

MODEL PROGRAMME

Community based complex school program for effective prevention and treatment of aggression and bullying - intersectoral approach from best practices to policy making



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Chapter I – Introduction

BACKGROUND & RATIONALE

The topic of violence and aggression in the school environment has been highly debated in recent years and has become a serious problem faced by many schools around the world. Aggression and bullying happen at all levels of education, from primary to tertiary, and throughout the years it has become a pervasive problem. In 2009/2010, a survey carried out by the Regional European Office for the World Health Organization revealed that 13% of 11-year-olds reported being bullied at school at least twice in the previous two months; this figure was 12% for 13-year-olds.

School aggression and bullying cause significant deleterious effects on the physical, mental, and social well-being of youth, which place many children at risk of becoming juvenile offenders and subsequently end up in juvenile detention centres. Aggressive behaviour and bullying accompany the daily life of a large percentage of school children, leaving lasting consequences on their future development and social life.

The Council of Europe's recent studies¹ suggest that bullying in childhood and adolescence can have even worse long-term effects on young adults' mental health than being subject to maltreatment during childhood. Prevention of bullying is set to be one of the strategic priorities that calls for educating children about the harmful effects of bullying and the impact that such behaviour has on others. The 'whole-school approach' promoted by the Council of Europe focuses on human rights and citizenship education, child participation and creating a friendly, safe and democratic school environment. It includes programmes that tackle bullying and violence at schools and suggests positive approaches to address and prevent them. The study shows that multi-component whole-school initiatives involving the school community are more likely to reduce bullying behaviour than single-component programmes, such as those involving only classroom curriculum. A whole-school approach recognizes that all aspects of the school community can impact upon a students' health and wellbeing, and that learning and wellbeing are inextricably linked. This approach is cohesive, collective, and suggests collaborative action that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

With the aim to search for new approaches to address aggression and bullying, help children deal with their emotions and conflicts, create a culture of non-violence and empower schools and societies by providing them with new conflict and aggression management methods, three non-governmental organizations from Hungary, Bulgaria and Malta joined forces in 2015 to launch a pilot project targeting the acts of bullying and aggression in schools. Dealing with the problem is

¹“Tackling Today's Challenges Together: Bullying” *COE.INT: Factsheets on education* <
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680650fc6> >

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not an easy task and it requires investigation into the reasons for its occurrence and the design of a comprehensive model, targeting all participants’ at all organizational levels. The suggested programme engages all relevant stakeholders as a significant aspect of the intervention.

THE PARTNERSHIP

The elaboration of the Model programme is the second phase of the project ASAP - Against School Aggression Partnership, whose aim is to contribute to the reduction of school aggression and bullying in schools while establishing and strengthening the cooperation between different institutions that deal with the student community. ASAP – Against School Aggression Partnership is a project implemented and led by Partners Hungary Foundation in collaboration with SOS Malta, Partners Bulgaria Foundation and Szolnoki Szolgáltatási Szakképzési Centrum (Szolnok Centre of Counselling Training) and funded by the Erasmus Programme of the European Union. In Bulgaria, project activities are carried out jointly with 130th Secondary School “Stefan Karadzha”. In Malta the project is implemented together with the Directorate for Educational Service, the Anti-Bullying Services and the piloting is carried out in four secondary schools: Saint Margaret College Middle School, Cospicua, Maria Regina College Middle School Naxxar, St. Thomas More College Girls Secondary School Santa Lucia and St Clare College, Pembroke Secondary. In Hungary, in three member institutions of the Szolnok Centre of Counselling Training.

A clear overview of the scope of the problem in each country, as well as detailed description of already existing good practices preceded the development of the current Model programme. The country findings were summarized in National Reports from Hungary, Bulgaria and Malta which became the foundation of the proposed common Model programme that provides complex answers to the issues of school aggression and bullying taking into account its context and environment and considering the needs identified in all three partner countries.

CHARACTERISTICS

The developed model programme takes the form of a whole school approach that offers an accessible set of methods and resources with the aim of targeting all stakeholders: students, parents, teaching and non-teaching staff and ultimately the whole community. The programme is also presented with a recommended process of implementation which can easily be adapted according to different contexts and levels of development. One of the main aims is to minimise the “paper – practice” gap between school policies and the values implied by actions of implementation. It encourages, for example, discussing a change of climate in classrooms and taking steps for its improvement. It also encourages integrating new school practices in the formal school policy.

The programme also reflects the shared understanding of all partners that such a model should:

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- have a whole school approach: support efforts and measures at each level within the school, from an individual student and classroom through to teachers, non-teaching and administrative staff, and parents;
- target the entire school environment rather than just specific peer interactions: this model programme intends to redesign the school and create a space focused on positive communication, sense of community and acceptance;
- include prevention and intervention elements, not merely raising awareness on the phenomenon but also providing guidelines for how the targeted behaviours should be handled once they occur.
- seek to establish an effective partnership between teachers and parents
- enhance the organisational development of the school to sustain change, through monitoring mechanisms
- tools to measure the prevalence of the targeted behaviour

The added value of the Model Programme can be summarised as follows:

- valid results for policy making
- climate change within the school
- raising awareness and better trained teachers in SEL
- potential for dissemination
- strengthening the school by mobilizing external resources
- help teaching and non-teaching school staff improve their understanding of both the core of the problem and its consequences.
- assess the school environment and school resources to address bullying. There are methods for determination how often bullying occurs, where it happens, how students and adults intervene, and whether prevention efforts are working.
- identify good practices for bullying prevention and for effective intervention in case of bullying.
- improvement of the internal school policy for reducing bullying incidents.
- building of safe and friendly school environment.

Chapter II – Methodology and conceptual framework

METHODOLOGY

The following Model programme is designed as a recommended development process and a methodological package that incorporates all the expertise and services previously existing in the participant countries, complementing them with the best practices available in Hungary, Bulgaria and Malta, as well as elsewhere in the EU and worldwide. These practices will help, on one hand, to prevent conflicts and minimise the occurrence of aggression, bullying and other behaviours, as risk factors in determining future paths into crime or to becoming NEETs (Not in Education, Employment, or

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Training), and on the other hand will come as a support toolkit not only for the entire school staff but the students, parents and other professionals in the school environment when it comes to tackling such cases.

The toolkit focuses on the following areas:

- **Awareness raising** – change of attitudes towards the targeted behaviour
- **Social and Emotional Learning (SEL)** – understanding and managing emotions, develop empathy, create and maintain healthy relationships, etc.
- **Individual case management** – coordination of services and actions towards solving individual cases of bullying and aggression
- **Organizational development** – structural changes at school level
- **Monitoring and evaluation** – ensuring quality and positive results

Each of these areas can be used and delivered through different forms and channels as crosscutting elements, such as info packages, workshop and trainings, cooperative planning techniques, campaigns and school projects.

When it comes to concepts such as aggression, conflict or bullying, there are no unanimously accepted definitions, however for the ASAP Model Programme we decide to use concepts that are generally accepted by researchers and practitioners. These concepts will stand as a basis for the ASAP model programme and will offer a better understanding of the phenomena, and for ease of reference these behaviours will be referred to as targeted behaviours.



Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: ‘aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm’, as in Anderson and Bushman, 2002 and Bushman and Huesmann, 2010 cited in the article ‘Social Psychology of Aggression’ by Wayne A. Warburton and Craig A. Anderson.² One characteristic of aggression might be the fact that it is an intentional behaviour and not accidental, as it is intended to hurt another person. By the fact that there are more than one people involved it also becomes a social behaviour.³

² Wayne A Warburton and Craig A Anderson, ‘Social Psychology of Aggression’, *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 1, p. 373, <http://dx.doi.org/10.1016/B978-0-08-097086-8.24002-6>

³Brad J. Bushman and L. Rowell Huesmann, ‘Aggression’, *Handbook of Social Psychology*, 2010, DOI: 10.1002/9780470561119.socpsy002023

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Types of aggressive behaviour:

1. Physical aggression – i.e. hitting, biting, kicking, stabbing;
2. Verbal aggression - i.e. screaming, yelling, swearing, name calling;
3. Relational aggression – i.e. when the behaviour is targeting another’s person reputation or relationships
4. Direct aggression – i.e. when the targeted person is physically present
5. Indirect aggression – i.e. when the targeted person is not present
6. Active aggression – i.e. when the aggressor responds in a hurtful manner
7. Passive aggression – i.e. when the aggressor fails to respond in a positive manner such as intentionally not delivering an important message to the targeted person and withholding information
8. Displaced aggression – i.e. when a substitute target becomes the target of aggressive behaviour⁴

According to the World Health Organisation’s 2002 ‘World Report on Violence and Health’, violence is defined as ‘the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.’

Violent behaviour

intentionally using force or power against another in order to a physically or psychologically hurt them

Violence can also be considered as a type of direct and physical aggression, because it is an intended behaviour aimed at causing harm to another person, however the difference is that the harm caused is serious enough to inflict aggravated injuries and even death.

Bullying behaviour

negative actions done against one or more students, to which victims are exposed, repeatedly and over time and there is an imbalance of power between the actors involved

However, researchers such as Wayne A Warburton and Craig A Anderson, stress the fact that the two terms cannot be used interchangeably, as not any type of aggression is also violence.⁵

The most widely accepted definition for bullying behaviour is the one coined by Dan Olweus who is also the creator of the first prevention programme, Olweus Bullying Prevention Programme in Norway. The definition proposed revolves around three characteristics, which delimitates bullying behaviour from other negative or unwanted behaviour: ‘a student is being bullied or victimized when he or she is exposed,

⁴Johnie J. Allen and Craig A. Anderson , Aggression And Violence: Definitions And Distinctions , p11, <https://public.psych.iastate.edu/caa/abstracts/2015-2019/16AA.pdf>.

⁵ Warburton and Anderson , Social Psychology of Aggression, p. 373.

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repeatedly and over time (1), to negative actions on the part of one or more other students (2)⁶ and there is an imbalance of power between the actors involved (3).⁷

Negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another, fall under what was previously mentioned as aggressive behaviour. Thus, bullying can indeed be considered as aggressive behaviour, but it is also repeated over time and there is an imbalance of power between the persons involved.

In his review of the state of international research regarding bullying, Esoh Elamé, identified one of the reasons why many researchers and academics don't agree completely upon one single definition of bullying. He mentions the intentionality of inflicting harm upon another, because in some bullying behaviour cases it is very hard to measure or take into consideration, especially when the perpetrator of such a type of behaviour is a person who has social or emotional behaviour difficulties, such as dyslexia, clumsiness and stuttering. Thus, it is hard to consider the deliberate intentionality of the behaviour 'in a child accustomed to joke by harming other children.'⁸

As it is the case with aggressive behaviour, bullying also can be classified into different types, however

1. **Direct bullying** - The bullying behaviour which involves a face to face interaction with the target.
2. **Indirect bullying** - often takes the form of social bullying as it involves the manipulation of social relationships with the intention to hurt (gossiping, spreading rumours) or exclude the individual being victimized.⁹
3. **Physical bullying** - Physical bullying includes any physical act, which results in hurting or injuring the target or any of his possessions¹⁰
4. **Verbal Bullying** - Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved¹¹
5. **Cyber bullying** - are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, impersonation, outing, trickery or cyberstalking¹²
6. **Discriminatory bullying or racial and religious discrimination and sexual bullying**- is defined by Esoh Elame, as a form of abuse and victimisation linked to disability,

⁶ Dan Olweus, 'Bullying at School What We Know and What We Can Do', (Oxford:Blackwell Publishing Ltd, 1993), p.9.

⁷The National Commission for the Promotion of Equality, 'Research Study on Violence, Harassment and Bullying in Schools A qualitative perspective', 2016, p. 11. <http://victimsupport.org.mt/wp-content/uploads/2016/04/Report-Violence-Schools.pdf>

⁸ Esoh Elamé, 'Discriminatory Bullying A New Intercultural Challenge', (Italy: Springer 2013), p.5.

⁹ Wendy Craig, Yossi Harel-Fisch, Haya Fogel-Grinvald, Suzanne Dostaler et.al., 'A cross-national profile of bullying and victimization among adolescents in 40 countries', International Journal for Public Health 54 (2009), p. 217, DOI 10.1007/s00038-009-5413-9.

¹⁰ The Ministry for Education and Employment, Malta 'Addressing Bullying Behaviour in schools' policy, 2014, p.12 .

¹¹ 'Addressing Bullying Behaviour in schools' policy, p.12 .

¹² Nancy Willard, 'Educator's Guide to Cyberbullying and Cyberthreats', Center for Safe and Responsible Use of the Internet, p 2, <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Anti-Harassment-Intimidation-and-Bullying-Resource/Educator-s-Guide-Cyber-Safety.pdf.aspx> .

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gender, ethnic origin, religion and sexual orientation, that occurs repeatedly in the course of time by one or more companions. This definition encompasses, as an umbrella term, types of bullying that are referred to as either religious and racial discrimination or sexual bullying which happens when ‘sexuality or gender is used as a weapon by boys or girls towards other boys or girls’¹³

Conflict

an incident when two or more persons have opposite stances and don't agree on a matter

Along with bullying and aggressive behaviour, conflict is another concept that is important to be brought into discussion. It is conceptualised as an incident in which two parties oppose each other, and its resolution implies stopping the oppositional exchange.¹⁴ It is possible that in some cases, aggressive behaviour to be a result or reaction to a conflict between pupils, thus aggression and violence become their tools in an attempt to solve their quarrels and conflicts. In their attempt to identify the relation and possible overlapping between aggression and conflict, as is the case partly with aggression and bullying, Joseph P. Forgas, Arie W. Kruglanski and Kipling D. Williams,

conclude that conflict might lead to an aggressive and violent behaviour, but it is not necessary that aggression is exacerbated or perpetuated by it.

Conflict situations are not only negative, but can also be considered constructive and normal once resolved. However the ideal situation is when it is resolved before it leads to any aggressive or violent reaction, which is more likely to happen through assertiveness and conflict resolution skills. Thus some researchers argue that the reason why children resort to violence and aggression in the first place, as a way to solve problems, is that they lack adequate conflict resolution skills.¹⁵

These behaviours can happen simultaneously and in certain instances the similarities and overlapping make it difficult to identify which is exactly the problem to be dealt with. The feature that distinguishes violence from bullying is that bullying happens within social relationships, featuring repeated and harmful behaviour that stems from a misuse of power, whereas violence can occur as part of bullying, but also can occur in one-off encounter or between strangers. For a better differentiation of such behaviours please see annex I.

