

Combat Bullying: Challenges and Good Practices

European Conference Proceedings

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Introduction

The purpose of the publication of the Proceedings of the European Conference “Combat Bullying: Challenges and Good Practices” is to inform the research community, educators, school staff, school leaders, parents, students, psychologists, social workers, and other interested parties on issues related to the current and critical phenomenon of bullying. This publication has been prepared by CARDET, which also organises this European Conference.

The European Conference is being held within the framework of the European Project “Combat Bullying: A Whole School Program”. The aim of the project “Combat Bullying: A Whole School Program”(ComBuS) is to develop a whole school program that empowers students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities, using blended (face to face, online, and mobile) methods, tools, and activities.

The consortium of the ComBuS project has developed and implemented activities and a comprehensive anti-bullying policy targeting all stakeholders in schools and local communities. The project involved students, parents, teachers, school leaders, and school staff in a participatory and empowering manner. More than 3000 students, 480 teachers, 200 school leaders, 250 school staff, and 600 parents were directly involved in the 6 partner countries, while more than 60000 members of the above-mentioned target groups, from all EU, were reached via implementation and dissemination activities. The ComBuS project envisions a blended approach to fighting bullying in face-to-face, online, and mobile encounters including experiential workshops, online learning platforms, networking sites, and mobile applications.



The overall objectives of the ComBuS project are to raise awareness in combating bullying among the above-mentioned target groups as well as develop capacity-building skills in addressing bullying, by providing them with multifunctional and multidimensional tools and practices. All the above are based on the 2007 EU Guidelines on the Protection and Promotion of the Rights of the Child that focus on combating all forms of violence against children, the EU agenda for the rights of the child, and the 2012/29/EU Directives on the rights of victims.

The specific objectives of the ComBuS project that were successfully achieved are the following:

- Completion of a needs analysis to investigate the nature and extent of bullying in the partner countries and EU, and the capacity building needs in combating bullying among school leaders, students, parents, teachers, and school staff through questionnaires and focus groups
- Review of literature, other programs, anti-bullying initiatives, and compilation of best practices learned from design, development, and implementation of similar programs
- Development of a whole school program (ComBuS Toolkit), which engages school leaders, students, teachers, school staff, and parents in detecting and combating bullying of various forms including: face-to-face, online, and mobile methods, carried out individually or in groups.



The ComBuS Toolkit consists of the following activities, tools, and resources:

- ComBuS Online Platform and Digital Tools
- ComBuS Mobile Application
- Blended Learning Modules for School Leaders, Teachers, School Staff and Parents
- Experiential Workshops for Students
- Peer to Peer Support Guidelines
- ComBuS in Class Activities/ Lesson Plans
- Reading against Bullying
- Material for Thematic School Days/ Weeks
- ComBuS Evaluation Rubrics
- ComBuS Implementation Guidelines





Description of the Conference

The European Conference titled “Combat Bullying: Challenges and Good Practices” is being implemented as part of the European Project “Combat Bullying: A Whole School Program” (ComBuS).

The theme of the conference concerns public awareness of issues regarding school bullying, with a main focus on ways of tackling this phenomenon, calling on teachers, principals, school staff, parents, and other stakeholders to take firm action via proposed means, tools, and methodologies. Moreover, the outcomes of the European Project “Combat Bullying: A Whole School Program” (ComBuS) www.combatbullying.eu are presented, including the project’s toolkit which consists of lesson plans, workshops, anti-bullying readings, and online courses for parents, teachers, and principals. The Conference is addressed to teachers, school staff, psychologists, principals, university students, and parents.

The keynote speaker of the conference is Dr Panayiotis Stavrinides (Assistant Professor, Department of Psychology, University of Cyprus), while officials from the Observatory on Violence and the Direct Intervention Unit (Ministry of Education and Culture), as well as specialists from countries of the European Union, showcase examples and good practices. Finally, participants have the opportunity to attend experiential cross-thematic workshops pertaining to school bullying topics. Trainers from Hope for Children, the Ministry of Education and Culture, CARDET, and project partners, propose specific methodologies and good practices for combating bullying in schools.





