TEACHER TRAINING & SCHOOL SUPPORT PROGRAMME

Prevention and tackling bullying and extremism
Inclusive environment
Policies, Procedures, Sustainability

Horizontal Facility for Western Balkans and Turkey

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This work is developed based on the Council of Europe Framework Competences for Democratic Culture.

Introduction

This School Support Programme has been developed within the European Union/Council of Europe Horizontal Facility for Western Balkans and Turkey Action: *Fighting Bullying and Extremism in the Education System in Albania* as a direct answer to the specific objective of the Action which is to support relevant institutions in creating a safe learning environment in schools. This specific objective shall be accomplished through working with 21 pilot schools on countering bullying and extremism, with the help of this step-by-step support programme.

The programme consists of planned twelve sessions that should be carried out during one school year.

In order to carry out the programme it is necessary to have the following background material:

A.   Fighting bullying and extremism in schools: Resource pack for teachers and other school staff.

B.   Teaching Controversial Issues – Training pack for teachers, Council of Europe, 2015.

C.   Bookmarks – manual for combating hate speech online through human rights education, Council of Europe, 2014.

D.   Competences for Democratic Culture Living together as equals in culturally diverse democratic societies, Council of Europe, 2016.

Table of contents

Inception visit in school

Setting the ground

Aims:

- Mentor learns about the school situation;
- School staff learns about the project and expected results;
- Set up the school anti-bullying team;
- Assess the phenomena of bullying and extremism in the school.

Expected outcomes:

- Mentor understands the school situation;
- School anti-bullying team is set up and aware of its tasks;
- School conducts self-evaluation and baseline is set;
- Inception visit form is complete.

Time

2 sessions of 90 minutes with one break

Instructions

Session 1
Introduction

50 minutes

During the first meeting it is important to establish positive contact with the group: introduce yourself, give the participants enough opportunity to speak about themselves and their motivation to be in this project. Select ideas for interactive presentation and integration activities from the Resource Pack. Ask teachers about their motivation to join this project. Show the Council of Europe film "Beat Bullying".

20 minutes

Talk about your attitude to the problem of bullying and violent extremism, introduce the problem using the research report from the study.

20 minutes

Introduce the Council of Europe project aims and a 5-action approach. Speak about the activities and the timeline. Allow time for questions and answers.

Session 2

School data and evaluation

40 minutes

Using the *inception visit report* form (see annex of this publication) discuss with the school director and other present staff issues coming from the form.

Make sure the director understands the commitment the school needs to make in order to complete the project.

50 minutes

Explain the purpose and the content of the *School Self-Evaluation tool* (see annex of this publication). Discuss with teachers (school team) how they will use it.

Ask the teachers present to fill it in to make sure everything is clear.

Explain how to analyse the data and ask them to have it ready for your next visit to schools and to involve as many staff in it as possible.

1 Prevention and tackling bullying and extremism in schools

Aims:

- Learn basic facts about bullying
- Learn how to recognise bullying
- Learn how to address bullying
- Develop skills to reveal, react and prevent bullying behaviour
- Learn basic facts about violent extremism
- Learn how to prevent violent extremism through activities in school

Expected outcomes:

- Teachers understand differences between bullying, violence and aggression;
- Teachers know the different types of bullying;
- Teachers can cite the consequences of bullying;
- Teachers are motivated to take steps against bullying;

- Teachers know what to do to address bullying;

- Teachers know main concepts connected with the phenomenon of violent extremism;

- Teachers have analysed their school environments from the perspective of "push factors" and "pull factors";

- Teachers understand that non-violence, respect for diversity and discussions on controversial issues strengthen students' resilience to bullying and violent extremism;

- Teachers know what other competences should be developed at school in order to foster learners' resilience;

- Teachers are acquainted with the Council of Europe teacher training pack "Teaching controversial issues;

- Teachers have experienced several teaching strategies and methods that can be used with students to discuss controversial issues;

Time

8 hours (4 sessions of 90 minutes) with 3 breaks.

Instructions

Session 1

Theoretical background on bullying

20 minutes

Make a Power Point presentation based on the theoretical description of bullying, included in the resource pack.

20 minutes

Ask teachers to name 5 steps in addressing bullying at school. Write the steps on a flipchart one by one:

- Step 1: Learn about aggression, violence, bullying and its forms.
- Step 2: Learn to recognise or reveal violence and bullying.
- Step 3: Understand why we all should fight bullying together.
- Step 4: Be attentive.
- Step 5: Act.

Teachers work in 2 groups. Each group discusses what the needs of their school stakeholders are, and if they want to take these steps. The structure of the poster may be as in Table 1 below.

20 minutes

Ask groups to compare their results, and discuss and come with a final product, which will be the result of an agreement between 2 groups. This outcome is the basis for drafting a long-term prevention school strategy.

10 minutes

Ask the participants to look at the completed Table 1 again and to select realistic goals for the current school year and plan feasible activities. Draw the attention of the participants to the fact that it is necessary to direct activities not just to students. If they include parents, they will gain the support of families, if they include peer students, they will be able to reach more students with the activities, and if they look for ways to attract civil society, they might receive additional expertise, funding and other resources to deal with the problem.

