



Project Number 511645-2010-LLP-IT-KA1-KA1SCR

European Strategy to Prevent and Tackle School Bullying

English version



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Strategy to Combat School Bullying

By Adriana Battaglia

Introduction

School bullying is a very serious issue because it causes serious impact on the development of every personality. There is a number of initiatives and projects that focus on tackling school bullying, for example, Olweus project, etc., but they did not change the situation, they just created an awareness of the existence of bullying. The project "I am not scared" firstly focused on the analysis of National situations, made research in each project members' country of all activities carried out for bullying prevention and then did a thorough analysis of bullying case studies to determine a similar pattern of main participants in bullying situations. The conclusions were drawn and main trends were indicated. So we do believe that studies, analysis, reports and other initiatives could benefit children's health and honorable upbringing as well as the overall wellbeing of the whole healthy society.

Different members, starting from schoolchildren and their families, school counselors and school administration ending with teachers and experts from municipalities and other institutions are involved.

With the project "I am not scared" we hope to help schools improve their policies and strategies with regard to bullying. There is a serious need for school policies and teachers' training with regard to the phenomenon of bullying. It is necessary to help schools establish effective bullying prevention and intervention programs, which not only consider the European and world best practices but also take into consideration the cultural and socio-economic specifics of the country. School violence is a total of actions and acts aimed at causing pain, fear and distress by some students to their classmates. It may appear as physical violence, verbal abuse, social intimidation, blackmail, electronic violence, sexual violence, racist violence. This phenomenon, which presents at the European level rises, because of too many factors and is mainly due to the heterogeneity of the student population in modern multicultural societies, the specificity of adolescence, with their negative emotions expressed with aggression, due to violence within the family, the increased family problems associated with the economic crisis, the crisis of values in modern consumer societies of material prosperity, the inability of the educational system to impart humanitarian values due to the more specialized nature, due to the viewing of media violence and the uncontrolled use of the Internet by students from an early age. The consequences of this phenomenon is critical to the lives of both perpetrators and victims, and all students, as they develop negative emotions, such as fear, anxiety, which can lead to abandonment of the school as suicide. This phenomenon leads to low self-esteem of victims and psychological problems that can accompany them throughout their lives. The power is for social survival and coexistence with the result that both victims and perpetrators and all students living in the context of violence cannot be socialized properly. The solidarity, collegiality, altruism are rejected values of coexistence, since they have not been experienced in school life. Major prevention strategies could be to enhance the value of dialogue as an instrument for communication, emotional expression and means of resolving disputes, promoting respect for diversity and exploit the positive aspects of diversity in school life, events related to violence in the school community of students in collaboration with teachers, organizing more group activities at school and outside school to improve students' knowledge and closer relationships, and the adoption of teamwork as a way of teaching learning, which facilitates communication and strengthens the bonds between students. When this phenomenon occurs, intervention is required of classmates-mediation between perpetrators and victims, when they perceive violence. Involvement of teachers and parents as to the victim who needs protection, and for the abuser that needs special treatment to change behavior. Collaboration among all members of



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

the school community (students, teachers, parents) to jointly tackle such problems. Reference to specialists when they found that the school community is unable to deal with the problem. Each member of the school community has a role and responsibility to tackle bullying. The degree of involvement of each member is associated with both the capacity and the severity, frequency and intensity of bullying.

National trends

As many countries do not have a common national protocol against school bullying, it is important to underline that each country tried to suggest solutions and strategies to tackle and combat the phenomenon. The following paragraph deals with a summing-up of the national situations.

A dedicated state policy on prevention of violence in schools is still missing in EU countries. With regard to the Informal meeting of EU Ministers of Education, held on March 29, 2011 in Godollo, Hungary, the Council for European Affairs (CEA) examined the report of the meeting on April 19, 2011. CEA approved the distribution of responsibilities for implementation and, where necessary, adoption of legislative or administrative measures for the implementation of certain measures with regard to the recommendations made at the meeting of Ministers of Education.

On May 16, 2011 CEA approved the draft position of the Republic of **Bulgaria** for the meeting of the EU Council of Education, Youth, Culture and Sport in conjunction with the Council Recommendation of policies to reduce early school leaving. In 2007 in the country a research on the reasons for dropping out of school was performed. According to the Bulgarian position developing national sectoral strategies to reduce early school leaving will ensure a focused and integrated approach and better coordination between institutions from several different sections of each level of government - national, regional, local and school. Despite this fact in Bulgaria a dedicated policy for prevention of violence in schools is missing.

One of the issues about school bullying in the **UK** is the shortage of statistical information about the extent of the problem. Ofsted, the UK Schools Inspection service, (HYPERLINK <http://www.ofsted.gov.uk/news/new-arrangements-for-inspecting-schools> 'New arrangements for inspecting schools') will from 2012 be looking more closely at bullying.

The english team judges how well the school manages pupils' behaviour and attendance and promotes and ensures their safety from bullying and harassment' and arrangements are being introduced to require schools to maintain and supply 'bullying statistics'.

According to the Tellus 4 survey carried out by the Department in 2009/10, the number of children there are currently in UK schools that could be the subject of bullying is 28.8 per cent.

The questions in the survey were asked of pupils in years 6, 8 and 10 as there are no other current sources of national figures on bullying for pupils below the age of 10 (year 6) in the UK.

In the **Fédération Wallonie-Bruxelles**, the Minister of compulsory education, Marie-Dominique Simonet, has decided to launch a plan of action to guarantee a serene learning (plan PAGAS, for *plan d'action visant à garantir un apprentissage serein*). Through this plan, many devices have been implemented, such as the toll free number "**Assistance écoles**". It is a support service available to the staff members of schools, aiming at informing the victims of violence, at bringing them support and advice.

With the Health Minister of the French Community, Fadila Laanan, the Minister has also introduced **well-being departments in school**, in order to centralise the requests for help to know who can be called <http://www.lesoir.be/actualite/belgique/2010-08-30/un-numero-vert-pour-les-profs-en-detresse-790295.php>

She has also launched in autumn 2009 "**the Observatory on Violence and early school leaving**", which has actively collaborated in the action research of the "I Am Not Scared" project.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

In **Greece**, according to the institutional framework set by law 1566/1985, a work plan entitled "Managing violence and aggression at school," which aimed to record the violence within schools was implemented. The aim of the project was to adopt a policy to prevent and deal with the violence.

Victims or perpetrators of intimidation are the students who reported that he suffered / committed repeatedly, at least 2 or 3 times a month, during the last 2 months of the survey. The teens were asked about how often intimidated another student or student to school during the two months preceding the survey. According to their answers, 1 in adolescents (15.8%) reported bullying another student at school at least twice a month during the previous two months. The boys reported this behavior to nearly triple the rate (23.4%) than girls (8.8%). Involvement in bullying increases with age: 23.3% of 15 year olds have taken part in bullying at least twice a month during the past two months, compared with 15.9% of 13 year old and 8.8% of 11 year old.

In 2010 compared with 2002, Greece noted a significant increase in the percentage of teens report having been bullied abusers (15.8% and 9.1% respectively) while the percentage of students who have been victims of bullying remain unchanged.

The methods most frequently mentioned bullying by teens are in order, the verbal teasing, teasing / sexual gestures, spreading rumors and slander and teasing / solicitations by PC and mobile phone.

One in 4 boys (23.9%) reported that during the last year fought with someone at least 3 times. The corresponding figure for girls is significantly lower (8.3%).

In **Italy** with the law n. 16 of February 5, 2007, "General guidelines and national action to prevent and combat school bullying," Minister Fioroni drew attention to educational institutions on the subject of disciplinary sanctions against students in order to highlight the aims of the relevant legislation and regulations and to provide some clarification of interpretation. All people involved (teachers, pupils, parents) are entrusted with the responsibility to find spaces to address the issue of bullying and violence through effective collaboration in the educational enterprise to develop in students positive values bullying and violence through effective collaboration in the educational enterprise to develop in students positive values and behaviors which need to be consistent with the purposes and school educational institution. Each school will have the task of searching the most appropriate and effective strategy to enhance the education for citizenship and to prevent hardship and uneasiness and this task can be found in the POF, the basic document of autonomous schools. Moreover the law suggests a strategic plan to combat this phenomenon to be implemented at all levels; at the national level, it should provide a communication campaign and diversified information addressed to all stakeholders; it should be focused on every grade of school and respect the various characteristics that determine the evolutionary path of the students, both with regard to increased awareness of the phenomenon and in the transmission of messages bearing an explicit non-acceptance of bullying among students. In Italy a national policy against school bullying is not present.

In **Lithuania** children in schools are bullied also because of their own negative acts: desperate seek for attention, lies and cheating. In gymnasiums students are sometimes bullied because of their inability to learn (pupils may be admitted to better schools because of their financial or social status, not because of their academic achievements); in general schools pupils may be bullied because they are shy or not active enough in school activities; in other schools students "popularity" and therefore his/her "role" in class (cool or uncool) and hence, the possibility to be bullied, may be judged by the "after class activities". It must be emphasised that some children sometimes show themselves not only as being better than others, but also diminishing other classmates in purpose to gain popularity and feel comfortable as being superior. Also, studies have shown, that there behavioural pattern usually comes from within the family. Moreover, there is always at least one pupil who tries to get better grades by acting better when teacher is in class. This kind of behaviour catches attention of his/her classmates and then the bullying begins.

