



Practices in schools in ANGUILLA

An examination
of the protective
environment,
participation &
the teaching of
Health &
Family
Life
Education

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CFS practices
in Schools in
Anguilla

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Executive Summary

This study was commissioned by the United Nations Children's Fund Office for the Eastern Caribbean Area (UNICEF ECA) to gather information on child protection and other CFS practices in schools implementing the Child-Friendly Schools (CFS) framework in Anguilla. It took a two-fold approach:

1. Interviews with a sample of primary school students aged 8–11 to ascertain whether they knew where to go and what to do in the event of bullying or sexual abuse.
2. Interviews with a sample of school principals on the protective environment at schools, mechanisms for student participation and the teaching of Health and Family Life Education (HFLE).

Methodology

In order to achieve the objectives outlined above, quantitative research methodology was utilized. This allows for baseline measurement and the possibility of measuring in the future the effects of any interventions undertaken.

A questionnaire was developed in collaboration with UNICEF and administered primarily in face-to-face interviews with a sample of students in six CFS primary schools and a sample of the principals of the primary

schools and of one secondary school.

Trained interviewers and supervisors were engaged to ensure smooth execution of the study. The completed questionnaires were edited for consistency and completeness and were prepared for coding and data entry and processing by computer. The processed data were analysed and form the basis of this report prepared for UNICEF.

Sampling

The sampling frame used for the survey of students was the list of CFS primary schools, and the sample targeted was students aged 8–11. The sampling frame used for the survey of principals was the list of CFS primary schools where the student survey was conducted and the list of secondary schools.

Findings

Bullying

The majority of the students showed a fairly high level of awareness of actions that constitute bullying. All the students identified “Teasing and name-calling” as a type of bullying. “Hitting, kicking or punching another person” and “Saying unpleasant or hurtful things to another person” were also chosen by 94 per cent of students each. The action with the lowest response was “When a student tries to keep others from being your friend, or from letting you join in what they are doing” (42 per cent).

Around seven out of ten students (68 per cent) felt that bullying was a problem at their school, and the two locations mentioned most for the occurrence of bullying were the classroom and the playground.

Eight out of ten students said they knew of actions that could be taken if they were being bullied, and the major sources of information mentioned were individuals (parent or teacher) as opposed to the media. Among possible actions suggested, there was high favour for “Tell a trusted adult” (100 per cent) and much less for other actions such as “Run away” (36 per cent), “Fight back” (12 per cent), “Curse them” (4 per cent) or “Do nothing” (4 per cent).

All the principals indicated that there were mechanisms in place to deal with bullying.

Sexual abuse

About three quarters of the students (72 per cent) said they were aware of what actions constituted sexual abuse.

Almost all of the actions listed on the questionnaire were considered sexual abuse by at least half of the students. The actions involving touching were identified by significantly larger groups: “Someone touching, kissing or asking to touch/kiss my private parts” (92 per cent) and “Someone asking me to touch his/her private parts” (88 per cent). “Someone making sexually nasty comments to me” was also identified by a large group (82 per cent), while “Someone peeping at me while I am bathing” was mentioned by over half the students (56 per cent). “Someone showing me porn on a movie, cell phone, in a book or some other media” was mentioned by slightly fewer (52 per cent).

The majority of students (82 per cent) said they knew what to do if they were sexually abused, and their major sources of information about this were their parents and teachers. Among possible actions to be taken, the majority of students indicated that the best one was to “Tell a trusted adult or a friend until someone does something about it” (98 per cent) or “Call the police” (92 per cent).

The majority of the students said they had seen or heard messages about child sexual abuse and the key lesson learnt was “Children must report child abuse to a trusted adult”.

All the principals indicated that students were being sensitized about child sexual abuse. The main methods were use of HFLE teachings and sessions with the counsellor. All the principals also indicated that there were protocols in place for reporting child sexual abuse. Principals of primary schools mentioned reports to the principal and to the Department of Social Development, while the secondary school principal mentioned reports to the principal and to the school counsellor.

Students’ Councils

Among the survey schools, 29 per cent had functioning students councils. Of these, 100 per cent met at least once per term, with a teacher providing guidance. Some of the schools had implemented one or more student-led projects during the school year.

Principals at most of the schools without a Students’ Councils said that they planned to have one set up within a year or so.

