

# RESOURCE PACK FOR TEACHERS AND SCHOOL ADMINISTRATION



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## Horizontal Facility for Western Balkans and Turkey

Funded  
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Compiled by the team of experts:

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For the development of this document, Council of Europe resources such as *Compass*, *Compasito*, *Living Democracy*, *All Different-All equal* have been used for the selection of teambuilding and integration activities.

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## Introduction

The Resource Pack is a practical learning tool for teachers and other school staff in order to:

- a. enhance their knowledge on bullying and extremism;
- b. increase the capacity to deal with controversial issues - bullying and extremism;
- c. support in developing and implementing school policies against bullying and extremism;
- d. support schools in organising awareness-raising activities and events;
- e. provide teachers with ideas for student activities that build democratic culture in schools.

The Resource Pack is a compilation of the work of international and local experts inspired by previous Council of Europe publications. The compilation contains four chapters:

- I. Legal and institutional framework of bullying and extremism in Albania concerning schools and teachers;*
- II. Theory and Definitions, as well as preventive and reactive measures that can be taken at school level;*
- III. School Policies and Procedures with specific examples on fighting bullying and extremism;*
- IV. Raising Awareness with suggestions for activities in schools and communities.*

There is another chapter that is a selection of teambuilding and integration activities from different Council of Europe publications: *“All different, all equal”*, *“Teaching Democracy”* (Volume VI, EDC/HRE pack), *“Compass”* and *“Compassito”*.

Although they are not part of this publication, several other Council of Europe materials are suggested as useful for fighting bullying and extremism in Albanian schools, all of which are translated to Albanian and will be available online and in printed versions to teachers and schools in Albania. These Council of Europe publications are:

- A.** Teaching Controversial Issues – Training pack for teachers, CoE, 2015.
- B.** Bookmarks – Manual for combating hate speech online through human rights education, CoE. 2014.
- C.** Competences for Democratic Culture Living together as equals in culturally diverse democratic societies, CoE, 2016.


While the Resource Pack and additional resources can be used independently, it is important to note that they are also used as background material to the *Fighting Bullying and Extremism in Schools - School Support Programme* which is a step by step *intervention* programme for schools which has also been developed within this action.


The Resource Pack has been developed within the European Union/ Council of Europe Horizontal Facility (HF) for Western Balkans and Turkey Action: *“Fighting Bullying and Extremism in the Education System in Albania”* to help teachers and school administration to increase their skills, knowledge and competencies on how to prevent and to deal with cases of bullying and extremism in schools.


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## I Legal Framework and Institutional Mechanism to Prevent and Reduce Bullying and Violent Extremism in Schools<sup>1</sup>

### Bullying

 Bullying is a long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend him or herself in the actual situation. Bullying includes verbal violence (name-calling, offending, harassing), psychological (threatening, stalking, gestures, destroying personal belongings, extortion), social (excluding someone from a group, humiliating in front of others, spreading nasty rumours) and physical (hitting, beating).

 Albanian law on pre-university education and other strategic documents support and guarantee the legal basis for preventing and eliminating violence toward children and youth in school and outside it.


 ***Law No.69 / 2012 “On the pre-university education system in the Republic of Albania”***, as amended by Law no. 56/2015, guarantees and protects the rights and freedoms of children and human beings in general, and provides protection in cases of use of violence and bad treatment. Article 6 of this law points 2


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1. This chapter is prepared by Merita Poni, Department of Sociology, Faculty of Social Sciences, Tirana University.





and 3 explicitly state: "... in the pre-university education system, human rights and freedoms in general and the rights of children in particular shall be respected, protected and promoted. In the pre-university education system, students and employees are offered protection from any form of action or omission that may cause discrimination, violence, bad treatment or moral damage."


 ***The Normative Provisions for Pre-University Education*** supports the respect and protection of the rights of children and young people and ensures the establishment and functioning of institutional mechanisms for the prevention and treatment of cases of violence in schools, the peaceful resolution of conflicts and cooperation with other institutions and bodies out of school. Article 40 of this document states "..... the educational employee is prohibited from: a) exercising physical or psychological violence against students or peers..;"

 ***The schools' psycho-social service*** plans and realises appropriate services that help the students' educational, social and personal development. Article 44 of the Normative Provisions on the "Functions of the psycho-social service in educational institutions" and Article 46 on "Main Psychologist / Social Worker's tasks in the educational institution" clearly define the roles that this service performs "Psycho-social service in cooperation with teachers, the heads of educational institutions and parents, plans and realises appropriate services that help the student's educational, social and personal development"; the Psychologist / social worker ... a) in collaboration with teachers and parents, identifies and assesses students with behavioural problems or difficulties in learning as early as possible, and designs and applies these individual preventive or rehabilitative plans; b) Assists educational workers, parents and students in preventing or eliminating abuse of educational workers against students, students against students and students abusing tobacco, alcohol, drugs, etc.; c) Informs, through lecture talks, educational institution


employees on typical student age developments and the typical problems students encounter during learning; e) Reports in writing to the head of the psycho-social service unit any facts about student abuse by the educational employee and student's parents.

 Other articles of this by-law envisage and guarantee the treatment of cases of violence and conflicts at school. ***The Ethics and Conduct Committee and the Disciplinary Commission*** are two of the school's bodies that help to improve ethics and behaviour in the educational institution, in reviewing student, parents and employees of the institution complaints against violations of ethics and behaviour.


 ***Law no. 18/2017 dated 23 February 2017 "Law on the child rights and child protection"*** uses the term **bullying** and defines it as **"violence between students in school"** (Article 18, point 3, letter g). Bullying is defined as one of the types of violence, while violence is a concept that is inclusive. Regarding violence, the Law states that "Children have the right to be protected from any kind of violence, such as abuse, neglect, exploitation, trafficking, kidnapping, pornography, sexual abuse and any other form of violence" (Article 23). In Albania bullying has been identified with violence and has not had a suitable term for it. Although bullying and violence are often interchanged with each other and bullying is considered a form of violence, they are not the same. According to a WHO definition (2002), violence is: "Intentional use of force or power, in the form of a threat or action, against a person or group that may cause injury, death, psychological injury, malnutrition or deprivation.", while bullying is about doing malicious actions repeatedly against a student.


 **International Standards formulated by the United Nations, the European Union and the Council of Europe serve as guidelines for our legislation.** The United Nations Convention


on the Rights of the Child (*UNCRC*), ratified by Albania in 1992, states that the state should take measures to improve the legal, institutional, social and economic framework to guarantee the rights of children. The state should also provide quality education for children (Article 28), and a curriculum that promotes respect for human rights (Article 29). *The European Convention* (1996) and the *European Social Charter* (2002) also advocate the rights of children and are part of Albania's internal legislation.

 The **Constitution** states that: "Human rights are inseparable, inviolable and indefinable" (Article 15/1). The Constitution protects these rights from state institutions infringement. Educational institutions are obliged to promote and protect in practice the rights of students (Article 15/2). The Constitution guarantees the principle of equality and non-discrimination according to which no one can be discriminated against because of gender, race, religion, ethnicity, language, political, philosophical and religious beliefs, economic, educational and social status or parental responsibility (Article 18). The Constitution gives children special protection (Article 54). In order to protect the rights in practice, the Constitution has created the institution of the People's Advocate (Article 60). Law no. 8454, amended by **Law No. 155/2014, dated 27.11.2014, for the Ombudsman** protects citizens from rights violations committed by public authorities. Also, pursuant to Article 18 of the Constitution for Non-Discrimination, the **Commissioner for Protection from Discrimination** has been established. **Law No.10 221, dated 04.02.2010 for protection against discrimination**, prohibits any form of discrimination in school conducted by students opposing one another or by teachers.

## **Institutional measures to deal with bullying and violence in schools**

 ***The National Strategy for the Development of Pre-University Education 2017-2020*** has two objectives to prevent and deal with violence in schools: a) building an inclusive philosophy in schools; (b) creating friendly-schools, to be achieved through cooperation between students, teachers and parents. To this purpose serves also the transformation of schools into Community Centres in order to make schools more hospitable and open toward students diversity and participation of community, which are being set up throughout the country and the process will be completed by 2020.

 ***The Fourth Ministerial Instruction, dated 25.02.2015, "On the manner, format and procedures for intervention in assisting children at risk"*** clearly defines school responsibilities in identifying and referring cases of children at risk of violence or the subject of violence, as well as the accountability of schools in the rehabilitation of children who have been subject to violence.

 In fulfilling its educational policies for improving the quality of work and life in school and ensuring physical, social and emotional well-being for each student, the MoESY has undertaken the ***"Stop violence at school" initiative and has drafted the Action Plan for 2015-2016***. This initiative should be considered as a coordinated national action that fosters the engagement of the school, the families, the community, state institutions and civil society organisations to prevent and deal with cases of violence in schools, the protection of childrens' rights and the peaceful resolution of conflicts.

### **Action Plan "Stop violence in school" 2015-2016 aims to:**

- support and guide schools, their representative bodies and school life actors in planning and realising structured activities for preventing and dealing with cases of violence

and improving the climate in school;

- develop and strengthen the link between schools, families, community organisations, state agencies and other organisations for integrated strategic interventions that contribute to the creation of a safe environment for students and the community.

### ***Fields of activity:***

- I. Improving the legal framework and mechanisms for the prevention, protection and treatment of cases of violence against children in the Educational Institution.
- II. Awareness of all actors (teachers, students, directors, board representatives, specialists of educational institutions) to prevent all forms of violence at school (abuse, exploitation, neglecting) and the elimination of its forms.
- III. Prevention and treatment of cases of violence in close cooperation with the school psychologist and the Child Protection Unit.
- IV. Training of teaching staff and support staff (sanitation, guardianship ...)
- V. Creation and strengthening of monitoring structures at central level as well as Regional Education Directorates (RED)/ Education Office (EO) for safety in schools.


### ***Intervention Strategies:***

- > Establishment of the coordinating team and the coordinator in each RED / EO. Drafting the activity plan at RED / EO level;
- > Functioning of psycho-social service;
- > Establishment of the coordinating team and coordinator in each educational institution;

- > Teacher training, design and development of resource materials to help teachers, students and other stakeholders;
- > Drafting the activity plan at the educational institution level based on the areas of the SCC (School as a Community Centre) Standards;
- > Preparation of codes of conduct for the school by educational institutions in cooperation with Students' Government, School Board, psychologist, psycho-social service at RED level, Child Protection Unit, focusing on the prevention and treatment of cases of violence;
- > Realisation of activities with students, teachers, parents, etc. on certain days, such as 10 February, 12 June, 2 October, 20 November;
- > Periodic reporting on the identification and treatment of cases of violence;
- > Monitoring of action plans implementation by RED / EO, educational institutions and Students Governance structures, School Board and counselling with the Child Protection Unit;
- > Creating networks (school groups) between educational institutions for the exchange of positive experiences;
- > Establishment of cooperation between school psychologists and Child Protection Units in the municipality for managing different cases.

***The instruction for "School full Examination" 2011, published by The National Inspectorate for Pre-University Education (NIPUE), aims to help schools perform best, based on measurable educational indicators. Below are the fields, sub-fields, indicators and measurable instruments that evaluate problems related to the respect for rights, diversity, discrimination and violence in schools. One of the most important areas for respecting the***

rights at school is field 3 “Climate and Ethics in School”. The school climate is a broad concept that includes physical, psycho-social and learning dimensions. It describes the environment that affects the behaviour of teachers and students, includes the opinions and beliefs that exist and characterise the school. The school plays an essential role in creating its own climate. The school climate reflects common ideas, values, visions and trust, which give the school its identity and standards of expected behaviour. The school climate is reflected in the school atmosphere and the moral code.

 A welcoming physical and psycho-social environment is one of the most important elements for the development of a quality education system and equality. A positive school climate affects the achievement of high scores and good psycho-social health. It has an impact on increasing self-esteem, reduces anxiety, depression and abuse of narcotic substances, deviations, absenteeism, and the level of school dropout. Teachers should educate students with civic virtues, such as integrity, energy, accountability, interaction, loyalty and respect for people, law, others, and themselves. Sub-field 2 states that the school environment is welcoming when there is a positive atmosphere. The school promotes such values as honesty, equality and citizenship. Classroom teachers’ work serves to create a positive climate. The prevention of discrimination is an important aspect of working with students. The school has discipline when applying the code of ethics. Good management is the effective and economical use of resources to achieve results in the school and it is achieved when it has:

1. Collaboration within the school;
2. Collaboration with parents and the community;
3. Collaboration with the School Board.

**Table of indicators for each field<sup>2</sup>**

No	Field	Subfield	Indicator	Measuring instrument
1	<b>Field 2: Teaching and learning</b>	Subfield 9: Abilities and inter- curricular subjects	Indicator 1. The teacher cultivates cross- curricular skills in the students	9.1.27. Cultivation of the ethno-social attitudes: the teacher gives every student the opportunity to exercise and have an active attitude to the events, phenomena, classroom, school and society views
2	<b>Field 3: Climate and ethics in school</b>	Subfield 2: Socio - psycho environment	Indicator 2. The school has an educational plan focusing on educational activities against violence and dangerous behaviour	2.2.1. The school drafts an educational plan focusing on educational activities against violence and dangerous behaviour
			Indicator 3: The school respects the diversity of the groups	2.3.1. The teacher respects the diversity of students in school (gender, age, race, age, intelligence); 2.3.2. The teacher does not use stigmatisation and signs of negative differentiation in the treatment of the students.
			Indicator 4: The school has internal regulations	2.4.1. The school implements its internal regulation, which is in accordance with official legal acts; 2.4.3. The School Discipline Council is functional in implementing school regulations

2. The numbers in the field in this table correspond to the original document




			Indicator 5: Students, parents, teachers and directors contribute to school decision-making	2.5.2. The students' government is functional 2.5.3. Parent Board is functional 2.5.4. The parents' board and the community influence the creation of a functional climate.
			Indicator 6: School makes a Self-Evaluation (Identifies perceptions of students, parents and teachers for the school)	6.1.1. The school uses self-evaluation techniques for the progress and perception of its climatic actors
		Subfield 3: Learning environment	Indicator 1: The teacher respects the rights, dignity and confidentiality of the students	3.1.1. Teachers are well-informed about the rights of students 3.1.2. Teachers and directors respect the rights of the students
			Indicator 2: The teacher uses fruitful communication with the pupils	3.2.1. The school has a good teacher-pupil communication 3.2.2. Teachers hold a positive attitude towards different views of students 3.2.3. Teachers are able to manage and resolve conflicts in school
		Subfield 4: Connection of school with parents and community	Indicator 1: The teacher cooperates with the parents and the community	4.1.3. Parents are involved in educational activities at school.


3	<b>Field 4: Care for the student</b>	Subfield 3. Care of learning during the whole process of learning	Indicator 1: The teaching process reflects the care and friendly climate for the students	3.1.1. Mutual teacher-pupil communication reflects security and confidence; 3.1.2. Pupil communication is accomplished through explanations, listening and answering questions; 3.1.3. Respect for cultural diversity is inherent in teacher-student and students-student relations.
		Subfield 7: Care of students from school psychologist	Indicator 1: The school offers a psychologist service	7.1.1. The school plans the psychologist service throughout the year; 7.1.2. The psychologist has a special working environment in the school; 7.1.3. The psychologist works individually with each student; 7.1.4. The psychologist maintains the confidentiality of each child he/she treats; 7.1.5. The psychologist fills the children's cards; 7.1.6. The psychologist collaborates with the parents and the teachers.
4	<b>Field 5: School management</b>	Subfield 1: Mid-term plan of school	Indicator 1: The school has a 4-year Mid-Term Plan	1.1.1. The school compiles and implements the mid-term plan; 1.1.4. The plan clearly shows a deep analysis of the state of the school; 1.1.10. The mid-term plan is implemented through the annual school plan; 1.1.11. The objectives of the annual plan develop the priorities of the mid-term plan; 1.1.14. School staff is motivated to implement the mid-term plan.


		Subfield 2: Annual plan of school	Indicator 1: The school implements the annual plan	2.1.1.The annual school plan is drafted in accordance with the official format; 2.1.2. The situation is analysed according to the respective instructions; 2.1.11. The annual plan is separated into monthly plans
		Subfield 6: Self-assessment / internal assessment of school	Indicator 1: The school carries out internal evaluation according to NIPUE/IKAP indicators;	6.1.2.The school carries out internal evaluation according to NIPUE/IKAP indicators 6.1.3. The school carries out the annual internal evaluation for 2 to 3 areas which are closely related to its annual plan; 6.1.4. Each teacher makes self-evaluations with standard instruments 6.1.6. Each year the school prepares the internal evaluation report according to the standard format; 6.1.12. In the self-evaluation process, students' and parents' suggestions have been considered. 6.1.17. The school publishes the self-evaluation report on its official website; 6.1.18. The annual self-evaluation report is sent to RED /EO and NIPUE/IKAP.
		Subfield 7: Inclusiveness	Indicator 1: The School Directorate includes all its bodies in school management	7.1.1. The school operates according to the Normative Provisions of all its bodies: class council, disciplinary council, teacher council, parent Council, student government, and school board.
		Subfield 8: Working in groups	Indicator 1: The school promotes work in its staff teams	8.1.1. The school directorate creates teams for drafting and implementing mid-term, annual and monthly plans for its management


## School-level bodies

 According to the Normative Provisions, school-level bodies, where students participate are: the school board, the students' government, the ethics and behaviour committee, the disciplinary committee, the health, safety, maintenance and environment committees. These bodies manage many school activities. They are established at school level and relate directly to school planning, school management, respect for students' rights, ethics and school behaviour, as well as health and environmental care and physical, psychological safety and school maintenance. The **school board** consists of students' parents, teachers, representatives of the relevant local government unit, students and other community members (influencing the community, coming from the business world, representatives of NGOs who are not parents of students). **The students' government** is a body that promotes the rights of students and assists in the completion of the school. It is run by the head of the student government who is elected by vote by the students. The students' government functions with a one-year mandate and has a balanced gender representation. **The ethics and conduct commission** in the educational institution consists of teachers, parents and students (aged over 14, who are appointed by the students' government). The Commission has the duty to review the complaints of students, parents and employees of the institution against violations of ethical and behavioural norms and proposes to the director of the institute the relevant measures. **The health, safety, maintenance and environment committee** functions at school level and has the duty to oversee the conditions of health preservation (including physical, mental and psychological well-being), safety, hygiene and environment. The Commission organises awareness-raising activities with students, parents and teachers on the conditions of maintaining safety, health (physical and mental) and security at the school.


