ABC Reviews by Students and Staff

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Content

1. Objectives of the ABC-project

1. Create more safety in secondary schools on the level of students, including socially marginalized groups
2. To support teaching staff in developing competences to deal with conflict, bullying, social exclusion and discrimination
3. To support school managers to guide and facilitate a school innovation process towards these ends
4. To start a discussion in EU Member States on more effective ways to make schools safer and to ameliorate citizenship education
5. To develop a develop a sustainable way to continuously stimulate and support anti-bullying and social inclusion policies on the European level.

A key element in the Certification Procedure is an interactive exploration by schools staff and students into the school situation and trainings to give them guidance on how to make sense of superficial findings and connect findings to realistic recommendations for school improvement.

The **school reviews are interactive one-day events,** during which a group of staff or students explore the school safety and inclusion by scrutinizing the school environment, the formal policies, by doing interviews with mainstream and potentially marginalized students, and by observing lessons on themes like school safety, citizenship, conflict resolution or controversial issues. Combined with the statistical results of the School Safety Surveys, these more hands-on concrete experience provide useful insights on how safety at school really functions.

The general framework aims at:
- Analysis of the different types of bullying
- Enabling the participants to understand bullying and cyberbullying and look at it from a young person's viewpoint.
- Developing participant's skills in the areas of diversity and youth empowerment, active listening and solution based problem management.
- Increasing participants knowledge and awareness of the values underlying European non-formal education.
- Developing the participant's leadership skills.

2. Student Review

The students are asked for recommendations to improve antibullying school policy by organizing a participatory event called a school review. This is a review of the school situation with a age-appropriate informal "audit" or review.

During the school visitation we analyse safety at school and look for possible solutions aiming at a continuous and sustainable antibullying methodology. The objectives are to create more safety on students, especially marginalised groups, teaching staff and school management. We expect to raise awareness about more holistic antibullying and social integration strategies.

2.1 Student Review program

9 – 10,00   Open discussion about the situation at school

The discussion allows both students and teachers to evaluate the current situation at school. Are there students being bullied? Are people from marginalised groups more exposed to bullying? How do the teachers and school management deal with the situation? Who is responsible for the implementation of a sustained methodology for improvement?

10 – 10,30   Hosts present their experience/actions on Safe School.

Teachers/management staff from the hosting school introduce their experience in terms of antibullying. The results from the first session can be a good background to discuss in a "real-time" environment. Ideally, the school will present a real case of either solving a bullying problem or improving the environment through specific strategies. It is interesting to know how much is based on a European/national/local, etc legislation, and how much, on the school initiatives. Hosts can give a very useful idea about how much a school can do by itself in terms of antibullying based on the legal framework they are obliged to comply with.

10,30 – 11   Coffee Break

11,00– 12,00   Interviews

Interviews are done individually based on a series of open/closed questions. Students are divided in groups of 4-5 each who additionally discuss the issues from the questionnaire. Teachers also participate and discuss the results from the interviews on one hand, and their idea about safe school, on the other.

12,00 – 13,00   Prioritising

Priorities regarding the situation at school /which school/ will be set. Three-four problems to solve will be identified through a method game. Students and teachers will be given two different colour post-it stickers. On one colour positive things about the school will be written, and on the other, issues that would need improvement. The game allows an

overview of the environment at school. Students are divided in groups of 4-5. Teachers participate as a group, which allows a clearer understanding of the situation from the different viewpoints.

13 – 14 Lunch

14 – 15 School Change: Solutions. Transferring points for improvement into actions. Elaboration of a continuous learning path.

We suggest using the GEEC scheme. DOEL stands for the four pillars of good school policy: Setting a **G**oal based on the current and desired situation, making the **E**nvironment safe and inviting to learn, organizing **E**ducation, and **C**ounseling for students in need.

Level of commitment ->	Individual	Management	Team	Students
Goals				
Environment				
Education				
Counseling				

15 – 16 Conclusions and recommendations.

Based on the overall results and impression from the school visitation, conclusions and recommendations for improving the antibullying school policy are discussed.

2.2 Student Review interview questionnaire

	Student Review Questionnaire	I totally disagree	I do not agree	I doubt	I agree	totally agree				note
1	I always feel safe at school	1	2	3	4	5				
2	I like going to school	1	2	3	4	5				
3	Some other people tease me	1	2	3	4	5				
4	I tease other people	1	2	3	4	5				
5	I get on well with other students	1	2	3	4	5				
6	I get on well with teachers	1	2	3	4	5				
7	I see other students being teased	1	2	3	4	5				
8	I see some people are treated in a different way because they are migrants, Roma, gay, lesbian, poor, etc.	1	2	3	4	5				
9	Age	12	13	14	15	16	17	18	19	

	OPEN QUESTIONS	Comments
1	Do you speak openly about how you feel at school, at home, etc?	
2	If you could, what would you like to improve in yourself and/or in others?	
3	What could be improved at school?	