20 minutes

Monitoring and evaluation is necessary to be able to assess the results of the work. In order to be able to assess the results of the planned activities, ask the participant to define what changes they want to see at the end of the school year. After that, reflect together on what methods will be used to find out whether the desired result was achieved. There might be a short questionnaire, a focus group, etc. Define the target group that will be asked to answer the questions (teachers and/or parents, and/or student). Formulate 3 or 4 questions that will be asked after this meeting and at the end of the school year. Comparing answers will give information about the impact of

planned activities. The questions should be short, clear and simple.

Table 1. *School stakeholder's needs analysis
in fighting bullying*

Step 1: Learn about aggression, violence and bullying and their forms	
What students should know, have, be able to do:	
What teachers should know, have, be able to do:	
What parents should know, have, be able to do:	
Step 2: Learn to recognise or reveal violence and bullying	
What students should know, have, be able to do:	
What teachers should know, have, be able to do:	
What parents should know, have, be able to do:	

Step 3: Understand why we all should fight bullying together	
What students should know, have, be able to do:	
What teachers should know, have, be able to do:	
What parents should know, have, be able to do:	
Step 4: Be attentive	
What students should know, have, be able to do:	
What teachers should know, have, be able to do:	
What parents should know, have, be able to do:	
Step 5: Act	
What students should know, have, be able to do:	
What teachers should know, have, be able to do:	
What parents should know, have, be able to do:	

Session 2

Theoretical background on violent extremism

30 minutes

This part can be planned in many different ways, but it should be based on the theory and definitions of violent extremism included in the Resource Pack. It may be a Power point presentation, a talk, guided reading etc. It is important, that the participants have the possibility to work in groups, share experience, suggest ideas, listen to different points of view and formulate their own conclusions.

20 minutes

Teachers work in 2 groups. One group makes a list of "push factors" that are possible in their school environment, the other group makes a list of "pull factors" that are possible in their school environment. Afterwards teachers study the outcomes of their work and add their ideas to the lists of the other group.

20 minutes

Based on the lists of "push factors" and "pull factors", the participants draft a school prevention strategy. When the strategy is ready, they select realistic goals for the current school year and plan feasible activities. Draw the attention of the participants to the fact that it is necessary to direct activities not just to students. If they include parents, they will gain the support of families; if

they include peer students, they will be able to reach more students with the activities; if they look for possibilities to attract civil society, they might receive additional expertise, funding and other resources to deal with the problem.

20 minutes

Monitoring and evaluation is necessary to be able to assess the result of work. In order to assess the results of the planned activities, ask the participant to describe what changes they want to see at the end of the school year. After that, think together about which methods should be used to find out whether the desired result was achieved. This might be through a short questionnaire, a focus group, etc. Define the target group that will be asked to answer the questions (teachers and/or parents, and/or students). Formulate 3 to 4 questions that will be asked after this meeting and at the end of the school year. Comparing answers will give information about the impact of planned activities. The questions should be short, clear and simple.

Session 3

Non-violent communication

30 minutes

One of the main methods of prevention of violent extremism at school is to develop the skills needed for non-violent communication. First of all it is necessary to teach students to formulate and express their own opinions on controversial issues. Secondly, it should be explained that many issues will remain controversial and it is natural that people will have different opinions on them. Differences of opinions are as natural as differences in everything that surrounds us. Differences are not a threat, but an enriching aspect of society if we learn to accept them with a friendly and respectful attitude. This attitude can be developed at school and it will be one of the most important forms of prevention of violent extremism. The Council of Europe training pack for teachers "Teaching Controversial Issues" contains a collection of easy and effective methods that can be successfully used at schools.

Ask teachers to think individually about how they would define "controversial issue". Use a snowball method to come up with a common definition. Show 2 or 3 definitions, that you find accurate and relevant on a flipchart or Power Point slide. You can also introduce the definition, given in the Council of Europe training pack: "Issues which arouse strong feelings and divide communities and society".

10 minutes

Divide participants in groups of 3 to 4 individuals. Ask them to discuss and suggest 2 to 3 controversial issues for each level: global, national, regional and school. Draw their attention to the fact that the controversial issues should be formulated as statements.

10 minutes

Collect ideas on a flipchart in 4 separate sheets. Check if the issues are formulated as statements with which one can agree or disagree.

20 minutes

Scatter chairs randomly around the room in twos facing each other, one for each participant. Tell participants that they are about to hear some music. When the music starts they should begin walking randomly around the room. When you stop the music, they should quickly sit down on the nearest chair – so everyone ends up in pairs facing each other. At this point you will read out a statement. The person in each pair who was the last to sit down has 30 seconds to tell their partner their personal views on the issue read out. During this time the partner should remain silent and not give any indication of whether they agree or disagree. Then it is the other partner's turn to express their views on the statement for 30 seconds.

Play the music and read out one of the statements formulated by the participants. Start the music again and repeat the process. Do this 7 to 10 times, choosing the statements from the flipchart.

20 minutes

Arrange the chairs into a circle for discussion. Lead a discussion on the feelings participants experienced during the exercise and what they can learn from this about handling controversial issues in the classroom, e.g. what do they think about expecting students to reveal their personal opinions in class? What kind of classroom climate do they think is most helpful for discussions on controversial issues and how is it created? What do they think about having classroom or school rules to govern discussion?