## Violent Extremism


 Violent extremism are point of views, actions, behaviours, violent attitudes motivated and created based on radical ideological beliefs to achieve ideological, religious and/or political scopes, through a variety of violent means to the most inhumane.

 Ideological point of views and violent extremist behaviour are expressed, imitated and inducted in areas such as: family, schools, religion, politics, sport, gender relations etc.


 Also, violent extremism is not creating possibilities and/or not allowing different point of views; on personal point of views and underestimation of the other; imposing personal views without allowing the possibility of reasoning, difference and comparison with other views.(UNESCO,2016). Extremism can be exercised by individuals and/or indoctrinated groups. All types of extremism are harmful and with dangerous consequences for the individual and society.


## Legal framework for violent extremism

 **The Penal Code** punishes terrorist activities committed by terrorist organisations, which are defined as “criminal organisation of a special nature composed of one or more individuals cooperating in order to commit acts of terrorism” (Article 28/2). Chapter VII refers to the types of extremist violence, the creation and financing of terrorist organisations and the recruitment and training of individuals. Terrorist acts are crimes aimed at creating panic in society or destabilising political, economic, social and constitutional structures, including kidnapping, damage of public property, infrastructure, transportation, means of transport, purchase and maintenance of explosive materials, bio-chemical and nuclear weapons and other similar acts (Article 230). Terrorism is sentenced to 15 years imprisonment for wrongdoers, while supporters are sentenced by property sequestration.


 **Law No.157, dated 10/10/2013 “On measures against the financing of terrorist activities”** harshed legal measures against terrorism by foreseeing new crime figures such as: the participation of Albanian citizens in armed conflict in foreign states, the organisation of participation in conflicts in foreign states, calls to join military action in foreign states. These measures had an impact on the stakes of terrorist organisers, especially the participation of Albanians in fighting in a foreign country under ISIS leadership.


## **Institutional Response to Violent Extremism**

 **The National Strategy for Countering Violent Extremism and the Action Plan (2015)** aims to preserve the values of religious harmony, to protect human rights, law and democracy and Albanian society from violent extremism. The strategy has four objectives in terms of achieving the goal of capacity building of actors involved in the fight against terrorism and religious radicalisation: (1) strengthening the coordination of actors for the implementation of the strategy; (2) promoting local research; (3) empowering the community center; (4) the fight against violent extremist propaganda and online recruitment. The action plan has 10 measures in three priority areas: community work, the fight against violent extremism, the development of policies for the prevention of violent extremism.

 The first field has measures for **education** such as: (a) Encouraging critical thinking, civic activism, promoting values and tolerance through education and conversion of schools into community centres in hot spots; (B) training of teachers to recognise the signs of extremism and how to respond; (C) undertaking school and out-of-school activities to prevent radicalisation by introducing the culture of religious education in school, beside civic education, by adding sports and cultural

activities, debate clubs and conversations to increase resilience to radicalisation. The second measure aims to address the socio-economic causes of radicalisation through vocational education and employment services.


 The second priority area aims to counteract extremist propaganda by undertaking awareness campaigns that affect people's attitudes towards extremism and radicalisation. The third priority area has to do with policies to prevent and combat violent extremism by increasing expertise in this field and undertake studies on the causes that lead to it.


 The main actors for the implementation of the strategy and the plan are: National Coordinator for the Implementation of the strategy, Ministry of Social Welfare and Youth, MES, teachers and REDs / EOs. MES has set up a working group for the Prevention of Violent Extremism, which in cooperation with the Institute for Education Development are developing modules for training of teachers on religious education in schools. The module is part of the curriculum of pre-university education and is included in the education for democracy and citizenship. The purpose of the programme is to provide students with information and knowledge about religious culture so that they can distinguish religious beliefs from religious radicalism and respect religious diversity and build a peaceful debate.

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## II Theory and Definitions


### Introduction


 Bullying and extremism in schools is a worldwide problem that damages the general school climate and infringes pupils' right to learn in a safe, unthreatening environment. Many teachers understand that spontaneous *ad hoc* actions will not bring the desired change. If school communities want to be effective in their efforts to beat bullying, they should cooperate and develop a coherent, inclusive and systematic educational approach.

 Saying no to bullying and violent extremism at schools means fulfilment of the Convention on the Rights of the Child, which is an obligation of all Signatory States. It also means building a better future today. Children and young people who are taught to oppose bullying and violent extremism at school will be able to oppose injustice, discrimination, violence and manipulation in their lives in general and form communities where the rights of everyone are protected, so that everybody can develop to the best of their potential and contribute to the peaceful development of a society.



All definitions and theoretical background concerning bullying are based on the experience of the European Union/Council of Europe joint programme for international co-operation “Addressing Violence in Schools through Education for Democratic Citizenship and Human Rights Education”. The project was implemented in 2016 by national educational authorities and civil society partners from Greece, Hungary, Montenegro, Poland and Romania. It studied the phenomenon of violence and bullying at schools and formulated recommendations on effective ways of addressing it.

 The part that concerns violent extremism was taken from the UNESCO Guide “Preventing violent extremism through education”.

 In addition to short theoretical overviews of bullying and extremism, the text describes preventive and reactive measures that can be taken at school in order to address this destructive phenomenon.



**Violence** is a kind of aggressive behaviour in which the perpetrator is using his/her advantage over a victim. It is characterised by one or more of the following criteria:

- Occurrence of roles: a victim, a perpetrator and a bystander.

In cases of aggression, these roles are interchangeable. In cases of violence, the roles are permanent.

- Prolonged nature of the phenomenon.

Aggression is more spontaneous and incidental, while violence is more cyclic, with periods of intensification of aggressive behaviour that occur alternately with periods of a relative calmness.

- Inequality of power or force between a victim and perpetrator.

■ This superiority of a perpetrator over a victim or victims, which happens in cases of peer violence, may have different characteristics and can fall into several categories:

- Quantitative advantage (e.g. when several students call names and insult other students).
- Physical advantage (e.g. when a stronger student beats a weaker student).
- Psychical advantage, such as differences in intellectual, interpersonal or social skills (e.g. when a good student with excellent marks makes fun at a weak student with low marks).
- “Background” advantage (e.g. when a student, that belongs to a negative non-formal youth group subordinates his/her classmates and forces them into unwanted behaviour).



insulting, laughing at, making jokes about, disturbing, threatening, showing offensive gestures, etc. The big problem with this form of bullying is that many teachers, parents and students do not regard it as dangerous. Although, it causes traumatisation of a victim and brings long term negative consequences to everyone, in many school communities it is unfortunately still regarded as acceptable.

- **Relational.** It is a type of behaviour in which harm is caused by damaging someone's relationships or social status. It is very difficult to observe, because it involves forms of behaviour that are very difficult to reveal by observation. It does not involve physical contact and the most common examples are isolation, exclusion from a group, not noticing, not communicating or spreading gossip. It has been primarily observed and studied among girls.
- **Material.** Most of the time, it does not involve direct physical contact, at least at the beginning of action and provided the victim surrenders. The act itself takes place in the presence of a victim and is focused on destroying or taking his/her belongings, or demanding money. In this case older students quite often act as perpetrators, while younger students become victims.
- **Sexual.** In the majority of cases, it takes place unspotted by teachers. It is a sexual act, committed against someone without this person's consent freely given. It includes unwanted sexual contact and non-contact unwanted sexual experiences of different kinds, which might be forced physically, but also non-physically or by surprise. In this case, boys more often act as perpetrators and girls become victims. The problem with this kind of violence is that very often, such forms as intentional touching and making sexual comments are not treated as violent.

- **Cyber.** It is invisible for teachers, because it takes place in the closed sphere of modern technology: social networks, e-mails and text messages. It includes offensive remarks, threats, publication of unwanted pictures or films, unpleasant messages, breaking accounts, stealing identities, revealing secrets, publishing private materials, stalking, provoking certain behaviour with further documentation and dissemination, etc. Although cyberbullying does not take place physically at school, it is schools which have the best means to address it.

## Step 2

■ The second step in addressing bullying at school is ability of adults to recognise victims, offenders and bystanders and to understand the signals that show that it takes place.

## Victims

■ There are various different causes, which create situations, when a student becomes a victim of bullying at school. There are no common rules on that, although there are several factors, that might put a student at risk of becoming a victim:

- Lack of self-esteem, shyness, high level of anxiety.
- Difficulties in establishing contacts with peers and low group support.
- Weak contacts of student's parents with a school.
- Boys with low physical fitness.



Victims of bullying seldom share their problems with adults. That is why it is difficult to reveal them. These students are most often left alone with their problems as quite often teachers and parents tend to trivialise their troubles. In addition, victims are silent about their problems because they are afraid of revenge. Finally, they feel ashamed, because victims often think that they are guilty for the situation in which they appear.

Although victims are silent about their problems, and offenders do not see problem at all, there are certain signals that help teachers understand that somebody is perpetrated. Dan Olweus, a Norwegian psychologist, who has been studying a phenomenon of violence in schools for many years, developed the following list of signals. A victim often:

- is made fun of, humiliated, threatened, pushed or forced to perform other students' commands;
- has an unpleasant nickname;

- looks for his/her things, that are hidden, scattered or broken;
- has physical traces – scratches and bruises, or torn and damaged clothes;
- cries or looks sad and unhappy;
- may show unexpected changes of mood – from sadness to irritation or sudden explosions of anger;
- is isolated, not included in common activities, remains alone when students form groups, or invited to join the group as the last one;
- has difficulties to express himself/herself during lessons;
- loses motivation to study, his/her school results decrease;
- comes late to school, chooses strange routes to school or plays truants from school;
- spends breaks alone or tries to keep closer to teachers;
- does not participate in class trips and events, or tries to be closer to adults during them;
- does not have friends, does not visit anybody and does not invite friends home;
- has headaches, stomach aches, problems with sleep, cries at night;
- demands additional money from parents (Olweus, 1998).

■ Some victims behave in a way that makes it difficult to empathise with them. They are known as provoking victims. These students are impulsive and hyperactive. It is very easy to provoke them to behave aggressively. Sometimes they even provoke their offenders themselves, or act aggressively toward other students,





especially those who are younger. Such students do not respect certain social norms – they impose themselves on others, disturb them, interfere conversations, do not keep a distance, sometimes they have unpleasant habits, and irritate others, also teachers. That is why teachers tend to make mistakes and regard these students as offenders, and not victims of bullying who desperately need help. Other students say that these students cause their problems themselves, start first or “ask for that”. It is a big mistake not to treat such cases as cases of bullying.

## Offenders

— Offenders do not act spontaneously. They plan and initiate aggressive behaviour and their main aim is not to cause suffering of a victim, but to feel satisfaction from domination and exerting power. They chose violence as a means of achieving their goals, which are to control and to hold a meaningful position in a group of peers. The other reason for violent behaviour is that it helps

offenders to release tension that was accumulated due to other frustrating situations that are not connected with victims.

■ Dan Olweus, who studied psychological profiles of school offenders, found out that they usually:

- are older, stronger or more physically fit than their victims;
- are active and energetic, try to dominate the surrounding and subdue others;
- are impulsive, easily fall into anger, tense or frustrated;
- do not respect norms and rules;
- rebel, speak out against adults, although they may be afraid of those who are stronger;
- keep so-called “bad company”; start drinking alcohol quite early, commit theft and get into conflict with the law;
- are regarded to be “tough”; do not show shame, guilt or empathy;



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- are rather self-confident and satisfied with themselves;
- the older they become, the more negative attitude to school they reveal and obtain lower marks;
- are surrounded by a group of people who admire them (Olweus, 1998).

## Bystanders

■ Bystanders are key persons who are able to stop cases of bullying. However, without special instruction and clear rules and agreements, they are not quite aware of what is going on and become involved in the situation, playing different roles in it.

■ There is no bystander who is indifferent to the situation – some empathise with victims, others support offenders. Each of them experiences a lot of contradictory and strong emotions. It might be as complicated as compassion to a victim and anger towards an offender, but at the same time irritation by the behaviour of a victim and a kind of admiration of an offender. At the same time, there is a feeling of helplessness toward the situation and fear of the offender. If bystanders do not see adults reacting to the situation, they learn to perceive situation as socially acceptable.

■ Contradictory feelings cause contradictory actions. On one hand bystanders might try to seek the help of adults, because they feel that this situation is not right, but on the other hand they might ask parents not to inform teachers and not to intervene, because sneaking is regarded not to be ok. If adults do not react correctly in this situation, and show examples of dealing with bullying, children stop sharing with them. If adults do not react, bystanders become more and more indifferent to violence and bullying. They start perceiving themselves as potential victims and try to escape danger.

## Step 3



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It might seem that only victims feel the negative consequences of bullying. In reality everyone suffers: prolonged difficult emotions cause unfavourable changes that can be observed for many years for everyone involved.

### Consequences of bullying

Victims of bullying experience feelings of humiliation, fear, despair and sadness. They feel lonely, unprotected and helpless. They are ashamed of what happened to them and feel guilty that they could not protect themselves. At the same time they experience anger and hate towards offenders and bystanders who did not react. Victims tend to have problems with concentration and academic achievements. Their self-esteem radically drops, while the society is perceived by them as hostile or indifferent. These opinions remain constant and determine a person's behaviour and their relations with society throughout their later life. Prolonged

bullying leaves permanent mental trauma and may cause somatic disorders and serious illnesses. In later life victims of bullying experience social problems: difficulty in making contacts, tendency to isolation, frequent suicidal thoughts.

■ Offenders also experience strong emotions. First of all they feel anger and contempt towards their victims. At the same time they feel proud and satisfied with themselves and very often they feel relief, which is typical after negative feelings being released. By means of violence they release tension, caused by other situations, which very often take place outside schools. In addition, they either strengthen their leading position in a group, or ensure themselves safety by demonstrating their belonging to the stronger group. In this way, offenders receive psychological and social benefits, which only strengthen them in their conviction that violence is a proper and efficient form of social behaviour.

■ If the offender is a teacher, s/he may be renowned for being able to discipline students very well. But this respect is based on fear and strengthens negative patterns of social relations.

■ Bystanders who were not able to stand up against bullying feel helpless, endangered, anxious and disoriented. They are not satisfied with themselves and accuse themselves of not being able to help, especially if with time they find out about the dramatic consequences of the bullying, experienced by the victims. These students learn to remain silent, pretend that they do not notice injustice or join those who are stronger. They receive the message that they are not able to make positive changes and exercise skills to remain passive in difficult situations. That means that they learn to have a passive attitude to life's challenges. Such students become adults with a lack of responsibility, cooperation and competences in conflict resolution.

## Step 4

### What teachers should know

Teachers should also be aware of the cyclic character of the phenomenon; otherwise, they could come to the wrong conclusions. For example, if one day a teacher notices a group of students mistreating another student and the next day all students are seen playing peacefully together, the teacher could make conclusions that the situation is not dangerous and no long-term intervention and observation is needed. This is a typical mistake made by bystanders, especially teachers, and it is this mistake that causes low effectiveness of many anti-bullying school strategies.

It is very important to learn how to understand the behaviour of victims, because it changes in the process of bullying and sometimes it does not look dangerous at all. During the first stage of bullying, a victim tries to solve the problem. For example, a student may obey offenders, fulfil their orders, do their homework, bring them things that they want to have – everything in an attempt to make friends with offenders and minimise problems that s/he faces. There might be an impression that a student does not mind humiliation or nicknames. Sometimes, students even laugh at themselves in the hope that offenders get bored and leave him/her alone. At this stage only teachers who understand the phenomenon of violence or attentive parents may detect that something bad is happening, because everything is all right at first sight.

If this behaviour does not help, a victim tries to escape difficult situations. They look sad, do not play with peers, sit alone, miss school, pretend to be sick, have headaches or other symptoms of prolonged stress. Sometimes they try to compensate this situation

and show their knowledge or other talents, attract attention and praise of teachers. In other cases, they ask parents to change schools. In extreme situations they run away from home or even make suicide attempts.

■ It is the responsibility of adults – teachers and parents – to show proper forms of conduct and explain the whole danger and non-acceptance of bullying as a phenomenon. There should be clear norms, principles and procedures of reaction in situations of violence and bullying, which must be realistic and well-known to every student.

## Step 5

### What teachers should do

■ There are 3 directions of work that should be taken into consideration while developing a systemic whole school approach to fighting bullying:

- Reduce risk factors;
- Develop preventive factors;
- Teach how to react and do react.

**Risk factors** can be found in several spheres. They are:

- ***Incorrect organisation of the teaching and learning process.*** The most typical risk factors are boredom, too much spare time, limited physical space of classrooms, corridors and other school premises, congestion of buildings, excessive stimulation, noise, lack of possibilities to relax (for students and teachers), lack of extracurricular activities.



- ***False system of rules.*** Here we speak about unclear, incoherent or double rules (for example certain rules are declared, but in reality other rules are respected). This also concerns rules that are based on competition and use of force and situations, when important people do not respect rules.
- ***Improper reaction to aggressive behaviour.*** It means lack of consequence, situations, when some teachers do not pay attention to some aggressive student behaviour, lack of reaction to minor offences, lack of effective mediation in the case of conflict.
- ***Incorrect relations between students, teachers and parents,*** which mean contradiction of interests, lack of authentic contact, dialogue and respect, communication of teachers with students from the position of power.

