



ABC - European Anti-Bullying Certification

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O1 - CERTIFICATION PROCEDURE

ABC - Antibullying Certification Process

Guidelines for the schools

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1. Aims of the ABC - Antbullying Certification Process

Words cannot possibly describe the feelings that I suffered – isolation, rejection, insecurity, depression, the list goes on. I think the isolation hurt the most, had the biggest, most harmful effect. I felt so alone, so afraid like as if I was trapped in a nightmare I just couldn't get out of. I didn't feel safe anywhere, not even at home because no matter where I was there was so much going on in my head I could never escape the torture... My self-esteem and confidence had been destroyed. I became extremely paranoid and pessimistic. I felt I was the only person that this had ever happened to; I didn't see a way out.

Doyle, Elaine (2002) "Buying Time" in Proceedings of the Second National Conference on Bullying and Suicide in Schools, the Irish Association of Suicidology and the National Suicide Review Group, Castlebar, Mayo. Connaught Telegraph, 2002

2.1. Introduction

The focus on youth bullying has intensified over the past 12 years as a catalysed reaction to school violence that is often linked explicitly or by inference to bullying. Nowadays many educators, health professionals, parents, and adults who interact with children and youth understand how serious bullying is. Still, most schools find it difficult to combat bullying effectively. It is acknowledged this is difficult, because each school is different. There are common principles that could guide effective antibullying policy, but many schools are not aware of them. Existing programs are often standardized and do not consider that every school is different.

In 2016, the European Antibullying Network (EAN) decided there was a need to create a tool for schools to assess their antibullying policy and help them to systematically raise the quality of these efforts. This idea crystalized in the conceptualization of a certification procedure, which would be a process of self-evaluation, redefining policy and getting an independent review of the final plans for improvement. The development of this procedure was funded by the Erasmus+ program. The method was developed and piloted in 9 schools in 5 countries. This version of the guide is the version that will be used in pilots and will be put forward to national feedback committees and a European feedback committee.

Next to this guide, the procedure is supported with 5 other related products: a survey for students and a survey for teachers, a school evaluation workshop for students, a school evaluation workshop for teachers and a toolkit with recommended interventions.



2.2. Antibullying in schools

Bullying in schools has become widely viewed as an urgent social, health, and education concern that has moved to the forefront of public debate on school policy. Increasingly, the school community has come to view bullying as an extremely serious and often neglected issue facing youths and local school systems. The socio-cultural reality of modern-day minors is a complex one, requiring specific analysis of all the realities in which schools and other educational organizations operate, aiming at a systematic definition of the tasks of those involved in the education and handling of minors so that they can fulfil their tasks, using effective instruments for combating bullying in all its forms.

Schools often adopt short-term bullying prevention and intervention approaches that don't address the entire issue. For example, bullying may be the topic of a staff in-service training, of a teachers' meeting, of a school-wide assembly, or of lessons taught by individual teachers and/or experts and testimonials. Although each of these efforts is an important piece of a bullying prevention and intervention strategy, none of these alone is enough. Because of that, they are not likely to significantly reduce bullying problems.

2.3. Goals of certification

It is clear an effective antibullying policy should consist of a coherent combination of effective guidelines and interventions. This guideline has the aim to define a process that can foster prevention and intervention on bullying and cyberbullying into schools, helping the schools themselves to self-analyse, reflect and make customized measures. This reflection and rejuvenation process is going to be based on a guided approach during which the schools can be aware, skilled and owner of a continuous process of promotion the school's climate in terms of preventing bullying and enhancing the school well-being, safety and inclusion. This quality enhancement, supported by this Guideline, also foresees adequate criteria and elements in the school strategy, as well as a transparent way of assessing their level of achievement.

This way, the respective actions focus on:

- Creating a general (and permanent) knowledge about the way to prevent and address bullying and cyberbullying
- Promoting awareness of the harmful impact of school violence and bullying and the benefits of violence-free schools
- Creating a consistent system of prevention with concrete and positive actions to be realized every year and in permanent way
- Giving to the school a stable and consistent system of references for knowing what to do (in case)
- Creating a stable and permanent system of relationships with the external organizations and public bodies including the legal protection systems (policy), in order to be sure about who to call (in case)
- Creating a permanent system addressed to promptly inform the families and the students
- Creating a system for giving the student an opportunity to be protagonist of the actions



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- Establishing partnerships, including the active participation of children and adolescents, to tackle bullying and cyberbullying
- Building the capacity of education staff to prevent and respond to school violence, bullying and cyberbullying
- Establishing mechanisms to report school violence and bullying and to provide support
- Implementing school policies and codes of conduct to prevent and respond to school violence, bullying and cyberbullying

2. Quality principles

2.1. Antibullying policy is tailor-made

The European Antibullying Network (EAN) aims to help school with developing and implementing a high quality and effective antibullying policy. An important step towards this would be to provide schools with a guide to what methods are most effective. However, although there is a range of effective methods, the choice of methods and tools are strongly dependent on the situation of a school.

- A school may be already very “safe”, but wonder how to deal with uncareful or unpleasant behavior of students online
- A school may be safe as in: “there are few incidents of violence”, but the behavior of students (and staff) may not always be friendly, caring and focused on cooperation (“prosocial” behavior)
- A school may be in a poor neighbourhood where streetwise and macho behavior is the norm and a substantial number of youths is engaging in illicit and criminal behavior. The school may find it difficult to align the middle-class values and standards for acceptable behavior of the staff with the streetwise and apparently little respectful behavior of some students.
- A school may be in a rather rich area with parents pushing their children to get high scores and a high paying career, but competition, populism and exclusion of minorities may increasingly play a role in spoiling attitudes to be open for learning, cooperation and may create conflicts and discrimination.

In each of these situations, some methods may work but others may not. Each school needs to find out where they are, where they want to go and develop their own tailor-made policy and strategy¹. The Anti-Bullying Certification Procedure is meant to assist schools with developing such a tailor-made policy and strategy.

2.2. Effective Elements of Antibullying Policy and Prosocial Policy

Schools often ask EAN what to do to make their antibullying and prosocial policy more effective. This may be a question for concrete measures and interventions. But behind such questions there usually is a deeper need to know more about which methods have a high impact. It can also happen that schools already implement several interventions and projects, but still see not enough of the desired impact.

The question “what works” is not easy to answer. There is a lot of research on bullying and antibullying methods, but most research on methods is on programs that have been copyrighted and do not want to publish the exact content of their programs for commercial reasons. And most “effective” programs are not “one” single method but consist of a combination of several interventions. The developers of such programs commonly maintain that their program is the most ideal combination or has a unique key intervention that makes the difference.

¹ In this guide, we use “school policy” to refer to a school statement about their position, view and goals to tackle bullying and to promote prosocial behaviour. We use “school strategy” when we refer to the ways the policy choices will be implemented.



At EAN we believe that it would be useful for school not only to have a guide to which of these “all-round” programs are effective and in for which type of schools, but to know which elements of these combination recipes are the “effective elements” that predict if a school policy will have a high impact.

We did a review of research on potential effective elements and had a discussion to see if we – as experts on antibullying – agree with the main conclusions. Based on this review and discussion, EAN established a list of 6 “effective elements” of antibullying and prosocial policy.

1. Group formation and norming ground rules

We agree that starting the year with setting prosocial rules and creating safe groups are essential in creating safer schools.

This is based on research in Dutch schools by Ton Mooij of the Radboud University. He reviewed the level negative behaviour in many schools and over many years and identified the type of antibullying policies schools used. Then he filtered the schools with low levels of negative behaviour and looked at the type of interventions they used. The only intervention that was consistent across the schools and years was that successful school made agreements with student on ground rules in the first 6 weeks of the academic year. It did not matter which rules exactly. But when this is done later than six weeks into the year, it is too late.

Another type of research is about group formation and links into the findings of Ton Mooij. Bruce Tuckman wrote a guide on how to coach group formation. He distinguishes 4 group phases: forming, storming, norming, performing. In the forming phase people usually keep quiet and look around what this new group is about. The storming phase starts when the more dominant individuals step forward and claim a position of status in the group. A group competition evolves in which the groups establishes who has more and less influence, and who plays different roles in the group. When this “order” has been established, the group develops informal and sometimes formal norms on how to interact within the group and to outsiders. This is called “norming”. The “performing” phase is the phase where the norms and ground rules have stabilized. In a balanced and prosocial group, the performance is constructive and cooperative. In a group where the power distribution is unbalanced or where “leaders” exert their power in a selfish or abusive way, asocial and negative behavior may become the norm. These groups are known to teachers as “difficult classes”. It is not an accident that Tuckman thinks the 3 group formation phases commonly take about two months. This links to the finding of Ton Mooij that group norms have to be established within 6 weeks.

2. Understanding how bullying works and how to act against it

Explaining to students and discussing what bullying is and how group processes work and can be handled can also help, but it needs to be embedded in a longer-term spiral curriculum and integrated in the school system and routine in a sustainable way to be effective.

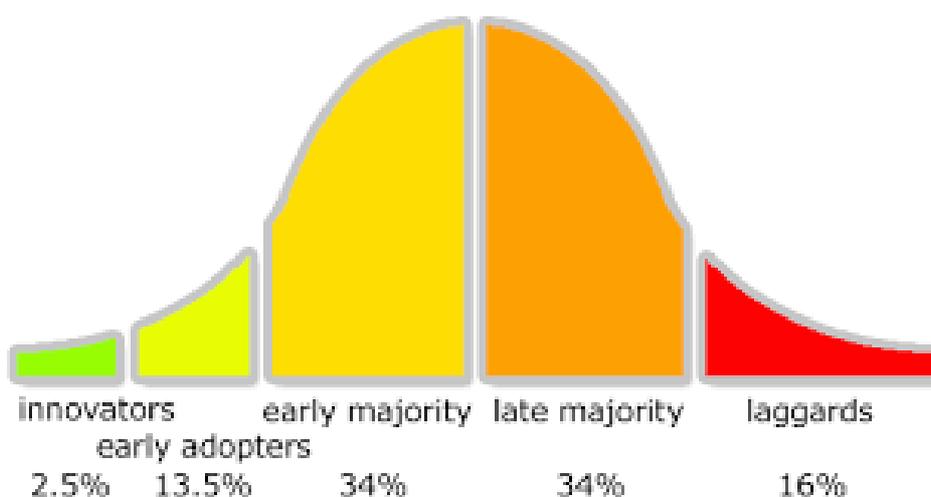
The two antibullying programs that have been best tested and found effective are the Olweus Bullying Prevention Program and KiVa. Both programs are combinations of interventions, but a key common element seems to be that they focus on explaining to teachers and students how bullying works. Teachers

have a common misunderstanding that “bullying” is nasty behaviour of one nasty “bully” towards one innocent “victim”. Olweus did research in Sweden on how young people behave negatively to each other. He found that this usually was not just one pupil treating another pupil in a negative way, but that this negative behavior was part of a social mechanism in which the bully is a dominant person, who has a high status in a group, and who enlists “helpers” in their strategy to maintain power. He also found that there are many “bystanders” who allow of support the violence by doing nothing or by giving attention to the bully by their fascination with the violence, and to avoid coming a victim themselves. Olweus found out that focussing on bullies and victims only does not work, because this is a social process, not individual eccentricity. The Olweus and KiVa programs are effective because they focus on influencing the bystanders rather than dealing (only) with bullies and victims. They do this by explaining to teachers and by offering students lessons how these processes work, and by discussing with them and motivating them how a group can cooperate to “norm” each other towards prosocial behaviour. In the KiVa program (for primary schools) this is even made more specific by making sociograms of each group, which makes it very concrete who are the leaders and who is less popular, which groups of friends link to each other and which more isolated individuals are at risk to be bullied or excluded.

3. Systematically creating commitment

A school policy/strategy becomes more effective when more stakeholders have been involved in its development and maintenance in a participatory way and when they are more committed to it, this is true within the school but also in view of a community approach.

This “effective element” comes from a body of research on how organizations can improve themselves. We based ourselves particularly on Everett Rogers and John Kotter. Everett Rogers is a researcher to looked

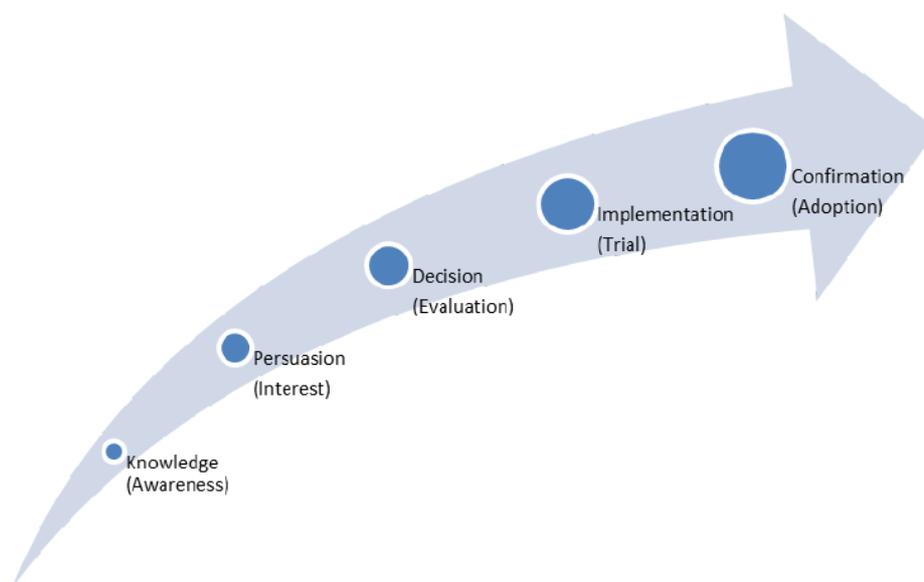


into how organizations change from a scientific perspective. He found that every organization has a more or less standard composition or staff or participants, who are either progressive or conservative towards innovation.

In his standard work “Adoption of innovations” he distinguishes innovators, early adopters, an early and a late majority and laggards. Innovators are always the people who take initiative in an organization to experiment with improvement. They are not afraid to take risks. Early adopters are also innovators, but they follow the innovators when they have the impression that an innovation may work. They already assess the chances for successful change. The early majority and the late majority participants don’t take such initiatives. They

follow the lead when an innovation seems to be good or attractive. The early majority is more willing and can follow a leader without much resistance, the late majority is often hesitant, wants to see proof that something works before they adopt it, and often only go along with it because “everybody else does it” (social norming) rather than going along because of intrinsic interest. The laggards are the participants who remain against change even when the majority adopts it. Such people either claim an exemption within the new routine or they leave the organization. Some lessons from these findings are that school manager should engage innovators first and then gradually extend the team commitment to a larger part of the staff team and other stakeholders, and that it does not pay to focus on convincing laggards.

Rogers also notes that organizational change occurs in more or less standard phases.



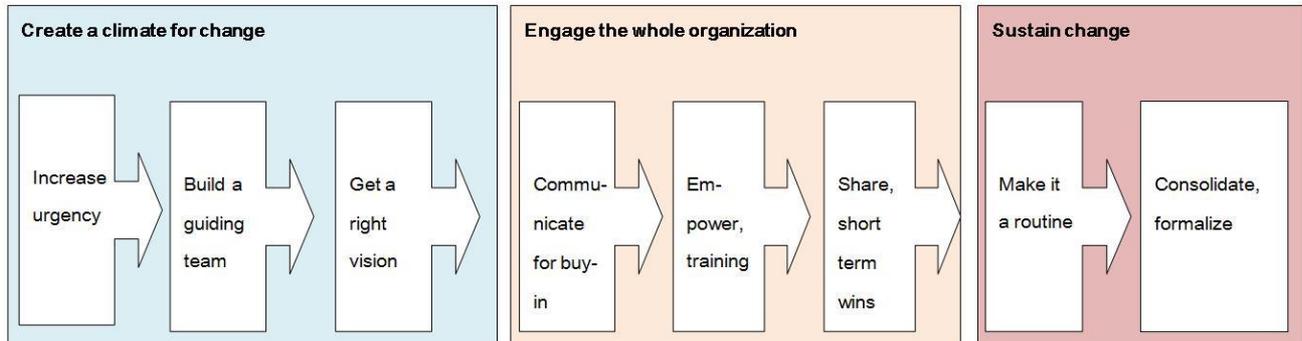
In the first place, people must know there is a problem or need to be addressed. Next, the leaders need to be persuaded that a change is required. If the management is persuaded, a decision is taken. According to Rogers, this is somewhere halfway the commitment of the group of early adopters. He calls this the “chasm” because

many innovations in organizations fail because not enough key people support the proposals at this early stage of development. Good ideas drop into the chasm of other routines and priorities. When the decision is taken, the proposed new routines are tried out (“implementation”) and adapted to function successfully in the organization. The closing phase of Rogers is conformation, when the majority adopts the new routines.