Social Emotional and Behaviour difficulties, disruptive and challenging behaviour

¹³ The NSPCC working definition of Sexual Bullying, http://w1.qehs.net/moodle2/pluginfile.php/10744/mod_resource/content/1/Sexual%20bullying.pdf

¹⁴ Laurence Owensn , Anthony Daly, and Phillip Slee, ‘Sex and Age Differences in Victimisation and Conflict Resolution Among Adolescents in a South Australian School’, *Aggressive Behaviour*, Volume 31, (2005) , p1.

¹⁵ Jesse A. Brinson, Jeffrey A. Kottler, and Teresa A. Fisher , ‘Cross-Cultural Conflict Resolution in the Schools: Some Practical Intervention Strategies for Counselors’, p. 295.

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When speaking about the previously defined targeted behaviours, especially in the school context, it is of upmost importance to also mention other notions that are interrelated and represent a challenge for students, teachers and schools in general.

Aggression, bullying and conflict can sometimes represent a shield under which different psycho-social and behavioural problems are hiding or, conversely, it can be the result of **social emotional and behaviour difficulties (SEBD)**, which refers to ‘those students who present disturbing and/or disruptive behaviour that interferes with their own and others’ social functioning and academic engagement’.¹⁶

Evidence shows that SEBD includes behaviours and attitudes that can be manifested as:

- serious and persistent impulsiveness
- difficulties regulating physical movement
- verbal and/or physical aggression towards other people
- extreme fearfulness
- feelings of low self-worth and hopelessness
- bullying or being a victim of bullying behaviour
- disruptive behaviour in lessons
- truancy
- failure or refusal to complete learning tasks
- verbal and/or physical aggression towards other people
- violent and destructive behaviour¹⁷

Such actions in the school setting, depending on their persistence and severity, become either disruptive or challenging behaviour. These can disrupt the educational process at classroom or whole school level, discourage students from continuing their education – early school leavers – and can translate into criminal offences committed by students against fellow colleagues or can even lead to self-harm or attempted suicide.

Challenging behaviour is defined in the literature, through the commonly accepted definition by Emerson, as ‘culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities’¹⁸. Such behaviour, it can be argued, comes as a reaction to challenging situations, and is used as a short-term coping mechanism towards unexpected situations.

¹⁶Paul Cooper, Carmel Cefai, ‘Understanding and Supporting Students with Social, Emotional and Behavioural Difficulties, A Practical Guide for Staff in Schools’, EuroCentre for Educational Resilience, University of Malta, 2013, p.8.

¹⁷ Paul Cooper, Carmel Cefai, ‘Understanding and Supporting Students with Social, Emotional and Behavioural Difficulties, A Practical Guide for Staff in Schools’, EuroCentre for Educational Resilience, University of Malta, 2013, p.9.

¹⁸ Eric Emerson, Stewart L. Einfeld, ‘Challenging Behaviour’ p.4

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Disruptive behaviour refers to situations when students are purposely not engaged in a task formulated by the teacher and when this behaviour is noticed by and/or interferes with the efforts of other classmates.¹⁹

In the international literature, such behaviours, either challenging or disruptive, are described as a characteristic for students that have been diagnosed as having **social, emotional and behaviour difficulties** but they also occur with students who don't have such a diagnostic, but their behaviour is considered as challenging or disruptive by the school staff.²⁰

HOW TO USE IT

This model programme provides training guidelines, curricula, tools, methods and recommended procedures of implementation, each corresponding to a specific area of intervention that can be included either as part of the formal educational programme or independently, as extracurricular. The trainings and interventions targeting school staff, including teachers, will happen according to their availability, while the interventions that concern the students will ideally happen during specific classes such as Personal Social and Career Development (PSCD) or Civic Education or the form teacher's session.

Chapter III - Stakeholder Analysis

The purpose of this stakeholder analysis is to identify the stakeholders related to school violence, aggression, bullying and conflict in order to know who and how to involve them when implementing the ASAP model programme. In the following section, a list of such stakeholders will be provided together with a short description of their main characteristics and their capacities to influence the programme and/or the issue of school violence and conflict.

1. Primary stakeholders

Teachers are the primary target of the programme intervention. They have a crucial role as they are primarily responsible for the safety and health of their students. They are in contact with them every (week) - day throughout the school year and schools wield a high level of power over students. Therefore, they are in the best position to detect and intervene in cases of aggression, bullying or conflict. In addition, teachers are in contact with all the other relevant stakeholders and thus, they can help reach them and/or consolidate the connection with them through the model programme.

¹⁹ (Niemann, Ball & Caldwell, 1989).

²⁰ Attitudes of Principals Towards Students With Disruptive Behaviour: An Australian Perspective Paul Wood, David Evans and Ilektra Spandagou Australasian Journal of Special Education / Volume 38 / Issue 01 / July 2014, pp 14 – 33 DOI: 10.1017/jse.2014.5, Published online: 25 April 2014p. 15

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Class heads/form teachers are an especially important target group as they are primarily responsible for what happens in a class community and often they are the ones who are contacted by other teachers if cases of school violence occur. They have an essential role in community building in the class and in the whole school. The involvement of other teachers with special roles might also need extra attention like, for example in the case of Malta, guidance teachers and PSCD teachers.²¹ The commitment of teachers to the programme is therefore essential and it is necessary to work with them so that they can be better involved and can understand that the model programme can provide them with sufficient support for their daily work. It is also necessary to target teachers as a community, changing their mind set and attitude is a key element of the model programme.

Students

According to the literature students possible roles in relation to school violence are the following:

Perpetrator of unwanted behaviour such as bullying, aggression or violence:

They are the perpetrators of the cases of violence. A typical perpetrator is impulsive, wants to have power over others, has a more positive attitude towards violence and has low empathy towards the victims. They are often popular individuals with high social intelligence, but low self-control.²²

Victim

Victims are typically quiet, shy, unpopular, have a low self-esteem and poor social skills. Sometimes they are perceived as “weird” or different in some aspect, but that is not necessarily the case. Mostly they become victims by not reacting well to an attack or a conflict.²³

Victim-Perpetrator

A group which falls within the victim category but who sometimes bully others.

Bystander

Bystanders are members of the community who witness the act of violence. Their roles can be further specified. They can be:

- Assistants: who decide to actively help the bully.

²¹ Guidance teachers in Malta are the ones who help students to deal with their personal problems and guide them in taking responsible decisions about their student life and career path; they also coordinate with other school staff such as: form teachers and PSCD teachers. Their activities combine individual/group meetings with students, with classroom talks and seminars covering subjects such as: career, healthy lifestyle, bullying, substance abuse, growing up, gender issues etc.

²²Buda, M. (2008) Iskolai erőszak, iskolai zaklatás [School aggression, School bullying]. Fordulópont. Budapest.

