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Toolkit Manual

European Anti-Bullying Certification (ABC) project

IO4 Toolkit

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Contents

I. INTRODUCTION	5
II. TOOLKIT	6
III. HOW TO USE THE ABC TOOLKIT	8
A. GENERAL BULLYING	9
NoTrap! (Let's not fall into a trap!)	9
Mabasta! (Anti Bullying Movement Animated by AdolescentStudents)	11
EUROPE – Ensuring Unity and Respect as Outcomes for the People of Europe ..	12
Critical Incidents.....	14
Bullying: what should I do?.....	15
Behavior Supporting Plans for Behavioral Challenged Students	16
Interconnected generations	19
Friends.....	21
SONET-BULL	23
Osservatorionazionaleadolescenza (National Observatory about adolescents).....	24
Anti-Bullying week 2018: Choose Respect.....	26
Diana Award Anti-Bullying Campaign.....	27
Bullying UK	29
ProSave (ProSociality Against Violence and Exclusion).....	30
ENABLE (European Network Against Bullying in Learning and Leisure Environments).....	31
ComBuS (Combat Bullying)	33
I am not scared	35
Action Anti Bullying	37
B. CYBERBULLING.....	39
Stop Hate Speech.....	39
Threat Assessment in Bullying Behavior (TABBY)	40
Voice OUT	41

NoTrap! (Let's not fall into a trap!)	43
Mabasta! (Anti Bullying Movement Animated by AdolescentStudents)	44
Interconnected generations	44
Osservatorionazionaleadolescenza (National Observatory about adolescents).....	44
ENABLE (European Network Against Bullying in Learning and Leisure Environments).....	44
ComBuS (Combat Bullying)	44
C. GENDER BULLYING	44
Combating HOMophobicandTransphobicBullying in schools (HOMBAT)	45
The Sexual Flag System	45
Respect: to give=to get	47
Believe in children. Barnardo's	48
The Homophobia Project.....	49
B-RESOL	50
C. ALL TYPES OF BULLYING	51
BuentratoProgramme.....	52
Strategic Plan for School life Harmony	53
Undercover Teams.....	55
Key Weeks.....	57

I. INTRODUCTION

The **ABC - European Anti-Bullying Certification** project (2017-1-NL01-KA201-035172) is a Key Action 2 project funded by the European Erasmus + program.

In 2016, the European Anti-bullying Network (EAN) decided there was a need to create a tool for schools to assess their anti-bullying policy and help them to systematically raise the quality of these efforts. This idea crystallized in the conceptualization of a certification procedure, which would be a process of self-evaluation, redefining policy and getting an independent review of the final plans for improvement.

The certification procedure is not just a “check” of written anti-bullying procedures but also contains a social analysis and needs assessment, integration of ongoing goal setting and planning, staff and student training and a guide pointing to effective measures to structurally enhance the school learning and working climate. A key aspect of all this is how students and teachers deal with conflicts and whether the school functions as a model of non-violent problem solving skills and methods which are lodged in role-modelling democracy. The main aim of the certification process is not to prescribe best practices to the school but to enhance ownership and making own choices in an appropriate school policy.

The project aims to develop a certification process to support schools in developing an effective anti-bullying policy,

The ABC Project developed the following products:

- A Certification Procedure
- A Survey for students
- A Survey for teachers
- A school evaluation workshop for students
- A school evaluation workshop for teachers
- A Toolkit with recommended interventions.

The method was developed and piloted in 9 schools in 5 countries. ACCESO-Spain, CESIE-Italy, GALE-Netherlands, Merseyside Expanding Horizons-UK, Villa Montesca - Italy, The Smile of the Child-Greece.

II. TOOLKIT

The Toolkit was developed within the scope of the “**Anti Bullying Certification (ABC)**” project and aims to provide teachers, school staff, school principal, decision makers, parents and other stakeholders with a hands-on resource to develop an effective anti-bullying policy.

There are many interventions that could be fruitful in an effective social safety and inclusion school strategy. However, most schools are not aware of which interventions are available and what effects they have. The Interventions Toolkit will provide this type of information.

The Interventions Toolkit is available online as an Excel file (<https://www.gale.info/en/projects/abc-project>) and as a folder with removable pages, each describing an intervention. The removable pages in the paper version serve two purposes:

1. The Toolkit can easily be updated with more or improved interventions and
2. The pages can be used in visitations to assess which interventions can be best used to face specific challenges and for specific objectives.

The design of the Toolkit was based on the remarks and the needs of the educational community, in an attempt to provide the school community a practical and hands on resource in order to deal with bullying phenomena effectively.

The Toolkit is organised based on the form of violence a school aims to address. Therefore, the spreadsheet consists of four (4) sheets with twelve sections each. Each sheet presents interventions for a specific type of bullying: general bullying, cyberbullying, gender bullying and various types of bullying. Each section contains information about different aspects of the intervention such as the age group that an intervention is aimed at, the context in which the intervention can be best used, the way it can be implemented as well as the expected impact on knowledge, attitudes, skills or behaviors.

Most of the interventions in the Toolkit are not entirely new; however the context and the guidance that offers make it original. In addition, “Toolkits” usually focus on educational interventions, while we know that the most effective interventions are not educational in nature, but are non-lesson bound pedagogic and social interventions, for example on how to organize a process that encourages and secures pro-social behavior in a group.

The ABC Toolkit was developed by the ABC-partnership. Each project partner assured the direct involvement of the participating schools. After addressing the capacity and awareness needs, each country provided a series of methodologies, tools and Good Practices that are based on clarity and practicality.

Overall, the ABC-Toolkit is primarily meant as a tool to make choices; it is not a full manual to implement the interventions. However, our descriptions include internet links to the original source/website with more detailed descriptions of the interventions.

The Toolkit may be a useful resource for a number of target groups:

The **school staff** (i.e. support staff, counselors) has a direct involvement in the day-to-day running of the school and psychosocial well-being of the students. Through the Toolkit, the staff adds on to their existing skillset and can choose the optimal intervention that is best suited to the needs of their school.

The **school leaders** can advise the Toolkit about impactful interventions aiming at an effective school policy to improve the school climate.

The **students** might have experienced bullying at some point in their life, either as a witness or as a bully or victim. The Toolkit offers the chance to enhance their knowledge about bullying phenomena in the school environment as well as their coping mechanisms.

The **teachers** interact daily with everyone that is involved in a bullying incident (family, students, management) and therefore play a vital role in preventing and addressing bullying phenomena. The Toolkit offers a hands-on combination of resources in order to work alongside with their students, parents and the management and improve their everyday life.

The **parents** are a crucial part in combating bullying. The Toolkit enables parents to learn about bullying and be actively involved in the whole school program.

Although the Toolkit was developed within the scope of the Certification Procedure and subsequent action in the school pilots, we expect that the Intervention Toolkit will find a much broader dissemination and use in schools because it can of course also be used on its own.

III. HOW TO USE THE ABC TOOLKIT

One can access the Toolkit online <https://www.gale.info/en/projects/abc-project#products>. In the Excel version, you will find four (4) sheets, each presenting interventions based on a specific bullying type, with and 13 columns, each. Each column contains information about a core element of the intervention:

- The form of bullying that is addressed
- The age of the students
- The title of the intervention
- A brief summary
- The aims and goals
- Short overview of implementation
- The focus areas
- The duration
- The target group
- Available languages
- The strengths
- The resources/links for further information
- The ABC-partner Organisation that suggested the intervention.

A total of 31 interventions are included in the spreadsheet, which are categorised according to the form of bullying they are addressing: general bullying, cyberbullying, gender bullying and all types of bullying.

Besides the “Interventions Spreadsheet”, we have developed a printable version with a couple of pages for each intervention. After the initial search, schools/parents/community can download and print the “Interventions Manual” and have a more detailed view about the intervention they are interested in.

To sum up, within the framework of “Positive Behaviour Support” scheme, the **ABC-Toolkit** serves as a means to assist teachers in choosing interventions tailored to the needs of their school and by working collaboratively with their students, redefine their school policy about Bullying.

A. GENERAL BULLYING

INTERVENTION

NoTrap! (Let's not fall into a trap!)

