hang out with learners who are not in their group of friends
- ¥ An essay contest on respect and tolerance. The winning essay can be read out at assembly
- ¥ A youth pledge against violence and ask learners to sign it.

The Action Buddies take Step 6

During their next meeting, the Action Buddies school safety team analyses their findings and they see that the map activity has identified the same problems Kessi and Kgotso picked up at the workshop earlier: abuse in the toilets and bullying on the playground. Now that they know what the problems are and what the school has already done about safety, the school safety team plan activities to put an end to bullying and sexual abuse. They decide that they will organise five activities in the next six months: a presentation at assembly; meetings to include bullying in the schools' Code of Conduct; monitoring of the school toilets against sexual bullying and abuse; a radio announcement to fight bullying; and a talent show about sexual abuse.

It's time for action! Let's go!

Wait! Effective action needs proper planning. We need a planning meeting to decide what needs to be done and who will do it."



Here is a planning tool for your violence-prevention activities. Draw up a new one for each activity you plan.

Activity 1: Choose one activity and write it here. Example: a debate on bullying.

What tasks do we need to do? Tasks	By when do we need to do it? Dates	Who will do it? Responsible people	What do we need? Resources	Where will we do it? Venue	How will we know it's done?
<p>Each activity requires preparation. Think about what needs to be done for the activity to take place. Examples: asking the principal for permission, booking a venue, getting debating teams, advertising the debate.</p> <p>Write these tasks in this column. List all tasks and be precise in describing the tasks.</p>	<p>You need to be well prepared and organised for the big day so it is important to plan the time needed for each task. Be realistic!</p> <p>Write the dates for each task in this column.</p>	<p>Decide who needs to do what.</p> <p>Write the names of the people responsible for each task here.</p>	<p>Identify any resources that you will need for your activity. Examples: posters, flipchart, projector.</p> <p>List the resources you need for each task.</p>	<p>You will need a venue for each task. Make sure that participants know where to find you.</p> <p>Write down where you will do each task.</p>	<p>You will need to know when each task is completed successfully so that you can tick it off. For example, you will know that the venue for the debate is sorted out when the school secretary confirms that the hall is booked for the correct day and time.</p> <p>In this column, write how you will know when you have successfully finished each task.</p>

On the next page read an extract from of the Action Buddies' activity plan for their talent show in Step 7.

Here is an extract from of the Action Buddies' activity plan for their talent show in Step 7.

Plan for Violence-prevention Activities: Tselopele Secondary School 2015

ACTIVITY 1: Talent show on bullying

What tasks do we need to do? Tasks	By when do we need to do it? Dates	Who will do it? Responsible people	What do we need? Resources	Where will we do it? Venue	How will we know it's done?
Meet with the principal and Mr Ngige and ask for permission and advice	12 October	Kessi	None	Principal's office	Principal and Mr Ngige gave permission
Book venue and arrange for sound system and lights	17 October	Boipelo	None	School hall	The hall is booked
Design posters and put them around the school	20 October	Zamani & Rose	Colour paper Pens and pencils Duct tape	Classroom	Posters designed and put up
Make a list of performers and what each will do Type programme	20-30 October	Motshidisi	Paper, pen Computer	Classroom	List of performers Programme typed
Order the programmes	5 November	Motshidisi	Cell phone	School hall	Programmes ordered
Check sound and lights	10 November	Boipelo	None	School hall	Sound and lights working
Make sure everything goes smoothly MC the show	Up to and on 10 November	Kessi	Microphone Lights Music	School hall	Show went smoothly

Step 7: Implement violence-prevention activities

Now it is time to start implementing the activities that you and your school safety team have included in your action plan. Remember that you're always stronger if you partner with other people - learners, parents, teachers, community members.

After each activity, take time to reflect with your team and mentor: How did people react to it? What could you have done differently? This will help you to be even more successful the next time.

It is very important that your team respects a few basic safety rules when doing your activities.

- ✚ Make sure that you inform a trusted adult where you are going and what time you are coming back.
- ✚ Never implement an activity alone if it takes place outside the school. Ask to be accompanied by a trusted adult if you have to move around in your community.
- ✚ If possible, take at least one cell phone with you.
- ✚ If visiting partners or individuals who are involved in the project, always trust your instincts. Leave at once if you start feeling nervous or uncomfortable.
- ✚ Agree on a danger word with your group so that you all know you have to leave if someone starts feeling nervous or uncomfortable.
- ✚ Always organise activities during daytime, never at night.



