P9 – MANUAL OF BEST PRACTICES FOR COMBATING AND PREVENTING BULLYING AT EDUCATONAL CENTRES

WP 2: COMPARATIVE ANALYSIS OF BEST PRACTICES

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Executive summary

Between the years of 2006 to 2008, a group of several educational and training entities develop an ambitious project aimed to face bullying phenomenon through a set of innovative measures developed from a transnational approach. The project titled *Comparative analysis on methods successfully applied in the fight against bullying: training of trainers* is financed by European Commission in the framework of Leonardo da Vinci Program and it is developed in seven countries involving a multidisciplinary work team.

Scope of the project

The project aims at helping trainers cope with Bullying (as one important factor in students' performance) by means of a basically two-stepped project:

- To gather and analyse successful practices for the elimination or, at least, minimization of the Bullying consequences at school, elaborating a Manual of Good Practices that will be a reference for the awareness and making decisions of School Managers, Trainers, Public Institutions, Parents, and so on.

- To propose (in base of the positive examples of Good Practices) a Training Methodology for the Training of Trainers

Thus initiative intends to generate two main products oriented to help the users to understand and to face the problem of bullying.

- A Manual of Best Practices, containing the more innovative experiences across Europe related to bullying.

- A Training Methodology addressed to trainers aimed to face harassment situation or bullying.

One of the main results (among others) of this initiative is the elaboration of a Manual which contains an analysis of the more innovative and meaningful good practices to combating the scholar harassment or bullying. The main target of this Manual is to collect in a summarized and standardized model the successful cases, in order to help teachers know others´ experiences focused in fighting against scholar harassment or bullying and carried out in other European countries. The development of a Manual containing a set of Best Practices to face bullying intends to get the next impacts:

 - To promote the creation of a continuous learning environment and for the exchange of best practices and models, with a transnational approach.

- To harmonize different approaches allowing the elaboration of useful materials in each European country though a close collaboration.

The best practices have been collected in the national analysis of each partner. The execution of this task implied the use of different techniques for collecting and analyzing these initiatives. For our best practice analysis we used a combination of telephone interviews and literature and web research. The outcomes of both the interviews and the additional research were summarised and adapted to the template provided by the work package leaders.

The collected data have helped us:

- Identify, analyse and recognize best practices.
- Propose several innovative initiatives to face bullying.

What is bullying?

Bullying or victimization can be generally defined in the following way: A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. These behaviours can be carried out physically (e.g., hitting, kicking, pushing, choking), verbally (e.g., by calling names, threatening, taunting, malicious teasing, spreading nasty rumours), or in other ways, such as making faces or obscene gestures, or intentional exclusion from a group.

There are several reasons for examine and attempting to counteract bully/victim problems in the school relating to:

- The short-term effects on the victims
- The long-term effects on the victims
- The long term effects on the bullies, if the bullying behaviour goes unchecked
- School social climate

To determinate the (partial) origins of the bullying, it is important to realize that the search for causes must be conducted at different levels of analyses, including the individual, the classroom, and school levels. The research evidence collected to date clearly suggest that personality characteristics and typical reaction patters, in combination with physical strength or weakness in

the case of boys, are quiet important for the development of these problems in individual students. At the same time, environmental factors such as the teachers´ attitudes, routines, and behaviours play a major role in determining the extent to which the problems will, manifest themselves in a larger unit such as the classroom or the school. Environmental organizational factors may be of some importance too.

Bullying in Europe

During the last years, educational system is suffering an in-depth change in almost all European countries. While the integration process is advancing, training is knowing a harmonization process that reflects on the students curricula, learning methodologies, etc. This process has also led to put together common problems, difficulties and barriers that students and trainers face when learning/teaching. As a consequence, solutions can also be shared and help to construct the basis for the improvement of education.

Primary and secondary school are the first step in the education of children, preparing them for their social and labour integration. During this period of their life they have to acquire not only concrete knowledge but also essential basic skills. Statistics are not very promising if we take into account that the level of early school leavers and under-performing students has increased. If we analyse some of the difficulties that students tackle in the schools we realized that bullying is one of the most common in all the European countries.

Although the similarities among European educational systems are increasing, it has to be emphasized that cultural and social differences lead to a variety of practices and solutions. Institutional and legal support is also very different from one country to another, and trainers´ training is a key aspect that is not always taken into account. Approaches for solving bullying at schools can differ and allow us to count on a good basis of best practices that should be gathered, structured and disseminated.

Best practices

As we have mentioned in previous sections, an analysis of successful cases was developed by each project participant, in order to identify the best practices addressed to fight against bullying in their countries. With the aim to convert this Manual into a working instrument addressed to the whole of people involved in educational community, it must be designed as a useful, accessible and friendly tool.

In order to classify and introduce the best practices, three different variables have been applied:

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- The first variable is what we have named the *best practice approach*. In literature about bullying two main approaches to face bullying can be distinguished: Preventive approach and Interventive approach.

- The second used variable has been the target group (pupils, teachers, parents, multiagents, ...).

- The third, and last, variable has been the dynamic (or a set of dynamics) used to develop the initiative: *Global school intervention; In class curricular approaches; Anti bullying techniques; School organization programmes; Community intervention; Family work programmes; and, Cyberbullying.*

We selected a total of 13 preventive practices to face bullying oriented to pupils, teachers and parents. These practices were developed using two kinds of dynamics: *global school policy* and in *class curricular approach*.

A total of 17 interventive practices to face bullying oriented to pupils, teachers and parents have been selected. These practices were developed through the use of three different dynamics: *Antibullying techniques, school organization* and *community intervention.* Finally, and in order to get a wider understanding of bullying phenomenon, an innovative cyber bulling experience has been chosen.

As we comment during the project, each country has identified and implemented several strategies to face bullying taking into account the nature of the scholar harassment. In order to illustrate the diversity of approaches, we have selected three intervention methodologies to face bullying.

Conclusions

- Bullying is one of the most common problems, mainly at primary and secondary schools, in all the European countries.

- The origin of bullying or scholar harassment situation is diverse.

- The scholar harassment situations are more and more evident not only in the scholar environment but on the whole community.

- Until today, a set of different initiatives to face bullying were implemented across Europe contributing to create a wider knowledge about the phenomenon, its origins and causes, and the different measures or dynamics to prevent bullying or concrete interventions to face scholar harassment.

- Prevention is a set of measures, more or less coordinated, which will be taken in order to anticipate that particular phenomenon.

- *Intervention* approach includes all the actions taken by the teacher in the classroom or by the whole school in general (together with the family) which have a corrective and shaping effect on behaviors and attitudes that are considered disruptive for the group or the organization.

- Actually the target collective of both the preventive and interventive initiatives are pupils or children of primary and secondary education.

- The most used method to cope with bullying is a set of interventive measures focused in pupils that develop anti bullying dynamics or activities oriented to change some aspects of scholar organization.

1. SCOPE OF THE MANUAL.

1. 1. COMPARATIVE ANALYSIS ON METHODS SUCCESSFULLY APPLIED IN THE FIGHT AGAINST BULLYING: TRAINING OF TRAINERS. A EUROPEAN INNOVATIVE PROJECT ABOUT BULLYING

Between the years of 2006 to 2008, a group of several educational and training entities develop an ambitious project aimed to face bullying phenomenon through a set of innovative measures developed from a transnational approach. The project titled *Comparative analysis on methods successfully applied in the fight against bullying: training of trainers* is financed by European Commission in the framework of Leonardo da Vinci Program and it is developed in seven countries involving a multidisciplinary work team.

1.1.1. Introduction

During the first scholar ages of children and youth, they have to acquire not only specific knowledge but also essential basic skills. Statistics are not very promising if we take into account that the level of early school leavers and under-performing students has increased. If we analyse some of the difficulties that students tackle in the schools we realized that bullying is one of the most common in all the European countries.

Bullying is a serious problem for students that many times reflect in under-performing results both in bully and victims. It is the consequence of an aggressive behaviour that has to be stopped and prevented with the implication of all the involved agents. It is not an individual problem for the victim but a global problem that has to be solved with the participation of everybody (peers, teachers, parents, other school staff, institutions…).

As bullying has different ways of being showed, it is not easy for them to put a stop to it, not even to recognize it. Some of the data provided by experts are very meaningful in this sense. Training should help them to get information and to be aware of bullying, to develop skills towards children and parents, and to develop the rules for social behaviour at schools. Communication and group management are the key aspects that will have a positive effect on academic achievement and classroom management.

In this context, several entities from the educational and training community have promoted *Comparative analysis on methods successfully applied to fight against bullying: training of trainers* project, financed in the framework of Leonardo da Vinci Program (European Commission Program), which intends to promote a set of innovative and active measures to face bullying.

1.1.2. Objectives

The main aim of the project is to combat bullying trough the training of trainers and teachers, helping them to face the problem through the training.

In this sense, the *Comparative analysis on methods successfully applied to fight against bullying: training of trainers* project (from here *the project*) aims at helping trainers to cope with Bullying (as one important factor in students' performance) by means of a basically two-stepped project:

- To gather and analyse successful practices for the elimination or, at least, minimization of the Bullying consequences at school, elaborating a Manual of Good Practices that will be a reference for the awareness and making decisions of School Managers, Trainers, Public Institutions, Parents, and so on.

- To propose (in base of the positive examples of Good Practices) a Training Methodology for the Training of Trainers focusing on two main aspects:

> - To comprise the main subjects that trainers should be trained on, specifying what, how, when and to whom training must be provided.

> - To provide trainers with some resources for improving the class environment (focusing on the development of communications skills, respect towards diversity, elimination of stereotypes….).

The main objective of this methodology is to provide the basis for the development of a training curricula that, adapted to the different training features (such as school, students, subjects, cultural environment…), will qualify trainers to detect, cut and prevent bullying.

The specific objectives of the project will be the following:

- Get to know the different measures taken in countries in order to face this problem, through an analysis;

- To select the measures or actions which have been efficient for the reduction or elimination of Bullying in the schools, for the elaboration of the Manual of Best Practices.

- To create a Training methodology for the training of trainers that include aspects in which teacher will have to be skilled and will provide them with the necessary resources for that.

- To adapt this methodology to all the education levels, ensuring its transfer.

- To ensure a wide dissemination of the project and of its results, guaranteeing a big impact in the future users and target collectives, through different means.

- To make the public authorities and the society aware of the general problem of bullying and the necessity of combating it with different means.

- To ensure the quality of the project thought the participation of experts with different professional profiles in the National Pilot Committees.

1.1.3. Project results

The project intends to generate two main products oriented to help the users to understand and to face the problem of bullying.

- A Manual of Best Practices, containing the more innovative experiences across Europe related to bullying.

- A Training Methodology addressed to trainers aimed to face harassment situation or bullying.

The main contribution of this project is the development of training methodologies, specifically addressed to trainers / teachers in the detection of bullying and in the application of concrete responses that will allow them not only to solve the problem once it is detected but also to prevent it. On the other hand, it must be noted that the European approach for the analysis and the development of tools.

Both the Manual of Best Practices and the training methodology are easily transferable to other European countries, although they have not effectively participated in the project, due to the Bullying problem spreading along Europe. For this aim, the valorisation activities will be key aspects.

Moreover, the products will be easily adapted to other problematic environments regardless the schools and training centres: leisure activities, boarding schools, sport activities, summer camps, centres of minors, hospices, etc. Thus, all the professionals working with children and young people who carry out their activities in these kinds of centres with risk of Bullying are a collective to which the products of the project will be able to apply.

At the same time, the Manual of Best Practices and the Training Methodology will be a reference point and example for the further development of similar products, linked to other type of training problems of the teachers: multiculturality, integration of disabled students, violence at schools,

etc., through a European approach, facing different situations happened in the European countries.

1.1.4. Project participants

The project was promoted by several education and training entities concerned for bullying phenomenon, entities with a specific and specialized profile and experience in this topic.

The project´s leader **SAN JOSÉ-MARISTAK (ES) –** is a training centre from Durango, founded on 1896. In the 80s and 90s, the centre has adapted to the new changes in education policies, introducing REM II, Professional Modules, ESO, LOGSE and the Training Cycles. Each year, the number of pupils of the centre is 1013, approximately, distributed in 25.000 training hours.

It has a direct relation with the field of professional training, especially with young people, so this entity is aware of the problems linked to education, and one of them is the Bullying. In this sense, it has actively participated in several workshops and seminars in the matter, with a specific interest in providing the trainers and teachers with resources aimed at combating and preventing this phenomenon in the training centres.

This entity has a deep interest in the project, thus it is the promoter, leading the different working areas and promoting a suitable environment for the exchange of information and experiences, not only among partners but also involving external entities as support.

INVESLAN (ES) (project coordinator) is a private centre dealing with social research, operating since 2001 as independent entity, but active as working team since 1998. Its activity is mainly focused on the social and market research, with a structure at national level and a wide network, which allow them to carry out activities at international level. Its research projects are directed at two working lines: one of them is aimed at the sector and entrepreneurial management analysis, and the other one at the professional training and the development of new tools, methods, processes... that will allow the innovation and cover the existent needs in these fields.

As far as this project is concerned, INVESLAN contributes with its experience in social researches, this entity has been responsible for gathering of Best Practices, establishing the guidelines to be followed for the execution of the national researches.

Another partner of the project is **Equilibrio Association (IT)** from Bologna. It was born in 1996 as the first Italian association developing non-traditional methods for the solution of conflicts (ADR-Alternative Dispute Resolution).

The association is led in its pedagogical area by Ana Uzqueda, mediator and expert in the use of techniques for the conciliation in Italy, Argentina and Spain. This entity develops mediation plans at business, social and education level. It offers support to trainers and student for the creation of education centres.

For all this, its participation in the project has been essential in the gathering of best practices, as well as for the development of the methodology for trainer and for the validation in Italy. The association leaded the "Comparative analysis of Best Practices", together with INVESLAN.

The **Centre for Educational Research – ZEPF (DE)** is the research basic institute of the University of Koblenz-Landau (Germany). The institution develops anti-violence programmes called "Landauer-Anti-Gewalt-Programm für Schülerinnen und Schüler" (*LAPSuS)*, in collaboration with different schools from the region of Landau. In the city of Zweibrücken, it will coordinates the project "prevention of the violence at European level" (www.keinegewaltinzw.de, 2001-2003), which includes a questionnaire carried out among 1000 students and institutions involved in the prevention of the violence, as well as a website regarding the violence prevention in Zweibrücken. This entity also carried out training of trainers and students, and it is very active in the publication of articles and books directed to these collectives. Thanks to all the above, it is a key-partner in the project, since it provides a big experience in the problem.

TEMPO TRAINING & CONSULTING (CZ) is a consultancy founded in 1996 as training centre. The entity early started to participate in European projects, contributing to the consolidation of "Europe based on the knowledge". In 2004, with the incorporation of the Czech Republic to the European Union, this entity starts the activity of assistance directed to SMEs concerning Structural Funds. Its main contribution to the project is its knowledge on educational tendencies, training of trainers, its experience on the development of tools based on ICTs, as well as its European and national network for valorisation.

In Poland, **Krakowskie Centrum Doskonalenia Kadr Oświatowych - KCDKO (PL**), a non-profit making entity, offers training for trainers and for social workers. This entity depends functionally of the Education Authority of Cracow. Concerning training of trainers, it gives resources for the auto-introduction, interpersonal communication, assertiveness... KCDKO has also offered training programmes and seminars for teachers and students in the field of Bullying prevention at schools. This entity was established by the Cracow's Centre of Management and Administration Ltd. (CCoMiA), and it is now it central unit. Although the entity has an active participation in the whole of the project, its main contribution is the co-leadership of the task aimed to develop a Training Methodology.

Uniunea Sindicala Didáctica (RO) is a trade union of teachers in the territory area of Vasliu, in Romania. This entity has a wide experience in dealing with problems like Bullying at schools and violence among children and students in the education centres. It is a very significant association in Romania, and it also belongs to the Free Trade Union Federation in Education, whose other members will be contacted as transnational network for the project impact and valorisation.

In the frame of the project, this entity provides its experience in the subject from the point of view of the teachers who suffer this problem everyday, and contributes with successful practices of other territory trade unions belonging to the same Federation. Moreover, it participates actively in the development of the training methodology, its validation in Romania and in the valorisation activities.

Another partner of the project is **LINCOLN CHRIST'S HOSPITAL SCHOOL (UK)**, a secondary school financed and managed by the State. It has 1260 students aged between 11 and 18, and with a staff of 75 teachers and 60 people with other profiles. It is a secondary school with children from a variety of places and social levels.

This entity suffers the phenomenon of Bullying as a daily problem in the school community. The people responsible for the centre think it is essential to train the teachers on methods for combating bullying and being able to face its consequences. There are some previous experiences that have obtained successful results in this kind of situations, but people involved are the first ones recognizing that it is not easy to succeed, so the participation in this project is very important. As far as this project is concerned, this entity collaborates providing its experience in the compilation of the Best Practices and in the development of the training methodology.

As well as the above mentioned partners who are directly involved in the project, there are a set of agents and entities, related to the education and training community, which take part in the project performance, especially in the project valorisation activities and in the promotion of effective application of project results in the real training policies and practices.

HOBETUZ – Fundación Vasca para la Formación Profesional Continua (Basque Foundation for lifelong vocational learning) (ES) is an organization whose main aim is to cover all the continuous training of the workers carried out in the Basque Country.

Dirección de Prendizaje Permanente - General Directorate of Lifelong Education of the Basque Government (ES) is a regional authority whose main objectives are the following: to create a Basque Education System firmly grounded in comprehension and equality, with schools

addressing the issues of diversity, integration and inequality and focusing on the importance of teaching values.

HETEL - Association of Professional Training Centres of the Basque Country (ES) is an Association of Vocational Training Centres created by social initiative which is present in all regions of the Basque Country in Spain. It was set up in 1987 to promote and improve the Vocational Training provision. HETEL´s objectives are the exchange of experience and know-how and setting up and jointly participating in projects related to pedagogic innovation and quality, organization, technical and technological innovation.

Jesús Obrero Politechnical Institute (ES) is a training centre that offers secondary education and professional training, mainly inspired in Christianity, which wants to cover the demands of the companies, institutions and workers.

Zulaibar school(ES) is a technical and vocational educational Centre, founded as a social initiative and with a Christian Leaning. Over the year, different activities are carried out to supplement the academic education provided.

Diocesanas Secondary school (ES) is a training centre offering education at secondary level, through the use of new methodologies and new technologies.

Mondragón Goi Eskola Politeknikoa training centre (ES) is a co-operative integrated into both Mondragón Corporación Cooperativa (Mondragón Co-operative Corporation) and Mondragón Unibertsitatea (the University of Mondragón) and is the legal owner of Mondragón Unibertsitatea's Faculty Of Engineering. Its principal activities are training and research, development and innovation.

La Salle Irun (ES) is an education center whose main aim is the integral education from a human and Christian approach, for young people, adults and disabled collectives.

Zabalburu school (ES), a training centre located in Bilbao

Hermano Provincial Maristas Ibérica (ES),the national territory branch of the promoter entity.

Goierri Lanbide school (ES), a school offering secondary training and professional one. I

City Council of Durango (ES), a public local authority.

La Salle Berrozpe – Andoain (ES) is an education cent

1.1.5. Expected impact.

The Manual of Best Practices will help teachers know the successful practices being carried out in other European countries, and will be able to take them as examples. Moreover, the Training Methodology will improve the quality of the training that teachers and trainers receive on Bullying, with the consequence of being able to improve their skills for preventing, detecting and combating the problems of Bullying in their education centres.

The knowledge obtained with the methodology will help the improvement of the actions for the elimination of these cases in the training and education centres among students as early as possible. Moreover, the assistance to the victim will be more suitable, as well as to the active subject, who will receive a specific re-education for preventing these actions and behaviours in the future.

1.2. MANUAL OF BEST PRACTICES TO COMBATING AND PREVENTING BULLYING IN EDUCATIONAL CENTRES.

As above commented, one of the main results (among others) of this initiative is the accomplishment of a Manual which contains an analysis of the more innovative and meaningful good practices to combating the scholar harassment or bullying.

This Manual is oriented to be a strategic measure in the fighting against bullying, gathering the best practices developed in Europe in order to provide the target group a wider view about the different initiatives successfully applied. Approaches for solving bullying at schools can differ and allow us to count on a good basis of best practices gathered, structured and disseminated.

1.2.1. Objective

The main target of this Guide is to collect in a summarized and standardized model the successful cases, in order to help teachers know others´ experiences focused in fighting against scholar harassment or bullying and carried out in other European countries. These Best Practices has been selected among the initiatives gathered in the national analysis developed in some European countries: Czech Republic, Germany, Spain, Italy, Poland, Romania and United Kingdom.

As well as the main objective, the Guide is oriented to accomplish a series of operational objectives, such as:

- To identify the European Best Practices to face bullying.

- To generate a useful document intended to improve the scholar environment.

- To disclose European several cases of innovative practices addressed to fight against scholar harassment.

- To be a reference for the awareness and making decisions of school managers, Trainers, Public Institutions, Parents, and so on.

- To improve the training for combating bullying.

1.2.2. Target groups

The elaboration of this Manual of Best Practices has as direct target collective the trainers of primary and secondary schools and their trainers (training of trainers). This material is a new and innovative product that will help them understand and face bullying problem. The final users of this deliverable are, on the one hand, the trainers of the education teachers, as these teachers show clear needs of receiving guidance, information and resources.

It is obvious that trainers play a key role in the school education. Taking into account the contribution of the trainers to the improvement of education quality, this project displays the necessity of contracting and maintaining the well-paid teachers who are skilled, "supporting them for facing the changes and the perception that the society has concerning them". That is why this project is focused on training trainer for facing the Bullying problem in the most suitable way, influencing transversally on the social awareness of the knowledge they teach.

Taking into account that the guide is published and freely distributed, some other potential users will also benefit from de execution of this work package, such as other trainers, psychologists, members of parents associations and public administration.

1.2.3. "Bullying" and "Best Practices": Defining concepts.

In order to provide a more comprehensive scope of this initiative, it is necessary to clarify some basic items about the project, such as: bullying and best practice.

"Bullying"

The following definition was used as a basis for the identification and selection of Best Practices:

> BULLYING is the deliberate behaviour with intention of hurting: physically, emotionally and psychologically. The harassment is unjustified, ongoing, unequal and purposeful.
>
> It is important that it involves the victim, the aggressor and the bystanders.

"Good practice"

For this Manual, a good practice on fighting against bullying comprises both preventive and reactive specific actions that provide positive (and measurable) effects for this objective. The actions should be innovative; this implies that they can be completely new or incorporated by transference from other contexts. This element of innovation can be given by the process itself (measures, contents, methods, approaches…), by the object (for example, persons or groups involved) or by the context (for example, creation of new forums to work on the field).

This way, the concept of "Good Practice on fighting against Bullying" includes a wide range of possible activities: awareness raising activities, publications, and games for the children, activities with parents, etc. Moreover, and with the aim of being sure that the practices have been successful, these actions must have been previously evaluated or assessed.

1.2.4. Impacts.

The development of a Manual containing a set of successful cases to face bullying intends to get the next impacts:

 - To promote the creation of a continuous learning environment and for the exchange of best practices and models, with a transnational approach.

- To harmonize different approaches allowing the elaboration of useful materials in each European country though a close collaboration.

1.3. METHODOLOGY

The best practices have been collected in the national analysis of each partner. The execution of this task implied the use of different techniques for collecting and analyzing these initiatives. This section aims to define the research basis. We introduce the aspects related to the design and elaboration of the methodology and tools which have been used for the gathering of information through the bibliographical research, and the guidelines for the qualitative research to identify best practices.

1.3.1. Data collect methodology and tools

Qualitative research is one of the two major approaches to research methodology in social sciences. Qualitative research involves an in depth understanding of human behavior and the reasons that govern human behavior. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behavior. Simply put, it investigates the why and how of decision making, as compared to what, where, and when of quantitative research. Hence, the need is for smaller but focused samples rather than large random samples, which qualitative research categorizes data into patterns as the primary basis for organizing and reporting results. Unlike quantitative research, which relies exclusively on the analysis of numerical or quantifiable data, data for qualitative research comes in many mediums, including text, sound, still images, and moving images.

