

**5.**

**APPENDIX:  
SCHOOL PROGRAMS**

Schools have the opportunity and obligation to organize various preventive activities within the regular and optional classes and extracurricular activities, especially when the topics are relevant and current. It is a good way to contribute to the development of key lifelong learning competencies (such as social and civic competencies) and general interdisciplinary competencies (such as responsible participation in a democratic society, but also communication, responsible attitude towards health, cooperation and others).

Preventive activities (planning and implementation) should involve students, as well as other actors from the community, such as professionals and parents.

In this section, we present several examples sent to us by **Vesna Ilić, an expert associate - a psychologist** from *The Paraćin High School*.

## SCHOOL SAFETY RISK ANALYSIS

Each preventive activity in the school can / should begin with a risk analysis. This analysis is the obligation of the school within the program to protect students from discrimination, violence, abuse and neglect; so, our colleague Vesna Ilić presented risk factors from the category of socio-cultural risks in the community and presented their possible consequences for the psychophysical development of young people, their social and emotional well-being, respect for gender identity, development of self-confidence and autonomy.

The security risks from this group differ in different communities. You can **compare** this with your list of risks and consequences.

For the most important or most frequent risks, **a plan of activities should be prepared** so as to reduce their impact, if it is not possible to eliminate them.

Risk factor of socio-cultural type	Consequences
Transfer of responsibilities - formal and non-functional activities of the school in the field of protection and prevention	Risks are maintained and no changes are made that would strengthen security
Prejudices and stereotypical attitudes towards social groups and personal characteristics of individuals are widespread in the community. <i>Those are brought into the school through school staff and pupils' beliefs</i>	Discrimination against teachers and students; the disadvantaged position of individuals within the school community
High exposure to culturally polluting content through the mass media	Endangered social development, misconceptions and wrong models of social relations being spread, unfavorable position of individuals within the school community
Hate speech, discrimination, insults, labeling, etc. are present in the most frequent communication channel (via the Internet).	Misconceptions and wrong models of communication are being spread, the unfavorable position of individuals within the community
Poor availability of quality and developmentally favorable programs for young people in the local community	Cultural deprivation, disorientation, destructiveness and self-destructiveness, etc.

<p>Insufficient involvement of parents / guardians in school life; the lack of a common position on the values that are respected and developed in school</p> <p><i>* There may be a discrepancy between family and school values, misunderstanding, misinterpretation, low tolerance, etc.</i></p>	<p>Difficulty building pro-social attitudes and social integration; confusion of values; disregard for safety-critical rules; weak internal safety net in the school</p>
<p>Insufficient engagement of teachers in leisure activities for students; poor supply of extracurricular programs in the school</p> <p>Teachers and students, as well as colleagues do not know each other well enough, the school is a passing place for impersonal and dehumanized work</p> <p><i>* ¾ teachers work only part-time in the school, some work in 3-4 schools, in different places (village, city, municipality)</i></p>	<p>Young people develop in a scarce and unstimulating environment; a cohesive and solidary community is not built; inclusive culture is not nurtured; there is no trust and cooperation</p>
<p>Insufficient information and inadequate knowledge of school staff and students about discrimination and discriminatory behavior, especially in relation to personal characteristics such as origin, socio-economic status, culture, religion, gender, gender identity, sexual orientation... including insults to reputation, honor and dignity</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>Insufficient information and inadequate knowledge of school staff and students about various forms of neglect, abuse and violence, about the place where this can happen and about potential perpetrators and victims</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>Only formally set internal procedures and inconsistent application of solutions for prevention and averting all forms of endangering security and discrimination</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>The school does not have enough integrity in protecting vulnerable people or groups</p> <p>The experience of helplessness, hopeless position of the victim, indirect justification of endangerment, labeling and stigmatization of the victim are supported.</p>	<p>Low security, security and trust are violated in the long run, re-victimization of the victim, tolerance of perpetrators and those responsible for prevention and averting danger</p>
<p>Insufficient knowledge of school staff about the competencies of cooperative services (police, center for social work) in preventing and stopping threats</p>	<p>The level of security is declining, inefficient procedures in the school are repeated, and it does not seem integrated and efficient</p>
<p><i>Lack of constructive cooperation of relevant services in the community and positive examples of joint action</i></p> <p><i>* Procedures laid down by laws and bylaws are not followed</i></p>	<p><i>Low security of the community, inefficient procedures are repeated, it does not seem to be integrated and efficient</i></p> <p><i>* Exhaustion, impotence of each individual institution</i></p>
<p>Low level of feeling of belonging to the school (school community), sharing common values and culture, weak school ethos</p>	<p>In the long run, the level of safety in the school decreases, and the risk of the dominance of negative influences increases</p>

*Weakened capacities of the community to recognize and respond to risks and threats to youth safety; the school has no motivated associates in the environment*  
*\* Or, for example, there are no self-organized citizens and volunteers who would be associates of the school in risk and hazard protection*