The Action Buddies take Step 7

In October, the Action Buddies school safety team meet with Ms Diallo, Mr Ngige and Mr Tshipe of the SGB, to ask if the Code of Conduct can be changed to include a rule to prohibit bullying of all kinds. The SGB agrees, and asks the Action Buddies to identify the kinds of bullying that learners want the Code of Conduct to mention.

Kessi and Bongani meet with the SGB to talk about the issue of sexual abuse in the toilets. They suggest that parents help to monitor the toilets throughout the day. The SGB agrees and puts the plan into action.

In November, to raise awareness on bullying, the Action Buddies ask a local radio station to broadcast a public service announcement from the learners. They use it to talk to all the learners in their area and persuade other schools to organise anti-bullying activities. The team invites three learners to record the message. It is broadcast in early December during 16 Days of Activism on Violence against Women and Children.

In January, the team puts together a talent show. Learners from different grades create songs, poems and dramas to show how sexual abuse affects the community. Boipelo, the school safety team secretary, wins the competition with a rap about one of his friends who was sexually abused. The song talks about how sad and scared she felt and asks men and boys to treat girls with respect.

Many parents attend the show, and learn that violence is a big problem. Some of them decide to become more involved in the school to support learners in taking action against violence.

Step 8: Report on achievements

It is important to consider what you have achieved and report on it. Together, discuss: What went well? Where could things have gone better? What would you do differently next time? What still needs to be done? Record this important information to guide and inform your principal (and the school management team and SGB) and to have a record for yourselves to guide further action planning.

Your story could also be useful beyond your own school, in the wider struggle to stop the violence in our schools. Try to share what you have learned with other secondary schools in your community and elsewhere. If you have made Facebook friends or started communicating with other learner school safety teams, share stories and pictures of what you have done.

The Action Buddies take Step 8

In February the Action Buddies school safety team finishes off the action cycle with a meeting. They have to report on what they have done in their school. They look at what they have achieved, and what still needs to be done. They have not yet managed to stop all bullying and harassment at school, but they have achieved a lot! For example the toilets are now safe places throughout the school day and parents are more involved. Learners are reporting bullying and harassment more often, and there is less bullying on the playground during break.

Prevent Violence in Schools Activity Report

Name: School Safety Team

Date:

Names of team:

1. Introduction

Who are you?

What do you plan to do?

2. Summary of activities

Date of event/ activity	Name of event/ activity	Number of people who attended	Comments

3. Report on each event

What did you do?

What was the purpose?

What worked well?

What didn't work well?

What have you learned for future action?

4. Plans for future

What will you do next?

Step 9: Plan a new round of action

This step follows naturally from report writing. One round of activities will make a difference, but it will not solve the violence issues in your school completely. As a school safety team you should continue with activities to end violence and lead future teams in building a safe and caring school. Similarly, other schools can learn from your experiences and start projects like yours at their schools.

This step is your school safety team's chance firstly to look carefully at what didn't go so well in your activities, try different ways of doing things, and do better in the next round. Secondly, your team will be able to deal with other violence issues that you couldn't manage in the first round. Thirdly, it is important to involve some new people in the new round of action, so that violence prevention becomes part of school life as new members join the team.

By now, people at your school have enjoyed your activities and are aware of the issues. Think of ways to keep them interested. Write challenging questions on notice boards or chalk boards around the school. Put out a suggestion box for ideas on GBV issues to tackle. Involve some key adult champions when you plan: for example, your teacher-mentor, an interested police officer, a community-based organisation that helps pregnant teenagers. Use the map from the first round of action and mark positive changes and new issues on it. You could develop a new map of safe and unsafe places at school.

The Action Buddies take Step 9

The team's violence-prevention activities have raised a few issues that they want to deal with. One problem is that some parents are missing their turn to monitor the toilets, and harassment is starting there again. Another is that learners got very excited during the talent show, so they didn't understand some of the messages about GBV clearly.

On the positive side, a nearby school has heard about the project. They SMSed Bongani, who is a friend of hers, to ask the Action Buddies to share their knowledge and experiences.

Finally, five Grade 8s are very keen to get involved in anti-violence activities next year. There's a busy year of action ahead for the team. They set a meeting for early in the new year to continue their work.

THINK & SHARE

Think about parts of the 9-step process where you might have difficulties. Are there steps you don't quite understand, or where you think you will need advice? Are conditions at your school very different from Kessi and Kgotso's school? Discuss your concerns with your team members and your facilitator/mentor and try to find answers.

