

STOP BULLYING

BUILD FUTURE!



Project Co-funded by the
RIGHTS, EQUALITY AND CITIZENSHIP
PROGRAMME (2014-2020)
of the European Union



BUILD FUTURE, STOP BULLYING

ACTION FOR CONTRASTING BULLYING AT SCHOOL

GRANT AGREEMENT NUMBER - JUST/2014/RDAP/AG/BULL/7591

FRAMEWORK OF THE EU FUNDING PROGRAMS IN WHICH THE PROJECT WAS CONCEIVED

The **Justice program** aims at contributing to the development of a European space of justice, based on mutual respect and trust.

Rights, Equality and Citizenship Program (REC)

is finalised to the promotion of equal rights for people and to the actual application of the Chart and Conventions of Human Rights.

THE FUNDING

European Commission	€	204.548,59
Project Partners	€	78.055,16
TOTAL	€	282.603,75

THE PROGRAM'S OBJECTIVES



To promote equality among women and men and gender integration;






To prevent and contrast all forms of violence against children, young people, women and other groups at risk (in particular those who face risk in their own family life) and protect the victims of such forms of violence;



To promote and foster minors' rights.

THE PROJECT'S OBJECTIVES

-  To develop innovative methodologies for the prevention and interruption of bullying in schools;
-  To share recommendations and best practices of bullying phenomena's prevention at an international level;
-  To suggest concrete policies for contrasting the phenomenon.

THE PARTNERSHIP

- 4** European Countries
- 2** City Councils
- 1** Ministry
- 1** University
- 1** Township
- 2** No Profit Organisation

ITALY	Municipio Roma I Centro
GREECE	KE.D.D.Y. of Evia, a Ministry of Education's Agency
CZECH REPUBLIC	Centre of Social Services of Prague's City Council
SPAIN	UAB, Autonomous University of Barcelona, Law Department Municipality of Sabadell, Barcelona
ITALY	PER FORMARE srl, Education Social Enterprise S.CO.S.S.E., Association for the Social Promotion

METHODOLOGIES OF INTERVENTION

WHOLE SCHOOL APPROACH

A comprehensive school approach







SYSTEMIC-RELATIONAL APPROACH

Support to communication, interaction, collaboration and sharing

BOTTOM-UP

Collected strategies for policy makers from the community

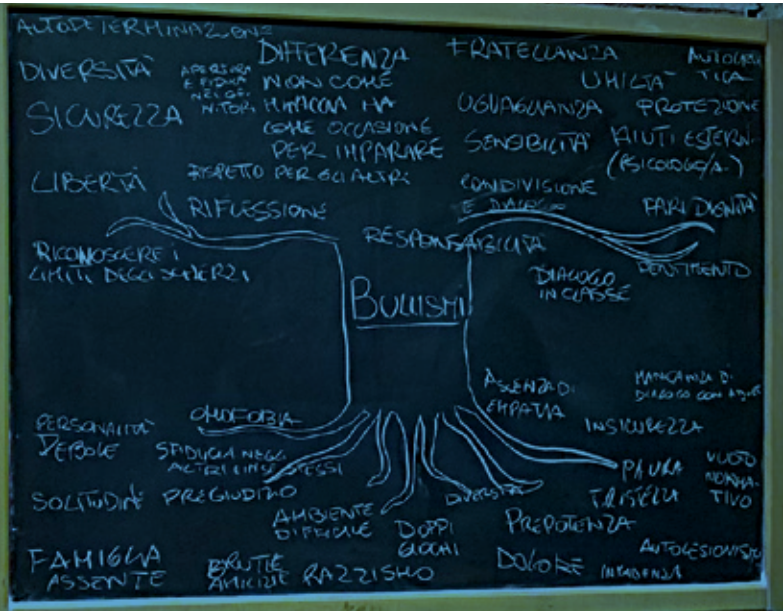
EVIDENCES

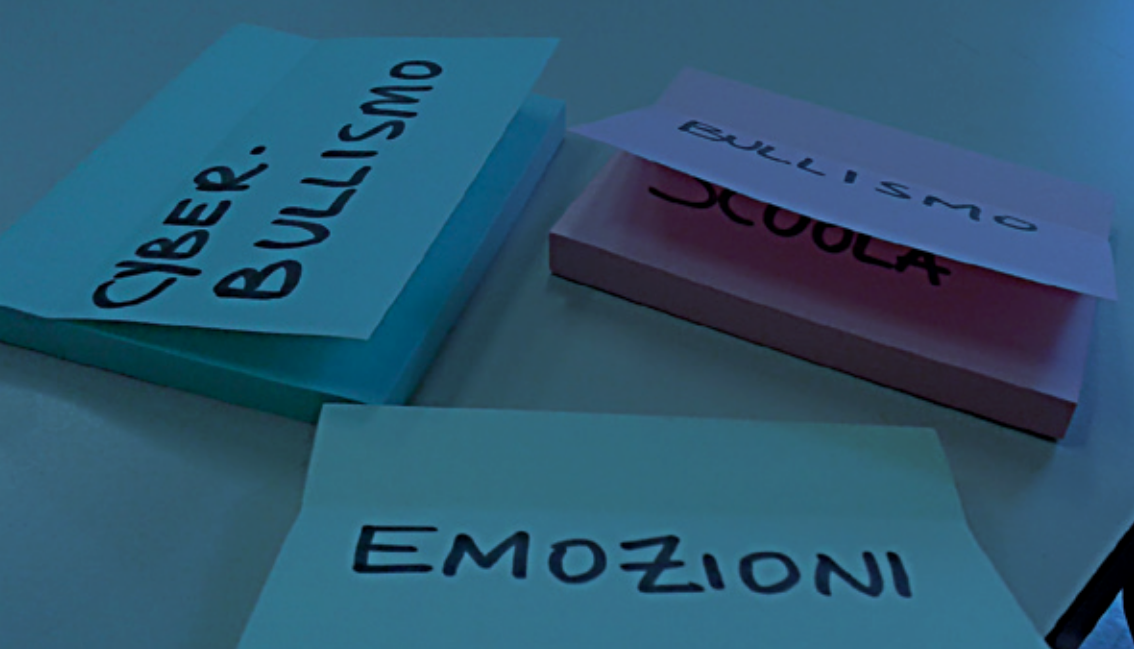
-  Bullying is a systemic problem at school
-  It determines a high level of anxiety in students
-  It generates depression in victims
-  It makes observers uneasy
-  Families are often unaware of the problem
-  Teachers face difficulties in managing problematic situations.