**Preventive factors** are universal activities that include all school



stakeholders – teachers, students and parents. They should be planned by all teachers together and be constantly ongoing because they form the base of the whole-school anti-bullying system.

- ***Inclusive school culture and atmosphere of trust, openness, respect and safety.*** This mainly consists of friendly and warm relations, fair assessment, clear, simple and fair rules, discipline with dignity, effective organisation of school life and aesthetics of the environment. Teachers act as role models for non-violent behaviour and communication, respect students' dignity, especially in situations when improvements are necessary. The basic rule of adults' behaviour when they face aggressive behaviour of students is to react without aggression, accompany the child that experiences difficult feelings, acknowledge their right for anger and help them to release emotions in a constructive way.
- ***Monitoring and diagnosis*** is very helpful, because it is easier to solve the problem when it first appears. Different methods may be used, such as questionnaires, sociometric tests, map of a school and observation. The problem is that incorrect use of these methods can give false information and sometimes they might be harmful for some students. Observation is regarded to be one of the most effective methods, provided that a person is knowledgeable of the subject. Observation should collect information about forms and places of aggression and violence at school, practical skills of teachers to address these phenomena and effectiveness of existing procedures and norms that should solve these problems.
- ***Focus on cooperation, integration and win-win strategies.*** Groups that are integrated and cooperative are less likely to accept violence and bullying. Cooperation, respect and solidarity in contrast to competition, tension

and stress are the main pillars of a healthy integrated group. There are many enjoyable activities that can be done at school in order to integrate students, especially the new ones. But constant friendly discovery of new features of each other can really make school life really pleasant. Group work, mixing, possibilities to express oneself and educational projects are simple, but effective things that can be done every day in every lesson.

- **Active involvement of the whole school community and partners.** The most common ways to do this is to organise events with a wider reach, such as conferences, performances, festivals, etc. They inevitably require preparation and the cooperation of teachers, students and parents. Artistic forms of expression usually impress and develop emotions. It is also a possibility for a school to manifest its position towards violence and bullying. But teachers should be careful not to substitute everyday regular forms of work with these events. Both forms of work should complement each other.
- **Development of competences for democratic culture.** If bullying at school strengthens negative social patterns, then the development of positive social patterns prevents it. Schools can use the Council of Europe Framework of Competences for Democratic Culture, which is a conceptual model of the competences which need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The model consists of 20 competences which can be developed individually or in clusters during subject lessons in parallel with acquiring the subject content. These competences are also possible to develop by engaging students in decision-making processes at schools, community service and various extracurricular activities.

## Gender perspective

Gender-based violence affects both boys and girls and is rooted in gender inequality, stereotypes and socially imposed roles. Boys and girls are subjected to violence in different ways, experience it differently and engage in violence in different ways. Boys are more subjected to physical forms, while girls are more engaged into verbal forms and more subjected to sexual forms of violence and bullying. Both boys and girls are more likely to become victims of violence if they do not fit to the culturally accepted standards of femininity or masculinity.

A good practice for reducing gender-based violence involves the development of life-skills curricular that includes modules to build boys' and girls' awareness of the power dynamics of gender inequality [...] and provide alternative models to abusive relationships children may see modelling in their own homes or communities.<sup>3</sup>

## Teach how to react and react

Individual risk factors have less influence than influence of a group of peers. If an offender is supported by bystanders, the risk is high. If an aggressor faces resistance of a group, risk factors are very low. This means that teachers should educate students how to react in situations of aggression and violence. This education should be on-going and systematic and it should be directed first of all to the possible bystanders. Students should learn what aggression is, what violence is and what bullying is and understand their consequences. It will be helpful if they are taught to describe their own emotions and understand emotions of others. Students should also exercise important interpersonal and civic competences, participate in debates, especially on controversial

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3. Plan, "Learn without fear: the Global campaign to end violence in schools", p. 30.

issues, learn how to communicate, solve conflicts, control negative emotions and protect themselves and others. These exercises should not be complicated, but they must be regular. The best solution is if they are led by a classroom teacher once a week or a fortnight. Council of Europe manuals offer a wide choice of relevant and adaptable lesson plans that can suit different age groups of students. In addition to regular activities, schools can seek possibilities to participate in external programmes offered by civil society, or organise whole school debates.

■ It is important not to forget to educate teachers themselves, because the quality of their training will decide about the effectiveness of the rest of the school strategy. There should be clear understanding that fighting violence and bullying should not be the task of one appointed teacher or a group of teachers. Such programmes are effective only if all teachers play active and reflective roles. To begin with, teachers need to know how to address bullying in a planned and systemic way, using the whole school approach. Then, they need to learn how to plan preventive policy and implement preventive activities. Different support groups, teacher teams and individual consultations with experts will be very useful as a regular periodic support. What is important is that teachers need practical workshops, rather than theoretical lectures.

■ Since we are speaking about all school stakeholders, the education of parents should not be overlooked. Parents also need to know what is violence and bullying, what their consequences are and how to deal with them. Then parents would be able to become reliable school partners and strong supporters in fighting bullying in the education system.

## Part II – Violent extremism



Violent extremism and the role of schools in fighting it is a new challenge for educational systems. The most coherent and systematic approach to this issue was developed by the UNESCO Education Sector, that published in 2017 a series on *Preventing violent extremism through education*<sup>4</sup>. The definitions presented below are taken from the UNESCO Guide for policy makers. Some practical examples and the role of education is taken from the UNESCO Teacher’s guide on the prevention of violent extremism. Definitions and ideas below will help teachers and education experts to achieve an understanding of the phenomenon, its complexity, forms of manifestation and possible ways of addressing it through the education system.

**Extremism** – Literally, “extremism” means the “belief in and support for ideas that are very far from what most people consider correct or reasonable”<sup>5</sup>. “Extremism” thus refers to attitudes or behaviours that are deemed outside the norm. This basic dictionary understanding highlights the inherently subjective nature of the term, which can take on different meanings depending on who defines the norm and decides what is acceptable or not accordingly.

4. Preventing violent extremism through education, A guide for policy makers, Published in 2017 by the United Nations Educational, Scientific and Cultural Organization; and A teacher’s guide on prevention of violent extremism, Published in 2016 by the United Nations Educational, Scientific and Cultural Organization

5. Merriam Webster. Accessed on 6 October 2017.

**Violent extremism** – There is no internationally agreed-upon definition of violent extremism<sup>6</sup>. The most common understanding of the term – which is applied in the UNESCO Guide – is that it refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals<sup>7</sup>. This includes terrorism and other forms of politically motivated and sectarian violence. Typically, “violent extremism” also identifies an enemy, or enemies, who are the object of hatred and violence. The conceptual core of violent extremism is that it is an ideologically motivated resort to the use of violence, commonly based on conspiracy theories.

■ Violent extremist views can be exhibited along a range of issues, including politics, religion and gender relations. No society, religious community or worldview is immune to such violent extremism<sup>8</sup>.

**Terrorism** – “Terrorism” refers to a particular strategy adopted to achieve a political goal, which is singularly the deliberate creation and exploitation of fear. In a landmark UN General Assembly Resolution (A/RES/64/297), countries strongly and unequivocally condemned terrorism in all its forms and manifestations, “committed by whomever, wherever and for whatever purposes, as it constitutes one of the most serious threats to international peace and security”<sup>9</sup>.

■ The terms “violent extremism” and “terrorism” are often mistakenly used interchangeably. While terrorism is a form

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6. United Nations, 2016, Activities of the United Nations system in implementing the United Nations Global Counter-Terrorism Strategy, Report of the Secretary-General, A/70/826.

7. Living Safe Together, 2016, What is Violent Extremism. Accessed on 22 November 2016. <http://www.livingsafetogether.gov.au/aboutus/Pages/what-is-violent-extremism.aspx>

8. The following website provides different examples of violent extremism, [www.livingsafetogether.gov.au](http://www.livingsafetogether.gov.au)

9. The United Nations Global Counter-Terrorism Strategy (13 October 2010. A/RES/64/297). Preamble. Accessed on 22 November 2016. [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/64/297](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/64/297)



is the process of embracing violence. If one wishes to point to the process by which one becomes a violent extremist, the expression “radicalisation leading to violence” will be more appropriate than “violent extremism”, which focuses on the ideologically motivated resort to violence.

■ The following behaviours can be **signs of radicalisation**. If several are observed, the family and immediate circle should be alerted.

- Sudden break with the family and long-standing friendships;
- Sudden drop-out of school and conflicts with the school;
- Change in behaviour relating to food, clothing, language, finances;
- Changes in attitudes and behaviour towards others: antisocial comments, rejection of authority, refusal to interact socially, signs of withdrawal and isolation;
- Regular viewing of internet sites and participation in social media networks that condone radical or extremist views;
- Reference to apocalyptic and conspiracy theories.<sup>11</sup>

**Drivers** – The roots of violent extremism and the causes of radicalisation that lead to violence are diverse and multi-layered. There is no single sign that indicates with any degree of certainty that a person is at risk. Conventionally, the drivers of violent extremism are differentiated in two categories: the “push” and “pull” factors. Push factors refer to the conditions that are conducive to violent extremism. They are the broader processes that can “push” individuals towards violent extremist groups. Pull factors are understood as individual motivations that attract potential recruits and the rationales that may be used to legitimise violence.<sup>12</sup>

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11. Source : <http://www.stop-djihadisme.gouv.fr/>

12. UNSG Report, January 2016, Para. 23.



■ “Push Factors” drive individuals to violent extremism, such as: marginalisation, inequality, discrimination, persecution or the perception thereof; limited access to quality and relevant education; the denial of rights and civil liberties; and other environmental, historical and socioeconomic grievances.

■ “Pull Factors” nurture the appeal of violent extremism, for example: the existence of well-organised violent extremist groups with compelling discourses and effective programmes that are providing services, revenue and/or employment in exchange for membership. Groups can also lure new members by providing outlets for grievances and promise of adventure and freedom. Furthermore, these groups appear to offer spiritual comfort, “a place to belong” and a supportive social network.

■ Personal journeys of radicalisation that can lead an individual to commit a violent act. The listing does not imply that each factor, taken in isolation, is a necessary “signal” of radicalisation leading to violent extremism. For example, while poverty can contribute in certain instances in pushing individuals to join violent extremist movements, it should not be considered as a necessary, or the sole cause<sup>13</sup>.

■ A person’s vulnerability to violent extremism can change over time and vary depending on circumstances.

**Resilience** – Resilience generally refers to an individual’s capacity to overcome challenges that have a negative impact on their emotional and physical well-being. In the context of violent extremism, “resilience” refers to the ability to resist – or not adhere to – views and opinions that portray the world in exclusive truths, which legitimise hatred and the use of violence. In education, this implies developing students’ capacity to think critically, to learn by inquiry (inquiry-

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13. Observatoire des radicalismes et conflits religieux en Afrique, Facteurs de radicalisation, causes du terrorisme: les jeunes sénégalais s’expriment pour la première fois, Dakar, Timbuktu Institute. <http://bit.ly/2dyXagC> Accessed on 7 October 2016.

based learning) and to verify facts so that they do not fall prey to the simplistic and one-dimensional views of the world propagated by violent extremist groups. Building resilience among students and youth is one of the key measures that can be implemented by the education sector to prevent the spread of violent extremism.

■ The role of education in preventing violent extremism and de-radicalising young people has only recently gained global acceptance.

■ The United Nations Security Council also emphasised this point in its Resolutions 2178 and 2250, which notably highlights the need for “quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes” and called on “all relevant actors to consider instituting mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth and discourage their participation in acts of violence, terrorism, xenophobia, and all forms of discrimination.”<sup>14</sup>

■ In October 2015, UNESCO’s Executive Board adopted a Decision<sup>15</sup> that unequivocally affirms the importance of education as a tool to help prevent terrorism and violent extremism, as well as racial and religious intolerance, genocide, war crimes and crimes against humanity worldwide. Whether provided through schools, clubs and community associations or at home, education is indeed acknowledged as an important component of a societal commitment to curb and prevent the rise of violent extremism.

■ These documents underline that education can:

- help young people develop the communication and interpersonal skills they need to engage in dialogue, face

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14. UN Security Council Resolution 2250, adopted in December 2015, <http://unoy.org/wp-content/uploads/SCR-2250.pdf>

15. Decision 46 adopted at the 197th session of UNESCO’s Executive Board (197 EX/Decision 46) <http://unesdoc.unesco.org/images/0023/002351/235180e.pdf>

- disagreement and learn peaceful approaches to change;
- help learners develop their critical thinking to investigate claims, verify rumours and question the legitimacy and appeal of extremist beliefs;
  - help learners develop the resilience to resist extremist narratives and acquire the socio-emotional skills they need to overcome their doubts and engage constructively in society without having to resort to violence;
  - Foster critically informed citizens able to constructively engage in peaceful collective action.

■ The role of education is to strengthen a learner's commitment to non-violence and peace. This can be achieved through implementation of inclusive educational policies and practices at school and celebrating diversity. On lessons, that means paying attention not only on learners' cognitive skills, but socio-emotional and behavioural skills. Beyond lessons, that also means fostering responsible engagement of students in the decision making processes at school.


■ If we compare UNESCO recommendations on the prevention of violent extremism, we can see that they are very similar to the Council of Europe approach to fighting bullying. A whole school approach, an inclusive school culture, based on values of democracy and human rights, clear procedures, partnerships, non-violence and development of competences for democratic culture are the core pillars of a school that is effective in fighting bullying and violent extremism.


■ The solutions require effort, but are neither costly nor legally complex. They require learning to live together, collaborate, act and react. The efforts are worth taking as they will change for the better the lives of everyone involved.


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## III School policies and procedures

### Introduction

 School policy is any set of principles, rules, measures and guidelines formulated and adopted by a school to reach its long-term goals or to address a particular issue or challenges that the school is facing.

 School policies are always within the bound of national education policies but are contextualised for the needs of the school and its particular circumstances.

 Copying or using other school policies often has no positive effect on the school as effective school policies are those which have been created by participatory engagement of school stakeholders and for the specific context of each school.

 As school policies are to be implemented by the whole school, all stakeholders (students, teachers, other school staff and parents) should be involved in developing and formulating the policies and not only the school administration.

 School policies are not permanent, as circumstances can and



do change, therefore a need to adapt policies will arise and they should be reviewed and redrafted on a regular basis (at least biannually although an annual review is suggested).


✈ Although bullying might be addressed in national codes and laws each school would be well advised to formulate its own anti-bullying policies in a participatory way. The process of formulating the policy will also have the effect of raising awareness of the issue among all stakeholders and therefore improve the chances of implementation of the policy.


✈ It is of the utmost importance for both the prevention of and for addressing bullying for the whole school to have a common understanding of bullying which the school policy should facilitate. Even more important is that there should be consistency in how bullying is treated by all involved and especially by adults.

## School policies & procedures suggested structure

- > **Rationale**  
(vision or belief for the school)
- > **Definition of bullying**
- > **Clear behaviour expectations of students**  
(e.g. we do not bully, we try to help those who are bullied, we try to include those who are left out, we report bullying incidents to adults)
- > **Clear expectations of the behaviour of teachers and other school staff**  
(e.g. we never ignore bullying incidents, we adhere to the school policy, we act as we teach)
- > **Clear reporting system for students**  
Include confidential option
- > **Intervention procedures for adults**  
(teachers, other school staff, parents) specific to all involved (victims, bullies, bystanders)
- > **Ways of monitoring school hot spots**
- > **Recording bullying incidents**
- > **Monitoring implementation of the policy**

## Formulating school policies

 In the case of this particular project the development of the Anti-bullying school policy will be primarily the responsibility of the School Anti-Bullying team.

 However, they will need to consult and solicit ideas from others in order to make the policy relevant for everyone.

## Guidelines, tips and suggestions to consider when formulating new policy or evaluating old policy and procedures

### ■ WHY ARE SCHOOL POLICIES AND PROCEDURES IMPORTANT?

- > They are vital instruments in each school because they govern the day-to-day occurrences that happen in an institution. They are valuable because they offer the guidelines for how the school stakeholders believe their school should be run. These policies come into play every single day. They are a set of expectations that all constituents within the school are held accountable by.

### ■ HOW DOES ONE WRITE A TARGETED POLICY?

- > Policies and procedures are typically written with a specific target audience in mind, This could include students, teachers, administrators, support staff, and even parents.
- > Policies and procedures should be written so that the target audience understands what is being asked or directed of them. When writing a policy for all involved keep in mind that it should be understandable to all of them (specifically important for primary schools) in cases when this is impossible have a simplified version for younger students using terminology that the average student will understand. It can also be overcome with simple and clear “classroom rules”.

### ■ WHAT MAKES A POLICY CLEAR?

- > A quality policy is both informative and direct meaning that the information is not ambiguous, and it is always

straight to the point. It is also clear and concise. A well-written policy will not create confusion. A good policy is also up-to-date. A clear policy is easy to understand. The readers of the policy should not only understand the meaning of the policy but understand the tone and the underlying reason the policy was written.

### ■ **WHEN SHOULD NEW POLICIES BE ADDED OR OLD ONES REVISED?**

- > Policies should be written and/or revised as needed. Administrators should be encouraged to keep documentation of all policies and procedures that they feel need to be added to or revised as the school year moves along. There are instances when a piece of new or revised policy should be put into effect immediately within a school year, but the majority of the time, the new or revised policy should go into effect the following school year.

### ■ **WHAT ARE GOOD PROCEDURES FOR ADDING OR REVISING POLICIES?**

- > The majority of policy should go through several channels before it is fully adopted.