Keynote Speech:

“Towards a comprehensive theory of bullying: Lessons from a decade of research”.

Dr Panayiotis Stavrinides, University of Cyprus

Over the last decades, numerous empirical and theoretical studies across the globe have been published on the topic of school bullying, its predictors, outcomes, conditions, and mechanisms. However, as a phenomenon, it still lacks a comprehensive theory that brings the accumulated knowledge into a single unified framework. Instead, theoretical approaches such as ecosystemic theory, developmental theory, psychopathological approach etc., have been used either separately or in combination in order to provide a legitimate answer to the questions of bullying and victimization.

The Developmental Psychology Laboratory at the University of Cyprus, completes this year a decade of published research in the area of school bullying and victimization. With a significant number of empirical and theoretical work, we will attempt to bring together the results of our studies in a unified theoretical model that aims at providing answers to why bullying takes place, what the dynamics involved are, what the expected consequences are, and why it is connected with significant personal, familiar, and social variables.





Presentation of the action of the Cyprus Observatory of Violence in School

Dr Maria Karagianni, Ministry of Education and Culture

The Cyprus Observatory of Violence in School (COVS) of the Ministry of Education and Culture (MOEC) has been running since 2010. Currently, MOEC has appointed teachers from the Primary and Secondary sector for the operation of COVS, as well as a representative from the Educational Psychology Committee.

COVS collects, records and analyses data regarding the extent and the forms of violence in schools. It collects qualitative and quantitative data with reference to good practices for preventing and addressing violence and juvenile delinquency at school. In addition, it promotes a sustainable collaboration between teachers and social partners and supports schools with trainings and programs. Furthermore, COVS proposes, designs and develops policies and action plans around preventing and addressing school violence.

Consequently, COVS took the initiative to design and develop a National Action Plan in response to preventing school violence. Other public and social actors contribute to the development of the National Action Plan that aims to promote and sustain a safe school environment for children.





The work of the School Violence Intervention Team

Cyprus Ministry of Education and Culture

The School Violence Intervention Team

The Ministry of Education has established since 2009, a committee of specialists, named the School Violence Intervention Team (*OAP**), in an effort to provide schools with immediate support in handling serious incidences of school delinquency.

Team's consistency

The team of experts, consists of Educators in primary, secondary, and technical education, School Counselors, and Educational Psychologists, with qualifications in the field of school violence. Their scope is to intervene when schools request support in managing severe delinquency incidences in schools.

How schools deal with School Violence

Prior to involving OAP, schools are encouraged to utilize all available resources, (e.g. implementation of a school based action plan, collaboration with parents/guardians, referral to the School Counselor, referral to the Educational Psychologist, referral to the District Committee of Special Education, collaboration with the Social Welfare Services, collaboration with the Mental Health Services of the Ministry of Health, etc.)

Collaboration of OAP with Schools

Schools that continue to face serious and persisting difficulties, can ask for the collaboration of OAP, through submitting a written request. After evaluating the severity of each case, OAP responds accordingly. If OAP's intervention is deemed necessary, a multidisciplinary team consisting of all involved Services is convened at the school premises in order to develop an action plan, which includes the analysis of the problem, objectives, actions, and commitment in implementation. The team aims to holistically address the problem of school delinquency through educational and administrative actions.





How the Team Works

OAP coordinates, monitors, and supports the implementation of the school's Action Plan. When necessary, OAP, suggests to the General Director of the Ministry of Education the financing of specific measures or programs that contribute to the reduction of delinquency (e.g. alternative student programs, child psychiatric services, student extra curricula activities),

**OAP: Greek Acronym for the School Violence Intervention Team*

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Presentation of the European Project “Combat Bullying: A Whole School Program (ComBuS)” and the ComBuS Toolkit

Eria Makridou, CARDET

Despite the current efforts in national and European level, bullying appears to be an escalating challenge. According to Beat Bullying, recent studies have shown that:

- 70% of young people have experienced some form of bullying.
- One million children are bullied every week, inside and outside of school.
- Bullying is the biggest concern for children as they grow up.
- At least 20 children every year commit suicide because they are being – or have been – bullied.

