



## SONET-BULL

### USING ICT SOCIAL NETWORKING TOOLS WITH PEER LEARNING AND CROWDSOURCING TO TRAIN SCHOOL COMMUNITIES TO COUNTER STUDENT BULLYING

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COMPETENCES IN DEALING WITH BULLYING IN SCHOOL  
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## EXECUTIVE SUMMARY

This report will present a complete picture of school bullying in the participating countries and will outline the needed competences that professionals in school communities need to have so as to deal effectively with this problem.

For its accomplishment, the consortium conducted the following activities:

- Partners researched the literature and news items in school bullying, including books, papers, incident reports and testimonies, as well as pedagogical strategies that have proved successful in dealing with bullying situations. Moreover, the consortium will study the different definitions of bullying, the legal and regulatory framework that applies in school communities and the scope of the phenomenon in the different partner countries.
- Then the consortium studied real life cases of bullying situations in school communities and will conduct interviews aiming at registering the point of view of all involved actors (victims, victimizers, teachers, parents etc.) and the replies brought by the schools.
- In addition the consortium collected best practices from the involved countries and worldwide so as to investigate how bullying has been successfully handled in several school environments and under different circumstances (racism, sexual, cyber-bullying etc.).

The produced results of those activities will be used in order to identify the appropriate skills and competences that professionals in school communities need to have so as to deal effectively with school bullying.



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## 1. Introduction

Bullying between students is a worldwide phenomenon now recognised as a major social problem, although it has always existed in schools. What has changed is tolerance of bullying. It is no longer underestimated, for it has terrible effects on students and their families.

Definitions of bullying abound in Europe and worldwide, but most researchers agree on three elements: *an intent to harm, a repetition of acts, an imbalance of power between the protagonists*<sup>1</sup>.

The classic forms of bullying are numerous and known: teasing, insults, threats, object throwing, pinching, hair pulling, touching, physical violence, racketeering, theft, damage, and ostracism and rumours spreading, which are less visible forms. A new source of worry is “cyberbullying” or “digital bullying”, because it amplifies the phenomenon. Through the Internet and mobile phones, this modern version of bullying spreads widely and instantly many forms of malicious content. The perpetrator can reach a large audience and the contents can stay online after the events stopped.

School stakeholders are on the frontline to address the phenomenon and, in most cases, are little or not prepared to deal with it. Parents also have to face it at home and they too feel helpless. Education authorities, consultants, researchers, associations are called to act in roles of mediation, counselling and training. The whole education community is needed to try to provide replies and the conditions for a peaceful learning environment.

This report means to shed light on the different forms of school bullying in the partner countries of the SONET-BULL project.

Chapter 2 briefly presents the current situation in each partner country. Definitions, legal frameworks and the scope of the phenomenon in schools provide a first overview of bullying within the SONET-BULL partnership.

Chapters 3 and 4 complete this overview addressing the phenomenon in a concrete way, on the field. Reviewing real-life cases of bullying experimented in schools and best practices implemented at all levels, the partners present replies provided by the whole education community to manage, fight and prevent bullying.

To support this analysis, the partners identified in chapter 5 the knowledge, skills and competences to be developed by education professionals to tackle school bullying effectively.

Finally, the readers will find in the annexes a list of sources and reference works that address the problem in Europe and worldwide, along with the forms used to collect the publications, case studies and best practices.

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<sup>1</sup> These elements were cited for the first time in 1993 by Dan Olweus, psychology professor at the University of Bergen in Norway, recognised as a pioneer in the research on school bullying.



## 2. Current situation in the partner countries

### 2.1 French-speaking Belgium (“Fédération Wallonie-Bruxelles”)

In order to provide readers with documents and tools on the problem of school bullying, the project partners created a reading portfolio that gathers around forty publications of different types: scientific literature, reference works, educational tools, press articles, regulations... The publications have been collected with the help of the form features in Annex 1 and are detailed in Annex 2. Each publication review can also be consulted on the project portal: <http://www.sonetbull.eu>

In parallel, to shed light on the phenomenon of school bullying within the SONET-BULL partnership, the different partners (Belgium, Greece, Ireland, Italy) were invited to briefly present the problem of bullying in their country. The three following aspects have been developed: definition of bullying, applicable legislation, scope of the phenomenon.

The chapter ends with a table synthesising the main data for each partner country.

#### 2.1.1 What is meant by “bullying”?

In *Fédération Wallonie-Bruxelles* (FWB), Professor Benoît Galand (school of psychology and education science at the University of Louvain), defines bullying as: ***“repeated deliberate negative acts towards a person who does not know how to end them”***.

Bullying is not defined by its form or content, but by *its repetition and the nature of the relationships between the aggressor(s) and the victim(s)*.

There can be verbal (e.g.: mocking, insults, threats), physical (ex.: blows, touching, shoving), material (e.g.: theft, degradations), relational (e.g.: rejection, exclusion, rumours) or digital (e.g.: text messages, emails) abuses.

Bruno Humbeeck (research associate at the school of psychology and education science at the University of Mons-Hainaut) stresses the **triangle relation between bully, victim and peer(s)/bystanders** (who support it, make it stop or do nothing).

#### 2.1.2 What are the regulations in force?

Bullying can be punished in civil and penal courts. But the notion of bullying is not always clearly defined in laws:

- **Article 442bis of the Penal Code<sup>2</sup>** provides for a prison term and/or a fine for ***“whoever bullies a person while they knew or should have known that this behaviour would severely affects the tranquillity of the targeted people”***.  
This article does not define bullying. It is aimed at any deviant behaviour, repeated or not, that meets the common meaning of bullying, whatever the aim of the perpetrators. It concerns every field of daily life (not only emotional abuse or sexual harassment). It targets any individual (not only students). The judge decides on a case by case basis, jurisprudence into account.
- **Article 145§3bis of the law of the 13<sup>th</sup> of June 2005 regarding telephone communication<sup>3</sup>** provides notably for a prison term and/or a fine for ***“the person who uses an electronic communication network or service or other electronic***

<sup>2</sup> [http://www.ejustice.just.fgov.be/cgi\\_loi/change\\_lg.pl?language=fr&la=F&table\\_name=loi&cn=1867060801](http://www.ejustice.just.fgov.be/cgi_loi/change_lg.pl?language=fr&la=F&table_name=loi&cn=1867060801)

<sup>3</sup> [http://www.ejustice.just.fgov.be/cgi\\_loi/change\\_lg.pl?language=fr&la=F&table\\_name=loi&cn=2005061332](http://www.ejustice.just.fgov.be/cgi_loi/change_lg.pl?language=fr&la=F&table_name=loi&cn=2005061332)



*communication media in order to bother their correspondent or cause harms*". Here too, the judge (examining magistrate or youth judge) decides on a case by case basis.

When the perpetrator of bullying is minor, a youth judge decides the actions to be taken to make the child aware of the seriousness of their act: apologies, reparation, reprimand, monitoring by social services, community work...

In civil court, the victim of bullying can claim damages to the perpetrators, or their parents if they are minor.

- **The decree of the 12<sup>th</sup> of December 2008 regarding the fight against some forms of discrimination<sup>4</sup>** states that any form of discrimination based on "protected criteria" is forbidden: *skin colour, gender, ethnicity, disability, physical feature, orientation, religion, language, social background...* (articles 3 and 5)

The term "discrimination" includes bullying among other: "situation in which occurs an unwelcome behaviour related to the protected criteria of a person with a mean or effect to harm their dignity and to create an intimidating, hostile, degrading, humiliating or offensive environment."

**Regarding the context of education** (article 16), bullying is defined as: "*unwelcome, abusive and repeated conducts, manifesting themselves, notably, as behaviours, words, intimidations, acts, gestures, one-sided texts, with the object or the effect of harming the personality, the dignity of the physical or emotional integrity of an education recipient (...), or of creating an intimidating, hostile, degrading, humiliating or offensive environment*".

This definition of bullying targets repeated conducts (that can go on outside school), a series of facts that creates a dynamics, as well as cyberbullying. A mean to bully is not required, it suffices that the results of the behaviours create a hostile, degrading, humiliating or offensive environment.

The decree implements in article 60 a conciliation service aiming to foster an amicable settlement of the conflict. If not, the wronged party can press charges.

When the perpetrator of bullying is under eighteen, a youth judge decides on which actions to take in order to make the child aware of the seriousness of their act: apologies, compensation of the damage done, reprimand supervision by a social service, community service.

On the civil level, a victim of bullying can claim damages from the perpetrators or their parents, if they are under eighteen.

### 2.1.3 What is the scope of bullying?

In FWB, there is little information. Therefore, Professor Benoît Galand gathered data from several recent researches conducted by his team (about 6,500 students from the sixth year of primary school to the third year of secondary school were interviewed between 2011 and 2013)<sup>5</sup>. It must be noted that in those researches all forms of bullying have not been investigated, notably cyberbullying.

Results show that bullying is a widespread phenomenon, affecting **one student out of three**. 35% of young people are involved in bullying acts every year: 16% are rather victims, 14% rather bullies, while 5% are bullies-victims. 65% remain neutral. This repartition between the different profiles is alike to similar studies.

<sup>4</sup> [http://www.galilex.cfwb.be/document/pdf/33730\\_000.pdf](http://www.galilex.cfwb.be/document/pdf/33730_000.pdf)

<sup>5</sup> « *Prévalence du harcèlement en Fédération Wallonie-Bruxelles : rapport d'enquête* » B. Galand, V. Hospel, N. Baudoin, GIRSEF, UCL, February 2014



The youngest students tend to be victims (late primary school, early secondary school) and boys are more involved than girls, which is confirmed by studies conducted in other countries.

The verbal form is the most common one, followed by relational and physical forms. The material form is the least widespread.

Besides, as Professor Galand says, stereotypes must be forgotten<sup>6</sup>. Bullying and victimisation are not related to the parents' nationality, to whether they have a job, to the family situation, to the family's cultural resources or to the student's accommodation. He also notes the near lack of variations between schools.

Professor Galand concludes his study suggesting that an inclusive approach, focussed on the promotion of mutual respect and the fight against any form of malevolence, could be more fruitful than an approach narrowly focussed on bullying.

## 2.2 Greece

### 2.2.1 What is meant by bullying?

The most commonly used term in Greek studies is the Greek word [ekfovismos] which means bullying (Ψάλτη και συν., 2012)<sup>7</sup>.

The scientists of the research project EPEAK II - PYTHAGORAS "Gender identities - national identities and School Violence: Exploring violence and victimization in school environment" implemented by Aristoteleion University of Thessaloniki & Alexandreion Technological Educational Institution 2004 - 2007, aimed at the study of extent of bullying at all school levels from preschool to High School. During the definition part given from the teachers and children, the research team tried to pay the definition in Greek language, find difficulties in translating all the dimensions of bullying. They were based at previous attempt of bullying translating, led by Smith and his colleagues (Smith et al., 2002)<sup>8</sup>, who found linguistic familiarity, compared to bullying, with the words "doing the dude/the bully", "disparage somebody", "pester someone", or later "swashbuckling".

The research team after pilot testing recommended for the investigation of bullying phenomenon in Greece the word: *ekfovismos*. Because, the term "*ekfovismos*" as defined by children at age range 11-16, sample of 206 students (primary & secondary schools) as the intentional act of harming someone. Identified bullying incidents by three characteristics: a) bully's intention to do harm, b) threatening behaviour involved in the incidents, and c) explicit power superiority (bully's towards victim's). The team proposed this term contrary to previous trial definitions (Smith et al., 2002) such as "doing the dude/the bully" or "swashbuckling" mainly because of the fact that this term contains both verbal and physical forms of violence, and also includes digital form. One more advantage of this term is the non-gender connection within the meaning, so it can be

<sup>6</sup> "Etat des connaissances (partie 1)" of the participative symposium « *Harcèlement à l'école, croisons les regards* », February 2014 <http://www.enseignement.be/index.php?page=27002>

<sup>7</sup> Ψάλτη, Α., Κασάπη, Σ., Δεληγιάννη - Κουιμτζή, Β. [Επιμ.] (2012). Σύγχρονα Παιδαγωγικά Ζητήματα: Ο εκφοβισμός στα ελληνικά σχολεία. Κεφάλαιο 7 (σελ.75-87). Αθήνα: Gutenberg.

<sup>8</sup> Smith, P.K., Cowie, H., Olafsson, R.F. Liefoghe, A.P.D. (2002). Definitions of bullying - A comparison of terms used, and age and gender differences in a fourteen - Country international comparison. *Child Development*, 73 (4), 119 - 1133.



equally used both for girls and boys, and the third one, is a more general term than a particular behaviour, or situation (like “disparage somebody”).

## 2.2.2 What is the scope of bullying?

Research in the field of bullying began at early 90’s, during the effort to deal with aggressive children. The first measurable data for bullying in Greece reflects on Doanidou & Xenaki (1997 in Houndoumadi, Pateraki, & Doanidou, 2002)<sup>9</sup>, and derived from two different students samples: a) 12-13 years old, and b) 14-15 years old. Results for group (a) showed 22% had been victimized 10.1% of them had bullied other within a year period. Results for group (b) were 19% self-reported as victims, and 13% of the students had been a bully to others within a year period.

Another significant study in Greek student population was the Boulton’s and his colleagues research (Boulton, et al, 2001)<sup>10</sup> in a sample of 664 students, 8-11 years old, at the wider Athens area. According to the results 58.9% of boy students and 47.4% of girl students have been involved in bullying incidents. The most common kind of bullying recognized was the verbal bullying incidents (over 50% both for girls and boys). The verbal bullying (assaults, nicknaming, scurrility) has been highlighted as the most common kind of bullying in a sample of 42.47% of the victims out of 1 312 students (Χαντζή και συν., 2000)<sup>11</sup>.

According to recent international research in 40 countries, Greece occupies the third place in the number of students being involved in incidents of victimization either as bullies, victims or as bullies/victims. This phenomenon seems to relate directly to one out of three children and adolescents in Greece (Craig et al., 2009 in Giovazolias et al., 2010, p.2208)<sup>12</sup>.

A more recent research from the European Antibullying Network demonstrates data from 4987 Greek Students of Secondary School (out of 16227 European Students’ sample) (Europe’s Antibullying Campaign Project, 2012)<sup>13</sup>. The 31.98% of sample stated that there was victim (either once either repeatedly). Among the victims boys were at bigger rate (34.2%) than girls 29.71%). And the 30% of the sample stated that there was bully (at least once). Among them 42.2% were boys and 18.5% were girls. The most common place of bullying has been identified at school (classroom, school yard, toilettes etc.). As for the kind of bullying the first place took again verbal threats/nicknames (60.69%), then physical bullying (45.39%), appearance (36.3%). As for Gender it seemed that it is clear that Boys use more direct bullying and girls use indirect forms of bullying (Δεληγιάννη & Σακκά, 2005 στο Ψάλτη και συν., 2012).

In a Pan-Hellenic sample of 2026 students of Primary Schools, and 1843 students of Secondary Schools revealed that 10-15% of students (both primary and secondary) has experienced victimization at least once per week (Psalti et al., 2012). The most common

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<sup>9</sup> Houndoumadi, A., Pateraki, L., & Doanidou, M. (2002). Tackling violence in schools: A report from Greece. UK-001 project. CONNECT initiative.

<sup>10</sup> Boulton, M. J., Καρέλλου, Λανίτη, Μανούσου & Λεμονή (2001). Επιθετικότητα και Θυματοποίηση ανάμεσα στους μαθητές των Ελληνικών Δημοτικών Σχολείων. Ψυχολογία, 8, 12-29.

