

GUIDE

How tackle bullying



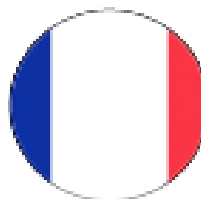
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THE NETHERLANDS



FOR PEACEFUL SCHOOLS, AGAINST BULLYING
2020-1-RO01-KA229-079809



Erasmus+

Bullying Breakthrough

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Bullying Breakthrough

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2020-1-RO01-KA229-079809

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the NETHERLANDS

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FOR PEACEFUL SCHOOLS, AGAINST BULLYING

Foreword

This guide is the culmination of our remarkable collaborative effort as a project team in the Erasmus project "For Peaceful Schools, Against Bullying," which brought together partner schools from Romania, Portugal, France, Turkey, and the Netherlands. Over the course of three years, we encountered various challenges in implementing effective anti-bullying strategies in our respective schools.

Despite the unprecedented disruptions caused by the COVID-19 pandemic, we demonstrated exceptional adaptability. Embracing technology, we creatively utilized online platforms and virtual meetings to ensure the continuity of our work in promoting peaceful schools and addressing bullying.

Additionally, the proximity of the conflict in Ukraine posed unique challenges for our team. With our borders situated close to affected areas, we navigated through uncertain times while remaining resolute in our commitment to creating safe and inclusive environments.

Furthermore, the resilience of our team was further tested by the devastating earthquake in Turkey. Unfortunately, the school in Turkey was located at the epicenter of the earthquake, and as a result, the city was devastated and completely destroyed.

Through this guide, we, as the teachers of the Erasmus partner schools, aim to share our experiences and the diverse range of approaches we have implemented. Our goal is to inspire educators worldwide and provide valuable guidance in their own pursuit of creating peaceful schools and ensuring a brighter future for all students.

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NOTE

Specific policies and approaches vary between partnership countries as they have their own education systems and legislative frameworks. However, the overall aim of national and EU policies is to create safe and supportive school environments that promote well-being and prevent bullying.

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II. ENSURE SAFE AND POSITIVE ENVIRONMENT IN SCHOOLS

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80 TEACHERS FEEDBACK

Good practice

NOTE

*Shedding light on the successful strategies employed by partner schools to prevent bullying, considering local regulations and addressing the unique aspects of each case for effective resolution.

I. ENSURE SAFE AND POSITIVE ENVIRONMENT IN SCHOOLS – RULES

1. **Rejecting bullying:** Legislation in partnership countries emphasizes the prohibition of bullying in schools and the application of appropriate sanctions for those involved.
2. **Bullying prevention policies:** Each country implements specific policies and strategies to prevent bullying in schools, including awareness campaigns and educational programs.
3. **Protection of victims of harassment:** the legislation provides legal protection and support for victims of harassment, including mechanisms for reporting and prompt intervention.
4. **Responsibility of school institutions:** School institutions are obliged to monitor and combat bullying, ensuring a safe and inclusive environment for all students.
5. **Training of teaching staff:** The legislation promotes the training of teaching staff in the prevention and management of aggression in order to effectively respond to such situations.

In Romania (*Law no. 221 of November 18, 2019 against bullying, Methodological norms for the application of the Law no. 221 of November 18, 2019 against bullying - ORDER MEC 4343 of May 27, 2020*) and France (*Law No. 2002-73 of January 17, 2002*), specific legislation exists to combat bullying in schools - In the other partner countries, there is legislation against aggression that is tailored for schools, to ensure a favorable climate for students within educational institutions.

Decalogue against Bullying in Schools

6. **Collaboration between schools and communities:** the involvement of local communities in the prevention of aggression and the promotion of values such as respect and tolerance is encouraged.
7. **Privacy and confidentiality of data:** attention is paid to protecting the privacy of victims and the proper management of personal data in cases of assault.
8. **Monitoring and evaluation:** monitoring and evaluation mechanisms of the effectiveness of anti-bullying measures implemented in schools are foreseen.
9. **Parent and Community Involvement:** Active involvement of parents and the community in combating bullying and supporting school efforts is encouraged.
10. **Education and awareness:** The legislation promotes education and awareness about bullying in schools, targeting students, parents and teaching staff.

By implementing anti-bullying legislation and adhering to the Decalogue against Bullying in Schools, Romania, France, the Netherlands, Portugal and Turkey demonstrate their strong commitment to promoting a safe and inclusive school environment where bullying and discrimination are effectively addressed.



important tip

The message is clear:
Bullying will not be tolerated.

1. Rejecting bullying

Legislation in our partnership countries places a strong emphasis on the prohibition of bullying in schools and the implementation of appropriate sanctions for those involved. This legislative framework serves as a crucial tool in promoting a safe and inclusive learning environment for students.

The laws aim to address and prevent bullying by providing clear definitions of bullying behaviors and establishing legal consequences for offenders.

Steps for rejecting bullying in schools

1. Prohibition of bullying in schools means it is not allowed and will be punished.
2. Appropriate sanctions for those involved ensure consequences for their actions.
3. Sanctions can include warnings, counseling, or even removal from the school.
4. Fair investigations are conducted before determining sanctions.
5. Training, awareness campaigns, and promoting positive behavior complement the approach.
6. Regular assessment of policies helps address bullying effectively.

**NO
BULLY**



important tip

The message is clear:
Choose kindness.

2. Bullying prevention policies

Synergizing laws and rules in schools to cultivate a safe and inclusive environment free from bullying and harassment. These policies serve as a comprehensive framework that aligns with national and local laws, establishing clear guidelines and expectations for behavior.

By integrating legal provisions and school regulations, they promote awareness, understanding, and empathy among students while empowering staff to promptly address bullying incidents. These policies emphasize preventive measures, collaboration with parents, regular assessments, and robust support systems, ensuring the effectiveness of interventions and fostering a culture of respect and kindness.

Key points regarding bullying prevention policies in schools

1. Create a safe and inclusive school environment.
2. Establish clear guidelines and expectations for behavior.
3. Promote awareness, understanding, and empathy among students.
4. Train school staff to recognize and address bullying incidents promptly.
5. Implement preventive measures to identify and address potential bullying situations.
6. Encourage collaboration with parents and guardians to reinforce anti-bullying efforts.
7. Regularly assess and evaluate the effectiveness of the policies.
8. Provide support systems and resources for victims and intervention.
9. Foster a culture of kindness, acceptance, and tolerance in schools.
10. Implement educational programs to promote positive relationships and respect.

**NO
BULLY**



important tip

The message is clear:
Harassment Ends Here.

3. Protection of victims of harassment

When it comes to the protection of students who are already victims of harassment, it is crucial to prioritize their safety and well-being. Here are some specific measures that can be implemented to support and protect these students in the school environment:

1. **Confidential reporting:** Establish a reporting system that allows victims to report incidents of harassment without fear of retaliation. Ensure that the reporting process is clearly communicated to students and provide them with multiple reporting options, such as trusted staff members, online platforms, or anonymous reporting systems.
2. **Immediate support:** Provide immediate support with staff members who are trained in handling such situations and ensure that they are available to offer immediate assistance, comfort, and guidance to victims.
3. **Safety plan:** Collaborate with the victim and their parents to develop a personalized safety plan. This plan can include measures such as changing class schedules, arranging for escorts between classes.

4. **Counseling and emotional support:** Offer counseling services provided by trained professionals who specialize in supporting victims of harassment. Ensure that victims have access to confidential counseling sessions where they can express their feelings, process their experiences, and develop coping strategies.
5. **Academic support:** Work closely with teachers to ensure that victims' academic needs are met. Provide flexibility in assignments, deadlines, or exam schedules to accommodate any disruptions caused by the harassment.
6. **Peer support programs:** Encourage the formation of support groups or mentorship programs where victims can share their experiences, and receive guidance from fellow students who have gone through similar situations.
7. **Restorative justice approaches:** These approaches focus on repairing harm and rebuilding relationships, involving all parties affected by the harassment in a mediated dialogue to promote understanding, accountability, and reconciliation.
8. **Regular check-ins:** Establish a system of regular check-ins with victims. Continuously monitor their progress and address any ongoing concerns or needs promptly.

4. Bullying prevention policies



important tip

The message is clear:

Safe Schools. Strong Communities.

List of rules that schools can formulate to combat bullying and ensure a safe and inclusive environment:

1. **Zero Tolerance Policy:** clearly stating that any form of bullying will not be tolerated.
2. **Reporting Procedures:** Establish clear and accessible reporting procedures for students, staff, and parents to report incidents .
3. **Investigation and Intervention:** Ensure a fair and prompt investigation of reported incidents.
4. **Prevention Programs:** Develop comprehensive bullying prevention programs that educate students, promote empathy.
5. **Awareness and Education:** Conduct regular awareness campaigns on bullying prevention for students, staff, and parents.
6. **Support Systems:** such as counseling services and peer mentoring to provide emotional support for victims and resources for bullies to change their behavior.
7. **Inclusive Policies:** Develop policies that promote inclusivity, diversity, and acceptance within the school community.
8. **Parental Involvement:** Encourage parental involvement through resources, workshops, and open communication channels.



important tip

The message is clear:

Empowered Educators. Bully-Free Futures.

5. Training of teaching staff

By investing in the professional development of teachers, schools can create a safer and more inclusive learning environment. Key aspects of training for teaching staff include:

1. **Recognizing Aggression:** Educators learn to identify different forms of aggression, including physical, verbal, relational, and cyber bullying.
2. **Prevention Strategies:** Teachers gain strategies to proactively prevent aggression by fostering positive classroom environments, promoting social-emotional learning, and teaching conflict resolution skills.
3. **Early Intervention:** Training focuses on enabling teachers to intervene early when aggression occurs, addressing incidents promptly and appropriately.
4. **Communication and Reporting:** Educators learn effective communication strategies to engage with students, parents, and colleagues regarding aggression incidents. They also understand how to document and report incidents accurately and confidentially.
5. **Conflict Resolution Skills:** Teachers acquire conflict resolution techniques and mediation skills to guide students in resolving conflicts peacefully and promoting understanding among peers.