The effects of school bullying on children’s stress levels, depressive tendencies, and self-concept are a barrier to their learning and development, as well as their active integration and participation in the school environment. There remains a need for a comprehensive ‘whole-school’ framework which explores the origins of bullying, its effects in and beyond the school-life of the child, and subsequent policies and procedures for its detection and eradication.

In this project, CARDET from Cyprus was the leading organization and in collaboration with a consortium of seven organizations from Spain, Romania, Greece, Italy, and Ireland, successfully implemented the project “Combat Bullying: A Whole School Program” (ComBuS). This project aims to develop a whole school program that empowers students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities, using blended (face-to-face, online and mobile) methods, tools, and activities.





The ComBuS Toolkit is a suite of guidelines, resources, and activities that helps to raise awareness of bullying in schools and to identify, report and tackle the issue of bullying in primary and post-primary schools in Europe. The Toolkit includes activities and resources which are targeted at school leaders and principals, teachers, support staff, students and parents. Housed on the ComBuS website (www.combatbullying.eu), this Toolkit acts as a ‘One Stop Shop’ for all actors in the school community, who want to be supported and guided to combat bullying in their school.

Based on the findings of the project’s extensive and diverse needs analysis and literature review, this Toolkit contains best practice resources that appeal to all members of the school community, including sample lesson plans for in-class and extra-curricular activities, blended modules for school leaders, teachers and parents, peer support guidelines for students, and assessment tools and rubrics for teachers to evaluate the effectiveness of the ComBuS Toolkit in combatting bullying in their schools.



The implementation of the ComBuS Toolkit in schools

Case Studies by all Partners

The implementation of the ComBuS Toolkit in Greece

Maria Efthimiou. KMOP

Starting in February 2017 and until June, KMOP coordinated and implemented the testing phase of the ComBuS Toolkit that was developed as part of the ComBuS programme. To ensure that the testing would reach the high quality standards that were set, various activities were carried out across three schools in Thessaloniki (the second largest city in Greece), involving school leaders, teachers, school staff, parents, and students, as well as disseminating the progress of the programme throughout the country in national newspapers and various events.

The Toolkit had a diversity in actions, serving the purposes of informing everyone involved about the different forms of bullying, the different roles a person may take in a bullying incident, how to respond to and resolve such instances, and finally how to prevent anything like that from occurring in the school environment. The actions involved specially designed blended learning modules for school leaders, teachers, and parents, experiential workshops and in-class activities for students, as well as peer-to-peer support guidelines that were distributed to them and material for thematic days that were organized in the school communities. It should be highlighted that school leaders ensured us that they will keep implementing the actions of the ComBuS Toolkit in future classes, have all teachers undergo the training in the blended learning modules, and finally form anti-bullying committees with teachers, parents and children.

The total number of people that participated in the implementation phase of the ComBuS toolkit in Greece breaks down to 978 students, 60 teachers, 8 school leaders, 150 parents and more than 40.000 people reached through the dissemination of the project. The results are very promising and the students involved directly in the project showed a genuine interest on the Toolkit and its components, clearly showing how important and necessary projects like this are.

The implementation of the ComBuS Toolkit in Italy

Tiziana Reali, FORIUM

Starting in February 2017 and throughout until June, FORIUM coordinated the implementation and testing of the ComBuS Toolkit in local schools, more precisely in the municipalities of Pontedera and San Miniato, which are part of three big Comprehensive Institutes:

- Istituto Comprensivo Franco Sacchetti (<http://www.istitutosacchetti.it/>)
- Istituto Comprensivo M. Buonarroti (<http://www.istitutocomprensivobuonarroti.gov.it>)
- Istituto Comprensivo Curtatone e Montanara (<http://www.scuolacurtatone.it/>)

The implementation of the toolkit was carried out in several stages and in different actions.