Conclusion: Draw teachers' attention to the fact that in order to teach controversial issues, it is very important to create a safe and friendly atmosphere in the classroom. That means that whatever opinion is expressed, it must not be criticised or attacked. There are no correct answers and incorrect answers. All opinions are treated the same.

Session 4

Teaching Controversial Issues – Council of Europe training pack

30 minutes

Prepare 2 A4 cards of different colours. One saying, "I agree" and the other "I disagree". Place them at opposite sides of the room. Use masking tape to draw a line that connects the statements.

Explain that you are now going to read out the remaining statements from the flipchart. People may agree to a greater or lesser extent. Point out the two extreme positions – the posters stating "I Agree" and "I Disagree". Explain that people may occupy any point along the line, but that they should try to position themselves according to the strength of their position. You may also introduce a card "I have no opinion" in the middle.

Read out the statements. When the participants demonstrate their positions, ask them to explain their points of view. Remind the others that they should listen while somebody is talking and they are not allowed to start arguments with points of view. The only thing they can do is to ask for possibility to express their own point own view. They are not allowed to say "Yes, this is right" or "No, this is wrong". They should start with "I think…., because….".

Ask participants, who position themselves near the centre whether their position indicates the lack of a strong opinion or a lack of knowledge.

Allow people to move position as they listen to each other's comments.

20 minutes

When you have gone through the statements, bring the group back together for the debriefing. Ask the participants what they learned about themselves.

- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change position during the discussions?
- Were people surprised by the extent of disagreement on the issues?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?

20 minutes

After the debriefing, remind the participants that regular exercises allowing students to discuss controversial issues, showing them acceptance and giving them the possibility to learn how to accept different points of view with respect and friendliness is an efficient method for the prevention of violent extremism.

Ask the participants what they think about the methods to deal with controversial issues that they learned during the meeting. Is it possible to use these methods with students? Introduce the "Teaching controversial issues" training pack for teachers, telling that it contains the theoretical background and practical

activities that can be included into everyday school life.

Bring the attention of the participants to 2 very important aspects:

1. To be efficient: these activities should be regular (at least several times a week – incorporated in normal classes).

2. Debriefing is a compulsory element that should follow after each exercise. Teachers should ask students how they felt, what they learnt and what conclusions they have made for the future.

10 minutes

Give the participants a task to do between the meetings:

1. Study the pack individually.

2. Prepare for an internal peer learning event based on the pack.

3. Organise at least one activity for students on controversial issues. It might be a part of a lesson or an extracurricular activity.

20 minutes

Finish the training session with the round. Use one of the exercises for reflection, which is included in the part "Short activities for different purposes" of the Resource Pack.

2   Inclusive environment

Aims:

- Facilitate exchange of experience and networking between school;

- Support development of inclusive environment in partner schools;

- To address cyber bullying and hate speech online with the Council of Europe manual "Bookmarks";

- Learn about the Council of Europe Competences for Democratic Culture (CDC).

Expected outcomes:

- Teachers from three partner schools have established personal contacts with each other;

- Teachers have defined the concept of an inclusive school climate;

- Teachers have exchanged experience and examples of good practice concerning practical activities that help to establish and develop an inclusive school climate;

- Teachers have exchanged experience on revealing cases of bullying in their schools;
- Teachers have exchanged examples of good practice on addressing issues of violence, bullying and violent extremism in their schools;
- Teachers understand the connections between bullying and violent extremism online and offline;
- Teachers are acquainted with the Council of Europe manual for combating hate speech online "Bookmarks";
- Teachers are prepared to use the manual with students;
- Teachers are acquainted with the concepts of "competence" and "competency";
- Teachers have explored the Council of Europe framework of competences for democratic culture;
- Teachers have focused the Council of Europe CDC framework to their specific context;
- Teachers understand why the competences for democratic culture should be developed transversally;

Time

8 hours (session 1 - 90 minutes, session 2 – 110 minutes, sessions 3 and 4 – 80 minutes) with 3 breaks

Instructions

Session 1

Integration and experience exchange among schools

45 minutes

Presentation of participants, teambuilding activities. Allow participants to get to know each other. Select some icebreakers and integration activities from the resource pack. Pay attention that everyone has the possibility to present their name, school and speak about their motivation to fight against bullying and violent extremisms through everyday school life.

45 minutes

Prepare 3 sets for group-work that will include: some scissors, 5-6 colourful magazines or newspapers, glue, and a sheet of white paper, made of 4 sheets of flipchart paper. Add colourful cards 10x20 cm. Write one human rights value on each card: freedom, dignity, respect, diversity, solidarity, cooperation, equality, responsibility (you may decide to add some spare cards to the set).

Start with showing the group 4 pictures, representing 4 different types of dealing with those who are different: exclusion, segregation, integration and inclusion (Picture 1). Invite the group to share their impressions about the picture. Ask why, according to the participants, inclusion is the most effective way to prevent violent extremism and bullying. Use an attractive method to divide participants in 3 groups of 10 persons. It is

important that each group consists of representatives of all 3 partner schools. Tell the participant to discuss and agree on their common understanding of the concept of "Inclusive school culture". The participants will have 15 minutes for discussion and making a poster. They will have to present the outcomes of their discussion in the form of a collage, titled "Inclusive school culture".

Give each group 5 minutes to present the results of their work. Put the posters on the walls.

