

# STOP BULLYING

## BUILD FUTURE!



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## PROJECT BUILD FUTURE, STOP BULLYING

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## REPORT

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## **INTRODUCTION**

The current research within the framework of the “Build Future, Stop Bullying” project draws upon the bullying prevention and related prevention tactics to extract a set of recommendations on bullying prevention programming. This issue is especially timely, given the growing number of prevention programs available to schools within EU, making it difficult for decision makers to determine which strategies and tactics to follow. The current initiative also identifies bullying prevention approaches and underlines the conjunction between school, family and students as a prevention and intervention program. Despite the impact of the policies at national and EU level in terms of reducing direct, face-to-face bullying, new evidence during the current research suggests that a less direct form of “non-visible” bullying is becoming more insidious, propelled in part by the trend of new ways of communication and interaction among students within primary and secondary education. Taking this aspect under consideration has been part of the planned activities, in order to evaluate and tackle this phenomenon.

# PART I

## THE EXISTING RESEARCH ON THE PROJECT'S THEMES

*KE.D.D.Y. of Evia, Greece*

## 1. ANTI-BULLYING PROGRAMS' EFFECTIVENESS

A growing number of school-based bullying prevention programs have been developed but relatively few programs have been rigorously tested regarding their success. Rather, there is considerable variability in the methodological quality of the evaluations of bullying prevention programs. With regard to the overall impact of prevention programs, several reviews and meta-analyses have evaluated the efficacy of bullying prevention programs on bullying behaviour. Some researchers concluded that bullying prevention programs have limited impact (e.g., Ferguson et al., 2007; Merrell et al., 2008), and others interpret the literature more favourably (e.g., Farrington & Ttofi, 2009; Ttofi & Farrington, 2011). Farrington and Ttofi (2009) found that the programs, on average, were associated with a 20% to 23% decrease in perpetration of bullying, and a 17% to 20% decrease in victimization. The effects appeared to be stronger among older children (ages 11–14) than among those aged 10 years and younger. The programs were also generally more effective in Europe than in the United States or Canada. It is more likely that the different conclusions drawn across the various systematic reviews are due to the variations in the methodology used to select studies for the review (e.g., language or type of publication, sample size, a focus on North America, indicator of bullying; see Ttofi et al., 2014, for a detailed contrast). Some of the core elements of effective programs included management approaches, such as high levels of playground supervision, use of consistent disciplinary methods, and class management strategies. Class and schoolwide rules related to bullying and training of teachers were also identified as common elements of effective programs. Another effective element included the use of parent training activities, meetings, and information, although these activities tended to be relatively “light” (e.g. disseminating informational material about bullying). Moreover, aspects of training, including the amount of time and the intensity of the training, were also positively associated with the efficacy of programs. Consistent with previous studies (Domitrovich et al., 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Olweus, 2005), the program’s dosage and fidelity were functionally associated with the program’s impacts. Another more recent essay examined the impacts of 12 school-based bullying prevention approaches which focused on bystanders’ responses to bullying; this study suggested that these models were generally effective at reducing bullying, with the effects being stronger in high schools than in junior schools. Specifically, programs targeting observers’ behaviour may require greater cognitive processing skills and social skills for navigating complex social dynamics and relationships, thereby making them more effective among older youth.

## 2. THE CURRENT SITUATION OF RESEARCH

Further research is necessary to determine the effectiveness of intervention programs among different populations. There may be some cultural or community contexts in which students or families who report bullying are shunned by their peers or other community members, thereby potentially compromising the effectiveness of approaches which emphasize reporting bullying to adults. Program’s impacts may also vary according to other factors, such as the students’ age or gender, the type of involvement in bullying experienced (e.g. bully, victim, bully/victim), as well as forms of bullying, such as cyberbullying or bullying related to perceived sexual orientation or disability.

Within our survey, rates of bullying tend to peak during middle school, however very few bullying prevention programs have been developed for and tested with high school students. Yet, as noted above, Farrington and Ttofi (2009) and Polanin et al. (2012) reported larger effects among adolescents in comparison with younger children, which confirms our findings. There is also a growing concern about the impacts of bullying on youth who witness bullying and few studies have by now examined impacts on observers. A related line of research aims to identify characteristics of the child, of peer relationships, of the school environment and of the bullying situation that may serve as risk – or as protective factors – for acts of bullying.

The vast majority of programs is aimed at preventing bullying within schools, yet there is a great need for identification of effective prevention models to be implemented in other contexts, such as communities, afterschool programs, camps, colleges and universities, and medical settings. Other issues, such as the culture of the school, community (e.g. urbanicity, rurality) or country where the research is conducted, should be considered as related to the context of the research on prevention programs. For example, as noted above, Farrington and Ttofi (2009) reviewed programs that were generally more effective in Europe than in the



United States or Canada. Although it is unclear why this may be the case, it is possible that schools in North America foster a different cultural context related to peer behaviours and norms about aggression, violence and retaliation. Moreover, the increasing emphasis on academics and high stakes testing is often prioritized over activities to promote children's social and emotional development, which is not the case within the EU.

### 3. APPROACHING SURVEY FINDINGS IN A SYSTEMIC WAY (FAMILY – SCHOOL – STUDENT – COMMUNITY)

- A number of family characteristics, as indicated and confirmed during the survey, have been linked to bullying perpetration, including family members' involvement in gangs, poor parental supervision, negative family environment, parental conflict, domestic violence, low parental communication, lack of parental emotional support, authoritarian parenting, inappropriate discipline and parental abuse. Although such findings are consistent with arguments that state that aggressive modelling and poor parental supervision contribute to bullying, causal direction has not been clearly established and the impact of hereditary influences remains unclear.
- Bullying has been mostly studied in the school context, and the positive or negative climate of the school impacts on the frequency of bullying and victimization. Higher levels of bullying and victimization have been linked to inappropriate teacher responses (32%), poor teacher-student relationships (22%), lack of teacher support (22%) and lack of engagement in school activities (18%). Students are also less likely to report bullying if they see their school climate as negative, which was the main idea behind the creation of the bullying Radar App. The relationship between school climate and bullying/victimization may, however, be bidirectional with poor school climate contributing to bullying and vice versa.

- Students spend much of the day interacting with peers in school, neighbourhood, community, and through social media, and bullying acts almost always occur within peer contexts. Bullying and victimization are more likely in classes characterized by peer norms that support bullying and by high peer conflict. This case, in conjunction with non-visible bullying cases, appeared in our research to be very frequent. Affiliation with aggressive peers is also associated with greater bullying perpetration, as is peer victimization, and negative relationships with classmates. One of the most extensively researched peer influences on school bullying is that of observers. Observation has indicated that, on average, one to three peers are present in the vast majority (66%) of bullying incidents within school environment. Observers, however, often respond in ways that encourage rather than discourage bullying. For example, teachers observed that peer bystanders actively joined in with bullying 25% of the time, only intervened on behalf of victims in 25% of the incidents and were mostly passive observers (50%) – a response that may well be interpreted as a silent support of such behaviour.

According to peer perceptions, about 20% of students are viewed as encouraging bullying, and another 7% as actively supporting or participating in the bullying. Only 17% of students, mostly girls, are identified by peers as defenders who intervened on behalf of victims. Given these findings, most of the teachers focus on observers as a critical resource in antibullying efforts.

Unfortunately, with age, observers become increasingly passive in their responses and less likely to advocate for victims, which is the case among high school students (less with junior high school students). Those who defend the victims have greater empathy and greater social efficacy and usually enjoy a higher social status (popularity) and are better liked, not only by the victims they defend but also by the broader peer group. High social status may lend confidence to one's capacity to intervene and reduce concerns about violent retaliation.

- Beyond families, peers and schools, there is the influence of communities and the larger society, with higher levels of bullying linked to negative or unsafe neighbourhoods, gang affiliation and poverty. It also came to our attention that bullying acts are positively linked to violent TV and video games. Generally, increased bullying and victimization are found in communities in which violence is modelled and/or condoned.



#### 4. A RELATIONAL APPROACH TO UNDERSTANDING AND TACKLING BULLYING WITHIN A SCHOOL ENVIRONMENT

A relational perspective on bullying is important when dealing with gender issues. Gender issues in bullying include, but go beyond, such contrastive questions of whether boys or girls are more likely to be bullies, or whether female bullying is best captured through attention to social or relationally aggressive forms. Bullying is a gendered phenomenon in many ways, whether it be in the choice of targets, in other-sex peers, cross-gender bullying, in developing intimate relationships of coercion and control, the targeting of youth is based on real or perceived sexual orientation, and sexually harassing behaviours are used as a means of bullying.

Gender often underlies decisions about whom to harass, why to harass, and how to harass. One finding that becomes evident once bullies and victims are considered in a dynamic relationship is that bullying is not limited to same-sex peers. Indeed, once children's interactional preference for same-sex partners is controlled, rates of same- and other-sex aggression are relatively similar, although there may be a preference for boys (but not girls) to direct physical aggression (but not relational aggression) to other boys. Sexual selection theory provides a conceptual framework for understanding same-sex aggression, as same-sex peers means for dominance and control. However, dominance motives can underlie other sex aggression as well.

Even before adolescence, empirical reports suggest that there is a disturbing number of cases, possibly half, where aggressive boys are harassing girls. Olweus (1993) first reported this finding, writing that "boys carried out a large part of the bullying to which girls were subjected" (p. 18). 60% of fifth through seventh grade girls who were reportedly harassed said that they were bullied by boys. Socially marginalized boys, who are unpopular and rejected, are more likely to harass girls, but the specific rate is quite low, at least in the schools we monitor and within a population of almost 30,000 students, as it lies beneath 2%. In contrast, socially integrated bullies tend to act same sex bullying and dominate unpopular targets. Such cross-sex bullying is particularly problematic as it may diminish children's ability in interacting with cross-sex peers. As a result, we may see less adaptive and more maladaptive interactions with cross-sex peers, the consequences of which can play out seriously in behaviours such as sexual harassment and violent relationships that can become an accepted part of peer culture and of culture at large.

Peer sexual harassment is often seen as a purely adolescent phenomenon, related to adolescents' attempts to position themselves as desirable mates. However, sexual harassment begins as early as elementary school, with 38% of girls who experience sexual harassment reporting its first occurrence even before entering middle school. Moreover, the longitudinal associations among bullying, homophobic name-calling, and sexual harassment in youth are evident in children as young as 10. Thus, the origins of peer sexual harassment may be linked to how boys and girls get along with each other in early and middle childhood.

However, when risk factors for aggression are aggregated, such as when arousable, dysregulated, and aggressive boys spend time with other similar boys, the likelihood for the inculcation of aggressive and bullying behaviours is enhanced. These examples highlight the importance of the larger social network in which bully/victim relationships are embedded. Importantly, the social embedding of bullying begins early, as children first come together in groups of same-age peers in preschools and daycares and continues through childhood and adolescence and into adulthood.

While we have focused on applying a relational approach to issues of gender, the same can be done for race and ethnic characteristics. From a relational perspective, any notable difference between people that can be associated with power differences (such as religion, disability, or ethnicity) has the potential to be seized upon as an object of harassment in a way that cannot be captured by strictly individual-level taxonomies or approaches that focus exclusively on bullying-like acts.

From a measurement standpoint, one goal for future research will be to empirically assess repetition and power asymmetries within the bully/victim relationship and social networks, as opposed to simply providing (or not) children and youth with definitions of bullying that may or may not be relevant to their construction and experiences of bullying.

## 5. SCHOOLWIDE PREVENTION ACTIVITIES

Consistent with the social-ecological framework and after discussions with educators and school principals, schools should address their social environment and the broader culture and climate of bullying. Given the links between bullying and school climate, activities that improve the various conditions of school climate (in accordance with the philosophy of the Bullying Radar Application) will likely translate into reductions in bullying and may increase the quality of the implementation of research-based programs. However, efforts aimed at improving school climate require sustained and intensive commitment from all parties involved.

Schoolwide prevention efforts, which provide consistent positive behaviour supports, establish a common set of expectations for positive behaviour across all school contexts, and involve all school staff in prevention activities and are of unquestionable importance. Effective supervision in bullying “hot spots” and clear anti-bullying policies are essential elements of an effective schoolwide prevention model. The school playground, especially on breaks between classes, appears to be a particularly important context for increasing supervision in order to prevent bullying.

Collecting data on bullying anonymously within school environment will also support supervision and intervention process. These data can identify potential areas of training for teachers and other school staff, which is an essential element of successful bullying prevention. Ongoing data collection is also critical for monitoring progress toward the intended goal of reducing bullying and victimization. Involving families and the community is consistent with the ecological model and research suggests that programs which include family components are more effective in preventing bullying. Families play a critical role by providing emotional support to promote disclosure of bullying incidents and by fostering the ability to cope in their children. Parents seem to benefit from training in how to talk with their children about bullying, how to communicate their concerns about bullying to the school, and ways to get actively involved in school-based prevention efforts.

Although an understudied area, there are also bullying prevention activities that can occur at the community level, such as awareness or social marketing campaigns that encourage all youth and adults (e.g., doctors, police officers) to intervene when they see bullying acts and become actively involved in school- and community-based prevention activities. Such tactics and strategies aim to change norms related to bullying and aggressive responses to threat, but there has been little to no research on their effectiveness.

Considering the complexity of bullying and the outcomes of the survey, it is recommended that schools implement multiple integrated components, which target various aspects of bullying acts and the climate that supports bullying. This is in contrast to the typical single-session school assembly, which may increase bullying awareness, but is unlikely to actually reduce bullying acts. For example, at the class level, research highlights the importance of providing class time to discuss bullying and using lessons to foster social-emotional skills, effective communication, and strategies for responding to bullying. Effective class management is critical, as well-managed classes are rated as having a more favourable climate, being safer and more supportive, and having lower rates of bullying and aggressive behaviour. A recent meta-analysis by Durlak et al. (2011) also highlights the significant impact of social-emotional learning programs on academic and behavioural outcomes. Such intervention strategy provides children with direct instruction on replacement behaviours and skills for avoiding and effectively responding to bullying and other conflict situations. Dedicated interventions and counselling should also be delivered separately for children who bully and those who are bullied.



# PART II

## THE LEGAL FRAMEWORK

## CHAPTER 1. THE NATIONAL CONTEXT AND POLICIES IN ITALY

*Municipio I of Rome, Italy*

### 1.1 BULLYING IN THE ITALIAN LEGAL FRAMEWORK

The Italian legal system does not include any specific norm for punishing bullying, neither as physical nor as verbal aggressions. Today, bullying is punished by recurring to other offences present in the Criminal and Civil Codes, when the severity of the perpetrated acts calls for them to be considered as crimes under the Italian law.

The legal references from the Italian Criminal Code for dealing with acts of bullying are:

- Aggressions to people: Beating (art. 581); Personal injuries (art. 582); Defamation (art. 595); Insult (art. 594; which has been recently decriminalised); Threat (art. 612); Persecutory acts (art. 612-bis).
- Attacks to property: Theft (art. 624); Extortion (art. 629).
- Virtual aggression: The publishing of harming or inappropriate multimedia contents without previous consent (art. 615-bis); Identity thefts (art. 494); Harassment via social networks, websites and blogs (art. 660).