NO BULLY



important tip

The message is clear:
Uniting Communities. Ending Bullying.

6. Collaboration between schools and communities

List of actions that schools can apply to encourage collaboration between schools and communities in the prevention of aggression and the promotion of values such as respect and tolerance:

1. **Community Partnerships:** Establish partnerships with local community organizations, non-profit groups, and parents to work together in addressing aggression and promoting positive values.
2. **Shared Responsibility:** Foster a sense of shared responsibility between schools and communities in creating safe and inclusive environments for students
3. **Awareness Campaigns:** Collaborate on community-wide awareness campaigns to educate individuals about the impact of aggression and the importance of respect.
4. **Volunteer Programs:** Develop volunteer programs that engage community members in anti-bullying initiatives, such as mentoring, guest speaking, or organizing community events.

5. **Parent Engagement:** Actively involve parents in school activities focused on aggression prevention and values promotion.
6. **Community Education:** Organize workshops, seminars, or presentations in the community to educate parents, caregivers, and community members about aggression prevention strategies
7. **Reporting Mechanisms:** Establish mechanisms for community members to report incidents, ensuring that they feel comfortable and supported in sharing information.
8. **Shared Resources:** Collaborate with community organizations to share materials in implementing prevention programs and activities.
9. **Community Events:** Organize joint events and activities that promote respect, tolerance, and inclusivity, such as cultural celebrations, or community forums on bullying prevention.
10. **Student Involvement:** Encourage student involvement in community service projects related to aggression prevention, fostering a sense of civic responsibility.
11. **Community Support Services:** Work closely with local support services, to provide additional support and resources.

By implementing these rules, schools can foster strong partnerships with their local communities, harness collective efforts, and create a united front against aggression while promoting values of respect and tolerance.



important tip

The message is clear:
Confidentiality First. Safeguarding Trust.

7. Privacy and confidentiality of data

Protecting the privacy of victims and ensuring proper management of personal data in cases of assault is of utmost importance. Here are key rules to apply:

1. **Confidentiality Protocols:** Establish strict protocols for handling and storing personal data related to aggression cases, ensuring that only authorized personnel have access to this information.
2. **Informed Consent:** Obtain informed consent from victims and their parents/guardians regarding the collection, use, and disclosure of personal data, adhering to applicable data protection laws and regulations.

3. **Limited Access:** Limit access to personal data to individuals directly involved in handling the case, such as designated staff members, counselors, and administrators, while maintaining strict confidentiality
4. **Secure Storage:** Implement secure data storage measures, including password protection, encryption, and restricted physical access to prevent unauthorized disclosure or misuse of personal data.
5. **Data Retention:** Establish clear guidelines on the retention period for personal data, ensuring that information is kept only for as long as necessary and securely disposed of when no longer required.
6. **Anonymous Reporting:** Provide anonymous reporting mechanisms for individuals who prefer to report aggression incidents without disclosing their identity.
7. **Training and Awareness:** Provide regular training and awareness sessions for staff members involved in handling personal data, emphasizing the importance of privacy, and compliance with data protection regulations
8. **Data Protection Policies:** Develop comprehensive data protection policies that outline the school's commitment to safeguarding personal data and complying with relevant privacy laws and regulations.

important tip



The message is clear:
Monitoring for a Bully-Free Future.

8. Monitoring and evaluation

Ensuring the effectiveness of anti-bullying measures implemented in schools through monitoring and evaluation mechanisms. Here are key rules to apply:

1. **Performance Indicators:** Define clear performance indicators to assess the effectiveness of anti-bullying measures, such as the reduction of reported incidents, student satisfaction surveys, or changes in the school climate.
2. **Data Collection:** Establish systematic data collection processes to gather relevant information on bullying incidents, intervention strategies, and outcomes, while ensuring the privacy and confidentiality of individuals involved.
3. **Regular Assessments:** Conduct regular assessments and evaluations of anti-bullying initiatives to measure their impact and identify areas that require improvement or adjustment.
4. **Stakeholder Involvement:** Involve students, parents, teachers, and other relevant stakeholders in the evaluation process through surveys, focus groups, or feedback sessions.

5. **Actionable Insights:** Analyze collected data to generate actionable insights, identifying trends, patterns, and areas of concern that require targeted interventions or adjustments to existing strategies.
6. **Continuous Improvement:** Use evaluation findings to inform ongoing improvement efforts, refining anti-bullying measures, and implementing evidence-based practices to enhance their effectiveness.
7. **Transparency and Accountability:** Ensure transparency and accountability by sharing evaluation results and progress reports with stakeholders, fostering trust and maintaining a collaborative approach.
8. **Knowledge Sharing:** Promote knowledge sharing and collaboration among schools and education stakeholders by sharing best practices, and successful strategies in combating bullying.
9. **Long-term Impact Assessment:** Assess the long-term impact of anti-bullying measures on the overall school climate, student well-being, and the promotion of values such as respect.
10. **Adaptability and Flexibility:** Maintain a flexible approach to monitoring and evaluation, allowing for adjustments and adaptations based on emerging needs and changing dynamics within the school community.

NO
BULLY



important tip

The message is clear:

Parents Engaged. No Room for Bullying.

9. Parent and Community Involvement

Encouraging active participation of parents and the community in combating bullying and supporting school efforts. Here are key rules to apply:

1. **Parent Education:** Provide workshops and resources for parents to educate them about bullying, its effects, and strategies to support their children in dealing with bullying incidents.
2. **Parent-Teacher Collaboration:** Foster open lines of communication between parents and teachers, encouraging regular discussions about bullying prevention, intervention, and follow-up actions.

3. **Parent Awareness Campaigns:** Organize awareness campaigns targeted at parents, highlighting the importance of their involvement in creating a safe and respectful school environment..
4. **Community Partnerships:** Collaborate with local community organizations, businesses, and leaders to engage them in anti-bullying initiatives, leveraging their resources and influence to amplify the message.
5. **Volunteer Opportunities:** Provide opportunities for parents and community members to volunteer in anti-bullying activities, such as awareness campaigns, mentoring programs, or school events.
6. **Parent Support Groups:** Establish parent support groups where parents can share their experiences, seek advice, and collectively address bullying-related challenges.
7. **Community Events:** Organize community-wide events that promote respect, tolerance, and inclusivity, involving parents, students, and community members to foster a sense of unity against bullying.
8. **Parent Surveys and Feedback:** Seek input from parents through surveys or feedback mechanisms to understand their perspectives, concerns, and suggestions regarding bullying prevention efforts.



important tip

The message is clear:

Unlocking Minds. Uprooting Bullying.

10. Education and awareness

1.

Comprehensive Curriculum: Integrate bullying prevention education into the school curriculum, providing age-appropriate lessons and activities that raise awareness, promote empathy, and develop conflict resolution skills.

2.

Student Workshops: Conduct interactive workshops and presentations for students, addressing various aspects of bullying, its impact, and strategies to prevent and respond to it.

3.

Parent Education Programs: Organize educational sessions and workshops for parents, equipping them with knowledge and resources to understand, identify, and address bullying incidents effectively.

4.

Professional Development: Offer ongoing professional development opportunities for teaching staff, empowering them with the knowledge and skills to identify, address, and prevent bullying within the school community.

5.

Awareness Campaigns: Launch school-wide awareness campaigns that highlight the importance of kindness, respect, and empathy, fostering a culture of inclusivity and intolerance towards bullying.

6.

Peer Support Programs: Implement peer support programs, such as mentoring or buddy systems, where older students guide and support younger students in creating a positive and respectful school environment.

7.

Communication Channels: Establish effective communication channels within the school community to encourage open dialogue about bullying, ensuring that concerns and incidents are promptly addressed.

8.

Resource Materials: Provide access to relevant resource materials, such as books, videos, or online platforms, that promote understanding, prevention, and intervention strategies related to bullying.

9.

Guest Speakers and Experts: Invite guest speakers and experts to share their insights, experiences, and expertise on bullying prevention.

10.

Continuous Evaluation: Regularly evaluate the effectiveness of education and awareness programs, gathering feedback from students, parents, and staff to make necessary improvements and adjustments.

NO
BULLY

Expert advice

General Directorate of
Social Assistance and Child Protection Cluj

Xenia Marc
clinical psychologist

Methods against bullying

Dear reader, I am really glad that we have the chance to interact through this brochure. The fact that you are reading this, already tells me that you are interested in this subject and you want to actively help raise awareness in your community, so let me congratulate you! I hope my article will help you gather even more information regarding bullying and that you'll have a better understanding about the cognitive and emotional process behind it.

My name is Xenia Marc, I am a clinical psychologist, certified by the Romanian College of Psychologists and I graduated the Faculty of Psychology and Educational Sciences and the Master of Clinical Psychology and Psychotherapy, from Babeş-Bolyai University, in Cluj-Napoca. I am currently a PhD student at the Faculty of Psychology and Educational Sciences, within the State University of Moldova, and I work as a psychologist both, in my individual practice, and in the General Directorate of Social Assistance and Child Protection Cluj.

I began my professional career practicing behavioral therapy for children diagnosed with autism and other behavioral disorders, after which I focused more on couple and adult counseling. I was always fascinated by the human brain, the way it develops, the way we learn new things and develop new abilities, how the environment affects our perspective, reality and normality, and how much influence does our family, genes, relationships and previous experiences really impact our choices in life. Working with children I felt the importance of my role as a psychologist and made me feel even more responsible in the work that I do and the field that I activate.