OTHER QUESTIONS	Comments

3. Staff Review (workshop)

This programme is intended for consultants who advise schools, or for teachers/staff who use the training to review the opinions of colleagues.

Flexible

The guide is offered as a framework which facilitators can adapt to suit their circumstances. The purpose is stated at the beginning of each activity and trainers may prefer to use an alternative way of achieving that purpose. You may choose to limit the workshop to a short review discussion, or you may choose to extend the workshop to be a more elaborate team training which increases antibullying knowledge, skills and awareness of own competences in addition to making recommendations for the school management.

Preparation

It is advised to ask the participants to fill in the competence self-assessment before the review workshop.

As participants will undertake activities in groups throughout the workshop, it is important that the accommodation allows them to be seated in groups of 6 to 8 around tables.

Evaluation

Before the final session of the review workshop, participants complete the self-assessment again and compare the results with the self-assessment they made before the workshop in order to see what they have learned. If you think the version offered in chapter 3.1 is too long, we offer a shorter version in Annex 1.

They complete a personal action plan to help them to continue to develop their knowledge and skills when they return to their schools. They also make an outline action plan for the implementation of the antibullying programme in their schools.

3.1 Staff self-assessment of competences

Name _____   Date _____

Guidance for completing the self-assessment

Please complete this self-assessment of your knowledge, understanding and skills related to this training workshop. You may be asked to share your self- assessment with others as part of the training. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

The purpose is to help you to recognise your strengths as an ABC teacher . It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of ABC school leaders.

The questions use a solution focused approach and are based on the objectives of the training workshop. You are asked to score your competencies on a scale of 0-10 and then to think:

- why your score is not one point lower – to recognise your strengths

- what you could do to make it one point higher – what achievable steps you could take to improve your competencies.

Although a great deal is expected of you as an ABC teacher, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in your abilities and identify the specific skills that you could improve. Doing this now will help you to gain maximum benefit from the training by focusing on the aspects that are most significant for you.

When you have completed the training, you will be invited to answer the same questions again. You will be able compare your answers and see how much you have achieved. This will help you build on your achievements and plan for your continuing professional development.

PLEASE KEEP THIS SELF-ASSESSMENT WITH YOU DURING THE TRAINING

ABC teacher initial self-assessment

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that an ABC teacher could demonstrate, please answer the following questions:

	Rating 0-10
1. How do you rate your knowledge and understanding of what is meant by 'bullying'?	
Knowledge and understanding of the meaning of the term 'bullying'	
Awareness of the bullying and other forms of violence that cause concern in schools	
Knowledge and understanding of the term "convivençia" (living together in harmony) and the factors that influence the creation of a non-violent ethos in schools	
Total	
Why is your total skill rating not one point lower?	
What would you need to do to raise your total skill rating by one point?	
2. How do you rate your knowledge and understanding of ways of reviewing the levels of bullying and other violent behaviour in a school?	
Knowledge and understanding of ways of constructing a review of bullying and other violent behavior and the ways in which the school acts to reduce it	
Knowledge and understanding of ways of implementing a review, involving stakeholders so that they are aware of the school's action to reduce bullying and are motivated to help	
Knowledge and understanding of the use of data from a review to inform an action plan	
Total	
Why is your total skill rating not one point lower?	
What would you need to do to raise your total skill rating by one point?	

	Rating 0-10
3. How do you rate your ability to create and implement policies and strategies to reduce bullying and other forms of violence in a school?	
Ability to write a policy to reduce bullying and other forms of violence	
Ability to plan strategies based on the policy to reduce bullying and other forms of violence	
Ability to implement strategies to reduce bullying and other forms of violence, securing the commitment of stakeholders	
Total	
Why is your total rating not one point lower?	
What would you need to do to raise your total rating by one point?	
4. How do you rate your ability to lead an antibullying programme?	
Ability to lead and manage change	
Ability to use appropriate leadership styles to reduce bullying and other forms of violence and create a safe environment for learning	
Ability to share leadership tasks and responsibilities	
Total	
Why is your total skill rating not one point lower?	
What would you need to do to raise your total skill rating by one point?	