The other research we base this “effective element” on is by John Kotter. Kotter is a consultant on organizational change in commercial organisations. His work is both based on research and his extensive experience with consultation. The Dutch organization Edu-Diverse adapted this theory to schools and experimented with it in more than 100 primary and secondary schools.

Kotter thinks the key to organizational change is that your heart must be in it. Innovation cannot be a trick, method or technique; commitment is the heart of change. With this perspective, he gives a lot of attention to motivation of both organization leaders and staff or participants. Other than Rogers, he thinks the setting of priorities for change is not a question of *persuasion*, but of *intrinsic motivation based on real needs*. His view on the process of innovation has more attention for how to get “the heart” of all team members in the innovation by involving them all in different steps and on their own level in the development. He describes 8 steps, which are divided in 3 phases.

Kotter's 8 stages of organizational change



The first phase is focused on creating a priority. This starts with creating a sense of urgency, for example by doing research and having serious evidence for a need of change. Not everybody is automatically motivated to take initiative based on just the signal of a need. A second step is therefore to create a guiding team which is composed of innovators and early adopters. Together with the management, this guiding team develops goals and an attractive vision that can motivate the early majority to experiment with the innovation. The second phase is to get the commitment of the entire organization, or at least the early and late majority. This starts with messages to the majority about the advantages of the change and a dialogue with them about how this can be practically implemented. Some may feel insecure or incapable to do it, and for them motivation or skill training and coaching is warranted. In addition, when you implement new routines, there may be setbacks you did not expect, and they need to be resolved and more skill-building training may be needed. Because many staff in organizations work in different functions and areas, the small-scale experiences may be invisible to others, which can damage the ongoing motivation to fully engage with the innovation process. This can be solved by exchanging the successes and especially how challenges have been overcome. The final phase is to assure that the new routines become a sustainable part of the organization. In schools, they can be planned to implement also next year and the year after, budget can be made available, and the changes can be consolidated by embedding them in a spiral curriculum and in quality procedures and guidelines. New students and teachers can be introduced and trained in them.

4. Positive behaviour support

We consider positive interventions like complimenting, rewarding and no-blame methods to be more effective than negative methods, like blaming bullies, a lot of attention for bullies and punishment.

A large body of research shows that punishment does not really work to establish prosocial behaviour. A main effect of punishment is that people who engage in illicit behaviour avoid doing this in view of authorities, so it pushes it more underground rather than eliminating it. It is true that punishment or the threat of punishment leads – on the short term – to less illicit behaviour, but mainly when there is a strong and consistent monitoring of discipline. This is not in line with modern expectations of empowered and democratic citizens, and role-modelling strict behavioural control may deprive students of important learning experiences in the area of taking own responsibility. Schools must ask themselves why and to what



extent it is desirable to prescribe a strict discipline and use punishment, and if there are other methods to establish a respectful environment.

Another large body of research shows that giving compliments is a strong motivator and that it makes people feel empowered, happy and rewarded. Many schools incorporate this by avoiding negative criticism and taking care to compliment students all the time. This may feel strange when you are not used to it, in a world where competition and criticism is standard. But schools who implement this consistently notice a rapid growth in personal development of students and in respectful behaviour because the positive role-modelling is taken over by students.

Positive behaviour support can also have a wider scope than just giving compliments. In the “Positive Behavior Support” method, a very elaborate set of measures is described on how students can deal with conflict and how teachers and schools can deal with different levels of negative behavior (Colly & Sprague). The idea is that the school needs to look in an evidence-based way to why positive or negative behavior occurs and develop strategies for different levels of difficulty of behaviour. The PBS-methods sees 3 levels of problematic behaviour. The first level is non-problematic and concern 80-90% of the students. Everybody makes mistakes sometimes and these can be prevented and corrected with relatively simple interventions implemented in a supportive school culture. The second level is that some students (5-10%) may show more problematic behaviour regularly but not structural. The interventions targeted at this group need to be focussed on preventing that these regular incidents don't become structural behavioural problems. A few students (0-5%) may have severe behavioural problems and need specific and close counselling. The PBS-method stresses to not focus or give too much attention to negative behaviour, because that implicitly functions as a “reward” for students who unconsciously use negative behaviour to attract attention. They must learn that negative behaviour is not rewarded, but positive behaviour is.

A final emerging body of research is on alternative methods to deal with conflict and negative behaviour. These methods are called “restorative” and they have a no-blame perspective (Zehr, Claassen). “No-blame” means that the school understands that bullying and exclusion is due to groups mechanisms and possibly to personal trauma, and that it will not work when you blame the perpetrator. The problem and behaviour need to be solved in context. Restorative methods attempt to “restore” the damaged and unconstructive interaction between conflicting persons by involving the social environment, like other students, other teachers and parents. The initiators of conflict or negative behaviour are not blamed but involved as co-developers of solutions. Popular restorative methods are “Real Justice Sessions” where the perpetrators and victims, their peers and responsible adults are invited to one or more sessions to discuss and decide how to create “justice” in escalated conflicts. Another upcoming method is “Undercover Teams”; small teams of students who work ‘secretly’ together to solve problematic situations in their class. Both bully and victim are part of the team, next to some influential group members. Although the research on restorative interventions is rather new and not yet large scale, these approaches seem to be promising.



5. Focus on school culture and prevention

A good school policy focuses at least as much on prevention (creating a positive school climate, not only preventing negative behavior) as it does on handling incidents. Incidents will always occur but need to be seen in the wider context of small group processes and the influence of the larger school system/routine.

There are two bodies of research that focus on this. One school of research focuses on “prosocial behaviour” or “prosociality”. This theory states that children have a natural tendency to be social, and more specifically to share things, to help each other and to comfort when someone else is in distress (Dunfield, Gulshkova). For some reason, such “prosocial” tendencies are eroded later in life, and more egoistic tendencies (which also seem to be natural to some extent) take over. The prosocial pedagogic approach states that children need to learn both knowledge (know when sharing, help of comfort is needed), motivation (be inclined to share, help of comfort when others needs it) and skills (to be able to assess when sharing, helping or comforting will resolve the need and how to do it in specific situations). The prosocial method focuses on assessing where the students have needs to be improved and on offering tailored interventions to learn better skills. At the same time, the prosocial method recognizes that this does not take place in the vacuum of a school; the school is part of a wider community and of social and cultural norms that also influence the extent and way in which prosociality in and outside groups is acted out. The prosocial method therefore also put a lot of value on creating a “pedagogical community” within the school, but also with parents and community groups and leaders.

A second body of research in this area is research on a community approach. This approach takes the idea of a pedagogical community a step further. In most community approaches, learning is not the prime goal any more, but it is seen as one of the tools to ultimate goals like peace, conflict resolution, climate sustainability, alleviation of poverty, community empowerment, health and well-being. Key interventions in community approaches are dialogue with different stakeholders to come to a joint vision and practical forms of cooperation between the school and the community, like students doing community work and the community using the school buildings and services, or combine community services like libraries, meeting spaces, health services, intergenerational activities and open lifelong learning.

6. Clear and consistent school rules

School rules and procedures are necessary, and should be concise, clear, widely shared with all concerned and consistently applied. “Paper” only policies in drawers are useless.

Many schools have a long list of detailed rules. The list is often too long to remember or to recite. Research shows that most people can remember a list of 4 or 5 items, when the list becomes longer, it becomes too difficult. It is better to have a short list of 4 key ground rules and discuss with teachers and students how these “ground principles” work out into more detailed norms on social behaviour. We get often questions of schools which four rules should be formulated. As Ton Mooij already noted, this does not really matter. When a group of students or teachers discuss this, they usually come up with similar types of ground rules. However, Frits Prior, a Dutch experienced school consultant, formulated a list of key principles that always seem to come back:

1. **Respect:** we have space to express our own identity and opinion and we are tolerant and polite towards others



2. **Within the line:** we all have limits and some limits are group norms; we are sensitive to this and don't cross the lines
3. **Peaceful:** we express your needs in a peaceful way, we don't use physical, verbal or mental violence
4. **Approachable:** we recognize that everyone makes mistakes, but we are always open to feedback

Frits Prior warns against carelessly adopting these four rules in a literal way. The value of ground rules is that they are formulated in dialogue and that everyone's heart is in it, or as Prior says: "you have to be in love with it".

There is also a body of research that found that it is not only the rules themselves that are important, but also how it is consistently implemented. There is a lot of research among students that shows that students think the rules are not implemented consistently. Sometimes teachers have different ways of interpreting of implementing the rules. This gives students the impression that such rules are more teacher preferences than school culture; it confuses them, or it invites them to try out the limits of each teacher and "negotiate" individual or class exemptions with specific teachers. This type of research also shows that students are particularly upset when teacher act "unfair", like treating different students in different ways, by being inconsistent in rewarding or punishing behaviour or by not hearing student's arguments or protests against unfair treatment. Most students are not against clear rules as long as they are implemented consistently and fairly.

1.2. Considering diversity

In the previous paragraphs we implied that bullying, exclusion mechanisms and discrimination are intrinsically related to each other. However, most policies on these topics are generic. Although generic policies are useful as a general framework, in practice they also need translation and tailoring to specific situations and groups.

This is especially relevant when a school wants to develop their antibullying policy to be sensitive to diversity. Or rather, to different forms of diversity, because many forms of diversity are different from each other and research shows there is a clear hierarchy of discriminations in Europe. All European States accept (at least formally) that discrimination on sex and race is forbidden. There is a European directive forbidding discrimination on these topics and all EU countries have transposed this directive in their national legislation. However, other grounds of discrimination, like religion, marital status, disability, Roma, sexual orientation and gender identity are sometimes protected European-wide only in the area of employment or only in some national legislations. Potential ground of discrimination like religion, culture and marital status are still quite widely accepted, but protection of some disabilities and of immigration/residence status are contested, while the rights of Roma and LGBTI people are still quite broadly denied in Europe. If a school would do a survey on different types of discrimination and social exclusion, such differences would show in any student's population and some teachers may also support some types of discrimination. It is clear that (only) a generic approach to prosociality and diversity is not adequate to get deeper effects. "Deep diversity" requires specific attention to specific risks and opportunities.

In the following paragraphs we give some (not exhaustive) pointers on how "deep diversity" can be practically implemented in school prosociality and antibullying policies and lessons. Some of the

suggestions given for a particular group are also valid for other groups, but we categorized them in this way to create an awareness of the most important issues and potential solutions.

Ability

Research on bullying shows that “to be able to do something as well as others” is one of the main reasons for negative behaviour of students. Discrimination on ability covers a wide range of issues. In classes or schools where all students are expected to have the same level of capability, while all students are different in this, it is obvious that some people will fall outside the mid-range – which may be the “norm” in school. This goes both for students who sometimes fall behind, as for students who systematically fall behind because of a mental or physical disability, and as well for students who have a higher level of ability and who find average lessons boring but are not allowed to work on more challenging tasks.

The basis for prosociality in the context of ability is to not condemn but appreciate differences in ability, and to create as much space as possible to allow the students to work at their own pace. When this is part of school culture, there is less reason for students (and teachers) to treat students that are slower or faster than average as irritating. Some concrete suggestions:

- Work a lot with levelled work packages
- Allow students to work at their own pace, partly digital work can facilitate this
- Focus not only on academic but also on emotional and social skills
- Have more attention for students who need help
- Organize that academically faster or better performing students help others; this will promote group cohesion and helps intelligent students to develop social skills
- Study how to assist disabled students, possibly ask expert advice, secure that the school has adequate resources to enable learning by disabled students

Body image

Next to ability, body image is the most mentioned reasons for bullying and exclusion by students. Especially overweight students may be targeted. But also students with other unusual body parts, like wearing glasses, having big ears or red hair can become victims of negative behaviour.

Some suggestions on how to deal with this:

- Make sure that the students get to know each other and form a supportive group in class. Body image differences tend to fall away or will be treated more sensitively when students know each other.
- If students have a diet problem or when their body image is shaped because of a biological problem, discuss this in class and jointly decide how the group can deal with it.
- If some body image aspects are labelled as “bad”, the teacher can relabel them as “good” or “cute”.

Gender

Gender is perhaps the form of diversity that is most pervasive in schools and influences almost every process. First, there is evidence that the way girls and boys learn is different, partly because of their biological differences, and part because there are such different social expectations of boys and girls. Especially in puberty boys and girls experience new surges of hormones that changes their bodies and encourage them to become more active and alert. Social expectations tell them that boys should cope with this mainly in corporal ways (physically active, mentally passive) and girls mainly in mental ways (physically passive, mentally active). The experiments with this, both socially, erotically and sexually, may lead to crossing limits of others, and some social values even encourage boys to cross such limits on purpose to “prove” their masculinity and status.

A dilemma is how to deal with this. Should we try to eradicate the differences to facilitate better understanding and prosocial cooperation? Or should we base our prosocial pedagogy on the differences and teach boys and girls on how to adequately deal with them? Neither choice is ideal. Eradicating differences is probably not possible and may not be desirable when we aim to appreciate differences. But teaching how to deal with differences may fall into the trap of strengthening stereotypes and allowing non-social “sexist” practices to be maintained.

An additional issue coming up in Europe is how to be prosocial towards transgender students and students with an intersexual condition. Transgender means that a student discovers that their biological sex does not match their feelings and they consider or decide to change their gender. Some other may be born with an intersexual condition, which means that their sex was neither fully male or female at birth. They may have had corrective surgery, or they may not have. Most teachers never heard about intersexuality. For some people, the very concept of transgender may be contentious because it falls outside traditional gender values. But it becomes more accepted that even in elementary school, children can discover they are transgender and, in some countries, trans children can get puberty inhibitors to delay puberty. This does not harm them but makes a sex reassignments surgery at 18 much easier. Trans students may want to dress and behave like their desired sex in high school and schools need to decide how to deal with this.

A prosocial approach to this could be to recognize the gendered practices that are non-functional and detrimental to (some of) the students and adapting them in order to maximize prosociality. This of course highly depends on what a school feels is “functional” because those expectations are also “gendered”.

Here we give a number of suggestions a school could consider for dealing with traditional gender relations:

- School uniforms, sportswear and daily clothing are often gendered and nongendered clothing may be ridiculed. The school should consider what is functional and how students feel wearing particular sets of clothes. A prosocial approach would favour as much space as possible for students to express their identities, and discussion and dialogue on when students seek the limits of what seems socially “the norm”.
- The school should be careful in how to advise about career choices to students. These are often “gendered” or stereotyped. By giving examples of non-stereotypical career choices, the school gives students more options to make a choice that fits them. This can also be done by choosing alternative resources or by (for example) inviting women engineers or male nurses to speak in class.
- By the time they are in high school, boys and girls have developed differently, and this has to be accepted, but extreme forms of masculine and feminine behavior should be questioned if they are prosocial and functional.
- Because boys and girls behave differently and like different things, it is good to do some activities separately so they feel safe and comfortable. But at the same time adolescents have an intensive

interest in the other sex and it helps if the school of teacher also organizes activities where boys and girls can get to know each other better beyond stereotypical expectations.

- A good sexual education which is not only focused on hygiene, pregnancy and STI's could focus also on friendships and relationships between boys, between girls and between boys and girls. The different phases of dating and erotic experimentation can be discussed, and it can be role-modelled how this discovery can be done in a prosocial way, and how young people can avoid transgressing each other's limits.
- The commercial world is full of extreme and unrealistic stereotypes of men and women. Teachers can engage with students to research and discuss this, with the aim to be critical towards stereotypes and to behave functional and prosocial to each other.

