



Education and Culture DG

Lifelong Learning Programme



Lifelong Learning Key Activity 1 project

I am not scared

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# THE EU SITUATION TO COMBAT SCHOOL BULLYING

## COMMON ASPECTS

### **Results of the recruiting:**

- schools were reluctant to mention harassing situations in order to protect their reputation.
- school directors did not want to collaborate
- some teachers were unable to compose a real case study of bullying because nobody wanted to talk about it. In some cases, teachers created a hypothetical scenario that was similar to a real one.

### **COMMON CAUSES:**

- Bulgaria: discrimination and intolerance towards homosexuals and people with AIDS, ethnic varieties
- Greece: ethnic-cultural differences; intolerance towards immigrants (small cities and villages)
- the other countries: physical and psychological disabilities

### **FREQUENCY:**

- verbal bullying is the most common form of bullying.
- indirect types of bullying, such as humiliating and offensive comments, intimidation and cyberbullying are common with girls
- CYBERBULLYING is becoming more and more frequent (in Lithuania: insults and rumors via mobile phone not via computer)

## **BULLIES**

- do not always seem to be aware of the seriousness of their actions
- Show no remorse

## **BYSTANDERS**

- did not act; they fear reprisals and to become the victims.



## **VICTIMS**

- minimize the fact
- close in themselves
- discouraged towards school
- decline in school performance
- they express their ill-being with inappropriate behaviours
- drop out phenomenon

**THEY ARE BOTH STUDENTS THAT ASK FOR HELP AND NEED THE PRESENCE OF PARENTS.**

**BULLIES' PARENTS** justify the victims, blame the school or the victims' parents.

**VICTIMS' PARENTS** wait for the reaction of the school and are satisfied with the sanctions

**IT IS NECESSARY TO INVOLVE PARENTS IN THE SCHOOL ACTIVITIES**

## SCHOOL INTERVENTION AND RESPONSE

**COMBINE DISCIPLINARY** (suspension, exclusion) **AND EDUCATIONAL VALUES**  
(awareness of the seriousness of the events)

**Belgium:** “citizenship school” by involving the pupils in the solution of bullying problems.

- immediate clarification of the situation
- psychological work with the class (separately with bullies and with victims)
- discussion with the parents
- head teacher imposed a punishment for the perpetrators
- the pedagogic council implements the punishments.
- headmasters + school psychologists speak with the teachers of the class

**UK:** UK teachers still have a pastoral role and are willing to help and support students outside the normal parameters of teaching and learning. Most UK schools have a Student School Council which represents the student voice and has access to decision making which impacts on student life.

Teachers are worried about the planning time.

It is necessary to improve communication and supervision

## COUNSELORS

- **counselling sessions for students and parents** to identify the reasons, if there is a family violence situation, if the parents support and correct their child's school activities

- **counselors in each school**

In the Spanish comments we have learnt that direct bullying is less frequent today in Spanish schools because there is a commission of Coexistentia, a permanent body that monitors and prevents conflicts, whose aim is to reeducate the offender and to treat the assault as part of the educational work.

## POLICY MAKERS



- reference to **external workers**: Psycho-medico-social centres, school mediation services, mobile teams, youth help services, re-schooling services, mental health services, family planning services, police

- provide an **education policy** to create a climate of cooperation by encouraging a positive attitude towards any social and cultural differences among students