

SociAl competences
and FundamEntal Rights
for preventing bullying



safer

THE SAFER

PROJECT

CONFERENCE PROCEEDINGS

FINAL CONFERENCE Whole School and Community Approach In Preventing Bullying and Cyberbullying

Brussels, Wednesday, 13th March 2024

VENUE

Pentahotel Brussels City Centre
38 Chaussee de Charleroi, 1060 Brussels

CONFERENCE PROGRAMME



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Project number: 621528-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN



09.00 - 09.30 ● **Registration**

09.30 - 10.00 ● **Addresses**

Institutional opening

MEP Massimiliano Smeriglio, Italy (video)

Group of the Progressive Alliance of Socialists and Democrats in the European Parliament

MEP Stelios Kypouropoulos, Greece (video)

Group of the European People's Party (Christian Democrats) in the European Parliament

What is the European Antibullying Network and what does it propose?

Mr. Costas Yannopoulos

EAN President/ President Board of Directors, The Smile of the Child - Greece

10.00 - 10.30 ● **Keynote Speech: Exploring the long-term impact of being (cyber)bullied**

Prof. Sara Pabian

Assistant Professor, Communication and Information Sciences, Tilburg University - The Netherlands

10.30 - 10.45 ● **The Whole School and Community Approach (WSCA) in the SAFER PROJECT**

Mrs. Maria Rita Bracchini

*EAN Vice-President / SAFER Coordinator
Foundation Hallgarten Franchetti, Centro Studi Villa Montesca, (FCSVM) - Italy*

Mr. Fabrizio Boldrini

Director- Foundation Hallgarten Franchetti, Centro Studi Villa Montesca, (FCSVM) - Italy

10.45 - 11.00 ● **Risk factors and prevention of bullying: The Questionnaire**

Prof. Stefano Taddei

Giunti Psychometrics - Italy

11.00 - 11.30 ● **Coffee Break**

11.30 - 11.45 ● **Peer mediation and bullying prevention: empowering students and dialogue to change the school climate. The Invece di Giudicare® project**

Mrs. Mariachiara Gentile

*Lawyer, Conflict mediator and trainer
Member of the European Antibullying Network - Belgium*

11.45 - 12.00 ● **The implementation of SAFER's WSCA in school: From Theory to practice**

Mr. Emmanouil Kartsonakis

Regional Director of Crete

Mrs. Areti Vouraki

European Programs coordinator, SAFER Project Manager, Regional Directorate of Primary and Secondary Education of Crete - Greece

12.00 - 12.15 ● **The role of the parents**

Mrs. Antoaneta Vassileva

*Programme Coordinator of SAFER Project
Parents Association - Association Roditeli - Bulgaria*

12.15 - 12.30 ● **The training materials for preventing bullying and promoting interculturality**

Mr. Nami Isaki

Executive Director, Center for Intercultural Dialogue (CID) - North Macedonia

12.30 - 12.45 ● **The contribution of SAFER to the enhancement of the anti-bullying policy**

Mrs. Yiota Panayiotou

Officer, Cyprus Observatory on School Violence (C.O.S.V.) - Cyprus Pedagogical Institute, (C.P.I.) - Cyprus

Mrs. Christiana Stavrou

Educational Planning Officer, Cyprus Pedagogical Institute, (C.P.I.) - Cyprus

12.45 - 13.00 ● **Project impact in socio-cognitive measures - a country analysis**

Prof. Luís Sérgio Vieira

Assistant professor, University of Algarve (UAlg) - Portugal

Prof. Joana Vieira dos Santos

Assistant professor, University of Algarve (UAlg) - Portugal

13.00 - 14.00 ● **Lunch Break**

14.00 - 16.00 ● **STUDENTS and TEACHERS VOICES**

Students and teachers participating in SAFER project present their experience

16.00 - 16.30 ● **Q&A & Closing remarks**



MEP Massimiliano SMERIGLIO
Italy - Alleanza Verdi e Sinistra (Italy)

Good morning, everyone, thank you for having me. I regret not being able to join you in person, but it was important to me to send a video message as the topic we're discussing today is one that holds significant importance to me.

Over the past decade, the digital landscape has reshaped our daily routines and offered unprecedented means of communication, information sharing, and expression of ideas.

This digital revolution has enriched our lives, yet it has also introduced new risks and complexities. Among these challenges, cyberbullying stands out as a pervasive threat, fueled by the increased accessibility and by the anonymity of the online reality.

The statistics paint a troubling picture: globally, one in three children falls victim to online bullying, with alarming frequencies reported in Europe (Unicef). In 2020 alone, 33% of girls and 20% of boys encountered disturbing online content monthly. Sadly, the pandemic has only exacerbated this issue, with cyberbullying consistently ranking as the primary concern among young people seeking support from safer internet centers.

We have some key legislative measures, at the EU level, setting stringent obligations for online intermediaries, such as the Digital Service Act and the Audiovisual Media Services Directive, and one of the main axes of the Commission communication on “achieving the European Education Area by 2025” the issue of maintaining education and training institutions as safe environments, free of violence, bullying, harmful speech, disinformation and all forms of discrimination.

There's also the Better Internet for Children (BIK+) strategy, that makes visible the safer Internet centers (SICs) in Member States and the child helplines (116111) for cyberbullying victims.

We thank for projects such as SAFER and days such as today, where we address the issue with the experts, the relevant stakeholders and especially with young people, who can always give a fresher and insightful perspective.

But, overall, we think that we need to do more, starting from the European Parliament.

I believe we need to address the problem of bullying and cyberbullying within the education systems as education is the driving force behind the creation of public awareness, civic and ethical values. That is why we have been discussing within the CULT Committee a proposal for a report that we hope will come to light soon. It should stress the importance of early, formal, informal and non-formal education in the awareness of the phenomenon; it should harmonise academic curricula through the EU; propose actions that incorporate children and young people actively into the fight and have a gender mainstream approach, as gender-based cyberbullying is a frequent form of violence; and it shall give clear recommendation to Member States. Thank you all and I wish you a very fruitful discussion.



MEP Stelios KYMPOUROPOULOS
Group of the European People's Party (Christian Democrats)
Greece - Nea Demokratia (Greece)

Dear partners of the European Antibullying Network,

I was really looking forward this final conference of the SAFER project, as I would like to meet, in person, all the organizations of the Consortium, as well as the students and teachers involved. Unfortunately, my face-to-face participation is not possible, but my interest in your project remains high, that is why I have thoroughly read every single info in your website, your brochures and newsletters.

Bullying in schools is a serious issue that affects learners both emotionally and academically. It can occur inside or outside of school premises and takes various forms: physical, verbal, or emotional. Parents and educators must remain vigilant and take proactive steps to create a safe and supportive environment for all students.

The Whole School and Community Approach, in your project, frames the problem correctly. School is just an important node of a wider and complex network where the personality and behavior of a student is evolved. Family is another important node, while this network is completed by smaller nodes, such as the neighborhood, the church, and all the institutions that offer leisure, cultural or sport activities to children. I would like to congratulate you for that approach. All these nodes should cooperate and share a common responsibility for the prevention of bullying.

As a psychiatrist, I recognize that the second factor of bullying is the aversion towards anyone that looks different, the unfamiliarity with different body-types, skin colors, impairments, origins, culture, clothes, type of families and others. The stereotypes that this diversion carries, wrong stereotypes that are transferred through parents, teachers and the entire community to the children, who cannot filter it and end up bullying those who differ. Disabled students, Roma students, refugee students, overweight students, students with old-fashioned, cheap, worn out or dirty clothes, even students wearing glasses are the ones most at risk in relation to bullying.

The EU needs this kind of projects. My colleagues and I are endeavoring to raise their support, to assure their continuity and cohesion with the society. I hope that we will have the chance to meet and discuss more about it. Thank you for the invitation.



What is the European Antibullying Network (EAN) and what does it propose?

Costas Yannopoulos

President BoD
«The Smile of the Child»

President BoD
European Antibullying Network-EAN



What is the European Antibullying Network and what does it propose?

- The European Antibullying Network was founded in 2014.
- Today it consists of **22 members** (civil society, organizations, public institutions and schools) from **14 European countries**.
- A common commitment of its members is **tackling** violence and bullying and cyberbullying.
- Officially registered as an international non-profit-making association in Belgium in March 2015.



What is the European Antibullying Network and what does it propose?

EAN Our Recent Work

European Antibullying Network-ABC project
(Daphne III, 2013-2014) deliverables

- European review of anti-bullying policies and recommendations
- Manual for the Certification Procedure (available in English, Dutch, Italian and Greek) and annexes
- Intervention Toolkit Manual

EAN-Eurocert



What is the European Antibullying Network and what does it propose?

EAN Effective anti-bullying interventions

Overall objective of EAN:

- Enhance social skills
- Consolidate in practice common ownership of values

Example of EAN membership involvement

- SAFER project (EAN, Italian lead, Spain, Croatia, Ireland, Greece)



What is the European Antibullying Network and what does it propose?

The four main objectives of EAN

#1 Building infrastructure: empowering EAN members and other important organizations, not necessarily members of the Network aiming at the prevention of the phenomenon.

#2 Developing methods: motivating and empowering young people, adults and institutions to prevent and tackle bullying.

#3 Raising awareness: dissemination of knowledge to raise awareness of the need to combat bullying as a specific form of violence and to communicate the possibilities provided to achieve the goal, including through the development and promotion of a certification process for the policies adopted by schools against bullying.

#4 Advocacy: monitoring national and European policies on bullying, with the aim of stimulating and advocating higher impact strategies.



What is the European Antibullying Network and what does it propose?

EAN has significant goals, including:

- To observe and influence national and European policy to develop a coordinated European approach against bullying in Europe.
- To coordinate campaigns and counter-bullying measures by creating alliances across Europe.
- To empower professionals by sharing best practices and by giving them the right tools and training.
- To spread knowledge about how to combat bullying among the general public, kids, teenagers, parents, and instructors.



What is the European Antibullying Network and what does it propose?

The dimension of the phenomenon in Greece and Europe

Greece | Resource: The Smile of the Child

- **1 in 3 children** (35.5%) are bullied, in all Geographical Regions and School Grade Levels throughout Greece
- **1 in 4 children** all over Greece say they feel their school doesn't teach them not to bully their classmates, across geographic regions and grade levels

«The Smile of the Child» in 2023:

- We carried out **1 counseling every two days for bullying in children** (252 counselings)
- Of the incidents that received publicity and related to bullying and delinquency among minors, the majority concern adolescent children (13 – 18 years old) boys.
- A **47% increase** was captured in the number of students who participated in prevention and intervention programs about bullying
- We carried out **prevention intervention programs for 230 students every school day**
- Prevention intervention programs about Bullying in **29,675** students and **1,583** educators and **3,234** parents/guardians

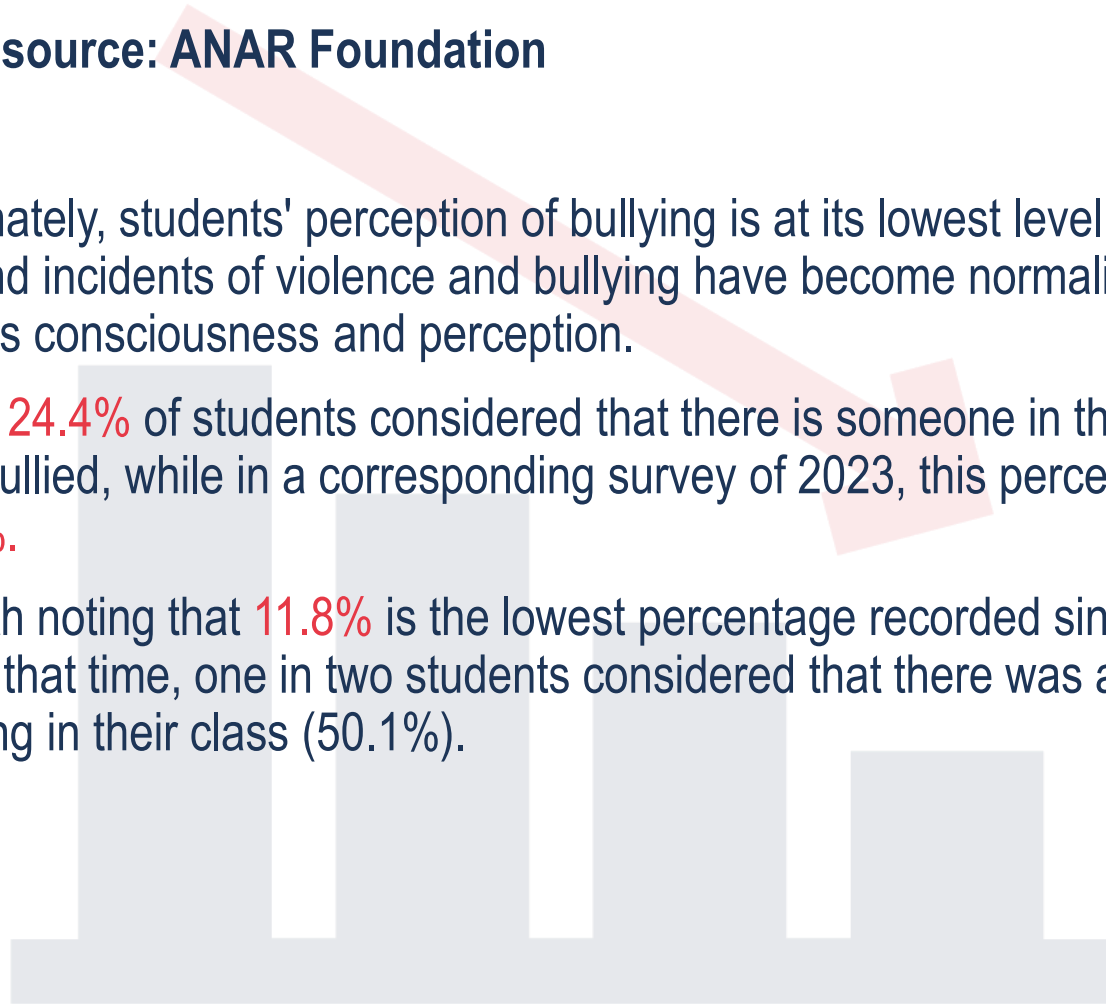


What is the European Antibullying Network and what does it propose?

The dimension of the phenomenon in Greece and Europe

Spain | Resource: ANAR Foundation

- Unfortunately, students' perception of bullying is at its lowest level in recent years and incidents of violence and bullying have become normalized in children's consciousness and perception.
- In 2022, **24.4%** of students considered that there is someone in their class who is bullied, while in a corresponding survey of 2023, this percentage rises to **11.8%**.
- It is worth noting that **11.8%** is the lowest percentage recorded since 2015, when at that time, one in two students considered that there was an incident of bullying in their class (50.1%).





What is the European Antibullying Network and what does it propose?

The dimension of the phenomenon in Greece and Europe

Croatia | Resource: Center for Missing and Exploited Children Croatia

- **1 in 4 children** experience some form of violence at school every day, with **19%** of these children receiving violence and **8%** both receiving and perpetrating violence.
- **62%** of parents and **44%** of students state that they have never been informed about the phenomena of violence and bullying.
- Only **68%** of teachers are aware of their legal responsibility to report an incident of violence involving a child to the relevant authorities.



What is the European Antibullying Network and what does it propose?

However, despite regional variations and disparities in how bullying is viewed across the continent, a coordinated European approach is required. The European Antibullying Network has also taken steps in this area by exchanging **recommendations for a common European Strategy**.

These are:





What is the European Antibullying Network and what does it propose?

1. Development of policy framework, legislative regulations, ministerial circulars
2. Cultural competence
3. Human rights education and peace values
4. Conflict management and peaceful resolution strategies
5. 'Whole school' approach
6. Whole community' approach
7. Manuals and guidelines
8. Research
9. Evaluation and follow-ups
10. Databases
11. Networking
12. Dissemination effort



The phenomenon of bullying and violence and in Greece and Europe

The dimensions are **uncontrollable** and the only way to deal with them is to take care of students, teachers and parents...

One of our most important **tools** is...

EANCERT | European Antibullying Certification





What is the European Antibullying Network and what does it propose?

Policy Paper of EAN

Describes:

- the issue of the phenomenon
- the impact of the phenomenon
- Framework of Response
- EAN's Call for Responsible Leadership at All Levels
- Strengths and Shortcomings in Europe
- EAN's Quest to Contribute.





European Antibullying Network



THAN YOU!



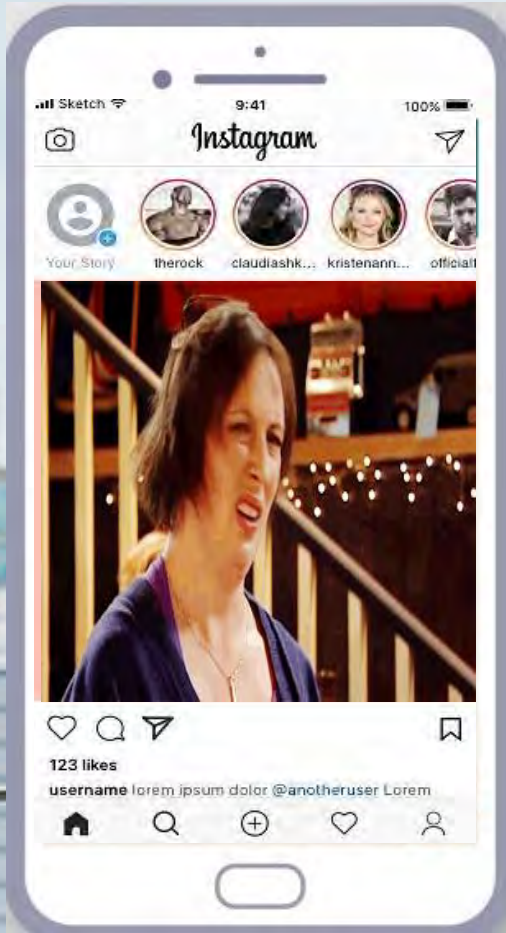
Exploring the long-term impact of being (cyber)bullied

Sara Pabian

March 13, 2024, Brussels

Seriously, I will kick her after class if she asks one more question!

Nerd alert!



Buttkisser!



Block User

Report

Hide Your Story

Copy Profile URL

Share this Profile

Send Message

Turn on Post Notifications

Cancel



Risk behavior

Some forms

- (Cyber)bullying
- (Online) aggression
- (Online) hate speech
- (Online) celebrity bashing
- Fictitious (online) victimization or self-(cyber)bullying

“any consciously, or non-consciously controlled behavior with a perceived uncertainty about its outcome, and/or about its possible benefits, or costs for the physical, economic or psycho-social well-being of oneself or others.” (Trimpop, 1994)

How to tackle these behaviors?





Long-term outcomes of (cyber)bullying

March 13, 2024, Brussels



Immediate consequences

Examples:

Depression,
low self-esteem,
suicidal ideation,
(social) anxiety,
pessimism,
unhappiness



Long-term consequences

- Years after being (cyberbullied)
- Current generation of young adults = first that could have been victimized both offline and online during childhood/adolescence



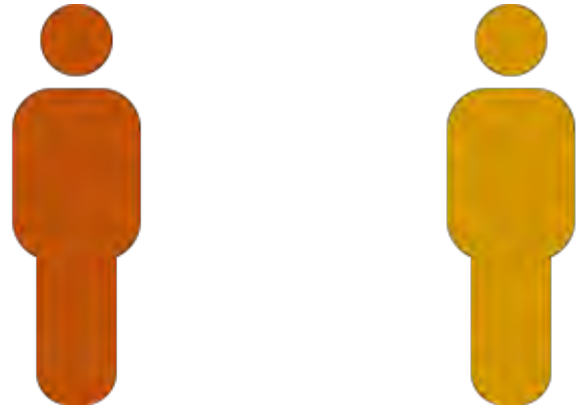
How to study?



- Retrospective survey
- Interviews
- Long-term follow-up



Non-victims: 36.2 %



Pure traditional bullying victims: 46.6 %

1.6 %

Pure cyberbullying victims

15.5 %

Cyberbullying – traditional bullying victims

Perceived impact of experiences on current life as an adult

- Comparison of
(1) pure cyberbullying victims,
(2) pure traditional bullying victims,
(3) cyberbullying-traditional bullying victims
- Largest negative impact on current life for those that were bullied both offline and online



Current mental health and well-being

- Comparison of
 - (1) pure cyberbullying victims,
 - (2) pure traditional bullying victims,
 - (3) cyberbullying-traditional bullying victims,
 - (4) non-victims
- Differences between groups for
 - Self-esteem
 - Life satisfaction
 - Life orientation
 - Social loneliness
 - Familial loneliness
 - Social interaction loneliness



The background of the slide features a close-up of several small green seedlings with two leaves each, growing out of dark, rich soil. The scene is captured during a rain shower, with numerous water droplets falling vertically across the frame, creating a soft, blurred effect. The overall color palette is dark and moody, dominated by deep blues and greens.

Follow-up study

Life stories of adults that were severely bullied offline and online during adolescence

March 13, 2024, Brussels

Method

“Can you share your experience with offline and online bullying and how these experiences have impacted your life?”



March 13, 2024, Brussels

Victims bullying history

- Bullying started before the age of 12 years old
- Bullied for a long period of time: Range 4 to 8 years
- Multiple forms of offline and online bullying

Forms

- Being physically attacked
- Being called names
- Being laughed at
- Being excluded
- Lies or rumors being told or spread
- Being threatened
- Being stalked
- Receiving negative comments on own content
- Being catfished
- Embarrassing pictures being spread
- Personal information being abused

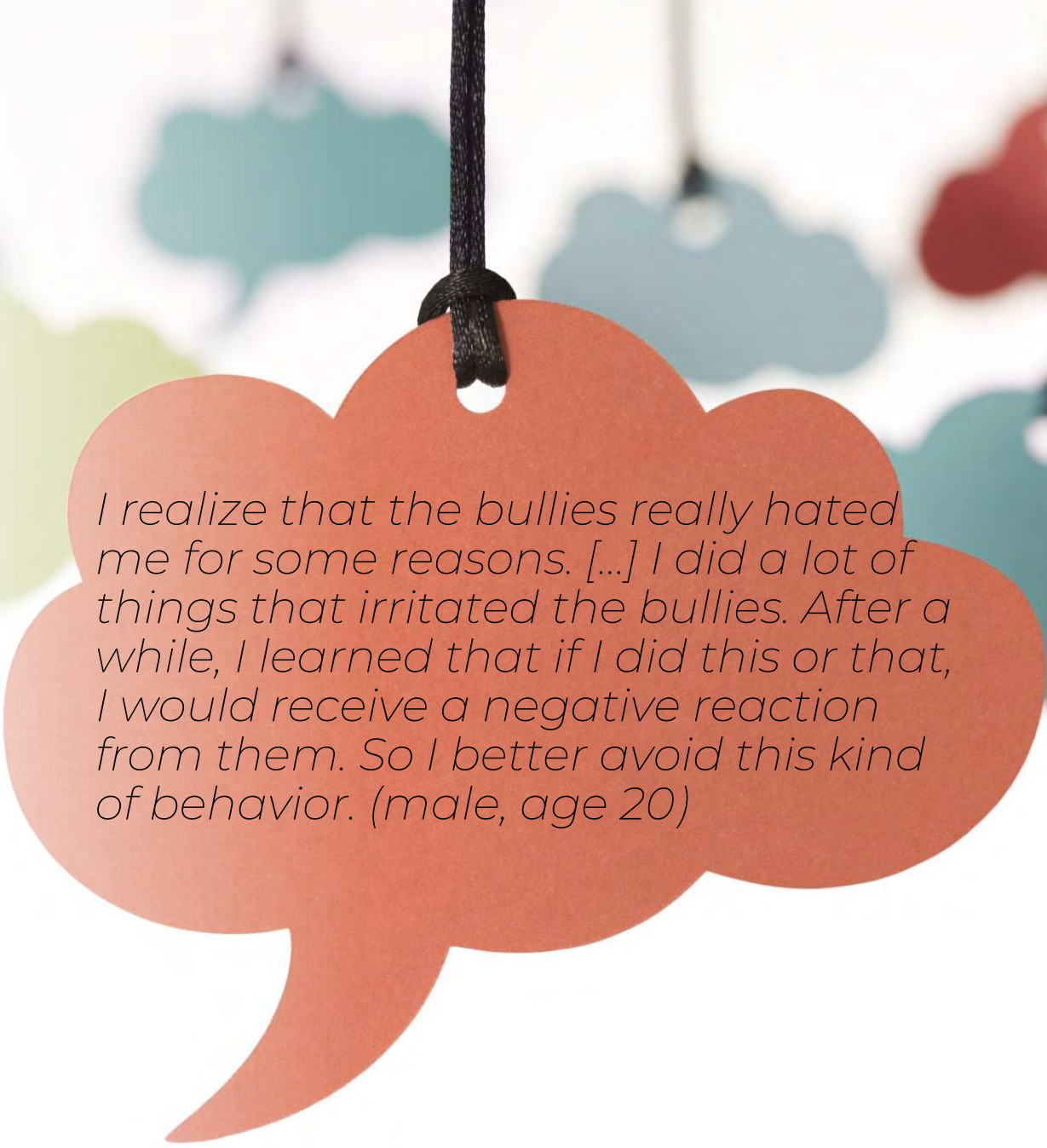
What we learned from the stories

Two broad categories regarding impact

- Perceived impact on social interacting today
- Perceived impact on personal characteristics

Perceived impact on
social interacting today:


Avoiding past
triggers/reasons for
bullying



I realize that the bullies really hated me for some reasons. [...] I did a lot of things that irritated the bullies. After a while, I learned that if I did this or that, I would receive a negative reaction from them. So I better avoid this kind of behavior. (male, age 20)

Perceived impact on
social interacting today:

Sharing personal information

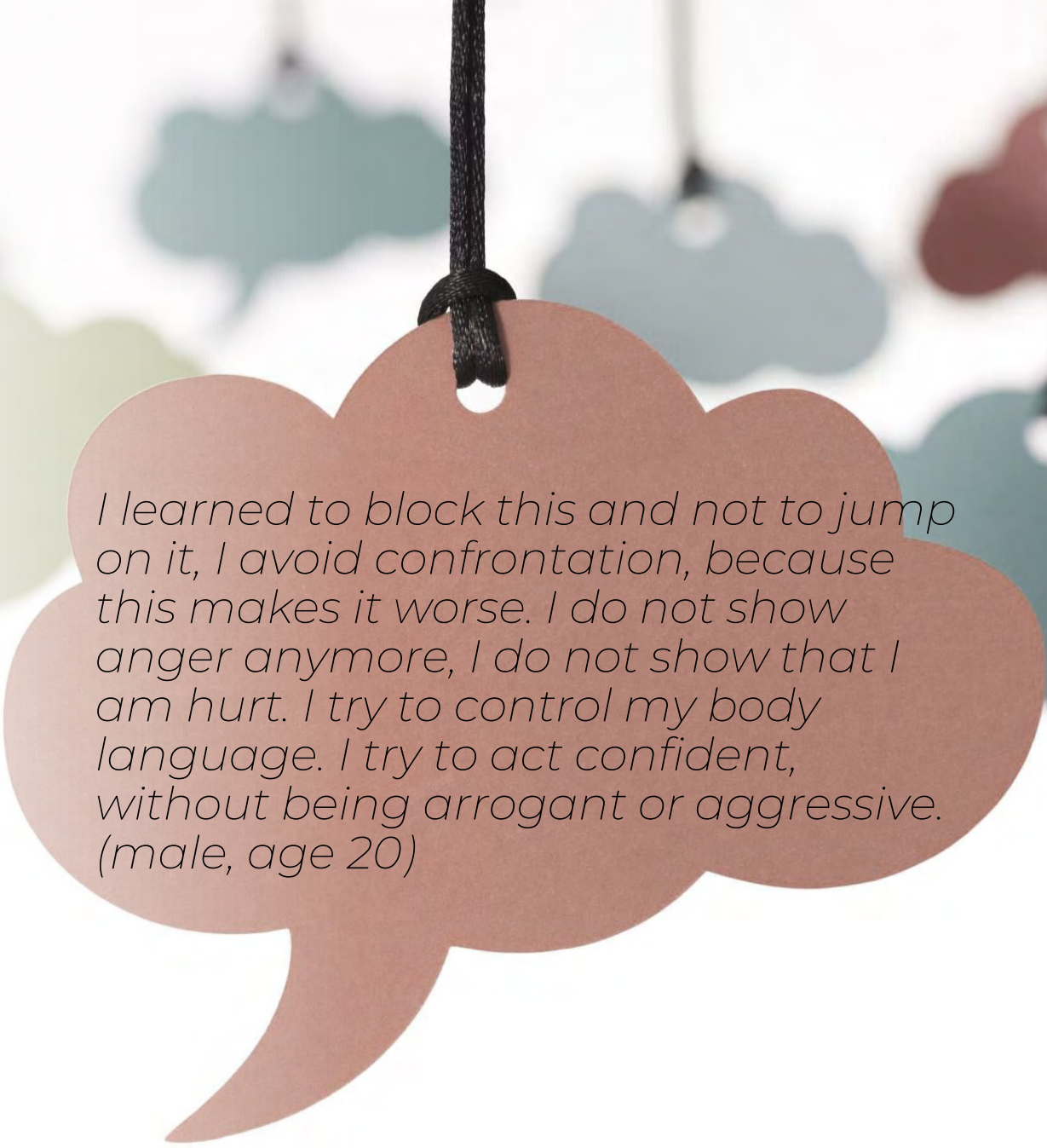


If I wasn't bullied in the past, I would share more easily personal stuff with people I know less well. But that has been used against me in the past, so now I think, yeah, never mind. And I do have a lot of good friends with whom I can share, so I shut myself off from the others I don't know very well. [...] I don't trust people so easily anymore.