We have applied two qualitative methods of research. On the one hand, we have carried out a **documentary research**, in order to get articles, references, materials… linked to existing practices or activities in the field of bullying.

On the other hand, we have carried out **interviews** among persons directly involved in bullying. They have been experts, trainers, heads of studies, social voluntaries, etc.

Documentary search

In the research, we basically used the following tools:

- Search in catalogues of public and specialized libraries.

- Consultation of documentary services.

- Bibliographies published in specialized periodicals and other works.

We have also performed our own documentary searches on the Internet using search engines and download the documents that serve as bibliographic references.

We also collected several references related to bullying and faced the problem from multiple approaches:

- General studies about bullying.

- Methodological tools to face the problem.

- Successful practices.

- Pedagogical issues.

The result is the creation of a database in MS Access accessible (and improved with the references provided by other participants) to all the project partners and, in the future, to others actors involves in the fight against bullying.

We also explored Internet and identified some sites created to spread some projects to face the bullying problem, and also to promote the peace culture and peaceful coexistence both into school and society.

<div align="center">The interviews</div>

Besides the use of documentary research to data collect, we have choose another methodological tool to performance this task: *The unstructured interview*.

Unstructured Interviews are a method of interviews where questions can be changed or adapted to meet the respondent's intelligence, understanding or belief. Unlike a structured interview they do not offer a limited, pre-set range of answers for a respondent to choose, but instead advocate listening to how each individual person responds to the question.

The collected data have helped us:

- Identify, analyse and recognize best practices.

- Propose several innovative initiatives to face bullying.

To analyse the "good practices" in fighting against bullying, we chose the use of a common questionnaire agreed among the project partners. It contains several questions which were taken into account to describe the implemented practices.

Once data collected, they were structured in a chart ("Best Practices Chart") by the interviewer. This task helped us analyse the practices and identify the aspects which determinate if it is a "Best Practice" or not. On the same way, we could determinate the weaknesses and strengths and sustainable aspects of the project in order to evaluate its transferability

2. WHAT IS BULLYING?

Bullying or victimization can be generally defined in the following way: A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Such negative actions include intentionally inflicting, or attempting to inflict, injury or discomfort upon another. These behaviours can be carried out physically (e.g., hitting, kicking, pushing, choking), verbally (e.g., by calling names, threatening, taunting, malicious teasing, spreading nasty rumours), or in other ways, such as making faces or obscene gestures, or intentional exclusion from a group. The latter (usually more subtle) forms are usually termed "indirect bullying," whereas "direct bullying" comprises behaviours that represent relatively open (usually verbal or physical) attack on the victim.

In order to be considered bullying, there should also be an imbalance in power or strength (an asymmetric power relationship). In other words, students who are exposed to the negative actions generally have difficulty in defending themselves and are somewhat helpless against the student or students who harass. It is not considered bullying when two students of approximately the same physical or psychological power are in conflict, nor is friendly or playful teasing considered bullying. However, repeated degrading and malicious teasing which is continued despite clear signs of distress and opposition on the part of the target does qualify as bullying.

In the context of school bullying, the victim is usually a single student, who is generally harassed by a group of two or three students, often with a "negative leader." A considerable proportion of the victims, 20-40 percent, report, however, that they are mainly bullied by a single student.

Bullying is thus characterized by the following three criteria: (a) it is aggressive behaviour or intentional "harm doing;" (b) it is carried out repeatedly and over time; and (c) it occurs within an interpersonal relationship characterized by an imbalance of power. One might add that bullying behaviour often occurs without apparent provocation. These characteristics clearly suggest that bullying can be considered a form of abuse: peer abuse. What sets it apart from other forms of abuse such as child or domestic abuse is the context in which it occurs and the relationship of the interacting parties.

2.1. WHY FOCUS ON BULLY/VICTIM PROBLEMS?

There are several key reasons for examining and attempting to counteract bully/victim problems in school relating to:

- The short-term effects on the victims

- The long-term effects on the victims

- The long-term effects on the bullies, if the bullying behaviour goes unchecked

- School social climate

Each of these points is elaborated below.

Short-term Effects on Victims. In addition to being painful and humiliating, bullying experiences make victims unhappy, distressed, and confused. These students tend to lose self-esteem and become anxious and insecure. Moreover, victims may suffer physical injury, their concentration and learning may be affected, and they may refuse to go to school. They may tend to feel stupid, ashamed and unattractive, and gradually begin to view themselves as failures. Many of the victims develop psychosomatic symptoms such as headaches and stomach pains. In some cases, the victims' devaluation of themselves becomes so overwhelming that they see suicide as the only possible solution.

Long-term Effects on Victims. Persistent bullying during the school years may also have long-term negative effects on the victims many years beyond school (Olweus, 1993b). As young adults (age 23), former victims (who were bullied primarily in grades six through nine) tended to be more depressed and had poorer self-esteem than their non victimized peers. The pattern of results suggested that earlier, persistent bullying can leave many scars. Thus, it is obviously crucial to stop bullying in school in order to reduce and prevent its negative, short and long-term consequences.
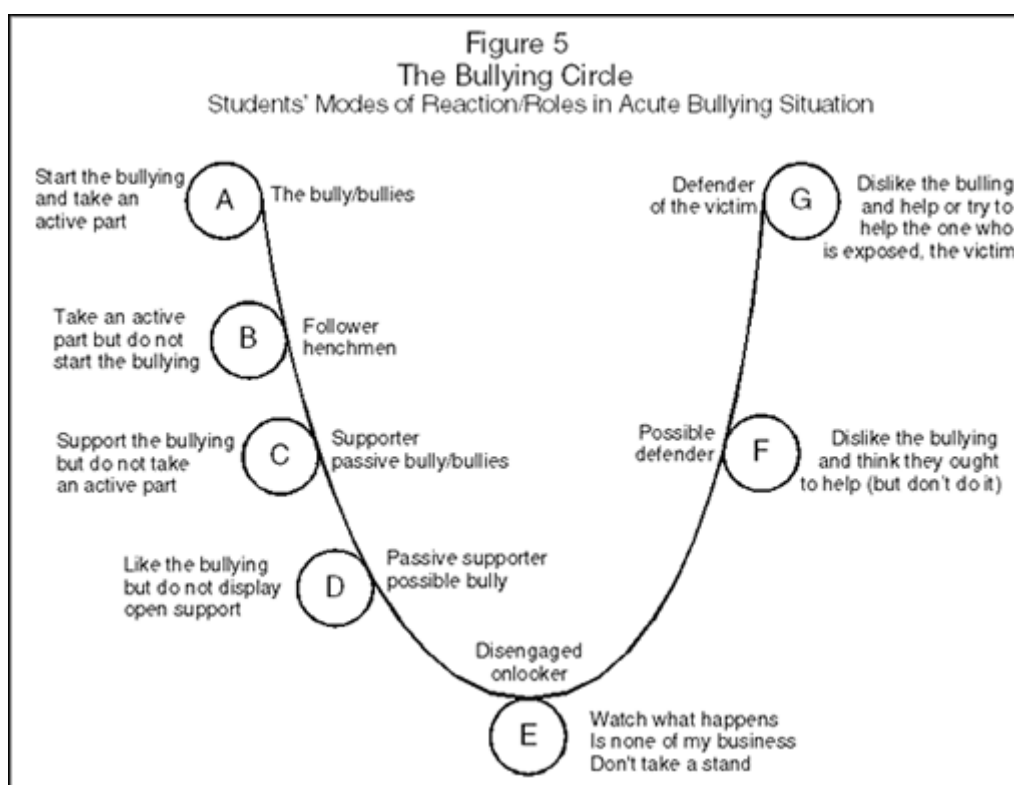
Long-term Effects on Bullies. Bullying is not just isolated behaviour on the part of its perpetrators; instead, it is part of a more generally antisocial and rule-breaking (conduct-disordered) behaviour pattern. As our research has shown, students (particularly boys) who bully others are especially likely to engage in other antisocial/delinquent behaviours such as vandalism, shoplifting, truancy and frequent drug use. We have also found that this antisocial behaviour pattern often continues into young adulthood. Approximately 60 percent of boys who were characterized as bullies in grades 6-9 (on the basis of both teacher nominations and peer ratings) had been convicted of at least one officially registered crime by the age of 24, compared to 23 percent of boys who were not characterized as bullies. Even more dramatic, as many as 35-40 percent of the former bullies had three or more convictions by this age, while this was true of only 10 percent of the control boys (those who were neither bullies nor victims in grades 6-9). Thus, as young adults, the former school bullies had a fourfold increase in the level of relatively serious, recidivist criminality as documented in official crime records (Olweus, 1993a). With regard to (potential) bullies, then, it is

important to try to stop their development along an antisocial pathway and to redirect it in a more pro social direction.

School Social Climate. In addition, there is a connection between the level of bully/victim problems in a classroom or school and aspects of the social climate of the unit concerned. In classrooms or schools with high levels of bullying problems, students tend to feel less safe and are less satisfied with school life. This implies that, for many students, and particularly for the victims, the classroom is no longer a place of concentrated work and learning.

A classroom or school climate characterized by bully/victim problems may have other negative effects. It is natural to assume that most students in a classroom or a school are affected by a bully/victim problem in some way. For example, if a "neutral" student observes bullying behaviour going unchecked, possibly with open or tacit support from other students or even the teacher, this will teach him or her to regard bullying behaviour as acceptable. Over time, such episodes can result in harsher, less empathetic social climates which foster new bullying episodes and other problems. Conversely, classrooms or schools with a friendly and positive social climate are likely to elicit and encourage different, more appropriate reaction patterns in their students. Accordingly, when counteracting bullying, it is important to involve the students surrounding the bully/ies and the victim and affect their views regarding bullying behaviour. The various roles and related attitudes that other students in the class or school may adopt regarding bully/victim problems are portrayed in the "bullying circle," shown in Figure 5.

Figure 5
The Bullying Circle
Students' Modes of Reaction/Roles in Acute Bullying Situation

A — The bully/bullies — Start the bullying and take an active part

B — Follower henchmen — Take an active part but do not start the bullying

C — Supporter passive bully/bullies — Support the bullying but do not take an active part

D — Passive supporter possible bully — Like the bullying but do not display open support

E — Disengaged onlooker — Watch what happens Is none of my business Don't take a stand

F — Possible defender — Dislike the bullying and think they ought to help (but don't do it)

G — Defender of the victim — Dislike the bulling and help or try to help the one who is exposed, the victim

2.2. CAUSES OF BULLYING

All of these assumptions or hypotheses have failed to receive support from empirical data. As a result, one must look for other factors to determine the (partial) origins of these problems. In this context, it is important to realize that the search for causes must be conducted at different levels of analyses, including the individual, the classroom, and school levels. The research evidence collected to date clearly suggests that personality characteristics and typical reaction patterns, in combination with physical strength or weakness in the case of boys, are quite important for the development of these problems in individual students (making them more likely to become victims or bullies). At the same time, environmental factors such as the teachers' attitudes, routines, and behaviours play a major role in determining the extent to which the problems will manifest themselves in a larger unit such as the classroom or the school. In addition, environmental-organizational factors such as the way in which break periods are arranged, may be of some importance.

2.3. BASIC PRINCIPLES

Given the considerable stability of aggressive behaviour over time and the generally low or modest success in reducing such behaviour with a number of individual-oriented approaches, an important premise of the Olweus Bullying Prevention Program is that bullying behaviour can be checked and redirected into a more pro social direction through a systematic restructuring of the social environment. Among other outcomes, this restructuring is expected to result in fewer opportunities for bullying behaviour and fewer or smaller rewards (e.g., in the form of prestige or peer support) for displaying such behaviour. More specifically, the program aims to effect systematic changes of the "opportunity" and "reward structures" for bullying and similar behaviour in the school and other relevant contexts. In addition, positive, friendly, and pro social behaviours are encouraged and rewarded.

Generally, the Olweus Bullying Prevention Program is built around a limited set of key principles and findings derived chiefly from research on the development and modification of problem behaviours, particularly aggressive behaviour. More specifically, the program strives to develop a school (and ideally, a home) environment:

- characterized by warmth, positive interest, and involvement by adults;

- firm limits to unacceptable behaviour;

- where non-hostile, non physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviours; and,

- where adults act as authorities and positive role models.

The first three principles represent the antithesis of child-rearing dimensions that research has linked to the development of aggressive reaction patterns: negativism on the part of the primary caretaker, general permissiveness, lack of clear limits, and use of power-assertive methods such as spanking and violent verbal outbursts. The fourth principle encourages adults to emulate an authoritative (not authoritarian) adult-child interaction model in which they take responsibility for the students' total situation, including both academic learning and social relationships in school.

A basic premise of the Olweus Bullying Prevention Program is that most efforts to create a better school environment must be initiated and driven by the adults at school. However, a number of the program measures (below) include the students in these efforts. Moreover, the students' role in changing the normative context of the school will gradually increase in importance as the program evolves.

2.4. BRIEF DESCRIPTION OF INTERVENTION

General Prerequisites: Awareness and Involvement

Adult behaviour is crucial to the success of the Bullying Prevention Program, and in order to achieve the program's goals the following two conditions must be met. First, the adults at school and, to some degree, at home must become aware of the extent of bully/victim problems in their own school. Secondly, the adults must engage themselves, with some degree of seriousness, in changing the situation. Without adults' acknowledgment of schools' existing bully/victim problems and a clear commitment by a majority of the school staff to participate actively in the anti-bullying efforts, the program is likely to have limited success. Administration of the Olweus Bully/Victim Questionnaire is usually an effective way to achieve awareness and involvement. In general, staff members will be more inclined to initiate countermeasures if they realize the number of students in their own school who are directly involved in bully/victim problems and learn how these problems affect students.

Interventions at the School, Class, and Individual Levels

The principles described above have been translated into a number of specific measures, or interventions, that are used at the school, class, and individual levels, and taking action at all of

these levels is vital to counteract bully/victim situations. In this way, students will be exposed to consistent messages, from different persons/sources and in different contexts, regarding the school's views of and attitudes toward bullying. All of the components are very important; however, the focus has been to highlight adult involvement because adults are the key implementers of the program. The basic message of the program is successfully demonstrated through all the components: **Bullying is not accepted in our class/school, and we will see to it that it comes to an end**.

2.5. WHAT THE RESEARCH SAYS:

The consequences of bullying are far reaching, ranging from lower attendance and student achievement to increased incidence of violence and juvenile crime. Children who bully are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem, and depression well into adulthood (Banks, 2000, National Resource Center for Safe Schools, 1999). Even students who are not directly involved in bullying are affected: Children and teens who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the knowledge that teachers and other adults are either unable or unwilling to control bullies' behaviour (USDOE, 1998).

Psychological and financial costs of bullying and violence to the victims and ultimately the nation:

- ! Kids who are bullied are five times more likely to be depressed than other kids, and also far more likely to be suicidal. ("Bullying Prevention Is Crime Prevention," Fight Crime: Invest in Kids)

- ! Sixty percent of boys classified as bullies in Grades 6 - 9 were convicted of at least one crime by age 24; 40 percent of them had three or more convictions by 24. (Fight Crime: Invest in Kids)

- ! For each bully prevented from adopting a life of crime, the nation could save between $1.7 million and $2.3 million. (Vanderbilt University study, 1998)

- ! Approximately 160,000 students miss school every day across the country due to the fear of attack or intimidation by a bully. (Fried & Fried, 1996)

Perhaps the most striking research to date has linked the effect of severe and repeated bullying to serious acts of violence. The research conducted by the U.S. Secret Service and U.S. Department of Education examined 37 incidents of targeted school shootings and attacks which led to 10 key findings, one of which was that most of the attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident."

The May 2002 **Safe School Initiative** final report concluded that, "The prevalence of bullying found in this and other recent studies should strongly support ongoing efforts to reduce bullying in American schools."

Children must feel safe and be safe in school in order to learn and to achieve high standards and become competent, resilient adults and citizens. According to the United States Department of Education research, students feel increasingly unsafe during school or travelling to and from school. Although arrest rates for violent crimes by youth have dropped substantially, the arrest rates for aggravated assault remain nearly 70 percent higher than in 1983, and data based on self-reports indicate that the proportion of youth involved in violent behaviour have not declined since the peak years in the mid-1990s.

Another study reported "bullying can become a gateway to other negative behaviours in adolescence such as vandalism, shoplifting, and drug use and to more serious crimes committed in adulthood." The most serious instances of bullying and other violent behaviours can result in physical injury or emotional trauma. Among middle and high school students, bullying behaviour most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, sexual and racial harassment, public intimidation, and destruction of the targeted student's property. Bullying behaviour in elementary grades is more likely than in older grades to involve physical aggression but is characterized by teasing, intimidation, and social exclusion, as well (Banks, 2000).

School-based bullying and victimization is only one piece of a complicated puzzle of school violence. School violence also includes threats, intimidation, harassment, hate and bias, hazing, sexual harassment, etc. Most children who are victims or witnesses to acts of violence often suffer from serious emotional problems including depression and anxiety.

3. BULLYING IN EUROPE

During the last years, educational system is suffering an in-depth change in almost all European countries. While the integration process is advancing, training is knowing a harmonization process that reflects on the students curricula, learning methodologies, etc. This process has also led to put together common problems, difficulties and barriers that students and trainers face when learning/teaching. As a consequence, solutions can also be shared and help to construct the basis for the improvement of education.

Primary and secondary school are the first step in the education of children, preparing them for their social and labour integration. During this period of their life they have to acquire not only concrete knowledge but also essential basic skills. Statistics are not very promising if we take into account that the level of early school leavers and under-performing students has increased. If we analyse some of the difficulties that students tackle in the schools we realized that bullying is one of the most common in all the European countries.

Although the similarities among European educational systems are increasing, it has to be emphasized that cultural and social differences lead to a variety of practices and solutions. Institutional and legal support is also very different from one country to another, and trainers´ training is a key aspect that is not always taken into account. Approaches for solving bullying at schools can differ and allow us to count on a good basis of best practices that should be gathered, structured and disseminated.

3.1. CEZCH REPUBLIC

Bullying is a very complicated problem that can be investigated from many aspects. The National report is elaborated in order to generally describe and introduce this issue from the point of view of the environment in the Czech Republic.

Everyone has heard or got in touch with bullying. Definition of this phenomenon can vary but always describes the same act. For example can be mentioned one definition. „Bullying is a chasing, intended, pointless harassment, unfair blaming, punishing and torturing"[1].

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1 Petráčková, V., Kraus, J. a kol.: Akademický slovník cizích slov. Academia, Praha, 1995.

In the second half of the year 2001 there was run a nation wide research of presence of bullying in the basic schools in the Czech Republic. The research proved that about 41 % of pupils in the basic schools battle with this problem[2].

In these days calling centre called Linka bezpečí (Hot Line) which provide children in complicated situations help and consultancy register about 40 calls related to the bullying matter per day.

Another surprising finding was that almost 90% of teachers were not able to find appropriate solution to solve this matter if appeared.

In the year 2003 was finished two-year project of Ministry of Education of the Czech Republic that verified a special program developed to cope with bullying on the Healthy school[3]. Results of the project were very interesting and encouraging. In the first four months after launching of the project the occurrence of bullying was cut by 42 %.

There was held the first nation wide conference of Bullying at schools in the year 2004 in the Czech Republic. It´s results, comments, contributions are record in a conference proceedings called Školní šikanování[4].

The conference proceedings postulate the bullying to be important problem which must be discussed and reduced immediately. Many measures were suggested, e.g. to establish nation wide office to prevent bullying, to innovate legislative against bullying, to held regular conferences in this field etc. Experts declare the protection of children against school violence is the basic matter and priority for Ministry of Education, regions and schools. This issue includes all subjects involved in facilitating and providing education at primary and secondary schools, it means all institutions responsible for fulfillment of constitutional law of Czech children for education.

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2 Havlínová, M., Kolář, M.: Sociální klima a prostředí základních škol ČR. Praha: MŠMT ČR, 2001.

3 Kolář, M.: Specifický program proti šikanování a násilí ve školách a školských zařízeních. Praha: MŠMT ČR, 2003.

4 Kolář, M.: Školní šikanování. Sborník z první celostátní konference konané v Olomouci, 2004. Praha: Společenství proti šikaně, 2004.

3.1.1. CZECH INTERVENTIONAL PROGRAMME

In the end of the year 2003 was finished two-years project supported by Ministry of Education. This project was successful, can inspire and help only to the schools witch are able to create appropriate social conditions. It means open cooperation between teachers, specialists, pupils and parents.

The vocational basis of this program was assured by methodology of differential diagnosis and alternative treatment of bullying (Kolář, 2001). Important source for the interventional program was Olweus interventional program (Olweus, 1993), experiences from United Kingdom, Ireland, USA, Spain etc.

The program has been proceed in four phases:

- the first level includes the entire preparation of the program;

- the second level includes trainings of pedagogical staff in the field of prevention;

- in the third level the teachers implemented (with the support of supervisor) elaborated special program;

- the fourth level includes evaluation of the program.

This program requires school-wide approach. It is not only about one person responsible for this matter. The cooperation includes creation of network and contacts on these three levels:

- organization and management of the school;

- continual education and training of the school staff;

- Preventive and education for pupils.

3.2. GERMANY

3.2.1. The definition of bullying and violence in Germany

When it comes to school bullying and violence the term usually referred to is "Gewalt", the German term for "violence". Though the term "Mobbing" – the German term that comes closest to "bullying" - is being used more and more frequently, the use of the term "Gewalt" still prevails.

As in other countries, in Germany there is no common agreement on defining exactly what *violence* is. The term "violence" is often mixed with other terms describing similar phenomena,

like "bullying" or "aggression". Some studies do not define violence at all, using a broad definition that includes numerous subsets of violence, like physical violence, verbal pressure, vandalism, sexual harassment or even structural violence.

Schäfer and Korn (2000) point out that the definition of the term "violence" depends very much on the discipline within which studies are executed. In psychological studies violence is regarded as a subset of aggression, whereas educational-scientific studies see aggression as a subset of violence (cp. Vieluf, 1993). In sociological and criminological contexts, violence is regarded as a form of deviant behaviour.

In everyday life "violence" is usually associated with physical assaults or criminal acts. When asked what actions are perceived as violence, school heads, teachers, pupils and parents all first cite physical attacks, threatening with weapons, blackmailing and vandalism. While about half of the teachers and heads regard verbal aggression as violence, only 30% of pupils and parents do.

Only in recent years the terms "bullying" or "mobbing" have been used more frequently in discussions about violence in school. "Bullying" describes a phenomenon that only partly overlaps with "violence" as it focuses mainly on group activities. Some people regard it as a sub set of violence. One popular definition of bullying is:

"*A pupil is exposed to violence or is being bullied when he/she is repeatedly exposed to negative acts from one or several other pupils. Negative acts can be committed verbally (making threats, mocking etc.), by physical contact (beating, pushing, etc.), or without any form of verbal or physical act (gestures, exclusion from a group etc.). The term bullying is not used when two pupils who are equally as physically or mentally strong, fight or argue with each other. It's essential that there's always an imbalance of power.*" (Hanewinkel & Knaack, 1997, S. 34).

3.2.2. Prevalence of school bullying and violence in Germany

As stated under "definition", one problem with German research into violence in schools is that violence is not defined in a consistent way. In recent years numerous studies have been conducted which are representative of specific cities or regions within the country. As these studies have used different instruments and are based on different definitions they are difficult to compare.