FORM OF BULLYING

Bullying, Cyberbullying

AGE GROUP

Secondary Education (14 -18 years old)

SUMMARY OF THE GOOD PRACTICE

The NoTrap! programme is carried out along two tracks: work in the classroom and work on the website that involves young people in discussion forums and in direct support actions through a chat service managed by peer educators (students) and supervised by psychologists.

AIM OF INTERVENTION

The training programme in NoTrap! is based on the peer to peer approach. We start with a training session for teachers, and then we involve students through a peer-education training

METHODOLOGY

Different TRAINING SESSIONS must be implemented (I, II, III):

- I. Theoretical-practical training session for teachers and whole teaching staff (3h)
- II. Peer educator training: meeting for all school peer educators (4-5 students per participant class) to prepare pupils to take on the role of peer educator and to work on online communication techniques,
- III. Administration of the school safety questionnaires: initial and final data collection for a total of 2 meetings (at the beginning and at the end of the scholar year, in each class) in which questionnaires are delivering to observe the behaviors change of the pupils. This Good Practice (GP) can be implemented INTERNALLY from schools.

DURATION

LONG TERM

TARGET GROUP

Students, Parents, Teachers

LANGUAGE

Italian

EVALUATION

The rate of the people who declared having been victim of bullying in the 2-3 months preceding the survey, decreased from 30.4% to 16.8% (decrease of 45%). **The rate of**

people having bullied decreased from 34.4% to 24.8% (decrease of 28%). The rate of “Cybervictims” decrease from 18.8% to 11.1% (decrease of 40%). The rate of “Cyberbully” decrease from 16,2% to 10% (decrease of 38%). Decrease of symptoms of anxiety, depression, and somatisation.

Annual empirical assessment through anonymous questionnaires that the students complete pre and post intervention. Results are compared with a control group.

Each year, the effectiveness of the project is assessed empirically, analyzing the results that the students, anonymously, provide by completing questionnaires pre/post intervention and comparing these results with those of a control sample. A significant decrease is found:

- People who declare that have been bullied in the 2-3 months preceding the survey, decreased from 30.4% to 16.8% (decrease of 45%).
- People having bullied decreased from 34.4% to 24.8% (decrease of 28%).
- “Cybervictims” decreased from 18.8% to 11.1% (decrease of 40%).
- “Cyberbully” decreased from 16,2% to 10% (decrease of 38%).
- Symptom “internalizzata” (symptoms of anxiety, depression, somatisation).

INTERVENTION

Mabasta! (Anti Bullying Movement Animated by Adolescent Students)

FORM OF BULLYING

Bullying, Cyberbullying

AGE GROUP

Secondary Education (14-18 years old)

SUMMARY OF THE GOOD PRACTICE

The schools that implement "Mabasta model" declare their classes "Debullized" and the schools with all "Debullized" classes get mark "Debullized Schools", above all, the cases of bullying and cyberbullying in these schools are expected to decrease.

AIM OF INTERVENTION

The Mabasta movement is based on an intervention model that puts the students themselves at the centre of the change process

METHODOLOGY

The INTERVENTION MODEL includes a large number of activities such as: 1) the "BulliBoxes" simple boxes located in strategic positions inside the school, where victims and bystanders can reports of incidents, 2) the "Digital Bullibox" (the digital version of the Bulliboxes), 3) the "Bullizioti"(from bullismo and poliziotti (policemen) are students who become persons of reference and of trust to address in cases of abuse and bullying, so that they will ask help from teachers and school managers. 4) A digital listening center "Your D.A.D. – Digital Antibullying Desk" (Mabasta student assisted by psychologist experts).EXTERNAL HELP AS PSYCHOLOGIST EXPERTS ARE NEEDED

DURATION

LONG TERM

TARGET GROUP

Students, Parents, Teachers

LANGUAGE

Italian

EVALUATION

The greatest result achieved by this initiative are contacts, people and young people who know about the "Mabasta" and who intend to join the project: 35 000 supporters on the Facebook page, their video has been viewed (to date) by 1,100,000 people, they were present in San Remo festival that was aired on the national TV (around 7 000 000 spectators) and on a concert. They have been contacted by 183 schools for collaboration and the model has been **presented to 500 / 1,000 students** through invitations in the various schools of Italy. Evaluation is not known.

INTERVENTION

EUROPE – Ensuring Unity and Respect as Outcomes for the People of Europe

FORM OF BULLYING

Bullying, Discrimination

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The Quiet Time/Transcendental meditation programme (QT/TM) is a very effective whole-school approach involving teachers and students, to promote social inclusion, tolerance, non-discrimination, respect and understanding amongst diverse populations.

AIM OF INTERVENTION

The QT/TM programme aims to foster the role of education in preventing bullying and violent radicalization.

METHODOLOGY

The programme consists on a few minutes practice of a psycho-physiological technique. Partners in EUROPE project trained first teachers to the QT/ TM and then teachers added 10-15 minutes at the beginning and at the end of the school or working day when students have the opportunity to practice the Transcendental Meditation (TM) technique. EXTERNAL HELP AS PROFESSIONALS IN QT/TM NEED TO BE CONTACTED (Teachers that want to be trained in the QT/TM can contact directly one of the EUROPE project partners)

DURATION

SHORT TERM

TARGET GROUP

School Management Team, Teachers, Students, Parents

LANGUAGE

English, Italian, Dutch, Swedish and Portuguese.

EVALUATION

Why is it important? Because of the use of an innovative method to tackle the topic of violence and bullying in schools thanks to The Quiet Time/TM programme (psycho-physiological technique). As a result of the project we developed **toolkits for the Staff training, Student training and Consolidation of the programme at school**. These toolkits are available online: <https://europe-project.org/deliverables/>. A full report of implementation activities is contained in the evaluation report as well.

The assessment is based on interviews, pre/post questionnaires. As a result of the project there will be available toolkits for the Staff training, Student training and Consolidation of the programme at school.

INTERVENTION

Critical Incidents

FORM OF BULLYING

Bullying, Discrimination

AGE GROUP

Secondary Education (14-18 years old)

SUMMARY OF THE GOOD PRACTICE

Based on the case analysis developed by Margalit Cohen-Emerique, the Critical Incidents method helps professionals analyze the concrete critical cases and situations, which come up working with people from other cultural backgrounds.

AIM OF INTERVENTION

The critical incidents methodology helps to identify concrete solutions to the problem of the discrimination, over passing the cultural barriers.

METHODOLOGY

The critical incidents methodology tries to deal with the "cultural shock" caused by the set of norms, values and behaviors people use to interpret and respond to the others. Teachers can start from an exercise of cultural shock so to explain students that the way we perceive the others is influenced by our personal frame of reference. Then, to solve the problem teachers propose 3 steps: 1) Decentering; 2) Getting to know the reference frame of the others: (exploring their values); 3) Negotiation: reaching a solution which takes into account the identities and culture of all. This Good Practice (GP) can be implemented INTERNALLY from schools.

DURATION

SHORT TERM

TARGET GROUP

Teachers, Students

LANGUAGE

English, French, Danish, Dutch, Hungarian and Italian.

EVALUATION

In the frame of the BODY project "BODY- Culture, Body, Gender, Sexuality in Adult Trainings" CESIE analysed several methods to handle body-related critical incidents, dealing with cultural differences concerning health, gender, sexuality, disability and body. As final outcome, we published a specific toolkit to overcome situations of Critical Incidents, downloadable here: <http://www.bodyproject.eu/body-results/>.

INTERVENTION

Bullying: what should I do?

FORM OF BULLYING

Bullying, Discrimination

AGE GROUP

Secondary Education (14-18 years old)

SUMMARY OF THE GOOD PRACTICE

It dealt with a set of non-formal educational activities carried out by the Centro per lo Sviluppo Creativo Danilo Dolci (CSC) in Palermo (Italy) in the frame of the European project "Otherness". The activities are for students (led by the teachers) and a specific Teacher's Manual has been delivered during the implementation of the Otherness project

AIM OF INTERVENTION

Reflecting on different types of bullying, analyze different responses to bullying, identifying strategies and actions to support bullied children

METHODOLOGY

The Otherness methodology is structured in different sessions for a total of 90 minutes (75' implementation of the methodology + 15' for the reflection activity with students). In the frame of the Otherness project, a specific Teacher's Manual has been developed including different kinds of activities to deal with diversity, social inclusion and antibullying. This Good Practice (GP) can be implemented INTERNALLY from schools.

