

Summary NESET II Report & quotes

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Executive summary

The aim of this report is to inform policy-makers and practitioners at EU, national, regional and local level on the most effective strategies and practices for preventing bullying and violence in schools across the EU. It examines evidence from European and international research, reviews national practices and the work civil society organisations with regard to school bullying and violence.

1. PREVALENCE

- School bullying takes many forms. These include discriminatory bullying against minority groups, homophobic bullying and bullying against students with special needs or any student who seem vulnerable for his or her peers.

- There is a clear gender difference in school bullying trends in Europe, with the rates of boys being higher than that of girls in most of the countries. Both victimisation (being a victim of school bullying) and perpetration (being a person bullying others) are more common among boys.

- The prevalence of bullying varies considerably across Europe. Lithuania, Belgium, Estonia, Austria and Latvia are some of the countries with relatively high victimisation rates between around 20% and 30%¹, compared to the lower rates of Denmark, Sweden, Czech Republic, Croatia, Italy and Spain below 10%.

- Bullying perpetrator rates increase significantly from 11 to 15 years. In most European countries the increase is relatively small but in a few countries it is more than 10 % points amongst boys (e.g., Latvia, Greece, Austria, Luxembourg).

2. THE NEED FOR COMPREHENSIVE STRATEGIES

- Bullying can be a complex problem to solve, which requires a comprehensive, multidimensional approach. The lack of a systematic approach to address school bullying is an issue of concern for many Member States, among them some with particularly high bullying rates.

- National school bullying and violence prevention strategies are lacking in many European countries.

- Homophobic bullying lacks a strategic focus in many EU Member States. According to the EU Agency for Fundamental Rights' survey, the highest levels of hostility and prejudice

towards LGBTI groups recorded in the EU are in Bulgaria, Hungary, Italy, Latvia, Lithuania, Poland and Romania. It is notable that very few of these countries address prevention of homophobic bullying in schools in a strategic manner.

- Similarly, the prevention of discriminatory bullying in school (against groups such as Roma, minorities, migrants, as well as against those experiencing poverty and socio-economic exclusion) needs a stronger strategic focus in many EU Member States.

- Cross-departmental policy synergies between education and health are needed for more effective preventions of school bullying.

3. SUCCESS FACTORS

- International reviews of whole school approaches to bullying prevention do not endorse one particular model but they highlight some key features of successful interventions. The most effective programme elements associated with a decrease in *bullying* others: parent training/meetings, teacher training, improved playground supervision, videos about the consequences of bullying, disciplinary methods (that are not reducible to punitive or zero tolerance approaches), cooperative group work between professionals, school assemblies, support for parents, appropriate classroom management and rules, and a whole school anti-bullying policy.

- Strong international evidence concludes that a curricular approach to social and emotional education is key for personal development to challenge a culture of violence in school. Sufficient classroom time for social and emotional education in schools across Europe is an important success factor for school bullying and violence prevention.

- Working with parents is strongly associated with both a decrease in bullying and being bullied in school. However, many approaches to parental involvement for bullying prevention are top-down, information-type approaches rather than approaches which actively involve parents.

- Discriminatory bullying requires challenge through a democratic school culture promoting the different voices of students. Young people who are part of minority or excluded groups must help design concrete curricular resources that address bullying and prejudice.

- While not necessarily the same individuals are at risk of early school leaving and bullying, possible responses show great similarities and therefore a common strategy may be useful,

including common systems of supports, such as a transition focus to post-primary, multidisciplinary teams for complex needs, language support, family outreach supports and teacher professional development on issues relevant to preventing both problems.

- Family support services for early intervention are crucial for the prevention of school bullying and violence, just as they are for positive mental health. A 'one-stop shop' where multidisciplinary services across health and education are available at local level is the most effective way to engage families with a range of needs for emotional and communicative support.

- A specific community outreach strategy, which offers opportunities for intercultural contacts is an important approach for overcoming prejudice between groups. This can be facilitated by shared communal spaces, which bring different groups together, such as community lifelong learning centres, arts and sports facilities, libraries, green spaces, community afterschool centres, family resource centres, religious centres, gyms.

- Successful national approaches may include explicit focus on bullying and violence prevention in governance structures and processes, such as school self-evaluation, external inspection and whole school planning and national committees for student welfare.

Quotes

HOMOPHOBIC BULLYING

Homophobic or LGBTI bullying is a serious issue of concern in many schools across the world, including Europe, even though it is one of the most unchallenged form of bullying (Walton, 2006). Rivers et al. (2007) reported that over 1.6 million US students are bullied because of either actual or perceived sexual orientation. A report by Stonewall (2015) reported that 52 000 LGBTI students in the UK, about a quarter of the estimated total, will miss school because of homophobic bullying, 70 000 will experience problems with schoolwork, while 37 000 will change their future plans because of homophobic bullying. Similar results were found in a recent nationwide survey in the USA (GLEN, 2013) with 74 % of LGBTI students being verbally harassed because of their sexual orientation and 55 % because of their gender expression; 36 % were physically harassed because of their sexual orientation and 28 % because of their gender expression; and 17 % were physically assaulted because of their sexual orientation and 11 % because of their gender expression. Even in the absence of direct homophobic bullying, students may still experience isolation, ostracisation and increased anxiety and depression, in schools where homophobic language is widely used (Swearer et al., 2008).

A report on homophobic bullying in the UK (Stonewall, 2012) based on a survey with over 1 600 LGBTI young people and their experiences at school, shows that although homophobic bullying has decreased over the years when compared to previous studies, it was still a widespread problem in British schools. 55 % of LGBTI students experienced direct bullying while more than 96 % heard homophobic language at the school, while only half reported that their schools consider homophobic bullying as wrong. 32 % of those who experienced bullying changed their future educational plans because of it, 60 % said it had a direct negative impact on their school work, while 41 % have attempted or thought about suicide or self-harmed. In the last five years

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since the first study in 2007, the rate of homophobic bullying has decreased to 55 % from 65 %; twice as many LGBTI students report that their schools say homophobic bullying is wrong (50 % vs 25%), while the number of LGBTI who feel unable to speak when bullied has fallen from 58 % to 37 % since 2007.

The teacher latest survey (Stonewall, 2014) in 1 832 primary and secondary schools across Britain, reported that 86 % of secondary school teachers and 45 % of primary school teachers said that students in their schools experienced homophobic bullying; 89 % of secondary school teachers and 70 % of primary school teachers heard students using anti LGBTI language; 55 % of secondary school teachers and 42 % of primary school teachers said they do not challenge homophobic language every time they hear it; 36 % of secondary school teachers and 29 % of primary school teachers heard homophobic language from other school staff. The report concluded that since 2009, half the number of secondary school teachers said that students are often or very often the victim of homophobic bullying and fewer teachers hear anti-LGBTI language amongst students, but there was little change in the proportion of teachers who hear anti-LGBTI amongst other staff.

