

Schools as places of safety and hope

Schools of care and safety during COVID 19

In 2011 CIE started the Building Peaceful Schools (BPS) programme:

- ▶ The reasons for BPS are:
- ▶ A concern for school ethos and climate of care (**climate surveys**);
- ▶ A desire that schools be safe places for learners (**child safeguarding policy**);
- ▶ The need for an approach to discipline that is mindful of the dignity of all parties involved - teachers and learners(**restorative approach**);
- ▶ The requirement that schools and families move away from corporal punishment (**restorative practices**);
- ▶ The hope that safe, caring, peace-filled schools can contribute to building safer and more caring communities.

Three foci of BPS

- ▶ ***Peacebuilding***: an awareness that peace begins with me - practical ways of building and maintaining positive relationships.
- ▶ ***Conflict resolution/management***: an awareness of my personal approach to conflict and the need to find creative and more positive ways to deal with it.
- ▶ ***Restorative justice***: when things go wrong relationships are affected - those involved have a responsibility to jointly work at repairing the harm and restoring a sense of community in an increasingly disconnected world.

Punitive vs Restorative

APPROACHING DISCIPLINE WITH A RESTORATIVE MINDSET	
Punitive Discipline	Restorative Discipline
Fear Teachers command respect through warnings and threats.	Respect Teachers gain respect by modeling it for their students.
Rules Teachers enforce rules to keep students quiet and working.	Engagement Classes are engaging so students want to work. Conversations is allowed.
Control Teachers tell students when they're doing something wrong.	Support Students reflect on their behavior and consider changes they can make.
Public Teachers use loud, strict voices to call out students who are misbehaving.	Private Teachers speak privately to students who need reminders in order to behave.
Anger Teachers seem angry and blame students when they misbehave.	Understanding Teachers use a gentle tone and show understanding when students misbehave.
Punishment Good behavior is based on fear of punishment.	Reflection Good behavior is based on an internal desire to do well.

Hope during COVID...

- ▶ “Our human compassion binds us one to the other - not in pity or patronizingly, but as human beings who have learnt to turn our common suffering into hope for the future.” (Nelson Mandela)
- ▶ *Social and emotional (SEL) : process where children acquire and apply skills to manage their emotions and achieve positive goals. (syllabus.com)*
- ▶ The COVID 19 pandemic has already had emotional consequences on the students. Dealing with feelings of isolation, frustration, boredom, anxiety, or stress brings with it a response of hopelessness, depression or even anger. (Yolanda Escorza)

BPS requires us to be hope providers...(Dr Gloria Marsay)

HOPE

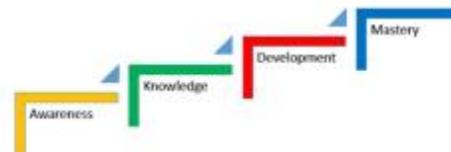
- **Attachment** - Social Connection and Support

- Self-Awareness
- Social-Awareness
- Relationship skills



- **Mastery** - Competence

- Awareness of Strengths and Limitations
- Self-management
- Responsible decision making
- Empowering self and other



- **Survival** - Self-Regulation

- Calm
- Plan
- Change
- Help
- Inspiration



- **Spiritual** - Meaning and Purpose of Life

- Beliefs
- Values
- Inspiration



The climate surveys..

- ▶ Have given CIE a window into the perceptions of teachers and learners within the participating schools.
- ▶ Conversations have been able to allow schools to celebrate what is going right - and to decide on what needs to be improved.
- ▶ Teachers have been able to have insight into what learners and colleagues are experiencing in their teaching/learning environment.
- ▶ This approach has encouraged participants to speak from their own experience and express their emotions in a safe environment therefore develop social-emotional learning crucial during this pandemic.

In conclusion..

- ▶ *“There was life before COVID 19, and there will be life after.*
- ▶ *We didn’t choose to have our schools and colleges closed; our carefully constructed routines halted in their tracks; our field trips, concerts, sporting events, fundraisers and finals all cancelled. We didn’t expect this and had little warning either.*
- ▶ *We weren’t ready for this either. Or were we?”* (C. Cipriano & M. Bracket. March 2020)