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of the European Union



Combat Bullying: A Whole School Program [ComBuS]
Project number: JUST/2014/RDAP/AG/BULL/7698

WS1: Literature Review and Needs Analysis

Transnational Report

Prepared by the University of Pitești (UPIT) from Romania

ComBus Partners:

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Table of Contents

	Page
Executive Summary	3
Part A: Findings from the Literature Review	5
Part B: Findings from the Needs Analysis	27
<i>Results from Gap Analysis</i>	27
<i>Results from Interview for Stakeholders and Local Authorities</i>	34
<i>Results from Focus Group</i>	41
List of topics that can constitute the background for potential curricular objectives	44
Conclusions and Recommendations	45



Executive Summary

This research report has been elaborated in the framework of the “**Combat Bullying: A Whole School Program**”(ComBuS) project, more specifically under workstream 1 (WS1) “**Needs Analysis and Literature Review**”. The findings from this report will be used in WS2: “*Development of the ComBuS Toolkit*”.

ComBuS project is financed by the European Commission under the Justice Programme. The project is implemented by a consortium of institutions from six EU countries: Cyprus (coordinator), Greece, Italy, Ireland, Romania and Spain. The aim of the ComBuS project is to develop a whole school programme that will empower students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities, using blended (F2F, online and mobile) methodologies, tools, and activities.

The objectives of the research for elaborating this report were:

- ✓ To investigate the current literature and existing successful theoretical and methodological approaches to combating bullying, including pedagogical perspectives and practices, which will set the theoretical framework of the ComBuS Toolkit.
- ✓ To identify case studies and lessons learned from the design, development and implementation of similar initiatives at national and international level.
- ✓ To collect the needs, the perceptions, the challenges and the expectations of the school leaders, the teachers, the school staff, the students and the parents in combating bullying, as the primary target groups of the project.
- ✓ To inform, support, progress and adjust the development of the ComBuS Toolkit based on the outcomes of the Needs Analysis and Literature Review.

The findings below belong to research performed by ComBuS partners in their countries, the data of which have been then synthesised in national reports.

The first part of this report (Part A) presents the findings from the Literature Review performed in the countries of the ComBuS project partners (Cyprus, Romania, Spain, Greece, Italy and Ireland) and also at EU level. During this desk research, a number of Best Practices in combating bullying (articles, books, reports, white papers, decisions, etc.) have been identified, analyzed and ranked, based on common agreed criteria. This part of the report emphasizes on 15 top Best Practices.

In the second part of this document (Part B) findings from the Needs Analysis are shown. This analysis was achieved through three different tools in each of the partner countries: a Gap Analysis questionnaire addressed to (minimum) 16 teachers, an interview performed with (minimum) 12 Stakeholders and Local Authorities and a Focus Group organised with (minimum) 5 pupils and 5 parents. In this part, the perception of pupils, teachers, parents, school staffs, stakeholders and local authorities on the bullying phenomenon is presented, as well as their satisfaction with the existing situation and needs, challenges and expectations on efficiently preventing and managing the phenomenon.



The third part of the report provides a summary-list of topics that can constitute the background for potential curricular objectives for the teachers' training and ComBus Toolkit (following to be designed in the next phases of the project implementation). They all have been synthesised from the Literature Review and Needs Analysis.

The last part of the report titled "Conclusions and recommendations" contains some overall statements on the current situation in participating countries regarding the concerns, legislation, implemented initiatives and measures on bullying and provides some recommendations in the context.

Note:

The national reports used to prepare this transnational report have been issued on a common template. However, their introductory parts, the data presentation (figures vs. percentages, texts vs. graphics) and details upon the organisation and results from the Focus Groups differ from country to country, making comparisons more difficult. The length of the national reports is also different and varies from 29 to 44 pages. But roughly we may say that the provided data and information are presented more or less in a similar form.



Part A: Findings of the Literature Review in partner countries and EU

This part of the report presents a selection of top successful approaches to combating bullying (Best Practices - BPs) that have taken place or are currently taking place in the countries of the project consortium.

The number of BPs identified by each partner in the national reports is the following:

Cyprus (CARDET)	Romania (UPIT+GIE)	Spain (ITC)	Greece (KMOP)	Italy (FORIUM)	Ireland (MCRSDP)
5	10	9	5	6	8

Although a common scoring scale was used, the scoring for each BPs was done somehow in a subjective way (each scored criteria was allocated a maximum of 5 points, at the disposal of the partner performing the assessment). This has led to quite large gaps between the total scores per BP from one country to another (i.e. 30-70 points in Cyprus and Greece, while 5-25 points in the rest of the countries). However, this does not mean that the value of the identified BPs is lower in the latter category.

The selection below contains top BPs identified by partners at national and EU level (2 such BPs per country plus 3 practices at EU level). By top BPs we mean the BPs that got the highest scores in the national and EU hierarchies of identified BPs.

National Best Practices

BEST PRACTICE No. 1 (CARDET, Cyprus)	Identification data: Type of document (article, book, report, white paper, decision, etc): website Provider/author: NGO TheatrEtc Date of issue: September 2011 Source (URL, DOI, Publishing House, etc.): http://www.theatretc.com/remove-the-power.html		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>); Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5	
Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5	



	Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	5
	Bullying based on disability	<input checked="" type="checkbox"/>	5
	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	5
	Bullying based around gender	<input checked="" type="checkbox"/>	5
	Bullying based on gender identity	<input checked="" type="checkbox"/>	5
	Cyberbullying	<input checked="" type="checkbox"/>	5
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5
	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
	Total score:		70
	Description of the identified best practice (approx. 15-20 lines):		
	<p>Remove the Power is a primary school intervention for a period of 6 days, providing theatre workshops for pupils aged 10 to 12 years old. It aims to inform and educate pupils about the issue of Bullying while promoting their creative expression and boosting their self-esteem. An interactive final production by the participant-pupils is presented to the rest of the pupils in other age groups, teaching staff and parents, thus informing them on the issue of bullying.</p> <p>This intervention has been running in primary schools in Cyprus since September 2011 with the approval of the Ministry of Education and Culture and in collaboration with the Educational Psychology Service of the Ministry of Education. The initiative is also supported by the Commissioner for the protection of children's rights in Cyprus and the Youth Board of Cyprus.</p>		
	Please specify here what elements of the identified best practice can be used in the " <i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i> " which will be part of the WS2 ComBus Toolkit (approx. 5 lines):		
	Drama can be used as an educative tool for addressing the serious issue of bullying. It offers a safe space where pupils can be informed about bullying as well as understand how they can become more self-confident while being creative and having fun.		



<p>BEST PRACTICE</p> <p>No. 2</p> <p>(KMOP, Greece)</p>	<p>Identification data: Type of document (article, book, report, white paper, decision, etc): Website and project deliverables Provider/author: Partners of the project “EAN - European Antibullying Network” Date of issue: 2014 Source (URL, DOI, Publishing House, etc.): http://www.antibullying.eu/</p>		
	<p>Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);</p> <p>Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (1 = lowest, 5 = highest) and write this score on the column B:</p>		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
	Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
	Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	5
	Bullying based on disability	<input checked="" type="checkbox"/>	5
	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	5
	Bullying based around gender	<input checked="" type="checkbox"/>	5
	Bullying based on gender identity	<input checked="" type="checkbox"/>	5
	Cyberbullying	<input checked="" type="checkbox"/>	5
	Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	5
	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	4	
Total score:		70	
<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>Funded through the European Programme Daphne III, the project titled “EAN - European Antibullying Network” addressed the need for a collective and organized response to bullying on a European level. The main objective of EAN project was the establishment of the European Anti-bullying Network, an active network of organisations working in and across Europe to combat the phenomenon of bullying and school violence by bringing together</p>			



	<p>stakeholders working in prevention and intervention. The partnership is comprised of 17 partners from 12 EU Member States. The project targets teachers, parents and public services and entities, through a series of useful tools (including awareness campaigns at national and European level and an interactive application for Smart Phones) and resources (including a Good Practice Guide and Recommendations aiming at the development of a common European strategy against bullying), so as to support them in their fight against bullying.</p>
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>Elements of both the Good Practice Guide and the Strategy Position Paper could be taken into account in the design of the ComBuS Toolkit activities. Also, the project’s interactive application for Smart Phones could also be considered in the design of the ComBuS mobile application.</p>

<p>BEST PRACTICE</p> <p>No. 3</p> <p>(KMOP, Greece)</p>	<p>Identification data: Type of document (article, book, report, white paper, decision, etc): Project website and resource pack Provider/author: “ENABLE” project consortium Date of issue: February 2016 Source (URL, DOI, Publishing House, etc.): http://enable.eun.org/</p>																								
	<p>Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);</p> <p>Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:</p>																								
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	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
	Total score:		70
	Description of the identified best practice (approx. 15-20 lines):		
	<p>The project titled “ENABLE - European Network Against Bullying in Learning and Leisure Environments” aims to combat bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community (i.e. peer group). The project, which is co-funded by the Daphne Programme and is implemented under the leadership of the European Schoolnet and in partnership with five EU organisations, aims to reach at least 6,000 young people aged 11-14 years, empower 2,000 parents and teachers, and be integrated in 30 schools or even more. Using a unique approach that combines social and emotional learning (SEL) with Peer Support, the ENABLE team strives to provide school staff with the skills, knowledge and confidence that can help them establish an effective student Peer Support scheme in their schools and develop their students’ social and emotional skills.</p>		
	Please specify here what elements of the identified best practice can be used in the “ <i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i> ” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):		
	<ul style="list-style-type: none"> • The SEL lesson plan modules, which have been designed so as teachers to implement them in class. • Peer training resources and courses for students, parents and other key influencers, so as to promote peer advocacy. 		