In the EU LGBTI online survey by the European Union Agency for Fundamental Rights (2014), almost half of all 93,079 respondents (47 %) say that they felt personally discriminated against or harassed on the grounds of sexual orientation in the year preceding the survey. The report's data on discrimination in education reveals that, during their schooling before the age of 18, more than eight in 10 of all respondents in each LGBTI subgroup and every EU Member State have heard or seen negative comments or conduct because a schoolmate was perceived to be LGBTI. Two thirds (68 %) of all respondents who answered the question say these comments or conduct occurred often or always during their schooling before age 18. Another European-wide survey study was conducted in 2006 by ILGA-Europe and IGLYO (Takács, 2006) with over 750 respondents from 37 European countries, with 93 % of the questionnaires from EU Member States. Of the participants 68 % were males, 29 % females and 2 % transgender. The average age was 23.7 years, 60 % being younger than 25. A total of 53 % of LGBTI students reported having experienced bullying or violence at school, with victimisation being higher amongst males and the younger groups. The school was the area where young LGBTI people in Europe experienced the most prejudice and discrimination – 61 %, as opposed to 51 % in the family, 38 % in other communities, and 30 % in circles of friends.

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Homophobic bullying in laws: from 27 countries, 3 yes, 3 in anti-discrimination laws, 21 no

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WHOLE SCHOOL APPROACH

A whole school approach to bullying assumes bullying is a systemic problem. It operates centrally within a social-ecological framework of treating the students, school and connections to parents as being part of an interconnected system of relations (Bronfenbrenner, 1979; Espelage and Swearer, 2010). This systemic dimension interrogating school climate, institutional culture and relationships is an important broadening of perspective beyond simply treating bullying as a problem of individuals.

EFFECTIVE MEASURES

An influential meta-analysis, emphasising the importance of effect sizes and specifically focusing on bullying in schools, that applied the Campbell Collaboration Systematic Review procedures (Campbell Collaboration, 2014), included a review of 44 rigorous programme evaluations and randomised clinical trials (Ttofi and Farrington, 2011). Ttofi and Farrington (2011) found that the programmes, on average, were associated with a 20 %–23 % decrease in bullying perpetration, and a 17 %–20 % decrease in victimisation (Ttofi and Farrington, 2011). This meta-analysis (Ttofi and Farrington, 2011) correlated programme strategies with the effect sizes for being bullied and bullying others and found that the most effective programme components for reducing the prevalence of being bullied were: videos, disciplinary methods, parent training/meetings and cooperative group work between professionals. The most effective programme components associated with a decrease in bullying others were: parent training/meetings, teacher training, improved playground supervision, disciplinary methods, cooperative group work between professionals, school assemblies, information for parents, classroom rules and classroom management, as well as a whole-school anti-bullying policy.

CONFRONTING AND NON-CONFRONTING APPROACHES DO NOT DIFFER

In response to criticism by Smith et al. (2012) regarding understandings of firm disciplinary methods, Ttofi and Farrington (2012) clarify that this is a wider view than simply punitive methods. Smith et al. (2012) also highlight a notable finding in the KiVa project, that ‘confronting’ and ‘non-confronting’ approaches did not differ from each other in terms of their overall effectiveness in a study involving 40 schools in each condition (Garandeau et al., 2011). However, they emphasise that the effectiveness of the two approaches was moderated by grade level and by how long the bullying had been going on. Whereas the

non-confronting approach worked relatively better among younger children, the confronting approach had its advantages with adolescents. For addressing short-term bullying, the confronting approach proved slightly more effective than the non-confronting approach, whereas addressing long-term bullying was more likely to be successful with the non-confronting strategy.

PROGRAMME DURATION AND INTENSITY

Ttofi and Farrington (2011) found that **programme duration** and **intensity** for students and teachers was one of the main factors associated with a significant decrease in rates of bullying others and being bullied.

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CLASSROOM MANAGEMENT IMPORTANT

Ttofi and Farrington's (2011) meta-analysis of programme components and effect sizes observed that an emphasis on classroom management techniques to identify and respond to bullying, as well as the use of classroom rules against bullying (often developed collaboratively with students), were both associated with a reduction in bullying.

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SOCIAL EMOTIONAL LEARNING (SEL)

Another influential international meta-analysis points to a range of benefits from curricular approaches to social and emotional learning (SEL). SEL embraces a range of holistic approaches emphasising awareness of emotions, caring and concern for others, positive relationships, making responsible decisions, resolving conflict constructively and valuing the thoughts, feelings and voices of students (see also Weissberg et al., 2015; Brackett et al., 2015). A study of more than 213 programmes found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11-point increase in test scores (Durlak et al., 2011). The gains that schools see in achievement come from a variety of factors — students feel safer and more connected to school and academic learning, SEL programmes build work habits in addition to social skills, and children and teachers build strong relationships. The Durlak et al. (2011) review found most success for those SEL approaches that incorporated four key combined SAFE features: sequenced step-by-step training, active forms of learning, focus sufficient time on skill development and explicit

learning goals. Another key finding, echoed also by another meta-analysis by Sklad et al. (2012), was that classroom teachers and other school staff effectively conducted SEL programmes so these can be incorporated into routine educational activities and do not require outside personnel.

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HEALTH PROMOTION MAY REDUCE BULLYING

Health promotion: Langford et al.'s (2014) Cochrane Review for the WHO on health promoting school interventions, including anti-bullying, found some evidence that health promoting school interventions may reduce bullying in schools, with reductions in reports of being bullied of 17 % (6 trials, 26 256 participants). It is notable however that they found no evidence of effect for reports of bullying others. They contrast this with Farrington and Ttofi's (2009) review of 89 school-based anti-bullying interventions, including both randomised and non-randomised study designs (four of which were also included in their review). The Farrington and Ttofi (2009) review found substantial reductions in bullying others (20 % to 23 %), while reporting an overall reduction in being bullied of similar magnitude (17 % to 20 %) to Langford et al., (2014).

KIVA

KiVa is a whole school programme in Finland that includes several elements that Farrington and Ttofi (2009) found associated with reductions in bullying, victimisation, or both. These include disciplinary methods, improved playground supervision, teacher training, classroom rules, whole school anti-bullying policy, school conferences, information for parents, videos, and cooperative group work. It is quite intensive and long lasting (the programme is implemented over a full school year). Notably, the KiVa programme also includes procedures for handling acute bullying cases. Thus, both universal (targeted at all students) and indicated (targeted at students involved in bullying) actions are involved in the programme. Three teachers or other personnel form a KiVa team for each school, and teams of three schools in a same geographical area form a school network in a nationwide rollout of KiVa.