(female, age 25)

Perceived impact on
social interacting today:

Coping with conflicts,
aggression, and bullying



*I learned to block this and not to jump on it, I avoid confrontation, because this makes it worse. I do not show anger anymore, I do not show that I am hurt. I try to control my body language. I try to act confident, without being arrogant or aggressive.
(male, age 20)*

Perceived impact on
social interacting today:

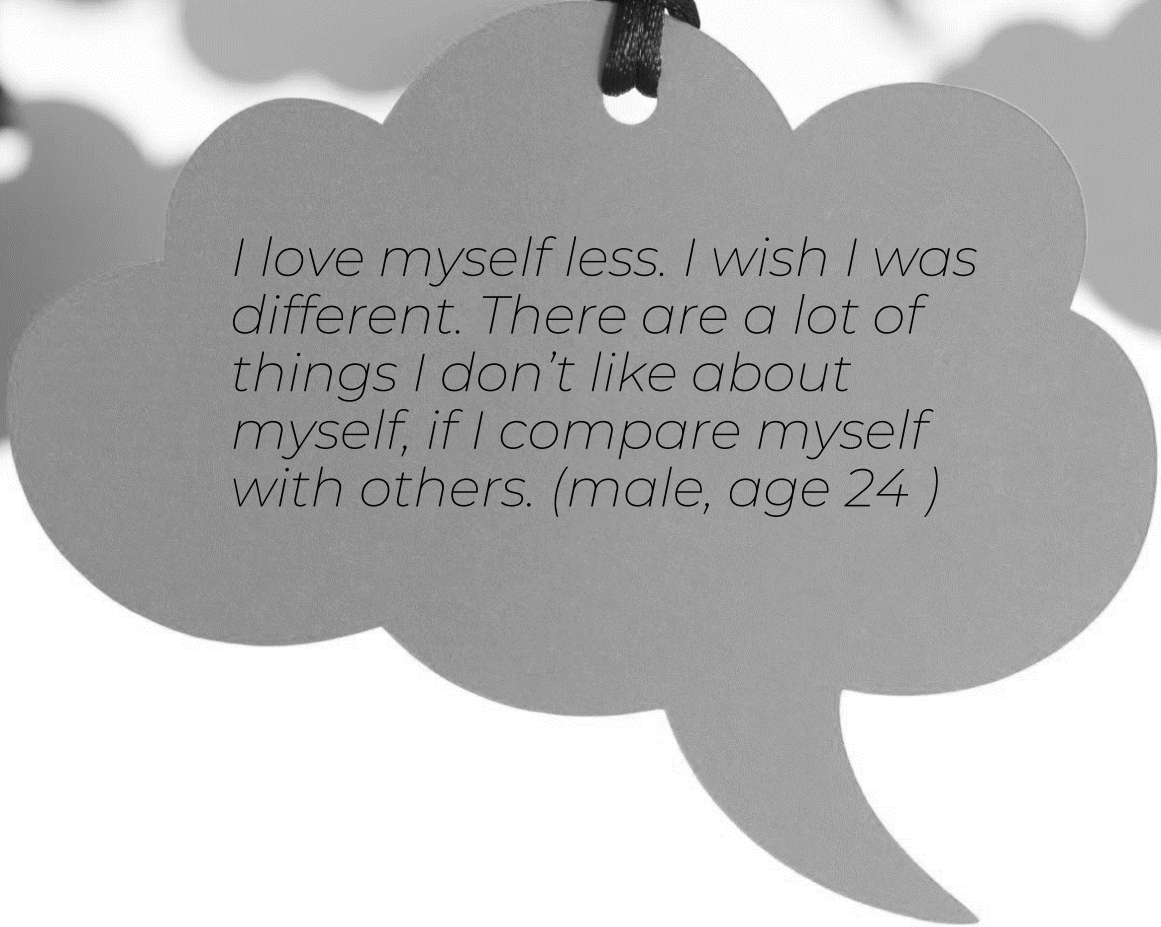
Friendships

We [school psychologist] have become friends. She is 29 and I am 20, so the age difference is not that big. It is funny because, now that we are friends, the roles are sometimes reversed. I listen to her and try to help her with her problems.

(female, age 20)

Perceived impact on
personal characteristics:

Self-esteem



I love myself less. I wish I was different. There are a lot of things I don't like about myself, if I compare myself with others. (male, age 24)

Perceived impact on
personal characteristics:

Anxieties

I am afraid that I don't do what is expected, so that they will indeed start thinking negatively about me. Like 'oh my god' or 'serious?' For instance, sometimes I don't know if I have to give somebody a kiss as a greeting. I am afraid that if I do, the other one will pull back. (female, age 22)



If I am a witness of bullying, I will always check whether the victim is ok, or whether I should intervene. And I am not afraid to react. (female, age 19)

Perceived impact on personal characteristics:

Level of empathy

Perceived impact on
personal characteristics:

Resilience

Sorry, but I found it bullshit if people say that they became stronger from being bullied. I thought that about myself too for a few years. But I realize now that the bullying did not make me stronger. It still makes me small and miserable, and these negative experiences will always be with me. And everything you do after you've been bullied, you do it yourself and not the bullies. It is not the bullying that has changed me, it's what I have done with my life. I have fought for years, and I am still fighting.

(female, age 22)

Thank you!



S.j.r.pabian@tilburguniversity.edu



<https://www.tilburguniversity.edu/staff/s-j-r-pabian>



Sara Pabian



Social competences
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The Whole School and Community Approach (WSCA) in the SAFER PROJECT

Maria Rita Bracchini and Fabrizio Boldrini
P.I.



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People say...



How can we prevent a situation, if the victims and the perpetrators may think that they are involved in a “joke”? However, the psychosocial consequences of being bullied are significant. It is confirmed by a long list of studies how victims of bullying suffer from increased depression, suicidal intentions, and desperate loneliness. We know how experiencing this form of peer violence is often associated with disliking school and absenteeism.



People should know

The reasons for remaining silent are various but bullying often generates a scary and confusing mindset. To accept to be victim and show weakness, is not easy and the offenses leave most kids unsure of how to handle the situation.

Bullying concerns power and control; for this reason, being a victim causes a negative feeling to be powerless or weak and this implies intense shame and embarrassment.

We are also aware that students are victims of bullying because they are sensitive about something or have a specific social status or physical attribute. That can make them to feel too embarrassed to reveal it to an adult or a peer.



People should know

Bullying does not stop after school, it continues in sport, cultural and religious institutions where children and adolescents go after school. Furthermore, the social media can extend the effect in an undetermined environment and the bullying effects can follow the victims everywhere.

Especially in different situation related to the life in Community, the students not in school but out of it feel like they need to accept bullying to reinforce their belonging to a group. It is frequent to succumb to peer pressure and accept bullying as a way to maintain their affiliation to a group

There is not a «bullying environment», bullying is everywhere



Bullying is not only as simple negative behaviour, it has to be seen as **a cause of non-inclusive education, lower academic achievement** and other behaviours such as disengagement, absenteeism and **early school leaving** (Fried and Fried, 1996; Glewet al., 2005; Nakamoto and Schwartz, 2010; Brown et al., 2011; Green et al., 2010). Victims are more likely to experience worse concentration in class (Boulton et al., 2008) and more interpersonal difficulties (Kumpulainen et al., 1998)

Bullying is a social problem that is not limited to schools and social relationships among children. (Gladstone et al., 2006; Klomeck et al., 2009; Narselet al., 2001; Radliff et al., 2015; Juvonen and Graham, 2014; Ttofiet al., 2011; Swearer et al., 2012; Biereld, 2014)

Bullying is an affront to the common values of freedom, tolerance and non-discrimination ([Paul Downes](#), [Carmel Cefai](#), NESET II)

Bullying is an health and welfare issue relevant to child protection (Narselet al., 2004; Ivarsson et al., 2005; Kokkinos and Panayiotou, 2004; Houbreet et al., 2006; Swearer et al., 2012). **Its effects are serious and may be long-term**



“School-related violence in all its forms is an infringement of children’s and adolescents’ rights to education and well-being. No country can achieve inclusive and equitable quality education for all if learners experience violence and bullying in school”.
(UNESCO 2020)

Bullying is a complex problem to solve and it requires a comprehensive and multidimensional approach.

Children who are frequently bullied are almost three times more likely to report feeling like an outsider at school than those who are not frequently Bullied. (PISA).

PISA data found that almost 45% of students who were frequently bullied, versus 35% of those not frequently bullied, leave formal education.

Although the definition of bullying focuses on the aggressive behavior of individual students, bullying is actually a group phenomenon, playing out in a social context (Salmivalli, 1999).



We need Com-munity



The term “Community” refers to a social grouping marked by a profound unity of purpose, a unity that goes beyond the interests of the individual. The community is based on a feeling of common “membership” of the members. It is a way to practice a social action determining the construction of «association».





The idea of community as a school and a school as part of the community, takes the form of social life, being a system open to the extra-school contribution beyond the school walls.

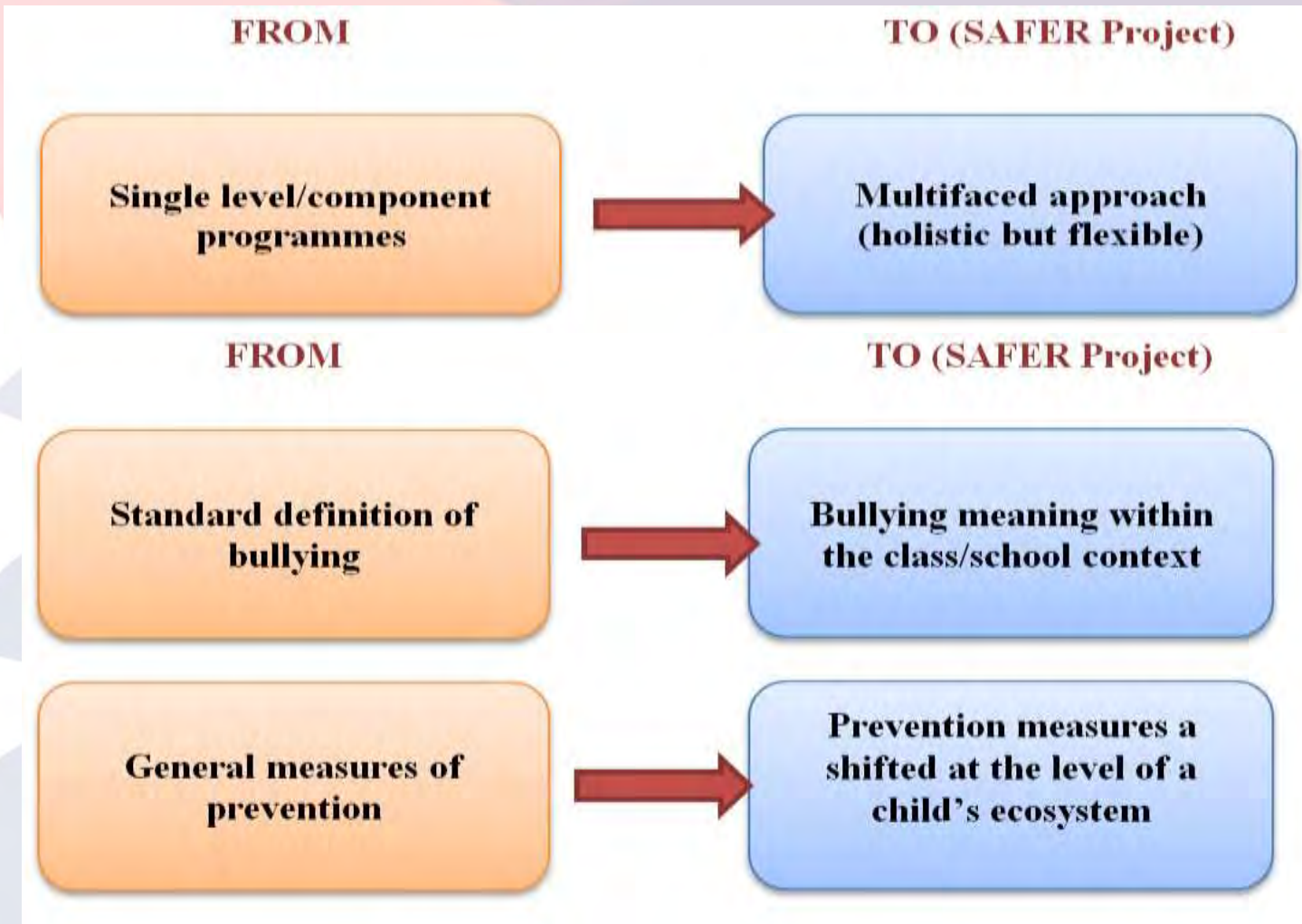
An educating community is possible only if based on the recognition of real relationships with a focus on where clear and mutual responsibility shared by all the educators (formal and no formal).

If an anti-bullying educative strategy can be effective, it needs to be adopted by all the educating community putting in transparence the common mission of promoting a safe and free learning environment.

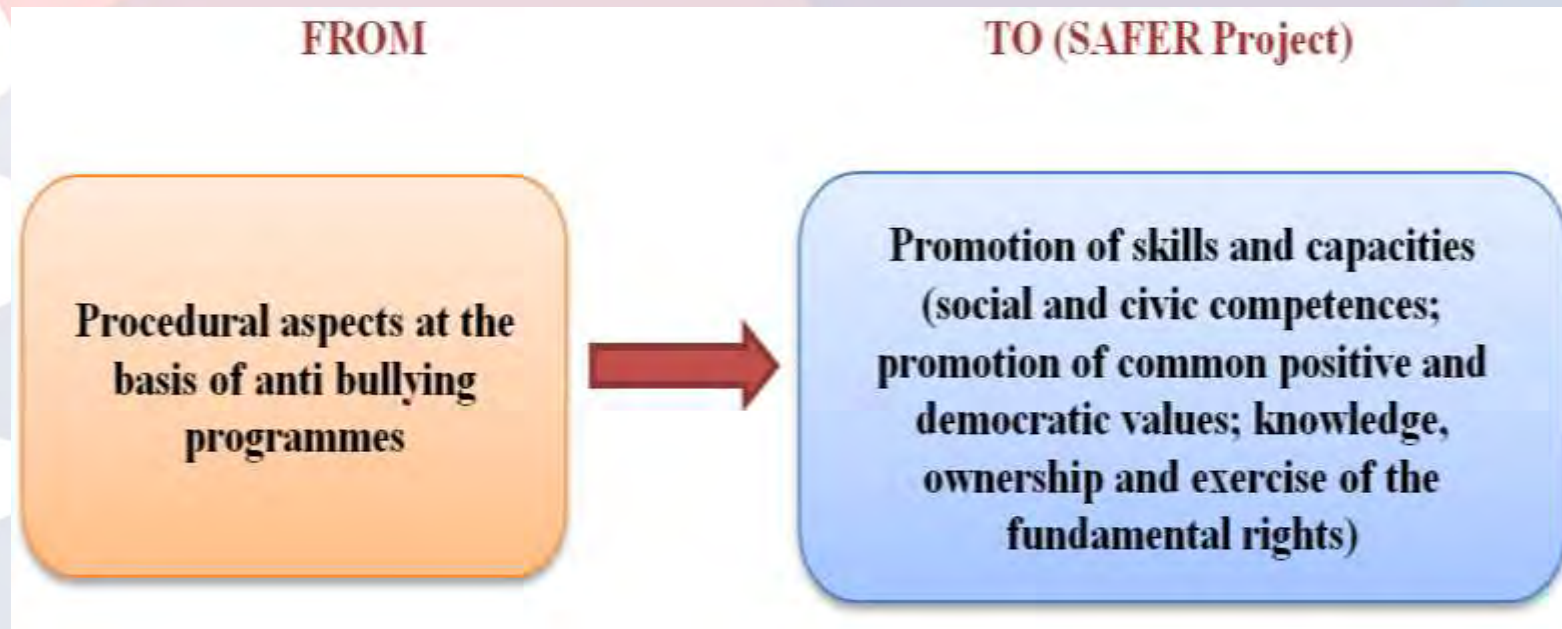


SAFER WSCA / Whole School and Community approach

The innovation of the SAFER method stands on the weak points analyzed by the relevant researches in the field.



The SAFER programme focuses on "Learning about social and civic competences, universal values and human fundamental rights", "Learning through social and civic competences, universal values and human rights" (e.g. participation, inclusion, freedom of thought and expression, etc.), "Learning for universal values human rights through social and civic competences", which includes empowering students to enjoy and exercise their rights and to respect and uphold the rights of others.



THE WSCA FRAMEWORK IN SAFER PROJECT



We need friends...

The community can help us to face different situations and to help and being helped

SEX education



We do not need to know everything that can happen but...

We need To be aware



True or False

- Bullying is a name that evokes us personal dramas. That makes us go back into our childhood and adolescence when we were victims or perpetrators, or maybe both.
- Bullying is a matter of discussions and analysis, in the literature or in tv shows, when not in the private clubs. However, there are circulating myths that indicate how wrong and dangerous are these misunderstandings.
- We try here to unveil some of them.



Students have to “learn to defend themselves“

True/False → **False**

It is just a joke

True/False → **False**

He/she provoked the situation with an inappropriate behavior

True/False → **False**

A bully is not always physically strong

True/False → **True**

A bully comes from underprivileged families

True/False → **False**



Bullying can only develop in extremely degraded and marginalized contexts ("it is possible to say in this school there is no bullying")

True/False → **False**

Bullying is not just a school phenomenon

True/False → **True**

Bullying is a common and normal behavior of childhood and adolescence

True/False → **False**



Bullying does not depend on the number of students present at school or in the classes

True/False → **True**

Bullying is a phenomenon that ends spontaneously with growth

True/False → **False**

Being bullied leads you to bring out the character and teaches you to be respected

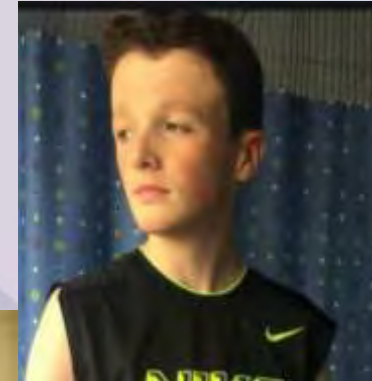
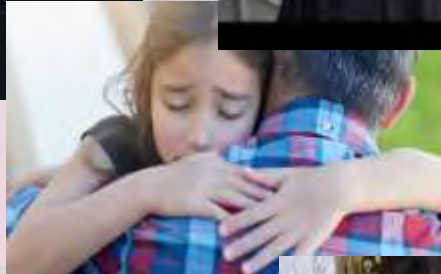
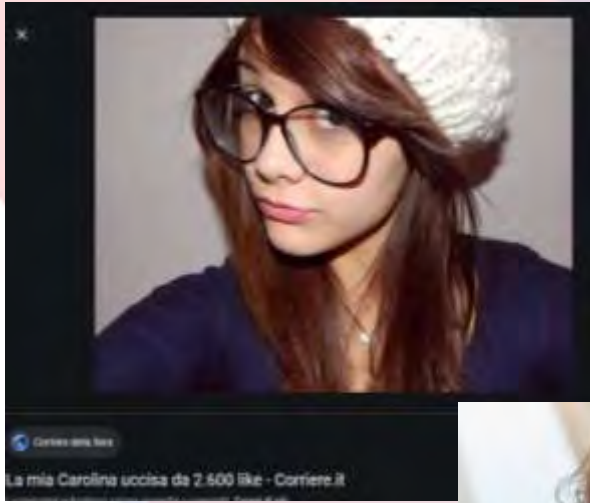
True/False → **False**

Bullying can create permanent damages

True/False → **True**



We work for them.....



**"If we can't protect
our children, then
we've failed as a
society."**





safer

SociAl competences
and FundamEntal Rights
for preventing bullying

Thanks for your kind attention!

Co-funded by the
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Social competences
and Fundamental Rights
for preventing bullying



safer

Risk factors and prevention of bullying: The Questionnaire

13th March 2024

Stefano Taddei, Giunti Psychometrics



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The contents of this presentation are:

1. Giunti Psychometrics – who we are
2. Theory behind the questionnaire we developed for the project;
3. Structure of the questionnaire;
4. What's in the questionnaire - examples of items;
5. Use of the questionnaire in the project and plans for the future.





Giunti Psychometrics is a publishing company part of Giunti Publishing Group, based in Florence (Italy).

Giunti Psychometrics has been active for over 70 years in the psychometric testing sector: we have a research & development department that deals with selecting, localizing, new sampling, in some cases designing and selling psychometric tests.

Giunti Psy is the most important publisher of tests in Italy and one of the most important in Europe. We have offices in Spain, Chile, Brazil, Ukraine, Russia, Colombia, Mexico, Albania, Bulgaria, Costa Rica, Hungary, Romania, Turkey and Israel.

We publish scientific publications and psychometrics test in the Psychological / Health-care / Human Resources sectors. We are a e-Learning / face to face learning provider for psychologists.



Bullying

The perpetuation, repeated over time and continuous, of aggressive acts by a person the bully, on a defenseless victim with the specific motivation of harming him/her (Farrington, 1993; Olweus, 1994; 2003; Smith, et al., 2002; Volk, et al., 2014).

Direct physically aggression

Direct verbal aggression

Indirect aggression

Physical Bullying



The perpetrator uses his/her physicality to try to hurt or irritate the victim.

- It ranges from seemingly minor actions, such as flicking up to actions which put the victim's life at risk.
- Minor physical actions can still have a severe effect on damage the mental health of the person who is being targeted.

E.g. Hitting, pushing, tripping and throwing objects at the victim or damage personal items that belong to the victim.



Verbal Bullying

The perpetrator uses words to try to hurt his/her victim

- It has serious effect on the mental health of victims,
- It may have more of a lasting effect than physical bullying.
- It lowers self-esteem and undermines the confidence of the victim.

E.g. Namecalling, criticism, teasing, hurtful comments and verbal threats (not necessary spoken out loud) or hurtful notes that are passed to the victim.

Social Bullying



The perpetrator try to isolate his/her victim from wider social networks

- The ostracism from a specific group reduces the opportunity to seek support.
- The bully may appear to be friendly when he/her is communicating directly with his/her victim, manipulating other people to act against that person.

E.g. Ostracism, rumors, sharing secrets.



Cyber Bullying



It uses modern forms of communication technology (internet or mobile phones...) that make it much more difficult for victims to get away from their tormentors and allow greater anonymity for perpetrators.

Thanks to these technologies, bullies can target people who are thousands of kilometres away and whom they may never have met in real life.