Health and Family Life Education

All the principals indicated that aspects of HFLE were taught in their schools. However, one in seven of the teachers (14 per cent) had received no formal training.

Three of the four thematic areas in the survey were covered in 100 per cent of the HFLE classes (the exception was managing the environment, taught in 43 per cent). Apart from field visits, all of the approaches listed in the survey were well utilized. All the life skills listed in the survey except negotiating skills were taught in the majority of the schools. Conflict resolution was taught in all the schools.

“Children
must report
child abuse
to a trusted
adult”

1 Background

The United Nations Children's Fund Office for the Eastern Caribbean Area (UNICEF ECA) has been supporting countries to incorporate the Child-Friendly School (CFS) framework in schools. The CFS model in the region focuses on the following characteristics of effective schools:

- ◆ Positive behavioural management techniques
- ◆ Healthy and health-promoting practices – including teaching Health and Family Life Education (HFLE)
- ◆ Student-centred education
- ◆ School leadership and management
- ◆ Inclusive student seeking non-discriminatory practices
- ◆ A safe, protective and nurturing environment
- ◆ Staff professional development
- ◆ A gender-sensitive and friendly environment
- ◆ Spiritual care.

To date the Ministries of Education in nine countries in the region (Anguilla, Antigua and Barbuda, Barbados, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines and Trinidad and Tobago) have introduced some aspects of the CFS framework. As UNICEF continues to support countries to introduce all aspects of the framework, it is important to know what exists in schools and what areas need further strengthening.

To this end, information needed to be gathered on:

- ◆ The protective environment in schools
- ◆ Mechanisms for student participation
- ◆ The teaching of HFLE in schools.

2 Objective

The overall objectives of the research were as follows:

1. To conduct a survey among a sample of students aged 8–11 at primary schools implementing the CFS framework and ascertain whether they knew where to go and what to do in the event of bullying or if they were sexually abused.
2. To ascertain what mechanisms were in place at the schools for the protection of children – for example, to prevent and respond to bullying; to prevent and respond to child sexual abuse and to educate students through campaigns.
3. To ascertain how many of the schools had functioning Students' Councils during the present school year (defined as students meeting, developing a work plan and working on at least one student-led project during the school year).
4. To ascertain how many of the schools were teaching all aspects of life skills-based HFLE.

3 Methodology

In order to achieve the objectives outlined in Chapter 2, quantitative research methodology was utilized. This methodology allows for baseline measurement as well as the possibility of measuring in the future the effects of any interventions undertaken.

A questionnaire was developed in collaboration with UNICEF and was administered primarily in face-to-face interviews with a sample of students in selected CFS primary schools and principals in both primary and secondary schools in Anguilla. Adequate field support staff (trained interviewers and supervisors) were engaged to ensure smooth execution of the study, and they visited the selected schools to conduct the interviews.

The completed questionnaires were edited for consistency and completeness and were prepared for coding, data entry and processing by computer. Fieldwork and data collection were conducted between 20 June and 10 July 2014 in an effort to have the exercise completed before the end of the school term. The processed data were analysed and formed the basis of this report prepared for UNICEF.

Sample design and selection

In order for this study to be meaningful, adequate representation of the target population was included in the sample. The sampling frame used for the survey of students was the list of CFS primary schools. The sample targeted students aged 8–11 in selected CFS primary schools. The sampling frame used for the survey of principals was the list of primary and secondary schools

(CFS and non-CFS). The sample targeted principals of selected CFS primary schools along with principals of secondary schools.

The sample of 50 students came from 6 CFS primary schools (Table 1).

Table 1. Student sample by age and sex and the number of schools								
Age category (years)				Sex		Total students	Schools	
8	9	10	11	Male	Female			
8	8	13	21	24	26	50	6	

In total 7 principals from the 7 primary and the Principal from the secondary school were interviewed (Table 2).

Table 2. Principal sample by type of school and CFS status					
Primary schools		Secondary schools			
CFS	Non-CFS	CFS	Non-CFS	Total	
6	0	1	0	7	

4 Bullying

Findings from the survey of students

Awareness of actions constituting bullying

Students were asked to indicate from a list of actions on the questionnaire those they felt constituted bullying.

- ◆ Saying unpleasant or hurtful things to another person.
- ◆ Spreading or threatening to spread rumours about a person.
- ◆ When a student tries to keep others from being your friend or from letting you join in what they are doing.
- ◆ Hitting, kicking or punching another person.
- ◆ Writing hurtful notes about a person.
- ◆ Teasing and name-calling.
- ◆ Threatening another person.