DURATION

SHORT TERM

TARGET GROUP

Teachers, Students

LANGUAGE

English, Italian, Greek, Portuguese and Bulgarian.

EVALUATION

There have been **48 activities** dedicated to students have been developed around Europe by 2018, so to be tested in schools. Publication of various **digital resources** and videos, as well as **teachers' manual**: http://othernessproject.eu/atividades/imp_act.php?reg=-1&lingua=en

INTERVENTION

Behavior Supporting Plans for Behavioral Challenged Students

FORM OF BULLYING

Any challenging behavior. It does not refer to some form of bullying, but to the challenged students empowerment and diversity.

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

When a student performs structural behavioral problems, the staff cannot deal with it in the way you would do with early intervention. This method offers a structural for analysis and step-by-step improvement of behavior which is tailored to the student and their environment.

AIM OF INTERVENTION

The method aims to set longer term goals for adequate social and learning behavior, but to break them up in small steps that can be taken by the student with support of their environment. It is focused on behavior of the student and their immediate environment. It may be limited because it does not encompass school change or community change.

METHODOLOGY

In the Positive Behavior Support program, one chapter is devoted on how to deal with negative behavior by problematic students. We treat this here as a separate method, but schools should be aware that this method works best in a school culture that already embraces the Positive Behavior Support program or a similar restorative school culture.

Steps:

1. The coordinator or mentor assesses the problem:

- a) Name student, class, date, person collecting the information
- b) Description student: strong points; what does the student like to do; with whom does the student have good relations; what does the student like to eat/drink; how is the home situation?
- c) Current level of functioning: in which subjects is the student well performing; which subjects are less well performed; type of social or behavioral problems?
- d) Describe the problem: name the problem (e.g. hitting, cursing, and running away); where does the behavior happen; who is usually there when it happens; at which time of the day does it happen?
- e) What happens usually when the student shows problematic behavior?
- f) How often do these problems happen?
- g) Summarize the findings in this scheme:

Context-Trigger of behavior-Problem behavior-Consequences of behavior-Function behavior-Influences on behavior-Reason for behavior-The exact undesired behavior-What happens directly after the incident-What does the student try to do

2. Make a draft plan. This plan should:

- a) Change the context, if possible
- b) Contain alternatives for the student to get what he/she wants
- c) Have rewards for the students when performing good behavior (compliments, can do things she/she likes, points on scorecard)
- d) Be clear about what happens when negative behavior occurs (less pointSome students get angry and escalate when you implement negative consequences. In such cases, avoid negative consequences but do not give rewards anymore.)
- e) Have realistic short-term goals or behavioral steps (don't try to reach an end-goal right away if the road towards this is made up of different smaller steps)
- f) Plans for education or role play to clarify for the students what the desired behavior is
- g) Make a teacher scorecard which lists the dates, improved desired behavior, number of times observed and comments (mentioning for example given rewards)
- h) You can also make a student scorecard, which offers a grid with dates, lessons and total score per day and week. The student can get 0, 1 or 2 points per lesson. When he/she does not behave very well, points can be subtracted. You can agree with the student that he/she gets a reward (like 20 minutes extra computer time) when she/he has 70-80 points, 30 minutes extra computer time for 80-90 points or 30 minutes extra computer time for 90-100 points (in case the total would be 100, or adapt the numbers to the total).

3. Share the assessment and plan with the relevant colleagues, adapt it if necessary and agree when the actions will be evaluated for a possible next step towards higher goals.

4. Discuss the assessment and plan with the student. The student can choose the color of the student card, and the mentor and student agree how the card will be carried so that is it available for all teachers. They also discuss the type of rewards and privileges to be earned.

5. Inform the parents about the plan. They are asked if they want to receive a copy of the student scoring card. They are also asked to make positive comments when the student is doing his/her best, and to try to refrain from negative comments. Instead of criticism, they can say for example: "you can try again tomorrow".

6. After the agreed period, evaluate the results with the relevant colleagues and if needed, make a follow-up plan to reach next level small objectives on the road to full desired behavior. Repeat the cycle from step 3.

A more intensive alternative is the check-in/check-out system. This must be prepared by making a more detailed hierarchy of small step objectives towards the ultimate

desired behavioral goals. The scorecard has a row for the specific objective for that day, and an extra column for comments. The student must collect the scorecard from the safety coordinator or mentor at the beginning of each day. In each lesson, the student hands in the card to the teacher and gets it back at the end with a score and explanation. At the end of the day, the mentor discusses the student scorecard with him/her. The mentor and student get a copy, the original stays at school. The student copy must be signed by the parents, who make compliments to the student for the positive results. Next morning, the student hands in the signed card with the mentor/safety coordinator.

Here again, the involved teachers meet weekly or two-weekly to decide if the plan needs to be adapted.

DURATION

LONG TERM: This depends on the individual problems and the number of steps to be taken. Although the 30-60 minute discussions to plan the tailored interventions are time-intensive, Positive Behavior Support developers claim that consistent use of this method will ultimately reduce the general number of ad hoc incidents and save time.

TARGET GROUP

Secondary Education

LANGUAGE

Dutch, English

EVALUATION

The intervention is part of the broader Positive Behavior Support program, which has been tested several times. Some references: <https://www.pbis.org/research>

INTERVENTION

Interconnected generations

FORM OF BULLYING

Bullying, Cyberbullying

AGE GROUP

Secondary Education (13-18 years old)

SUMMARY OF THE GOOD PRACTICE

The main idea of the project promoted by the Italian Ministry of Education is to raise the awareness of the proper use of the social media in terms of positive behaviors and offering guidelines and suggestions to teachers, students and parents. The project also offers also indications to students about how to use the social media

AIM OF INTERVENTION

Counter and prevent the various forms of bullying and cyber-bullying typical for adolescence, and other possible violent behavior between peers and in the scholastic context

METHODOLOGY

The project is based on a number of actions:

Awareness and information actions aimed mainly at schools - by schools we mean a combination of management staff, families, teachers and students – throughout the country; the planned interventions foresee the participation of the above-mentioned groups both online, through the use of an ad-hoc digital platform, as well as through face-to-face workshops in the field. The latter will make use of innovative practices like peer-education. These activities will be bolstered by the creation of educational and informative materials intended for children, adolescents and educators - teachers and parents - and by the promotion of existing online quality resources available at national and European levels.

Dissemination and visibility actions: developing a communication campaign that is capable of being reproduced with continuity for the entire duration of the project. The campaign is driven by traditional Media - TV, radio and printed material –, online channels, in particular social networks, and the channels placed at our disposal by third parties who have chosen to support the project.

Actions to combat the spread of illegal material online: with support of two Hotline services for the reporting of online child sexual abuse, racist or xenophobic material. For some time now the two Hotlines have collaborated with the Postal and Communication Police (a project partner) through the drawing up of specific agreement protocols and the application of shared operational procedures. The two Hotlines contribute – in accordance to what is allowed by national legislation – to the core European platform database. Furthermore, the Hotline services collaborate with Postal and Communication Police to develop possible actions that will permit to

analyze reported contents, identify and remove faster illegal or damaging online material.

Support and guidance assistance, thanks the availability of an innovative Helpline – the first in Europe so far - that using an integrative platform can be accessed via telephone, chat, Skype, SMS or WhatsApp. This comprehensive system can respond to any request for advice or help coming from children, adolescents, and adults who are seeking information on how to deal with uncomfortable or dangerous situations affecting minors. The Helpline service collaborates with the most relevant social networks in order to identify new trends concerning online risks (e.g. those related to the use of social networks by less than 13) and find solutions and policies that will contribute to ensure a more child friendly and safety environment.

DURATION

To be updated

TARGET GROUP

School Management staff, Children, Parents, and Teachers

LANGUAGE

Italian

EVALUATION

To be updated

INTERVENTION

Friends

FORM OF BULLYING

Bullying: Preventing bullying and violent radicalization.