Although **Romania** is among the few countries in the world where law prohibits the use of physical



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

punishment on children, however, experts believe that we have to work in this area, whereas a majority of Romanians still believe that spanking "is broken in heaven ". Half of Romanian parents use spanking as a disciplinary method. Despite this law, according to statistics published in the study of "child abuse and neglect" (made in 2001), it shows that 47.2% of parents say they use spanking as a method of disciplining children and 84% of children say they are beaten by their parents. Physical punishments of children have the highest rate in rural area in 2001), it shows that 47.2% of parents say they use spanking as a method of disciplining children and 84% of children say they are beaten by their parents. In another study, conducted by the School Inspectorate of Bucharest, in December 2005 - January 2006, shows that 60% of students are verbally and physically assaulted in school and family.

In **Spain**, we can distinguish different types of initiatives aimed at tackling bullying. There are specific programs in schools, organizations, institutions and NGO's dedicated to the development and supervision of anti-bullying measures and associations made up of education professionals and research teams which focus on the study of this topic and some of which develop materials to fight against it.

National projects: methodologies and findings

In the National Reports of each country involved in the project, the main national projects carried out in the partners' countries are mentioned. A short synthesis of the methodologies and findings for each country can be found below.

In **Bulgaria** a dedicated policy for prevention of violence in schools is missing. As stated above, the State Agency for Child Protection adopts each year a national program for child protection. Preventing violence is one of the main priorities of the program within which a national helpline for children is developed; a national plan to prevent violence is adopted and a number of information campaigns are implemented.

In addition to the National Programme for Child Protection, each municipality, following the priority areas set by the program, develops its strategy for child protection. Within these local strategies numerous initiatives and projects specifically aimed at preventing violence in schools are implemented.

There are three main approaches to anti-bullying in **UK** schools, these are:

1. Proactive strategies
2. Peer support strategies
3. Reactive strategies

1) Proactive Strategies

Proactive Strategies are designed to prevent bullying happening. These can be:

- o Whole-school approaches
- o Classroom strategies
- o Playground strategies

Whole-school strategies:

A whole-school approach to tackling and preventing bullying in schools is working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way.

Some examples of the whole-school approach are:

- o National Healthy School Programme
- o PSHEE (Personal, Social, Health and Economic Education) / Citizenship:
- o SEAL: (Social and Emotional Aspects of Learning).



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- Improving the school environment (i.e. buildings)
- Talks in school assemblies.
- School student councils.

Classroom strategies

These are strategies that are delivered through the curriculum to educate students about bullying and discuss anti-bullying work. Some examples of classroom strategies are:

- Curriculum work
- Cooperative work
- Circle time
- Quality circles

Playground strategies

Some examples of playground strategies are:

- Improving school grounds,
- Introducing CCTV coverage
- Playground policy
- Training for lunchtime supervisors
- Increasing the number of lunchtime supervisors

Other proactive strategies

- Anti-bullying groups and zones
- Anti-bullying awards
- Whole-school campaigns
- Lunchtime and after school clubs

Proactive strategies rest on the development and maintenance of a positive, supportive and inclusive learning environment. Relationships among pupils and between pupils and teachers should be based on mutual respect. Such relationships can be encouraged through an emphasis on positive attitudes and personal skills.

2) Peer Support Strategies

Peer support strategies use the student peer group both to prevent and respond to bullying.

There are many peer led schemes in schools, some of these are:

- Buddy schemes
- Peer mediation
- Peer mentoring
- Peer listening
- Circle of friends
- Bystander defender training
- Playleaders

Peer support schemes use the knowledge, skills and experience of children and young people in a planned and structured way to understand, support, inform and help develop the skills, understanding, confidence and self-awareness of other children and young people with whom they have something in common. Peer support methods include both pro-active and reactive strategies.

3) Reactive Strategies

The five main reactive strategies are:



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- Direct sanctions
- Restorative approaches (Respect, Responsibility, Repair, Re-integration)
- Support group method (No Blame Approach)
- Pikas method (The Method of Shared Concern)
- School tribunals

For further information about the use and effectiveness of different strategies for dealing with school bullying it is recommend: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RB098.pdf>

The Use and effectiveness of Anti-bullying Strategies in Schools (Executive summary) or HYPERLINK <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR098.pdf> <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR098.pdf> (Full publication)

In **Belgium** there are:

- Health and Welfare Centres (CPMS — Centres Psycho-Médico-Sociaux). CPMS are the first contact points regarding the problems of early school leaving and violence at school. Their missions have been clarified by the decree of the 14th of July 2006.
- *School mediation services*
- *Mobile Teams*
- *Toll free number “Assistance écoles”. This toll free number is meant to inform victims of violence and support and assist schools when an exceptional event occurs. The purpose of Assistance Écoles is to inform teaching staff when they face situations of violence or exceptional events.*
- *Student delegation training*
- Within the framework of the action plan to maintain the conditions for a serene learning, approved by the Government on the 26th of March 2009, the French Community funded the trainings of students to school mediation (students handle the conflicts they were responsible or victim of) or of students delegation within mainstream and specialized schools, organised or funded by the French Community. These trainings were funded up to a limit of € 3,000 per school.
- *Online form to report violent acts: An online form was created so that headmasters can encode any serious violent act that occurred at school, involving expulsion or not. This optional form will be soon made available for schools and will enable the Observatory to collect information on school violence situations to complement that collected through the expulsion reports and the calls to the toll free number.*
- *Practical guide for education staff members to prevent and handle school violence*

Out of the two surveys carried out in **Greece** it is possible to underline the following points:

- Adolescents from families with low economic level suffer bullying at a higher rate than those who come from families of middle or upper economic level. No correlation was found between bullying and nationality of adolescents.
- Teenagers who suffer intimidation reported to have higher rates of poor health and are dissatisfied with their appearance, compared with teenagers who are not intimidated.
- Both the pupils bullying perpetrators and victims of the pupils show symptoms of psychological disorders at a higher rate than other adolescents.
- Students-bullying perpetrators and victims reported less at a higher rate than other students that do not like school. Also, abusers often say they are absent from this and the victims that they have good relationships with their peers.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- Students who are victims of bullying report difficulty in communicating with their parents at a higher rate compared with their peers and students-abusers reported a higher rate that they have strict / authoritarian parents

The **Italian** law mentions the creation within each Regional Education Office of observatories on permanent regional bullying through special funds allocated by the Ministry of Education. These observatories will have the function to keep a constant monitoring of the phenomenon, providing support to the activities promoted by schools individually or in collaboration with other organizations operating in the territory and, finally, providing the link with the various institutions at the national level involved in education legality.

The law foresees the creation of a network with the main national and regional television stations, as well as with major movie studios and television, with the task of developing a strategy for analyzing the current schedule and to find out possible initiatives to be taken into account to contain the phenomenon of violence on TV and provide opportunities for reflection and discussion also using television and film material already existing or to be made.

Last but not least, the issue of Internet use by children, in reference to which initiatives with regard to information dissemination and knowledge of the Code on "Internet and Children" will be promoted, in cooperation with the Ministry of Communications and the participation of various institutions themselves and the Internet industry.

The good practice examples for violence, suicide and bullying prevention (programmes) implemented in **Lithuania** are given below:

- "Olweus" bullying prevention programme was initiated in Lithuania in 2008. 64 schools were actively participating in the process in 2009.
- The "Second Step" programme started in Lithuania in 1999. In 2008 the "Second Step" programme was being implemented in 89 social organizations across Lithuania.
- "Zippy's Friends" is a programme which helps young children –5-7 year olds - to develop coping and social skills is successfully going on from 2004.
- The "Big Brothers Big Sisters" program started in Lithuania in 1995. The program matches children aged from 7 to 17. It is the oldest, well known and is said to be most effective youth mentoring programme.
- "ChildLine" campaign "Stop Bullying". The campaign aims to promote friendly children's and adults relationships and to create a safe school, which would have less bullying and violence.
- ChildLine-free psychological helpline for children in Lithuania. More than 100 000 calls are answered every year.

In **Romania** there are:

- Youth against violence: the project is implemented by the Ministry of Education, Research, Youth and Sports in collaboration with The Institute of Education Sciences and the organization "Save the children".
- Violence in school: a study conducted by The Institute of Educational Sciences and UNICEF Romania.
- The reduction of violence in schools – A guide to change: an initiative coordinated by The Council of Europe.
- Serious deviations from morality in the Romanian education: violence, vulgarity, corruption, drugs.
- The museum of school violence: The project "The museum of school violence" conducted by the



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

Ratiu Foundation Romania in the context of Social Engagement through Art is intended to be both an awareness campaign, of an actual and frequent problem in Romania, and also an educational campaign specific for young people, ages 15 to 19 years.

In Romania some of the violence prevention methodologies are listed below:

At the individual level:

- Identifying students with high potential of violence and factors which can generate violent behaviours with the help of the teachers and specialized staff (school counsellors, psychologists, mediators)
- Developing individualized counselling programmes for the students involved in cases of violence (as authors or victims).
- Encouraging the National Board of Students to participate in planning and developing activities for violence prevention and control.
- To make the violent students more responsible by implementing certain educational measures; avoiding to concentrate on punishment and removing sanctions which are against pedagogical principles (for instance, punishing the violent behaviour by bad grades, repeating a class etc.)