There are contradicting findings relating to the prevalence of violence in recent years. This is especially evident when comparing studies focusing on violence in school with studies on juvenile

violence in general. With regards to violence in school, some studies claim that there has been a rise in low level violence (Tillmann et al.) while others don't see a significant change at all over the past decade (Wenzke, 1997). Looking at juvenile violence, most studies indicate a rise during the mid 1980s or early 1990s, not only in Germany but all over Europe. Police statistics in particular indicate a massive increase, though these findings partly reflect an increased willingness to report violent juvenile delinquency. Statistics can also partly be influenced by other factors, such as changes in juristic definitions of violence, higher attention by the media (having an influence on the sensitivity of people again) or even the increasing use of computers by police (Smith, 1999; Oswald, 1999).

Some general tendencies can be identified from several studies:

- "*Serious criminally relevant crimes occur very rarely and are actually not typical of violence in schools.*" (Fuchs et al, 1996, p.9; cp. Schäfer, 1996)

- "*Juvenile violence is a male phenomenon; the predominance of young male offenders has increased markedly since the mid 1980s.*" (Pfeiffer & Wetzels, 1999; p.13)

- Violent behaviour in school is most common in the age group of 13-15 year old pupils, in class 8-9. (Tillmann, 1997).

- "*The typical form of violence in German schools is verbal violence.*" (Schäfer, 1996)

- "*Juvenile acts of violence recorded by the police have not become more brutal in recent years; in fact, the average severity ofthe offences has decreased.*" (Pfeiffer & Wetzels, 1999; p.4)

- In schools of a lower educational level, there is a higher rate of juvenile violence. Violent behaviour is more common in Special Schools (Sonderschule), Hauptschule or in the work preparation year, whereas it is significantly lower in the Gymnasiums (Schäfer & Korn, 2001, Tillmann, 1997).

- Juvenile violence is particularly attributable to offenders with a low level of education and a social situation characterised by relative poverty, poor future prospects and poor social integration. (Pfeiffer & Wetzels, 1999)

- The level of violence practised by young immigrants is higher than for German pupils, particularly juveniles. This mainly reflects poor social integration. (Pfeiffer & Wetzels, 1999)

- "*Juveniles who have been beaten or abused by their parents as children or in their youth are much more likely to be violent than those who have not been beaten.*" (Pfeiffer & Wetzels, 1999, p.11)

- "Membership in a social set with a propensity to act violently is a further factor … to raise the risk of a youth being actively violent." (Pfeiffer & Wetzels, 1999, p.17)

3.2.3. School bullying and violence prevention in Germany

Several articles and web sites give an overview about violence prevention in German schools. The two articles that form the basis for this section have been created within international projects supported by the European Union. As a part of the "Violence in Schools" initiative, Reinders (1998) summarised German activities, programmes and policies for violence prevention. Within the project "Tackling violence in schools on a European-wide basis" supported by the CONNECT initiative of the European Commission, Schäfer & Korn (2001) give a comprehensive overview about definitions and prevalence of violence, laws and regulations as well as activities and outcomes of evaluation studies.

As Schäfer & Korn (2001) point out, the legal base of the Federal Republic of Germany is unambiguous: schools must guarantee that their students are protected against psychological and physical forms of violence. According to the German Federal Constitutional Court (*Bundesverfassungsgericht*) national education in schools is equal to the right of parental education (article 6 par. 2 GG) (BverfGE 34, 165, SPE I A I S.21-21v). Despite this clear legal situation most German schools still do not explicitly determine anti-bullying policies or behavioural rules related to violent behaviour.

Looking from the outside on violence prevention in Germany one thing that is striking is its complexity combined with the lack of a country-wide strategy. This mainly goes back to the German federal structure with its 16 constituent regional states called "Länder". The German education system as a whole is subject to State supervision. Though the overall framework has fairly loose responsibility for schools, education policy and planning is determined by the country's federal structure. Nevertheless, in the context of "cultural sovereignty", details concerning the educational system are subordinated to the 16 Länder of the Federal Republic (Reinders, 1998; Schäfer & Korn, 2001).

In order to ensure a comparable educational system throughout the country there is a standing Conference of Secretary of cultural affairs (Kultusministerkonferenz or "KMK"). Resolutions of the KMK are expressed in the form of "recommendations" to the Länder. This system leads to some

remarkable differences between the Länder. For instance the qualification for university entrance, the *Abitur,* can be achieved after 13 years in most Länder whilst in others it is after 12 years.

The German educational system based on the cultural sovereignty of the Länder also has an effect on programmes and policies to combat violence in schools. Many programmes and policies are conducted at the level of the Länder, a fact that consequently leads to 16 approaches that differ to some extent.

Schäfer & Korn compared approaches of the German Länder. Amongst others they list the following examples[5] (Schäfer & Korn, 2001):

Baden Wuerttemberg

➢ "Prevention first": a collection of suggestions on prevention and intervention ("network against violence").

➢ Land-wide program "challenging violence" (co-operation between ministry of internal affairs and ministry for education and cultural affairs).

Bavaria

➢ Prevention in the team: booklet developed in co-operation with the police.

➢ Working group (Ministries of education, internal affairs and social affairs).

➢ Mediation: conflict mediation training (teacher training) in Dillingen.

Brandenburg

➢ 1999: "regulation on conflict conciliation, education and order arrangements".

➢ Since 1993: co-operation program between schools and sport clubs.

Hamburg

➢ Mediation: multiplicator principle; installation of a conflict mediation system.

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[5] The examples are an excerpt from the report "Tackling violence in schools" (Schäfer Schäfer & Korn, 2001). The complete list of approaches of the German Länder can be found in this report.

➢ Project: "prisoners help adolescents", co-operation with police and law. Young people prone to conviction can, accompanied by pedagogues, talk to already imprisoned people about the consequences of delinquent behaviour.

Rheinland-Pfalz

➢ Guidelines: sports and play instead of violence, de-escalation, conflict mediation.

➢ Since 1994: a specific budget item (now €500,000) for financial support (up to 50%) of projects for violence prevention in schools.

Saarland

➢ Ministry promotes "in the context of the possibilities": school projects through subsidies.

➢ Different departments co-ordinate their work against "violence in the school".

Saxony

➢ Emphasis on the content related design of lessons (education to democracy). Via reflection on norms and human values a sensitisation to violence is expected. In addition, specifications to the curriculum in 1996 and 1997 were made.

➢ Options for schools to organise round table discussions with prevention-assigned personnel from the police ("safety partnership school-police").

Saxony-Anhalt

➢ Since 1994 project: "school stress-aggression-relaxation" (all the schools got movement devices) with scientific participation: Professor Knopf, Uni Halle Wittenberg.

➢ Mediation: 24 facilitators for conflict mediation were trained (co-operation with federations).

➢ School social work: 64 projects at 70 schools;: co-operation of school and juvenile welfare service.

Schleswig-Holstein

➢ Olweus project: 47 schools, 15,000 pupils.

➢ Prevention in the team (PIT) approx. 170 schools: "prevention crime" lessons in secondary stage I; various training materials (e.g. "88 impulses to prevent violence").

➢ 1999: conflict mediation; at 36 schools 75 teachers were trained as facilitators.

According to Reinders (1998), Länder which do regard themselves as affected by the problem of bullying and violence put special emphasis on violence prevention activities, whilst others focus on more general objectives e.g. the school environment or the atmosphere within school.

In 1987 the so called "independent government commission for the prevention and fight against violence" (*Gewaltkommission des Bundestags*) was established (Schäfer and Korn, 2001). Amongst others its mission was to develop concepts, suggestions and recommendations on the prevention and fight of violence in the school. For example, the following suggestions have been presented (for details see Schäfer and Korn and http://nibis.ni.schule.de/~infosos/gewaltko.htm):

➢ Arrangements for improvement of the "school atmosphere". The "educational function" of teachers should be strengthened by the embellishment of curricular arrangements, and basic and advanced training for teachers so they can become contact persons for personal problems. Reduction of bureaucratic regulations (suggestions 32 and 33).

➢ Training to detect situations leading to violence as well as to defuse or avoid such situations. Introduction of new lessons in jurisprudence to provide violence-free solutions of conflicts (suggestion 34).

➢ Teachers should be better trained in dealing with delinquent, violent behaviour of pupils. Teacher-training to be aligned more on educational matters (suggestion 40).

➢ Indifference in relation to acts of violence in the school to be reduced. Teaching staff to intervene rapidly (suggestion 41).

➢ Creation of counselling committees within each school for support in case of conflicts between pupils and teachers (suggestion 42).

➢ Initiatives to be promoted to teach pupils that problem-solving attempts are based on compromise (suggestion 43).

As Schäfer and Korn point out, only a few of the suggestions have been realised ten years after their publication.

3.3. SPAIN

During the last years, educational system is suffering an in-depth change in almost all European countries. As far as the European integration process is ongoing, education and training models are involving in a harmonization process that reflects on the students´ curricula, learning methodologies, etc. It (harmonization process) has also led to identify common problems, difficulties and barriers that students and trainers face when learning/teaching. As a result of this, solutions can also be shared and help us to build the basis of the future of European education and training.

Primary and secondary school are the first step in the education of children and younger, preparing them for their social and labour integration. During this period of their life they have to acquire not only concrete knowledge but also essential basic skills. Statistics are not very positive if we take into account that the level of early school leavers and under-performing students has increased. If we analyse some of the difficulties that students tackle in the schools, we can say that bullying is one of the most common in all the European countries. Bullying is not a new phenomenon in our schools, but it seems that the social changes which have developed a more competitive, individual and violent world have been also transferred to the educational system. A recent research carried out about school harassment in the Region of Madrid showed that one out of four children from 7 to 18 years old experiences bullying at school.

The most aggressive harassment occurs during the third cycle of the Primary Education and the Secondary Obligatory Education. If there is a place where the children must feel safe from harassment, apart from the family, this place undoubtedly is the school where students not only come for knowledge procurement, but also the place to learn to coexist without violence independently of how they are.

The school community must have an active role in the current coexistence relations developed in the educational environment and face the harassment and intimidation situations using different intervention strategies in which parents, pupils and teachers must take part. The fight against the bullying must not be exclusively developed in the school. It must be a common task of the educational administration, the teachers, the families and the students to increase the social awareness towards these attitudes and conducts in a society in which we have coexist with persons of different cultures and traditions. Administrative plans, different measures and school programs to promote the learning of social behaviours are efficiencies in combating bullying.

Those programs that involve the pupils in the fight against bullying have proven to be especially useful.

In Spain, there is not a national plan managed to the prevention of the school violence, but in the initiatives developed in the different Autonomous Communities (regional administration) we can observe an important coincidence in the promoting aspects related to the education on peace, tolerance and the civic and moral values. The democratic participation in the educational institution, the suitable attention to the diversity, and the functioning of the commissions of coexistence are some of the most relevant factors in the prevention of the school violence that can be observed all along the measures taken by the Local Educational authorities. These educational governmental plans are set up for the improvement of the school coexistence and prevention of the violence. The Intervention programs in the majority have a preventive aim and are designed to:

1. Decrease the degree of violence and the prevention of violence, promoting a good climate in the classroom that supports the interpersonal relations

2. Change the school organization, favouring and promoting the interpersonal positive relations in order to create a suitable climate for the student's participation.

3. Develop specific classroom activities orientated to improve the cooperative work, the education in values and feelings, generating a social of integration climate.

4. Supervise the affected students or others which can constitute a risk group.

5. Promote the participation of the families in the strategy.

6. Develop school curricula based actions orientated to the formation and consolidation of habits of democratic conducts.

3.3.1. Some regional experiences about bullying

In the last years, Spanish regional authorities have been performance some strategic programmes oriented to fight against scholar harassment. In the next lines we introduce the most significant initiatives.

Aragon
Name: Projects of Innovation and Educational investigation financed in the framework of L.E.A. (Aragon Law about Education).
In brief: The project promote a series of preventive measures to eradicate harassment cases and to accomplish methodologies based on the "coexistent and conflicts peaceful resolution" theory. The improvement of the coexistence in the school is the priority in the Aragon's administration strategy against the school harassment.
Promoter: Aragon regional authority

Madrid

Name: Convivir es vivir

In brief: The project aims to improve the coexistence in educational institutions and promote the collaboration among the all agents who participate in the project. It consists of a training module in the next main areas: a) the curriculum, b) the school; c) the family and the community.

Promoter: Madrid Regional Authority (Education and Culture Regional Ministry), in collaboration with the Madrid Complutense University, Madrid Municiplity and spanish Ministry of Work and social Affairs.

Catalonia

Name: Initiative School Mediation Program.

In brief: The project aims to promote the interpersonal relationshio in the whole of educations institute.

Promoter: Madrid Regional Authority (Education regional Ministry).

Asturias

Name: Social Agreement to Improve the Coexistence in School.

In brief: The project´s objetive is to promote and ensure the coexistence in eductional institutions.

Promoter: Multiagent Program (several stakeholder from education, administrations, social services and training)

Basque country

Name: Education Program for Peace and Coexistence.

In brief: The aim of the project is to know the importance of the coexistence concept.

Promoter: Basque Country Regional Authority (Education regional Ministry).

Valencia

Name: Observatory for School Coexistence.

In brief: The observatory is an instrument at the service of he educational community which aims to know, analyse, planning and coordinate the resolution and prevention of the coexistence problems.

Promoter: Valencia Regional Authority (Education, Cultura and Sport Regional Ministry).

Andalusia

Name: School: space for the peace.

In brief: T The experience's aim is to improve the coexistence in the school through the prevention of the violence and the implementation of initiatives aimed to peaceful resolution of conflicts.

Promoter: Education Council of Andalusia.

3.4. POLONIA

Bullying is a very serious problem for all kinds of institutions in Poland connected with education.

In order to introduce the current policy to face bullying and violence in the school in Poland, we

distinguish two main aspects: in one hand an analysis of the scholar violence in Poland; and in other hand, the programs implemented to face this phenomenon.

### 3.4.1. Research devoted to school violence

In the last years, following research has been carried out:

1. Centre of Public Opinion Poll Survey: "Violence at school" conducted for Local Newspapers Publishing Groups Polskapress and Media Regionalne.

2. Centre of Public Opinion Poll Survey: "Regional diversity of students' opinion about school, teachers, relationship between schoolmates and violence at school" conducted for Local Newspapers Publishing Groups Polskapress and Media Regionalne.

3. Anna Giza-Poleszczuk assistant professor's speech: "Problems of secure school"- based on Centre of Public Opinion Poll Survey.

4. Audit- General Report from straw poll conducted in the frame of the campaign: "School without violence", results of survey conducted among teachers.

5. Audit- General Report from straw poll conducted in the frame of the campaign: "School without violence", results of survey conducted among students.

6. Janusz Czapiński professor's speech: "Is Polish school a habitation of pathology?" -based on the audit conducted in the frame of the campaign: "School without violence".

To present a summarized and concrete picture of current situation of the bullying in polish schools, we introduce the main goals of **Centre of Public Opinion Poll Survey Report** *(on the basis of dr Anna Giza-Poleszczuk elaboration).*

In March 2006 Centre of Public Opinion Poll conducted Polish-wide, social survey for local newspapers among teachers, students and parents. The aim of the survey was a comprehensive diagnosis of school violence phenomenon.

Alienation Syndrom (students' opinions)
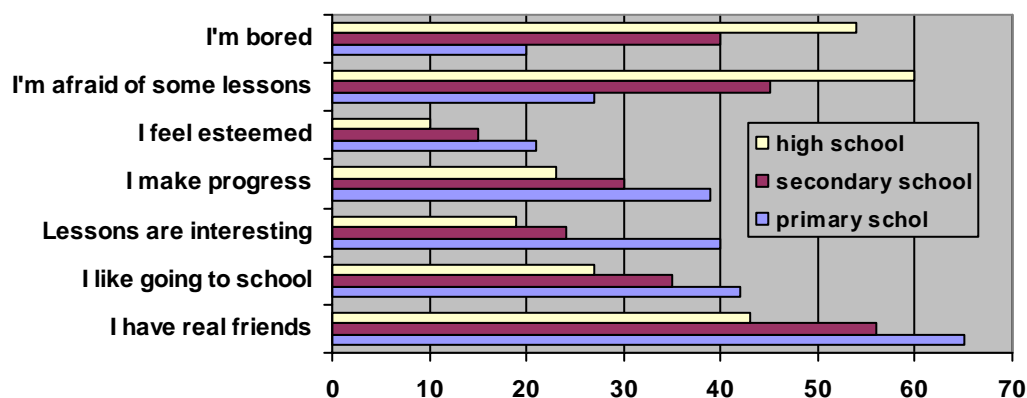
As the research results show together with the time and education levels the feeling of alienation and discouragement increases. Students are only sometimes interested in lessons, they don't feel esteemed, they don't like going to school. The fear of lessons and the feeling of boredom increase. While taking into account increasing atmosphere of aggression (especially in the gymnasium) the school loses the ability of creating sense of secure- students might expect more bad things than the good ones.

School life is also connected with the increasing feeling of alienation from extensive environment. Students very rarely talk with parents about their problems and parents very rarely come to school for the meeting with teachers. Consequently, there is a significant discrepancy between the students' and parents' picture of school life- students confirm that statement, they claim that parents don't know much about what is going on at school. Also, parents overestimate the quality of education which their children receive at school. They don't notice any negative aspects and quite naively think that their offspring likes going to school. It might be explained not only by the fact that students are not willing to receive help or intervention but also the tendency to rationalization, which helps to minimize the problem which in other case parents would have to face with.

a) Aggression at school.

The results of research show that the most frequent kind of aggression is verbal aggression.

Verbal aggression occurs very often: 44% of asked students claim that during this school year they were insulted, 31% say that other students tell lies about them (gossips), over 60% of students were witnesses of that kind of behavior.

Physical aggression is more rarely: 8% admit that they were beaten,11% were forced to do something, 29% were knocked over or jostled. Even more often the students were witnesses of that kind of behavior. Also, thefts, extortion of money and demolition of personal possessions happen at schools. As the research results show **some groups of students** are more exposed to that kind of behavior: first of all "toadies", but also students who aren't smart enough "milksops" and students of first classes.

In the school year 2005/2006 over a half of students was in conflicts with others. Intensity of conflicts increases especially in gymnasium. In most cases it is connected with **building own position in the group.** What really matters while building the position of group leader in Polish schools is first of all strength, attractiveness, being fit and arrogance towards teachers (confront the authority). School grades might also be the source of conflicts. However, they don't have significant impact on position in group, similar to sport results, taking part in youth groups activities, non-governmental organizations or in school self-government. As the research results show it is that, because students don't treat achievements in the institutional field as just and reliable measures of someone's value.

Aggression also occurs in the students- teachers relationship. The research shows that the basic problem in students-teachers relationship and the second as far as importance of conflicts source is concerned is **grades subjectivism**. Teachers are commonly seen as favouring some students and afflicting others. Students are often involved in conflict with teachers because they don't accept their grades. Moreover, teachers are often provoked and ignored, whereas students are verbal insulted by teachers, scared and bounced.

It seems that in many cases students' arrogance towards teachers is a "school play "element and it is not really addressed to teachers. Although pupils say that one of the most important source of authority among peers is arrogance towards teachers, most of the students claim that they respect their teachers and feel respected and treated with benignity.

Summary

On the basis of research results we can come to a conclusion that the basic problems of Polish schools are school isolation from the extensive environment ("closed school") and subjectivism of school grades reflecting in conflicts between students and between students and teachers and the increasing students' feeling of alienation from education process.

Special attention should be paid to gymnasium phenomenon. On the one hand the gymnasium is in current educational system the most crucial for the further education; on the other hand in the gymnasium all the negative phenomena grow stronger.

3.4.2. Programs to face bullying

The most important programs against bullying which are now being realized in Poland are:

- Governmental Program: "Zero Tolerance".

   The Ministry of National Education prepared "Zero Tolerance" program.

- Social Program: "School without violence".

The program is carried under the patronage of the President of Poland Mr Lech Kaczyński.

Social program "School without violence" has been initiated and carried since spring 2006 by sixteen local newspapers of two publishing groups- Media Regionalne and Polskapress. Since September 2006 the social program has been also carried by Foundation Group of Polish Television. The aim of the program is to counteract violence in Polish schools through increasing of problem awareness, changing attitude towards aggression, and providing schools with support and proper tools which would effectively fight with violence. From April 2006 until August 2007 in the local newspapers there were placed over 2000 of articles, half of them were presentations of good practices and handbooks.

Social Problem Research

For the needs of "School without violence" Program in March 2006 Centre of Public Opinion Poll carried out the sociological research among pupils, parents and teachers. The aim of the research was to diagnose violence at schools. According to senior doctor lecturer Mrs Anna Giza-Poleszczuk on the basis of research results we can come to a conclusion that the basic problems of Polish schools are school isolation from the extensive environment and subjectivism of school grades reflecting in conflicts between students and between students and teachers.

Statute-book of "School without violence"

The statute-book was created in cooperation with the Program Committee and substantial partners. In the statute-book there are standards which should be realized in school aspiring to restrain aggression in its area.

In the statute-book "School without violence" there are standards which should be fulfilled by school fighting with aggression. On the one hand the statute-book defines values and behavior rules, on the other hand includes formal and organizational conditions that must be fulfilled by school which is concerned for conflicts resolving and fighting against violence.

The basic rule of the statute-book is necessity of building school community whose members are all the participants of school life: teachers, students and parents. According to the statute-book the functioning of such a community allows to create the atmosphere of safety and agreement and allows to fulfil the other statute-book rules.

In this guide the attention has also been paid to the need of diagnosis of violence problem and the need of immediate reaction to every aggression symptom. Also, the attention has been paid to the fact that all interested groups are entitled to education in this field. Moreover, the need of cooperation with extramural environment has been emphasized.

Support for schools

In September 2006 the Program realization started in schools. Until the end of September schools could declare their participation in the program. The condition of participation was declaration of obeying the "School without violence" statute-book rules. Schools received promotional materials such as brochure for teachers: "How to cope with violence at school?", posters with the code of "School without violence", door label informing that the school participates in the program.

The Program joined over 3000 schools- about 10% of all schools in Poland.

Competition for schools

All the schools which declared the participation in the program could also take part in the competition for school activity projects connected with aggression and violence prevention. The competition jury in January 2007 honored the best 64 projects. Rewards for schools were in the forms of educational services and psycho-pedagogical services for example: workshops for teachers, classes for students, counseling for school etc.

"Is your child's school a school without violence?"- parents' campaign

In January 2007 there was a campaign addressed to parents entitled: "Is your child's school a school without violence?". Local newspapers wanted to draw parents' attention into their children's problems and wanted parents to check what their children's school does in the field of violence prevention. The handbook prepared by experts (psychologists, sociologists,

pedagogues) about behaviors which should raise parents' suspicions and the ways of reacting have been placed in the website. Also, there has been created the list of "20 questions worthy of being asked to your child's school" in order to check how school reacts in crisis situations. Additionally, there were some campaign billboards.

Audit of situation at school

Schools which participated in the program had an opportunity to apply for unforced audit of situation at school and occurring aggression in the school area.

Helpline

From October 2006 until March 2007 in two provinces there were helplines for witnesses and school violence victims.

Film competition: "School without violence"

The students of all schools had an opportunity to take part in the film competition: "School without violence". It was the competition advertising the Program idea of aggression prevention and decreasing of violence at schools.

Program Extent

The Program: "School without violence" is the Polish-wide program. Program activities are led in all declared schools.

- ✓ 3000 of schools joined the program (10% of all Polish schools)
- ✓ In 16 local newspapers there were published over 2000 articles. Nearly half of them describe Good Practices and some advice for example: how to cope with violence?
- ✓ The program website is visited by thousands of people every day
- ✓ Almost a thousand offers for project activity competition had been applied
- ✓ Over 3000 of projects had been sent for the students' competition for Program T-shirt project
- ✓ 116 films had been sent for the film competition
- ✓ 112 confident phone calls had been made during the pilotage of helpline

4. BEST PRACTICES AGAINST BULLYING IN EUROPE

As we have mentioned in previous sections, an analysis of successful cases was developed by each project participant, in order to identify the best practices addressed to fight against bullying in their countries.

With the aim to convert this Manual into a working instrument addressed to the whole of people involved in educational community, it must be designed as a useful, accessible and friendly tool. This is the reason to introduce the best practices according to a model which fulfil the conditions of usefulness, accessibility and friendliness.