KiVa has at least three features that, differentiate it from Olweus' OBPP and other anti-bullying programmes (Kärnä et al. 2011a). First, KiVa includes a range of concrete and professionally prepared materials for students, teachers, and parents. Rather than offering 'guiding principles' or 'philosophies' to school personnel, it provides them with a whole pack

of activities to be carried out with students. It offers specific components. Second, KiVa harnesses the Internet and virtual learning environments. Third, KiVa goes beyond 'emphasising the role of bystanders', mentioned in the context of several intervention programmes, by providing ways to enhance empathy, self-efficacy, and efforts to support the victimised peers. After 1 year of intervention, the KiVa programme reduced victimisation and bullying, but the results for bullying were clear

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and consistent only for students in Grades 5 and 6. Intervention school students were less victimised, they assisted and reinforced the bully less, and they had higher self-efficacy for defending and well-being at school. At Wave 3, there were reductions of 30 % in self-reported victimisation and 17 % in self-reported bullying, compared with control schools. Enabling conditions for the success of KiVa's whole school approach, acknowledged by Salmivalli and Poskiparta (2012), include national government support against the backdrop of school shooting incidents in Finland widely associated with bullying problems. National government support facilitated school-level commitment and buy-in to the programme, as illustrated also by 3 members of the school staff being part of the coordinating team. Data on socioeconomic status or ethnic background of the students were not collected (Kärnä et al. 2011). A tension between top-down priorities and local-level ownership at school level may be greater in other cultural contexts. However, supportive empirical findings for KiVa have been observed in contexts of the Netherlands (Veenstra 2014) and Italy (KiVa website 2015).

SEL SHOULD BE BETTER INCLUDED IN EU FRAMEWORK

A concern may also be raised as to whether SEL is receiving sufficient priority and recognition within the EU Key Competences framework for Lifelong Learning. The EU Key Competences Framework includes social and civic competences, and cultural awareness and expression. However, SEL and its emotional awareness dimensions are not reducible to citizenship education or simply social competences or cultural expression.

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PARENT TRAINING

Ttofi and Farrington's (2011) meta-analysis found that parent training was one of the programme elements significantly associated with both a decrease in bullying and being

bullied.

A Netherlands study of 2766 children from 32 elementary schools (Fekkes et al., 2005) found that adults often do not know that children are being bullied, though children are more likely to tell parents than teachers; when adults do intervene it is not necessarily effective. According to the children being bullied, in only about half of cases did parents (46 %) or teachers (49 %) successfully stop the bullying.

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WAYS TO INVOLVE PARENTS

Langford et al.'s (2014) Cochrane Review for the WHO on health promoting school interventions highlighted that 'The majority of studies only attempted to engage with families (rather than the community), most commonly by sending out newsletters to parents. Other activities included: family homework assignments, parent information evenings or training workshops, family events, or inviting parents to become members of the school health committee'.

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SEL INDIRECTLY RELEVANT FOR ANTI-BULLYING

It is notable also that the majority of studies examined for Durlak et al.'s (2011) meta-analysis of SEL curricular approaches were from primary schools (56 %) that exhibited success across six outcomes, many of which are at least indirectly relevant to bullying. This provides strong support for SEL in primary school contexts, although recognising that they did not directly find change to bullying behaviour. The integration of a language learning, emotional literacy and behaviour focus by Aber et al. (2011) (in Section 5.1 of this report) also points to the importance of early intervention and a primary school focus for SEL.

RESISTANCE BY HIGH SCHOOL STUDENTS

With older students, the question also arises as to their particular resistance to didactic style approaches that would undermine their increased sense of autonomy. Yeager et al. (2015) raise a concern about the limitations of intervention strategies for older adolescents that rely on adult authority or that imply that they lack basic social or emotional skills. Secondary school students may resist being literally 'programmed' into particular modes of behaviour

and thought. A shift in conceptualisation is needed to make these students subjects of policy rather than simply objects of policy and programmes.

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According to Psalti (2012), when doing anti-bullying work, there is always the risk of provoking more opposition and even more 'macho' attitudes among the students with the most pro-bullying attitudes (bullies and bully-victims). Gender and parents' country of origin had a strong effect on status types.

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EUROPEAN AND US STYLE PROGRAMS

Weare and Nind's (2011) review of mental health promotion and problem prevention in schools found:

the use of holistic, educative and empowering theories and interactive pedagogical methods was endorsed by many of the reviews which found that behavioural and information-based approaches and didactic methodologies were not nearly as effective...European theory tends to be holistic, emphasizing not just behaviour change and knowledge acquisition, but also changes in attitudes, beliefs and values, while European health education has long pioneered active classroom methodologies, involving experiential learning, classroom interaction, games, simulations and groupwork of various kinds. (p.65)

Weare and Nind (2011) continue with a distinction that is perhaps too sharply drawn, though nevertheless highly relevant, in its contrast between two styles of approaches, 'The European and Australian style and the type of whole-school approaches it generates tend to promote 'bottom up' principles such as empowerment, autonomy, democracy and local adaptability and ownership (WHO, 1997). All the agency-led whole-school programs named above have produced a wealth of well-planned materials, guidelines and advice, but are also deliberately non-prescriptive and principles based' (p.66). They suggest that this flexible and non-prescriptive style is echoed in wider approaches to mental health across Europe and Australia, which emphasise the need for end-user involvement and the lay voice: 'This approach contrasts with the US style of more top-down, manualised approaches, with scripts, prescriptive training and a strict requirement for programme fidelity. There are strong reasons to retain the democratic European and Australian approach for large-scale programs for mental health' (p.66) as it leads to positive climates, empowered communities for

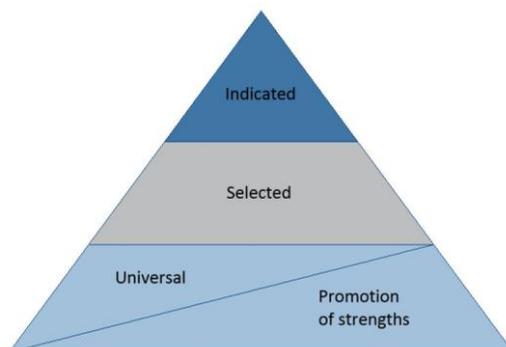
sustainable well-rooted long lasting changes.

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THREE TIER MODEL

Many prominent international reviews (e.g. Vreeman and Carroll 2007; Durlak et al., 2011, Weare and Nind, 2011) construct the debate on prevention approaches in basically dichotomous terms regarding universal versus targeted interventions. Similarly, whole school intervention programmes such as KiVa in Finland distinguish two levels, universal and indicated (Salmivalli et al. 2011; Kärnä et al., 2011a; Kärnä et al., 2011b; Saarento et al., 2014), though Cross et al. (2012) go further than this. Moreover, even prominent critics of a therapeutic culture and an emotional well-being agenda in schools (Ecclestone and Hayes, 2009, 2009a) do not specify a more nuanced differentiation of levels than that of universal and targeted. This debate needs broadening to recognise further distinctions in prevention levels, for a three-tier model of universal, selected and indicated prevention.