At the interactional level:

- informing the parents on the services which school can provide in view to prevent school violence and ameliorate the parents-children relationships (counselling, psychological assistance, mediation); encouraging the specialized staff to participate in these kind of activities (school counsellors, psychologists).
- Partnership between school and the families of the students incline to display violent behaviours, in all the stages of the process of students' assistance (informing, establishing a common programme for intervention, monitoring the signalled cases); organizing school meetings, home visits, extra-curricular activities with students, teachers, parents and specialists joint participation.
- Approaching topics related to school violence in the official school meetings (Board of Administration, Teachers' General Meetings, Pupils' General Meetings) in order to raise awareness of the importance of the phenomenon and to analyse the forms, participants and causes of cases of violence in school.
- Developing coherent strategies of prevention and action, based on the analysis of the present situation, to be included in the plan of the institutional development; launching programmes which answer to some situations particular to the school (identifying the risks in the school actual context, students inclined to display violent behaviours or to become victims), encouraging students to get involved as key participants and partners.

At the community level:

- Initiating some programmes for making people aware in respect of school violence (Institutions involved: School Inspectorates, schools, Authority for the Protection of Child Rights, police, local governments).
- Developing programmes for violence school prevention (with the financial/ logistics support of the local governments, School Inspectorates, local police departments).
- Developing partnerships with other local institutions – law enforcement agencies, local authorities, - in order to ensure students' safety in the neighbourhood of schools.

At a societal level:

- Organizing social campaigns by using different channels of public communication in view to make people aware of school violence (institutions involved: Ministry of Education, Research and Youth, in collaboration with the Ministry of Interior and Administration, National Authority for the



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- Protection of Child's Rights).
- Increasing the number of measures for reducing the violence depicted in the mass-media – verbal violence, pornography and images with a violent content (institutions involved: Ministry of Education, Research and Youth, Ministry of Culture and Religious Affairs, Audio-visual National Council).
 - Developing and implementing the legal context regarding violence in general and that related to children, especially, by elaborating actual methodologies of implementation (institutions involved: Ministry of Education, Research and Youth, Ministry of Justice, legal committees in the Parliament, Ministry of Interior and Administration).

The first initiatives adopted in **Spain** were school programs. However, these have changed considerably since their introduction in about 1996. One of the first programs developed, based on the Olweus approach mentioned above, was the “Seville Anti School Violence Project. This program directly involved 10 schools in the city of Seville and its surrounding area from 1996 to 1999.

Other programs and projects carried out in Spain include: “ANDAVE” (Educational program for the prevention of abuse among school children), which aimed not only at preventing victimization but also at improving “*convivencia*” (coexistence in a peaceful way) as a way to prevent bullying; the “Convivir es vivir” program (“Living in Harmony is Real Living”), a program for encouraging more harmonious interpersonal relationships at school; and the “*No estás solo*” (“*You are not alone*”) program in the Canary Islands, which offers materials and resources for all members of the education community, together with a prevention and support service specially designed for victims of school intimidation and their families. The governments of some regions, such as Andalusia and Catalonia, are publishing materials for families, teachers and pupils with specific advice about detecting and handling bullying. More recently, some anti-cyberbullying measures are also being developed. One example is the “ConRed” project, (2012) (<http://www.uco.es/laecovi/conred/>). This is a project designed to promote the safe use of social networks and prevent cyberbullying, developed within a European Daphne project and carried out through working sessions with students, teachers and families.

On the other hand, there are some organizations the main objective of which is to contribute to improving peaceful coexistence (*convivencia*) in schools . These include the *Observatorio Nacional de la Convivencia (National Observatory for Convivencia)*; the *Observatorio de la Convivencia Escolar de la Comunidad Autónoma Valenciana (Valencia Regional Observatory for Convivencia)*; and the *Instituto para la Convivencia y Éxito Escolar en las Islas Baleares (Balearic Islands Institute for Convivencia and School Success)*, an entity which focuses on the mutual influence of harmonious interpersonal relationships and academic success at school.

A number of help lines or services have also been developed to provide support in bullying situations. These include “*El Teléfono Amigo*” (“*The Telephone Friend*”; Ortega, Kulis and Ortega, 2001), the first help line created in Andalusia, which has evolved into a service providing guidance on issues related to *convivencia* at school; the NGO “*Protégeles*” (“*Protect them!*”).

Strategic role of the main participants

First, although many new initiatives have been developed over the past decade, we have very little information about their effectiveness. Perhaps the most obvious proof is the largest research project of the Center for the Study of Prevention of Violence at the University of Colorado. This project, called “Blueprints for Violence Prevention” reviews 600 U.S. prevention programs, to establish a scientific way that they achieve the intended results. Ultimately, only 11 of these programs have been identified as a model for their efficacy in reducing youth violence, aggression, antisocial behavior and drug use. This does not necessarily mean that all other programs were ineffective, but at the same time, this finding demonstrates that we are currently facing a large shortage of knowledge about what measures are achieving the desired effect. Such a conclusion is put perhaps even more explicit in Europe than in the



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U.S. where there is much longer tradition of evaluation based on the use of sophisticated methodologies.

We should have the courage to admit that schools should review their work culture and morals. They should find their internal structures and adopt dialogue with other actors at the local level.

It is responsibility of local authorities to include the prevention of school violence in their overall violence prevention policies and further continue with the creation of appropriate mechanisms for cooperation and communication between different countries. Youth movements, which have tended to come out of schools, should recover their narrow contact with them. Civil society in its organized forms, and in its other forms, should leave the role of observer and directly involve in finding solutions to problems in school and community. The family also needs to rediscover its active educational role and contribute to overall efforts to prevent school violence. It is essential, therefore, to restore and develop the ability to dialogue with others within the community.

The role of policy makers in tackling school bullying

Policy makers, such as officers from municipalities, psychological-pedagogical centres, children's right protection departments, and Ministry of Education take part in the project to help prepare the guidelines for tackling school bullying. It endangers the active citizenship, because it threatens the role of students when enhancing active participation in preserving the future of our democracies. Therefore, bullying is an issue of national importance and governments, ministries, educational authorities tackle the problem through various initiatives, such as the setting up of anti-bullying legal guidelines that schools must observe. Their role in the project is essential: they have the resources to coordinate social development and prevention on the national territory, to implement national policies about it, to provide child support and protection services.

Policy makers in the field of school bullying can contribute to provide their competence and authority on education issues. They can prepare strategic plans for education, provide informational, psychological, social, educational and special assistance to students, parents and teachers; they may engage with health authorities in the analysis of children needs, looking for ways to integrate them into mainstream education and providing psychological advice.

Governmental and municipal authorities should be empowered to play a key role in disseminating and producing high quality resources, do invaluable work in supporting parents, children and schools with their advice lines and resources. Policy-makers should work on developing frameworks, which should allow all parties affected by violence to be involved in the process of its prevention. These framework policies and programs should focus on:

Impact at a very young age: most current measures are concentrated in secondary education. Prevention means acting before that - even before primary school. Measures for engaging students in dialogue to reassure them and analyze their problems should be taken at early age. This should begin in kindergarten, i.e. before primary school. Children should learn how to discuss all potential ingredients of violence at a very early stage of development.

Creating a heterogeneous environment: instead of trying to create a uniform identity threshold for all, politics should be aware of cultural, linguistic, social and economic differences between students in order to facilitate the development of multiple identities. We need educational approaches aimed at the emancipation of students, rather than directing efforts towards development of skills in the general mold. Understanding the differences would allow us to avoid prints, and a sense of belonging, which is imposed rather than chosen in a free manner.

Training and information: teachers must be trained (in the initial and subsequent training courses) how to deal with differences and work with groups. Teachers and local associations should also be informed. We should explore opportunities and develop partnerships between school staff and external actors, including associations representing teachers as well as more broadly throughout the voluntary sector. The government should also take practical initiatives of cooperation with them. The school should be open to the world, and be a source of peace rather than closed environment, artificially created so that violence



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

could not reach it.

In **the UK**, the term 'policy maker' includes national politicians, the Department for Education, the Ofsted inspection teams and the regional Local Authorities and in particular the Local Authority education department. To ensure success in dealing with the problem, the UK Government has asked its schools inspection team, Ofsted, to include levels of bullying in their inspections and this is a measure of how seriously the problem is being taken. Ofsted is the Office for Standards in Education, Children's Services and Skills. They report directly to Parliament and are independent and impartial. Their role is to inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. Every week, they carry out hundreds of school inspections and regulatory visits throughout England, and publish the results on their website.

From 2012, in the 'behaviour and safety' section of Ofsted's [HYPERLINK http://www.ofsted.gov.uk/news/new-arrangements-for-inspecting-schools](http://www.ofsted.gov.uk/news/new-arrangements-for-inspecting-schools) 'New arrangements for inspecting schools' inspectors now judge 'how well the school manages pupils' behaviour and attendance and promotes and ensures their safety from bullying and harassment.'