After 8 years of continuing learning and professional development, after participating in trainings, courses, studying hundreds of hours of different causes, multidisciplinary approaches and learning multiple cognitive, emotional and behavioral techniques, I started working within DGASPC Cluj in the Traffic, Migration, Crime Victims Intervention Department for 1 year, where I psychologically evaluated child victims in situations of abuse, neglect and human trafficking, as well as participated in their hearings. In May 2023, I transferred to the Abuse and Neglect Intervention Department, where I continue my work in present.

Bullying has been a rising issue and has drawn attention to school counselors, parents and authorities in the past 10 years, while teachers and parents were facing more and more of these situations. In a study conducted by Statistics Research Department in 2018, 37% of Russian 15 years old reported being bullied at least a few times a month, the highest in Europe in that year. By comparison, only 12% of Dutch 15 years old said they were bullied frequently, making the Netherlands the country with the lowest share of bullied students in this year. Looking at the statistics, in the same study, the top 10 countries with the highest rate of bullying reported by 15 years old students are Russia- 37%, Latvia- 35%, Romania- 34%, Bulgaria- 34%, Malta- 32%, Kosovo- 32%, Czechia- 30%, Slovakia- 28%, Greece-27% and United Kingdom- 27%.

Expert advice

1. What is bullying?

For communities to be able to intervene, help and support children that are being bullied, we first need to define this concept so that people will know how to recognize it, therefore I will share a couple of definitions that underline best what bullying represents:

- Bullying, as defined by Olweus, occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students. The relationship is characterized by an imbalance of power between the bully and the victim based on physical size, strength, age, or social status;
- Butler defines bullying as being the intentional, repetitive harming or injury by one's peers and the victim is unable to avoid or stop the victimization;
- Sutton, Smith and Swettenham refer to bullying as a deliberate act designed to inflict physical and psychological harm. It involves a hurtful action directed toward another person or persons, by one or more persons, and involves a complex interplay of dominance and social status. Bullying incorporates a wide range of aggressive and social behaviors such as name-calling, extortion, physical violence, slander, group exclusion, damage to property, and verbal intimidation.

2. How can I see it?

We can identify these types of behaviors among children in kindergarten, primary, middle and high school, but are very present between adults as well, in their homes, relationships and work environments. Researchers have identified four main types of bullying: physical, verbal, relational, and cyber (Wang et al. 2009):

- **Physical bullying** is characterized by physical acts of aggression, such as hitting, punching, or pushing
- **Relational bullying**, also referred to as social exclusion bullying, is characterized by rumor spreading and purposefully leaving others out of activities or interactions, or friendship withholding (Crick & Grotpeter 1995)
- **Verbal bullying** is characterized by spoken aggressions, such as name calling and teasing (Bauman & Del Rio 2006)
- **Cyberbullying** is peer aggression committed using technology such as text messages, emails, or social networking sites (Butler et al. 2009).

These 4 types of bullying are divided into two categories: direct (physical, verbal and cyber) and indirect (relational). Bullying can take many forms, sometimes it can even be silent, indirect, but it has the same effect on the person as it would have been a direct approach. Usually, people think that there are only two characters involved in the bullying process: the aggressor and the victim, but actually, as the African proverb quotes, "it takes a village to raise a child", meaning that there are a lot of factors that influence the child's behavior, mentality and habits.

Expert advice

3. The "village"

In this process there are the main characters, the aggressor and the victim, but there are the second characters that maintain and give power to the first ones as well, and we include here the family, group of friends, school and the adults that interact daily with the child. I would like to take you on a journey and to approach together each part individually to understand the process and influence of each part at a deeper level.

The "aggressor"

Usually, we refer to the child that started or initiated the bullying as "the aggressor" or "the bully" and that puts us in a position where we only see the behavior and not the person that produced it. Behind every affirmation, behavior and action that we make, there is a belief, a cognition, an emotion that fuels it and decides for that approach. I always use a statement, at the beginning of every case that I am taking on, that reminds me to keep my mind open to every angle and available perspective, that might be different from what is obvious: there is no good or bad child, there are only healthy and unhealthy influences/environments/ role models. Starting with this approach in mind, I can see beyond the behavior of a child, and I become curious to know him, understand him and explore his reality. Behind every violent behavior, threatening, punching, hitting, pushing, spitting, avoiding rules and authority, there is a reality that few people know and want to understand. In all the interactions that I had with children, and all the literature I've read, I came to understand that children who need love and affection tend to ask for it in the most wrong ways. So, what stand behind these aggressive manifestations?

In all my years of interacting with children, after reading a lot of studies on children emotional development, attachment theory, the neuropsychology of child's brain, creating of habits and developing copying mechanism, I found a couple of factors that trigger and maintain this type of behaviors that I will share with you below:

- **No secure attachment:** the child doesn't have a parent or an adult, with whom he has developed a secure attachment, in which he feels safe and protected emotionally;
- **Labeling:** we are used to use generalize labels to describe a person (bad, good, ugly, beautiful, smart, stupid etc.). When we use generalize labels, we don't talk about one behavior or a particular situation, we talk about the person as a whole. This labeling done in the childhood, by the parents, teachers or any adult figure that have a secure attachment with the child, forms the image that the child projects on himself, his inner voice;
- **Abandonment:** the child felt that he was abandoned by his maternal/paternal figure, that he doesn't matter, that his needs and emotions weren't important or that he was a problem (he wasn't good enough);
- **Need of validation, appreciation and affection:** he didn't get verbal appreciation from his parents, he didn't feel appreciated, cared for or loved. The way his parents or care givers were showing affection was not the way the child needed it;
- **Lack of support:** the child doesn't have a place where he feels secure and safe so that he can ask for help and support, he tends to think that he is alone and that he can only trust himself;
- **Low self-esteem:** the child feels shame about who he is, about something that he did, he is used to think about himself using generalize labels and not labeling his behaviors based on a specific situation (I am not my behaviors);

Expert advice

Hurt and hate: he feels hurt because his reality is not understood and he thinks that nobody cares about him and what he is going through, therefore he hurts back. Hate is a secondary emotion, that usually appears after experiencing shame, disappointment or pain multiple times. Hate is the way we manifest one of the three emotions mentioned before, but it is never a primary emotion, caused directly by a situation or a person;

- **Aggressive environment:** the child has been exposed to aggressive behavior in family (any type of bullying as a form of interaction, from the categories mentioned in the beginning) and he learned that this is a way of communicating his emotions and his needs as well as a way of manifesting what he feels;
- **Was a victim in the past:** in a lot of situations, the bully was a victim in the past and, because he couldn't fight back and respond, he couldn't take care of himself and couldn't control the abuse, he now exerts all the collected tension on other children that are weaker than him;
- **Emotional blockage:** in the history of his interactions with attachment figures, nobody was there to treat him with empathy, compassion or encourage him to communicate about his feelings. His emotions were neglected, minimized, dismissed or judged so he doesn't know how to communicate them verbally;
- **Shame:** shame triggers the fear that we will be rejected by our group, our "village" if they will find out who we are (that negative self-image that we have about ourselves: bad, stupid, mean, ugly etc.) so we develop an inner critic that will help us survive that rejection. The coping mechanisms that we develop, that keep us away from experiencing shame, can take many forms: social isolation, being aggressive, feeling rage, developing different addictions, that makes the person feel powerful, but the response of the society to their actions brings more shame, which adds fuel to the inner critic and he is trapped in this vicious circle.

The “victim”

Just as we approached “the aggressor” role, I would like to have a different perspective on “the victim” as well. There is a difference between being the victim of a specific situation (an abuse) and having a victim mentality. When you see yourself as a victim, you have the tendency to believe that you have no control over the situation, you can’t take care of yourself, you are helpless and even that you might deserve what happened to you. But how do children develop this mentality? Working with adults in therapy and helping them discover, understand and overcome their childhood traumas that were born in the attachment relationship they had with their parents, I’ve noticed some familiar patterns that they’ve shared:

- **Anxiety and dependency:** parents are overprotective with their children, they used to do most of the chores, not including the child and, that way, the child learns that he is depending on the adult to be taken care of and he feels insecure and anxious when the adult is not around;
- **Mistrust:** a child who has a dependent or anxious attachment style, will develop trust issues with people that are not familiar and will have difficulties in developing and maintaining new relationships. On the other hand, they won’t be aware of their own strengths and abilities;
- **Lack of control:** frequently, children who are used to have their problems fixed by an adult, are not aware of what is in their control and what not, having the impression that they are inadequate to solve a situation that they are facing and waiting for an adult to “take care of it”;

Expert advice

- **Lack of helpful support:** when a child is in need, adults are used to offer solutions or to solve the problem themselves. This way, they aren't encouraging the child to explore different scenarios, to develop his critical thinking, emotional regulation and let him take a decision that he will need to take responsibility for in the future, having the support of his parents all along. Overprotecting them and trying to control the outcomes, so that they won't feel any discomfort or negative emotion, will only contribute to their incapacity to react in front of a danger when they will be alone.
- **Social isolation:** usually social isolation comes as an effect of the anxious attachment style. This way, children tend to avoid places and people that are not familiar with because they don't feel comfortable, they can't predict what is going to happen and that increases their anxiety and need of a familiar person with them;
- **Shyness:** children that are shy have the tendency to isolate themselves, to play alone or with a parent, to develop their own routines and habits and feel secure following them, which alienates them even more from groups that are diverse, different from their normality, with different type of personalities, tempers, behaviors and ways of manifestation;
- **Lack of social abilities:** if the parents are used to control their child activities, hobbies and don't give him space and intimacy to discover himself, his strengths, abilities and categories of interest, the child won't know how to socialize, being used to communicate only with people that know him and know how to approach him. A child that will isolate himself from new groups and surroundings, will lack of social abilities, which will increase his anxiety regarding new experiences and new interactions. All these factors create a vicious circle;

- **Internalize feedback:** when there is low self-esteem and no self-regulation skills, bad stress management techniques and feeling of inadequacy, powerlessness and helplessness the child will have the tendency to internalize the feedback that he is receiving, continuing to think in general labels about himself (instead of thinking "I did a bad thing/broke the tablet/ was saying bad things", he will think "I am bad/inadequate/ stupid"

If you treat every aspect individually, it would be difficult to understand the way it influences the child's attitude regarding bullying, their role and their part of contribution, but if you see the connection between them, you will understand that it creates a domino effect, which contributes in developing the victim's mentality and the feeling of helplessness, inadequacy and powerlessness. When we contribute to a situation, it doesn't necessarily mean that our part was 50% or that we share the same responsibility as the other person or even had an active behavior. Contributing to a situation sometimes mean only being present, not leaving the environment/room, giving the bully the chance to manifest his behavior. Not seeking help or support is a contribution to the process of bullying and it encourages the person that started it, that there is nothing wrong with their behavior or that they don't need to be held responsible for it.