²³Ibid

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- Reinforcers: they do not actively take part, but encourage the bully by laughing or other gestures.
- Outsiders: they do not get involved, as they think it is none of their business. Thus they allow the bully to continue by providing a silent approval.
- Defenders: who take side of the victim and try to protect them or comfort them²⁴

These roles are fluid, which means that it is possible that students can easily move from one role to another.²⁵ Therefore, it is important that the programme reaches the whole student community. Obviously creating student “buy in” is essential throughout the whole programme: from planning through implementation until evaluation. Consequences of bullying are negative for both aggressors and victims therefore it is in their best interest to stop these cases from happening.

By identifying student “change agents”, that is students who are highly respected by the student community can have a great impact on the implementation process and facilitate an active participation and involvement of other students. They might have a formal role e.g.: representative of the student government/council, or they might just be informal opinion leaders. Selected students might also be involved as peer helpers.²⁶

Principals/College Principals/Head of Schools and Assistant Heads²⁷/Vice Principals²⁸

Leaders within schools have a key role in any programme implementation. Unless they feel they own the programme, it is very hard to make it work. Leaders have a very important role in motivating staff, allocating resources, and sustaining results. Last but not least, they can put in place relevant school policies which can be vital to the prevention and resolution of cases of school violence and conflict.

Parents/Legal Guardians

Parents/legal guardians as primary caregivers have a huge influence on the behaviour of their children in schools. Children usually suffer a lot if their parents get divorced and often it is

²⁴http://www.anti-bullyingalliance.org.uk/media/1050/bystanders_and_bullying.pdf

²⁵Buda, M. (2008) Iskolai erőszak, iskolai zaklatás [School aggression, School bullying]. Fordulópont. Budapest.

²⁶Jármí, É. (2010) Iskolai erőszak megelőző program (OBPP) alkalmazhatósága a magyar iskolákban. [Adaptability of a school violence prevention program (OBPP) in Hungarian Schools.] Teacher training. Power Point Presentation. Hungarian Association for Pedagogy.

²⁷The state compulsory education provision in Malta is ensured through State Colleges, each college is further divided in schools, for both primary and secondary levels. Each College is led by a Principal, while each school by a Head of School and Head Assistants.

²⁸ The tasks of vice principals in Bulgaria as it relates to school aggression and bullying are the following: management, coordination and control of the implementation of “Mechanism to Combat Bullying among Children and Students at School” adopted by the Ministry of Education and Science; Head of School Coordination Council for reducing the school violence and school bullying under the Mechanism to Combat Bullying among Children and Students at School; Controls the prevention and intervention activities for reducing school violence and school bullying.

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complicated if they get step-parents. Therefore, children in broken families are more at risk of having a role in cases of aggression. The conflict-handling culture of a family has an impact on how children handle situations in schools. For example, a study has shown that children who have seen their parents fight tend to be more aggressive with their teachers. In addition, the same study found that parents can actually even have a direct protective impact in cases of violence if they know their children's friends.²⁹

On the one hand, for a successful implementation, it is important to know the students' family background. On the other hand, it is essential not just to inform parents, but to raise their awareness and win their support so that they actively back the programme. Parents of disadvantaged students might need special attention as they are generally harder to reach. PTA (Parent Teacher Association) members³⁰ or particularly active parents can be involved more intensively.

2. Secondary stakeholders

Other professionals working in the school³¹

Social workers, social support workers, pedagogical assistants, learning support assistants³², pedagogical advisors³³, psychologists and psychotherapists are often assigned to schools to ensure students' mental and emotional wellbeing necessary for being able to learn and be part of a school community. Social workers, school counsellors³⁴ among others, are usually entrusted with the task of identifying and supporting at risk children who can easily get involved in cases of school

²⁹The Office of the Commissioner for Educational Rights (2009) Iskolai veszélyek. [Dangers in Schools]. Budapest.

³⁰In Bulgaria, Board of Trustees members can be of special importance as well. A School Board of Trustees is a non-profit legal entity consisting of parents of students in the school. Its main functions are: support of the school management and the school principal by providing opportunities for project participation on different funding schemes on national and regional level, bring the voice of parents closer to the school; Discuss and support the school on discipline support issues.

³¹In Malta, each College has a team of professionals, the Psycho-Social Team, ensuring student services such as: Counselling Services in the schools; Educational, vocational and career guidance in the schools; Career Guidance Service ; Education Medical Service ; School Psychological Service; School Social Work Service; Safe Schools Programme which incorporates the Child Safety Service, Anti-Bullying Service and Anti-Substance Abuse; Servizz Ghozza: free service for young girls and, boys and their families, who become pregnant; College Prefect of Discipline.

³²In Malta they support pupils with individual educational needs in their personal care and hygiene needs.

³³The pedagogical advisor in Bulgaria has the following responsibilities: assessment of the level of learning abilities and educational level of students who enter the school; implementation of workshops and group training sessions, regarding students' needs; Counseling for students on educational issues, for example, helping students select courses and extra-curriculum activities; Assisting students in their career planning and professional orientation; Providing counseling for students to overcome personal, social or behavioral problems that affect their education; Students' preparation for university admission.

³⁴In Malta school counsellors have the following tasks:

They offer professional help to students, regarding their educational, social, vocational and personal issues: counselling sessions on an individual or group level as part of an integrated preventive and intervention service for issues such as: Anxiety, Bullying, Problems with friends/partners, Relationships, Family problems, Learning difficulties, Depression/sadness, Making choices, Parents' separation, Mental health and personal wellbeing, Illnesses, Disabilities, Abuse, Stress, Low self-esteem, Identity issues, Eating disorders, Bereavement, etc.; monitoring of the service provided by all trainee counsellors and guidance teachers ; working in close collaboration with the College Education Psycho-Social team, School Management Teams, the Student Services Department DES

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violence.³⁵ Their activities might include prevention as well for example the organization of meaningful after school activities, alongside with youth workers. Psychologists can have students, teachers and even parents as clients and support them in resolving problems that emerge in everyday school life. They can also be involved in educating and supporting teachers and parents. If all the aforementioned professionals have sufficient capacity, they can be very valuable helpers in preparing an assessment of the current situation and in facilitating programme activities as well.

In the Maltese Schools, there are two other programmes which offer support for students with SEBD or students with different difficulties regarding their academic or social performance. At primary level there are the Nurture Groups while at Secondary level the Learning Support Zones. Their aim is to offer support, to minimise disruptions that might be caused by challenging students, without them being excluded, address behavioural problems and help students reintegrate in the mainstream education, helping students develop strategies on how to manage their own behaviour, supporting students reintegrating in the mainstream education after absenteeism or exclusion, etc. These structures might be involved in the individual case management of the Model Programme, by offering a safe space for students that are manifesting different behavioural problems and are affected, one way or another by bullying and aggression behaviour.

Other non-teaching school staff

It is important that the whole staff of the school is at least informed about the programme, and thus be able to participate in the work of changing the school climate. Other staff can include: school doctor or nurse, food service staff, gatekeepers, janitors, school administrative staff, librarians etc.