In order to classify and introduce the best practices, three different variables have been applied:

The first variable is what we have named the *best practice approach*. In literature about bullying two main approaches to face bullying can be distinguished: Preventive approach and Interventive approach.

Prevention is a set of measures, more or less coordinated, which are taken in order to anticipate that particular phenomenon. By promoting a friendly environment in all areas of the institution, the prevention of violence at school contributes simultaneously to the prevention of other serious problems and, ultimately, to the prevention of delinquency and social exclusion.

Intervention includes all the actions taken by the teacher in the classroom or by the whole school in general (together with the family) which have a corrective and shaping effect on behaviors and attitudes that are considered disruptive for the group or the organization.

As we have concluded along the project development, it is difficult to distinguish among these approaches, but we considered that best practice is preventive or interventive if it complies with two or more of these characteristics/conditions:
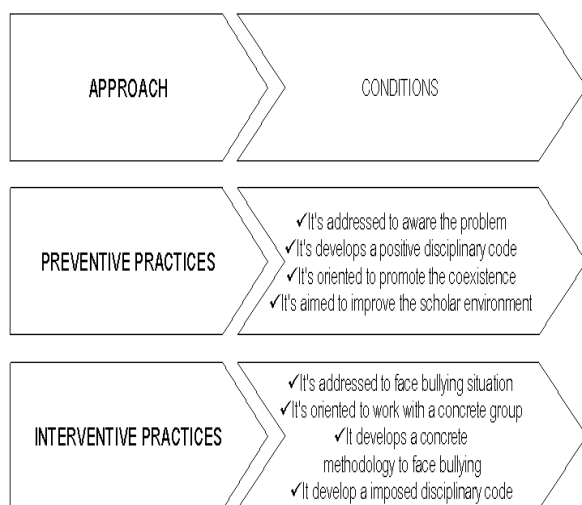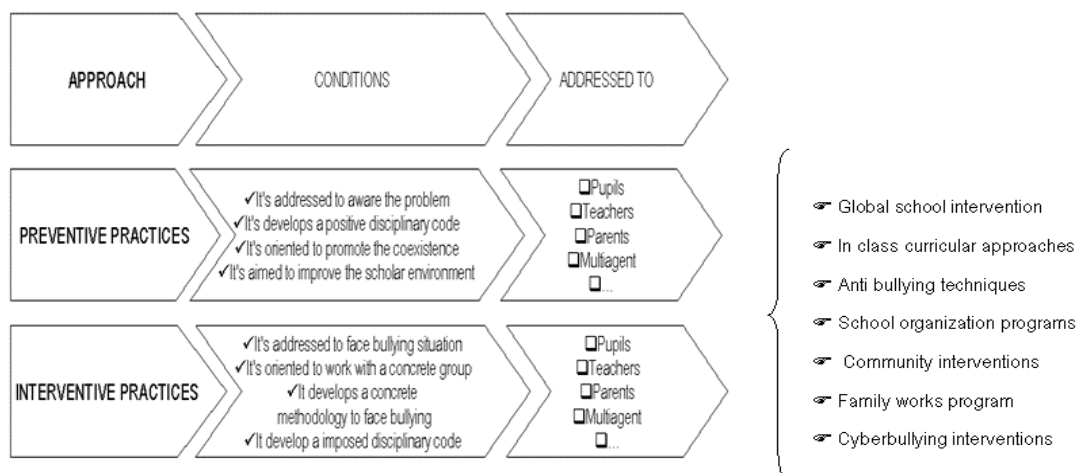
Under the two main approaches, the target group (pupils, teachers, parents, multiagents, ...) will be the second variable to arrange the best practice:
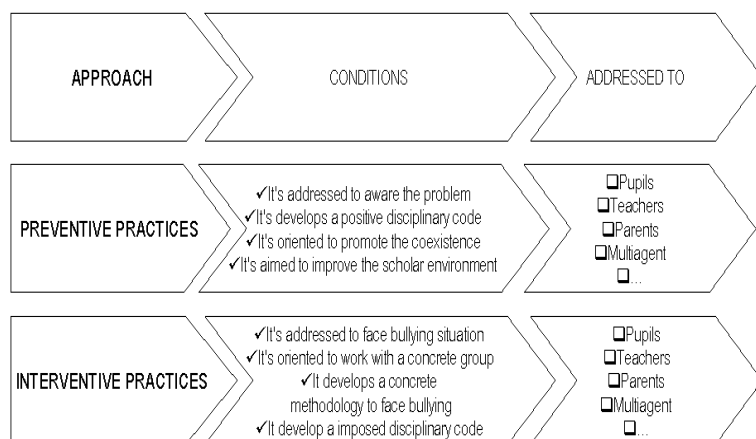
A third, and last, variable will finalize the introduction of best practices. It will be the dynamic (or a set of dynamics) used to develop the initiative.

- *Global school intervention*: a set of measures intended to allow a peaceful coexistence environment in the school (activities of awareness and consultation, meetings and implication, anti bullying policy creation, ect.)

- *In class curricular approaches*: Curricular developments oriented to prevent the harassment situations both in class and in the whole of the school (planning the class curriculum, cooperative work …)

- *Anti bullying techniques*: intervention activities as peer mediation techniques or initiatives aimed to work with students in conflict.

- *School organization programmes*: joint activities designed to correct some harassment situations, as: Supervision interventions, playground policy development or transition from home to school (as significant examples).

- *Community intervention*: A global initiative involving the whole community: scholar community, families, public administration, social workers, police …

- Family work programmes: Activities to be developed in the family bosom intended to a better understanding about bullying and to help prevent the scholar harassment.

- Cyberbullying interventions: specific interventions to combat this new kind of bullying.

The final outcome is a series of practical *practices sheet* containing the more significant features of the different innovative initiatives.

4.1. PREVENTIVE PRACTICES

The preventive methodologies are these which face bullying before it happens. In the literature about this phenomenon, three main characteristics define a preventive methodology:
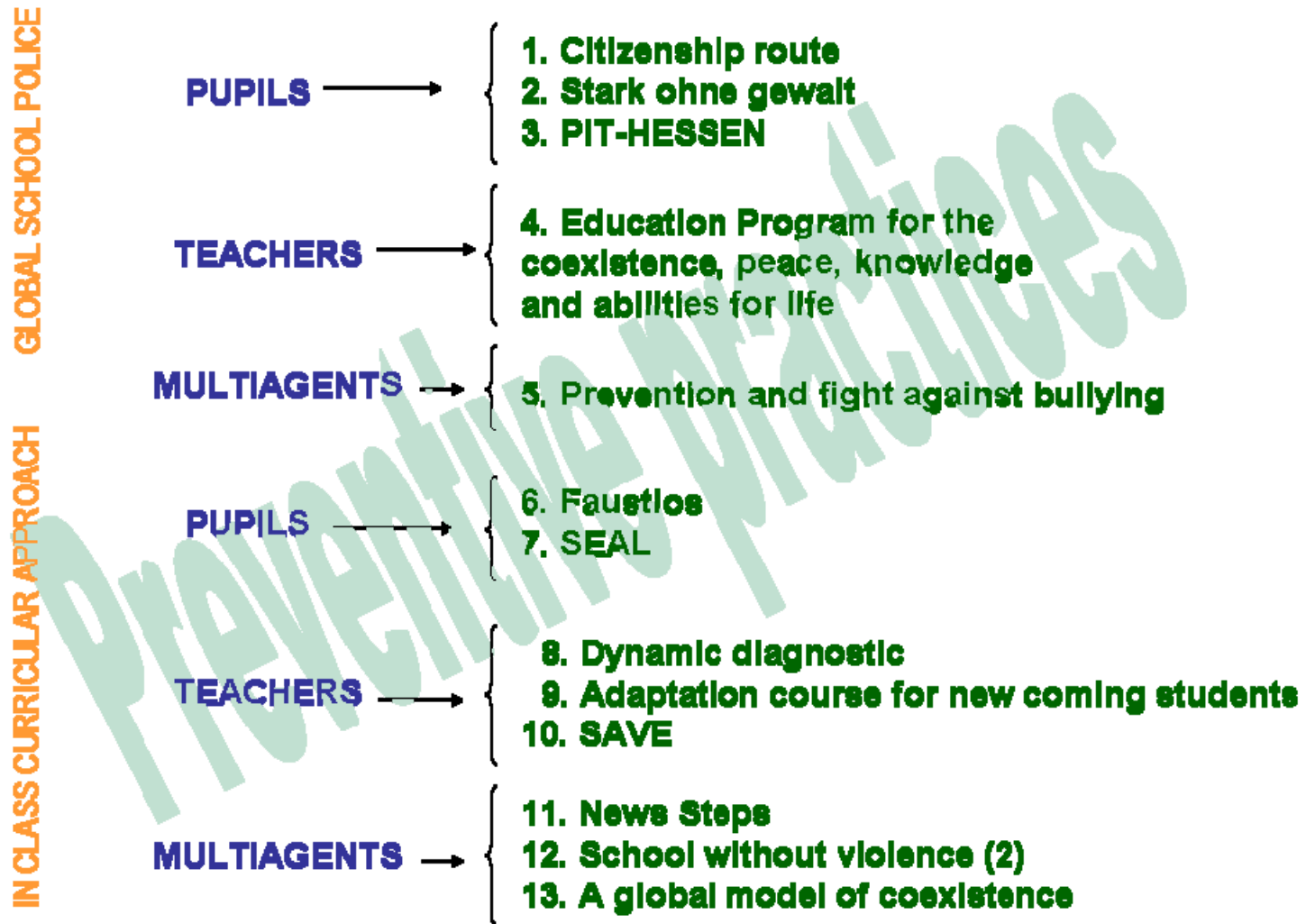
- The preventive approach must recognize that the violence (scholar harassment, bullying) exists (even if any bullying cases has not happen in the scholar environment).

- The violence is a problem – The violence is the problem.

- To prevent the problem a model of coexistence must be developed.

So, the preventive dynamics are based in a whole strategy which must reaffirm the peaceful coexistence, foster positive scholar scene and avoid any violence case before it appears. In this context, and due to the acceptance that the violence is not an isolated and occasional fact, the preventive methodologies are the future in the fighting against scholar harassment or bullying.

In our analysis, we considered that a best practice oriented to prevention is an initiative which complies with the next conditions:

- It must be addressed to aware the problem.

- It must be develop a positive disciplinary code.

- It must be intend to promote the coexistence.

- It must be aimed to improve scholar

We selected a total of 13 preventive practices to face bullying oriented to pupils, teachers and parents. These practices were developed using two kinds of dynamics: *global school policy* and in *class curricular approach*.

GLOBAL SCHOOL POLICE

PUPILS →
1. Citizenship route
2. Stark ohne gewalt
3. PIT-HESSEN

TEACHERS →
4. Education Program for the coexistence, peace, knowledge and abilities for life

MULTIAGENTS →
5. Prevention and fight against bullying

IN CLASS CURRICULAR APPROACH

PUPILS →
6. Faustlos
7. SEAL

TEACHERS →
8. Dynamic diagnostic
9. Adaptation course for new coming students
10. SAVE

MULTIAGENTS →
11. News Steps
12. School without violence (2)
13. A global model of coexistence

47

According to the best practices selected under the development of a global school policy, the cases are addressed basically to pupils and to several actors (pupils, teachers, parents, …) and the programmes are aimed to develop a global strategy to prevent violence though a model of coexistence which affirms the existence of others and rejects the violence.

Other practices based in a class curricular dynamic are oriented to cooperative work and in the development of curricular contents to fight against violence. The work inside the classroom is basic in order to improve the coexistence and to respect other facts.

4.2. INTERVENTIVE PRACTICES

The interventive methodologies are these which face bullying when it happens. Some specialists in bullying think that an interventive approach must be developed taking account two main premises:

- To accept that a harassment situation has occurred.
- To support unconditionally bullying victims.

Under these premises, the interventives methodologies must

- work with victims,
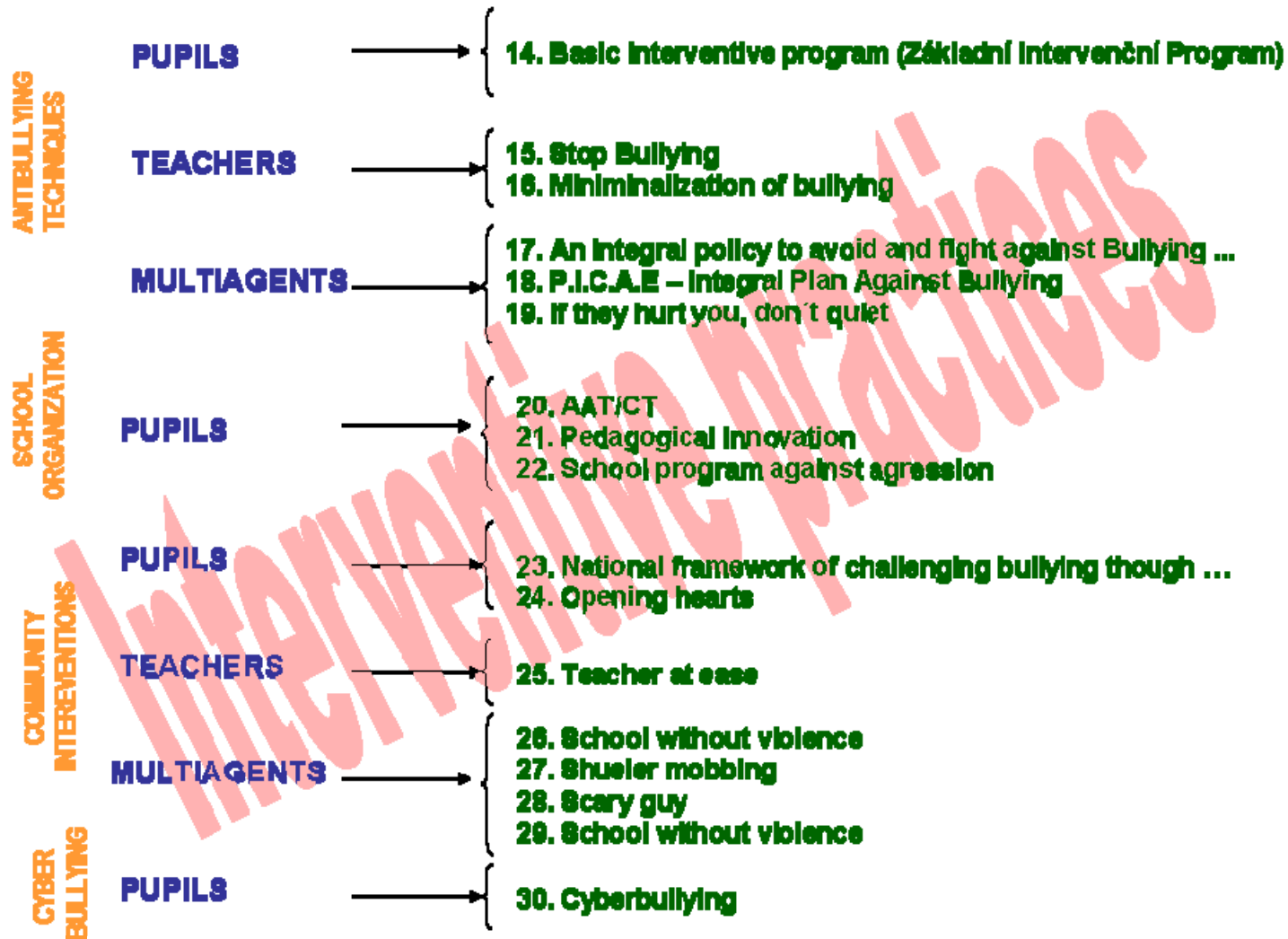- work with bullies,
- work with the witness,

and

- accomplish a set of special protection measures.

So, it must be developed a concrete correction strategy not only to face the violence but to make amends for occurred injures.

In our analysis, we have considered that a best practice oriented to intervention is an initiative which complies with the next conditions:

- It must be addressed to face bullying situation.
- It must be oriented to work with a concrete group.
- It must develop a concrete methodology to face bullying.
- It must develop imposed disciplinary code.

We have selected a total of 17 interventive practices to face bullying oriented to pupils, teachers and parents. These practices were developed through the use of three different dynamics: *Antibullying techniques, school organization* and *community intervention*.

ANTIBULLYING TECHNIQUES

PUPILS → 14. Basic interventive program (Základní intervenční Program)

TEACHERS →
15. Stop Bullying
16. Miniminalization of bullying

MULTIAGENTS →
17. An integral policy to avoid and fight against Bullying ...
18. P.I.C.A.E – Integral Plan Against Bullying
19. If they hurt you, don´t quiet

SCHOOL ORGANIZATION

PUPILS →
20. AAT/CT
21. Pedagogical Innovation
22. School program against agression

COMMUNITY INTERVENTIONS

PUPILS →
23. National framework of challenging bullying though ...
24. Opening hearts

TEACHERS →
25. Teacher at ease

MULTIAGENTS →
26. School without violence
27. Shueler mobbing
28. Scary guy
29. School without violence

CYBER BULLYING

PUPILS →
30. Cyberbullying

Interventive practices

Finally, and in order to get a wider understanding of bullying phenomenon, an innovative cyberbulling experience has been chosen. Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, blogs, online games and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

The best practices addressed to the development of anti bullying techniques promote a set of correctives measures to face bullying. It is about the performance of interventive integral programmes addressed to all the agents involved in the education and aimed to solve a concrete undesirable situation and to prevent future similar cases.

Some of the chosen best practices intend to face violence though the accomplishment of several changes in the school organization. Other practices involve a whole community, such as school, families, public authorities, etc. A wider approach to face a great problem is the basis of a community dynamic.

4.3. SOME METHODOLOGIES TO FACE BULLYING.

As we comment during the project, each country has identified and implemented several strategies to face bullying taking into account the nature of the scholar harassment. In some countries exists a large tradition in the development of methodologies to fight against the violence in the school. In others the bullying phenomenon is a new challenge which must be faced using innovative methodologies.

In the framework of present project some of best practices to face bullying are not practical resources but a methodological intervention to face bullying which have not had a practical development. So, three intervention methodologies will be introduced:

Practice nº 30 Opening activities

Practice nº 31 School strategies concerning the prevention and the diminution of scholar violence

*Practice nº 32 Opening and warm up activities of the grou*p

Under an interventive approach and addressed to multiple agents this methodologies show us a set of activities to face bullying.

PREVENTIVE PRACTICES

GLOBAL SCHOOL POLICY

TO PUPILS

Best practice 1: Citizen Route

Best practice 2: Stark ohne gewalt

Best practice 3: Pit-HESSEN

TO TEACHERS

Best practice 4: Education Program for the coexistence, peace, knowledge and abilities for life

TO MULTIPLE AGENTS

Best practice 5: Prevention and fight against bullying

IN CLASS CURRICULAR APPROACH

TO PUPILS

Best practice 6: Faustlos

Best practice 7: SEAL

TO TEACHERS

Best practice 8: Dynamic diagnostic

Best practice 9: Adaptation course for new coming students

Best practice 10: SAVE

TO MULTIPLE AGENTS

Best practice 11: News steps

Best practice 12: School without violence

Best practice 13: A global model of coexistence

Approach	Addressed to	Initiative
Preventive	Pupils	Global school policy

Project identification:	Citizen Route
Promoter:	Change Pedagogical Group (Napoli)
Implementation place:	Schools in Napoli
Duration:	Ongoing
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

There is no previous contact with Bullying, but it's an environment full of violence and overbearingness. More specifically there is plenty of examples of overbearingness depending on the gender, the area of the city, the students considered weak. This experience has been selected because, even though it takes place in a social context loaded with violence and abuse, the educational model has helped to avoid Bullying.

Objective

The activity is focused on youngsters who often must repeat their courses or on students who dropped-out of school, already expelled from the scholar environment, to which several previous actions were considered: course of recuperation to obtain their middle school degree; personalized orientation and formative direction after obtaining the middle school degree; integrated training program through upper institutes linked to the project through another activities (regional education, educational monitoring, etc.)

Activities

- ✓ Initial learning contract signed by parents, pupils, teachers and social service.
- ✓ Scholar mediation activities.
- ✓ Tutorial activities
- ✓ Sozializing activities.
- ✓ Dealing with conflict.

Evaluation

Sustainability: The "Citizenship route" project, as a foundation stone of the Chance project, is repeated every year.

Weaknesses: The main difficulty of the project was the discontinuous periods, above all between one and another year; the second difficulty was the inappropriate regional anchor of the project.

Strengths: Personnel with a larger and profound qualification than those employed in ordinary scholar institutions; support from experts during the implementation of the community of practices; presence of a multiplicity of professional figures who face training, teaching, education, tutorial, appropriate financings and freedom for planning with specific techniques

Approach	Addressed to	Initiative
Preventive	Pupils	Global school policy

Project identification:	Stark ohne gewalt – Strong without violence
Promoter:	Matthias Kaps, chairman of "Starkmacher e.V."
Implementation place:	Schools ("Sonderschule", "Hauptschule", "Realschule" and other school types in case there is an interest); prisons for young person
Duration:	From 2002 and it continues
Web site:	http://www.stark-ohne-gewalt.de
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The idea for the project "Stark ohne Gewalt" ("Strong without violence") goes back to the year 2000 when Matthias Kaps got to know the International band Gen Rosso that performs music for peace, justice, solidarity and against violence and that amongst others targets juveniles. Together with Gen Rosso, Matthias Kaps developed the concept for "Strong without violence". Basing on the experiences which were carried out in the previous conflict mediation project one focus of the project to provide rooms for juveniles where they can cultivate their talents.

Objective

The initiative intends to prevent any violence situation in the schools.

Phases

The project consists of several modules that can get combined but also used independently from each other (cp. description of activities). Amongst others the project includes the following modules:

- A *prevention symposium* that aims at promoting and strengthen teachers by means of concrete help and advice on how to deal with pupils. The symposium also informs teachers on how to prepare their classes for the project week.
- A *project week* is held about four weeks later. Together with the band Gen Rosso pupils prepare the performance of the musical "Streetlight". This musical is the basis for all other modules of the project (cp. description of activities). At the same time the pupils get encouraged to deal with the topic "strong without violence" in form of poems, pictures and paintings and other artistic ways.

Activities

The project consists of several modules that can get combined but that can also be used independently from each other. All modules aim at helping pupils learn to get to know their strengths and talents in order to get sensitised for each other and to practice and sharpen the perception of violence, bullying and exclusion in order to integrate them in everyday life.

The project includes the following modules and activities:

- ✓ Musical "Streetlight"

- ✓ Prevention symposium

- ✓ Handbook: It outlines the background as well as the theoretical basis and provides information about previous experience, suggestions for lessons in school and beyond. The handbook also Includes a CD with all materials.

- ✓ Project Days with Gen Rosso

- ✓ Being creative with colour, sounds, pencil and Keyboard

- ✓ Weekend seminare for juveniles and young people

- ✓ School trips

Evaluation

<u>Sustainability:</u> The high emotional and motivational character of the project as well as the high acceptance by juveniles and young people aim at achieving sustainable effects of the project. Moreover, also after the project week a broad range of activities gets offered to the participating schools such as school, education from interested students to "ambassadors of integrated strength" and much more.

<u>Weaknesses:</u> The difficulties incurred include the relatively high costs of the project as well as a scepticism of the schools that is often a hurdle at the project's start.

<u>Strengths</u>: Amongst others "Strong without violence" gives rise to a strong motivational impulse for a positive climate in the participating schools.