The role of the family

In healthy relationships, where there is an attachment developed between the child and the parents, the adults will always try to protect their child, offer them the best experiences and environments, and we know that their choices have a good intention, but being emotionally biased and subjective, they are not always aware of the implications that these habits will have long term. I mentioned the influence different parenting styles in the sections above, but I would like to offer some healthy alternatives, for parents that have children in both roles (aggressor and victim) below:

- **Empathic** and active listening: parents should start having open conversations about what their children are feeling and thinking in different circumstances and offer them a safe space where they can confess without feeling fear, blame, shame or any pressure from the adult as if they are waiting for a specific answer;
- **Focusing on your child:** focusing on your children's feelings and actions, not blaming and talking about the other person involved in the situation. Teach them what they can do in situations where they feel abused, instead of labeling the other child. This way your child will learn that he has options and that he is not helpless;
- **Encouraging independency:** give them the opportunity to make decisions, encourage them during the process and create space for them to talk to you about the results and the lessons they've learnt, instead of fixing the problem for them and maintaining dependency;
- **Group activities:** enroll your child in group activities with children that are the same age, team sports, discovering new hobbies and experiencing new activities, knowing that you will be there to support them;

- **Leading as an example:** share your personal examples where you felt the same way and how you handled the situation (make sure to find simple examples, where the child can envision himself in). Practice the lessons and advices that you are giving your child in your personal relationships with other adults (colleagues, relatives, friends, partner, teachers etc.);
- **Empathy and compassion, not pity:** show empathy and compassion during your conversations. Tell them what you've understood from their story, check with them if you understood correctly, validate their emotions, encourage them to take initiative and ask them what kind of support would they need from you. Pity will make them feel powerless and weak and will encourage the victim mentality;
- **Don't shame or blame:** don't blame the child for his choice, talk about it, make him understand where his emotions are coming from (why did he act the way he acted, why did he choose that approach above others, how does he feel about his choice now, what does he intend to do further on). Teach them the consequences of their behaviors by using rational examples and emotional support, not guiding them with fear, punishments or emotional withdrawal;
- **Rules and boundaries:** the role of these tools is to explain that sometimes we don't have choices and we need to follow specific rules, that are meant to help us, give us perspective, principles, equality, fairness, habits and a sense of control. Boundaries will increase the tolerance to frustration, lower the impulsivity, irascibility and develop emotional regulation and healthy coping mechanism. Respecting or disobeying rules will teach them the importance of responsibility and the consequences that come along;

We have discussed so far about children's role, parent's importance during the process and now I would like to shift the attention to other characters of the "village": schools and peer group.

School environment

- **Every coin has two sides:** school needs to show the same interest for every child, no matter the role that he played in a situation. Individual counseling and counseling for groups/classes offer pupils the feeling of a safe space where they can talk about their emotions and thoughts. Both parts need to see that they are heard and what they feel matters;
- **Educate your community:** organize workshops and trainings for teachers, parents and children in which you raise the awareness regarding bullying and each group understands their role, responsibilities and implication in the process. Make sure your teachers have access to platforms and information, trainings, conferences, mentorship and counselling;
- **Surveys:** give an anonymous annual survey for parents and students. This way you will have a realistic view over the situation of your school and can implement the best approaches that can serve your objectives;
- **Visible statements:** make sure you integrate the vision, mission and values of the school throughout the campus, this way pupils will always be reminded of them and it will be easier for them to act accordingly;
- **Buddy system:** you can implement the peer buddy system, in which students that are new in the community are allocated a peer that integrates them in their class, spend the breaks together, explain them the rules and policies, introduces them to teachers and ease their transitional process;

- **Community service:** seek to implement community service as part of consequences for different behavior problems. Using time in the community helping in different ways and projects, will give them time to reflect on their behaviors, choices and what made them get in those situations. One way of showing that you are sorry and that you want to repair a situation is by giving back to the community and having the chance to present yourself in a different light. This way, the student won't let one behavior or situation define who they are as a person;
- **Active roles:** give students the opportunity to have active roles and responsibilities in processes that targets them. You can have roles in classes, levels of education (primary, middle school, high school) and in committees that involve the whole school. Students in these roles can be picked by the teachers or/and by their colleagues and can be changed monthly or every term;
- **Antibullying policies:** get pupils involved in policies that targets them and that will have a direct impact on their experience as a student in the community;
- **Volunteering options:** offer volunteering options for different school projects in which pupils can attend and implement their ideas and vision. This way, they will feel more integrated and that they're part of the community;
- **Lead through example:** teachers and staff should practice school's principles, policies and share the same vision and mission. This way, students will understand that adults need to follow the same rules and code of conduct as pupils do and that everybody has responsibilities in the community, needing to be a shared effort so that everyone can succeed.

Expert advice

4. Today's child, tomorrow's adult

- Even though bullying takes place in childhood, the effects can be seen in adulthood too. Some signs that we can see are: lack of social abilities (not knowing how to communicate, not knowing how to listen to opinions and ideas that are different than yours), taking feedback personally (not accepting constructive comments and assessment on your work, identifying yourself with your work), not being able to work in teams with different types of personalities, lack of self-esteem (you don't trust your skills, abilities and perspective) and perfectionism.
- Not addressing these issues when they appear and keeping maladaptive coping mechanisms can turn into serious disorders such as depression, anxiety or even addiction that will need specialized intervention.

5. *What can we do?*

Now that we are more aware of the complexity of bullying, what can we do? Where should we start? How can we help raise a more aware and educated community that has the tools it needs to intervene and shape the parents, teachers and children into the best versions of themselves? I think each of us has an inner compass that guides us through life, a compass made of personal values that lead us to our choices. If we can choose 3-4 major values for our community, that become that community's hymn, anthem and take action in alignment with them, I can assure you that people will start embracing and identify with these values and will teach them further. If you don't know what to search for and how these values sound like, here are some simple and benefic examples that will make a huge difference in your village:

- *Seek to understand, not to judge*
- *Support, don't blame*
- *Listen, don't be ignorant*
- *Together, not alone*
- *Trust, don't punish*
- *Integrate, don't reject*
- *Be curious, not superficial*

What I would like to know that you will remember after reading this article is this: be consistent, not loud! If you've lost your way and feel like you don't recognize the road and yourself anymore, always bring up your inner compass and let it guide you! There are no bad people or bad children, there are only people that forgot that they can be good.

COLEGIUL DE SERVICII ÎN TURISM NAPOCA



ROMANIA



Cultivating a Safe & Inclusive School

Introduction:

In our school, the Anti-Bullying Committee plays a crucial role in ensuring a safe and inclusive environment for all our students.

At the school level, an anti-bullying action group has been formed in accordance with Law No. 221/2019 and the related Methodological Norms. It is established at the beginning of each school year through debates organized by homeroom teachers, with the support of the school counselor, involving students and parents. Proposals for group members are subject to approval by the representative councils of the school, following the principles and procedures set forth in the internal regulations. The group includes teachers, parents, and students..

Objective:

Our main objective is to prevent and address bullying incidents by cultivating a culture of respect, empathy, and acceptance among our students. Through a range of activities and initiatives, we aim to raise awareness, provide support, and empower students to stand up against bullying.

Good practice

1. Awareness Campaigns

"Say No to Bullying! We don't remain passive in the face of bullying!":

Throughout the academic year, our Anti-Bullying Committee organizes impactful awareness campaigns. These campaigns include engaging poster exhibitions, meaningful classroom discussions, and interactive presentations that educate students about the harmful effects of bullying. By emphasizing kindness, empathy, and inclusion, we promote positive behaviors.



2. Teachers & students Empowerment:

We believe in empowering teachers and students to actively combat bullying.

Teachers training Dedicated teachers from our school was trained in a comprehensive course "Expert in equal opportunities" on combating bullying. The course covered important topics such as understanding bullying, effective prevention strategies, promoting equal opportunities, ensuring access to education, and the role of the Commission for the Prevention and Elimination of Violence, Discrimination, and the Promotion of Interculturality.

Students training Our committee conducts workshops and training sessions for students. These sessions focus on developing skills such as conflict resolution, effective communication, and empathy-building. By equipping students and teachers with these tools, we empower them to handle bullying situations effectively.