Police officers

Local police might be contacted by the school principal/head of school and in some cases by teachers in serious cases of school violence. It is important that police officers deal with these cases with sufficient sensitivity and thus, providing training to them can be a very valuable part of the programme. In Malta, the cyber-crime unit has a special role.³⁶

Local representatives of the educational authorities: school district or ministry³⁷

It is important that local representatives of the local educational authorities, be aware of the current situation regarding school violence in their schools, as well as be informed about the programme specificities. Their support might help motivating other stakeholders and ease the access to

³⁵ In Bulgaria this is the task of the school psychologist.

³⁶ The Cyber-crime unit in Malta, works for the prevention of the misuse of the internet, which has cyber bullying as a main theme. This is covered during presentations offered by the unit to teaching staff, the elderly and parents, youths and students. The unit is also directly involved through the investigations initiated following the receipt of reports of situations of cyber-bullying.

³⁷In the case of Hungary and Bulgaria, these are school districts, and in the case of Malta these are state colleges.

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resources. Reaching out to them is especially important in order that they do not impede or slow down the implementation process.

In Malta, the involvement of the Students Services Department of the ministry is of utmost importance, since this department handles all services that are offered inside colleges and schools at national level. Also, the governmental team behind Development and Implementation of the Strategy Education for All is also crucial, since part of this strategy is also the ‘Addressing Bullying Behaviour’ Policy, directly related to the focus of the ASAP project.

Local policymakers³⁸

Depending on the school governance system of the country, local authorities can be maintainers and/or provide additional services for the school. In either case, local policymakers are generally responsible for the wellbeing of their citizens and thus have to ensure adequate educational services for the children. They need to be informed about the programme and asked if they could support it with extra resources.

Local organisations of civil society and churches

The help of local NGOs or non-profits and churches can be useful as they might have valuable information about the local society and the school communities. They also might be able to help as partners by providing volunteers or other resources, and if involved in the implementation of the programme, they can also help sustain its results. In the long term, schools’ resources can be multiplied if they can outsource specific tasks to non-profits.

Representatives of local companies

Local companies can have interest in the programme as their employees’ children are most likely to attend the local school and/or because they can invest in their possible future employees. They can be contacted to support the programme with additional resources, such as venues for trainings for example. If they already have a relevant educational CSR programme, the model programme can easily be made part of it. In the case that the school targeted is a vocational school and companies are providing internships for the students, it is essential that the awareness of their staff be raised about the issues of school violence and conflict.

³⁸ In the case of Hungary there are the municipalities at the local level. Even though they are not the maintainers of the schools anymore they should be at least informed about the programme. In the case of Bulgaria, there are departments of education in the municipalities, whose staff could be of help. In the case of Malta there are local councils and youth agencies or clubs which should also be kept informed of the project and involved in any larger scale activities.

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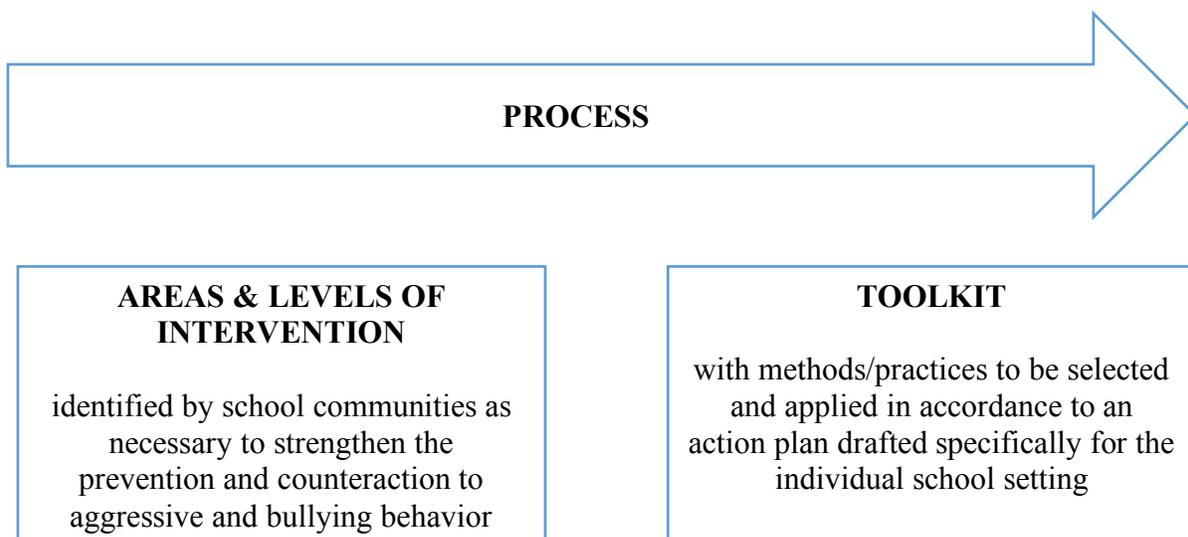
Chapter IV- Structure of the Model Programme

The model programme aims to provide assistance to secondary schools to recognise the forms of bullying, aggression, conflict and violence, and introduce new appropriate tools for prevention and tackling of these behaviours and to support and expand the existing structures that effectively deal with such behaviour.

The model programme has three components:

- A. The **process** of introducing the programme at school level, each of the phases and steps necessary for the success of the programme
- B. The **areas and levels of intervention**
- C. The methodological **toolkit** containing the methods to be used for the areas of intervention. The tool kit gives each institution possibility to choose the most appropriate interventions for its specific context

The model programme follows the three component programme because it fits the whole school approach and it helps the complex change management process at the institutional level. The work is carried out on three levels: individual level, group level and organizational level, which each needs different types of tools to be chosen from the toolkit.



The process

The process of implementation includes the following steps:

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- 1. Preparation:** This phase includes activities such as identifying promoters of the programme and engaging the school and the main stakeholders. Service providers in the field of bullying and aggression at school level should be identified as a resource and a place where specific cases could be referred.
- 2. Setting up a development team:** including all change agents. Ideally the development team includes school headmasters and their relevant deputies, school psychologists, resource teachers, class teachers and any other school staff that would be useful. Parents and students can be part of the development team, especially students who are members of the school student councils and parents serving in the school parents committee. The ideal team includes one representative of each type of stakeholder and includes a maximum of 10 people.
- 3. (Self)-assessment:** The self-assessment phase includes facilitated discussions where the development team, including school staff, service providers, students representatives, parents etc., analyse the present situation at school, agree on the main challenges and existing good practices and identify new methods and interventions that would be adopted to reduce school aggression. This part of the process provides a basis for development of the action plan. See Annex 2 Self-Assessment tool for schools.
- 4. Action plan:** The action plan is a result of cooperative planning process where the development team and others invited to participate agree on concrete activities that will be implemented during the school year. The plan should be SMART - specific, measurable, achievable, realistic and time related. The specific information in the plan should include a short description of activities, target participants and those who will coordinate and carry the responsibility, a time schedule which is consistent with the general academic plan of the school and other specific information. A cooperative planning model is applicable to frame and focus the process of preparation of action plan.
- 5. Implementation of the action plan:** The process of implementation should follow the planning process and include enough flexibility to amend or correct the activities if circumstances require it.
- 6. Monitoring and evaluation.** The monitoring and evaluation activities should be an integral part of the plan. They are usually associated with clear indicators on how to register and prove that specific events happened, as well their quality and scope. It will require a preliminary agreed documentation/ list of participants, minutes of meetings, participants feedback forms, reports, photos etc. A midterm or end of implementation evaluation could help the participants compare the end results with their initial plan and obtain conclusions for further development.