*We wish you great success in taking action to **PREVENT VIOLENCE!***



And remember to pass on your strong leadership to younger learners so that from year to year you really do prevent violence at your school!!

My Rights = Your Rights

Learn about child rights.



I have the right to be protected from abuse and harm; and I should show care for others and not bully other children.



I have the right to a clean and safe environment; and I should find ways to keep my own surroundings clean and safe.



I have the right to good health care; and I can keep myself healthy by taking care of myself when I am old enough.



I have the right to freedom of religion and thought; and I must respect the religions and thoughts of other people.



I have the right to be cared for and respected; and I must respect others and show care for them.



I have the right to be taken seriously and share my views and ideas. I must also listen to others and respect their views and ideas.



I have the right to healthy and enough food; and I should try to eat healthy food and not waste food.



I have the right to special care and support when I need it; and should use every chance to be the best person I can be.



I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.



I have the right to try new things and make mistakes; and should learn from my mistakes and not repeat them.



I have the right to a good quality education; and I have to learn, do my homework, read and take part in the classroom.

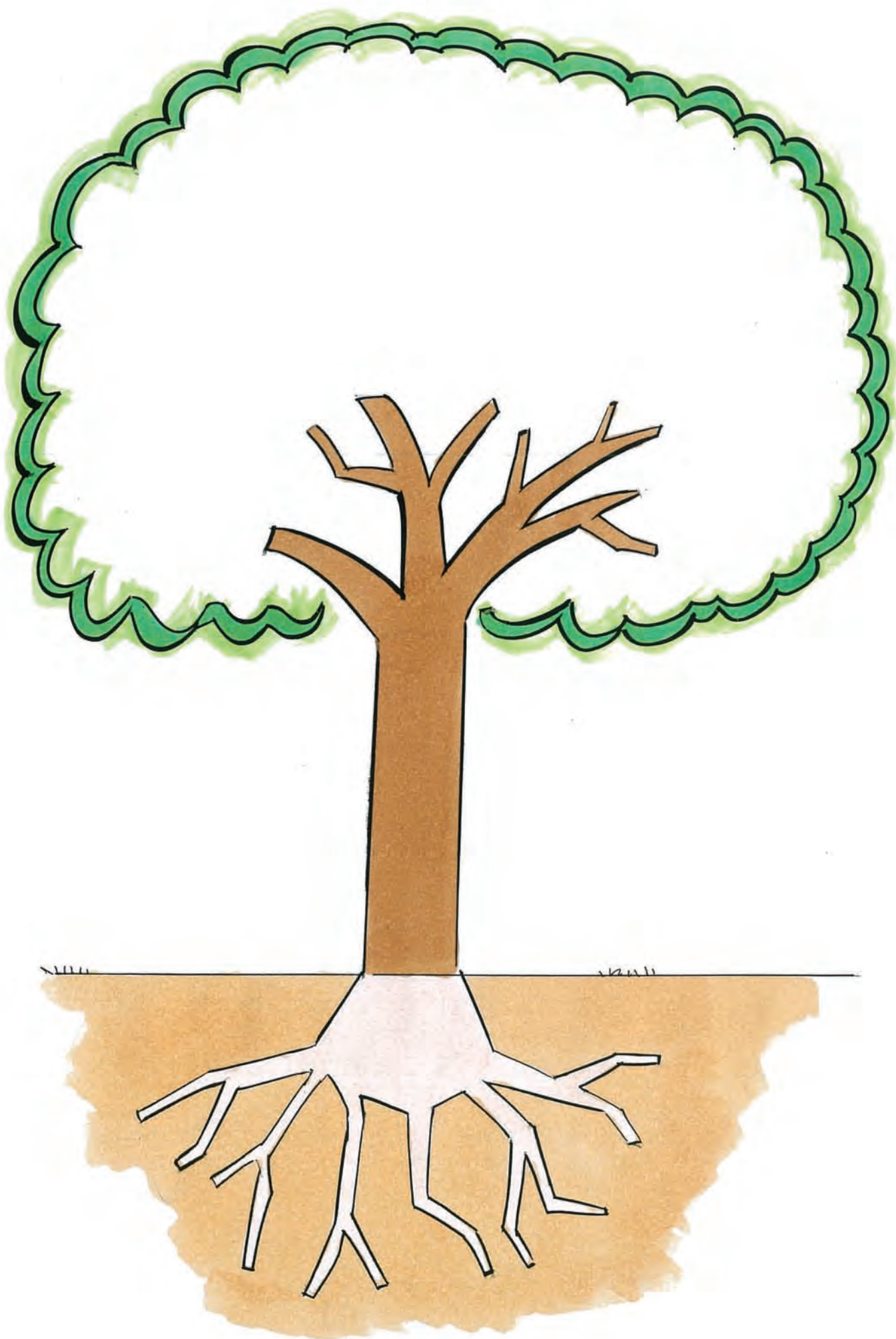


On this poster you learn about some of your rights. There are many more rights that you have as a child. Visit the following websites to see what the Convention on the Rights of the Child tell you about your rights:

<http://www.unicef.org/infobase/pressroom/pressroom.asp>
http://www.unicef.org/southafrica/DAF_resources_crcchildfriendly.pdf
<http://www.un.org/children/childrensrights/childrensrights.asp>

unicef
unite for children

Text: André Vitor and Mar Payne (UNICEF). Illustrations: Sandy Lightfoot (sandy@lightfoot.co.uk) through Opus Media (www.opusmedia.co.uk) Copyright on Rights and Responsibilities partly adapted from the National Children's Rights Committee (1997) and UNICEF (2000).



- Burton P and Leoschut L. 2013. *School violence in South Africa: results of the 2012 National School Violence Study*. Centre for Justice and Crime Prevention, Monograph Series, No 12. Cape Town.
- Centre for Applied Legal Studies (CALS). 2014. *Managing sexual abuse in schools: a guide for children, families and community members*.