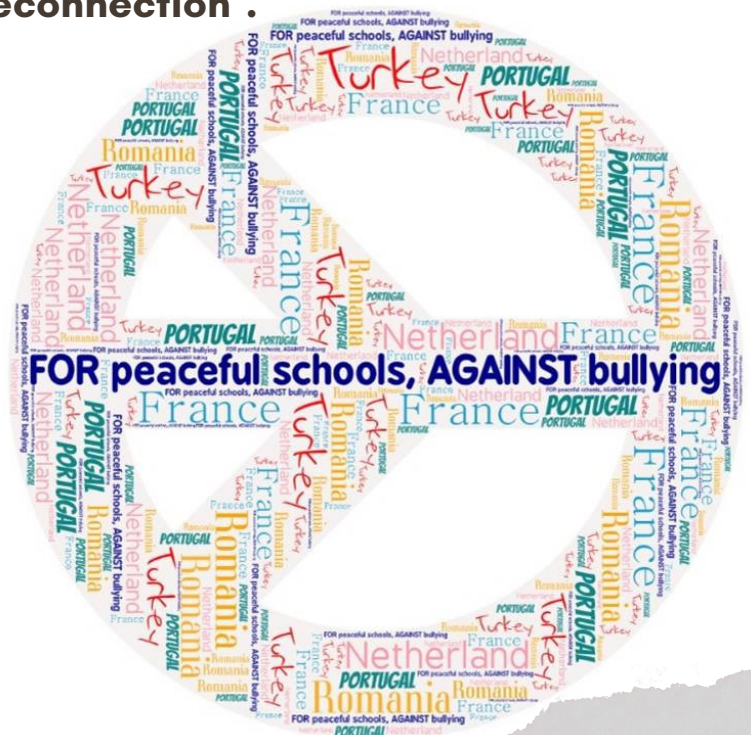
By equipping our teachers and students with the necessary skills and knowledge, we are better prepared to identify and address instances of bullying, foster a culture of respect and inclusivity, and ensure the well-being and success of all our students.

3. Students Creative Expressions:

Artistic outlets serve as powerful means for students to express their thoughts and emotions regarding bullying. Our school strongly encourages students to utilize diverse art forms such as poetry, music, painting, and drama to convey their experiences and perspectives. These creative expressions promote empathy, understanding, and convey strong messages against bullying.

As an example of creative expression, our teachers and students actively participated in the international symposium called **"Successful Interferences for Reconnection"**.

One of our students secured the 3rd place with her digital artwork, and our teachers contributed significantly by presenting papers on the topic of reducing bullying during the symposium.



4. Reporting and Support:

The Committee ensure that our students feel comfortable reporting any bullying incidents they witness or experience. We have established a confidential reporting system where students can seek assistance from trusted staff members or school counselors, we also creat a green line, one email, where the students can write. Prompt action is taken to investigate and address reported incidents while maintaining the privacy of all individuals involved. Also created one green line, one email account **email.verde.bullying@gmail.com**.

**Serviciul de informare și
suport pe problematica
bullyingului din cadrul
Colegiului de Servicii în
Turism NAPOCA**

email.verde.bullying@gmail.com

Good practice

5. Continuous Evaluation and Improvement:

Regular evaluation of our anti-bullying initiatives is essential for their effectiveness. We actively seek feedback from students, teachers, and parents through surveys, focus groups, and open discussions.

In the 2021-2022 school year, there were 5 reported cases of bullying, and in the 2022-2023 school year, 2 similar incidents occurred. The students involved participated in psychological counseling to improve their behavior: the victims received support to overcome trauma and develop socio-emotional skills, while the aggressors were counseled to become aware of their actions and develop empathy and tolerance. The goal of these measures is to improve the situation and promote a school environment based on trust and respect.

Conclusion:

Through these examples of good practice, our Anti-Bullying Committee is dedicated to creating a safe and inclusive school environment. By raising awareness, empowering students, encouraging creative expressions, providing support, and continuously evaluating our initiatives, we strive to build a nurturing space where every student feels respected, valued, and free from bullying. Together, we can cultivate a community that celebrates diversity, empathy, and kindness, and creates a positive educational experience for all.

Useful phone numbers and contacts

In our school:

- email.verde.bullying@gmail.com

Locally:

- General Directorate of Social Assistance and Child Protection (DGASPC): 0264/983
- School Inspectorate: 0040264594672
- County Center of Resources and Psycho-Pedagogical Assistance: 0040364880711
- Mental Health Laboratory for Children and Adolescents: 0040264590218

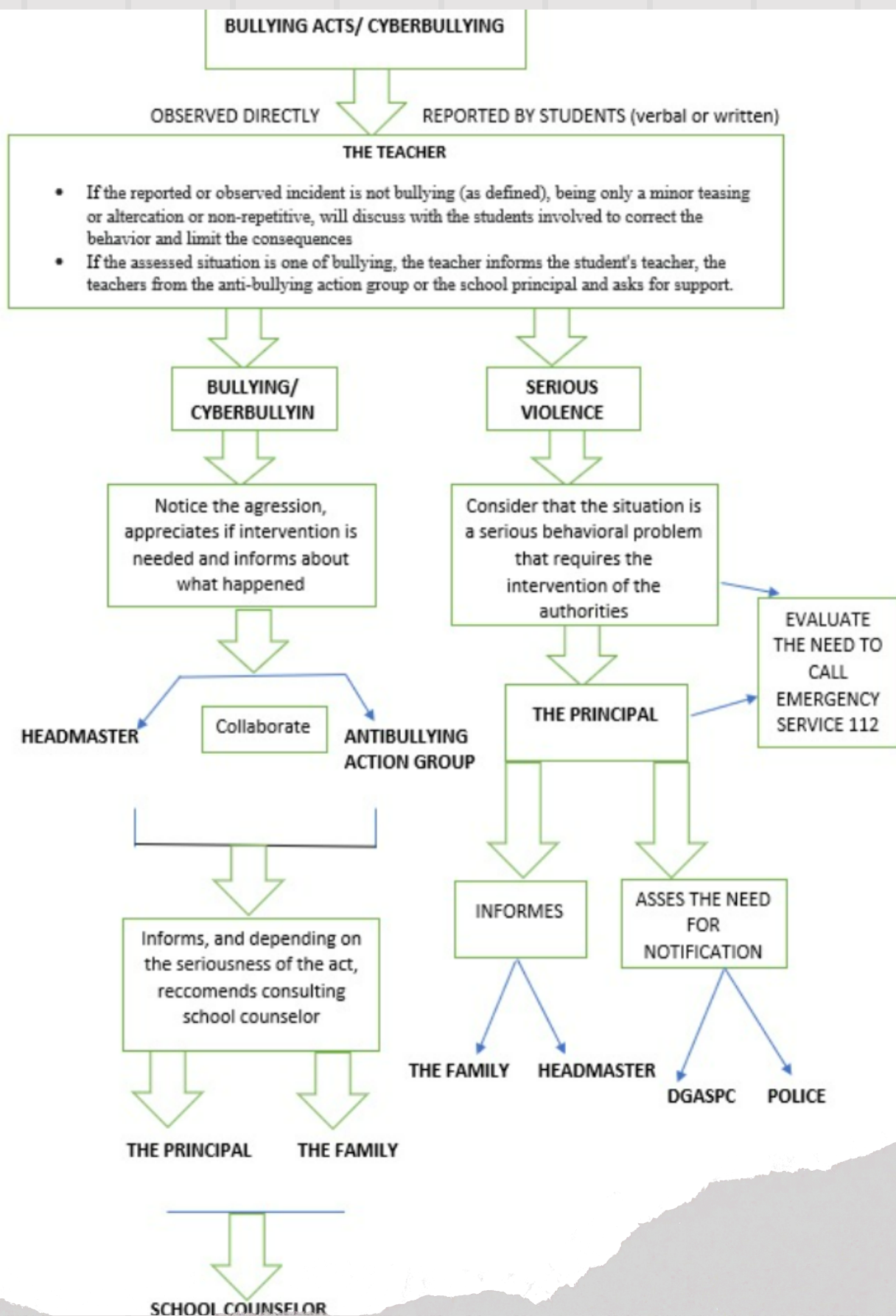
National:

- Emergency Service: 112
- National Council for Combating Discrimination: www.cncd.org.ro
- National Authority for the Protection of Child Rights: www.copii.ro
- Save the Children Romania: 0040318080000 (for cyberbullying)
- Peace Action, Training and Research Institute of Romania (PATRIR): 0040264420298

International:

- The Child's Phone Association: 116111

Teacher intervention in bullying situations



Lycée La Martinière Duchère



FRANCE

Cultivating a Safe & Inclusive School

Introduction:

On June the 6th 2023, Elisabeth Borne, French prime minister, has raised the struggle against school bullying as "an absolute priority". Indeed, despite the efforts of the educative community and the improvements of the legislation, bullying is still a gloomy and threatening reality. That is why our school, La Martinière Duchère, is fully committed to this fight. The project "For peaceful schools" is a manner of putting ostensibly the stress on this issue with symbolic and visible actions. But, the day-to-day battle is based on deeper methods and a global policy. We will try to sum up here its main principles and its perspectives of evolution.

Objective:

The goals of our institution, as a public school ruled by the Nation's law, are to offer a peaceful, stressless and inclusive learning environment for everyone, regardless the origins, the gender, the appearance, the religion or any distinctive mark. Formerly, that is why, for instance, no religious demonstrative sign shall be shown in a French school, in order the pupils to think as citizen of a common society and not as individuals divided by their beliefs. The inalienable right for everyone to get a school instruction is written in the French constitution since 1946. In July

2019, after the "confidence in school" law, the right to have a scholarship without bullying is officially integrated in the educational code. Thus, the aim of our school is to respect these moral and legal obligations and to achieve its mission : build a cleverer, tolerant and comprehensive society.

Besides, there is a strong need of media education linked to bullying. Harassment has existed for a long time. But nowadays, Internet and the spreading of the social medias has made the situation worse. The facility with which a peaceful student can turn into an awful stalker behind his screen, is impressive. We have to support students in the learning of the social medias uses and make them aware of their duties.