SUMMARY OF THE GOOD PRACTICE

The main idea of the project promoted by the Italian Ministry of Education is to raise the awareness of the proper use of the social media in terms of positive behaviors and offering guidelines and suggestions to teachers, students and parents. The project also offers also indications to students about how to use the social media.

AGE GROUP

Primary and Secondary Education (5-18 years old)

AIM OF INTERVENTION

Fostering the role of education in preventing bullying and violent radicalization. Promoting intercultural understanding, social cohesion and mutual respect in society.

METHODOLOGY

– Development of an evaluation framework (see also point 4) with a focus on social inclusion parameters as elaborated before, that can be used during the project and beyond. This includes qualitative and quantitative approaches, such as benchmarks and indicators, of these approaches in terms of costs and benefits, so that the framework can be used effectively both during and after the project.

3. Assessing the ability of the Quiet Time programme to:

a) Create an inclusive learning environment through increasing tolerance, resilience, self-esteem and enhancing learning and behavioral outcomes and reducing violence, anxiety, bullying, antisocial behavior

b) Support teachers and other educators in dealing with the increasing diversity of learners through increased self-confidence, motivation, tolerance and flexibility, reduced perceived stress, resulting in lower levels of mental health problems, increasing job satisfaction and decreased levels of teacher burnout.

4. Evaluation of the Quiet Time programme from a policy development perspective, by providing evidence that it is sound and practical (including assessing the above-mentioned benefits for learners and teachers), and by investigating perceived costs and benefits to stakeholders, as well as the enablers and barriers to its successful implementation in different European school contexts. In the FRIENDS project this outcome will be tested and refined leading to a revised set of guidelines and recommendations.

DURATION

To be updated

TARGET GROUP

School Management Team, teachers and staff, parents and students

LANGUAGE

English.

EVALUATION

This GP has been evaluated by questionnaire and statistical data. Pre-tests, post-tests and interviews.

INTERVENTION

SONET-BULL

FORM OF BULLYING

Bullying

AGE GROUP

Primary and Secondary Education (6-18 years old)

SUMMARY OF THE GOOD PRACTICE

The main objective of SONET-BULL is to design, create, implement and evaluate a training platform that will provide teachers, teacher trainers, and all other stakeholders' access to accredited training material on school bullying.

AIM OF INTERVENTION

To build a whole school programme (Toolkit on line) that supports teachers, students, school leaders, school staff and parents using a training platform that will provide teachers, teacher trainers, and all other stakeholders' access to accredited training material on school bullying.

METHODOLOGY

The peer learning of the participating actors will be achieved with the help of digital content developed in most part by the actors themselves. This content will serve as an online, continuously accessible repository of knowledge stemming from real life situations and experiences of the actors. The production of the learning objects constitutes the main peer learning activity. Moreover, access to the learning objects will be easy and direct using a tag cloud. All learning objects will be made available under Creative Common license.

DURATION

To be updated

TARGET GROUP

School Management Team, Teachers and school staff, Parents

LANGUAGE

To be updated

EVALUATION

To be updated

INTERVENTION

Osservatorio nazionale adolescenza (National Observatory about adolescents)

FORM OF BULLYING

Bullying, Cyberbullying, Sexting

AGE GROUP

Primary and Secondary Education (6-18 years old)

SUMMARY OF THE GOOD PRACTICE

The Osservatorio aims to create a space for a common analysis of the social and educative phenomena related to the adolescence: it has a special space addressed to prevent bullying and create awareness.

AIM OF INTERVENTION

The Osservatorio aims to create a space for a common analysis of the social and educative phenomena related to the adolescence with a special focus on preventing bullying and creating awarenessraising. The Osservatorio aims to increase knowledge, skills to protect young people when using internet, mobile, social networks, at school but also off-campus from victimization by peers or other youngsters or adults by setting up a system for school officials and students for the identification of risk factors and assessment of cyberbullying, cyberthreats and sexting and take adequate preventive actions to protect themselves and victims from such noxious behaviors.

METHODOLOGY

Through the "visual-communicative" channel of the youngest, the project tries to translate the language of children, make it accessible to everyone, to help parents, teachers and those who want to understand the fashions and motivations that drive these adolescents to perform certain behaviors, sometimes devoid of apparent meaning.

The aim is to analyze the topics that characterize the main problems of today's young people, of digital natives, of the hashtag generation, especially in preventive terms, because problems that are not recognized early can be transformed over the years into disorders and can lead to situations more serious, sometimes unmanageable like cyberbullying. In the numerous areas of the journal, topics of current affairs, clinical and social relevance are discussed. The presence of quantitative and qualitative data on phenomena related to growth and all clinical aspects allows us to have an overall view in purely informative, formative and, above all, preventive terms.

TARGET GROUP

School Management Team, Teachers and staff, Parents.

LANGUAGE

To be updated

EVALUATION

To be updated

INTERVENTION

Anti-Bullying week 2018: Choose Respect

FORM OF BULLYING

Bullying: Physical, verbal, racial

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The method is school-based. The aim of the anti-bullying week is to involve mainly schools in order to deal with this issue and talk with students. Support schools, children and young people, school staff and parents. Lesson plans and assembly plans.

AIM OF INTERVENTION

The aims of this week are to support schools and other settings to help children and young people, school staff, parents and other professionals who work with children to understand the definition of respect, that bullying is a behavior choice and that we all need to choose to respect each other both face to face and online.

METHODOLOGY

Lessons, Power Point Presentations, Role games, group discussions, movies and videos on the topic.

DURATION

SHORT TERM

TARGET GROUP

Children, young people, parents, teachers and other professionals

LANGUAGE

English.

EVALUATION

This GP has been evaluated by surveys, group discussions.

INTERVENTION

Diana Award Anti-Bullying Campaign

FORM OF BULLYING

Bullying: Physical, verbal, racial

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The project involved not only schools, but directly children and young people, and professionals. The innovative part of this good practice was the training and the impact that the initiative of Ambassador had on people.

The Diana Award Anti-Bullying Campaign runs across four key programmes, as well as our youth boards, working to change the attitude surrounding bullying both across the UK and beyond.

All of the programmes have a strong peer-to-peer focus, with our trainers giving young people the skills and confidence to become Ambassadors to tackle bullying in their schools long after the training has finished. Our anti-bullying work is recognized as world-class thanks to this sustainable approach.

AIM OF INTERVENTION

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The strongest part of the project is the capacity to involve directly children and young people and to stress the importance of becoming Anti-Bullying Ambassadors.

METHODOLOGY

Training of young people in schools and organizations; online safety techniques to parents; behavior management campaigns such as Smile and Compliments days.

DURATION

LONG TERM

TARGET GROUP

Schools, children, young people, adults and community

LANGUAGE

English.

EVALUATION

Anti-Bullying Ambassadors have been highlighted in countless "Ofsted" reports as a real benefit and positive attribute to the school. Ofsted investigated the impact of this project through a case study of a school in the UK.

It has been evaluated by surveys, group discussions and face-to-face talks with students of the schools to see the results.

INTERVENTION

Bullying UK

FORM OF BULLYING

Bullying: Physical, verbal, racial

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

A National project aiming to involve people facing bullying but also families, schools, organizations and community.

AIM OF INTERVENTION

In case of support or advice needed, this helpline is available for victims of bullying or for families. They provide support but also tools in order to explain the importance of the topic to schools and to families.

This helpline is a good tool to give concrete suggestions and to help people with these issues, not only in a personal way, but also with group discussions and events, such as the Anti-Bullying Week. The major problem with this project is trying to help people, children and teenagers in a personalized way, trying to find the best solution for them according to their personal situation.

METHODOLOGY

They provide telephone and online support. On the website it is possible for schools and other organization to download PP, videos, role games and other tools aiming to increase the knowledge of bullying problems.

DURATION

LONG TERM

TARGET GROUP

Schools, children, teenagers, adults and friends

LANGUAGE

English.