Summarise the results of a work paying attention to the most important aspects of inclusive school culture:

1. School documents and procedures;
2. Relations among school stakeholders;
3. School traditions and the sense of belonging;
4. School infrastructure;
5. Relations between school stakeholders and the wider community.

Picture 1. *Exclusion, Segregation, Integration and Inclusion*[1]
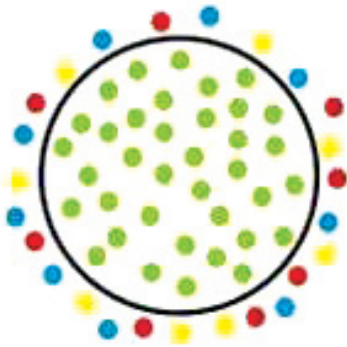
Exclusion
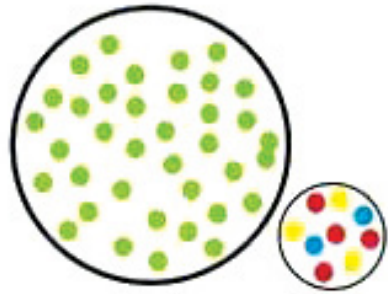
Segregation

Integration

Inclusion

_____

1. This picture is taken from the Council of Europe publication "Teaching Controversial Issues".

Session 2

Creating an inclusive climate at school

10 minutes

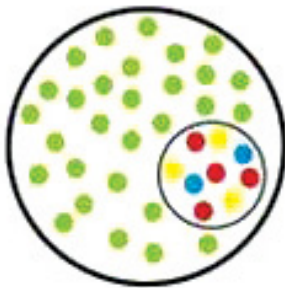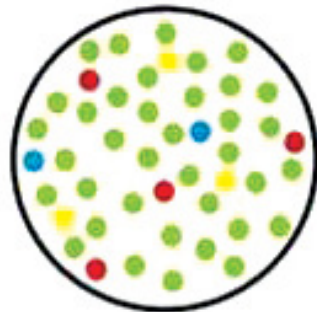Mix the groups again with another attractive and short activity and make 6 groups of 5 persons. There should be at least one representative from each school in each group.

10 minutes

Tell the participants, that during the next session they will exchange their experience and share examples of good practice, but also think creatively together in order to answer the question – "How do you create an inclusive school climate?" Explain that this is a complex and constant everyday activity, done primarily by all teachers and school leaders in 3 spheres of school functioning: in lessons, beyond lessons and by the way in which the school and classroom is governed. The way an inclusive climate is built in each school might be different. It depends on the age of students, their needs and the context in which a certain school is functioning. But the foundation of an inclusive school climate is the same – human rights values. Show the drawing of a school (picture 2) and read aloud the values that you see on the posters. Put these values in the foundation of the school.

Explain that each group will concentrate only on one sphere of schools functioning. Prepare cards for drawing (2 cards saying "lessons", 2 "beyond lessons" and 2 "governance") and invite

a representative of each group to draw a lot. When the group know which sphere they will focus on, give groups coloured A4 paper and markers. Explain that in order to ensure effective discussion each group member will have a particular active role in the group-work: a moderator, a timekeeper, a speaker, a critical friend and a secretary. Group members should decide between themselves, which role they would like to play.

30 minutes

First teachers should share their experience and effective practices from school that help to create an inclusive culture. The moderator facilitates discussions, the timekeeper watches the time. During these discussions, the participants tell each other how they revealed and addressed concrete examples of bullying and violence, how they teach students to manage their emotions, solve conflicts, value diversity etc. After that group members think about which approaches should be selected for presentation. The critical friend tries to find weak points in the approaches, while the other group members try to improve ideas. When the ideas are selected for presentation, a secretary describes the idea in simple and short 2-3 sentences and writes it down each idea on a separate A4 paper (horizontally). The aim is to write examples of a concrete activity, behaviour or practice that is relevant to the sphere that was selected by the group.

40 minutes

Assemble a model of a school on the wall, using A4 papers with examples as bricks of the relevant sphere. Invite speakers of each team present ideas of their groups (maximum 5 minutes each). Comment on each presentation, highlighting positive examples and clarifying uncertainties.

20 minutes

Conclude the activity, explaining that this is a vision of an inclusive school. It is not possible to achieve everything at once, but if we want to achieve changes, we need to have a big vision and make regular small steps. Explain some methods, how schools can decide on priorities for work and suggest participants to select one priority for their common network cooperation. For that purpose each participant receives 3 votes and stick her/his vote next to their preferred idea for cooperation. The idea with the biggest number of votes will be the area for network cooperation.

Picture 2. *Model of a school* [2]

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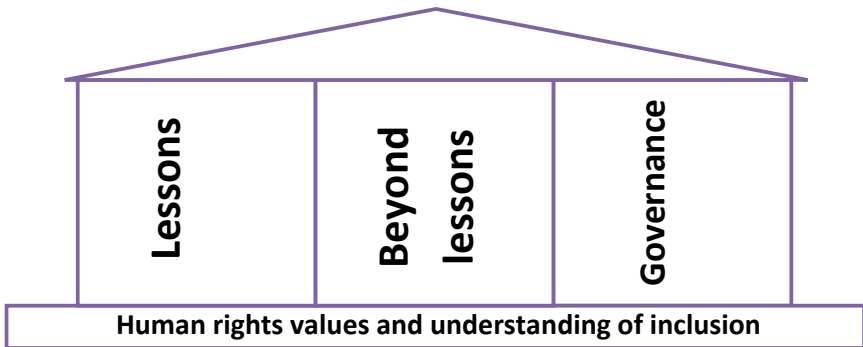
2. The author reserves the rights to this image.