BEST	Identification data: Type of document (article, book, report, white paper, decision, etc): Manual for
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PRACTICE No. 4 (CARDET, Cyprus)	Teachers – “Daphne III” Programme for Preventing and Fighting Bullying Behaviour in School Provider/author: Ministry of Education and Culture – Ministry of Health Date of issue: 11/8/2010 Source (URL, DOI, Publishing House, etc.): http://www.moec.gov.cy/edu_psychology/pdf/didaskontas_mesa_apo_istories.pdf																																																				
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Description of the identified best practice (approx. 15-20 lines): <p>The Department of Educational Psychology of the Ministry of Education and Culture, in collaboration with the Department of Mental Health of Children and Adolescents of the Ministry of Health, are participating in the European Program of “Daphne III”. This program refers to the prevention and combating of bullying behaviour at school through the education of teachers.</p> <p>This particular book consists of stories on the subject of various forms of bullying behaviour, which have been adapted to the reality of Cypriot</p>																																																					



	children, to the fact of the Cypriot educational system and to Cypriot society in general.
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>Like drama, stories can be used as an educative tool for addressing the serious issue of bullying. Through powerful visual stories about protagonists who encounter and explore bullying, pupils can be informed and educated about this issue. These stories can be accompanied with related activities.</p>

BEST PRACTICE No. 5 (FORIUM, Italy)	<p>Identification data: Type of document (article, book, report, white paper, decision, etc): website Provider/author: MIUR (ministry of Education) Date of issue: 2014 Source (URL, DOI, Publishing House, etc.): www.smontailbullo.it</p>																																												
	<p>Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>); Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Category</th> <th style="width: 20%;">Column A</th> <th style="width: 20%;">Column B (importance)</th> </tr> </thead> <tbody> <tr> <td>Causes of bullying</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Psycho-pedagogical profile of the pupil(s) generating the bullying</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">5</td> </tr> <tr> <td>Social profile of the pupil(s) generating the bullying</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Psycho-pedagogical profile of the pupil(s) suffering the bullying</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">5</td> </tr> <tr> <td>Social profile of the pupil(s) suffering the bullying</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Bullying related to race or ethnicity, including religion and belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Bullying based on disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Bullying based on sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Bullying based around gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Bullying based on gender identity</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">3</td> </tr> <tr> <td>Cyberbullying</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">5</td> </tr> <tr> <td>Administrative and legal framework bullying-related in school</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">4</td> </tr> <tr> <td>Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Category	Column A	Column B (importance)	Causes of bullying	<input checked="" type="checkbox"/>	4	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>		Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>		Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	4	Bullying based on disability	<input checked="" type="checkbox"/>	4	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	4	Bullying based around gender	<input checked="" type="checkbox"/>	4	Bullying based on gender identity	<input type="checkbox"/>	3	Cyberbullying	<input checked="" type="checkbox"/>	5	Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	4	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input type="checkbox"/>		Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>
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	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
	Total score:		52
	Description of the identified best practice (approx. 15-20 lines): The website describes what bullying is and is not, who the bully is and is not, who the victim of bullying is and is not. A section is a date base of literature and guidelines at international, national and local level. It describes, in one section how to intervene in case of bullying and there are also some didactical papers that can be used by teachers to identify bullying, to investigate if the school itself as a context “produces” bullying, the difference among funny games, conflicts, bullying and crime. The website presents a section dedicated to cyberbullying – describing what it is, the increasing impact on children and teenagers and the aspects on which adults can work to prevent cyberbullying.		
	Please specify here what elements of the identified best practice can be used in the “ <i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i> ” which will be part of the WS2 ComBus Toolkit (approx. 5 lines): Specific papers on what bullying is, if the school produces bullying, who the bully is and how to face him/her.		

BEST PRACTICE No. 6 (FORIUM, Italy)	Identification data: Type of document (article, book, report, white paper, decision, etc): Regional Guidelines Provider/author: Regional Office of Education, Ministry of Education Date of issue: Source (URL, DOI, Publishing House, etc.):		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>); Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>		



	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input type="checkbox"/>	
	Bullying based around gender	<input type="checkbox"/>	
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input type="checkbox"/>	
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>	
	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
	Total score:		24
	<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>The network of actors involved: Health and social service, schools, psychologist, families. The document gives specific inputs about teachers (training to recognize bullying), families (training to understand possible signals of bullying) and students (specific project and/or activities. It underlines the fact that we must think of interventions that involve the whole class group and not target actions. It also really deepens the issue of why students become bullies and bullying victims and the general strategies to prevent form it (i.e. mind openness, the importance of dialogue and confronting, working on cooperation skills...)</p>		
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</p> <p>The general approach to bullying as a symptom of lack in the issues related to communication, relationships, self-esteem, approach to diversity.</p>		

BEST PRACTICE No. 7 (MCRSDP, Ireland)	Identification data: Type of document (article, book, report, white paper, decision, etc.): National Action Plan on Bullying Provider/author: Department of Education and Skills Date of issue: January 2013 Source (URL, DOI, Publishing House, etc.): https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as</i>



	<p><i>appropriate</i>);</p> <p>Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (1 = lowest, 5 = highest) and write this score on the column B:</p>		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	3
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
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	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
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	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	4
	Bullying based around gender	<input type="checkbox"/>	
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input checked="" type="checkbox"/>	3
	Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	5
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	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	3
	Pedagogical and didactical approaches on bullying	<input type="checkbox"/>	
	Total score:		22
	<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>The Action Plan on Bullying sets out the priorities that need to be addressed to combat bullying in schools in Ireland. It specifically identifies priority actions that can encourage schools to develop anti bullying policies and in particular strategies to combat homophobic bullying to support students.</p> <p>The Action Plan looks at what constitutes bullying and the different types and forms of bullying behaviour. Based on existing research, it highlights some key at-risk groups who may be more susceptible to bullying. The Action Plan also assesses the impact of bullying on those that are bullied, those that bully and those that witness bullying. The key findings and recommendations relate to the overall policy framework and curriculum relevant to preventing and tackling bullying in schools.</p>		
	<p>Please specify here what elements of the identified best practice can be used in “WS2: <i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” (approx. 5 lines):</p> <p>The action plan is useful from an Irish perspective in that the ComBus project fits very well within the current national framework and many of the recommendations in the Action Plan address the core aims of the ComBus project. It allows for the alignment of our objectives and offers a credible value proposition to the schools to support the implementation of the ComBus approach locally and eventually</p>		



nationally.

BEST PRACTICE No. 8 (MCRSDP, Ireland)	Identification data: Type of document (article, book, report, white paper, decision, etc): Article Provider/author: Mona O'Moore Date of issue: 12/11/2013 Source (URL, DOI, Publishing House, etc.): http://schoolguidancehandbook.ncge.ie/docs/000028/The%20Four%20Pillars%20of%20Action.pdf		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>); Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	3
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	3
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	Cyberbullying	<input checked="" type="checkbox"/>	4
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Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	3	
Total score:		21	
Description of the identified best practice (approx. 15-20 lines): This best practice is an academic article on the Whole School Community Approach fundamental to the ComBus project and explores its potential to reduce the prevalence of bullying at school. The article centres on the Whole School Community Approach as a collaborative and systematic methodology that can embrace both 'traditional' and cyber-bullying. Its prevention and intervention strategies involve all school staff, parents, young people and the wider community. The article explores the			