The majority of the students showed a fairly high level of awareness of the actions that constitute bullying.

The action chosen by 100 per cent of students as a type of bullying was “Teasing and name-calling”.

“Hitting, kicking or punching another person” and “Saying unpleasant or hurtful things to another person” were also chosen by a large number of students (94 per cent each). Almost nine out of ten (86 per cent) also selected “Threatening another person” as a form of bullying.

Over three quarters of the students (78 per cent) thought that “Spreading or threatening to spread rumours about a person” was a form of bullying and slightly fewer identified “Writing hurtful notes about a person” (70 per cent). The action with the lowest response was “When a student tries to keep others from being your friend, or from letting you join in what they are doing” (42 per cent).

Table 3· Actions constituting bullying (%)	
Actions	Total
1. Saying unpleasant or hurtful things to another person	94
2. Spreading or threatening to spread rumours about a person	78
3. When a student tries to keep others from being your friend or from letting you join in what they are doing	42
4. Hitting, kicking or punching another person	94
5. Writing hurtful notes about a person	70
6. Teasing and name-calling	100
7. Threatening another person	86

Bullying as a problem at the school

Students were asked whether bullying was a problem at their schools. About two out of three

(68 per cent) said that it was a problem

while 20 per cent were not sure. Only 12 per cent thought that it was not a problem.

Location where bullying takes place

Those students who said that bullying was a problem were given the following list and asked to indicate the location where the bullying took place:

- ◆ Classroom
- ◆ Playground
- ◆ Bathroom
- ◆ On the bus

The main area selected by students was the classroom (91 per cent). The next most mentioned area was the playground (77 per cent).

Table 4. Locations where bullying takes place (%)	
Classroom	91
Playground	77
Bathroom	21
On the bus	27

Other locations for bullying were also mentioned by a few students (the following are numbers rather than percentages): behind the school (4), outside the school compound (2), in the schoolyard (2), at school assembly (1) and at home (1).

Awareness of action to be taken if bullied

The students were asked whether they had been told what actions they could take if they were being bullied, and 80 per cent said that they had been told.

Source of information on action to be taken if bullied

The students were asked about their sources of information on actions to be taken, and seven listed sources were included in the questionnaire (Table 5). The major sources mentioned by students were individuals – parent, teacher and principal – rather than the media.

Table 5. Source of information on action to be taken if bullied (%)						
Principal	Teacher	Parent	Friend	Radio	TV	Internet
70	90	90	50	13	18	13

Other sources of information mentioned by one student each were a police officer, the DARE (drug awareness resistance) programme and a stranger.

Best actions to take if bullied

The students were given a list of five actions that could be taken if they were being bullied at school, and they were asked to choose which of the options they felt was best.

- ◆ Run away.
- ◆ Tell a trusted adult.
- ◆ Fight back.
- ◆ Curse them.
- ◆ Do nothing.

All the students chose “Tell a trusted adult” (100 per cent) while around four out of ten also selected “Run away” (38 per cent) and a small number chose the other options (Table 6).

Table 6. Best actions to take if bullied (%)	
Actions	Total
1. Run away	36
2. Tell a trusted adult	100
3. Fight back	4
4. Curse them	4
5. Do nothing	4

Findings from the survey of principals

Mechanisms in place to deal with bullying

Principals were asked whether at their school there were any mechanisms in place to prevent and respond to bullying, and 100 per cent indicated that there were such mechanisms.

Principals were also asked for details of the mechanisms, and these varied from school to school (Tables 7 and 8).

Table 7. Mechanisms to respond to bullying (primary schools)	No.
K.O.P (Kids on Patrol) student leaders programme	1
Golden rules	1
Class rules	1
Classroom interventions/school wide consequences	1
Counselling sessions	1
Positive behaviour plan; anti-bullying campaign	1
Child can report to teacher or principal	1

Table 8. Mechanisms to respond to bullying (secondary school)	No.
Counselling, use of virtues, parental conferences	1

Sensitization about bullying issues

Principals were asked whether students at their school were being sensitized about bullying as well as about child sexual abuse. All the principals indicated that student sensitization took place (see Tables 15 and 16 in Chapter 5).