Approach	Addressed to	Initiative
Preventive	Pupils	Global school policy

Project identification:	PiT – HESSEN – Prevention in teams
Promoter:	Ministry for Inner Affairs, the Ministry of Culture and the Ministry for Social Affairs of the German Federal State of Hesse.
Implementation place:	Schools of the German Federal State of Hesse
Duration:	From 2006 and it continues (In 2004 a previous pilot project has been launched)
Web site:	http://www.pit-hessen.de
Deliverables:	▪ PiT-Hessen: Das Gewaltpräventionsprogramm mit Teambildung von Schule, Polizei und Jugendhilfe *(PiT-Hesse: The violence prevention programme with team building of school, police and youth welfare)* http://www.pit-hessen.de/pdf_offen/Inhalt.pdf ▪ PiT-Hessen Media-CD (video about PIT,Presentation about PiT) (available on request)

PRACTICE DEVELOPMENT

Previous situation

The reason giving raise to the project was the school shooting at the Johann Gutenberg Gymnasium in Erfurt, 2002, during which sixteen people were killed most of them teachers. As there was no appropriate program in the German state of Hesse that provides guidance related to school shootings, existing programmes were analysed in terms of their potential to deal with this problem.

The inquiry resulted in the selection of the PiT-programme ("prevention in teams") that originally was developed in the crime prevention council of the German Federal State of Schleswig-Holstein in 1996. The reason why the PIT programme is focusing on schools is not that schools are more affected by bullying and violence than other places, in rather lays in the fact that schools are the location by which all children and juveniles can be reached. For the Federal State of Hesse the original PIT programme has been adapted to the current requirements. "PiT-Hesse" builds on the existing programme „Cool sein - cool bleiben" ("Be cool – stay cool").

Objective

To establish a global strategy involving all educational community aimed to prevent violence in the schools.

Phases

✍ Phase 1: PiT-Teams building.
✍ Phase 2: Development of activities.

Activities

✓ **Team building:** In each school that participates in PiT-Hessen a team gets formed that consists of at least one police officer, one representative of youth welfare and two teachers. The members of the team cooperate closely and systematically over a longer period of time and commonly take responsibility for the planning and realisation of all activities within the respective school.

✓ **Training of pupils:** Within Pit-Hesse pupils get targeted by training activities that primarily focus on the 7th and 8th grade for a period of approximately one year. The activities do not focus on the bullies but rather on the potential victims of bullying and violence and aim at identifying critical situations in an early phase of their development in order to prevent their escalation. Furthermore pupils train ways to get out of critical situations once they have developed. The training combines theoretical aspects with practical oriented exercises. The exercises include for instance role plays that amongst others focus on how to get out of bullying situations without using violence. Within these role plays reactions get developed and trained for

different groups differing in their behavioural patters (such as being anxious, aggressive etc.). The role plays are followed by reflection units that aim at discussing and reflecting in how far the practices are concordant with real conflict situations. Other activities that are part of the training are work shops (students for instance document good and bad spaces within their school – the ones related to bullying and the ones less affected by bullying and violence – with a camera) or sport activities (that aim at developing fair play and team spirit).

✓ **Organisational development:** Both the team building and the trainings contribute to the change of the climate within the participating schools by giving impulses for staff, organisational and concept development. Furthermore violence prevention gets in the focus of the school's programme and philosophy.

Evaluation

Sustainability: The sustainability of PiT-Hessen programme and its outcomes is part of the programme's concept. As outlined previously PiT-Hessen is conceptualised as a long-term programme and is not meant to be a programme offering fast help on a short-term basis.

Weaknesses: Experiences so far suggest that PiT-Hessen is mainly useful when applied on a long-term basis. PiT-Hessen mainly makes sense as a long-term programme, not as a programme offering fast help and solutions

Strengths: The strong aspects of the programme are in its potential to involve representatives from different organisations and different fields of expertise in the process of team building and making them cooperate, commonly plan and realise projects within schools. As the evaluation revealed the training for pupils is not only perceived as being helpful by the participants, it also brought up widely positive results.

Approach	Addressed to	Initiative
Preventive	Teachers	Global school policy

Project identification:	Education program for the coexistence, peace, knowledge and abilities for life
Promoter:	Department of innovation in education - Basque Regional Government
Implementation place:	Schools of Basque Country
Duration:	The program began in 2000 and it continues.
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

It has been recognised by the Basque government /Educational department that there was a need to update both the department's policy and for schools to revisit their anti-bullying policies and procedures. Therefore the Educational department set out the authority's policy on bullying and to provide support and guidance for schools in revisiting their anti- bullying policies. There is now a recognition that is essential for schools and the authority to have a record of bullying incidents that take place and with this in mind procedures for monitoring incidents of bullying within schools. At present it will be necessary for school to use the paper protocol published by the department to record incidents and for these to be kept in the school anti-bullying log. The Local Authority is committed to the elimination of all forms of bullying and harassment, as every member of the community has the right to work and learn without fear of bullying or harassment of any kind (including sexual or racial victimisation). In order to achieve these aims this programme has been elaborated prevention being the first concern of the Local Authority.

Objective

The programme has been intended to address the needs of those students mainly in primary and secondary Education. This programme seeks to meet the needs of the whole students Basque educational Community through the creation school teams in which families, teachers, and students take an active part.

Phases

- ✌ Awareness raising and consultation, the debate and the interpersonal communication so the school has discussed and understood the problem of bullying within the whole coexistence.
- ✌ Administration of the coexistence in the schools: diagnostic, revision of the organization, of the participation and projects of improvement. Creating real opportunities for *students to participate in school life* by giving them more responsibility (according to their age), involving school management teams, allowing them to collaborate in the development of school projects, participating in activities or situations related to the day to day management of the classroom and the management of the school itself
- ✌ Administration of the coexistence in the classroom: the development of capacities, personal and social abilities, the participation, the tutorship, etc. Developing *communicative competences*, which allow children and teenagers to learn to listen to others, and to accept and respect different opinions. Curriculum interventions use for raising awareness and promoting discussion. *Values education*, which may help children and teenagers to clarify the values guiding their lives, and allow them to make better

founded decisions and give them the ability to become self-determined.• Developing a *positive and realistic self-concept* so that today's child or teenager becomes an adult at ease with himself and others.

✋ Contention and improvement through intervention of inadequate behaviours to overcome a conflict situations and abuse.

Activities

✓ Training activities oriented to teachers.
✓ Planning school curriculum
✓ Definition of rules
✓ Strategies to develop positive connections with others
✓ Development of a series of in class dynamics (mediation, circle time discussion)
✓ Development of special techniques used for working with students who are already involved in school bullying.

Evaluation

Sustainability: The programme has been sustained over the last 7 years

Weaknesses: The programme cannot be implemented without the implication of the school staff. It must promote the team group and bring the material to the school. The model proposed of transformation of conflicts not always is accepted by the culture prevailing in the schools. It has to assure the curricular inclusion of those competence described in the program. The lack of indicators to perform a systematic evaluation could difficult a future development.

Strengths: It can reach the whole Educational System. The programme has been consolidated as a high-priority in the Local educational department. It provides the teachers' continuous training. It has economic and human resources, a working team in the programs. It collaborates with other institutions from other Local educational authorities.

Approach	Addressed to	Initiative
PREVENTIVE	Multiple agents	In class curricular approach

Project identification:	Prevention and fight against bullying
Promoter:	Ferrara municipality / Ferrara Province / Emilia Romagna Region
Implementation place:	Schools - Ferrara municipality
Duration:	Started in 1994 and it runs/continues
Web site:	
Deliverables:	Handbook with useful cards oriented to teachers, didactic film about Bullying, brochures for awareness oriented to young and teachers, assessment report, novel for middle schools ("Bullis Bullati")

PRACTICE DEVELOPMENT

Previous situation

Emilia Romagna Region gave some financings regarding Urban Security and it allowed them to afford a research at middle and upper level schools to deepen the Bullying phenomenon. The results of the research evidenced a high level of Bullying. From now on (and due to the better awareness of the Headmasters after the research) actions, much more coordinated and with the involvement of more actors, have been carried out.

Objective

To prevent, identify and eliminate bullying.

Phases

- Research at schools through a questionnaire .
- Awareness through the results of the research feedback (at the schools where the research had been applied).
- Training for teachers.
- Interventions of the teachers.
- Work of a psychologist at schools (during all project).

Activities

- ✓ Creation of coordination groups were created in each school (after the research).
- ✓ Training sessions oriented to teachers about Bullying prevention with the purpose of supplying them training instruments to apply with the students.
- ✓ In class dynamics.
- ✓ Awareness training courses for parents.

Evaluation

Sustainability: Yes. Not only the project has been repeated in several editions; year-by-year but also it has been extended to more schools, until the present situation: involving every school in Ferrara Municipality.

Weaknesses: Obstacles in the organization of the schools / Heterogeneous culture at schools to interpreter the teachers' role.

Strengths: To be promote by an external entity, in this sense of being inside enough to understand the problem and needs, and at the same time outside to supply a different professional view.

Approach	Addressed to	Initiative
Preventive	Pupils	In class curricular approach

Project identification:	FAUSTLOS
Promoter:	Prof. Dr. Manfred Cierpka
Implementation place:	Schools and kindergardens
Duration:	The program began in 1998 and it continues
Web site:	www.faustlos.de
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

First experience is that Dr, Schick has 2 sons, who are witnesses of bullying in school. But real experience started with the program "Faustlos", which was originally a research program. While this researches they get more and more calls from schools, asking for help, because of bullying. So they were looking for a pilot-project which meets the criteria of long term nature, effectiveness, practicability etc. of the project.

Objective

The main objective is to implement a global strategic to prevent scholar harassment.

Phases

- First phase: teaching the emotional intelligence. Children learn to identify feelings by facial expressions.
- Second phase: children learn to put oneself in someone's position, to see a special situation from the other one's perspective. Also they learn active listening and how to react to the emotions of others.
- Third phase: children learn a special method to solve problems from Spivack & Shure
- At the end children have to practise simple things like: to share (e.g. toys), to participate on activities…

Activities

- ✓ The kindergarden program: 28 lessons with a duration of 1 year.
- ✓ The elementary school program: 51 lessons with a duration of 3 years
- ✓ The secondary school program: 31 lessons with a duration of 3 or 4 years

Evaluation

Sustainability: The main reason for the sustainability is the long term nature of this program.

Weaknesses: The long term nature of the program is very effective, but it's also difficult for teacher's and educator's to stay the course to the end.

Strengths: The strengths of the program is at the same time a weakness. Teacher working with the program like the high standard of concept, because they know exactly, what to do. But some people feel restricted, because they want to bring in their own ideas and personality. That's why it is so important to do further education for teacher's while the program to help them bringing in their own personality.

Approach	Addressed to	Initiative
Preventive	Pupils	In class curricular approach

Project identification:	SOCIAL AND EMOTIONAL ASPECTS OF LEARNING – SEAL
Promoter:	School improvement service
Implementation place:	Lincoln Birchwood Junior School
Duration:	The initiative began in 2006 and it continues
Web site:	
Deliverables:	Documents related to implemented polices as such (

PRACTICE DEVELOPMENT

Previous situation

OFSTED (the official body for inspecting schools) expressed concerns about the social and emotional aspects of the learning of the children and it was identified as a key issue, although bullying was not identified as specific issue.

Parental questionnaires identified concerns around safety and the challenging behaviours within the school. Exclusion rates were high and there were above- average numbers of children on the Special Needs and Child Protection registers.

The school was identified as a 'school in challenging circumstances' and, as a result a core group of outside agencies was convened by the School Improvement Service of the LA. This group consisted of the School Improvement Service (SIS) as leaders, the Emotional and Behavioural Support Service, the Education Welfare Service and the Educational Psychology Service and its aim was to improve teaching and learning through staff professional development and through the modelling of good practice by the outside agencies.

Objective

The SEAL project is a response to the OFSTED report but also to the legislation encapsulated in 'Every Child Matters' which obliges the school to ensure that **every child** is;

1. Healthy – emotionally and physically
2. Safe
3. Enjoys and Achieves
4. Makes a Positive Contribution
5. Achieves Economic Well-being

Whilst in its care and works with the community to ensure that the same principles apply at other times in the child's life.

Phases

The initiative is a long term curriculum development, and it is based in two main phases

✋Development of SEBS curricular strategy and using the SEAL materials as its basis

✋Organization of "Saying no to bullying week".

Activities

On the base of curricular guidance produce by the Department for Education and Skills has been sent to all England´s 23.000 primary schools recommending that all children, regardless of age, background or abilities, be

given sessions in talking about their emotions and to teach them how to make friend, resolve conflict, manage angry feelings and create a no bullying environment.

The SEAL curricular resources contain:

- ✓ Guidance booklet
- ✓ Assemblies and teaching ideas for six whole school themes.
- ✓ An assembly and teaching ideas for the shorter theme "Say not to bullying"
- ✓ Ideas for follow-up work with small groups of children who need additional support.
- ✓ A set of ideas to develop staff knowledge and confidential through continuous professional development.
- ✓ A set of ideas for involving parents and carers

Evaluation

<u>Sustainability:</u> SEAL initiative is now a integral part of the school curricula and there is not question that the work will continue. Moreover, the practice is part of school improvement plan and evaluation framework, and of OFSETD (an official body for inspection schools) action plan and evaluation framework.

<u>Weaknesses:</u> - Lack of program consistence because it is not a whole school approach; - Deficit of staff training; - School rules is still not evident in the classrooms.

<u>Strengths</u>: The practice is driven by a team of committed and enthusiastic people.

Approach	Addressed to	Initiative
Preventive	Teachers	In class curricular approach

Project identification:	Dynamic diagnostic
Promoter:	Ministry of Education, Czech republic
Implementation place:	Primary schools in Prague.
Duration:	2001 – 2003
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

There was held nation wide research orientated on bullying issue in the year 2001 in the Czech Republic. Results proved that approx. 41 % of pupils have suffered from bullying at primary schools. Another alarming finding was that 90 % of teachers weren't able to solve and tackle this issue. This observation became an impulse for further researches and development of methodologies.

Everybody who has decided to combat bullying has to start with mapping of the hidden life of the group. We need to know more than just outside look of the group, to treat the class in the right way we should get in touch with its dynamics and own life. We can use two methods: Dynamic diagnostics or Test diagnostics.

Objective

To identify the group needs in order to define the curricular contents.
Research the children's social relations. The research is an essential base for any further work with groups.

Activities

✓ *Motional test of attitudes towards minorities – Technique of dynamic diagnosis*

The aim of this activity is mapping of conscious attitudes to minorities. The pupils lines up closely. The leader - teacher stands in front of them (face to face). He/she gives instruction to children: "Now we will play a game about our attitudes to the various groups of people. We express our liking or unlinking through five point scale. If you remain fixed on your position, it is a neutral attitude. Side step on the right means positive feelings – one step presents +1 and two steps presents +2. Side step on the left means negative feelings – one step presents -1, two steps presents -2. Now close your eyes and try to imagine group of prisoners. Wait a moment and perceive the feelings evocated by this imagination. Now express your feelings."

Children thanks to the motional expression towards various group creates a picture – scheme of the attitudes in the class. These pictures can have many forms. The leader comments the findings sensitively and observes deviations, trends in the groups etc. At the end children are asked to open their eyes and to look at the results of the exercise. The children discuss the results.

Evaluation

<u>Sustainability:</u> Yes. Necessary presumptions are high quality didactical basis and qualified specialists

<u>Weaknesses</u>: Lack of dynamism because the analysis and interventions must be every day repeat.

<u>Strengths</u>: Motivation of teachers, headmasters and training of the following qualified specialists.

Approach	Addressed to	Initiative
Preventive	Teachers	In class curricular approach

Project identification:	Adaptation course for new coming students
Promoter:	Ostrava High school - Střední škola oděvní, služeb a podnikán
Implementation place:	Recreational cottage Kunčice pod Ondřejníkem.
Duration:	Three days course
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The numbers of bullying cases at the school are more and more increasing.

Objective

The course acts as an effectual tool for prevention and reduction of bullying.

Phases

The initiative is an in class dynamic to face scholar harassment and to set a coexistence model, and the phases are designed by the activities of this strategy.

Activities

- ✓ Discussion
- ✓ Group work
- ✓ Games
- ✓ Physical and mental activities
- ✓ Elaboration of model cases

Evaluation

Sustainability: The project consists in a set of practical measures easily transferable to other experiences.

Weaknesses: - Financial difficulties.

Strengths: - Prevention of bullying and other problematic issues; - Building of positive atmosphere at school and in the classes.

Approach	Addressed to	Initiative
Preventive	Teachers	In class curricular approach

Project identification:	SAVE – Seville against violence
Promoter:	Professor Rosario Ortega's team at the University of Seville
Implementation place:	Seville secondary schools
Duration:	1995 – 2000
Web site:	
Deliverables:	CUESTIONARIO SOBRE INTIMIDACIÓN Y MALTRATO ENTRE IGUALES (SECUNDARIA)
	CUESTIONARIO SOBRE INTIMIDACIÓN Y MALTRATO ENTRE IGUALES (para las familias)

PRACTICE DEVELOPMENT

Objective

The Project SAVE is a preventive initiative addressed to make a scenario in which abuse and bullying is rejected and cooperation and solidarity are stimulated.

Phases

✋ First phase: to raise awareness and to involve people was carried out by means of a system of seminars, where the project was presented to L.E.A., Delegates, Provincial Team of Inspection, Central Team of School counsellors, responsible for special programs, etc. so the issue of bullying was taken into consideration by those involved in the educational system.

✋ Second phase: the selected school received a letter of presentation of the project together with an invitation to participate in a seminar. In the seminar which lasted 20 hours the problem of bullying was talked about with representatives of the school attending the seminar (teachers, headmaster, and counsellor). The seminar culminated with a commitment, on the part of most the selected school to participate in the project.

✋ Third phase: all educational agents – parents, teachers and pupils - were involved, Ortega's rationale being that there should be a 'good correlation between educational values proposed by the school and those that are developed at home, providing for the students a coherent way of dealing with interpersonal relationships' (Ortega, 1997; in Ortega, Fernandez & Del Rey, 2001).

Activities

✓ Democratic management of interpersonal relationships.
✓ Cooperative group work.
✓ Education of feelings, attitudes and values.
✓ Intervention with students at risk or involved in bullying.

Evaluation

Sustainability: The project was sustained over a period of four academic years

Weaknesses: At the time of the project some of the schools involved in the project were affected by the Spanish educational system and some teachers were transfer to other schools. Furthermore there were added problems by the fact that the students involved in the project "lived in marginalised areas with a variety of social problems" (Ortega 200). Due to the movements of teachers the groups were often split and had to recruit new members to continue

The project

Strengths: This project was an ambitious one. It sought to examine fundamental features of school life that could influence the level of school bullying, for example, the democratic management of social relations in a school and the education about feelings and values. Judging from the reactions of students, the projects may have had significant effects in these areas. Some very positive outcomes are claimed, especially in reducing levels of victimisation and self-reported bullying.

Approach	Addressed to	Initiative
Preventive	Multiple agents	In class curricular approach

Project identification:	News steps
Promoter:	Parents association "Il Cerchio" di Savigliano, in collaboration with the CVS of Cuneo (Volunteer Service Center) and the schools "Direzione Didattica 2° circolo" from Savigliano, "Scuola media Marconi – Schiapparelli" and "Istituto EULA" also from Savigliano (CN).
Implementation place:	Savigliano city schools
Duration:	2004-2007
Web site:	
Deliverables:	During the 3 years the project has produced the following documentation: - Annual Report - Previous and continuous assessment for each training activity developed - Researches - Little fascicles - Book "Bullying Project" 2006 published by Berti - "Kit No Bullying" 2007 published by Berti

PRACTICE DEVELOPMENT

Previous situation

This project was supported by a parents' association; "Il cerchio" (the circle). The parents observed, through their sons, that malaise, aggressiveness and Bullying phenomena appeared into the schools of Savigliano city. They have met the educational consulting Marco Maggi to compare their situation to new youth problems.

Objective

The initiative is addressed to promote the health, and it pursues to improve and strengthen life skills to activate protective factors regarding the risks of Bullying and deviations

Activities

- ✔ Courses for Elementary and High schools students to improve and strengthen life skills to activate protective factors regarding the risk of aggressiveness. These courses foresee from 12 to 15 meetings of two hours each, during 24-30 of interventions for each class. It will be carried out 2 hours per week and continuously during the school period.
- ✔ Courses for teachers to transfer them relationship and professional competences for the autonomous management of interventions of social-emotional education about the Bullying risks and the aggressiveness among the students. The activities foresee 8 meetings of 3 hours (total: 24 hours). It could be implemented weekly, 3 hours per day with continuous frequency or in 3 whole days.
- ✔ Courses for parents to increase their communication competences and knowledge about Bullying. The plan includes two series of 4 meetings. Total: 8 hours of intervention, to be implemented in 8 afternoons.
- ✔ Individual counselling meetings for students, parents and teachers.
- ✔ Public opinion awareness meetings. The plan foresees three meetings to promote the project and aware the public opinion.

- ✔ Bullying phenomenon research. Three researches will be carried out: oriented to students, oriented to parents, and also to teachers, in order to analyze the phenomenon.
- ✔ Brochure publication This work will have 16 pages, and the objective is to aware public opinion (1500 copies).
- ✔ Book publication collecting two years of experiences through works and different researches carried out
- ✔ Kit promotion into the Elementary schools (music on CD, comic and illustrated story) for children (it may be used by teachers and at home by parents) to aware them about the Bullying problem.

Evaluation

Sustainability: The project has reintroduced a methodology applied since 1993. It is described in the book "L'educazione socio-affettiva nelle scuole" published by Berti 2004 (2nd Edition 2006). This methodology has been also implemented in Codogno, Somaglia, Soliera, Carpi, Torino, Milano, Piacenza …

Weaknesses: A limited budget and difficulties to commit teachers and parents

Strengths: Clear and detailed project based on the needs' collecting; Support from the Promoter (Il Cerchio); Participation of qualified agents with specific competences;

Approach	Addressed to	Initiative
Preventive	Multiple agents	In class curricular approach

Project identification:	Scholl without violence (2)
Promoter:	Barbara Salagan - School pedagogue, Primary School in Grupa
Implementation place:	Primary School name of 16 Pułku Ułanów Wilkopolskich in Grupa
Duration:	The activity began on 2006 and continues
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The initiative does no answer to a previous specific bullying or violence situation.

Objective

Promote positive behaviours to prevent violent cases in the scholar environment.

Phases

First phase: Diagnostic of scholar environment.

Second phase: Definition a series of curricular methodologies.

Third phase: Accomplish several curricular activities.

Activities

- ✓ Diagnosis of school atmosphere- unnamed questionnaires for pupils and parents
- ✓ Drawing up and implementation of pupils' positive behavior awarding. In younger classes it has been introduced "The politeline"- the idea taken from Guide-book for teachers wriiten by Danuta Wyrzykowska. In older classes: Contest of King and Queen of Politeness and individual competition: "Master of Change".
- ✓ Introducing cyclical educational and prevention classes in therapeutical groups.
- ✓ Drawing up The Guide-book for Pupil- the victim of peer violence.
- ✓ Implementation of Procedures of proceeding with aggressive pupils.
- ✓ Introducing activities in the field of education for parents: pedagogy workshops, individual child guidance, exhibition of guide-books connected with upbringing and education, presenting of European Card of Parents' Rights and Duties.
- ✓ School day without violence.

Evaluation

Sustainability: The project uses a curricular methodology involving all educational agents.

Weaknesses: - difficulties with involvement of larger group of parents/ - small parents' interests in school activity/ - time consuming project documentation preparing

Strengths: - long-term and cyclical activities/ - huge involvement of school community/ - positive pupils' reaction/ - noticeable changes in behavior/ - effectiveness of school contracts/ - varied activities/ - possibility of tasks continuation and modification.