1. Prevent and inform : two fundamental mottoes

The anti-bullying policy of the La Martinière Duchère school relies on two key words : prevention and information. Indeed, instead of reacting in front of a case, the best way to resolve it is to avoid it.

Several actions are made following this path :

- Specific lessons in regular courses (EMC / Civic and moral education, SNT / Sciences and numeric technologies)
- Dedicated actions on the French national day against harassment (beginning of November)
- Setting up a team of anti-bullying ambassadors
- Involvement in the academic contest "Non au harcèlement" ("no to the bullying")

Good practice

- **Specific lessons in regular courses (EMC / Civic and moral education, SNT / Sciences and numeric technologies)**

Bullying is a major topic of the regular classes in Civic and Moral education. Either connected to larger theme (freedom, equality, gender, tolerance) or explicitly mentioned, it is a common concern in this school discipline. The dangers and the misuses of social medias are also dealt in SNT.

- **Anti-bullying ambassadors**

A group of 10 students, regularly renovated, is recruited in order to represent a team devoted to the struggle against harassment.

A peer-to-peer dialogue is often more efficient and easier to begin than a complaint to the teachers or the administration.

The recruitment takes usually place in the 2nd grade (French curriculum) and the newcomers are supervised by the older participants.

Every pupils committed to this structure receives a specific formation, in order to get the basic tools for hosting the wounded words of the comrades and be able to react as properly as possible in front of a bullying situation.

- **specific actions for the French national day against school bullying**

The first Thursday of November is the day chosen in France to focus on the struggle against school bullying.

Every 2nd grade (French curriculum) classes have a specific hour on this topic. It is a very valuable moment for free the speeches, engage the discussions and even recruit some new ambassadors.

For three years, this official day has been animated by the Erasmus + pupils. In 2021, it was on a numeric escape game. In 2022, it was based on the posters made collectively during the French LTTA with all the partners.

- **academic contest « Non au harcèlement »**

Every year, the French academic authorities launch a contest among the schools. The aim is to build an anti-bullying campaign either with a video or with a poster.

Our school has participated during the last two years with the pupils involved in the project. The video, made within the partnership, was awarded in 2022 (<https://www.ac-lyon.fr/concours-nah-edition-2022-124493>).



Good practice

2. A new perspective : the generalization of the pHARE program

As said before, the government efforts try to tear off the bullying from the schools. In March 2022, a "school bullying law" was adopted. Bullying is now a penal offence and can be punished up to 10 years of prison and 150 000€ fine. In connection with this strengthening of the legislation, a new program has been launched and shall be effective in every school within the next years.

Formerly thought for primary school and lower grade education, the pHARE program (<https://www.education.gouv.fr/non-au-harcèlement/phare-un-programme-de-lutte-contre-le-harcèlement-l-ecole-323435>) is due to be widespread next year in high schools.



It is based on 8 pillars :

- 1.Measuring the school climate.
- 2.Preventing harassment.
- 3.Create a protective community of professionals and staff for pupils.
- 4.Intervene effectively in situations of harassment.
- 5.Involve parents and partners and communicate about the programme.
- 6.Mobilise school democracy bodies (CVC, CVL) and the health, citizenship and environment education committee.
- 7.Monitor the impact of these actions.
- 8.Provide a platform dedicated to resources.

Our school's prevention policy already covers a significant part of the requirements of the phARE program. However, we still need to establish a more concrete scheme for dealing with situations of harassment that is known to all those involved and goes beyond one-off actions.

With a purpose to accompanying the implementation of the pHARE program, an ambitious formation planning is imagined :

- Initiation for every staff members to the « PIKAS » method, also known as « shared concern » method.
- Obligation, since the March the 2nd 2022 law, for every staff members to follow a compulsory formation on harassment (either in university or as a longlifelearning process).
- Reinforced communication on the emrergency numbers : « 30 20 » (bullying) and « 30 18 » (cyberbullying).
- Communication on the new application « 3018 » available on smartphones.
- Doubling of EMC hours, starting in September 2024 to have for time to deal withtheses issues in regular Moral and Civic Education lessons.

Good practice

Teacher intervention in bullying situations

STEP 1: CASE DISCOVERY

Suspicion of the educative community, students or families

Whistleblowing from a member of the educative community student or families

Whistleblowing from a member of the educative community

STEP 2: SURVEILLANCE AND INQUIRY

Warning of all the staff members in contact with the bullied or suspected bullied

Investigations lead by the vice-headmaster and the CPE (school advisor) in charge of the class with the help of all the staff members in contact with the bullied or the suspected bullied

Emergency isolation of the bullied from his stalker if needed

When the bullying is proved and documented

STEP 3: REACTION

Psychological support suggested for the bullied and eventually his family organised by the medical pole and the school psychologist

Disciplinary sanction after an internal procedure taken by the administration according to the level of sanctions available and the nature of the misconduct

Legal support suggested for the bullied and his family by accompanying them in their complaint registration and legal action

Useful phone numbers and contacts

In our school:

- Any adult of the school either by electronic mail or personal interaction

Locally:

- "Non au harcèlement" number from the academic authority : 0800 409 409
- The local police : 04 72 85 60 70

National:

- Emergency number for a bullying case : 3020
- Emergency number for a cyberbullying case : 3018
- Emergency number for a child in danger : 119

International:

- The Child's Phone Association: 116111

SintLucas



the NETHERLANDS

Cultivating a Safe & Inclusive School

Introduction:

During the 2012-2013 school year, SintLucas lacked a bullying protocol, leading to daily incidents of bullying. Mentors, parents, teachers, support staff, and peers would identify such cases. The mentor or career coach would engage in a conversation with the affected student, often involving the program coordinator or year advisor. Subsequently, the bully(s) would also participate in a discussion, potentially resulting in sanctions imposed by the mentor and program coordinator.

Parents of both the bullied student and the bully(s) would be promptly informed, and records of these conversations and sanctions would be documented in Magister, our student tracking system. Prevention of bullying is highly valued at SintLucas, with mentor classes and career guidance sessions dedicated to fostering a safe and positive classroom environment.

These sessions also cover social skills, values, and ethics. In cases of bullying, it is essential to collaborate with all parties involved, including the bullied student and the bully(s), to identify the root causes and work towards a resolution to end the bullying.

Honesty and open communication play a central role in these discussions.

Definition of bullying 1/2

Bullying involves the repeated harm or intimidation of a student. It is a form of violence that crosses boundaries. Theories on aggression suggest that it can either be channeled in a more acceptable manner or prevented by addressing dissatisfaction and promoting self-reflection.

Signs of bullying: Bullying affects everyone in a school. It can be challenging to address because it often happens secretly. Teachers and support staff have a responsibility to work with students and parents to combat bullying. Students should feel comfortable seeking help, and adults should listen and pay attention to signs of bullying. Establishing agreements with the class is crucial. Possible signs of bullying are: not wanting to go to school, not wanting to talk about school at home, having

Cyberbullying, also known as digital bullying, involves bullying and mistreating others, including sharing visual content, through the internet and mobile devices. It can be even more severe than traditional bullying because the perpetrators can remain anonymous, and the internet's reach is vast. Children are increasingly exposed to cyberbullying at a younger age. Examples of cyberbullying include sending insulting or offensive emails or messages, stalking and making threats in chatrooms, encountering inappropriate content, unwanted contact with strangers, engaging in potentially exploitative webcam activities, hacking, and sending bullying messages on social media platforms.

Definition of bullying 2/2

The bullied student: Some students are more likely to be bullied than others, often due to their appearance, behavior, feelings, or social expressions. Bullied students often engage in activities or possess characteristics that differ from their peers, such as playing a different instrument, participating in a different sport, excelling or struggling in certain subjects. Bullied children often do not talk about the bullying at home due to reasons such as shame, fear of parents contacting the school or the bully and making the situation worse, perceiving the problem as unsolvable, or feeling that reporting is not allowed.

The bully: Bullies are often perceived as strong within their group, although their popularity may be superficial. They establish their popularity through tough and invulnerable behavior. Internally, bullies are often insecure and try to elevate themselves by belittling others. Bullies often gain followers because those who participate have the least chance of becoming victims themselves. Bullies typically do not feel guilty since they believe the victim "asks" to be bullied.

Followers and bystanders: In bullying situations, there are bullies, followers, and bystanders. Followers join in the bullying out of fear or to gain popularity. Bystanders play a crucial role in stopping bullying. When they oppose or withdraw support, bullies are more likely to stop. Different subgroups exist within the bystanders. Victims often blame themselves for the bullying.

Good practice

The five track approach 1/2

- **The school's general responsibility** The school ensures that the principal, mentors/career coaches, and teachers have sufficient information about bullying in general and how to address it. The school develops a strong anti-bullying policy to maximize student safety within the school.
- **Providing support to the victim** The problem is taken seriously. If necessary, a thorough investigation is conducted to understand what exactly happened. Discussions are held among the program coordinator/guidance coordinator, mentor/career coach, student, and parent(s)/guardian(s) to explore possible solutions. The mentor/career coach offers assistance and support.
- **Providing support to the bully** Bullies struggle with empathy and often don't realize the impact of their actions on others. When addressing them, focusing on understanding feelings and emphasizing the harm caused to victims promotes empathy and reduces defensiveness. Mentors or career coaches can confront bullies, uncover underlying causes, and provide assistance. The goal is to find solutions and prevent future bullying rather than just punish the bully. Sanctions may be considered based on the nature of the bullying, the age of the bully, and the victim.