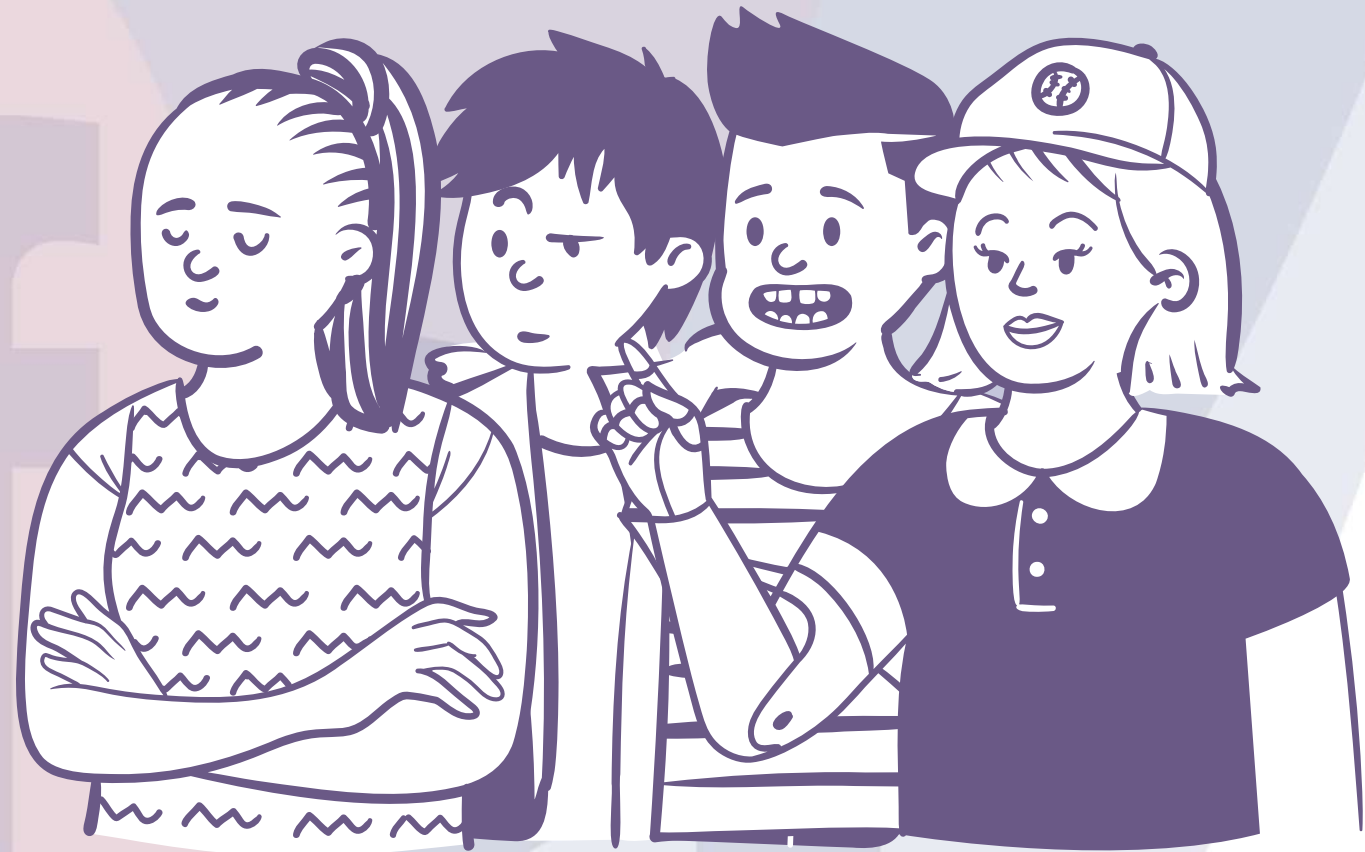
E.g. Prank phone calls and texts, abusive messages on social media, fake social media accounts, catfishing, hacking.



In a group approach, every act of bullying sees the involvement of a more or less large group of bystanders to whom the action seems to be directed and on whose responses depends the greater or lesser likelihood of the phenomenon reoccurring and exacerbating (Flaspohler, et al., 2009).

It is precisely the group approach to bullying that has highlighted how it can be understood as a representation intended for a larger group of bystanders who play a decisive role in maintaining the phenomenon.

The group approach to bullying (1/2)



The group approach to bullying (2/2)



People who witness violence and can decide their own degree of involvement in it are defined as bystanders and their degree of involvement in bullying situations can vary considerably (Twemlow, et al., 2004).

Bystanders bullying possible reactions (Salmivalli, et al., 2011):

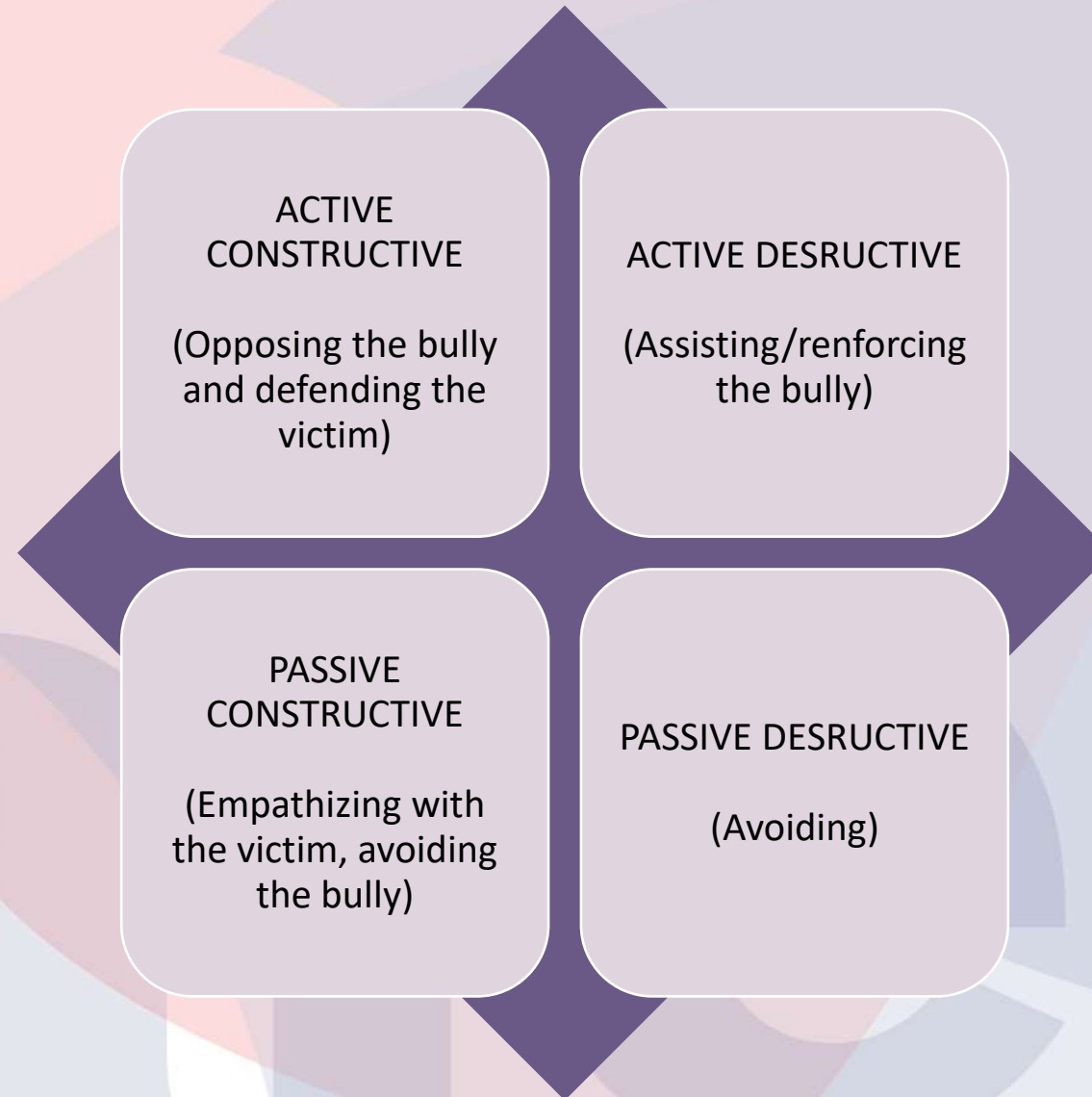
- show indifference
- reinforcing the bully's behaviour
- intervening in defence of the victim

Two behavioural dimensions:

- the first, ranging from active to passive, indicates the bystander's degree of involvement;
- the second, moving from constructive to destructive, classifies the positive or negative outcomes of the behaviour instead.

Four types of bystander behaviour

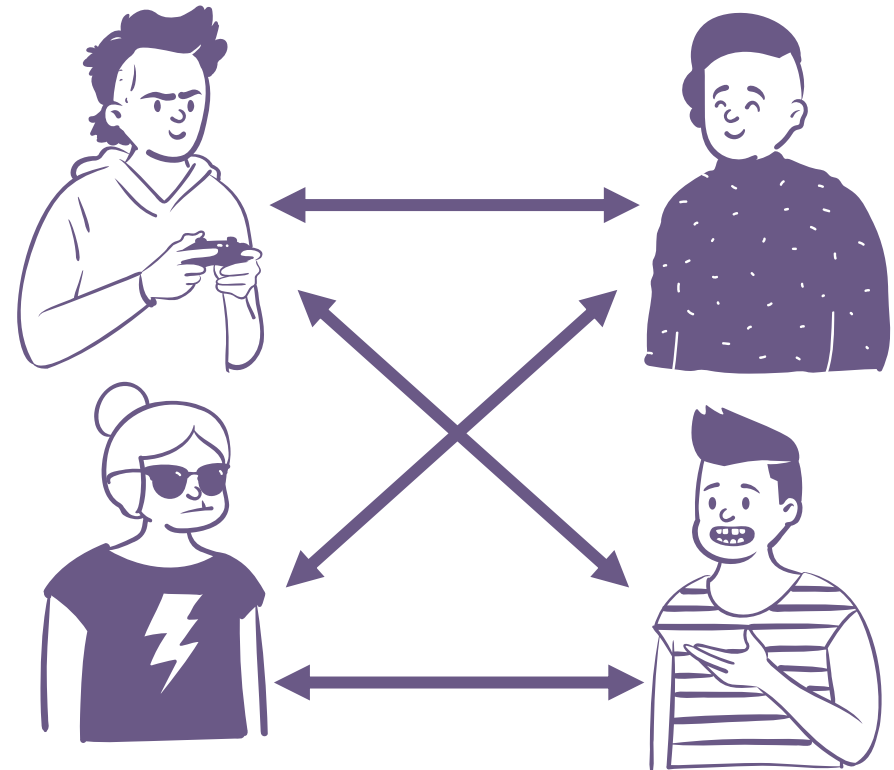
(Pauli, et al., 2012)



Group influences 1/4



Aspects such as group dynamics and norms seem to be able to strongly influence the frequency and intensity of bullying itself, making certain bystander behaviours more possible.



Group influences 2/4



Groups that share 'pro-bullying' norms and show positive expectations regarding the use of violence exert strong pressure on individual members to maintain congruent behaviours such as bully reinforcement, indifference towards the victim and make the perpetuation of bullying acts extremely more likely (Nocentini, et al., 2013, Salmivalli et al., 2011).



Group influences 3/4



High-hierarchy groups (Garandau, et al., 2014) are often systems in which bullying is more likely to occur. Indeed, the pursuit and maintenance of popularity and a position of dominance seem to be correlated with the use of behaviour aimed at the systematic prevarication of the other, especially if perceived as weaker, and thus to bullying (Ahn et al., 2010; Andreou, 2006; Closson, 2009; Dijkstra, Lindenberg, Verhulst, Ormel, & Veenstra, 2009; Hawley, 2002, Sijtsema, Veenstra, Lindenberg, and Salmivalli, 2009).

Group influences 4/4



Group norms also seem to be more powerful than individual attitudes towards violence and bullying: several studies have shown that children can actively engage in bullying even in the presence of negative individual attitudes towards it, as long as they belong to a group with pro-bullying norms (Espelage, Green, & Polanin, 2012; Hamarus & Kaikkonen, 2008).

Conversely, perceiving the bully as an outsider to the group and feeling similar to the victim and feeling empathy for him/her leads to a higher likelihood of anti-bullying behaviour by bystanders (Oh, & Hazler, 2009).



When does a bystander intervene?

(Latanè and Darley, 1970)

Notices the event

Understands the need for action

Perceives his/her personal responsibility

Chooses an adequate strategy to intervene

Correctly implements the intervention



Variables influencing bullying 1/3

Personal (i.e. sex, age, empathy)

Situational (type and seriousness of event, negative outcomes and cost of the action)

Social (group composition, dynamics, norms and expectancies)



Variables influencing bullying 2/3

The most effective anti-bullying programmes (Tofi and Farrington, 2011) would always seem to be linked to two main factors: the comprehensive approach with the adoption of an effective anti-bullying policy by the school and the empowerment of bystanders.

Therefore, considering bullying as a group behaviour and a social phenomenon, it seems possible to highlight its relationship with pro-social behaviour (Garcia-Vazquez, et al., 2020).



Variables influencing bullying 3/3

Social mechanisms such as norms and group dynamics (Simpson, & Willer, 2015), victim similarity, friendship ties within the group and group size (Batson, & Powell, 2019) would be able to **better explain the complexity of the phenomenon** rather than individual/dispositional variables related only to the bully or the victim.

The questionnaire structure



52 questions

5 pictures

2 cards



Peer Group Dynamics

8 questions (nominal answers)

In your group of friends who decides what to do?

- Almost always the same person
- Almost always the same people
- Usually we all talk together about what to do
- Nobody decides, things come by themselves

With regard to the group, you...

- Are among the people who decide what to do
- Are among the people who make proposals about things to do
- Are among the people who do what is decided



Situational Factors influencing the manifestation of bullying

16 questions (nominal answers)

You answered yes to the question "Have you ever physically attacked other boys/girls?". Can you give us any other information?

- Yes, at school
- Yes, in person but not at school
- Yes, online

You answered yes to the question "Have you ever publicly defended a person who was being attacked by other boys/girls?". Can you give us some more information?

- Yes, at school
- Yes, in person but not at school
- Yes, online



Group Norms

10 questions (answers on Likert scale)

In my school if a boy or girl is offended or
offended there is someone to defend him/her

- Never
- Rarely
- Sometimes
- Most of the time
- Always

At school between boys/girls it can happen to
be beaten up

- Very often
- Many times
- Sometimes
- Rarely
- Never



Online Behaviour and Cyberbullying

18 questions

IDENTITY

Online I use my real identity

- Always
- Most of the time
- Sometimes
- Rarely
- Never





Online Behaviour and Cyberbullying

18 questions

BENEFITS

I use online social networks, find fun things and have fun

- Always
- Most of the time
- Sometimes
- Rarely
- Never





Online Behaviour and Cyberbullying

18 questions

PRIVACY

I am careful who can see what I do online

- Always
- Most of the time
- Sometimes
- Rarely
- Never





Online Behaviour and Cyberbullying

18 questions

BEHAVIOUR

I happened to insult someone online

- Many times
- A few times
- Rarely
- Very rarely
- Never





Online Behaviour and Cyberbullying

18 questions

EASE OF BULLYING

Online it is much easier to offend someone

- I absolutely agree
- I agree
- I very little agree
- I do not agree very much
- I do not agree at all





Online Behaviour and Cyberbullying

18 questions

DIFFICULTY DEFENDING

Online it is more difficult to take action against bullying and offence

- I absolutely agree
- I agree
- I very little agree
- I do not agree very much
- I do not agree at all





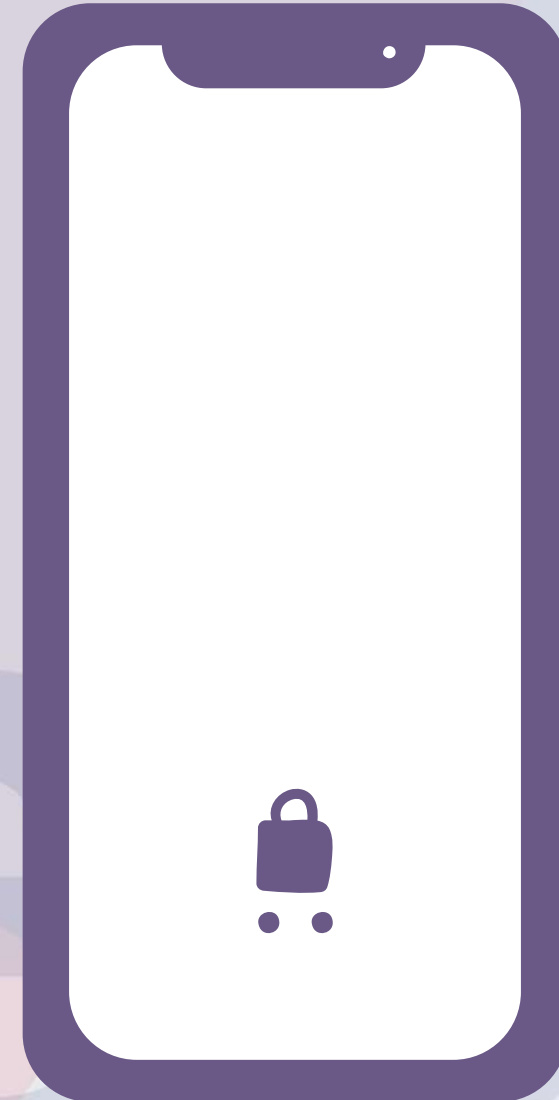
Online Behaviour and Cyberbullying

18 questions

LESS CONTROL

Online you can be less careful about the words you use

- I absolutely agree
- I agree
- I very little agree
- I do not agree very much
- I do not agree at all





Online Behaviour and Cyberbullying

18 questions

BELIEFS

You can do things online that you would never do in reality

- I absolutely agree
- I agree
- I very little agree
- I do not agree very much
- I do not agree at all





Online Behaviour and Cyberbullying

18 questions

DIRECT KNOWLEDGE

You answered 'yes' to the question 'I know guys/guys who have been offended, humiliated, attacked online'. Are they your friends or not?

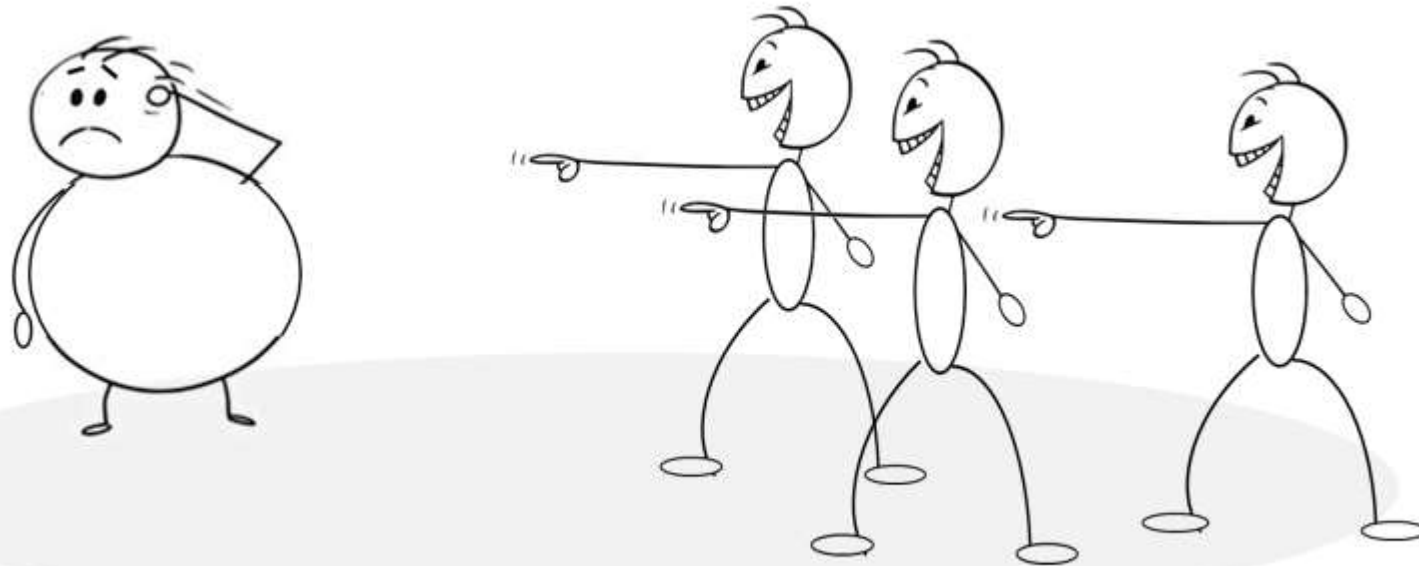
- Yes, my friends have also been offended and attacked online
- Yes, but they are not my friends





Subjective Perception of Bullying and Maladaptive Behaviour

1. 5 pictures representing critical situations for which the presence or absence of bullying is identified. They concern body shaming, physical violence, teasing, conflict and verbal aggression. They are used to investigate the ability to recognise manifestations of bullying.



In your opinion,
is that bullying?

Yes

No



Subjective Perception of Bullying and Maladaptive Behaviour

1. Five pictures representing critical situations for which the presence or absence of bullying is identified. They concern body shaming, physical violence, teasing, conflict and verbal aggression. They are used to investigate the ability to recognise manifestations of bullying.



In your opinion,
is that bullying?

Yes

No



Subjective Perception of Bullying and Maladaptive Behaviour

2. Two cards depicting critical situations for which the respondents are asked to describe their feelings and the judgements and behaviours they would consider useful to implement, by using a likert scale





Conclusions

The questionnaire Giunti Psychometrics developed for the SAFER project is a tool designed for:

- understand the different situations and identify, on a scientific basis, possible educational paths to be taken;
- *in itinere* monitoring of the effects of educational interventions aimed at the promotion of well-being and life-skills training.





Use in the project and... what will happen next

The questionnaire has been delivered by the project partners in all project countries using the Giunti Testing online platform provided by Giunti Psychometrics.

Giunti Psychometrics will allow the project partners to use the same delivery system for at least 2 years after the end of the project in order to give continuity to the effects of SAFE and, on a local basis, to be able to carry out further surveys and compare data at a later date.



Invece di Giudicare®

Peer mediation and bullying prevention: empowering students and dialogue to change the school climate.

The "Invece di Giudicare®" project

PEER MEDIATION and BULLYING PREVENTION

Studies and researches* show that peer mediation can positively change the school climate as it helps to sensitize the whole school community to any manifestations of aggression, violence, and injustice.

* *inter alia*: Silvia DONČEVOVÁ, **Peer mediation and bullying at school** , 2021 in *Wychowanie w Rodzinie*, Christensen and Leah M., **Sticks, Stones, and School Yard Bullies: Restorative Justice, Mediation and a New Approach to Conflict Resolution in Our Schools**, 2009, Nevada Law Journal: Vol. 9: Iss. 3, Article 3.

Peer mediation and bullying prevention

- Non-adversarial communication, empathy, respect, tolerance and constructive negotiation helps to form more trusting relationships, interactive communication, and cooperation in the school environment.
- **mediation principles** and skills such as social competences, solidarity, active listening, cooperative activities **generate a comprehensive school climate** that promotes **mutual respect, freedom, solidarity, and openness**.
- a peer approach is **particularly beneficial** to children and adolescents who are **emotionally unstable and have peer acceptance problems or reduced sociability**. A peer approach in the school team can provide encouragement and support helping them to socialise through positive acceptance and understanding.

INVECE DI GIUDICARE®

“**Invece di giudicare**® is an educational and dissemination project about the culture of conflicts mediation by Risorsa Cittadino soc. Coop. It consists in a set of procedures, approaches, techniques and tools for communities and schools. The project aims to spread the culture of peaceful conflict management and to raise awareness on peaceful approaches in solving conflicts among young people, with the participation of all the components of the school community. Risorsa Cittadino is a member of the European Antibullying Network since 2021.



MAIN GOALS

1. Spread the culture of conflict mediation throughout European secondary schools and youth communities
2. Improve the number of **Conflicts mediation friendly schools**



PLAYERS

- peer mediators
- disseminators and trainers
- in-school referent of the project
- **IdG**[®] representative to supervise the projects held in schools

TOOLS of the PROJECT

- dissemination meetings in schools dedicated to students, teachers, parents
- Peer mediators' training
- Peer mediators' trainers training
- Introduction of provisions regarding participation, inclusion and restorative approach in school regulations
- The **Conflicts mediation Friendly schools Network**

ORGANIZATIONAL STRUCTURE



RISORSA
CITTADINO

NON-PROFIT ORGANIZATION THAT LEADS THE PROJECT



Invece di Giudicare®

BRANCH OF RISORSA CITTADINO Coop. Soc.



Conflicts Mediation Friendly

Schools Network

*(network of some of the schools
that joined the project)*

Board of Directors of the Project (central body)

Coordinating body of
disseminator and trainers
(advisory function)

Coordinating body of
researchers and trainers
(advisory function)

INVECE DI GIUDICARE® in NUMBERS*

Disseminators	Students involved in conflict mediation seminars	Students trained as peer mediators	Teachers	Parents	Administrative and non-teaching staff informed about the conflict mediation approach
434	24.178	750	2.370	279	2.075

* source: <https://www.risorsacittadino.org/files/DATI%20PROGETTO.pdf>

INVECE DI GIUDICARE® Photo Book*



*Photos courtesy of Marzia Lillo



THANK YOU FOR YOUR ATTENTION!

RISORSA CITTADINO SOC. COOP. SOCIALE

Via Famiglia Bruni, 36

47121 Forlì, ITALY

☎ + 39 0543/370923

📱 +39 338 7465565

<https://www.risorsacittadino.org/invece-digiudicare.html>



Social competences
and Fundamental Rights
for preventing bullying

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From theory to practice

**Regional Directorate of Primary and Secondary Education of
Crete**

Emmanouil Kartsonakis - Regional Director

Areti Vouraki – European programs coordinator



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March 6th: Greek National Day against bullying in schools

March 6th has been designated by the Greek Ministry of Education as the National Day against school violence and bullying, a concern shared by educational communities worldwide. In recent years we have witnessed **extreme incidents of violence and bullying within schools.**



March 6th: Greek National Day against bullying in schools

Such aggressive behavior has a significant impact on the students' physical and mental well being disrupting their educational journey and the overall school environment.

Moreover it profoundly affects the psychosocial development of children, influencing their integration into society and future adult lives.



Bullying

- * is recognized as a complex / multifaceted issue;
- * addressing it demands a collaborative effort

in order to cultivate

a supportive

creative,

democratic school environment

guided

principles of cooperation, mutual respect, equality, solidarity, justice, and acceptance of diversity.



Safer in action

1. Pedagogical Materials

2. Pilot application

3. Dissemination

4. Integration of learning outcomes

SAFER EDUCATIONAL TOOLKIT



Teachers' Manual



Students' Handbook



Guide for Parents and
Members of the
Educational Community



The Teachers' Manual serves the following purposes:

- ❖ To help teachers in preventing and addressing bullying incidents.
- ❖ To reinforce teaching practices and attitudes that promote a secure learning environment for all students.



The Students' Handbook aims to:

- ❖ Enhance children's understanding of various forms of bullying
- ❖ Provide guidance on appropriate behavior.
- ❖ Offer advice on what to do if they experience bullying or witness it happening to others, both within and outside of school. This empowers each child to "be a hero for reducing bullying to zero".



The Guide for Parents and members of the Educational Community

The goal is to provide parents, caregivers, and members of the education community with essential information to respond effectively to any concerns children and young people may have regarding bullying.



LINK AMONG THE EDUCATIONAL MATERIALS:

- The innovative **safer** methodology allows for a dynamic utilization of the educational materials both in class and at home
 - **How:**
- The teacher implements learning experiences from the Teachers' Manual in the classroom, which are then complemented by activities assigned to students in the Students' Handbook
- There's ongoing communication between teachers and parents. This ensures that parents are informed about how to effectively utilize the Guide for Parents, tailored to match the progress made in the classroom.
- The methodology supports the organization of seminars for parents and community members in parallel with the implementation of the pedagogical guide at school.

HOLISTIC APPROACH



What are the main types of Bullying?

NOTE:

Linked to Teacher's Manual:
 PEDAGOGICAL TOPIC: Bullying seen from the students' eyes.

Let's deepen our knowledge...