Areas and levels of intervention

The action plan must contain intervention tools in the following areas and on the following levels to ensure that the scope of work is reached and the problems are addressed efficiently:

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Areas

- **Awareness raising** - informative sessions on the targeted behaviour and how to deal with it, aimed at students, teachers and school staff;
- **Social – Emotional – Learning (SEL) – pro-social development** such as self-recognition, teambuilding, assertive communication, friendship skills development, communication, peer to peer - buddy-systems development, conflict resolution, conflict management skills, mediation, peer mediation, restorative practices or other conflict management techniques;
- **Individual case treatment**
- **Organisational development** - change management, incorporating the programme in a sustainable way in the day to day activity of the school;
- **Monitoring & Evaluation** – screening, self-assessment, evaluation or self-reflection tools;

The activities will be conducted through various forms, methods and channels of the flow of information such as info packs, campaigns, workshops, trainings, training of trainers, cooperative planning, open space and school public events and project days.

Levels:

- **individual level** – individual capacity building of students, teachers, parents and other stakeholders, SEL, self-awareness and self-reflection trainings, individual case treatment, individual development
- **group and community level** – trust building and group cohesion building, SEL, developing cooperation skills among the student, teacher and parent community, classroom and school level activities
- **organisational level** – organisational development, change management, incorporating and accommodating changes in the everyday life and functioning of the schools
- **system level:**
 - inter-organisational, including networking and cooperation, exchange of experience/know-how
 - education policy making, e.g. formulating recommendations.

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Toolkit

The methodological toolkit contains the following types of professional activities:

- A. Stakeholder analysis and identification
- B. Situation assessment tools such as:
 - a. Interviews
 - b. Focus group discussions
 - c. Online questionnaires
 - d. Sociometry
- C. Cooperative planning of interventions by working jointly with relevant stakeholders
- D. Individual treatment of cases, individualised intervention plans to prevent and address the targeted behaviour
- E. Interactive online reporting tools which provide students a communication channel for asking for help if they are subject to bullying
- F. Alternative conflict management tools to serve the institutional level:
 - a. Capacity building for school mediation: training of teachers, students and parents
 - b. Introducing mediation as a conflict resolution tool for students (peer mediation)
 - c. Restorative practices
- G. Activities directly involving students:
 - a. classroom projects
 - b. school level projects (e.g. Arts)
 - c. peer mentoring
- H. Trainings in non-aggressive communication for teachers, students and parents (self-awareness, aggression handling, dealing with child's challenging behaviour, teaching kindness at school, mediation, setting up a network of peer mediators)
- I. Methods of effective communication with the parents:
 - a. Meetings and discussions with parents. Presentations on various topics to support positive parenting such as dealing with children with challenging behaviour, anger management,
 - b. Engaging parents in school activities, e.g. school public events, celebrations, committees
- J. Organisational development and capacity building tools:

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- a. organisational development /team building, sensitivity training/
 - b. change management training
 - c. improving the school policy related to bullying and aggressive behaviour
- K. Strengthening cooperation between institutions:
- a. Methods for improving communication between schools and youth; working towards increasing the reputation of schools in the community.
 - b. Engaging professionals on behalf of the local authorities and community NGOs who can help with successful implementation
 - c. Setting up the regulatory framework based on involvement and cooperative planning
 - d. Setting up and using an early warning system for bullying and aggression based on community cooperation. Encouraging students, parents, teachers, staff and people from the community to identify and report early signs and indicators of destructive behaviour.

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Chapter V – List of Resources

BP NAME	AWARENESS RAISING	QUALITY ASSURANCE-EVALUATION	SEL	INDIVIDUAL CASE MANAGEMENT	ORGANIZATIONAL DEVELOPMENT	FORMS AND CHANNELS (FLOW OF INFO)	NR	EXPERT	AVAILABILITY / COUNTRY
1. „KAMASZOK VAGYUNK” PROGRAM – WE ARE ADOLESCENTS ARE WE ARE OK	lesson plans for class with the form teacher	-	6 topic areas social competence dev.	-	-	handbook, videos	Hungary	Dr. Éva Jármí	Hungary
2. T.A.B.B.Y. AZ INTERNETEN (THREAT ASSESSMENT OF BULLYING BEHAVIOUR IN YOUTH ONLINE)	advice videos for self-protection	self-check module for (cyber)bullying	advice videos for social competence dev.	-	-	online (website)	Hungary	Ezster Rehabilitation Centre for Sexually Abused Victims	Bulgaria, Cyprus, Greece, Hungary, Italy
3. EXERCISES AND HANDBOOK FOR SCHOOL BULLYING PREVENTION	lesson plans, exercises	-	education for preparing against bullying	-	-	handbook, exercises	Hungary	Dr. Éva Jármí	Hungary
4. HEROES SQUARE	encourages to active participation	-	improving social sensitiveness for teachers	-	-	training	Hungary	Heroes Square Foundation	Hungary
5. SAFER INTERNET PROJECT (SIP)	information package about safer internet, they run a blue phone line for children in crisis	-	-	-	-	volunteers hold trainings in schools, phone line	Hungary	Gyermekmentők Foundation/Kék vonal	all EU countries

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BP NAME	AWARENESS RAISING	QUALITY ASSURANCE-EVALUATION	SEL	INDIVIDUAL CASE MANAGEMENT	ORGANIZATIONAL DEVELOPMENT	FORMS AND CHANNELS (FLOW OF INFO)	NR	EXPERT	AVAILABILITY / COUNTRY
6. RESTORATIVE TECHNIQUES	importance of community building; prevention and treatment of aggression and bullying	calls for self-reflection	how to build, restore, maintain trust ; solving conflicts in a constructive way	reactive circles for case management	proactive and reactive methodology implemented in the whole system changes the organizational culture	training	Hungary	International Institute of Restorative Practices	Hungary
7. SCHOOL MEDIATION	raising awareness to the importance of cooperation and restoration of relationships instead of punishments	self-evaluation about the implementation of the method	solving conflicts in a constructive way, importance of cooperation, adult-adult communication	based on cases	-	training	Hungary	Partners Hungary Foundation	Hungary, Bulgaria
8. OSZTÁLYTÜKÖR – MY CLASS IN THE MIRROR	community building, bullying prevention	sociometry	group cohesion, self-recognition, social relations	with the involvement of the school psychologist	-	training, electronic assessment tool	Hungary	Dr. Katalin Járó	Hungary
9. ARIZONA ROOM	-	self-reflection of students	learning adjustment to group rules	individual case management of disruptive behaviours	-	description of the method, templates for the exercises	Hungary	-	Hungary