And here are some additional suggestions for dealing with transgender students and students with intersex conditions:

- Forcing a trans student to wear a school uniform that does not match their desired gender will feel offensive to the student. We advise to allow them to wear the uniform of the desired gender or to have nongendered uniforms available.
- The school can consider having (some) gender neutral toilets. If this is not possible, an arrangement should be made to allow a trans student to go safely and without ridicule to a toilet, for example permission to use a teacher toilet.
- Many countries require schools to register a student as male or female, with no trans option. Schools need to think about how to solve this. A solution can be to register a student according to their biological sex when it comes to formal reporting to the ministry, but to change the registration during the year temporarily to the desired gender.
- Make appropriate arrangements for sports classes. You could have closed shower cabins or allow a trans student to change and shower outside the communal dressing rooms.
- If students change gender and other students may know this because they know the student from elementary school or the student changes gender during high school, the school needs to think about education for students and possibly for parents. This can contain information about the transition process but foremost it should be about how the school wants others to behave prosocially towards the trans student.
- Due to hormonal treatment, the trans student can experience mood swings and desire to behave extremely according their desired sex. The schools need to coach these processes in a sensitive way.
- Some students with intersex conditions may need repeated surgery. Because of shame, this often happens in vacations, robbing the student of the relaxing time they need. This may result in tiredness and other less functional behaviour in school. A school needs to be sensitive to this and discuss with the student and parents what the student needs.
- Many suggestions to counter the stigma of lesbian, gay and bisexual students (see below) are also usable for trans and intersex students because their discrimination flows from the same type of prejudices about gender and sexuality.

Sexual orientation

The discrimination of people with a homosexual, bisexual or lesbian sexual orientation is (in schools) closely related to gender. The most important reason is that students get most upset about lesbians and especially about gay people when they don't behave according to expected (heterosexual) gender stereotypes. Research shows that effeminate boys are expected to be gay and discriminated, which discrimination becomes worse when they actually are gay. To some extent this is also true for lesbian girls. Another relation with gender is that many students confuse gender with sexual orientation: non-masculine boys "must" be gay and strong-willed girls "must" be lesbian. Many offensive phrases and name-calling relate to this: a non-masculine boy is often name-called "sissy" (as synonymous with "weak", "like a girl" and "gay") or a local version of this.

Another aspect of discrimination of sexual orientation is the expectation that everyone is heterosexual. This shows itself in taking it for granted that someone has, or is looking for an opposite gender relationship, while gay and lesbian people must explain their "different" preference. This explaining is called coming-out. Heterosexual students may feel "betrayed" when a fellow student comes out, but they don't realize that their own "gender-policing" behaviour created an environment in which lesbian, gay, bisexual and transgender (LGBT) students don't feel safe enough to come out.

Bisexual students have to deal with the expectation that they have to choose to feel attracted to a man *or* to a woman. If they feel attracted to both, this may be difficult to understand for students who identify as heterosexual or clearly gay or lesbian. Sometimes students find it difficult to cope with what they feel as ambiguity in sexual orientation than to cope with a clear label.

Lesbian, gay, and bisexual students go through the same developmental stages as heterosexual students (UNESCO, "International technical guidance on sexuality education: an evidence-informed approach", 2018). That is: in puberty they discover their sexual feelings and in adolescence they experiment with dating, kissing, and eventually with sex. A large part of this experimentation falls within the high school period. However, because the environment is quite unsafe for lesbian, gay, and bisexual students, they often try to deny they own feelings in the first years. Or, if they recognize their feelings, they may hide them. The more "out" student may label themselves with a variety of labels: gay, lesbian bi, but also pansexual, demisexual or queer (see also <https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/> for a comprehensive list). Research shows how hiding leads to stress, truancy and even suicide. But the alternative: coming-out, may increase the risk of overt discrimination or social exclusion, which also leads to stress, truancy and in cases of severe bullying to suicide. In unsafe schools, LGBT students cannot make a healthy choice.

Here are a few suggestions what a school can do to promote prosociality of lesbian, gay and bisexual students:

- Homosexual or bisexual orientation may be a sensitive subject in some communities. Major religions condemn homosexual behaviour and social exclusion may therefore supporting by churches, mosques and public institutions. The school needs to discuss how to relate to this and how to negotiate the risks involved. A prosocial school does not see itself only as a passive partner in this but as an active pedagogic actor who promotes prosociality, full citizenship and democracy for all people in the community, including LGB students.
- Because the default expectation is that being LGB is rejected, the school needs to make clear that is welcomes all students and that this includes LGB students.
- Homophobic name-calling is one of the most prevalent forms of negative behaviour in schools. Even if the school already has a policy on name-calling, it needs to be specific in how to combat

this. Many students and even teacher will claim calling each other “sissy” is “normal” or is not meant as discriminating. However, this type of name-calling can be considered “gender-policing” and it is definitely not prosocial behaviour. The school needs to takes measures to stop it.

- Coming-out can be easy, but also risky and problematic in schools. Counsellors need to be prepared and supportive for the choices of LGB students and help them cope with the risks. By extension, this also goes for teachers. If teachers cannot come out in school, this is a clear signal to students that they certainly will not be accepted.
- In some countries, students work with teachers to create school clubs called “Gay/Straight Alliances” or “Gender & Sexuality Alliances” in which both LGBT and heterosexual students work on providing a safe space for LGBT students and on making the school culture more welcoming.
- Beyond stopping negative behaviour and providing safe spaces in an unsafe school, the school needs to consider how the school climate can be made more structurally safe. This is an effort that is broader that just sexual orientation, but a wide effort on “diversity” will fail when it is not specifically sensitive to sexual orientation. For example, good sexuality education is essential in a safer school for LGB students, but it does not work when it is only about heterosexual relationships, or if it treats the topic “homosexuality” as something separate and problematic.

Race

Discrimination based on race is widespread, even to the extent (in Western societies) that the colour white is not considered a colour and black is commonly associated with “bad” or scary things. Research shows that both overt and implicit racism is happening in almost all schools and societies. Racism is deeply built in Western societies and co-formed by our colonial history. Public institutions and churches are complicit in this, and racism is sometimes still defended with religious quotes. But there are also attempts to “proof” that black, or browner people are less intelligent and less hard-working than “white” people.

Some suggestions to combat explicit or implicit racism in schools:

- Acknowledge that racism may exist in your school, even though you may not intend it and you are against racism.
- Explore your own implicit bias, for example by taking one of the tests here: <https://implicit.harvard.edu/implicit/takeatest.html>
- Explore how racism is shaped by the history and in the current situation of non-white coloured people in your community; for example, are they poorer than average and why? What are their social and career opportunities? How are your students influenced by this?
- Note if there is racist name-calling or social exclusion of non-white coloured people and discuss (with them) how to make this more prosocial.
- Reconsider your history lessons and think how you can correct possibly (neo)colonial history by giving the context of colonialism. Also consider to what extent your history lessons are Eurocentric by leaving out the equally interesting histories of Asia, Africa and the Latin Americas.

Culture

Students can get upset or irritated by other cultures. In a school or class with a lot of different cultures, each group may feel uncomfortable with other groups or even get into conflict because of irritation or



cultural misunderstandings. In a school or class with one dominant culture and other minority cultures, there is a risk that the minority groups are excluded or maltreated.

In prosocial schools, it is needed to bridge the differences between different cultures. A lot of traditional programs about “multiculturality” attempt to do this by teaching about differences between cultures, in the hope that this will create more understanding. Research shows that this type of programs have ambiguous results. The level of information goes up, but the tolerance sometimes goes down. Information does not equal acceptance. Other programs focus on the similarities between cultures, for example on how cultures try to create prosociality. This approach is sometimes called “interculturality”. Differences are explored but the focus is on what joins us.

Some suggestions to become more intercultural in schools:

- Focus on interculturality rather than multiculturalism.
- Learn to have a proper dialogue. A dialogue is an exchange of experiences and views among equals, with respect for each other, with the aim to explore common ground. It is not the same as a discussion (which is exchanging opinions, for various goals), and certainly not a debate (which is more political and focussed on winning the favour of the public).
- Organize activities to get to know other cultures. Go to a mosque, a cultural centre, different types of churches or communities. Talk with the people there about what they value and get in dialogue about each other.
- Some issues may be difficult to debate. It is OK to stay silent and polite on these. However, it should be clear that such silence is allowing the people who feel uncomfortable to stay polite and prosocial, because open discussion would be difficult for them. It is not meant to respect disrespect to others. Cultural values cannot be taken to take precedence over human rights values and should not violate the rights of others.

Poverty

There is overwhelming evidence that lower socio-economic status (LSES) has a tremendous negative impact on school access and performance of students. None of this research says poverty is fatal to educational success. There are always some children who, despite highly unfavourable life circumstances, manage to succeed. An interesting body of research is developing around these so-called "resilient" children, studying the elements in their situation that may be linked to improved chances of success (Reynolds, 1993). It would be a terrible mistake to conclude that growing up in poverty is an irrevocable blow to one's future, since that would mean giving up on efforts to work with poor families and their children.

Some suggestions to alleviate the pressure of poverty in schools:

- Research shows that poorer children tend to get less instructional time and attention, partly because they perform less good. Train the teachers to be aware of such effects and to distribute attention equally.
- Research also shows that bias of teachers tends to strengthen this bias (self-fulfilling prophecy). Attempt to lessen bias in teachers.

- Poorer students may be tired and at more risk of abuse; poverty creates stressful home contexts, and this can lead to inadequate parent's pedagogic responses. Consider such effects and try to solve them in an as much restorative way you can.
- In general, students with achievement difficulties should receive as stimulating and challenging an instructional program as possible. Basic skills development needs to be integrated with more advanced skills. Such instructional practices as scaffolding, heterogeneous grouping, proleptic teaching, building on students' prior knowledge, peer tutoring, and cognitive coaching all seem promising (Slavin, 1994; Stein, Leinhardt, & Bickel, 1989). Pull-out programs do not appear to be particularly effective (Levin, 2010).
- Find more concrete suggestions by [William Parrett and Kathleen Budge \(2015\)](#)

Roma, Sinti and Travellers

Roma, Sinti and Traveller students often come from a background of systematic exclusion of education. Mistrust and stereotypes against Roma, Sinti and Travellers are often so strong and have been going on so long, that generations of them did not have proper education and local communities may have a cultural distrust towards non-Roma, Sinti and Travellers. This means student from these communities may have less support from parents to go to school and there may be mistrust in the values the school system transmits. At the same time, many people in schools may still stereotype Roma, Sinti and Traveller students as dirty, lazy, stupid or handicapped and prone to crime. This may result in bullying and discrimination. When students don't perform on the same level as other students, they may get less attention, which worsens their situation and may fuel a sense of disempowerment and aggression, which can result in negative behaviour.

Some suggestions to become more inclusive for Roma, Sinti and Traveller students:

- Don't segregate Roma, Sinti and Traveller children or put them in a special needs class or school.
- Inform yourself of the background of Roma, Sinti and Traveller students; when there is disadvantage, take measures to correct it.
- The support of the parents and community is crucial but may be lacking; it is worthwhile to invest some time in visiting the parents, listen to their concerns and building a trusted relationship; this will make pedagogic cooperation easier. This relationship may include basic things like teaching parents that books are important for their children, how to take care of school books, how to do homework and how to be encouraging. Consider that parents may not be able to read or write very well and may have a cultural resistance to schooling.
- Roma, Sinti and Traveller students may feel mistrust towards others and others may feel mistrust towards them. The school needs to build their self-confidence and to encourage other students to overcome prejudice and cooperate and help Roma, Sinti and Traveller children.
- Roma, Sinti and Traveller students may not be used to formal learning; the school may need to create a pathway to "teach them to learn" and help them to see that learning is fun. One of the ways to do this is to blend more formal ways of learning with informal ways and play.

Immigrant status and populism

In current day Europe, there is a lot to do about immigration. While Europe invited a lot of immigrants in the sixties and seventies to be able to sustain the expanding economy, nowadays many people see immigration – and refugees as threats to jobs and to national cultures. This takes place in a European context of less immigration than a decade ago, except for the Mediterranean countries, where refugees are stuck because Northern states do not want to accept them.

The context of this situation is that in the past two decades, the income differences between the upper and middle and lower classes in Europe have become larger. Middle and lower classes have more difficulty sustaining their way of life and start to feel threatened in their well-being. Populist parties play into this sense of discomfort and insecurity by blaming these feelings on immigration instead of on the economic policies of the past decades. They pretend that if there were no or less immigrants or refugees, European states could return to an imagined better time, in which we could be prosocial “among ourselves”. This makes it a nationalist and exclusive vision that is at odds with the basic values of democracy and respect for minorities. The populist rhetoric touches existing fight-or-flight responses and links them with a political movement which aims to restrict citizenship rights and democracy, which makes it a volatile and dangerous movement.

For schools and teachers, it can be very difficult to deal with such forces and return to a more prosocial school culture. In countries where populist parties already have won elections and are part of local or national authorities, or can influence media, this becomes even more difficult. Schools may even be at risk to be accused of “promoting radical leftist” (in reality democratic and prosocial) values and may be urged to stay “objective” or “loyal to the state” by the populist stakeholders. Students may adopt their parents’ opinions on this or may be influenced by populists themselves.

Some suggestions to combat xenophobia and populist anti-immigrant rhetoric in schools:

- The school should develop a clear vision on how they want to position themselves in relation to citizenship, democracy and tolerance. Fostering prosociality in a democratic society is a powerful driver to guide such a vision.
- Offering students an environment, school culture and a curriculum in which critical thinking is promoted and supported will strengthen their own choices and will lessen the risk that they are swept along with superficial or false arguments, like that immigrants taking away jobs and our well-being.
- Rather than shying away from politics, the school can offer the students courses and space to research, analyse and discuss politics.
- The school can allow all political viewpoints, but request that these must be defended in a proper way, based on proven facts, a sound analysis and to be debated in respectful discussions. “An opinion is not enough to sustain an argument.”
- The school needs to acknowledge that populist movements rely on “playing” emotions and fight-or-flight responses. This shows again how necessary it is that schools teach not only academic



subjects but also how to deal with emotions and to form democratic and tolerant attitudes.

- Students with populist attitudes who express such opinions in ways that are not prosocial, should be engaged in a discussion about prosociality. If they are not willing to do that, staff can listen to them and engage in dialogue with them on what is blocking them to be prosocial. Students who cross the limits of agreed ground rules on prosociality should be corrected, preferably by restorative methods.

1.3. ABC guidelines versus standards

This document sets out the general framework of the principles of an antibullying certification process and does not constitute or have the status of a “Standard”, as it is widely defined and known in the context of ISO.

“Standards” establish the adequate requirements for products, processes, services, systems etc. In the case that the respective requirements of a Standard are fulfilled by an organization, then a certificate can be issued against the Standard.

ABC aims in the near future to participate in the development of an Antibullying System Standard.

Normally, organizations are required to completely develop the content of the steps of the certification themselves, and are only externally audited at the end. In this case, we have attempted to support the schools as much as we can by offering them tools, templates and examples to facilitate the process.

We think these guidelines are applicable to all educational institutions, both public and private. They may also – with some amendments – be applicable to other youth services.

The effective implementation of the antibullying certification process means respecting the following requirements:

1. definition and communication by the school of an antibullying policy, clearly accepting the commitments towards users regarding preventing and combating bullying;
2. Preparation of an internal antibullying plan in the school/organization, ensuring the constant and correct implementation of the actions foreseen in the Plan;
3. preparation and updating on an annual basis of a bullying risk assessment document, taking into account the results of a preliminary analysis of the reference context, of the area in which the school operates and the non-scholastic organization applying the document, of the typology of user, of the age group in question, of the statistics of the most recent period with regard to acts of bullying;
4. Periodical updating of the antibullying plan in line with the results of the risk assessment and aimed at strengthening the prevention of bullying;



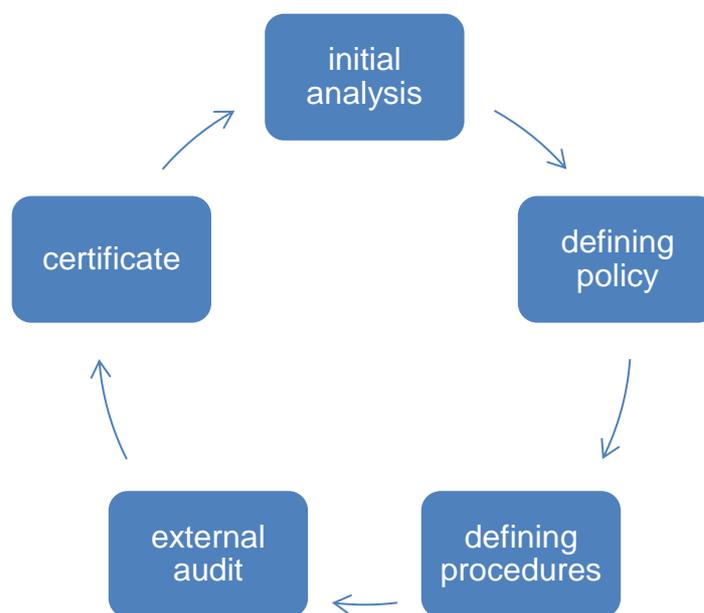
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5. Communication to users and all other interested parties of the actions adopted for ensuring the prevention and combating of bullying, according to the principle of “transparency applied to bullying”;
6. Definition of a “procedure for identifying the management of criticalities regarding bullying” intended to enable all parties involved to signal (also anonymously) any cases of bullying and to keep under control the measures for avoiding or managing criticalities, also taking into account that the measures for preventing and combating bullying have been effectively verified;
7. Adoption and regular update of an “antibullying training” plan for guaranteeing the training, updating, involvement and sensitization of all the actors (students, teachers, training staff, headmasters, parents, the community....)
8. Periodical update of the antibullying audit, in such a way as to identify any possible critical situations and to check the programmed antibullying measures.