Main steps are:


- Soliciting ideas & gathering data
- Drafting policy
- Consultation with stakeholders
- Review of the draft
- Final draft
- Adaptation of the policy



## Participation in formulation of policy

 In the formulation of policy you should include:

- A:** Students
- B:** Teachers and other school staff
- C:** Parents
- D:** School administration
- E:** School Board

 Ideally a process of soliciting ideas should include everyone from the groups above, but at the very least should involve representatives of each group (student board, parent council, school team for anti-bullying, school director).


### Some ideas for involvement:


- > Ask students to confidentially report where are the “bullying hot spots” in your school are (use a confidential box where students can anonymously report or create a school map where students can mark hot spots);
- > During home room lessons discuss bullying with students and solicit their ideas on how it could be addressed;
- > Set up “classroom rules” in every class;
- > Have an open day where you discuss with parents the importance of creating a school as a safe place and create a space for parents to make suggestions;
- > Make bullying a topic for a teachers meeting;
- > Once you have drafted the policy distribute it widely and organise round tables with different stakeholders as a consultation process;
- > Create a mixed (students, teachers, parents) policy review


committee who will consider all comments received and decide which to use;

- > Make sure that if you do not accept some suggestions to give feedback on reasons why this was decided

## Classroom rules

 Classroom rules are a very good way to engage students in addressing bullying in their own classroom and among their peers. The main idea behind classroom rules is that when the rules are agreed among students, they are more likely to follow them and be responsible for them. Top down directive rules can produce a negative effect and do not help in creating a positive and safe classroom!

 Discuss with your students what is bullying and what they can do to protect each other.

 Rules should answer the questions what we want & what we do not want in our classroom.

### Rules should be:

- Simple
- Clear
- 4-8 important ones (6-12 y old) up to 20 (13-18 y old)
- Defined by students

## Examples of the Anti-Bullying School Policy & Procedures

**NOTE:** The examples below are from other countries and contexts, the laws and regulations they refer to are left in order to see how school policies should reflect national laws and regulations, similarly the institutions they refer to might not exist in your contexts or have different names. Finally, there are references to subjects, school bodies and values that are from their country contexts.

## Example A

### **Secondary School, the Republic of Ireland Full Anti-Bullying Policy**

#### **1. Introductory Statement**

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of *X Secondary School* manages issues relating to bullying and the school's strategy to prevent bullying behaviour.
- Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address



school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.

- In accordance with the requirement of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (NEWB), the Board of Management of X Secondary School has adopted the following anti-bullying policy within the framework of the school's code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

## 2. Scope

- *To what will the policy apply?*

The policy addresses bullying behaviour, harassment and sexual harassment.

- *To whom will the policy apply?*

This policy applies to all members of the school community including teaching staff, students, parents, guardians, ancillary staff and visitors in accordance with the Employment Equality Acts 1998 and 2004.

- *When will the policy apply?*

The policy will apply to a number of time periods/activities including:

- School time (including break times);
- Going to and from school;
- School tours/trips;
- School yard;

- Extra-curricular activities;
- Social networking/media and cyber technology sites such as Twitter, Facebook and texting that has a negative impact on school life.

Furthermore the policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviour and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school. The policy will outline the necessary steps to be taken when a bullying incident is reported.

Bullying behaviours such as cyber bullying which break the law may be referred to the police.

### 3. Rationale

Our school community believes that each student has the right to an education free from fear and intimidation. Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no student should suffer in this way, communication between home and school is very important. The vast majority of students in this school are unaffected by bullying behaviour. There is no need for parents/guardians to worry unduly.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document "*Guidelines on Countering Bullying Behaviour*" 1993, *Anti-Bullying Procedures for Primary and Post Primary Schools September 2013* and on our school mission statement.

#### **4. Relationship to characteristic spirit of the school**

In X Secondary School we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued.

This policy is based in the school's fundamental aim to foster in students an attitude of learning to serve them for life-long learning. Students are encouraged to strive for excellence at the level of their full potential.

#### **5. Mission Statement**

In co-operation with the Department of Education, with parental and community support and within the available resources our mission is:

- To develop a community of learning which is geared towards the holistic development of each student;
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student;
- To promote within the school community the values of a Christian, caring society;
- To value, within the total school community, self-respect, respect for others and for the environment;
- To recognise and affirm the unique value and contribution of each individual.

#### **6. Goals/Objectives**

- To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence;

- To affirm the right of all within the school to live a life free from bullying;
- To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians;
- To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation;
- To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviour;
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation;
- To put into effect procedures for reporting and recording incidents of bullying behaviour;
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour;
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour;



## **7. The following definition of bullying behaviour has been established:**

Bullying behaviour is deliberate and repeated aggression, verbal, psychological or physical, conducted by an individual or group against any person.

Bullying may take the forms of verbal bullying (attacks of a highly personal or sexual nature, which may be directed at a student's family, culture, race or religion, or the spreading of malicious rumours), physical bullying, gesture bullying (non-verbal threatening gestures which convey intimidating or frightening messages), isolation, exclusion, extortion (demands for money, possessions or equipment, or forcing a student to steal), intentional diminishment, or cyber-bullying (the use of web-pages, e-mails and especially text messages to abuse, intimidate or attack a student).

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

### **It is not bullying when:**

- (1a) Students of about the same age and strength have the occasional quarrel or conflict.
- (1b) A member of staff offers constructive or fair criticism of a student's behaviour or work performance.

*For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:*

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Student to Student.
- Student to any Staff member.
- Staff member to Student.
- Parent to Staff member.
- Staff member to Parent.
- Staff member to Staff member.

### **8.Types of bullying:**

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similar unacceptable behaviour may be considered as bullying.

**8a General**

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc...;
- Physical aggression, damage to property;
- Name calling, jealousy and slugging;
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures;
- Graffiti, sniggering, sarcastic remarks and extortion;
- Intimidation, name belittling, gestures;
- The “look”, staring, degrading remarks re body shape;
- Putting down a student for working well and achieving;
- Talking loud enough so that the victim can hear;
- Invasion of personal space;
- A combination of any of the types listed;
- Abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites, and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events.

**8b Homophobic**

- Name calling / using graffiti e.g. “gay”, “queer”, “lesbian”, etc...;
- Spreading rumours about a person’s sexual orientation;
- Taunting a person of a different sexual orientation.

### **8c Racial**

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

### **8d Relational**

This involves manipulating relationships as a means of bullying. Behaviour include:

- Whispering in company so as to exclude another;
- Malicious gossip;
- Isolation & exclusion;
- Ignoring, turning others against a student;
- Excluding from the group;
- Taking someone's friends away.

### **8e Cyber**

- Silent telephone/mobile phone calls;
- Use of mobile phones during school hours to access social network sites;
- Abusive telephone/mobile phone calls;
- Abusive text messages;
- Abusive email;
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others;
- Any misuse of Information and Communication Technology;
- Video recording without the person's permission;

- Taking/sending photographs by electronic device;
- Creating sites about a particular person;
- Spreading rumours;
- Breaking confidence.

### **8f Sexual**

- Unwelcome sexual comments or touching;
- Unwelcome sexual texts or emails.

## **9. Signs and Indicators of Bullying**

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent lowering of self-esteem. While they may not talk about what is happening to them their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early as intervention is desirable.

The outcomes of bullying and harassment on the victim are often manifest in the following ways:

<p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• anger</li> <li>• anxiety</li> <li>• distress</li> <li>• frustration</li> <li>• depression</li> <li>• panic</li> <li>• indifference</li> <li>• fear</li> <li>• attempted suicide</li> <li>• shame and feelings of worthlessness</li> <li>• loss of trust in friends and their inability to support and protect</li> </ul>	<p><b>Behavioural</b></p> <ul style="list-style-type: none"> <li>• increased irritability and nervousness</li> <li>• unexplained changes in mood</li> <li>• increased aggressiveness</li> <li>• may believe that they deserve to be bullied</li> <li>• becoming withdrawn</li> <li>• excessive tearfulness or sensitivity to criticism</li> <li>• substance abuse</li> <li>• becoming obsessive</li> <li>• nightmares</li> </ul>
<p><b>Physical Manifestations</b></p> <ul style="list-style-type: none"> <li>• chest pains</li> <li>• pattern of minor illness</li> <li>• insomnia</li> <li>• stomach problems</li> <li>• eating problems</li> <li>• fatigue and lethargy</li> <li>• headaches</li> <li>• sweats</li> <li>• inconsistent explanations for cuts and bruises</li> </ul>	<p><b>Social, Interpersonal and School Related</b></p> <ul style="list-style-type: none"> <li>• anxiety about travelling to and from school</li> <li>• mitching</li> <li>• late home from school without any plausible explanation</li> <li>• fear of using school toilet during breaks</li> <li>• fear of being out of sight of adults</li> <li>• becoming isolated in class</li> <li>• becoming withdrawn</li> <li>• reluctance to discuss the problem</li> <li>• unwilling to go to school</li> <li>• lack of creativity and initiative</li> <li>• beginning to bully small/younger students</li> <li>• possessions missing or damaged</li> <li>• increased and excessive requests for money</li> <li>• deterioration in school performance and motivation</li> <li>• loss of interest or concentration in school</li> <li>• unusual concerns about physical appearance, attributes, mannerisms etc.</li> </ul>

**The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:**

***Teacher to whom report is made***

***Class Tutor***

***Year Head***

***Deputy Principal***

***Principal***

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved in keeping with reference to school policy.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in reporting. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

## **10. Education and prevention strategies to prevent bullying behaviour**

Staff, Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

### ***10a. Publishing and Publicising an Anti-Bullying Policy***

- Excerpts from the Anti-Bullying Policy will be visible throughout the school in corridors and classrooms.
- Anti-bullying Charter on display in classrooms (See Appendix 1)
- It will be published on the school web-site: in the students' journal and in the school Code of Behaviour.
- The Anti-Bullying Policy will be promoted at various occasions g. parents' nights, first year enrolment and open nights

### ***10b. Supervision and Monitoring***

- Bullying "black spots" within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.
- A questionnaire will be given to students during the school year. This will give students an opportunity to voice concerns. Each student is encouraged to write something down.



- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy.

### **10c. Student Involvement**

- Senior students will continue to assist First Years to the school through the *mentoring* programme, thus helping the new student to "settle in".
- The Student Council supports the creation of a positive school atmosphere through the implementation of the Anti-Bullying policy.

### **10d. Inclusion in the Curriculum and links to Curriculum delivery**

- In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior Cycle core curriculum. Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.
- The Social Personal and Health Education Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- CSPE: Linkages can be made within the "Human Dignity" and "Rights and Responsibilities" section of the curriculum that will encourage positive behaviour between students.
- Guidance and Counselling Service: Interviews will be held

with First Year students to assess how they are settling in.

- Informal curriculum e.g. which extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity.

### **10e. Link to Related School Policies**

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

#### **The following policies may be among those considered:**

- Code of Behaviour;
- Child Protection;
- Internet Safety: Acceptable Use Policy;
- Health and Safety;
- Critical Incident Policy;
- SPHE/RSE Policy;
- Guidance and Counselling Programme;
- Attendance Policy;
- Admissions Policy;
- Induction for new staff and students;
- Dignity in the Workplace;
- Pastoral Care Policy.

### **10 f. Involving Parents/Guardians and the Wider Community**

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year enrolment and open nights;
- There will be continued involvement with the local

community to gain awareness of any existing problems;

- Outside speakers / drama groups will be engaged for both students and parents.

**11. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

**Reporting procedures for Students:**

**11a. Who to tell?**

- Parents;
- Any staff member with whom the student feels comfortable;
- Friends who will speak on your behalf;
- Deputy Principal;
- Tutor or Year Head;
- Guidance Counsellor;
- Student 'Mentor'.

**11b. How to tell?**

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework;
- Make a phone call to the school or to a trusted teacher in the school;
- Email the school;
- Get a parent or friend to tell on your behalf;
- Parents can inform the school;
- Witnesses can inform appropriate person;
- Administer a confidential questionnaire to all students during the year.

*It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.*

## **12. Noting and Recording**

- All incidents of alleged bullying will be recorded on an incident form (SEE ANNEX III) and given to relevant Year Head;
- The relevant Tutor/Year Head will then decide on what action is to be taken;
- The Principal and Deputy Principal are responsible for maintaining files for security and confidentiality for at least seven years after they leave school;
- These files may be accessed by students/parents in the future;
- Comments made should be factual, non-judgmental and objective.

## **13. Procedures for Dealing with Reported Incidents:**

### **13a Procedures for Teachers**

If a student informs you of an incident of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step;
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc. student's own words must be recorded;
- Reassure; tell the student that help is available, action will be taken to investigate, it is not their fault and that they will not have to face this on their own;

- Satisfy yourself that no student is in immediate danger;
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone;
- Inform the Year Head without delay. Complete Incident Form for recording bullying behaviour (Appendix 3);
- All serious incidents of bullying (e.g. an assault or long term exclusion) **must** be reported to the Principal straight away.

### ***13b Procedures for Staff Member Investigating the Reported Incident***

Actions may include the following and may incorporate elements of 1 or more of the six main responses to addressing bullying behaviour (1. Traditional Disciplinary Approach, 2. Strengthening the Victim, 3. Mediation, 4. Restorative Practice, 5. The Support Group Method, 6. The Method of Shared Concern)

- Have the student reporting bullying write down the behaviours and how it is affecting them as early as possible;
- Talk with alleged bully about their behaviour and their experiences of incidents;
- Have the alleged bully write down an account of their behaviours and their effects as early as possible;
- Challenge bullying behaviour as being unacceptable;
- Discuss possible solutions with both parties separately/ together if appropriate;
- The Guidance Counsellor may be involved if appropriate;
- Refer complainant to Guidance Counsellor;
- Make further appointment to discuss situation with complainant and/or other relevant individuals;

- Record details of complaint on official form;
- The evidence will be evaluated by management and fair appropriate action will be taken in accordance with the code of behaviour;
- It is vital that the person reporting the incident is protected from whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.

### ***13c. Follow-up steps to be taken***

- The students involved will be monitored on a regular basis by informal discussions;
- Counselling may be offered to all concerned;
- If necessary the parents will be invited to a meeting with management;
- If bullying persists the Board of Management will be informed.

### ***13d. Procedures for Student to Staff Bullying***

- Teacher(s) to speak to students involved;
- Explain unacceptable behaviour as in policy;
- Explore a working solution;
- Refer to Deputy Principal and Principal;
- Request meeting with parents.

### ***13e. Procedures for Staff to Student Bullying***

- We recommend that students talk to Deputy Principal or Principal;
- Principal will discuss the allegation with the teacher involved;
- Explore a working solution.

### **13f. Procedures for Staff to Staff Bullying**

Procedures to be followed in accordance with the Dignity at Work Act.

### **14. Implementation arrangements, Roles and Responsibilities**

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.

Students shall be made aware of their own individual roles and responsibilities.

*The people who have responsibility for implementing each action and their roles are outlined as follows:*

- **Principal and Deputy Principal:** The Principal and Deputy Principal shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, meetings with parents and the Principal will be responsible for its ratification. Management will liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected as a record of bullying behaviour. When a bullying incident has been reported Management together with the Year Head will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities.
- **Pastoral Care Team:** The Pastoral Care Team will be involved in developing awareness of anti-bullying and of the importance of reporting. The Pastoral Care Team shall

also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. The Pastoral Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.

- **Year Head together with Management** will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant The Year Head will be responsible for the recording of all information regarding all incidents and meetings.
- **Subject Teacher:** Will report any bullying behaviour to the relevant member of staff, Management or Pastoral Care Team. The teacher must document incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. Teachers will fully participate and facilitate meetings and promotion of the anti-bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.
- **SPHE Coordinator:** The SPHE coordinator shall along with the SPHE teachers promote the awareness of what bullying is in SPHE classes.
- **Guidance Counsellor:** The Guidance Counsellor shall be responsible, along with the Pastoral Care Team, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. S/he will also have the responsibility of reporting incidents and dealing with the counselling of the relevant student/s.
- **Board of Management:** Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school.



The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

- **Student:** The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives. The student along with parent/guardian will have the responsibility of signing the anti-bullying policy and returning to the school and therefore agreeing to be bound by it.
- **Parent/Guardian:** The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the Principal, Deputy Principal, Year Head or member of the Pastoral Care Team.
- **Staff members:** shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of in keeping with the Anti-Bullying Policy.

## **15. Ratification, Communication and Review**

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent's Association. A record of the review and its outcome will be made available, if requested to the patron and the Department.

On-going review should be in line with any changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, students, staff members and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

The following evaluation tools may be used to review and evaluate the Anti-Bullying Policy.

### **Possible methods of review:**

- Random Surveys.
- Staff meetings.
- Parents meetings.
- Feedback from the student body, SPHE class.

## **Example B**

### **Primary school, USA**

#### **Response steps in cases of reported bullying (student – student & staff member – student)**

##### **Response to Reported Bullying/Cyberbullying Student to Student**

- A. Report of an incident is received;
- B. Ensure safety of all students involved;
- C. Take a complete statement from the student, parent/guardian or staff member reporting the incident;
- D. Speak to other students involved including bystanders, witnesses and alleged perpetrator(s);
- E. Speak to other relevant adults – teachers, counselors, and/or bus drivers;
- F. Notify all involved about the prohibition of retaliation;
- G. Gather and preserve all evidence;
- H. Make a determination regarding the reported incidence.
- I. If it is determined that a bullying incident occurred...**
- J. Identify bully/cyberbully and bystanders as appropriate,

- K. Identify victim(s) as appropriate;
- L. Include the School Resource Officer (SRO) as appropriate;
- M. Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate;
- N. Provide appropriate information to the parents/ guardians of the victim and the bully;
- O. Take steps to restore a sense of safety for the victim, witnesses and school community.