If those who perpetrate bullying acts are younger than 14 years old, they cannot be held as legally responsible (art. 97). The Italian law forces the judge to immediately declare the minor younger than 14 years old as non legally responsible (art. 26 of Presidential Decree 22 September 1988 n. 448). The minor between 14 and 18 years old can be held responsible if his/her competency is proved (art. 98). The judge has to rule, with the help and support of professional consultants, over the young people's competence.

Moreover, it is relevant to underline that bullying acts, as – in general – all illegal acts perpetrated at school, are relevant for the victim and for the perpetrator, the minors, for their parents and for the school. Teachers are asked to supervise students and are therefore responsible for damages against third parties caused by their students, if perpetrated when the students are under the teacher's surveillance. Italian law refers to the responsibility of each actor using the following denomination:

- Culpa del bullo minore (Responsibility of the minor bully);
- Culpa in vigilando/educando dei genitori (Responsibility for lack of surveillance/for lack of education by the parents);
- Culpa in vigilando/organizzando della scuola (Responsibility for lack of surveillance/for lack of education by the school).

Article 2048 of the Civil Code states the responsibility of tutors and teachers who are directly blamed for damages perpetrated by their students when under their surveillance, unless there is evidence that they were unable to prevent the act. For what concerns the criminal responsibility of teachers, art. 357 of the Criminal Code should be mentioned, when it states that teachers who are performing professional activities are assimilated to public officials, as well as art. 361 of the Criminal Code that establishes that a public official avoiding or delaying to report a crime brought to his/her knowledge in the course of his/her professional activity to the judicial authority (or to an equivalent authority) is liable of a fine.

## 1.2 CYBERBULLYING IN THE ITALIAN LEGAL FRAMEWORK

Regarding cyberbullying, on 17 May 2017 the Law 71/2017 “Dispositions for the protection of minors and the prevention and contrast of the phenomenon of cyberbullying” was approved in Italy; it includes measures for the prevention and contrast of bullying phenomena connected with the use of digital and telematic instruments.

In short, the law:

- States that any minor who is at least 14 years old and is victim of cyberbullying (or any parent or legal tutor) can apply to the manager of the Internet website or of the social network, or to the legally responsible person, in order to obtain restraining or prescriptive measures in his/her own favour (such as shutdown, removal, block of any personal data of the minor spread by the Internet, with the preservation of the original data). The legally responsible person or the manager of the website or of the social network has to formally communicate to have taken the question in charge within 24 hours from the transmission of the measure, and has to comply to the request in the following 48 hours. Should this not happen, the interested person can apply, by reporting or complaining, to the Ombudsman for Personal Data Protection who has to take action with the following 48 hours, as stated by the current law;
- Creates a technical commission for the prevention and contrast of cyberbullying and calls for the adoption by the Ministry of Education, University and Research of guidelines – to be updated every two years – for the prevention and contrast of cyberbullying at school. In particular, the guidelines should include a specific education of school operators, the promotion of an active role for students, supporting and re-educating measures of involved minors;
- Mandates that each school must nominate a teacher who will act as responsible for initiatives against bullying, will collaborate with the Police force and with the associations and youth social centres of the territory;
- Establishes educational actions on the matter of cyberbullying (funding for projects and promotion of an aware use of the Internet);
- Applies to cyberbullying the discipline of the Police commissioner’s reprimand, as in the cases of stalking: as long as there is no legal complaint or charge regarding insult, defamation, threat, illegal treatment of personal data perpetrated via the Internet by a over 14 years old minor against another minor, the Police commissioner – having collected all information by the investigative bodies and having heard all involved parties – can summon the responsible minor (accompanied by at least one of the parents or legal tutors) and reprimand him/her and invite him/her to hold a behaviour in accordance with the law.

During the Parliamentary discussion of the law, the Government took committed itself to:

- Promote legal and other initiatives for the contrast of behaviours that encourage hate and sexual insults, also by collaborating with associations and school institutions; act together with social network’s legal representatives with the aim of modifying algorithms in order to enable them to single out and eliminate illegal contents, considering as possible a direct responsibility of the social network representatives when actually persecuting crimes already envisaged by the law; support and extend with any possible measure the work of the Postal Police (a Unit dedicated to cybercrimes);
- Evaluate the possibility of including in the next Budget Bill adequate funding for Postal Police and schools to grant a permanent activity of prevention, education and awareness raising of students and families on cyberbullying.

### 1.3 GOOD PRACTICES

On 2 March 2016 Lazio Regional Council approved the proposal of the Law nr. 202 "Discipline of Regional Intervention on Prevention and Contrast of Bullying". Surveying, preventing, managing and contrasting of bullying and cyberbullying: these are the objectives of Law nr. 200 of Regione Lazio, the first Italian public body to approve a law for contrasting the phenomenon.

The Law creates a fund of € 750.000 for the three years 2016-2018 for supporting social, cultural and sport projects, programs and structural intervention to be implemented in the school environment in order to raise students' and families' awareness on the phenomenon of bullying and its consequences and on other forms of discrimination. Funds are available for schools, National Health Agencies and all other associations operating in the field. The law promotes educational activities for school operators for granting the acquisition of the right psychological-pedagogic techniques and educational tools for implementing an effective action of prevention against bullying and cyberbullying.

Furthermore, the Law in article 3, clause 4 states the Region will cover legal expenses for victims of bullying in legal proceedings, with the financial limit established for free legal assistance.

Finally, the Law creates a Regional Commission at the Presidency of the Region for the prevention of bullying together with all community actors that can collaborate for contrasting the phenomenon.

The Law by Regione Lazio, apart from being the first in Italy, represents an important step further in recognising bullying and cyberbullying as a social phenomenon, stressing the importance of prevention and of a collective effort (public body, school, association, territory) and shows elements of innovation in the national legal context, especially for what concerns concrete help for victims.



## CHAPTER 2. THE NATIONAL CONTEXT AND POLICIES IN SPAIN AND CATALUNYA

*Autonomous University of Barcelona, Spain*

The phenomenon of bullying in schools has had a wide social and media repercussion in the last years in Spain, in general, and in Catalonia, in particular. This social and media attention has been, at a large scale, a consequence of the impact of extreme cases of bullying, including some cases that have caused the suicide of some teenagers in different cities in the country.

Bullying is not a specific crime in Spain, but it can constitute diverse crimes punished in the criminal code (including insults, threats, injuries, sexual violence, stalking, unauthorized dissemination of images, serious damage to the moral integrity of the person, etc.). The most used crime in severe bullying cases is 'serious damage to the moral integrity of the person'. Although the children who commit bullying are not fully responsible regarding criminal law, if they are older than 14 can be prosecuted for diverse crimes related to bullying. Also, the parents of any perpetrator or perpetrators have civil liability for their behaviour, and can be responsible of paying for the moral damages to the victim. The schools involved, also, have civil liability if they have not taken all adequate measures to prevent, detect and/or stop a situation of bullying. In the case of public schools, this civil liability includes the Education Department of Catalonia.

The Law on the protection system for children and adolescents<sup>1</sup> points out that students must respect the teachers and other school's employees, as well as their classmates, avoiding situations of conflict and bullying in any of its forms.

The Organic Law on Education<sup>2</sup> states that the Spanish educational system is inspired by a series of principles, based on respect for the rights and freedoms recognized in the Constitution. Accordingly, the educational system is that of education to prevent conflicts and promote peaceful resolution of them, especially in bullying. The Law recognizes the student a series of basic rights and duties, among which is respect for personal integrity and dignity, and protection against all physical or moral aggression, and to respect the dignity, integrity and privacy of all members of the educational community.

According to this law, all centres must include in their educational project a Plan of School Life (Plan de Convivencia), as well as establish the rules that guarantee compliance. Within the Plan each school must include an Internal Regime Regulation in which there are rules of behaviour or conduct that each student must respect. Physical or moral harassment of classmates is an offense classified as a very serious offense, and entails the application of corrective measures that are established in each case (ultimately the final expulsion from the school).

Some Autonomous Communities have approved School Bullying Protocols, which establish specific measures to act more easily and more effectively in protecting the victims. In the case of Catalonia, the Education Department has a 'Protocol for prevention, detection and intervention against bullying between peers'. However, its implementation has been very weak and remain unknown in many schools. Also, in May 2017, a specific protocol was approved to deal with homophobic, lesbophobic or transphobic bullying, following the new Catalan legislation on LGBTI rights.

Other concrete policies include the decision by the Ministry of Education (at the state level) to put in place, in October 2016, a 24/7 *toll-free hot-line* to attend bullying cases<sup>3</sup>. In Catalonia, in March 2017, a resolution of the Department of Education stated that all schools, from kindergartens to high schools, will have to present a plan of school life within a maximum period of three years, which will include the creation of an *anti-bullying commission* that proposes preventative measures and that acts for the resolution of the conflicts and the cases of bullying that take place in the school.

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1. Law 26/2015, of 28 July, amendment of Organic Law 1/1996, of January 15, on the Legal Protection of Minors.

2. Organic Law 2/2006, of May 3.

3. <http://www.mecd.gob.es/prensa-mecd/actualidad/2016/10/20161020-telf.html>

## CHAPTER 3. THE NATIONAL AND LOCAL CONTEXT IN THE CZECH REPUBLIC

*Social Services Centre of the City of Prague, Czech Republic*

In the Czech Republic, bullying began to be openly discussed for the first time in 1985 because of brutal cases of bullying in one of Prague boarding-schools. Until 1989 (the year, when the Velvet Revolution took place, which meant the end of the communist era and transformation towards democracy), the bullying was perceived only as a problem of the army or the boarding-schools where pupils live in school premises. After 1989 the perception of bullying has slowly begun to change and it has started to be accepted among professional and general public, that the bullying could be present in any school environment and that, besides the most explicit cases of psychical aggression, it could have more subtle and covered forms, yet dangerous and widespread. In 1990 the first methodical guidelines for schools were published. During the 90s, the bullying also became an important research issue. In 2002 the first professional working group against bullying was established by the Ministry of Education. During the following years, the Ministry of Education has been publishing several methodical guidelines.

Nowadays, the main guidelines for preventing and solving bullying at schools are the guidelines published by the Ministry of Education in 2016<sup>4</sup>. This document defines recommended procedures, how to prevent, recognize and solve bullying among children and also bullying targeted at teachers. It sets the mandatory requirements for each school and that the schools have to create their own anti-bullying policy. Bullying itself is not defined as a crime by any law, nevertheless, the bullying or cyberbullying can, by its character, fall under several types of offence or crime. In general, each school is required, by the Constitution of the Czech Republic, to ensure safe school environment. Further, each teacher is bound by the professional law (The Education Act No. 563/2004) and by general labour laws.

Help for schools when facing bullying is provided by the Centres for children with behaviour problems. These centres are established by the Ministry of Education. Their services are free of charge and they are mainly helping with cases of already ongoing bullying. There is a possibility of continuous support services such as family counselling, individual counselling for children, and even residential care. Help is also provided by Pedagogical-psychological counselling centres, established by municipalities. There are also private providers (NGOs) whose services are paid by schools. Primary prevention activities at schools are ensured either by schools themselves or mainly by the NGOs hired by schools. In the Czech Republic, a process of certification (verification of quality standards)<sup>5</sup> of services in general has been implemented, including selected services for primary school prevention of high risk behaviours (the bullying is classified as a high risk behaviour). The schools can then choose among certified organizations.

The system of help has the same structure across the country, but the situation concerning availability of prevention and intervention services and financial resources to pay for them vary across regions. We will mainly discuss the situation in Prague, where our project took place. In Prague there are 3 Centres for children with behaviour problems, 8 Pedagogical-psychological counselling centres and about 15 NGOs certified for prevention. In Prague, there is a quite generous system of donations for schools, it is also easy to apply and almost every school, which applies, could get the financial support, even though the application approval may take several months, such that these grants have to be used for long-term planned programs. We consider the low availability of resources for fast intervention in serious cases of bullying as one of the main weaknesses of this system of help. In the case of public services, because of the long waiting time, and, in the case of private providers, because the schools often don't have money available at the time of need (these findings emerged also from our workshops with local authorities).

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4. <http://www.msmt.cz/file/38988/>

5. <http://www.nuv.cz/t/pracoviste-pro-certifikace>

## CHAPTER 4. THE CONTEXT OF NATIONAL AND LOCAL POLICIES IN GREECE

*KE.D.D.Y of Evia, Greece*

The detection of the phenomenon of bullying and intimidation in Greek schools, their forms of expression and their consequences have been subject of research in Greece. However, research data arise, in particular, from pupils' views and experiences. In the school environment, however, in addition to pupils, key (interacting) actors are teachers and parents, who are also members of the school community.

Based on the current institutional framework, a number of public bodies responsible for school policies against violence and bullying such as the Health Education Agencies and the Youth Counselling Centres (YCC) are active at the level of the Education Directorates and at a wider institutional level such as the Assistant Ombudsman, University institutions and non-governmental organizations, such as "The Child's Smile", the Family and Child Care Centre, etc.

The Ministry of National Education and Religious Affairs, in the past years, has developed a national central policy for preventing and fighting school violence and bullying with the scientific guidance of the Central Scientific Committee (SPC) defined in the context of the implementation of the Act "Development and Implementation of Policies for preventing and tackling violence and bullying phenomena in schools" and has successfully implemented the following actions:

1. Creation of a network
2. Production of training materials
3. Training of teachers how to prevent and tackle the phenomenon of bullying
4. Information, dissemination of findings, publicity
5. Research – Recording of results
6. Sustainability.

Within the framework of EU Structural funds 2014-2020, new actions are planned in line with the previous ones, such as targeted information, prevention and tackling of the phenomena of school violence and bullying, xenophobia, racism, hooliganism, homophobia, and information on the rights of the child and, more generally, whatever might help the organization of the Democratic School.

Bullying as a phenomenon, during the last decade has become the scourge of almost every society in the western hemisphere and a major concern of every government. Bullying, in terminology standards, is the organized use of force, threat, abuse, or aggressive domination of others. Statistics show that bullying has entered schools during the last 10-or 15 years. In the Greek society and certainly in most schools bullying was part of the educational system since the 1960's, in one way or the other, but only during the last decade the Ministry of Education have issued different public laws to cope with this rising problem and K.E.D.Y.'s throughout the country are responsible to cope with it. The following chart includes the public laws that deal with this phenomenon issued by the Ministry of Education.

DATE	PUBLIC LAW	MINISTRY	DESCRIPTION
14-2-2011	G2/18890	Education	Establishing good practice in elementary and secondary education to prevent and cope with violence and aggression among pupils
17-12-2012	G7/159704	Education	Establishment of Observatory for the Prevention of School Violence and Bullying
19-12-2013	G/195630	Education	Framework of the Observatory for the Prevention of School Violence and Bullying

## **PART III**

# TRAINING TO PREVENT AND RECOGNIZE BULLYING

## CHAPTER 1. THE TRAINING PROJECT “BUILD FUTURE, STOP BULLYING”

*S.CO.S.S.E, Italy*

### 1.1 NEEDS, DIFFERENCES AND EMOTIONS: THREE KEYWORDS OF OUR TRAINING PROJECT

The ongoing social and economic crisis and rising unemployment have made the living conditions of families worse and have brought about problems of peaceful co-existence and integration, especially in urban and high immigration areas, affecting young people's school life and increasing school dropout rates and bullying episodes.