Approach	Addressed to	Initiative
Preventive	Multiple agents	In curricular class approach

Project identification:	A global model of coexistence. Conflict resolution project.
Promoter:	IES J.M. Barandiaran (Secondary school)
Implementation place:	IES J.M. Barandiaran (Secondary school)
Duration:	The project began on 2001 and it continues
Web site:	http:/institutobarandiaran.com/cas/reso.html
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The 1st and 2nd cycle of E.S.O. teachers realized that series situations were taking place year after year which originated in conflicts due to the difficulties in the coexistence of students and lack of motivation. Boredom was generating conflicting situations inside and outside the classroom, during brake-times, the time when students changed from one classroom to another and during lunch time. The teachers realized that although there were some norms which tried to regulate the school coexistence; these norms were systematically broken and were not enough to avoid the conflicts from happening. To solve these situations, it was thought that a single strategy was unlikely to provide a complete solution to the problems they were facing and as a consequence a whole community approach was implemented. As a consequences a combination of strategies and programmes adapted to tackle the particular incidents they were facing, in which cases of abuse were detected, were implemented.

Objectives

1º To create a sustainable change in the school system towards a constructive and pacific model of coexistence and resolution of conflicts, involving the whole school community in discussing the problems and possible solutions.

2º To provide tools to work out a pacific model of coexistence based on the participation, the collaboration and the dialogue. A model which can result in a consistent application of procedures for the prevention of bullying and response to particular incidents whenever they occur.

3º To turn the school everyday conflicting situations in opportunities of learning.

Phases

- Phase 1: Diagnostic of scholar environment
- Phase 2: Training addressed to teachers about different curricular and in class methodologies to face conflicts – peaceful conflict resolution approach.
- Phase 3: Implementing activities addressed either to pupils and parents.

Activities

- ✓ *Addressed to teachers:* Training courses about peaceful conflict resolutions and several methodologies to work in class.
- ✓ *Addressed to pupils:* In class activities intended to analyse, identify and draw conclusions about conflicting situations; Identification of a series of in class rules to manage different conflicts; Design a program of positive discipline (in collaboration with the teachers).
- ✓ *Addressed to parents:* Conference and meetings about different scopes of conflict resolution in families.

Evaluation

Sustainability: Project is available and it continues.

Weaknesses: The pupils make a very positive theoretical progress but the have serious difficulties to face a real conflicts when really occurs. / Lack of implication of several agents of school community / financial difficulties.

Strengths: A very significant change in pupils relationships / Creation of a safe and positive school environment.

INTERVENTIVE PRACTICES

ANTI BULLYING TECHNIQUES

TO PUPILS

Best practice 14: Basic interventive program (Základní Intervenční Program)

TO TEACHERS

Best practice 15: Stop Bullying

Best practice 16: Miniminalization of bulllying

TO MULTIPLE AGENTS

Best practice 17. An integral policy to avoid and fight against Bullying

Best practice 18 : P.I.C.A.E. – Integral Plan Against Bullying

Best practice 19: Si te molestan, no calles (If they hurt you, don´t quiet)

SCHOOL ORGANIZATION

TO PUPILS

Best practice 20: AAT®/CT®

Best practice 21: Pedagogical innovation working on ourselves competition: the best class

Best practice 22: School program against agression

COMMUNITY INTERVETION

TO PUPILS

Best practice 23 National framework of challenging bullying though

Best practice 24: Opening hearts: Challenging homophobia and homophobic bullying in the primary school.

TO TEACHERS

Best practice 25: Teacher at ease

TO MULTIPLE AGENTS

Best practice 26: School Without violence

Best practice 27: Shueler mobbing

Best practice 28: Scary Guy

Best practice 29: School without violence (3)

CYBER BULLYING

TO PUPILS

Best practice 30: Cyberbullying

Approach	Addressed to	Initiative
Interventive	Pupils	Anti bullying techniques

Project identification:	Basic interventive program (Základní Intervenční Program) Český školní program proti šikaně (Czech School program against bullying)
Promoter:	Ministry of Education, Czech republic
Implementation place:	Two experimental schools – one in Hradec Králové, one in Prague.
Duration:	2001-2003
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

There was held nation wide research orientated on bullying issue in the year 2001 in the Czech Republic. Results proved that approx. 41 % of pupils suffered from bullying at primary schools. Another alarming finding was that 90 % of teachers were not able to solve and tackle this issue. This observation became an impulse for further researches and development of methodologies.

Objectives

The main objective of the initiative is to implement a series of dynamic or anti bullying techniques to solve harassment situations in the classroom.

Phases

- Phase 1: To map a hidden life of the class.
- Phase 2: To stimulate the children to take up a change.
- Phase 3: Bullying solution.
- Phase 4: To evaluate the results.

Activities

During the initiative performance, a set of techniques or in class anti bullying dynamics are developed, as such:

- *Next to my right hand sit ..., because ...;* This game develops positive feedback and evaluation of other children.
- *Chain reaction, "we have a lot of common things"*; a dynamic intended to create a high cohesion among pupils.
- *Looking for the common characteristics*; the aim of the technique is to generate a warm environment in order to work the group cohesion.
- *Molecules and atoms*: The game intends to promote the pupils cohesion.
- *Throwing of the objects, introduction:* a game aimed to introduce the pupils names in order to generate a friendly environment in class.

Evaluation

Sustainability: The program has a high quality didactical basis and it is easily transferable to other school environment.

Weaknesses: Program is appropriate for the first levels of bullying, not for advanced level of bullying. It cannot be perceived as a universal one. It is necessary to tune the phases according to unique features of each case.

Strengths: There is a high motivation of teachers.

Approach	Addressed to	Initiative
Interventive	Teachers	Anti bullying techniques

Project identification:	Stop Bullying
Promoter:	Asl (Local Sanitary Company) - Milano
Implementation place:	Milan city
Duration:	School periods since 1999 until 2007
Web site:	
Deliverables:	Video and book "Stop bullying". Bullying research in Milano city.

PRACTICE DEVELOPMENT

Previous situation

Adaptation and carrying out in Italian language of the material used for the exhibition "Bulli e Bulle" (www.abcittà.org)

Objectives

The "Stop Bullying" model is based on the consideration that bullying is not a problem of individual students but the result of social interaction, in which the adult educators and the spectators carry out an essential role maintaining or modifying the interaction. Another characteristic point of our model is the continuity of the participation as a request to get stable and long-lasting changes. Prevention and fight against bullying at schools cannot be exhausted with the intervention of an external expert. All the school members must lead the activation of educational interventions.

Phases

The proposal has 4 phases:
- Teachers' training
- Consulting
- Projects' supervision, interventions and laboratories that later will be activated by the schools
- Actions in public places oriented to citizens (particularly to parents of students who belong to classes involved in laboratories)

Activities

The intervention activities developed by teachers are:
- <u>Activities with the whole of class</u>: the interventions to reduce and combat bullying are oriented to students where it appears.
  - Discussion groups: promotion of discussion groups to allow the increasing of involvement of all the students in the school life. These groups enable the students to acquire skills and social and communication competences and to modify students´ behaviours.
  - Problem solving group: Intended to discuss the possible solutions to different in class situations.
  - Exploration of emotional experiences group.
- <u>Activities with the parents</u>: In order to activate the participation of the parents, particularly whose sons have passivity or aggressiveness.

Evaluation

Sustainability: The project has been reproduced in schools of Milan on several years, and it has been suggested and adapted to different social realities of Milan.

Weaknesses: Financial difficulties.

Strengths: - Intervention with the whole group in class; not individually with each situation; - Intervention with parents of the involved classes; - Net of experiences in all the city.

Approach	Addressed to	Initiative
Interventive	Teachers	Anti bullying techniques

Project identification:	Miniminalization of bullying
Promoter:	Aisis.o.s. (Agency for education improvement)
Implementation place:	17 primary school in Czech republic
Duration:	2005-2007
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The topic of bullying was chosen by Nadace O2 (foundation), the foundation addressed the front expert in bullying dr. Kolář and Aisis o.s. to cooperate on the project. The project focused on the topic which is very often discussed in those days through the whole society. In the Czech republic the bullying matter is not systematically solved yet.

Objective

To train teachers (using a training methodology) for design and develop of several anti bullying measure in class.

Phases

- Phase 1: Training
- Phase 2: Designing of anti bullying program
- Phase 3: Performance of anti bullying methodologies in the school.

Activities

The essential activities of the project:

- Teachers training:

- Implementation of the program against bullying: Anti bullying in class dynamics implementation.

Evaluation

Sustainability: The project promotes a open methodology which allows a easy transferability.

Weaknesses: - Financial difficulties

Strengths: - Complex and functional education; - Verified portfolio of consultant´s activities

Approach	Addressed to	Initiative
Interventive	Multiple agents	Anti bullying techniques

Project identification:	Regional bullying observatory (An integral policy to avoid and fight against bullying)
Promoter:	The Lariso Cooperative and the community Administration in collaboration with the Headmasters of the two middle schools – Sardinia Island. Police participation
Implementation place:	Secondary schools.
Duration:	
Web site:	
Deliverables:	- Data research introduced to the community and to the commissions. - Final Report.

PRACTICE DEVELOPMENT

Previous situation

The phenomenon was investigated for the first time in 1996; an exploratory experimental research was followed, with a population sample of 80 students from a middle school of Nuoro (1996). They have used the questionnaire "my student life" of Sharp and Smith. The success of the research induced the Cooperative Lariso to undertake a wider research-intervention by a focused questionnaire. After their contact with Professor Dan Olweus, they acquired the rights for his Questionnaire and proposed to him driving a plan with funds from Sardegna Independent Region.

Objective
The project aims to promote and coordinate every possible actions and activities to combat and fight against bullying at schools.

Activities
- Researching services
- Consulting
- Information and training
- Conferences and awareness meetings

Evaluation

Sustainability: The participation and awareness activities (meetings with parents, teachers, social techniques) have been repeated in numerous communities of Sardinia.

Weaknesses: Difficulty to understand the phenomenon in its real reach and specificity by many teachers.
Strengths: Extended Participation: co-planning and elaboration of the document about Bullying.

Approach	Addressed to	Initiative
Interventive	Multiple agents	Anti bullying techniques

Project identification:	P.I.C.A.E. – Integral Plan Against Bullying
Promoter:	ACAECAT – Asociación contra el Acoso Escolar de Catalunya (Association against Bullying of Catalonia)
Implementation place:	Still to be implemented in all the public and private non university learning centres in Catalonia
Duration:	
Web site:	www.acaecat.es/proyectos
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The existence of a high rate of male and female students who suffer daily physical, psychological and social bullying.

Objective

The project aims to promote and coordinate every possible actions and activities to combat and fight against bullying at schools.

Activities

The P.I.C.A.E. Plan foresees different types of activities:

✓ Awareness raising campaigns: television and radio advertisements; information posters in transport stations providing a telephone number and an e-mail address where to ask for help from;

✓ Support and assistance to the victims: creation of a telephone number and an e-mail address where experts in the field give advice and provide psychological support;

✓ Awareness raising campaign within the educational community: posters and informative leaflets strategically distributed in the learning centre encouraging the denounce of bullying with the telephone number and e-mail address for the support and assistance of the victims;

✓ Informative meetings with the parents:

✓ Training courses for teachers on the prevention, detection and action in bullying situations;

✓ Responsibility of the teachers.

✓ Disciplinary measures for teachers or learning centres being permissive with bullying;

✓ Scholastic psycho-pedagogy service:

✓ Creation of the "Inspector against Bullying";

✓ Creation of a New Acting Protocol: it should be agile and concise so teachers can use it easily;

✓ Creation of Disciplinary Councils; they should rapidly act in case of bullying imposing disciplinary measures such as the transfer of the bully to another centre;

✓ Support to the victims and their relatives;

✓ Coordination of the Social Services;

- ✓ Programmes on coexistence and tolerance to be implemented in the classrooms where students should work together;
- ✓ Creation of a Register of Bullies: it will provide information on recidivist bullies;
- ✓ Vigilance of Mobile Phones in order to avoid the recording of bullying situations;
- ✓ Creation of a Bullying Observatory counting with the participation of teachers, psychologists, sociologists from the public administration, etc…
- ✓ Bullying and the Law.

Evaluation

Sustainability: As the project is yet not developed it is not possible to identify the project sustainability.

Weaknesses: - Political reasons which difficulty the project implementation.

Strengths: - Considering bullying as an illegal act and not as "something that has always occurred"; - Punishing permissive attitudes o the learning centres and teachers helps to avoid bullying situations; - Stopping the recording of acts of bullying with mobile phones would help avoid more serious problems.

Approach	Addressed to	Initiative
Interventive	Multiple agents	Anti bullying techniques

Project identification:	SI TE MOLESTAN NO CALLES – *"If hurt you, don´t be quiet"*
Promoter:	Asociacion Iniciativa Joven (A young people private association) Regional Government of Extremadura (Spain)
Implementation place:	Autonomous Community of Extremadura (regional authority)
Duration:	The activities began on 2005 and it continues
Web site:	www.educarex/acosoescolar
Deliverables:	Diffusion materials oriented to parents, teachers and pupils.

PRACTICE DEVELOPMENT

Previous situation

In the last 3 years the association ALTERNATIVA JOVEN DE EXTREMADURA has developed a research process aimed to reflect on actual situation about bullying. As a result of this survey, based in the contact with the relatives of the victims of scholar harassment, a series of information documents about bullying oriented to the Public have developed. However, it is necessary to perform an information campaign addressed to all public and oriented to prevent this unpleasant fact. Even though the bullying situation is not worrisomely in Extremadura, the next lacks has been detected:

- Lack of information in the educative community (both the information addressed to teachers, to parents and to pupils) about scholar harassment behaviour.

- Lack of didactics methods to transmit positive values and to carry out practices of group dynamics.

Objective

To promote awareness, and

To develop a set of effective measures to help victims and fight against bullying.

Phases

The project was implemented in 4 main stages or phases:

- ✍ **Phase 1:** Study about bullying in scholar centres: Interviews with teachers, pupils and parents in order to know the context and the different point of view about bullying.
- ✍ **Phase 2:** Elaboration of several materials and products aimed to fight against bullying (harassment among peer)
- ✍ **Phase 3:** Materials and products validation in several scholar centres of Extremadura.
- ✍ **Phase 4:** Launching of the awareness campaign to the Public: tv and radio advertisement, web site; and the performing of activities in the scholar centres.

Activities

Activity 1: Preparation of contents, materials and products; and activities in the centres.

Aim: To inform and to make aware about bullying in educational community of Extremadura, in order to prevent the scholar harassment among peer.

Activities: A study among the agents involved in bullying has been developed. Based in this study, several educational materials and products have been developed. Then, the validation process among different collectives (professionals, collaborators, teachers, etc ...) started. As a result of the validations process, the promoters edited the materials in order to distribute among all scholar centres of Extremadura (information brochures, posters, etc ...).

Later, and requested by the educational centres, some activities have been implemented: group dynamics, promotion talks, information journeys.

Activity 2: Awareness campaign

Aim: To disclose among society of Extremadura information about scholar harassment from a preventive and positive perspective.

Activities: In collaboration of Regional Authority of Extremadura, an informative campaign was implemented with the aim of causing a debate about bullying into society and becoming aware of the incidence of this matter in the socio-educational context. This campaign was based in two main outlets:

- Radio and TV advertisements
- Web site

Evaluation

Sustainability: It's the first initiative to fight against bullying implemented and developed in Extremadura.

Weaknesses: - No continuity of the information and awareness activities developed in the scholar centres; - Financial difficulties (specially in matters related to the research)

Strengths: - The whole of educative community involvement, both in the objectives definition and in their implementation. - Dissemination between all scholar centres of different materials in order develop an own methodology.

Approach	Addressed to	Initiative
Interventive	Pupils	School organization

Project identification:	AAT/CT® Anti Aggressiveness Training / Coolness Training
Promoter:	Markus Brand / Prof. Dr. Jens Weidner / Reiner Gall Deutsches Institut für Konfrontative Pädagogik, AAT/CT ®, Hamburg *(German Institute for Confrontative Pedagogics, AAT/CT ®, Hamburg)*
Implementation place:	**AAT** (focus: tertiary prevention): a) stationary: penal institutions, b) e.g. ambulatory: juvenile probation, probation assistance, youth social work, schools **CT** (focus: secondary prevention): schools, youth asylums, day care and youth centres
Duration:	The activity began in 1987 and it continues
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

When working with juvenile offenders and criminals, experiences suggested that friendliness and understanding from pedagogues and therapists is often considered to be a weakness. This is the starting point of confrontative models that aim at confronting young offenders with their deeds and crimes, their effects on the victims as well as with the difficult traits of their own personality.

Objective

The objective of this practice is to design a combined methodology to fight against scholar harassment.

Phases

The AAT includes the following main phases:

- ☝ **Integration phase**: This phase last approximately one month and aims at making the participants familiar with the demands of the training as well as making first reflections about the triggers of aggressive behaviour.
- ☝ **Confrontation phase**: This phase of about two months aims at confronting the participants with their behaviour and the effect it had on their victims. Moreover it is intended to make the participants learn to take the perspectives of their victims. One method that gets applied in this phase is the method of the "hot seat".
- ☝ **Violence reduction phase**: This phase that again last for about two months intends to establish a change of personality of the participants that helps them to perceive the abdication of violence as strength, and not as a weakness. This phase also aims at raising the threshold for situations that used to give raise to aggressive and violent behaviour.

Depending on the needs of the specific school or institution where the CT gets implemented the CT varies in terms of its timing and length that can vary from one week to one year. Also the frequency of partners involved in the project can vary; there is no regular schedule for meetings that applies to all CT related projects. Typically the CT includes the following phases:

- ☝ Active request of a school, often due to cases of bullying in the respective school. The first contact is usually established by phone
- ☝ Personal contact to head and the teachers of the respective school that aims at discussing and analysing the situation and needs of this school.
- ☝ Trainer and teachers commonly develop a concept that is tailored to the specific situation of the school in terms of its duration, methods and focuses of the work
- ☝ The trainers work both with classes and separately with teachers in form of a teacher training

Activities

Both the AAT and the CT include different elements of confrontative pedagogies. The activities included are for instance:

- ✓ Analysis of the triggers of aggressive and violent reactions
- ✓ Interviews with single participants while the group is present
- ✓ Confrontation with own violent and aggressive behaviour
- ✓ Exercises aiming at developing empathy for victims of aggression and violence
- ✓ Exercises aiming at widening the participants' competencies in coping with and de-escalating difficult and critical situations
- ✓ Trainings related to the participants' body language
- ✓ Exercises in relaxation

Evaluation

Sustainability: In spite of the proved effect of the AAT by means of evaluation studies, there are no scientific proofs about the long-term effectiveness of the AAT in terms of recidivism and social integration of its participants.

Scientifically speaking there are also no proves for the long-term effects of the CT yet. However, experiences suggest that the CT gives raise to follow-up projects such as a long-term implementation of the CT in the participating schools, the realisation of other projects or a positive change of the school climate.

Weaknesses: Experiences revealed that the preparation for the implementation of the CT has to be very exact and its success highly corresponds with the motivation of the school or institutions where the programme gets implemented.

Strengths: One clear strength of the CT is that is not fixed but can be adapted and tailored to the needs and conditions of the school or institution where it gets implemented.

Approach	Addressed to	Initiative
Interventive	Pupils	School organization

Project identification:	Pedagogical innovation. Working on ourselves competition: The Best class
Promoter:	Integrated skills teachers: Julita Kornacka, Alina Tkacz
Implementation place:	Primary School number 5 name of Poliskich Noblistów in Żary
Duration:	2004 - 2006
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

While evaluating the school educational program and school prevention program we analyze undesirable behavior taking interpersonal relationships, ways of conflicts solution, and communication skills into consideration. For many years activities against aggression and violence have been our priority. Diagnosis (questionnaires for parents, students, and teachers) has shown that there are: verbal aggression, inability to resolve conflicts, inability to function in peer group in harmony. In order to counteract such wrong behavior we have taken some prevention and improvement steps among students from younger classes. Teachers of integrated skills Mrs. Kornacka and Mrs. Tkacz have worked out and implemented pedagogical innovation:" Working on ourselves".

Objective

The practice's aim is to promote a behaviour change about the scholar harassment.

Phases

- ✋ Phase 1: Diagnosis- it enabled to take some other steps in order to achieving the aims
- ✋ Phase 2: Providing knowledge and behavior patterns:
  - Meetings every 2 or 3 months, all of them had the program topic, for example:" Getting to know the rules facilitating function in group- tolerance, integration, responsibility"
  - Educational classes
  - Presentation of the most important innovation slogans on the school newspaper
- ✋ Phase 3: Talking over the results of competitions and educational classes
- ✋ Phase 4: Review of the acquired skills- assigning tasks and creating the situations in which students had to use acquired knowledge and skills in relationships with older and younger pupils and peers.
- ✋ Phase 5: Specifying the project results- conclusions

Activities

- Questionaries
- Meetings
- Educational classes

Evaluation

Sustainability: The project is easy to be implemented, so it is very transferable.

Weaknesses: Financial difficulties

Strengths: Easy to implement.

Approach	Addressed to	Initiative
Interventive	Pupils	School organization

Project identification:	School Program against aggression
Promoter:	Primary school in Woliborz in cooperation with Psychological Clinic, Police in nowa Ruda, Local Center of Prophylactic Information, International Institiut of Neurokinezjology in Warsaw.
Implementation place:	Primary school of name Tadeusz Kośiuszo in Woliborz
Duration:	
Web site:	
Deliverables:	First questionnaire – diagnosis of pupils' safety situation, library of teacher– form-master, scenarios of classes, programs evaluation, ending questionnaire.

PRACTICE DEVELOPMENT

Previous situation

Pupils were aggressive in their emotions, what causes increase of aggression in school. Many times difficult situations were transferred outside school and put impact on spreading conflicts in families and neighborhoods. There were also situations when teachers were attacked. Pupils complained on other students' behaviors and they couldn't oppose to them. Victims were often alone with their pain and they didn't know were to find help.

Objective

The initiative aims to accomplish a series of activities in order to promote changes in the pupil's behaviours.

Activities

Project activities are part of school program and prevention program, whose success depends on involvement of all teachers. Success is guaranteed by coherent and consequents goals within activities of participants. Realization of activities is continuous. Some parts of project are realized in periodical meetings - weeks of prophylactic operations and safety weeks. Activities addressed to parents are realized during meetings with parents. All activities included in project are in form of psycho educational workshops. Classes with pupils are run by teachers who are supervising them, and after realization they discuss them. Pupils from particular class present materials from classes on happening meetings also they are published in school newspapers.

Evaluation

Sustainability: Activities included in project are continuous and they are integrated with schools bringing up work.

Weaknesses: time frames. In our school we have pupils from 3 close villages. Organization of access restricts their participation in after school classes. Two parents didn't accept school procedures in case of pupils' aggressive behavior.

Strengths: Preparing and implementation of procedures, involving parents in cooperation, increasing of teachers' and parents' qualifications, integration of classes teams, pupils are not insensible and they are reacting on aggression around them, they know where to find help.

Approach	Addressed to	Initiative
Interventive	Pupils	Community Intervention

Project identification:	National framework of challenging bullying though the Every Child Matter
Promoter:	Linconshire Assembly
Implementation place:	Linconshire schools
Duration:	The initiative began in 2002 and it continues
Web site:	www.lincolnshirechildren.net
Deliverables:	Each school produces policies and action plans around positive behaviour management and anti-bullying, child protection, inclusion and diversity. The Lincolnshire Children and Young People's Plan

PRACTICE DEVELOPMENT

Previous situation

The tragic death of Victoria Climbie prompted Every Child Matters. The issue was not about lack of resources from services, but about practitioners from the different agencies ie schools, social workers and the hospitals not responding to the key issues in a co-ordinated way.

The government aims set out in Every Child Matters are to improve the outcomes for all children and young people, including the most disadvantaged and those with additional needs, by working proactively to prevent and to intervene early when things go wrong.

The philosophy behind the government's ECM Change for Children agenda is to protect, nurture and improve the life chances of children and young people, especially vulnerable children, those in public care, children with learning difficulties and disabilities, travellers, asylum seekers, excluded pupils, truants, young offenders; family carers, children living in families where parents have mental illness, alcohol or drug dependency problems; and children affected by family violence

Objective

To implement and promote a global strategic in the school intended to scope bullying.