FIGURE 1. Differentiated Levels of Need for Prevention



Source: Downes, 2014a, p.16.

These three levels already well-recognised in drug prevention approaches at a European level (Burkhart, 2004), as well as in parental involvement levels in education for early school leaving prevention across 10 European city municipalities (Downes, 2014a) and in some school violence approaches in the US9

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The focus of selected prevention on distinct groups is somewhat neglected in international research on bullying and violence in school.

The selected prevention goals of universal programmes may need firmer focus on gender aspects.

NEW YORK 4RS PROGRAM: using literature

A notable universal prevention approach, including a curricular approach with selected prevention goals, is the New York 4Rs Program, Reading, Writing, Respect, and Resolution 2009-2011 (Aber et al., 2011). Though not focused directly on bullying, this intervention treats conflict and aggression as a problem of communication and emotional literacy. The 4Rs Programme is a universal, school-based intervention that integrates SEL into the language arts curriculum for kindergarten through Grade 5. The 4Rs uses high-quality children's literature as a springboard for helping students gain skills and understanding in several areas including handling anger, listening, cooperation, assertiveness, and negotiation. The 4Rs program has two primary components: (a) a comprehensive seven-unit, 21-lesson literacy based curriculum in conflict resolution and social-emotional learning for Kindergarten to Grade 5 and (b) intensive professional development and training in 4Rs for teachers.

The target population is universal though with a focus on children at risk of trauma, lower social competence and externalizing problems, and with lower language and literacy skills. Eighteen New York City public schools were paired according to key school-level demographic characteristics. One school from each pair was randomly assigned to receive schoolwide intervention in the 4Rs over 3 consecutive school years and the other school to a 'business as usual control' group. After 2 years of exposure to 4Rs, in addition to continued positive changes in children's self-reported hostile attributional biases and depression, positive changes were also found in children's reports of aggressive interpersonal negotiation strategies, and teacher reports of children's attention-deficit/hyperactivity disorder (ADHD), social competence, and aggressive behaviour. The 4Rs Program has led to modest positive impacts on both classrooms and children after 1 year that appear to cascade to more impacts in other domains of children's development after 2 years.

EFFECTIVE AGAINST HOMOPHOBIC NAME-CALLING

According to Espelage et al. (2015a), in a US context, SEL programmes that address interpersonal conflict and teach emotion management have succeeded in reducing youth aggression among primary school youth, with few studies in middle schools, i.e. aged 12-15. Results of a two-year cluster-randomised (36 schools) clinical trial of Second Step Middle

School Program on reducing aggression and victimisation found that students in intervention schools were 56 % less likely to self-report homophobic name-calling victimisation than students in control schools in one state. Teachers implemented 28 lessons (6th and 7th grade) that focused on SEL skills (e.g. empathy, problem-solving).

Espelage et al. (2014) conclude that this SEL programme holds promise as a successful one to reduce homophobic name-calling in adolescent youth. They note that the majority of these programmes are narrowly focused on bullying, whereas their SEL programme draws from the risk and protective framework literature and purposively teaches a wide range of skills to prevent conflicts, and skills to prevent escalation of conflicts (e.g. communication, problem-solving, emotion regulation). It appears to have reduced the likelihood of being a victim of homophobic name-calling, but only in Illinois schools. The lack of replication in Kansas could be due to factors that are difficult to quantify, such as the historical/political climate in the state (Espelage et al., 2014). This points to the need for addressing issues of prejudice at the macrosystemic level that may be impacting upon the school microsystem bullying context.

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NOT ENOUGH ATTENTION TO IMPACT OF INTERVENTIONS TO EQUALITY

Langford et al.'s (2014) Cochrane Review for the WHO on health promoting school interventions, including anti-bullying, observed that 'disappointingly few studies examined the impact of interventions by relevant equity criteria such as socioeconomic status, gender, and ethnicity'.

NOT ENOUGH ATTENTION TO MACRO CONTEXT LIKE HOMOPHOBIA

A further concern they raised was how few studies directly addressed social, cultural or political context.

Macrosystem influences need to be considered in relation to discriminatory bullying, such as homophobic bullying and bullying of immigrants and Roma. The wider macrosystemic level in an EU context reveals the following issues of hostility and prejudice towards LGBTI groups and to groups others identify as LGBTI; this serves as a backdrop to microsystemic homophobic bullying issues in European schools. In the *EU LGBTI survey, results at a glance*, for the European Union Agency for Fundamental Rights, in the EU-28, in total 93 079 LGBTI persons completed the online survey. The respondents were persons who identify as

LGBTI and are over 18-years-old. To the question on how widespread is offensive language against LGBTI persons in their respective Member State, on average 16 % of respondents said that it is very widespread. In Lithuania 58 % of the respondents answered 'very widespread', followed by Italy (51 %), Bulgaria (42 %), Poland (33 %), and Latvia (31 %). The least widespread numbers of offensive language were reported by LGBTI persons in Belgium, Denmark and Luxembourg (1 %). Though not confined to schools, regarding 'assaults and harassment' of LGBTI persons in their respective Member States, on average 8 % in the *EU LGBTI survey* stated that it is very widespread, with the highest numbers reported in Hungary (22 %), Bulgaria (22 %) and Romania (19 %), Lithuania (17 %), Italy (17 %), and lowest – in Finland, Denmark (2 %). A representative from the Polish Anti-Discrimination Association (ETA), Malgorzata Joncryk-Adamska states that discrimination in Polish schools based on different identity is seen as natural and therefore not taken seriously by either students or teachers (*Gazeta Wyborane*, 22 April 22 2015). This Polish newspaper *Gazeta Wyborane* article reports that a teacher's response to homophobic bullying in school was 'if you're gay, it's your fault'.

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TOP DOWN APPROACH NOT EFFECTIVE IN HIGH SCHOOLS

It is arguable that a reason why bullying prevention strategies for older students are generally ineffective is precisely because they lack a selected prevention approach, as they are undifferentiated and not tailored to different needs and contexts; there is a rejection by many youth of a one-size-fits-all approach of universalism, combined with an objection to a top-down approach to the process of communication that is not a mutual dialogue where they are co-partners.

DISCOURSE EDUCATION DOES NOT SUIT TARGETED PREVENTION AS WELL AS HEALTH DISCOURSE

Another reason why there is a neglect of the selected prevention level for bullying prevention is that this discourse is more familiar to health than to education – and more significantly, health and education sectors would need to come together in a much more integrated holistic, strategic fashion to address this selected prevention level. A holistic approach recognises emotional and physical needs and not simply academic, cognitive ones. It is abundantly evident that much of current strategic policy-making in education and health contexts in Europe does not involve a cross-departmental integrated focus (see Table 9,

Annex 3).

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EXAMPLES OF WHOLE COMMUNITY APPROACH

Is it difficult to test their impact because reliable control groups are impossible to find.