### **Response to Reported Bullying/Cyberbullying Staff Member to Student**

- A. Report of an incident is received;
- B. Notify Supervisor;
- C. Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate;
- D. Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate;
- E. Take a complete statement from the student, parent/ guardian or staff member reporting the incident;
- F. Speak to other persons involved, including bystanders, witnesses;
- G. Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement "CBA", if any;

- H. Notify all involved about the prohibition of retaliation;
- I. Gather and preserve all evidence;
- J. Make a determination regarding the reported incidence.
- K. If it is determined that a bullying incident occurred...**
- L. Provide appropriate information to the parents/ guardians of the victim in accordance with state law;
- M. Take steps to restore a sense of safety for the victim, witnesses and school community.

## Example C

### *Classroom rules*

#### BE SMART!

Say please and thank you

Make Friends and be thoughtful

Arrive on time, prepared and ready to learn

Respect yourself and others

Try your best!

#### IN THIS CLASS...

We are kind

We laugh often

We show respect

We listen to others

We say please and thank you

We learn from Miss Amanda

We make mistakes

We say we're sorry

We do our best

We have fun

We share

We love to learn



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## IV Raising Awareness


### Awareness-raising activities aim to:

- change attitudes, behaviours and beliefs that tolerate bullying among pupils and schools;
- preventing pupils from becoming victims or perpetrators of abusive relationships; and
- informing wider public and especially victims and perpetrators about the resources available to tackle the problem.






 Awareness-raising activities are recognised as the most efficient and effective means of communicating information especially to the general public. They can meet all the above-mentioned objectives, emphasising the fact that bullying in school is not a private matter, but an unacceptable violation of human rights.

 Awareness-raising is a two-way street, fostering communication and information exchange in order to improve mutual understanding as well as mobilising communities and the whole society to bring the necessary change in attitudes and behaviour.

Schools can help prevent violence, both during school time and in the wider community, by equipping children and young people with democratic competences.

- Start a dialogue with students about their role in addressing bullying and extremism;
- Discuss the various forms of bullying; why students bully and have students interact in the conversation;
- Discuss ways students can be proactive in stopping bullying and extremism;
- Talk about how you can prevent bullying and cyber bullying in your school;
- *Role-play* bullying situations portraying how the victim feels and how the bully acts and discuss in class;

 By *role-playing* real life situations with your students you can create a real-life lesson that students can use when situations arise;

- Discuss the meaning of morals, ethics, and responsibility;
- Discuss differences: cultures, weight, sexual preferences, different ways kids and teens act and dress, disabilities and other differences;
- Talk about the fact that it's okay to be different and it's not


okay to make fun of or harass someone if they are different;

- Teach tolerance, kindness and acceptance and behave accordingly;
- Start a peer mentoring group at school;
- Teach friends about being tolerant;
- Create events in and for your school and community;
- Create bullying and extremism prevention posters.

### *Organise Open days*

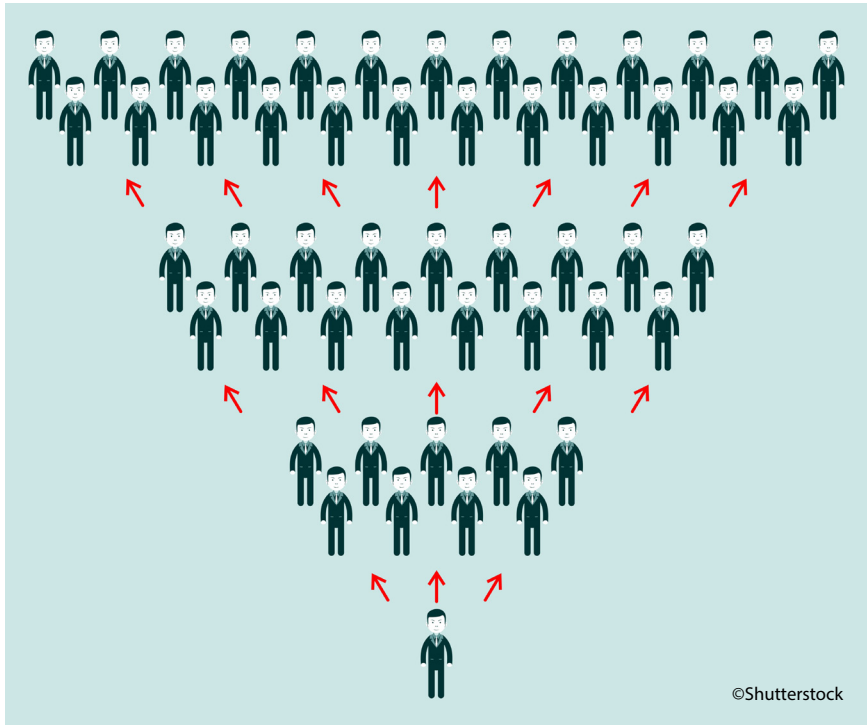
- Awareness-raising events with the participation of the Students' Government, Parent Council, teachers, parents and community members

## **Council of Europe teaching materials**

 The Council of Europe provides training for teachers and the necessary tools for developing a Safe School. Training manuals, information booklets, guides, lesson plans, films and access to expert networks are all available free via the Council of Europe's web pages. These resources are a result of collaborative projects and initiatives and build on existing good practices in Council of Europe member states.

## **Films**

- ***Beat Bullying*** uses typical bullying scenarios to explore how whole-school human rights and citizenship education programmes equip pupils with the understanding, skills and confidence they need to confront bullying at school, including cyber-bullying. The actors in the film are ordinary school pupils, some of whom have themselves been victims of bullying. The film is available in Albanian, English, French, German, Georgian and Russian.



- ***Democracy and Human Rights in School*** is a series of cartoons based on children’s ideas, exploring human rights and citizenship.

## Manuals

- ***Teaching Controversial Issues*** – Training pack for teachers
- ***All Different All Equal*** -
- ***Competences for Democratic Culture***
- ***Democracy and Human Rights Start with Us: Charter for All*** – brochure for children on human rights and citizenship.

***Democratic Governance of Schools*** – manual for head teachers explaining how to ensure that all areas of school life reflect democratic values and human rights, and how to encourage pupils to participate in the running of the school.

***Living Democracy*** – manuals for teachers: **Educating for democracy, growing up in democracy, Living in democracy, Taking part in democracy, Exploring children’s’ rights and Teaching democracy**

The six Council of Europe “Living Democracy” manuals (available as PDFs) provide teachers with high-quality lesson materials which have been tested by educators in several countries and are flexible enough to enable both experienced and trainee teachers to introduce citizenship and human rights education into their schools in a fun, interactive and challenging way. They draw on expert authors from different parts of Europe and cover the whole age range from primary school to secondary or high school.

### **Human rights and democracy lesson plans**

- ***Compasito*** – manual on human rights education for children.
- ***Compass*** – manual for human rights education with young people.
- ***Bookmarks*** – manual for combating hate speech online through human rights education.
- ***Mirrors*** – manual on combating anti-gypsyism through human rights education.

## Other key resources

- A database of over 1000 teaching resources in English and French concerning the European Court of Human Rights rulings.
- *Passport to your Rights* introduces children to their rights and obligations and explains how everyone's rights need to be respected.
- Gittens C. (ed.) (2006), *Violence reduction in schools – How to make a difference*, Council of Europe Publishing, Strasbourg (ISBN 978-92-871-5870-3).
- Richardson J, Milovidov E, Blamire R. (2017), *Bullying: Perspectives, Practice and Insights* Council of Europe Publishing, Strasbourg (ISBN 978-92-871-8352-1).

Link: <https://rm.coe.int/bullying-perspectives-practice-and-insights/168074818e>

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## Selection of teambuilding and integration activities

From the CoE publications:

**“All different, all equal”**

**“Teaching Democracy” (Volume VI, EDC/HRE pack)**

**“Compass”**

**“Compassito”**

### 1. ICEBREAKERS

**“Compass”**

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**“I’M GOOD AT...”**

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*This activity aims to promote self-esteem while demonstrating diversity and solidarity within the group.*



#### **Instructions**

1. Ask everyone to stand in a very wide circle.
2. Invite someone (anyone) to take a step into the circle and to say something s/he is good at.

3. Now tell the rest of the group to take a step forward and repeat the name and what s/he is good at.
4. Now invite someone else to take a turn and to take another step forward.



### Tips for facilitators

- Make the initial circle as big as possible so that there is still space for each round as the circle gradually gets smaller. At the end, the participants will be standing very close together.

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## BEAUTIFUL BENJAMIN AND LOVELY LEILA

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*Use this activity with people who are meeting for the first time. Apart from introducing names, it promotes solidarity and respect.*



### Instructions

1. Ask everyone to stand in a circle.
2. Invite one person (anyone) to say their name (e.g. Benjamin).
3. Ask the rest of the group to think of positive adjectives that start with the same letter, that is, B.
4. Ask Benjamin to choose one of the suggestions.
5. Now invite the person standing to Benjamin's right to say, "Hello beautiful Benjamin. My name is ... (e.g. Leila)".
6. Ask the group to find an adjective for Leila (e.g. lovely).
7. Now ask the next person to say, "Hello beautiful Benjamin and lovely Leila, my name is ..."
8. Continue round the circle until everyone is introduced.



## Tips for facilitators

- It is important to remember that the focus is on positive adjectives that start with the same letter as the name of the person, rather than on finding adjectives that actually describe the person.
- It is up to each person to choose their own adjective from among those suggested by the other participants.
- As facilitator, you should be prepared to suggest positive adjectives for any of the names, in case no-one else has an idea.
- A fun variation is for each person to choose an action when they say their name. For example, Benjamin might pat the top of his head. Then the group will have to remember each name, action and adjective.

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## KNOTS

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*This activity involves co-operation and symbolises working together to find solutions to problems.*



## Instructions

1. Ask the participants to get into small groups of 6-8.
2. Tell everyone to stand shoulder to shoulder in a circle, with their arms stretched out in front of them.
3. They should now reach out and take hold of each other's hands. The conditions are that a) no two people may hold both hands with each other and b) no-one should hold the hand of someone immediately beside them. (The result is what looks like a big knot of hands!)



- Now tell the participants to untangle the knot without letting go of the hands.



### Tips for facilitators

- Participants will have to climb under and over each other's arms. It takes a little patience, but the surprising result will be one or two big circles.
- This activity works well as a fun energiser. If you want to make a point, then you can ask the groups how they felt when they first made the knot: Did it seem like a crazy or hopeless task to untangle the knot? When they had completed the task, were they surprised at the result? You could go on to say that they should remember Mahatma Gandhi's words, "the difference between what we do and what we are capable of doing would suffice to solve most of the world's problems."

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### POINTS DOWN

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*This energiser promotes co-operation and group decision-making skills. It involves close physical contact.*



### Instructions

- Explain to the group that in this game there are nine "points" of the body that can touch the floor: 2 feet, 2 hands, 2 elbows, 2 knees and 1 forehead.
- Tell participants to spread out in the middle of the room. Call out a number between 1 and 9 and tell each player that they must touch the floor with that number of points. Repeat twice more.

3. Tell participants to find a partner. Call out a number between 2 and 18. The pairs have to work together to put the correct number of points down. Repeat twice more.
4. Repeat the rounds with participants working in groups of 4, then 8, and even 16 or until everyone is working together.



### Tips for facilitators

- You can allow people to talk, or to allow communication only with sign language, as you wish.
- When four people play together the number could be as low as two if two people each stand on one leg while carrying the other two! When four people play, the lowest practical number is probably four. (The highest number will be  $4 \times 9 = 36$ ). In each round the highest number called may not be more than 9 times the number of people in the group!
- Get participants to work quickly. In large groups it tends to take too long for people to work out who should be putting which points down. The most fun is with a group of 8 trying to put down 6 or 8.

**2. ICE-BREAKERS****Theme G*****“All different, all equal”***

*The following ‘icebreakers’ are all short, fun activities to use for energising the group. They are useful when you first start working with a new group to develop a good group feeling and at the beginning of a session to get people warmed up.*

- ▶ The activities have been divided into two sections. The first is a collection of activities which are for warming up and developing a good atmosphere within the group and the second section contains others, which as well as warming people up, will help them to get to know each other and to start working with some of the issues of the campaign.
- ▶ It must be stressed that they are all intended to be light hearted and fun in order to get people working together before moving on to other activities in the pack. They are only suggestions. If you know others and wish to use them please do so.
- ▶ If you are starting to use the pack with a new group we suggest that after one or two icebreakers you try one of the activities which help build the group and work with images for example, ‘Dreams’, ‘Odd one out’, ‘Me too’, ‘Seeking similarities and discovering diversity’ or ‘One equals one’.
- ▶ If the group like playing games, then they might like to work in small groups to invent their own games. Look at ‘Sport for all’ in Compass. This is a good activity to help people to get to know each other and to learn to work together. They will be active and should have a lot of fun in the process.

## Section 1

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The aims of the following activities are to:

- Encourage interaction
- Get the group warmed up
- Develop communication skills
- Encourage people to work co-operatively
- Be fun

When the group is warmed up go on to one of the other icebreakers or on to one of the activities listed above.

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### ***I BRING A LETTER FOR...***

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***Time:*** 5-10 minutes

***Group size:*** 20 -30

#### ***Preparation***

- Chairs one less than the number of participants



#### **Instructions**

1. Arrange the chairs in a circle.
2. Ask the participants to sit on the chairs and the person without one to stand in the middle.
3. Tell the person in the middle to say something like: "I bring a letter for those who ... wear glasses (... have taken a shower that morning ... who wear trousers ... for those wearing a watch, or whatever according to their imagination).

4. All those wearing glasses must change chairs, while the person in the middle uses this opportunity to get a chair for himself/herself to sit on.
5. Tell whoever is left in the middle to bring the next letter.
6. Stop the game after 5 or 10 minutes or when everyone has had a turn to call and everybody has had to change place.

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## **GIVING YOU THE WINK**

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**Time:** 10-15 minutes.

**Group size:** 5 - 15

You need an odd number of players for this game

### **Preparation**

- Chairs, the same number as half the number of players plus one.



### **Instructions**

1. Arrange the chairs in a circle.
2. Divide the participants into two groups. One should have one person more than the other.
3. Ask the people in the smaller group to sit on the chairs (one of the chairs will be left empty).
4. Tell the people in the second group to stand behind each of the chairs (the empty chair will also have somebody standing behind it).
5. Now explain that the person sitting behind the empty chair has

to try to “call” one of the people sitting on a chair by winking at them. The person to whom the call is addressed must try to move to the empty chair without being touched by the person who is standing behind them. If they are touched, then they must come back to their chair and the caller has to try to call someone else.

6. If they do manage to leave, then the person standing behind the now empty chair becomes the next caller.
7. Explain one more rule: the person to whom the call is addressed can't ignore it, they have to try to move.



### Tips for the facilitator

- This activity is very funny if played quickly.

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## THE BRIDGE

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**Time:** Approx. 15 minutes.

**Group size:** 10 -20

You need an even number of players

### Preparation

- An empty space
- The same number of chairs as participants plus two



### Instructions

1. Divide the players into two equal groups.
2. Arrange the chairs in two lines facing each other, one or two

meters apart. Each line must have as many chairs as participants in the team, plus one extra. The lines should both be the same length.

3. Fix a point in the room to be the finishing line equal-distance from the two lines of chairs.
4. Ask each team to choose a line and tell the members to each stand on a chair. The last chair, that furthest from the finishing line, must stay empty.
5. Explain how to play: the person standing nearest to the empty chair must pick it up and pass it to the next person in their team who passes it to the next, and so on down the line. The chairs must be passed from hand to hand. When the chair reaches the last member of the team they put it on the floor, stand on it and all the other members of the team move forward one chair. Then start moving the next chair down the line and repeat until the race is won by the first team to reach the finishing line with an empty chair.
6. Give a signal to start the game.



### Tips for the facilitator

- Players must stay on the chairs at all times. If someone falls off, they are out of the game and their team will have to pass two empty chairs.

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## WHO STARTED?

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**Time:** 10 or 15 minutes

**Group size:** 10 - 20

### Preparation

- An empty space
- A watch or timer



## Instructions

1. Ask for a volunteer to leave the room.
2. Tell the rest of the group to stand in a circle.
3. Decide who is going to be the leader. Tell them to start an action (scratching their tummy, waving a hand, moving their head, simulating playing a musical instrument...) and tell everybody else to copy.
4. Tell the leader to change the action frequently and again everybody else must follow.
5. Call back the volunteer who left the room and invite them to stand in the middle of the circle and ask them to guess who the leader is. They can have three minutes and up to three guesses. If they do not manage they must pay a forfeit i.e. to do something funny.
6. If the person guesses correctly, the person who was leader leaves the room and the group chooses a new leader. And so on until the end of the game.



## Tips for the facilitator

- Since time is one pressure factor in this activity, it is important that you use it to speed up the dynamic of the game by saying things like "One minute has already gone and our friend looks confused," "will they manage to guess?" etc.



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## 4 UP

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**Time:** 5 -10 minutes

**Group size:** 10+

### **Preparation**

- Chairs, one per person



### **Instructions**

1. Ask everyone to sit in a circle.
2. Explain that the rule of this game is that 4 people should be standing at any one instant and that no player may stand for more than 10 seconds, though they may stand for less if they wish.
3. There should be no attempts to communicate between players, but everyone in the group has to watch what is happening and share the responsibility to make sure that 4 people, no more, no less, are standing at any one time.



### **Tips for the facilitator**

- It will take a few minutes for people to get the hang of this game but once they do they will get a good rhythm going of people standing up and sitting down and all working together. It is very exciting and gives a good feeling to the group.
- You may like to ask players to say how they knew when to stand up?

## Section 2

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The aims of these icebreakers is to:

- Get the group warmed up
- Help people to get to know each other
- Encourage people to work co-operatively
- Introduce some of the ideas about the campaign
- Encourage interaction
- Be fun

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### **HUMAN BINGO**

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**Time:** 20 minutes

**Group size:** 8+

#### **Preparation**

- Make copies of the question sheet below, one per person
- Pencils - one per person



#### **Instructions**

Explain that the aim is for each person to talk to as many different people as possible, to find out something different about each one and to write a different name in each box.