<sup>11</sup> Χαντζή, Χ., Χουντουμάδη, Α. & Πατεράκη, Λ. (2000). Άσκηση βίας από μαθητές προς μαθητές στο χώρο του Δημοτικού Σχολείου. Παιδί και Έφηβος 1,97-110.

<sup>12</sup> Giovazolias, T., Kourkoutas, E., Mitsopoulou, E., & Georgiadi, M. (2010). The relationship between perceived school climate and the prevalence of bullying behavior in Greek schools: Implications for preventive inclusive strategies. Procedia Social and Behavioral Sciences, 5, 2208-2215.

<sup>13</sup> Europe’s Antibullying Campaign Project (2012). European Research for Studying the Bullying phenomenon. Greece: Final Report.

type of bullying given by the scope of victims among primary school students is verbal bullying (14.6%), while at secondary school the social exclusion in terms of spreading rumours (13.3%). Lower percentage declared that they have showed a bullying behaviour (8-10%). The most common bullying behaviour given by the scope of bullies among primary school students was again the verbal type (9.7%) while at the Secondary school sample was the Sexual harassment (9.7%).

### 2.2.3 What are the regulations in force?

Greece is still lacking legislation to fight Bullying, however there is plenty of government decisions and instructions declared by Ministry of Education that school staff and school communities must follow. Moreover, during the last decade many schools (most of them in private sector) have undertaken interesting and scientific initiatives to fight bullying in their school community. The last 2 years has established an official PanHellenic Antibullying Network in Education field, supervised by the Ministry of Education.

Below, you can find the most significant actions related to the bullying phenomenon:

- Most of the early Educational Regulations referred to health promotion and addressing students' behavioural problems or learning disabilities diagnosis. In this notion the recruitment of **mental health experts** in these structures (KEDDY, SSN) indirectly handled a lot of Bullying incidents over the last 15 years (Αρ.Γ2/ 3351 ΦΕΚ τεύχος 2./ αρ. Φύλλου 1206/ 2000)<sup>14</sup>. Those experts are active at both levels of prevention and in addressing level after referral of student/s have been involved in bullying episode.
- With the 2002 Government's decision on school regulations and specific school member's duties, communicated some relevant to bullying duties. Concerning the **teachers** of all school levels, they have duty to preserve the positive school climate, promoting the principles of solidarity and cooperativeness and to suppress any form of violence at school (ΦΕΚ 1340/2002, Κεφ. Ε')<sup>15</sup>. They are also encouraged to cooperate with the **school director** and School Counsellors for the best confrontation of any behavioural problem occurred in or outside the classroom.
- In 2002 Government's decision (ΦΕΚ 1340/2002, Κεφ. Β')<sup>16</sup> clarifying the role of the **school counsellors**, who supervise the well function of the school community and can intervene when there is a disturbance, such a bullying incident. For example, they are licensed to organize meetings with parents and directors to exchange views on education problems, learning, behaviour of students, and the strengthening and promotion of school cooperation and family.
- Following International Guidelines like the one from WHO on how to deal with school Bullying, Greece has started to build a national Strategy in order to prevent such behaviours at school. As researchers from WHO (Srabstein & Leventhal, 2010)<sup>17</sup> demonstrate, the most comprehensive way to deal with it is to design a whole school approach policy, which includes: literature review/training for the school staff, involvement of all actors for addressing the problem (Directors, Teachers' council, Parents' Association, Students' council), Direct intervention etc.

<sup>14</sup> Αρ.Γ2/ 3351 ΦΕΚ τεύχος 2./ αρ. Φύλλου 1206/ 2000: Καθορισμός των οργάνων, των κριτηρίων, της διαδικασίας επιλογής των Υπευθύνων Σχολικών Δραστηριοτήτων Αγωγής Υγείας και των Υπευθύνων Συμβουλευτικών Σταθμών Νέων (Σ.Σ.Ν.), της διαδικασίας τοποθέτησης και των ειδικότερων καθηκόντων τους.

<sup>15</sup> ΦΕΚ 1340/2002 - Φ.353.1/324/105657/Δ1/2002: ΚΕΦΑΛΑΙΟ Ε΄ -ΔΙΔΑΚΤΙΚΟ ΠΡΟΣΩΠΙΚΟ (Δ.Π.) ΣΥΛΛΟΓΟΣ ΔΙΔΑΣΚΟΝΤΩΝ (Σ.Δ.)

<sup>16</sup> ΦΕΚ 1340/2002 - Φ.353.1/324/105657/Δ1/2002: ΚΕΦΑΛΑΙΟ Β΄ ΚΑΘΗΚΟΝΤΑ ΚΑΙ ΑΡΜΟΔΙΟΤΗΤΕΣ ΣΧΟΛΙΚΩΝ ΣΥΜΒΟΥΛΩΝ

<sup>17</sup> Srabstein, J.C., & Leventhal, B.L. (2010). Prevention of bullying-related morbidity and mortality: a call for public health policies. *Bulletin of the World Health Organization* 2010; 88:403-403. doi: 10.2471/BLT.10.077123



- According to the 4077/28-04-2014 Ministry of Education circular<sup>18</sup> it is designed the **first prevention and treatment Network of School Violence and bullying phenomena**. This Network should implement actions within 2 school years (2013-2014 and 2014-2015) in order to build a **permanent structure** in the Greek Educational field. The most significant actions are describing below: such as the establishment of a **school violence and bullying observatory** (gathering and exploiting data for bullying case studies), awareness and active participation of the educational community, the family and the wider local community, training in the field of bullying, identification of violence and bullying behaviours and rejecting them in the school. For this project have been defined 13 Prevention Coordinator of the Regional Directorate one for Primary school level and one for Secondary school level.

## 2.3 Ireland

### 2.3.1 What is meant by “bullying”?

The 1993 Department of Education & Science Guidelines ‘*Countering Bullying Behaviour in Primary and Post-Primary Schools*’<sup>19</sup> defines bullying as follows:

*Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.*

The Guidelines list types of behaviour by students that are considered bullying, including: physical aggression, intimidation, abusive telephone calls, isolation, name-calling and bullying of school personnel. The Guidelines also list ways in which teachers can bully students, such as the use of demeaning language, humiliation of weak students or intimidating behaviour towards students.

In addition to this definition the Action Plan on Bullying (2013)<sup>20</sup> published by the Department of Education & Skills suggests the Sercome & Donnelly (2012)<sup>21</sup> reworking of Olweus’ defining of bullying as a relationship rather than behaviour as:

*“Bullying is a relationship of violence involving practices of domination that strip another person of the capacity for agency, using interventions carrying the sustained threat of harm.”*

They describe this loss of agency as:

*“Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to*

<sup>18</sup> Αρ. Πρωτ. 4077/28-04-2014. ΥΠΑΙΠΘ. Εγκύκλιος Υλοποίησης των Πράξεων «Ανάπτυξη και Λειτουργία Δικτύου Πρόληψης και Αντιμετώπισης φαινομένων της Σχολικής Βίας και εκφοβισμού στους Άξονες Προτεραιότητας 1, 2 και 3» του ΕΠ «Εκπαίδευση και Διά Βίου Μάθηση».

<sup>19</sup> Department of Education & Science (1993) Guidelines on Countering Bullying Behaviour in Primary & Post Primary Schools <http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-Protection-Discrimination/Guidelines-on-countering-bullying-behaviour-in-primary-and-post-primary-schools.pdf>

<sup>20</sup> Department of Education & Skills (2013) Action Plan on Bullying Report of the Anti-Bullying Working Group to the Minister for Education and Skills <http://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf>

<sup>21</sup> Sercombe and Donnelly (2012) “Bullying and agency: definition, intervention and ethics”, *Journal of Youth Studies*, 1-12, iFirst article.

*act, to do anything....Bullying involves the attempt to deny another any settled place, even a subordinate one. It goes beyond subjection. In bullying, the goal is abjection.”*

While it is generally accepted that traditional bullying as defined above is repeated negative behaviours, O’Moore (2010)<sup>22</sup> is of the opinion that once-off or isolated acts of aggression should be defined as bullying when they cause children to feel harassed on a continual basis. For example, a once of threat can cause a person to live in daily fear of that threat being carried out on them or on their friends or families.

Cyberbullying is defined by the Office for Internet Safety as:

*‘...bullying which is carried out using the internet, mobile phone or other technological devices. Cyberbullying generally takes a psychological rather than physical form but is often part of a wider pattern of ‘traditional’ bullying. It can take the form of sending nasty, mean or threatening messages, emails, photos or video clips; silent phone calls’ putting up nasty posts or pictures on a message board, website or chat room’ saying hurtful things in a chat room’ pretending to be something else in a chat room or message board or text message and saying hurtful things; or accessing someone’s accounts to make trouble for them.’<sup>23</sup>*

It is of note that the Department of Education and Skills in their revised Guidelines for Schools<sup>24</sup> distinguish between cyberbullying and cyber aggression. They state that “placing a once-off offensive or hurtful public message image or statement on a social network site or other public forum where the message image or statement can be viewed and/or directed by other people will be regarded as bullying behaviour” (p.9). However, they point out that “ a once off offensive or hurtful message or other private messaging do not fall within this definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour”(p.9).

### 2.3.2 What are the regulations in force?

There is no legislation specific to bullying enacted in Ireland. However, Schools are subject to a number of legal provisions and required to implement a range of measures that are relevant to preventing and tackling bullying in schools. Schools have duties and responsibilities under a number of national laws including under the Equal Status Acts and the Safety, Health and Welfare at Work Act as well as their duties and responsibilities under the common and criminal law.

The Education Act 1998-2007 and other education specific legislation sets out duties and responsibilities which are aimed at encouraging and enabling schools to create safe, positive, respectful and inclusive environments for learning. They are also subject to the Equal Status Act (2000-2011)<sup>25</sup> which prohibits harassment on any of the nine grounds: gender (including transgender), civil status, family status, sexual orientation, religion, age,

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<sup>22</sup> O’Moore, Mona (2010) Understanding School Bullying - A Guide for Parents and Teachers, Veritas, Dublin.

<sup>23</sup> Office of Internet Safety (2008) A Guide to Cyberbullying (Dublin: Brunswick)  
[www.internetsafety.ie/website/OIS/OISWweb.nsfpage/DPCY-7LYJ4V1343473-en/\\$File/GWIT-cyberbullying-DEC12](http://www.internetsafety.ie/website/OIS/OISWweb.nsfpage/DPCY-7LYJ4V1343473-en/$File/GWIT-cyberbullying-DEC12)

<sup>24</sup> Department of Education & Skills (2013) Anti Bullying Procedures for Primary and Post Primary Schools.  
<http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

<sup>25</sup> Department of Education & Science and Equality Authority (2005) Schools and the Equal Status Acts. 2nd ed. Dublin: Department of Education and Science [www.education.ie/en/Publications/Education-Reports/ge\\_schools\\_and\\_equality.pdf](http://www.education.ie/en/Publications/Education-Reports/ge_schools_and_equality.pdf)





disability, race and membership of the Traveller community. These prohibitions apply to all aspects of school life, for example, classrooms, sport fields or school tours.

Schools may not permit students to harass other students. This prohibition also applies to staff, parents or anyone else who has a right to be in the school, including school visitors, such as visiting sports teams or debating teams. Under the Equal Status Acts, schools may be liable for any harassment by their staff or others whether or not it was done with a school's approval.

Under the Education (Welfare) Act 2000, all schools are required to have in place a Code of Behaviour. This code must be drawn up in accordance with the guidelines of the National Educational Welfare Board (NEWB)<sup>26</sup> which were issued to schools in 2008. These guidelines make it clear that each school must have policies to prevent or address bullying and harassment and schools must make clear in their code of behaviour that bullying is unacceptable. The guidelines further state that the code of behaviour should indicate what action the school will take in relation to alleged breaches of the school's bullying policy. This code must be developed through consultation with the whole school community (boards of management, principals, teachers, other school staff, parents and students/pupils).

Other laws that may be drawn upon in cases of bullying include:

- The Defamation Act of 2009 - relevant to cyberbullying as it is possible that an aggrieved student or his/her guardians may not just sue another student or his/her guardian but also the relevant internet service provider or those responsible for the websites publishing the relevant defamatory statement.
- E.U. Directive 200/31/EC - incorporated into Irish law and governing the transmission of online data.
- Employment Equality Act (1998-2008) - Boards of Management or Management Authorities as employers have certain obligations towards their employees. The Employment Equality Acts have similarities to the Equal Status Acts but deal with the employment arena as opposed to the provision of services.
- Safety, Health & Welfare at Work Act (2005) - Health and Safety legislation requires Boards of Management, as employers, to provide in as far as reasonably practicable, a safe place of work for employees. Boards of Management are also required to ensure, as far as reasonably practicable, that students, parents and visitors, who may be on the school premises, are not exposed to risks to their health and safety.

In addition there are also the Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools. While not compulsory these guidelines, drawn up in consultation with representatives of school management, teachers and parents, have added weight since section 23 of the Education Act (2000) came into force, stating that it is the responsibility of the school authority in conjunction with staff and pupils to develop a system under which proper supervisory and monitoring measures are in place do deal with incidents of bullying behaviour. In addition the Department of Education & Skills has reviewed the Guidelines and issued further Anti Bullying Procedures for Primary and Post

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<sup>26</sup> National Educational Welfare Board (2008) Developing a Code of Behaviour: Guidelines for schools. Dublin: NEWB. p. 12. [http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf)

Primary Schools and have instructed all Boards of Management of Schools<sup>27</sup> to develop and formally adopt an anti-bullying policy which fully comply with the requirements of these procedures.

### 2.3.3 What is the scope of bullying?

The Nationwide Study of Bullying in Irish first and second level schools conducted by Dr Mona O' Moore in Trinity College Dublin<sup>28</sup> indicates that some 31% of Primary Students and 16% of Secondary Students have been bullied at some time. From our circa 870,000 school going population, approximately 23% or 200,000 children are at risk of suffering the ill effects of bullying.

In Primary schools in Ireland 74% of children who said they were bullied, reported that they were bullied in the playground. While 31% claimed that the bullying occurred in the classroom. At Secondary level the most common place to be bullied was in the classrooms, with 47% of victimised children placing the incidents there. The next most likely place, at 37%, was in the corridors, with the playground at 27%.

Other areas, within the school, where children reported bullying to go on, at both levels, included the toilets, changing rooms, locker areas and dormitories in boarding schools. 19% of primary school children who said they were bullied said that the incidents occurred going to or from school, while 8.8% of post-primary students said the same.

The report by the World Health Organisation (2004)<sup>29</sup> on bullying would seem to indicate that, according to their numbers on Ireland, while in the lowest quartile, is experiencing an upsurge of students, both boys and girls, being bullied and bullying others.

A study on cyber-bullying in Ireland carried out by O' Moore & Minton (2009)<sup>30</sup> comprising 3,004 12 - 17 year olds (1,009 girls, 1,995 boys) found that 8.7% of the Irish teenagers (8.0% of girls; 9.1% of boys) surveyed had cyberbullied others.

Almost one in five (18.3%) admitted to being involved in cyberbullying either as a victim, bully or bully-victim. Of these, the incidence rate for each of the status groups were as follows:

- 9.8% cyber-victims (6.9% boys 15.5% girls)
- 4.4% cyberbullies (3.5% girls, 4.9% boys)
- 4.1% cyber-bully victims (4.5% girls, 3.9% boys)<sup>31</sup>

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<sup>27</sup> Department of Education & Skills (2013) Anti Bullying Procedures for Primary and Post Primary Schools. [http://www.etbi.ie/wp-content/uploads/2013/11/c10045\\_2013.pdf](http://www.etbi.ie/wp-content/uploads/2013/11/c10045_2013.pdf)

<sup>28</sup> Astrid Mona O'Moore (1997) School Bullying in Ireland - A Nationwide Study. <http://www.dcy.gov.ie/docsdb/results.asp?rl=60>

<sup>29</sup> World Health Organisation 'Young People's Health in Context' Health Behaviour in School Aged Children (HSBC) Study: Intermediate Report from 2001/2002 Survey, Health Policy for Children and Adolescents, No.4 (2004)

<sup>30</sup> O'Moore, A.M. & Minton, S.J. (2009) Cyber-Bullying: The Irish Experience in, editor(s)Quinn, Q. & Tawse, S., *Handbook of Aggressive Behavior Research*, Hauppauge, NY, Nova Science Publishers, Inc.