Key principles:

Building on health promoting principles and the international right to health, a range of key underlying principles can be developed to inform a selected prevention framework and strategy for bullying and violence prevention regarding groups of moderate risk in school.

These include:

- • Making the target groups subjects not simply objects of policy through direct stakeholder representation and consultation in the design of interventions and supports
- • Cultural competence of professionals including teachers as a dimension of the right to health
- • Community outreach as a dimension of the right to health
- • Building community leaders among children and youth
- • A strategy to develop community based spaces of assumed connection and shared meaning for cooperative tasks between different social groups
- • Involving sports and arts as indirect ways to challenge tensions between groups through shared teamwork and common frames of reference.

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IMITATION OF TEACHER AGGRESSION (and unequal treatment)

The findings of Elamé's (2013) European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying is of particular interest. Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months. In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying. Specifically, less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the

teachers' attitudes towards native classmates declare to have never been subjected to violence' (Elamé, 2013). Those immigrant or Roma children who sense an imbalance in the teacher's attitudes to different ethnic groups in their class are also those who have been bullied with the highest frequency during the previous 3 months (Elamé, 2013). These findings, of imitation of teacher behaviour by students, resonate with Bandura et al.'s (1961) Bobo Doll study on imitative aggression.

Kapari and Stavrou (2010) highlight that the relationship between fairness perceived by students and bullying or school violence is consistent with results of previous studies in other EU countries. For example, in France, Carra and Sicot (1996) found that in schools with a high level of school violence victimisation, there is a significantly higher number of students who consider their grades to be unfair, the application of the rules to be inconsistent, the sanctions imposed to be arbitrary and the treatment of students by teachers to be uneven.

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INFLUENCE OF DEMOCRACY AND AUTHORITARIAN STYLES

According to Kapari and Stavrou (2010), particular attention must be given to the significant strong correlation between bullying and authoritarian practices of enforcing discipline in the school. It seems that levels of bullying are higher in schools where teachers use authoritarian and inflexible practices to cope with student misbehaviour.

Concern regarding a school climate of violence influenced by the role of some teachers also emerges from a Polish national survey of 3085 students, 900 teachers and 554 parents, across 150 schools (CBOS, 2006, see also Downes 2013, Cefai and Cooper, 2010 in Malta, Downes and Maunsell, 2007 in Ireland for qualitative research illustrating similar concerns). Experience of school violence from teachers towards students was reported directly as being hit or knocked over by 6 % of students with 13 % reporting having observed this occur to others. Teachers' use of offensive language towards students was reported by 16 % as having been experienced directly individually and 28 % as observed towards other students. The WHO (2012) report, based on an international survey of students, goes so far as to address the need for teachers to not publicly humiliate students who perform poorly.

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LACK OF TEACHER EFFICACY IN DEALING WITH HOMOPHOBIC BULLYING

BOX 14. Concern with Teacher Self-Efficacy about Intervening for Homophobic Bullying
Teacher self-efficacy about intervening for homophobic bullying was raised in an Irish national survey of 365 Social, Personal and Health Education Coordinators/teachers in post-primary schools (Norman, 2004). Of those teachers who were aware of physical homophobic bullying, 41 % stated they found it more difficult to deal with this type of bullying in their school than other types of bullying. Norman (2004) summarises this finding, 'Teachers reported that their desire to help in this situation was hindered by a desire to be sensitive to the victim and a fear of a possible negative reaction from parents, other staff and pupils if they are seen to protect the pupil who is perceived to be lesbian or gay'. This highlights the need for professional development and pre-service preparation for teachers to engage with this issue.

BYSTANDER ROLES

The role of peer supports at universal prevention levels has tended to focus on fellow classmates as bystanders. Bystanders may occupy a range of participant roles. They can act as (1) assistants, who join the bully and begin to bully; (2) reinforcers, who provide support to bullies; (3) outsiders, who remain passive bystanders or leave the situation; and (4) defenders, who help the victim (Salmivalli, 1999).

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PEER EDUCATION CAN HARM BULLYING VICTIM DEFENDERS

Ttofi and Farrington (2012) expand on the potential harm to defenders, although further implications of this require analysis. They highlight an evaluation comparing two UK secondary schools with a peer-support system and two without (Cowie et al., 2008), where very little difference was found between student perceptions of safety in schools with or without the peer-support system in place. Moreover, older students in schools without peer support responded that they felt safer in toilets and lessons than students in schools with a peer-support system. Referring to Canadian research (Hawkins et al., 2001), Ttofi and Farrington (2012) raise further concerns with peer defenders intervening in aggressive ways,

'peer interventions may reinforce the aggressive behaviour of school bullies and promote a cycle of violence' (p.456).

Forsberg et al.'s (2014) Swedish qualitative research involved 43 semi-structured individual interviews aged 10-13 years across 5 schools. It observed that social hierarchies exist among the students, which are kept in mind when observing bullying and guide their actions by evoking and mutually interacting with self-protecting considerations (e.g. the fear of retaliation, social disapproval, social blunders, getting bullied, losing friends or losing social status). Whereas bystanders with self-protection concerns avoid intervening when the bullies are older than they are, they see themselves as more capable of intervening if they are older than the bullies. These themes of social hierarchy and fear require further reflection, given also that issues of self-protection (Bellmore et al., 2012), including fear of consequences of intervening (Rigby and Johnson, 2005; Thornberg 2007; Thornberg, 2010; Thornberg et al., 2012) have been identified by students regarding why they did not defend a victim of bullying. In Psalti's (2012) research sample of 3869 of the Greek student population from primary and secondary schools, for the not-involved students between primary and secondary schools there was a decrease (by half) in the actual provision of help and an increase in their wish to help, as well in their doing nothing and just watching the incident. The shadow of inactivity on the part of peers is highlighted as not being through lack of will, but other factors warranting further investigation.

A student's intuition about the risks of getting involved may not need to be challenged but rather listened to. Their fear of getting involved may be a rational fear, a reading of circumstances where intervening would place them also at heightened risk of being bullied, with potentially long-term damaging consequences that are now well-documented in the international research literature. The position of Salmivalli and Poskiparta (2012) that such peers need to be 'challenged' to intervene requires much further consideration and caution.

CRITIQUE ON SOLELY RELYING ON PEER SUPPORTS

The range of serious associations with being bullied, recognised in a range of cross-cultural contexts and with potentially long-term effects, illustrate that this is a child welfare and child protection issue (Farrelly, 2007; 8th European Forum on the Rights of the Child, 2013).

Against this backdrop, it raises questions for approaches that rely centrally on peer supports, including to challenge the passive bystander effect.

From a child welfare and protection perspective, it is however problematic that a system response centrally relies on other children and young people's responses and involvement. Defenders who intervene may or may not be putting themselves at risk of being bullied, depending on the motivations and power of the child/children who are perpetrators of the bullying.