A good example of strategic guidance can be found on the [HYPERLINK "http://www3.nottinghamshire.gov.uk/atoz/b/bullying-at-school/"](http://www3.nottinghamshire.gov.uk/atoz/b/bullying-at-school/) Nottinghamshire County Council web site and covers the period 2011 – 2014. In Derbyshire the Local Authorities have also produced their own 3-year (2012-2014) 'Strategy and Action Plan for Preventing and Tackling Bullying' and this is a good example of the 'policy maker' role. It includes:

- Clear definitions of what is bullying and the impact of bullying
- A statement of what the strategy is trying to achieve i.e. visions and aims
- Who the strategy is for
- An action plan for delivery of the aims
- A clear statement of roles and responsibilities

Strategic priorities, outcome measures and actions. In Derbyshire these are:

Priority 1 - Data collection - as previously mentioned, accurate, up to date, statistical information on the extent of school bullying is not readily available in the UK and policy makers have a clear role to collect such information to identify the extent of the problem, identify trends, hotspots and generally monitor progress towards reducing the problem.

Priority 2 – Prejudiced based bullying – working with schools and other organisations to eliminate discrimination by preventing and tackling incidents of prejudiced based bullying e.g. bullying based on age; disability; sex or gender; sexual orientation; race; religion or belief, including non-belief etc.

Priority 3 – Consultation by schools – the Local Authority will support schools in consulting their pupils about bullying and how effectively they think it is being tackled in their schools. This support will include the production of a model questionnaire and the results of the survey will be taken into account in the development of policy and practice in relation to bullying prevention.

Priority 4 – Participation of children and young people in the strategy – the Local Authority has a strategy for inclusive participation of children and young people in the development, review and monitoring of their Anti-bullying strategy.

Priority 5 – Schools/other organisations work with children – this aims to ensure that all schools feel confident in implementing the LA policy through their own policies. Schools will be encouraged to report



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

annually to their governing bodies on data collected and that report will be available to parents.

Priority 6 – Support for parents and carers – this aims to make parents and carers better informed and better able to access services available to give them advice on how to support their children with bullying issues.

Priority 7 – Supporting staff with their role in anti-bullying activities – this aims to ensure that staff are confident in supporting children and young people with bullying issues and to achieve better outcomes in anti-bullying prevention and intervention.

Priority 8 – Monitoring, reviewing and evaluating the impact of the strategy – this aims at ensuring that what is being practised and recommended actually works and also includes reviewing the latest strategies for possible recommendation. e.g. the HYPERLINK "http://cbpp-pcpe.phac-aspc.gc.ca/intervention_pdf/en/717.pdf" KiVa antibullying program from Finland.

Finally, Local Authority policy makers have a clear role in bringing everything together, bringing together schools and 'best practice', bringing together anti-bullying organisations working in the field; collating and interpreting statistics etc.

The "Observatory on Violence in School" of **Greece** will be linked and cooperate with the relevant European Observatory on violence in school.

The training of decision makers and the supervisory staff of the Ministry of Education is a precondition for formulating a comprehensive policy in relation to violence at school. This is especially true for senior executives and the Ministry of Education and those who exercise decision maker role (decision maker) or regulator.

It is also proposed as necessary to develop and upgrade support services, such as KEDDY and especially the restoration of the Youth Advisory Station, the service will be staffed by psychologists, psychiatrists and social workers and designed to meet the psychosocial needs of schools. With the primary objective of Youth Advisory Station their work can be ensured by forming institutional framework specific objectives and actions that defines the actions - functions of the body as follows:

- Create an educational climate in schools to promote learning and prevent problems. Recognition of difficulties and problems and address them with in the context from which emerge.
- Develop a communication bridge between school and family.
- Prevention and mental health promotion, prevention and treatment of violence.
- Preventing and combating school drop-outs.

The duties, which arise from the above work are:

- Working with the Administration.
- Work with Director of Education, school supervisors and managers to handle psychological factors - factors of educational work and to develop an appropriate school climate and learning environment for all.
- Counseling for teachers and parents about learning disabilities, behavioral and social adjustment. Information and training.
- Organization of information and education about the psychological conditions of teaching and act on issues such as handling behavioral strategies, learning strategies, parenting skills, substance abuse and prevention, supporting people with disabilities and personalization of education.
- Preventive psychosocial intervention or direct to students, parents and the whole family.
- Counseling students, emotional support, behavior modification and social skills.
- Interference with adjustment problems, conflicts and violence.
- Support for such crises: divorce, death, emergency events.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- Support and encouragement of teaching staff in personal matters.
- Cooperation and interconnection with services of Mental Health for needs which require specialized assistance.
- Monitoring and support of mental health programs.
- Training and support teachers who are implementing mental health programs in schools in collaboration with the Health Education Officers.
- Attendance at meetings of educational associations of teachers.
- Participation in educational meetings to inform teachers to specific problems may face school students at the invitation of the Director of the school or at the request of the Association of Parents.

The development strategy for prevention and treatment of school failure is a key feature of the preventive strategy for school violence. This strategy coupled with the creation of Zones of Educational Priority, helps to reduce social inequalities through additional support for disadvantaged students and easier to adapt the school environment. Under the mitigation of social inequalities and the proposed establishment of remedial programs and teaching literacy in order to limit the functional illiterate students. Moreover, organizing systematically training teachers and the emphasis on health promotion and education with in the curriculum are also crucial.

School directors taking action against school bullying

The basic role of directors of schools is to manage the school in a way that everybody would know their responsibilities and their position.

While the school is obliged to have a policy on bullying and make clear to parents, staff and pupils its strategies for dealing with it, the quality of this may vary. As a first step the school administration could assess school prevention and intervention efforts around student behaviour, including substance abuse and violence. Assessments in the school to determine how often bullying occurs, where it happens, how students and adults intervene, and whether prevention efforts are working should be done. Furthermore it is important for everyone in the community to work together to send a unified message against bullying – so engaging both parents and youths is very important. The school administration could launch an awareness campaign to make the objectives known to the school, parents, and community members. It is possible a school safety committee or task force to be established to plan, implement, and evaluate the school's bullying prevention program. School directors are those who should be also responsible for creation of a mission statement, code of conduct, school-wide rules, and a bullying reporting system. Use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. It is important bullying prevention material to be built into the curriculum and school activities, teachers and staff to be trained on the school's rules and policies - give them the skills to intervene consistently and appropriately.

In the **UK**, School Directors, or Headteachers as they are known in the vast majority of UK schools, are in a particularly invidious position regarding bullying incidents. Headteachers, along with School Governors, have the ultimate responsibility for the safeguarding of students in their care. So, on the one hand they have responsibility for what goes on in their school, on the other they do not have the time to deal personally with the day to day incidents of unpleasantness which may be going on between pupils in their care. The starting point for this is a strong Anti-Bullying Policy. Again we need to acknowledge that Headteachers are extremely busy people and the usual route to creating a policy is to adopt and modify one of the excellent existing model policies that are produced by Local Authorities. A good Headteacher will then want to publicise this policy widely and is likely to embark on a series of meetings and assemblies in order to bring the policy to the attention of all members of the school community. Once a policy has been adopted by the Governing Body it will become part of a cycle of policy review and it will be the Headteachers responsibility to ensure that this takes place.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

A wise Headteacher will have some form of Anti-bullying Committee, under the guidance of a Senior Leader but often chaired by students, that has a high profile within the student population. This committee will be one of the resources that the Headteacher has at her/his disposal in order to promote the caring message within the school population. Ideally the Headteacher will ensure that all groups within the school are represented on the Anti-bullying Committee. A recent government White Paper talks about restoring the authority of the Headteacher in order to establish a culture of respect and safety, with early intervention if either of these is challenged. Headteachers are, in the White Paper, expected to take a strong stand against bullying; particularly if it is prejudice based, racist, sexist or homophobic bullying. Ofsted has the power and remit to check up on this and a school will be deemed to be failing if it does not have sufficient safeguards in place.

Headteachers in the UK do not want to be the person taking action against school bullying. They are more interested in creating an environment where their students feel safe and are able to confide in someone who can ultimately help them if they are being subjected to bullying behaviour. Headteachers will have a part to play in this – particularly when it goes wrong and they are being brought to task in the local media. Generally the challenge of day to day action will be delegated to an experienced and committed member of the Senior Leadership Team.

Teachers' perspective and their role in the prevention of school bullying

Teachers in **Lithuania** think that their role in education, according to the recently reformed education system, is to educate children in a specific subject. Of course, they pay attention when some child is saying wrong words to the other child, but basically, teacher that teach the basic subject (languages, math, biology, chemistry, physics, informatics) do not have time for a separate discussion during lessons about bullying nor they can integrate it into their curricula, because the programs are too wide and they do not have enough time to teach their students the basic topics. So they are willing to participate in bullying prevention in school to the extent that it does not affect timing during lessons. Usually teachers organize and participate in different school events, they follow the life of their students because they see them almost every day. Thus they are really important in discovering early stage of bullying. Some teachers report to school counsellor about bullying problem when they spot it. Class mentor contacts with parents of those children. So the system in school is actually working, just the engagement of parents in the prevention of bullying and general in schools life is weak.