## Human Bingo

Find someone in the group to ask 'are you someone who...?'

Try to get a different name in each box:

- has recently painted or decorated their home
- likes cooking
- has travelled to another European country
- lives together with other members of their family
- reads a newspaper regularly
- makes their own clothes
- likes football
- keeps animals
- can play a musical instrument
- has parents or grandparents who were born in another country
- can speak any Esperanto
- has travelled outside Europe



### Tips for the facilitator

- If you want to have a brief discussion about what people found out start by asking if people enjoyed playing. Then talk about the diversity of skills and interests in the group, and what cultural influences they can detect in the way people replied E.g. Do equal numbers of men and women cook and make clothes? But don't make it too heavy - go on to another activity which will enable people to look at the similarities and differences e.g. ['One equals one'](#)

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## GREETINGS

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**Time:** 15 minutes

**Group size:** 10+

### Preparation

- Make copies of the sheet, cut round the boxes and put the slips of paper in a hat.
- You will need one 'greeting' per person.



### Instructions

Ask participants each to take one slip of paper then mingle in the middle of the room and greet each other by saying their own name and using the action described on the paper.

- Greet the other person by embracing and kissing them three times on alternate cheeks
- Greet the other person by embracing and kissing them twice on alternate cheeks
- Greet the other person by embracing them and kissing them four times on alternate cheeks
- Greet the other person by placing your hands together in prayer position and bow forward
- Greet the other person by rubbing noses
- Greet the other person very warmly with a big hug.
- Greet the other person with a very strong, firm handshake
- As you greet the other person keep a distance of about 2 foot between you and shake hands, but only with a very light grip.



## Tips for the facilitator

■ This is meant to be a light-hearted icebreaker to use with a group of people who don't know each other. We stress most strongly that it is not intended to reinforce stereotyping. A short discussion about people's reactions should counter any tendency to stereotype and could be a useful step into the next activity. You could ask:

- Can you guess where the different greetings come from?
- To what extent are they stereotypes? E.g. do all German's have a strong hand grip?
- Which greetings did you feel comfortable/uncomfortable with and why?
- Have you ever been in the embarrassing situation when in another country, someone greeted you warmly with three kisses and you fumbled and stepped back after two because you didn't know the correct social code?

■ Then move on to an activity which explores stereotypes such as ['First impressions'](#).

**Note:** Players will ask where the different customs come from. Ask them to guess, otherwise suggested answers are:

- As you greet the other person keep a distance of about 2 foot between you and shake hands, but only with a very light grip. (England)
- Greet the other person by embracing them and kissing them three times on alternate cheeks.(Netherlands/Belgium)
- Greet the other person by embracing them and kissing them twice on alternate cheeks. (Portugal/Spain)

- Greet the other person by embracing them and kissing them four times on alternate cheeks. (Parisians)
- Greet the other person by placing your hands together in prayer position and bow forward. (Japan)
- Greet the other person by rubbing noses. (Inuit)
- Greet the other person very warmly with a big hug. (Russia/Palestine)
- Greet the other person with a very strong, firm handshake. (Germany)

## 2. TEAMBUILDING

### “Teaching Democracy”

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#### Exercise 1. – Matching cards

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##### *Educational objective*

This exercise enables students to make contact with others in a non-threatening way.

##### *Note on use*

Teachers can use this exercise to assess the learning needs and expectations of their student group

##### *Resources*

A set of cards that form pairs.

##### *Procedure*

1. The teacher gives out the cards randomly and asks the students to find their other half.
2. When they have found each other, the students spend 5-10 minutes finding out some basic information about each other:
  - o their name
  - o their family
  - o where they live
  - o their favourite animal or pop group or football team or colour, etc.

3. The students return to the plenary. Each student has the opportunity to briefly introduce their partner to the rest of the group<sup>16</sup>.
4. The students are seated in a circle of chairs. In order to generate some feedback, the teacher encourages the students to comment on what was new to them or what struck them in particular.

### *Extension*

This activity can be developed further by asking, at primary school level for example, all those students whose favourite colour is red to get together, so that small discussion groups can be formed.

### *Variation*

The students explore different ways of presenting their information, for instance through mime, by making a poster “advertising” their partner or by writing a poem.

### *Materials*

A set of cards on which is written and drawn an object which has a partner on another card.

The cards should show writing and pictures which will enable younger students and those with learning difficulties to take full part in the exercise.

rose – thorn	day – night	knife – fork	shoe – sock
light – dark	salt – pepper	pen – paper	table – chair
hot – cold	high – low	strong – weak	up – down
on – off	open – closed	big – small	fast – slow
clean – dirty	rough – smooth	stop – go	start – finish
good – bad	yes – no	friend – enemy	fat – thin
sun – moon	brother – sister	boy – girl	

16. This needs to be explained when introducing the exercise so that students can choose how much they want to disclose about themselves.



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## Exercise 2 – Rights, responsibilities and rules in the classroom

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### ***Educational objectives***

This activity introduces a “step-by-step” approach to use with students in order to establish democratically agreed rules for their class group.

The students experience that their contribution matters and that they have a chance to influence the drafting of the rules. They develop a sense of “ownership” and experience active participation in the setting of the class community as a micro-society

The students become aware of links between rights, responsibilities and rules (standing for laws in the classroom context).

### ***Resources***

Large sheets of paper divided into three equal parts.

### ***Procedure***

1. Using a group-forming “game” (e.g. by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.
2. Each group appoints a spokesperson. The teacher asks the groups for brief feedback – how did they choose their spokesperson?
3. Each group has a sheet of paper divided into three. Using the top third of the paper, they record what they believe to be the

rights of every individual (including the teacher) in their class. They should record every suggestion and each suggestion should be numbered.

4. The students give feedback, guided by the following questions. How well do you think you have completed the task? What were you all doing that helped? What hindered?
5. The students pass their work on to the next group (A to B, B to C, C to A).
6. Each group considers the list of rights generated by the previous group, guided by the following questions. What responsibilities do we have in order to respect those rights? What do we need to do? How do we need to behave? For example: "Everyone has the right to be heard." – "We have a responsibility to listen." Using the same numbers as used in the rights section, the students write down a corresponding responsibility (if they can think of one) in the middle third of the paper<sup>17</sup>.
7. Teacher input: rules for rules.
  - Decide on a few rules that will be prominently displayed in the classroom.
  - They should be positively phrased – DO something rather than DON'T do something.
  - They must be specific and describe the required behaviour, e.g. the right to be heard; we have a responsibility to listen; rule – remain silent when others are speaking.
8. The students pass their sheet of paper on once again. The groups consider all the Information from the previous two groups and agree on a maximum of five rules. These are written in bold letters on the final third of the paper. This set of rules

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17. Students sometimes find it difficult to find a responsibility for every right.

is detached and stuck on a wall. Each group's spokesperson explains their rules to the whole class. Teacher-led discussion. The students identify redundant rules and agree which duplicate(s) can be deleted. Some groups may not be willing to allow their submission to be deleted, while others may. The students should try to reach a decision that everyone agrees to. Rather than excluding a group's work, duplicates can be retained for further consideration.

9. Voting for the rules. Each student has four tokens to "spend" on the rules that they believe should be included in their classroom. They can cast their vote by allocating their tokens in any way they wish; for example they may wish to cast all of their votes for one rule or spread them evenly. The four rules with the highest number of votes cast become the rules for their classroom. They can be written up, signed by each student and displayed prominently in the classroom.
10. Reflection. What helped/hindered? How did you contribute to the activities? Did you notice anyone else in the class who did things that helped? What did they do? This is the first opportunity for the class to apply their rules and to reinforce them. The teacher could praise those students who are respecting the rules. If at all possible the teacher should ignore those who are not, otherwise it provides them with "the limelight" for negative reasons.

## Exercise 3 – Identity coat of arms

### *Educational objectives*

Enhancement of self-esteem; individuals are encouraged to recognise and celebrate positive aspects of themselves.

Groups find their common goals.

### *Note on use*

This exercise allows the students to become actively involved very quickly. It is ideal in a newly set up learning group or at the beginning of a training session.

### *Resources*

Coat of arms poster for each group of students, coloured pens or pencils, pictures from magazines, etc.

### *Procedure*

1. Using a group-forming “game” (e.g. by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.
2. The students work in groups of four. Each student is given an outline of a coat of arms, which is divided into four sections and has a scroll beneath it. The parts may already be cut out from a second copy so that they can be glued on the main coat when finished.

### 3. Task:

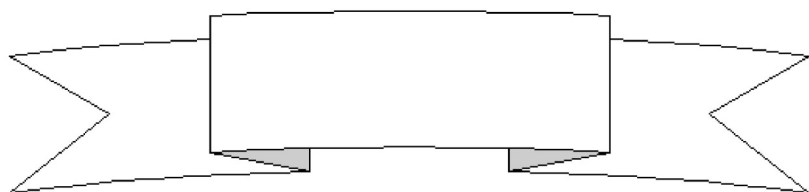
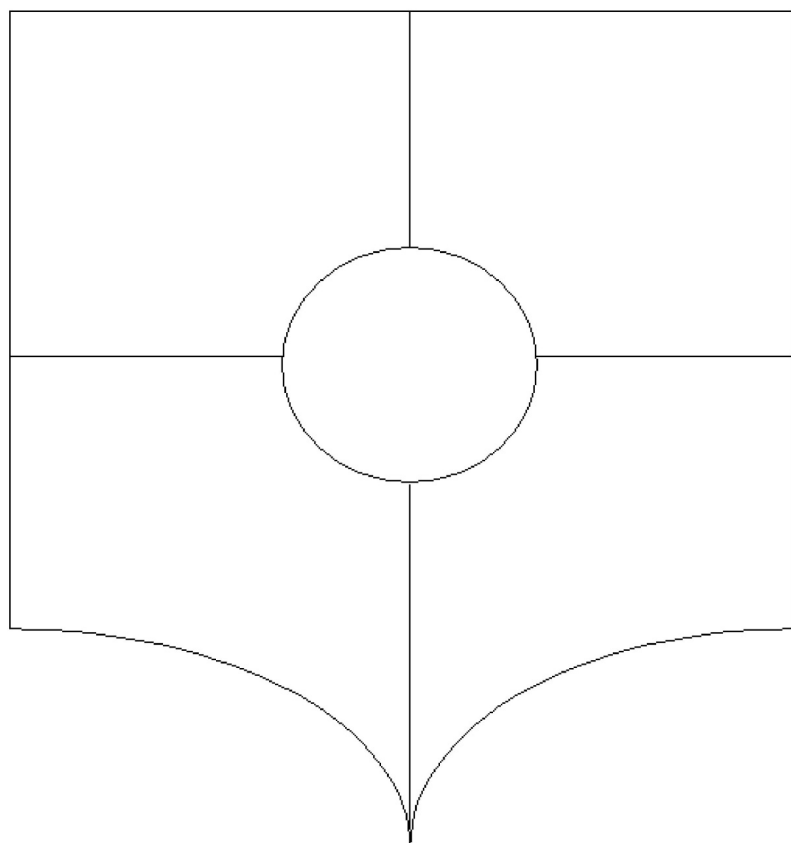
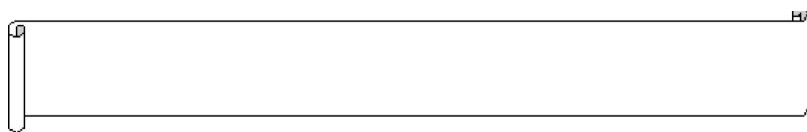
Individual preparation:

- take notes answering the following questions:
  - How do you perceive yourself?
  - What do you need?
  - What are you capable of doing?
  - What do you regret when you think about your own life?
- draw (or select) a symbol or symbols that represent your notes (colours, coloured paper, magazine pictures, etc.).

#### **Group work:**

- explain your symbol(s) to your group members
  - glue all parts on your coat of arms
  - find a common symbol for your group (centre), a motto for your ideas (top flag) and a name for your group (bottom flag).
4. The completed coats of arms are presented by a group member to the plenary and are displayed alongside everyone else's on the wall.

## Materials



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## Exercise 4 – A bouquet of flowers

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### *Educational objectives*

The objective of the exercise is to support group cohesion and enhance self-esteem.

The students appreciate that individuals in a group are unique and different, but also contribute to the overall strength of the group.

### *Resources*

A small portrait photograph of the student no bigger than 3 cm square (a drawn self-portrait is possible too).

Yellow or orange paper cut into round pieces of approximately 6 cm diameter to create the centre of the flower.

Paper in bright colours cut into the shape of petals, coloured ribbon, if at hand, markers or pencils in several colours, two large sheets of flipchart size paper, glue or other adhesive.

### *Procedure*

1. Each student has a round piece of paper onto which they stick their photograph.
2. Each student takes six petals and on each writes one or two positive words about:
  - what a teacher might say about them
  - what a male member of their family might say about them
  - what a female member of their family might say about them

- what they say about themselves
  - what a friend might say about them
  - what somebody else in the room, school or community might say about them.
3. The student pastes the petals around the edge of the photograph to create a flower head.
  4. The teacher or the students arrange each flower head on the display paper.
  5. The teacher or the students draw the stems and leaves of each flower to create a bouquet. Attaching a bow of ribbon makes the bouquet look very special!

### ***Extension***

Sitting in a circle, the students give their comments. This helps the students to understand the symbolic meaning: the bouquet would lose its beauty if some flowers were missing (community); each flower is different and adds something unique (dignity of person); at the same time, all flowers are similar and therefore one is as important as the other (equality). The concepts in brackets may be included in classes with older students.



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## Exercise 5 – Chinese sticks

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### *Educational objective*

The students are trained in the skills of team players. They experience what it means to have to depend on others, and others having to depend on them (interdependence).

### *Resources*

Chinese sticks or pencils, biros, etc. (approximately 15 cm long).

### *Procedure*

1. The class is divided into groups of about eight students. The groups are told that they are to cover a certain distance (if possible, the exercise should be done outside the school building).
2. The groups stand in lines, with a distance of about 1-1.5 metres between them.
3. The students take their Chinese sticks (or biros, pencils) between the tips of their forefingers. The sticks now link the students together.
4. Now the groups must race to a goal that has been set beforehand, for example the classroom or the other end of the schoolyard. If two students drop their stick, the whole team must return to the starting point and begin again from there. The teams are free to develop the best technique and strategy to move swiftly to the goal without dropping the sticks.

Depending on how difficult the task proves to be for the students, these rules can be applied more or less strictly

***Extension***

1. Some students can act as external observers who can comment on the way the groups co-operated with each other.
2. The activities can be filmed to show different forms of behaviour

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## CHAIR YOURSELF!

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### “Compass”

*This activity encourages self-confidence to express an opinion while introducing various human rights issues.*

#### Materials

- Space
- Chairs, one per participant plus one extra
- Prepared statements



#### Instructions

1. Ask everyone to sit on a chair in a circle. There should be one extra, unoccupied chair.
2. Read out the first statement and tell those who agree with the statement to quickly change places and sit down on another chair. Those who disagree should remain seated where they are. Anyone who cannot decide should stand up, turn around once and sit down again.



#### Tips for facilitators

- This icebreaker is fun and good in its own right. You could end the activity by asking what connection the statements have with human rights; remember, however, that this is an icebreaker, so do not drag any discussion out.

■ Alternatively, however, the method can be used to introduce an in-depth discussion. In this case you need to focus on your aims and ensure that the statements you use will achieve those aims. You can ask about the participants' different reactions to the statements and where their different beliefs come from.

■ Another option, if you are working on a particular theme, is to ask participants to write their own statements on pieces of paper; these can then be put in a hat or a box, and read out. You can choose statements from the following list or let the list inspire you to make your own statements:

- To have a bad reputation is worse for girls than for boys.
- It is acceptable for young women not to remove their body hair.
- It is wrong that shops sell string panties for children.
- It is acceptable for young women and young men to be good friends.
- Women are better at cooking than men.
- Gays and lesbians should have the right to marry.
- If my friend told me s/he was homosexual, I would still be friends with her/him.
- Only thin girls can be beautiful.
- Beauty comes from within.
- Already in childhood, girls are better at sewing and boys are better at mechanics.
- Sometimes rape is the fault of the girl/woman.
- It is masculine to have muscles.
- Men are good at showing their feelings.
- Immigrants are always hard working because they have to be.

- Ballet is not an acceptable occupation for men.
- It is natural for men to take control and to lead.
- A male president / prime minister is better than a female one.
- A husband should not earn less money than his wife.
- Telling your friends if you are afraid of something reveals weakness.
- Talking about feelings is not a masculine thing to do.
- Love fades with time.
- Sex requires love.
- Adults' views about sex are old-fashioned.
- You can find good advice about sex in pornographic magazines.
- You can find good advice about sex in teenage magazines.
- All people are equal in value.

**BALLOON**

Level 2

Theme G &amp; A

***“All different, all equal”***

*In order to pursue our dreams we first need to break free from the chains which oppress us. Together we can make our dreams come true.*

***Issues addressed***

- Those chosen by the group

***Aims***

- To create a positive atmosphere in the group.
- To reflect about the mechanisms of oppression, discrimination and exclusion.
- To lead the group to positive action and encourage follow up activities.

***Time:*** 20 - 30 minutes

***Group size:*** 10 to 40

***Preparation***

- 2 balloons per participant
- 2 pieces of string (about 50 cm long) per participant
- Permanent felt-tip or marker pens - enough to share
- One block of sticky labels and pencils
- A blank wall or notice board
- The room should be large enough for people to run around and the central space free of chairs and tables.