	<p>following topics:</p> <ul style="list-style-type: none"> • Developing/revising/ reviewing anti-bullying policy and practices • Building key understandings, skills and competences • Collaborative School-Family Relations • A positive and supportive environment 																																										
	<p>Please specify here what elements of the identified best practice can be used in “WS2: <i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” (approx. 5 lines):</p> <p>The article presents information on participants roles in bullying and associated risk factors, the damaging effects of bullying and the taboo of telling, covers aspects of cyber-bullying and recommends a number of coping strategies; all of which would be useful in the preparation of WS2.</p>																																										
<p>BEST PRACTICE No. 9 (UPIT+GIE, Romania)</p>	<p>Identification data: Type of document: Case study Author and title: Andreea Corina Cleminte, Cristina Anca Colibaba, Lucia Cintia Colibaba, Strategies to prevent and combat the bullying phenomenon – Case Study “I am not scared” project Date of issue: 2012 Source (URL, DOI, Publishing House, etc.): http://iamnotscared.pixel-online.org/case_studies.php</p>																																										
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	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5
	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	3
	Total score:		16
	<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>This case study was conducted in the framework of the “<i>I am not scared</i>” project. The partnership of the project was composed by 9 partners from: Belgium, Bulgaria, Germany, Greece, Italy, Lithuania, Romania, Spain and United Kingdom. The objective was to identify the best European strategies to prevent and tackle the bullying phenomenon. The analysis of bullying in school violence started because of a case of physical violence between two students during classes, as well as the misconduct of one student in front of the teacher (poor speech and conduct disorder during class hours). Starting with this case, it was analyzed the phenomenon of school violence, mentioning the current or potential difficulties faced by students, teachers, parents and management teams in this regard, and to identify prevention and intervention methods developed at school level, with or without involvement of other social factors. The conclusion of this study case was that there should be increased concerns regarding school violence prevention, identification of individual causes, interpersonal communication development, increased collaboration with all stakeholders (school psychologist, NGOs, police, etc.). Group discussions were a good opportunity to express the different views of the protagonists.</p>		
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</p> <p>At least two types activities presented in this collection of case studies can be transferred to our project:</p> <ul style="list-style-type: none"> • analyzing bullying episodes from all possible points of view of the different actors (students, teachers, schools' directors, parents of the students, and key policy makers); • participation of the teachers in a peer-to-peer based knowledge sharing experience. <p>These activities could be implemented as practical activities during the training modules.</p>		



BEST PRACTICE

No. 10

(UPIT+GIE, Romania)

Identification data:

Type of document: Brochure
Author and title: Partnership of the “Bullying and media” Comenius project with the title: *National and International Strategies against Bullying*
Date of issue: 2014
Source (URL, DOI, Publishing House, etc.): <http://bullying-media.eu/Documents/Brochure%20on%20national%20and%20international%20strategies%20against%20bullying.pdf>

Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (*you may check one of more boxes, as appropriate*);

Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (**1 = lowest, 5 = highest**) and write this score on the column B:

Category	Column A	Column B (importance)
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Psycho-pedagogical profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	1
Bullying based on disability	<input type="checkbox"/>	
Bullying based on sexual orientation	<input checked="" type="checkbox"/>	1
Bullying based around gender	<input checked="" type="checkbox"/>	1
Bullying based on gender identity	<input type="checkbox"/>	
Cyberbullying	<input checked="" type="checkbox"/>	1
Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	3
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	3
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	3
Pedagogical and didactical approaches on bullying	<input type="checkbox"/>	
Total score:		14

Description of the identified best practice (approx. 15-20 lines):

This brochure gathers a series of strategies, used in the countries involved in the “*Bullying and Media*” Comenius project, against the bullying phenomenon: Turkey, Hungary, Italy, Greece, Czech Republic, Romania and Great Britain. From the analysis conducted regarding the current situation in the system of child protection resulted the need to develop and implement unified strategies for the protection against bullying, besides objective reasons. This need is correlated to



	commitments taken by each state to implement international measures in the field, including specifically the UN Convention on Child's Rights, Council of Europe conventions and recommendations of the CoE Cabinet in child protection, the Council of Europe strategy on Children's Rights for 2012 -2015.
	<p>Please specify here what elements of the identified best practice can be used in the <i>"Blended Learning Modules for School Leaders, Teachers, School Staff and Parents"</i> which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</p> <p>We can transfer in our modules some of the anti-bullying programmes and strategies identified in the countries participating in the project, for example:</p> <ul style="list-style-type: none"> • The programme <i>"With you-for you"</i> trained young helpers and tried to show to teenagers (who just hang out in shopping malls) how to spend their free time in the right way. For the sake of this they create community places, organise programmes and watch films together. • <i>"Ne bánts, világ!"</i> (Don't hurt me world!) - this programme was successful not only in the field of combating direct bullying (physical harassment, mockery, blackmailing, etc.), but also in the field of combating indirect bullying (gossip, expulsion from the community, etc.)

BEST PRACTICE No. 11 (ITC, Spain)	Identification data: Type of document (article, book, report, white paper, decision, etc): PROGRAMME Provider/author: Andrés González Bellido - Psicologist Date of issue: 2013 Source (URL): https://docs.google.com/file/d/0B4kxH9HDVZCbUWNubVdnTUpoTmc/edit		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (you may check one of more boxes, as appropriate);		
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Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>		
Psycho-pedagogical profile of the pupil(s)	<input type="checkbox"/>		



suffering the bullying		
Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
Bullying based on disability	<input type="checkbox"/>	
Bullying based on sexual orientation	<input type="checkbox"/>	
Bullying based around gender	<input type="checkbox"/>	
Bullying based on gender identity	<input type="checkbox"/>	
Cyberbullying	<input type="checkbox"/>	
Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	2
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	4
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	3
Total score:		14
<i>Description of the identified best practice (approx. 15-20 lines):</i>		
<p>The Peer Mentoring Program is a Full School Programme designed as a preventive and practical measure against violence and bullying in primary and secondary education schools. The program has been developed by a private centre specialised in Psychology upon request of a secondary school which suffered an important decline in the number of students. Today it is being applied in more than 80 schools of different Spanish regions obtaining excellent results. Peer Mentoring has an institutional nature and involves the entire school community. Briefly, students of third year of secondary school (13-14 years old) play voluntarily the role of mentors of students of first year of secondary school (11-12 years old). The main objective of the program is to readdress the imbalance caused by violence and bullying, from a preventive and dissuasive perspective by increasing the awareness of the educational community about bullying, integrating the principles of ZERO TOLERANCE and NO SILENCE as a sign of identity of the centre and creating referents (mentors) to promote self-esteem and reduce insecurity of actual or eventual victims.</p>		
<i>Please specify here what elements of the identified best practice can be used in the “Blended Learning Modules for School Leaders, Teachers, School Staff and Parents” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</i>		
<p>The results of the implementation show the key role of the mentor to prevent and detect bullying cases and the importance of the involvement and awareness of the whole school community.</p>		



Accordingly, the six different stages of the program are: Awareness and information (present the program to the school staff and parents), Program approval (by the whole school community), Training and induction (for students, teachers and parents), Evaluation of the program (Joint assessment from both school staff and students) and, finally, Program reporting and improvement measures. The role of the mentor may lead to practical activities that facilitate the prevention and detection of bullying cases. Also, the program stages might be built on the basis of the ComBus stages stated in the proposal.

BEST PRACTICE No. 12 (ITC, Spain)	Identification data: Type of document (article, book, report, white paper, decision, etc): PAPER Provider/author: Ministry of Education, Culture and Sport. <i>Bullying among adolescents in Spain. Prevalence, participants' roles and characteristics attributable to victimization by victims and aggressor.</i> Date of issue: 2013 Source (URL): https://sede.educacion.gob.es/publivena/descarga.action?f_codigo_agc=15996&request_locale=en																																														
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	bullying methodologies, actions & activities, projects, case studies, programmes, etc.)		
	Pedagogical and didactical approaches on bullying	<input type="checkbox"/>	
	Total score:		14
	<p><i>Description of the identified best practice (approx. 15-20 lines):</i></p> <p>This study, which aimed at the diagnosis of bullying and abuse among adolescents in Spain, is based on reliable consensual indicators that include new types of bullying and abuse and the role of the group. A survey had a sample size of 23,100 students from compulsory secondary education. The diagnosis of abuse and bullying revealed a number of findings. First, 3.8% of students were victims and 2.4% were bullies. Second, when faced with aggression, 80% of students said they stepped in to stop the aggression or believe they should have done so, 14% said they did not step in or believe that they should have done and 6% said that they participated in the aggression. The fact that more victims were detected among first- and second-year students and fewer bullies were found among first-year students is consistent with the definition of bullying as the abusive use of power against a victim who is perceived to be weaker. Findings suggest that a gender perspective should be taken into account to combat violence as bullying seems to reproduce problems expressing a dominance/submission model (such as racism and sexism) that do not come from the school, but from the social macro-system.</p>		
	<p><i>Please specify here what elements of the identified best practice can be used in the “Blended Learning Modules for School Leaders, Teachers, School Staff and Parents” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</i></p> <p>The tools (survey questionnaires and indicators) used to identify the psycho/social profile of both victims and bullies and the tables to show the state of the art in the Spanish school system could be added to the teaching modules or as learning resources.</p>		

European Best Practices

BEST PRACTICE No. 1	<p>Identification data: Type of document: Programme Author and title: Europe’s Antibullying Campaign (ABC) – <i>European bullying research</i> Date of issue: Source (URL, DOI, Publishing House, etc.): 2012 http://files.eun.org/enable/assets/downloads/anti-bullying-programmes/Anti%20bullying%20DATA%20SHEET%20-%20EUROPEAN%20ANTIBULLYING%20CAMPAIGNRB.pdf</p>
	<p>Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you</i></p>



may check one of more boxes, as appropriate);

Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (**1 = lowest, 5 = highest**) and write this score on the column B:

Category	Column A	Column B (importance)
Causes of bullying	<input checked="" type="checkbox"/>	5
Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
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Bullying based on disability	<input checked="" type="checkbox"/>	5
Bullying based on sexual orientation	<input checked="" type="checkbox"/>	5
Bullying based around gender	<input checked="" type="checkbox"/>	5
Bullying based on gender identity	<input checked="" type="checkbox"/>	5
Cyberbullying	<input checked="" type="checkbox"/>	5
Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>	
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
Total score:		65

Description of the identified best practice (approx. 15-20 lines):

The goal of this project was to create a unified response in identifying and dealing with bullying in all its situational forms and to provide a European platform for children, parents, teachers and the general public to learn about the issue. This platform provides a reliable source of information on bullying in the native languages of the six participating countries.