EVALUATION

To be updated

INTERVENTION

ProSave (ProSociality Against Violence and Exclusion)

FORM OF BULLYING

Bullying

AGE GROUP

Primary Education

SUMMARY OF THE GOOD PRACTICE

Educational/ pedagogical and social manual for teaching prosociality in primary education

AIM OF INTERVENTION

Aimed to prevent 'social violence' amongst peers, creating and applying a set of innovative measures based on 'prosociality'. It aimed to realize a new, proactive and strong "educating community", promoting better contact among schools, families and community, to enhance the sharing of a common framework of values, and to raise awareness about the culture of legality, ethics and solidarity.

METHODOLOGY

The project includes a structured questionnaire, desk research, focus groups, and experimentation of the Peace and Behavior Code with teachers and students (and involvement of the Educating Communities members). The main contribution of ProSAVE is the development of a European "peace code" network to develop a series of relational competences that are the base of "active citizenship". It contains the methodologies for teachers to use to detect child hostility and apply concrete responses enabling them not only to solve the problem once detected but also to prevent it. The survey had two phases: the first was the completion of questionnaires addressed to children, parents, educative and non-educative staff. The second phase was that they asked children to draw what they think is "violent". All the answers were analyzed by a group of experts.

DURATION

LONG TERM

TARGET GROUP

Teachers, School counselors Instructors, Chief Directors, Parents and Non educational staff

LANGUAGE

Bulgarian, Greek, Romanian, Slovenian and Spanish.

EVALUATION

The trend towards social violence, after the Pro-Save experimentation, decreased and cohesion, cooperation, empathy, moral values, sense of responsibility increased.

INTERVENTION

ENABLE (European Network Against Bullying in Learning and Leisure Environments)

FORM OF BULLYING

Bullying, Cyberbullying

AGE GROUP

Primary and Secondary Education (11-14 years old)

SUMMARY OF THE GOOD PRACTICE

ENABLE is a whole-school bullying intervention project that involves educational and other members of the community (parents/careers) through the development of Peer-Support schemes that equip students with social and emotional skills and educates the aforementioned actors about bullying, as well as effective ways to prevent and to react minimizing the adverse effects.

AIM OF INTERVENTION

ENABLE aims to reduce bullying/ cyberbullying in educational and leisure environments and contribute to the well-being of the students through the development of Social and Emotional skills and the education of the school and other members of the community about the causes, effects of bullying as well as effective responses.

METHODOLOGY

Teachers recruit a Peer-Support group, organize a one-day (or 2 half days) training followed by 10 weekly Peer Support sessions, led by the selected Staff Peer Support Lead. The session is enriched with campaign material and activities to run in their school to eliminate bullying. In parallel, a set of 10 SEL lesson plan modules is also implemented in the whole-class over a period of 10 weeks, with the help of the Peer-Supporters. After receiving the 10-week training, Peer-Supporters run campaigns and activities to educate their fellow students and the community about bullying, encourage them to talk about it and reflect on their feelings, creating a supportive and respectful atmosphere in the school environment. Finally, the Carer's Pack is a raising awareness resource for families about bullying and online/offline safety of the children. This Good Practice (GP) can be implemented INTERNALLY from schools.

DURATION

LONG TERM: Peer-Supporters' Training: 1 day training, 10 hourly weekly sessions. Implementation by the Peer-Supporters throughout the school year.

TARGET GROUP

Students, Teachers, School leaders, School staff, Parents/Carriers

LANGUAGE

Dutch, Greek, French, Croatian, English

EVALUATION

A meta-analysis of 213 studies shows that students in schools using universally-applied SEL Programmes have improved social, emotional and academic skills, including an 11-percentile point increase in achievement, as well as more pro-social behavior and positive attitudes toward the self and others, and lower levels of emotional distress. Peer support systems reduce the negative impact of bullying on victims and make it more acceptable for them to report it.

The assessment aims to evaluate the perceptions and needs of children in participating schools and the effectiveness of the programme. The assessment comprised of a pre-assessment, which pupils completed before they began the ENABLE programme, and a post-assessment, which they completed after having participated in the SEL and peer supporter training modules. Within the SEL modules there is also an optional questionnaire that teachers can run with students in Lesson 1 and again in Lesson 9 which will allow for some impact data to be collated. We suggest that you do this as a class activity, using the anonymised data for students to better understand their class environment.

INTERVENTION

ComBuS (Combat Bullying)

FORM OF BULLYING

Bullying, Cyberbullying

AGE GROUP

Primary and Secondary Education (6-14 years old)

SUMMARY OF THE GOOD PRACTICE

ComBuS is a whole school programme that envisions raising awareness about bullying and helping students, parents, school leaders and school staff identify report and deal with it. Based on the literature review and need analysis, the project has developed a Toolkit that is based on a blended approach using face-to-face, online, and mobile encounters including experiential workshops, online learning platforms, networking sites, and mobile applications.

AIM OF INTERVENTION

This project aims to support teachers, students, school leaders, school staff and parents through a whole school programme (Toolkit) that uses a blended electronic and face- to- face approach.

METHODOLOGY

The project created an Online Platform where teachers, school staff, school leaders are informed about ComBuS Implementation Guidelines and have access to Digital Tools, such as the ComBuS Toolkit consists of:

- A. Blended Learning Modules for School Leaders, Teachers, School Staff and Parents: Includes 4 individual modules, 90' each, for each target group. Topics cover the following areas: understand and identify bullying, report and react and an introduction to cyberbullying.
- B. Experiential Workshops for Students: Delivered by the teachers as a part of the school curriculum in order students to understand and respond to bullying.
- C. Peer to Peer Support Guidelines: a mobile- app guide for students to support each other and speak up for those in need.
- D. ComBuS In Class Activities: anti-bullying lesson plans and activities as a part of the school curriculum
- E. Reading Against Bullying: a profile of books, reading materials and related activities about bullying, building relationships, dealing with conflicts and diversity. Accompanied with lesson plans to be implemented in class.
- F. Material for thematic school days: extra curricular informal activities and resources for teachers and school staff to run with the students on thematic days.
- G. ComBuS Evaluation Rubrics: aimed at school leaders/staff/ teachers and principals to give feedback about the suitability of the Toolkit according to the local- national needs.

DURATION

LONG TERM

TARGET GROUP

Students, Teachers, School Staff, School Leaders, Parents/Carriers

LANGUAGE

English, Greek, Italian, Spanish, Romanian

EVALUATION

ComBuS project partners developed specialized evaluation rubrics for practitioners. The ComBuS project consortium implemented the ComBuS Toolkit in their school communities in order to get feedback on the suitability of the ComBuS Toolkit resources to tackling bullying and the tools according to the needs of local schools in each partner country. With the support of local school communities the activities have been implemented with 3923 students, 596 teachers, 79 school leaders, 138 school staff and 801 parents, resulting in positive feedback.

INTERVENTION

I am not scared

FORM OF BULLYING

Bullying

AGE GROUP

Primary Education

SUMMARY OF THE GOOD PRACTICE

The “I Am Not Scared” project, intends to identify the best European strategies to prevent and tackle the bullying.

AIM OF INTERVENTION

The project aimed to identify the best European strategies to prevent and combat bullying as well as to underpin the development of a lifelong learning policy. The purpose of the project was to involve teachers, principals, pupils, parents, counselors and key policy makers in the field of education in a common reflection on the issue related to school violence. Through a review of publications addressing the bullying phenomenon available in the countries involved, peer to peer based knowledge sharing experience, and comparative analyses of educational systems in the European Union. The project aimed to underpin lifelong learning policy development.

METHODOLOGY

A review of good practices, available at national level in the nine European countries involved, addressing the bullying phenomenon. In this project there are good practices include: ongoing and past projects, educational initiatives, training courses to teachers, informative and awareness raising campaigns. The project is based on a bottom-up approach for a transnational sharing of the dynamics that can cause the emerging and consolidating of the bullying phenomenon and of the most effective strategies to tackle it. The project activities were organized into 4 main Work Packages:

1. Collection of Information: better understanding of bullying phenomenon all over the European countries.
2. Case Studies: Case studies aiming at analyzing bullying episodes from all the possible point of view of the different actors (Students, Teachers, schools' directors, parents of the students, and key policy makers.
3. Transnational Discussion: Participation of the teachers involved (those objects of the case studies) in a peer to peer based knowledge sharing experience, with which they will comment the case studies of the other countries.
4. European Strategy to Combat Bullying:
 - i) National Reports presenting the results of the activities described above and defining each country state of art and of a Transnational Report presenting in a comparative logic, similarities and main differences.

ii) Development a European strategy to be implemented in order to combat the bullying phenomenon based on the best practices in the field emerging in the different countries

DURATION

LONG TERM

TARGET GROUP

Teachers, School staff

LANGUAGE

Bulgarian, English, French, Greek, Italian, Lithuanian, Romanian and Spanish.