All target groups expected by the project were involved with tailored tools:

- **Students** (about 180) participated in at least two informative and interactive workshops in which they were introduced to the different types of bullying, its roles, and effects as well as how and to whom report episodes of bullying. Special attention was paid to cyberbullying and pupils were trained to stay safe online. Students worked with their teachers on in-class activities and lesson plans too. The Istituto Comprensivo Curtatone e Montanara held thematic school days where students showed to their parents and stakeholders their works and sang their songs against bullying. Other 1,000 students were involved through the peer to peer guidelines and the ComBuS mobile app which teachers introduce as an effective tool to prevent and combat bullying. It is interesting that a lot of students experienced the difficulty of perceiving others' suffering, while it was easier to recognize it when they felt victim of an episode. This gave everyone the opportunity to face the difficulty of understanding the needs and feelings of others, and to question more closely the consequences of their actions.
- **Parents** (about 180) and **Teachers** (about 150) were trained through the Combus platform which made them reflect on issues such as understanding and identifying bullying and cyberbullying, responding to bullying, reporting, and resolving bullying.



Starting from simple class struggles, the uneasy signs that children can manifest both at home and at school, progressively their attention and sensitivity grew with a greater understanding of the real difficulties children and students can face on a daily basis.

It was pointed out with all these three main targets that bullying is not only related to the abusive behavior of someone (more striking and recognizable episodes) but also to the concept of vulnerability that is related to the repeated and continuous exposure of someone to injuring behaviors even if they are mild and not necessarily with the intention of hurting. This in particular was the focus of teachers' and parents' training as well as students.





The implementation of the ComBuS Toolkit in Cyprus

Eria Makridou, CARDET

The implementation of the ComBuS Toolkit was successfully completed in more than 10 schools in Cyprus. School leaders, teachers, school staff, parents, and students expressed their gratitude and satisfaction of their participation in the program.

Schools participated and used all the material of the ComBuS Toolkit including the blended learning modules for school leaders, teachers, and parents, the experiential workshops for students, the peer to peer support guidelines, the lesson plans, and the material for the thematic school days.

A great effort was made to reach as many stakeholders as possible. More than 600 students were actively engaged in the ComBuS project, whereas more than 120 teachers, 20 school leaders, 91 people from school staff, and 109 parents were informed about and participated during the implementation of the ComBuS Toolkit in Cyprus.

Participants and in particular teachers, school staff, and school leaders reported that the ComBuS Toolkit is a powerful tool, which offers support to them, especially since the time they have is limited. It was also indicated by stakeholders that the ComBuS project had a great impact in their schools. In addition, parents mentioned that they benefited from the project's material. Lastly, without a doubt, students enjoyed the anti-bullying activities and learned to be appreciative, supportive, and more respectful to one another. Overall, feedback was very encouraging and positive!





The implementation of the ComBuS Toolkit in Romania

Ramona Ciuca, GIE

The project was implemented in Romania by two organizations: the University of Pitești and the Group for European Integration.

The University of Pitești, is a state university, its objectives being to provide high quality education training, and research services in order to train specialists in different fields and to create an intellectual community accredited by national and international quality agencies.

The Group for European Integration is an NGO actively contributing to the integration process of the EU, by educational, cultural, and other types of actions.

The two Romanian partners have implemented project activities in collaboration. The core of the implementation was represented by Workstream 3 – Implementation of the ComBuS Toolkit. The implementation of the toolkit was performed in three schools from three localities. 458 students, 121 parents, 95 teachers, 29 school leaders, 21 school staff were involved in this phase of ComBuS project.

All the tools and resources, the ComBuS site and App were presented to the teachers, school leaders, school staff, and parents.

103 teachers, school leaders, school staff and parents obtained Certificates of Completion of the on-line Blended Learning Modules.

A representative of the two partners conducted 21 In-class activities (an adapted “Why I Should not Be a Bully” Lesson Plan) and presented the Peer-to-Peer Guidelines, the ComBuS App and site to the 458 students.

The project was very well received, due to its integrated approach, involving both adults and students.

The students became aware of the impact of their activities on their colleagues:





- There were students that, at the end of the In-Class Activity, stood up voluntarily and declared that they were bullied before, but they did not know how harmful that was for their colleagues.
- Students in some classes drew a „No Bully Zone” sign and posted it in the classroom.
- Students stopped playing ware like games and started to think of other ways of playing during the breaks.