Most of the episodes of violence or abuse take place in the playground / schoolyard and other areas of unstructured activity, in the classroom and in the area immediately surrounding the school.

At the same time, austerity policies and spending review have reduced the public school educational and training resources. This is why European projects that aim to enhance the value of difference, of reciprocal respect and use gender-sensitive approaches in the teaching and learning process are needed.

Many studies report an increasing number of bullying incidents in schools: they analyse and discuss the impact of bullying and the effectiveness of anti-bullying programs. These studies describe bullying as a quite “visible” phenomenon in everyday school life, with the following characteristics: the persistence of psychological or physical oppression; the intentional behaviour; the powerful role of the bystander; the power differential between bully and victim.

“Build future, stop bullying” responds to a need for action: together with the family, school is the educational institution that promotes the mental wellbeing of pupils, especially during adolescence, the most delicate development stage.

Aligned with the most important field researches and the main guidelines and solutions of international organizations, bullying can be described as a multifaceted phenomenon, which occurs both at school and online, through repeated, intentional, physical and/or verbal aggressive behaviour.

Our project aims to prevent and contrast bullying by selecting a “whole school approach”, one that brings everyone together: students, teachers, school staff, families, school social workers and associations. Our educational path is meant for everyone who is at school: it places great importance on the role of the so called “observer”, who acts as a bystander in bullying episodes and can be an effective resource, as he/she interrupts and prevents the pattern of violence.

The educational proposal of “Build future, stop bullying” takes shape from an approach based on the education in differences, which draws fully from non-formal education tools.

The analysis of case studies points out some meaningful, consistent aspects, which we later discussed when planning our workshops for students, families and teachers. We know that “vulnerable” subjects are those who more frequently endure violence and/or exclusion: foreign students, students with disabilities, students with non-standard sexual orientation. From this perspective, bullying can be seen as “denying acceptance and recognition” of differences, as referred to strict stereotypes that define and specify what is normal and right on one side, what is deviant and thus stigmatised on the other side. A strict and judging approach brings along a lack of empathy, that is the inability to identify and respect other people's feelings. Those who perform violence and those who endure it share, in some sense, the same “deficit”, that is low self-esteem. This comes along with the need to reaffirm their own identity, by belittling and demeaning someone else or, conversely, by self-denial and passively accepting abuse.

On this premise, it is clear that violence, abuse and bullying prevention is necessarily achieved by developing emotional education and cohesion in the class.

Identifying, naming and expressing your emotions, as well as understanding other people's, is extremely important, since it helps developing identity, self-esteem and resilience.

This kind of educational path does not go well with a traditional teaching approach, but rather it calls anyone who lives, works and grows at school to participate actively in its whole process. This is why our educational proposal relies on workshops and discussions and evolves in the making, going along the needs and characteristics of the groups. Each class is different from the others, as well as educators, school and contexts are. Sharing experiences among partners has had great value: effective guidelines were developed and the planning quality of both activities and their dissemination, using videos with students, parents and teachers, came out.

## 1.2 THE MODULES

Training was the most meaningful part of our project. It was divided in three modules.

- The first module was organized for teachers in three meetings, lasting 8 hours overall. Bullying and cyber-bullying were discussed, referring to case studies analysis, to the participants' specific experience and contexts.
- The second module was divided into eight meetings (16 hours), its subject being conflict in the class, specifically behaviours and stereotypes that might imply or precede violence, bullying or exclusion episodes.
- The third module (6 hours overall) for families aimed at improving their engagement in education and their own ability to express needs and fears. Family plays a key role in preventing bullying: it can help activate and support a process that takes place both in and outside school.

### MODULE A: CONTENTS AND OBJECTIVES

- Improve young people's self-awareness and stimulate discussion on how they see themselves and judge asymmetrical power relations.
- Increase empathy and self-esteem through social and emotional learning.
- Foster children's creativity: think about a bullying episode and find a positive way to overcome it (output: videos).
- Improve literacy and writing skills.
- Human rights education, universal values and cultural competence in multicultural contexts.
- Promote conflict management and resolution strategies.



#### MODULE B: CONTENTS AND OBJECTIVES

- Encourage recognition and identification of stereotypes: they often occur in the class, where there is little awareness of them.
- Promote strategies that can effectively help deal with discrimination, exclusion and isolation in the class and improve the teacher's role in building good relationships with pupils.
- Manage stigma or conflict in the class.
- Theoretical and operational proposals to prevent the formation of prejudices and social exclusion.
- Discuss intercultural and gender issues in educational practice.
- Use class observation as a tool for self-education, self-assessment and activity, share non-stereotypical images, build a strong group identity.

#### MODULE C: CONTENTS AND OBJECTIVES

- Discussion and parental engagement in education: "whole school approach".
- Analysis of violent behaviours that could occur at school, identification of psychological causes and conditions that could interrupt aggressive behaviour, proposal of alternative reactions to aggressive behaviour which could solve the conflict in a constructive way.
- Use of students' opinions to raise awareness and fight against bullying and stereotyped behaviours.

## CHAPTER 2: THE EXPERIENCE IN ROME

*S.CO.S.S.E., Italy*

### 2.1 THE GENERAL CONTEXT

In Italy, one child out of two is a victim of bullying and reports that he or she has endured an “offensive, non-respectful and / or violent episode”. This mainly consists of bad words and repeated insults on social media or face to face. About 1 out of 5 children experiences bullying several times a month. Among these, 4 cases out of 100 result in episodes of aggravated physical assault. More than 60% of the children witnessed bullying at least once in the 12 months prior to the interview. The age at risk is between 11 and 17 years, even if the most critical period is between 11 and 13, especially for school bullying. This is what came to light from a survey conducted by ISTAT on “Bullying in Italy: offensive and violent behaviour among the very young”, which portrays the situation in 2014.

Within this context, S.CO.S.S.E Association carried out 14 courses with middle school classes, 4 courses with teachers and 28 meetings with families. The one condition on which the training was based for all three targets was the relational perspective. The phenomena of bullying and cyberbullying are group relational processes: they are always based on widespread stereotypes or prejudices, whether explicit or implicit. The basis for our project was, therefore, a systemic perspective, which was based on the quality of relationships (in the classroom, between school and family, at home), rather than on individuals. At the same time, in the planning process, we felt the need to value individual differences, to reduce the prejudices on which all forms of social exclusion stand, whether they are online or offline.

### 2.2 FOCUS ON THE CLASS

While planning the meetings, we adopted a systemic and relational perspective, which focused on group observation, its dynamics and their development. Our main objective was to improve social skills, such as participation, assertive communication and cooperation. As to bullying, this meant focusing on the relationship difficulties of the group, rather than taking into account individual behaviours or patterns that might be defined by the typical bully/victim relationship.

Observation and discussion points:

- Discussing emotions and the quality of relationships;
- Prejudice and stereotype as the grounds that leads to and account for dynamics of exclusion and rejection;
- Working on the role of neutral or silent spectators;
- Sense of responsibility and empathy of those who act as third parties in bullying and cyberbullying episodes.

We found out that there is little or, in some cases, no awareness of the consequences of children’s behaviour in allowing and/or liking subjugating actions. We used several inputs to promote observation and discussion: Body exercises; storytelling; dramatization; simulation; teamwork; narrative circle; individual writing; audio-video input; text inputs.

The main theme was the identification of the elements that could function as antidotes to bullying: mental health, trust in family relationships, cohesion in the class and sense of community. We organized a workshop, sometimes two, for each objective: the results and outcomes of the workshops were pictured as a tree, with problems and risk factors as roots and antidotes and prevention elements as branches. The style we chose for conducting the workshops refers to non-formal education and its participatory practices, which are all based on the concept of *interaction*. Each topic was discussed by using active listening and comparing opinions within the group. In the first workshop, we created a circle of trust and drafted a non-judgment agreement.

Throughout the meetings we followed a line that was quite homogeneous for all the 14 groups: they could vary the activities according to the attitudes and interests of each group, but the thematic focus remained consistent. Each meeting started with a discussion on themselves and on the concept of Identity (who I am, what I want, how I see myself and what I feel), followed by observations on the dynamics of the class group ("us") and, in a broader sense, of the social "us" (web and digital rights).

#### MODULE A

MAIN TOPICS OF EIGHT MEETING IN CLASSROOM	
PRESENTATION	Both individual and group presentation: discussion on the concept of identity Resolution of an educational pact
STEREOTYPES	Experiencing and undermining stereotypes by using: - ludic activities (walk as...) - storytelling
AFFECTIVITY	Activity based on the expression and identification of emotions: how to trigger and stimulate empathy
BULLYING	Demonstration of several types of bullying by using several inputs. Use of films, songs, videos that cast teen characters who endure or use violence/exclusion/discrimination: they bring about strong emotional reactions, which are good to open a discussion
CYBER BULLYING	Proposal of activities that raise awareness among students on cyberbullying and its effects on everyday life
DIGITAL RIGHTS	Discussion on online dangers (sexting, online grooming, etc.) Draft of an online chart of rights for the school
WRITING/CREATIVE ACTIVITY	Analysis and personal reinterpretation of one of the main topics that the group shared and discussed
OUTCOME	Follow-up and analysis of the outcomes

In order to go through this thematic path that takes from the "me" to the "us", we chose to share the common thread of emotions: they are the engines of human actions and relationships, based on either respect or abuse.

#### EMOTIONS:

- Recognize our emotions and identify them as an unstoppable process, a changing flow
- Think about the distinction between negative and positive emotions and put it into practice
- Give name to your feelings, realize that, along with our own growth, emotions come with new shades, expand our emotional vocabulary (getting angry, worrying and getting nervous are not synonymous)
- Counteract stereotypical representations of emotions (typical emotions of females or males ....)
- Value empathy and develop awareness and respect for the emotions that other people experience
- Learn to manage emotions and to communicate effectively, respecting both our and other people's wishes
- Learn how to manage stress and experience conflict as an opportunity to learn about ourselves and other people.

In the central part of the training, workshops were specifically dedicated to the discussions of bullying and cyberbullying stories (usually 2 or 3 sessions). We provided many of the inputs promoted by the project, coordinated by the Ministry of Education, <http://www.generazioniconnesse.it/site/it/home-page/>. We added game activities and simulations to encourage discussion. In these meetings we were concerned about two main aspects. On the one hand, the emotions and actions that make an "innocent" joke something much more hurtful. A joke is a funny fact, which does not mean to hurt people and implies reciprocity, whereas bullying refers

to a relationship made of renewed arrogance, affecting always the same people, in a situation of unbalanced forces. On the other hand, the acknowledgement of the way the dynamics of mockery, abuse and exclusion tend to identify specific characteristics of the people involved: we are this way, you are not. Similarities and divergences that relate to cultural background, aesthetic features and appearance, sexual orientation or even tastes in fashion, free time interests and choices can be regarded as praiseworthy and successful characteristics within the group and, conversely, as a sign of failure and subalternity for those who do not share them.

One of the most productive moments of the discussion occurred when a common, but still inconvenient and hard to share, cultural dimension was used, which can be expressed as "He deserves it!". That is to say, during the discussion we got to a crucial moment, when someone took courage and paved the way by making emotional comments about taking responsibility when being the target of teasing, abuse and exclusion: "If you can not say firmly that you do not agree to be treated that way, if you do not show that you dislike things and words that others tell you or do to you, then perhaps it is your fault and you get to be punished for it!" (a middle school student from Rome).

These were valuable moments when we actually experienced, and then later discussed, the radical mechanisms of exclusion or inclusion of people in social groups: in emotional terms, in fact, they expressed their refusal to understand or to be sympathetic with someone who, for some aspects, stands out from most of the group members, does not prove to be assertive and fails in expressing his/her will or discontent and in asserting and defending his/her own individuality. This sequence was automatically analysed as guilt.

When we faced these dynamics, it was interesting to draw the attention of the class group to them: according to us, there were different interpretations of this mechanism, which were then developed and verified together with the children, starting from their own contribution to the discussion. We often referred to hypotheses of simplification of the experience of people who deal with relational difficulties, such as violence. We also referred to common demands of consistency between emotions and behaviour (if I do not like it, I resist!), as well as to the insufficient importance of social solidarity systems, which came to the end of their myth of being able to proceed on their own, without any help.

In these cases, as in many other ones, game and simulation, which are substitutes for real life, were very useful. The recreational activities proved to be really helpful for the group, who was able to look at exclusion and discrimination from a new perspective and to experience new responses and strategies in a fictional context, which we necessarily define as "protected". Hopefully, this experience encouraged them to feel strong enough to face external reality in a different way, while reinterpreting or identifying both their potential and that of the relationships with their own peers.

It is the first-person experience that makes us deal with the challenge of being subjected to other people's judgment, of feeling foolish, inadequate, weird. It also manages to capture the feeling that our participation, our being part of the group, our self-awareness has no limits: it goes along with the sharing and the possibility of feeling accepted for who we are, and of accepting other people for who they are.

Facing embarrassment and inconvenience in the game activities can bring up answers that can be surprising even for ourselves. By laughing at a mistake that would normally make us feel bad, we have the opportunity to undermine the culture of perfection. The game provides us with a mask that can sometimes be very close to what is under the mask that we usually wear. This is because ... "It's just a game!"

## 2.3 TEACHERS' WORKSHOPS

Each one of the 4 workshops for teachers had been divided into three sessions. The project activities usually started from the assumption that teachers were an integral part of the educational path and could not stay out of it.

We used case studies as a methodology, with the aim of sharing a vision of the educational process, as well as a discussion on the so-called "toolbox": tools, keys to interpretations, relationships among colleagues, ideas and games that can support teachers in the daily educational process and prevent bullying and cyberbullying.

We assigned teachers several examples of school episodes, such as: you enter the classroom and find a writing on the blackboard that says: "You fucking faggot", or you witness that a foreign student is being repeatedly teased and called "pan face", or you find out about a cyberbullying episode among classmates that happened the day before.

By drawing attention on daily episodes, you realize how often bullying episodes occur and to what extent people who work in school are almost used to them. Sharing discussion, which can be rare among colleagues, takes a long time. It is also a valuable tool for recognizing one's approach and behaviour in similar situations, for understanding and recognizing one's own mistakes, limitations and stereotypes.

## 2.4 MEETINGS WITH FAMILIES

The 14 activities that we developed with families took place in two meetings. One meeting was held before the beginning of the class' activities and before the presentation of the project and of its objectives; the other at the end of the activities, when the outcome was provided and discussed.

It is noteworthy that the attendance at workshops with this target group, in Italy as well as in other countries, is particularly low. In our experience, in the best cases about half of all the parents attended the workshops, whereas, in other cases, nobody did. Only a couple of cases were an exception.

Starting from this premise, there are several observations that we can make.

The first is that the meetings with the families have proved how fragile and weak the school-family partnership and relationship can be. It is expressed by an alarming lack of sensitivity and trust in teachers, constants recriminations against them and dissatisfaction of families with the educational institution.