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NEED FOR SENSITIVITY TO CULTURAL GROUP MECHANISMS

Luc Claessens, Coordinator of Safe Schools, Antwerp municipality, Belgium (personal communication, 2015) observes that while they are 'not confronted with a structural problem on ethnic or racial violence or bullying over these subjects in schools in Antwerp', there is still the potential for individual-level problems to develop into wider ethnic, cultural ones: 'This does not mean that isolated cases of violence do not occur but the general feeling is that the trigger is far more often a personal issue (girl or boyfriend, money that has to be paid between the youngsters) than an ethnic, religious or racial one. *Of course once an aggressive act towards a member of a group occurs this often triggers solidarity*' (our italics). Though with highly successful results in a Finnish context of the KiVa whole school programme, the Finnish example takes place in a highly homogenous ethnic and religious cultural context. This again raises questions about its transferability to interventions in schools with students from disparate ethnic and religious backgrounds, including where discriminatory bullying may be taking place. The individualist assumption underpinning such bullying problems needs to be challenged not simply by recourse to a group context of fellow classmates in school but also wider macrosystemic factors which point to the bullying as not simply being a conflict between individuals in a group, but as expressing wider cultural conflicts.

Selected prevention levels are not simply groups of individuals. They centrally involve groups with strongly defined social identity and categorisation, such as ethnic and sexual minorities. The bullying process may be part of a wider conflict between groups based on their social identities and may not simply be a personal individual interpersonal dynamic; broadening focus to peer bystanders is only one step within a wider lens to interrogate group relations. Salmivalli et al. have broadened the focus from children as individuals to children in a group and designed a strategy of peer defenders for children in a group. However, children *of* a group are not equivalent to children *in* a group. A peer-defenders strategy designed for

children *in* a group may struggle to encompass conflict between children *of* different groups (ethnic, religious etc.).

KIVA BASED ON VIEW SOCIAL STATUS CONFLICT

The KiVa approach assumes that the perpetrator's motivation is fundamentally to be interpreted in the behaviourist and social learning theory terms of Bandura (1989), so that the reward patterns for bullying become changed through the social context of the peers' reactions: 'Bystanders maintain the bullying behaviour in part by assisting and reinforcing the bully, because such behaviours provide the bullies the position of power they seek after. On the other hand, if bystanders defend the victim, this turns bullying into an unsuccessful strategy for attaining and demonstrating high status. These views imply that a positive change in the bystanders' behaviours will reduce the rewards gained by bullies and consequently their motivation to bully in the first place' (p.797) (Kärnä et al., 2011b). Building on the social-cognitive theory of Bandura (1989) (Kärnä et al., 2011a), according to Kärnä et al. (2011b), the KiVa programme locates its theoretical background in the social status of aggressive children in general. It is assumed that bullies demonstrate their high status by harassing their low-status victims and that bullying is actually a strategy for gaining a powerful position in the peer group. In the KiVa programme, bullying is viewed as a group phenomenon.

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OTHER MECHANISMS IN BULLYING (lack of empathy)

Yet a diversity of motivations for bullying and aggression needs further recognition here. Even within social learning theory, the bullying may be imitative, for example as an entrenched pattern from home or the local community, thereby going beyond aggression as simple reinforcement (see Bandura et al.'s 1961 well-known Bobo doll study). Again, even internal to a framework of social status theory, the motivational path is open to the bullying perpetrator to seek to sustain a high status through challenging threats to his/her authority such as that offered by a peer defender – this challenge obviously could include attempts to bully also the peer defender. Beyond the frameworks offered by Kärnä et al. (2011 a, b), issues of bullying and aggression linked with attachment issues arising from early childhood (Golding et al., 2013), sadistic aggression (Fromm, 1977) and emotional trauma may be more enduring; they may not be responsive to peer negative reinforcement and may even be

hostile to peer defenders. A social reinforcement framework assumes a level of extraversion (i.e. adjustment to the external social world, Downes, 2003) and empathy that may not be a feature of at least some perpetrators of bullying.

INTEGRATE PEER DEFENDER INITIATIVES CAREFULLY IN WIDER PROGRAMS

Various authors have acknowledged the significant challenges in implementing peer support schemes. Challenges include hostile reactions towards the peer supporters by other students and school staff (Cowie, 1998) as well as poor communication and lack of commitment of the part of staff and students (Cowie et al., 2004). This is not to suggest that these schemes should be abolished. Potentially, peer support schemes may be useful as long as they are carefully implemented as in the KiVa program for example (Karna et al., 2011). (p.455)

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Refusing to support a bullying process is a key role for peer support that differs from the possible unknown risks of actively defending someone.
(but still, concerns about loading the responsibility on students rather than on the school)

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NATIONAL COMMITTEE NEEDED

A *national* committee for inclusive systems in EU Member States needs to be cross-departmental bridging education, health and social services – these departments are all relevant for integrated systems of support. In order to be sensitive to needs of minority and socioeconomically marginalised groups, basic principles of representativeness would imply that minority NGOs, for example, be represented on such national committees (see also Downes, 2014). This would build on the recommendation of the ET2020 Thematic Working Group Report on Early School Leaving (European Commission 2013, p.11) that emphasises the importance of a national coordinating body. Similarly the European Commission/EACEA/Eurydice/Cedefop Report on early school leaving (2014) states that ‘Formalising cooperation, for example, by means of a coordinating body, is a way to enhance synergies across government departments and between different levels of authority, schools and other stakeholders’ (p.12). This report also points to their importance for improving the

process of monitoring and evaluation, as well as identifying areas for further work. All of this is directly pertinent to the cross-departmental concerns of school bullying and violence prevention for a national coordinating committee.

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HARMFUL EFFECT OF TRYING TO BE NORMAL

Striving towards normal identity and social acceptance appeared to be associated with efforts to change oneself and to socialise, perceiving the deviant identity as unchangeable and inevitably causing bullying and social rejection appeared to be linked to resignation and a range of escape or avoidance behaviour, such as social withdrawal and avoiding others, as well as trying to be socially invisible in the classroom and other school settings. Again this has implications for the potential role of emotional support services in helping students interpret their reactions to bullying and to minimise self-blaming approaches.

The recent Eurydice (2015) report on school evaluation systems, highlights that 'The only countries where schools are not compelled or recommended to carry out internal evaluation are Bulgaria and France, the latter limited to primary schools' (p.10).

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CONCLUSIONS

The findings from this review of bullying and violence prevention strategies in schools in Europe reveal that:

1. A large number of EU Member States do not have national school bullying and violence prevention strategies.
2. Most EU Member States do not have common or linked strategies for early school leaving and bullying prevention.
3. Of those countries with particularly high prevalence of peer victimisation and/or bully perpetrators, according to the World Health Organisation (i.e. Austria, Estonia, France, Greece, Latvia, Lithuania, Portugal, Romania and Slovakia), a number of these (Estonia, Greece, Latvia and Slovakia) still do not have systematic national strategies for bullying and violence prevention in schools.