The **Bulgarian** team suggests to engage students in a series of formal role-playing exercises and related assignments that teach bullies alternative methods of interaction, implement cooperative learning activities to reduce social isolation, and increase adult supervision at key times (such as recess or lunch). The role of the teacher is very important since he/she can be the first to notice the signs of bullying and violent behaviour and react to it. The teacher is the one to build a relationship with the child, communicate with the child, give trust, and help in the steps of making a decision with regard to a difficult situation, and work with the student in solving the conflicts. Teachers can consider these ways to promote the respect, positive relations, and order that helps prevent bullying in the classroom:

Create ground rules: develop rules with students so they set their own climate of respect and responsibility; use positive terms, like what to do, rather than what not to do; support school-wide rules.

Reinforce the rules: be a role model and follow the rules yourself.

Show students respect and encourage them to be successful; make expectations clear - keep their requests simple, direct, and specific; reward good behaviour; try to affirm good behaviour four to five times for every one criticism of bad behaviour; use one-on-one feedback, and do not publicly reprimand; help students correct their behaviours; help them understand violating the rules results in consequences: "I know you can stop [negative action] and go back to [positive action]. If you choose to continue, then [consequence]."

In the **UK** the teachers' role is crucial if we are to see a reduction in the amount of bullying that takes



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

place in schools. Fortunately this seems to be widely accepted amongst UK teachers and there is a long history of 'pastoral' posts where teachers have been paid responsibility allowances to focus on the welfare of students in their care. Additionally the vast majority of UK schools have Form Tutors who have a responsibility for a group of twenty five to thirty children within the school. The Form Tutor, irrespective of the subject they teach and their management status within the school, will concern her/himself with the pastoral well-being of their tutees. The Form Tutor will be involved in the selection of their group's representation on the Student Council and will ensure that those representatives feedback information to the rest of the Tutor Group. In this way the tutor has some responsibility for ensuring that school is a proper inclusive environment and that all students have a voice that can be heard.

Theatre in Education, although expensive to buy in, presents the issues in a live and dynamic way that often stimulates heated discussion amongst its audience. The fact that tutors have time for this kind of discussion gives students another opportunity to come to terms with bullying and for disclosure if they need it.

Form Tutors will often be assisted by Peer Mentors – likely to be trained older students who have been attached to Tutor Groups to provide another friendly face that can be confided in. This is particularly important when students start their life in Secondary Education (usually aged 11 in the UK).

The Peer Mentor is also likely to involve the Form Tutor if they have a situation to deal with that requires adult intervention. As the Form Tutor is likely to have met the parents of their tutees at the point of induction it is clear that their role in preventing school bullying is a very important one.

Roles of teachers working with students on violence prevention are: strengthening personality, tolerance, promote creativity and support individual development.

The teacher is responsible to plan activities so that each student can be involved and trained in educational activities and to succeed.

School climate is an important factor for student integration and to establish relationships between teachers. The school class is a place of mutual recognition, solidarity and exchange. For a class teacher to work as a group should create enough opportunities where students know each other better, to discover, to talk about their aspirations. The teacher should encourage communication between students, organizing activities for them in small groups, helping weaker students by the good communication and even special exercises, which aim at developing ability to communicate.

The class is a micro-society of which operation requires the establishment of clear rules, which should be respected by all members of the school. Respect is a condition of socialization, which means learning to live together in relationships of mutual respect, excluding violence.

The school rules target: dress rules, doing homework, participation to courses, but there are rules of civility with regard to the language used, ways of addressing respect for each other, keeping the school property, tolerance, solidarity, in a word the way you behave so that life in the community to be as pleasant. The teacher must negotiate this list of rules since the first meetings with students and to train them in developing rules; it is known that more accepting rules whose meaning is transparent.

Teachers should be involved in on-going training sessions with participatory approach in working with students to help them develop techniques and methods of intervention in school violence and what types of activities must be conducted in the classroom to prevent such situations

The Nottinghamshire policy/strategic plan follows in some respects the guidelines suggested by Dr Ken Rigby in his HYPERLINK <http://www.kenrigby.net/bgguide2.htm> 'Professional Reading Guide for Educational Administrators' but it is not an exact copy:



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- Beginning with a clear definition of Bullying (Rigby-begin with a clear definition)
- Statement of how we will tackle bullying
- What is the current position (Rigby - discover what is happening at your school)
- Three strategic priorities (Rigby – ‘make a plan of action’ and ‘here are some suggestions on how these aims can be achieved’)
- What does bullying look like
- Why are some children and young people the focus of bullying? (Rigby-talk with students and work with them)
- What does success look like

Empowering students in dealing with school bullying

The main thing that every child should understand is that no one wants to be any kind of target, even bullying. No one likes the feeling of being humiliated, underappreciated, not valued or being alone, so children should be educated to understand the risk they take when they start bullying others. Students shouldn't tolerate bullying, they shouldn't support it or stand aside, and they should be more strong minded and responsible for their actions at school. Usually children do not support wrong behaviour, because they still have a “mechanism” from early childhood to separate what's right and what's wrong, so adults have only to push the children towards the right thing. The best thing to do this is not to show educational movies, pictures or even school plays, but to have sincere discussions, examples, or even a famous person, politician, or even the director of the school or parent to come to the class and to explain the consequences bullying can create. Educational movies is a very powerful thing and policy makers that order the creation of these movies should be really careful, because they make a huge impact not only on children, but also on adults, because the power of heard and seen information stays longer in human brain.

Some signs, that a child is being bullied:

- unexplainable injuries;
- lost or destroyed clothing, books, electronics, or jewellery;
- frequent headaches or stomach aches, feeling sick or faking illness;
- changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch;
- difficulty sleeping or frequent nightmares;
- declining grades, loss of interest in schoolwork, or not wanting to go to school;
- sudden loss of friends or avoidance of social situations;
- feelings of helplessness or decreased self esteem;
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.
- Children must learn not to ignore the problem and look for help.

Kids may be bullying others if they:

- get into physical or verbal fights;
- have friends who bully others;
- are increasingly aggressive;
- get sent to the principal's office or to detention frequently;
- have unexplained extra money or new belongings;
- blame others for their problems;
- don't accept responsibility for their actions;
- are competitive and worry about their reputation or popularity



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Good classroom practice from early age, where children work in groups, considering different points of view and working co-operatively with others from both genders and varied ethnic backgrounds encourages the understanding of each other that is a vital component in the prevention of bullying. In primary and in secondary schools specific problems that have arisen in class or in the playground may be addressed in 'circle time' when pupils talk in turn about issues that concern them.

An extension to this that requires very careful management by the teacher is the 'circle of friends' for a vulnerable pupil. This has been tried successfully with children as young as five. The class meets with a trained professional, an educational psychologist for example, who explains that it is unusual to talk about a pupil who is not present but that the pupil and his parents are supporting this. Following ground rules the class presents ways that they might help the pupil and a 'circle of friends' is set up to give support working with the class teacher.

One of the most difficult things that children have to do if they are the subject of abuse or witness bullying behaviour is actually telling someone. A school that nurtures and encourages a "telling" environment goes a long way to empowering its students. Another way of empowering students is to take away some of the areas and situations that students might use to their advantage if they were looking to bully someone. This is why most schools should have CCTV on corridors and social areas. If students feel that they are being looked after rather than being watched then they feel supported if they need to complain that they are being bullied.

Support to be provided by school counsellors in combating school bullying

Usually not all schools have a special employee for counselling their students, since some schools are too small for that. Considering some schools have several employees working in this field (social worker, psychology teacher, ethics teacher, religion teacher) their role in combating school bullying is very important.

Many psychologists agree that to design effective bullying-prevention and intervention programs, it is necessary to understand that a child's tendency toward bullying is influenced by individual, familial and environmental factors. Counsellors can also help schools develop programs. Since the most effective strategies to stop bullying involve the entire school as a community to change the climate of the school and the norms of behaviour. School counsellors must study and promote good practice examples like the Olweus Bullying Prevention Program, developed by Norwegian psychologist Dan Olweus, PhD--considered by many to be the "father" of bullying research.

One limiting factor of the counselling role is that in the UK, school counsellors have to work within their own service guidelines, whilst at the same time taking a measure of the total impact on the young person, rather than simply looking at the incident in isolation. This is true whether the bullying was face to face or cyberbullying.

The ethos of the school is really important - if the school is fully supportive of anti-bullying measures then the counsellor can support this message very effectively, but if the school does not actively promote anti-bullying activities and does not react quickly and firmly to any bullying instances then the role of the counsellor will be made more difficult.

Looking beyond the bullied victim counselling with the family can be very supportive for both the person being bullied and the person bullying. Integrating family counselling into the range of services delivered by agencies as part of the school's pastoral care systems can help begin to deal with issues that may be based in a family system or a geographical area.

Involvement of parents in the prevention of school bullying

Parents have the most important role in their child's life. They are the role model, children look up to them even though they do not exactly understand it quite consciously. Sometimes the problem at school is just a trigger that releases the tension built up at home. Parents have to earn money for the living, but usually



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

it is in the expense of their children's wellbeing. School staff can do a great deal to prevent bullying and protect students, but they can't do it alone. Parents and youth also have a role to play in preventing bullying at school. One mechanism for engaging parents and youth is a school safety committee, which can bring the community together to keep bullying prevention at school active and focused. When parents and youth are involved in the solutions students feel safer and can focus on learning; parents worry less; teachers and staff can focus on their work; schools can develop more responsive solutions because students are more likely to see or hear about bullying than adults; school climate improves because students are engaged in taking action to stop bullying; parents can support schools' messages about bullying at home. They are also more likely to recognize signs that a child has been bullied or is bullying others. Furthermore parents can contribute to a positive school climate through parent teacher associations, volunteering, and school improvement events.