## Instructions

1. Ask the participants to reflect individually for a minute on the kind of society they would like to live in and then to identify one or two characteristics of that society.
2. Ask them to write those two characteristics on a sticky label and then, one at a time, to come up to stick their label on the wall or notice board.
3. Now ask the participants each to think about two things, “chains”, which prevent them from pursuing the two characteristics of their ideal society.
4. Hand round the marker pens, give each person two balloons and two pieces of string and tell them to blow up the balloons and write on in big letters the two “chains” that prevent them from pursuing their dream society.
5. Go round the circle and ask each person in turn to say the two words they wrote on their balloons.
6. Tell the group that they now have the possibility to break the “chains”. Each person must tie one balloon to each ankle. When everybody is ready, explain that to break the chains they have to stamp on the balloons to break them.
7. To add some more fun and competition, you may like to suggest the participants try to burst each other’s balloons while protecting their own.
8. Give the signal for the game to start.

### *Debriefing and evaluation*

*Start the discussion by asking whether participants liked the activity*

*and what they felt about it. Follow on with questions such as:*

- What makes the chains that “oppress” us so heavy? Where do they come from?
- Do you think there are people who carry more chains than others?
- Who are they?
- Can we do something to help them break their chains?



### **Tips for the facilitator**

- This activity fits together well with the activity, “[Dreams](#)” as they deal with similar topics. Play “Balloons” after the group has put together their dream drawings.
- What is interesting in “Balloons” is the dimension of fun and excitement when everybody is stamping on the balloons and you can hear them bursting. This therefore is the element to keep if you adapt the activity.
- Instead of using balloons, you may opt for condoms. Condoms have the advantage of being harder to break and therefore the task of bursting them is more exciting. On the other hand, some varieties are very hard to burst so you should try them out before deciding. In some groups using condoms has the advantage of helping to break taboos about talking about sex and AIDS. But, be aware that in some settings their use could be counter-productive!
- A simplified version of this activity just using the balloons and strings, although expensive, is useful as an energiser or starter for the group.



### *Suggestions for follow-up*

- ▶ Ideas for concrete activities to follow-up will come from the discussion. One possible outcome could be that the group plans some specific activity on which they'd like to work together to "break the chains". Another might be that they plan to work to realise a particular aspect of their ideal society.
- ▶ You might like to go on to the activity [Dear Friend](#) which provides an opportunity to explore views and feelings about issues in greater depth.
- ▶ If the group would like to take practical action to tackle racism in their school or club, then they could go on to do the activity, '[Responding to racism](#)' in Compass.

**DEAR FRIEND...**

Level 4

Theme G, M, A

*We all have opinions, ideas and feelings that we would like to share but sometimes it is difficult to talk about them. Writing a letter can be a better way to say what you think.*

**Issues addressed**

- Those related to the theme of the session

**Aims**

- To encourage participants to express their views and feelings
- To promote empathy and understanding about differing points of view about a particular issue
- To encourage participation by members of the group who find it hard to speak in front of others
- To start discussion about solidarity, equality and mutual respect.

**Time**

This activity should be done over one or two days and fitted into a wider programme.

Part A: 30 minutes

Part B: 15 minutes

Part C: 30 minutes

Part D: 45 minutes

**Group size:** 5 to 30

**Preparation**

- Pens and paper
- Access to a photocopier



## Instructions

**Part A:** Identify two or three participants and ask them to write a personal letter to another member of the group about a particular issue e.g. about being a member of a minority, racism, Europe, injustice etc. The letters should end with an invitation to reply for example, “What do you think about it?”, “Can you help me with this?”, “What is your opinion?”

**Part B:** At the beginning of the next session, ask the writers to read their letters to the whole group.

**Part C:** Ask the people to whom the letters were addressed write their replies.

**Part D:** At the end of the session or the next time the group meets ask the recipients to read out their replies.

### *Debriefing and evaluation*

Start the discussion by asking the participants who wrote the letters to say what they learned from the activity and then ask the rest of the group to say what they learned from listening to them. Continue the discussion with the whole group about the issues that were raised in the letters.



### Tips for the facilitator

- This activity provides an excellent opportunity for people to think clearly about what they feel or want to say about an issue. It provides an opportunity for participants who have difficulties expressing themselves verbally to contribute to the group

discussion. In this way the activity helps generate very positive group feelings and promotes personal understanding. It may also be useful when dealing with conflicts in the group.

- This exercise works with any type of group but it functions particularly well with international groups.
- The theme for the letters should be related to the purpose of the session. For example, if the issue is 'violence' then the starting point could be a recent event such as conflicts between different youth groups, a violent attack on somebody, a police raid on a Roma (Gypsy or traveller) camp, etc.

**Part A:** Your choice of the first writers should be made so as to take into account the diversity of the group e.g. one person from the majority and another from the minority; different kinds of minorities; a female and male, etc.

- It is important that those writing the letters know who each other are so that they do not write to one another but target other members of the group.
- While participants should be told to make the letters as personal as possible, it must be left to them to decide to what extent they do so. 'Personal' in this context means that the participants should somehow be able to identify with the issues, or that these are particularly pertinent to them.
- One difficulty with this activity may be that some participants may feel that they 'cannot write'. They may need to be encouraged. It is very useful to hand out photocopies of the letters written in part A to each member of the group.

### Suggestions for follow up

- ▶ Write letters about something that concerns you. Send them to the appropriate authorities, politicians or local papers. Make sure your views are known and help make changes.

- ▶ Prisoners are people who need friends to write to them. Perhaps the group would like to consider doing this. They could find out more, particularly about what it is like to be a prisoner on death row by doing the activity, '[When tomorrow comes](#)' in Compass. It raises issues about the right to life and the right not to be subjected to cruel, inhuman or degrading treatment.
- ▶ It is not easy to start writing letters. It may help the group to discuss some fictitious letters first. They could try discussing what they would write to the young people who wrote the '[Stories told by young people](#)', section 4 of Domino.
- ▶ Writing letters isn't easy. It can be very hard to say exactly what you mean, you have to choose your words carefully. If you are interested you could try '[White future](#)' which is an activity to explore the origins of words and how, by association, their meaning changes.

**DOMINOES**

Level 2

Theme G

*Do you know dominoes?  
Let's play dominoes with our bodies.*

**Issues addressed**

- Any that you wish to work on

**Aims**

- To encourage physical contact
- To help people to get to know each other
- To raise awareness that in a group there are differences between individuals as well as things which are held in common.

**Time:** 10 minutes

**Group size:** Any

**Preparation**

- No special materials
- A list of possible features to suggest if the players can't think of any themselves
- A large space

**Instructions**

1. Ask one person in the group to start by thinking of two personal characteristics which they then announce to the group, such as: "On my left side I am a girl, on my right side I have two brothers"
2. Then call for someone else in the group who shares one of those characteristics to hold the first person's right or left

hand (according to the characteristic they have in common) and then add a characteristic of their own on the free side. For example: "On my right I am a girl, on my left I have brown eyes."

3. Get all the members of the group to take a turn so that in the end you have a circle in which everybody is linked to everybody else.
4. If a stated characteristic is not shared by someone else in the group and the domino can not be matched ask players to negotiate another feature so that the chain is continued.



### Tips for the facilitator

- The characteristics given above are only examples, any person can choose or start with any feature they like, whether it is visible or not.
- It is important that the members of the group actually establish physical contact, this encourages a stronger group feeling. The way the contact is made can be to touch heads, to put arms round each other, to put feet together, etc. Players can stand up or lie down.
- If the suggested characteristics tend to be repetitive, you may encourage the participants to come up with new ones. It is also best if the characteristics are not very simple. You could encourage the group to say visible characteristics (colour of clothes or of hair), invisible or personal ones (hobbies, favourite food, favourite song to sing in the shower...), or others related to a topic (I think ...I feel.... about minorities, men, women, Roma people (Gypsies and travellers), Jews etc.).
- This game must be played quickly so people don't get bored while they are waiting to match up.

- Creating a circle reinforces the group feeling. One can, however, imagine other forms of playing it.
- If the activity is used as at the beginning of a session or as an icebreaker we suggest that you join in and take the opportunity to participate fully with the group. This can help to breakdown barriers.

### **Suggestions for follow up**

- ▶ Having made personal links, the group may like to move on to looking at the links between citizens, the media, NGOs and government in a civil society. The activity, '[Making links](#)' in Compass involves negotiation about rights and responsibilities in a democracy.
- ▶ Dominoes will have shown you that there's a lot more to people than first meets the eye. Nonetheless, when we do first meet people we often make judgements about them based on what we can see. Use '[First impressions](#)' to explore what we see and to find out if we all see the same thing.



**DREAMS**

Level 3

Theme G, I, M, A

*One characteristic that we, as human beings, all share is the ability to dream and imagine a better future. This activity strengthens feeling of equality within the group through the sharing of dreams and visions.*

**Issues addressed**

- Equality beyond cultural or ethnic origin
- Solidarity and empathy between members of the group

**Aims**

- To stress equality within the group
- To generate solidarity and empathy and to create a positive atmosphere in the group
- To encourage co-operation
- To get to know each other

**Time:** One hour

**Group size:** Any size between 6 and 40

**Preparation**

- Flip chart and markers - one set per working group

**Instructions**

1. How you organise this activity will depend on the size of your group. If it is a medium-size group (10 people) do it as a whole group brainstorm. If the group is large, divide people up into small groups of 5-6.

2. Tell them to spend the first five minutes reflecting on their own, how they would like things to be the future - in terms of family, job, hobbies, housing, personal development, civil rights, etc.
3. Then ask people to share their dreams and aspirations saying what they are and giving reasons. They should write down, or preferably draw, any common features on a flip chart e.g. having a job, travelling, having children, their own house, etc.
4. Ask each group to present their drawings or conclusions to the plenary.
5. Continue by asking people individually or in the groups to identify 3 concrete things that prevent them from pursuing their aspirations and 3 concrete things that, they as a group (or an organisation) can do together to get a bit nearer to seeing their dreams come true.

### *Debriefing and evaluation*

Start by asking people to share the feelings they experienced while doing this activity and then to say what they enjoyed about the exercise.

### *Follow with other questions:*

- Was there anything that surprised you?
- Do you think that everybody should have the right to pursue his/her own aspirations?
- Do you feel that some people may have more chances than others? Who and why and is it fair?
- How can you support each other in practical ways to overcome the barriers and make your dreams come true?



## Tips for the facilitator

- This activity can be a good stimulus to the group and to individuals providing they manage to be specific about their dreams and to identify practical things which they can do together. It is important to stress this collective approach in order to overcome individual shortcomings e.g. ‘I do not know how to do this or that’... ‘I don’t have the tools.’
- The activity works better if the visions are put together in a creative way. If the group has difficulties in drawing, you can make use of collage techniques with old colour magazines, scissors and glue. Alternatively, you can invite people to present their vision as a short drama (sketch). Any method which facilitates creative and spontaneous expression is preferable to using only written or verbal communication.
- It is easier to make the links with racism, xenophobia and anti-semitism if the group is multi-cultural. Otherwise, the question “Do you think everybody has the right to pursue their dreams” should help lead the discussion and reflection in this direction.

## Suggestions for follow up

- ▶ Try the activity ‘[Balloons](#)’ to provide a good immediate follow up to generate positive feelings in the group.
- ▶ Work on the concrete ideas for practical action that people thought of during the activity or plan another session to think again of what practical steps they can take.
- ▶ The group may like to continue by looking at the some human rights activists whose dreams have shaped their societies and inspired the world. Do the activity, ‘[Fighters for rights](#)’ in Compass.
- ▶ It is not enough only to dream. The future will come by itself, progress requires effort! In Compass you will find an activity, ‘[To vote or not to vote](#)’, which involves surveying people in the community to ascertain their views on voting in elections and civic responsibility.

## FORCE THE CIRCLE

Level 2

Theme I & M

*So you want to feel what it means to be part of the majority or the minority?*

*This is an energetic activity*

### *Issues addressed*

- Majority/minority relationships
- The social and political mechanisms which divide society

### *Aims*

- To experience being part of a majority group and being in the minority
- To analyse the strategies we use to be accepted by the majority group
- To be aware of when we like to be part of the majority and when we like to be apart or in the minority.

**Time:** 40 minutes

**Group size:** 6 - 8 people per circle.

### *Preparation*

- Paper and pens for the observers
- Watch or timer



### **Instructions**

1. Divide the group into subgroups of 6 to 8 people.
2. Ask each group to choose one person to be the 'observer' and a second to be the 'outsider'

3. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
4. Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep them out.
5. Tell the observer makes notes on the strategies used both by the 'outsider' and those in the circle and also acts as timekeeper.

After two or three minutes, and regardless of whether they managed to enter the circle or not, 'outsider' joins the circle and another member has a turn.

The activity is over once all the members of the group who wish to have tried to 'force the circle'.

### *Debriefing and evaluation*

Bring everyone together to discuss what happened, and how they felt.

#### *Start by asking the players:*

- How did you feel when you were part of the circle?
- How did you feel when you were the 'outsider'?
- Do those who succeeded in 'forcing the circle' feel differently from those who didn't manage it?

#### *Ask the observers:*

- What strategies did the 'outsider' use?
- What strategies did the people in the circle use to prevent the others from getting in?

#### *Then ask everybody:*

- In real life situations, when do you like to feel an 'outsider' or a minority and when do you appreciate feeling part of the group or the majority?

- In our society, who are the strongest groups? And who are the weakest?
- In society, the circle may represent privileges, money, power, work or housing.
- What strategies do minority groups use to gain access to these resources?
- How do the majority preserve their status?



### Tips for the facilitator

- It is helpful if you give concrete instructions to the observers, such as to take note of:
  - What the people in the circle say among themselves or to the outsider.
  - What the members of the circle do in order not to let the outsider in.
  - What the outsider says.
  - What the outsider does.
- This activity requires a lot of energy from everybody playing it. In principle, unless the relations within the group are poor, there should be no aggression.
- Before starting the evaluation, it is recommended first of all to let the group comment informally on what has happened before starting the structured evaluation.

### *Variations*

If there are enough people to play with several circles you can, at the very beginning, ask each group to give themselves a name. This will reinforce the feeling of group identity. You can then play so that the outsider always comes from a different group. At the end of each round the 'outsider' should return to their original group whether or

not they 'force the circle'. This may also stress the feeling of loneliness when being the 'outsider'.

### Suggestions for follow up

- ▶ Suggest the participants say how they could be more aware of their own behaviour and when they may, without wanting to, exclude others from the 'group'. For example, are there representatives from all sections of the local community involved in local groups, clubs, societies or organisations? Could they join if they wanted to? What stops them? What would encourage them to join? Decide what action you could take to ensure the opportunity to participate is open to everyone.
- ▶ Having looked at the mechanisms of exclusion and questioned the basis on which we exclude people who are different you might like to try the activity '[Dominoes](#)' to strengthen the group feeling and to explore the characteristics which we share as human beings or look at '[Seeking similarities and discovering diversity](#)' to explore how each one of us is a mixture of characteristics which we share with some people but not with all and to celebrate the difference.
- ▶ Keeping people out of the "circle", for instance exclusion from school through bullying, from jobs through unfair application or interview procedures, or from social clubs through discriminatory rules, are all expressions of violence. You may like to consider these, and other unfair practices, and seek solutions to the problems with the help of the activity, '[Power station](#)' in Compass.
- ▶ It is often easier to think of examples of discrimination that exclude people who stand on the outside of circles, circles that represent schools, jobs, social clubs for example. But there are also real life situations where people in the circle wish to escape, for example women trapped in a family circle. If the group wishes to explore such issues they may like to do the activity, '[Domestic affairs](#)' in Compass. The activity is based on three case studies of violence against women.

**ME TOO**

Level 2

Theme G

*We are all unique and irreplaceable human beings, sometimes our uniqueness makes us feel proud, sometimes shy or ashamed. Nonetheless, we all share the fact that we are human beings and this makes us feel closer to each other.*

**Issues addressed**

- The differences between people and the things they hold in common.

**Aims**

- Get to know each other in the group.
- To show that we are all different.
- To show that we are also equal to the others.

**Time:** 30 minutes

**Group size:** 10-12

**Preparation**

The same number of chairs as the number of the participants.

**Instructions**

1. Form a circle in which everybody sits on a chair.
2. Ask each person to think of some personal fact or characteristic that they believe is unique to them and not shared with anybody else in the group.
3. Choose one person to start. They call out what their unique feature is, for example "I have visited Turkey three times".



4. If nobody shares this characteristic the next person calls out their unique characteristic.
5. If somebody else shares that characteristic they must jump up, shout "Me too" and sit on the callers lap. If several people share the same characteristic they sit on each other's laps on top of the caller. Then everybody goes back to sit in their original places and the "caller" must again try to come with a characteristic which is unique to them. When they manage it, it's the turn of the next person round the circle to be the caller.
6. The first round ends when everybody has called out something which differentiates them from the others.
7. Now start the second round. Explain that this round involves searching for the characteristics that are shared by everybody else in the group.
8. Take away one chair and tell the caller to stand in the middle of the circle. They must think of something which they share with the rest of the group. Ask them to call out what it is, for example: "I like music".
9. All those who share it, have to stand up and move to another chair while they shout out: "Me too". The person who stood in the middle also tries to find a chair, so someone else will be left in the middle to be the next caller.

### *Debriefing and evaluation*

- Talk about the game and how the players felt and then ask:
- What was easier: finding things which differentiate us from the others, or things we share?
- In real life when do we like or appreciate feeling unique and different and when do we like to feel similar to others?
- Think about the characteristics you chose; the things which

separated you in this group, might you have them in common with other people in other groups?

- The things, which were common to everyone in this group, would they be common to everyone in the world?
- In the event that too many physical characteristics are mentioned you can ask:
- What does it mean, the fact that we all have eyes, heart or a stomach?