The more well-known typologies of bullying are:

• Physical

This form of bullying is usually visible, and therefore easy to recognize. Think about the stereotypical movie scenes when someone knocks someone else's books out of their hands or pushes them up against a locker. Depending on the nature and severity of the contact, anyone who physically bullies usually faces consequences like suspension, or expulsion.

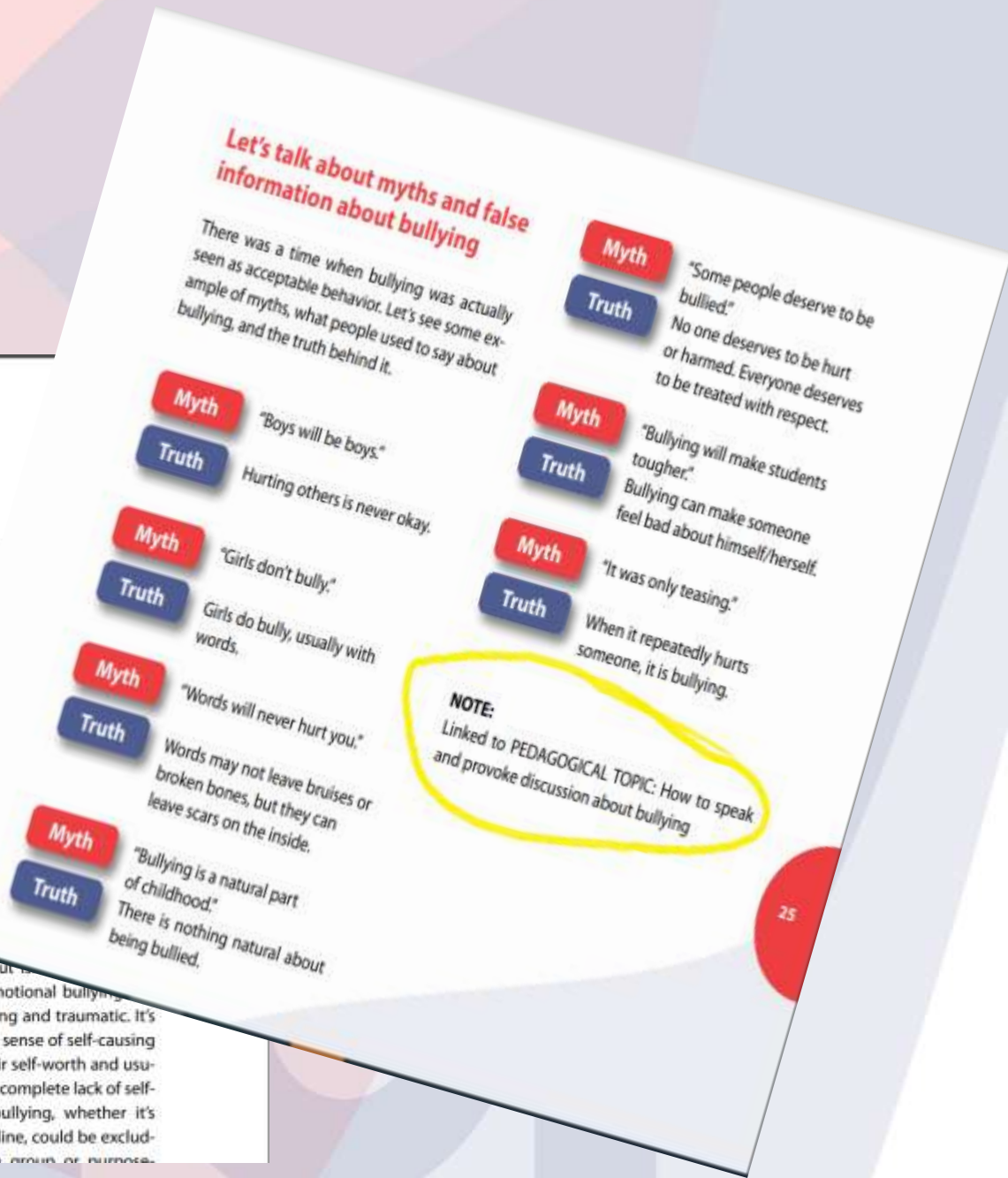
Examples of physical bullying include pushing, shoving, hitting, kicking, biting, etc.

• Verbal

Using words, either oral or written, is a common type of bullying. It is quick, often done in response (and getting the goal of bullying is easier to do with the help of adults, making it more difficult to deal with). It includes teasing, intimidation, demoralization, and slander of a person or group.

• Social

Social bullying is often done by a single person but is usually executed by a group. Emotional bullying can be extremely damaging and traumatic. It's targeted at a person's sense of self-worth and usually results in low or a complete lack of self-esteem. Emotional bullying, whether it's done in-person or online, could be excluding someone from a group or purposefully



Safer in action

1. Pedagogical Materials

2. **Pilot application**

3. Dissemination

4. Integration of learning outcomes

Pilot application in safer schools



Questionnaires to both control and implementation groups



Teacher training sessions



Seminars and informational meetings for parents and community members



Implementation of the materials in classrooms



Follow-up questionnaires to both control and implementation groups



Feedback sessions



Classroom implementation: 2 hours per week - Total 10 weeks



Start / End : Administration of questionnaires to control and implementation groups



Supervision and support for teachers: workshops and/or seminars with discussions - in person or online: 2 hours each.



Seminars for parents and community members: 2 hours each



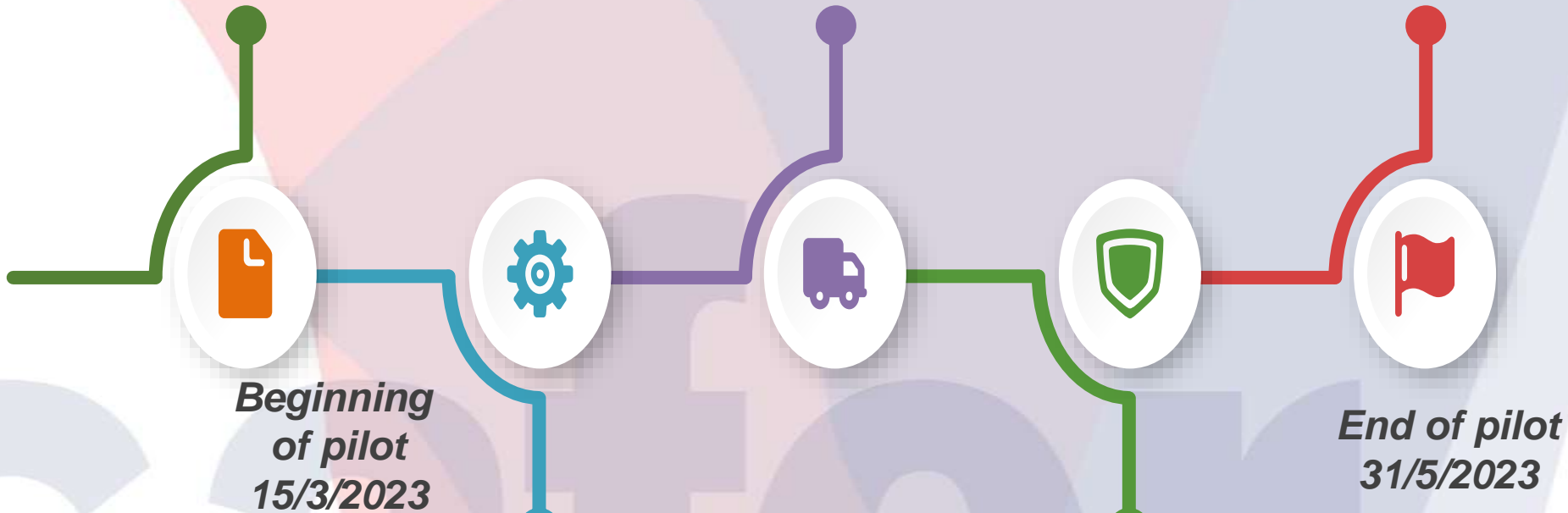
Meeting for feedback with teachers & parents/community members

Safer Pilot application in Crete

1st teacher training
8/3/2023

2nd teacher training
20/4/2023

3rd teacher training
11/5/2023



Beginning of pilot
15/3/2023

1st meeting with parents
20/3/2023

2nd meeting with parents
25/4/2023

End of pilot
31/5/2023



Safer in action

1. Pedagogical Materials

2. Pilot application

3. Dissemination

4. Integration of learning outcomes

Dissemination actions **within safer schools:**

- Safer corners
- Co-teaching between safer classrooms and other classrooms
- Seminars and workshops for teachers
- Open event for parents and members of the educational community

Safer multiplier event for teachers, parents members of the community and local authorities

- Events and workshops
- Press coverage

Event with the role model

Inspirational talk

Press release

Safer in action

1. Pedagogical Materials

2. Pilot application

3. Dissemination

4. Integration of learning outcomes

Integration of learning outcomes





CYPRUS
PEDAGOGICAL
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intercultural
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REGIONAL
DIRECTORATE
EDUCATION
OF CRETE



Organized by



CENTRO STUDI VILLA MONTESCA
FONDAZIONE



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GIUNTI
PSYCHOMETRICS

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Social competences
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THE ROLE OF THE PARENTS

SociAl competences
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for preventing bullying



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IN THIS PRESENTATION

- THE RELATIONSHIP PARENTS – SCHOOL
- THE PARENTS WITHIN THE SAFER PARADIGMA
- THE ROLE OF THE PARENTS



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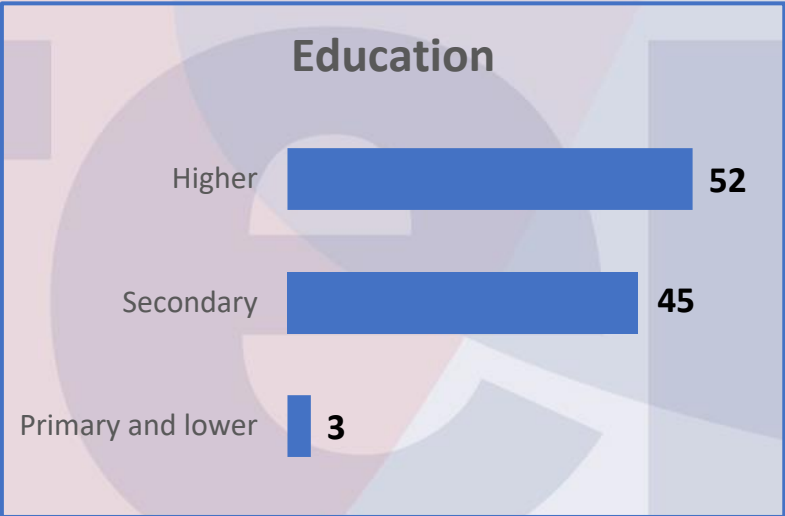
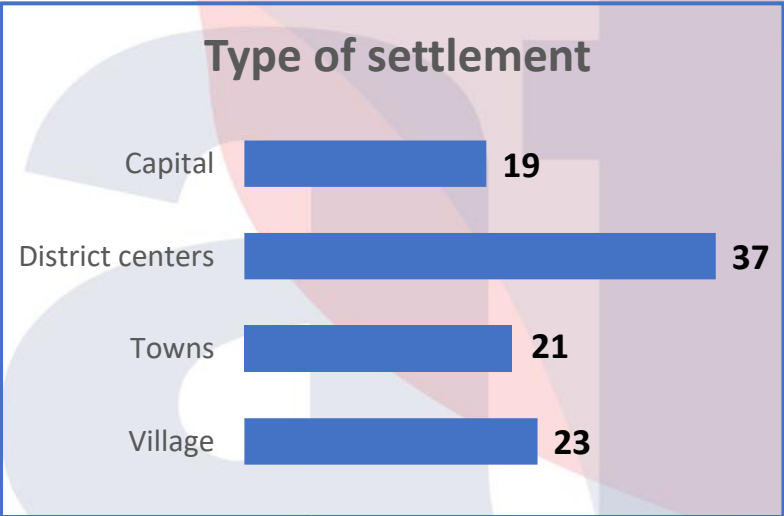
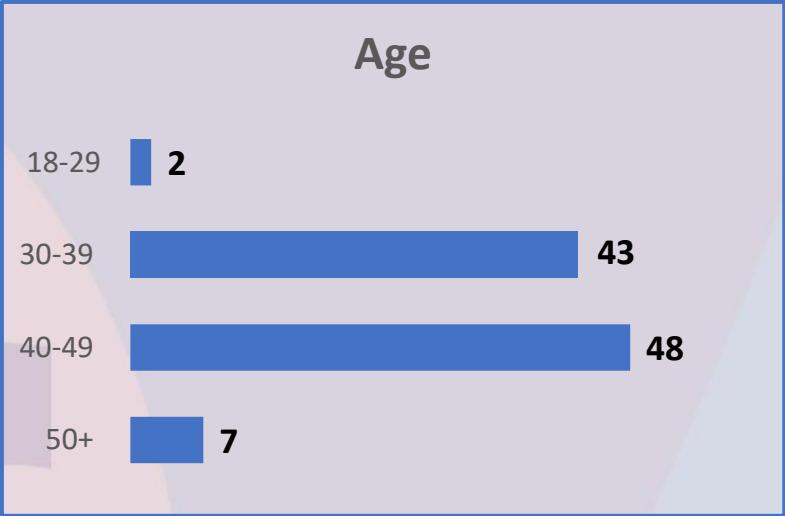
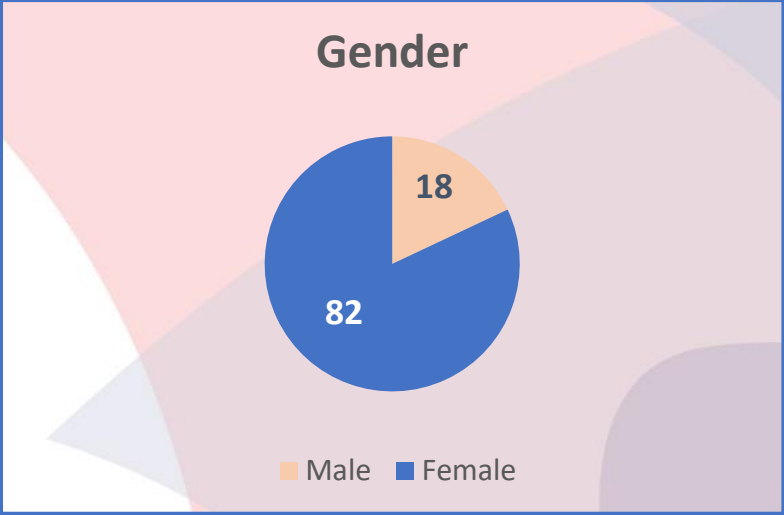
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THE RELATIONSHIP PARENTS – SCHOOL

Staffer

The mother is the responsible parent regarding the children's education. Furthermore, the mother is the more educated parent in the family.



Relationship Parent-school: in generally sporadic or contact in case of accidents

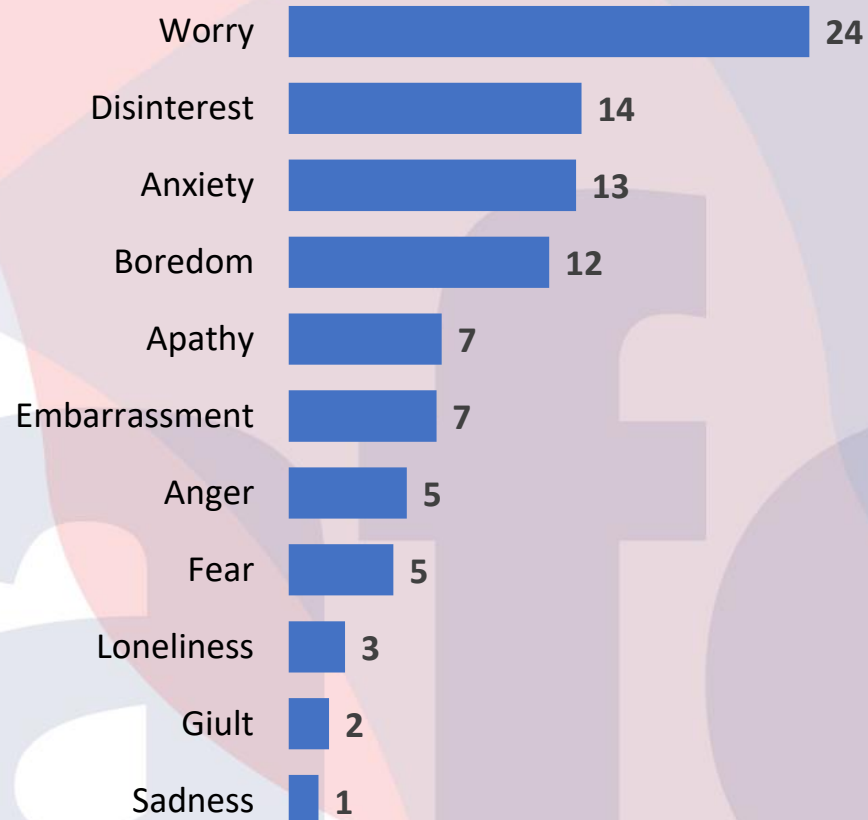


- Rare contacts out of the officially planned meetings, invitations for few fetes or when the child misbehave.
- The participation of parents in school life is poor, not really active and inconsistent, the main reason being that parents do not have clarity about what their role could be in it, nor are they guided by the teachers in any way.
- Therefore, most of the parents' attitudes are determined by so far developed inertia and habits in the family-school relationship.

Anxiety and apathy of children are the most difficult for parents to overcome



Which emotions of your child you find most difficult to deal with?

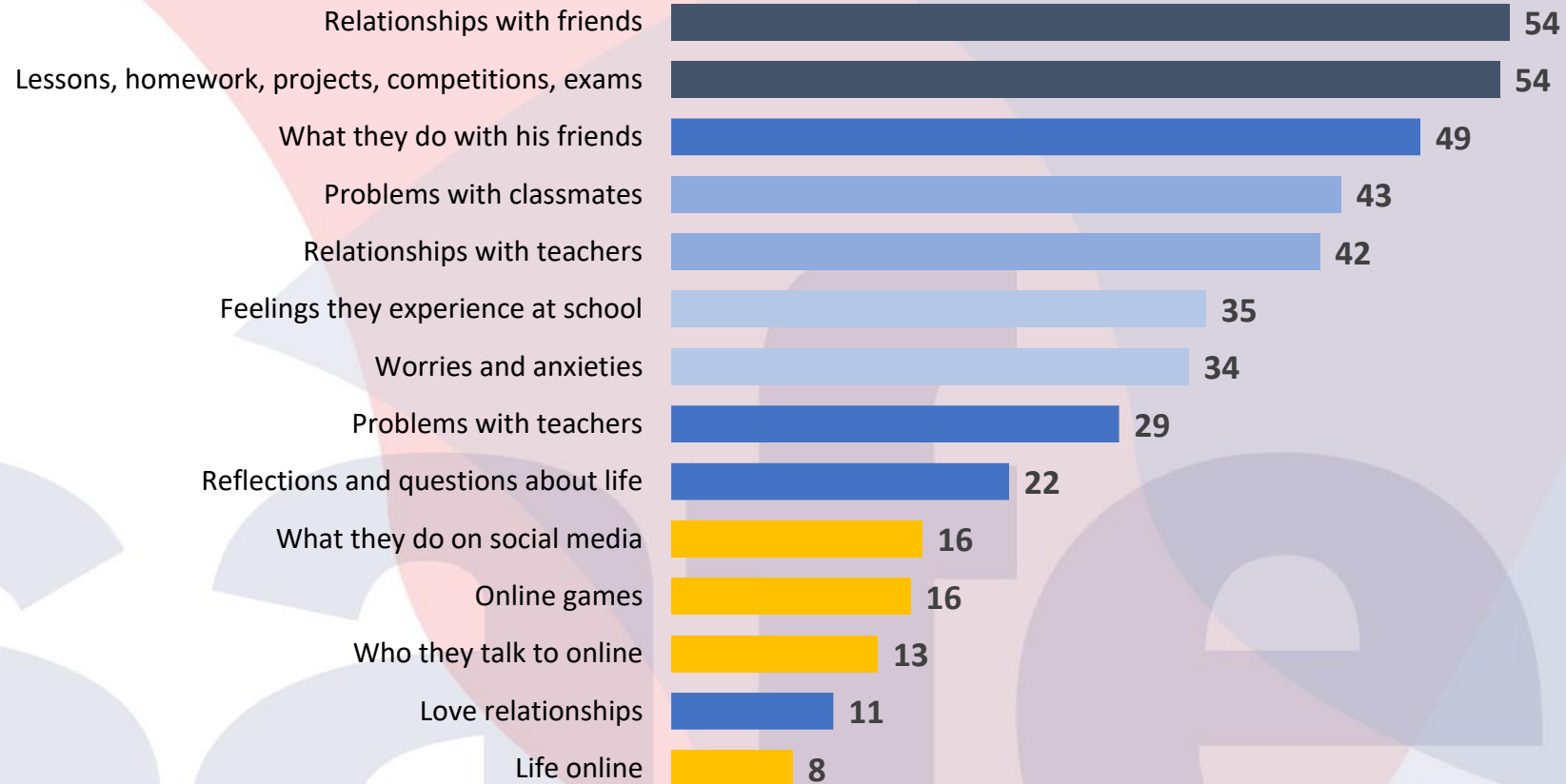


I have no difficulty
dealing with my child's
emotions: 38%

Children talk easily about school affairs, friends, teachers.
But the online world they jealously keep hidden!



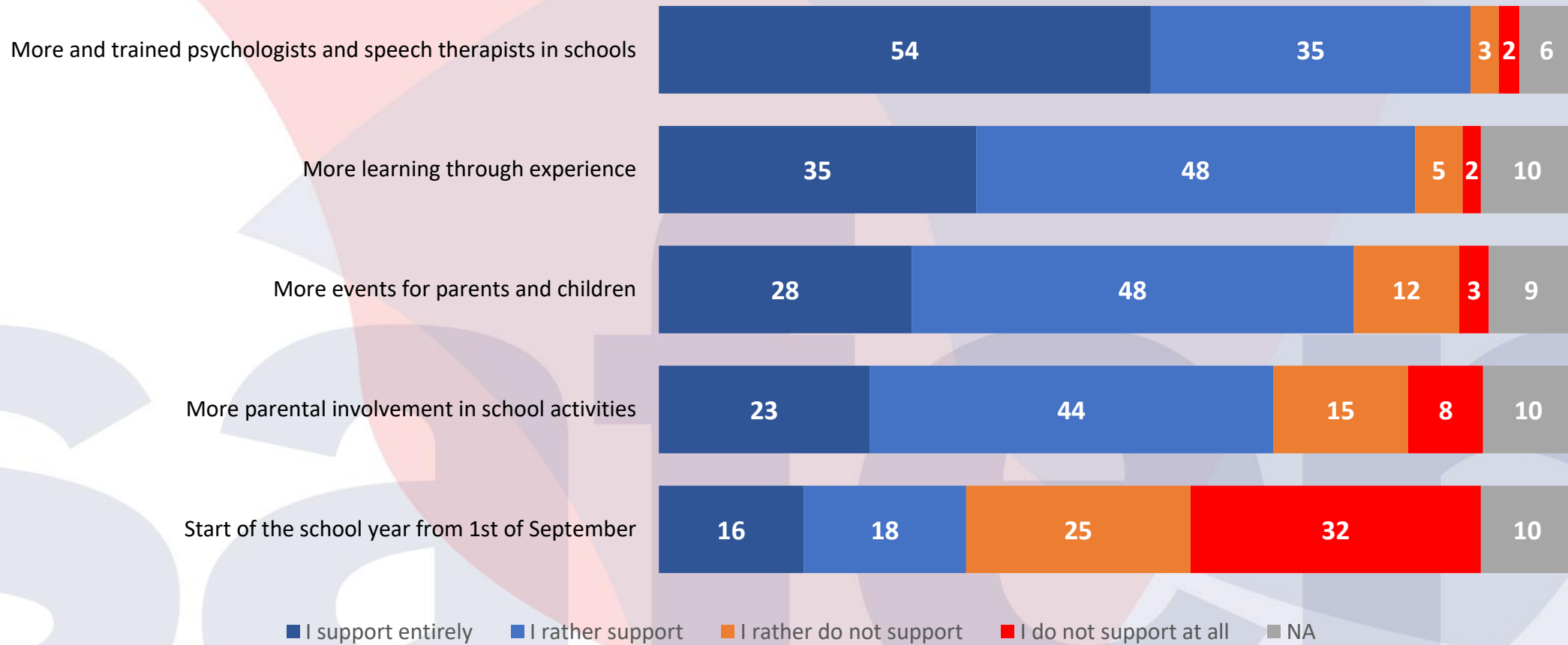
Which of the following topics your child is openly sharing with you?



Psychologists, learning through experience and more parental involvement in the school life!