The first tool is the site. It includes online applications and information for children, parents and teachers. The site is available in the languages of the partners and there are links from each partners' website to the Anti-bullying site and from the Anti-bullying site to each partners' website.

The second tool is a video with various scenarios and outcomes that can be used as a teaching tool in schools and to encourage discussions with children on the issue. The third tool was a public awareness raising campaign that included television, radio and print advertisements. Public announcement advertisements are broadcast



	<p>free of charge by many television stations in the partner countries.</p> <p>The campaign provided information about professionals in their country who can help, suggesting that help is only a phone call or click away. Cultural disparities and cultural norms were taken into account when creating each tool.</p>
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</p> <p>From the comparative analysis included in this material we can collect the appropriate measures that can be implemented to combat bullying. For each measure there are presented graphics with percentages that prove the success of the method.</p>

<p>BEST PRACTICE</p> <p>No. 2</p>	<p>Identification data: Type of document: Scientific review Author and title: European Network Against Bullying in Learning and Leisure Environments (ENABLE) - <i>A Scientific Review of the School Bullying Phenomenon and Anti-bullying Programmes</i> Date of issue: Source (URL, DOI, Publishing House, etc.): 2015 http://files.eun.org/enable/assets/downloads/D1_1%20Review%20of%20bullying%20and%20cyber%20bullying.pdf</p>																																				
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	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	4
	Total score:		33
	<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to contribute to the wellbeing of children by drawing on methodologies that have proven successful in tackling bullying to create a holistic, skill-development approach.</p> <p><i>The School Bullying Phenomenon and Anti-bullying Programmes: a research review</i> is a comprehensive overview of bullying prepared by For Adolescent Health, Greece, with contributions from all ENABLE partners. It begins by looking at definitions of bullying, how children perceive it, various types of bullying (including cyber-bullying) and its consequences. Later chapters report on studies investigating the extent of the phenomenon in different countries and how it varies with age and gender, outline key intervention programmes to prevent bullying, and describe the Social and Emotional Learning approach adopted by ENABLE in its work with young people.</p>		
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):</p> <p>ENABLE has a wide experience in working with children victims of bullying. This material can be used itself as a resource of good practice example that can be implemented. In the same, the network offers on its website own instruments developed to combat bullying.</p>		

BEST PRACTICE No. 3	Identification data: Type of document: Article Author and title: Cécile Carra, Maryse Esterle Hedibel - Violences in schools: European trends in research Date of issue: Source (URL, DOI, Publishing House, etc.): 2009 – International Journal on Violence and Schools (IJVS) http://www.cndp.fr/tenue-de-classe/fileadmin/user_upload/PDF/international/ijvs/ijvs9_en.pdf
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you</i>



may check one of more boxes, as appropriate);

Also please allocate a score to each category that you checked, based on the importance it has for ComBus project (**1 = lowest, 5 = highest**) and write this score on the column B:

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Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5
Total score:		20

Description of the identified best practice (approx. 15-20 lines):

The texts which feature in this special issue with two IJVS numbers have been taken from a research conference focusing on disruption and violence in schools. This conference was organized by Cécile Carra and Maryse Esterle as part of the CRIMPREV program.

CRIMPREV is a coordination action deployed by a multidisciplinary consortium of 31 participants from 10 European countries, funded by the European Commission (PRCD-FP6). This project began in July 2006 and ended in July 2009. It was designed to produce comparative European added value, based on knowledge acquired in each national context and to identify factors (social, political, economic, legal, cultural) involved in the perceptions of crime, deviant behaviour, as well as examining the implications for delinquency prevention policies.

Please specify here what elements of the identified best practice can be used in the “*Blended Learning Modules for School Leaders, Teachers, School Staff and Parents*” which will be part of the WS2 ComBus Toolkit (approx. 5 lines):



The articles can be used as a resource (additional learning material) for the training modules with the purpose to offer the trainees a broader image about the European dimension of bullying phenomenon and the influence on European countries realities.

Part B: Findings of the Needs Analysis

The Needs Analysis was achieved in each partner country by applying a Gap Analysis questionnaire to 16 teachers and an interview to 12 Stakeholders and Local Authorities and by organising a Focus group with 5 pupils and 5 parents. The previous figures represent a minimum, as in some countries more participants have been involved.

Results from Gap Analysis

The questionnaire for the Gap Analysis was applied to teachers in two forms: once regarding **the importance** they consider about certain aspects related to bullying in school (current anti-bullying approaches, measures and solutions) and secondly regarding **the satisfaction** they have in relation to the same aspects. Then we performed the Gap Analysis by focusing on "Top Box" results. By "Top Box" we mean the top rating level, which was "Extremely Important" in the first questionnaire and "Very Satisfied" in the second questionnaire.

Below there are rendered the results per country (tables 1-6) as well as some overall interpretations. The colour code we used is:

1st highest gap:
 2nd highest gap:
 3rd highest gap:

In Cyprus (table 1), the gap between 'importance' and 'satisfaction' is relatively large for all investigated aspects (between $\Delta_{\min} = 17.6$ and $\Delta_{\max} = 64.8$), but similar to the situation in the other countries (except Ireland). With a gap of 82.4%, it is clear that there is a pressing need to improve the pupils' level of awareness on bullying-related issues. The same immediate attention is required for the achievement of a healthy and safe school environment, anti-bullying policies and strategies in school and teachers' preparedness in managing bullying.

Table 1: Gap Analysis results in Cyprus

P0: CARDET-CY				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	41.2	0	41.2
2	Anti-bullying policies and strategies in school	76.5	17.6	58.9
3	Pupils' level of awareness on bullying-related issues	82.4	0	82.4
4	Teachers' level of awareness on bullying-related issues	82.4	29.4	53



P0: CARDET-CY				
		Extremely Important	Very Satisfied	Gap Δ
5	School staff's & school leaders' level of awareness on bullying-related issues	82.4	29.4	53
6	Local community level of awareness on bullying-related issues	41.2	0	41.2
7	Teachers' psychological skills on bullying	64.7	11.8	52.9
8	Teachers' social skills on bullying	70.6	17.7	52.9
9	Teachers' pedagogical skills on bullying	70.6	17.6	53
10	Teachers' didactical skills on bullying	58.8	17.6	41.2
11	Teachers' preparedness in managing bullying	82.4	23.5	58.9
12	School initiatives, programs and measures for combating bullying	52.9	17.6	35.3
13	Concrete actions and intervention to combat bullying in school	58.8	23.5	35.3
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	58.8	17.6	41.2
15	Parents involvement in anti-bullying	58.8	0	58.8
16	Local community support in combating bullying in school	29.4	0	29.4
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	29.4	0	29.4
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	17.7	0	17.7
19	School budgetary investment in anti-bullying actions and activities	17.6	0	17.6
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	47.1	5.9	41.2
21	Decrease of bullying in school (through tangible results)	52.9	11.8	41.1
22	Achievement of a healthy and safe school environment	88.2	17.6	70.6

In Romania (table 2), the most sensitive problem seems to be related to the use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions, for which the highest gap (77%) between 'importance' and 'satisfaction' was acquired. Next 'hot' issues requiring improvement are, in order, local community support in combating bullying in school, anti-bullying policies and strategies in school, school budgetary investment in anti-bullying actions and activities and decrease of bullying in school (through tangible results). Of all countries participating in this survey, Romanian got the lowest gap variation (50%) between $\Delta_{\min} = 27$ and $\Delta_{\max} = 77$.