EVALUATION

The project conducted a review of good practices, available at national level in the nine European countries involved in the project. Results of the implementation are based on some testimonials from school communities that have implemented the project <https://iamnotscared.pixel-online.org/testimonials.php>

INTERVENTION

Action Anti Bullying

FORM OF BULLYING

Bullying: Physical, verbal, racial

AGE GROUP

Primary and Secondary Students

SUMMARY OF THE GOOD PRACTICE

The project designed and implemented a new anti-bullying programme in schools from 5 EU countries. It draws on the experience of existing programmes and practices originated by the project partners in different cultural contexts and will provide further evidence of effective approaches to the reduction of bullying in schools that will inform the development of improved child centered whole school strategies for adoption at European level.

AIM OF INTERVENTION

The project was built on and combined the strengths of the each of the partners previous experiences and, together with recent innovative developments in solution focused, learning behavior methodology and strategy, it resulted in a coordinated range of leadership training materials applying a child centered, whole school approach to the effective reduction of bullying in schools.

The project developed an on-line school review instrument for the monitoring of bullying and the evaluation of the effectiveness of the school organization for the reduction of bullying. This review instrument was used for the thorough evaluation of the programme and as an ongoing tool for schools to use in the school improvement cycle.

METHODOLOGY

They provide trainings and support on topics such as Antibullying strategies and Social Emotional learning

DURATION

LONG TERM: One school year

TARGET GROUP

The project was addressed to the whole education community, with special emphasis to the **teachers and trainers**.

LANGUAGE

English, Italian, Romanian, Slovenian, Spanish

EVALUATION

It is being used in the different schools associated to the project partners. The impact of the project has been assessed through an online questionnaire. The cascade training programme has been implemented in 26 pilot schools from the local school

communities. The project has not only raised awareness about bullying but it has reduced bullying and improved the whole school climate of “convivencia” (living in harmony) for 13,301 children and young people 1,015 School Staff and 12,418 parents, including solutions to the problem of rising incidents of cyber bullying in connection with the use of social networks.

There is strong evidence that the creation of convivencia in a school not only reduces bullying but also, by improving wellbeing, convivencia improves in the quality of the educational experience for students and consequently their overall attainment. This would be expected because unhappy children or young people do not learn. It is too early to say if this will be the effect for the AAB pilot schools but the reports and experiences of the school staff who have been engaged in the programme indicate that these overall improvements to wellbeing and attainment will soon follow the initial improvements in convivencia that they have noticed.

B. CYBERBULLING

INTERVENTION

Stop Hate Speech

FORM OF BULLYING

Cyberbullying, Hate speech

AGE GROUP

Secondary Education (13- 18 years old)

SUMMARY OF THE GOOD PRACTICE

The project intends to realize some training opportunities for teachers and students addressed to increase the awareness about the improper use of xenophobic and homophobic terms and expressions in the social media

AIM OF INTERVENTION

Preventing hate speech on line and cyberbullying. Promoting intercultural understanding, social cohesion and mutual respect in society.

METHODOLOGY

Stop the hate speech adopts a preventive methodology aimed at creating a mutually understanding regarding bullying, including active actions between teachers and students in order to promote a positive behavioral culture with the aims of preventing bullying and improper use of the social media by ensuring respect and tolerance towards each other.

The teachers are guided in practical pedagogical everyday processes addressed to analyze text and post in the social media.

The methodology adopted is students-oriented and focuses on the whole group of students with daily activity of social media analysis

DURATION

To be updated

TARGET GROUP

Children, parents, teachers

LANGUAGE

Italian

EVALUATION

This intervention has been evaluated by questionnaire and statistical data. Annual empirical assessment through anonymous questionnaires that the students complete pre/post intervention. Results are compared with a control group.

INTERVENTION

Threat Assessment in Bullying Behavior (TABBY)

FORM OF BULLYING

Cyberbullying

AGE GROUP

Secondary Education

SUMMARY OF THE GOOD PRACTICE

The “T.A.B.B.Y. in Internet” project addresses negative challenges: use of digital media, the Internet and cell phones and other interactive device: mainly cyberbullying, cyber threats and sexting, i.e. sending and posting nude images or with sexual meaning.

AIM OF INTERVENTION

The aim of the project is to address the challenges the school community faces, related to students’ digital and online behavior (social media, Internet, cell phones etc.) namely cyber bullying and cyber threats. The project aims to increase knowledge and skills to protect young people when using internet, mobile, social networks, at school but also off-campus from victimization by peers or other youngsters or adults by setting up a system for school officials and students for the identification of risk factors and assessment of cyberbullying, cyberthreats and sexting and take adequate preventive actions to protect themselves and victims from such noxious behaviors.

METHODOLOGY

The Tabby method is inspired by the Treat Assessment Approach, that takes into consideration whether a certain threat is a serious one or not; how likely it is for a student that has posed a threat of committing a violent act (threatening to harm someone, to post sexting material, to act as he or she is intending) to actually act such threat. Students complete an online checklist through the web site www.tabby.eu. At the end of the check-list students get a score that allows them to:

- Know whether they are at risk of being involved in these behaviors.
- Obtain tips not to risk and to stay away from trouble of the web. Then, they can watch a series of 4 short videos following a discussion with their teacher.

Overall, the project consists of the following elements:

- 1) The self-assessment tool (checklist Tabby), useful to establish level of risk of threats received (and performed) (available in tabby's website)
- 2) A whole tool kit (Tabby in Internet) in electronic format for the assessment of risk of cyberbullying and of threats for youngsters themselves but also useful for teachers, counselors and school officers to be distributed in schools (available in tabby's website).
- 3) An accompany guide for teachers, school counselor (target) on cyberbullying, cyberthreats and sexting with relevant video with cases and some examples.
- 4) Train teachers, counselors and school officers in the use of the TABBY kit, and broadly in risk, threat assessment and management of cyber menaces, to provide them with tools to help youngsters to become aware of safe use of internet. This Good

Practice (GP) can be implemented INTERNALLY from schools.

DURATION

SHORT TERM

TARGET GROUP

Teachers, School staff, Principals, Parents

LANGUAGE

English, Greek, Bulgarian, Spanish, Italian, Hungarian, French and Polish.

EVALUATION

Students completed a questionnaire about cyberbullying followed by a discussion with their teachers as well as some videos about cyberbullying. After the learning activities, they completed the questionnaire again. There was a decrease in involvement on cyber victimization. Although there was some slight improvement in the experimental group's behavior towards safer internet choices, there was room for improvement.

Conduct action research by collecting longitudinal data with the TABBY checklist on a sample of students who use Internet for communication to identify type of cyberbullying, threats and sexting behavior they suffer from, their perception of risk and what action they think they will.

The tool will enable to measure in an 'objective way' based on dynamic and static risk factors a level (score) of risk and credibility of threat, and the assessment will also be directly seconded by students, so that they know their level of risk.

INTERVENTION

Voice OUT

FORM OF BULLYING

Cyberbullying: Respect and tolerance. Human rights and media.

AGE GROUP

Secondary Education (14-16 years old)

SUMMARY OF THE GOOD PRACTICE

Voice OUT is a series of 6-12 lessons about human rights and media. The objective of the lessons is that students develop a small scale campaign for human rights, which minimally includes a short video commercial. The method is described in detail in a toolkit with dozens of interactive exercises.

AIM OF INTERVENTION

Voice OUT aims to raise the knowledge, awareness and action around human rights. There is special attention to LGBT issues, but these are contextualized in a broader program on human rights. The interactive activities make sure that the focus is on experiential learning rather than on transfer of information or on "teaching tolerance".