5 Child Sexual Abuse

Findings from the survey of students

Awareness of what constitutes sexual abuse

Just under three quarters of students (72 per cent) said they knew what sexual abuse was.

Actions constituting sexual abuse

The students were given a list of five actions for them to determine which ones they felt constituted sexual abuse.

1. Someone touching, kissing or asking to touch/ kiss my private parts.
2. Someone peeping at me while I am bathing.
3. Someone asking me to touch his/her private parts.
4. Someone showing me porn on a movie, cell phone, in a book or some other media.
5. Someone making sexually nasty comments to me.

Actions involving touching received much higher recognition than other, non-touching actions, possibly indicating that messages that focused on “good touches and bad touches” had lasting effect in the recall of the students.

The vast majority of the students considered “Someone touching, kissing or asking to touch/kiss my private parts” (92 per cent) and “Someone asking me to touch his/her private parts” (88 per cent) as constituting sexual abuse. Eight out of ten (82 per cent) also considered “Someone making sexually nasty comments to me” as constituting sexual abuse.

Around half of the students considered “Someone peeping at me while I am bathing” (56 per cent) and “Someone showing me porn on a movie, cell phone, in a book or some other media” (52 per cent) as constituting sexual abuse.

Table 9. Actions constituting sexual abuse (%)	
Actions	Total
1. Someone touching, kissing or asking to touch/kiss my private parts	92
2. Someone peeping at me while I am bathing	56
3. Someone asking me to touch his/her private parts	88
4. Someone showing me porn on a movie, cell phone, in a book or some other media	52
5. Someone making sexually nasty comments to me	82

Awareness of action to be taken if sexually abused

The students were asked whether they knew what to do if they were sexually abused by an adult, friend or family member, and the majority of them (82 per cent) said they did.

Source of information on action to be taken if sexually abused

The students were asked about their sources of information on actions to be taken and seven listed sources were included in the questionnaire (Table 12). As with bullying, the major sources were individuals as opposed to the media.

Table 10. Source of information on action to be taken if sexually abused (%)						
Principal	Teacher	Parent	Friend	Radio	TV	Internet
37	81	90	22	29	15	2

Other sources of information on action to be taken if sexually abused mentioned by one student each were a cousin, family member and neighbour.

Best actions to take if sexually abused

The students were given a list of six actions that could be taken if they were sexually abused, and they were asked to choose which of the options they felt was best.

- ◆ Run away from home.
- ◆ Call the police.
- ◆ Call the child protection agency.
- ◆ Tell a trusted adult or a friend until someone does something about it.
- ◆ Keep quiet about it or keep it a secret.
- ◆ Do nothing.

There was high favour for actions that involved talking to an adult, but very little for inaction or keeping quiet.

“Tell a trusted adult or a friend until someone does something about it” was selected by the vast majority of students (98 per cent), while “Call the police” was also selected by many of them (92 per cent). “Call the child protection agency” was selected by around two thirds of the students (60 per cent). A few students thought “Run away from home” was an option (10 per cent). “Keep quiet about it or keep it a secret was chosen by less than 1 per cent of students while no students chose “Do nothing”.

Table 11. Best actions to take if sexually abused (%)	
Actions	Total
1. Run away from home	10
2. Call the police	92
3. Call the child protection agency	60
4. Tell a trusted adult or a friend until someone does something about it	98
5. Keep quiet about it or keep it a secret	0
6. Do nothing	>1

One student suggested that they would tell the person to stop.

Message recall for child sexual abuse

The students were asked whether they had heard or seen messages about child sexual abuse on the radio or television. Around three quarters of them (78 per cent) said that they had.

Lessons learnt from child sexual abuse messages

The students were asked to indicate from a list of four statements what lessons they had learnt from child sexual abuse messages.

1. There are good secrets and bad secrets.
2. Children must report child abuse to a trusted adult.
3. Break the Silence – End child abuse.
4. Actions that constitute child abuse.

Most students (97 per cent) identified “Children must report child abuse to a trusted adult” as the lesson learnt.

In addition, just over half (54 per cent) mentioned “Break the Silence – End child abuse” as a lesson learnt from the child sexual abuse messages.

Table 12. Lessons learnt from child sexual abuse messages (%)	
Messages	Total
1. There are good secrets and bad secrets	26
2. Children must report child abuse to a trusted adult	97
3. Break the Silence – End child abuse	54
4. Actions that constitute child abuse	41

Findings from the survey of principals

Protocols for reporting child sexual abuse

Principals were asked whether at their school there were protocols for reporting child sexual abuse. All the principals indicated that there were such protocols in place.

