

*Be Safe, Be Cool, In your School!*

<b><u>Organisation(s):</u></b>	Bucharest's 6 <sup>th</sup> District General Directorate for Social Care and Child Protection - 6th District City Council	
<b><u>Country:</u></b>	Romania	
<b><u>Contact:</u></b>	<a href="mailto:policy@esn-eu.org">policy@esn-eu.org</a>	
<b><u>Theme:</u></b> <i>Choose at least one option</i>	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input checked="" type="checkbox"/> Support for Children & Families <input type="checkbox"/> Community Care <input checked="" type="checkbox"/> Integrated Care & Support <input type="checkbox"/> Co-Production <input type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Digitalisation <input type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input type="checkbox"/> Social Inclusion <input type="checkbox"/> Technology <input type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social Benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service's Resilience <input type="checkbox"/> Mental Health <input checked="" type="checkbox"/> Person-Centred Care <input type="checkbox"/> Research & Use of Evidence <input type="checkbox"/> Other, please specify:
<b><u>Principles of the European Pillar of Social Rights:</u></b> <i>Check the 20 principles <a href="#">here</a>.</i>	<input type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input type="checkbox"/> 3. Equal opportunities <input type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input checked="" type="checkbox"/> 11. Childcare and child support <input type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
<b><u>Current status of the practice:</u></b>	<input type="checkbox"/> Concept and Design Phase <input type="checkbox"/> Testing or pilot phase <input type="checkbox"/> Temporary practice that has terminated <input type="checkbox"/> Temporary practice that is ongoing and has a termination date <input checked="" type="checkbox"/> Established and ongoing practice <input checked="" type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	
<b><u>Context/ Social issues addressed</u></b> <i>Please explain the problem you</i>	In sector 6, it was found that some of the professionals who work directly with children have difficulties with identifying the signs of violence against children. When they recognise these signs, they do not know how to secure children or offer them and their families integrated	

<p><i>attempt to solve with your practice.</i></p>	<p>services. This is how this programme was born. It is dedicated to professionals who work with children, especially in schools, the police, and NGOs.</p>
<p><b>Objectives:</b> <i>Please provide a maximum of three objectives in bullet points.</i></p>	<ol style="list-style-type: none"> <li>1. Increasing the degree of identification of signs of violence against children among adults who work with children.</li> <li>2. Increasing the number of reports on violence against children.</li> </ol>
<p><b>Activities:</b> <i>Please describe the activities put in place to achieve the objectives (maximum 300 words).</i></p>	<p>The <b>main activities</b> within these campaigns were:</p> <ul style="list-style-type: none"> <li>• building messages both for children of different ages, as well as for adults involved in direct activities with children: professionals, parents, etc.</li> <li>• identification of the most effective means of communication: direct visits to children's communities, promotional materials (posters, flyers), online materials.</li> <li>• involvement of volunteers in direct activities.</li> <li>• organising round tables with professionals who work directly with children: teachers, police officers, NGO employees.</li> <li>• direct activities with children: workshops and socio-educational animation sessions.</li> </ul>
<p><b>Outcomes:</b> <i>Please explain what the results were/are so far and how you evaluated this.</i></p>	<p><b>Project Highlights for 2024:</b></p> <ul style="list-style-type: none"> <li>• <b>Outreach:</b> Flyers distributed across 72 schools and 31 kindergartens.</li> <li>• <b>Engagement:</b> Activities conducted with 400 children and 50 teachers in 4 schools.</li> <li>• <b>Community Collaboration:</b> Meetings were held with civil society members, including 15 social workers and psychologists.</li> <li>• <b>Volunteer Support:</b> 10 volunteers actively participated throughout all activities.</li> <li>• <b>Project Presentation:</b> Introduced the project to school and kindergarten principals.</li> <li>• <b>Future Plans:</b> Preparations are underway for a meeting with school counsellors.</li> </ul> <p><b>Evaluation of Campaigns and Impact:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Impact:</b> Collected testimonials from children and adults immediately following events.</li> <li>• <b>Indirect Impact:</b> Tracked the number and types of violence reports submitted by adults after each campaign.</li> <li>• <b>Children's Voices:</b> Monitored the number of reports submitted by children.</li> <li>• <b>Professional Involvement:</b> Evaluated contributions from teachers, police, and other professionals in handling reported incidents and assessed the quality of their interventions.</li> </ul> <p>The evaluations revealed an increase in reports of violence against children and a greater ability to identify various forms of violence. Additionally, the campaigns improved the quality of specialist interventions in response to these cases.</p>
<p><b>Links to supporting documents:</b> <i>e.g. website or report of the practice</i></p>	<p><a href="https://www.asistentasociala6.ro/noutati/be-safe-be-cool-in-your-school-violenta-asupra-copiilor-180424">Direcția Generală de Asistență Socială și Protecția Copilului Sector 6, București</a></p> <p><a href="https://www.asistentasociala6.ro/noutati/be-safe-be-cool-in-your-school-violenta-asupra-copiilor-180424">https://www.asistentasociala6.ro/noutati/be-safe-be-cool-in-your-school-violenta-asupra-copiilor-180424</a></p>
<p><b>Comments and tips i.e. for people willing to use your Practice</b></p>	<p>We realised that students, teachers, and other specialists need frameworks/contexts where there is a permanent dialogue.</p> <ul style="list-style-type: none"> <li>➤ For example, a school counsellor who coordinates the team of counsellors at the 6th District level asked us to bring these messages to team meetings frequently.</li> </ul>

- A group of children requested more workshops on this topic at their school. At the end of an activity, a little boy told us what happened in his class.

Adults feared they would receive more tasks at work or would not know how to manage them. Children were afraid of social services because they knew these services could lead to family separation, specifically that Child Protection takes children away from their families. This fear was also found among teachers. Additionally, they did not know the role and activities carried out by social services.