METHODOLOGY

The teacher develops a lesson series program that fits the available time and the type of students. The lessons start with an exploration of respect and identity, go on with a deepening of understanding of exclusion mechanisms and end with the development of a short video commercial and possibly a small scale campaign. Students can choose the topic themselves. If several groups do the lesson series, it is possible to organize a school contest on who made the best campaign.

The Voice OUT toolkit coded all activities on 3 levels, which allows the teacher to better select the type of activity for each group. Type 1 activities can be used in all groups, type 2 activities require more understanding, reasoning and language skills of students, type 3 activities are of an advanced level and require that the teacher has created a safe group and that she/he knows how to cooperate with the group and deal with differences in the group.

DURATION

SHORT TERM: Between 6 and 12 weeks, on lessons of 1, 5 hour a week. Experience shows that for lower skilled groups, a version of about 6 weeks is better because the attention span for one topic in such groups is maximum 6 weeks. For higher skilled groups a longer time period works better because it allows them to immerse themselves on a deeper level in the learning about diversity and human rights and to develop a higher quality campaign.

TARGETGROUP

Teachers, students

LANGUAGE

English, Spanish, Italian and Dutch

EVALUATION

"Voice OUT" has been tested in 5 countries during the international project that developed it. There was no statistical research evaluation.

INTERVENTION

NoTrap! (Let's not fall into a trap!)

See page:

INTERVENTION

Mabasta! (Anti Bullying Movement Animated by AdolescentStudents)

See page:

INTERVENTION

Interconnected generations

See page:

INTERVENTION

Osservatorionazionaleadolescenza (National Observatory about adolescents)

See page:

INTERVENTION

ENABLE (European Network Against Bullying in Learning and Leisure Environments)

See page:

INTERVENTION

ComBuS (Combat Bullying)

See page:

C. GENDER BULLYING

INTERVENTION

Combating HOMophobic and Transphobic Bullying in schools (HOMBAT)

FORM OF BULLYING

Gender Bullying

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

HOMBAT is a project that aims to contribute to the prevention & combating of homophobia and transphobia (HT).

AIM OF INTERVENTION

The objective of the present report is to identify the characteristics of discrimination and bullying on the grounds of SOGI in schools, and if and how this is being addressed, as well as needs of the educators, the families and the children to combat it.

METHODOLOGY

Surveys and general information about minority groups such as SOGI, HT, LGBT, MS. Desk research, online survey, 3 focus groups with educational professionals as well as students and parents. This Good Practice (GP) can be implemented INTERNALLY from schools.

DURATION

SHORT TERM

TARGET GROUP

Parents, Teachers, Students, Non educational staff

LANGUAGE

We can find this Good Practice (GP) in Greek, English and Lithuanian.

EVALUATION

The research revealed gaps in systematic and longitudinal research implementation and limited data collection. There is a need for a more systematic examination and comprehensive understanding of discriminatory behavior of societies in general, as well as a need to reveal and explain attitudes of the wider population in relation to diversity in terms of SOGI specifically.

INTERVENTION

The Sexual Flag System

FORM OF BULLYING

Gender Bullying

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The Sexual Flag System offers teachers a tool which helps to guide how to respond to physical or sexual behavior of children, teenagers and adults. The system offers four types of flags to mark the appropriateness of potential sexual behavior of students and adults: green (appropriate), yellow (risk zone but not unacceptable), red (incidental unacceptable behavior), black (repeated unacceptable behavior). Teacher learns to assess which behavior is green, yellow, red or black flagged with 6 criteria: mutual consent, voluntary, equality, age-appropriate, context-appropriate and self-respect. After making an assessment, appropriate responses are offered as solutions. As teachers and other actors in the environment are often differing in opinion on what is appropriate, any assessment needs to be made with care and sensitivity and not just relying on personal moral judgment.

AIM OF INTERVENTION

Teacher are more aware on how to respond to physical or sexual behavior of children, teenagers and adults and to decide whether loving or experimental behavior should be classified as cross-border or intimidating.

METHODOLOGY

Note: this training format is not available currently because this good practice is a commercial enterprise. The following description is a suggestion by GALE (NGO).

The training starts with an exploration of the participants of physical of sexual behavior of students that teachers find difficult to deal with. Then a presentation is held of the flags and the criteria. In subgroups, some examples of physical of sexual behavior of students are discussed and dilemma's in deciding about which flag and which response is appropriate are discussed plenary. If this is very complicated, a particularly difficult incident is discussed using the "critical incident method". The training ends with some learning experiences and agreements on how to deal with such dilemmas.

DURATION

SHORT TERM: One day training

TARGET GROUP

Teachers

LANGUAGE

Dutch

EVALUATION

Three studies were conducted in the Netherlands using observation, surveys, and focus-groups <https://www.movisie.nl/interventie/vlaggensysteem>

The training led to more insight and self-efficacy among professionals, the students found the symbolic presentations clear but found variability of behavior in different

contexts difficult to understand. Activities need to be simpler and more interactive for them.

INTERVENTION

Respect: to give=to get

FORM OF BULLYING

Respect and tolerance in general, LGBT bullying

SUMMARY OF THE GOOD PRACTICE

This is a lesson about respect, LGBTI tolerance and peer pressure.

AGE GROUP

Secondary Education (14-16 years old)

AIM OF INTERVENTION

The lesson plan explains concepts of respect, identity, stereotypes, LGBTI and peer pressure. It is focused on creating individual and group attitudes that are more tolerant towards differences between people in general and of LGBTI people specifically

METHODOLOGY

The lesson has four activities: (1) a discussion of the concept "respect", aimed make students understand the middle class definition as opposed to street-gang definitions, (2) a discussion of the concept of identity, aimed at understanding that identities are multilayered and not monolithic, and that treating someone on one aspect is stereotyping, (3) a discussion of how to recognize a straight person, with the aim to conclude that this can only be done when you stereotype, and (4) to discuss peer pressure in common cases on homophobia, with the aim to create joint attitudes and strategies to stop homophobic exclusion or bullying.

DURATION

SHORT TERM: The lessons take one or two hours, and can be expanded to 3 or several more lessons.

TARGET GROUP

This lesson plan is developed for lower-skilled students with a streetculture background and with no or limited respect for LGBTI people.

LANGUAGE

Dutch

EVALUATION

"Respect: to give=to get" has not been evaluated, although it has been elaborately been tried out in schools.

INTERVENTION

Believe in children. Barnardo's

FORM OF BULLYING

Gender bullying

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The core training modules for schools offer specific additional elements of the programme such as reviewing policies; training staff to feel confident setting up a group for LGBTQ young people and allies; supporting pupils through 1:1 sessions; and exploring the interaction between different parts of identity, such as faith or culture.

AIM OF INTERVENTION

The aim of the programme is to deliver training to schools, youth workers and young people in order to introduce them to the topic of LGBT.

METHODOLOGY

They provide trainings and support on topics such as gender identity, identity, faith and culture.

DURATION

LONG TERM

TARGET GROUP

Schools, teachers, youth workers

LANGUAGE

To be updated

EVALUATION

To be updated

INTERVENTION

The Homophobia Project

FORM OF BULLYING

Gender bullying

AGE GROUP

Secondary Education

SUMMARY OF THE GOOD PRACTICE

This project aims to use theater as a tool to teach students to accept and appreciate gender differences.

AIM OF INTERVENTION

This production explores the emotional impact of homophobia in schools and aims to use a unique blend of drama and peer-education to challenge homophobic behavior.

METHODOLOGY

They use theater and role plays in order to show the audience (students and teenagers) the importance of acceptance LGBT.

DURATION

SHORT TERM

TARGET GROUP

Teachers, principals, school staff and students.