The implementation of the ComBuS Toolkit in Spain

Eduardo Linares, ITC

Due to the substantial differences in terms of the educational legal framework, culture and demography in a large and multicultural country as Spain, ITC has implemented the ComBuS Toolkit in three regions of the national geography, covering all the educational levels and age ranges addressed by the Toolkit design, with the aim of obtaining relevant feedback from the perspective of diverse educational communities, in which even several official languages coexist.

Therefore, three educational centers from three Spanish regions implemented and tested the ComBuS Toolkit: the upper childhood and primary School San Sebastian in Padul from the autonomous community of Andalusia, the upper childhood and primary School Badies in Badia Gran, located in the autonomous community of Illes Balears and the secondary and upper secondary school Las Veredillas in Torrejón de Ardoz, located in the region of Madrid.

During the implementation, ITC tried to follow a logical process. In this sense, the first step consisted of providing principals, teachers, school staff and parents with the necessary skills and abilities in key fields as identifying, understanding and preventing bullying. Thus, these target groups were able to test the Specialized Online Training Modules of the Toolkit and attended face-to-face training and practical workshops provided by ITC researchers.

The second logical step was to implement the toolkit resources (Experiential Workshops for Students, Peer to Peer Support Guidelines, Combat Bullying in Class Activities, Reading against Bullying, and Materials for thematic school days/weeks) in the schools with students. The resources to be implemented were previously chosen and adapted to the needs of each training center and group in particular, dealing with topics as types and effects of bullying (also cyberbullying) on children, the roles of the different actors involved in a bullying incident and how to report, amongst others.



In terms of scope, the implementation process in Spain managed to involve 348 students, 97 teachers, 22 principals, 26 school staff, and 134 parents, figures that reveal the impact and success achieved during the eight months that the complete process lasted.

The feedback achieved has been positive and it mainly recognizes the need of a whole school program addressing a deep and trending problem of the current educational communities as Bullying is.

Also, ITC conducted practical workshops in international training events addressing teachers from other European countries such as Austria, Slovenia, Germany, Croatia, and Bulgaria.





The implementation of the ComBuS Toolkit in Ireland

Sarah Land, Meath Partnership

With the support of 3 local schools, Meath Partnership coordinated the implementation and testing of the ComBuS Toolkit across County Meath in March and April 2017. As part of our local implementation, as well as delivering the training resources and toolkit online, we also provided local school communities with the opportunity to develop and deliver a series of workshops on the topics of identifying, understanding and preventing bullying. To deliver these workshops with students, Meath Partnership worked with school principals and teachers to adapt the in-class activities, extra-curricular activities, lesson plans and peer-to-peer support guidelines, developed as part of the Toolkit, to the needs and priorities of each school community. These activities and resources were piloted in a series of thematic school days held in Gilson National School in Oldcastle, Scoil Mhuire in Moylagh and Scoil Catriona Naofa in Oristown, Kells.

These thematic school days were planned and delivered as informative, fun and interactive workshops. As part of these thematic workshops, students were introduced to the different types of bullying, the effects which bullying can have on the victim and on others, the different roles involved in bullying and how to stay safe online and to report cyberbullying. Feedback from these workshops has been very positive and encouraging, highlighting the importance of combatting bullying through the engagement of all the partners in a child's education such as teachers, parents, school support staff, principals, and importantly, the children and young people.

In total, with the support and collaboration of local school communities, resources and activities developed as part of the ComBuS Toolkit have been implemented with 539 students, 74 teachers and 107 parents across the county. In addition, Meath Partnership has secured the support of 8 schools in Meath; who have each committed to use the resources, activities and training materials developed as part of the ComBuS Toolkit to tackle the incidence of bullying in their schools. This presents a major success of the local implementation activities of Meath Partnership and highlights the importance of the Combat Bullying project locally.





Teacher's experience through the implementation of the ComBuS Toolkit

Despo Soteriou, Makedonitissas B Primary School

During the school year 2016-2017, 4th-grade students of the 2nd Makedonitissa Primary School implemented the ComBuS project for combating school bullying. The 2nd Makedonitissa Primary School is located in the Nicosia district, at the municipality of Engomi. The school employs 24 teachers and has a total of 280 students. Students mostly come from middle class families or from a high socioeconomic environment.