Table 2: Gap Analysis results in Romania

P1: UPIT-RO + P5: GIE-RO				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	50	17	33
2	Anti-bullying policies and strategies in school	67	6	61
3	Pupils' level of awareness on bullying-related issues	44	11	33
4	Teachers' level of awareness on bullying-related issues	72	17	55
5	School staff's & school leaders' level of awareness on bullying-related issues	56	17	39
6	Local community level of awareness on bullying-related issues	67	11	56
7	Teachers' psychological skills on bullying	50	17	33
8	Teachers' social skills on bullying	50	17	33
9	Teachers' pedagogical skills on bullying	56	22	34
10	Teachers' didactical skills on bullying	56	22	34
11	Teachers' preparedness in managing bullying	56	11	45

P1: UPIT-RO + P5: GIE-RO				
		Extremely Important	Very Satisfied	Gap Δ
12	School initiatives, programs and measures for combating bullying	33	6	27
13	Concrete actions and intervention to combat bullying in school	33	6	27
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	39	6	33
15	Parents involvement in anti-bullying	56	6	50
16	Local community support in combating bullying in school	72	6	66
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	83	6	77
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	50	6	44
19	School budgetary investment in anti-bullying actions and activities	67	6	61
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	44	6	38
21	Decrease of bullying in school (through tangible results)	72	11	61
22	Achievement of a healthy and safe school environment	56	11	45

The Spanish case (table 3) reveals a not very large variation of the gap (from $\Delta_{\min} = 25$ and $\Delta_{\max} = 81$) compared to Ireland, for example. Teachers' preparedness in managing bullying is the least satisfying for the respondents (with a gap of 81%), followed by teachers' psychological, social and pedagogical skills on bullying (each with a gap of 69%) and by the need of achieving a healthy and safe school environment (67% gap between 'importance' and 'satisfaction').

Table 3: Gap Analysis results in Spain

P2: ITC-ES				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	38	6	32
2	Anti-bullying policies and strategies in school	63	13	50
3	Pupils' level of awareness on bullying-related issues	63	0	63
4	Teachers' level of awareness on bullying-related issues	94	31	63
5	School staff's & school leaders' level of awareness on bullying-related issues	50	25	25
6	Local community level of awareness on bullying-related issues	44	0	44
7	Teachers' psychological skills on bullying	69	0	69
8	Teachers' social skills on bullying	69	0	69
9	Teachers' pedagogical skills on bullying	69	0	69
10	Teachers' didactical skills on bullying	50	0	50
11	Teachers' preparedness in managing bullying	81	0	81
12	School initiatives, programs and measures for combating bullying	56	0	56
13	Concrete actions and intervention to combat bullying in school	56	0	56
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	63	13	50
15	Parents involvement in anti-bullying	50	0	50
16	Local community support in combating bullying in school	25	0	25
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	38	0	38
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	31	0	31



P2: ITC-ES				
		Extremely Important	Very Satisfied	Gap Δ
19	School budgetary investment in anti-bullying actions and activities	31	0	31
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	50	0	50
21	Decrease of bullying in school (through tangible results)	63	13	50
22	Achievement of a healthy and safe school environment	67	0	67

In Greece (table 4), the minimum gap is of $\Delta_{\min} = 12.5$ while the maximum is $\Delta_{\max} = 87.5$, representing thus the second largest gap variation after Ireland. The problems that need immediate measures for improvements are, in order: pupils' level of awareness on bullying-related issues, teachers' preparedness in managing bullying and teachers' level of awareness on bullying-related issues.

Table 4: Gap Analysis results in Greece

P3: KMOP-GR				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	25	6.3	18.7
2	Anti-bullying policies and strategies in school	62.5	0	62.5
3	Pupils' level of awareness on bullying-related issues	87.5	0	87.5
4	Teachers' level of awareness on bullying-related issues	81.3	6.3	75
5	School staff's & school leaders' level of awareness on bullying-related issues	75	12.5	62.5
6	Local community level of awareness on bullying-related issues	68.8	6.3	62.5
7	Teachers' psychological skills on bullying	75	6.3	68.7
8	Teachers' social skills on bullying	56.3	6.3	50
9	Teachers' pedagogical skills on bullying	68.8	6.3	62.5
10	Teachers' didactical skills on bullying	56.3	6.3	50
11	Teachers' preparedness in managing bullying	87.5	6.3	81.2
12	School initiatives, programs and measures for combating bullying	50	12.5	37.5
13	Concrete actions and intervention to combat bullying in school	50	18.8	31.2
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	81.3	12.5	68.8
15	Parents involvement in anti-bullying	62.5	12.5	50
16	Local community support in combating bullying in school	43.8	12.5	31.3
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	37.5	12.5	25
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	25	6.3	18.7
19	School budgetary investment in anti-bullying actions and activities	18.8	6.3	12.5
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	62.5	6.3	56.2
21	Decrease of bullying in school (through tangible results)	81.3	12.5	68.8
22	Achievement of a healthy and safe school environment	93.8	25	68.8

For Italy (table 5), the gap variation is even smaller than for Greece ($\Delta_{\min} = 7.14$ and $\Delta_{\max} = 78.57$), and the highest gap value is the fourth after the ones of Greece, Cyprus and Spain. Priority attention should be paid to improving the involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities (78.57% gap between 'importance' and 'satisfaction'), followed by teachers'

preparedness in managing bullying (71.43% gap) and pupils' and teachers' level of awareness on bullying-related issues, achievement of a healthy and safe school environment (64.29% gap, each).

Table 5: Gap Analysis results in Italy

P4: FORIUM-IT				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	21.43	0	21.43
2	Anti-bullying policies and strategies in school	42.86	0	42.86
3	Pupils' level of awareness on bullying-related issues	64.29	0	64.29
4	Teachers' level of awareness on bullying-related issues	64.29	0	64.29
5	School staff's & school leaders' level of awareness on bullying-related issues	64.29	7.14	57.15
6	Local community level of awareness on bullying-related issues	50	0	50
7	Teachers' psychological skills on bullying	42.86	0	42.86
8	Teachers' social skills on bullying	42.86	0	42.86
9	Teachers' pedagogical skills on bullying	42.86	0	42.86
10	Teachers' didactical skills on bullying	35.71	0	35.71
11	Teachers' preparedness in managing bullying	71.43	0	71.43
12	School initiatives, programs and measures for combating bullying	42.86	0	42.86
13	Concrete actions and intervention to combat bullying in school	50	0	50
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	78.57	0	78.57
15	Parents involvement in anti-bullying	57.14	0	57.14
16	Local community support in combating bullying in school	42.86	0	42.86
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	42.86	0	42.86
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	21.43	0	21.43
19	School budgetary investment in anti-bullying actions and activities	7.14	0	7.14
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	28.57	0	28.57
21	Decrease of bullying in school (through tangible results)	50	7.14	42.86
22	Achievement of a healthy and safe school environment	78.57	14.29	64.28

Of all countries participating in this survey, Ireland (table 6) got the highest gap variation (175%) between $\Delta_{\min} = -100$ and $\Delta_{\max} = 75$. The situation of Ireland is a particular one also because it is the single country which obtained negative gaps, meaning that for certain bullying-related aspects (10 out of 22) the 'importance' is low but the 'satisfaction' of teachers is high and null gaps (4 aspects out of 22), meaning there is a perfect match between 'importance' and 'satisfaction' of the respondents. The most stringent issue to be improved is the school budgetary investment in anti-bullying actions and activities. Secondly, pupils' level of awareness on bullying-related issues and the use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions need remedial solutions. According to the Gap Analysis results, the third place is held by the necessary improvement actions addressed to: teachers' social, pedagogical and didactical skills on bullying; involvement of pupils in direct, practical and experiential



anti-bullying and/or combating bullying activities; local community support in combating bullying in school.

Table 6: Gap Analysis results in Ireland

P6: MCRSDP-IE				
		Extremely Important	Very Satisfied	Gap Δ
1	Legal and administrative bullying-related framework in school	0	100	-100
2	Anti-bullying policies and strategies in school	75	100	-25
3	Pupils' level of awareness on bullying-related issues	100	50	50
4	Teachers' level of awareness on bullying-related issues	75	75	0
5	School staff's & school leaders' level of awareness on bullying-related issues	75	100	-25
6	Local community level of awareness on bullying-related issues	25	25	0
7	Teachers' psychological skills on bullying	50	50	0
8	Teachers' social skills on bullying	50	25	25
9	Teachers' pedagogical skills on bullying	50	25	25
10	Teachers' didactical skills on bullying	50	25	25
11	Teachers' preparedness in managing bullying	75	100	-25
12	School initiatives, programs and measures for combating bullying	75	100	-25
13	Concrete actions and intervention to combat bullying in school	50	100	-50
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	75	50	25
15	Parents involvement in anti-bullying	50	50	0
16	Local community support in combating bullying in school	25	0	25
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	75	25	50
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	25	50	-25
19	School budgetary investment in anti-bullying actions and activities	75	0	75
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	0	75	-75
21	Decrease of bullying in school (through tangible results)	50	100	-50
22	Achievement of a healthy and safe school environment	50	100	-50

Table 7 shows that there is a high dispersion in the countries participating in the survey regarding the respondents' views on the investigated topics. Yet, it is clearly emphasized that there is a common vision on several aspects in combating bullying in schools. The improvement that these aspects need has different extents in different countries, as shown by the colour codes.