Principals were asked to give details of these protocols. Four of the primary school the principals indicated that there were reporting methodologies involving the Department of Social Development or Social Welfare. The secondary school principal noted that reports come to the Principal or the counsellor.

Sensitization about child sexual abuse

Principals were asked to explain how the students were being sensitized about child sexual abuse as well as bullying. Their responses included use of HFLE teachings and sessions with the school counsellor (Tables 15 and 16).

Table 13. Protocols for reporting child sexual abuse (primary schools)	No.
Reports directed to Department of Social Development	2
Reports must be made to Social Welfare by completing a form, Teacher/principal can make the call or report	2
Report to principal	1
Responsible person assigned with support	1

Table 14. Protocols for reporting child sexual abuse (secondary school)	No.
Report to child counsellor and/or principal	1

Table 15. Methods of sensitization about bullying/sexual abuse (primary schools)	No.
Principal's weekly reminders at general assembly	2
Through HFLE lessons	2
Sessions with the school counsellor	2
Having circle time at each class	1
Golden rules are stated each day	1
Students are consistently reminded of inappropriate behaviours	1

Table 16. Methods of sensitization about bullying/sexual abuse (secondary school)	No.
Personal, social and health education classes	1

Break the Silence

End child abuse.

6 Students' Councils

Principals were asked whether their schools had a functioning Students' Councils (defined as students meeting, developing a work plan and having worked on at least one student-led project during the school year). About one in three (29 per cent) said they did have one.

Students' Councils meetings

The principals with Students' Councils were asked whether the councils met at least once each term, and 100 per cent said they did. All of the principals also said there was a teacher identified to work with and provide guidance to the Students' Councils.

Principals were asked whether the Students' Councils had implemented any student-led project during the school year, and several of them said they had. The projects focused mainly on improvement/beautification of the school environment and fundraising drives for needy/charitable causes (Tables 17 and 18).

Table 17. Student-led projects implemented during school year (primary schools)	No.
Labelling of classroom using tags	1
Drive to raise money for food stuff to donate to children's home	1
Project to reduce litter in school	1

Table 18. Student-led projects implemented during school year (secondary school)	No.
Wanted food in the cafeteria improved so students developed their menu	1
Raised funds to assist a past student injured in an accident	
School beautification project (washed building, painted, cleaned yard)	

Reasons for not having a Students' Councils

The principals of schools without Students' Councils were asked to give reasons for the absence of such. The main reasons given are shown in Tables 19 and 20.

Table 19. Reasons for no Students' Council at school (primary schools)	No.
Waiting for information to set it up	2
Needed training, which was recently received	2
In the process	1
Makes no sense	1
Not needed and not in favour of it	1
Additional staff not interested	1
Not needed at this stage	1
Lost one of our CFS workers	1

7 Health & Family Life Education

Principals were asked whether any aspects of Health and Family Life Education (HFLE) were taught at their schools. All responded that some aspects were taught.

Frequency of teaching HFLE

All of the Principals in Anguilla said that HFLE was taught at least once per week.

Who teaches HFLE

When asked who taught HFLE, the form teacher (57 per cent) was the most frequently mentioned, followed by a Specialist Teacher (29 per cent) and an Assigned teacher (14 per cent).

The principals were asked to indicate the level of training to teach HFLE received by the teachers at their school. Under a third of them (29 per cent) indicated that their teachers had received specialist HFLE training, while around one in seven (14 per cent) said that their teachers had not had any formal training. Smaller groups had received in-service training (Table 21).

Table 21. Training for HFLE teachers (%)	
No formal	14
1–5 days	43
<5 days	14
Specialist	29

Thematic areas covered in HFLE classes

The principals were asked to indicate the thematic areas covered in the teaching of HFLE. Four themes were identified for the survey.

- ◆ Sexuality and sexual health
- ◆ Self and interpersonal relations
- ◆ Managing the environment
- ◆ Eating and fitness.

All of these, except managing the environment, were covered by all the schools (Table 22).

Table 22. Thematic areas covered in HFLE classes (%)	
Sexuality and sexual health	100
Self / interpersonal relations	100
Managing the environment	43
Eating and fitness	100

Approaches used in teaching HFLE

The principals were asked to indicate the approaches used in the teaching of HFLE. Six approaches were identified for the survey.