The second observation is about the activities that we carried out with children. In fact, parents showed a great interest in cyberbullying and the dangers of the Internet in general (online grooming, addiction, lack of control). They recognized they might be unable to deal with the risks of the network, as they lack specific skills and tools. Most of the parents have no knowledge of what their children actually do while they are online.

From their point of view, young people are aware of the difficulties that adults face. The discussion that we created proved to be very valuable and fruitful, also thanks to those activities that put parents in their children's place.

## 2.5 SWOT ANALYSIS

### MODULE A: WORKSHOPS FOR STUDENTS

STRENGTHS	WEAKNESSES
Nonformal educational approach in workshop activities. Use of videos, songs and games to introduce the activities.	The project activities were experienced as single episodes: problems in establishing and claiming authority in the class, particularly when the students got distracted, occurred.
Talking about bullying as a relational problem in the class.	Some students developed a belittling approach that diminished the relevance of bullying behaviours.
Focus on emotions, aimed to improve the students' ability to recognise their own feelings and other people's.	At the start of the workshop the students' emotional vocabulary was particularly lacking. This affected and slowed the first project activities.
Autobiographical and creative writing helped build an emotional vocabulary that they shared as a class.	
OPPORTUNITIES	THREATS
The non-vertical relational model between students and trainers placed a strong interest on students and on their capacity to open up and share their feelings. Students were willing to talk about violence, stereotypes, prejudices and exclusion.	Students happened to be superficial when they were asked to discuss their personal issues.
The capacity to break up the bullying cycle from the "third" position in a violent behaviour was improved.	Students can make each other feel guilty and are often unable to manage conflict.
Students worked on issues and topics that are little-discussed by traditional education.	The focus on emotions lacked continuity.

## MODULE B: WORKSHOPS FOR TEACHERS

STRENGTHS	WEAKNESSES
Use of a nonformal method: it enhanced the relationships among teachers, thanks to role play and problem solving activities.	Difficulty in overcoming the single episode experienced in daily life and reaching an abstract level where it can become a useful lesson for the whole teaching staff.
Relational difficulties, stereotypes and recurring mistakes were recognised and shared.	Due to shortage of time, a detailed analysis of the class contexts was not carried out.
OPPORTUNITIES	THREATS
Meetings opened to teachers of all classes.	In the first phase of the workshops teachers questioned and underestimated the value of nonformal learning.
High levels of teachers' engagement make the activities for the other targets (students and families) more effective.	Teachers from different classes had difficulty in engaging with each other.

## MODULE A: WORKSHOPS FOR FAMILIES

STRENGTHS	WEAKNESSES
The topics of the project were openly discussed and explained.	Teachers ended up having little responsibility for the outcomes of the meetings between educators and families.
The final meetings involved both students and their parents, in order to improve their mutual relationships. A lot of students don't share their problems with their parents because they don't feel close to them or don't trust them.	Some parents asked for a definitive solution to their children's school problems. It is not possible to meet such expectations, not even in a bullying prevention project.
OPPORTUNITIES	THREATS
Parents were informed of the activities and their objectives before the beginning of the workshops, in order to avoid possible problems with their children and enhance the project outcomes.	Homophobia, gender bias and allegations emerged.
To put yourself in someone else's place is a chance to change perspective and look at things from a different point of view.	There is a general low parental involvement in secondary schools: parents tend not to take part in meetings or other activities. Very few actually participated in these workshops.



## CHAPTER 3. THE EXPERIENCE IN CATALUNYA

*Autonomous University of Barcelona, Spain*

### 3.1 RESEARCH AND AVAILABLE DATA

Bullying at school is an issue that has been studied for some years now in Spain. Among others, the Daphne III project was one conducted in six countries, including Spain, where the program ConRed was developed. This program focused on improving the school environment for students and teaching students to co-exist in order to facilitate togetherness throughout each school. The goals of this program were to understand how prevalent cyberbullying is among secondary students in Spain, teaching students how to safely and effectively use the Internet without causing harm to others and encouraging those who had been cyberbullied to seek support at school. The implementation of the ConRed program resulted in a decrease in bullying and cyberbullying as well as the addiction to interpersonal relationships on the Internet.<sup>6</sup>

In terms of available data, the ANAR Foundation, an NGO that has operated a hotline for bullying for some years, presented a study in 2016 regarding all calls received during 2015. That study revealed that at least a third of children suffering from bullying do not explain it to their parents. They also show a high prevalence of cyberbullying against girls and female teenagers.

According to the national study prepared by the Observatory for Spain of Bullying Without Borders, the sum of all cases from November 2014 to November 2015 reached 1.004 serious cases of bullying. And from November 2015 to November 2016, 1.229 cases, which represents an increase of around 22 percent per year.

### 3.2 ANTI-BULLYING EXPERIENCES IN THE MUNICIPALITY OF SABADELL

The Municipality of Sabadell has been involved for several years in strategies to increase awareness and introduce measures to cope with bullying in schools. The Youth Office has been responsible of implementing workshops addressed to secondary students in all public schools in the Municipality. Those workshops are offered to the groups of the 1st secondary year in all schools and take place during the first trimester of the school year. The workshops consist of 1 session of 1 hour, intended to raise awareness in students regarding the bullying phenomenon and informing them of the resources available at the Youth Office.

The Youth Office also has youth workers who assist public schools once a month during the recess/playtime, in order to have contact with the student in a more informal way, and to identify situations that may require attention.

The Municipality has also a group of mediators who have intervened in some bullying cases in some schools. Some schools are also implementing 'Peer Tutoring' as a strategy to prevent bullying cases. This 'Peer Tutoring' involves students of the 3rd grade of ESO who will be tutors of those starting the secondary, in their 1st year. They keep their relation the following year, and when the young students are in the 3rd year, they become tutors of the new young students in the 1st year.

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6. Ortega, R.; Del Rey, R.; Sánchez, V. (2011). *Nuevas Dimensiones de la Convivencia Escolar y Juvenil. Ciberconducta y Relaciones en la Red: Ciberconvivencia*. Madrid: Observatorio Estatal de la Convivencia Escolar. Informe interno.

### 3.3 THE CONTEXT OF THE SELECTED SCHOOLS

In the case of Barcelona, the Municipality of Castelldefels was initially involved in the project as associated partner, and had committed 3 middle schools to take part in the project: Institut Josep Lluís Sert; Institut Les Marines and Institut Mediterrània. However, due to problems with the activities already scheduled for that year in those schools, they were not able to participate in the workshops of this project; we therefore included a different associated partner, the Municipality of Sabadell, also in the province of Barcelona.

In this Municipality, middle schools were bigger, with 5 groups each year, and they had to include all the groups in the project. Accordingly, the middle schools that participated were the Institut Pau Vila and Institut Sabadell, with 4 and 5 groups in each school, respectively (a total of 9 groups of students, as it was foreseen in the project). The Municipality of Sabadell and the schools involved decided that the workshops (module A) would be offered to students of the 2nd year of secondary school (ESO, compulsory secondary education), that is to students between 12-13 years old.

The schools were selected considering diverse factors. One of them (Institut Sabadell) was a big peripheral school, with a high number of students experiencing diverse degrees of social exclusion (immigrants and low-income families, among others) and that had had at least one case of bullying that had ended up in judicial intervention. Therefore, the school management and teachers were very sensitive to the issue and were very interested on the offered workshops.

The other school was smaller, and it was a very competitive downtown school, a factor that has been noted in diverse studies as a risk factor for bullying. The direction and teaching staff of the Institut Pau Vila were very reluctant to discuss the issue of bullying, considered it as problem of 'other' schools but not of theirs, and in fact did not understand why the City Council had selected them to participate in this project. Their lack of involvement was a constant during the development of all workshops. Nonetheless in one of the workshop, at least two cases of bullying were evident.

### 3.4 METHODOLOGY AND DEVELOPMENT OF THE PROJECT

To properly develop the project and the workshops in the schools, it was necessary to coordinate and organize the activities with diverse stakeholders. That included:

- Meetings with the Youth Office and Mediation team at the Town hall, to know what was the work being done in relation to bullying in schools.
- Meetings with the coordinators of each institute, who were responsible of defining the place where the workshops would take place, and the groups that would be involved.
- Definition of the workshops' schedule with coordinators, according to the availability and curricular activities of each group.
- Delivery of information letter to students and families before the beginning of the workshops. An information letter was designed and distributed among all students involved in the project to be transmitted to their parents.
- Implementation of the workshops (May - July 2017).

One of the methodological tools students liked best was the use of creative writing and the debates during the workshops. They felt they could express their own views and opinions. Regarding module B and C (workshops addressed to teachers and families) an interesting methodological aspect was the introduction of teachers / parents' own experiences regarding bullying when they were children, at school. This allowed them to see the issue of bullying from a 'first person' perspective, considering that when they were children the word 'bullying' did not even exist. It also allowed the removal of a barrier in their approach to the topic.

## MODULE A: WORKSHOPS FOR STUDENTS

STRENGTHS	WEAKNESSES
Having 8 sessions gives enough time to interiorize content and for trainers to gain trust (to explain some personal experiences, for example).	As the workshops were scheduled in-between classes, it was impossible to have 2 hours' sessions, as it took time for students to arrive to the room and then calm down and start the activities.
Focus on emotions and how they are experienced in their own bodies was a strong tool to work on empathy.	
Methodologies as creative writing were very useful to allow students to reflect on the cases treated. Also, when students are making their own rules, good ideas can arise.	
The introduction of legal aspects made students become aware of consequences of bullying.	
OPPORTUNITIES	THREATS
Social and media attention to the bullying phenomenon, campaigns, news in the TV, etc.	In one of the schools, there were serious difficulties to calm down some groups (lack of respect, limits, etc.).
Participation of teachers-tutors during the workshops was useful, as some topics that would arise would later been treated in tutoring sessions (in one school).	In one of the schools, teachers-tutors were not sensitive to the subject at all (showing resistance or even boycott, stereotypes, blaming the victims, etc.).

## MODULE B: WORKSHOPS FOR TEACHERS

STRENGTHS	WEAKNESSES
The workshop provided good and in-depth information regarding definitions and approaches to the bullying phenomenon.	In IES Pau Vila, we found an unexpected opposition in teachers, which made the workshops' environment difficult to be managed by the trainers.
The introduction of legal aspects related to the responsibility of children, parents and the schools was considered very useful information for the teachers.	
OPPORTUNITIES	THREATS
IES Sabadell: very high participation of the teaching staff and management (more than 40 people), due to a previous experience with a case that ended up in judicial intervention.	Stereotypes on bullying made some teachers think it only happens in 'poor' schools. Therefore, there was a very low participation and interest of teaching staff (only 5 people) in one of the schools.
Assistance of the director, in the case of one schools shows interest in the subject.	Some teachers felt these workshops and this topic in general were overcharging them, who are already overcharged with responsibilities and activities.

## MODULE C: WORKSHOPS FOR FAMILIES

STRENGTHS	WEAKNESSES
The topics covered by the workshops were considered useful and provided clarification for parents who felt worries regarding the bullying phenomenon.	Language barriers (some parents who were immigrants were not fully able to follow the workshops).
The 'first person' approach allowed parents to remember their own personal experiences with bullying and focusing on the topic from a wider perspective.	
OPPORTUNITIES	THREATS
Social and media attention to the bullying phenomenon, campaigns, news in the TV, etc.	There is a general lack of family's involvement in secondary school, they tend not to participate in meetings or other activities, and in fact very few participated in these workshops.
	The diversity in terms of social exclusion factors (immigration, language barriers, lack of formal education, etc.) aggravates the lack of involvement of families.

## CHAPTER 4: THE EXPERIENCE IN PRAGUE

*Centre for Social Services of the City of Prague, Czech Republic*

### 4.1 THE SCHOOL SYSTEM AND TEACHERS' TRAINING

In the Czech Republic, the education consists of primary education, which is compulsory for 8 years (elementary schools and multi-year gymnasiums), then secondary education (multi-year gymnasiums and gymnasiums, high schools and vocational schools) and university education. The majority of schools is public, but private schools exist as well. In our project, the target group is 12 – 14 years old pupils in primary education. Children in this age could attend an elementary school or a multi-year gymnasium (starting from the 6th or 8th grade), then they continue in secondary education at the same gymnasium towards graduation. To attend a multi-year gymnasium, the parents need to apply and the children have to pass entrance exams. The pupils with the highest academic achievements can leave the elementary school for the multi-year gymnasiums, which could, in some classes, create an imbalance and divide the class in an early age. However, most of the classes are together from the 1<sup>st</sup> grade for the whole primary education. After graduating from the elementary school, pupils can join a gymnasium as well.

Regarding teachers' payments, their salary is set according to the tables published by the Ministry of Education. The salary consists of a mandatory part, which differs also according to the type of school and years of practice and of personal bonuses, which depend from the headmaster's decision. The average salary could be roughly estimated as slightly below the average wage in the Czech Republic, however calculations can differ<sup>7</sup>. Such salary could be considered as quite low for university educated professionals, who are required to attend further continuous education. Also, especially in Prague, the expenses for living are higher than in other regions. That is why Prague Municipality tries to make up for this difference and pays to Prague teachers an additional amount of money every month. Despite this, the salary is not much higher than the average wage and teachers often feel that they are underpaid. Therefore there is always the risk that they will leave the school and change profession, especially in Prague, where there is quite a wide range of job opportunities. Despite the fact that the teachers' profession is evaluated as one of the most prestigious ones by the general public (according to the Research Centre for public opinion in 2016), we have experience that teachers do not perceive their own profession as prestigious, which could be mainly caused by its low wages. This, of course, influences their motivation to teach and to spend time on their professional development.

Besides this general situation in education, we found the prevention system very good. There is a well-established coordination network, which consists of a regional prevention coordinator, who coordinates experts in prevention and in pedagogical-psychological counselling and these experts support school prevention operators at schools. In every school, either in primary or secondary education, no matter what the school type, the school must establish a compulsory position for the school prevention operator. The job is performed by one of the teachers. Such operators are in charge of all prevention activities at school. They create the primary prevention program of the school, including their anti-bullying policy. The recommended education for the operator is 250 hours of a certified education in primary prevention of risk behaviour (including anti-bullying). The education is not required by law, but if the operators complete these courses, they get a salary increase. In Prague, the education costs are usually paid by the Municipality. So, the prevention operators are encouraged by the Municipality and professionals to complete their education to become more competent and secure in this field. In 2013 in Centre for social services in Prague (CSSP), we conducted a research among Prague school prevention operators and 54 % of them hadn't started their education by that time. In 2017, most of them were already educated or in the process of being educated, only 23 % hadn't started their education. This positive trend could be caused by the Ministry of Education decision about the salary increase and by the Municipality incentives.

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7. E.g. <http://www.pedagogicka-komora.cz/>.

The school prevention team, besides the school prevention operator, usually consists of an education counsellor (also one of the teachers with special training), a school psychologist (optional) and a special expert in education (optional).

It is desirable, yet not required, for all teachers (especially class teachers) to attend an anti-bullying training to ensure safe class environment, recognize and intervene in cases of bullying. From the 2016 research by our department, it emerged that 60 % of Prague's elementary and high school teachers did not attend any anti-bullying education, they moreover stated they didn't feel very competent to intervene in a case of bullying.