The need for improvement decreases from the topics (displayed in left column) that gather 4 coloured cells to the blank ones. The obtained overall ranking is the following:

1. Pupils' level of awareness on bullying-related issues (4 coloured cells, 2 red, 1 orange, 1 yellow)
2. Teachers' preparedness in managing bullying (4 coloured cells, 1 red, 2 orange, 1 yellow)
3. Achievement of a healthy and safe school environment (3 coloured cells, 1 orange, 2 yellow)



4. Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions (2 coloured cells, 1 red, 1 orange)
5. Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities (2 coloured cells, 1 red, 1 yellow)
6. School budgetary investment in anti-bullying actions and activities (2 coloured cells, 1 red, 1 yellow)
7. Teachers' social skills on bullying (2 coloured cells, 1 orange, 1 yellow)
8. Teachers' pedagogical skills on bullying (2 coloured cells, 1 orange, 1 yellow)
9. Local community support in combating bullying in school (2 coloured cells, 1 orange, 1 yellow)
10. Anti-bullying policies and strategies in school (2 coloured cells – yellow)
11. Teachers' level of awareness on bullying-related issues (2 coloured cells – yellow)
12. Teachers' psychological skills on bullying (1 coloured cell – orange)
13. Decrease of bullying in school (through tangible results) (1 coloured cell – yellow)

For the other bullying-related topics there is room for improvement but at a smaller extent than for the ones above.

Paradoxically, the values of the *average gap* (colored in blue) in table 7 confirm at a very good extent (11 out of 13) the results showing the need for improvement for the bullying-related aspects previously identified based on the *Δ gap per country* (the 13 lines colored in red, orange and yellow), although one may see that there is a relative inconsistency within the Irish results: they revealed 'low importance' but 'high satisfaction' for many investigated aspects, which has led to *negative gaps* and consequently, to the current values of the *average gap*.

Table 7: Gap Analysis results in all countries

		CARDET (CY) Δ	UPIT+ GIE (RO) Δ	ITC (ES) Δ	KMOP (GR) Δ	FORIUM (IT) Δ	MCRSDP (IE) Δ	AVERAGE GAP
1	Legal and administrative bullying-related framework in school	41.2	33	32	18.7	21.43	-100	7.7
2	Anti-bullying policies and strategies in school	58.9	61	50	62.5	42.86	-25	41.7
3	Pupils' level of awareness on bullying-related issues	82.4	33	63	87.5	64.29	50	63.3
4	Teachers' level of awareness on bullying-related issues	53	55	63	75	64.29	0	51.7
5	School staff's & school leaders' level of awareness on bullying-related issues	53	39	25	62.5	57.15	-25	35.2
6	Local community level of awareness on bullying-related issues	41.2	56	44	62.5	50	0	42.2
7	Teachers' psychological skills on bullying	52.9	33	69	68.7	42.86	0	44.4
8	Teachers' social skills on bullying	52.9	33	69	50	42.86	25	45.4
9	Teachers' pedagogical skills on bullying	53	34	69	62.5	42.86	25	47.7



10	Teachers' didactical skills on bullying	41.2	34	50	50	35.71	25	39.3
11	Teachers' preparedness in managing bullying	58.9	45	81	81.2	71.43	-25	52.0
12	School initiatives, programs and measures for combating bullying	35.3	27	56	37.5	42.86	-25	28.9
13	Concrete actions and intervention to combat bullying in school	35.3	27	56	31.2	50	-50	24.9
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	41.2	33	50	68.8	78.57	25	49.4
15	Parents involvement in anti-bullying	58.8	50	50	50	57.14	0	44.3
16	Local community support in combating bullying in school	29.4	66	25	31.3	42.86	25	36.5
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	29.4	77	38	25	42.86	50	43.7
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	17.7	44	31	18.7	21.43	-25	17.9
19	School budgetary investment in anti-bullying actions and activities	17.6	61	31	12.5	7.14	75	34.0
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	41.2	38	50	56.2	28.57	-75	23.1
21	Decrease of bullying in school (through tangible results)	41.1	61	50	68.8	42.86	-50	35.6
22	Achievement of a healthy and safe school environment	70.6	45	67	68.8	64.28	-50	44.2

Results from Interview for Stakeholders and Local Authorities

Section 1: General Aspects

Regarding the existence of legal and/or administrative regulations bullying-related under which the envisaged institution functions, in Cyprus and Ireland all respondents have answered positively, and high scores (above 70-80%) were obtained also in Romania, Spain and Italy. The exception seems to be Greece, where only 38% of the respondents admitted the existence of such regulations on bullying within the school environment. Mainly they are *internal* (all countries), *national* (all countries) and *regional* (Greece and Spain). The Cypriot and Romanian school principals and inspectors acknowledged that anti-bullying regulations are also provided - although at a lower extent - at local and international level.

The legal and/or administrative regulations bullying-related under which the envisaged institutions function seems to be well known, as all the respondents



mentioned between 4 and 10 such referential documents. Some specificity has been identified in the cases of Italy - where it seems to be a lack or no knowledge of National regulations - and of Ireland, where all the school principals stated that they had little to no help from any relevant national body in writing their school's anti-bullying policy. In Ireland, as a result of so many different actors advising and supporting schools in writing and implementing their anti-bullying policies, the policies all differ from school to school.

The school principals stated that support and recommendations to their schools regarding bullying-related issues is provided by various categories, from Ministry of Education/ School Inspectorate (in Cyprus, Romania) to specialised units or personnel (i.e. the Observatory for the Prevention of School Violence and Bullying in Greece, the local partnership *ACSI–Romanian Gendarmerie–School unit* in Romania, the local net “Fateci stà bene” (Let’s do fine) in Italy, the Irish Society for the Prevention of Cruelty to Children in Ireland, the Commissioner for Children’s Rights or some NGOs in Cyprus). Commissions to combat violence in school and school psychologists have been also mentioned as important support providers.

Except of Cyprus, the other stakeholders participating in the survey stated, in a good rate (from 50% to 100%) that their institutions provide support and recommendations regarding bullying-related issues to schools from the local community: through the Territorial Joint Action Plan and Plan of Measures to prevent and monitor violence in schools (Romania), by training teachers in bullying issues (Spain, Greece), through shared planning, realization of intervention and monitoring against hardship, bullying, violence, discrimination (Italy), some advice and support in elaborating anti-bullying policies in school (Ireland).

SECTION 2: POLICIES AND STRATEGIES

The interviewees reported quite a good situation regarding the existence of anti-bullying school strategy in their schools: in Cyprus, Romania and Ireland all school inspectors and school directors stated that their institution has an anti-bullying in school strategy (100%), while Italy, Greece and Spain displayed lower percentages (57%, 77% and 85% respectively). However the results reflect that there is room for improvement in elaborating and implementing such strategies.

The existing anti-bullying strategies refer mainly to the types of bullying, their causes, ways to identify bullying, punitive measure against the bullies, recording of the bullying acts/behaviours/incidents.

Verbal bullying and physical bullying are the most often met types of bullying (all countries except Italy, where cyber-bullying comes first). The second echelon is composed of sexual bullying, cyber-bullying, indirect bullying and emotional bullying.

The most common causes of bullying identified in Cyprus, Romania, Greece, Italy and Ireland, with very similar percentages, are: ethnicity, gender, learning difficulties, social/financial status. Additionally, Italy has identified the political status (immigrant,



refugee, asylum seeker, etc.) of the person being bullied as another major cause for bullying. The Spanish report does not mention the bullying causes.

To the question if their institution would be in favour of schools being required by law to record the bullying acts/behaviours/incidents produced within the school environment, Ireland, Romania and Cyprus got high percentages of positive responses (100%, 92% and 85% respectively), while only half of the interviewees agreed on that in Italy and 61% in Greece. Spain did not provide any information on the results to this question.

Regarding being required by law to report bullying acts/behaviours/incidents to an authority in charge, the positive responses got the same results like above in Cyprus, Romania and Italy, while in Greece only 53% of the respondents stated they are in favour to report bullying incidents to authorities. A specific situation was encountered in Ireland, where 100% agreed on reporting, except the cases of sexual bullying which the interviewees believed require special attention: they were in favour of reporting a sexual bullying to an authority where this action is warranted by the severity of the bullying, or where repeated instances of bullying had occurred.

SECTION 3: TRAINING

There is a high need of schools / school communities for bullying-related training, as in four countries (Cyprus, Greece, Italy and Ireland) all respondents agreed on that, and high percentages were obtained in Romania (85%) and Spain (89%) also.

Authorities/institutions in charge provide bullying-related training to school teachers to a good extent (positive answers in all countries: from 50% to 100%).

Although bullying-related training for teachers is acknowledged as necessary, it is not provided in Romania, while such training is provided at large in Cyprus, Spain, Greece, Italy and Ireland (from 75% to 100% positive answers). Usually this training is provided by accredited authorities in charge (Ministry of Education in Cyprus, teachers' training centres in Spain, Observatory for the Prevention of School Violence and Bullying in Greece, Postal Police / Carabineer / Local Municipality in Italy, external private company or national police force in Ireland). The teachers' anti-bullying training is provided yearly in Cyprus, Greece, Italy and Ireland but also weekly or according to the needs in Spain.