<sup>31</sup> O'Moore, M. (2012) Cyber-bullying: The situation in Ireland. *Pastoral Care in Education*, 30, 209-223.



## 2.4 Italy

### 2.4.1 What is meant by “bullying”?

The term "bullying" defines those offensive and/or aggressive behaviours than an individual implement, repeatedly over time, causing damage to another person with the purpose of exercising a power or dominion over the victim (Fonzi, 1997)<sup>32</sup>. Sharp and Smith (1994)<sup>33</sup> highlight the following forms of bullying according to the type and intensity of aggressive behaviour:

- physical (beating, pushing, bullying physical)
- verbal (insults, blackmail, intimidation, harassment, insults, calling with offensive names),
- indirect (social manipulation that is to use the other as a means rather than attacking the victim in person, such as the gossip annoying and offensive, the systematic exclusion of a person from the group life, etc.).

The physical and verbal aggression can be considered forms of direct bullying, since they entail a face to face relation between the bully and the victim.

### 2.4.2 What are the regulations in force?

There is no specific law for bullying in Italy. But numerous regulations are contained in the Civil Code, Criminal code and in the Constitution that can be considered.

#### **Violation of the Constitution fundamental principles:**

Equality (article 1), and in relation to the school contest freedom of education and the right to education (article 33 and 24)

#### **Violation of the penal code**

The offenses that can configure bullying are varied, depending on how behaviour is expressed:

- Beatings (art. 581 of the Criminal Code)
- Injuries (Art. 582 of the C.P.)
- Damage to property (Art. 635 of the C.P.)
- Insult (Art. 594 of the Criminal Code) or Defamation (art. 595 of the Criminal Code),
- Harassment or disturbance to people (art. 660 of the Criminal Code),
- Threat (art. 612 C.P.)
- Stalking (art. 612 bis of the Criminal Code) and
- Replacement of person (art. 494 of the Criminal Code), when a person pretends to be another (cyberbullying)

<sup>32</sup> Fonzi A. (1997), *Il bullismo in Italia. Il fenomeno delle prepotenze a scuola, dal Piemonte alla Sicilia. Ricerche e prospettive d'intervento*, Firenze: Giunti.

<sup>33</sup> Smith, P. K., & Sharp, S. (1994). *School bullying: Insights and perspectives*. London: Routledge.



## How to protect themselves?

To enable further action under criminal law (e.g. for serious injury, serious threat, and harassment): complain to the police or judicial authorities (police etc.). In some cases, the complaint must also contain a request to proceed legally (penal trial) against the offender.

The penal trial may end with

- The prison sentence of the offender, or the payment of sanctions;
- In rare cases the sentence for the offender to perform socially useful activities.

## Sentences of the Supreme Court (Corte di Cassazione) on cases relate to bullying:

Repeated acts of harassment, as configuring the crime of stalking, may materialize not only in phone calls, SMS, emails and messages via the Internet but also at the office where the victim his works or, as in the case of that judgment, may also include the transmission through Facebook, of a video that portrays an intimate relationship between a man and woman (that fact had created such discomfort and anxiety to the woman who had been forced to resign)<sup>34</sup>.

Integrates the crime of person substitution (art. 494 of the Criminal Code) which includes, therefore, also the conduct of a person who creates or uses an e-mail account, attributing false information with the purpose of damaging the person whose names are been illegally used<sup>35</sup>.

## Penal accountability for the bully minor

The minor less than is never imputable. If, however, is recognized as "socially dangerous" can be security measures can be provided such as probation or hospitalization in a reformatory.

The minor between 14 and 18 years of age is imputable if it is demonstrated his ability to understand and will. The power to determine the ability of the child is of the judge, who makes use of a professional advisor.

## Penal responsibility of teachers in the offense of bullying at school

The teacher, in the conduct of his professional activity, is compared to the public officer, art. 357 of the Criminal Code.

The teacher can be punished with a penalty of 30 to 516 euro, "*when it fails or delays to report to the Judicial Authority or to another authority, a crime of which he has gained knowledge of during the exercise of his function, or of which he has gained knowledge because of his duties*" (art. 361 of the Criminal Code). This responsibility is also based on Article 28 of the Italian Constitution "*The officials and employees of the State and public entities are directly responsible, under criminal, civil and administrative laws, for acts committed in violation of rights. In such cases, the responsibility extends to the State and other public bodies*".

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<sup>34</sup> Corte di Cassazione, Sezione Penale VI, Sentenza n. 32404 del 30 agosto 2010.

<sup>35</sup> Corte di Cassazione, Sezione III, Sentenza n.12479 del 13 aprile 2012.



## Violation of the rules of private law (civil offense)

Art. 2043 civil code: *"Any malicious or involuntary fact, which causes unjust damage to others, obliges the one who committed the crime to compensate the damage"*.

To seek compensation for the damage the victim of the fact should contact a lawyer and take a case to the Civil Court, unless the trial agreement between the parties is reached.

## Damages recognised by the law

- Moral damage (physical or moral suffering, disturbance of the frame of mind of the victim, tears, pain, worries of mind);
- Biological damage (damage on health and the physical and mental integrity of the person protected by the Italian Constitution art. 32);
- Existential damage (injury to the person, his life, quality of life, social life, to privacy, reputation, image, sexual self-determination; the protection of the full development of the person in the social groups as recognized art. 2 of the Italian Constitution).

## Parents' responsibility

Article 2048 of the Civil Code, first paragraph: "The father and mother, or guardian is responsible for the damage caused by the unlawful act of non-emancipated minor children or persons subject to the protection that live with them." The exercise of the parental responsibility is provided by Article. 147.

## School Responsibility

The **Ministerial Directive Fioroni 2007 n. 16** provides that the bullying has to be addressed by schools systematically, involving, in an active way, students and encouraging the sharing of knowledge of rules and sanctions. The guiding principles are expressed in the legislation intended to outline initiatives and preventive interventions in order to address the problem in its many manifestations. The Directive provides the activation of a toll-free number 800 669 696 operating from 10 to 13 and from 14 to 19 from Monday to Friday, to report cases, ask for information on the phenomenon and on how to behave in critical situations.

The **Decree of the President of the Republic n. 249/1998 art. 4** provides that schools adopt their own disciplinary rules with which they address the issues of bullying by providing sanctions procedures. In particular, paragraph 7 provides in general that "the removal of the student from the school community can only be initiated in case of serious or repeated breaches of discipline, for periods of up to fifteen days." This limit, according to paragraph 9, can be waived only in two cases of particular gravity: when crimes have been committed or when there is danger for the safety of persons; in such cases the duration of removal "is commensurate with the gravity of the offense or to the persistence of the situation of danger."

**"Code of Practice for the prevention and contrast to the phenomenon of Cyber bullying"**<sup>36</sup>.

The draft approved by the Ministry of Economic Development, on January 8, 2014:

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<sup>36</sup> Codice di autoregolamentazione per la prevenzione e il contrasto del cyberbullismo  
<http://www.governo.it/backoffice/allegati/74370-9176.pdf>

#### Art. 1

Operators providing social networking services, providers of online services, content, user-generated content platforms and social networks that adhere to this Code, hereinafter referred to as "members", commit to activate specific mechanisms of reporting of cyberbullying events, in order to prevent and combat the proliferation of the phenomenon.

#### Art. 2

The reporting systems that the members are called to make available to children and adolescents must be properly visible in the page that appears, simple and direct, in order to allow them immediate reports of situations of risk and danger.

Members commit to take the necessary measures to ensure that the accessibility of reporting systems and the feedback provided to the user are accessible in the same language of the user issuing the alert.

#### Art. 3

The members commit to provide efficient response mechanisms of response to the report alerts (carried out by qualified personnel) in terms of prompt removal of harmful content, not superior than two hours after the alert, in order to prevent the perpetration of actions, amplifying the effects that the conduct of the cyber bully has on the Net for the victim, for which the effectiveness of the report alert constitutes the only possible means of control.

Members commit, as far as technically possible and feasible, to ensure further efficiency to combat the phenomenon of cyber bullying through precautionary temporary obscuration of the detrimental content reported.

#### Art. 4

In compliance with the legislation on the confidentiality of personal data, the members will promote and implement appropriate policies to allow competent authorities to trace the identity of those who use the service to engage in discriminatory conduct with the intent to hit or damage the image and/or the reputation of their own peers.

Members also commit to raise awareness through training and information campaigns on the conscious use of the network, each for their own competence and based on guidelines set by the Committee foresees in Article 5, the users of the Internet on the possibilities for who puts in place discriminatory behaviour and detractors with the intent to hit or damage the image and / or reputation of a minor to be discovered and for victims on the concrete possibility of defence offered by this Code.

#### Art. 5

In order to periodically monitor the effective implementation of the Code by the operators, is established at the Ministry of Economic Development a monitoring Committee, composed of signatories to this Code and experts with proven experience and expertise on issues related to the protection of minors and the use of new technologies.

As a result of the monitoring, if it is found the repeated failure to comply with the commitments of this Code by the Signatories, the Committee may, in response to specific procedure, formulate a specific recall of the guilty member.



The Committee also has the task to promote studies and research on the phenomenon of cyber bullying, also through an annual report on the phenomenon and the effectiveness of the measures taken by the adherents to this Code.

Participation in the Committee does not involve obligations for the State.

### 2.4.3 What is the scope of bullying?

The first major research project on the phenomenon of bullying in Italy dates back to 1993 and was edited by Prof. Ada Fonzi<sup>37</sup>. For this project, it was developed an anonymous questionnaire administered to students, adapting questionnaires Olweus (1991)<sup>38</sup> and Whitney & Smith (1993)<sup>39</sup>, providing a quantitative estimate on the diffusion of the phenomenon and details on more specific aspects related the phenomenon (differences between genders, types of actions committed ...). What had been highlighted is that the diffusion of the phenomenon is greater in Italy than in other European countries. Bullying seems to be widely distributed in the schools of the country, although there are differences between the various provinces. This indicates the influence of environmental factors in the occurrence of the phenomenon. With respect to parameters such as gender and age, it is clear that bullying affects both males and females, but with some differences: males implement predominantly direct bullying actions, hitting either both male and female; females, however, use forms of indirect bullying targeting mainly other female peers, with a prevalence of episodes of dissemination of false or bad information about them. In general, the actions of bullying decrease with the increasing of the age.

According to data collected by Telefono Azzurro in the period 2013-2014, compared with a total of 3,333 consultations on issues concerning the health and protection of children and adolescents, the situations of bullying and cyberbullying reported were 485, 14.6% of the total. By analysing the performance of the association's annual interventions regarding these incidents, it is observed that it has gone from 8.4% in 2012, to 13.1% in 2013, to reach 16.5% in 2014. The children and teenagers involved are primarily female aged between 11 and 14 years, although there is a high percentage of teenagers. 10.2% of children and adolescents involved are of foreign nationality.

According to the survey "Osservatorio adolescenti"<sup>40</sup> presented by Telefono Azzurro and DoxaKids in November 2014, conducted on over 1,500 students of Italian schools aged between 11 and 19 years, 34.7% of boys admit to having witnessed or have been the victim of bullying (at medium its victims 30.3%, in high school, the percentage rises to 38.3%). The school appears to be the predominant place where there is bullying (34.3% of teens surveyed, in fact, would like the school to provide more protection from violence or bullying). 31.3% of boys bullied reacted dropping; 29.9% trying to defend himself. More than 1 in 5 (22.8%) has warned parents, with rates almost double among girls (30.4%) than boys (16.4%), while 22.7% (21% of males and 24.7% of females) has not told anyone and kept secret what happened. The same survey showed that teenagers, especially girls,

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<sup>37</sup> Fonzi A. (1997), *Il bullismo in Italia. Il fenomeno delle prepotenze a scuola, dal Piemonte alla Sicilia. Ricerche e prospettive d'intervento*, Firenze: Giunti.

Fonzi A. (1999), *Il gioco crudele. Studi e ricerche sui correlati psicologici del bullismo*, Firenze: Giunti.

<sup>38</sup> Olweus, D. (1991) *Bully/victim problems among schoolchildren: Basic facts and effects of a school based intervention program*. In D. Pepler and K. Rubin (Eds.), *The development and treatment of childhood aggression*.

<sup>39</sup> Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35 (1), 3-25. EJ 460 708.

<sup>40</sup> Telefono Azzurro e Doxa Kids - "Osservatorio adolescenti: pensieri, emozioni e comportamenti dei ragazzi di oggi", 2014

facing a situation of bullying, believe aid from adults are the most useful (48.2% of the total, compared to 20,9% who believe more useful the help from friends).



## SYNTHESIS TABLE

This table synthesises the most recent data from each partner country.

	What it meant by Bullying?	What are the regulations in force?	What is the scope of bullying
<b>BELGIUM</b> <b>(FRENCH-SPEAKING COMMUNITY)</b>	<ul style="list-style-type: none"> <li>• <b>Repeated deliberate negative acts towards a person who does not know how to end them</b> (Galand 2014)</li> <li>• <b>Importance of triangle relation:</b> bully, victim, peers/witnesses (Humbeek 2014)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bullying can be punished at the penal level:</b> <ul style="list-style-type: none"> <li>➢ Article 442 bis, penal code</li> <li>➢ Article 145§3bis, law of 13/05/2005 on phone communications</li> <li>➢ Notions not always clearly defined. Judge's appraisal.</li> </ul> </li> <li>• <b>On the civil level,</b> possibility to claim compensations</li> <li>• <b>Amicable settlement preferred in the education field</b> (Decree of 12/12/2008 on fighting certain forms of discrimination discrimination)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>One child out of three is affected!</b></li> <li>• 2011-2013 survey (6,500 students of 6<sup>th</sup> primary to 3<sup>rd</sup> secondary school): <ul style="list-style-type: none"> <li>➢ <b>35% of children involved in acts of bullying</b> (16% victims, 14% bullies, 5% bullies and victims)</li> <li>➢ <b>Younger children are more often victims</b></li> <li>➢ <b>Boys more involved than girls</b></li> <li>➢ <b>Oral form most common</b>, followed by relational and physical bullying</li> <li>➢ <b>Stereotypes must be forgotten</b> (parents' nationality, family's cultural resources, accommodation...)</li> </ul> </li> </ul>
<b>GREECE</b>	<ul style="list-style-type: none"> <li>• <b>The bully's intention to harm</b> Verbal, physical violence, cyberbullying</li> <li>• <b>The threatening behaviour of bullies</b></li> <li>• <b>The explicit power superiority on the victim</b> (Project research EPEAK II - PYTHAGORAS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The PanHellenic Anti-bullying Network</b> Prevention and solution to bullying</li> <li>• <b>The 2002 Government's decision on school regulations and specific school member's duties</b> Teachers of all school levels should preserve the positive school climate and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Greece occupies the third place in the number of students being involved in bullying</b></li> <li>• <b>One out of three youngsters involved</b> (Craig 2009; Giovazolias 2010)</li> <li>• <b>European Anti-bullying Network</b></li> </ul>