Do you support the following ideas for changes:



THE PARENTS WITHIN THE SAFER PARADIGMA

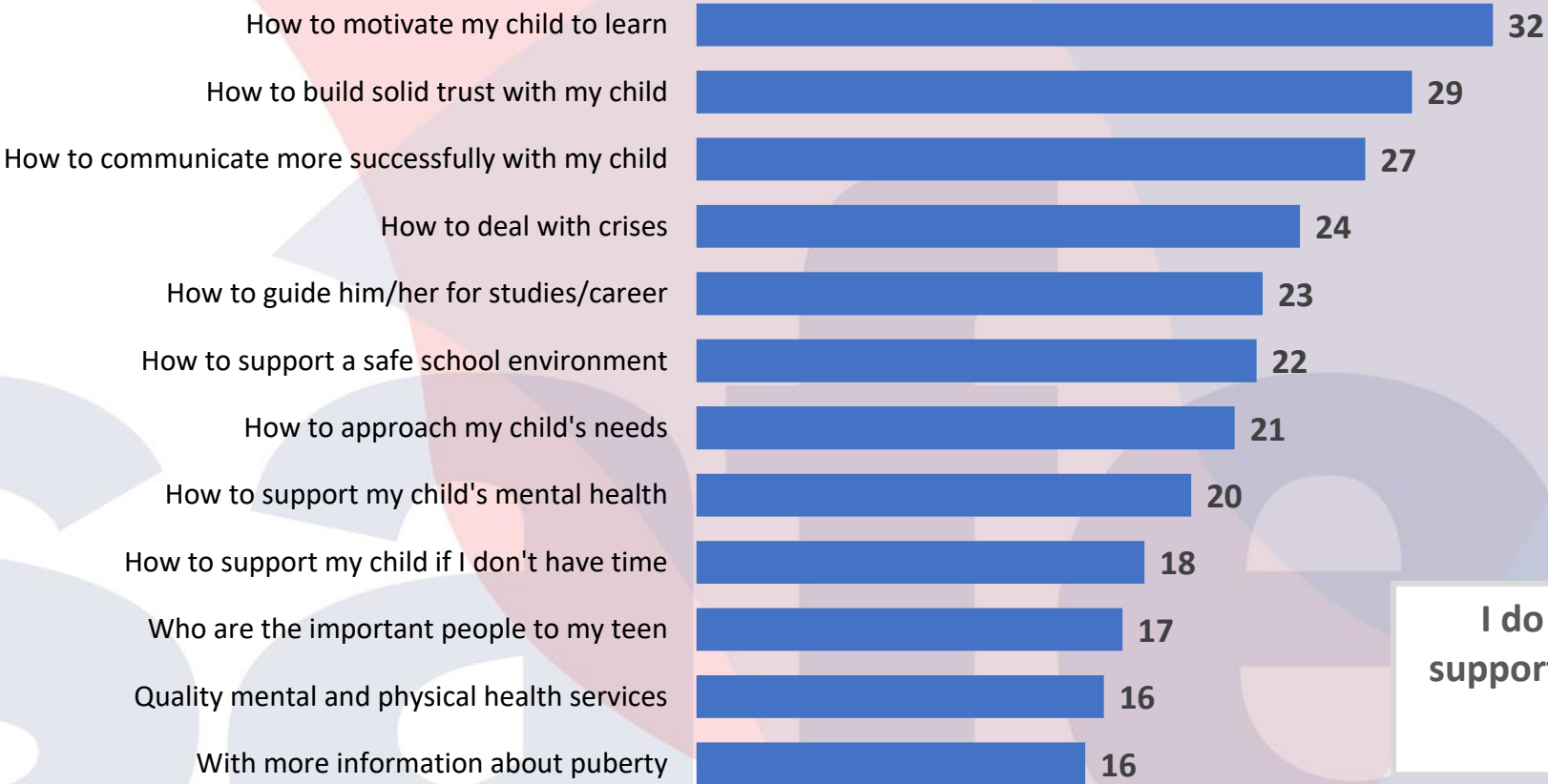


- Bios reactions of parents when bullying or online bullying appears
- Expectation the school and the teachers to deal successfully with bullying
- “Not my child fault” reactions
- Blame and punish the bully
- Surprised to hear they may have a role
- Lack of knowledge and instruments how to act proactively and effective

How can I keep his confidence and motivate him to learn at the same time? How do I deal with teens crises and orientate him/her for the future?



What support you need for as a parent?



I do not need support as a parent
18%

THE ROLE OF THE PARENTS



- **Active** in a partnership with the teachers
- **Positive** and transparent communication.
- **Balanced** reactions when problem appears.
- Work in **partnership** for the sake of the child.
- **Thematic meeting** are desired by more the 80% of the parents.

Challenges:

- Lack of knowledge
- Lack of instruments
- It is a process and it needs time.

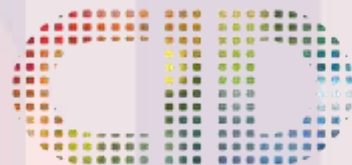


The training materials for preventing bullying and promoting interculturality

Mr. Nami Isaki Executive
Director, Center for Intercultural Dialogue (CID)
- North Macedonia



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Erasmus+ Programme
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center for
intercultural
dialogue

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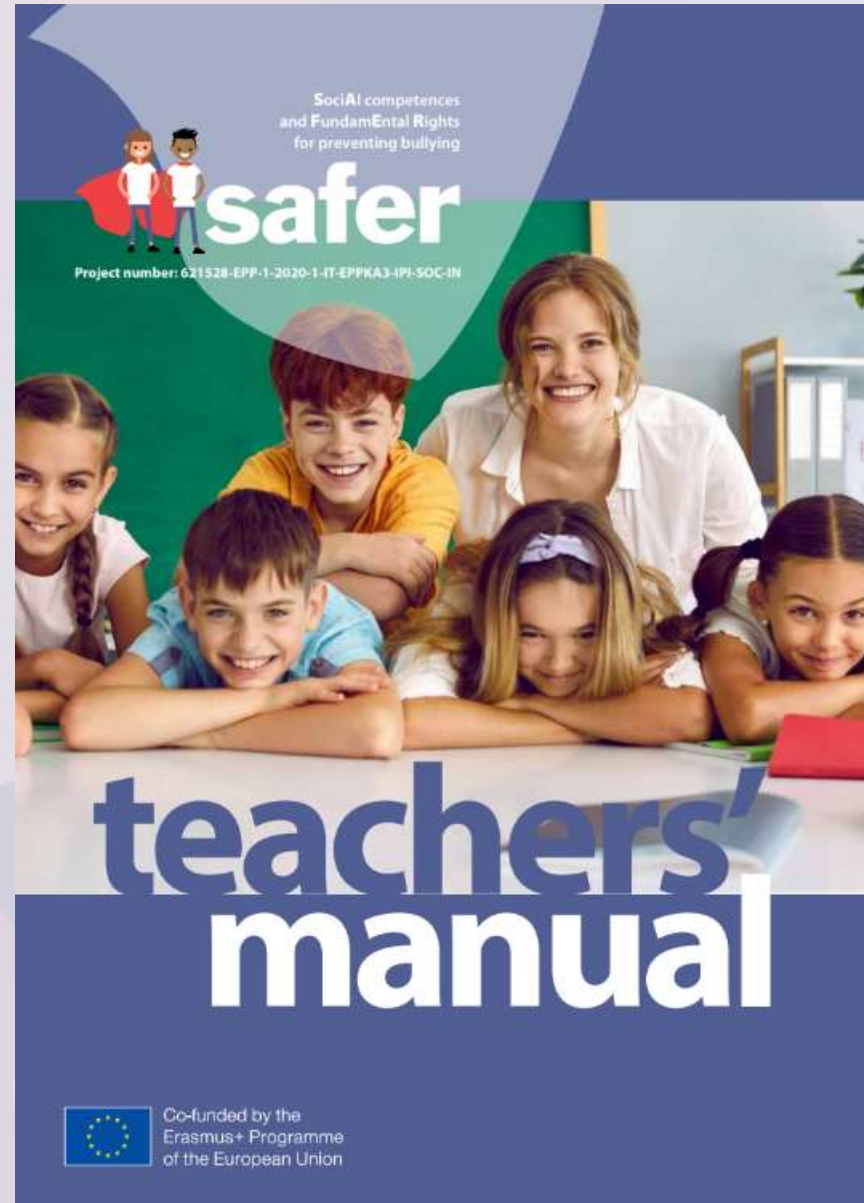
In the framework of the SAFER project, the project consortium developed 3 handbooks for different target groups which are the key stakeholders in preventing bullying.



- **Teacher's manual**
- **Student's handbook**
- **Guide for parents & members of the educating communities**



https://www.safer-erasmus.eu/wp-content/uploads/2023/03/SAFER_Teachers_manual.pdf





Teacher's Manual

In this manual for teachers and support staff, you can find:

- Teacher's Guide: how to implement the WSCA (a Whole School and Community Approach) antibullying framework based on the acquisition of social and civic competences, on the promotion of common positive and democratic values and on the knowledge, ownership and exercise of the fundamental rights**



Teacher's Manual

- Set of lessons plan & learning experiences on the following pedagogical topics:
 - Bullying seen from the students' eyes...
 - Identity in the community
 - Social and civic competencies in bullying prevention
 - Teaching rights and values
 - How to teach students to communicate and solve conflicts
 - Empathy - Management of Emotions as Soft skill / Relationship with Life Skills
 - How to speak and provoke discussion about bullying

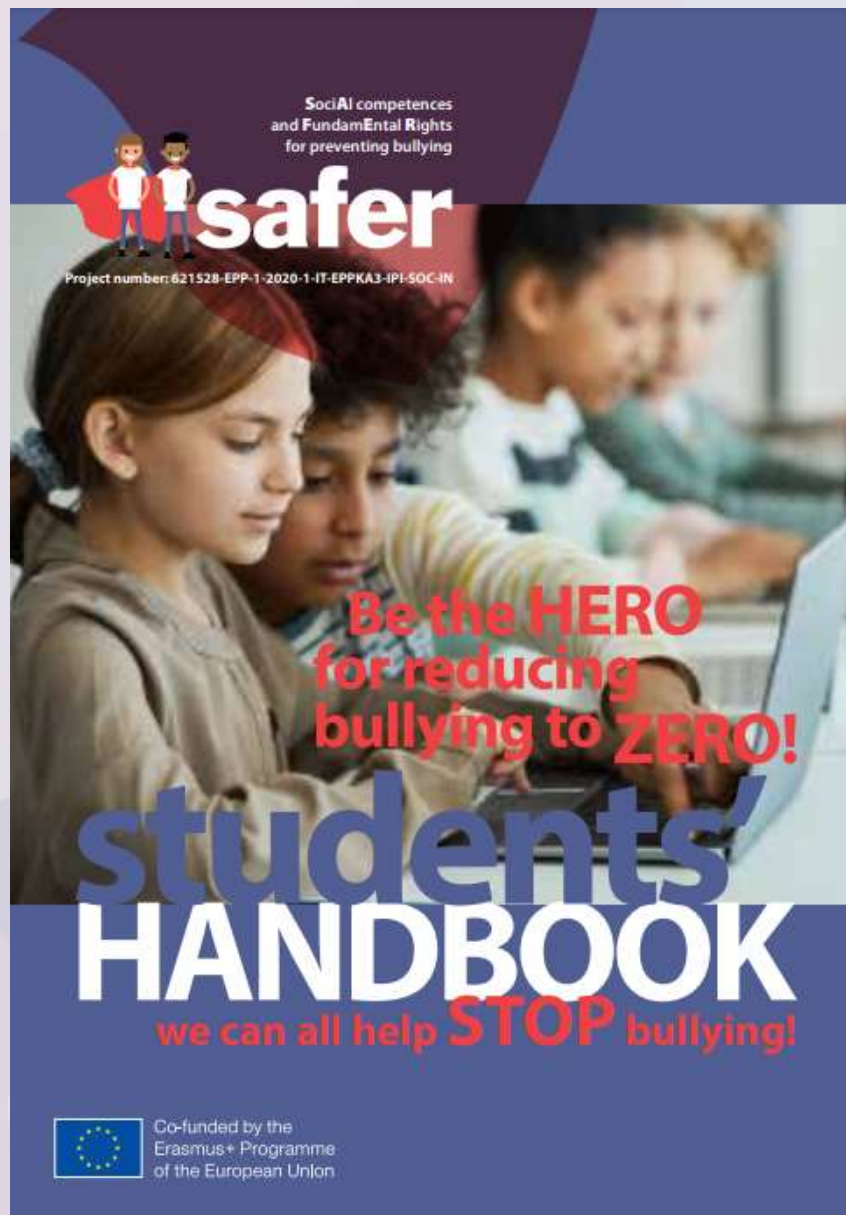
The impact of the Teacher's manual

→ New competences for teachers and support staff for addressing bullying and prejudices





https://www.safer-erasmus.eu/wp-content/uploads/2023/03/SAFER_Students_manual.pdf





Student's Handbook

This is a Handbook of exercises and hands on activities for students to better understand what bullying is, in which forms it can appear, why is it important to take action to prevent bullying, what to do when you are in different roles, etc.

Activities include word search, quizzes, checklists, scenarios, rewriting stories and many more.

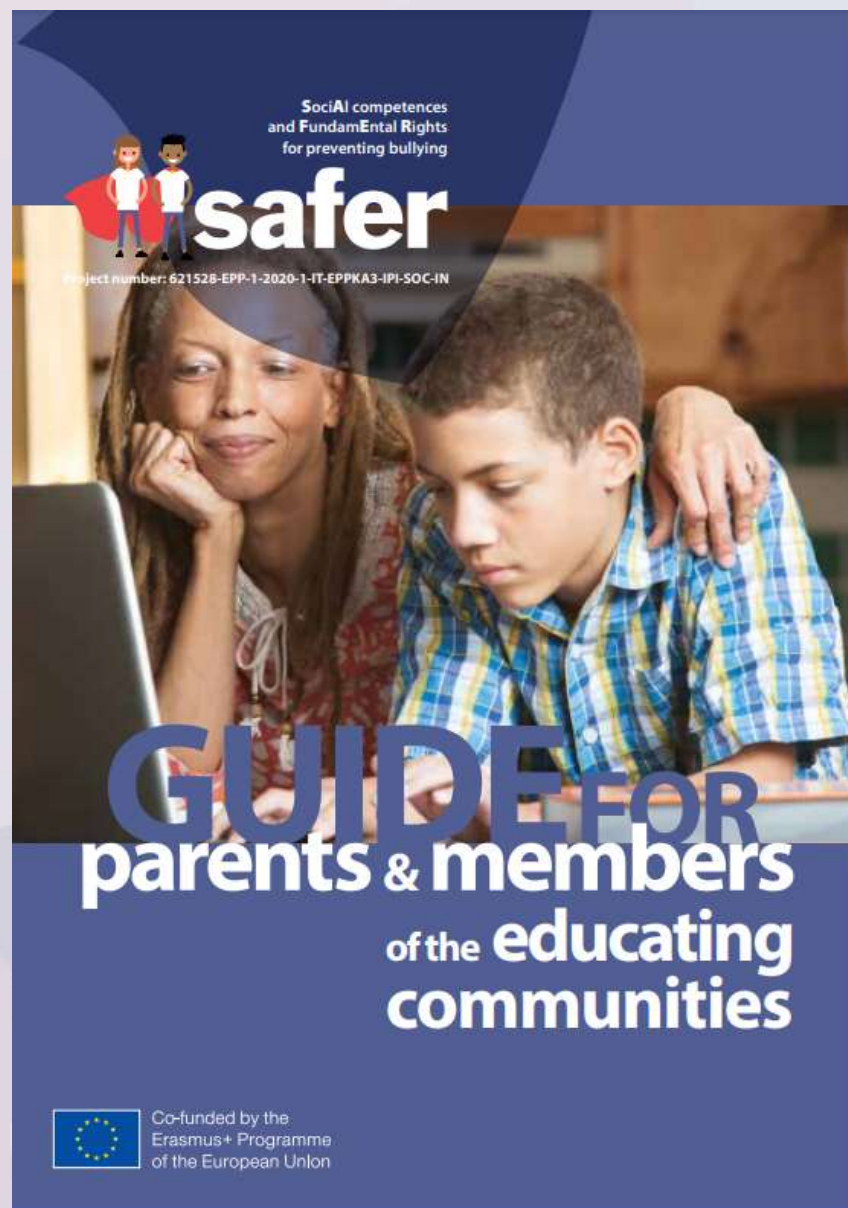
The impact of the Student's handbook

→ Decrease in bullying and being bullied in and outside school





https://www.safer-erasmus.eu/wp-content/uploads/2023/03/SAFER_Parents_manual.pdf





Guide for parents & members of the educating communities

This Guide consists of formative and informative materials for parents and members of the community on what bullying is, what are the main types of bullying behaviors, how to recognize if a child/teen is being bullied or is bullying others, and how to talk to them.

The impact of the Guide for parents & members of the educating communities



→ Positive effect on the family/school/community climate, and that goes beyond the strategy for bullying prevention and intervention

**We hope you'll find these
resources useful.**

Thank you for your attention!



Social competences
and Fundamental Rights
for preventing bullying



safer

Enhancing Anti-Bullying Policy: The Contribution of SAFER

Yiota Panayiotou
Christiana Stavrou

Cyprus Observatory on School Violence
– Cyprus Pedagogical Institute



Co-funded by the
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of the European Union



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Outline

1. Cyprus Observatory on School Violence

2. Bullying Policies

3. Current Anti-Bullying Policy in Cyprus

4. SAFER's Contribution

5. Cross-Country Collaboration

6. Future Implications

7. Conclusion



Cyprus Observatory on School Violence

- The Cyprus Observatory on School Violence (COSV) is part of the Cyprus Pedagogical Institute (CPI), which is the official carrier for the teachers' in-service training of the Ministry of Education, Sport and Youth in Cyprus.
- The main purpose of COSV is the implementation of a safe and friendly school environment for all members of the school community.
- The goals of COSV are:

Conducting scientific research to measure the phenomenon of violence at school and the parameters associated with it.

Developing specific recommendations for defining a policy for the prevention and management of violence as a result of scientific research.

Informing teachers and social partners about the phenomenon of bullying in Cyprus and internationally.

Empowering parents, students, teachers and other professionals involved.

Promoting the active involvement of children in the prevention and treatment of violence at school.

Cyprus Observatory on School Violence

- In order to achieve its goals, among others, COSV is a member of the European Antibullying Network and participates as a partner in European Erasmus+ projects, as SAFER.



Bullying Policies

Prevention Strategies

- Implementing proactive measures to create a safe environment for all students

Support Systems

- Establishing comprehensive support networks for all taking part and education about bullying.

Robust procedures

- Ensuring that policy, regulations or laws are in place with clear procedures to address bullying incidents.

Current Antibullying Policy in Cyprus

- The Ministry of Education, Sport and Youth in Cyprus has been implementing a specific policy for school bullying since 2016 that was updated in 2020, which is applied in schools of all levels and has been communicated through a circular titled as “Prevention and Management of school bullying incidents”.
- The Ministry through the circular has developed guidelines and initiatives to create safe and supportive school environments.
- The policy emphasize awareness-raising, training for educators, and providing support mechanisms for both victims, perpetrators and bystanders.
- The Ministry through the circular encourages each school unit and gives guidelines, in order for schools to develop their own policy on the prevention and management of school bullying, as a part of the Health Education and Delinquency Prevention Action Plan, which schools are supposed to develop at the beginning of each school year.

Current Antibullying Policy in Cyprus

- The policy is based on the Approach: Reflection and taking responsibility, with an important prerequisite: the shared understanding among all members of a school unit.



Current Antibullying Policy in Cyprus

- The circular comprises of six appendices:

Appendix I: Definitions and Theoretical Background

The Appendix includes the definitions of violence, school bullying, sexual harassment and racism. It also gives a clear description of the types of school bullying, the characteristics of those involved in incidents of school bullying and the impact that this behavior has on them and on the school climate.

ΠΑΡΑΡΤΗΜΑ Ι

Ορισμοί και Θεωρητικό Υπόβαθρο

Βία

Η βία είναι η σκόπιμη χρήση φυσικής δύναμης ή εξουσίας, είτε με μορφή απειλής είτε πράξης, κατά του εαυτού, ενός άλλου προσώπου, ή εναντίον μιας ομάδας ή μιας κοινότητας, η οποία είτε επιφέρει είτε έχει μεγάλη πιθανότητα να επιφέρει τραυματισμό, θάνατο, ψυχολογική βλάβη, δυσλειτουργική ανάπτυξη ή στέρηση (Παγκόσμιος Οργανισμός Υγείας, 2002).

Σχολικός εκφοβισμός

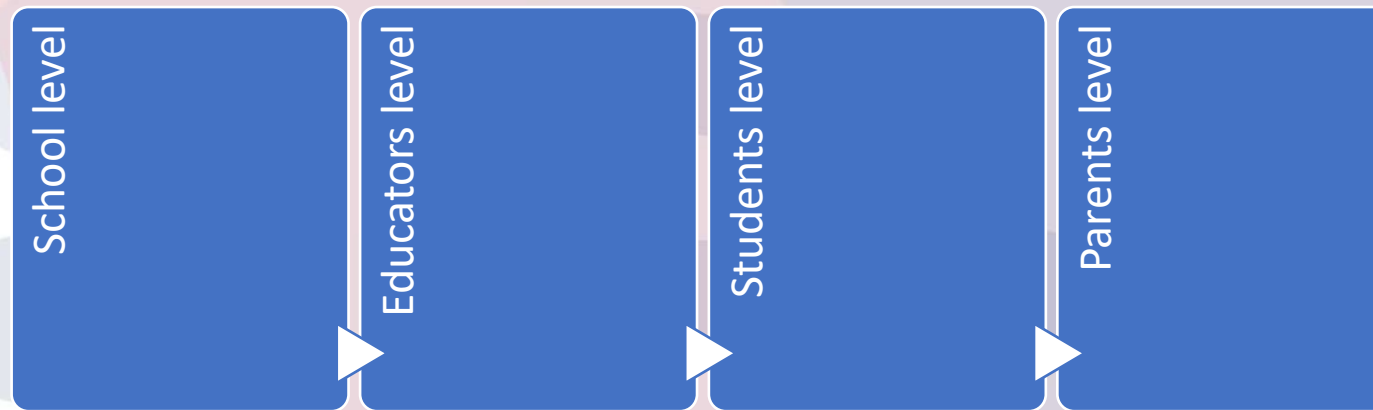
Ορισμός σχολικού εκφοβισμού

Ένας/Μία μαθητής/μαθήτρια γίνεται αντικείμενο εκφοβισμού ή θυματοποιείται, όταν υποβάλλεται, κατ' επανάληψη και κατ' εξακολούθηση, σε αρνητικές ενέργειες από έναν/μία μαθητή/μαθήτρια ή περισσότερους/περισσότερες μαθητές/μαθήτριες (Olweus, 1986, 1991).

Current Antibullying Policy in Cyprus

Appendix II: School Policy: Prevention of School Bullying

- The second Appendix includes all the guidelines and the steps that a school must follow in order to develop its own policy for the prevention of school bullying, based on an Action Plan.
- The Action Plan of each school is proposed to be developed at four levels:



Overall, the policy promotes a holistic approach and the goal is to develop a school culture with **zero tolerance for violence**.

Current Antibullying Policy in Cyprus

Appendix III: School Policy: Management of School Bullying

- In this Appendix the main principles for the implementation of a management plan within the framework of a holistic school policy are proposed. These principles are based on adopting a Social-Ecological approach and in the content of the following programs:
- Norwegian model, Dan Olweus (1993)
- "Shared Concern" Method, Pikas, Sweden (2002)
- Greek program (ΕΨΥΠΕ) "Stop Bullying" (2005)
- Finnish model KIVAKOULOU (2006)
- Austrian program ViSC (2008)
- Protocol for managing incidents of school bullying of the Ministry of Education and Culture of France (2013)
- "No blame approach" by Robinson and Maines (1992).

Current Antibullying Policy in Cyprus

Appendix IV: Forms

- Form A: Recording an incident of School Bullying
- Form B: Monitoring an incident of School Bullying
- Form C: Reflection Form for an incident of School Bullying

Χαρακτηριστικά στοιχεία οποιοία βασίστηκε ο εκφοβισμός – αν ισχύει (σημειώστε \):

Χρώμα δέρματος	Αναπηρία	Εμφάνιση (διευκρινίστε)	
Κοινότητα	Ηλικία	Σχολική επίδοση	
Εθνική ή εθνοτική καταγωγή	Σεξουαλικός προσανατολισμός	Ειδικές ικανότητες ή talέντα	
Θρησκεία	Ταυτότητα φύλου	Άλλο (διευκρινίστε)	
Γλώσσα	Φύλο		
Καθεστώς παραμονής	Πολιτικές ή άλλες πεποιθήσεις		

Σημειώστε σε ποιες ενέργειες έχετε προβεί:
Συναντήσεις (θύτης, θύμα, θεατής/θεατής):

Έντυπο αναστοχασμού για τον/την θύτη:

Επικοινωνία με γονείς/κηδεμόνες (θύτης, θύμα, θεατής/θεατής):

Παραπομπή σε άλλες υπηρεσίες:

Κυρώσεις που έχουν επιβληθεί – αν ισχύει (κυκλώστε ό,τι ταιριάζει):
έντυπο αναστοχασμού, παρατήρηση, γραπτή επίπληξη, επικοινωνία με το σπίτι, κοινωνική εργασία, αποζημίωση, συζητήσεις με παιδιά και οικογένειες, στέρηση συμμετοχής, άλλο (διευκρινίστε) _____

5. Ποιους και με ποιο τρόπο επηρέασε η συμπεριφορά σου αυτή;

6. Πώς αλλιώς θα μπορούσες να συμπεριφερθείς;

7. Υπάρχει κάτι που μπορείς να κάνεις ώστε να επανορθώσεις;

Current Antibullying Policy in Cyprus

Appendix V: Instructions for Electronic Registration of School Bullying Cases

- All the incidents of School Bullying must be registered by the school in a platform called “Educational Program Planning System”.

The screenshot shows a web-based registration form for school bullying cases. The header includes the logo of the Ministry of Education and the title 'NEA ΚΑΤΑΓΡΑΦΗ ΣΧΟΛΙΚΟΥ ΕΚΦΟΒΙΣΜΟΥ XXXXXXXXXXXX - 2020'. The form is divided into several sections:

- Περιστατικό (Incident):** Includes a date field (15/10/2018), a description field, and a character count (0/4000).
- Βαθμός συχνότητας περιστατικού (Frequency of incident):** Radio buttons for '1 φορά την εβδομάδα', '2-3 φορές την εβδομάδα', and 'Καθημερινά'.
- Αιτία περιστατικού (Cause of incident):** Radio buttons for 'Μία εβδομάδα', 'Στας αργίες', 'Περισσότερο από ένα μήνα', and 'Στα χρόνια ή μακροχρόνιο'.
- Χώρος (Location):** Checkboxes for 'Διάδρομος', 'Τοαίλιος', 'Αποδυτήρια', 'Στάση', 'Αθλητικό Πεδυτήριο/ Χώρος', 'Αθλητικό δωματίο', 'Αίθλη', 'Ανεφοδιαστικό απόθεμα στο σχολείο', 'Ονίωμα σχολείο', 'Απογευματινή σχολική δραστηριότητα', 'Ανταρτακλά (από ηλεκτρονικό ταχυδρομείο, e-Mail)', 'Ηλεκτρονικό (επιτόμιμα στη κοιλία)', and 'Σε άλλο χώρο'.

Current Antibullying Policy in Cyprus

Appendix VI: Support Services

- The last Appendix includes all the necessary information and contact details of the supporting services that a school can turn to for the better management of school bullying incidents, such as the Cyprus Observatory on School Violence. Each service has its own terms of reference and responsibilities.

4. Παιδαγωγικό Ινστιτούτο Κύπρου (ΠΙΚ)

Παρατηρητήριο για τη Βία (ΠΑΒΙΣ): Το Παρατηρητήριο για τη Βία στο Σχολείο συλλέγει, καταγράφει, κωδικοποιεί και αναλύει στοιχεία, που αφορούν στην έκταση και τις μορφές βίας στο σχολείο. Επίσης, στηρίζει δράσεις, την ανάπτυξη ή και την διάχυση δράσεων των σχολείων που έχουν σχέση με την αντιμετώπιση του σχολικού εκφοβισμού και, γενικότερα, της βίας στο σχολείο.
Τηλέφωνα: 22402350, 22402487, email: pavis@cyearn.pi.ac.cy

SAFER'S Contribution



- **SAFER:** Development and implementation of an innovative method for preventing school violence and bullying, aimed at fostering inclusive education and based on the enhancement of the acquisition of social and civic competences and on the knowledge, promotion and ownership of common positive values and fundamental rights, not only at the level of students and schools but also at the level of community – Whole School and Community Approach.