It seems that teachers demand for bullying-related training, as high percentages of the interviewees (from 60% to 85% in all envisaged countries) stated that they are aware of such request for training on behalf of teachers.

In the opinion of the respondents, the request for bullying-related training for teachers should come first from teachers themselves and schools, followed by parents and school's internal regulation. The general legislative framework and the local community got lower scores in relation to their demand for teachers' anti-bullying training.



To a very large extent, the respondents opined that bullying-related training of the teachers should be implemented on a yearly basis (from 50-75% in Cyprus, Romania, Ireland to 100% in Spain and Italy). Other frequencies have been also mentioned in Cyprus (monthly, every six months). In Ireland 25% of the respondents stated that training should only be provided on a once-off basis for new teachers, and that no training is required for established teaching staff. A special case appeared in Greece, where the highest preference showed that such training should be implemented every six months (almost half of the interviewees appreciated so), followed by the option of having a monthly training (25%).

In term of major topics to be approached during the bullying-related training of teachers, **common issues** have been identified from all countries taking part in the survey, namely:

- definition of bullying and types of bullying (giving particular emphasis on cyberbullying);
- raising awareness on bullying;
- prevention and early detection of bullying;
- conflicts and crisis management and resolution, mediation of conflicts in adolescence;
- understanding and paying respect to diversity (cultural, gender, social, etc.); approach to diversity and differences as resources and not as limits;
- how to sensitise, raise awareness and advise parents and families on bullying;
- how to identify victims, bullies and observers; how to detect, assess, approach the presence of bullying;
- how to handle and provide support to a victim of bullying, a bully and an observer of bullying.

but also **specific issues**, such as:

- consequences of emotional, psychological and socio-professional bullying (Romania);
- how do we cope with bullying against teachers (Romania);
- signing protocols and development of community rules regarding violence prevention (Spain);
- skills for paying attention to students who have very different behaviours (Spain);
- skills for managing children's and teenagers' emotional intelligence (Greece);
- general psychological techniques and methods of cooperation (Greece);
- techniques to positively express aggressiveness and relaxation techniques (Greece);
- emotional social and relational skills in the school (Italy);
- family role in bullying (Italy);
- restorative practice skill set (Ireland);
- templates for recording bullying and how to fill them out (Ireland).

In the opinion of the respondents, the teachers' training on bullying-related issues should be done first by the external experts (in all countries except Greece, where the Ministry of Education is considered the most important for performing this training). As the second opinion, it was expressed that this training can be also achieved by the school itself through its own experts (in Spain, Greece, Italy and



Ireland), by the Ministry of Education in Cyprus and by the School Inspectorate in Romania. These results are only partially compatible with the ones regarding *who is currently doing* the teachers' training on bullying, which mainly pointed on other types of institutions (Ministry, Police, Municipalities, Training centres) than the ones envisaged above.

SECTION 4: PREVENTION AND RESPONSE

The situation of existing *anti-bullying plans, prevention and response strategies* for bullying and *anti-bullying monitoring* in schools is very different and leaves room for better in most of the analysed countries, meaning that such plans and strategies exist but at various extents, depending on the type of document (for planning, prevention, response or monitoring): from 58% to 75% in Cyprus, 45% to 60% in Romania, 46% to 69% in Greece and 14% to 85% in Italy. The best situation was depicted for Spain (with 75% to 100%) and Ireland with 100%.

The interviewees displayed a comprehensive list of difficulties that their institution faces/faced in identifying and managing bullying in school:

- creating a safe school environment;
- collaborating with parents;
- developing clear school rules for students;
- training teachers;
- lack of reaction from teachers and other bullying observers;
- victims' lack of courage on reporting bullying;
- low levels of education and culture of some parents;
- general mentalities on bullying (bullied person fear of ridicule and of not being understood by others);
- lack of specialists and related legislation;
- low level of knowledge on the phenomenon;
- lack of awareness to facilitate detection of bullying;
- lack of tools addressed to the students;
- inefficient management of the implemented measures with families of both bullies and bullied;
- lack of a more comprehensive solution to the problem;
- understaffed public and private services which could support students who are bullied, and thus long waiting lists;
- improper perception and identification of the phenomenon of violence among peers;
- need to activate correct intervention for prevention and inclusion;
- family attitude;
- the poor ability to recognize forms of discrimination and violence, and the signals between peers in different age groups;
- cyberbullying, especially in senior cycle in primary school;
- getting to the bottom of what's happening especially when it is taking place outside of school;
- lack of time to dedicate to monitoring bullying;
- lack of human resources for monitoring and managing bullying.



Regarding the community- or area-based cooperation or partnership with other actors to help schools identify, manage and prevent bullying, all Irish respondents stated that there was no such cooperation in place. The situation in all the other countries of the survey seems to be better, as the interviewees replied positively in percentages between 25% and 83% with an average of 58.4% and they mentioned the following institutions involved in this cooperation: Ministry of Education, Town Hall / Municipalities, Police, Psychologists in the area, School psychologists, School Inspectorate, NGOs, General Direction for Social Assistance and Child Protection, Associations of Parents, Educational Inspection, Regional Education Government, Counselling Centre for young people, Social Services of Municipalities, Health Centres, Prevention Centres for Addiction and Promotion of Psycho-social Health, Social Service.

The respondents' level of satisfaction with the existing prevention and response anti-bullying strategy and preparedness of the actors in charge in their school/school community is relatively good: 50% or above (in Romania, Spain, Greece and Italy) and 100% (in Cyprus and Ireland) are "very satisfied", "somehow satisfied" or "neutral" and all of the respondents would welcome a whole-school program to combat bullying in schools.

Some recommendations from the interviewees on the next general steps to be taken in order to improve/strengthen the anti-bullying approach in schools are presented below:

- involve all stakeholders;
- create in-school management groups to deal with bullying incidents;
- conduct direct investigation and response to incidents;
- develop forms for reporting bullying incidents;
- keep records for bullying incidents;
- raise the awareness of teachers, students, parents, and the community and media in general;
- have access to psychologists and collaboration with psychologists specialized in clinical field;
- emphasise prevention;
- implementation of the ComBuS program, because for now there is no such program in schools;
- creating anti-bullying commissions and preparing their operating procedures;
- popularization of support program for possible victims;
- popularization / publication of sanctions;
- establishing survey teams in schools and distributing survey forms addressed to both teachers and students & parents;
- establish specific strategies for detection;
- tailored training and awareness activities addressed to teachers, students, families, etc.;
- discussing with and informing students about their rights, the rules of behaviour at school and the ways to deal with bullying;
- classroom intra- and extra-curricular activities bullying-related;



- dealing with isolation and marginalisation of students, especially those with disabilities;
- creating listening centre in schools, aimed at early prevention of situations of bullying;
- processing model episodes of "bullying" to address by students for prevention;
- developing bullying prevention projects, also based on students empowerment of their emotional and social communication skills and problem solving;
- educating parents about bullying.

In terms of Best Practice Examples (BPEs) in managing bullying in schools, the respondents have mentioned the following:

Cyprus:

- Organising anti-bullying games during break time at school
- Supporting students emotionally
- Providing conflict management training for teachers and students
- Raising parents' awareness concerning school bullying

Romania:

- meetings organised in school by Gendarmerie
- teachers' educational activities on various themes regarding bullying in school
- the Structural Funds project (POSDRU) titled "Youngsters against violence" organised by the Ministry of Education and Scientific Research in partnership with the national-wide NGO "Save the Children Romania"

Greece:

- Observatory for the Prevention of School Violence and Bullying, established by the Regional Directorates for Primary & Secondary Education of Central Macedonia. The Observatory aims at recording and studying school violence and bullying, referring school violence and bullying incidences to accredited agencies, and planning and implementing actions and activities for the prevention of school violence and bullying.
- Educational Prevention Programme "the House of the Child", designed and implemented by the Prevention Centre "COMPASS". The programme aims at the prevention of bullying in primary schools.
- School/Peer Mediation Programmes developed by the Greek Children's Ombudsman.

Italy:

- Organising anti-bullying games during break time at school
- Workshops about relationships and communication addressed to students realized by educators together with teacher. They are addressed to student but they also represent a sort of training experience for teachers
- Providing conflict management training for teachers



- Raising parents' awareness concerning school bullying
- Organization of the class group
- Reciprocal knowledge among students
- Identification and recognition of differences
- Identification and reflection on oneself weak aspects

Ireland (selection):

- Pupils complete regular class surveys. Here they can report if they have witnessed or been a target of bullying behaviour. While serving this function, this form also allows pupils to evaluate the effectiveness of the anti-bullying campaign in the school, and to give suggestions for improvements to the programme. (*Gilson National School*)
- Cultivating positive behaviour as soon as the pupils enter the school environment at the age of 4/5 years. By introducing tolerance, patience and understanding in children this young, they are taught to respect one another and to act positively toward each other (*Oristown National School*)
- Supervision works best. In the school we conduct regular audits in each class group. These audits are simple, and they are given to pupils in the form of a worksheet which simply says "who respects me is... who doesn't respect me..." This way if a pupil has no issues, they can write simply that everyone respects them, but if they have an issue with bullying, they can report this incident to a teacher anonymously. It is also important to manage the language that is used in these forms. (*Carnaross National School*)
- Stand-up for LGBT Rights – this is a week of activities where one year group might make a poster for the wall, or hear a talk on LGBT rights, or have a debate on the issue in class, for example. (*O'Carolan College*)

Results from Focus Group

Excerpts from the national findings in Focus Groups, representing the most relevant aspects, are rendered below (full results from Focus Groups may be found in the national reports).