In general, the anti-bullying primary prevention programs are well accepted by schools and supported by local authorities. In the time of our project, the interest was increased because of a catastrophic case of bullying against a teacher in one of Prague high schools. After this case, when the teacher died, school bullying was an issue in the media and the Prague local authorities wanted to support the anti-bullying prevention more than before. It has become desirable for a school to have their own anti-bullying programs besides complying to the mandatory requirements.

The situation about reporting cases of bullying started to change in the past few years. More schools reported bullying cases openly, encouraged by the opinions of professionals who stated that bullying can happen in any school and that what matters is the commitment to solve cases whenever they happen. However, the Headmasters are still afraid of the reaction of authorities, of the consequences for the school, for them and for the schools' reputation among parents, who are considering signing up their child.

## 4.2 SWOT ANALYSIS

We enclose the following SWOT analysis from the workshops with local authorities, which could provide a summary of the perceived pros and cons of the system of prevention.

### SWOT ANALYSIS OF THE PREVENTION SYSTEM IN PRAGUE

The summary is based on the workshops with local authorities.

STRENGTHS	WEAKNESSES
Regular meetings of service providers, headmasters, school prevention operators and local authorities.	The uncertainty on whether prevention activities will continue in the following years, as it is always necessary to apply for further grants.
More and more educated school prevention operators.	The legislation is not always clear in cases of competences and mandatory requirements of each school
The financial and organizational support from municipalities.	The money for intervening organizations is not always available at the time of need, when it is necessary to solve a bullying case urgently.
The grants and donations for prevention.	In case of public services - a quite long waiting time from the contact of the school to the intervention of the experts in the school.
	Not enough time for work for the school prevention operators.
OPPORTUNITIES	THREATS
Availability of training for school teams.	With the change of political representation every 4 years, changes in anti-bullying policy are always possible.
A wide range of prevention programs and service providers.	The requirements for prevention activities at school are increasing – more hours needed, more expert skills, more education: teachers may not be motivated and may not have the time needed.
Future financial support for school psychologists and special education experts.	



### 4.3 RESEARCH AND AVAILABLE DATA

One of the firsts well-known comprehensive research studies conducted at Czech elementary schools showed that 41 % of pupils stated that they had been victims of bullying in the previous school year (Havlíňová, Kolář, 2001). More recent studies use different methodology, so the numbers cannot be simply compared. The study from 2011 (Csemy et al.) about aggressive behaviour among elementary school children, indicates that 20 % of them were bullied during the last month. The research study among 21 000 pupils in primary education from 2014 about high-risk behaviour on the Internet showed that 51 % were at least once in their life targeted by cyberbullying. This can be compared to the national research study among teachers, 24 % of them were targeted by cyberbullying at least once in their career. In CSSP in the school year 2016/2017 we conducted a survey among 8 644 young people in the age group of 11 to 21 from Prague elementary and high schools. We were looking for the frequency and types of aggressive behaviour. 15 % were being verbally attacked every week, 3 % had been physically attacked every day.

### 4.4 PREVIOUS EXPERIENCES, INTERVENTIONS, FRAMEWORK OF ANTI-BULLYING PREVENTION

The well-established anti-bullying program in the Czech Republic is called “Minimalizace šikany” (The minimalization of bullying). The project started in 2004 and its aim was to implement a special program against bullying, called Hradecký program, established by Dr. Michal Kolář. Since 2004 the program was repeatedly tested and adjusted when implemented in 17 elementary schools in the Czech Republic. Nowadays, the method can be applied in any school. The Minimalization of bullying is focused mainly on creating and preserving a safe school environment, on long-term non-formal education of teachers’ teams and on supporting teachers when implementing changes in their own school.

For the 1st-grade elementary school children, we found the mental health promotion approach very promising, as it focusses on supporting children’s skills and competencies. We have experience with the program called Zippy’s Friends, which has been established in more than 30 countries worldwide. In the Czech Republic, the implementation was supported by the Ministry of Health in 2015–2016 as a part of the Norway Grant scheme Psychiatric Care. The Zippy’s Friends methodology represents a long-term, systematic and structured programme for 5–7 years old children dealing with the area of emotions, communication, self-confidence, conflict agreement and strategy for solving difficult situations. There is a critical lack of such programmes, especially those targeted at mental health, for children of early school age. In the early school age, children enter a new environment and group, diametrically different from their previous experience. They are mature enough to learn new things, accept new behavioural patterns, form their own attitudes and opinions, and to assert themselves in the group. This age is ideal for forming healthy attitudes and relationships with peers and with authority figures. The program has been evaluated worldwide and proved its effectiveness in terms of increasing the social, emotional and self-management skills. In our opinion, similar evidence-based mental health promotion programs can be suitable predecessors to any specific anti-bullying prevention work with children.

## 4.5 TRAINING PROJECTS AT SCHOOL

### CONTEXT OF INVOLVED SCHOOLS

In our project, there are 4 involved schools (3 elementary schools and 1 multi-year gymnasium), all situated in Prague 12.

All schools have an educated school prevention operator, the prevention is ensured by a certified organization. One school is missing a school psychologist. In the field of prevention of risk behaviour, schools perceived as the highest problem truancy. Problematic relationships between pupils with bullying elements also appear and are addressed and solved.

In Prague 12 we have established a good cooperation with a local administrator (a prevention coordinator from the municipality), who is constantly in touch with the schools. The schools were quite interested in the project, partly because the headmasters saw the anti-bullying programs as very useful, thanks to the introduction carried out by the prevention coordinator, who had paved the way to the program by discussing it beforehand with the headmasters.

### ACTIVITIES AT SCHOOL

No. of hours	No. of participants
Pupils 9 x 16 hours (Students LABs)	214
Teachers 3 x 8 hours	36
Parents 9 x 6 hours	52

Table 1: The summary of school activities in the school year 2016/2017 in the CZ

The situation in classes is based on the pre-test questionnaires from students.

At the beginning of the Students LABs the pre-test survey was conducted, mapping the occurrence of bullying, acts of aggression and teachers' reactions to them. The questionnaires were filled by 121 children. The answers showed that most children have a good relationship with their classmates. In most cases, they have a good relationship with their parents as well. About one-third of the children had witnessed harmful behaviour. In most cases they had tried to solve the situation themselves, one-quarter of the pupils addressed themselves to the teacher. Then, teachers usually solved the situation by talking with the class. In one-quarter of the cases, children thought that teachers were not aware of the situation.

## MODULE A: STUDENTS LABs

Our target group were pupils at the age of 12 to 14 years. The LABs were focused on the primary prevention of bullying. The bullying is a risk for any class, but this does not mean that the bullying has really occurred in the class. The LABs consisted of several lessons (16 hours in total), the length of each lesson varied according to the school's needs. Each lesson had predefined goals - e.g. clarifying of what is or what is not bullying, what are the possible solutions in the class, what are possible consequences for victims and aggressors, the enforcement of healthy class relationships and respectful communication and rejecting disruptive behaviour. Specific activities were designed for reaching these goals. Lessons were prepared so that children could be very active. Lessons consisted mainly of games, model situations, working with movies, and discussions. They were always managed by a pair of trainers, so they could react more readily to the class. The teacher was present and was supposed to be active during the lessons, which could encourage the healthy relationship between children and teacher. Part of the work in the class and activities for parents was the creation of an anti-bullying videos directed and produced by the pupils. There were different kinds of videos: "an advertisement", a poll among parents and teachers etc., but in all the videos, we found a very similar message that pupils wanted to share: "You are not alone, do not leave it for yourself, do not overlook, offer help".

## SWOT ANALYSIS ON STUDENTS LABs

The summary is based on the students' and trainers' feedbacks.

STRENGTHS	WEAKNESSES
The pupils were very interested in the LABs.	Sometimes the lack of teachers' involvement.
They appreciated the focusing on non-violent and respectful communication, focusing on avoiding harmful behaviour and verbal attacks, and also working with democratic rules for the class.	At the beginning, some of the pupils were shy to participate in all the activities.
They perceived the topic as very important and appreciated that they could share their problems on bullying (and that someone wanted to listen to them).	The pupils often stated that something happened to their friend in another school, not to them. It could be perceived as a weakness, but we considered this as a strength too, because children found a way of expressing their problem.
The work with movies about bullying was evaluated by pupils as one of the best parts of the lessons – it enabled pupils to "live in" the story and it was not unsettling as playing the model situation roles themselves.	Organizing all the lessons at school was quite challenging, because the schools did not always have time.
There was enough time for the topic of bullying in the program.	
The professionalism of trainers.	
OPPORTUNITIES	THREATS
To use the same program (long-term anti-bullying training) for other classes and other schools.	The financing of the prevention could stop and it would not be possible to continue with the activities.
Widen the scope of the prevention activities to include even more work with stereotypes and gender issues.	Worries of the teachers and some parents that children would miss formal education because of the prevention activities and they would be unable to catch up.

## MODULE B: ACTIVITIES WITH FAMILIES

In the workshops at each school, parents were shown the work with children in class programs, so they could try out what their children in the class were experiencing. The workshops also focused on the possibilities of co-operation between families and schools in dealing with bullying (e.g. what signals they can notice about their children). The main aim was to get to know each other in informal situations, other than normal.

### SWOT ANALYSIS ON ACTIVITIES WITH FAMILIES

The summary is based on parents' and trainers' feedbacks.

STRENGTHS	WEAKNESSES
The active parents, who came, appreciated the workshop.	Only few parents were interested in the activity.
They appreciated the school involvement in anti-bullying prevention and the open communication from the school that arranged the workshop.	The number of hours for parents' workshops could be too much.
The workshops lowered their worries about the project.	Some of the parents were suspicious at the beginning about a European Union project – they were afraid that it would bring about "another bureaucratic EU regulation" for the school and for themselves.
They believed the project could contribute to the protection of their children at school.	
OPPORTUNITIES	THREATS
To make the school activity attractive for more parents.	The school would not have enough time to arrange these workshops.
Regular informal meetings with parents, arranged by the school.	The majority of parents are not interested.

## MODULE C: TRAINING WITH TEACHERS

The 8-hour workshops for teachers have focused on recognition and intervention training in the case of bullying at school, as well as working with democratic rules in class and support the safe climate.

The workshop structure is as follows:

TOPIC	HOURS
Motivation to cooperation	½ an hour
Recognizing bullying, different forms of bullying, recognizing the signs	2 hours
Intervention – training of the interviews with victims, witnesses, aggressors and families	3 hours
Creating the school anti-bullying policy	2 hours
Feedback and participants' further needs	½ an hour

We here analyse the discussed themes.

### RECOGNIZING DIFFERENT FORMS OF AGGRESSION AND BULLYING, RECOGNIZING THE SIGNS

Based on the literature and long-term school experience, we can divide the forms of acts of aggression according to the three following criteria on the scale:

- Direct aggression focused on a person - Indirect aggression focused on personal belongings or victims' close persons.
- Passive (e.g. not talking to a victim, not greeting) - Active (e.g. calling offensive nicknames, hurting)
- Physical - Psychic, social and verbal.

The combination produces eight possible forms of aggression, which are the manifestations of bullying. It is particularly important for teachers to realize that they did not consider some of the forms of aggression as serious (e.g. passive verbal aggression – not talking to a victim etc.), but from the perspective of the victims, these forms could be very harmful. At the workshops, we asked the teachers to make a list of different manifestations of bullying. Then, we asked them to order the manifestation according to severity. Finally, we discussed with the teachers and they often realized that the same manifestations can be given a different importance by different people. The teachers, after this experience, stop downplaying less subtle forms, e.g. exclusion from the group.

Then, together with the teachers, we define the main features of behaviours that points towards bullying:

- The intention to harm
- The imbalance of power and the inability of the victim to resist
- Repeated actions.

The trainers pointed out that it is important for teachers to perceive the bullying as a progressing process, which seriously influences the social dynamic of the whole class.

We distinguish between initial stages of bullying when it is possible for the school team to solve the bullying itself, and advanced stages when it is recommended to solve the situation in cooperation with a specialized institution (e.g. the Centres for children with behavioural problems). The school can decide according to the severity of bullying, characterized by the time the bullying takes place (the longer, the more serious), the involvement of pupils and the possibility to influence them (the more pupils involved, the more serious – the class has accepted the bullying behaviour as a new social norm and it works as a closed system), and the severity of harming and the frequency of acts of aggression. There is often a need of an external expert

because teachers are also influenced by the bullying, they could blame themselves and the case would not be solved effectively.

During the training, it is a good practice to use a model case study. We ask teachers to find the key moments that changed the story and progressed the bullying to the next level. Together, we look for changes and make a list of the criteria.

### INTERVENTION - TRAINING OF THE INTERVIEWS WITH VICTIMS, WITNESSES, AGGRESSORS AND FAMILIES

We practice the interviews through role-playing. One trainer performs the different roles that are involved in the bullying solution: parents, victims, witnesses, aggressors. The participants alternate as the teacher who leads the interview. The second trainer stops the interviews and points out the mistakes and helps with their correction. The aim is to accompany the teachers with the safe procedure of the intervention. We recommend this procedure of interviews as a safe one, following the suggested order for interviews:

1. the informer, accepting the information
2. the victim
3. the witnesses
4. the aggressor (s)
5. the aggressors' parents
6. the victim's parents
7. the class.

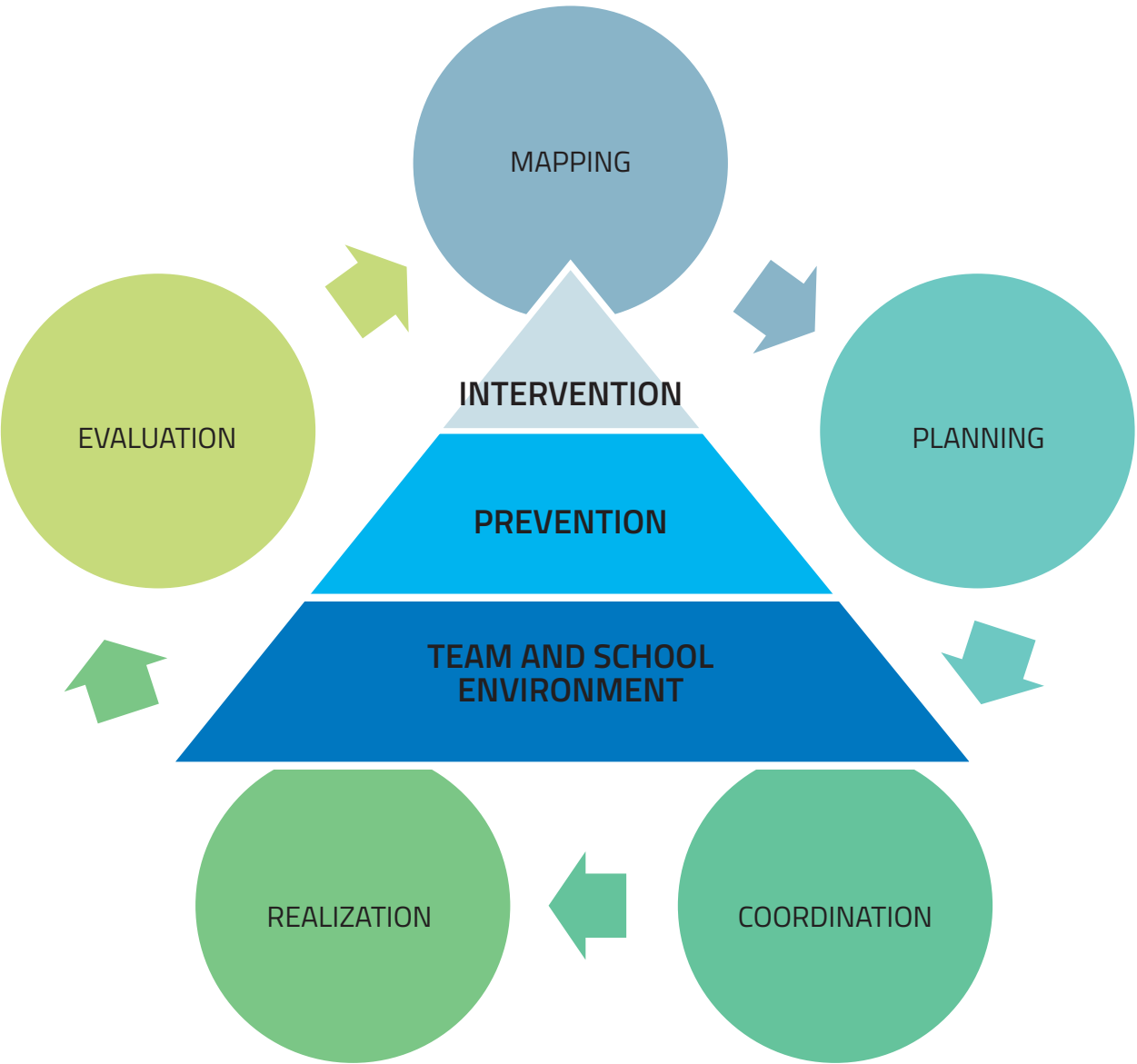
By following this order, we do not threaten the victims and we can verify information from all perspectives.