Since the anti-bullying policy in Cyprus promotes this holistic approach, it was crucial for COSV to ensure its participation in SAFER program, in order to enhance it and enrich it.

SAFER'S Contribution

1

Through its participation in the program, COSV had the opportunity to engage with the interested school units and support them into the adaptation of the Ministry's Policy.

2

Training programs provided by SAFER empower educators, parents, and students to recognize, prevent, and respond effectively to bullying incidents.

3

During the implementation of the program in schools, various collaborative efforts with schools, communities, and other stakeholders took place.

4

All actions implemented by schools within the framework of the program will serve as examples of good practices, in the effort of all schools to adopt the Ministry's policy and develop an Action Plan for the prevention of school bullying (Appendix II: School Policy: Prevention of School Bullying).

5

SAFER enables access to best practices, research findings, and networking opportunities with other European countries (Project web page and Student Voices platform)

SAFER'S Contribution



- Furthermore, the three Manuals developed within the program framework in the form of Open Resources were used by the piloting schools and can be utilized by all schools in Cyprus. By adapting each activity to its needs, each school had or will have the opportunity to promote the involvement of students, educators, parents, and the community in the effort to prevent school bullying and enhancing the Cyprus policy.

- https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=3241&Itemid=503&lang=el

- **SAFER – Εκπαιδευτική Εργαλειοθήκη**
Εκπαιδευτική Εργαλειοθήκη που αναπτύχθηκε στο πλαίσιο του ευρωπαϊκού προγράμματος SAFER - Social competences and Fundamental Rights for preventing bullying, που ανέπτυξε και εφάρμοσε μία καινοτόμο μέθοδο για την πρόληψη της ενδοσχολικής βίας και του εκφοβισμού, με στόχο την προώθηση της εκπαίδευσης χωρίς αποκλεισμούς βασισμένη στην προσέγγιση «Whole School and Community Approach» (WSCA) – Ολιστική Προσέγγιση Σχολείου και Κοινότητας, όπου η κοινότητα εννοείται ως Κοινότητα Εκπαίδευσης.
 - Εγχειρίδιο για εκπαιδευτικούς
 - Τετράδιο μαθητή/μαθήτριας
 - Οδηγός για γονείς και μέλη της εκπαιδευτικής κοινότητας

Cross-Country Collaboration

- The opportunity provided to all partners for collaboration and exchange of best practices adopted in the six countries of the consortium will greatly contribute to further strengthening the policies followed in these countries or will serve as the basis for developing policies for school bullying, where they do not exist.
- The ultimate goal is for SAFER to lead us towards the development of a unified policy document “Policy Recommendations and Support for Antibullying Policy Reform”.
- This Policy will complement existing policies in Europe and will serve as a guide for more effective prevention and management of school bullying in the upcoming years.

Future Implications

Sustainability of anti-bullying efforts beyond the program's duration

- It is important that the anti-bullying initiatives are embedded into the school's culture and policies, ensuring that they become ongoing practices rather than temporary measures.
- There's a need for continuous evaluation and adaptation of policies to address emerging forms of bullying, such as cyberbullying.
- Regular data collection on bullying prevalence, incident reports, and student surveys to provide insights into trends and areas for improvement.
- Equally important is to emphasize on the need for ongoing training and awareness programs for both students, educators, parents and the community to maintain vigilance against bullying.

Future Implications

Opportunities for continued collaboration and partnerships

- Forming alliances with community organizations, educational institutions, and local authorities to enhance anti-bullying efforts.
- Feedback mechanisms involving stakeholders facilitate ongoing refinement of strategies to better meet the needs of the school community.
- Taking advantage of the benefits of sharing resources, expertise, and best practices.
- Emphasizing on the importance of maintaining open lines of communication to address bullying effectively.



Conclusion

- Expressing gratitude
- Addressing bullying requires a multifaceted approach that involves policy, education, and community engagement.
- Let's work together to foster inclusive and respectful school communities where every individual feels valued and supported.
- Ongoing commitment to creating safer school environments with students-heroes against bullying.



Thank you!



Yiota Panayiotou
(panayiotou.y@cyearn.pi.ac.cy)

Christiana Stavrou
(stavrou.c@cyearn.pi.ac.cy)

Cyprus Observatory on School Violence -
Cyprus Pedagogical Institute

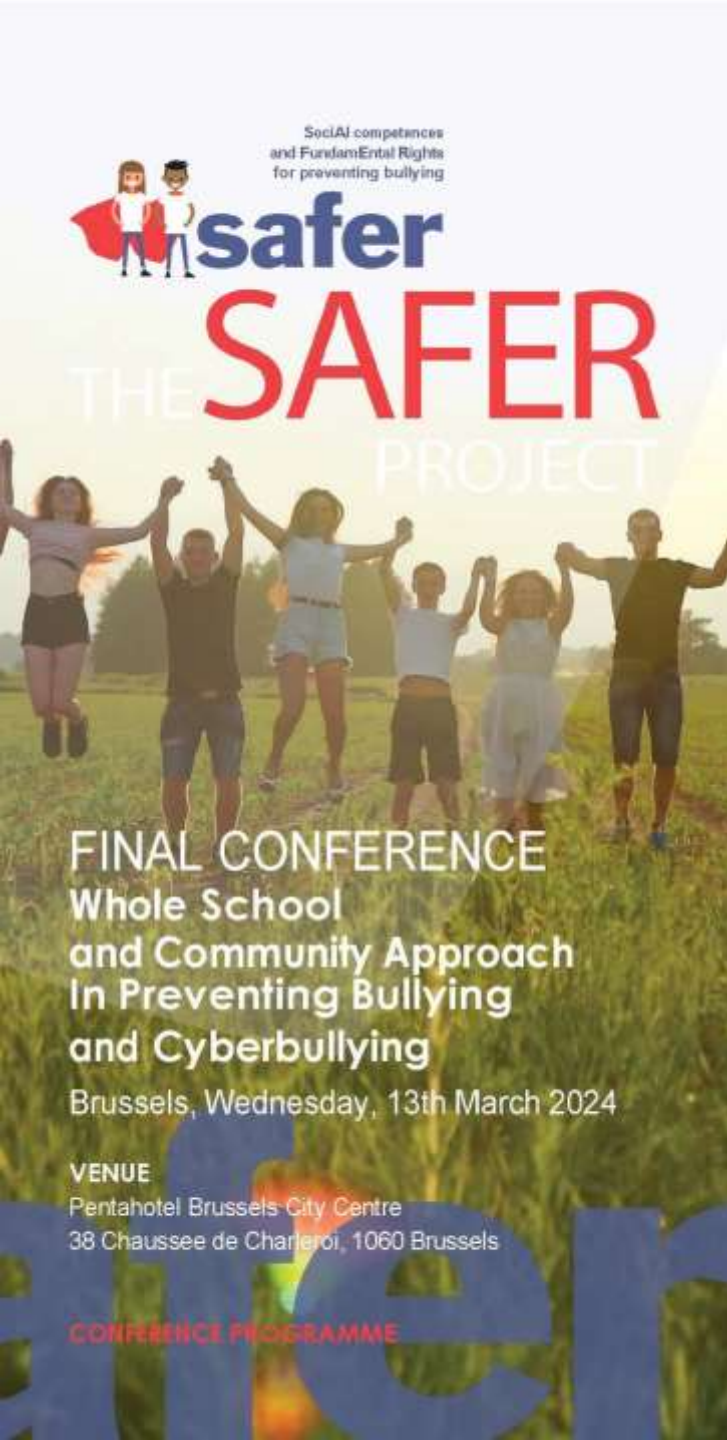
Social competences
and Fundamental Rights
for preventing bullying

<https://www.pi.ac.cy/pi/>

https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=3052&Itemid=508&lang=el



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Final Results: Overview

WP5 – Evaluation

Sérgio Vieira (PI); Alexandra Gomes, Helena Quintas, Joana Santos



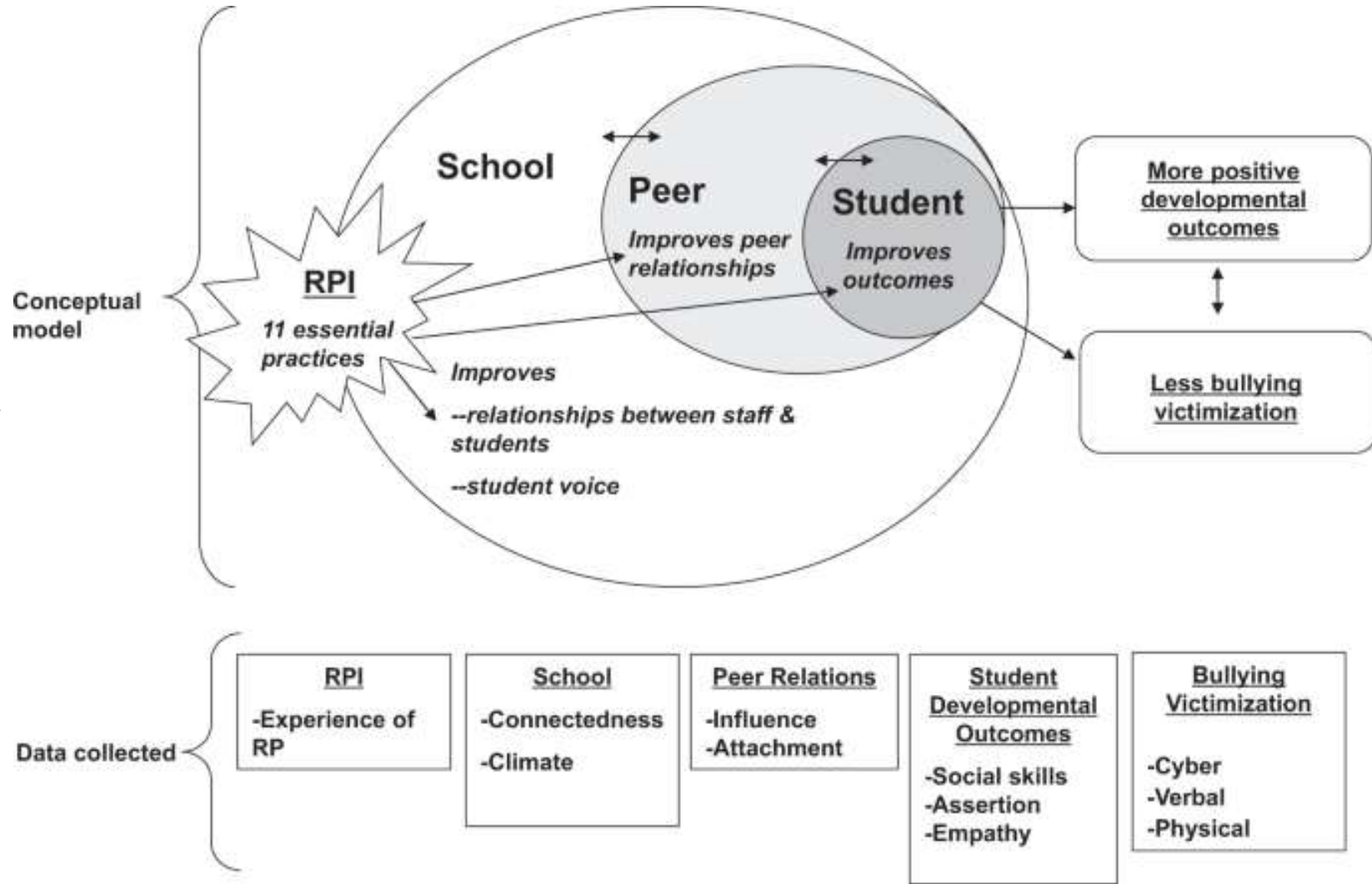
Objective:

To present the project impact in sociocognitive measures.





Protocol for the evaluation of the SAFER MODEL



Protocol for the evaluation of the SAFER Model

Domains	Proximal success measures	Measure for Effect Control
Bullying	Victimization indexes	Perceptions of bullying (bystanders)
Domains	Distal success measures	Measure for Effect Control
Community	Perceived impact in relations with family and significant adults	Pre-existing policies or resources present in community to tackle bullying
School	School climate School belonging	School polices for signaling and intervene in bullying
Class/Peers	Peer attachment Subjective norm	Perceived quality of relationships in school ambiance
Individual	Socioemocional habilities to respond to bullying Social competences (ex. assertiviness) Emotional competences (ex. internalization/externalization of behaviors; life satisfaction, ...)	Changes in school performance Changes in behavior (observer report)

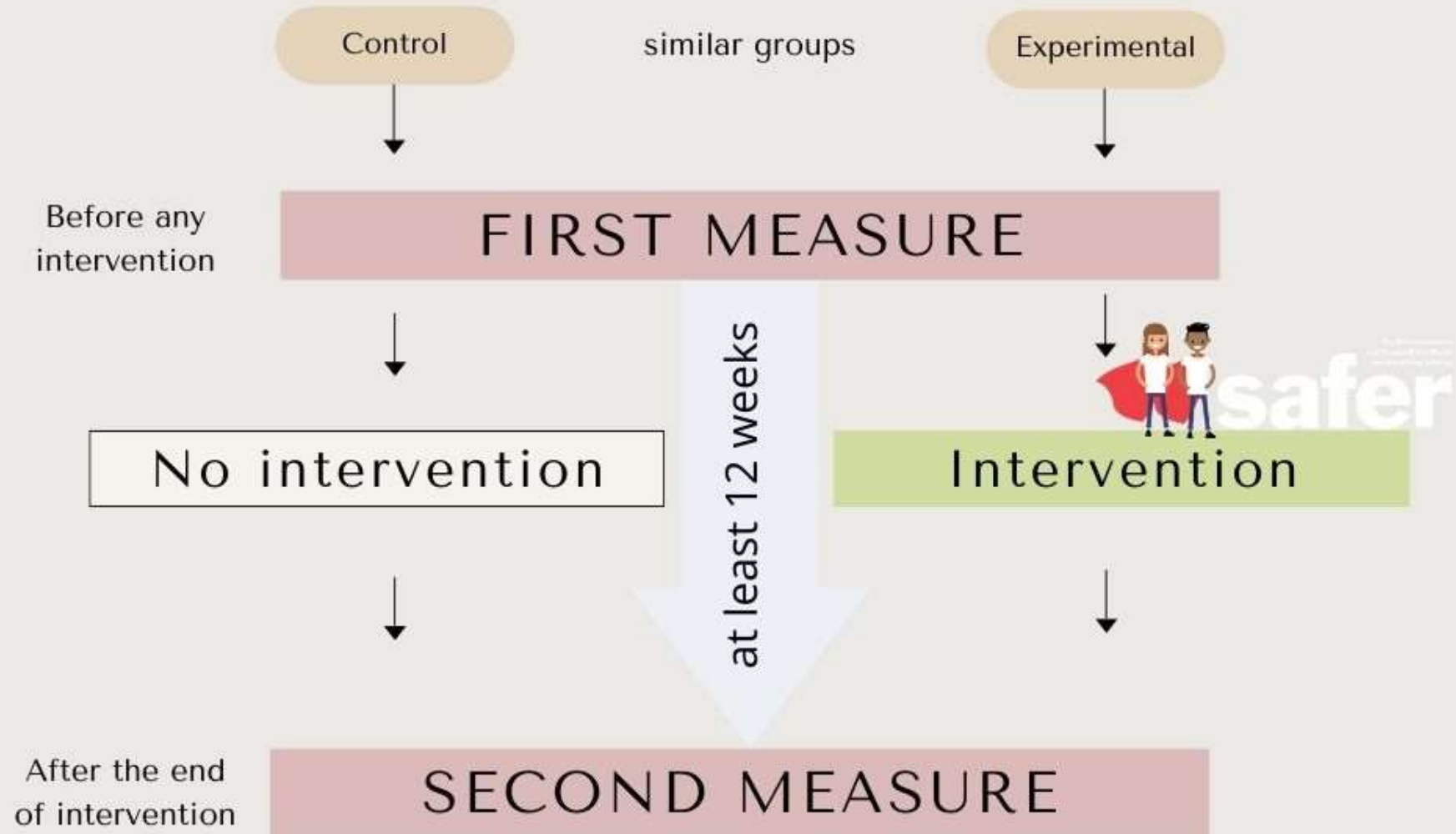


Measures: Bullying

Proximal measure of success	Objective	Acronym	Full name	Items	Dimension	Protocol	Author
Bullying	Three essential characteristics: (1) intent to cause harm to another person; (2) repetitive conduct; and (3) power imbalance between the victim and the perpetrator.	OBVQ-R	Olweus Bully Victim Questionnaire Revised	20	2	Students	Olweus
Perception from the observer's/witness' point of view	The subdimension of this measure allows us to assess the perception of the occurrence of bullying behavior from the bystanders	EVEPME	Subdimension "I as a witness..."	5	1	Students	Matos, et al.

Distal measure of success	Objective	Full name	Items	Dimension	Protocol	Authors
Community	To evaluate the perception of the program in the community (family, significant adults, other interconnected elements with the school, etc.)				Adults	To build
	School climate - assessment of students' experiences of school climate dimensions that are related systematically to levels of academic, behavioral, and socioemotional adjustment.	Inventory of School Climate-Student	50	10	Students	Brand et al.
School	School connectedness - how students feel connected and safe in their school	School connectedness	5	1	Students	McNeely et al.
	What measures exist in the school and classroom rules that allow for the identification of cases of bullying.				Adults	To build
Relational	Aims to measure how they receive encouragement from peers to do well in school, confiding in peers, emulating peers, and considering peers' reactions before acting	Assessing Peer Attachment	3	1	Students	Acosta, J.
		Assessing Peer Influence	3	1	Students	Acosta, J.
Individual	Positive mental health	Social and emotional health survey	36	12	Students	Furlong et al.
	Satisfaction with life for children	Students' Life Satisfaction Scale	7	1	Students	Huebner
	Positive and Negative Affect Schedule	Positive and Negative Affect Schedule - Children	30	2	Students	Laurent et al.

QUASI-EXPERIMENTAL DESIGN



Summary of analysis

- Data analysis employed a repeated measures ANOVA to examine changes over time and make comparisons between the control and experimental groups.
- It was expected that levels of victimization, aggression, and witnessing would rise due to increased awareness.
- **The quality of the school environment was not anticipated to be directly impacted, but it was predicted that the experimental group would experience improved school conditions and climate because of the resources provided to address the issue.**
- **Additionally, an increase in socioemotional competencies was expected in the experimental group.**
- Detailed analysis specific to individual countries was not included in the evaluation.



Sample

		Group	
		Control	Experimental
		Count	Count
Country	Portugal	91	83
	Greece	46	69
	Cyprus	24	18
	Italy	3	26
	Albany	17	13
	Macedonia	15	13
	Bulgary ¹		

Age				
	N	Mean	Std. Deviation	Std. Error
Portugal	174	11,44	1,432	,109
Greece	115	11,37	1,259	,117
Cyprus	42	13,14	1,049	,162
Italy	29	14,38	,494	,092
Albany	30	12,30	,466	,085
Macedonia	28	12,50	,509	,096
Total	418	11,93	1,492	,073



¹: In T1 we have 222 participants

Descriptive Statistics (T2)

	N	Minimum	Maximum	Mean	Std. Deviation
Age	418	9	16	11,93	1,492
Do you like school?	418	1	5	3,52	,962
How many friends?	418	1	5	4,06	1,078
Bullying Frequency	418	1	5	1,43	,906
Valid N (listwise)	418				

Gender	Frequency	Percent	Cumulative Percent
I'm a boy	210	50,2	50,2
I'm a girl	194	46,4	96,7
I don't identify as girl or boy	4	1,0	97,6
I do not wish to answer this question	10	2,4	100,0
Total	418	100,0	

Year Fail	Frequency	Percent	Cumulative Percent
Yes	33	7,9	7,9
No	385	92,1	100,0
Total	418	100,0	



Household

		Frequency	Percent	Cumulative Percent
Valid	Parents	321	76,8	76,8
	One parent only	42	10,0	86,8
	Mother or Father (at turns)	17	4,1	90,9
	With one of my parents and stepfamily	24	5,7	96,7
	With extended family or tutors	5	1,2	97,8
	Other	9	2,2	100,0
	Total	418	100,0	

Brothers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	350	83,7	83,7	83,7
	No	68	16,3	16,3	100,0
	Total	418	100,0	100,0	

Brothers

	N	Minimum	Maximum	Mean	Std. Deviation
How many?	367	0	9	1,58	,960
Valid N	367				



Procedure

- **Repeated measures ANOVA is a statistical technique used to compare the means of three or more related groups. It is often used when the same subjects are measured at different times or under different conditions.**
- One assumption of repeated measures ANOVA is the homogeneity of variance, which means that the variance within each group should be approximately equal. This assumption is important because if it is violated, the results of the ANOVA may be inaccurate. To test for homogeneity of variance, researchers can use statistical tests such as Levene's test. If the assumption of homogeneity of variance is not met, researchers may need to use alternative statistical techniques or transformations to analyze their data. Overall, ensuring homogeneity of variance is crucial for the validity and reliability of the results obtained from repeated measures ANOVA.



Results



Proximal measures (bullying victimization, bullying aggression behavior, and witnessing bullying)

- Data without outliers in all three measures
- Italy excluded from analysis

The main effect of Victim is significant ($F(1, 364) = 8.573, p = 0.004$), indicating that there is an overall difference between moments.

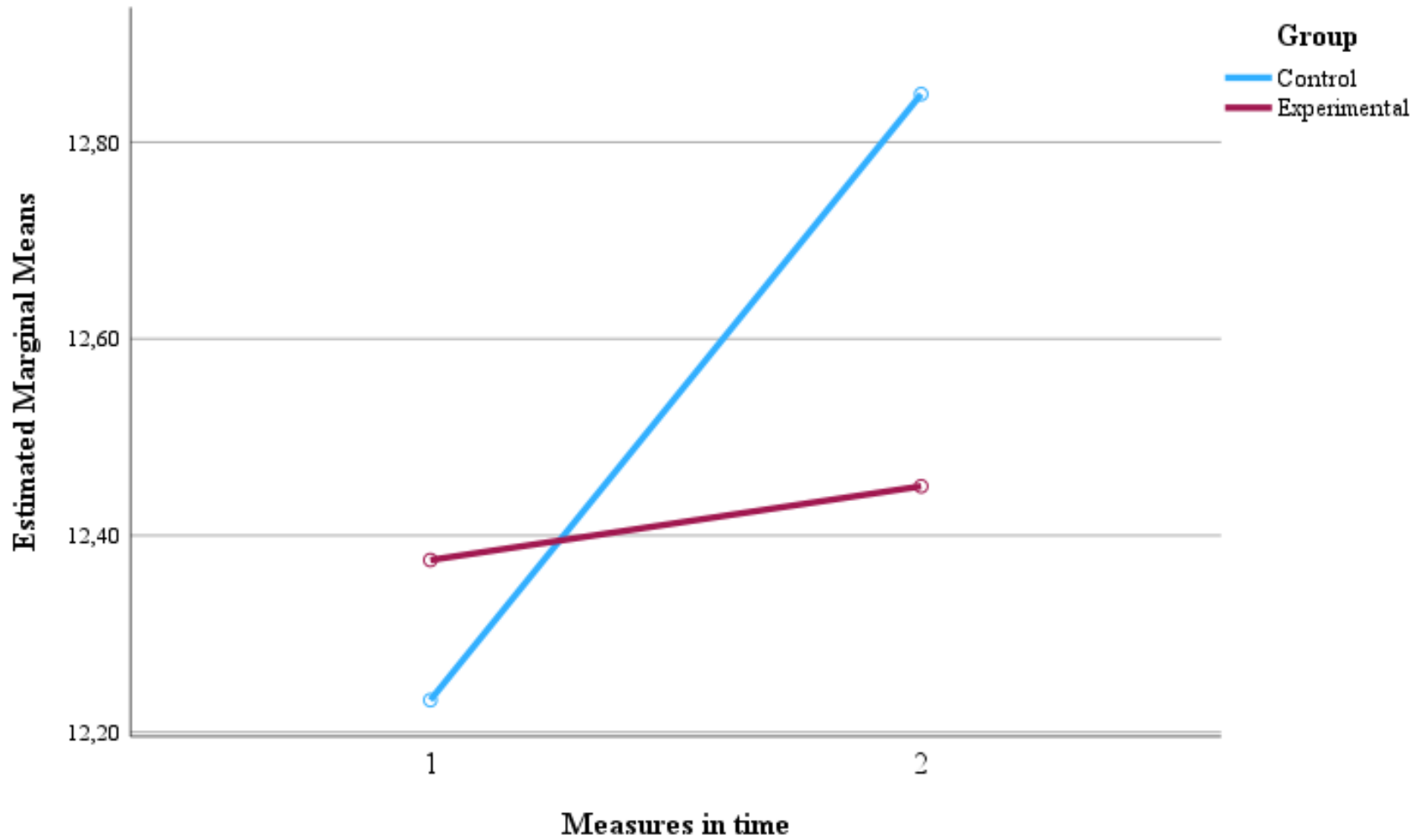
The interaction effect Victim * Group is not significant ($F(1, 364) = 0.088, p = 0.767$), indicating that the effect of Victim does not differ across groups.

The interaction effect Victim * Country is not significant ($F(4, 364) = 1.054, p = 0.379$), indicating that the effect of Victim does not differ across countries.

The interaction effect Victim * Group * Country is not significant ($F(4, 364) = 0.397, p = 0.811$), indicating that the effect of Victim does not differ across combinations of group and country.



Estimated Marginal Means of being a victim of bullying
at Country = Portugal



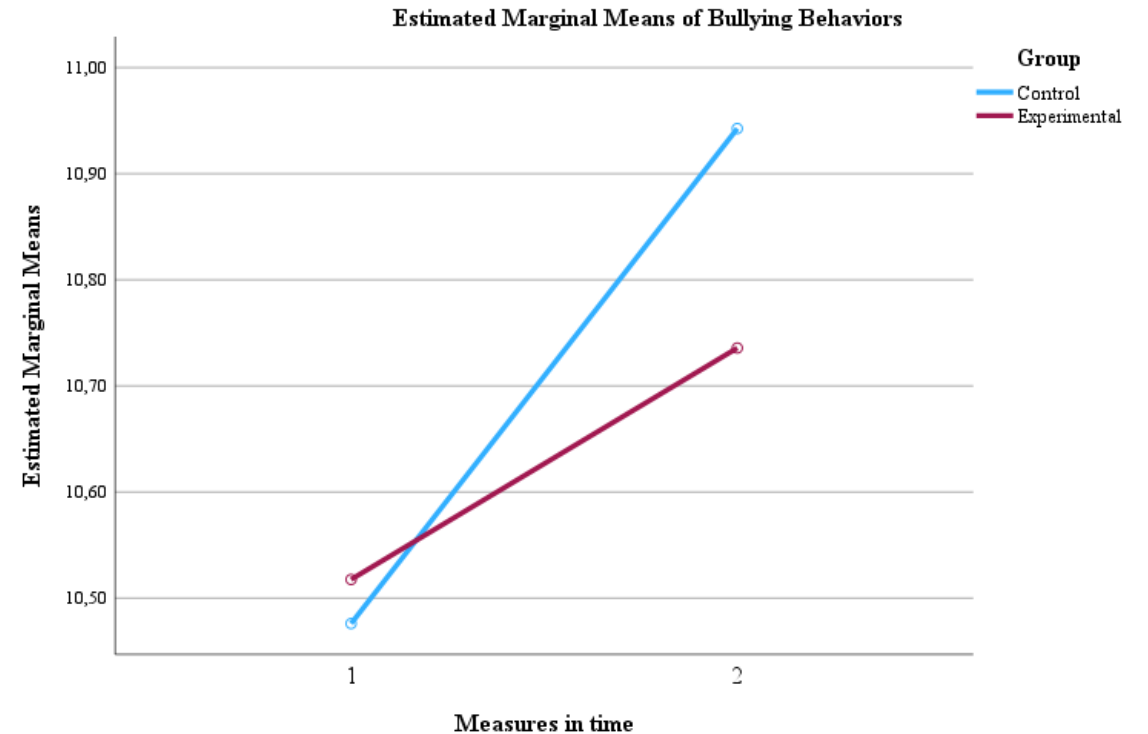
Being a bully – general results

The main effect of Bully is significant ($F(1, 356) = 12.367, p < 0.001$), indicating that there is an overall difference between measures in time.