### Tips for the facilitator

- This activity must be played fast. You may want to make a rule that participants have only 10 seconds to think. To keep the game going it is important that the number of participants does not exceed 10 or 12. If you are working with larger numbers you may have to create two or three sub groups.
- During the second round it is likely that simple statements such as “I have arms or legs” will be suggested several times. You may then choose to ask the players to think of other characteristics or you may prefer to leave it and talk about it in the evaluation.
- The activity may also be run without chairs, with people sitting on the floor but it is less comfortable.
- It is recommended that you join the group just like another participant.

### Suggestions for follow up

- ▶ Who and what we are is shaped by our experience of life. Different experiences shape people in different ways but we also find that common experiences affect or influence people

differently. You can explore how events have shaped the members of your group using [‘My story’](#).

▶ It can seem that we are facing an information-overload on the Internet and judging what is fact and what is comment is just as hard as with the other media. If you are interested in raising awareness about the implications of the Internet and access to information world-wide, then you may like to do the activity, [‘The impact of the Internet’](#) in Compass.

▶ A significant factor that shapes people’s lives is the amount of wealth they have. If you wish to look at the injustices that result from the unequal distribution of wealth and power, then look at [‘The scramble for wealth and power’](#) in Compass.

**ODD ONE OUT**

Level 2

Theme G

*Who wants you to be in their group?***Issues addressed**

- Majority - minority relations
- Discrimination

**Aims**

- To start discussion about different groups in society
- To raise awareness about prejudice and discrimination
- To encourage empathy with the experience of rejection or exclusion.

**Time:** 10 minutes**Group size:** 16+**Preparation**

Coloured sticky paper spots. For example, for a group of 16 people you will need 4 blue, 4 red, 4 yellow, 3 green and one white spot.

**Instructions**

1. Stick one spot on each player's forehead. Players should not know what colour spot they have.
2. Tell the players to get into a group with others who have the same colour spot.
3. No one may talk, they may only use non verbal communication.

## *Debriefing and evaluation*

Help the group explore their feelings about what they did and what they learnt:

- How did you feel at the moment when you first met someone with the same colour spot as yourself?
- How did the person with the odd spot feel?
- Did you try to help each other get into groups?
- What different groups do you belong to e.g. football team, school, church?
- Can anyone join these groups?
- In our society who are the odd ones out?



### **Tips for the facilitator**

- Be aware of who gets the white spot.
- You can take the opportunity to manipulate the composition of the final groups, but do not make it obvious. Let the players believe that the spots were distributed at random.
- This activity can also be used as an icebreaker and to get people into groups for another activity.

## **Variations**

1. Use coloured sticky paper spots as above but don't have someone who will be the odd one out - at the end everyone will be in a group.
2. Preparation as for variation 1. Ask the players to get into groups so that everyone is in a group, but no group has more than one person with the same coloured spot i.e. you will end up with a 'multi group'.

3. Use “jigsaws” made from pictures which will stimulate discussion.

### *Tip*

Stick the pictures onto card before cutting them up.

### **Suggestions for follow up**

- ▶ Review the membership policy of your group or organisation. Can anyone join? What can you do to make your organisation more open and welcoming to everyone?
- ▶ Being the odd one out doesn't always mean we've been excluded, sometimes it's by choice that we want to stand apart from others and be different. If you want to work more on looking at what it means to be an individual you could use '[One equals one](#)'.
- ▶ If your discussion touched on disabled people being the odd ones out, then you may like to consider doing the activity, '[See the ability!](#)' in Compass. It is a practical activity to encourage empathy with people with disabilities.

<b>SEEKING SIMILARITIES AND DISCOVERING DIVERSITY</b>	Level 2	Theme G
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*How easy is it to find someone who thinks and feels the same as you?*

### *Issues addressed*

- Personal identity
- Accepting and celebrating diversity
- We are all different and all equal

### *Aims*

- To discover the diversity within the group
- To develop communication skills
- To get to know each other and develop a good group feeling

**Time:** 20 minutes

**Group size:** 10 +

### *Preparation*

- Copies of the sheet and pens - one per person



### **Instructions**

Ask each player to fill in the question sheet and then to try to find someone else who has the same answers to all the questions. If they can't find someone, ask them to try to find someone with whom they share four characteristics, if they can't do that - then someone with three or at least two!

### *Debriefing and evaluation*

Start by asking if people enjoyed this activity and why?

Then go on to talk about what they learned. Then ask:

- How many people found someone else with all five - four - three - two - one characteristic in common?
- What diversity of religion, taste in music, pet hates, favourite drinks etc. is there in the group?
- If you are such a diverse group how are you going to be able to work together?

### Suggestions for follow up

- ▶ People who are different are often discriminated against. If you want to explore what it feels like to be part of the majority and or a minority you could try '[Odd one out](#)'.
- ▶ Alternatively, you could try '[Knysna Blue](#)' to relax and enjoy a little music, to find out more about the musical tastes of others in the group and to explore the cultural images we gain through music.
- ▶ Whoever we are, however similar or diverse each one of us has rights of equality and dignity under the Universal Declaration of Human Rights. Young people under the age of 18 have special rights under the Convention of the Rights of the Child. If you want to find out more about the duties and responsibilities enshrined in the CRC, then you may like to do the activity, '[Children's Rights](#)' in Compass.

### *Seeking similarities and discovering diversity:*

Write in the answers to the questions below and then try to find someone else who has the same answers to all the questions. If you can't do it, try to find someone with whom you share four characteristics - or three - or two - or are you unique?

- I was born in
- My religion is
- I am allergic to
- My pet hate is
- My favourite music is



**SHARING DISCRIMINATION**

Level 3

Theme M &amp; A

*It was awful, it was such an embarrassing situation, I didn't know what to do...*

**Issues addressed**

The manifestation of prejudice and discrimination in our society  
How to deal with difficult situations assertively

**Aims**

- To be more aware of discrimination in our daily lives
- To promote empathy with those who are discriminated against
- To help people learn how to be assertive.

**Time:** 45 minutes

**Group size:**

Any. If the group is very large divide it for discussion into subgroups of 6 - 8.

**Preparation**

- Flip chart and marker

**Instructions**

1. Ask each person to think of one occasion when they felt discriminated against or one situation when they saw someone else being discriminated against.
2. Go round and ask each person to describe their situation very briefly to the group.
3. List all the situations on the flip chart and then ask the group to choose one to discuss.

4. Ask the person whose situation was chosen to describe in greater detail what happened.
5. Then talk about:
  - how the situation arose and what actually happened
  - how the person who was discriminated against felt
  - how the person who discriminated felt
  - if the person was justified in feeling discriminated against
  - how they responded and what happened after the incident
6. At the end ask the group to say what they could have done in the same situation and work out other possible ways of responding.

### *Debriefing and evaluation*

Talk about discrimination in general:

- What are the most common reasons people discriminate against you? Because of your age, skin colour or the clothes you wear?
- Why do people discriminate against others who are different?
- Where do they learn this behaviour?
- How important is it to challenge discrimination?



### **Tips for the facilitator**

- People should think of real situations which they feel strongly about but you should emphasise that no one should feel under pressure to say anything that would make them feel uncomfortable..
- Usually people talk about negative discrimination, but be aware that issues about positive discrimination may be raised.

## Variations

1. Use roleplay to explore the situation. Ask a pair or small group to role play the situation while the rest observe. Afterwards ask the observers to suggest possible alternative responses to the situation. Roleplay the suggestions and discuss the issue further.
2. Ask everybody to write down a brief outline of a situation on a slip of paper. Put the papers in a hat. Pass the hat round inviting each person to take out one piece of paper. Go round the circle and ask each person to read out what is written on their note. Ask everyone to try to guess the feelings of those involved.

## Suggestions for follow up

- ▶ Organise some assertiveness training to help you develop skills to deal difficult situations. If you want to start the training yourselves, then you may like to start by talking about how you would react in the critical incidents described in '[Adaptation – integration – tolerance ... Examples from everyday life](#)', C/15 in Alien 93.
- ▶ People discriminate against others who are different when it is in their interests to do so, but at the same time they like to enjoy many of the things foreigners have brought with them, and which we take for granted such as pizzas, kebabs or jazz and reggae music. If you are interested in discovering the 'foreign footprints' that are all around us, have a go at '[Trailing diversity](#)'.
- ▶ Many women are discriminated against in the workplace. You may like to do a role-play that helps people develop their knowledge about women's rights to reproductive choice and their right to equal employment opportunities and remuneration. If so, then look at '[Work and babies](#)' in Compass.
- ▶ Alternatively try the simulation game '[Limit 20](#)' for some fun and excitement.

**WHITE FUTURE**

Level 3

Theme I &amp; M

- *What images do you associate with the phrase "White future"?*
- *What images do you associate with the phrase "Black future"?*

*If we say the future looks black then we mean it doesn't look good. In school did your teachers ever say "you will get a black mark for doing that"? And what they meant was that it wasn't a good mark! Is black always associated with bad things - and by association are black people bad?*

**Issues addressed**

- How values are transmitted through language
- Stereotypes and prejudice
- The dangers of using language in an uncritical way

**Aims**

- To be aware that language is not value-free.
- To be aware of how language may reflect discrimination against minorities.
- To learn to appreciate the importance of using non-discriminatory language.

**Time:** 45 minutes

**Group size:**

Any number which can be broken down into working groups of 6-8

**Preparation**

- One large sheet of paper and marker per group
- An enlarged copy of the table pinned up so everyone can see it



## Instructions

1. Divide the group into sub-groups of 6 to 8 people.
2. Ask each group to find a place to work in the room.
3. Give a piece of paper and a marker pen to each group and ask them to copy the following table:

+	0	-	

4. Explain that this activity is about the language we use and that they must think of expressions which include words such as white, black, Indian, Roma (Gypsy), Jew, Arab, Russian, etc. As they come up with an expressions think about how the word is used. If the phrase has a positive connotation write the phrase in the first column, if it has a neutral connotation write it in the second and if it has a negative connotation in third. For example, the expression "The future looks black" refers to an uncertain and troubled future so put it in the third column. In England we talk about "an Indian summer" when the weather is good in the early autumn. Indian would go in the first column. Allow about 15 minutes for this part of the activity.
5. Now ask the groups to look at the phrases in the third column, the ones with negative connotations, and suggest alternative expressions. Write them down in the fourth column, which can be titled "alternative language".
6. When the groups are finished display the work sheets and ask each group to read out the different expressions they have found.

## *Debriefing and evaluation*

The evaluation should be centred around the expressions found:

- Which column was the fullest?
- What kinds of words do we find in the 1st, 2nd and 3rd columns?
- Since language is not neutral, what values does our language reflect about our own culture and about other cultures?
- Is it important to use a language which does not carry negative connotations about other cultures?
- Why?
- If so, how should we change our language?



### **Tips for the facilitator**

- If the group is an international group, it may be interesting to divide the participants into groups according to their mother tongue in order to make a comparative analysis.
- Sometimes the debate that occurs after this activity turns into the discussion about “politically correct” language. This is not the purpose of the activity, but rather to reflect on why it is more common to give positive connotations to the word “white” than to the word “black” or “gypsy” and vice-versa. However, if the question is raised, you should deal with it rather than ignore it.
- Often participants argue that when they use expressions such as “She’s in a black mood”, meaning a bad mood, they are not thinking about black people and they are not discriminating against anybody. In this case it is important to differentiate personal attitudes from the values transmitted by the language. Very often we use phrases without being aware of their origins

and therefore the values implicit in them. This is a similar debate to the discussion about sexist language in many idioms.

### Suggestions for follow up

- ▶ Ask everyone to be aware of how they use language and of how others use it, when talking, in the media and in advertising. Have a competition to find examples of phrases which are used deliberately to further prejudice or discrimination, or to find the origins of commonly used phrases.
- ▶ You can take an even deeper look at the role of the media in transmitting and perpetuating prejudice and in [‘Media biases’](#) or if you enjoy words and puns, look at [‘Eurojoke contest’](#) to explore the implications of telling jokes both for those who tell them and those against whom they are told.
- ▶ If you are interested in exploring further the relationships between images and values, then you may like to do the activity, [“‘Draw-the-word” game’](#) in Compass. You could use the method and work with the words people thought of when they were thinking of ‘White futures’. Alternatively you could use the method to move on and explore the images and values inherent in the human rights concepts of “the right to life” or “freedom from torture”.

### 3. ACTIVITIES FOR CHILDREN AGED 6-13

#### *"All different, all equal"*

#### Icebreakers / Warm-ups / Starters

For getting a group started and building solidarity.

- **Group Still Life:** Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.
- **Me Too!:** Explain that children must locate others who share the same characteristic. Then call out some categories (e.g. birth month; number of siblings; kind of shoe fastening). Under the right circumstances, use more sensitive categories (e.g. religion, language spoken, skin colour).
- **Musical Chairs:** Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. "I am X and am left-handed," "I am X and I have a cat" or "I am X and I dislike eating \_\_\_\_"). Try to get a chair for yourself. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way.
- **Portraits:** Divide children into pairs and give each plain paper and a pen. Explain that each person is to draw a quick sketch of the other and to ask some questions (e.g. name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make their portraits and names as large as possible. Then ask each



child to show his or her portrait and introduce the 'original' to the group. To facilitate learning names, hang the portraits where everyone can see.

- **Teamwork:** Divide children into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces themselves to the others and explains their name.

## Energizers

For raising or refocusing the group's energy.

- **The Chain:** Ask children to stand in a circle with their eyes closed. Move them around, attaching their hands to each other so that they make a knot. Then tell them to open their eyes and try to untangle themselves without letting go of their hands.
- **Fireworks:** Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are Catherine Wheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.
- **Group Sit:** Ask children to stand in a circle toe-to-toe. Then ask them to sit down without breaking the connection of their toes. If culturally appropriate, the children could also stand in a circle behind each other with their hands on the shoulders of the child in front. In this way, when they sit down, each one sits on the knees of the child behind them. Of course, neither version is suitable for groups in which any child has physical disabilities.

- **The Rain Forest:** Stand in the centre of children and ask them to mimic you, making different sounds and gestures for aspects of the forest (e.g. birds, insects, leaves rustling, wind blowing, animals calling) by snapping fingers, slapping sides, clapping hands, and imitating animals. The results sound like a rain forest.
- **Silent Calendar:** Ask the whole group to line up in order of the day and month they were born. However, they cannot use words to accomplish this. You could do the same with shoe sizes, number of hours spent watching TV per week, or any other interesting personal data.
- **The Storm:** Assign different sounds and gestures to small groups of children (e.g. wind, rain, lightning, thunder). Then narrate the soft beginnings of the storm, conducting the various sounds like an orchestra (e.g. "And then the lightning flashes! And the thunder roars!") to the conclusion of the storm.
- **Three Circles:** Ask the children to stand in a circle, and silently to choose one other child in their mind, without telling anyone whom they chose. Explain that when you say, "Go," they will have to run three times around the child they chose. The result will be a complete chaos, but very funny, as everyone is running after someone and being run after at the same time.
- **To the Lifeboats!** – First demonstrate a 'lifeboat': two people hold hands to form the boat; passengers stand inside the circle of their hands. Then explain that everyone is going on a voyage: "At first the sea is calm and everyone is enjoying the trip. Then, suddenly, the ship hits a rock. Everyone must get into a lifeboat in groups of three (or one, or four, etc.)." Children then scramble to form 'lifeboats' and take in the proper number of passages. Usually someone 'drowns.' Then tell children to get back on the ship and take up the narrative again. "Now the ship continues peacefully ... but suddenly a hurricane begins.

The ship is sinking. Everyone to the lifeboats in groups of two.” Continue like this through several ‘shipwrecks’.

## Evaluation and reflection opportunities

For ending a day or a session.

- **Ball Toss:** Children toss a ball from one to another. Each person who catches the ball states one thing she or he learned or can use from the activity.
- **Collective Summary:** Pose a summarising question (e.g. “What will you especially remember from today’s activity?” or an open-ended statement (e.g. “Try to think of a word or phrase that sums up your feelings at the end of today” or “I still wonder...”). Ask children to respond in turns.
- **Group Bulletin Board:** Each child in turn adds one word or picture to a group display and explains why it represents something important he or she is feeling or has learned.
- **Releasing the Dove of Peace:** The facilitator mimes holding a significant object (e.g. bird, newborn baby) and invites each child to say something to it as it is passed from one child to another. After the ‘object’ has been passed to everyone, they draw into a tight circle and collectively let it go.

## Managing conflict

For addressing conflicts within the group and within individual children.

Conflicting feelings and values are inevitable when dealing with a topic like human rights, especially when engaged in non-formal activities like those in *Compasito* that intentionally address children’s emotions as well as their intellects. Such conflict which may arise between children but also within an individual child, is not necessarily negative and with skillful facilitation can even be transformed into a constructive experience. Learning to deal

with conflict is one of the most important life skills children can acquire and an essential one for developing a culture of human rights in the world around them. Here are some ideas:

- **Anticipate conflict:** When preparing an activity, think about possible conflicts it might evoke in the group or in individual children. Are the topic, the rules or terminology too sensitive for some or all of the children?
- **Do not provoke conflicts, but also do not step aside when they arise.**
- **Do not assume conflicts are your fault – or anyone's fault.** They are normal and inevitable within every group. Help children accept that fact and avoid blaming. Focus on managing conflict, not fault finding.
- **Do not ignore bad feelings in the group.** Acknowledge their reality and help children address them.
- **Taking plenty of time for debriefing and discussions** after each activity so that children have a chance to express how they are feeling, both about the activity and each other. This is perhaps your important opportunity to model conflict management.
- **Talk to children individually:** Often a child's feelings are too personal or painful to be discussed within the group. When you sense this, make an opportunity to speak privately about what may be causing this distress. Let the child know you are ready to listen whenever he or she is ready to discuss the problem.

## MORE INFORMATION

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[www.coe.int](http://www.coe.int)

The Member States of the European Union have decided to link, together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values and peoples beyond its borders.

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