		<p>cooperate with the school director and School Counsellors</p> <ul style="list-style-type: none"> <li>• <b>The 4077/28-04-2014 Ministry of Education circular</b> Prevention and the treatment Network of School Violence and bullying phenomena to create bullying observatory and the educational community, of the family and the wider local community</li> </ul>	<p>2012 survey of 4,987 students:</p> <ul style="list-style-type: none"> <li>➤ <b>31,98 % victims</b> (among them: 34.2% boys and 29.71% girls )</li> <li>➤ <b>30 % bullies</b> (among them: 42,2 % boys and 18,5 % girls)</li> <li>➤ The most common place of bullying is school</li> <li>➤ Type of bullying: oral threats (60, 69 %), physical bullying (45,39 %), appearance (36,3 %)</li> <li>➤ Gender: boys use direct bullying and girls use indirect forms</li> </ul>
<b>IRELAND</b>	<p><b>Action Plan on Bullying</b> (2013); Sercome &amp; Donnelly (2012)</p> <p><i>“Bullying is a relationship of violence involving practices of <b>domination on another person, using sustained threat of harm.</b> It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to act, to do anything...Bullying involves the attempt to deny another any settled place”.</i></p>	<ul style="list-style-type: none"> <li>• <b>Equal Status Act (2000-2011)</b> prohibits bullying on gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community These prohibitions apply to all aspects of school life</li> <li>• <b>The Defamation Act of 2009</b> – relevant to cyberbullying</li> </ul>	<p><b>O'Moore &amp; Minton</b> 2009 research comprising 3,004 students 12 – 17 year olds (1,009 girls, 1995 boys):</p> <ul style="list-style-type: none"> <li>➤ 8,7% of Irish teenagers surveyed had cyberbullied others</li> <li>➤ <b>18,3% involved</b> (victim, bully or victim/bully)</li> </ul>
<b>ITALY</b>	<p><b>“Offensive and/or aggressive behaviour</b> [...] repeatedly over time, causing damage to another person with the purpose of exercising a <b>power or dominion</b> over the victim.” (Fonzi, 1997)</p>	<ul style="list-style-type: none"> <li>• <b>Violation of the penal code</b> <ul style="list-style-type: none"> <li>➤ Beatings (art. 581)</li> <li>➤ Injuries (art. 582)</li> <li>➤ Damage to property (art. 635)</li> <li>➤ Insult (art. 594) or defamation (art. 595 of the Criminal Code)</li> <li>➤ Harassment or disturbance to people (art. 660 of the Criminal Code),</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Telefono Azzurro 2013-2014</b> 3.333 consultations about health and protection of children and teenagers: <ul style="list-style-type: none"> <li>➤ <b>14,6% cases of bullying and cyber-bullying</b></li> <li>➤ Girls between 11-14 are the most affected</li> </ul> </li> </ul>





		<ul style="list-style-type: none"> <li>➤ Threats (art. 612)</li> <li>➤ Stalking (art. 612 bis)</li> <li>➤ Replacement of person (art. 494), when a person pretends to be another one (cyber-bullying)</li> <li>• <b>School responsibility</b> Ministerial directive Fioroni 2007</li> <li>• <b>“Code of practice for the prevention and contrast to the phenomenon of Cyber-bullying” (2014)</b> <a href="http://www.governo.it/backoffice/allegati/74370-9176.pdf">http://www.governo.it/backoffice/allegati/74370-9176.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ 10,2% of foreign students</li> <li>• <b>Osservatorio adolescenti (Telefono Azzurro and DoxaKids)</b> 2014 research among 1,500 11-19 year-old students: <ul style="list-style-type: none"> <li>➤ <b>34,7% of boys involved in bullying</b></li> <li>➤ The most common location is the school</li> <li>➤ Reactions to bullying: <b>31,3% early school leaving; 29,9%</b> defensive reactions; 30,4% of girls and 16,4% of boys talk to the parents; 21% of boys and 24,7% of girls do not tell anybody; for 48,2% the help of adults is fundamental, for 20,9% the help of friends is fundamental.</li> </ul> </li> </ul>
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### 3. Case studies collected in partner countries

In order to identify the solutions applied in schools to fight the bullying phenomenon described in the previous chapter, the project partners were invited to share real-life situations of bullying occurred in schools and how they were solved. Twenty case studies (five per country) have been collected through semi-structured interviews.

To collect data that can be put in parallel, Inforef proposed a common review table included in Annex 3. It focuses on the reply brought by the school and the point of view of the different actors: victims, bullies, peer-witnesses, teachers, head teachers and parents of the students involved.

The following synthesis table presents the different case studies collected in each partner country. Every case study can be consulted on the project portal: [www.sonnetbull.eu](http://www.sonnetbull.eu).



<b>BELGIUM (FRENCH-SPEAKING COMMUNITY)</b>	<b>COLLECTED BULLYING SITUATIONS</b>
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	<b>CASE 1</b>	<b>CASE 2</b>	<b>CASE 3</b>	<b>CASE 4</b>	<b>CASE 5</b>
	<b>“Physical and sexual aggression against three girls”</b>	<b>“Cyberbullying against a student and a teacher”</b>	<b>“Insulting drawing and teasing against a studious student”</b>	<b>“Racketeering, threats and physical aggression of a student”</b>	<b>“Mocking toward a neglected student”</b>
<b>TYPES OF BULLYING</b>	Physical and sexual aggressions	Cyber-bullying (degrading photos)	Insulting drawing, mockeries, eventual fight prompted by the victim	Racketeering, mockeries, threats, physical aggressions	Mockeries, insults
<b>SCHOOL LEVEL</b>	3 <sup>rd</sup> and 4 <sup>th</sup> secondary	3 <sup>rd</sup> secondary	4 <sup>th</sup> secondary	2 <sup>nd</sup> secondary	1 <sup>st</sup> secondary
<b>AGE</b>	15-16	15	16	14	12-13
<b>BULLY PROFILE</b>	1 boy (dominating, power over the other)	<ul style="list-style-type: none"> <li>• 1 boy (for fun, joking)</li> <li>• 13 followers on Facebook (girls/boys)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 boy (disruptive, recidivist)</li> <li>• 2 boy followers</li> </ul>	<ul style="list-style-type: none"> <li>• 1 boy (predator, trouble-maker, recidivist)</li> <li>• A group of boy followers</li> </ul>	Class group (1 girl in particular)
<b>VICTIM PROFILE</b>	3 girls (chosen randomly)	<ul style="list-style-type: none"> <li>• 1 girl (with facial hair)</li> <li>• 1 teacher (plain-clothed)</li> </ul>	1 boy (righter of wrongs, awkward, integration difficulties)	1 boy (chosen randomly)	1 girl (not very clean, a bit plump)
<b>LENGTH</b>	6 months	10 days	5 months	4 months	3 months

<b>GREECE</b>	<b>COLLECTED BULLYING SITUATIONS</b>
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	<b>CASE 1</b> The “Wuss”	<b>CASE 2</b> “The isolation”	<b>CASE 3</b> The “Retarded”	<b>CASE 4</b> “The overweight”	<b>CASE 5</b> “Provocative victim - defensive bully”
<b>TYPES OF BULLYING</b>	Mockeries, verbal aggressions (sexual and homophobic connotation), eventual fight	Mockeries, physical aggressions, isolation	Verbal aggressions (à discriminatory) physical aggression, threats	Mockeries, cyberbullying (photos, degrading videos), humiliating text messages, physical aggression	Verbal aggressions, physical aggressions
<b>SCHOOL LEVEL</b>	6 <sup>th</sup> primary	4 <sup>th</sup> primary	5 <sup>th</sup> primary	Secondary	3 <sup>th</sup> primary
<b>AGE</b>	Bully 14 Victim 12	8	Bullies 10 Victim 11	16	8
<b>BULLY PROFILE</b>	1 boy (repeating student, manly behaviour, dysfunctional family background)	1 girl (victim’s best friend, broken family)	<ul style="list-style-type: none"> <li>• 1 boy (disruptive)</li> <li>• 2 boy followers</li> </ul>	Girls and boys of the class	1 boy (follower, good student)
<b>VICTIM PROFILE</b>	1 boy (top of the class, provocative, few friends)	1 girl (bully’s best friend, normal family)	1 girl (learning troubles, vulnerable)	1 boy (overweight, feminine features, bad results)	1 boy (provocative, good student)
<b>LENGTH</b>	+/- 3 months	5-6 months	+/- 6 months	+/- 2 school years	+/- 6 months



IRELAND	COLLECTED BULLYING SITUATIONS				
	CASE 1 “Primary school - Male”	CASE 2 “Restorative conferencing - Male”	CASE 3 “Boarding school - Girl”	CASE 4 “Special needs - Male”	CASE 5 “Post primary girl - Cyberbullying”
TYPES OF BULLYING	Verbal aggressions, threats, physical aggressions	Mockeries, physical aggressions	Verbal aggressions, isolation, setting apart	Verbal aggressions, threats, physical aggressions, destruction and theft of belongings	Mockeries, insulting drawings, cyberbullying (degrading words)
SCHOOL LEVEL	Primary	4 <sup>th</sup> secondary	Secondary	Secondary	2 <sup>nd</sup> secondary
AGE	6	16	16	15	14
BULLY PROFILE	1 boy (school rivalry, inappropriate sense of competition)	1 boy (underprivileged environment, poor results)	<ul style="list-style-type: none"> <li>• 1 girl (straightforward, domineering)</li> <li>• A group of girl followers</li> </ul>	Several boys of the class (one in particular)	<ul style="list-style-type: none"> <li>• 1 girl (for fun, joking)</li> <li>• 3 followers then part of the class group</li> </ul>
VICTIM PROFILE	1 boy (school rivalry)	1 boy (underprivileged environment, good results)	1 girl (bully’s friend, pas does not always agree with her)	1 boy (physical and learning difficulties, special needs)	1 girl (new student, slight American accent, pronunciation problem due to dental correction)
LENGTH	5 years	Not available	Several years	2 years	2 years

<b>ITALY</b>	<b>COLLECTED BULLYING SITUATIONS</b>
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	<b>CASE 1</b> “ Beating for jealousy “	<b>CASE 2</b> “Feeling not accepted”	<b>CASE 3</b> “Verbal bullying”	<b>CASE 4</b> “Culture of differences”	<b>CASE 5</b> “Aggressive behaviour”
<b>TYPES OF BULLYING</b>	Insults, physical aggressions	Verbal and physical aggressions	Verbal aggressions	Racketeering, verbal aggressions, cyberbullying (degrading video)	Insults, verbal aggressions, physical aggressions, cyberbullying (degrading words and pictures)
<b>SCHOOL LEVEL</b>	1 <sup>st</sup> secondary	1 <sup>st</sup> secondary	4 <sup>th</sup> secondary	3 <sup>th</sup> secondary	1 <sup>st</sup> secondary
<b>AGE</b>	Bullies 13 Victim 11	11	15-16	13-14	11
<b>BULLY PROFILE</b>	<ul style="list-style-type: none"> <li>• 1 girl (jealous)</li> <li>• 2 girl followers</li> </ul>	Class group (1 boy in particular)	Class group (for fun)	2 boys (one adopted with complex family situation)	<ul style="list-style-type: none"> <li>• 1 boy bully (unruly, troublemaker)</li> <li>• 1 boy follower</li> </ul>
<b>VICTIM PROFILE</b>	1 girl (common boyfriend)	1 boy (new friend, integration difficulties)	<ul style="list-style-type: none"> <li>• New students (the weakest)</li> <li>• Literature teacher</li> </ul>	1 boy (foreign origin, with a disability)	Other students of the class (mainly girls, boy with a disability, students of foreign origin)
<b>LENGTH</b>	Not available	1 school year	6 months	11 months	+/- 4 months



The analysis of the collected data in the twenty case studies (fifteen in secondary education and five in primary schools) provide a great amount of information. Will be successively analysed the acts of bullying, the actors of bullying, the parents' reaction, the teachers' and the head teachers' as well as the reply brought by the school.

Yet it must be reminded that those lessons provide only partial insight into the phenomenon, as it is limited to four countries and a few typical situations.

### 3.1 Acts of bullying

All forms of bullying are present: teasing, unpleasant comments (homophobic comments and sexual innuendoes), rumour spreading, insults, threats, ostracism, hair pulling, slaps, shoving, fight, blows, sexual aggression (touching the breasts, the sex), offensive drawings, theft and destruction of personal belongings, racketeering, cyber-bullying sometimes with a fake identity (degrading pictures or videos posted on social networks, text messages sent from the victim's mobile phone, use of pornography).

We note few severe acts of physical violence from the bullies, but some cases escalated into violent fights when the victim, pushed to the limit, eventually defends themselves.

A repetition of the acts, an intent to harm and an imbalance of power between the protagonists seem present in all cases, with the exception of one in which the bullying situation produced only one act, on a brief period (a few days). In this one case, a "major critical incident" might be a better term.

Bullying generally lasts several months, sometimes a whole school year. In rare cases, bullying can last several years (two years, five in the worst case). The longest case observed in this study concerns a student bullied during five years, and eventually withdrawn from the school by his parents.

If it is not stopped, the bullying goes on and tends to escalate. Mere teasing can turn into threats, physical aggression, theft or destruction of belongings... up to cyber-bullying, with a whole class involved.

In primary school, bullying can start from six years old. In secondary school, the first two levels are most concerned (11 to 16 years old).

In a majority of cases, bullying occurs between people of a same gender.

The incidents generally occurs within a same class group, between students of about the same age (when one is older, it is generally the bully).

The incidents generally starts at school, (in the class or in the schoolyard), as it is highlighted in researches evoked in the previous chapter, but they can extend to the outside (on the bus, in the neighbourhood) and on the social networks.

The location and layout of the classroom (building set apart from the others, small classroom, bad lighting, bad sound-proofing...) can be aggravating factors.

## 3.2 Actors

The actors of bullying are part of the triangle relationship mentioned in the previous chapter: bully/ies, victim(s), peers/witnesses.

### 3.2.1 The bullies

Bullying is carried out by individual bullies, small groups of bullies (often with a leader) or sometimes a whole class (for instance in the case of cyber-bullying).

#### *Who are the bullies?*

The bullies are boys and girls of all ages, all origins and all backgrounds; they are good and bad students (as emphasised by Professor Benoît Galand).

The bully often has a strong personality or is a student with some ascendancy on their classmates (leader, outspoken, older and/or stronger)

Some form of ill-being is sometimes observed in the bully, with a difficult family background (absent parents, divorce) or poor school results. In one case, a family with a criminal background clearly was an aggravating factor.

#### *What are their motivations?*

Personal conflict with the victim (jealousy, rivalry, broken friendship),

Feeling they are defending themselves from a provocation (the victim teased them on their school results)

Need to dominate or humiliate a different or weaker victim (many cases)

#### *What are the effects of bullying?*

The bullies generally express regrets when the acts are serious (physical violence, direct threats) or when the victim used to be a friend.

There are generally no regrets when the perpetrator felt aggressed or provoked or when they considered it as a game or a joke (little or no remorse, no questioning, little empathy for the victim).

The bullies do not always seem aware of the seriousness of their acts and thus do not understand a punishment they deem unfair.

In some cases, the bully is monitored by the school psychologist.

In most cases, the bullies have continued regular schooling in the same school, even when they have expressed a desire to change.

### 3.2.2 The victims

The victims are almost always individual. In few cases, several people are the victims (one student and one teacher, in one example):

#### *Who are they?*



They are often weaker or more fragile (younger, frailer, unattractive, physical or mental disability, newcomer, underprivileged background) or simply “different” (such as homosexual). The victim often has few friends before the events start.

We can note some “provocative victims” (victim who competes with the bully: tries to act as a righter of wrongs, teases the bully on their school results). In this type situation, the victim can be considered as a bully and bullying turns into a fight.