The implementation of the ComBuS program took place as part of the Life education lesson. During the program, students had the opportunity to participate in an experiential workshop aiming at the development of skills to combat school bullying. Moreover, they participated in the workshop "Gymkhana" which concerned school bullying and especially cyberbullying.

Within the program, students designed their own t-shirts with slogans about bullying and organized a thematic school day which included stations for the rest of the school students. Additionally, they designed and implemented a treasure hunt with the theme of cyberbullying. The students of the 3rd grade played the game and won a ruler with slogans about bullying as a prize.

Apart from the activities with the students, an experiential workshop for parents and another one for teachers were organized in the school, which addressed bullying, its prevention, and elimination. At the end of the program, both the students who participated in the program and the students who took part in the activities said that they really enjoyed the specific activities and that they learned a lot about bullying. Furthermore, positive feedback was also obtained by teachers and parents.





Workshop 1: How to implement the ComBuS Toolkit

Tiziana Reali, Forium

The workshop focuses on the ComBuS Toolkit and online tools and aims to engage participants in the project's material. The workshop is addressed to school leaders, teachers, school staff, parents, and students.

During the workshop, participants will have the opportunity to interact with the ComBuS Toolkit as they will create an account on the ComBuS website, and have access to the project's material; Blended learning modules, experiential workshops, lesson plans, material for the thematic school days/weeks, and reading against bullying activities and catalogue.

Participants of this workshop will be trained on how to implement the ComBuS Toolkit. Information, guidelines, and suggestions will be given so as to be able to successfully implement the Toolkit in their classroom.

This workshop offers participants a hands-on experience, where they get the chance to interact with the project's material.



Workshop 2: The interventions as a dispute resolution tool

School Violence Intervention Team, Ministry of Education and Culture



The aim of the workshop: the introduction of the basic parameters of school mediation as a tool for the peaceful resolution of conflicts

Definition: School Mediation is a veritable effective way of resolving conflicts offering itself as an alternative disciplinary practice in schools worldwide

Methodology: Trained students and teachers act as **neutral intermediaries** to help the conflicting parties to constructively resolve their differences

Features: The main features of mediation is the use of communication skills, the development of empathy and the use of structured processes

The aim of the program/training: To prevent conflicts and teach alternative ways of resolving issues of tension

Benefits

- Peaceful resolution of disputes/conflicts that hinder educational progress•
- Development of cooperation and unity in the school community
- Improvement of the school climate
- Increase in student competencies
- New learning skills
- Reduction of disciplinary referrals
- Decrease in the use of violence



Information on full trainings

Training is available to teachers and students locally in their schools during school of after-school hours. After training the school mediators will offer mediation sessions, in collaboration with the **School's Committee on Health Education and Delinquency Prevention**

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Workshop 3: Methods for managing bullying in schools

Dr. Yiota Lamprianou & Christos Charitou,

Observatory on School Violence, Ministry of Education and Culture

The workshop, which is conducted by officials of the Cyprus Observatory of Violence in Schools (COVS), is addressed to teachers and head teachers and focuses on two methods of managing school bullying cases. Specifically, the first method concerns the management of school bullying cases through reflection and attribution of consequences, whereas the second involves non-punitive processes via the creation of a support group and is based on the “No blame” model.

The objective of the workshop is for participants to interact with the policy followed by the Ministry of Education and Culture (MOEC) for the prevention and management of the phenomenon. Moreover, it aims for participants to obtain the necessary knowledge and skills in order to be able to distinguish between incidents of school bullying and other forms of violence and to choose the most appropriate and effective management approach according to the situation.

The workshop uses experiential methods of non-formal learning and includes role play and simulation of scenarios. Relevant material will be given to the participants.