Dominance of negative factors in the community

## Program of activities: PROTECTION AND SAFETY OF CHILDREN - CONTINUOUS CARE OF THE SCHOOL



PARAĆIN HIGH SCHOOL

### CHILD PROTECTION AND SAFETY - CONTINUOUS CARE OF THE SCHOOL Activity week from 19th to 25th Nov. 2015

<b>19th Nov.</b> Thursday <b>International Day for Prevention of Child Abuse and Neglect</b>	Promotion of the School Project: <b>Panel discussion on the occasion of the International Day for Prevention of Child Abuse and Neglect</b> Cultural Center, Paraćin, 12:00
	Thematic class of the Homeroom Teacher: <b>What is Violence, Abuse and Neglect</b>
<b>20th Nov.</b> Friday <b>International Day of the Child</b>	Poster presentation in the school: <b>Who do I turn to if I feel threatened or at risk</b>
	Peer education - Student Parliament: <b>Necessary Knowledge of First Aid</b>
	Parents' Corner in the school: <b>Trust as a Condition for Growing up Safely</b>
<b>23rd Nov.</b> Monday	Thematic class for 2nd grade students: <b>Prevention of Psychological Peer Violence</b>
	Thematic class of the Homeroom Teacher: <b>What is Violence, Abuse and Neglect</b>
<b>24th Nov.</b> Tuesday	Boosting Healthy Lifestyles – Healthy Eating: <b>A Healthy Snack for every Student</b>
	Project: Protect Your Life Presentation with Demonstration for 3rd grade students <b>Prevention of Risky Behavior of Young People in Traffic</b> Realized by: Council for the Security of the Municipality of Paraćin High School, 14:00
	Thematic class of the Homeroom Teacher: <b>What is Violence, Abuse and Neglect</b>

<b>25th Nov.</b> Wednesday	Thematic class for 1st and 2nd year students: <b>Resolving Peer Conflicts</b> <b>Internet Security</b>
<b>International Day for the Elimination of Violence against Women</b>	Thematic Class of the Homeroom Teacher: <b>What is Violence, Abuse and Neglect</b>
	Radio / TV guest appearance: <b>Recommendations for Children and Young People on How to Improve their Safety</b>

## Program of activities: THE WEEK OF TOLERANCE



PARAĆIN HIGH SCHOOL

### THE WEEK OF TOLERANCE

22-28 April 2013

Type of program:

- special programs for students;
- upgrading student safety and risk prevention;
- cooperation with parents.

Areas of work of the institution:

- 1) student support,
- 2) the ethos of the institution.

Forms of work: teaching, extracurricular activities for students, cooperation with parents.

- a) classes in three educational areas,
- b) art section, school website,
- c) activities of the Students' Parliament,
- d) cooperation of the school with the parents of the students.

Lecturers: teachers, external associates, Student Parliament, the Principal.

Target group: students and parents

Implementation period: 22nd April – 27th April 2013

Place: the High School

Resources: available at school + 16 packs of paper, glue, markers.

### PROGRAM

a) regular classes in the course of one week

1. In the class of **Latin**, study the origin and original meaning of the word tolerance and encourage students to engage in a discussion .... 2nd grade.
2. In the **Serbian language** class, use suitable material from literature to discuss the tolerance / intolerance of differences between people .... 3rd grade.

3. In the class of **Civic Education and Religious Education**, incorporate the unit on tolerance of diversity, human rights, religious tolerance, ecumenism, discuss exclusion and tolerance as styles of social relations ... all grades.
4. In the **Geography class**, present a topic from political geography so that students can understand the meaning and importance of tolerance ... 2nd grade.
5. In the **History class**, present an example of tolerance among peoples and cultures that has helped the improvement of socio-historical circumstances ... 1st grade.
6. In the **Philosophy class**, discuss tolerance and intolerance in ethical attitudes, values, moral norms ... 4th grade.
7. In the **Biology class**, explain the biological significance of tolerance and intolerance (e.g., allergens) ... 1st grade.
8. In the **Psychology class**, discuss tolerance and intolerance in social communication and group psycho-dynamics ... 2nd grade.
9. In the **Chemistry and Physics classes**, illustrate and discuss natural phenomena / laws (cohesion, valence, the influence of the physical field ...) as examples of «tolerance and intolerance» of matter .... 3rd grade.
10. In the **Homeroom class**, address the topic of tolerance among students, in order to harmonize the relations in the class ... all grades.

6) art club, school website, in the course of one week

**Art club**

- **digital collection of student photographs** on the topic of tolerance; the selection is made by the teacher; selected photos are posted by the administrator on the school website (maybe an exhibition at the school of photos on photo paper, a selection of around 10) ... all grades;

b) activities of the Students' Parliament, in the course of one week

**Students' Parliament and expert associate**

- put up a **poster** in every classroom with a list of behaviors in the school "*We tolerate – we do not tolerate*" ... all grades, 16 class posters.

r) cooperation with parents, 1 day

**Parents' Council of the School** / expert associate / 4 members of the Students' Parliament / the Principal

- **focus group on the topic How tolerant is the school? What should and what should not be tolerated in the school?** Collect products and suggestions for school documentation (work plan, development plan ...)

\* \* \*

THE PROGRAM OF THE WEEK OF TOLERANCE WAS ADOPTED BY THE DECISION OF THE TEACHERS' COUNCIL AND IS PART OF THE ANNUAL SCHOOL PROGRAM OF ACTIVITIES.

*The Principal, Snežana Dačić*

## School spaces: INFORMATION FOR STUDENTS AND PARENTS

In the school buildings, in the halls, corridors, at the entrance and in other places where students and parents stop, dwell or wait, various relevant information should be placed, which can be easily viewed and read.

When it comes to violence in the emotional / intimate relationships of young people, as well as digital, sexual and gender-based violence, it proves useful to provide key information and phone numbers of organizations and institutions that young people can contact (in confidential form, i.e., anonymously, when they want to be informed or when they want to report knowledge or suspicion of abuse) are also located in places that are not exposed to the gaze of others - such as toilets or locker rooms, where posters, stickers or leaflets could be placed inside the cabins.

### PARENTS' CORNER



### MESSAGES FOR STUDENTS



## PROCEDURE IN CASE OF VIOLENCE