Session 3

Bookmarks- Council of Europe education pack

20 minutes

Explain that during the previous session the participants selected one area for network cooperation and the exchange of experience. On this session, you will present one more area of cooperation that is recommended for all schools involved in the project. It is addressing extremism, violence, intolerance and ethnocentrism online, which is expressed in a phenomenon, called hate speech.

Introduce the Council of Europe manual for combating hate speech online "Bookmarks". Present its objectives, structure, content and approaches to running the activities (pp. 15-20).

45 minutes

Lead one activity from the manual. "Confronting cyberbullying" (p. 66) is a recommended activity. However, you may decide to choose another activity from the manual.

15 minutes

Allow some time for questions and answers. Ask each participant to study the manual and to run at least one activity with their class. Ask the participants to fulfil a short evaluation questionnaire after they conduct an activity from bookmarks with their class.

Questionnaire:

Are you satisfied with the lesson? ☐ **Yes**   ☐ **No**   ☐ Partially
Please explain your opinion
To what extent did you reach the goals of the lesson?
What did your students learn?
Describe the extent of student's active participation during the lesson.
What are you satisfied with?
What will you do differently next time?

Session 4

Council of Europe framework of Competences for Democratic Culture

20 minutes

Prepare 2 sets of cards in two separate envelopes. Each set should contain 20 cards of 3 x 5 cm with the names of CDC competences and 20 cards of 3 x 15 cm with definitions of the CDC competences.

Give a short introduction about the importance of socio-emotional and behavioural skills not only for the prevention of bullying and violent extremism, but for the personal success of each individual in general. Introduce the concept of "competence" as "the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/ or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context".[3] Explain that competence consists of competences that are "specific individual resources (i.e. specific values, attitudes, skills, knowledge and understanding), that are mobilised and deployed in the production of competent behaviour".[4]

Explain that the teachers will study 20 competences for democratic culture that were recommended by the 25th session of the Council of Europe standing conference of the Ministers of Education in 2016. The ministers of education acknowledged the importance of the integration of the development of these 20 competences into the everyday work in schools.

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3. Competences for democratic culture. Living together as equals in culturally diverse democratic societies. Council of Europe, 2016; p. 23
4. Ibidem, p. 24

20 minutes

Participants work in 2 groups of 5 individuals and try to match the names of the competences with their definitions.

Do not debrief this exercise and go directly to the next one. Give the groups a flipchart paper, divided into 4 spheres: red, blue, green and orange (picture 3). Title red sphere "Values", green "Skills", blue "Attitudes" and orange "Knowledge and critical understanding". Ask the groups to place competences and their definitions in the relevant sphere. Although each competence consists of values, attitudes, skills and knowledge with critical understanding, one of the components is usually more prevailing.

20 minutes

Give the participants an executive summary of the CDC[5] framework and ask them to compare their opinion with the opinion of the authors of the framework. If there are differences in opinions, participants should decide whether they want to change definitions and their position or they would like to express a different point of view. If the participants decide to express a different point of view, they should formulate an argument, justifying their decision.

20 minutes

Ask groups to formulate their opinion about the set of competences they have explored. The structure of the opinion is the following: their general impression, things they do not agree with and why, and things that were the most important for the group. Each group chooses a speaker to express their point of view.

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5. The executive summary of the CDC framework is a separate publication of the Council of Europe, which is translated into Albanian language within the project and included to the Resource Pack.

Conclude the session repeating that these competences were selected as the competences that are necessary for successful functioning in a diverse democratic society. These competences were selected by a group of educational experts, working under auspices of the Council of Europe, after they had studied 101 frameworks of competences. In 2015, the competences were tested in most of the 47 member states and received feedback from practitioners working at schools, research centres and civil society organisations. It is recommended to include activities that develop competences for democratic culture in lessons, beyond lessons and governance spheres of school functioning. We will not be able to include all competences at once. That is why at the next session we will select competences that we regard the most important for our particular school context.