### *What are the effects of bullying?*

The most common effects are: loss of self-esteem, feeling of insecurity that results in a fear to go to school or a desire to change school, a decrease in school results, stress, nervousness, headaches and stomach aches, and sometimes sleep disorders. Some victims self-harm.

The victim is often isolated in the school: either excluded by the other students (ostracism, fear to hang out with the victim for fear to become one...), or because the victim shuts themselves away (reluctance to participate in sport activities...).

In some cases, the victims minimise the facts and their ill-being because they fear retaliations.

In other cases, the victims express their ill-being in a direct way (often to their parents or a teacher)

Some victims accept psycho-medical care from the school, others refuse it, and other has a therapy or participates in other activities (self-defence, for example) out of the school.

Most victims continue normal education in the same school, sometimes in another class. In some cases, the victim changed school.

### 3.3.3 Other students

The other students are generally aware of the acts of bullying, although they do not always realise how serious they are.

#### *Who are they?*

- Followers participate actively in bullying, but they do not necessarily initiate it. They act so out of friendship with the bully, for fear of retaliation (fear to become victims too) or they simply spread negative messages on social networks. These students are more likely to stop bullying when the events are detected. They tend to express little remorse or regret when many of them have participated. This mainly concerns cyber-bullying. The students follow a herd instinct, they “like” simply because others did (not always paying attention to the content). For them, Facebook is a virtual world not to be taken seriously, except maybe when they are the victims...
- Passive witnesses avoid getting involved, for fear to become a victim, because they are not interested, for lack of empathy for the victim or because the conflict entertains them.
- The third category of students participates actively in the resolution of the case, reporting the events, often to a teacher (because they fear the bully, because they are unhappy with the class climate) or supporting the victim because they are a friend. However these students rarely take actions directly with the bully. They lose confidence and become less active if the head teacher fails to deal with the case.



### 3.3 Parents' reaction

Parents' cooperation with the school is generally crucial in the resolution of the situation.

#### 3.3.1 The bullies' parents

Most often, they are informed of the bullying by the school, which summons them. Some parents support their child at all cost or mitigate the seriousness of their acts. They take up the cause of their child, do not recognise the wrong in their acts, do not accept the sanction but still keep their child in that school.

Other parents concede their child's mistakes and fully cooperate with the school. They trust the head teacher, accept or even approve the sanction.

In rare cases, the parents take note of the sanction (overwhelmed by their child's attitude).

#### 3.3.2 The victims' parents

They do not always realise immediately that there is a problem, in which case they need to be informed by the school.

They expect a reaction on the school's part and sanctions.

They rarely try to solve the problem by themselves through contacts with the bully's family (which can be counter-productive).

In some cases, there is a violent reaction towards the school and/or the bully, but most cooperate with the school to find the best solution possible.

In most cases, they claim to be satisfied with the sanctions. Some few families expressed deep disagreement with the school's decisions and withdrew their child.

Sometimes they refused the psychological support offered by the school, refusing to be involved.

### 3.4 Teachers' and head teachers' reactions

Teachers and head teachers are on the frontline to detect and deal with bullying. It appears they are not always aware of bullying acts and do not always bring a solution.

#### 3.4.1 The teachers

Teachers are not always aware there is a problem of bullying in their class. They do not notice the events and need to be informed by the victim, their parents, other students or the head teacher.

A great number of teachers remain passive faced with this problem (out of disinterest, denial bullying can occur in their class, fear to damage their reputation or lack of competences to deal with the events). Those who act regularly turn to the head teacher.

Some are more involved in the search for solutions:

- Keeping an eye on the bully
- Moving them to another seat
- Prompting a class council meeting
- Working with the class group on coexistence (mutual respect, cooperation between students, class safety...)
- Discussing with the bully and the victim



- Contacting the parents
- Taking part in a bullying prevention activity (such as awareness campaign “say no to bullying” with students).

Other teachers are not always informed about what happens in a class that is not theirs.

### 3.4.2 The head teachers

The head teacher is not always informed of bullying events that happen in their school. In some cases, they are kept unaware. In other cases, they are informed informally or by the parents.

The head teacher is not always involved in the resolution of the case:

- Either they have frontline staff (educators, people responsible for discipline - most often former teachers in Belgium)
- Either, they ask counsellors to deal with the problem (intervention protocol in Ireland, Greece and Belgium). In Italy, many schools seem not to have counsellors.
- Or, they first ask teachers to manage the problem.

When the head teacher participates directly in the resolution, they generally adopt a role of mediator between “parents-parents”, “parents-school”, “bully-victim”.

When the situation becomes unmanageable, the head teacher calls external experts (such as mediation professionals) who will also provide advice and support to implement a prevention policy in the school.

Sometimes, the head teacher is clearly reluctant to manage bullying (not to worsen the situation, to protect the school reputation). Failure to cooperate can be counter-productive and worsen bullying (resulting in one of the situations studied with children being withdrawn).

## 3.5 Replies brought by the schools

### 3.5.1 Dealing with bullying

Some schools develop effective strategies that put an end to bullying and make the school environment more peaceful. Those strategies generally involve several actors (teachers, head teacher, school counsellors and parents) because involving all the parties in the search for a solution can help solving the case more serenely.

The following strategies are observed:

- The school associates disciplinary and educational sanctions. The bullies (like the victims) are taken care of and followed so that they can realise the seriousness of their acts and reassess themselves.
- A restorative meeting is organised by the school counsellor. It gives the two protagonists the opportunity to express their feelings and to find together a solution to the crisis. They usually conclude with a “gentlemen agreement” at the end of which bullying ends.
- The victims, often shocked and unsettled, are offered psycho-medical follow-up.
- The teachers work with the class group on respect, tolerance and cooperation.

- Parents are invited and listened to.
- If the school cannot find an intern solution, the head teacher calls mediation professionals.

When the teachers and head teacher do not involve (or not enough) in the search for solutions (observe the events, hesitate to act, do not plan together, merely discuss with the bully...):

- The bullies are little sanctioned (often: warnings, low marks, change of class). They have a sense of impunity and bullying goes on and tend to escalate.
- The bullies do not receive educational follow-up to realise the seriousness of their acts.
- The victims do not always have their complaints heard and are sometimes punished. When they are taken care of, they are generally assigned to another place in the classroom or another class and do not always receive (appropriate) follow-up.
- The other students stop trusting the adults' ability to deal with the problem and lose heart.
- The parents eventually withdraw their children from the school (victims or other students of the class); in rare case they press charge against the school.

### 3.5.2 Preventing bullying

A bullying event tends to change the attitude of the school, which did not have a prevention policy or did not apply it. The school thus acts efficiently and globally to fight bullying:

- The school rules and regulations are adapted.
- The issue of bullying is addressed in the classes (tolerance, mutual respect, cooperation between students).
- The risks of the Internet are reminded to all the stakeholders.
- Monitoring is increased (separating the students, teachers asked to be more careful, increased control of common spaces during certain time slots...).
- Specific activities are developed with students to improve the school climate and solve conflicts peacefully: interschool groups for mutual help in various activities, "bodyguards" for vulnerable students, bonus system for students who help fight bullying, peer mediation training, awareness campaign in school, anti-bullying chart.
- The parents are involved in the activities to inform them and involve them in interactions with the school.



## Synthesis

The situations of bullying studied here concur with the three elements unanimously recognised by the research: repetition of the acts, intent to harm and imbalance of power between the protagonists.

The acts of bullying described are part of a known pattern (most commonly verbal and physical aggressions, completed with cyberbullying on a larger scale), and of the triangle relationship evoked in Chapter 2: bully/ies, victim(s), peers/witnesses who encourage it, stop it or do nothing.

The actors of bullying are between 11 and 16 in secondary schools, which corresponds to the researches evoked in Chapter 2. In primary school, bullying can start very early, from 6 years old.

Failure to educate students on tolerance and respect seems to be one of the main causes of the phenomenon, as it is emphasised by school stakeholders. Many students are not able to cooperate, they need to stand out to be recognised, they act in ways that create misunderstandings...

Comparative examination of the replies brought by schools to solve an episode of bullying shows that unfortunately those replies are not always relevant, and that they tend to come late. Before detection or reaction by the school, the events tend to last several months (or even years).

Bullying prevention is not universal. It develops after an event in a school.

Failure to train teachers and head teachers in terms of skills and competences to effectively deal with bullying (addressed in Chapter 5) is probably the main reason. School stakeholders are not prepared to face such situations.

To restore the values of respect and tolerance in schools, to foster peaceful conflict solving and serene learning conditions for all, schools implement anti-bullying plans based on activities with students. In good practices developed by colleagues, education authorities, associations... schools will find the necessary resources.

What are those good practices and how are they developed? This is the analysis proposed in Chapter 4.

## 4. Best practices implemented in partner countries

To shed light on the best practices that help in establishing and keeping a serene learning setting for students (a learning framework in which violence is not tolerated, in which conflicts are solved peacefully), the partner countries of the SONET-BULL project identified forty initiatives that had good results.

Like with the case studies, in order to gather data that can be compared, Inforef proposed a common review table included in Annex 4. In Annex 5 are listed the forty best practices (ten per country) that can be consulted on the project portal: <http://www.sonetbull.eu/>.

Thanks to the review of forty best practices implemented in the partner countries, the following observations can be made:

- Preventing and dealing with bullying between students starts from the kindergarten and go on throughout primary and secondary school.
- Best practices are part of the fight against cyber-bullying, homophobia, physical and verbal bullying, sexual harassment or respect of ethnic and cultural differences.
- All education actors are involved and invited to cooperate: teachers, head teachers, students and parents in priority, but also educators, psychologists, researchers, decision-makers, social workers as well as youth group leaders and local communities.

The collected data also show that the best practices are developed at all levels: school initiatives, school support programmes developed by education authorities, educational tools developed by education professionals, national or international awareness activities, transnational initiatives.

To illustrate those various levels and document the reader, several examples selected among the forty best practices are presented below.

### 4.1 School initiatives

There are many varied initiatives developed by schools. For instance:

The “*Safety net*” project in Greece

This project has been taking place in a primary school since 2014, after a bullying episode. It also targets secondary school students.

*Summary: cooperation between the students of the class to create a safety net around the victims of bullying and gradually turn this protection into true friendship.*

The “*Voluntaries activities*” projects in Greece

This project was very helpful in reducing bullying in a primary school, during a difficult period of the school year. It also targets secondary school students.

*Summary: voluntary activities in teams gathering bullies and victims and helping them getting closer. System of points to foster cooperation, respect and solidarity within the team.*

“*Intensified supervisions*” project in Greece

This project was very helpful in reducing bullying in a primary school, particularly during breaks. It also targets secondary school students.



*Summary: mapping the risk spots in the school during the breaks. Enhanced supervision by two adults (man/woman) who discuss with the children.*

#### *“Relationships and Sexuality Education module” in Ireland*

This module helped a school serenely address those topics with students in late secondary school. The quality of the discussions was recognised by all the participants. The module was repeated the following years. It could also be used to raise awareness among parents.

*Summary: initial survey to prompt students’ opinions (questionnaire with immediate answers on homosexuality and homophobia), followed by a teacher-guided discussion.*

#### *“Anti-Bias Workshops” in Ireland*

This programme takes place every year in a secondary school to raise students’ awareness, among other about homophobia. The programmes takes place with the parents’ agreement. The school would like to extend it to all the classes and raise parents’ participation.

*Summary: discussion workshops on homophobia lead by an external speaker and based on group work.*

#### *“Peer Mediation” programme in Ireland*

This programme was tested in a secondary school with 1<sup>st</sup> to 3<sup>rd</sup> year students. It was then extended to the other years. The good results encouraged the school to give systematically this training to all 1<sup>st</sup> year students. It is addressed to primary school pupils.

*Summary: resolving conflicts between peers. Training volunteer mediator students.*

#### *“Buddying-Meitheal-Cybermentoring” method in Ireland*

This method provides peer support to victims of bullying. It is addressed to secondary school students.

*Summary: an ever more prevalent method of inter-student communication, The cyber-buddies are available online at all time, for students suffering from bullying.*

#### *“Circle Time - Sociometric Assessment” method in the United Kingdom*

This method is addressed to primary and secondary school students.

*Summary: restorative strategy for discussing issues of bullying in a group setting, or an event that has caused distress to an individual or group.*

#### *“Bullying awareness” campaign in Belgium*

This campaign is organised every beginning of term (since an incident in 2011) to raise awareness among lower secondary school students. It is described in the case study “Mocking toward a neglected student”.

*Summary: posters in the corridors, drawn by students for students (“Stop bullying”, say “no” to bullying...).*

## 4.2 Support programmes for school developed by education authorities

Regional and national authorities of the partner countries propose different forms of support to schools: educational tools for teachers (lesson plans, video material...), teacher training (enhancing competences), individual support to teachers, therapies for victims, continuing training for parents, pilot projects ... Some examples:

Continuing training programme “*Parenting counselling*”, conducted by the Greek Ministry of education. This programme is addressed to parents.





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Summary: *training programme to improving parents' understanding of the phenomenon, parents-children communication and parents' cooperation in case of problems.*

Pilot project “*Genitori Su Internet*” (“parents on the internet”), conducted in 2014 in five secondary schools in Rome, by the Italian Ministry of education in cooperation with the police.

Summary: *A safe and responsible use of the new technologies and the web. Project based on the intergenerational learning model (parents, children).*

“*The Cool School Programme*” developed by Irish education authorities for secondary schools. This programme is addressed to secondary school.

Summary: *Programme offering different support services to school to fight bullying.*

“*Guide pratique relatif à la prévention et à la gestion des violences en milieu scolaire*” (“*Practical guide on prevention and management of violence at school*”) by the Ministry of education in French-speaking Belgium. This guide is addressed to school stakeholders.

Summary: *Dynamic and interactive platform offering services and support to schools.*

Creation in 2013 of a “*Preventing School Violence Observatory*” by the Greek Ministry of education. The same year, creation of a “*Observatory on school violence and early school leaving*” by the Ministry of Education in Fédération Wallonie-Bruxelles (Belgium).

Summary: *those organisations are dedicated to the study of the phenomenon, support to prevention activities in schools, creation of rules and regulations in schools... They are addressed to all school levels.*

### 4.3 Educational tools developed by education professionals

These tools are developed by university services and/or organisations specialised in the fight against school violence. They concern the following fields: awareness to the problem, bullying prevention in schools and improvement of the school environment, using internet.

#### 4.3.1 Awareness

These are educational films and cooperative games for school and youth stakeholders. For instance:

- Film “*Ce qui vous regarde... No Hate*”, produced by the Belgian association “*La loupiote*”, member of the European network NO HATE. <https://loupioteasbl.wordpress.com/ce-qui-vous-regarde-no-hate/>  
Summary: *this film aims to raise awareness among young people about citizenship on the net and a responsible use of social networks.*
- Film “*Kenny*”, produced by the Belgian association “*La Cathode*”. <http://lacathode.eklablog.fr/kenny-un-dvd-pour-parler-du-harcelement-entre-eleves-a58050041>  
Summary: *this films aims to make secondary school student understand the damage bullying can cause to a classmate.*
- Game “*Belfedar*”, created by three Belgian and French associations. From ten years old. <http://www.belfedar.org/index2.php?ident=13>  
Summary: *this game aims to develop in children useful social skills to prevent violence and deal positively with conflicts.*



#### 4.3.2 Bullying prevention at school and improving the school environment

The tools developed mainly concern peer mediation. For instance:

- “*Neurons of strength*” programme, designed by a team of researchers from the University of Crete. This programme is addressed to secondary school teachers and students.  
Summary: training programme to create a live community of peer mediators among students.
- Educational programme “*Graines de médiateur*” (“budding mediators”), created by the Belgian association “Université de paix”. This programme is addressed to primary school children. <http://www.universitedepaix.org/actions-jeunesse/le-projet-dans-les-classes>  
Summary: training programme to teach 8 to 12 year-old children to deal autonomously with conflicts.
- “*Peer training*”, created by “EPTO” (European Peer Training Organisation). This concept is addressed to young people and school professionals. <http://www.epto.org/>  
Summary: methodology based on peer training. Reflection on the role of prejudices and discrimination at the personal level. Identification reproduction processes at the level of institutions and society. Downward spiral of hate.