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BP NAME	AWARENESS RAISING	QUALITY ASSURANCE-EVALUATION	SEL	INDIVIDUAL CASE MANAGEMENT	ORGANIZATIONAL DEVELOPMENT	FORMS AND CHANNELS (FLOW OF INFO)	NR	EXPERT	AVAILABILITY / COUNTRY
10. ALTERNATIVE HEAD TEACHER SYSTEM	importance of teachers' role in community building	self-evaluation in the beginning	social relations	improves the case management capacities of the head teacher	risks of tensions between teachers who are head teachers and those who are not	description of best practice and experiences	Hungary	Bethlen Gábor Primary and Secondary School	Hungary
11. PEACEFUL SCHOOLS PROGRAM	about the problems of the school community among teachers	self-evaluation in group	group cohesion, alternative conflict resolution	if they find a problem they reflect on it in live meetings	slow process with possible impact on the organizational culture	description of the method can be obtained	Hungary	-	Hungary
12. RE-EDUCATION	self-recognition, cooperation, reduction of aggression	supervision sessions	group cohesion, community building through cognitive behavioural development	crisis management	teacher mentoring	trainings	Hungary	No Bad Kid-Pressley Ridge Foundation	Hungary, US

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13. ANTI-BULLYING SERVICE ACTIVITIES	Advice and support in developing school-based responses to bullying/ support to the staff of the school, the students, and the parents by raising awareness of the issue of bullying	Internal reporting	formulating and implementing strategies for situations of bullying behaviour, class interventions, training and information sessions for parents, school staffs and students	deals with individual cases and hold parent's meetings	develops interventions according to the need of each school	trainings, class interventions , meetings	Malta	Student Services Department, Ministry of Education	Malta
14. KELLIMNI.COM	educational material, through articles and video clips that address themes relevant to young people available on Kellimni.com's website	-	serve as initial information and support to young people as well as a resource for PSCD teachers, leaders within youth organizations or other youth workers	Chats, smart messaging, email: 24h/7 anonymous professional support	reach youths through means of communications that they know and are most comfortable with	internet website, video clips, e-mail, chat, online forum and smart messaging	Malta	Collaboration between SOS Malta, Salesian Pastoral Youth Service, Agenzija Żgħażaġh and Agenzija Appoġġ.	Malta

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BP NAME	AWARENESS RAISING	QUALITY ASSURANCE-EVALUATION	SEL	INDIVIDUAL CASE MANAGEMENT	ORGANIZATIONAL DEVELOPMENT	FORMS AND CHANNELS (FLOW OF INFO)	NR	EXPERT	AVAILABILITY / COUNTRY
15. KIDS IN DEVELOPMENT (K.I.DS)	-	-	Each child is assessed, covering all areas of their emotional, physical and educational needs. Prevent children becoming vulnerable and to avoid victimisation	designed for helping children who have experienced severe emotional and behavioural difficulties	-	-	Malta	Richmond Foundation	Malta
16. STOP THE VIOLENCE–NON-FORMAL BADGE CURRICULUM ADAPTED FOR TEACHERS AND PROFESSIONALS	Non-formal workshops	-	Gender inequality and discrimination; Other forms of discrimination such as sexism, racism, homophobia; Empowerment ; Sexualisation; domestic violence.	-	-	non-formal badge curriculum and workshops : strategies, lesson plans, games and materials	Malta	Malta Girl Guides	Malta

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17. RESCUR: SURFING THE WAVES – A RESILIENCE CURRICULUM FOR EARLY AND PRIMARY SCHOOL	-	-	Resilience building curriculum: the requisite knowledge and skills needed by students to overcome challenges in their lives to achieve academic success and social and emotional wellbeing as young citizens in the EU	provide children with difficulties skills and good contexts to improve their academic learning	-	set of lessons	Malta	University of Malta	Malta, Greece, Portugal, Sweden, Italy, Croatia
18. TOGETHER AGAINST BULLYING	enhance knowledge about bullying and promote best practices in and outside schools	-	-	SWAP psycho-social strategy for those who are being bullied and bystanders	during summer schools, dance schools, football clubs	informative and interactive trainings for parents, teachers and students	Malta	Victim Support Malta	Malta

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19. BE SMART ONLINE!	safe use of the Internet and the risks and consequences of cyber bullying	-	-	support services for respective victims	-	online for parents + training, talks and presentations to students and teachers	Malta	A consortium coordinated by the Malta Communications Authority (MCA) and brings together Aġenzija Appoġġ, and the Office of the Commissioner for Children, and funded through the European Union’s Safer Internet Programme	Malta
20. PERSONAL SOCIAL AND CAREER DEVELOPMENT (PSCD) CURRICULUM	Enable students to recognise different forms of communication and enabling them to reflect on the negative effects of bullying and developing the necessary skills	-	Enabling student to cope with the negative feelings this caused by bullying	-	shape the social and behaviour skills of children, through primary and secondary levels of education	included in the national curriculum	Malta	Ministry of Education	Malta

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21. MECHANISM TO COMBAT SCHOOL BULLYING AMONG CHILDREN AND STUDENTS AT SCHOOL	tackle and prevention of bullying	regular monitoring and evaluation	-	individual work with the involvement of the school psychologist	-	trainings and guidebook	Bulgaria	Ministry of Education	Bulgaria
22. YOUTH BANKS INITIATIVES	types of violence and the ways to overcome it; Overcoming aggression through sport	-	-	-	-	informative meetings and discussions	Bulgaria	Youth banks, Workshop for Civic Initiatives Foundation	Bulgaria
23. "TRAIN ME AND PAY IT FORWARD" CONFLICT SOLVING AND PREVENTION OF CONFLICTS	prevention of violence and aggression; conflict resolution	-	provide children with personal skills needed to curb aggressive behaviour	-	-	workshops; flyers; training courses; scout camps; meetings	Bulgaria	Equilibrium Bulgaria and Complex for social services for children and families, the town of Rousse /CSSKF/	Bulgaria
24. ALL CHILDREN HAVE RIGHTS. EVERYONE CAN HELP.	child rights	-	-	-	-	booklet; media campaign	Bulgaria	UNICEF Bulgaria	Bulgaria
25. NATIONAL HOTLINE FOR CHILDREN	crisis intervention; support; counselling	-	-	-	-	confidential phone line	Bulgaria	UNICEF Bulgaria	Bulgaria

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26. SCHOOL WITHOUT VIOLENCE - PROGRAMME FOR PREVENTION OF SCHOOL VIOLENCE	violence and harassment prevention	-	improvement of communication and social sensitiveness	case-by-case nature of practice; impact only on individual level	-	handbooks; brochures; informative materials; online pages	Bulgaria	UNICEF Bulgaria	Bulgaria, Serbia
27. "VIRTUAL AND REAL VIOLENCE – PREVENTION THROUGH INTERACTIVE SCHOOL EDUCATION"	violence prevention	regular supervision	-	-	-	guidelines; training; internet platform	Bulgaria	Association "Parents" and Foundation "Applied research and communications"	Bulgaria
28. SAFENET /NATIONAL CENTRE FOR INTERNET SAFETY/	cyber bullying prevention	-	-	-	-	trainings; consultations ; online platform	Bulgaria	"Applied Research and Communications Fund", Association Parents	Bulgaria
29. ZIPPY'S FRIENDS – THE FUTURE CITIZENS OF BULGARIA	coping strategies; conflict resolution	regular studies - control groups - self reports	recognition and control of emotions; dealing with changes and loss	-	-	book	Bulgaria	Animus Association Foundation and the Norwegian organization, Voksne for Barn	Bulgaria, Norway, world-wide
30. BRAVISSIMI - THE USE OF POSITIVE WORDS	Positivity, self - help, building self confidence	-	Notions of self-appreciation, confidence building, kindness	-	-	Class workshops and assembly sessions	Malta	Maria Muscat	Malta

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Annex I – Differences between types of behaviour

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

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Annex II– Self Assessment Questionnaire



SELF-EVALUATION TOOL TO ADDRESS BULLYING IN SCHOOLS

Inspired by 'Shield my School' project by The Irish Society for Prevention of Cruelty to Children

INTRODUCTION

The Self-Evaluation Tool to address bullying behaviour is a document inspired by the Shield My School self-evaluation tool developed for the Irish schools, revised and adapted to the context and nature of Maltese policies and school system, and follows the implementation of the Addressing Bullying Behaviour in Schools policy, strategy and procedures.