Picture 3. *Spheres of competence*

Values

Attitudes

Skills

Knowledge and critical understanding
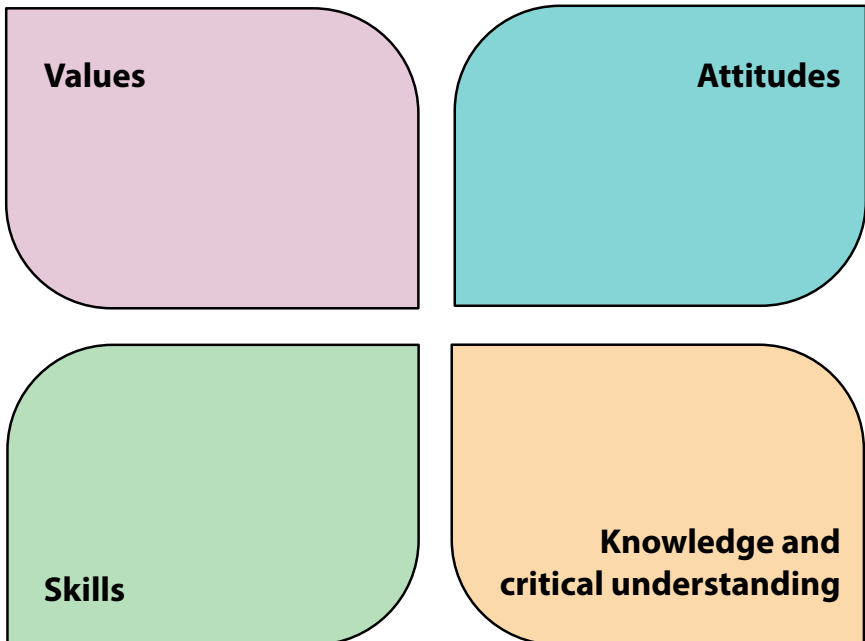
3   Policies, Procedures, Sustainability

Aims:

- Develop skills to formulate and monitor school policies & classroom rules;
- Learn about participatory methodology for developing school policies & classroom rules;
- Learn about effective anti-bullying policies and procedures.
- Evaluate results of project activities at school;
- Plan activities for the next year;
- Ensure sustainability of project results.

Expected outcomes:

- Teachers understand the value of school policies;
- Teachers have analysed their existing school policies from the perspective of bullying;
- Teachers understand that participatory policy and procedure development is the only way to ensure implementation of policies;

- Teachers know how to formulate anti-bullying policies;
- Teachers know how to work with students to formulate classroom rules;
- Teachers have formulated a draft anti-bullying policy for their school;
- Teachers are prepared to implement and monitor the implementation of the anti-bullying school policies;
- Teachers have evaluated their progress;
- Teachers have formulated recommendations from the evaluation;
- Teachers have defined areas for further development in the following year;
- Teachers have analysed the problem sphere defined for the next year;
- Teachers have formulated the aim of the project;
- Teachers have formulated expected results of the project for the next year;
- Teachers have planned project activities;
- Teachers have planned the evaluation of their school project for the next year;
- All participants of the school project have shared their impressions from participation in the Horizontal Facility project in the school year 2017/18;
- All participants of the school project have reflected on their learning experience in the Horizontal Facility project in the school year 2017/18;
- Facilitators have collected information for evaluation of the Horizontal Facility project.

Time
8 hours (4 sessions for 90 minutes) with 3 breaks.

Session 1

Drafting Anti-bullying school policy

30 minutes

Presentation of what school polices are and why they are important.

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

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

(see more details in Resource pack Section III - School polices & procedures)

Outline effective policies for tackling bullying including:

- Clear reporting system (for students) including confidential option;

- Clear behaviour expectations (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);

- Intervention procedures for adults (teachers, other school staff, parents) specific to all involved (victims, bullies, bystanders);

- Monitoring where bullying occurs (school hot spot maps);
- Recording bullying incidents and monitoring procedures;

45 minutes

Provide teachers with an example of the Anti-bullying school policy (*Annex Resource pack Section III School polices & procedures*) ask them to work in 2 groups. Group 1 will be asked to highlight all the sections needed for their school while Group 2 will be asked to mark all irrelevant polices for their school.

Report of the group discussion to the plenary.

Trainer gives feedback.

15 minutes

Teachers are asked to draft the structure of their school policy, the sections it will contain and the main principles it will follow.

Check the suggested structure & guidelines for drafting the school policy in the Resource pack Section III School policies and procedures.

Session 2

Involving others in formulating policy

30 minutes

Plan how to involve students, other teachers and parents in formulating the policy. In two groups teachers will be asked to think of at least one way in which they can involve different target groups in policy formulation. Some ideas can be found in the *Resource pack Section III School policies and procedures*.

10 minutes

Present each group's plan and create an action plan to be followed up after the session to consult and verify the policy.

30 minutes

Setting up classroom rules is an effective way of encouraging the engagement of students in addressing bullying. It should answer the questions:

What do we want? What we do not want in our classroom?

It should set a positive tone and create a feeling of belonging and should be done in cooperation with students and from the perspective of students.

Divide participants into 2 groups

Group A receives a printed out example:

1. Be in your assigned seat/location, ready to work when the school bell rings.
2. Bring paper, pencils, books and all necessary supplies every day.
3. Keep hands, feet, body, objects to yourself.
4. Follow Directions.
5. Respect others. Swearing, rude gestures, cruel teasing or put-downs are prohibited.

Group B receives a printed out example:

IN THIS CLASS

We are kind

We laugh often

We show respect

We listen to others

We say please & thank you

We learn from Miss Amanda

We make mistakes

We say I'm sorry

We do our best

We have fun

We share

We love to learn

The task for both groups is to use 10 minutes to analyse:

1. Does it answer the 2 questions (what do we want and what we do not want)?

2. From whose perspective was it written?

3. Whether they think students were involved in writing it?

4. Does it address bullying?

Each group reports their analyses and the trainer moderates.

Following this in pairs participants discuss how they could make classroom rules with students. Suggestions are written on the flip chart and recorded.

15 minutes

Moderated reflections of the day and task division among team members to draft the 1st School policy on bullying.

Following the session the team will draft the school policy within 30 days after the training and consult with their focal point. Once agreed and adopted by the school, the policy should be piloted in school and reviewed in September, being revised if necessary.