Other tools such as pedagogical dossiers and practical guides propose ideas of measures. For instance: the guide “*Quelques pistes pour améliorer le climat scolaire et prévenir le harcèlement à l’école*”, developed by a Belgian association in cooperation with the University of Mons. This guide is addressed to teachers and headteachers. <http://www.clps-bw.be/recueil-de-pistes-pour-ameliorer-le-climat-scolaire-et-prevenir-le-harcelement-a-lecole>

Summary: the theoretical part proposes a working process in six approaches (getting informed, getting trained, finding the right people, thinking about one’s project, implementing it, assessing it). The practical part proposes concrete tools.

#### 4.3.3 Using the internet

These tools are addressed to teachers, headteachers, children, young people and parents. They are numerous and varied: websites, pedagogical dossiers, young people books. For instance:

Websites to promote a safe and responsible use of the internet and social networks, for all stakeholders:

- “*Click Safe*” <http://www.childfocus.be/fr/prevention/clicksafe-tout-sur-la-securite-en-ligne>
- “*Sicurinrete.it*” <http://www.sicurinrete.it/>;
- “*Generazioniconnesse.it*” <http://www.generazioniconnesse.it/>
- Pedagogical dossier “*Stop au cyber-harcèlement*” (“Stop cyber-bullying”), developed by the Belgian association “Child Focus”. It is addressed to teachers and headteachers.





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[http://www.childfocus.be/sites/default/files/cf-dossier-cyberpesten\\_fr.pdf](http://www.childfocus.be/sites/default/files/cf-dossier-cyberpesten_fr.pdf).

*Summary: the dossier proposes ten ready-to-use methods to address cyber-bullying.*

- Book “*Internet’s Farm*”, written by two Greek authors. It is addressed to parents and teachers.

*Summary: the book proposes five entertaining stories in a farm to train children from an early age to use the internet safely.*

#### 4.4 Awareness activities on the national and international level

These are information campaigns for young people, parents and school stakeholders. For instance:

##### 4.4.1 National level

- Wandering project “*Una Vita da Social*”, developed in 2014 by the police services in collaboration with the Italian Ministry of education. It is addressed to secondary school students, parents and teachers. <https://it-it.facebook.com/unavitadasocial>  
*Summary: this project on a truck aims to promote a safe and responsible use of the internet and social networks.*
- “*Safety Bullying*” platform developed by two Italian organisations in collaboration with Facebook, in Italy. <https://www.facebook.com/safety/bullying/educators/prevention/>  
*Summary: this platform aims to promote a safer use of this social network and bullying prevention.*

##### 4.4.2 International level

- European campaign “*No Hate Speech Online*”, launched by the NO HATE network. <http://www.nohatespeechmovement.org/>  
*Summary: campaign to fight online racism and discrimination. This action aims to develop online citizenship and a safe use of the internet and social networks.*
- “*Safer Internet Day*” worldwide. <http://www.saferinternet.org/home>  
*Summary: world information day on the risk of the Internet, addressed to young people, parents and teachers. This action aims to promote a safe and responsible use of the internet and social networks.*

#### 4.5 Transnational initiatives

These are European projects to fight bullying and violence at school. They were conducted between colleagues of different countries and cofounded by the European Commission. These projects offer online training programmes, exchange of experiences, best practices, references, discussion forums, educational tools created by the partnership... They are mainly addressed to education stakeholders but also to the general audience. For instance:

- “*I am not scared*” project (2010-2012), Lifelong Learning Programme, <http://iamnotscared.pixel-online.org/info/>.  
*Summary: this project aims to identify the best European strategies to prevent and tackle the bullying phenomenon.*



- “School Safety Net” project (2013-2014), LLP, [http://schoolsafetynet.pixel-online.org/DB\\_sstory.php](http://schoolsafetynet.pixel-online.org/DB_sstory.php).  
Summary: this project aims to identify the four main issues having a relevant impact on early school leaving, including school bullying.
- “Tabby trip in EU” project (2011-2012), Daphne Program, <http://ing.tabby.eu/>.  
Summary: this project aims to help young people assess the risk related to the internet and social networks.
- “MABE” project (2010-2011), Daphne Programme, <http://www.univirtual.it/drupal/en/node/291>.  
Summary this project aims to prevent and deal with school bullying.
- “ABC” project, Daphne Programme, <http://www.e-abc.eu/en/project/project-description/>.  
Summary: this project proposes an information and assistance platform.
- “VISTOP - Violence In Schools Training Online Project” project (2006-2008), Comenius  
Summary: this project proposes online training for teachers, parents, policy-makers.

## Synthesis

Prevention and improvement of the school environment are the main focus of the best practices studied here. They are addressed to all the school stakeholders, who are invited to get involved and cooperate.

All the forms of bullying are addressed there, but given its scope and the worry it causes, cyberbullying receives particular attention at all levels.

The focus is on students’ participation. Helping improve the school environment through activities that foster cooperation, respect, friendly relationships, a sense of belonging... But also participation to conflict management, notably through peer mediation, which seems to be the most widespread method.

Parents are also targeted through training activities to better understand the phenomenon, better communicate with their children and cooperate with the school in case of problems.

Finally, teachers and head teachers, on the frontline to detect and deal with bullying, are the objects of all attentions. Many resources are made available to them with the creation of educational tools (websites, dossiers, practical guides, books, games, films), the organisation of training programmes, services proposed by education authorities, participation in pilot projects developed by universities... or transnational projects to share with foreign colleagues.

All those replies to their needs prompt to think about how they should be prepared to serenely face bullying.

This is the ambition of Chapter 5. Based on the data collected in the best practices and the case studies, the project partners address the “knowledge, skills and competences” to be developed by education professionals to tackle school bullying effectively.

## 5 Knowledge, skills and competences required to deal with school bullying

Based on the data collected in Chapters 3 and 4, the project partners agreed on a certain number of “knowledge, skills and competences” they deem necessary to effectively deal with school bullying, namely detecting it, countering and fighting it.

These “knowledge, skills and competences” have been determined based on *the European Qualifications Framework for lifelong learning*:

<http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf>

Knowledge	<i>“Knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.</i>
Skills	<i>“Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);</i>
Competences	<i>“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</i>

Each field of action was investigated by the project partners: *the social and civic fields, the pedagogical field, the cultural and mediation field and the digital field*. For each category, the partners identified a certain number of “knowledge, skills and competences” that education professionals should develop to efficiently deal with bullying. Those data are collected in the table below.

It focus on the acquisition of:

- Knowledge, skills and competences to fight bullying and take care of the victims of bullying;
- Social-emotional knowledge, skills and competences that can prevent the negative effects of bullying;
- Knowledge, skills and competences to help education professionals (educators, psychologists, counsellors...) address the problem of school bullying;



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- Knowledge, skills and competences that help education professionals encourage children to develop social skills to communicate well and solve problems without aggression
- Necessary mediation knowledge, skills and competences to take care of victims and perpetrators of bullying.



## Knowledge, skills and competences required to deal with bullying

	Social and Civic field	Pedagogical Awareness	Cultural Awareness and Mediation field	Digital field
Knowledge	<ul style="list-style-type: none"> <li>• Knowing how to use the terminology related to social and civic skills.</li> <li>• Knowing how to handle documentation linked to socialisation processes.</li> <li>• Knowing how to fill in and update correctly the necessary documentation about these processes and also instructions.</li> <li>• Knowing how to prepare a resource database about the measures.</li> <li>• Knowing how to behave correctly when confronted with expressions of bullying.</li> <li>• Knowing the proper social behaviour even in critical situations.</li> <li>• Recognising the signs of bullying in a victim.</li> <li>• Knowing legal aspects that relate to bullying.</li> <li>• Knowing well the legislation, regarding parents, teachers and school duty of care responsibilities</li> <li>• Recognising the roles and responsibilities of bullies, victims, peers, teachers, counsellor, principal, community.</li> <li>• Knowing the correct procedures for reporting.</li> <li>• Knowing how to investigate and track the incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to determine the consequences of acts of bullying at the pedagogical level.</li> <li>• Being able to distinguish school bullying from other behaviour problems.</li> <li>• Being aware of and able to convey to a school management the best approaches to reducing bullying.</li> <li>• Being aware of the different peer led methods of intervening and preventing bullying as pertaining to the student body.</li> <li>• Being aware of the effective methods of prevention and intervention of bullying that can be used by staff in a class/school environment.</li> <li>• Being aware of the necessary steps that can be used by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to communicate freely using the cultural related terminology, abbreviations, nomenclature...</li> <li>• Knowing how the characteristics and understand behaviour related to different cultures and ethnic minorities.</li> <li>• Knowing how to communicate and mediate with gateway behaviours</li> <li>• Knowing how to communicate with the victim negative emotions.</li> <li>• Knowing the fundamentals of mediation theory, how it differentiates to arbitration, and the importance that difference brings.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to communicate freely using the work related digital tools.</li> <li>• Knowing how to gather, translate and transfer relevant data and communicate any variations and be aware of the effect such variations might have.</li> <li>• Knowing how to use interactive platforms, social media tools for interaction with the target groups.</li> <li>• Knowing where and how to find information on the Internet on bullying.</li> <li>• Knowing social networks and modern communication means as well as the risks related to them.</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Commanding the terminology of social and civic principles</li> <li>• Being able to identify various social behaviours</li> <li>• Being able to describe the characteristics and explain the basic functions of dealing with bullying.</li> <li>• Being able to exchange responsibly information related to school bullying.</li> <li>• Adequately acting in conflict situations.</li> <li>• Having abilities in interpersonal relationships</li> <li>• Being able to manage one's emotions</li> <li>• Being able to deal with bullying - without influence on own work.</li> <li>• Consulting external experts/texts/newspapers related to issues about school bullying.</li> <li>• Being able to establish initial response in a good way that will act to neutralise/ minimise effect to the environment.</li> <li>• Being able to develop guidance precisely addresses to building a positive school climate and a guidance-oriented community where each individual's rights are respected and valued.</li> <li>• Being able to establish professional leadership within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to share expertise and action protocols with colleagues.</li> <li>• Being able to use information from various sources - handbooks, reports, internet etc.</li> <li>• Being able to determine whether a resource, a programme or material is good depending on field practices.</li> <li>• Being able to use documents in modern languages (specialised terms in native language and in English).</li> <li>• Being able to analyse critical messages and take the right actions</li> <li>• Being able to implement peer-led intervention to improve students' communication and empathy skills</li> <li>• Being open to communicating with parents in an approachable and productive manner to develop a better school environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to manage crisis and conflicts between people.</li> <li>• Being able to quickly respond to a variety of behaviours.</li> <li>• Being the documents required in day to day work with staff, students, parents, non-teaching staff, and the wider school community.</li> <li>• Being able to communicate correctly with the victim, the bully, the other students, all the school actors (school community).</li> <li>• Being able to communicate and cooperate with the families of the victim and the bully.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to complete forms, certificates, reports and other templates for special software programs used in the daily work with assessing and reporting bullying</li> <li>• Being able to, at a basic level, adapt forms, certificates, report forms and other templates to deal with the nature of bullying</li> <li>• Being able to understand school bullying specifications and distributing them via social media tools.</li> <li>• Being able to use digital devices to collect, maintain and present data concerning dealing with school bullying</li> <li>• Being able to make school actors aware of the risks of the Internet and social networks.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Competences</b></p>	<ul style="list-style-type: none"> <li>• Understanding critical/well critical behaviour.</li> <li>• Being able to place oneself into the position of the victim/bystander/accused bully to show empathy.</li> <li>• Being able to understand and empathise with parents whose child is being bullied / being accused of bullying while being able to drive the process forward.</li> <li>• Being able to promote a peaceful environment by using restorative practices.</li> <li>• Being able to promote interpersonal relationships, such as bonding, recognizing positive behaviour, fostering prosocial involvement and prosocial norms.</li> <li>• Being able to establish connections in the community to create activities and leadership opportunities.</li> <li>• Being able to implement an anti-bullying policy and to establish action protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Staying informed about development.</li> <li>• Taking initiative in following new developments.</li> <li>• Distilling the necessary information from a document.</li> <li>• Helping colleagues to find necessary information.</li> <li>• Being able to establish varied educational means to manage the class, foster positive attitudes favourable to learning.</li> <li>• Staying open and adaptable to the need for changes and updates to policy and reporting methods.</li> <li>• Being able to convey the theory and reasoning behind the various approaches to intervention and prevention to the student body, parents and wider school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding school bullying specifications.</li> <li>• Understanding (very well) the importance of school regulations being implemented in an open and fair manner.</li> <li>• Understanding the possibilities of the actions of every actor that could be involved.</li> <li>• Being able to implement information and strategy to monitor effectiveness of policy, prevention, and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the significance of forms and how data is used within other departments and relevant organisations.</li> <li>• Understands the importance of information presented in the digital form and what can be done with it.</li> <li>• Understanding how best to present the data within that form in a way suitable to write a report on it or present it to others.</li> <li>• Being able to use the Internet and social networks to develop learning communities and conjoint actions in order to fight school bullying.</li> </ul>
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## 6 Conclusions

The classic forms of bullying between students are found in all the partner countries of the SONET-BULL project. The same goes for cyber-bullying through the Internet and social networks.

Imbalance of power, repetition of the acts, intent to harm and a triangular relationship between the bully, the victim and the peer group are key components of the situations of bullying reviewed.

The conditions and mechanisms that foster bullying are also perceived similarly by the partners. Some students need to stand out to be recognised, many students are unable to cooperate, do actions that create misunderstandings, forget that they have duties as well as rights. Adults' failure to react and their lack of training foster the continuation of bullying, creating a feeling of impunity in the bullies.

The best replies against bullying seem to be those that associate disciplinary and educational sanctions, that develop a close collaboration between all school stakeholders, and that involve students and parents.

Early detection and prevention are key elements to effectively deal with bullying between students. When bullying is not detected, it goes on (sometimes several years) and tends to escalate, among other through cyber-bullying.

In all the partner countries, schools are encouraged to integrate the question of bullying in the school project and to define a specific prevention policy.

To implement a policy against bullying, it is necessary to train teachers and head teachers who are not prepared to manage this type of situations, students who need to develop themselves on authentic values (mutual respect, coexistence, tolerance, non-violent communication ...) as well as parents, whose cooperation is crucial.

Best practices developed in partners countries result from these observations. Prevention and improvement of the school climate are at the heart of all initiatives. These are implemented from a very early age. They target all forms of bullying (physical, verbal, sexual, digital, homophobia, culture and ethnic-related) and they address all school actors, who are invited to get involved and cooperate.

To support this perspective, the project partners tried to identify knowledge, skills and competences that education professionals should develop to effectively deal with bullying, i.e. "detecting it, countering it, preventing it". They investigated four fields of action (the social and civic fields, the pedagogical field, the cultural and mediation field and the digital field) in which they agreed on a set of recommendations.



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## Annexes

In this chapter are listed the case studies and best practices on which this report is based. They were collected by the partners in their respective country. The full review of those cases and practices will be made available to all the partners: <http://www.sonetbull.eu>

Annex 1: National publication review form

Annex 2: List of publications

Annex 3: Case study form

Annex 4: Best practice form

Annex 5: List of best practices



## Annex 1

**O1-A1: NATIONAL PUBLICATION REVIEW FORM**

Use this form to review publications on school bullying. Be sure to complete all the fields, to be as thorough as possible and to vary typologies. Please send **10 forms** to Inforef by the **30<sup>th</sup> of November 2014**.