4. Anti-bullying strategies in EU Member States are generally confined to universal prevention approaches, without focusing on the differentiated needs of certain groups, and with no strategic focus on discriminatory bullying against certain groups, e.g. migrants, Roma, LGBTI, those experiencing poverty etc.).

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RECOMMENDATIONS

None of those countries for which the 2014 LGBTI survey of the European Union Agency for Fundamental Rights indicated particularly high levels of hostility and prejudice towards LGBTI groups (Bulgaria, Hungary, Italy, Latvia, Lithuania, Poland and Romania), directly addresses prevention of homophobic bullying in schools at a national strategic level.

While a systematic focus on social and emotional education at curricular level exists across almost all EU Member States, it is unclear to what extent an explicit focus on bullying and violence prevention is consistently present in these curricula.

It is often unclear to what extent national inspectorate systems or school self-evaluation processes embed a focus on bullying and violence prevention into their school review processes, and whether these inform anti-bullying strategies at national and school level to establish an evidence-base.

While there are at least systematic procedures for students' voices to be heard in the education system across many Member States, such as through student councils, there is inadequate focus on student participation in the design of anti-bullying approaches.

1. COMPREHENSIVE STRATEGIC APPROACH

Against the background of these findings above, there is a major need to address these strategic gaps through a **more comprehensive strategic approach at national level to prevent school bullying and violence, including focus on discriminatory bullying**, while taking into account that substantial common ground exists between bullying and violence prevention and neighbouring policies such as early school-leaving, children's rights, fighting discriminations based on gender, racism, disability, sexual orientation¹³, social inclusion for migrants and for students from socioeconomically excluded communities.

There is a striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school-leaving prevention, therefore a common support system can be useful without prejudice to the more differentiated approaches needed¹⁴.

Common systems of holistic supports for both bullying and early school-leaving need to include: a transition focus from primary to post-primary; multiprofessional teams for students and their families with complex needs; language supports, including speech and language therapy; family support services and education of parents regarding their approaches to communication and supportive discipline with their children; outreach to families to provide supports; support for students with academic difficulties; social and emotional education curriculum; systems to substantially promote voices of marginalised students.

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2. HOLISTIC CURRICULUM ON SEL and student involvement

SEL is already a pervasive feature of European school contexts, though the time given to this in the curriculum is unclear. Social and emotional education principles can be incorporated across diverse subjects, including the arts, history, languages and physical education, as issues of communication, empathy, perspective taking and emotional literacy. International evidence suggests that curricular approaches for SEL are particularly beneficial for primary school pupils. Classroom time and priority for SEL needs more explicit recognition as a strategic priority at national and European level, including within the EU Key Competences framework for Lifelong Learning. SEL also offers particular promise in relation to bullying for students with special needs or with language difficulties.

Credible curricular approaches require the **involvement of young people themselves**, who are part of minority groups such as Roma and migrants, LGBTI, Muslim populations and other minorities. This cultural dialogue at curricular level, is particularly important for post-primary students, who tend to resist didactic, top-down messages in anti-bullying programmes. Moreover, an explicit focus on homophobic-bullying prevention is needed at curricular level, especially at post-primary level.

Involve young people who are part of minority groups, such as Roma and migrants, LGBTI, Muslim populations and other minorities in the design of concrete curricular resources for social and emotional education (including videos, the arts, websites) that address bullying prevention and challenge prejudice.

3. WHOLE DEMOCRATIC SCHOOL INTERVENTIONS

International research generally suggests that, even at primary level, a curricular approach to SEL is – by itself – not enough to change bullying behaviour as distinct from attitudes and other behaviours indirectly related to violence in school. A SEL curriculum needs to be viewed as one part of a whole school approach

and a range of other dimensions. Discriminatory bullying requires challenge through a democratic school culture promoting differentiated voices of students.

Reviews of international research focusing on universal whole school approaches to bullying prevention do not endorse one particular model, though they do highlight key features of successful interventions. The highly influential Ttofi and Farrington (2011) review found the most effective programme elements associated with a decrease in bullying others were: parent training/meetings, teacher training, improved playground supervision, disciplinary methods (that are not reducible to firm or zero tolerance approaches), cooperative group work between professionals, school assemblies, supports for parents, classroom rules and classroom management, a whole-school anti-bullying policy. The most effective programme components for reducing the prevalence of being bullied were: videos, disciplinary methods, parent training/meetings and cooperative group work between professionals.

Promote a whole school approach to bullying prevention, building on democratic principles for schools and including key effective bullying prevention programme elements

4. FOCUS ON TEACHER CONFLICT RESOLUTION SKILLS

International research observes the key role of the teacher in ensuring equality of esteem in the classroom, and that teacher discrimination against ethnic groups or others is associated with increased bullying against those individuals and groups¹⁵. With discriminatory attitudes towards minority groups being part of wider society, at least in some contexts, teachers may be influenced by such attitudes with detrimental impact upon students in their classrooms. This is a system level problem. Facilitating conflict resolution skills of teachers enhances

their listening roles and supports communication approaches that engage with minority groups and all students through empathy and understanding. **Conflict resolution skills are part of teachers' cultural and diversity competences** in the classroom.

5. ENGAGING WITH PARENTS AND FAMILIES

Research on the development of aggression recognises that habits of coercive communication occur with harsh parental discipline and patterns of family conflict. Not only are these associated with later bullying but working with parents is strongly associated with both a decrease in bullying and being bullied in school. However, many approaches to parental involvement for bullying prevention are reliant on universal top-down, information-based approaches rather than on ones that actively include the parents in constructing meaning and policy, as well as fostering their skills. This neglected aspect of a universal focus for active involvement of parents is an important area for further strategic development and evaluation as part of the challenge to a culture of violence.

Recognition of the importance of **family support services** for early intervention for bullying and violence prevention, as well as for positive mental health, highlights the need for multidisciplinary community centres that are a 'one-stop shop', where a range of vital services across health and education are available in an accessible local location to engage marginalised families, especially of highest need.

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6. ENGAGING WITH COMMUNITY SYSTEMS AND SPACES

A **community outreach** dimension¹⁷ could be fostered by creating communal spaces to allow different groups to meet, exchange with a view to promoting mutual respect and understanding. Opportunities for investment in shared communal spaces for connection include community lifelong learning centres, arts and sports facilities, libraries, green spaces, community afterschool centres, family resource centres, religious centres, gyms. Building community leaders among children and youth from minority and marginalised backgrounds is part of a broader local community strategy for positive relations between groups of different social identities.