Phases

✍ **Phase 1. From 2002 to 2004:**

The newly updated anti-bullying pack for schools - Bullying: Don't Suffer in Silence was issued by the Department for Education and Skills with a forward by the Parliamentary Under-Secretary of State for Young People and Learning, Stephen Twigg MP, confirming the government's commitment to backing the work of teachers and heads to tackle problems of disruption and bullying. 20,000 calls were made to the Childline hotline about bullying which amounts to 17% of the total number of calls and the single most frequently cited issue. The LA promoted the use of the materials in schools through the Emotional and Behavioural Support Service as part of the training on anti-bullying in schools.

✍ **Phase 2. From 2004 to 2007:**

- The National Anti -Bullying Conferences and the Charter were launched in June 2004.

- The LA encouraged schools to sign up to the Charter and to inform them of any exclusions where bullying was involved

- The first National Anti-Bullying Week was launched in November 2004 and was supported by Netlinc.

- The Children Act was promulgated.
- The Local Education Authority, Health and Social Care began the process of planning for change
- The Social and Emotional Aspects of Learning(SEAL) materials were piloted in 12 Lincolnshire schools in December 2004 and it included the 'Say No to Bullying' theme which was to be used during anti-bullying week
- A Director of Children's Services and a designated Lead Member were appointed
- The first Children and Young Peoples plan was drawn up by the LA.
- Previously all organizations whose prime aim is to support children, young people and their families were separate and (youth services, education, social services and special educational needs) and produced their own action plans based upon the LA targets given to them by the government. Now these services have been brought together to work with other strategic partners such as Health, Police and the voluntary sector to be part of a single approach and to deliver better services for children and young people in Lincolnshire

✋ **Phase 3. From 2007 to actually:**
- In March 2007, 13 Children's Centres were established
- The strategic Partnership is reviewing its first Children's plan and putting in place a three year plan for the improvement of services to children and their families

Activities

- The LA advocates the use of SEAL materials in primary schools and there is a nominated adviser in the school improvement service
- All support services work to the same ECM agenda but have different roles and targets to achieve
- Education Welfare Service responds to referrals from schools for support for the bullies and the bullied and their families. They also work with the Out of School Team if the child needs a managed move to another school, educational provision, or if the child is excluded by the school, is self-excluding ie refusing or has emotional or mental health problems or for other reasons. A plan of action is developed with the involvement of appropriate support. In severe cases, where there are 'child in need' or child protection issues, a meeting would be arranged and chaired by the most appropriate agency using the Common Assessment Framework (CAF) with an action plan produced, monitored and reviewed at subsequent meetings
- The Health Authority may refer a child with mental health problems to a residential facility where an assessment is made of mental health issues and academic progress and need with outreach support to the family and school
- The Health Authority may provide out-patient assessment support from a clinical psychologist, a psychiatrist, mental health nurses, social and mental health workers who work in the schools with individuals or groups of children.
- The LA manages the Emotional and Behavioural Support Service which receives referrals to provide support in school where there are incidents of bullying, confrontation and disruption The referrals may come from families, schools or any other organization within the directorate and are dealt with centrally by the Head of Service who also has data held by the LA at her disposal to enable her to focus in on the issues involved in a systematic and informed way.
- Each support service has a set of targets issued by the LA and they deploy their staff in line with the targets in order to meet the needs of the children and young people and their families.
- Schools are obliged to investigate and log all reported incidents of bullying as well as complaints and to publish its policy on the management of bullying as well as its complaints procedures in the school handbook. If incidents are dealt with internally and to everyone's satisfaction the LA may not hear of it. There is no statutory obligation on schools to report bullying incidents
- The LA investigates all complaints of bullying made to them by parents and gives pastoral support, advises on procedures and gives emotional support to all involved.

- The LA has a legal obligation to investigate fully any complaints because of the unknown long-term impact upon a child's emotional health and future achievement.
- The school must inform the LA if a pupil is excluded for bullying and must inform the LA and the family of the actions they have taken through a formal set of procedures drawn up by the LA
- The LA examines the exclusion data for patterns in an individual school and/ or community and then plans for individual school interventions or wider community action with other organizations such as the police and youth services
- Schools are asked by the LA to co-operate in reporting incidents involving weapons in schools in order for them to target resources in a preventative way.
- The LA have submitted critical incident procedures to DfES as part of their response to the Crime and Order Bill
- The Educational Psychologist service is piloting the Friends project which targets the entrenched behaviours of Bullies
- The youth services, with the EBSS and EWS, provide group work for vulnerable children who have been the victims of bullying
- Peer mentoring in schools is advocated by the LA with funding and support available if needed
- Minority groups are supported by specialist agencies eg EMAS,TCS Gifted and Talented
- The IT support for schools is provided by Netlinc and they have developed a Web site for antibullying week.
- County News, a free newspaper, celebrates all innovative projects in schools and highlights issues of public importance
- The LA website is comprehensive and informs on all new developments and provides up to date information
- The SEAL materials are available in every primary and special school in the county and are developing through Themed Days led by the EBSS
- The secondary SEAL materials were launched by the Secondary Behaviour and Attendance team.
- The 'Hoops against Bullying' basketball project was launched in 2 Lincoln secondary schools, one taking place during anti-bullying week.
- Robert Higgs was commissioned to write an Anti bullying play as part of the Primary National Strategy Improving Behaviour and Attendance Pilot Project. This was performed in February 2006
- 'Scary Guy' was commissioned by a local district council and the police to work in 7 schools in the south of the county to deliver an anti-bullying and emotional intelligence message to children and their families
- Leading practice is developed by all agencies eg Coaching and mentoring, positive behaviour management through Lead Behaviour Teachers and Advanced Skills Teachers.
- The Behaviour Improvement Pilot developed,and is still developing, and shared good practice in positive behaviour management and anti-bullying.
- Healthy Schools Team are working with schools to develop Emotional Health and Well-being through a variety of strategies such as Pyramid Trust After School Clubs aimed at improving the self-esteem of Y3 children
- Junior Youth Inclusion Projects have established to provide support to children at risk of offending behaviour.

Evaluation

Sustainability: There are currently 13 Full-Service Extended Schools and the numbers are growing yearly The development of integrated services with a shared sense of responsibility, means that communication about vulnerable children and their families should be improved with action targeted to the needs of the child rather than the constraints of a particular service The SEAL materials, the Anti-bullying Charter and the Anti-bullying Week are now an essential part of schools' curriculum and activity with more and more materials being developed by the Anti-bullying Alliance, DfES and Healthy Schools to assist teachers with good quality resources. The Children and Young People's plan outlines actions to be taken over the next 3 years.

Weaknesses: - Schools are not obliged to inform the LA of bullying incidents and ,although the majority do, many schools hide the figures claiming that parents would not send their children to a school where there is bullying; - There is still not a shared definition of bullying which is shared by every person in Lincolnshire; - More training and workshops across the county would help to foster a shared terminology and understanding of the issues surrounding bullying and its consequences; - Cyber bullying and homophobic bullying projects around the country are proving to be very successful and would be welcomed in Lincolnshire schools; - The is, presently, no tracking of those children bullied in primary schools, into the secondary phase of their education to see if their social and academic progress is hampered by their past experiences.

Strengths: - The ECM agenda is clear and practical with achievable outcomes;- The commitment of the LA and the Elected Members to the ECM agenda; - The availability of excellent resources through SEAL and the various websites; -The Ofsted Framework with its emphasis on the SEF reflecting actual practice in the schools.

Approach	Addressed to	Initiative
Interventive	Pupils	Community Intervention

Project identification:	OPENING HEARTS. CHALLENGING HOMOPHOBIA AND HOMOPHOBIC BULLYING IN THE PRIMARY SCHOOL
Promoter:	Derbyshire Health Promoting Schools and the National Healthy School Programme
Implementation place:	NORTH DERBYSHIRE – Primary Schools
Duration:	The Initiative began in 2004 and it continues
Web site:	
Deliverables:	The Opening Hearts CD-Rom The Opening Hearts Training Package The interim and final evaluation reports of the pilot study The Planning in the schools involved in the pilot The PSHE policy and plan – Unstone Junior school The School Self Evaluation Framework fof OFSTED - Unstone The School Development Plan - Unstone

PRACTICE DEVELOPMENT

Previous situation

In 2002 OFSTED (Office for Standards in Education) in their first report on Sex and Relationships observed that:

"In too many schools homophobic attitudes among pupils often go unchallenged. The problem is compounded when derogatory terms about homosexuality are used in everyday language in schools and their use passes unchallenged by staff. Where problems arise, staff have often had insufficient guidance on the interpretation of school values and what constitutes unacceptable language or behaviour " (OFSTED 2002:10)

The report's recommendations to all schools include:

'Schools should make sure that values relevant to education about sex and relationships are consistently adhered to within the school so that, for example, homophobic attitudes do not go unchallenged'

'Teachers should be given further guidance about content and methods in teaching about sexuality'

In addition to the expanding body of research in November 2003 Section 28 of the Local Government Act of 1988 was repealed. This legislation added confusion to the reluctance to address the issue of homosexuality in schools because many teachers wrongly thought that the discussion of homosexuality with young people was now illegal.

An important government initiative to support schools in tackling this issue was launched in November 2004 by Stephen Twigg, Junior Minister for Education. Stand up For Us: Challenging Homophobia in schools (Jennet 2004) was published through the National Healthy Schools Standard by DfES and requires schools to include a policy on tackling homophobia in anti-bullying action plans and OFSTED will be the evaluator of schools performance through the Inspection process.

Phases

✍ **Phase 1**: The Health Promoting Schools(HPS) in North Derbyshire had been delivering Sex and Relationships training as part of their core work. This included policy development, classroom practice and the development of their Healthy Schools action plans. The next step was to consult with local schools and to identify the needs of those schools. Marianne Rawson of Health Promoting Schools was given the job of

developing a pilot study having asked the question of Healthy Schools national executive if there were to be any materials developed for use in primary schools as Safe for All is secondary orientated.

- ✋ **Phase 2**: In 2004 a Service Plan was written and submitted to the National Health Service and £ 28,000 was granted in a lump sum to complete the pilot project over 3 years. A group of teachers was brought together to advise and develop the training package and the classroom resources during 2004 -5 A professional writer was appointed to write the materials to be used during literacy hour and the PSHE programme. A training consultant was appointed to deliver the training in schools from within the Healthy Schools Team.
- ✋ **Phase 3**: Training for the whole staff and a governor took place at Unstone Junior school in June 2005. An interim report was written by the evaluator, Max Biddulph in April 2006 and a final report is due April 2007. The work is continuing and is funded through the local Healthy Schools Budget.

Activities

- The case study is based upon the work undertaken at Unstone Junior School.
- The training materials were trialled by her school in February 2005 by the whole staff and some governors.
- The HPS and headteacher did an input about the pilot scheme to the governing body.
- The planning process began with all teachers involved with 2 weeks earmarked for the delivery of the material with all classes in June 2005.
- The staff team chose four of the activities to focus upon and linked them to the SEAL materials being used in the school.
- The specific issues that the literacy materials explore are:
  - Family differences and positive attitudes towards different ways of parenting
  - How it is OK not to conform to stereotypes
  - Ways people are different both in gender and in other ways and how it feels to be different
  - Why we feel that sometimes people are different
  - Treating each other fairly
  - The effects of homophobia and strategies to deal with it
  - Understanding that the use of homophobic language is oppressive
- The regular newsletter explained the project and parents were invited to the end of term assembly for Year 6 when the materials were used as a play.
- The pilot was written up as part of the SEF and the SDP for the school.

Evaluation

Sustainability: The classroom materials and the training package are now produced and are being used. The classroom materials can be adapted very easily by schools to take in other areas of diversity. The training activities in the package, likewise, could be used for any work on diversity The staff using the literacy materials are willing to integrate the materials into literacy work on a long term basis because it is so appropriate and stimulating and can readily transfer to other areas of the curriculum

Weaknesses: A major issue is the use of the training materials and the capacity to roll it out to schools. The original ideas of training the trainers was not practical as the teachers, with the exception of one or two, involved in the pilot did not have the time or the expertise to deliver effectively.

Strengths: Support from the senior managers in the pilot schools is seen as an important influence on the confidence levels of staff working in the classroom. The literacy materials are seen as appropriate, relevant, engaging and stimulating by pupils and teachers.

Approach	Addressed to	Initiative
Interventive	Teachers	Community intervention

Project identification:	TEACHERS AS EASE
Promoter:	Merosystem, ltd.
Implementation place:	Schools
Duration:	
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation

The increase of number of teachers who leave schools and looking for another job position. Teachers miss training for mental health and refreshing. We encounter burn up syndrome in many professions; teacher profession is not an exception. The course offers some techniques how to be at ease.

Phases

The project is developed in several phases which coincide with training modules:

Phase 1: Training on Assertively. The next activities are developed:

A) Several lectures.

B) Questionnaire

C) Kaiser and Coffey Personality analyse

D) Assertivity decalogue

E) Games:

F) Participants questions

Conclusion

Phase 2: Training on Stress. The next activities are developed:

Introduction

A) Define stress by your own words. / How much does stress influence you? / In which activities does stress restrain you? ....

B) Lecture about:

1. Balance - physical part of life - psychical activities, walking, sports

    - emotional part - mental health

    - chemical part - what do we eat (food, medicaments etc).

2. Breathing - relaxation techniques

3. Water - water as a liquid of life

4. Energy - supports functions in a body

    - don´t get stuck in the net of negative emotions

    - mental power and your potential

    - perceive stress as a drive for your life.

C) Questionnaire regarding stress issue

D) Discussion about stress

E) Discussion about participants´ concrete cases, problems

Activities

- Discussion meetings,

- Group work

- Lecturing group

- Practicing relaxation activities

- Elaboration of model cases.

Evaluation

Sustainability: The program is sustainable as long as it is demanded.

 Weaknesses: Financial difficulties.

Strengths: The course can be created on the specific demand of client if he, she specifies his, her requirements

Approach	Addressed to	Initiative
Interventive	Multiple agents	Community intervention

Project identification:	SCHOOL WITHOUT VIOLENCE
Promoter:	The President of Poland- Mr. Lech Kaczyński, Polish Television, Local newspapers, Nobody's Chlldren Foundation, local television MTK TTK, our school.
Implementation place:	Primary School number 8 - Tarnów
Duration:	The activities began in 2003 and it continues
Web site:	
Deliverables:	1. School rules and regulations and modifications 2. Pupil Book of instructions 3. Shool Educational Program and modifications 4. School Prevention Program: "Our choince- health and safety"and modifications 5. Ordinal resolutions of Primary School number 8 6. Procedures of proceeding with aggressive student 7. Rules of duty hours organised by Student Council 8. Pattern of Students Contract 9. Pattern of "Friendship Pact" 10. Competition:"Older brother, Older Sister" 11. Questionaire for badge:" I'm not indifferent" 12. Requirements for Model Student Diploma

PRACTICE DEVELOPMENT

Previous situation

Students in our school are very varied. There are some who are rioted and combative but there are also pupils who are scared and reserve. Mostly, they are emotively immature. They don't have good communication skills and they have got some problems with creating their own values hierarchy and with obeying rules. Depending on upbringing pupils react in different ways for situations in which they have to obey rules, perform auto presentation or finding their own place in the group. Their defensive mechanism in stressful situations is aggression. They are tend to be verbal aggressive- threatening, calling their names, mocking, laughing at weaker pupils. Also, they are aggressive in more physical way-kicking, spitting and fighting. Moreover, They are tend to be aggressive in non-verbal way- mobbing, isolating, destroying someone's else belongings. They give in to peer pressure when it comes to classmates persecuting. Aggressive pupil gets away with punishment; in a group it's more difficult to find a person who is responsible for acts of violence. Watching violent films and playing computer games which are full of acts of aggression has a big influence on increasing the frequency of aggressive behaviours among students. Having analysed the causes of aggressive behaviours we can indicate following factors: family background, school, peer pressure, mass media and the internet.

- Causes of aggression connected with a family background: the lack of interests, consent to aggressive behaviour towards others, the lack of sense of right and wrong, the lack of limits, violent behaviour in a family, quarrels, and parent's addiction to alcohol, divorce, the lack of sense of safety, double patterns of behaviour, child's personality- expressiveness, hyperactivity.

- The source of aggression at school: noise, not enough space, permanent situation of control and obeying rules, problems with proper communication between student and teacher, not enough attention is paid to letting tension off during the lesson, too high expectations regardless student's ability, the lack of responsibility for school life among pupils.

Phases

🖐 *Phase 1: 2003/2004*

- meetings with parents
- there was drawn up the school prevention program: "Our choice- health and safety" which is modified every year depending on current school needs.
- There was introduced the punctual system of evaluating. Each student at the beginning of new term receives 150 points(it's equal to a good mark) and he or she tries not to lose any points but to gain more during the whole term.

🖐 *Phase 2: 2004/2005*

- Meetings with parents.
- Amendments to Charter of rules and regulations of school and to Instruction Book of Pupil and to Program of educational School. All teachers were working on it taking into account parents' conclusions.
- There were introduced Educational Head Counts which were prepared by particular classes with the help of form masters. Also, Signing up Friendship Pact and looking after younger pupils by older ones.

🖐 *Phase 3: 2005/2006*

- Meetings with parents.
- Monitoring and identification cards for pupils, teachers and all school workers were introduced. Twelve video cameras were installed in order to protect pupils. During lessons school is locked. The door is opened ten minutes before and after the lesson beginning. The rules of dismissing from lesson have been made more strict. The signed paper from Parent is not enough; Parent has to confirm it on the phone. There is a common room at school. The children are taken home only by parents or by other people but only after showing written permission from parents. If a young pupil comes back home from school by himself, parent has to bring to school written permission for it. Also, we ask that pupil to phone to school and confirm that he or she had come back home safety.
- Procedures of proceeding with aggressive pupils have been drawn up. Each student signed up the procedures and knows what the punishment is in case of breaking the rules of safety.
- In connection with problems caused by pupils with Attention Deficit Hyperactivity Disorder (ADHD) we introduced the notebook of activity which helps to bringing up a child in cooperation of school and parents.

🖐 *Phase 4: 2006/2007*

- meetings with parents
- joining the Polish Social Compaign: "School without violence"
- meetings of Educational Group- analysing parents' and pupils' suggestions, coming to conclusions with teachers and pedagogue, setting and sharing tasks- working out the program with good practice.

Activities

Pupils joined the Project by:

- signing up the Ordinal Resolutions

- wearing identifcation cards

- fulfilling duty hours during breaks

- signing up Friendship Pact and looking after younger pupils by older ones

- organizing integrate performances such as: parties, sports competitions, dancing competitions, charity actions, implementation the rules of fair play competition.

1. School and family together in order to achieve good results in upbringing.

- prevention activities and trainings for pupils, teachers and parents

- lectures for pupils: "Your devil- aggression", "Threat for my values- fashion, media, manipulation", Rights and duties at school, Police program of prevention " Attention- a stranger!", How to protect themselves from the violence in a peer group?, Prophylactic workshops:

For teachers- trainings:

-    working with ADHD student
-    Prophylactic workshops: " Look in different way",
-    Students' Defensive mechanizms, discipline in a classroom

2. Creating pupils' attitude:

- students obey the rules

- pupils work on their behavior according to signed up contract. The contract is a consequence of meetings the pupils and the school pedagogue, they are talking about weaknesses and strenghts of pupils and they try to find the solutions of difficult situations together. We tell the pupil: "You are OK!, but we don't approve of your behavior, because it's still not like it should be". Together with the pupil we draw up the plan of changing behavior and time limits.

- pupils are aware of punishment in case of breaking the rules

- analysing difficult situations from the school monitoring, talking with parents about the video films.

- additional educational lessons with the school pedagogue

- social work for school (watering flowers, cleaning the canteen)

- educational groups with the headmaster, teacher, parents, pupils and pedagogue

- educational interventions with the school pedagogue- depending on difficulties

- there has been introduced the punctual system of evaluating. Each student at the beginning of new term receives 150 points(it's equal to a good mark) and he or she tries not to lose any points but to gain more during the whole term

- in connection with problems caused by pupils with Attention Deficit Hyperactivity Disorder we introduced the notebook of activity which helps to bringing up a child in cooperation of school and parents

3. School might be the second home

- students react when see acts of violence towards weaker or younger pupils, they have had an idea of creating "trust box"- a box to which students put letters asking for advice, describing their problems which they find it hard to talk about. School pedagogue answers for the questions from letters on the special blackboard "Important matters and difficult questions from the Trust Box". There are also "Silent talks" when pupils can talk about their problems with the school pedagogue.

- another students' idea-" Apologise Board"- where pupils can put the letters apologising to classmates or teachers for some bad things that had happened.

- pedagogue talks with pupils in a very unique way. Conflicts are deeply analysed and explained. At the end of the meeting pedagogue gives pupils the bar of chocolate which is shared into equal pieces- it's some kind of balsam for the "injuries"- it mitigates conflict.

- every month there are meetigns in peer groups. Also there are assemblies connected with current situations, bank holidays etc.

During the assemblies the headmaster gives awards or reprimands, also the information about school life and important events are given. Moreover, there are duty hours organised by student council.

-At school there is a Scout Team which organises and takes part in great number of Patriotic Solemnities. Instructors lead the groups and teach students new skills. The feeling of friendship is flourishing and it's also a kind of aggression prevention. It teaches the students how to be reliable, trustworthy and honest.

4. Student can do a lot- encouriaging and motivating

- signing up Friendship Pact and looking after younger pupils by older ones

- students edit school newspaper "School pencil"- two issues of the newspaper are entitled: "The Eight's successes" and they are published after the first term and just before the end of school year. In the papers we put the names of pupils who were awarded in different kinds of competitions, had good conduct or achieved success in some fields.

- there is a " Tree of successes" on one of the school corridors in which we put the names of pupils who achieved success even minor. It motivates pupils as they all want to find their names in a Successes Tree.

- Currently, there are a few competitions connected with the safety:

+ " don't be indifferent"- an award is a badge

+ Model Pupil Diploma competition

+artistic competition: "School without violence- what I mean"

+ Card of my class competition- students describe strenghts of their class, achievements, interests, what sets their class apart from others.

+ competition titled: " Older brother, older sister"- it's connected with helping each other.

As the results of questionaires show, pupils feel safe at school. Parents' opinion is the same.

Evaluation
Sustainability: The project is easy to be implemented, so it is very transferable.
Weaknesses: Financial difficulties
Strengths: Easy to implement.

Approach	Addressed to	Initiative
Interventive	Multiple agents	Community intervention

Project identification:	SHUELER MOBING
Promoter:	Gutenberg school (Riederich) and Mr. Manfred Ebner (teacher, qualified as conflict-trainer and anti-mobbing-trainer)
Implementation place:	Internet
Duration:	The activities began in 2000 and it continues
Web site:	http://www.schueler-mobbing.de
Deliverables:	- Ebner, W. (2004). Schüler – Mobbing. Dokumentation eines Projektes am Beispiel der Gutenbergschule Riederich. Retrieved June 6, 2007, http://www.schueler-mobbing.de/mobb/down/Projektdoku.pdf - schüler-mobbing.de - web portal, http://www.schueler-mobbing.de - schüler-mobbing.de – Moderated Forum (http://www.schueler-mobbing.de) - Mobbing - Weblog (http://blog.schueler-mobbing.de) - Mobbing - Wiki (http://wiki.schueler-mobbing.de) - Mobbing Help Desk (http://www.mobbing-help-desk.de) - Mobbing - Webquest (http://www.schueler-mobbing.de/quest The web portal includes various articles and other publications that are available online.

PRACTICE DEVELOPMENT

Previous situation

The decision to launch an Internet forum for pupils goes back to the years 1999-2000 when Werner Ebner - teacher at the Gutenberg school in Riederich, Germany, and founder of the schueler-mobbing portal – noticed a rise of aggressiveness, assaults and disrespect towards teachers and other adults. An Internet research revealed that there were numerous Internet resources on bullying amongst adults, but hardly any for pupils. This situation gave rise to the creation of the schueler-mobbing web site that aimed at giving pupils a forum where they can exchange experiences about their problems and where they can find help. Today schueler-mobbing is the biggest Internet portal on school bullying and violence for German speaking countries.