- Centre for Justice and Crime Prevention (CJCP) and Department of Basic Education (DBE). 2012. *Addressing bullying in schools: school safety framework: trainer's manual*. Pretoria.
- CJCP and DBE. n.d. *National School Safety Framework*.
- Department of Basic Education. 2015. *Safer schools for all: challenging homophobic bullying*. Pretoria.
- Henricson C and Grey A. 2001. *Understanding Discipline NPPI, Resource 42 in the Help at hand toolkit*.
- Krug EG, Dahlberg LL, Mercy JA, Zwi AB and Lozano R eds. 2002. *World report on violence and health*. Geneva: WHO. Available at http://whqlibdoc.who.int/publications/2002/9241545615_eng.pdf.
- KZN DoE and MIET Africa. 2010. *My life! My future! Staying healthy*.
- KZN DoE and MIET Africa. 2011. *Let's talk: breaking the silence around sexual abuse and learner pregnancy*.
- National Department of Education. 2008. *Guidelines for the prevention and management of sexual violence and harassment in public schools*.
- Oxfam UK and Ireland. 1994. *The Oxfam gender training manual*.
- Pattman R. and Chege F. 2003. *Finding our voices: gendered and sexual identities and HIV/AIDS in education*. UNICEF.
- Population Council. 2008. *Sexual and gender-based violence in Africa: literature review*.
- Ramsden P and Bhuvaneswari Dr. 2008. *Evolving child-friendly schools through child-led processes*. India: Save the Children, Tsunami Response Programme.
- Rape Crisis. 2012. *Annual Report 2011/2012*, at 35. Available at <http://rapecrisis.org.za/wp-content/uploads/2011/11/Rape-Crisis-Annual-Report-2011-2012.pdf> (accessed 18 February 2013).
- Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN). 2008. *A teacher's guide to positive discipline*. Cape Town. Available at <http://www.dcs.gov.za/docs/landing/DCS%20Annual%20Report%202011-12.pdf> (accessed 18 February 2013).
- Save the Children. 2011. *Policy brief: ending violence against children in and around school*.
- South African Police Service. 2013. *Annual Report 2011/2012*, at 181. Available at http://www.saps.gov.za/saps_profile/strategic_framework/annual_report/2011_2012/annual%20finanial_state.pdf (accessed 18 February 2013).
- UNESCO. 2008. *Stopping violence in schools: a guide for teachers*.
- UNESCO. 2009. *Plan to create Learn without fear: the global campaign to end violence in schools*.
- UNESCO. 2009. *Stopping violence in school: a guide for teachers*.
- Watson P and Grey J. 2010. *Speak Out! Youth report sexual abuse: a handbook for learners on how to prevent sexual abuse in public schools*. Pretoria: Department of Basic Education.
- World Health Organization (WHO). 2002. *Report on violence and health*.