3. The steps of the certification procedure

Ultimately, the European Antibullying Network (EAN) aims to help schools to certify themselves, which means they can show their antibullying and prosocial policy is of a high quality and can be expected to have the impact that it aims for. In the long term, EAN also aims to make these standards more official by convincing certifying authorities to adopt the EAN template, or improved versions of it, for formal certification.

A formal certification procedure has 5 phases:



1. **Initial analysis;** the organization – in this case a school – does research and internal checks to explore and analyse what the current policy is and how it is implemented.

2. **Defining the policy of the organization;** the organization sets goals and develops a strategy to implement them.

3. **Defining the procedures;** the organization describes the procedures and routines to be followed by the organization to reach the goals; the procedures should reflect a PDCA- or Deming cycle (cycle for continuous improvement).

4. **External audit:** the organization asks an independent external certification body to assess the conformity of the procedures against the requirements of a defined Antibullying Standard.

The certification body gives the organization feedback about potential deficits in the procedures and the organization has a chance to take corrective actions.

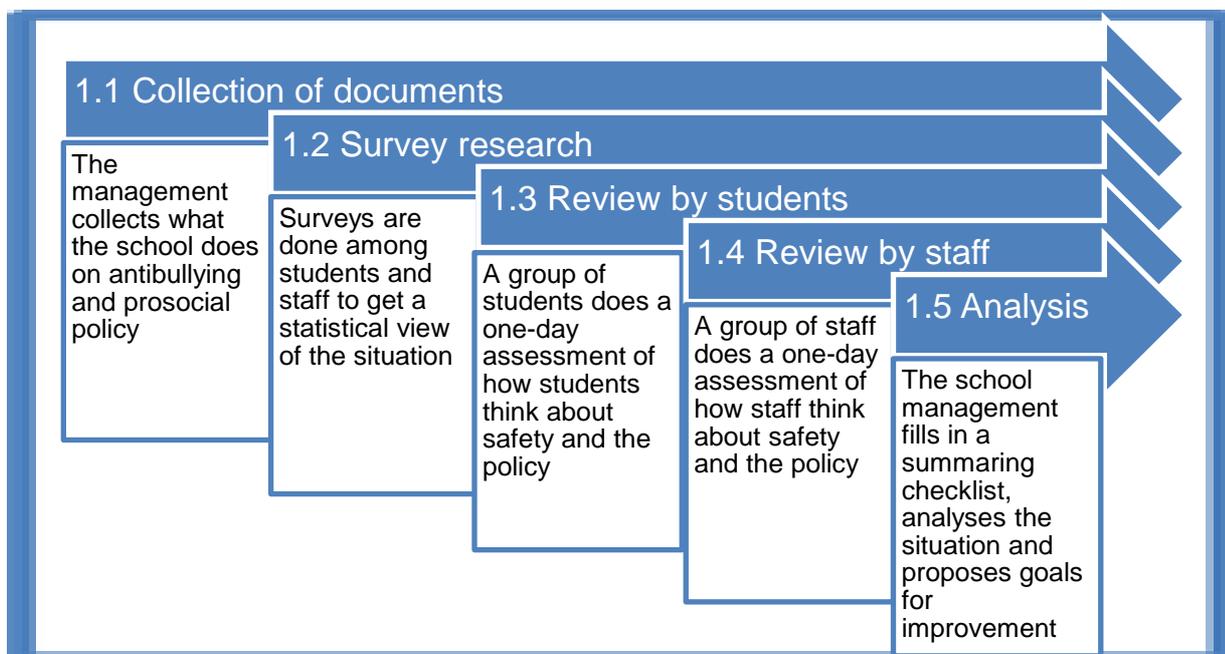
5. **Certification:** The certification body reviews the updated procedures and grants the certificate to the organization.

Step 1: Self-Assessment

This paragraph is about the first phase of the Anti-Bullying Certification Procedure: the initial assessment. EAN prefers to call this a *self-assessment*, because this denotes more clearly that this assessment is done by the school itself.

We suggest doing the self-assessment by taking 5 steps. These steps are meant to collect information and to involve all stakeholders (management, staff, students and parents) in the process. By involving all stakeholders already during the assessment, the school lays a strong fundament for joint commitment and “ownership” of the policy, which is one of the essential elements of a successful policy.

The five steps are:



1. Collection of documents

Every school already has an antibullying policy, or at least some rules on discipline. The first step to assess the quality of the antibullying and prosocial school policy is to collect the documents that are already there.

The documents the school possibly has are: (you can use this as a checklist)

- A policy document: school vision, the rationale behind the policy, goals, main ways of preventing bullying and promoting prosocial behavior; such a document is often published on the school website (in some countries this is a legal requirement)
- A strategy document outlining what concretely is done to implement the policy, who is responsible for what and an overview of educational and environmental procedures to implement the goals
- Ground rules for students

- Ground rules for staff
- A Data Protection Policy (in European countries this is a legal requirement)
- A procedure for dealing with transgressions of ground rules
- A procedure for temporary or permanent suspension of students
- A procedure on how to handle (suspected) sexual intimidation
- A procedure on cooperation with the police
- One of more procedures on how to act in emergencies (fire, shootings, fierce reactions of students on political, cultural or social events)
- A guideline on how to deal with media attention (TV, radio, internet)
- A procedure/tool for reporting unpleasant incidents
- A survey on well-being / negative behavior of students
- A survey on health and well-being of staff
- A complaint procedure
- A rehabilitation procedure for unjustly accused persons
- A list or roster of methods, projects, or interventions to promote prosocial behavior and to fight discrimination, possibly in the more systematic shape of a description of a spiral curriculum
- A mechanism for students to evaluate teachers
- A mechanism to regulate democratic participation in school decisions

It may be that some of the documentation is not well known to the school population. In some of the following steps it is needed that students and staff are aware of the measures already in place. For this purpose, it is useful to summarize the existing policy and strategies in a short (10 minute) PowerPoint presentation which can be used in the self-assessment steps 3 and 4.

2. Survey research

EAN developed two surveys on antibullying and prosocial behaviour: one for students and one for staff. It is advisable to get as many responses as you can on both surveys. If you collect only data from a small percentage of the school population, surprising or controversial results may be challenged on the basis on non-representativity. If you cannot collect data from all students and staff, it is best to at least collect data from a representative group.

Please review your Data Protection Policy to determine how to deal with the data collection and results. We advise to keep the surveys anonymous to make sure that the participants don't feel they have to answer politically correct and that you get a true view of what the school situation is. This anonymity is explained at the beginning of the surveys.

The surveys are based on internationally used questions about self-esteem, assertiveness, unpleasant behaviour, views on school policy and its implementation and on teacher competences. These include some questions about topic that may be sensitive in your school, like criminal behaviour (theft and blackmail), sexual intimidation and sexual diversity. We followed the international guidelines to include such questions because we think these issues – though controversial - may play a role in schools. Leaving



them out of the surveys would take away your opportunity to discover them and encourage the taboo on these issues.

It may be that you worry about what to do when the surveys show that illicit or undesirable activities take place. In the pilot experiences of the survey it showed that in some pilot school blackmail, extortion or sexual intimidation was reported by students. Because the surveys are anonymous, the school management cannot find out who the perpetrators or victims are.

Keep in mind that sometimes, some students feel troubled, and may answer some questions provocatively. You can try to find out if this happened by checking the data file and look if specific respondents answer questions in an obstructive way all the time. There are several open questions where students can make comments. If such comments indicate that a student did not fill in the survey in a serious way, you may want to choose to delete that respondent from the data. However, be careful in this. Students may answer some questions seriously and be frustrated by others.

At the end of the questionnaire, we added a field for remarks by respondents. This allows them to ask for help or support. You can edit the referral and assistance information in the end of the surveys.

The student and staff surveys have some comparable questions. Because students and staff often have different views of the situation in school, it is interesting to compare these and highlight them. Such differences point at a problem in the schools antibullying and prosocial policy. An effective antibullying and prosocial policy relies on a joint vision and has a high level of commitment of all stakeholders. Differences may guide you to measures or interventions to create a more joint vision or to get more cooperation and commitment on the policy.

3. Review by students

The review by students is a day with activities designed to give the students a view of how students think about school safety in a wide sense. They get the information from step 1 and 2 and do interviews with other students to find out more. In the afternoon they analyse the findings and go through a process of priority setting and formulating recommendations for improvement. The detailed program and guide to the review by students is available as a separate file. Note that the program is a suggestion and a guideline, please feel free to adapt it to your student's needs.

To organize the review by students, the staff needs to select a few students for a student review group. About 10 students is a good number, preferably from different ages and if appropriate, from different study levels or directions. These students need to be taken off the roster for one day.

The review also needs to be prepared for interviews of the reviewing students with other students. The interviews will each take about 10-15 minutes and in total take between one and two hours before and possibly during lunch time. In total about 30 interviews will be done. The staff can allow the reviewing students to choose the respondents themselves by going to classes and taking out students to be interviewed for 15 minutes. Alternatively, the staff can decide beforehand who will be interviewed and choose a representative sample of students. In both cases, all teachers and other staff need to be informed



about the procedure and that reviewing students may be walking around the school during lessons and asking students to be interviewed.

After the interviews, the students go through a guided analysis process which results in a few recommendations for improving the school's antibullying policy. Note some of these recommendations may sound familiar to teachers, but others may be new or even shocking (when students criticize teachers). During the pilots we have seen that some teachers may reject some recommendations quickly; "Is this recommendation coming from student X? I understand, he has some problems at home, this makes him angry and he often makes such provocative comments to vent his frustration." Be prepared for criticism, don't discard this right away and don't feel offended. Take students seriously and consider their arguments and recommendations carefully.

It is advisable that at least one staff member is available to coach the process and to make a report of the review, which outlines the results of the discussions, priorities and recommendations. Make sure the students agree with the report. The guide to the review by students contains an annex with a template for such a report, both as a text file and as a short PowerPoint presentation.

4. Review by staff

The review by staff takes the shape of one or two workshops, together totalling 5-6 hours. These workshops can be attended by a representative sample of the staff team, or the school can choose to involve (almost) the entire team in the process, depending on how participative the management the process wants to be.

The first part of the workshop consists of a trigger to catch the interest of the staff. This can be a video with some bullying scenes, discussing how to handle them and to identify dilemmas. But it can also be a set of questions about teacher competences to combat bullying and to promote and support prosocial behavior.

A presentation of the previous first three steps of the self-assessment also works perfectly to catch the attention or to take it to a deeper level. Especially the more outstanding results of the surveys and the recommendations by students will raise the interest of staff teams that are focused on the well-being of students. Give the staff some space to respond to this, but take care this part of the review does not take up all the time of the review workshop. Consider that potential threatening results (criticism on teacher behaviour for example) may lead to disqualification of the findings based on arguments like "the data are not representative" and: "this recommendation of student is biased because...". Think in advance how you will deal with such objections. The best way is to agree with such comments (because you can never be sure they are completely untrue) but at the same time to ask to take the general direction of the findings and recommendation seriously, to try to not feel offended and take the results as a learning experience, and to join the dialogue on improvement.

Teachers may need some more training in antibullying. The annexes with the program and the PowerPoint Presentation offer possibilities for this. Note that these are guidelines and suggestions and need to be adapted to the teacher's needs and the time available for the workshop(s). For example, don't present the



entire PowerPoint Presentation. You must make a choice of the needed information and suggested activities in it.

The second part of the workshop can be focused on discussing how to improve school policy on antibullying and prosocial behavior. Experience from our pilots shows that this works best when you form subgroups according to the main findings of the surveys that need follow-up, and the recommendations of students. Examples of such possible topics are:

- Low self-esteem. A considerable percentage of students have low self-esteem and little assertiveness. This seems to undermine their participation, create frustration and negative behavior.
- Streetwise behavior. Students report a high level of negative behavior but report they don't think this is unpleasant, but "normal". This can indicate a culture of rough behavior that is common and desirable in the street but undesirable in middle class environments and classrooms.
- Teasing, provoking and put-downs. Students report little "hard" bullying but a lot of teasing, provoking "jokes" and put-downs. These may include boys calling each other gay or weak or a coward. Teachers also like to tease and provoke students to maintain discipline and to get students' attention. However, not all students appreciate such behavior of fellow students and certainly not by teachers.
- Dealing with diversity. Some areas of diversity are less accepted than others. This expresses itself in attitudes but not (or also) in behavior. It seems to be part of school culture (when high percentages support it) or it seems to be a challenge for specific (groups of) students or staff.
- Expressing emotions and opinions. It seems that a considerable percentage of students (and teachers?) think it is difficult to deal with high emotions that may appear in class or elsewhere in school.

Each working group can get up to 3 guiding questions for discussion to make sure the subgroups don't get lost in private reflections but stay focused on the objective to deliver staff recommendations. Three sample questions that could work are:

1. What is your view on the results from the surveys and the student's audit relating to the theme of this working group?
2. What can teachers do to improve the situation related to the theme of this group? Also think of competences teachers need to be able to do this, and if these competences are already present or if they need additional training or coaching.
3. What can others than teachers do to improve the situation related to the theme of this group? Think of desired actions by students, other staff, managers, parents, external support and community or political support.

Ask the working groups to report on their work to the whole group and stimulate comments. Make a list of staff recommendations, on the selected topics and tasks for different stakeholders.

A template can be:

Topics	Managers	Staff	Students	Parents/others
Topic 1				
Topic 2				
Topic 3				

5. Analysis by management

The final phase of the self-assessment is the management analysing the findings of the previous steps. The best way is to collect the reports in a dossier and to give it to the management to study. If the dossier becomes too elaborate, it may be that a busy management does not have the time to review it properly. In that case it is wise to make an executive summary of maximum 3 pages of the findings and recommendations. We attach templates (annex 9 and 10) to make such a summary.

The management can be asked to prepare their final analysis meeting by individually filling in the Self-assessment Checklist (annex 1). This checklist is one of a several versions we tried out. We do not claim that *this* checklist is the ultimate or best way to assess the school policy on bullying. But it is a combination of aspects we discussed in several discussions about this.

This checklist is based on the 4 domains of attention that are often used in antibullying policy: pedagogical culture, prevention, response, and tailored interventions. We integrated scientific findings about effective elements (see paragraph 2.2) in the 10 checkpoints. By asking the management to score the policy on different levels of commitment by the school population (no commitment, management commitment, staff commitment, student commitment, and parent's commitment) we introduced a way to monitor the level of support for the antibullying policy. This notion is based on the organization change theories of Everett Rogers and John Kotter. The 5 categories of commitment are based on the idea that the adoption of an improved antibullying policy in a school usually starts with an initiative of the management towards the staff, and then – with proper guidance of the management - can spread to students and possibly to parents. This does not deny that *initiatives* for improved antibullying policy can also come from teachers, students or parents, but it does presuppose that the systematic adoption of new school routines is only possible when it is framed and supported by the school management. We cannot assure and prove that this is true for all schools, but we expect this type of adoption of innovation in schools is most common.

If the management consists of only one principal or headmaster and it is not possible to have a final assessment discussion with a management team, a consultant or the assessment project leader can go through the checklist with the manager. This checklist is provided as a separate document (see annex 1).

A discussion in the management team can have the following agenda:

1. **First impressions:** exchanging first impressions without judgement or discussion on details.



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2. **General direction of the improvement:** comparing the scores on the checklist and discussing in general on which level of innovation commitment the managers think the school is and forming a joint vision on the general direction to improve policy.
3. **Detailed proposals:** the management discussed the key questions one by one and look to the more detailed “preparatory” questions. This leads to a series of more detailed proposals for a strategy to practically implement the desired updated policy.