	Rating 0 –10
5. How do you rate your knowledge and understanding of how social and emotional learning takes place, through both the formal and informal curriculum?	
Knowledge and understanding of teaching social and emotional skills	
Ability to create an ethos that develops students' social and emotional skills	
Ability to model social and emotional skills for staff and students	
Total	

Why is your total rating not one point lower?

What would you need to do to raise your total rating by one point?

6. How do you rate your ability to create a safe environment for learning?	
Knowledge and understanding of ways to keep students safe on their journeys to and from school	
Knowledge and understanding of possible danger spots in schools and ways to make them safer	
Knowledge and understanding of the ways in which staff behaviour influences student behavior in creating a non-violent environment for learning	
Total	

Why is your total skill rating not one point lower?

What would you need to do to raise your total skill rating by one point?

	Rating 0-10
7. How do you rate your ability to support staff to reduce bullying and other forms of violence?	
Knowledge and understanding of staff training needs for reducing bullying and other forms of violence	
Ability to plan an appropriate training programme to meet these needs	
Ability to ensure that the training uses methods which maximise staff learning	
Total	
Why is your total rating not one point lower?	
What would you need to do to raise your total rating by one point?	
8. How do you rate your ability to involve students in reducing bullying and other forms of violence?	
Knowledge and understanding of ways of involving students in decision making	
Knowledge and understanding of peer-led student involvement in reducing bullying and other forms of violence	
Ability to create a climate in which students' voice is heard and they are enabled to take a full part in creating a non-violent environment for learning	
Total	
Why is your total skill rating not one point lower?	
What would you need to do to raise your total skill rating by one point?	

	Rating 0-10
9. How do you rate your ability to involve parents and families in a school's antibullying programme?	
Knowledge and understanding of ways of informing parents and families about the school's work	
Knowledge and understanding of ways of involving parents and families in the school's work	
Ability to work in partnership with parents and families	
Total	

Why is your total skill rating not one point lower?

What would you need to do to raise your total skill rating by one point?

	Rating 0-10
10. How do you rate your ability to involve the local community in a school's antibullying programme?	
Knowledge and understanding of ways of informing the local community about the school's work	
Knowledge and understanding of ways of involving the local community in the school's work	
Ability to work in partnership with the local community	
Total	

Why is your total rating not one point lower?

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What would you need to do to raise your total rating by one point?

Targets for development during the training

Looking at your answers as a whole, what do you think are:

your three greatest strengths in relation to this training workshop?

1.

2.

3.

the three aspects that you most need to improve?

1.

2.

3.

Please bring this assessment with you to the training

You will also want to refer to it when you are completing your personal assessment at the end of the training. You will compare your ratings before and after the training so that you can judge what you have achieved.

3.2 Training programme for a 7 hours session

09.30 - 11.00	Introduction Awareness of the effects of bullying and other forms of violence on students amongst all stakeholders (students, staff, school leaders and families) - Review of outcomes of initial investigations of current situation
11.15 – 12.30	Awareness of the effects of bullying and other forms of violence on students amongst all stakeholders (students, staff, school leaders and families) - Review of outcomes of initial investigations of current situation – continued
12.30	Break
13.30 - 14.30	Regular school self- reviews of bullying and other violent behaviour and the school's organisation for intervention
14.45 - 15.45	Effective whole school policies and strategies for creating a non-violent learning environment and addressing the causes of bullying and other forms of violence
16.00 – 16.15	Filling in the competence self-assessment again
16.15 – 16.30	Review of the day's learning and the recommendations

Although we suggest a one-day program here, you can choose to minimalize it to 3 or 4 hours or to extend it. Keep in mind that the goals of the workshop are mixed: the prime goal is to get the opinion and recommendations of the staff for a revised antibullying policy, a secondary goal is to train staff to prepare them to make high quality recommendations.

3.3 Suggestions on how to use the PowerPoint presentation

We provide a (PowerPoint) presentation with a range of informational slides and suggestions for exercises you can do in the staff workshop. Depending on the target group and the available time, you must make a choice on what to present and do.