Session 3

Setting goals for the next year

45 minutes

Write down the main sphere of change for the next year, which has been selected by the participants and explain to them that in order to plan efficient change strategy, they first of all need to achieve a deep understanding of a problem that they want to solve. Explain the method that can be used for problem analysis.

You can choose a "problem tree" for that purpose. A sample problem tree is shown in picture 4. Make 2 groups and ask each group to draw a similar tree. The participants should start with writing down the problem that they wish to tackle in the middle of a flipchart paper in the trunk of a problem tree.

Underneath, as the roots of the tree, the participants should write all the factors that contribute to the problem. After that, each root at a time should be focused on and the group should think of its causes, drawing in the factors that contribute to the problem. Each root should be talked down and down, until it becomes possible. The tree might have very deep roots and the causes might be unexpected at the first thought.

The next step is to represent branches of the tree and to extend them in the same manner as you did with the roots. Branches represent the consequences of the problem, which is found in the trunk.

At this point, the participants may find out that their main concern is actually the root or branch of a different tree.

Picture 4. *Problem tree* [6]
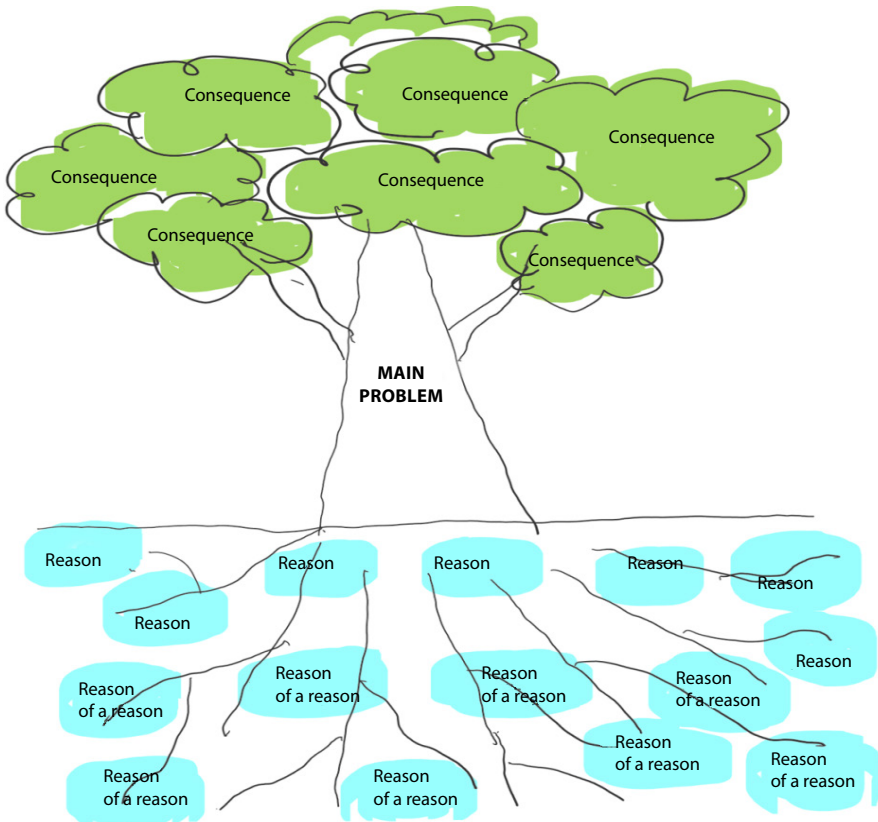
20 minutes

When the trees are finished, the groups should present their vision of the same problem to each other and decide and come to a common agreement if they should tackle the task they originally set themselves or one of its contributing factors first.

_____

6. The author reserves the rights to this image.

25 minutes

Help the participants to formulate what they want to achieve in the next year in terms of fighting bullying and violent extremism.

Ask the participants to look at their posters once again and suggest all possible ways of tackling this problem. Write down all suggestions on a flipchart.

Session 4

Action Plan for the next year

20 minutes

Read aloud what the teachers decided to achieve next year. Ask the teachers how they will measure whether they have been successful. They may find it useful to go back to the problem tree and use it to identify concrete solutions. In general, attacking the roots will lead to solutions further up the tree.

The group needs to be realistic about what can be hoped for. Remind them that even "a small result" can be a valid contribution to resolving a larger problem. Encourage the group to be as specific as possible.

50 minutes

Demonstrate the Action Plan template (Table 2) and facilitate the group in elaborating it. They will need to decide:

- What do they want to achieve?
- Which tasks need to be carried out?
- When are they going to be done?
- Who is going to undertake the different tasks?
- What resources will they require?
- How will they measure results and know they have succeeded?

Make sure that everything is written down to keep a check on how the plans are going and that everyone is clear about the question being discussed.

Table 2

ANNUAL ACTION PLAN GOAL – Reduce incidents of bullying & extremist hate speech in school					
OBJECTIVES What do you want to achieve?	**ACTIVITIES** What are the key activities that will produce the results?	**TIMELINE** When will each activity occur?	**RESPONSIBILITIES** Who will be responsible for the various activities? Who else needs to be involved?	**RESOURCES** What resources will you require?	**MONITORING AND EVALUATION** How will you measure results and know you have succeeded?