Workshop 4: Shaping classrooms resilient to bullying: Prevention in the school system

Dialehti Chatzoudi

Hope for Children CRC Policy Center

This workshop focuses on the concepts of primary prevention and system level interventions at schools. The importance and effectiveness of such approaches are presented. Within this perspective, bullying is addressed as a phenomenon which can be prevented and minimized at schools, as students can find alternative ways to interact with each other. Emphasis needs to be put on the creation of positive environments inside the classrooms and trusting relationships among the members of a class (teacher and students). At the same time, the whole school is important to become a community that cares about the children and covers not only their educational, but also their emotional needs. In this way, students can feel that they are taken into consideration and can create bonds with the other members of their school community. Thus, new positive circles of behaviour and healthier types of relationship among children can be created.

In this workshop, participants can discuss ideas on how to implement the above and reflect on their own previous experience. Apart from the presentation offered by the trainer, the participants are invited to actively experience more practical aspects and activities of the workshop. In the end of this workshop, it is expected that participants will have a better idea of how prevention can work for combating bullying and will be able to think of new ways to promote positive relationships and resilience against incidents of bullying.





Workshop 5: School System for Promoting Positive Behavior Support: Teaching Social Behavior

Dr. Lefki Kourea, University of Nicosia

Eliza Theofanous, CARDET

The workshop focuses on the primary prevention level of the school system for Promoting Positive Behaviour. Emphasis is given on the creation of a predictable, positive and safe school framework, in which all children are taught about the expected behaviours and receive immediate feedback. The participants are expected to be able to: a) define behaviour, b) develop a lesson plan to teach social behaviours and, c) define and teach basic classroom routines.

The focus of the project is on preventing school failure and promoting a socially inclusive schoolwide framework. Specially, TaSDi-PBS aims to examine the feasibility of the Schoolwide Positive Behaviour Support (SWPBS) across five European countries (Croatia, Cyprus, Greece, Spain and The Netherlands). The project partners aim to implement elements of SWPBS in a culturally responsive manner across elementary schools with specific emphasis on training school-based teams to deliver key elements of SWPBS to school staff and students, producing teacher training manuals to teach students schoolwide social expectations, managing problem behaviors and developing a web-based platform to disseminate project activities for effective communication, use and sustainability. Key activities of the project will include systematic professional development, direct behavior instruction based on classroom-based assessments, and continuous progress monitoring of student outcomes and implementation procedures.



Workshop 6: ICT as a tool for Social Inclusion through Environmental Education

Mr. Theocharis Michail

The workshop will explore the unlike connection between the malleable Information and Communication Technologies (ICT) approach to the Climate Change as a way to break stereotypes and shift class dynamics by exploring tools that aim at taking students out of their comfort zones and diluting stereotypes through a more nuanced view of the other.

The workshop is founded on the flexibility of online educational tools that ICT provide, which provides the teacher with a selection of resources that can be expanded, minimized, focused, or generalized and they are integrally depended on student participation (and the assumption that student participation exposes stereotypes and views) in contrast to the traditional linear knowledge transfer model of teaching that leaves student participation as an option. The way that this approach can be used is to create roles for students outside the ones traditionally formed in the playground (victim – bully) in order to enrich their understanding of each other and eventually create friendships and understandings beyond the playground constraints of dominant hierarchy. The workshop aim is to come up with ideas to expand on the game principles and create new and innovative approaches using class curriculum to indirectly address the stereotypes that are the foundational part of the bully – victim dynamic (role playing).

The project Climate Literacy has produced an online and interactive educational resource for Climate Change that is applicable both for class teaching in primary and secondary educational institutions, as well as a self-study tool. The approach focuses on three co-supporting strands from abstract theoretical understanding that fits in the school curriculum (carbon footprint, the greenhouse effect) to practical steps for a more economical and sustaining living (cleaning, building, insulating) and open ended



discussions on the effects of social practices (e.g. Consumerism, car transportation vs public transportation). All three strands are supplemented by a curriculum that provides guidance for teaching and incorporates games and quizzes designed as added ways to engage the class population through active learning. The approach we used is multidisciplinary so that it helps teachers from various disciplines to utilize it and for the students to use their individual capacities and knowledge (from theories, to practical application of saving energy to the sociological discussion about the effects of consumerism and buying local).