### CREATING AN ANTI-BULLYING POLICY AT SCHOOL

At workshops, we provide support to the participants for creating their school anti-bullying policy. For the effective school anti-bullying prevention, the school should pay attention to if and how the following components are fulfilled:

- The education and supervision of the whole school team about bullying.
- Set up a school prevention team (the team is described above and consists of the school prevention operator, the school education counsellor, the school psychologist or the school special education expert and either the headmaster or a deputy headmaster), at least one anti-bullying well-trained specialist in the team.
- The team is able to map the climate and situation at school and implement possible changes or interventions (with direct active support of the headmaster) and also motivate other teachers to these changes.
- Create the procedures against bullying, including crisis management scenarios, which has to be described and experimented also for severe cases of bullying.
- The prevention is included in class hours.
- The prevention is included in education (the democratic rules and respectful behaviour towards children is included in all lessons and it is an integral part of education).
- The prevention and respectful behaviour are included outside classrooms during the breaks, school excursions, including the school cyberspace.
- Establish cooperation with parents (not just the mandatory requirements, but e.g. extra consultation hours, non-formal activities etc.).
- Establish cooperation with specialized centres (e.g. pedagogical-psychological counselling, Centres for children with behaviour problems).
- Establish cooperation with other schools in the region (e.g. when pupils change the school etc., the bullying is taking place at several schools).
- The whole system should be constantly evaluated and adjusted.

Scheme 1. The school framework of the anti-bullying policy



## SWOT ANALYSIS ON TRAINING WITH TEACHERS

The summary is based on the teachers' and trainers' feedbacks.

STRENGTHS	WEAKNESSES
The participants appreciated the topic of bullying, they were interested also in the topic of bullying against teachers and working with class climate.	Not all the teachers attended the training, because of their teaching and other school activities.
They appreciated that the workshops were very practical and helped them to be more secure and ready to solve the cases of bullying.	Some of the teachers did not want to talk about their class and their teaching in front of their colleagues, worrying of possible negative reactions.
They appreciated that the workshops helped them to perceive more subtle manifestations of bullying (psychical, social, verbal, ostracism).	Some of the teachers did not want to do the role-playing activity at the beginning, however at the end, they stated that these activities were the most beneficial and have increased their feeling of security when solving the bullying cases.
The trainers were highly qualified with long-term experience.	
OPPORTUNITIES	THREATS
The training for teachers from different schools – they can share experience and probably would talk more openly.	Schools will try to cover the cases of bullying.
To create and implement training that contains more training hours.	Headmasters will not be motivated to support their teachers and teachers will not be interested in training or will not have enough time for the training.
Include more non-specific components – experiential non-formal learning focused on increasing teachers' competences in handling negative emotions in the class, social skills, difficult situations solving.	
Use the support of the Municipality	



## CHAPTER 5: THE EXPERIENCE OF EVIA

*KE.D.D.Y of Evia, Greece*

Analytically, and from a statistical point of view, as it was presented and mentioned during the Chalkis meeting in 28-1-2016, KE.D.D.Y.s, as public organizations of the Ministry of Education, are responsible for bullying matters in elementary and secondary schools across the nation. KE.D.D.Y. of Evia has so far diagnosed and supported about five thousand children with different problems such as learning difficulties, specific learning difficulties, autism, cerebral palsy and kinetic syndromes, mental retardation and bullying. From the vast amount of the five thousand treated students, 277 have been “diagnosed” with bullying. As far as the intervention or therapeutic process, only 9% received treatment or intervention in the premises of KE.D.D.Y. while 91% was handled in the schools.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be subtler. The different types of bullying that we come across in KE.D.D.Y. are physical, verbal, cyber and social. Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Verbal bullying on the other hand may include name calling, insults, teasing, intimidation, homophobic, racist or sexist remarks, or plainly verbal abuse. Most of the times, as the majority of students have confirmed to the psychologist of KE.D.D.Y., verbal bullying can start off harmless, and later can escalate to higher levels and start to affect the individual student or the group of students. Social bullying, even though very frequent, is harder to recognize. Cases can be the harming of someone’s social reputation, humiliation is another form of bullying as well as lying and spreading rumours, contemptuous looks, playing nasty jokes to embarrass and humiliate a fellow student. The most important and violent bullying in this category is encouraging others to socially exclude someone. Last but not least, cyberbullying can be overt or covert, using ICT, such as social media, instant messaging, texts and other websites platforms. Cyberbullying may include emails, videos, using other people’s log, etc.

Specifically, the type of bullying that takes place in the schools of Evia is characterized mostly in the form of verbal bullying and is well displayed in the following chart from the statistics of KE.D.D.Y. of Evia.

TYPE OF BULLYING	FREQUENCY
Physical bullying	8%
Verbal bullying	57%
Social bullying	12%
Cyber bullying	23%

As far as the methodology by which KE.D.D.Y. provides diagnosis and the criteria of evaluation by which interventions are decided, it is derived from the following taxonomies and tools of assessment.

TOOL OF ASSESSMENT OR EVALUATION	BRIEF DESCRIPTION
ICD 10	International Statistical Classification of Diseases and Related Health Problems
DSM IV	Diagnostic and Statistical Manual of Mental Disorders
ICF	International Classification of Functioning Disability and Health

It is undisputable that bullying is a behaviour that is often repeated and habitual and affects all students involved psychologically as well as their functioning in school and in personal and family life. The tools that can assess, evaluate and outline a support system for such behaviours are the DSM IV for the medical aspects

and effects of students involved in bullying and most importantly the ICF which is administered jointly by teachers, psychologists, social workers, advisors, occupational therapists and other professionals that work with students and monitor their lives in and out of the educational system. DSM IV and ICD both provide the essentials of medical diagnosis, but ICF has the power to analyse to a greater extent the everyday life of a student or of an adult.

In order to comprehend the empowerment of ICF as a tool of assessment in the hands of a professional in health and social sciences and education we must understand disability and functioning as they can be expressed in "medical model" versus "social model". The *medical model (ICD and DSM)* views disability as a problem of the person, directly caused by disease, trauma or other health condition, which requires medical care provided in the form of individual treatment by professionals. On the other hand, the *social model* of disability, sees the issue mainly as a socially created problem, and basically as a matter of the full integration of individuals into society. Disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence the management of the problem requires social action, and it is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of people with disabilities in all areas of social life. ICF attempts to achieve a synthesis, in order to provide a coherent view of different perspectives of health from a biological, individual and social, perspective.

In education which is viewed as the corner stone of each society and in schools, which are to a great extent the "first minimized societies" for every student as s/he leaves his/her family, **integration** is the core and the primary concern of every Ministry of Education. ICF as a tool of assessment and evaluation process can easily provide on one hand diagnosis for students that "suffer" from bullying and on the other and most importantly can outline the methodology and analytical individual educational and therapeutic plans to be applied.

## 5.1 GENERAL OVERVIEW OF ANTI-BULLYING INITIATIVES AT SCHOOL

Although several actions have been developed by the scientific and educational community on school violence and bullying in Greece, only a fragmentary picture of the phenomenon at national level is still available both considering quantitative and qualitative data. The few research findings show that this research is necessary, as it can highlight important aspects of the phenomenon of school violence and bullying at the national level.

In particular, the purpose of this research in the framework of the project is to capture the current situation of Greek schools in relation to the phenomenon of school bullying and violence.

Individual objectives were:

- Exploring the form and extent of the phenomenon in primary and secondary schools in Greece
- Studying emotions and the ways of intervention of teachers or other persons in incidents of school bullying and violence
- Investigating gender-based differences in victimization and intimidation.

## 5.2 LIMITS OF THE RESEARCH

The conduct of the study, the investigation of the purpose and the examination of the cases are governed by the following limitations and restrictions.

1. Self-referencing questionnaires were used to investigate participants' views, self-rating would risk not being objective.
2. The number of variables examined is conceptually, theoretically and psychometrically limited.

### 5.3 SAMPLES OF THE RESEARCH

The actors were students of primary and secondary education of the following schools:

- Junior High school of Gymno
- Junior High school of Eretria
- High school of Istiea
- 1st primary school of Eretria
- 7th Junior High school of Chalkis
- 1st primary school of Avlonari
- 2nd kindergarten of Drossia
- Arts High school of Pantihi

Furthermore, two main events involving educators took place: one in Chalkis (regional conference) and one on Skyros island (workshop). We cannot classify the two events as research events, since the initial purpose was dissemination and exploitation of results gathered so far.

A total of 290 pupils from secondary education units were involved, as well as 49 participants from primary education, with a majority of girls since the boys seemed more reluctant to participate.

About 150 educators participated in the two events described above (Chalkis and Skyros island).

The research was carried out and supervised by the psychologists and social workers of KEDDY in order to assure the quality of the results but also the respect of the personality of the students-participants.

## 5.4 APPLIED METHODOLOGY

All students who participated provided informed consent and filled out the questionnaires anonymously. The survey was administered during a regular class period and students were monitored by the first researcher who administered the questionnaires and answered students' questions. Data from the three schools were combined for analysis after preliminary testing and indicated that participants were reasonably matched on the demographic variables of gender and age and in terms of socioeconomic status.

The students filled in the questionnaires online and one- to- one, supervised by a member of the researchers' team in order to avoid superficial answers out of boredom, pre-fabricated answers, and in order to maintain privacy and to promote spontaneous reactions since there was a limited time frame.

### The questions we asked were:

#### 1. EVENTS OF BULLYING WHERE STUDENTS WERE BYSTANDERS/OBSERVERS.

Question: *Have you seen or perceived that something was happening in your school in the past couple of months in one or more of the following ways?*

- a] I have seen or realized that something was happening once/twice a month or each week
- b] Some students called another student mean names, made fun of him/her or teased him/her in a hurtful way
- c] Some students left out another school mate on purpose, excluding him/her from their group of friends or completely ignored him/her
- d] Some students hit, kicked, pushed, shoved around or locked indoors a student
- e] Some students told lies or spread false rumours about a student and tried to make others dislike him/her
- f] Some students took away money or other possessions from a fellow student or damaged it
- g] Some students threatened or forced a student to do things she/he did not want to do
- h] Some students teased or called mean names their schoolmate or made unpleasant comments specifically in relation to the fellow student's country of origin or the way s/he spoke the language
- i] Some students made gestures or comments with sexual meaning
- j] Some students bullied a fellow student in some another way.

#### 2. EVENTS OF BULLYING WHERE STUDENTS WERE THE VICTIMS

Question: *Have you been bullied personally at school in the past couple of months in one or more of the following ways?*

- a] I have been called mean names, made fun of or teased in a hurtful way
- b] I have been left out on purpose, other students have excluded me from their group of friends or completely ignored me
- c] I have been hit, kicked, pushed, shoved around or locked indoors
- d] Lies have been told or false rumours have been spread about me and some students tried to make others dislike me
- e] I have had money or other things taken away from me or damaged
- f] I have been threatened or forced to do things I did not want to do
- g] I have been teased, called mean names, or heard unpleasant comments specifically made about my country or the way I speak the language
- h] Gestures or comments with a sexual meaning have been made to me
- i] I have been bullied in some other way.

3. PLACES WHERE BULLYING OCCURS

- a] The playground (during recess or break times)
- b] The hallways/stairs
- c] The classroom (with teacher present)
- d] The classroom (with teacher absent)
- e] The toilets
- f] The gym classes
- g] The canteen
- h] On my way to and from the school
- i] Somewhere else inside the school.

4. HOW WOULD YOU USUALLY COPE WHEN YOU HAVE BEEN BULLIED?

- a] I would tell a teacher or some other adult at school
- b] I would ignore it
- c] I would try to take precautions
- d] I would burst into tears
- e] I would run away, I would hide
- f] I would seek help from friends
- g] I would take revenge
- h] I would plead them to stop
- i] I would avoid getting into the situation.

5. HAVE YOU TOLD ANYONE THAT YOU HAVE BEEN BULLIED OR THAT YOU HAVE BULLIED ANOTHER STUDENT (S) AT SCHOOL IN THE PAST COUPLE OF MONTHS?

- a] I have not told anyone
- b] My class teacher
- c] Another adult at school
- d] My parent(s)/guardian(s)
- e] Brother(s) or sister(s)
- f] Friend (s)
- g] Somebody else.

6. WHEN A STUDENT IS BEING BULLIED AT SCHOOL, HOW OFTEN DO FELLOW STUDENTS TRY TO PUT A STOP TO IT?

- a] Almost never
- b] Once in a while
- c] Sometimes
- d] Often
- e] Almost always.

7. HOW DO YOU USUALLY REACT WHEN YOU SEE OR REALIZE THAT A STUDENT AT YOUR AGE IS BEING BULLIED AT SCHOOL?

- a] I take part in the bullying
- b] I am forced in a way to take part in bullying
- c] I do not do anything, but I think bullying is OK
- d] I do not do anything, but I think bullying is fun
- e] I just watch what goes on
- f] I do not do anything, but I think I ought to help the bullied student
- g] I try to help the bullied student in one way or another.

## **PART IV**

# LESSONS LEARNED THROUGH THE PROJECT'S EXPERIENCES

## CHAPTER 1: PRELIMINARY EVALUATIONS ON RESEARCH

*KE.D.D.Y. of Evia, Greece*

Although the issue of bullying is not a new one, and not the only mental health concern affecting school-aged youth, it is one that demands considerable attention as we work to translate the epidemiologic and prevention research that has been gathered over the past 2 decades. While schools continue to be a critical setting for preventing behavioural and mental health problems, we are reminded of the challenges for translating research into practice.