The five track approach 2/2

- **Involving the middle group in the problem** Bullying involves a group dynamic with bullies, helpers, and bystanders. The group has a responsibility to address and report bullying, as withdrawing support weakens the bully's behavior. The focus is on shared responsibility and finding solutions rather than punishment. Actively involving students in interventions creates a positive atmosphere and offers bystanders a chance to change the situation safely. Suggestions from students are positively reinforced, and small steps forward are celebrated. Mentors or coaches discuss bullying with the group, explore possible solutions, establish agreements or codes of conduct, and regularly revisit them to improve the situation.
- **Providing support to the parent(s)/guardian(s)** Parents/guardians who are concerned about bullying are taken seriously. The school collaborates with parents/guardians to address bullying. The school provides advice to parents/guardians on how to handle their bullied or bullying child. If necessary, the school refers parents/guardians to expert counselors. Parents/guardians of students who are being bullied may struggle with the idea that their child should have to change. They want the bullying to stop, which is valid. However, a bullied student not only wants to feel safe at school but also to be accepted. They desire to feel comfortable and confident. Guidance or training can contribute to achieving these goals.

Good practice

Preventive measures

Each mentor/career coach provides lessons at the beginning of the school year to establish general agreements and rules for the class. It is important for these agreements and rules to be developed together with the students to increase their support and engagement. Differentiating between teasing, bullying, and cyberbullying is also addressed. The mentor/career coach discusses the anti-bullying protocol with the class. It is made clear that bullying should always be reported and should not be seen as tattling but as offering or seeking help. If a mentor/career coach deems it necessary, explicit attention is given to bullying behavior in a group discussion. The roles of the bully, the victim, and the bystanders are identified. Notes from these discussions are recorded and kept in Magister (school management system).

We believe that everyone should feel safe at school. Therefore, we adhere to the following agreements:

- I accept others as they are.
- I do not use insults or participate in mocking others.
- I respect other people's belongings.
- If there is a conflict, I do not take matters into my own hands.
- I do not threaten anyone, verbally or otherwise.
- I do not use violence.
- If someone bothers me, I clearly ask them to stop.
- If that doesn't help, I ask a teacher or classmate for assistance.

The role of the mentor or career coach

1. **Listen and Share:** Support the bullied student by allowing them to express their experience.
2. **Form a Group:** Create a group consisting of bystanders and the bully/bullies.
3. **Present the Issue:** The mentor/career coach explains the victim's feelings to the group.
4. **Shared Responsibility:** Encourage the group to find a solution together without blame or punishment.
5. **Seek Ideas:** Gather ideas for resolving the situation from each group member.
6. **Implementation and Evaluation:** Give the group a week to implement solutions, followed by an evaluation with the bullied student.
7. **Two-Week Evaluation:** Conduct a follow-up evaluation with the bullied student and the group after two weeks.
8. **Referral for Assistance:** If needed, refer the bully and/or bullied student to the appropriate coordinator.
9. **Documentation and Disciplinary Action:** Document agreements and outcomes; disciplinary action may be taken if necessary.
10. **Parental Communication:** Inform parents of the bullied student and the bully, based on their age.



The role of the coordinator

- 1. Speak with the Bullied Student:** The coordinator/grade advisor initiates a conversation with the bullied student to understand their experience.
- 2. Form a Group:** Create a group comprising the coordinator/grade advisor, mentors/career coaches of the victim and bully, and bystanders.
- 3. Present the Problem:** Discuss the issue within the group, including the specific students involved and the victim's feelings.
- 4. Share Responsibility:** Emphasize shared responsibility within the group, focusing on problem-solving rather than blame or punishment.
- 5. Gather Ideas:** Request ideas and potential solutions from each group member.
- 6. Implementation and Evaluation:** Allocate time for the group to implement solutions, followed by an evaluation after one week with the bullied student.
- 7. Two-Week Evaluation:** Conduct a follow-up evaluation after two weeks, where the mentor/career coach speaks with the group or individual students to assess progress.
- 8. Referral for Support:** If further support is required, refer the bully and/or the bullied student to the grade advisor or support coordinator.

Approach of cyberbullying 1/2

1. **Save Evidence:** Instruct the student to save any bullying messages as evidence. Teach them methods such as printing, selecting and copying, and saving WhatsApp messages.

2. **Block the Sender:** Guide the student on how to block the sender of the bullying messages. Provide step-by-step instructions if they are unfamiliar with the process.

3. **Identify the Perpetrator:** If the perpetrator is unknown, take steps to trace their identity. Contact the ICT coordinator or system administrator to investigate the school computer from which the message was sent. Utilize the IP address of the email to determine the source computer. Seek assistance from the helpdesk if needed.



Approach of cyberbullying 2/2

4.Contact Parents: Inform and involve the parents of the bullied student, considering their age. Provide parents with information on measures they can take at home to address the situation.

Remember to prioritize the well-being and safety of the student while implementing these steps.

5.Parental Support: Inform parents about available support options. They can seek assistance from the educational helpline and the confidential inspectorate.

Educational Helpline: 088-6050101

Confidential Inspectorate: 0900-1113111

6.Filing a Complaint: Advise parents to consider filing a complaint if their child is being systematically harassed, which constitutes stalking. Refer them to the Victim Support Bureau for further assistance.

5.Victim Support Bureau: tel: 0900-0101, www.slachtofferhulp.nl

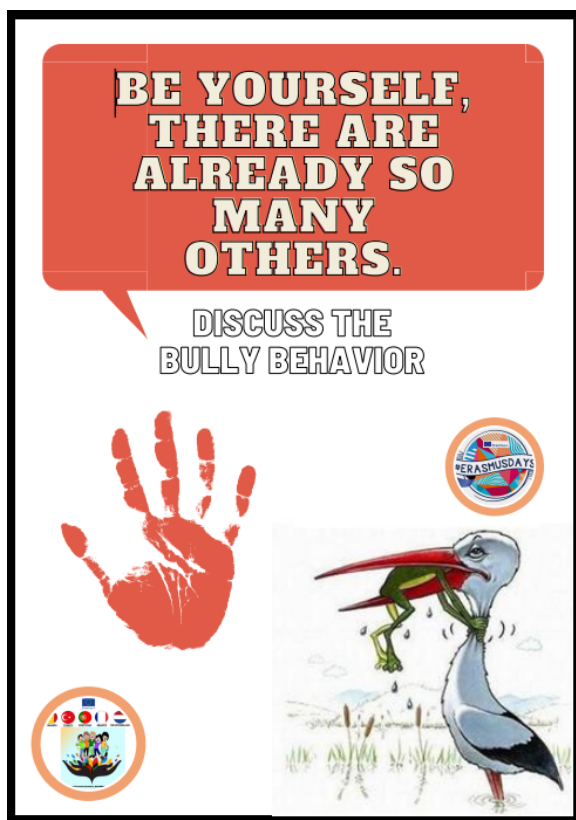
7.Further Assistance: If additional support is needed, refer the bully and/or the bullied student to the grade advisor or support coordinator. Remember to provide appropriate guidance and resources to parents and students while addressing cyberbullying incidents.

Awareness

Campaign

"See it, name it, STOP it!":

During the course of our project "FOR peaceful schools AGAINST bullying" our students have participated in creative campaigns to raise awareness for the topic of bullying.



Agrupamento de Escolas de Moimenta da Beira



PORTUGAL

Cultivating a Safe & Inclusive School

Counsellors' opinions

Whenever a case of bullying is reported at our school, we get in touch not only with the bullied student but also with his/her aggressor/aggressors. Then we schedule several sessions to give support and psychological counselling to the bullied student and also some others to help the bully/bullies being sensitive to the fact that any situation of bullying causes a lot of suffering on the victim and, apart from that, is hugely disrespectful. In some cases, when the bully goes on his/her behavior of physical or psychological aggression, we get in touch with the nationwide CPCJ (Comissão de Prtoteção de Crianças e Jovens / Comission of Children's and Youngsters' Protection). If the situation prevails after these two steps, then it's time for the local police officers to act. However, in so many years of our four counsellors' performances at our school, only one case reached this last stage. All the other bullying situations were solved within our professional scope.

Cultivating a Safe & Inclusive School

Collaborators

opinions

We'd like to say that it was quite an experience to have been part of this project. Our awareness of different kinds of bullying helped us to become more sensitive and watchful of cases that we may come across in our professional performances so we became more conscious that we need to keep our "eyes wide open" to try and help the students that are sometimes silently victims of any kind of bullying.

Portugal

REPUBLICA PORTUGUESA
MINISTERIO DA EDUCACAO
Twinning

SINTLUCAS

la Martinique
Duchêne

"FOR peaceful schools, AGAINST bullying"

2020-I-RO01-KA229-0798091_3

Co-funded by the
Erasmus+ Programme
of the European Union

1

We learnt how to prevent and stop cyberbullying

How to stop cyberbullying

Report to school Collect evidence Report to Site/App/Game Talk with a trusted adult Tell them to stop

Take a screenshot, save the image or message, or screen-record what you see.

Some online environments provide easy tools to report violations. Those sites/apps will protect your identity and not "out" you.

Someone that you can count on to help when you (or a friend) experience something negative online.

Explain that it's not cool to be a jerk to others. But say something—if you remain silent, you are basically telling them that it is ok to do it.

<https://cyberbullying.org/standing-up-to-cyberbullying-tips-for-teens>

How to stop cyberbullying

Stay Safe Demonstrate care Work together Don't encourage it Educate yourself

When your emotions are running high, resist posting something that may escalate the situation. Never physically threaten others. Pause before you post. Some personal information or content may be used by someone to target you.

Show the victims that they are not alone. Let them know that you have their back.

Gather your other friends and post kind comments on their wall or under a photo they've posted. Encourage others to help report the harm. There is strength in numbers.

Don't support cyberbullying in any way. Don't forward it, don't add emojis in the comments, don't gossip about it with your friends, and don't stand on the sidelines.