Phases

The portal was launched as a part of a project at the Gutenberg school in Riederich, Germany in the school year of 2000/2001. The original task was to detect the sources of bullying, its effects and to provide support. Two core elements of the original portal were a forum/discussion board as well as an online questionnaire related to bullying in school. By the time the portal was extended and improved continuously for instance by implementing a barrier free version of the web site and by adding new elements such as a blog, a Wiki, the schueler-mobbing webquest or a mobbing-help-desk (cp. Description of the activities)

Activities

Apart from offering background information for different target groups one clear focus of the schueler-mobbing portal is on making its users interact and contribute to the site. This gets realised in different ways such as via a forum, a weblog or a Wiki.

The schueler-mobbing portal includes the following elements:

Background information (http://www.schueler-mobbing.de)

The main site of schueler-mobbing provides various background information such as definitions on bullying, its sources and development and effects. Further background information as well as materials are available in the section "articles and materials for lessons in school".

Moderated Forum (http://www.schueler-mobbing.de)

The forum/discussion board is one core of the schueler-mobbing portal. It includes different sections and sub-sections such as "Bullying amongst pupils", "Support for victims of bullying", "Parents", Teachers" and "Miscellaneous". The forum is moderated and is the most frequented and used forum on school bullying in German speaking countries.

Mobbing - Weblog (http://blog.schueler-mobbing.de)

In the weblog pupils and other users have the opportunity to post contributions related to school bullying. Like in other weblogs these postings can be commented by other users.

Mobbing - Wiki (http://wiki.schueler-mobbing.de)

In the Mobbing Wiki users commonly write an article on school bullying what is facilitated by a specific software, called Wiki. The Mobbing - Wiki basically consists of a short article that is posted to start the writing process. This original article then can be modified and/or enhanced by other users, so that the outcome is a product of a common working process of many users who in most cases do neither know each other nor coordinate their activities.

Mobbing Help Desk (http://www.mobbing-help-desk.de)

The Mobbing Help Desk addresses persons affected and interested in the topic of school bullying, pupils and their parents as well as teachers and schools aims at providing information and support. Apart from a telephone hotline further services provided are lectures, seminars or publications.

Mobbing - Webquest

The Mobbing-Webquest is a complex teaching-learning arrangement that aims at making pupils actively search for information related to a given scenario, in most cases by means of using the Internet, but also by using other resources such as publications. The Mobbing-Webquest provides assignments, suggestions for structuring the working process, suggestions for the distribution of roles for a working process in a group as well as materials for each role, instructions on how to evaluate the working process and its outcomes as well as tips on how to present the outcomes.

Evaluation

Sustainability: Since its launch in 2000 the schueler-mobbing portal has had high and continuously increasing attendance and a constantly growing number of users and hits. The portal lays in the fact that the users have the opportunity to stay anonymous. Users of the help-hotline are treated on an equal level and not on a top-down level.

Weaknesses:

Strengths: As an Internet-based project schueler-mobbing has the capacity to reach a wide audience that goes far beyond what publications or other resources could reach

Approach	Addressed to	Initiative
Interventive	Multiple agents	Community intervention

Project identification:	SCARY GUY
Promoter:	George Pindar School
Implementation place:	George Pindar School - Scarborough
Duration:	The project began in 2004 and it continues
Web site:	
Deliverables:	School Development Plan Post Ofsted Plan School Self-Evaluation document Sports Mark Development Plan Finance Plan Phase 2 of the Finance plan to secure continued funding from George Pindar plc Scary Guy planning

PRACTICE DEVELOPMENT

Previous situation

The George Pindar School is a mixed community Comprehensive with 852, 11 to 16 year olds, on roll.

The school is a specialist community sports college (designated in 2005), situated in an industrial area and housing estate on the outskirts of Scarborough in the north east of England. The college draws on an area of significant economic deprivation. The attainment of pupils when they enter the school is below the national average and a greater proportion of students have learning difficulties and/or disabilities than is usually found. The college holds Sportsmark Gold award for its provision of sport.

In 2003, following an Ofsted inspection which criticized leadership and management, the Local Education Authority undertook an extensive review and a new headteacher , Hugh Bellamy, was appointed.

The behaviours he found were:

> * Open defiance
> * Staff afraid to walk around the site on their own
> * Low attendance levels – 80%
> * High exclusion rates – 1800 days per year
> * Problems in the community at lunch times – 750 pupils were off site because it was an 'open site'
> * Complaints from the community led to extra police patrols being necessary during lunch times
> * Community conflicts between families spilled over into school
> * Children had low expectations and low self-esteem

Phases

The planning for the turn around of behaviour and attitudes began with the appointment of Hugh Bellamy in April 2003.

The year 10s were targeted for input by Scary Guy in 2004 as part of the whole school approach to emotional literacy and emotional intelligence in a hard-hitting and memorable way.

An action plan for the continuation of the work with Scary Guy, as part of the continuing whole school approach to emotional intelligence, was developed

This plan was submitted to the governing body and funding sought.

Following the granting of funding by George Pindar plc:

A timetable of presentations for all other years and the feeder primaries was organized with Scary Guy

As the school is a community school and a sports college the role of the Ambassadors was developed further to spread the message of Scary into the primary school

A leadership team of Ambassadors was selected by the staff using leadership potential as main criteria for selection

A 'Student Voice' survey was done to define extent of bullying.

The Leadership team of students had their duties defined and launched(ie ambassadors in primaries, run a bullying hotline, identify lone children, be involved in management decisions)

This is still a developing project and the student ambassadors are further developing links with the primary schools and companies in the community

Ambassadors were trained by Scary Guy and his team over 2 days

The work in local primary schools was timetabled .

Mentors for the ambassadors were selected from within the work force of George Pindar plc

Activities

Scary Guy presented to all Year 10 students and their teachers in the main hall at the school

He then presented, in more depth, to students by form group. Scary Guy then delved into the root causes of how we each use negative energy as a power in an attempt to meet our needs. The programme then moves on to what Scary calls his "real truth" that our culture is currently taught avoidance, zero emotional intelligence and violence as acceptable forms of communication. The dynamics of name-calling, labelling, bullying and taunting happening in our schools today are explored in great depth and Scary helps group members become leaders through a process of self-discovery and gives them permission to make a difference to their own lives and to that of others

He also works with smaller groups of identified pupils. These groups are called Circle of Trust and emotional intelligence is discussed in even greater depth using the analogy of our own emotional tanks which fill up with positive and negative feelings and how that affects our behaviour.

- Cognitive Thought Resolution Programme Series: In this hour long programme Scary examines how every human being can make a choice to take responsibility for their own actions and words .He puts in place the thought process to enable them to be empowered by choosing the behaviour they want in the responsive mind before the behaviour occurs in the reactive mind.

- Kidsvisionheart Ambassador Training Programme: Ambassadors are selected by the staff and then trained by the Scary Guy over a day. They then see the Scary Guy presentation in the feeder primary school so that they can see the reactions of the audience and be introduced to the children in that school. They then work as a team on the preparation of the lessons to be delivered within a timetable negotiated with each primary school As a team, the ambassadors deliver the 1 hour lessons over 4 weeks and is based upon the '4 Rules for Primary Schools Programme'. Following the completion of the 4 week course contact with the schools is maintained by the ambassadors by visiting the classes, running sport activities at lunch times and supporting the teachers in Physical education lessons

As this is a three year project The Scary Guy visits the school regularly to deliver the various aspects of the full program and therefore keeps regular contact with students and the community in person but he also supports individuals through email and personal contact. He is supporting 2 particularly vulnerable pupils at present at Pindar as part of the support network in the school

Evaluation

Sustainability: - Continuing finance. / - Continuing professional development of the staff through visits by the Scary Guy and other related training. / - Continued development of the curriculum to meet the academic and social needs of all the children. /-The continued development of community links through the curriculum and the Sports Centre activities. / - The staff continue to consult and listen to the children and young people in the school and the feeder primaries. / -The leadership and management of the project in a sustained and rigorous way

Weaknesses:

Strengths: - The concept of children working to train their peers is a fundamental aspect of the work of the Pindar Community School and lays down a clear but simple process for future developments. / - The Leadership team of pupils with its variety of roles ensures that the children are seen to be making a positive contribution to the work of the school and its local community.

Approach	Addressed to	Initiative
Interventive	Multiple agents	Community work

Project identification:	School without violence (3)
Promoter:	Under the patronage of the President of Poland, under the medial patronage, Polish Television Group Foundation, Local Daily Newspapers
Implementation place:	Primary School number 1 name of Bolesław Prus in Hrubieszów
Duration:	From 2006 to 2007
Web site:	
Deliverables:	

PRACTICE DEVELOPMENT

Previous situation
There was not a specific bullying situation in the context of the project. Moreover, the deployment of governmental social program about scholar violence was the incentive to develop the initiative.

Objective
The initiative aims to improve the global scholar environment.

Phases
- **Phase 1:** Analysis of the school situation related to the violence
- **Phase 2:** Design of different activities to solve violence situation in the school
- **Phase 3:** Training to pupils, teachers and parents
- **Phase 4:** Development of the activities
- **Phase 5**: Evaluation

Activities
- ✓ Analysis of the violence in the school.
- ✓ Educational classes against violence.
- ✓ Competition of good behaviours in the class.
- ✓ Constitution of the "Peace Guard" a group formed by old pupils with the aim of keep the peaceful coexistence.
- ✓ Competition intended to promote ideas of "life without violence".
- ✓ Workshops for parents and teachers.

Evaluation
Sustainability: The project is easy to be implemented, so it is very transferable.
Weaknesses: Financial difficulties
Strengths: Easy to implement.

Approach	Addressed to	Initiative
Interventive	Pupils	Cyber bullying

Project identification:	CYBERBULLYING: a problem of the age
Promoter:	Childnet International (with governmental support)
Implementation place:	Internet and in several school.
Duration:	The program began in 2004 and it continues
Web site:	www.childnet-int.org
Deliverables:	Mind the Gap Know it All Kidsmart Chatdanger Jenny's Story New Mobile Services Stay Smart on Line Inhope Policy and Research Childnet Challenge

PRACTICE DEVELOPMENT

Previous situation

28% of adults describe themselves as beginners with regard to their use of and understanding of the internet as opposed to 7% of children. The advisory panel for UK Children Go Online report compiled by the London School of Economics reports

"we have seen the extent of the gap between what children are actually doing on line and what their parents think they are doing".

" I have a look if they call me over but I don't really know what I am looking at". A parent talking about their child and the internet

 Many parents are not aware of what their children are doing on the internet, cannot advise them on safety and are afraid to interfere because of their own lack of knowledge.

Activities

Parents Resource –

The starting point for the project was to undertake detailed focus group research with the target audience which showed that many families were fearful of the internet and lacked clear safety advice and support for their children.

In 2005 Childnet wrote a 'Blogsafety' leaflet and contributed to an online forum for parents www.blogsafety.com. With funding from the Social Networking industry this unique forum is giving parents their own social network and an opportunity to support each other and educate themselves to know how to help their children

- Mind the Gap, On and offline resources include the world's first interactive safety resource for parents produced and trialled

Seminars were set up for busy parents at "lunch and Learn" sessions in companies such as British Airways, Bank of America, CISCO, Credit Suisse, Investec, Pfzer, O2 and Reuters in 2004

- A checklist has been produced for parents to use when buying mobiles for their children. This has been designed in partnership with all the mobile phone industry watchdog?????

- 100,000 leaflets 'Know it All for Parents have been produced and distributed in partnership with the DfES

- The Networking Team at Childnet has ensured that policy makers have had a chance to hear real stories in order to better inform their decisions

Case study - Kings College School

Childnet run activity days, Kids Smart in the school, as part of the Personal, social and Health Education curriculum. The classroom sessions cover internet safety in "a sensitive, level-headed and informed way" Ben Driver, Kings College school.

The KIDSMART website was overall winner of the New Statesman New Media Award in the "Safety on the Net" category

Parents and families are invited to certain of the internet awareness sessions and the emphasis is on helping parents to realize the responsibilities they have in supporting their children when they are on line

The headteacher intends to extend the programme to other local schools in 2007

The modules, many of which are translated into Urdu and Bengali, make use of a variety of interesting learning strategies such as Video and Simple creative sections to illustrate the positive benefits for families using the internet and helping their children

The menu of modules available for use in schools include:

KNOW IT ALL - an interactive CD Rom to help 11-16 year olds understand a broad range of issues when using the internet or mobile phones and "Know it All for Parents". The school pack was launched in November 2005 by Marie Eagle, Parliamentary Undersecretary of State for Children and Families. The pack was developed in partnership with Microsoft and the Virtual Global Task Force and has been sent to every secondary school in Britain.

Volunteers from Microsoft and the police were trained by Childnet staff to present a Getting to Know It presentation in 100 schools reaching 50,000 children, their parents and the staff of those schools.

The various resources have been presented at conferences around the country and abroad

CHATDANGER - Tells a story of abuse online

JENNY'S STORY - Hard-hitting film about the dangers of online chat rooms

Looks at children's use of new mobile phone technology and responses required

STAY SMART ONLINE an Interactive learning module produced by Childnet for Microsoft aimed at 8-12 year olds

One million internet safety KIDSMART leaflets have been distributed

Pupils and teachers in 160 schools have been supported by the Network team

Evaluation

Sustainability:
The charity is currently working on a project with the DfES to include it in the PSHE, Citizenship and ICT curriculum in schools..

The large internet providers, Cable and Wireless, Microsoft and others are backing the charity as part of their responsibility to keep their users informed.

The charity plays an integral role in the Virtual Global Task Force which is constantly working to protect internet users.

The materials are reaching into schools and more headteachers and governors are taking the issue of internet safety seriously

In the year 2000 the Networkers Panel was established (a name the children gave it themselves) The group of 12 meet regularly with Childnet staff to evaluate and review the resources from a young persons point of view.It is essential that young people are put at the heart of debate about policy and practice.

Weaknesses:

Schools must endeavour to prioritize the teaching of internet safety as part of their safeguarding children responsibility in the future. The collaboration with the DfES should highlight the problems and possible solutions but in the meantime children are at risk.

An issue to be considered is where responsibility lies with regard to internet safety when the children are in their own homes. It could be argued that if the schools take on too much responsibility for training it could result in some parents abnegating their responsibilities to their own children in their own homes .This issue does not detract from the excellent awareness-raising which is being done presently by the charity and some schools.

Strengths:

Childnet is the Leading Authority in the Country and is recognized as such by the government and industry and so the resources they produce are of the highest quality

The materials were well sourced using information given to the team by the parents, teachers and young people through the website and through focus groups and aim to improve the skills and competencies of those staff and parents using them.

The safety of children is at the centre of all the work undertaken and their views are sought at every stage of the process of resource development

Schools actively addressing the issues surrounding the safe use of technology are seeing it as a positive method of tackling wider offline safety issues empowering children and young people with skills for life outside the school gate

Childnet has demonstrated innovative ways to integrate the issues of internet safety into national curriculum programmes of study: Citizenship, PSHE and ICT contributing to the continuous training of staff in the schools

Through membership of the British Education, communication and technology Agency, BECTA Childnet has also helped in the effective development of an effective E-safety policy for schools.

Since 1996 Childnet has funded and trained young people who are using the internet to benefit other children. Sponsorship was provided by Cable and Wireless and there were entries from 49 countries last year. The 12 winning projects received training and funding totaling £30.000 to further their work

SOME METHODOLOGIESTO FACE BULLYING

TO PUPILS

Best practice 31: Open Activities

Best practice 32: "opening" and "warm-up" activities of the group

TO MULTIPLE AGENTS

Best practice 33: School strategies concerning the prevention and the diminution of scholar violence*)*

Approach	Addressed to	Initiative
Preventive	Pupils	In class curricular approach

Methodology identification:	OPENING ACTIVITIES

Web site:	

Bibliography:	Marian Banu, Adriana Ancu, Mihai Manda, Marian popescu - Educație pentru cetățenie democratică - Editura MarLink, Bucuresti, 2005 Adriana Băban (coord.) - Consiliere educațională, Editura „Ardealul" Cluj, 2001 Manual de Educație pentru viața de familie - Fundația „Tineri pentru tineri" 2001 Daniel Shapiro - Conflictele şi comunicarea, Editura ARC, 1998

Methodology development

The methodology proposes the development of a set of activities oriented to prevent bullying and to create a scholar environment based in the coexistence. The developed activities:

Activity 1. The historic of the name: Stay in a circle, put a large piece of paper on the floor and more than one pencil. Ask every participant to write his name and say something about him. (ex. the history of his name, what he feels about his name, how he wants to be called)

Activity 2. The magic box:

Purpose: The participants will loosen up and will be more relaxed and willing to get involved in the task.

Necessary materials: no materials are needed

Time: 8 min.

Activity 3. My emotions

Objectives:

At the end of this activity, the participants will be able to:

- Be conscious of the fact that we are experimenting a great variety of emotions and feelings

- Define an adequate feelings expressing and describing vocabulary

- Recognize the emotions lived by others in conflictive situations

Time: 20 minutes

Necessary materials: Samples for each participant of the Distributed Material "What Would I Feel If", pencils/pens

Activity 4. Let´s learns how to communicate assertively!

Objectives:

At the end of this activity the participants:

- will differenciate the passive, agresive and assertive communication

- will know the positive effects of assertive comunication

- will gain assertive communication abilities

Time: 60 minutes

Necessary materials: working sheet „ Difference between passive, aggressive, assertive behaviours", „ Assertive rights", „ Messages".

Activity 5. How do I act in difficult situations?

Objective:

At the end of this activity the students will be able to:

- identify causes of violence

- develop ways of dealing with conflictive situations

- differentiate more than one type of violence

Time: 30 minutes

Necessary materials: Samples for each participant with the work chart and the case to be analysed.

Approach	Addressed to	Initiative
Interventive	Pupils	Anti bullying technique

Methodology identification:	"OPENING" AND "WARM-UP" ACTIVITIES OF THE GROUP

Web site:	
Bibliography:	Adriana Băban (coord.) – Consiliere educațională, Editura „Ardealul" Cluj, 2001; Manual de Educație pentru viața de familie – Fundația „Tineri pentru tineri" 2001; Daniel Shapiro – Conflictele şi comunicarea, Editura ARC, 1998; Gilles Ferréol şi Adrian Neculau (coord.) – Violența - Aspecte psihosociale, Editura Polirom , 2003;

Methodology development

The methodology develops two main activities:

Activity 1. Expectations

Working means: activity with the whole group

Estimated Time: 20 minutes

Purpose: The activity pursues to facilitate the participants' awareness and verbalization of the intentions and the expectations regarding the programme of "bulling" prevention and disproof

Activity 2. Introduction in violence and interhuman agresivity problems

Task 2.1 "Peace vs. War"

Objectives:

By the end of the activity, the participants will have been able to:

• be aware of the fact that we experience a great variety of emotions and feelings;

• to define a proper vocabulary to express and describe their feelings;

• to recognize the emotions other persons had in conflictual situations

Time: 20 minutes

Necessary materials: A4 sheets, crayons

Task 2.2. Alternatives to a violent behaviour

Objectives:

By the end of this session the participants will be able:

- to analyse the behaviour of some fictive characters involved in different violent situations in the school;

- to identify the psychological causes and conditions and the objectives that may break out and encourage agressive behaviour;

- to propose alternative reactions to agressive behaviour which should solve out the conflict in a constructive way;

- to distinguish correctly the concept of violence of agressivity

Necessary resources:

• working sheets and situational sheets "I'll drub you!"

• Theoretical support sheets "the causes of agressive behaviour"

• Flipchart , flipchart sheets, coloured markers

Working means: subgroup activities

Estimated time: 30 minutes

Task 2.3. The correct attitude

Objectives:

By the end of this activity the teachers will have been able to:

- to identify the adequate attitude in order to favour the dialogue and to clarify the problem in the case of "bulling" situations;

- to develop ways of solving the conflictual situations;

- to differentiate between more types of attitudes that the teacher may have in the teacher- student relation

Time: 30 minutes

Necessary materials: Case study sheet - Razvan' s case

PRACTICE nº 33

Approach	Addressed to	Initiative
Interventive	Multiple agents	School organization

Methodology identification:	SCHOOL STRATEGIES CONCERNING THE PREVENTION AND THE DISMINUTION OF SCHOLAR VIOLENCE
Web site:	
Bibliography:	

Methodology development

Any methodology addressed to prevent and to diminish a negative phenomenon must be based on several principles which, as far as school violence is concerned, should involve:

a) Respecting teenage autonomy.

b)   Enhancing a certain sense of affiliation to school environment.

c) « Learning to be » as the basic principle of the change of consciousness.

The methodology is developed in two main phases:

PHASE 1 : Analysis of current situation

In order to estimate the extent to which school violence has expanded, the first step should consist of organizing three interview groups (so-called « focus-groups »), consisting of teachers, students and their parents.

PHASE 2: Intervention development

By comparing the information obtained from the three groups after the interview, the method proceeds to drawing up several concrete strategies in order to prevent as well as to diminish school violence. These strategies are grouped into two main categories.

Activities addressed to pupils; as such:

1. Class intervention program

2. School intervention programs.

3. Interventions at an individual level

Activities addressed to parents´ intervention

5. CONCLUSIONS

In the previous text we tried to present a set of successful cases oriented to face bullying. These initiatives were collected through a series of national analyses carried out in several countries. Taking into account some variables we selected some of these practices with the aim of giving a comprehensive knowledge of the different strategies to fight against bullying, practices aimed to the elimination or at least, minimization of the Bullying consequences at school.

As a result of this comparative analysis we draw a set of realistic conclusions about bullying and the different measures to face this phenomenon.

- Bullying is one of the most common problems, mainly at primary and secondary schools, in all the European countries. It is a serious problem for students that many times reflect in under-performing results both in bully and victims. Bullying is the consequence of an aggressive behaviour that has to be stopped and prevented with the implication of all the involved agents.

- The origin of bullying or scholar harassment situation is diverse. Sometimes bullying appears due to the lack of motivation or a boredom situation, or it is reflection of the several social problems such as marginalization, delinquency and so on. The same as the diverse origins, bullying causes several consequences in both the victims and the bullies.

- The scholar harassment situations are more and more evident not only in the scholar environment but on the whole community. At the same time all agents involved in education are aware of the necessity to promote actions to prevent bullying.

- Until today, a set of different initiatives to face bullying were implemented across Europe contributing to create a wider knowledge about the phenomenon, its origins and causes, and the different measures or dynamics to prevent bullying or concrete interventions to face scholar harassment. So, we can distinguish among either a preventive approach or an interventive approach to face bullying. Nevertheless, sometimes it is difficult to distinguish among these approaches.

- Prevention is a set of measures, more or less coordinated, which will be taken in order to anticipate that particular phenomenon. By promoting a friendly environment in all areas of the institution, the prevention of violence at school contributes simultaneously to the

prevention of other serious problems and, ultimately, to the prevention of delinquency and social exclusion.

- *Intervention* approach includes all the actions taken by the teacher in the classroom or by the whole school in general (together with the family) which have a corrective and shaping effect on behaviors and attitudes that are considered disruptive for the group or the organization.

- At the beginning the reactive or interventive measures to cope with bullying were developed. Several of these initiatives were based in Olweus interventive method to face scholar harassment. But preventive measures are lately more and more used to promote a coexistence environment in the educative scene. This preventive methodology not only is intended to fight against bullying but addressed to prevent any harassment situation in scholar community.

- Actually the target collective of both the preventive and interventive initiatives are pupils or children of primary and secondary education. The trend suggests that the future target group will include all agents involved in educational community.

- The most used method to cope with bullying is a set of interventive measures focused in pupils that develop anti bullying dynamics or activities oriented to change some aspects of scholar organization. However, preventive measures addressed to the whole educational community and based in global school policies are the future of facing scholar harassment.