After this meeting, a summary of the discussion is made, including the management proposals.

Step 2: Defining the policy of the organization

This chapter describes how the management proposals are discussed by other stakeholders in the school and how decisions can be made to secure commitment of all stakeholders.

1. Using the checklist to set priorities

The checklist gives a main direction by determining on which level of commitment the school operates. The natural recommendation is that the school could strive to set goals to reach the next level. For example, if an antibullying policy is mainly a paper policy or with commitment of the management, but not really with all the teachers, a main goal would be to involve – step by step – a larger part of the staff team. If most of the teachers are aware of and committed to the policy, but there are still regular incidents of unpleasant behavior, it may be time to involve the students more.

It may be that the self-assessment scores are different on each domain or checkpoint. This may point to an inconsistency in the policy. Each checkpoint refers to another “effective element”. If some of the checkpoints score lower than others, this may give a signal to the management that the school is not taking some scientifically based principles into consideration. This influences the strategic logic framework of the antibullying policy. In such cases, it could be a recommendation to reflect on whether teachers, students and parents are aware of the effective elements of antibullying policy and it might meet there is a need for training. But it can also be that personal views of teachers, students or parents are at odds with scientific findings. A common example of this is that many people think that stricter monitoring of students and harsh punishment of bullies are the best ways to combat bullying. This view is not supported by science. When this type of differences of opinion arise, it is best to get the different stakeholders together and to study the available sources of information about effective antibullying more in-depth.

The checkpoints are preceded by “preparatory questions” which be used to explore concrete measures to raise the level of commitment. Part of this is having a policy or intervention, another part of this is to make sure that all school participants know about it and a final one is to promote that all school participants *put their heart in it*, as John Kotter say, so there is a deep commitment. This heart-felt commitment involves real participation of all stakeholders in developing or redeveloping the policy and interventions. Just telling or top-down “training” people on “what to do” will not create real commitment.

2. Considerations in framing the policy

It's worth to mention that schools are already subject to several legal provisions and the schools are required by their authorities to implement a range of measures. These legal obligations may be specific for antibullying policy, but they may also be much wider and affect the well-being and motivation of students and staff in a positive or negative way. All teaching and learning processes have implications for personal and social development. The ways in which members of the school staff relate to one another and to the students, and the quality of relationships between the students themselves, form the foundation for personal and social development in a school.



There is space within the teaching of all subjects to: foster an attitude of respect for all, to promote respect for and interest in diversity, address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable. In addition, the curriculum provides opportunities for students to consider their attitudes and their safety when online and make informed decisions about their health, personal lives and social development in this context. This context makes clear that throughout school life, students acquire a range of key 21st Century skills, including: managing themselves, staying well, communicating and cooperating with others. The antibullying policy has to be embedded into this “ethos” of the school. The term “ethos” describes the characteristic spirit of a school that permeates all aspects of school life from the formal curriculum taught in the classroom to the day to day life of the school and its community. The characteristic spirit of a school is determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school. Within that, the policy of the school for managing bullying should be part of the overall operational framework that is applied in the school and for this reason the policy and strategy should be developed and be tailored to the needs of all stakeholders in the school itself.

We have provided a template for an antibullying policy in annex 2. The policy should be published and available to all interested parties. If the school has a website, its antibullying policy should be easily accessible from the home page, otherwise the school should refer to where people can access the policy documents by means of posters or notices.

3. Creating commitment for the antibullying plan

The commitment for the antibullying plan is probably the most crucial aspect of its impact. This is why we give attention to this issue even before describing the content of an antibullying plan.

The antibullying plan must be implemented mainly by cooperation between staff and students. In order to ensure commitment among both staff and students, they must be involved in the development of the policy from the beginning. When new routines are developed in a participatory way, there is more chance that all stakeholders (management, staff, students, parents/caretakers) feel “co-owner” of it.

The school should consider the way it wants to organize this participation. Following the participation ladders of Sherry Arnstein and of Roger Hart, we distinguish between 6 levels of participation:

- 1) Non-participation (management dictates vision/routines on its own)
- 2) Information (management convinces others² of desired vision/routines)
- 3) Consultation (management develops vision/routines partly based on feedback by others)
- 4) Engagement (management develops vision/routines together with others, but decides itself)
- 5) Representative democracy (the management develops vision/routines together with others, it makes a final proposal, but others make a democratic decision)
- 6) Youth control (the management facilitates a process of joint vision/routines development, democratic elected representatives of the students have a veto on the final proposal)

² Staff, students, parents/caretakers

In the suggestions and description of the self-assessment, we have attempted to maximize this participation. Now we are in the phase where the management decides about the direction. For EAN, it is impossible to give detailed guidelines on how to implement this decision process in a participatory way because they depends on the general operation of the school. However, we think we can offer the following guidelines:

- Be clear about how much decision power other stakeholders (apart from the management) will have and how they can exercise this power
- Describe the procedure and when what type of amendments are welcome
- Ensure the school community and especially the active participants in the decision procedure get adequate feedback on what is done with their comments
- If suggestions are rejected by the management, offer a transparent and logical explanation of why it was rejected
- Inform everyone about the updated policy and the changes in it; it is helpful to publish (parts of) the antibullying policy as a handbook, put it online, make summaries of it as posters for in the staff room and in student spaces; ask staff and students to help design these
- Have discussions with staff, students and parents to get a view on how they want to implement the policy, and possibly if there are still objections and how these can be resolved in a positive way
- Involve parents in the process and do all you can to align the school policy and strategies with the way parents raise their children, if conflicts arise between the school pedagogy and use of the parents; engage in dialogue to establish a joint prosocial vision and practices

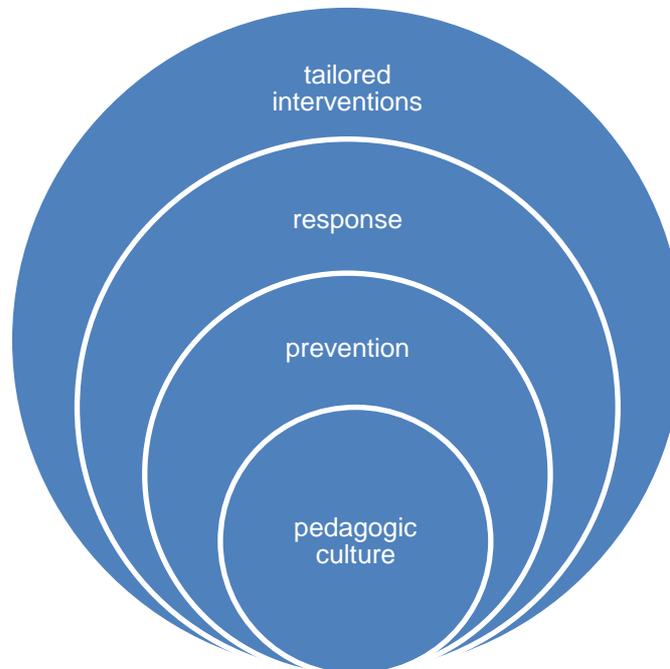
4. Development of the antibullying plan

Based on the self-assessment, the management develops or updates the school's antibullying plan.

The plan ideally sets measurable objectives based on the conclusions and points of improvement that came out of the assessment. Because schools change constantly, the assessment and the antibullying plan need to be updated periodically. EAN suggests updating the *ground rules for behaviour* annually in an iterative process with the students and staff and do a new self-assessment and update of the antibullying plan every 4 to 5 years. In addition, it may be that in-between updates are necessary, for example when the government or the school quality authorities implement new guidelines or when major incidents shake the school and require a revision.

EAN recommends viewing the school policy as a coherent whole, but with different layers. These layers can be described in the policy document. The list of measures requires schools to develop a supportive

pedagogical culture, prevention, adequate responses to incidents and tailored interventions for students with more severe behavioural problems and to cater for diversity.



The pedagogic culture refers to the factors that increase the likelihood that students feel well and supported in school. It functions as a buffer against negative experiences. The pedagogic culture is the core of the antibullying policy. When a school culture is negative, all the other outer layers will suffer from a lack of grounding. An effective school culture to prevent bullying is warm, welcoming, protective and challenging for students and for other members of the school community. This positive outlook should be reflected in the way the adults view how students should be coached to be full responsible citizens, in the joint pedagogy.

Possible strategies include:

- Monitoring school safety
- Developing a vision on school safety
- Developing a combined prosocial and antibullying strategy

Prevention refers to more specific measures and programs to promote prosociality and antibullying.

Possible strategies include:

- Ground rules for behaviour of students and staff
- Dialogue/lessons on bullying and harassment

Response refers to how the school deals with unpleasant incidents. Incidents will always occur, because students are in a development and learning process, staff is more or less experienced and students or staff

may differ in opinion which may result in conflict. Most of these incidents are relatively easily solvable in a positive and supportive school environment by a specific set of measures with which most the school community actors agree. These items are about these relatively easy to solve incidents. Most of them are based on research on what are shown to be effective elements of antibullying policy.

Possible strategies include:

- Developing a restorative approach
- Developing procedures to handle incidents
- Defining when and how stop acceptable behaviour
- Defining if, when and how to punish (if punishment is chosen as part of the policy)

Tailored interventions refers to incidents that occurs repeatedly and become a pattern that must be corrected. Pattern of negative behavior can either be seen in individuals (triggered by personal trauma or pattern, problems at home etc.) or because of more structural negative social interactions, like cultural and social exclusion and discrimination.

Possible strategies include:

- Handling repeated unpleasant behaviour
- Developing a protocol for personal or small group counselling and coaching (see for example the program Positive Behavior Support)
- Preventing structural exclusion and discrimination (see for example the suggestions in paragraph 1.2)
- Handling discriminatory incidents
- Handling name-calling in general or specific forms of discriminatory name-calling

5. Definition of the roles and responsibilities

A school-wide approach (involving school management, staff, parents and students) to deal with bullying behaviour is a key element of effective practice. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behavior and to deal with any negative impact within school of bullying behavior that occurs elsewhere.

For these reasons it's very important to define clear roles and responsibilities of:

- Headmasters and principals
- Teachers and teaching staff
- Students
- Parents



Each of those groups needs to understand the antibullying policy and to recognize their own role in its strategy. It is crucial that schools involve staff, students, parents and the whole community and to look beyond the “aggressor” and “victim” labels. Research shows that bullying superficially may seem to occur only between two or fewer people, but in practice it is usually part of a much wider group process of some people supporting the perpetrator, of other people just looking and facilitating the bullying by being interested but not doing anything, and again other people supporting the victim to some extent. The bullying process can only be reversed by adopting tailored interventions to involve all those groups in the solution.

The teachers and the staff should offer mentoring to “bullies” and especially to students who repeatedly get into trouble for bullying. The “bullies” need help to understand why they engage in this behaviour and resolve the underlying issues. Talking with students about what happened, the likely consequences of their actions, how they could respond more respectfully next time and role-playing alternative scenarios can all help break the pattern of negative behavior.

An effective antibullying policy includes that schools provide regular sessions to resolve bullying proactively, rather than only reacting to specific incidents after the fact.

Another very important principle is to encourage pupils to help find solutions, and to support those solutions, without shifting the responsibility for solutions only to the students themselves. In order to create respectful staff-student relationships, teachers and students must work together to write the measure and to experiment with ways how to implement them. Strategies of how to resolve bullying between students and staff must be written into antibullying measures in order to share the ownership of the antibullying policy.

Finally, parental engagement – and the recognition of its impact on student’s behavior, attainment and aspirations should be taken into account when formulating the policy and strategies. What makes the difference is when parents feel that the school is invested in a dialogue with them – respectful and curious towards cultural and linguistic difference, supportive of challenges faced, willing to allow parents in as valuable members of the community and vital stakeholders in the school's development.

The community around the school is not limited to the parents. The school has to show how it intends to involve the wider community in the antibullying strategies. Organizations that are not formally involved in education, but that play an important role in the way young people are socialized (“the pedagogical community”), such as sport associations, religious associations, cultural and gaming contexts could be involved in the antibullying and prosocial policy.

An example of the definition of roles and responsibilities of the key actors can be the following:

All school participants; staff, students and parents are expected to:

- Respect and support students
- To behave in school according to the ground rules, both in real life and online



- To respect diversity and to be tolerant of differences that may challenge your own views
- Model appropriate prosocial behaviour
- Follow the guidelines and respect the limits as agreed in the antibullying plan

In addition, different actors have specific responsibilities.

The **school management** has the responsibility to:

- Develop and update the antibullying policy in cooperation with the other school participants
- Coordinate the suggested improvements in a systematic way, taking care that the innovative aspects get maximum commitment and are really implemented in effective ways
- To monitor the implementation and impact of the antibullying policy and offer transparent reporting of this to the school participants and to the external authorities in change of school quality

The **school staff** has the responsibility to:

- Know the more detailed procedures on how to create a positive school culture, offer adequate prevention measures and handle incidents
- Take part in training to get and update experience on these issues
- Cooperate as a team on these issues
- Provide a curriculum that includes social skills, and which is tailored to the implementation of the antibullying plan
- Have a pedagogic approach that role models prosocial and just behaviour and is open to student participation
- Respond in a timely, equitable, fair and preferably restorative way to incidents

The **students** have the responsibility to:

- Share work and responsibilities and help each other when needed
- Work together in various subgroups and teams and avoid destructive competition
- Solve conflicts in a peaceful way, and if this does not seem possible, to ask help of a staff member
- If they see a conflict, bullying, or discrimination to be aware of their position of bystander and to act in a way which helps end it



- Report incidents of bullying and discrimination
- Participate in the development of antibullying policy and other policies that are relevant for students
- Know how the school implements democracy and how to participate in it

The **parents/caretakers** have the responsibility to:

- Be aware of the main guidelines of the antibullying plan and the school's pedagogic intentions, and be willing to cooperate on these
- Help their children with their responsibilities as mentioned above
- Report incidents of bullying and discrimination in or around school they become aware of
- Work with the school to resolve incidents of conflict, bullying, or discrimination in or around school

The school work with the **community** to align some expectations notably:

- Share and built a community vision of prosocial and antibullying behaviour and a related pedagogy used by community stakeholders who have contact with youth
- Work with the school to resolve incidents of conflict, bullying, or discrimination in or around school

6. Training strategy

The antibullying policy requires skills of all stakeholders in the school community. Training can involve information sessions which educate about school policy, mechanisms and legal requirements. But it is more important to have a clear program on how to create the needed commitment and skills. Commitment through training can be created by engaging in a dialogue between staff, students and parents. Because most stakeholders are used to deal with incidents, we recommend focussing such trainings on discussing how to jointly solve difficult incidents and to use these discussions as a first step towards building consensus and team-efforts on the strategy. Meanwhile, giving examples of effective elements and trying these out in discussions, games and role-play will insert the notion of jointly ameliorating the quality of the policy.

We recommend implementing a training on prosociality and antibullying at least once a year and in addition extra training when introducing the new elements of an updated policy.