The presentation is elaborate and is not meant to be read out. Take the following issues in to account:

- Slides 4-12 are *introductory slides* to use as a kick-off

- Slides 13-15 are about **how to organize the self-assessment procedure** and can be used when the procedure is not managed primarily by the school management but facilitated in a participatory way by the entire staff team; these slides should be used *before* the self-assessment procedure starts (in the regular procedure, the staff workshop would be the 4th step of the 5 steps of the self-assessment)

- Slides 16-21 are about **how to facilitate the student review** and can be used when the student review is not managed logistically by the school management but facilitated in a participatory way by the staff team; these slides should be used *before* the self-assessment procedure starts (in the regular procedure, the student review would be the 3rd step of the 5 steps of the self-assessment)

- Slides 22-35 are about **school leadership** and can be used if the staff team has space to influence the leadership style

- Slides 36-42 are about **the presentation and discussion of previous results** (the survey results and the results and recommendations coming out of the student review); if you present the results of the survey data and the student's review, you need to add your own slides

- Slides 43-50 are about **how to prepare the staff recommendations** to the school management.

Annex 1: Short version of the staff competence survey

This form is anonymous. Deliver this self-assessment after the workshop. Your comments will be reported to the school management so that they can use this anonymized data (and the report of this workshop) as staff input to improve the school antibullying policy.

Fill in the following questions. Use a 1-10 scale to estimate your skill or knowledge level, where "1" means "no skill / knowledge" and "10" "the highest skill / knowledge a teacher can achieve". Always give a brief explanation.

1. KNOWLEDGE & UNDERSTANDING: How do you rate your knowledge / understanding of the terms "bullying" and "social safety"?	Assessment 0-10
The specific definition and group interaction around bullying, and the difference with other forms of behavior such as teasing, conflict solving / fighting, annoying behavior, mobbing (bullying by a group), discrimination, "gender policing" (monitoring of strict sexual conduct), sexting (sharing sex pictures) and grooming (seduction by older adults)?	
Your awareness of bullying and other negative behavior that is worrisome in the school.	
Your understanding of "living together", "prosociality" and the systematic development of a non-violent and democratic school culture.	
Average assessment:	
What is your estimate based on?	
What do you need to make your estimate a point higher?	

2. POLICY & APPROACH: How do you think about your knowledge and role in the school's social security policy?	Assessment 0-10
How do you rate your knowledge of the rules for desired manners?	
How do you rate your knowledge of the policy (principles, rules, preventive lessons, reporting, support?	
How do you rate your contribution to a common team approach to social safety at school?	
How big is your space to advise / influence the school management with suggestions for improvement?	
Average assessment:	
What is your estimate based on?	

What do you need to make your estimate a point higher?

3. SAFE ENVIRONMENT: How do you assess your ability to create a safe living and learning environment?	Assessment 0-10
Your ability to provide order and attention in the classroom?	
In addition to the previous, how do you rate your ability to offer a motivating atmosphere to learn?	
How do you rate your skill to provide security and a good atmosphere in the hallway and other areas outside the classroom?	
How do you rate your skill to *really cooperate* with students on this?	
How do you rate your skill to really cooperate with fellow staff on this?	
Average assessment:	
What is your estimate based on?	
What do you need to make your estimate a point higher?	

4. GROUPS & DIVERSITY: How do you rate your skills in dealing with group processes and diversity, and to guide your students in this?	Assessment 0-10
Your understanding of how group processes work and how social exclusion and social cohesion can take shape?	
Your understanding of how diversity (gender / gender, disability, religion, rich / poor, migration, culture, sexual diversity) play a role in school?	
Your ability to effectively combat discrimination and exclusion at school and in your classes?	
Your skill in dealing with controversial disagreements?	
Your ability to talk about relationships, gender roles and sexuality with students?	
Average assessment:	
What is your estimate based on?	
What do you need to make your estimate a point higher?	

Annex 2: Example of a minimal staff review program

The suggested staff workshop program is highly dependent on the context of the school and the needs of teachers and staff. This alternative program is based on experiences in Amsterdam and focusses mostly on staff reviewing the situation and developing suggestions.

Goals
1. Inform the participants about the research results and student review
2. Create awareness and commitment with own input in improved approach
3. Explore priorities and improvements

Program
14:00: Filling in self-assessment of competences
14:15: Presentation research results and student review, questions and answers

15:00: Break

15:15: Presentation of effective elements of antibullying policy (see IO1)
16:00: Discussion about improvements in subgroups
16:30: Plenary presentations subgroups and comment others on subgroup presentations
17:00: End of workshop

Guidelines subgroups

The subgroups can best discuss challenges that need improvement based on the recommendations of the surveys and the student's visitation. Each subgroup is assigned one of the topics.

The guiding questions for the subgroups could be:

1. What is your own impression of the identified challenges?

2. What can teachers/other staff improve themselves?

3. What should be changed in policy or student/staff support to enable improvements?