7. GOVERNANCE AND SYSTEMATIC SUPPORT FOR IMPLEMENTATION

... school committees involving students, parents, teachers and health professionals can play an important role in the individual school planning and improvement processes. These committees could be responsible for developing

- projects to promote the input of students and risk groups into the design of whole school and curricular bullying prevention resources, especially for older students;

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- processes to ensure that the voices and needs of minority students regarding bullying and violence prevention are heard, as well as more widely on school climate issues;
- an explicit whole school and curricular focus on homophobic bullying prevention.

National committees and schools could be supported by practical tools, such as the matrix of structural indicators, as presented below. Schools applying such pre-established tools could be awarded a quality label.

A key output of this report is an **evidence-informed structural indicators framework** clustering key features of whole school and wider system interventions for schools, municipalities and national decision-makers to address in their strategic responses to school bullying and violence prevention (see Box 21 below). These structural indicators also build on international legal principles from the UN Convention on the Rights of the Child, the international right to the highest attainable standard of (mental) health, as well as health promotion principles to balance national strategic direction with local ownership of interventions in schools and the wider system of supports in and around schools.

Dimensions of a Proposed Structural Indicators Framework to Guide Development of Bullying and Violence Prevention Strategies in School

School Curricular Dimensions (Structural Indicators – Yes/No)

- Explicit focus on bullying prevention in a Social and Emotional Education Curriculum.
- Active learning, interactive pedagogies.
- Video resources.
- Input of children and young people into developing curricular resources for bullying prevention, conflict resolution and overcoming prejudice.

- Input from ethnically or culturally diverse students so that their input into materials, activities and goals is included.
- Time allocated for social and emotional education is of sufficient intensity.
- SAFE features: Sequenced step-by-step training, active forms of learning, focus sufficient time on skill development and have explicit learning goals.
- Cooperative group work in class.
- Resources reflect students' lives and experiences.
- Language learning integrated with emotional literacy for younger students.
- Explicit focus on homophobic bullying prevention.
- Cross-curricular integration of conflict resolution and bullying issues, including arts-based approaches.
- Clarity that social and emotional education is not reduced to civic education.
- Community outreach dimension to curricular activities.

Whole School System Approach/Ethos/Climate (Structural Indicators – Yes/No)

- Whole school anti-bullying policy.
- A coordinating committee at the school level to implement whole school approach.
- Student representation on school coordinating committee for inclusive systems with an explicit bullying focus.
- Health professional representation on school coordinating committee for inclusive systems.
- Cooperative team work between professionals.
- Bullying intervention approach operates for at least 2 years.
- Bullying intervention approach is of sufficient intensity, i.e. sufficient frequency of inputs during school.
- Participation of all key stakeholders in whole school approach to bullying prevention.

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- Clarity of goals and shared goals for school coordinating committee.
- Questionnaire survey to assess scale of bullying in a specific school.
- School yard supervision.
- School assemblies.
- A school conference day for bullying prevention.
- Plan for transition from primary to post-primary, especially for SEND students.
- Concrete and professionally prepared materials for students, teachers, and parents.

- A whole pack of activities for students.
- Retaining the active ingredients of a programme, while allowing for well-planned programme adaptation for local circumstances.
- Interventions with peers who assist bully perpetrators and with reinforcers who provide support to bully perpetrators
- Revisiting steps as needed, to assume some turnover of staff, including school principals.
- Capacity-building support.

Teacher Support and Approaches (Structural Indicators – Yes/No)

- Teacher support (in-service/pre-service) on bullying prevention approaches.
- Teacher support (in-service/pre-service) on conflict resolution strategies for teachers.
- Teacher support (in-service/pre-service) on democratic classroom management competences.
- Teacher support (in-service/pre-service) on constructivist, active learning pedagogies.
- Teacher support (in-service/pre-service) on anti-discrimination.
- Collaboratively negotiated classroom rules with children.
- A range of disciplinary methods and psychological approaches adopted by teachers.
- Cooperative group work between professionals.
- Regular class meetings with students on bullying.

Active Parent Involvement and Family Support (Structural Indicators – Yes/No)

- Partnership with parents.
- Parenting training for communication approaches with their children.
- Class parent-teacher association at the class level.
- Building parents' awareness and confidence to help their children to develop social competence and to prevent or respond to bullying.
- Parental input into school bullying policies.
- One-stop-shop multidisciplinary teams linked with schools for family support.
- Outreach to families of highest chronic needs.
- Communication to parents of available range of professional supports and the different approaches of these supports.
- Common spaces of connection for parents (e.g. Parents Cafes for informal meetings, municipality bridging parents' associations across local schools).
- Common spaces of connection for parents from different ethnic and religious backgrounds.
- Parent peer support processes.

Differentiated Levels of Strategic Intervention (Structural Indicators – Yes/No)

- Universal prevention intervention (i.e. aimed at all students).
- Universal prevention intervention with selected prevention goals (i.e. also specifically aimed at groups at moderate risk).
- Selected prevention intervention for groups at moderate risk.
- Indicated prevention intervention with individual child at high risk with chronic needs.
- Indicated prevention intervention with individual family at high risk with chronic needs.

Guiding Principles (Structural Indicators – Yes/No)

- A holistic approach combining emotion and cognition.
- Recognising different individual needs.

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- Processes for voices to be heard, active participation and representation.
- Recognition of non-discriminatory practices.
- Individual outreach.
- Community outreach.

Community Dimensions (Structural Indicators – Yes/No)

- Bridge-building processes to promote connection through collaboration between different groups for common goals.
- Urban development strategies to promote communal spaces of connection between diverse groups.
- Making the target groups subjects not simply objects of policy through direct stakeholder representation and consultation in the design of interventions and supports.
- Cultural competence training of professionals including teachers to meet needs of diverse students.
- Building community leaders among children and youth.
- A strategy to develop community-based spaces of connection and cooperative tasks between different social groups.
- Involving sports and arts as indirect ways to challenge tensions between groups through teamwork and common frames of reference.

National Ministries of Education (Structural Indicators – Yes/No)

- Existence of a national school bullying and violence prevention strategy.

- Existence of a national coordinating committee to implement this strategy as part of an inclusive systems approach.
- Representation of minority groups/NGOs on national coordinating committee for inclusive systems.
- Representation of students on national coordinating committee for inclusive systems.
- Representation of parents on national coordinating committee for inclusive systems.
- Cross-department scope of national coordinating committee for inclusive systems to include health and social services.
- Bullying prevention built into school self-evaluation processes.
- Bullying prevention built into school external evaluation processes²⁰.
- Explicit strategy to address bullying together with early school leaving.
- Explicit strategy to directly address discriminatory bullying in schools.
- Explicit strategy to directly address homophobic bullying in schools.

Summary: Coordination of strategies and activities at national and local level need to be improved, for instance, through national coordinating committees for inclusive systems²¹ and school level coordinating committees. Explicit focus needs to be placed on bullying and violence prevention in school self-evaluation, external inspection and whole school planning, drawing on the Structural Indicators framework in this report.