Our experience also shows that many school community members still think in rather outdated frames of bullying, as if it is only about a (mean) bully, a powerless victim and that it can only be solved with stricter monitoring and punishment. Training needs to inform staff and students about the effective elements of



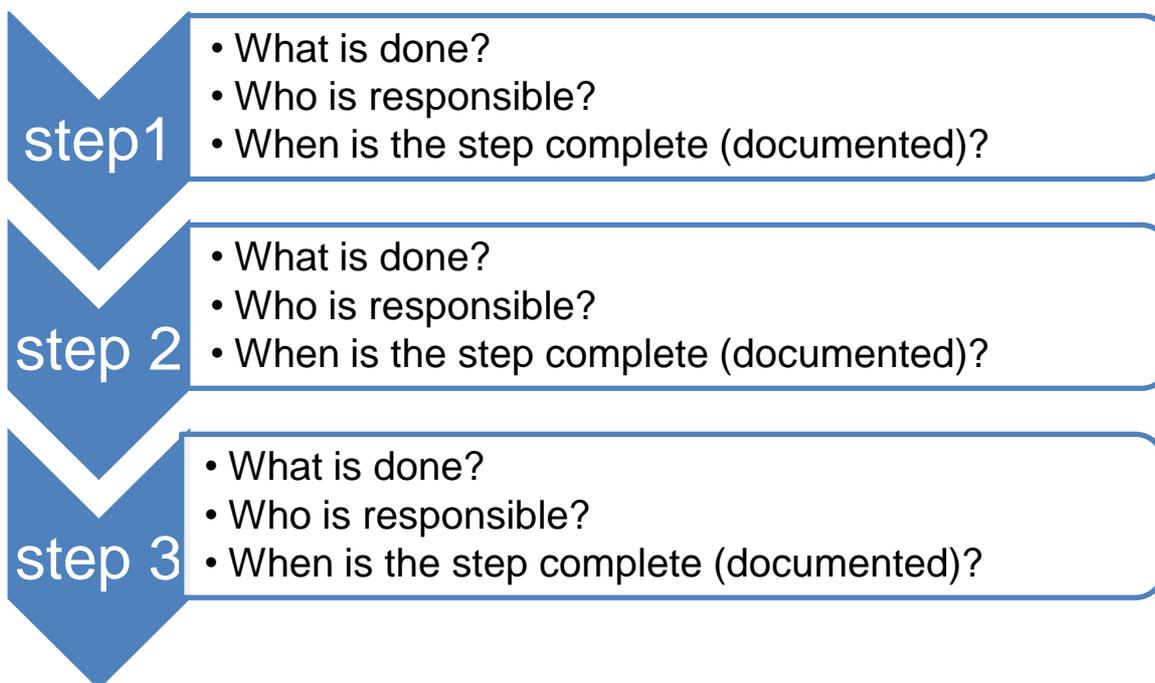
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prosocial and antibullying policy. This includes explaining the group processes and social mechanisms that drive bullying (group status, group position as initiator, types of bystander or victim, the crucial importance of a supportive pedagogic culture and the disadvantages of punishment) and the alternative methods (like supporting positive behavior and restorative methods).

Step 3: Defining the procedures

The third step is to describe the procedures in a protocol, which make clear what needs to be done in what order and who is responsible for it. If the school looks for a formal ISO-certification, each step in the procedure(s) should be closed with a document proving the successful closure of that step. This way the implementation of the procedures becomes transparent for external ISO-auditors.

This chapter will describe how the chosen measures and interventions are going to be implemented by developing a diagram of steps and procedures to be followed and adding the detailed information on how to proceed during these steps. The diagram also shows how the policy is periodically updated.



Some procedures we recommend having are:

1. **How to set ground rules.** This procedure can contain elements like how students and staff are involved in this, how participation is translated into school-wide policy, how rigid or flexible rules are being implemented, securing that rules are fair and equitable and does not give some school participants (like teachers) more rights than other (like students) without objective reason.
2. **How to introduce new students, their parents and new staff in the antibullying policy.** This procedure can contain elements like how to inform them, how to secure they agree with it, how to handle protests opposing the agreements at a later time.
3. **How to train staff and students in prosociality, combating bullying and discrimination.** This procedure can contain elements like how to assess the needs for training, how to develop of adapt training programs to the actual needs, how to assess if the training had the desired impact, how to offer follow-up training in case the initial training is not adequate.



4. **How to handle conflicts, bullying and discrimination.** This procedure can contain elements like how to signal and when to report incidents, how to assess what type of negative behaviour it is, how to decide which strategy to choose, when to choose a restorative approach and when to revert to suspension or punishment, which act or ritual closes the incident, when or how to keep an archive of incidents, how to comply with GDPR/privacy-demands.
5. **How to (re)design a prevention strategy.** This procedure can contain elements like how to assess the risks in the school population and context, how to develop and evidence-based plan with an expected high impact, how to assess the impact of the strategy and underlying prevention programs.
6. **How to (re)design the procedure for tailored interventions.** This procedure can contain elements like how to assess the specific background and problems of a student, how to make a personal plan for the (coaching of) the student, how to engage the student in implementing the plan, how to assess the progress of the tailored intervention. Inspiration and examples for this can be found in the Positive Behaviour Support program and in the ABC-toolkit.
7. **How to handle complaints.** This procedure can contain elements like how and to whom make complaints, minimum information in complaints, where the complainant can get (independent) support, the steps and timeline of handling complaints, who decides about complaints, if and how there is an appeal against decisions, a procedure to rehabilitate unjustly accused people.
8. **How to (re)design sustainable quality school policy.** All of the procedures mentioned before need to be re-evaluated from time to time. The overall quality policy procedure of the school describes how often a review of the entire school policy (or of the antibullying policy) will be done and which steps will be taken. This certification procedure is a template for how this can be done for antibullying policy.



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Step 4: External assessment

EAN may offer an independent check of the quality of the procedures. The EAN auditors will check the documentation of the school.

This part of the certification process was outside the scope of the ABC-project. EAN is working with ISO-certification institute to develop a formal audit.

Step 5: Certification

According to Step 4, EAN will deliver an Assessment Report. The Report is divided into a public and an internal version, including a categorization on levels from A to D, representing the levels of the achieved commitment of the organization. The Report also includes recommendations for further improvement.

In order to obtain formal certification the organization asks an independent external certification body to assess the conformity of the procedures against the requirements of a defined Antbullying Standard.

The certification body gives the organization feedback about potential deficits in the procedures and the organization has a chance to take corrective actions.

The certification body reviews the updated procedures and grants the certificate to the organization.

EAN attempts, in the near future, to participate, on the one hand in the development of an Antbullying System Standard, and on the other hand in the development of a relevant Certification Scheme.



4. Handling sensitive data and results

During the Antibullying Certification Procedure, data are collected, and some results may be sensitive. It is important to inform all stakeholder including parents and caretakers on the initiative for the procedure and to outline how data will be handled. In addition, the General Data Protection Regulation (GDPR) requires that the school protects privacy-sensitive data and collects active consent to use such data.

In this context we can make a difference between active consent and passive consent.

Active consent requires participants to sign a click a box to allow use of data within specific limitations, as laid down in the GDPR or Privacy Statement of the school. Active consent is required by the GDPR for privacy-sensitive information that potentially poses a risk to the well-being of the participant.

Passive consent means that you inform participants and allow them to withdraw from the data collection or cooperation. Passive consent is commonly used by schools for routine activities that are part of the quality policy of the school and where data do not pose a risk for individual participants.

Because most students in high schools are minors (under the legal age of consent), it is legally required to ask permission also to the parents. This may constitute a major hurdle to ask active permission. In this guide, we have suggested that data collection is done anonymously. This means that the risk or data leaks is minimal for individual participants. Therefore, we advise schools to use a procedure of passive consent for the assessment procedure. The school can inform the participants and the parents and to allow them to withdraw their cooperation when they choose.

Way to ask passive consent

We advise to ask passive consent³ by publishing an article on it in the school newsletter or to send a personal letter to parents, students and staff. Sample articles and letters are provided as an annex to this guide. Stress that all collected data are anonymous and that everyone is free to give their view without repercussions. Offer the opportunity to file a formal complaint if participants feel these promises have not been kept. Also offer parents the opportunity to exempt their child from participating in the survey or interviews by making a request for this.

Anonymity

One way to secure anonymity is to consider in each step how to protect the anonymity and freedom to speak without repercussions of all participants. When you make reports, list remarks without the names of the participants who gave the comments.

³ If the school intends to publish their survey results or interview results in a scientific magazine, we advise them to work with a university and get permission on the research design by the university ethical committee. In this case, active consent of legal guardians may be warranted, depending on the demands of the magazine and the ethical committee. However, most schools will not be interested in a scientific publication.



The surveys are anonymous, and the results are statistical averages and not individual views. Do not attempt to link comments in the surveys to specific students or staff.

Controversial topics

During the piloting of the surveys, schools raised the objection that a school cannot ask questions about sexual harassment, sexual abuse or lesbian, gay bisexual, transgender or intersexual (LGBTI) topics. Two reasons were given: (1) if a school has information about sexual intimidation, it should be reported (this may be a legal requirement), and (2) topics may be controversial and unacceptable for the “community”.

EAN agrees that when a school knows about specific cases of sexual harassment, it should act. However, in the surveys of this procedure, information is collected anonymously, so the school in fact does not have information about specific cases. The school may be concerned about the victims. Still, the victim will not feel helped when the school breaches its commitment to keep the results anonymous. Such behaviour would invalidate all replies on future surveys because it will be known that surveys are not really anonymous. A solution may be to give respondents – when they fill in such questions – information on how they can report abuse or discrimination in another way.

There is a growing development in European countries where right-wing and especially populist parties attempt to censor schools to voice progressive opinions. For example, during our project, in Italy the University of Bologna was accused by a populist party of publishing a textbook which is critical of populism, in the Netherlands a populist party created a website where people could report “left wing teachers indoctrinating students” and a left-wing politician talking with high school students to keep contact with her constituency was accused of left-wing indoctrination. In several countries, fundamentalist Christian and Muslim communities attempt to stop education about equality of LGBTI or immigrants and refugees. There is an active movement in Europe to stop sexual education and especially sexual education that promotes gender equality and free choice of relationships.

Because bullying is closely related to discrimination and an effective antibullying policy is not possible without including attention to diversity and discrimination, the school needs to prepare for objections against equitable attention for diversity. We offer a few suggestions on how to deal with objections because some stakeholders may consider certain topics “too controversial”⁴:

1. As a school, develop a clear view on how you think about diversity. It helps to define not only your generic viewpoint (like “everybody is welcome and should feel safe”) but also your attitude towards specific issues (like: how do you view disabled students that require more attention than other students, are all cultures represented in your school equally appreciated, can a gay student come out at school?). One good practice is a intercultural school who – after several years of discussion – drew up a statement saying that all students were welcomed at school and treated equal including boys, girls, people from different cultures, students with different abilities and

⁴ These suggestions are an adaptation from a worksheet from the international GALE course “Sexual Diversity in Schools” but can be used also for other aspects of diversity.

LGBTI students. The school asked all students who registered for the school and their parents to sign this statement and came back on it when there were objections to really implement diversity. They decided to take the consequence if parents decided not to register their child due to this statement. This was a “heavy” decision because the budget of the school depends on the number of students.

2. If people come with objections, listen carefully and make clear you heard and understand them. You can do this by summarizing and asking if you understood it well. This shows you are not rejecting them but are open for a connection and dialogue about their concerns.
3. Keep appreciating what the person is striving for and achieving, even when it has nothing to do with the controversial topic. Don't let your own mission (to stand for diversity) stand in the way of building contact and connection between you and the person with objections. If the person mentions good practices and they are interesting, ask if you can share them in the school. Build connection and avoid getting in enemy-positions.
4. If the person mentions fears (a sign that they trust you to a certain extent), mention that they are not alone in this because you have spoken to other stakeholders or schools dealing with similar challenges. Many people want to stop attention to types of diversity that feels uncomfortable for them and feel discriminated themselves because of this discomfort. For example, native parents may feel threatened by immigrants or religious parents may feel threatened by LGBTI equality. They may express their fear as anger rather than fear. Try to inquire for the underlying emotional reasons of their objections, and to both diminish the discomfort while remaining strong on attention and equality to all forms of diversity.
5. Acknowledge that many schools do not want to engage with the controversial topic because they fear critical feedback or even attacks of students, parents or authorities. Express that you recognize this, but that the school takes the viewpoint that making a topic taboo by ignoring it, limits the capacity of the school to deal with real problems. Ask if you can engage in a dialogue about how to solve real school problems and discuss how to avoid or minimize risks.

Denial and fear

The results of the different steps may be surprising or even controversial. It is common that students give different views on school policy than staff or management, and sometimes such differences may be shocking at first, especially when the school never had internal dialogue on these issues. Such shock may easily result in denial by some staff or by the management. Be prepared for this. We advise to consider different views and criticism as interesting food for thought, and possible triggers for improvement, rather than to be afraid of it.

Some schools may consider less favourable results of the assessment as a threat to the image of the school. This can be real or imagined. We advise to carefully consider how to handle this. If the procedure results show a need for improvement, the priority should be to develop ways to do this. When the steps for



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improvement are clear, it is easier to communicate about it to stakeholders or externally. No school is perfect, there is always room for improvement, and openness for improvement is proof of the self-learning quality of the school.

The school can also decide that external communication is not warranted or should be done carefully without disclosing all the detailed data. This may be useful when a counterproductive backlash is expected. However, we would advise the school to attempt to be transparent. The aim is to create commitment and cooperation on the antibullying policy. Transparency supports such cooperation while hiding facts may create mistrust. Hiding data can even lead to an escalation of distrust when such data are leaked.



ANNEX 1 – SELF-ASSESSMENT CHECKLIST

Introduction

The list is divided in 4 sections: pedagogical culture, prevention, early intervention and response. Each section contains a few items to check the quality of the antibullying/prosocial policy.

Each check-item has a “level” question that determines part of the final score. The scoring mechanism of the checklist is based on the level of commitment in a school because we believe that the level of commitment to prosocial and antibullying policy is the key to effective and sustainable strategies. At the end of this annex, there is a one-page summary scoring form.

We suggest that each level can be given up to four coloured stars depending on the commitment to diversity in the school. A red star is awarded when the school adequately considers male/female differences, a green star is awarded when commonly accepted protection of social exclusion grounds like disability, race, culture and religion are adequately considered, a blue star is awarded when more controversial protection against social exclusion, like poverty, refugees/Roma/Sinti are adequately considered, and a pink star is awarded when Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) students are adequately considered.

Each level question is preceded by some “preparatory questions” which are meant to check if schools have some measures in place and to trigger the discussion in the school management and among the rest of the school community.

A. Pedagogical culture

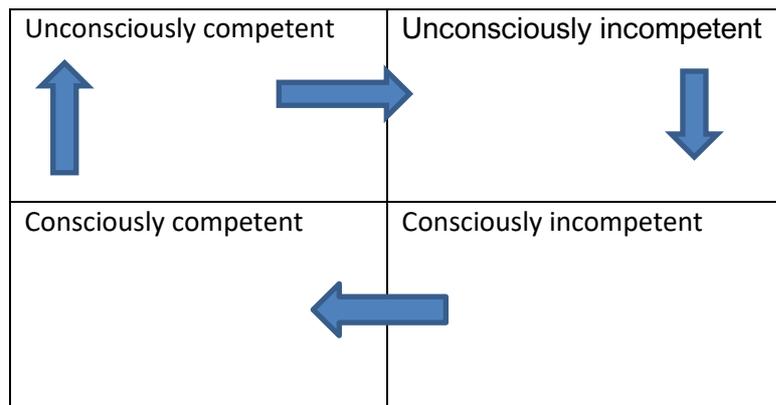
The “pedagogical culture” refers to how the school is aware of how the school culture influences prosocial, less social and bullying behavior, and how it attempts to organize a pleasant, supportive and stimulating environment for learning, including social learning. Without such a positive culture, specific measures or campaigns will fall onto cold ground.

1. Monitoring school safety

When a school knows what is happening, it has a better starting-point to improve aspects that are not yet perfect. We consider that there is always something to improve. In this context, we would like to refer to the Competence Quadrant of Maslow. People or organizations can go through 4 phases of (in)competence. Often people are not aware of their incompetence in certain area. In this phase it is necessary to do awareness work. When people become aware of a challenge, they become “consciously competent” which is a motivator to improve. In this phase, people want to learn and innovate. After a while, this results in people becoming “consciously competent”, they become good at what they do and are explicitly aware of this. In this phase it is important to remain vigilant and not to fall into complacency. Ultimately, the

competence becomes a routine and the explicitness wanes. This leads people in a phase of “unconscious competence”. In this phase it is important to keep alert and make it a part of the routine quality systems to periodically review the situation. The risk is that this phase shifts gradually into “unconscious incompetence” again.

Competence Quadrant of Maslow



In sum, quality policy can be seen as a continuous cycle of shifting competences. Monitoring research helps to keep alert and analyse and find solutions for each of these phases.

Preparatory questions:

- Does the school do a periodical survey to measure the school safety and motivation of students to learn? (yes – not sure – no)
- Does the school do a periodical survey to measure the school safety and comfort of staff? (yes – not sure – no)
- Are unpleasant behavior or attitudes towards specific minorities included in the surveys? (yes – not sure – no)
- Does the school have a system to record unpleasant incidents? (yes – not sure – no)
- Who can report incidents to the system? (management, staff, students, parents)
- Do you have the impression the incident record system offers a representative view of incidents that reflect the safety in school? (yes – not sure – no)
- Are sexist, racist, antisemitic, Islamophobic, xenophobic, homophobic and other exclusionary behaviours adequately reported? (yes – not sure – no)
- Are the results of these surveys discussed with the staff? (yes – not sure – no)
- Are the results of these surveys discussed with the students? (yes – not sure – no)
- Are the results of these surveys discussed with the parents/caretakers of students? (yes – not sure – no)

LEVEL defining question:



1. To what extent *is the school community aware of the school safety and motivation of students to learn?*

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

2. Vision on school safety

Antibullying policy is not just a set of separate measures or programs, not is it a question of applying some “tricks”. Like a good recipe, it is a combination of things. A key element is that all stakeholders in the school need to feel that they are part of this recipe, that they “co-own” the policy. This co-ownership expresses itself in a joint vision of what a prosocial environment is, and how you are motivated to learn there.