This tool will be used as part of the ASAP Model Programme evaluation phase, created through the Against School Aggression Partnership project financed through the Erasmus+ Programme. The Programme aims to strengthen the capacity of the school to address aggression and bullying, by complementing existing practices and introducing new elements.

The aim of the tool is to help reach the following objectives:

- Mapp the existing situation in the school with regards to the awareness level about bullying behaviour
- Analyse the effectiveness of the guidelines, policy and procedures available to identify, report and address such behaviour
- Analyse and reflect on the whole school climate and the involvement of the different stakeholders in terms of prevention and tackling of bullying behaviour
- Identify strengths, weaknesses, gaps and needs
- Create an action plan for each statement

What is being assessed?

1. The level of understanding of the bullying phenomena
2. The school policy and its implementation
3. Staff development and training
4. Prevention, reporting and intervention
5. Engagement of all stakeholders

When should the assesment be done?

The Self-Evaluation tool is to be used during a 3 hours meeting having as participants representatives of all stakeholders at school level together with the school administration and decision-makers. In order for full effectiveness of the evaluation, the meeting has to be followed up by a second meeting before the school year ends.

At the end of each assesment meeting the team leader – designated member of staff - will fill in the assesment grid which will help measure the progress done in accomplishing the improvements for each category that is being assessed.

1. WE ACKNOWLEDGE THAT BULLYING IS AN ISSUE FOR ALL SCHOOLS AND THE WIDER COMMUNITY OF WHICH SCHOOLS ARE A PART OF

Reflect:

- 1.1 How do we distinguish between different forms of bullying which might occur in our school such as identity based bullying and cyber bullying? Are we alert to them?
- 1.2 Is there a shared understanding of bullying within the whole school community?
- 1.3 Do we work to help students and parents understand their role in preventing and addressing bullying behaviour?

WE ARE GOOD AT:

WE WANT TO IMPROVE UPON:

WE AGREE ON THE FOLLOWING ACTIONS:

1. WE HAVE AN EFFECTIVE ANTI-BULLYING POLICY IN PLACE WHICH IS OPEN FOR ALL TO SEE AND PASSED ON TO ALL CONCERNED

Reflect:

- 2.1 Does our school have guidelines to address bullying in school according to its individual needs developed by all the stakeholders including head of school, guidance teachers, student and school council?
- 2.2 Do we have a designated member of staff identified by the head of school who assumes responsibility for dealing with bullying incidents and coordinating all school measures addressing bullying behaviour and its prevention in our school?
- 2.3 Do the actions listed to counter bullying include how it is reported, investigated, and recorded as well as sanctions and supports for those involved in bullying behaviour?
- 2.4 Is the policy regularly reviewed, updated and evaluated with a clear dissemination plan in place?
- 2.5 Do we have a shared responsibility approach for the implementation and dissemination of the policy?
- 2.6 Have we developed a prevention program at a school level which ensures that vulnerable categories of students are provided with a safe and secure environment and are respected as all other students?
- 2.6 Is implementation of policies helping to prevent aggressive behaviours and ensuring a safe and secure school environment?
- 2.7 How is adult supervision organised in common areas within the school, during recess and during bus transport to/from school? Can something be done about it or can it be improved?

WE ARE GOOD AT:

WE WANT TO IMPROVE UPON:

WE AGREE ON THE FOLLOWING ACTIONS:

3. THE TEACHING AND NON-TEACHING STAFF IS AWARE OF THE NATIONAL FRAMEWORK 'RESPECT FOR ALL' WHICH INCLUDES POLICIES SUCH AS: ADDRESSING BULLYING BEHAVIOUR, LGBTIQ, ETC. AND ARE GIVEN ENOUGH RESOURCES AND TRAINING OPPORTUNITIES TO BE ABLE TO LEAD TO THEIR SUCCESSFUL IMPLEMENTATION.

Reflect:

3.1 Are there adequate training opportunities which make school staff aware of the country's bullying policies and eventually enable them to deal with aggressive behaviour occurring in their school?

3.2 Are teachers and LSAs equipped with the critical knowledge, skills, sensitivity and behaviours that support and empower all students to learn, to achieve success and to participate effectively in the school community and beyond?

WE ARE GOOD AT:

WE WANT TO IMPROVE UPON:

WE AGREE ON THE FOLLOWING ACTIONS:

4. RESTORATIVE PRACTICES ARE APPLIED AT A SCHOOL LEVEL.

Reflect:

- 4.1 Do students and staff develop responsibility, accountability, empathy, social skills and respect for others?
- 4.2 Are students as well as staff happier and manifest improved behaviour leading to improvement in student's attendance and attainment, and staff motivation?
- 4.3 Are students and staff able to show remorse and change unacceptable behaviours to ones that are celebrated by the school community?
- 4.4 Do the actions and guidelines acknowledge students as a major stakeholder and reflect their needs?

WE ARE GOOD AT:

WE WANT TO IMPROVE UPON:

WE AGREE ON THE FOLLOWING ACTIONS:

5. WE HAVE DEVELOPED EFFECTIVE SCHOOL-COMMUNITY PARTNERSHIPS WITH THE SCHOOL TO ENABLE REPRESENTATION AND ACTIVE PARTICIPATION FOR DIVERSE COMMUNITIES AND ENSURE THE INCLUSION OF THE PERSPECTIVES, EXPERIENCES AND NEEDS OF MINORITY GROUPS TO ENHANCE EDUCATIONAL OPPORTUNITIES FOR ALL.

Reflect:

5.1 Do we have a networked and supportive community with enough awareness raising to zero tolerance on bullying?

5.3 Are students becoming aware of clubs activities or extra curriculum activities they can attend after school hours?

5.3 Are we developing close partnerships between parents and the school in order to identify undesirable behaviour noticed in children under their care?

5.4 Is mutual respect through the organization of school based activities being promoted?

WE ARE GOOD AT:

WE WANT TO IMPROVE UPON:

WE AGREE ON THE FOLLOWING ACTIONS:

Impact Indicators	Assessment 1	Priorities	Assessment 2	Priorities	Final
	Scores (1-4)	(mark with a X)	Scores (1-4)	(mark with a X)	Scores (1-4)
	Date:		Date:		Date:
1)					
2)					
3)					
4)					
5)					