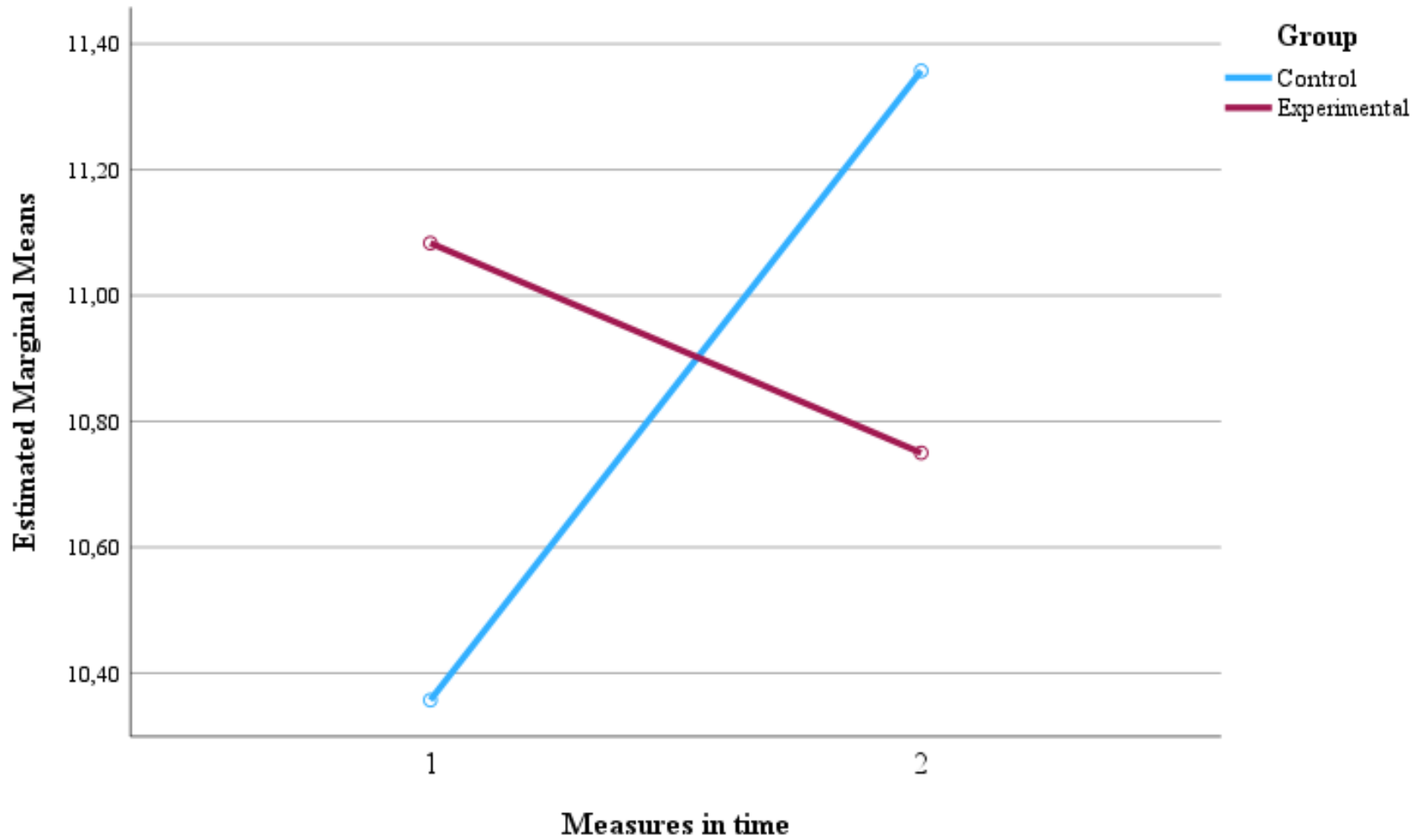
The interaction effect Bully * Group is not significant ($F(1, 356) = 1.627, p = 0.203$), indicating that the effect of Bully does not differ across groups.

The interaction effect Bully * Country is significant ($F(4, 356) = 4.498, p = 0.001$), indicating that the effect of Bully differs across countries.

The interaction effect Bully * Group * Country is not significant ($F(4, 356) = 1.978, p = 0.097$), indicating that the effect of Bully does not differ across combinations of group and country.



Estimated Marginal Means of Bullying behavior
at Country = Macedonia



Witnessing bullying – general results

The main effect of Moment is not significant ($F(1, 368) = 2.417, p = 0.121$), indicating that there is no overall difference between moments.

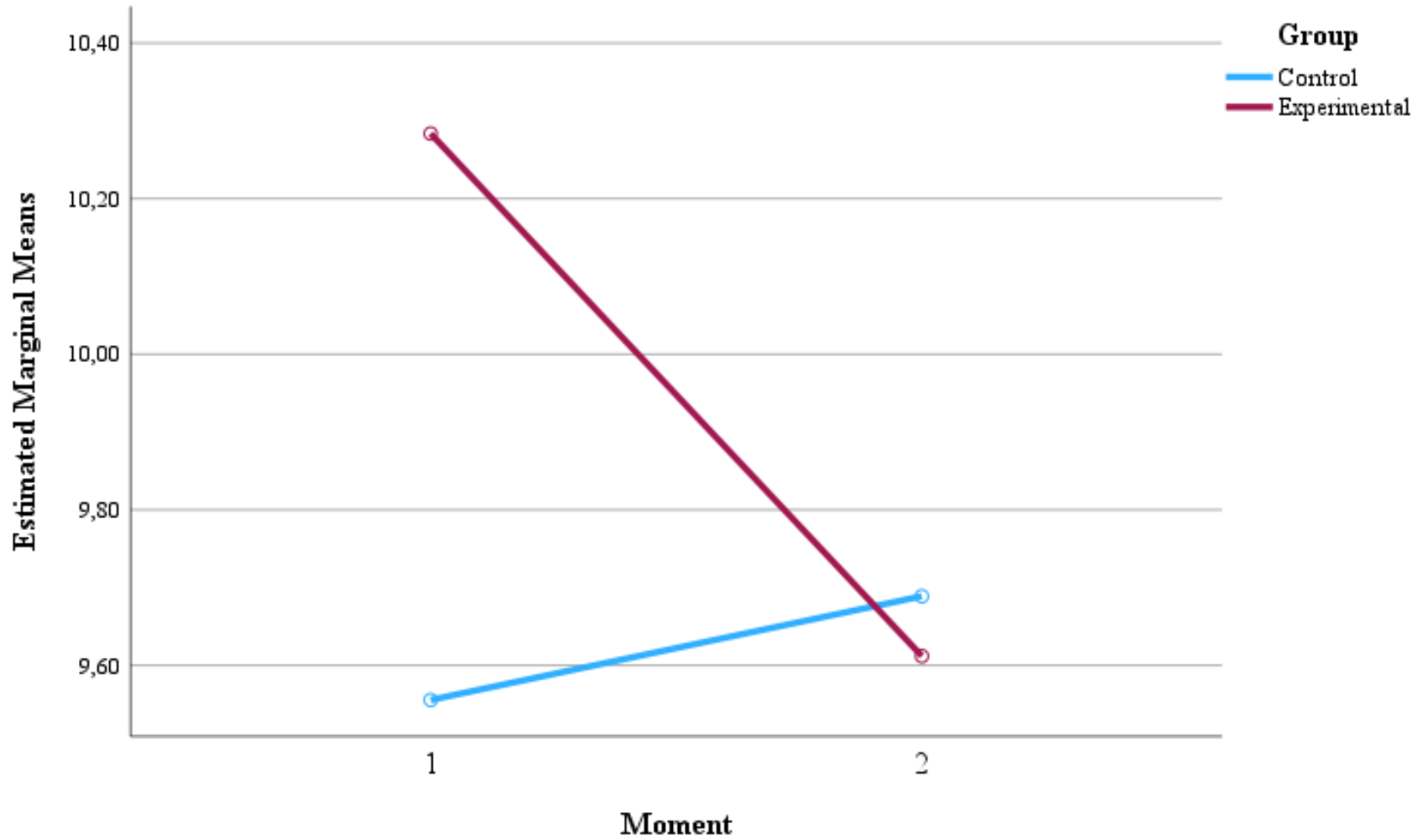
The interaction effect Moment * Group is significant ($F(1, 368) = 4.012, p = 0.046$), indicating that the effect of Moment differs across groups.

The interaction effect Moment * Country is significant ($F(4, 368) = 2.738, p = 0.029$), indicating that the effect of Moment differs across countries.

The interaction effect Moment * Group * Country is not significant ($F(4, 368) = 2.273, p = 0.061$), indicating that the effect of Moment does not differ across combinations of group and country.



**Estimated Marginal Means of being a witness of bullying
at Country = Greece**



Distal measures

(all measures that varied across the moments and groups)

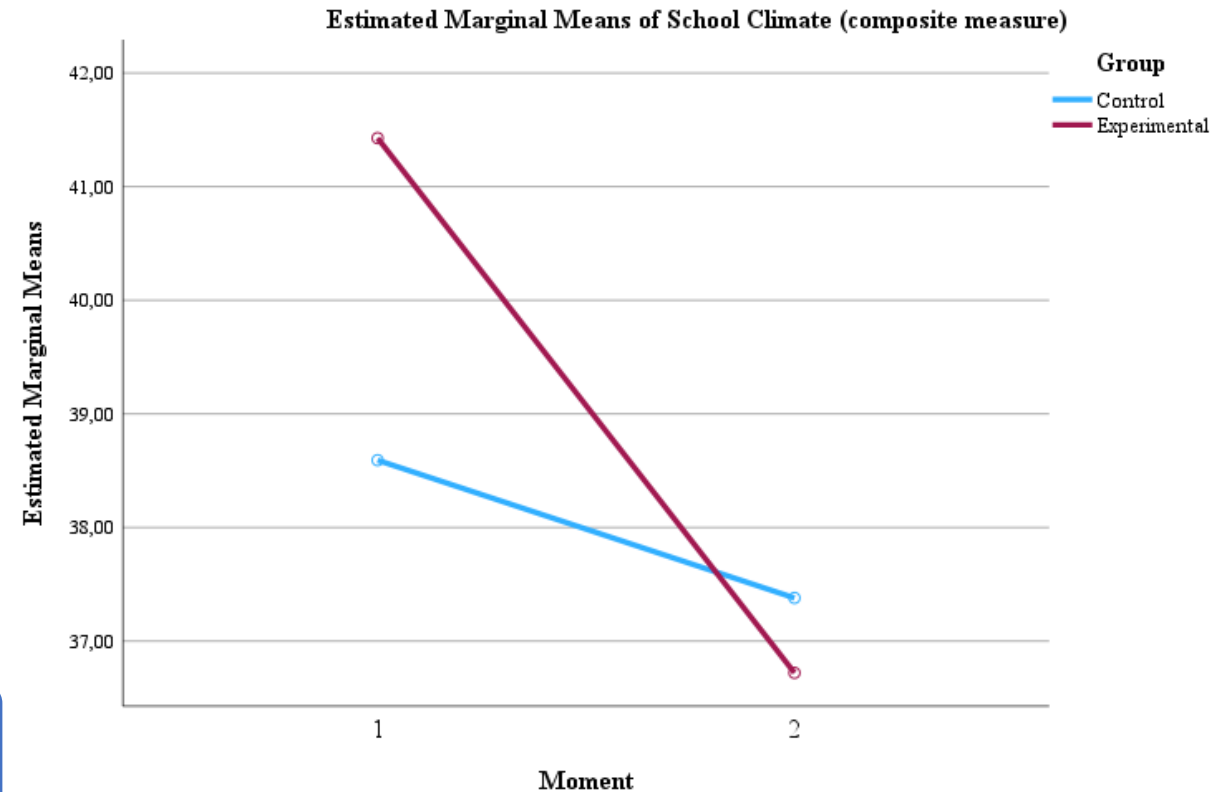
- **School Climate: teacher support + negative peer interaction + positive peer interaction + support pluralism**

The main effect of Moment is significant ($F(1, 379) = 13.344, p < 0.001$), indicating that there is an overall difference between moments.

The interaction effect Moment * Group is significant ($F(1, 379) = 4.652, p = 0.032$), indicating that the effect of Moment differs across groups.

The interaction effect Moment * Country is significant ($F(4, 379) = 3.724, p = 0.005$), indicating that the effect of Moment differs across countries.

The interaction effect Moment * Group * Country is not significant ($F(4, 379) = 1.317, p = 0.263$), indicating that the effect of Moment does not differ across combinations of group and country.



Peer attachment

The main effect of Moment is not significant (Pillai's Trace = 0.009, $F(3, 379) = 3.398$, $p = 0.066$), indicating that there is no overall difference between moments.

School connectedness

The main effect of Moment is significant (Pillai's Trace = 0.049, $F(1, 379) = 19.639$, $p < 0.001$), indicating that there is an overall difference between moments.

Belief in self (Self-efficacy + Self-awareness + Persistence)

The main effect of Moment is significant ($F(1, 379) = 13.742$, $p < 0.001$), indicating that there is an overall difference between moments.

The interaction effect Moment * Country is significant ($F(4, 379) = 6.141$, $p < 0.001$), indicating that the effect of Moment differs across countries.

Conclusions

- The results indicated significant differences in measures related to bullying victimization, bullying aggression behavior, and witnessing bullying across different moments and groups. While the main effects of these measures were notable, the interactions between victimization, bullying behavior, group, and country did not show significant differences. **This suggests a consistent impact of the intervention across various contexts.**
- Furthermore, the evaluation highlighted significant variations in distal success measures such as school climate. The findings underscored the **importance of considering not only the immediate effects of interventions** but also their broader impact on school environments, peer relationships, and individual well-being.
- **In conclusion, the evaluation of the SAFER Model project demonstrated the effectiveness of the intervention in addressing bullying and promoting positive socioemotional outcomes.**
- **The results emphasized the need for comprehensive strategies that consider multiple factors influencing student well-being and school climate. By focusing on both proximal and distal success measures, the project aimed to create a more supportive and inclusive environment for students to thrive.**





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PROGETTO SAFER

2022-2023

Classi 1[^]D Informatica e Telecomunicazioni
e 1[^]G Elettronica ed
Elettrotecnica-Informatica
e Telecomunicazioni

IT "Franchetti Salviani"
Città di Castello
Italia

**STOP
BULLISMO**



POLO TECNICO
FRANCHETTI-SALVIANI
CITTÀ DI CASTELLO



CENTRO STUDI VILLA MONTESCA
FONDAZIONE

Esperienza di apprendimento 25 Emozioni e bullismo - come risolvere i conflitti

Età degli studenti : 14+

Durata: 40 minuti

Obiettivi di apprendimento

- Riconoscere, esprimere e gestire le proprie emozioni;
- Sviluppare empatia;
- Essere consapevoli di quanto sia importante il ruolo di ciascuno nella prevenzione del bullismo;
- Promuovere la cooperazione;
- Offrire sostegno a coloro che sono vittime di bullismo.

Competenze

Le principali competenze che si intendono fornire sono:

- Relazionarsi con gli altri;
- Riconoscere l'importanza di una responsabilità condivisa e di un'attenzione reciproca all'interno della classe;
- Mostrare interesse nei confronti degli altri e creare un senso di giustizia sociale;
- Sviluppare competenze di problem solving (risoluzione di problemi) e critical thinking (pensiero critico);
- Lavorare in gruppi.

Materiali

Scheda: Vignette



What could these people do to stop the bullying?



What could these people do to stop the bullying?



What could these people do to stop the bullying?



What could these people do to stop the bullying?

Preparazione e Warm Up

Per prima cosa l'insegnante saluta gli studenti e gli comunica che oggi parleranno di come prevenire il bullismo. Inoltre, spiega che è molto importante prendersi cura dei propri compagni, soprattutto di quelli che soffrono perché vittime di questo fenomeno.

L'insegnante aggiunge che si tratta di un'attività molto interessante perché ognuno, nel suo piccolo, potrà fare la differenza.

Attività

Attività 1

In questa attività ciascun gruppo è composto da 3 o 4 studenti a cui l'insegnante assegna una delle vignette, selezionando quelle che ritiene più opportune in base alla classe e all'età degli alunni. Le vignette sono quelle suggerite dall'esperienza 25 grazie e in un secondo tempo, in accordo con l'insegnante, alcuni alunni decidono di realizzare delle vignette che riproducono scene simili o disegni che invitano alla cooperazione e all'aiuto a chi è vittima di bullismo.

Attività 2

L'insegnante chiede a ogni gruppo di riflettere sulla scena rappresentata nella vignetta per capire cosa sta succedendo. Poi, ciascun gruppo parla di “cosa sta accadendo”, fornendo agli altri la propria interpretazione e spiegazione della scena.

A questo punto propone la propria scena, facendo riferimento anche a momenti di vita vissuta.

Attività 3

L'insegnante chiede a ciascun gruppo di completare le nuvolette in base a come pensano che si stiano sentendo i personaggi rappresentati nella scena. Inoltre, chiede di scrivere in 5/10 righe (o anche più, dipende dall'età degli studenti) alcune azioni appropriate che i personaggi della scena diversi dalla vittima potrebbero compiere per fermare il fenomeno bullismo in corso.

Vengono rappresentati anche coloro che non se la sentono di intervenire.

Attività 4

Ora tutti i gruppi interagiscono tra loro leggendo ciò che hanno scritto nella nuvoletta e nella breve relazione. Con l'aiuto dell'insegnante, spiegano il motivo per cui hanno scritto ciò che stanno esponendo alla classe.

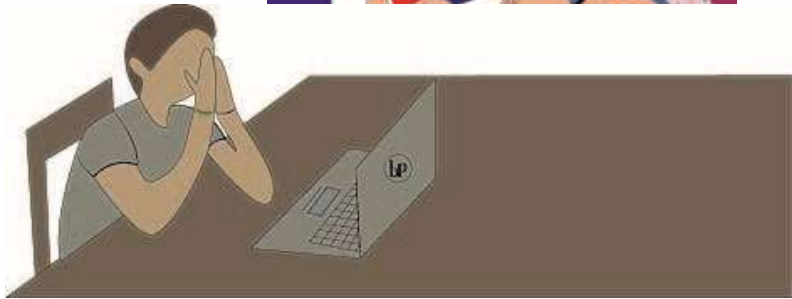
In questo momento l'insegnante sottolinea come è difficile reagire da soli all'atto di bullismo che si sta subendo per questo è importante parlarne con qualcuno e chiedere aiuto e sostegno.

Relazionarsi con la comunità in cui si vive

Il bullismo è spesso circondato dal silenzio: infatti, molte vittime non ne parlano. Questo esercizio vuole dimostrare che parlare a qualcuno all'interno della comunità degli episodi di bullismo subito può fare la differenza. Inoltre, i messaggi di prevenzione del bullismo, se provengono non solo da insegnanti, educatori e genitori, ma da un gran numero di adulti della comunità in generale, possono risultare più efficaci.

Disegni degli studenti





Lorenzo, Emilio e Gioele

-Lorenzo: "Hey Emilio, vieni qua e dammi subito la tua merenda o passerai dei guai seri!"

-Emilio: "Basta! Lasciami in pace, la merenda è mia e non te la do."

-Lorenzo: "Va bene, l'hai voluto tu! Gioele prendi il telefono e inizia a registrare mentre meno picchio questo sfigato!"

-Gioele: "Ok prendo il telefono e inizio a riprendere immediatamente la scena!"

-Gioele (tra sé e sé): "Non capisco perché devo mettere Emilio a disagio, non ha nessuna colpa. Devo reagire, devo aiutarlo!"

-Gioele: "No Lorenzo! Basta, non voglio più aiutarti nei tuoi gesti da bullo. Lascia stare Emilio, ora vado a chiamare un adulto che risolverà questa situazione una volta per tutte!"

Bullo 1, bullo 2, vittima

-Bullo1: Oggi ci hai provato con la mia ragazza eh!? Ora te le do di santa ragione!

-Vittima: No, non ho fatto niente del genere, la stavo solo aiutando a trovare il laboratorio di chimica, tutto qua!

-Bullo2: Non gli credo, picchiamolo!

-Bullo1: Ora ti spacco la faccia!

Così i bulli picchiarono a sangue il ragazzo mandandolo all'ospedale, la fidanzata del bullo1 riprese tutto e decise di denunciarli

-Jacopo: "Oh no! Com'è possibile?! Questo nel video sono io. Come ho fatto a non accorgermi che mi stavano riprendendo mentre ballavo nel ripostiglio della scuola. Il video ora sta diventando virale! Devo trovare una soluzione, dovrò chiamare immediatamente la polizia postale per farlo rimuovere."

Mamma e Giulia

-Mamma: "Ultimamente ti vedo giù di morale e in quest'ultimo periodo stai prendendo brutti voti. Cosa sta succedendo?"

-Giulia: "È da un po' che a scuola mi prendono in giro perché studio troppo e mi dicono che non esco di casa. Così ho deciso di non studiare più!"

-Mamma: "Quanto è sbagliato! Se tu fai così diventerai una loro vittima! Invece tu dovrai continuare a studiare ed essere per loro un esempio, devi aiutarli e spronarli a fare meglio. Promettimi che seguirai questo consiglio!"

Bullo 1, bullo 2, bullo 3, vittima

Primo giorno di scuola superiore il protagonista si sta incamminando verso la sua classe ma tre ragazzi lo circondano e...

-Vittima: Cosa volete!?

-Bullo1: Tu devi essere il nuovo arrivato eh!?

-Vittima: Sì, e allora!?

-Bullo1: (voltandosi verso i suoi amici) Facciamogli capire come stanno le cose qui!

-Vittima: (titubante) Cosa intendi?

-Bullo1: ogni mattina da ora in poi ci farai un regalino!

Vittima: Ma!?

-Bullo1: Non devi parlarmi capito! (spingendolo a terra).

-Vittima: (spaventato) consegna delle banconote ai bulli.

Vittima, mamma, papà, sorella maggiore

-Vittima: Mamma papà, domani non voglio andare a scuola, tutti mi prendono in giro!

-Papà: Fatti coraggio! Sei un uomo ricordatelo!

-Mamma: Tranquillo andrà tutto bene vedrai.

-Sorella maggiore: Stai calmo se succede qualcosa dillo a me che risolviamo tutto!

-Vittima: Grazie sorellona!!

Insegnante

Sono un un'insegnante, ormai insegno da diversi anni, in diverse classi che ho avuto ci sono stati atti di bullismo, eppure con i miei alunni ne parlo continuamente, provo a fargli capire che queste cose non vanno fatte, alla fine della lezione sembra tutto ok e di punto in bianco alla lezione dopo succede quello che non deve succedere...

Ho un'idea, potrei organizzare degli incontri con esperti nel campo del bullismo. Chissà se i miei alunni impareranno a rispettare gli altri?

Ragazzo 1, ragazzo 2, ragazzo 3

-R1: Guardate cosa stanno facendo i ragazzi del quinto anno a quel ragazzo di colore del primo anno!

-R2: Lo stanno denigrando per il colore della sua pelle, secondo voi dovremmo fare qualcosa?

-R3: Secondo me sì, non possiamo stare a guardare!

-R2: E che cosa dovremmo fare?

-R1: Dovremmo fermarli, d'altronde anche noi siamo del quinto anno!

-R2: Esatto!

-R3: Allora andiamo!

Valentina, Barbara e Cecilia

Cecilia ha pubblicato una foto in cui si vede Valentina stesa a terra ubriaca

Valentina se ne accorge

-Valentina: Cosa avete postato!!!?!!

-Barbara: Cosa vuoi da noi sfigata!

-Valentina: Lo so che siete state voi!!!!

-Cecilia: E quindi cosa vorresti fare?!

Ridono

-Valentina: Cancellatela subito!! *Valentina corre verso le bulle*

-Barbara: Cosa pensi di fare?!

Ridono

Spingono Valentina per terra

Valentina piange e va via

Bullo 1, bullo 2 e ragazzo bullizzato

-B1: Ehi stupido, dacci subito tutti i tuoi soldi, altrimenti finirà male!

-R2: Già! Vedi di non esitare.

-Rb: No, vi prego, non ho niente!

-R2: Non fare il finto tonto, te lo dico per l'ultima volta, dacci i tuoi soldi!

-Rb: Vi prego prego, basta, vi ho già detto che non ho niente

-R1: Però vedo che hai un telefonino, perché non ce lo dai?

-Rb: Non posso, è costato tanto ai miei genitori!

-R2: Non ti abbiamo chiesto se puoi, daccelo e basta!

Morena e Giovanna

Arriva una chiamata dal 112

-Morena: Pronto polizia postale, qual è l'emergenza?

-Giovanna: Due ragazze hanno pubblicato una mia foto dove non sono vestita.

-Morena: Ok, quanti anni hai come ti chiami...

-Giovanna: *****

-Morena: Ok, la tua foto verrà cancellata e le persone che l'hanno pubblicata rintracciate.

Andreaa, Cesare, Ruben, Leonardo

Andreaa sta guardando il telefono

-Cesare: Guardate Andreaa!!

-Ruben: Sempre sola!!

Tutti insieme ridono

-Leonardo: Andreaa!!! Bello il tuo gruppo di amici!! ahahah

Andrea se ne va

-Ruben: per fortuna che se ne va.

-Leonardo: Non sopporto vedere le persone sole.

-Cesare: Già...

Leonardo, Pietro, Cesare, Ruben, Gabriele

-Leonardo: Sapete cosa è successo a Lucia? Mi sembra un po' giù di morale

-Pietro: So che l'hanno presa in giro online.

-Cesare: E che le hanno detto?

-Pietro: Non lo so.