"willful and repeated harm"

<https://cyberbullying.org/standing-up-to-cyberbullying-tips-for-teens>

Agrupamento de Escolas de
Moimenta da Beira
Portugal

Collaborators'

opinions

We liked helping organizing the meeting in Moimenta da Beira and then welcoming all the teachers and students from our partner schools. We also loved taking part in the LTTAs in Cluj-Napoca, Lyon, Eindhoven and Istanbul. We met so many nice people and we got to know so many beautiful places! In short, now that the project is about to come to an end, we think that having helped to implement it was an added value in our lives.

2

We learnt how to prevent and stop sexual harassment

1

How to help someone that is being harassed

- Make it known that you see what is happening.
- Talk to the person that is being harassed.
- Respond directly
- Make suggestions, not demands
- Evaluate for safety
- Document the situation
- Report the incident

2

What shouldn't you do when you see someone getting harassed

- Don't be a silent bystander
- Don't blame the victim
- Don't take control

3

What if it happens to me?

- Document Everything
- Assess the situation
- Take action

During the creation of these presentations we learned multiple prevention measures and what we should do if we are the victims.

During the presentation of our work we could discuss these measures with the different countries, as well as the lines of support that each one has. In addition, we could also discuss how impactful these two subjects are in each country and in which ones sexual harassment and cyberbullying are still taboo or little discussed in society.

3

We raised awareness about cyberbullying and sexual harassment in our school

Useful phone numbers and contacts

Regional institutions



In Moimenta da Beira, the only institutions that provide help to the bullying victims are the Medical Center and the Counseling Services at our school.

Although we know that the number of victims is way higher than it's reported, there are only 2 confirmed cases of bullying in our school.

National institutions



Gabinete de atendimento à família



ABRACE - PROGRAMAS PREVENTIVOS

FEYZULLAH YILDIRIR ANADOLU LİSESİ



TURKEY



Cultivating a Safe & Inclusive School

Introduction:

At Feyzullah Yıldırım Secondary School, all the school members pay attention to the issue of bullying. Accordingly, various activities are carried out both to create awareness about the issue and to try to combat against and prevent it.

The Student Disciplinary Committee works to maintain the discipline in our school. The committee's responsibility is to guarantee that students adhere to the rules and maintain a sense of order and tranquility while pursuing educational objectives and goals within the school.

Here, we will explain some efforts and activities at our school with regard to addressing and prevention of bullying.

Objective:

We mainly aim to create a safe and supportive learning environment for our students at our school, based on focusing on respect, tolerance and empathy. In this context, we employ some strategies and carry out certain activities to address and prevent peer bullying as well as to raise awareness, provide support and information and act against bullying.

Cultivating a Safe & Inclusive School

1. We establish a positive school climate: We try to foster a positive school culture where respect, empathy, and inclusivity are valued and to encourage open communication, tolerance, and acceptance among students.

2 We educate students about bullying: Our counseling service implements age-appropriate anti-bullying programs that raise awareness about different forms of bullying, its impact, and the importance of bystander intervention. It also provides information on how students can report incidents safely.

3. We carry out sports tournaments within the school to increase interaction and a positive school climate.

4. There are regular training sessions for the staff and teachers: Our counseling service and (sometimes) external experts conduct regular training sessions for teachers and staff members to equip them with the knowledge and skills to recognize, prevent, and respond effectively to bullying incidents. Our school sees it as important to educate them on their roles as positive role models and sources of support.



Cultivating a Safe & Inclusive School

5. There are clear policies: Our school establishes comprehensive anti-bullying policies that clearly define what constitutes bullying behavior, the consequences for such behavior, and the reporting process. It also makes sure that these policies are communicated to all students, parents, and staff members.

6. We try to foster strong relationships with parents: We establish open lines of communication with parents and involve them in bullying prevention efforts. We inform parents about the school's anti-bullying policies and encourage them to reinforce positive behaviors and values at home.

7. Supervision and monitoring is implemented in areas where bullying is more likely to occur, such as hallways, playgrounds, and buses.

8. We provide counseling and support services: Counseling services are provided to both victims and bullies, as they may require emotional support and guidance. We try to provide a safe space where students can discuss their concerns and receive appropriate help.



Useful phone numbers and contacts

- Counseling Service or Teachers at Our School, and District Directorate of National Education Units
- National Emergency Contact for All Cases: 112
- Cyberbullying Report Line: 166
- Social Support Line: 183

Teachers feedback

As the project coordinator, I underwent a life-changing journey that imparted invaluable lessons. Our project embraced a multitude of challenges, encompassing the impact of COVID, war, earthquakes, and the diverse cultural dynamics that influenced communication pertaining to our project's theme. I am thrilled to declare this endeavor a success, for it not only fostered meaningful friendships among our students but also cultivated strong bonds among our involved teachers. Through our collaborative efforts, we triumphed over every obstacle, empowering our children to confront and conquer bullying situations they may encounter. We stand united, fostering resilience, and nurturing connections that transcend borders.



**Moricz Judith,
COLEGIUL DE SERVICII
IN TURISM NAPOCA,
ROMANIA**

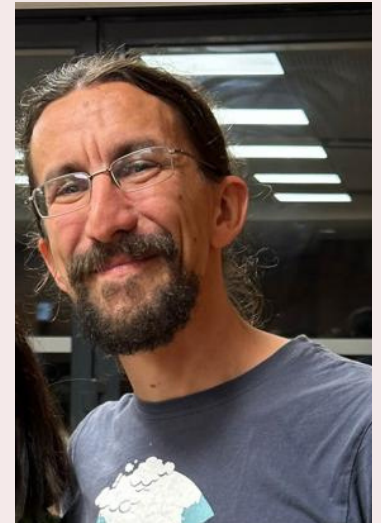


**Inge Berkers,
SINTLUCAS
the NETHERLANDS**

Our bullying intervention project 'FOR peaceful schools AGAINST bullying' showcases an exceptional collaboration between SintLucas and our partner schools from France, Romania, Portugal, and Turkey. By engaging students from different cultural backgrounds, we have created an environment that promotes understanding, empathy, and unity against bullying. Touching various topics it has seemed to create a sustainable impact and our initiative has the potential to make an even more significant impact in the future.

Thank you, students and staff members, for your dedication to tackling bullying and fostering a safe and inclusive environment.

As a teacher, my deepest wish for my pupils is, of course, to pass them knowledge, but also, and even more, to help them to grow and become reliable person with strong and honest values. More than just a teacher, I consider myself also as an educator, who is in charge of soul instead of just trying to feed brains. According to this, this project has represented, during the past three years, a major opportunity for giving to my work a wider sense.



Indeed, I have been able to offer to my students new horizons, a windows on new cultures, new friendships, and most of all, the consciousness that the world doesn't stop on the other side of the street. Moreover, by focusing on the bullying, I have made them upstanders, ready to act for a more tolerant and safe society. Finally, I have watched them taking part in a global international debate in order to create a common sense of citizenship and feeling concretely what being a European mean.

The pleasure was not only a professional content. I have learnt a lot personally. I am now more aware about the way I can recognise and deal with harassment cases. I met wonderful and warmly colleagues. I made some unforgettable experiences.

Thus, this a project was a chance and pride. Chance for every participant, including me, to feel the strength and the luxury of the European collective enterprise. Pride of doing a great job, connected to my convictions, for the benefit of my pupils.

**Thomas Domenichini,
LGT La Martinière Duchère, FRANCE**

Teachers feedback

Carrying out all the activities related to the above- mentioned project and implementing it at our school was a huge challenge not only because of the amount of work but also because of the fact that when its implementation started, we were still undergoing the well-known constraints of the COVID-19 pandemic (online meetings, for example involving teachers and students from all the countries, and also online meetings involving only teachers).



However, thanks to the collaboration of all the partners, the implementation of this project was very successful. It goes without saying that, in our school, it was also successful because, on the one hand, it involved 22 students, 10 teachers and several other staff members, whose committed work led to a dissemination of it at our school and in our region. On the other hand, the students' works that were spread throughout our school helped all the school community be aware of different kinds of bullying and the psychological problems they lead to. The activities done in the LTTAs were described, in a detailed way, in texts in Portuguese and in English that were then uploaded on our school webpage along with many photos as another way of disseminating the project. In a nutshell, it can be stated that the main aims of the Erasmus+ KA2 projects had been attained with this particular project implementation: "Enriching lives", "Opening minds", "Broadening horizons", "Getting together to achieve more", "Being respectful. Always", "Being polite", ... Now that it is about to come to an end, it is clear that all the participants have become culturally richer and better citizens.

Aida Diamantino Cardoso

Agrupamento de Escolas de Moimenta da Beira, PORTUGAL

Taking part in the bullying intervention project had positive effects on me as a teacher, our students, and the school. As an educator, I gained valuable insights into effective anti-bullying strategies and new teaching methods for an inclusive environment. The students experienced a transformative journey, understanding the negative impact of bullying and showing more empathy towards their peers.



The project united teachers in combatting bullying and provided exposure to innovative ideas from educators worldwide. Implementing anti-bullying policies led to a significant decrease in incidents, fostering a respectful and nurturing school climate. Additionally, cross-cultural learning promoted diversity and strengthened bonds among students from diverse backgrounds. The long-term impact is immeasurable, with students acting as ambassadors of kindness and empathy, spreading the project's values to others in the community. The project's success motivated continued efforts to combat bullying, ensuring a brighter future for all students. In conclusion, the Erasmus project on peer bullying has been a transformative experience, instilling respect, kindness, and inclusion in the school community for years to come. One last word, I would like to say that we have been very glad to work with all the partners in our project in harmony and collaboration.

Serhat CENGİZ
Feyzullah Yıldırım Anadolu Lisesi, TÜRKİYE



FOR peaceful schools, AGAINST bullying
2020-1-RO01-KA229-079809

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