LANGUAGE

To be updated

EVALUATION

To be updated

INTERVENTION

B-RESOL

FORM OF BULLYING

Cyberbullying

AGE GROUP

All education levels

SUMMARY OF THE GOOD PRACTICE

B-resol is a solution to combat bullying, cyberbullying, harassment, eating disorders and any type of conflict among adolescents using mobile technology as an innovative element, so that they can alert the situation, both victims and observers, immediately, safely and from any place and time. B-resol is a project that unites social conscience with technological innovation

AIM OF INTERVENTION

For the students the B-Resol app, downloadable, free of charge from Google Play for Android and from the App Store for iPhone. With it they can alert the Interlocutors of the Center of any type of conflict (bullying, cyberbullying, harassment, eating disorders). They can do it in a very simple and safe way. And both victims and observers can do it. Also from the web. For the Educational Centre or of any type (Sports, Leisure ...): you have the B-resol Control Web, from which you can monitor and manage the incident.

METHODOLOGY

They provide trainings and support for stablishing the tool in the centre.

DURATION

LONG TERM

TARGET GROUP

The project is addressed to the whole education community, with special emphasis to the students.

LANGUAGE

English, Spanish.

EVALUATION

The project is totally compatible and reinforces any other action of coexistence that is being carried out in the educational Centre!

C. ALL TYPES OF BULLYING

INTERVENTION

BuentratoProgramme

FORM OF BULLYING

All types of violence

AGE GROUP

Secondary Education

SUMMARY OF THE GOOD PRACTICE

The 'Buentrato' is a programme of prevention of bullying, other types of violence and difficulties with relationships. The 'Buentrato' is a program whose origins go back to 2007 in ANAR-Peru and which has seven years of development in Spain. Unicef - United Nations recognized this program in 2010 as an example of "Good Practices of Child Participation in the defense of the rights of the child"

AIM OF INTERVENTION

It aims at giving training in values and basic skills contrary to all kinds of violence to secondary school volunteer students so that they in turn become "trainers" of their younger peers, representing healthy reference models for them, and fostering a deal that facilitates coexistence among equals.

After being trained, they carry out an action in favor of 'buentrato'. One of it is known as "Aula de Escucha", a space where teenagers can think accompanied by these volunteer students and reflect on the worries or difficulties that any companion might share.

METHODOLOGY

Joint sessions of young people with parents and teachers are held to share their concerns and seek alternatives and solutions to their conflicts.

DURATION

LONG TERM

TARGET GROUP

In these sessions, students and parents, as well as teachers acquire communication tools and social skills to favor good treatment among students and with adults that surround them.

LANGUAGE

Spanish

EVALUATION

The long term evaluation shows clear positive results achieved. "Sponsorship" of younger students by senior peers. Intervention in recesses in conflicts between equals. Classroom of Listening, where difficulties between teacher-student are resolved or accompanying students who they feel lonely and need to be listened, etc.

INTERVENTION

Strategic Plan for School life Harmony

FORM OF BULLYING

All types of bullying

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

This Plan is structured around seven fundamental axes that are related to the prevention of all types of bullying and school violence. Its structure also includes eight lines of action with objectives and measures to be applied in each one of them.

AIM OF INTERVENTION

During the 2015-2016 academic years, the Strategic Plan for School life harmony was drawn up through a participatory process coordinated by the Ministry of Education, through the National Center for Innovation and Educational Research. At present, the contributions made by Education Technical Group and by the Third Sector entities working in the field of school living in harmony have been incorporated. The project developed an on-line school review instrument for the monitoring of bullying and the evaluation of the effectiveness of the school organization for the reduction of bullying. This review instrument was used for the thorough evaluation of the programme and as an ongoing tool for schools to use in the school improvement cycle.

METHODOLOGY

An expert group of the different stakeholders worked in the fundamental axes of the School live harmony plan: Inclusive education, Participation of the educational community, Learning and coexistence, Education in feelings and in friendship, Preventive socialization of gender violence, Prevention of violence from early childhood, Attention and care of the use of information and communication technologies.

DURATION

LONG TERM

TARGET GROUP

The project is addressed to the whole education community, as a formal protocol to be implemented in all the schools

LANGUAGE

Spanish

EVALUATION

Evaluation is ongoing through all the Autonomous communities Education authorities: <https://www.mecd.gob.es/educacion/mc/convivencia-escolar/mapa-ccaa/web.html>

In addition, it takes into account as principles in its article one the equity, the educational inclusion, the equality of rights and opportunities and the overcoming of any discrimination, as well as the education for the prevention of conflicts and the pacific resolution of the same, the not violence in all areas of personal, family and social

life and, especially, the prevention of bullying. Aspects that are added to the development, in school, of the values that promote effective equality between men and women and the prevention of gender violence.

INTERVENTION

Undercover Teams

FORM OF BULLYING

All forms of bullying in a class/group

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

With the help of a counselor, the bully victim constructs a support team of 6 students. The team cooperates to improve the situation in the group.

AIM OF INTERVENTION

To stop bullying in a non-blaming and restorative way.

METHODOLOGY

When the counselor is approached by a bullied student, or the student is approached by a counselor to tell their story, the student tells what happened and during the conversation the events are deconstructed. The counselor asks the student if they want to use the Undercover Team method. If the student agrees, the student is invited to co-construct a support team that includes the two students who are responsible for the worst bullying, as well as four others who don't bully and have never been bullied themselves; ones who would be considered to have power and influence in the class. The counselor and student select jointly who to invite. Once the counselor and the student have chosen the members of the Team, teachers' input is sought regarding their views on the suitability of the selected students. This check has the added impact of alerting teachers to the bullying.

The Undercover Team has 5 to 10 meetings, once or twice a week, during lunchtime. The first session is a briefing on how the team works. The students are invited to be 'undercover' agents in an exclusive group whose mission is to seek out bullying and to banish it. Then there are several meetings in which the team develops a five-point plan to help the bullied student and to influence the group interaction. When the victim says that the bullying has gone, the Team is called for the final meeting where they receive a Principal's award and a voucher for food that recognizes their efforts in making the school a safe place. For school monitoring purposes, the Team members are asked to fill in a Team report and a short survey.

DURATION

SHORT TERM

TARGET GROUP

Students

LANGUAGE

English

EVALUATION

The assessment has been done in 35 teams over 5 years in a New Zealand school through a survey including both Likert scale and open questions. 90,5% of students rated the teams as successful and 75,7% expect the results will last longer than a

month. 94, 6% would recommend the process for a friend and 97,1% would participate again if asked. <https://interpersona.psychopen.eu/article/download/181/pdf>

INTERVENTION

Key Weeks

FORM OF BULLYING

All forms of bullying, prosocial school culture

AGE GROUP

Primary and Secondary Education

SUMMARY OF THE GOOD PRACTICE

The key weeks are the first 6 weeks of the school year. These are the crucial weeks for group formation. Groups go through the phases of Forming (exploring who is in the group), Storming (finding a place in the group), Norming (agreeing on social ground rules) and Performing (acting as a group). If this group process is not facilitated well, it may lead to bullies taking a selfish lead and a constant power struggle or exclusion within the group. If it is facilitated well, students start to trust each other and work together on a safe and inspiring group climate. The good practice describes how schools and teachers can facilitate this group process and help the classes and school to set democratically agreed prosocial ground rules.

AIM OF INTERVENTION

The aims of the key weeks are: (1) to establish a cooperative and mutual supportive group, (2) to set ground rules for social group interaction and (3) to create a democratic school process in which students participate to establish committed school rules.

METHODOLOGY

Ideally, the teacher team prepares the implementation of the key weeks by doing a joint training on the principles of the group formation and of democratic setting of school rules. In the first lessons, teachers facilitate activities that help students to form a prosocial and responsible group. During the Norming stage, discussions are held on ground rules, which are then discussed in the teacher team and management and useful suggestions of students to amend the current school rules are adopted. This way, the school rules become co-owned by students rather than being dictated. In the Performing stage, towards the end of the key weeks, one or several lessons are given about bullying and how group processes support or help to stop bullying and exclusion. The antibullying lessons is preceded by making a sociogram, which charts the social constellation in the group at that time and which helps to make the lesson(s) much more concrete than a general antibullying lesson.

DURATION

SHORT TERM: First 6 weeks of the school year, 5-20 hours (student learning time)

TARGET GROUP

All types of secondary schools, students, teachers and management.

LANGUAGE

Dutch, working on translation in English

EVALUATION

This GP has not been evaluated.