It is therefore important for them to know the signs of possible bullying to look for. These include:

- Making excuses to miss school, such as stomach complaints or headaches (or your child may be skipping school altogether)
- Seems upset after using the internet or mobile, or changes their behaviour – for example not wanting to look at new text messages immediately – after being secretive and unwilling to talk about online activities and phone use
- Showing stress – being moody, silent or crying, or bullying a younger sibling or friend
- Is withdrawn in their behaviour
- If young begins wetting the bed
- Sleeps badly, often waking during the night
- Has torn clothes, school things that are broken or missing, or have 'lost' their money
- Has more bruises or scrapes than usual
- Changes their eating habits

It is important to be a good role model and to listen to your child's concerns and to support them and take them seriously and to make sure the school takes them seriously. At the same time issues need to be kept in proportion and most bullying concerns can be resolved by talking to the child's class teacher/form tutor. But, in some instances it is necessary to go higher and parents may need to raise a problem with the Headteacher or in some instances with the local authority or even the police. However our researches revealed that the numbers of bullying incidents which are referred to the police are much lower in the UK than in many of our project partner countries.

Uk school have produced written guidance for parents/carers and are planning to offer parental training sessions as well. There is also much guidance available on the internet e.g. HYPERLINK <http://www.bullying.co.uk/advice/cyberbullying-how-stay-safe> Cyberbullying How to Stay Safe

(This comes from the Bullying UK site and they also offer lots of other guidance to parents at

HYPERLINK <http://www.bullying.co.uk/advice/parents-advice/general-parent-tips>

<http://www.bullying.co.uk/advice/parents-advice/general-parent-tips>) Siblings and family members can also help here as well as helping practically if they are at the same school.

One final source of help for parents is a useful by Julie Casey called HYPERLINK <http://www.futurelinkpublishing.co.uk/publish/publications/bullying-002.html> '101 Tips for parents - Preventing and dealing with bullying'

Conclusions

After analyzing different documents and portals, the problem of bullying is huge. Young people might face serious consequences after experiencing bullying. Summarizing discussed issues in this document, it is possible to say that with regard to bullying at school it is important to take into account three key factors: peer influence, attitudes of teachers and the school's bullying prevention policies carried out, as these factors directly affect not only the child's well-being in school, but his behavior and further development.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

Bullying most often occurs as a collective behavior, so it requires observers and supporter of the audience, therefore all actors, such as parents, friends, teachers, school managers, social pedagogues, psychologists, experts, even policy makers involvement is very important and most of the times mandatory.

Bullying affects the child's life and future psychosocial functioning; it is necessary to determine which existing school phenomenon directly correlated with the existence of bullying and allows to create effective measures to eradicate them.

Suggestions, advices which are offered in this strategy for different actors and groups, together with actors' personal experience can allow to achieve effective results. The other thing that is needed is to continue this good practice, to continue generating good ideas for combating school bullying, then to suggest them to include into official paper of guidelines for each target group.

In addition, building partnerships requires definition of accurate strategies to analyze specific situations to create the necessary structures to continuous evaluation. All partners should be involved at every level of planning, implementing and evaluating their programs. Some elements that should be considered in the development of pragmatic strategies are given below:

- priority should be given on prevention and early warning systems that allow the taking of urgent measures for smaller incidents and tensions, which would otherwise degenerate into violent conflicts;
- upon the occurrence of violent incidents measures should be agile in order to clarify the causes and solutions;
- mediation is crucial in these efforts and should form the core of any strategy for partnership;
- the idea of partnership means that different actors in the overall activity should work together and be mutually supportive. Different levels of partnership, of course, should be determined and based on specific tasks.

From the various studies we have heard about as well as our own action-research held in the framework of "I Am Not Scared", the following conclusions emerge:

- Schools need to develop and implement policies against bullying. Together with the teachers, parents and students, the headmaster should establish a zero tolerance policy and suggest appropriate disciplinary measures. He/She should also offer possibilities of professional improvement for teachers.
- Moreover, the school staff should work towards a school culture that aims at changing the attitudes regarding bullying and promoting an environment in which acts of violence towards other students are not tolerated.
- The school reaction time when confronted to a situation of bullying, listening to requests and the space dedicated to emotional aspects seem to encourage conflict solving and limit the negative impact. It can be done, for instance, through the creation of a "listening and talking space", the appointment of a "trustworthy adult" (the adult vouches for the well-being and security at school, it is known that he/she will not keep inactive), the opening of a toll free number... Schools need to be creative in implementing prevention measures, "each according to its development".



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

- It seems important that all the members of the school staff (not only the teaching team, but also the administrative and blue-collar staff) be made aware of the issue and of their power thereof. Acting and bringing answers first, handing it over if necessary.
- Involving students in the implementation of devices to prevent or tackle violence helps reducing violence progressively and promotes democratic practices within the schools.
- It seems important to be able to consult specialists whether for mediation between parties in conflict, prevention, information sessions or psychological and social care. Therefore, it seems relevant that the school be able to resort to external help.
- It is also important to work with the whole class: reminding the rule, the framework, the values (everybody's right to well-being and security), but also listening to the students, their expectations and suggestions, notably regarding the school rule, the building of which they could contribute to.
- The importance of rebuilding must be emphasized, for the bully as well as for the victim. The one who commits the offence must be considered as much as the victim! The punishment is only one part of the answer, inadequate on its own, and even counter-productive if not understood! It gives the bully no clue for a more appropriate behaviour and he/she might do it again somewhere else, especially if he/she has not realized the seriousness of the acts. It is therefore essential that the bully understand how inappropriate his/her behaviour is and find alternatives.
- Great principles of rebuilding: to involve the two protagonists in expressing and understanding what has been done and in the search for solutions; focus on the behaviour rather than on the person (to consider the student-harasser as a person who can also do positive things, who can change, who can unlearn harassing), bring the student-harasser in a responsibility and rebuilding approach.
- The sooner the interventions occur, the higher the chances they can prevent the development and chronicity of problematic behaviours. Besides, the acts have to be handled continuously. Keeping watch on the follow-up is indispensable because bullying is not an ordinary form of violence.
- Dialogue and collaboration with the parents need to be reinforced to avoid escalation (settlement through legal means, counter-productive attempt to settle things between parents or withdrawing the child). Parents need to be informed of the facts and involved in their solving. Like the school staff, they need a specific training to face bullying and react adequately, together with the school.
- Finally organisational and/or structural replies (premises, supervision, school rule ...) need to be found for the school to tackle efficiently and durably bullying phenomena.

'Best Practice tips' for policy makers.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

1. The creation of a European Observatory that gathers all the information about the cases of bullying and common strategies and that will support all the people who work in the field.
2. Give schools a clear definition of bullying and a model anti-bullying policy which they can, if they wish, adapt and adopt for their particular school
3. Provide schools with a toolkit of strategies to deal with bullying - it is important to keep those strategies up to date with the latest national and international anti-bullying initiatives and, where new initiatives have proved successful, pass details onto schools and/or set up local trial projects
4. Implement a unified and coherent strategy, rather than individual activities.
5. Include bullying in syllabus designs for teacher training courses, with the intervention of computer experts in cases of cyberbullying.
6. Initiate community awareness programs and social campaigns on bullying within schools (responsible institutions: county school inspectorates, schools, Child Protection Authority, police, municipality). They should recognize the problem of bullying and encourage schools to develop coherent, continuous bullying prevention policies.
7. Develop school partnerships with other local institutions - police, local authorities etc. - to create a safer 'bully free' neighbourhood for young people.
8. Develop intervention protocols that can be applied by the schools when bullying acts are observed. The information could be available on national or transnational portals.
9. Encourage schools to adopt a consistent whole-school approach and to ensure that all staff are trained in dealing with bullying issues.
10. Policy makers should focus their attention on the needs of the teachers and identify what support they need to be able to combat bullying at school in the most cost effective and time effective way.
11. Encourage visits from the local police to explain to students what active citizenship is, how the law defines 'bullying' (e.g. harassment) and the possible consequences for the bully if found guilty of a criminal offence.
12. Cooperate with medical experts to study the emotional and cognitive conditions that may lead to bullying behaviour or behaviour which could lead to being a victim of bullying.

'Best Practice tips' for school directors / headteachers.

1. Each school should have its own anti-bullying policy. The school head teacher should ensure that their school has a clear behaviour policy which is consistently and fairly applied. Heads should take a strong position on the problem of bullying and support all school and community anti-bullying initiatives, and support activities to address any specific problems with bullying in their school. They should also implement intervention programmes and teacher / parent training programmes to combat bullying and ensure that all staff, parents and students are aware of their roles and responsibilities to combat bullying.