Add rows, if necessary.

20 minutes

Divide participants in two groups and ask each group to write a short informative text about activities which were planned for the next year. One text should be addressed to students; the other text should be addressed to parents. Encourage participants to be short, clear and interesting for the target group.

ANNEX – FORMS

INCEPTION VISIT REPORT

Expert	
Date	
School name	
School type	
Localization	

Information about the visit	☐ According to the check-list ☐ With variations. Nature of variations:	
Dates of school visits **Peer learning activities and** **Open days**	**School visits:** 1. 2. 3. 4. 5.	**Open Days:** 1. 2. **Peer learning:** Internal: External:

School anti-bullying team	Name	Gender	Age	Subject/role
Role of school director	☐ Informed ☐ Supports ☐ Actively involved ☐ Actively involved as a team member ☐ Other:			

SWOT of the school	Strength of the school	Weaknesses of the school
	Opportunities for the project	Threats for the project
Current situation at the school		
Recommendations		

School Self Evaluation tool

Dear colleagues,

The aim of this questionnaire is to help you to assess the phenomenon of bullying and violent extremism in your school. At the beginning of the project it will help you to describe the starting point. At the end of the project it will help you to see and evaluate your progress.

Data collection and usage of self-evaluation tools should engage the school in an in-depth evaluation of its policies and practices regarding bullying and violence. Self-evaluation helps a school to identify areas of strength and opportunities for improvement.

Read the statements on the following pages and mark them from 1 to 4 according to the rating scale that you see below:

1 = **not in evidence at our school;** not considered to be important.

2 = **sometimes in evidence;** although it is considered important, we pay attention to it sporadically.

3 = **usually in evidence;** we pay attention to this on a regular and frequent basis, but sometimes it is put it aside for other priorities.

4 = **consistently in evidence and embedded in the school culture;** this is an important and integral part of "the way we do things around here."

Follow the 3-step procedure:

Step 1 - Score them individually (provide specific examples for evidence) use Individual Score sheets (see annex).

Step 2 - After you score each item individually, collect the sheets from others (at least the anti-bullying team but try to involve as many school staff as possible) fill in the Group score sheet (see annex).

Step 3 - Meet as a school team to analyse and discuss the findings with your school mentors.

Team Leader	
No of school staff consulted	
Remarks:	

1. School has clear policies and procedures for cases of bullying and/or violence.

1	2	3	4

2. According to school policies, school staff are obliged to act and report all cases of bullying and/or violence.

1	2	3	4

3. All school staff, students and parents are familiar with anti-bullying and/or violence policies and procedures.

1	2	3	4

4. School has a Code of ethics/conduct that refers to bullying and violence.

1	2	3	4

5. School collects, analyses and archives data of reported cases of bullying and violence in their school.

1	2	3	4

6. School has developed support activities for victims of bullying and violence and provides support to the victims.

1	2	3	4

7. School has developed effective intervention for students who bully others based on restitution and non-punitive measures.

1	2	3	4

8. All students are taught about the phenomena of bullying, its consequence and how to behave in the situation of bullying.

1	2	3	4

9. School offers integrating and social and emotional learning extra-curricular activities to students.

1	2	3	4

10. Students are taught that the diversity of views and opinions is natural between people.

1	2	3	4

11. Students are taught to respect points of view which are different from their own.

1	2	3	4

12. There are no standards of femininity and masculinity in behaviour, clothes and/or appearance at school that students are expected to follow.

1	2	3	4

13. School staff regularly discuss issues of bullying and violence in their school.

1	2	3	4

14. Professional development (training) of school staff includes issues of bullying and violence in their school.

1	2	3	4

15. Teachers are aware of which forms of bullying are more typical for boys and for girls.

1	2	3	4

16. School organises awareness-raising events on issues of bullying and violence for parents and local communities in their school.

1	2	3	4

Individual Score Sheet

There are 16 indicators that you should score, when scoring take into consideration what each score means. Score it based on your experience but try to be as objective as possible. Even if you think the indicator should get a higher score if you cannot think of a single example to support it you should score it with 1. Remember this tool is to be used to support your school in development.

No of Indicator	Score 1= not in evidence at our school 2= sometimes in evidence 3= usually in evidence 4= consistently in evidence and embedded in the school culture	Specific evidence (name examples of documents, events etc)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

Group Score Sheet

Once you collect the Individual score sheet forms your colleagues enter in each raw individual score per indicator. Should you have more individual response than 15 then add as many columns that you need. Calculate your total and average score (see example in grey in the table below). You will analyse and discuss these scores with your school mentor in a next meeting.

Staff ⇨ Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total score (add all scores)	Average Score (total divided by the no of staff)	Comments
Example	2	3	2	4	2	4	2	2	3	3	1					28	28/11 = 2,55	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		

Structure of a school polices

- **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 behaviour expectations 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**

ANNUAL ACTION PLAN
GOAL – Reduce incidents of bullying & extremist hate speech in school

OBJECTIVES What do you want to achieve?	ACTIVITIES What are the key activities that will produce the results?	TIMELINE When will each activity occur?	RESPONSIBILITIES Who will be responsible for the various activities? Who else needs to be involved?	RESOURCES What resources will you require?	MONITORING AND EVALUATION How will you measure results and know you have succeeded?

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