-Ruben: Non possiamo andare a vedere il suo profilo?

-Pietro: Ha il profilo privato e non accetta amicizie

-Gabriele: Quindi cosa possiamo fare?

-Pietro: Chiamiamo la polizia delle comunicazioni?

-Gabriele: Meglio di no, non conosciamo la realtà dei fatti

-Ruben: Andiamo a chiederglielo no?

-Leonardo: Buona idea

Katia, bullo 1 e bullo 2

Katia: è tutto il giorno che "parlano alle mie spalle", cosa vogliono da me? non capisco! ?

-Bullo 1: guarda quella ragazza, ha vestiti fuori moda!

-Bullo 2: sì, non ha soldi per comprare nuovi vestiti, ahahahahah.

-Bullo 1: Dai, andiamocene non voglio più vedere quella poveraccia!

Hacker, poliziotto e poliziotta

Edoardo e papà

-Edoardo: Papà, puoi aiutarmi?

-Papà: Certo, qual è il problema?

-Edoardo: Marta è stata presa di mira online e volevo che tu sporgessi denuncia.

-Papà: Edo, non è neanche nostra parente, stiamone fuori!

-Edoardo: Papà ti prego, è la mia migliore amica!

-Papà: E va bene, parlerò con i suoi genitori.

-Edoardo: Grazie papà!

-Hacker: non devo preoccuparmi della polizia, non mi potranno mai beccare, sono troppo furbo per cadere nelle loro trappole. Ahahah, ahahah continuerò a rubare dati per tutta la mia vita.

-Poliziotto: sono troppi questi hacker, i ragazzi sono in pericolo, cosa ne pensi?

-Poliziotta: penso quello che pensi tu, però non bisogna arrendersi, dobbiamo continuare a cercarli perché alla fine li rintracceremo tutti!

-Poliziotto: hai ragione collega, non dobbiamo fermarci continuiamo a lottare perché loro pensano di essere al sicuro ma non lo sono.

Poliziotto e Francesco

-Poliziotto: Salve, Polizia delle Comunicazioni, come possiamo aiutarla?

-Francesco: Salve, vorrei sporgere denuncia.

-Poliziotto: Prenderemo in considerazione il suo avviso, quanti anni hai?

-Francesco: 10 anni

-Poliziotto: Sei troppo piccolo per sporgere denuncia. Hai qualche adulto che possa farlo al tuo posto?

-Francesco: I miei genitori, ma non sono in casa.

-Poliziotto: Dimmi qual è il problema.

-Francesco: Mia sorella, su Instagram, si chiama Lucy, è stata presa di mira da molte persone.

-Poliziotto: D'accordo, abbiamo il tuo contatto, provvederemo a risolvere tutto con i tuoi genitori.

Edoardo, Oliver, Pino

-Edoardo: stanno picchiando quel ragazzo!

-Oliver: poverino!

-Pino: andiamo ad aiutarlo, facciamo presto.

-Oliver: io non lo aiuto, ho paura che picchino anche me!

-Edoardo: allora andiamo io e te Pino!

-Pino: ok Edo!

Sofia, Francesco, Melissa e Marco

-Sofia: Oddio, Marco ha pubblicato le foto che abbiamo fatto la settimana scorsa!

-Marco: Che bello, la vedo preoccupata! Ora finalmente tutti vedranno le foto in cui è nuda, sono veramente soddisfatto!

-Melissa: Che grande che sei Marco! Le sta bene, non la sopporto!

-Francesco: Siete veramente perfidi! Poverina, come ti sei permesso Marco, non mi va di essere amico tuo e anche tu Melissa, invece di andare a consolarla sei qui a prenderla in giro. Vado da lei a confortarla!

Riccardo, Alfredo e Nicolas

-Riccardo: aiuto! Smettila mi fai male.

-Alfredo: Nicolas fai il palo così nessuno ci scopre!

-Nicolas: ok, però fai presto altrimenti ci vedono!

-Alfredo: ora, Riccardo, facciamo i conti io e te!

Marco e Mario

-Marco (bullo): Perché Alessia ha scelto Mario e non me! Non riesco a sopportarlo. Mario te la farò pagare!

-Mario (vittima): Perché Marco ha pubblicato delle mie foto sul gruppo della classe. Ora tutti rideranno di me, non pensavo che arrivasse a tanto per gelosia!

Marta, Laura e Paola

-Marta: Guarda! Si è accorta della foto di sabato sera che abbiamo pubblicato!

-Laura: Vediamo come reagisce!

-Paola: Cosa sta succedendo? Perché tutti mi odiano e mi prendono in giro?! Ora tutto il mondo vedrà questa mia brutta foto, sono finita!

Elena, Pietro, Sara, Augusto e Lorenzo

-Elena: Ieri ho parlato con Mario, era triste, mi ha detto che viene preso in giro da due suoi compagni di classe Giovanni e Marco.

-Pietro: Hai ragione anche a me sembrava che fosse triste da un po' di tempo.

-Sara: Come possiamo aiutarlo?

-Augusto: Secondo me dovremmo passare più tempo con lui e stargli vicino.

-Lorenzo: Come ho fatto a non rendermene conto, sono suo fratello e lui non me ne ha mai parlato.

Valeria, Marco, Giovanni (Polizia Postale)

Marco: Valeria, cosa stai facendo? Sembri preoccupata.

Valeria: Buongiorno Marco, in effetti sono abbastanza preoccupata, mi hanno informato che è stata pubblicata una brutta foto di una ragazza senza il suo consenso, quindi devo lavorare su questo caso.

Giovanni e Marco: Ci dispiace, possiamo aiutarti in qualche modo?

Giorgio, Carlo, Matteo

-Giorgio: Oh Matteo, che fai qua?! Oh piccolino che maglia che hai, una bella maglietta da nonno. Avanti Carlo, filma tutto.

-Carlo: Certo che sì Giorgio!

-Matteo: Io non ho paura

-Giorgio: Ah sì, ne sei sicuro? Boom!! Giorgio spinge Matteo addosso all'armadietto

Pietro

-Pietro: Oh no!! Cosa hanno pubblicato!! Dove hanno preso questa foto in cui ero nudo? Sicuramente l'ha girata Jessica, la mia ragazza. Perché?!

Mamma e Ginevra

-Mamma: Hey amore, cosa hai?
-Ginevra: Niente mamma, tutto ok!
-Mamma: Fammi vedere cosa mi nascondi
-Ginevra: Scusa mamma se ti ho mentito ma avevo paura di dirtelo: a scuola mi hanno tirato i capelli e mi hanno buttata a terra.
-Mamma: Tranquilla amore non devi avere paura ci sono io che ti aiuto

Mamadou, Uzoma e Achille

Mamadou: Ehi amico, dammi tutti i soldi che hai.
Uzoma: Fai veloce, sennò ti facciamo male.
Achille: Che cosa volete da me, lasciatemi stare!
Mamadou: Ok, l'hai voluto tu!
Uzoma: Dai picchiamolo!

Leonardo e Tommaso

-Leonardo: Fammi copiare, altrimenti dirò a tutti che sei innamorato di Serena.
-Tommaso: Come fai a saperlo?!
-Leonardo: Ho letto il tuo diario personale!
-Tommaso: Va bene ti faccio copiare, basta che non lo dici a nessuno.

L'insegnante pensa:

-Insegnante: Riccardo mi ha detto che Alfredo e Nicolas lo hanno picchiato durante la ricreazione fuori nel cortile, ma loro si difendono dicendo che lui sta mentendo. A chi devo credere? Che devo fare? Quali sono i provvedimenti che devo prendere?

Mattia e sua sorella Anna, mamma e papà

-Mattia: Mamma oggi non voglio andare a scuola.
-Mamma: Perché?
-Mattia: Perché non ho voglia!
-Papà: Dai Mattia, non puoi stare a casa anche oggi.
-Mattia: No, per favore
-Anna: Non vuole andare a scuola perché lo prendono in giro.
Anna pensa:
-Anna: Sono contenta di aver parlato con la mamma e aver aiutato mio fratello.

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I D Informatica e Telecomunicazioni
I G Elettronica ed Elettrotecnica - Informatica e
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Prof.ssa Roberta Bigi

Social competences
and Fundamental Rights
for preventing bullying



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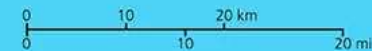
Cyprus fights for reducing bullying to zero



Co-funded by the
Erasmus+ Programme
of the European Union



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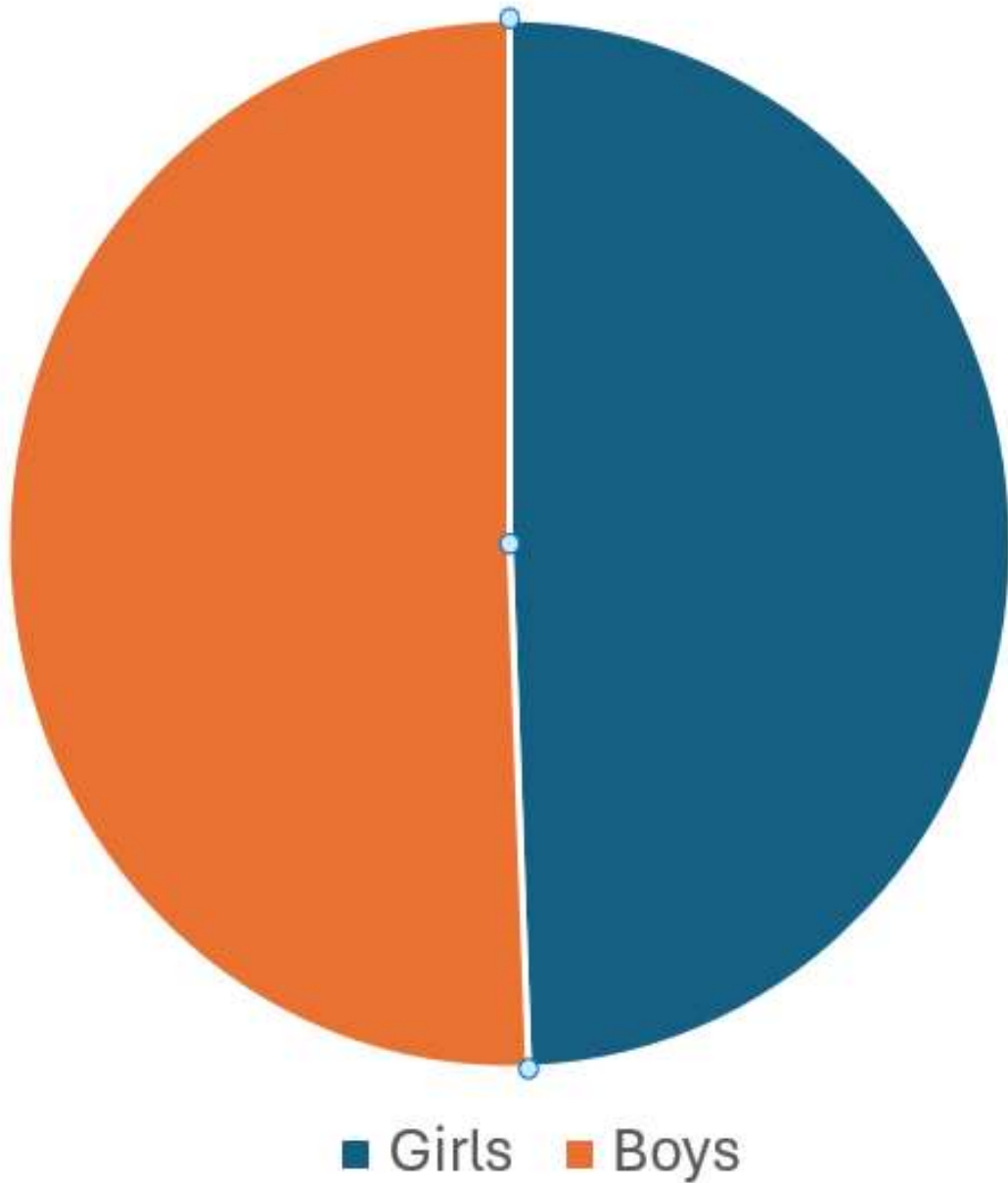
Paphos



ΓΥΜΝΑΣΙΟ ΑΠ. ΠΑΥΛΟΥ



Total number of students



It hosts 587 students:

- **290 girls**

- **297 boys**

A multicultural school:

- ✓ **Cypriots**
- ✓ **Romanians**
- ✓ **Bulgarians**
- ✓ **British**
- ✓ **Russians**
- ✓ **Ukrainians**
- ✓ **Chinese**
- ✓ **Polish**
- ✓ **Syrians**
- ✓ **Iraqi**
- ✓ **Albanians**
- ✓ **Greeks**



The AIM of the program reached the AIM of our school:

- **PREVENTION AND MANAGEMENT OF BULLYING IN SCHOOL**
- **ZERO TOLLERANCE TO BULLYING**



PARTICIPANTS IN SAFER

- **MAIN PARTICIPANTS**
- **ALL THE MEMBERS OF THE Health Education and Conflict Prevention Department**
- **ALL THE TEACHERS**
- **ALL THE STUDENTS**

An online survey

- **PHASE ONE (80 students) :**
 - capture the climate of the classroom
 - risk factors
 - effects of bullying

THE PROCESS

PHASE TWO

- 2 groups of students
- **Group A (40 students):**
 - ✓ attended classes
 - ✓ seminars
 - ✓ carried out specific activities regarding Bullying, such as: **identifying bullying, different kinds of bullying, how to stand out**
- **Group B(40 students):**
 - ✓ Not involved in the activities

SCHOOL ACTIVITIES THAT WERE CARRIED OUT:

- Creation of **handmade** designs on **t-shirts** with anti-bullying slogans.
- **Poster** creation and **projects** in English and Greek.
- **Essays** in English and Greek
- **Graffiti** on the school walls
- Orchestration and editing of a **song** for a video clip about Bullying
- An **exhibition** of t-shirts and posters in the school atrium.

SCHOOL ACTIVITIES THAT WERE CARRIED OUT:

- **A video** production
- **A seminar** about **Cyberbullying** and its consequences
- **Special Honors** from the Ministry of Education and Defense
- **Scenarios /Role play**
- **Parents** were informed about the program
- **Parents** were informed about the phenomenon of Bullying/Cyberbullying
- **WONDER-** A film about bullying
- A visit to the **Houses of Representatives**

PHASE THREE (80 Students) :

ONLINE SURVEY

- Questionnaire

THE AIM:

- The impact of the program

Social competences
and Fundamental Rights
for preventing bullying



safer

Cyprus fights for reducing bullying to zero



Co-funded by the
Erasmus+ Programme
of the European Union



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Γυμνάσιο
Αποστόλου Παύλου
Συνεργαζόμενο Σχολείο



Γίνε
ΗΡΩΑΣ
δυνατός,
για να
μηδενιστεί
ο εκφοβισμός

Be the
HERO
for reducing
bullying
to ZERO



GIUNTI

SociAl competences
and FundamEntal Rights
for preventing bullying



safer

Cyprus Primary School



Co-funded by the
Erasmus+ Programme
of the European Union



dim-aglantzia3-lef@schools.ac.cy
dim-egkomi1-kb-lef@schools.ac.cy

Cyprus Primary Educational System

- 6 year education
- Ages 6-12
- Subjects: Greek Language, Maths, Science, History, Geography, Religious Education, English, Art, P.E., Health Education, Educational Technology, Music. All teachers can teach the above subjects. There are some specialized educators for Music, PE, Art.
- Special education and Speech therapy

The two primary schools involved in the programme

Egkomi A' Primary School

- Urban school
- Upper middle social background
- 3 levels 10-12 years
- 8 groups
- 143 students
- 15 teachers
- 1 head teacher
- 2 deputy head teachers

Aglatzias C' Primary School

- Urban school
- Middle social background
- 6 levels 6-12 years
- 11 groups
- 1 special education class
- 203 students
- 20 teachers
- 1 head teacher
- 3 deputy head teachers

CYPRriot SAMPLE



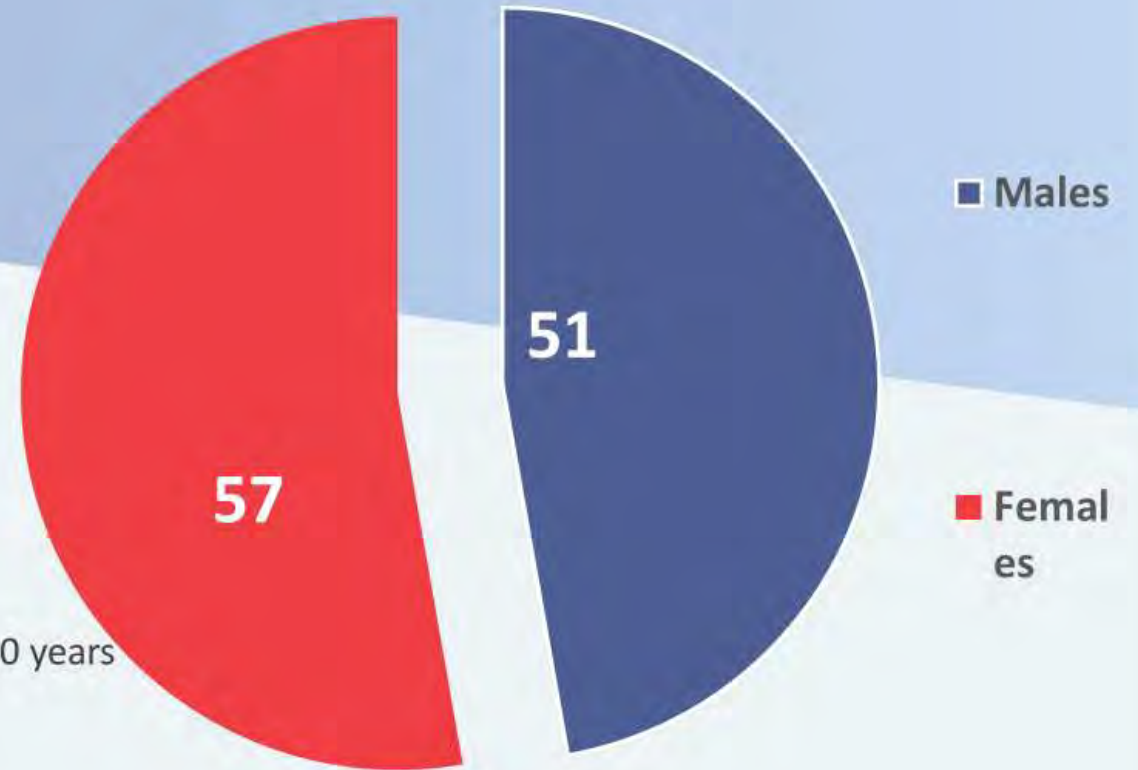
The total sample consists of 108 subjects



48 students in the *first school* (8 class 1, 40 class 2) and 60 in the *second school* (27 class 1, 33 class 2)



The subjects in the total sample have an average age of 10 years



Initial Survey results

- Similar results in both schools
- The students tend to distinguish between bullying and aggressiveness
- The tendency for bullying behavior is observed mainly in the school environment and less so in the family and in the peer group
- No bullying behavior has been observed by students of the two schools, but a tendency towards the possible manifestation of such behaviors was recorded.

Participation in the programme

- 2021-22: Online survey
- Even though the results of the investigation showed that there was no issue of bullying behavior in the two schools, it was nevertheless decided in a staff meeting to participate in the program for prevention purposes.
- 2022-24:
 - A series of training sessions were held for all teachers involved by an official of the Cyprus Pedagogical Institute.
 - During the program both schools had guidance and monitoring by the P.I. officers.
 - The program was implemented in all classes of the school throughout the school year in all subjects through various activities and in various circumstances.
- 2023-24: Actions continue

Teacher training

Within the framework of the action plan, the professional development plan for teachers was included. PAVIS officials undertook the training of teachers with a series of lectures and experiential workshops.



Parents' education

Educating parents with lectures and classroom lessons with their children



Activities

- In each school a coordinator was appointed who undertook to promote the P.I. material and to coordinate the implementation of the program in the school. An action plan was drawn up with the participation of all the teachers who chose activities according to the age and interests of their students.
- The actions were aimed at training children and parents in the prevention and management of school bullying as follows:
- Recognition of the phenomenon of bullying and the different forms of bullying, as well as the people who take part
- Knowledge and implementation of strategies for the prevention and management of school bullying, as they result from our school's participation in the European program PAVIS "SAFER"
- Creating a school with "active spectators" and no bullies
- Development of the emotional and social sphere of children through the Reinforcement of Positive Behavior, the cultivation of self-discipline, the recognition and respect of the rights and obligations of themselves and those around them, the cultivation of self-esteem and empathy.
- Our main purpose was to spread knowledge among children, parents, teachers and in general in the community in an effort to raise awareness against school bullying!!!

Participation in a parade

Participation of the school through the Parents' Association in the Aglantzia carnival parade with a group whose theme was school bullying as presented through the SAFER program : Be the hero for reducing bullying to zero!



Book reading

Ten days of book reading. Within the framework of this week, there was reading aloud, book analysis and discussion on the topic of diversity and acceptance.

Famous Cypriot actors and actresses visited the school for story telling about love and acceptance.

During the break, older students are reading to younger ones.



Basketball Tournament

Basketball Tournament during the breaks

The students of the 4th, 5th and 6th grades formed groups on their own without distinction of gender or competence.

Acceptance, cooperation and fair play were cultivated.



Anti-bullying slogan on a T-shirt

T-shirts by students with Anti-bullying slogan



Signs against school bullying on the steps of the school floor

No to racism and violence!

No to hatred and fighting!

Yes to love and acceptance!

All together, a strong team!



Room door decorations



Students in the design and technology course made decorations for their room doors with anti-bullying slogans

Creative student activity in the context of cooperation for the prevention of violence

Woolen constructions of weaving with the traditional method of the Cypriot loom



Posters, banners and placards

Throughout the program, posters, banners and placards were put up in various parts of the schools for both students and visitors as well as the public.





The return ship

In the art class, in collaboration with the visual artist Ioanna Loukas, they made the sail of the return ship, which was awarded in an international competition. The boat was at the school for a long time and then traveled to the University of Cyprus where it will remain as a permanent exhibit.

Song writing

Grade 6 students wrote and composed a rap song about anti-bullying

**Γίνε ΗΡΩΑΣ δυνατός
Για να μηδενιστεί ο εκφοβισμός**

Το ραπ για τον Σχολικό Εκφοβισμό

Στίχοι: Ελένη Αναστασίου
Μουσική: Κυριακή Ιακωβίδου

Η γλώσσα και τα χέρια σας αλύπητα χτυπάνε
Αυτές οι συμπεριφορές να ξέρετε πονάνε
Ο σχολικός εκφοβισμός στα εγκλήματα ανήκει
Και με τη βία κανενός δεν του αξίζει η νίκη
Θέλω να γλιτώσω, να μην πονώ
Άλλο πια το θύμα να μην είμ' εγώ
Τρέμω σαν το φύλλο στον θύτη μου μπρος
Κι όλοι θεατές κοιτάνε απλώς
Κάντε τώρα το σωστό!



Μπορεί να είναι λεκτικός, μπορεί να 'ναι στο σώμα
Μπορεί κι από το κινητό να μ' απειλούν ακόμα
Αν κάποιος καταλάβει αν τι νιώθω, τι βιώνω
Αν γίνουν δρώντες θεατές και δε μ' αφήσουν μόνο
Τότε θα γλιτώσω, δε θα πονώ
Άλλο πια το θύμα δε θα 'μαι εγώ
Ήρωας σπουδαίος θ' αντισταθώ
Και το τέρας θα χαθεί από δω
Κάντε τώρα το σωστό!



Για ό,τι συμβαίνει γύρω μας θα φέρουμε ευθύνη
Σε κάθε πράξη εκφοβισμού καταγγελία ας γίνει
Αξίες, δικαιώματα μη μείνουνε στα λόγια
Να βγάλει πρέπει ο θεατής το θύμα απ' τα υπόγεια.

Lectures and Presentations

Representatives from organizations and companies (KPMG, Cyprus Telecommunication Authority), as part of their social offering for the training of students and parents, visited the school and gave a lecture on cyberbullying.



Presentation by students

Grade 6 students presented topics related to bullying to younger children - types, ways to deal with it, etc.



Day with actions against school bullying (1)

Stations - workshops were organized where the students moved and participated in various activities

Friendship chain



Anti – Bullying Slogans and logos



Different socks for differentiation



Day with actions against school bullying (2)

Cooperative games



All students wrote anti-bullying slogans on the same roll of paper



The students made flyers for protection from cyberbullying

Το διαδίκτυο μπορεί να γίνει το δεξί μας χέρι μόνο όταν το χειριζόμαστε σωστά και υπεύθυνα. Διαφορετικά μπορούμε να παρασυρθούμε σε ακατάλληλους δρόμους.

Και να θυμάστε: ο κίνδυνος караδοκεί παντού, ακόμα και μέσα στο ίδιο μας το σπίτι.



Το νούμερο για τη γραμμή βοήθειας είναι:

1480

ΔΙΑΔΙΚΤΥΟ: ΕΝΑΣ ΚΟΣΜΟΣ ΤΕΜΑΤΟΣ ΨΕΜΑΤΑ



ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΕΓΚΩΜΗ Α' (ΚΒ)


ΤΑ ΠΑΙΔΙΑ ΤΗΣ ΣΤ' ΤΑΞΗΣ ΓΡΑΦΟΥΝ ΓΙΑ ΤΗΝ ΑΣΦΑΛΗ ΧΡΗΣΗ ΤΟΥ ΔΙΑΔΙΚΤΥΟΥ



ΑΠΟ ΤΟΥΣ ΜΑΘΗΤΕΣ:
Στ' 2
ΒΥΘΟΠΙΣΧΟ ΣΧΟΛΕΙΟ
ΕΥΓΚΩΜΗ Α' (Κ.Β.)
2023-24

Το διαδίκτυο μπορεί να γίνει το δεξί μας χέρι μόνο όταν το χειριζόμαστε σωστά και υπεύθυνα. Διαφορετικά μπορούμε να παρασυρθούμε σε ακατάλληλους δρόμους.

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ΕΥΓΚΩΜΗ Α' (Κ.Β.)
2023-24

Anti-bullying film

Creation of a short anti-bullying film entitled “Step into your shoes” with the participation of the President of the Parliament, Mrs Annita Dimitriou.

It was posted on the website of the House of Representatives and presented by a Cypriot television channel.



Teaching anti-bullying through interdisciplinarity

Teaching a unit within the context of the language course on school bullying in collaboration with the Greek language advisor



Students in Parliament

The 6th grade students of our schools visited the House of Representatives at the invitation of the President Mrs. Annita Demetriou and presented their actions against bullying.

The President of the Parliament, was the Ambassador of the program in our schools.



Dissemination

Publication of the school's activities within the framework of the Safer program in the community magazine



Students in Parliament

The students' visit and the video were published in the press and on social media