WHOLE SCHOOL APPROACH, this approach has been experimented with success in the US; it is an effective method for dealing with bullying in a school context, by involving all “actors” who are present in the school: students, teachers, school operators, families, social workers and the no profit world.

SYSTEMIC-RELATIONAL APPROACH, methodological approach that focusses on the emotions of all actors involved in an action. Participating in activities such as theatre, creative writing, or the sheer vision of a video becomes an educational activity and a prevention action where the collective sharing of experiences and understanding of the phenomenon have a positive outcome in terms of awareness and prevention.

BOTTOM-UP, an open discussion with local institutions who want to collect bottom-up proposals for constructing prevention policies with the representatives of the community, social workers, associations, schools, sport organisations and all those who daily face bullying phenomena.





INSTRUMENTS

Research-Action:




- interviews
- questionnaires
- meetings with local stakeholders

Workshops which involved in different moments students, teachers, families and the community.

DATA

- **22** involved school
- **45** workshop, each 16 hours long, **720** hours with students
- **16** workshop, each 8 hours long, **128** hours with teachers
- **39** workshop, each 3 hours long, **117** hours with families.

RESULTS

-  Definition and application of innovative methodologies for the prevention of bullying phenomena in schools
(GUIDELINES)
-  Sharing of best practices for the prevention of bullying phenomena and of **COMMON METHODOLOGIES** at international level
-  Construction of a digital platform and of an action of web monitoring of the school climate that can be implemented with the contribution of students and teachers
(RADAR APP)

GUIDELINES

ACTIONS FOR CONTRASTING BULLYING IN SCHOOLS

The first action for contrasting bullying in schools can be activated via a serious prevention policy. Local administrators and actors of the community should define and share their objectives involving the stakeholders as much as possible, up from the phase of the intervention planning.

It is mandatory to speak and to shed light on the phenomenon, for breaking silences and secrecy, informing and educating, via awareness raising actions and using effective tools of collaboration, also with Police forces, for spreading the message of legality and keeping updated information on manifestations and techniques of cyberbullying.

These guidelines, here summarised, represent a theoretical framework and experiential evidences which oriented students', teachers', families' and community's actions in the implementation of the project.

They can function as an agile working instrument: a starting point for debating and sharing good practices in the contrast of bullying and cyberbullying also for international policy makers who can thus begin to work towards a European law for the prevention of phenomena of bullying.

METHODOLOGIES OF INTERVENTION IN SCHOOLS AND LOCAL COMMUNITIES - THE WHOLE SCHOOL APPROACH

TUNING IN WITH AND RELATING TO STUDENTS

EXPRESSING EMOTIONS, CULTIVATING EMPATHY

- Working on emotions and on the quality of emotional bonds
- Individuating exclusion dynamics based on prejudices and gender stereotypes
- Fostering a sense of responsibility in regard to one's own actions
- Stimulating the empathic sensibility of observers towards victims of bullying and cyberbullying.

CONSOLIDATING THE GROUP

- Cultivating relationships among young people: disrupting bull-victim relationships involving observers
- Working on identity, on the definition of I and We, for bettering the quality of relationships, based on respect.

FACILITATING DIALOGUE

for BETTERING THE SCHOOL CLIMATE

- To single out elements that can act as antidote and for the protection against bullying: psycho-emotional wellbeing, trust in the family, cohesion in the class and sense of community
- To stimulate the awareness of young boys and girls who are observers of violent acts about the consequences, including the legal ones, that they can have on others.

INSTRUMENTS AND SUPPORT FOR TEACHERS

KNOWLEDGE OF THE CLASS GROUP

- To raise teachers' awareness on the necessity of intervention through positive actions: interactions, active listening, confrontation.

DIALOGUE FACILITATION

- To stimulate a constructive dialogue among students; between teachers and students; among teachers
- Work on respect towards other people: the other/a student, the other/a teacher.

ANALYSIS AND MEDIATION OF CONFLICTS

- Training among teachers of different schools
- Sharing positive strategies of prevention and solution
- Involving the school managers.

WORK WITH FAMILIES

- Fostering and bettering the quality of communication school/family
- Organising meetings between parents and teachers
- Mitigating families' mistrust
- Supporting the awareness that one's own children can be victims/bullies/observers.

COLLABORATION WITH FAMILIES

WORKING ON AWARENESS

- Involving families in children's school life through workshops and by meeting facilitators
- Helping the dialogue inside the family: eventual psychological support and social assistance's intervention
- Providing legal information and protection instruments.

INVOLVEMENT IN THE COMMUNITY

KEEPING ATTENTION HIGH

- Promoting awareness campaigns regarding bullying phenomena and peer violence
- Supporting educational activities on practices for contrasting bullying and violent behaviours among adolescents
- Creating moments of debate and discussion with territorial agencies for consolidating the community network and for sharing intervention synergies and building instruments for monitoring the phenomenon.

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