Several promising developments have been made in regard to bullying prevention; however, there is considerable room for improvement both in terms of the quality of the research, as well as the impact of the existent programs on bullying and related behavioural concerns.

The field is ideal for additional research on bullying prevention programs consistent with high standards for evidence, particularly within the context of randomized scale-up effectiveness prevention activities.

Programs aiming to prevent violence and disruptive behaviours and promote a positive school climate can also have an effect on bullying acts. Anti - Bullying intervention can be fostered by both the presence of a social network and its absence.

At least some young people who bully are well-integrated into peer social ecologies, and may derive at least short-term benefit from bullying other young people.

Other students who bully are socially marginalized and fall in reoccurring cycles of abuse. Among students who engage in high levels of bullying, bullying is an indicator of a larger profile of antisocial behaviour.

In future research, such distinct profiles and developmental processes could be better defined and put in relation with other person-oriented classifications of aggression. An existential problem with the literature on bullying is that it may not be distinguishable from the larger body of work on childhood aggression. This challenge is absolutely clear in our discussion of developmental antecedents and long-term consequences of bullying.

Within this project, we also would venture to predict that meaningful, robust distinctions between bullies and other aggressive children are unlikely to be found in antecedent personality or dispositional features. In short, anti-bullying specialists interested in the question of antecedents or consequences of bullying might be well-served by consulting what is known more generally about aggression. In order to better distinguish bullying from aggression, we have stressed that, along with being a feature of individual personality and behaviour, bullying is perpetrated within a relationship, albeit a coercive, unequal, asymmetric relationship, characterized by aggression.

Because bullying is an aggression directed from at least one person to another, current research on bullying within the school environment might benefit from a more explicitly relational or interpersonal perspective that includes information about the bully-victim dynamic, bystanders, and related social networks.

It has been overdue for the field of social development to accept what Olweus (1978) pointed out 40 years ago: Aggression can bring social capital, some bullies may hide in the plain sight of social acceptance, while other, more socially marginalized youth are stuck in what may seem like a chronic cycle of bullying and being bullied. While understanding differences between socially integrated bullies and socially marginalized bully victims is important, and distinguishing bullying from aggression is essential, research would be well-served by moving beyond categorical schemes to relational, situational analyses of the extent to which bullying behaviours are dysfunctional and maladaptive versus functional and adaptive with respect to social dynamics that are operating at any given point in time. This includes knowing not just who is a bully and who is a victim, but who bullies whom and how bullies and the children they harass are situated within peer social ecologies. Which

bullies are harassing which victims? Does bullying occur between youth of different ethnicities, genders, or ages? Not much is known about the relationship between a bully and the child whom he or she targets—for instance: were they friends, former friends, enemies, or strangers? Additionally, we need to know more about the nuanced dimensions against which power differences are expressed.

We considered the complexity that gender brings to a relational analysis of bullying, beyond issues of what may be gender-normative subtypes of overt or social aggression or prevalence rates of male and female bullying. Bullying may be as likely to occur between boys and girls as within gendered peer groups, and can start well before the transition to adolescence. In addition, youth use homophobic language or engage in other forms of gender-based harassment as a way to enforce traditional masculinity norms, which was also clear during the survey. There are translational implications of a relational approach to bullying and peer harassment. Healthy relationships are trusting, supportive, and avoid the use of power and aggression. Long-term outcomes that are most causally associated with bullying may be those that are domain-specific, focused on aggression within relationships, such as intimate partner violence or intergroup hostility. In the years ahead, researchers interested in bullying should consider the unique insights bullying provides on aggression as it operates, however destructively, within diverse relationships and through the social networks of childhood and adolescence.



## CHAPTER 2: FINAL CONSIDERATIONS ON THE EXPERIENCES IN THE SABADELL AND PAU VILA INSTITUTES

*Autonomous University of Barcelona, Spain*

The overall evaluation by most students (80%) was positive or very positive. 40% of all students said the workshops had helped them to improve their relationships with their classmates. It must be underlined that this was a very exceptional experience for them, as most of the workshops they had participated in lasted a couple of hours maximum, and in this case they lasted for 8 sessions. This gave time to build trust, recent and past bullying cases were opened and explained, either as victims, aggressors or spectators. Situations that were previously minimized, have been understood as something serious.

Regarding teachers, there were great differences in interest and sensitivity to cope with bullying in both schools, preventing us from general conclusions. The positive aspects were found in relation to IES Sabadell and the difficulties in relation to IES Pau Vila. In this latter, teachers even negated cases of mistreatment or bullying that had been expressed in the groups, and during the workshops some teachers totally opposed some of the contents, minimizing the seriousness of bullying and blaming the victims for it.

The lack of families' involvement is one of the greatest weaknesses of the implementation of the workshops and a critical obstacle in bullying prevention and intervention. Both schools had warned us beforehand that parents' implication was very low. The workshops were organized in order to allow for the most participation of families, but in any case, it was very low. This factor also prevented us from using any images (for videos) from the students during the workshops, as both schools' coordinators said it was virtually impossible to receive any written authorization from the parents.

The parents expressed their interest in the contents and the information provided, in particular, they appreciated the legal information, as they were unaware of the responsibilities of their children, of the school authorities as well as their own. Also, as concrete positive feedback, at least one mother said that the workshops with students have been very useful for her daughter, who had experienced bullying at school.

The coordinators of both schools expressed satisfaction after the workshops were finished and they both also expressed their wish of giving continuity to this project, if it was feasible. This was surprising, as teachers and the direction of one of them had been very reluctant to engage with this topic.

The workshops with local authorities have shown a complex scenario. While the municipality authorities in the area of youth have a genuine interest in the issue of bullying, they face certain problems in the relationship with school authorities, who somehow feel this is an 'extra-school' topic that is overcharging teachers with responsibilities. In fact, school's authorities often prefer to ask police officers to give talks to students on the legal implications related to bullying, in particular cyberbullying, but this fails to acknowledge the complexity of bullying, being only addressed as a security matter and often blaming the victims themselves suffering from it. Youth workers complain of lack of contact with schools and that even when they might have evidence of some bullying cases taking place, there are no channels to inform the school authorities and these might not take it seriously and insist that it is not taking place in their school. Over all, the lack of coordination among all actors is evident.

One of the main problems we have found while doing these workshops are related to the stereotypes associated with bullying, in several senses. One of them, and probably the most important regarding the lack of interest found in teachers and in the direction of one of the centres, is related to the idea of bullying and violence among students as a 'low class' problem, related to 'marginal' groups in society. Closely connected to this, is the stereotype on bullying itself, considered a defect or 'sin' that should not exist at all in good schools. In fact, as one of the persons we had contacted in the schools that were to take part in this project in the first place (from the other Municipality) later confided us, one of the reasons behind the rejection of these workshops was because taking part in the project would have been seen as admitting 'to have the problem', and that would

damage their prestige and public image. This perspective was even acknowledged by the headmasters of one of the schools involved in the project, who came to the presentation of Module C (addressed to families) to introduce the UAB team working in the project and expressed that he did not understand why the City Hall had chosen his school to implement the project, as it did not have problems related to bullying. Of course, he did not stay during the workshop.

In general, from our perspective, the main problems regarding bullying are not among students, but about the attitudes and lack of interest of the adults surrounding them. The students clearly benefited from the workshops and they appreciated them. However, little can they do if they do not have adults they can trust in the school, in particular, their teachers. Some students expressly commented that the workshops had been very positive and that they had decided to speak about the situations they were going through to their parents. That openness is clearly one of the positive outcomes of the project.

## CHAPTER 3: RECOMMENDATIONS AND CONCLUSIONS FROM THE CZECH REPUBLIC

*Centre for Social Services of the City of Prague, Czech Republic*

### 3.1 RECOMMENDATIONS FOR TRAINING ACTIVITIES

- Focus on the message for schools that the bullying is a serious problem, but it could happen in any school, that we will not cover it, we are ready to solve it.
- We found effective to motivate teachers explaining that the strategies learned will pay off well during their teaching.
- It is better to focus on the common problems in the class rather than the most brutal cases of bullying, because the schools often say that this could not happen to them.
- We found important for the trainers not to tell teachers directly "what to do" (e.g. the list of the different forms of bullying at the workshop), but to encourage teachers to find their best solution for themselves (e.g. try to find out the forms of bullying and the possible procedures themselves). This exploratory learning seems to be the more effective way to learn, and it can correspond with their specific situation. The same principles, of exploratory and experiential learning, are applied for students' training.
- It would be beneficial to include more non-specific components – experiential non-formal learning focused on increasing teachers' competences in handling negative emotions in the class, social skills, difficult situation solving, work with stereotypes.

### 3.2 PROJECT'S ASSESSMENT

We evaluate the project as beneficial. The project made the quite extensive anti-bullying prevention programs available for the involved schools and it was possible to focus mainly on the topic of bullying. There were enough training hours for students, the program was appreciated by them. The involvement of all target groups – students, teachers, parents – was quite challenging to meet because of organizational demands and lower motivation of parents and part of the teachers. But the pros outweigh the cons and it seems that focusing on all target groups is an important feature for an effective anti-bullying strategy. Besides this, we think that the workshops with local authorities helped raising awareness about the topic of bullying. In the Czech Republic there already exist quite a high interest of the local authorities and school headmasters in anti-bullying prevention, so, there could be an opportunity to implement long-term anti-bullying training for other classes and schools as well (the project only involved 4 schools). We also recommend to create and implement training that consists of more training hours for teachers. There would be more time to focus on both the non-specific and specific aspects of anti-bullying prevention, the training could be available also for teachers for different schools to share their experience.

## CHAPTER 4: EXPERIENCES GAINED IN THE TRAINING ACTIONS

*KE.D.D.Y of Evia, Greece*

The experience gained from the training activities encompasses the findings, which follow.

In regard to the school year, the incidence of bullying depends on the point of view that the students adopt and the type of bullying involved. According to students as bullies, the bullying tactic of social exclusions, hitting and spreading rumours appear to be significantly higher in the third grade, in comparison to the first grade of high school.

Further, according to students as bystanders, the majority of bullying tactics significantly increased from the 1st to the 3rd grade, with the exception of insults relating to the victim's country origin, where there was a statistically significant decrease. No statistically significant changes were found in regard to the school year and the bullying tactics, according to students as victims.

Overall, our findings allow us to conclude that bullying is a problem in Hellenic schools.

The different views of the problem held by students as bullies, victims or observers confirm the nature of bullying as a secret and complex phenomenon taking place in the school and deserving organic approaches. Intervention schemes would need to take into consideration student profiles as bullies, victims or observers, the bullying contexts and settings, gender differences in relation to the forms of bullying as well as the most effective ways of dealing with it. In addition, the lack of a collaborative culture between students' families and school staff, coupled with the students' reluctance to inform their teachers, calls for immediate intervention in the Hellenic school system.

## CHAPTER 5: GENERAL CONCLUSIONS ON THE PROJECT AND GUIDELINES

*Municipio I of Rome, Italy*

### 5.1 RESULTS ACHIEVED BY THE PARTNERSHIP

Municipio I summarised the items that were shared by all analysis and experiences.

- Bullying is a systemic problem at school
- It determines a high level of anxiety in students
- It generates depression in victims
- It makes observers uneasy
- Families are often unaware of the problem
- Teachers face difficulties in managing problematic situations.

#### THE METHODOLOGICAL APPROACHES THAT WERE SHARED BY PARTNERS WERE:

The ***Whole school approach*** was experimented with success in the US; it is an effective method for dealing with bullying in a school context, by involving all “actors” who are present in the school: students, teachers, school operators, families, social workers and the no profit world.

The ***systemic-relational approach*** focusses on the emotions of all actors involved in an action. Participating in activities such as theatre, creative writing, or the sheer vision of a video becomes an educational activity and a prevention action where the collective sharing of experiences and understanding of the phenomenon have a positive outcome in terms of awareness and prevention.

The ***Bottom-up approach*** fosters an open discussion with local institutions who want to collect bottom-up proposals for constructing prevention policies with the representatives of the community, social workers, associations, schools, sport organisations and all those who daily face bullying phenomena.

#### INSTRUMENTS THAT HAVE BEEN USED FOR IMPLEMENTING THE ACTIONS:

Research-Action:

- interviews
- questionnaires
- meetings with local stakeholder

Workshops which involved in different moments students, teachers, families and the community.

#### THE PROJECT'S NUMBERS:

- 22 involved schools
- 45 workshops, each 16 hours long, 720 hours with students
- 16 workshops, each 8 hours long, 128 hours with teachers
- 39 workshops, each 3 hours long, 117 hours with families.

#### THE ACHIEVED RESULTS:

- Definition and application of innovative methodologies for the prevention of bullying phenomena in schools (GUIDELINES)
- Sharing of best practices for the prevention of bullying phenomena and of common methodologies at international level
- Construction of a digital platform and of an action of web monitoring of the school climate that can be implemented with the contribution of students and teachers (RADAR APP)

## 5.2 GUIDELINES - ACTIONS FOR CONTRASTING BULLYING IN SCHOOLS

The first action for contrasting bullying in schools can be acted via a serious prevention policy.

Local administrators and actors of the community should define and share their objectives involving the stakeholders as much as possible, up from the phase of interventions' planning.

It is mandatory to speak and to shed light on the phenomenon, for breaking silences and secrecy, informing and educating, via awareness raising actions e using effective tools of collaboration, also with Police forces, for spreading the message of legality and keeping updated information on manifestations and techniques of cyberbullying.

These guidelines, here summarised, represent a theoretical framework and experiential evidences which oriented students' teachers' families' and community's actions in the implementation of the project.

They can function as an agile working instrument: a starting point for debating and sharing good practices in the contrast of bullying and cyberbullying also for international policy makers who can thus begin to work in a European law for the prevention of phenomena of bullying.

### METHODOLOGIES OF INTERVENTION IN SCHOOLS AND LOCAL COMMUNITIES

#### TUNING IN WITH AND RELATING TO STUDENTS

##### EXPRESSING EMOTIONS, CULTIVATING EMPATHY

- Working on emotions and on the quality of emotional bonds
- Individuating exclusion dynamics based on prejudices and gender stereotypes
- Fostering a sense of responsibility in regard to one's own actions
- Stimulating the empathic sensibility of observers towards victims of bullying and cyberbullying.

##### CONSOLIDATING THE GROUP

- Cultivating relationships among young people: disrupting bull-victim relationships involving observers
- Working on identity, on the definition of I and We, for bettering the quality of relationships, based on respect.

##### FACILITATING DIALOGUE FOR BETTERING THE SCHOOL CLIMATE

- To single out elements that can act as antidote and for the protection against bullying: psycho-emotional wellbeing, trust in the family, cohesion in the class and sense of community
- To stimulate the awareness of young boys and girls who are observers of violent acts about the consequences, including the legal ones, that they can have on others.

## INSTRUMENTS AND SUPPORT FOR TEACHERS

### KNOWLEDGE OF THE CLASS GROUP

- To raise teachers' awareness on the necessity of intervention through positive actions: interactions, active listening, confrontation.