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The Anti-Bullying Policy should contain:

- a. a statement of the school's policy against bullying;
 - b. a succinct definition of bullying,
 - c. a declaration of the right of all individuals within the school community - students, teachers, other workers and parents - to be free of bullying;
 - d. guidance on the roles and responsibilities of all those who become aware that bullying is taking place
 - e. a clear description of systems and procedures to be followed whenever bullying occurs
 - f. an undertaking to review the policy on at least an annual basis or if considered necessary after any bullying incident occurs.
2. Headteachers should ensure a safe and supportive school environment to give all shareholders a sense of belonging to a group with shared values.
 3. School leaders should seek to maintain good communications with parents and this should be a particular priority when there is a bullying problem. It is also very important to ensure that all staff and students fully understand and apply the school's rules and policies whether an incident takes place on or off the site. They should seek to ensure that parents become involved in school life, so that they feel that they are part of the school's community and can contribute towards ensuring the school offers a safe welcoming environment which is conducive to learning. If a parent feels welcome in school they will be more likely to contact the school first, with a more open mind, if a problem occurs.
 4. A range of strategies should be employed to ensure that incidents of bullying are kept to an absolute minimum. It could be good to carry out different strategies, such as : "classroom meetings", create "debating groups" to analyze cases; employ active learning methodologies, encourage cooperative learning, making students aware of their responsibilities and of the need to collaborate for the group to work well; resolve group conflicts, create and foment a school climate that rejects abuse (gender violence, bullying...); create help groups: supervisors, other pupils' class teachers, classroom helpers, playtime helpers...; develop a non-violence syllabus and design and implement antiviolence projects: campaigns, competitions...
 5. Headteachers should organize various in-service training activities on bullying. Thematic days could be dedicated in order to have a greater impact on students and parents.
 6. Headteachers should ask the help of external specialists and trainers to carry out the implementation of their anti-bullying policy.
 7. Headteachers should involve the students in the fight against bullying. There are many ways to give students a sense of responsibility and a key role in conflict prevention and resolution (peer mediation, etc.) Young people should be involved in making school rules against bullying and in making judgments about punishment when the rules are broken. For it to work, adults must play an active and guiding role to protect the welfare of all the young people involved.
 8. They should motivate children who actively participate in competitions, sports events, school events and those who show great academic achievements. They would be proud.
 9. Headteachers should increase supervision during and after classes (break, lunchtime). The control of the conduct of the boys/girls at all stages of school, even those recreational or less structured, such as the activities in the playground, lunch breaks, travelling on the bus



10. Headteachers should motivate the teaching teams to carry out new pedagogical projects. To dare to launch unconventional projects in order to adapt the methods for young people to become autonomous and responsible citizens.
11. As to class management, lessons and class discussions about equality will be a good example as well as "bullying boxes", where students could post an anonymous message reporting the own experience. The case studies could become the starting point for a classroom performance where students have to play the role of the victim/bully. It is an enjoyable activity to make students think about how they would feel if they were the bully or the victim and what they can do to prevent the incident from happening again. This could be a suggestion for the bottom up approach, to make students play an active role in the fight against bullying.

'Best Practice tips' for teachers

1. Teachers should work to prevent bullying in their classrooms, they should not deny the existence of the bullying problems and should not be afraid to tackle them in the classroom with the students.
2. Know your students well. When they are familiar with the class as a group, it is easier to note individual children's behavior changes, see the dynamics of group relations and recognize bullying (especially if they took place in hidden form, for example, neglect, rejection, gossip, etc.).
3. Be able to distinguish bullying from other behavior and teach children to recognise bullying and encourage them to seek help when it is needed.
4. React seriously to bullying stories told by children. - listen to the children without blaming them, also without underestimating the importance of the facts. It is important to encourage children, saying that the bullying is not the same as complaining or griping, so they can feel more secure when telling the facts.
5. Make Consequences of bullying Clear - an effective strategy for schools to reduce bullying is to have a policy outlining how teachers and school staff address the issue of bullying in the classroom and how incidents are dealt with after they have happened. All students need to be aware of the consequences of bullying.
6. Detect and respond to bullying. In any bullying situation to inform the parents.
7. Respond quickly to suspected incidents of bullying.
8. Make sure, that you don't treat (not necessarily by grades) any children better because they are considered as the "weaker" ones, because usually this kind of better treatment attracts other students attention and they could get jealous.
9. Organize additional work for children who behave not according to school roles.
10. Remind students about school rules and policy on bullying.
11. Monitor the students, to take care of them, to get known better pupils' families. Students should not be afraid to seek help from teachers. There should be continuous collaboration and communication between parents-children-teachers.

Set clear, specific guidelines / rules for students' behaviour, interpersonal communication, also set appropriate penalties, restrictions for those students who fail to comply with the rules of mutual coexistence (for example, to create a "behavioural scoring system").



“Best Practice tips” for parents

Recommendations for parents who suspect their son/daughter is being bullied:

1. Exercise parental control when necessary, monitor your child's behaviour, question when necessary and behave as a role model adult.
2. Observe your child for signs they might be being bullied - Children may say if they are being bullied. Signs could include: ripped clothing, reluctance about going to school, reduced appetite, nightmares, crying, bed wetting, or general depression and anxiety. If you discover your child is being bullied, do not tell them to “let it go” or “suck it up” or ‘hit the bully back’. Instead, ask open questions where you can learn what is really going on at school so that you can take the appropriate steps to rectify the situation. Most importantly, let your child know you will help him/her until the problem is solved.
3. Find a quiet time to talk to your child if you suspect they are being bullied at school and persevere until you are satisfied you have the root of the problem.
4. Talk to your children about what the word ‘bullying’ means. When faced with bullying (and in particular – when child has become the object of ridicule, harassment) the child may be too afraid or too embarrassed to talk. It is important not to encourage a child to feel that he/she is not like others or that there is something wrong with him/her or that he/she should change himself/herself to fit in with the crowd or appease the bully. Also children need to know that bullying is not normal or acceptable.
5. Ask your children how their peers treat them. Children often are ashamed to bring up the subject. Parents must not be similarly ashamed. Parents should seek to maintain a close relationship with their children, based on mutual trust and respect. They should be interested in their hobbies, friends, and their school-life contexts. Parents should encourage children's interaction with their peers (contemporaries), to strengthen the ties between the child and his/her friends, try to be as involved as possible in their school life – be interested and maintain regular contact with the child's teacher. This will make it easier to talk to the teacher if a problem occurs.
6. Do not expect your child to always find a solution on their own. Bullying is not simply a problem of individuals. Given the influence of peer groups and reputational factors in maintaining the behavior of bullies and victims, it is not realistic to expect young people to alter the dynamics of bullying by themselves. Support your child to face and solve conflicts and problems but not to be afraid to ask for help. Show them how to express anger without demonstrating aggression and without offending other people by using calming words or actions. Help your child to see and understand that bullying, violence and other forms of ill-treatment effects which he or she may have seen on TV is not acceptable behaviour.





Project Number 511645-2010-LLP-IT-KA1-KA1SCR

7. Encourage children to make friends, enroll them in clubs and activities where they can learn and practice social skills in different situations, encourage hobbies which may be good for boosting their self confidence and self esteem. Bullying flourishes can flourish when young people are together and have nothing else to do.
8. Explain that any form of bullying is unacceptable and no one should have to put up with it.
9. Work with the school to offer programs for parents, focusing on bullying awareness, and strategies which parents can follow to deal with the problem.
10. Do not automatically blame the school. There may be good reasons why they are unaware that your child is being bullied and responsibility for problems may lie outside school
11. Ask about the school's anti-bullying policy, a copy should be freely available.
12. Let the school have full details of how you believe your child is being bullied and the effect this is having on them and on their education. Agree with the school what action they will take and what action you will take.
13. Arrange a follow-up meeting with the school after your initial contact. Talk to your child's teachers to find out what is normal behavior for children of that age group and to find out the class atmosphere is like.
14. Talk to other parents - where there's one bullied child there are likely to be others.
15. If the situation does not resolve itself to your satisfaction seek specialist help outside the school perhaps with one of the national anti-bullying organisations e.g. <http://www.bullying.co.uk> or www.antibullyingalliance.org.uk) or you could contact the Public Officers responsible for your child's school.

Recommendations for parents who suspect their son/daughter is bullying others:

- React calmly. Try not to show any anger or to take a defensive attitude. Ask your child to explain what they are doing and if they have behaved like this before.
- Ask them if there is a reason for their actions. Make them realise that if they are hurting a schoolmate and making another person unhappy, then this will lead to future consequences for themselves.
- Teach them that violence is not an intelligent way of resolving conflicts and make it clear that they must stop doing what they are doing. Help them to understand that you find this behavior totally unacceptable and disappointing but that because you love them, you will work with them to find a solution.
- Find out if there is anything in particular that is worrying them and leading to this behaviour. Help them to find non-aggressive ways of reacting to the actions of others. Ask them to walk away when they feel they are losing control. Explain the difference between aggressiveness and



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assertiveness (assertiveness is standing up for one's own rights without violating the rights of others).

- Talk to the class teacher and tell him/her everything you know. Work with the teacher to try to help your child to stop behaving in this way. It may be useful to talk to the school psychologist and ask for guidance. Ask if there is somewhere or someone in the school where the child can go to when he/she feels they are about to lose control. Agree on the action to be taken if problems occur.
- Reward your child when he/she behaves well and, above all, provide them with opportunities to behave well. There may be other children who might act provocatively if they know he/she is working to break out of the circle. Tell your child not to respond to this provocation and to try to react calmly.