- ◆ Lectures
- ◆ Demonstrations
- ◆ Role play/drama
- ◆ Group assignments
- ◆ Games/songs
- ◆ Field visits.

Demonstrations were used by all the schools while lectures and role play/drama were used by about three quarters (71 per cent each). No schools used field visits (Table 23).

Table 23. Approaches used in teaching HFLE (%)	
Lecture	71
Demonstrations	100
Role play/drama	71
Group assignments	57
Games/ songs	43
Field visits	0

Life skills taught in HFLE classes

Principals were asked to indicate the type of life skills taught in HFLE. Six life skills were identified for the survey.

- ◆ Conflict resolution
- ◆ Self-awareness
- ◆ Coping with emotions
- ◆ Interpersonal communication
- ◆ Critical thinking
- ◆ Negotiation skills.

All of the schools indicated that conflict resolution was taught in HFLE classes. The majority of the schools (86 per cent) also indicated that interpersonal communication was taught in HFLE classes. The life skill least taught in HFLE classes was negotiation skills (29 per cent).

Table 24. Life skills taught in HFLE (%)	
Negotiation skills	29
Conflict resolution	100
Interpersonal communication	86
Critical thinking	57
Self awareness	71
Coping with emotions	71

conflict resolution

is taught in

HFLE
classes

8 Recommendations

As we seek to create safe and protective schools and to encourage student participation it is important to:

- ◆ Ensure students are aware of all forms of bullying – whether physical (hitting or kicking) or verbal (calling someone names or teasing them)
- ◆ Provide greater supervision in the areas of higher prevalence (especially the classroom and playground) to reduce and control acts of bullying.
- ◆ Solicit more involvement from parents regarding positive actions to reduce acts of bullying.
- ◆ Ensure systematic mechanisms are in place in the primary school system to prevent and respond to bullying.
- ◆ Reinforce among teachers and parents the significance of the role they play in terms of providing children with information about sexual abuse and developing their self-confidence and resilience.
- ◆ Ensure that all educational professionals are aware of the correct protocol for reporting child sexual abuse.
- ◆ Ensure that children are sensitised to the non-touching aspects of Child Sexual Abuse
- ◆ Ensure HFLE is taught to all students and teachers are properly trained to teach it as it is being used as one of the strategies to address protection issues such as Child Sexual Abuse and bullying
- ◆ Standardize the teaching of all HFLE modules so that there is less disparity across schools.
- ◆ Provide support for schools without Students' Councils that plan to set one up
- ◆ Training in student leadership

Annex I.

Primary Schools Child Protection Survey – Students

School _____						
Survey to ascertain if students 8-11 years in primary schools know where to go and what to do in the event of bullying and if they were sexually abused.						
i Circle Gender: Boy Girl ii Circle Age: 8 9 10 11						
1.00 Which of these actions do you think constitute Bullying (tick all that apply)						
1.Saying unpleasant or hurtful things to another person ()		2. Spreading or threatening to spread rumours about a person ()		3. When a student tries to keep others from being your friend or from letting you join in what they are doing ()		
4.Hitting, kicking, punching another person ()		5. Writing hurtful notes about a person ()		6. Teasing and name calling ()		7. Threatening another person ()
1.01 Is bullying a problem at this school? (please circle your answer)						
1. Yes [Go to Q1.02]		2. No [Go to Q1.03]		3. Not sure [Go to Q1.03]		
1.02 Where does bullying take place? (circle all that apply)						
1. Classroom		2. Playground		3. Bathrooms		4. On the bus
Other (please list)						
1.03 Have you been told what to do if someone was bullying you? (please circle your answer)						
1. Yes [Go to Q1.04]				2. No [Go to Q1.05]		
1.04 Who told you what to do if someone was bullying you? (circle all that apply)						
1. Principal		2. Teacher	3. Parent	4. Friend	5. Radio	6. TV
7. Internet						
Anyone else? (please list)						
1.05 If someone was bullying you at school what are the best actions to take? (circle all that apply)						
1.Run away from them		2.Tell a trusted adult (e.g. parent/teacher)		3.Fight back	4.Curse them	5. Do nothing
1.06 Do you know what sexual abuse is? (please circle your answer)						
1. Yes				2. No		