Preparatory questions:

- Does the school have a vision document? (yes – not sure – no)
- Does the vision document have a positive outlook, rather than a negative perspective? (yes – not sure – no)
- Does the document adequately express what school safety is? (yes – not sure – no)
- Does the document adequately express why and how the school is a motivating environment to learn? (yes – not sure – no)
- On what level of participation has the vision been developed with staff? (yes – not sure – no)
- On what level of participation has the vision been developed with students? (yes – not sure – no)
- On what level of participation has the vision been developed with parents? (yes – not sure – no)
- Is the vision distributed well among all stakeholders (management, staff, students, parents/caretakers) (yes – not sure – no)

LEVEL defining question:

2. To what extent does the school have a *joint vision* on school safety and motivation of students to learn?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: *The management and a few staff*

Level E: *A few individuals* but not the management

3. Prosocial and antibullying strategy

A strategy is an overview of the general choices the school makes to promote prosociality and antibullying. It gives a description of the current situation of the school, goals for the next few years and general perspectives and solutions to reach those goals. The strategy can refer to specific measures, procedures and programs. A school policy/strategy becomes more effective when more stakeholders have been involved in its development and maintenance in a participatory way and when they are more committed to it, this is true within the school but also in view of a community approach.

Preparatory questions:

- Does the school have a definition of desired (pro)social behaviour? (yes – not sure – no)
- Does the school have a clear view what constitutes optimal and desirable behaviour, behaviour that depends on the context, undesirable and unacceptable behaviour? (yes – not sure – no)
- Does this view include behaviour online? (yes – not sure – no)
- Does this view include structural forms of exclusion or discrimination? (yes – not sure – no)
- Does the school have a definition of “bullying”? (yes – not sure – no)
- Does this definition distinguish between teasing, bullying, harassment and discrimination? (yes – not sure – no)
- Is there attention to different forms of sexual harassment or intimidation? (yes – not sure – no)
- Does the school have clear starting points to promote prosociality? (yes – not sure – no)
- Does the school have clear general directions for dealing with unpleasant behaviour? (yes – not sure – no)
- Is there an ongoing discussion between students, staff and parents on this? (yes – not sure – no)

LEVEL defining question:

3. To what extent does the school have a joint *strategy to promote safety and motivation of students to learn*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: *The management and a few staff*

Level E: *A few individuals* but not the management



B. Prevention

“Prevention” refers to more specific measures and programs to promote prosociality and antibullying.

4. Ground rules

Research shows that starting the year with setting prosocial rules and creating safe groups are essential in creating safer schools.

Preparatory questions:

- Does the school organise that students get acquainted with each other? (yes – not sure – no)
- Does the school organise a process of group building in classes? (yes – not sure – no)
- Do the group building processes result in trusting and cooperating classes? (yes – not sure – no)
- Does the school organise discussions about ground rules for social behaviour in classes? (yes – not sure – no)
- Is it a school routine to compliment students with accomplishments? (yes – not sure – no)
- Is it a school routine for staff to be careful with teasing students who may perceive this as offensive and degrading? (yes – not sure – no)
- Does the school discuss the ground rules for students and staff in the staff team? (yes – not sure – no)
- Are the ground rules adapted each year? (yes – not sure – no)
- On which level of participation are the ground rules decided? (non-participation, information, consultation, engagement, representative democracy, youth control)
- Is everybody in and around the school informed about the ground rules? (yes – not sure – no)

LEVEL defining question:

4. To what extent does the school *agree on ground rules for social behaviour*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

5. Dialogue on bullying and harassment

Explaining to students and discussing what bullying is and how group processes work and can be handled can also help, but it needs to be embedded in a longer-term spiral curriculum and integrated in the school system and routine in a sustainable way to be effective. This item includes training for staff and participatory lessons for students.

Preparatory questions:

- Does the school have one or more explicit programs to promote and support prosocial behaviour? (yes – not sure – no)
- Does the school have one or more explicit programs to prevent unpleasant behaviour and bullying? (yes – not sure – no)
- Does the school have one or more explicit programs to prevent social exclusion and discrimination? (yes – not sure – no)
- If you answered yes on the previous question, do your programs include attention to specific needs based on sex/gender, disability, race, culture, religion, poverty, Roma, LGBTI?
- Which of the programs have been developed or selected by whom (compare with the participation ladder: (non-participation, information, consultation, engagement, representative democracy, youth control)?
- Are the programs mentioned single lessons or short projects, or part of a spiral curriculum (systematic and evolving education through the available school years and in different subjects) (yes – not sure – no)

LEVEL defining question:

5. To what extent does the school discuss how to *prevent bullying and harassment*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

C. Response

“Response” refers to how the school deals with unpleasant incidents. Incidents will always occur, because students are in a development and learning process, staff is more or less experienced and students or staff may differ in opinion which may result in conflict. Most of these incidents are relatively easily solvable in a positive and supportive school environment by a specific set of measures with which most the school

community actors agree. These items are about these relatively easy to solve incidents. Most of them are based on research on what are shown to be effective elements of antibullying policy.

6. Stopping obstructive behaviour or violence

Research shows that punishment does not work well to promote prosocial behaviour or even to correct unpleasant behavior. It mainly serves to scare students or staff into a certain behaviour pattern, but only as long as the behaviour remains strictly monitored. One of the side-effects of punishment is that people who want to engage in potentially punished behaviour, will do this when there is no supervision. This is why most unpleasant behaviour in schools takes place in unsupervised areas outside the school building, in toilets or in hallways when teachers are not there. Despite this evidence, a lot of people still think that punishment serves justice and is an effective tool to force people into acceptable behaviour.

Removal of students from class, or even temporarily or permanent of school can be used in three ways: as punishment, as cooling-off period (time-out) and to create space for pedagogical intervention. Removal as punishment often does not work because the perpetrator will enjoy the free time or feels unjustly excluded and may get angrier. The two last objectives are not punishments. A time-out without a task to reflect and come with proposals for improvement is wasted time. Space for pedagogical intervention needs to be really filled with a sensible and motivating intervention for it to work.

In surveys among students, students often complain that they think punishment often delivered unfair and in different ways by staff. They also often feel that they cannot protest unfair punishment.

Preparatory questions:

- Does the school use punishment to scare students into compliance with ground rules? (yes – not sure – no)
- Does the school use punishment for other goals (yes – not sure – no). If yes, which goals?
- Are there explicit rules and guidelines for punishment (yes – not sure – no)
- Are formal punishments carried out equally by all staff (yes – not sure – no)
- Is removal from class and from school bound by specific rules? (yes – not sure – no)
- Is removal from class or from school accompanied with pedagogical interventions? (yes – not sure – no)
- Do staff punish students in more informal ways (put-downs, denigrating comments, silencing) (yes – not sure – no)
- Does the school have effective ways to stop students when they engage in obstructive behaviour (that makes lessons difficult) or in violence? (yes – not sure – no)
- Do the students feel that the staff is offering justice and equal treatment when stopping obstructive behaviour or violence? (yes – not sure – no)

LEVEL defining question:

6. To what extent does the school *understand the drawbacks of punishment* and support more effective alternatives?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

7. Restorative approach

With this item we refer to a “no-blame” and to a “restorative approach”. Not blaming perpetrators of unpleasant behaviour but to attempt to correct their social mistakes by coaching them towards more prosocial behaviour is called a no-blame approach. This approach makes it easier to engage them in constructive solutions. A restorative approach is an extension of the “no-blame” perspective. It looks to coach people who made social mistakes by involving their environment in joint solutions; other students, parents.

Preparatory questions:

- Does the school have a “no-blame” perspective? (yes – not sure – no)
- Does the school have a restorative approach (yes – not sure – no)

LEVEL defining question:

7. To what extent does the school support a *restorative approach*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

8. Procedures to handle incidents

It helps the consistency of handling incidents by staff when the school has a clear procedure for this. This also helps students to understand mechanisms and to act themselves or to cooperate with school

procedures. Procedures can range from simple guidelines for students on how to deal with conflict to more elaborate formal procedures. For example, in the Positive Behaviour Support programme, students are taught to react to unpleasant behaviour in 3 simple steps:

1. STOP: say stop this, I don't like it
2. WALK: if it goes on, walk away
3. TALK: if it still goes on, ask for help

A complex institute like a school also needs more precise agreements on how to handle issues that have strategic or legal consequences. These should be well documented and available to all stakeholders.

Preparatory questions:

- Does the school have guidelines for students on how to deal with conflict? (yes – not sure – no)
- Does the school have guidelines for staff on how to deal with conflict, unpleasant behaviour or transgressions of ground rules? (yes – not sure – no)
- Does the staff implement these guidelines consistently? (yes – not sure – no)
- Does the school deal differently with one-off incidents and repeated incidents? (yes – not sure – no)
- Does the school take hate-motivated behaviour into account when dealing with incidents? (yes – not sure – no)
- Does the school consider hate-motivated behaviour hate-motivated based on the opinion of the perpetrator, of the victim or of the intervening staff? (perpetrator – victim – intervening staff)
- Does the school have a complaint procedure? (yes – not sure – no)
- Does the school have a counsellor to support complainants? (yes – not sure – no)
- Is everybody in and around the school aware of the complaint procedure? (yes – not sure – no)
- Does the school have a rehabilitation procedure for unjustly accused persons? (yes – not sure – no)
- Does the school have a Data Protection Policy? (yes – not sure – no)
- Does everybody in and around the school have access to the Data Protection Policy? (yes – not sure – no)

LEVEL defining question:

8. To what extent does the school have clear procedures to handle incidents?

Level A: Most of the parents, students and staff

Level B: Most of the students and staff

Level C: Most of the staff

Level D: The management and a few staff

Level E: *A few individuals* but not the management

D. Tailored interventions

“Tailored interventions” refers to how to handle incidents that occur repeatedly and become a pattern that must be corrected. Pattern of negative behavior can either be seen in individuals (triggered by personal trauma or pattern, problems at home etc.) or because of more structural negative social interactions, like cultural and social exclusion and discrimination.

9. Repeated unpleasant behaviour

Students who regularly cross the line of acceptable behaviour can have different reasons for this. It is usually necessary to analyse their behavior and to develop a specific coaching plan for such students. The Positive Behaviour Support program describes in detail steps a school can take to do this effectively. Elements in this approach are:

- To involve the student and find out what (s)he wants
- To formulate not only final solutions, but also small steps towards it that the student can handle
- To monitor and reward the small steps taken by the student
- Organise support of parents, fellow teachers and some students
- To be efficient as staff in organizing this support process and both dedicate enough time to it, but at the same time not drain your energy on it

External expertise or support by a psychologist may be of help.

Preparatory questions:

- Does the staff view repeated “offenders” as problems or as teens in need of help? (problems – need of help)
- Do the teachers feel equipped to coach repeat offenders? (yes – not sure – no)
- Are there specialists in or around the school that can organise systematic coaching of repeat offenders? (yes – not sure – no)
- Are repeat offenders coached with a restorative approach? (yes – not sure – no)
- Does the school use (temporary or permanent) removal of students to protect others of dangerous behaviour? (yes – not sure – no)
- When does the school involve the police or justice department?
- Is it clear to students and parents when authorities outside school are being involved? (yes – not sure – no)

LEVEL defining question:

9. To what extent does the school have a joint approach of dealing with *repeated incidents*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management

10. Structural exclusion and discrimination

The school is not an island and usually has to deal with a number of negative influences that come from parents, the community or part of the community, or from national and international developments. In a globalizing world, a mass shooting in a mosque or school can resonate across the world. Populist and fascist view can influence social processes ins school. Local political or religious views and norms can stimulate both inclusion and exclusion. This item is about how to deal with those issues.

Preparatory questions:

- Does discrimination of sex/gender, disability, race, culture, religion, immigration, poverty, Roma, and LGBTI play a role in your school? (yes – not sure – no)

You can answer the following questions generally, but it would be even better if you answer them separately for each mention group because prejudices and biases may differ strongly (see scoring matrix on the next page).

Scoring matrix for assessing attention to diversity

Yes = +, Not sure = ?, No = -

Questions	gender	ability	race	culture or religion	immi- gration	poverty	Roma	LGBTI
Does this exclusion play in your school?								
Is staff aware of this?								
Is staff willing to act against it?								
Are students aware of this?								
Are students willing to act against it?								
Is the exclusion supported by powerful social-political forces?								
Did you make an analysis on how to effectively combat this exclusion?								
Do you offer specific support and restorative coaching to victims, perpetrators and bystanders?								

LEVEL defining question:

10. To what extent does the school have a supported strategy to *handle exclusion mechanisms*?

Level A: Most of the *parents, students and staff*

Level B: Most of the *students and staff*

Level C: Most of the *staff*

Level D: The *management and a few staff*

Level E: *A few individuals* but not the management



Summary assessment table

This table can be used for discussion in the management team. Each management member can mark the column according to the level they assess the statements on. Think or make a note on why an item is scored; the “preparatory questions” in the checklist can help to prepare this assessment. In the management team, a discussion can be held by comparing the scores on each item and attempting to agree on a joint level. The choice of a level automatically leads to the suggestion to set an objective to go to the next level. Again, the “preparatory questions” about concrete measures and interventions can help to make the objectives for improvements more concrete.

almost
no-one managers +most
staff +students +parents

Pedagogic culture

1. To what extent <i>is the school community aware</i> of the school safety and motivation of students to learn?					
2. To what extent does the school have a <i>joint vision</i> on school safety and motivation of students to learn?					
3. To what extent does the school have a <i>joint strategy to promote safety and motivation</i> of students to learn?					

Prevention

4. To what extent does the school <i>agree on ground rules</i> for social behaviour?					
5. To what extent does the school discuss how to <i>prevent bullying and harassment</i> ?					

Response

6. To what extent does the school <i>understand the drawbacks of punishment</i> and support more effective alternatives?					
7. To what extent does the school support a <i>restorative approach</i> ?					
8. To what extent does the school have clear procedures to handle incidents?					

Tailored interventions

9. To what extent does the school have a joint approach of dealing with <i>repeated incidents</i> ?					
10. To what extent does the school have a supported strategy to <i>handle exclusion mechanisms</i> ?					

	E	D	C	B	A
Totals (count marks in each column)					
Average: (divide total by 40)					

Possibly add diversity plusses/stars to each question: 1=gender, 2=race/culture, 3=poverity/immigration/Roma, 4=LGBTI

The number of scores in each column gives an indication on which level the school is. An average level can be calculated by counting the total score and dividing it by 40. The result is a percentage: less than 20% points at level E, 20-40% to level D, 40-60% to level C, 60-80% to level B, 80-100% to level A.



ANNEX 2 – TEMPLATE FOR AN ANTIBULLYING PLAN

Mission statement

Enter a statement of purpose that outlines the key beliefs or principles about bullying behaviour and the aims of the school on which this antibullying plan is based.

Pedagogic culture

Explain the understandings the school has reached about bullying behaviours that captures all forms of bullying, including cyberbullying

What is considered to be bullying behavior (we can give examples on that. Example: three friends who make jokes about the sexual orientation of one of the three).



What school believes about this behaviour?
What are the steps that school follows in order to recognize and stop bullying?
Explain the understandings the school has developed about the individual and shared responsibilities of students, parents, caregivers and teachers in preventing and responding to bullying behaviour



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Detail the strategies the school will implement to maintain a positive climate of respectful relationships where bullying is less likely to occur

Prevention

Detail the strategies and programs the school will implement for bullying prevention.
Detail how the school is embedding prosocial and antibullying messages into each curriculum subject and in every year level



--

Response

Detail the strategies your school will implement to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
Detail the procedures for reporting incidents of bullying at your school. Detail how these procedures will be publicised to your school community.
Detail the procedures and timeframes that your school will implement when an incident of bullying is reported to the school.



Detail the processes that will be used at your school to match planned combinations of interventions to the particular incident of bullying.
Detail the strategies and programs your school will implement to support any student who has been affected by, engaged in or witnessed bullying behaviour.
Explain the school's plans for providing regular updates, within the bounds of privacy legislation, to parents and caregivers about the management of bullying incidents that have been reported to the school.