“Best Practice tips” for students:

For students it is advised to be friendly especially with children who are rejected, may be abused and bullied. The children who are alone and unable to defend themselves, or are intimidated, are bullied and harassed more frequently. If a child who is experienced bullying is not alone, then for offender it is more difficult to mock or harass him/her. It is better to go home with friends or go near the adult who goes in the same direction, also to avoid places where you can often meet the harasser.

Seeing the suggestion that all students should be friends, not enemies it is advised as follows:

1. Try to involve as many as possible classmates into your activities.
2. Tell parents about the day at school.
3. Do not show that you are humiliated and do not cry – tell him/her how you feel, there is no need to cry or to shut down and stay quiet about bullying, try to talk this situation through.
4. If you feel that someone is bullying you, after talking to the bully or if this discussions didn't go through so well, go to the social counsellor, teacher whom you trust or psychologist to get advice from her/him, these people might be able to help you. Think through your actions carefully, maybe there was something that provoked the bully. Self-critique is necessary.
5. Try talking with your bully at first: explain him/her how you feel, try asking how he/her would feel if in your situation, or how he would feel if somebody bullied his/her little sister or brother; try appealing to his emotions, but not in front of other people – try to talk when there is no one else around, this might catch his/her attention.
6. Don't respond to violence with violence. This will only create more problems and will not solve the existing problem.
7. Get some help - A victim's most difficult decision is to get some help when facing a bully. It also happens to be the best decision of all since it is the beginning of the end for the bully. Bullies usually prey on people that seem to be weaker than themselves. They gain their power through intimidation and the fact that a victim under their spell does not fight back. While getting help provides the victim with the light at the end of the tunnel, it also makes a stand. It gives a message to the bully. It says: "I will not take your bullying ways! I will fight back!"





Project Number 511645-2010-LLP-IT-KA1-KA1SCR

8. Teach the bully how to mend his ways - help him develop positive relationships with his peers. Often bullies are people with a very low self-esteem. They have no confidence in their abilities. There also have poor social skills. Help them develop good friendships.
9. Organize information on how of pupils appropriate management of specific instances of violence, focusing on the development of self-control skills, conflict negotiation, communication, means of self-defence.
10. It is important that you keep a record of incidents of bullying, nasty texts or emails etc. This type of information can be used as evidence and to show the extent of the problem.

“Best Practice tips” for school counsellors

Both school counselling programs and bullying-intervention programs should meet the needs of students at various stages of development. Counsellors should help students understand the difference between who they are as people and the behaviours that they choose. This distinction is especially important when discussing bullying with them.

School counsellors are one of the key components for creating a positive school environment and assisting both the student who used the bullying behavior and their victim. Counsellors in the school environment help teach, gain respect, discuss bullying with students, and teach students what to do to stop a bullying situation. School counselors must also provide reactive services when dealing with a bullying situation.

The role of COUNSELLORS should be admitted in educational institutions because their intervention would solve problems of various types: sexual, moral, religious social and so on... Schools should activate as in the UK a STUDENT SUPPORT DEPARTMENT to control students during the break and at lunchtime.

1. The main advices in bullying prevention way for school counselors would be to take initiative and to organize bullying_prevention programs in schools.
2. They need to monitor bullying_prevention activities and provide comments and suggestions to the school administration.
3. Counsellors should participate at student discussions, to ask for advices and their participation in bullying solving situations.
4. Take the advice of a pro-active role in the school community by disseminating offer psychological support and their involvement outside the school office in identifying and solving problems students, teachers and parents, which can lead to bullying situations
5. Search for collaboration with active parents and to organize trips, excursions to the parents' workplaces
6. Organize meetings with parents whose children are bullies and organize closed meetings with the victims of bullying. Provide support and help for them. Do not advertise these meetings. It is important to respect the privacy of the victim; otherwise he/she may not come for help. parents of victims can encourage them to take part in extracurricular activities in order to reduce their isolation; think together with the aggressor's parents about how to reduce hostile behaviours.



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Project Number 511645-2010-LLP-IT-KA1-KA1SCR

7. Ask teachers if they have any updates about specific cases, students, events, etc. Do not hide important information from teachers. They need to know the status of the situation, because they have to work with children in lessons everyday.
8. Suggest and implement interventions aimed at restoring and / or developing self-esteem in adolescents, so that they refuse to submit to the emulation of the peers considered the strongest and the leaders to receive recognition;
9. Interventions aimed at understanding and managing their own and others' emotions: development of emotional intelligence;
10. Advise the Teaching Coordination Committee and the school management about psycho-pedagogical criteria and attention to diversity when structuring syllabus projects and about dealing with the problems which may arise.

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- <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%207980>
- <http://www.police.govt.nz/service/yes/nobully/index.html>

BELGIUM

TOOLS FOR TEACHING TEAMS

- ✓ www.pipsa.be: website with references of learning games and tools promoting health, which offers prevention games to be used in the classroom. In the list of tools, select *violences* in the thematic search bar.
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- ✓ Awareness tools to be used from 7 years old: *Et si on parlait du harcèlement à l'école*, Association Les Petits citoyens, Paris, 2012. <http://www.unicef.fr/contenu/actualite-humanitaire-unicef/et-si-sparlait-du-harcèlement-lecole-2012-01-01>



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- ✓ The “Belfedar”, from 10 years old: Belfedar is a cooperative game to develop social skills that are useful to prevent violence and positively handle conflicts, through exercises the goal of which is to know oneself and others better, develop self-esteem, promote emotions expression and management, listening, cooperation, ... www.belfedar.org
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BELGIAN AND INTERNATIONAL ONLINE RESOURCES

- ✓ www.pipsa.be: website with references of learning games and tools promoting health, which offers prevention games to be used in the classroom. In the list of tools, select *violences* in the thematic search bar.
- ✓ http://www.bced.gov.bc.ca/sco/resourcedocs/bullying_f.pdf Pleins feux sur l'intimidation - *Programme de prévention à l'intention des écoles élémentaires* is mainly destined to monitors who wish to intensify their efforts to create conditions in which children respect and support each other. It provides important information on the very nature of bullying and on the related myths and stereotypes. It contains sound suggestions to secure the cooperation of parents, teachers, students and members of the community so that they can all work together to a project for a serene school environment in which children will feel free to learn and teachers free to teach.
- ✓ **Inforacket:** <http://www.inforacket.be/>
 This website chooses to avoid a debate on structural violence produced by society and focuses on the type of relations at work during the act. Far from inevitable, racketeering, a complex and always contextualised phenomenon, requires an important mobilisation of social preventive as well as political areas.
- ✓ **École sans harcèlement (Bullying free school):**
<http://www.schoolzonderpesten.be/index.php?lang=fr>
 The “École sans harcèlement” project offers to all primary schools in Belgium concrete and feasible prevention initiatives mainly destined to the group, rather than to one bully or victim, which is a really innovative feature of this approach. Besides, the initiatives are perfectly integrated in the existing school activities regarding bullying, social skills, health, etc.
- ✓ **Resource centre: special report on preventing school violence**
<http://www.fapeo.be/thematiques/2006/violence.pdf>
 FAPEO's overview of the measures to prevent and tackle school violence
- ✓ **European Observatory on Violence in School**
 The Observatory is a reference structure on the issue of studying school violence. It is the achievement of long term studies held by various teams. The research is of an important cumulative nature in France and other countries. The European Observatory on Violence in School federates the research of university teams from several European countries.
- ✓ **International Observatory on Violence in school:** <http://www.ijvs.org/2-6032-Home.php>
 The International Observatory on Violence in school is a non-governmental organization the main goals of which are: collecting, promoting and disseminating multidisciplinary scientific studies on the school violence phenomenon; assessing scientifically the studies and reports published on school violence; assessing scientifically the programmes and policies to tackle the phenomenon; regular creation and publishing of a report on school violence worldwide; making concrete proposals for field actions based on the results of scientific research; supporting teachers and professionals training; training to research on school violence and support to young researchers who want to engage in a relevant project.
- ✓ **School programmes on violence prevention:**
<http://www.ucalgary.ca/resolve/violenceprevention/Francais/index.htm>





Project Number 511645-2010-LLP-IT-KA1-KA1SCR

This document was produced to list all the school programmes aiming at preventing violence towards little and teenage girls, the main targets of many forms of violence including violence from a partner, sexual assault and sexual harassment. However, boys are also the victims of the various forms of violence described in the guide.

✓ **Resource Centre on non-violence:** <http://www.non-violence-mp.org/>

The Midi-Pyrénées Resource Centre on non-violence is a non-profit association aimed at promoting the doctrine and practice of non-violence by making available many thinking tools, activities and trainings on non-violence and the positive handling of conflicts for private individuals, associations and institutions.

✓ **International Centre for Conflict Resolution and Mediation** <http://www.circm.com>

The Centre's goal is to promote conflict resolution and mediation as effective means to prevent violence; encourage communities to use mediation as a conflict resolution method; include a research aspect in order to assess the impact of the implementation and teaching of conflict resolution and mediation on the field and to people; teach conflict resolution in schools and in communities; develop pedagogical guides to teach conflict resolution and mediation at school; create, in partnership with other organisations, a network in Quebec and Canada in order to support the development of conflict resolution and mediation.

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