### DIALOGUE FACILITATION

- To stimulate a constructive dialogue among students; between teachers and students; among teachers
- Work on respect towards other people: the other/a student, the other/a teacher.

### ANALYSIS AND MEDIATION OF CONFLICTS

- Training among teachers of different schools
- Sharing positive strategies of prevention and solution
- Involving the school managers.

### WORK WITH FAMILIES

- Fostering and bettering the quality of communication school/family
- Organising meetings between parents and teachers
- Mitigating families' mistrust
- Supporting the awareness that one's own children can be victims/bullies/observers.

## COLLABORATION WITH FAMILIES

### WORKING ON AWARENESS

- Involving families in children's school life through workshops and by meeting facilitators
- Helping the dialogue inside the family: eventual psychological support and social assistance's intervention
- Providing legal information and protection instruments.

## INVOLVEMENT OF THE COMMUNITY

### KEEPING ATTENTION HIGH

- Promoting awareness campaigns regarding bullying phenomena and peer violence
- Supporting educational activities on practices for contrasting bullying and violent behaviours among adolescents
- Creating moments of debate and discussion with territorial agencies for consolidating the community network and for sharing intervention synergies and building instruments for monitoring the phenomenon.

**ANNEX**



## INTERNATIONAL CLASSIFICATION OF FUNCTIONING DISABILITY AND HEALTH

### BULLYING PROTOCOL

(following the Anti – bullying strategy which is implemented under the guidelines of the Ministry of Education)

#### PART 1a: IMPAIRMENTS OF BODY FUNCTIONS

Body functions are the physiological functions of body systems (including psychological functions).  
Impairments are problems in body function as a significant deviation or loss.

QUALIFIER	EXTENT OF IMPAIRMENT
0	<b>No impairment</b> means the person has no problem
1	<b>Mild impairment</b> means a problem that is present less than 25% of the time, with an intensity a person can tolerate and which happens rarely over the last 30 days.
2	<b>Moderate impairment</b> means that a problem that is present less than 50% of the time, with an intensity, which is interfering in the persons day to day life and which happens occasionally over the last 30 days.
3	<b>Severe impairment</b> means that a problem that is present more than 50% of the time, with an intensity, which is partially disrupting the persons day to day life and which happens frequently over the last 30 days.
4	<b>Complete impairment</b> means that a problem that is present more than 95% of the time, with an intensity, which is totally disrupting the persons day to day life and which happens every day over the last 30 days.
8	<b>Not specified</b> means there is insufficient information to specify the severity of the impairment.
9	<b>Not applicable</b> means it is inappropriate to apply a particular code (e.g. b650 Menstruation functions for woman in pre-menarche or post-menopause age).

LIST OF BODY FUNCTIONS		QUALIFIER
<b>b1.</b>	<b>MENTAL FUNCTIONS</b>	
b110	Consciousness	
b114	Orientation (time, place, person)	
b117	Intellectual (incl. Retardation, dementia)	
b130	Energy and drive functions	
b134	Sleep	
b140	Attention	
b144	Memory	
b152	Emotional functions	
b156	Perceptual functions	
b164	Higher level cognitive functions	
b167	Language	
<b>b2.</b>	<b>SENSORY FUNCTIONS AND PAIN</b>	
b210	Seeing	
b230	Hearing	
b235	Vestibular (incl. Balance functions)	
b280	Pain	
<b>b3.</b>	<b>VOICE AND SPEECH FUNCTIONS</b>	
b310	Voice	
<b>b4.</b>	<b>FUNCTIONS OF THE CARDIOVASCULAR, HAEMATOLOGICAL, IMMUNOLOGICAL AND RESPIRATORY SYSTEMS</b>	
<b>b5.</b>	<b>FUNCTIONS OF THE DIGESTIVE, METABOLIC AND ENDOCRINE SYSTEMS</b>	
<b>b6.</b>	<b>GENITOURINARY AND REPRODUCTIVE FUNCTIONS</b>	
<b>b7.</b>	<b>NEUROMUSCULOSKELETAL AND MOVEMENT RELATED FUNCTIONS</b>	
b730	Muscle power	
b735	Muscle tone	
<b>b8.</b>	<b>FUNCTIONS OF THE SKIN AND RELATED STRUCTURES</b>	

## PART 1 b: IMPAIRMENTS OF BODY STRUCTURES

Body structures are anatomical parts of the body such as organs, limbs and their components. Impairments are problems in structure as a significant deviation or loss.

EXTENT OF IMPAIRMENT	NATURE OF CHANGE	POSITION
0 No impairment 1 Mild impairment 2 Moderate impairment 3 Severe impairment 4 Complete impairment 8 Not specified 9 Not applicable	0 No change in structure 1 Total absence 2 Partial absence 3 Additional part 4 Aberrant dimensions 5 Discontinuity 6 Deviating position 7 Qualitative changes in structure, including accumulation of fluid 8 Not specified 9 Not applicable	0 more than one position 1 right 2 left 3 both sides 4 front 5 back 6 close 7 remote

LIST OF BODY STRUCTURES		FIRST QUALIFIER: Extent of impairment	SECOND QUALIFIER: Nature of the change	THIRD QUALIFIER: Position
s1.	STRUCTURE OF THE NERVOUS SYSTEM			
s110	Brain			
s120	Spinal cord and peripheral nerves			
s2.	THE EYE, EAR AND RELATED STRUCTURES			
s3.	STRUCTURES INVOLVED IN VOICE AND SPEECH			
s4.	STRUCTURE OF THE CARDIOVASCULAR, IMMUNOLOGICAL AND RESPIRATORY SYSTEMS			
s5.	STRUCTURES RELATED TO THE DIGESTIVE, METABOLISM AND ENDOCRINE SYSTEMS			
s6.	STRUCTURE RELATED TO GENITOURINARY AND REPRODUCTIVE SYSTEM			
s7.	STRUCTURE RELATED TO MOVEMENT			
s8.	SKIN AND RELATED STRUCTURES			

## PART 2: ACTIVITY LIMITATIONS & PARTICIPATION RESTRICTION

**Activity** is the execution of a task or action by an individual. Participation is involvement in a life situation.

**Activity limitations** are difficulties an individual may have in executing activities. Participation restrictions are problems an individual may have in involvement in life situations.

The **Performance qualifier** indicates the extent of Participation restriction by describing the persons actual performance of a task or action in his or her current environment.

The **Capacity qualifier** indicates the extent of Activity limitation by describing the person ability to execute a task or an action.

**First Qualifier:** Performance Extent of Participation Restriction

**Second Qualifier:** Capacity (without assistance) Extent of Activity limitation

QUALIFIER	EXTENT OF IMPAIRMENT
0	<b>No impairment</b> means the person has no problem
1	<b>Mild impairment</b> means a problem that is present less than 25% of the time, with an intensity a person can tolerate and which happens rarely over the last 30 days.
2	<b>Moderate impairment</b> means that a problem that is present less than 50% of the time, with an intensity, which is interfering in the persons day to day life and which happens occasionally over the last 30 days.
3	<b>Severe impairment</b> means that a problem that is present more than 50% of the time, with an intensity, which is partially disrupting the persons day to day life and which happens frequently over the last 30 days.
4	<b>Complete impairment</b> means that a problem that is present more than 95% of the time, with an intensity, which is totally disrupting the persons day to day life and which happens every day over the last 30 days.
8	<b>Not specified</b> means there is insufficient information to specify the severity of the impairment.
9	<b>Not applicable</b> means it is inappropriate to apply a particular code (e.g. b650 Menstruation functions for woman in pre-menarche or post-menopause age).

SHORT LIST OF A&P DOMAINS		PERFORMANCE QUALIFIER	CAPACITY QUALIFIER
<b>d1.</b>	<b>LEARNING AND APPLYING KNOWLEDGE</b>		
d110	Watching		
d115	Listening		
d140	Learning to read		
d145	Learning to write		
d150	Learning to calculate (arithmetic)		
d175	Solving problems		
<b>d2.</b>	<b>GENERAL TASKS AND DEMANDS</b>		
d210	Undertaking a single task		
d220	Undertaking multiple tasks		
<b>d3.</b>	<b>COMMUNICATION</b>		
d310	Communicating with-receiving-spoken messages		
d315	Communicating with-receiving-non-verbal messages		
d330	Speaking		
d335	Producing non-verbal messages		
d350	Conversation		
<b>d4.</b>	<b>MOBILITY</b>		
d430	Lifting and carrying objects		
d440	Fine hand use (picking up, grasping)		
d450	Walking		
d465	Moving around using equipment (wheelchair, skates, etc.)		
d470	Using transportation (car, bus, train, plane, etc.)		
d475	Driving (riding bicycle and motorbike, driving car, etc.)		
<b>d5.</b>	<b>SELF CARE</b>		
d510	Washing oneself (bathing, drying, washing hands, etc)		
d520	Caring for body parts (brushing teeth, shaving, grooming, etc.)		
d530	Toileting		
d540	Dressing		
d550	Eating		
d560	Drinking		
d570	Looking after one's health		
<b>d6.</b>	<b>DOMESTIC LIFE</b>		

d620	Acquisition of goods and services (shopping, etc.)		
d630	Preparation of meals (cooking etc.)		
d640	Doing housework (cleaning house, washing dishes laundry, ironing, etc.)		
d660	Assisting others		
<b>d7.</b>	<b>INTERPERSONAL INTERACTIONS AND RELATIONSHIPS</b>		
d710	Basic interpersonal interactions		
d720	Complex interpersonal interactions		
d730	Relating with strangers		
d740	Formal relationships		
d750	Informal social relationships		
d760	Family relationships		
d770	Intimate relationships		
<b>d8.</b>	<b>MAJOR LIFE AREAS</b>		
d810	Informal education		
d820	School education		
d830	Higher education		
d850	Remunerative employment		
d860	Basic economic transactions		
d870	Economic self-sufficiency		
<b>d9.</b>	<b>COMMUNITY, SOCIAL AND CIVIC LIFE</b>		
d910	Community Life		
d920	Recreation and leisure		
d930	Religion and spirituality		
d940	Human rights		
d950	Political life and citizenship		
<b>ANY OTHER ACTIVITY AND PARTICIPATION</b>			

### PART 3: ENVIRONMENTAL FACTORS

Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.

QUALIFIER IN ENVIRONMENT BARRIER OR FACILITATOR	BARRIERS	FACILITATOR
	0 No barriers	0 No facilitator
	1 Mild barriers	1 Mild facilitator
	2 Moderate barriers	2 Moderate facilitator
	3 Severe barriers	3 Substantial facilitator
	4 Complete barriers	4 Complete facilitator

SHORT LIST OF ENVIRONMENT		QUALIFIER BARRIER OR FACILITATOR
<b>e1.</b>	<b>PRODUCTS AND TECHNOLOGY</b>	
e110	For personal consumption (food, medicines)	
e115	For personal use in daily living	
e120	For personal indoor and outdoor mobility and transportation	
e125	Products for communication	
e150	Design, construction and building products and technology of buildings for public use	
e155	Design, construction and building products and technology of buildings for private use	
<b>e2.</b>	<b>NATURAL ENVIRONMENT AND HUMAN MADE CHANGES TO ENVIRONMENT</b>	
e225	Climate	
e240	Light	
e250	Sound	
<b>e3.</b>	<b>SUPPORT AND RELATIONSHIPS</b>	
e310	Immediate family	
e320	Friends	
e325	Acquaintances, peers, colleagues, neighbours and community members	
e330	People in position of authority	
e340	Personal care providers and personal assistants	
e355	Health professionals	
e360	Health related professionals	
<b>e4.</b>	<b>ATTITUDES</b>	
e410	Individual attitudes of immediate family members	
e420	Individual attitudes of friends	
e440	Individual attitudes of personal care providers and personal assistants	
e450	Individual attitudes of health professionals	
e455	Individual attitudes of health related professionals	
e460	Societal attitudes	
e465	Social norms, practices and ideologies	
<b>e5.</b>	<b>SERVICES, SYSTEMS AND POLICIES</b>	
e525	Housing services, systems and policies	
e535	Communication services, systems and policies	
e540	Transportation services, systems and policies	



e550	Legal services, systems and policies	
e570	Social security, services, systems and policies	
e575	General social support services, systems and policies	
e580	Health services, systems and policies	
e585	Education and training services, systems and policies	
e590	Labour and employment services, systems and policies	
<b>ANY OTHER ENVIRONMENTAL FACTORS</b>		

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## THE PROJECT'S PARTNER ARE:

### **KE.D.D.Y. of Evia, a Ministry of Education's Agency - Greece**

Stam Pittas, *Project Manager, Training*

Prof. Lena Xarcha, *Training, Follow-up on activities, Administration activities*

Andreas Karistinos, *Scientific review on bibliography, Training*

Dimitra Linardou, *Training*

Dr. Maria Koulianou, *Training, Dissemination activities*

### **Centre of Social Services of Prague's City Council – Czech Republic**

Markéta Čermáková, *Project Manager*

Jana Holubová, *Reporting*

Miroslava Fialová, *Administration*

Jana Gricová, *PR and Guidelines*

Jan Žufníček, *Antibullying Expert, Research, Trainer*

Pavel Dosoudil, *Antibullying Expert, Research, Trainer*

Marie Vašáková, *School Activities Coordinator*

Tereza Ryšavá, Alžběta Černochová, Lenka Herzogová,

Marie Hejzlarová, Pavlína Zoubková, Jana Janáčková,

Vítězslav Slíva and David Holý, *Training*

### **UAB, Autonomous University of Barcelona, Law Department -**

#### **Municipality of Sabadell, Barcelona - Spain**

Encarna Bodelón, *Coordinator/Project Manager and Research*

Maria Barcons, *Administrative Manager and Research*

Patsilí Toledo, *Training and Research*

Lorena Garrido, *Training and Research*

### **S.CO.S.S.E., Association for the Social Promotion - Italy**

Monica Maria Pasquino, *Coordinator, Research and Training*

Paola De Nigris Urbani, *Project Manager*

Maria Vittoria Rambaldi, *Coordinator Support and Training*

Marta di Cola e Cristina Gasperin, *Research and Training*

Mara Famularo, Francesca Reale, Andrea Maccarrone, Luna Sanchini  
and Giuseppe Perna, *Training*

### **PER FORMARE srl, Social Enterprise - Italy**

Maurizio Piccinetti, *Coordinator*

Sergio Rossi, *Monitoring*

Nicola Pagliarulo, *Monitoring and web designer*

Luca Menenti, *Coordinator Support*

Valeria Tirletti, *Financial Statement Responsible*

Paola De Nigris Urbani, *Monitoring Support*

Alessandra Mittiga, *Administration*

Eleonora Brunelli, *Administration*

### **MUNICIPIO I Roma Centro - Italy**

Ginevra Baroncelli, *Coordinator*

Maria Carolina Cirillo, *Project Manager*

Barbara Ghirelli, *Administration Manager*

Rossana Romanelli, *Administration Office*

Gianna Pascucci, *Administration Office*

Cinzia Lattanzi, *Administration Office*

Ginevra Diletta Tonini Masella, *Dissemination*

Raffaella Cantarini, *Press Office*

# STOP BULLYING

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