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Explain the school's procedures for reporting incidents involving assaults, threats, intimidation or harassment to the relevant authorities.
Explain appeal and rehabilitation procedures.
Detail the strategies the school will use to identify patterns of bullying behaviour. Explain how the school will respond to such patterns.



Detail how your school will promote and publicise this antibullying plan including how it will be made widely available to the school community.
Detail how school will monitor and evaluate the effectiveness of its antibullying plan.
Explain how your school will report periodically to the school- and wider community on the effectiveness of the antibullying plan.



Explain how and when your school will review this the antibullying plan with the school community.

Tailored interventions

Is there any specific mechanism in your school, in order to recognize students that are more likely to be bullied by others, or being the bullies?



What is the procedure to handle more complicated problems and students with challenges that require more than average attention?

How does the school secure the full inclusion of minorities? Think of sex/gender, disability, race, culture, religion, immigration, poverty, Roma, and LGBTI

Additional Information

Enter here contact information for appropriate support services.

Development team

Enter the names and positions of each member of the school team that developed the plan.

Comments of stakeholders

Enter comments from the principal as the leader of the school team that developed the plan.

Enter comments from other staff, students or parents.

Enter comments from community members around the school.



ANNEX 3 – TEMPLATES FOR INFORMATION/CONSENT LETTERS

In chapter 4 we discussed the rationale of consent. Here we give examples of an article for the school's newsletter and for letters to parents, staff and students.

Article for newsletter/letter to parents

Title: School will review antibullying policy

After having our current antibullying policy for 3 years, the school thinks it is time to review the policy to see if it needs to be updated. We have chosen to do this according to the Anti Bullying Certification (ABC) procedure which was developed by the European Antbullying Network (EAN). This procedure ensures everybody in school will have a say in what the new policy will look like.

In June, we will ask students and teachers to fill in a survey on bullying. The survey will not only ask about bullying, but also about other forms of unpleasant behaviour and about positive behaviour, about different forms of discrimination, about self-esteem and about what possible improvements.

In November, we will organize a review of the school's policy by students. A small group of students will get the survey results, interview other students and discuss improvements. They will give their report to the principal and will be asked comments during each of the next steps.

In January, we will organize a teacher's workshop to review the survey results, to discuss the recommendations by students and to decide what teachers need to help improve the policy. The principal also gets their report.

In March, the management team will review all the recommendations and analyse what we need to improve. We hope and think we do well, but improvement is always possible. The principal will draft the proposal to update the antibullying policy, and after final feedback of students, staff and parents in the school council, the management team will decide. The new policy will be implemented in the academic year afterwards.

All the surveys and discussions are anonymous, and anyone can make comments without fear of their position. Still, if you think your child should not take part in this procedure, you can decide to not let them take part. Just let us know, then we will not involve your child in the activities of this procedure.

Do you want to know more? Please contact Ms. Ready, the ABC-procedure coordinator.



Letter to staff

After having our current antibullying policy for 3 years, the school thinks it is time to review the policy to see if it needs to be updated. We have chosen to do this according to the Anti Bullying Certification (ABC) procedure which was developed by the European Antibullying Network (EAN). This procedure ensures everybody in school will have a say in what the new policy will look like. In this letter we give some dates you need to note in your agenda.

In June, we will do take surveys among students and teachers. Please adapt your teaching schedule to allow the students to fill in the survey, which takes about one lesson period. Students are allowed to refuse to fill in the survey. Make sure you have a work assignment so these students have something to do.

- Roster: Classes 1a, 1b, 1c on 1 June first period (etc.). The survey will be filled in on paper/digitally, the link is {link}.
- Please fill in the teacher survey {link} before 30 June.

In November, we will organize a review of the school's policy by students. Ten students will get the survey results, interview other students and discuss improvements. They will give their report to the principal and will be asked comments during each of the next steps.

- The student's review is on 15 November. Room 212 will be reserved for the review group all day. Note that the review group can walk around the school on their own that day. They may come into your class and ask one or two students to be interviewed for about 15 minutes, after which they will return in class. Two weeks before, we will inform you if one or two of your students will be assigned for participation in the review group, which means they are not attending lessons that day. {If the management is also choosing the students who will be interviewed:} We will also inform you about which students will be interviewed and during which period they will be invited for the interview.

In January, we will organize a teacher's workshop to review the survey results, to discuss the recommendations by students and to decide what teachers need to help improve the policy.

- The teacher workshop will be on 15 January. The management team will select which teachers should take part in this workshop. This will be clear by 15 December and you will be informed what happens with the lessons you are normally given that day. If you are not selected, but would like to take part, contact Ms. Ready, the ABC-procedure coordinator.

In March, the management team will review all the recommendations and analyse what we need to improve. We hope and think we do well, but improvement is always possible. The principal will draft the proposal to update the antibullying policy, and after final feedback of students, staff and parents in the school council, the management team will decide. The new policy will be implemented in the academic year afterwards.



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All the surveys and discussions are anonymous, and anyone can make comments without fear of their position. Still, if you think do not want to take part in this procedure, let us know, then we will not involve you.

Do you want to know more? Please contact Ms. Ready, the ABC-procedure coordinator.

Letter to students

After having our current antibullying policy for 3 years, the school thinks it is time to review the policy to see if it needs to be updated. We have chosen to do this according to the Anti Bullying Certification (ABC) procedure which was developed by the European Antibullying Network (EAN). This procedure ensures everybody including the students will have a say in what the new policy will look like.

In June, we will ask you to fill in a survey on bullying. It is anonymous so nobody will know what you answered on the questions. Still, you can refuse to take part. If you do, you will get an extra work assignment during that lessons period.

In November, we will organize a review of the school's policy by students. A group of 10 students will get the survey results, interview other students and discuss improvements. They will give their report to the principal and will be asked comments during each of the next steps. Do you want to be part of this Review Group? Please express your interest to Ms. Ready, the ABC-procedure coordinator.

In January, we will organize a teacher's workshop. They will also give recommendations to the principal.

In March, the management team will review all the recommendations and analyse what we need to improve. The principal will draft the proposal to update the antibullying policy, and after final feedback of students, staff and parents in the school council, the management team will decide. The new policy will be implemented in the academic year afterwards.

Do you want to know more? Please contact Ms. Ready, the ABC-procedure coordinator.

ANNEX 4 – TEMPLATES TO REPORT ON THE REVIEWS

3.1 Template for survey report

This text gives a template for chapters and suggested texts to quickly draft a survey report. Because each report will be different, you have to fill in the {results}, impressions and recommendations yourself of course. In italics, we give some *{optional}* suggested results/impressions because we think there type of results may be quite common for many schools.

Introduction

This survey aims to provide basic data on the safety of our school and recommendations for improvement. In drawing up these conclusions we avoided to give value judgments. We do not have nationally comparable figures and therefore cannot say whether certain percentages are lower or higher than an average.

The conclusions consider that our school is {special features of the school}.

1. Self confidence

On average, xx% of students seem to have a positive image of themselves and on average xx% have a negative image. Xx% of the students doubts whether they have a positive self-image.

xx% on average does not agree that they are assertive.

These figures give the impression that {conclusion}. It is recommended to {recommendations}.

2. Experience of safety

We asked students how they feel at school and xx% say they feel {most mentioned emotions}. The teachers mostly often think that the students feel {most mentioned emotions}.

Approximately xx% of the students are uncertain about the safety at school to be open and yourself. The teachers think {...}. When looking at specific places in school, it appears students find {spaces} most unsafe. In some environments direct, rough or violent behavior is more accepted or "normal" than in other environments. We therefore asked students if they *think* that negative behavior contributes to an unsafe atmosphere. xx% thinks it does, this also means that xx% it does not. {conclusion "rough" school culture or not}.

We asked students why they feel safe. About xx% of the students scored {results}. The school staff actions scored {much/similar/slightly higher/lower} than those of fellow students. Teachers think {results}.

The overall impression is that {conclusion}. It is recommended to {recommendations}.

3. The level of unpleasant behavior in school

We have asked teachers if there is a shared understanding about how bullying occurs at school, and if the staff has the same language to describe pleasant or unpleasant behavior. The teachers think {results}. Students experience an average of xx% of students' unpleasant behavior, xx% experience unpleasant behavior by teachers (especially {results}) and xx% experience unpleasant behavior online. We specifically asked about 29 forms of unpleasant behavior. In the table, we present the combined scores on the frequencies "a few times a month", "a few times per week" and "every day", which is the way the international PISA-research report (2015) defines "frequent bullying".

{Insert table with results on question about unpleasant behaviours}

Most students assume that they {results: lack of types of unpleasant behaviour}. However, a part says that they experience at least monthly that they {results: unpleasant behaviour experienced by sizeable minorities}.

Only x students (xx% of the answering students) indicate that they regularly annoy others. {Optional} *but it is striking that about {fraction} (xx%) of the students do not answer the question on their own negative behavior. It also appears that the students who do answer these questions, do not have a clear idea why they sometimes do unpleasant things.*

Teachers think that unpleasant behaviour {often/rarely} occurs, and especially to students with {reasons for bullying}.

The overall impression is that {conclusion}. It is recommended to {recommendations}.

4. The level of unpleasant behavior online

Nearly {fraction} of the students (xx%) experience unpleasant behavior online, but xx% thinks that this does not matter for the relationships between students at school. Approximately {fraction} of the students thinks that the school should play a preventive role in this, especially in {main result} (xx%) and {main result 2} (xx%). Approximately xx% of the students are unpleasant online themselves (*optional* sometimes).

Almost all teachers find it important that the school does something against unpleasant online behaviour, but x out of xx (xx%) think this is difficult for the school.

The overall impression is that {conclusion}. It is recommended to {recommendations}.

5. Backgrounds of unpleasant behaviour

The students think the most important reasons to be treated negatively are that {results}.

{Optional:} Xx% of the students do not complete the questions about {result}.

The teachers think that most forms of unpleasant behavior occur {options:} "sometimes" or "often", but {optional:} they think forms of discrimination (country of origin, religion, LGBT), occur only "once or twice" or "never". It may be that there is a blind spot among our teachers.

The overall impression is that {conclusion}. It is recommended to {recommendations}.

6. Help to overcome unpleasant behaviour

We have asked who helps when you are approached in an unpleasant way. Fellow students help {optional:} little. Most help comes according to students of {result} {Optional:} *but still, according to 43-44% of the students, a mentor or teacher “rarely or never” helped.*

{Optional:} It is striking that there are many students (xx%) who say that the antibullying policy is not implemented or that they are uncertain about whether it is. This may indicate that the policy is not consistently applied by teachers. The teachers themselves also seem to be divided about this.

We asked teachers which of their competences could be improved. According to most, {results}.

We asked the teachers about 9 types of measures they take to prevent unpleasant behavior. According to them, {optional:} *most of the measures in the arsenal are often or very often carried out. Talking about social inequality, talking about identities and cultures and group discussion to solve problems are a bit less common, according to the teachers.*

We also asked about the pedagogical vision of teachers on student participation. The answers give the impression that the students are monitored {optional: fairly tight/very little} and that teachers have {high/little} confidence that students will participate as independent educational participants. *{Optional:} Student participation in creating a prosocial environment is an essential part of an effective social safety policy, so this is a point that should be looked at.*

We also asked teachers about the extent to which they know the school antibullying policy and implement it jointly as a team. {Results}. *{Optional:} The teachers generally support the school's antibullying policy, but some think it is not always effective. Some teachers doubt the depth of the policy and whether “prosociality” is leading in rather than just antibullying.*

According to the teachers, the parents are involved {result: in a limited way/sometimes/often/always}. *{Optional:} in a limited way in the antibullying school policy.* If this happens, it is mainly with support to {result}. More than {fraction} of the teachers think that the parents do {not} support the school's actions to combat bullying. *{Optional:} Especially in situations where children are not always well supported at home, this is a point of attention.*

The overall impression is that {conclusion}. It is recommended to {recommendations}.

7. Priorities of students and teachers for improvement

The support of students for specific improvements is between xx and xx%. According to them, tackling {types of unpleasant behaviour} should get more attention in an updated antibullying policy. *{Optional:} The students think that the more violent negative behaviours have priority to tackle.* These are issues like



{types of unpleasant behaviour}. *{Optional:} Still, students are not unified in their opinions on this because their scores on priorities are not evenly distributed.*

The teachers find all forms of unpleasant behavior important to tackle. *{Optional:} However it is striking that many students report that they are {types of unpleasant behaviour} by a teacher, and that teachers do not think these behaviours are "very important" but only "pretty important".*

Xx% of the teachers are certain that the team is in line with these priorities.

The overall impression is that {conclusion}. It is recommended to {recommendations}.

8. Recommendations

Here we offer a summary of the recommendations.

{copy recommendations in a numbered list}



3.2. Template for student review report

First brainstorm

{summary comments of students after initial exchange}

Questions and responses on current policy

{Questions and comments of students and after getting information about the current policy}

Impressions students from the interviews

{general impressions}

{overview statistics and list of comments}

{possibly: comparison of results with survey results}

Discussion needs to update policy

{a short summary of how the discussion went:

- Brainstorm positive and negative points
- Priorities and why priorities were set
- Discussion towards recommendations}

Recommendations

{list of recommendations, where needed with explanation about how to implement them}



3.3 Template for staff review report

Comments on bullying

{comments and questions after a general trigger video on bullying}

First responses on recommendations

{summary comments of staff after initial presentation of the survey results and student recommendations}

Results from workshops

{general impressions}

{overview specific comments and recommendations}

Template:

Topics → action by: ↓ topics to tackle:	Managers	Staff	Students	Parents/others
Topic 1				
Topic 2				
Topic 3				

Summary main recommendations for management

{list of the main recommendations, where needed with explanation about how to implement them}

3.4 Template for executive summary of the assessment

	Recommendations: from surveys	from students	from teachers
Pedagogic culture			
1. To what extent <i>is the school community aware</i> of the school safety and motivation of students to learn?			
2. To what extent does the school have a <i>joint vision</i> on school safety and motivation of students to learn?			
3. To what extent does the school have a <i>joint strategy to promote safety and motivation</i> of students to learn?			
Prevention			
4. To what extent does the school <i>agree on ground rules</i> for social behaviour?			
5. To what extent does the school discuss how to <i>prevent bullying and harassment</i> ?			
Response			
6. To what extent does the school <i>understand the drawbacks of punishment</i> and support more effective alternatives?			
7. To what extent does the school support a <i>restorative approach</i> ?			
8. To what extent does the school have clear procedures to handle incidents?			
Tailored interventions			
9. To what extent does the school have a joint approach of dealing with <i>repeated incidents</i> ?			
10. To what extent does the school have a supported strategy to <i>handle exclusion mechanisms</i> ?			

3.5 Template for management proposals

Introduction

{Summary self-assessment results}

{Score after self-assessment}

{Main strategy shift and goals}

{Rationale behind choice of methods}

Pedagogic culture

Recommendations:

1. To what extent <i>is the school community aware</i> of the school safety and motivation of students to learn?	{Recommendations: what how who when} {How to integrate diversity}
2. To what extent does the school have a <i>joint vision</i> on school safety and motivation of students to learn?	{Recommendations: what how who when} {How to integrate diversity}
3. To what extent does the school have a <i>joint strategy to promote safety and motivation</i> of students to learn?	{Recommendations: what how who when} {How to integrate diversity}

Prevention

4. To what extent does the school <i>agree on ground rules</i> for social behaviour?	{Recommendations: what how who when} {How to integrate diversity}
5. To what extent does the school discuss how to <i>prevent bullying and harassment</i> ?	{Recommendations: what how who when} {How to integrate diversity}

Response

6. To what extent does the school <i>understand the drawbacks of punishment</i> and support more effective alternatives?	{Recommendations: what how who when} {How to integrate diversity}
7. To what extent does the school support a <i>restorative approach</i> ?	{Recommendations: what how who when} {How to integrate diversity}
8. To what extent does the school have clear procedures to handle incidents?	{Recommendations: what how who when} {How to integrate diversity}

Tailored interventions

9. To what extent does the school have a joint approach of dealing with <i>repeated incidents</i> ?	{Recommendations: what how who when} {How to integrate diversity}
10. To what extent does the school have a supported strategy to <i>handle exclusion mechanisms</i> ?	{Recommendations: what how who when} {How to integrate diversity}



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ANNEX 5 – BIBLIOGRAPY

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