1.07	Which of these actions do you think constitute sexual abuse (tick all that apply)					
1. Someone touching/kissing or asking to touch/kiss my private parts ()	2. Someone peeping at me while I am bathing ()	3. Someone asking me to touch his/her private parts ()	4. Someone showing me porn on a movie, cell phone, in a book or some other form of media ()	5. Someone making sexually nasty comments to me ()		
1.08 If an adult or one of your friends, or family member sexually abused you, would you know what to do? (please circle your answer)						
1. Yes [Go to Q1.09]			2. No [Go to Q1.10]			
1.09	Who told you what to do if someone sexually abuses you? (circle all that apply)					
1. Principal	2. Teacher	3. Parent	4. Friend	5. Radio	6. TV	7. Internet
Anyone else? (Please list)						
1.10	If someone has been abused sexually, the best things they should do are to.... (Tick all that apply)					
1.Run away from home ()	2.Call the police ()	3.Call Citizens' Welfare Division ()	4.Tell a trusted adult or a friend until someone does something about it ()	5.Keep quiet about it or keep it a secret ()	6.Do nothing ()	
Other (anything else? Please list)						
1.11	Have you heard messages about child sexual abuse on radio or on television? (please circle your answer)					
1. Yes			2. No			
1.12 [If Yes] What have you learnt from these messages? (Tick all that apply)						
a. There are good secrets and bad secrets () b. Children must report child abuse to a trusted adult () c. Break the Silence – End child abuse () d. Actions that constitute child abuse ()						

Annex II.

Schools Child Protection Survey – Principals

[]1

Country _____ []2

School _____

Implement CFS

Yes ()1 No ()2 []3

We are conducting on behalf of UNICEF a survey among CFS and non-CFS principals on activities in schools, and would like to ask you a few questions.

OFFICE USE

1. At your school, is there mechanism in place to prevent and respond to bullying?
Yes ()1 No ()2 []4

2. [If Yes] Please give details _____

3. Are there protocols for reporting child sexual abuse? Yes ()1 No ()2 []5

4. [If Yes] Please give details _____

5. Are students being sensitized about these issues? Yes ()1 No ()2 []6

6. [If Yes] Please explain how _____

Students' Councils

7. Does your school have a functioning Students' Councils?

Yes ()1 [IF YES GO TO Q7a] No ()2 [IF NO SKIP TO Q12] []7

7a. [IF YES]

Does it meet at least once each term? Yes ()1 No ()2 []8

8. Is there a teacher identified to work with and provide counsel and guidance to the Students' Councils? Yes ()1 No ()2

[]9

9. Does the Students' Councils have any representative(s) on the School management team?

Yes ()1 How many _____ No ()2 []11

10. Did the Students' Councils implement any projects on at least one student-led project during the

school year? Yes ()1 No ()2 []12

11. [If Yes] Please give details _____

SKIP TO Q14

12. Is there any particular reason why there is no Students' Councils at this school?

13. Are there any plans to establish a Students' Councils within the next year or so?

Yes ()1 No ()2 []13

HFLE

14. Does your school teach any aspects of HFLE?
 Yes ()1 [Continue with Q15] No ()2 [SKIP TO Q 21] []14
15. How often is HFLE taught?
 1 period /week ()1 2 periods/week ()2 >2 periods/week ()3 []15
16. Who teaches HFLE? Form teacher ()1 Specialist teacher ()2
 Assigned teacher based on teaching load ()3
 Other_____ []16
17. How are your teachers trained to deliver HFLE?
 No formal training () In-Service training 1-5days () In-service training 5days ()
 Specialist HFLE (or related field) training () []17
18. Which of the following thematic areas do your teachers cover in HFLE classes?
 Sexuality and sexual health () Self and interpersonal relations ()
 Managing the environment () Eating and fitness () []18
19. What teaching approaches do your teachers use in teaching HFLE? [READ]
 Lecture () Role play/drama () Games/songs ()
 Group assignments () Field visits () Demonstrations () []19
20. Which of the following life skills do your teachers teach in HFLE classes? [READ]
 Negotiation skills () Conflict resolution skills ()
 Interpersonal communication skills () Critical- thinking skills ()
 Self- awareness skills () Coping with emotions () []20
21. Are there any plans to introduce HFLE within the next year or so?
 Yes ()1 No ()2 []21

THANK RESPONDENT

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