<b>PUBLICATION TYPOLOGY</b>	<input type="checkbox"/> Research <input type="checkbox"/> Report <input type="checkbox"/> Legislative document <input type="checkbox"/> Newspaper / Magazine article <input type="checkbox"/> Book <input type="checkbox"/> Web article <input type="checkbox"/> Pedagogical tool <input type="checkbox"/> Other: .....
<b>TARGET GROUP OF PUBLICATION</b>	<input type="checkbox"/> Parents <input type="checkbox"/> Policy Makers <input type="checkbox"/> Teachers <input type="checkbox"/> Researchers <input type="checkbox"/> Young People <input type="checkbox"/> School Directors <input type="checkbox"/> Other: .....
<b>TITLE OF PUBLICATION</b>	
<b>NAME OF AUTHOR(S)</b>	
<b>NAME OF PUBLISHER</b>	
<b>LANGUAGE OF PUBLICATION</b>	
<b>KEY-WORDS</b>	<i>Please provide three to five key-words related to the main topic(s) of the publication</i>
<b>DESCRIPTION OF CONTENTS</b>	<i>Please provide a summary of the publication</i>
<b>COMMENTS ON THE PUBLICATION</b>	<i>Please provide a comment on the publication and the reason why it was selected</i>
<b>WHERE TO FIND IT</b>	<i>Please provide, if available, a link to the publication itself or to the information related to the publication</i>
<b>DATE</b>	
<b>PROJECT PARTNER</b>	

## Annex 2

Scientific literature and reference documents collected by the project partners.

### Surveys, researches

**W-M. Craig, K. Henderson, J.G. Murphy (2000)** “Prospective Teachers’ Attitudes toward Bullying and Victimization”. *School Psychology International*, Sage journals, 21, pp 5-21, English:

<http://spi.sagepub.com/content/21/1/5.short>

*Teachers attitudes - Research - Supervision - Indirect bullying*. This paper provides us a preview in the domain of research in the teachers’ attitudes about bullying.

**E. Debarbieux (2008)** “Les dix commandements de la violence à l’école”. Paris, Odile Jacob, French:

[http://books.google.be/books?id=SVkVtImJbK4C&printsec=frontcover&dq=Les+Dix+commandements+contre+la+violence+%C3%A0+l%27%C3%A9cole&source=bl&ots=MrpZX4AMth&sig=AWJMVXNEHffbZ6ciQ0CpUe1YyeU&hl=fr&ei=tHJeTavkloG2hAf4sKWcDQ&sa=X&oi=book\\_result&ct=result&resnu#v=onepage&q=Les%20Dix%20commandements%20contre%20la%20violence%20%C3%A0%20l%27%C3%A9cole&f=false](http://books.google.be/books?id=SVkVtImJbK4C&printsec=frontcover&dq=Les+Dix+commandements+contre+la+violence+%C3%A0+l%27%C3%A9cole&source=bl&ots=MrpZX4AMth&sig=AWJMVXNEHffbZ6ciQ0CpUe1YyeU&hl=fr&ei=tHJeTavkloG2hAf4sKWcDQ&sa=X&oi=book_result&ct=result&resnu#v=onepage&q=Les%20Dix%20commandements%20contre%20la%20violence%20%C3%A0%20l%27%C3%A9cole&f=false)

*School - Violence - Action proposals*. Ten proposals to efficiently fight violence at school, addressing victim protection, educational team’s actions, staff training, the parents’ decisive role.

**B. Galand, C. Carra, M. Verhoeven (2012)** “Prévenir les violences scolaires”. Paris, Presses Universitaires de France, French:

[http://books.google.be/books?id=Nq2VMQEACAAJ&dq=%E2%80%9CPr%C3%A9venir+les+violences+%C3%A0+l%E2%80%99%C3%A9cole%E2%80%9D&hl=fr&sa=X&ei=XVN0VOakKOXmyQOl64DgBg&redir\\_esc=y](http://books.google.be/books?id=Nq2VMQEACAAJ&dq=%E2%80%9CPr%C3%A9venir+les+violences+%C3%A0+l%E2%80%99%C3%A9cole%E2%80%9D&hl=fr&sa=X&ei=XVN0VOakKOXmyQOl64DgBg&redir_esc=y)

*School - Violence - Analysis tools*. The authors address the issue of violence at school, mainly from the perspective of what happens at school and in the class, rather than from the perspective of students’ specific difficulties.

**B. Galand, V. Hospel, N. Baudoin (2014)** “Prévalence du harcèlement en Fédération Wallonie-Bruxelles: Rapport d’enquête”. Université Catholique de Louvain, GIRSEF, French:

[www.enseignement.be/download.php?do\\_id=10583&do\\_check](http://www.enseignement.be/download.php?do_id=10583&do_check)

*School - Bullying - Survey*. Results and analyses of surveys conducted between 2011 and 2013 among 6,500 students, from the 6<sup>th</sup> year of primary school to the third year of secondary school (11-15 years old).

**T. Giovazolias, E. Kourkoutas, E.Mitsopoulou, M.Georgiadi (2010)** “The relationship between perceived school climate and the prevalence of bullying behaviour in Greek schools: implications for preventive inclusive strategies”. Elsevier, *Procedia, Social and Behavioural Sciences* 5, 2208-2215, English:

<http://www.sciencedirect.com/science/article/pii/S1877042810018112>

*Bullying - School climate - Risky behaviours - Counselling - Inclusive education*. It was found that negative perceptions of their school climate as well as involvement





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in risky behaviours predicted bullying behaviours towards their peers and that involvement in risky behaviours mediated this relationship.

V. Lingiardi, R. Baiocco, B. Barbieri, E. Baumgartner, G. Benvenuto, A-S. Bombi, M. Cacioppo, R. Cerutti, F. Laghi, S. Mazzoni, N. Nardelli, M. Nazzaro, E. Tripodi, S. Truzzi, E. Daniele, S. Loverno “La RICERCA ON-LINE: VIOLENZA di GENERE, BULLISMO OMOFOBICO e PERCEZIONE di SICUREZZA a SCUOLA”. Università Sapienza di Roma, Italian:

<http://lecosecambiano.roma.it/>

*Schools - Homophobic bullying - Teenagers*. In this research were involved 25 schools and 1745 students. Online Questions were about school atmosphere and bullying, emotional and relational life and level of life satisfaction, understanding of homosexuality and if the school deals with sexual orientation.

J. O’Higgins Norman (2008) “Homophobic Bullying in Irish Secondary Education”. Academica Press, English:

<http://academicapress.com/node/204>

*Bullying - homophobia*. An exploration of the experiences of students, parents and teachers regarding sexuality and homophobic bullying in National (i.e. public) as well as private secondary institutions.

J. O’Higgins Norman, M. Goldrick, K. Harrison (2010) “Addressing Homophobic Bullying in Second Level Schools”. The Equality Authority, English:

[http://www4.dcu.ie/education\\_studies/schooling\\_sexualities/documents/Addressing\\_Homophobic\\_Bullying\\_in\\_Second\\_Level\\_Schools.pdf](http://www4.dcu.ie/education_studies/schooling_sexualities/documents/Addressing_Homophobic_Bullying_in_Second_Level_Schools.pdf)

*Homophobia - School - Initiatives - Strategies - Leadership*. This research report was commissioned by the Equality Authority to promote evidence-based learning among educational practitioners - in particular those in leadership positions in schools - on school-level strategies and actions to address homophobic bullying.

J. O’Higgins Norman, J. Connolly (2011) “Mimetic theory and scapegoating in the age of cyberbullying: the case of Phoebe Prince”. *Pastoral Care in Education : An International Journal of Personal, Social and Emotional Development* (Volume 29, Issue 4), English:

<http://www.editlib.org/p/53107/>

*Bullying - Mimetic theory - Cyberbullying*. This paper examines the extent to which adolescent cyberbullying is related to social contexts such as post-primary schools and whether it can be explained by Girard’s mimetic theory of desire.

J. O’Higgins Norman, D. Ging (2014) “The Bloomsbury Guide to Pastoral Care, Bullying and Harassment (cyber bullying and the new media)”. Bloomsbury Press, English:

<http://www.bloomsbury.com/us/the-bloomsbury-guide-to-pastoral-care-9781441125170/>

*Cyberbullying - Gender - Harassment*. This chapter aims to redress that imbalance by reporting on research conducted in Ireland which examined the nature and extent of cyberbullying among adolescent girls.

**D. Olweus** (1993) “Bullying at school. What we know and what we can do”. French translation by M-H Hamen (1999) “Violences entre élèves, harcèlements et brutalités : les faits, les solutions”, Paris, ESF, French:

[http://books.google.be/books/about/Bullying\\_at\\_School.html?id=4qNLY13mkDEC&redir\\_esc=y](http://books.google.be/books/about/Bullying_at_School.html?id=4qNLY13mkDEC&redir_esc=y)

*School - Bullying - Definition - Intervention programme - Practical advice.* The author gives the first definition of bullying. This work is an authority on the issue of aggression at school and effective methods to fight and prevent it.

**A-M. O’Moore, C. Kirkham, M. Smith** (1997) “Bullying behaviour in Irish Schools: A nationwide study”. The Irish Journal of Psychology, Bullying Behaviour in Schools, Volume 18, Issue 2, English:

<http://www.tandfonline.com/doi/abs/10.1080/03033910.1997.10558137#.VL5ISdKG9TI>

*Survey - National - Bullying - Schools.* Results from the first nationwide study of bullying behaviour in primary and post primary schools in Ireland. Following on the work done in Scandinavia, this survey was one of the first national studies on school bullying carried out in Europe.

**R. Takizawa, B. Maughan, L. Arseneault** (2014) “Adult Health Outcomes of Childhood Bullying Victimization: Evidence From a Five-Decade Longitudinal British Birth Cohort”. The American Journal of Psychiatry, Volume 171 Issue 7, July 2014, pp 777-784, English:

<http://ajp.psychiatryonline.org/doi/full/10.1176/appi.ajp.2014.13101401>

*Longitudinal study - effects of childhood bullying in midlife adults.* The authors examined midlife outcomes of childhood bullying victimization.

#### Reports, books, dossiers

**J-P. Bellon, B. Gardette** (2010) “Harcèlement et brimades entre élèves - La face cachée de la violence scolaire”. Paris, Fabert, French:

<http://books.google.fr/books?id=tQDFVBMhmAEC&dq=%E2%80%9CHarc%C3%A8lement+et+brimades+entre+%C3%A9l%C3%A8ves+-+La+face+cach%C3%A9e+de+la+violence+scolaire%E2%80%9D&hl=fr&sa=X&ei=bIF0VODKO6TiyAPhoILAAQ&ved=0CCsQ6AEwAA>

*School - Violence - Survey - Prevention strategies.* Results and analysis of a survey conducted among 3,000 French “collège” students (11-15 years old).

**Department of Education and Skills** (2013) “Action Plan on Bullying - Report of the Anti-Bullying Working Group to the Minister for Education and Skills”. Department of Education and Skills, English:

<http://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf>

*Action - Overview - Requirements - Student Perspective - Legislation.* The Anti-Bullying Working Group of the Department of Education and Skills was tasked with



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developing a plan to identify the priorities that need to be addressed to combat bullying in schools.

**Eurispes, Telefono Azzurro** (2011) “Indagine conoscitiva sulla condizione dell’infanzia e dell’adolescenza in Italia 2011”. Eurispes, Italian:

[www.osservatoriopedofilia.gov.it/dpo/resources/cms/documents/sintesi\\_indagine\\_telefono\\_azzurroeurispes\\_2011.pdf](http://www.osservatoriopedofilia.gov.it/dpo/resources/cms/documents/sintesi_indagine_telefono_azzurroeurispes_2011.pdf)

*Survey - Parents - Sons - Opinions*. The publication is a report of a survey submitted to parents and students with the aim to gather their opinions about bullying at school and outside school.

**E. Mangiapane, G-I.Viscuso, E.Marsala** “Bullismo: un nuovo metodo d’intervento diossologico”. Association for Criminal and Forensic Psychology, Italian:

<http://www.ami-avvocati.it/master/abstract-mangiapane-seconda-parte.pdf>

*Psychology - persecutor behaviour - school*. The publication presents the characteristics of bullying, focusing on the characteristics of the persecution, in particular at school. It also reports references about Italian law.

**Ministero dell’Istruzione, dell’Università e della Ricerca** (2013-2014) “Interventi di contrasto al bullismo e al cyberbullismo nelle scuole”. MIUR, Italian:

[http://www.smontailbullo.it/webi/\\_file/documenti/ALLEGATI%20NEWS/BULLISMO-3.pdf](http://www.smontailbullo.it/webi/_file/documenti/ALLEGATI%20NEWS/BULLISMO-3.pdf)

*Cyberbullying definition - Campaigning - Actions in school*. The booklet, supported by Ministry of Education, University and Research that provide different information for teachers, parents students, to understand what is cyberbullying and how to take actions in school.

**M. O’Moore, P. Stevens** (2013) “Bullying in Irish Education”. Cork University Press, English:

<http://www.corkuniversitypress.com/Bullying-in-Irish-Education-p/9781782050438.htm>

*Review - Research - Strategies - Support*. The book gives a up to date holistic overview of research on bullying in Ireland, as well as a review of the current state of the law and explores whole school and peer strategies for preventing and resolving difficulties.

**M. O’Moore**, (2013) “Understanding School Bullying: A Guide for Parents & Teachers”. Veritas, English:

<http://www.veritasbooksonline.com/authors/o/m/mona-o/understanding-school-bullying.html>

*Guide - Parents - Teachers - Best Practice - Practical*. This book provides an understanding of school bullying and the forms it takes. It places a strong emphasis on prevention and intervention at primary, secondary and tertiary level.

**M. O’Moore**, (2014) “Understanding Cyberbullying: A Guide for Parents & Teachers”. Veritas, English:

<http://www.veritasbooksonline.com/understanding-cyberbullying-a-guide-for-parents-and-teachers.html>

*Cyber-bullying - Characteristics - Effects - Practical - Strategies*. This book explores the characteristics of cyberbullying, its prevalence, the serious effects it has, as well as the coping strategies of children and teenagers who are subjected to or witness cyberbullying.

**P-K. Smith, G. Steffgen** (2014) “Cyberbullying through the New Media. Findings from an international network”. Psychology Press, English:  
<http://www.guilfordpress.co.uk/books/details/9781848722545/>  
*Cyberbullying - Media violence*. The most update and significant reference on cyber bullying literature. Practical guide to cope with cyberbullying trauma.

**Telefono Azzurro “IL Bullismo”**. Telefono Azzurro, Italian:  
<http://www.azzurro.it/it/informazioni-e-consigli/informazioni/pubblicazioni-genitori-insegnanti-ed-educatori/la-biblioteca-di>

*Dialog - Awareness - Adult - Know and recognize bullying - Children*. This book after giving notions about what is bullying, it goes into the explanation of all the tools to recognize and to deal with the situation.

**Telefono Azzurro “LA SICUREZZA IN INTERNET: educare alla Rete per una navigazione sicura”**. Telefono Azzurro, Italian:  
<http://www.azzurro.it/it/informazioni-e-consigli/informazioni/pubblicazioni-genitori-insegnanti-ed-educatori/la-biblioteca-di#sthash.Sl7dbEfN.dpuf>

*Safer internet - Awareness - Young people - Students - Parents*. The publication target young people and parents providing information on the use of the internet and related risks giving practice examples on how to educate children on how to use the internet safely.

**Ufficio Scolastico Regionale della Campania, Osservatorio sul Bullismo e Dipartimento di Psicologia della Seconda Università degli Studi di Napoli** (2009) “IL BULLISMO: Indagine Conoscitiva nella Regione Campania”. Ministry of Education, Osservatorio sul Bullismo, Naples University, Italian:  
[http://www.campania.istruzione.it/allegati/2009/gennaio/Indagine\\_Bullismo\\_Campania.pdf](http://www.campania.istruzione.it/allegati/2009/gennaio/Indagine_Bullismo_Campania.pdf)

*Safer internet - Awareness - Young people - Students - Parents*. The publication provides definitions, indication on the phenomenon of bullying, information on the psychological profile of the victims and perpetrators, the presentation of the international researches conducted so far on the subject.

**C. Van Honsté** (2013) “La violence à l’école : de quoi parle-t-on?”. Brussels, Fédération des Associations de Parents de l’Enseignement Officiel, French:  
<http://www.fapeo.be/wp-content/uploads/2013/11/10-15-2013-La-violence-scolaire-de-quoi-parle-t-on.pdf>

*School - Violence - Analysis - Parents’ role*. The author proposes a framework to define school violence and question contextual elements that influence the perception and/or the occurrence of violence.



### Press articles and releases

**European Law Monitor** (2009) “Safer Internet Day: Commission starts campaign against cyber-bullying”. European Law Monitor, English:

<http://www.europeanlawmonitor.org/latest-eu-news/safer-internet-day-commission-starts-campaign-against-cyber-bullying.html>

*Safer internet - Cyber-bullying*. This article shows the Commission’s policies in order to protect young ages for harmful usage of internet.

**Fédération Wallonie-Bruxelles Enseignement** (2013) “Tar’ ta gueule à la récré”. Brussels, magazine “PROF”, French:

[http://www.enseignement.be/index.php?page=25869&pu\\_ref=17](http://www.enseignement.be/index.php?page=25869&pu_ref=17)

*School - Bullying - Detecting - Countering - Preventing*. Dossier on student bullying addressed to education profession.

**S. Ghali** (2013) “Les filles victimes numéro un”. Brussels, magazine “LE VIF - L’EXPRESS” 7<sup>th</sup> of June, French:

<http://www.levif.be/actualite/cyber-harcelement-les-filles-victimes-numero-un/article-normal-88555.html>

*Cyber-violence - Cyber-bullying - Disinhibition - Victims - Swindle*. Interview with Professor C. Blaya, specialist of cyber-bullying, about her book: “Les ados dans le cyberspace. Prise de risque et cyberviolence”.

**M. Ghaton** (2014) “Qui sont ces jeunes qui harcèlent leurs camarades?”. Brussels, magazine “LE VIF - L’EXPRESS” 16<sup>th</sup> of June, French:

<http://www.levif.be/actualite/belgique/qui-sont-ces-jeunes-qui-harcelent-leurs-camarades/article-normal-34813.html>

*School - Bullying - Bullying profiles*. Comments on a survey conducted by B. Galand, in which he makes a close link between and behavioural disorder in the bully.

**E. Tracey** (2014) “How three young disabled people dealt with bullies”. BBC News, Ouch, 20 November, English:

<http://www.bbc.com/news/blogs-ouch-30111911>

*Bullying - Disabled - Coping strategies*. Children with disabilities or special educational needs are more likely to become bullying victims. Three survivors tell their stories about how they overcome the bullying.

### Web articles

**Maurizio Ermisino** (2013) “I nuovi bulli viaggiano in rete”. *Retisolidali* n°2, March/April 2013, Italian:

<http://www.redattoresociale.it/Banche%20Dati/Pagine/Dettaglio/437916/I-nuovi-bulli-viaggiano-in-rete>

*Cyberbullying - Net - Solutions - Fear - Teenagers*. This publication is about cyberbullying and through statistics it is explain how cyberbullying works, it is popular, it is dangerous.

**Giovanni Lopez** (2012) “Bullismo: scuola e famiglia nell’educazione alle buone relazioni tra pari”. *Minorigiustizia* n° 3 settembre, Italian:

<http://www.redattoresociale.it/Banche%20Dati/Pagine/Dettaglio/415369/Bullismo-scuola-e-famiglia-nell-educazione-alle-buone-relazioni-tra-pari>

*Identification - Plan of action - Advice - Family - Teachers*. The publication is organised in two sections: the first one is addressed to teachers and it gives some advices to recognize and deal with bullying. The second part is addressed to families to give guidelines to manage bullying episodes.

**National Crime Prevention Council** (2014) “Bullying. Information and Resources to Help Prevent the Serious Problem of Bullying”. USA, National Crime Prevention Council, English:

<http://www.ncpc.org/topics/bullying>

*Coping strategies - Prevention*. Online library about preventing and dealing bullying. What Parents Can Do, Teaching Kids About Bullying, Girls and Bullying, Strategies.

#### Educational tools

**M. Elliot** (2002) “Bullying: A Practical Guide to Coping for Schools” (3<sup>rd</sup> Ed). London, Pearson Education, English:

<http://www.amazon.com/Bullying-Practical-Guide-Coping-Schools/dp/0273659235>

*Guidelines for teachers - anti-bullying exercises - techniques - peer mentoring - holistic approach*. This book provides the school community with many practical guidelines for addressing bullying in schools.

**Fédération Wallonie-Bruxelles Enseignement** (2013) “Guide pratique relatif à la prévention et à la gestion des violences en milieu scolaire”. Brussels, French:

<http://www.enseignement.be/index.php?page=26937>

*School - Violence - Procedures - Tools - Prevention actions*. Dynamic and interactive platform addressed to education professionals.

**Microsoft, Moige, Gruppo Poste Italiane, Telecom Italia, Polizia Postale e delle Comunicazioni** (2006) “Il web per amico. Un uso responsabile della rete”. Microsoft, Italian:

[http://img.poliziadistato.it/docs/brochure\\_web\\_amico.pdf](http://img.poliziadistato.it/docs/brochure_web_amico.pdf)

*Internet - safety - parents - cyberbullying - guide - cyberpedophile*. This guide aimed at parents explains what are the internet, chat, blogs, online games, after it is focused on cyberbullying and cyberpedophile.

**M. O’Moore, S. Minton** (2005) “Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals”. London, Paul Chapman Publishing, English:

<http://www.uk.sagepub.com/books/Book227025#tabview=title>

*Bullying - School - Parents - Pupils - Practical - Tool*. This book is designed for use by school management in their developing of anti-bullying policies and





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interventions, as well as providing a practical resource for teachers, parents, students and young people.

University of Cyprus (CY), Aristoteleion University of Thessaloniki (GR), Second University of Naples (IT), Center for the study of Democracy (BU), Rehabilitation Centre for sexually abused victims (HU), Chiamamilano Association (IT), Italian Ministry of Education, University and Research (IT), Universidad autonoma de Madrid (ES), International observatory of violence in schools (FR), INSTITUTE OF PSYCHOLOGY KAZIMIERZ WIELKI UNIVERSITY IN BYDGOSZCZ (PO), TICONBLU Srl (IT) (2011-2012) “T.A.B.B.Y trip in EU” Threat Assessment of bullying behaviour in Youngsters. Transferring Internet Preventive procedures in Europe. Daphne EU program, English:

<http://www.tabby.eu/>

<http://ing.tabby.eu/download-booklet.html>

*Cyber bullying - Preventive tool - Threat assessment.* Provides literature references for cyber bullying, forms of cyber bullying, comparative definitions of traditional bullying, legislative information, and suggestions of holistic interventions in school.

#### Videos

CBS (2014) “Bullying: Words can kill”. CBS news 48 hours, English:

<http://www.cbsnews.com/news/resources-for-students-parents/>

*Bullying - Coping strategies - Role playing - Interventions.* In this video we are witnessing parents and students talking about their bullying experiences. Sharing knowledge among peers and within the school community things can really get better, and can change.

#### Legislation

Fédération Wallonie-Bruxelles (2008) “Décret du 12 décembre 2008 relatif à la lutte contre certaines formes de discrimination”. Gallilex, French:

[http://www.gallilex.cfwb.be/document/pdf/33730\\_000.pdf](http://www.gallilex.cfwb.be/document/pdf/33730_000.pdf)

*Protected criteria - Bullying.* Ban on discrimination, including bullying, based on legally protected criteria. Definition of bullying in the field of education.



Annex 3

## **O1-A2: CASE STUDY FORM**

Use this form to review case studies of school bullying. Be sure to complete all the fields, to be as thorough as possible and to provide exemplary and varied cases. Please send **5 forms** to Inforef by the **31<sup>st</sup> of December 2014**.

**Title of the Case Study:** .....

### **Type of bullying event**

- Physical bullying     
  Verbal bullying     
  Cyberbullying  
 Ethnic-cultural differences     
  Homophobic     
  Sexual     
  Other: ...

### **Detailed description**

<b>SCHOOL LEVEL</b>	<i>Please indicate at which level the event happened</i>
<b>FACTUAL DESCRIPTION OF THE BULLYING EVENT</b>	<i>Please describe briefly:</i> <ul style="list-style-type: none"> <li>• <i>When and how the event started</i></li> <li>• <i>Main actors involved (age, sex, background...)</i></li> <li>• <i>Acts of bullying carried out</i></li> <li>• <i>Time period</i></li> </ul>
<b>RESPONSE IMPLEMENTED</b>	<i>Please describe which actions were undertaken (for example by the teachers, the parents, the school director, the bystander students, etc.) to respond to the act of bullying.</i>  <i>Please make reference to the possible existing strategies to fight school bullying that were implemented in this case.</i>
<b>IMPACT OF THE ACT OF BULLYING</b>	<i>Please describe the impact on the:</i> <ul style="list-style-type: none"> <li>• <i>School path</i></li> <li>• <i>Students' motivation</i></li> <li>• <i>Students' results (focusing on the bully, the victim, and bystander students)</i></li> <li>• <i>School environment (e.g. inclusion, democracy, active citizenship, safety, etc.)</i></li> </ul>
<b>POINT OF VIEW OF THE VICTIM</b>	<i>Please take into account at least the following elements:</i> <ul style="list-style-type: none"> <li>• <i>Perception of the causes of the bullying event,</i></li> <li>• <i>If they informed anybody,</i></li> <li>• <i>What help they needed and from whom.</i></li> </ul>
<b>POINT OF VIEW OF BULLYING STUDENT(S)</b>	<i>Please take into account at least the following elements:</i> <ul style="list-style-type: none"> <li>• <i>Motivation,</i></li> <li>• <i>Why they choose this victim,</i></li> <li>• <i>Regrets.</i></li> </ul>



<b>POINT OF VIEW OF OTHER STUDENTS</b>	<p>Please take into account at least the following elements:</p> <ul style="list-style-type: none"> <li>• Awareness of what was happening,</li> <li>• Perception of the causes,</li> <li>• What they did and why.</li> </ul>
<b>POINT OF VIEW OF TEACHERS</b>	<p>Please take into account at least the following elements:</p> <ul style="list-style-type: none"> <li>• Awareness of the situation,</li> <li>• How they managed to understand what was happening,</li> <li>• What they did,</li> <li>• Cooperation received from other teachers and from the school director.</li> </ul>
<b>POINT OF VIEW OF SCHOOL DIRECTOR</b>	<p>Please take into account at least the following elements:</p> <ul style="list-style-type: none"> <li>• Awareness of what was happening,</li> <li>• What he/she did to address the episode,</li> <li>• What he/she thinks is needed to improve the situation.</li> </ul>
<b>POINT OF VIEW OF THE PARENTS OF THE PUPILS INVOLVED</b>	<p>Please take into account at least the following elements:</p> <ul style="list-style-type: none"> <li>• If they noticed what was happening,</li> <li>• If they were informed and by whom,</li> <li>• If they had the possibility to change the situation and how.</li> </ul>
<b>POINT OF VIEW OF THE SCHOOL COUNSELLORS</b>	<p>Please take into account at least the following elements:</p> <ul style="list-style-type: none"> <li>• If they were aware, what they did,</li> <li>• If they were not aware, what they would have done,</li> <li>• How they would improve communication and cooperation.</li> </ul>
<b>CONCLUSIVE DEDUCTIONS</b>	<p>Please provide adequate comments and conclusion on the case study.</p> <p>Please analyse the causes of the event and the mechanism that made the phenomenon possible (e.g. what did not work, what worked).</p>
<b>DATE</b>	
<b>PROJECT PARTNER</b>	

Annex 4

**O1-A3: BEST PRACTICE FORM**

Use this form to review best practices against school bullying. Be sure to complete all the fields, to be as thorough as possible and to provide exemplary practices of various typologies. Please send **10 forms** to Inforef by the **15<sup>th</sup> of January 2015**.

**Title of the Best Practice:** .....

**Type of bullying event**

- Physical bullying     
  Verbal bullying     
  Cyberbullying  
 Ethnic-cultural differences     
  Homophobic     
  Sexual     
  Other: .....

<b>SCHOOL LEVEL(S)</b>	
<b>BEST PRACTICE TYPOLOGY</b>	<input type="checkbox"/> Transnational Initiative <input type="checkbox"/> Action-Research/Pilot Project <input type="checkbox"/> Regional/National Policy <input type="checkbox"/> Informative Campaign <input type="checkbox"/> Training Course for Teachers/Students/Parents <input type="checkbox"/> Internal School Project <input type="checkbox"/> Other:
<b>INITIATOR(S)</b>	
<b>COUNTRY WHERE IT TOOK PLACE</b>	
<b>DEFINITION OF TARGET GROUP</b>	<input type="checkbox"/> Parents <input type="checkbox"/> Policy Makers <input type="checkbox"/> Teachers <input type="checkbox"/> Researchers <input type="checkbox"/> Young People <input type="checkbox"/> School Directors <input type="checkbox"/> Other: .....
<b>DESCRIPTION OF THE BEST PRACTICE</b>	<i>Please provide a description of the best practice, its strengths, the results achieved, reviewer's comment...</i>
<b>DATE</b>	
<b>PROJECT PARTNER</b>	



## Annex 5

Best practices collected in the partner countries

### **Belgium**

- 1) Belfedar
- 2) Click Safe
- 3) Dossier Cyberbullying
- 4) “The Dark Side of School Yards” - Documentary
- 5) “Kenny” - Movie
- 6) Budding Mediators
- 7) I am Not Scared project
- 8) School Safety Net project
- 9) Educational DVD against online hatred and cyberbullying
- 10) EPTO training

### **Greece**

- 1) Neurons of strength
- 2) Safety Net
- 3) Voluntary Activities
- 4) Intensified Supervisions
- 5) Parenting Counseling
- 6) Preventing School Violence Observatory
- 7) Safer Internet Day
- 8) Internet’s Farm
- 9) Interactive educational tool for managing bullying
- 10) TABBY

### **Ireland**

- 1) Relationships and Sexuality Education Module
- 2) Whole School Anti Bullying Policy
- 3) Anti-Bias Workshops

- 4) The No Blame Approach
- 5) Peer Mediation
- 6) Donegal Project - ABC Whole School Community Approach
- 7) CT4P - Cybertraining for Parents
- 8) VISTOP - Violence In Schools Training Online Project
- 9) Circle Time / Sociometric Assessment
- 10) Buddying/Meitheal/Cybermentoring

#### Italy

- 1) Sicurinrete.it
- 2) generazioniconnesse.it
- 3) Smonta il Bullo
- 4) Una Vita da Social
- 5) Tabby trip in EU
- 6) Genitori Su Internet
- 7) Safety bullying
- 8) MABE
- 9) ABC
- 10) LE COSE CAMBIANO@ROMA