Cyprus:

Neither parents nor students have a clear idea of what is bullying. On the one hand, parents understand bullying as just physical violence. Also, they are not aware of sexual bullying. On the other hand, students understand bullying as primarily beating someone and gossiping.

Parents believe that bullying is overstated. It always has existed and always will exist. They stated that supporting and strengthening victims is enough to stop bullying.

Students argued that sometimes their teachers do not take reports of bullying incidents seriously.



The students stated that there is no place in their school where they can report a threat or bullying. They said they tend to talk to teachers they trust and their friends.

Romania:

All participants confessed that they did not have a correct perception on bullying (they were not aware of the complete definition and all types of bullying).

Parents believe that bullying is affecting the child's mood and mental state, because it motivates and arouses the others. The evil exists in a latent way; the other children see the bullying and then do it themselves.

Parents opined that most of the times teachers do not take actions due to fear of hooligans – elderly pupils (especially in upper secondary): in the school the teacher is protected, but outside s/he can be attacked by the bully. It is the same with girls who are afraid to report bullying cases seen on other colleagues, for the same reasons.

The reasons for which a person is bullying someone else (like a classmate or schoolmate) are:

- in parents' opinion: the boys' faith that this way they can impress the girls, the teribilism and the fact that girl-bully participate in bad language contests.
- in girls' opinion: girls are considered weak, so it may be their way of compensation (*"if you swear, you're hot!"*).

Spain:

Among the problems affecting bullying there is the lack of awareness about the importance of the problem in general.

For families, there are different perceptions on bullying, depending on whether your child is abuser or abused.

Cyberbullying may have a much higher impact than verbal bullying.

The ways of bullying are diverse (computer, cell, physical, etc.) and the kind of bullying are also assorted (verbal, physical, emotional, indirect, etc.) so the ways to stop it and prevent it may also be adapted to them.

Greece:

The participants replied that the type of bullying which happens most in their school concerns mainly verbal bullying and then physical and emotional or relational bullying.



Students believe that the reason that a person is bullying someone else is related to their family upbringing; they consider that the bullies are treated the same way in their house. They also believe that the bullies consider themselves as the most powerful, so they use their power to harm the other students.

All students answered that they felt very sorry and very bad, when seeing a person being bullied. Some parents also added that, except of sadness for the bullied person, they felt extremely angry with the parents of the bully, as they consider that they are responsible for such behaviour.

The students mentioned that the School Boards should not apply any punishments to the students in case of bullying incidents, as they consider that the discussion and some counselling could help in the healing of the problem. On the other hand, parents consider that some mild punishments should be applied, so as the bullies to realise the consequences of their bullying behaviour.

Italy:

Participants have divided offences in two categories: those to “make one’s bones” and those that affect psychologically the pupil. Not always examples have been identified in the right category. The common observation is that bullying has always a negative psychological impact on a child.

Parents and students are quite aware about bullying manifestations (threats, exclusion, mocking, etc.) but not in how to handle the situation. The facilitator explained “violence is not the answer” rather children need to improve their attitude to dialogue with teachers and/or parents.

Parents are willing to get involved in how bullying can be realised, prevented and stopped since many times bullied children do not denounce to be bullying victims neither at school nor at home.

Students argued that often a teacher is more able than another to manage the class.

Ireland:

Pupils think that when they witness a bullying incident, (other) pupils should: tell someone/a teacher/a parent; try and comfort the victim and stay with them so that they don’t feel alone (they are an easier target for bullies when they are alone); stand up to the bully; speak up and try to discourage it.

The main reasons, for which a person is bullying someone else, are: being bullied at home or not treated as everyone else is; family problems; jealousy; they just don’t want people around (perhaps something happens in their own home that makes them angry and then they take it out on others); to feel better about themselves.

Teachers should intervene in a bullying incident: they should interview both parties and have a classroom discussion; they should try to stop the bullying; they should



get involved and contact both sets of parent for a meeting. Teachers should have an improvement plan which will help to improve the situation for the victim and the bully so that the bully doesn't bully anymore.

The School Board should act/react in case of a bullying incident by: naming and shaming the bullies in their school instead of everyone pretending that it doesn't happen; having themed classes and workshops to bring bullies and victims together to talk about the issues together; punishing them by suspension (depending on the level of bullying) but at the very least, applying punishments and continuously monitor situation.

List of topics resulted from the Literature Review and Needs Analysis that can constitute the background for potential curricular objectives for teachers' training and the ComBus Toolkit

- 1) What is bullying and which are its different types;
- 2) How can teachers and parents identify bullying and stop it;
- 3) How can they support victims, bullies and observers;
- 4) How should pupils react when experiencing or witnessing bullying;
- 5) Advice for parents;
- 6) Conflicts management and resolution;
- 7) Consequences of bullying (emotional/psychological, physical, social, professional);
- 8) Training teachers, pupils, observers, parents on bullying-related issues;
- 9) Bullying prevention;
- 10) Reporting, recording and responding (including sanctioning) to bullying;
- 11) Coping with bullying against teachers;
- 12) Family bullying;
- 13) Cooperation of all actors in effectively managing bullying;
- 14) Human rights and respect to diversity;
- 15) Pedagogical and didactical approaches on bullying;
- 16) Administrative and legal framework regarding anti-bullying in school;
- 17) How to use/implement in and out class activities related to anti-bullying;
- 18) Positive ways of expressing children's and young people's aggression;
- 19) Dealing with bullies respectfully and responsibly – educate teachers, parents and leaders in Restorative Practices as an alternative to punitive measures;
- 20) Mediation and investigation – how to approach the issue of bullying with students when it is first discovered to uncover the truth;
- 21) Understanding identity and helping young people to create their own sense of identity;
- 22) Cyberbullying – practices, statistics and prevention measures;
- 23) Cyberbullying – introducing adults to the most common networks used by children – the strengths and risks of each network;
- 24) Online safety – how to keep our children safe online;
- 25) Identifying low-self-esteem in students – strategies to develop positive body image, self-confidence and self-resilience in young people;



26) Evaluation methods for bullying policies and practices in school.

Conclusions and Recommendations

In all countries participating in the survey many considerable efforts have been made and anti-bullying initiatives have been taking place. Tangible solutions have been obtained and implemented as a result of various scientific studies. However, the policy documents in the field are not accompanied with support to schools on how to translate them into practice. On the other hand, bullying is a growing phenomenon and that produces a serious concern at the level of Ministries of Education and authorities in charge to take measures against it. As long as the problem of bullying increases, it is obvious that initiatives to prevent, manage and stop bullying should be expanded and multiplied thus to target even more students, teachers, schools and parents. These types of activities should become a full part of a training programme for all categories of directly or indirectly involved actors.

The results from the Gap Analysis show that the majority of the teachers who participated in this study understand the importance of implementing appropriate policies, strategies and measures on bullying but they also pointed out clearly that there is room for improvement and more effort should be done in implementing effectively and efficiently the anti-bullying strategies in schools. The major aspects to which special emphasis should be given are emphasized in the “List of topics above”.

Most of the participants in Gap Analysis, interview and Focus Groups appear dissatisfied from the current situation in their schools regarding the management of bullying and demand for urgent improvements. Increasing awareness, training of teachers, parents, schools and a strong cooperation among all stakeholders are envisaged as the most suitable solutions.

Similar results have been obtained from the interview with Stakeholders and Local Authorities who revealed that they would like to strengthen prevention, immediate response to incidents, keeping record and raising awareness amongst teachers, students, parents and the community at large. There is an almost common perception that teachers themselves and the legislative framework should be the first to ask for teachers’ training in combating and preventing bullying in school. Mentality and attitude in society have been identified as difficulties in managing bullying in school, together with lack of support from parents and not enough awareness on the phenomenon. The implementation of an administrative and legal framework to record and report bullying incidents in school is considered very important. Also, the need for continuous capacity building of teachers and school staff on a great range of topics concerning bullying has been highlighted.

The Focus Groups made obvious that participants – both pupils and parents – do not have a clear idea of what is bullying and which are the types of bullying, bullying is



not entirely known and understood (verbal bullying is the most spread, but other forms exist too yet they are not identified as such). They are also not aware of the importance of preventing bullying from happening in the first place because they see it as something that always have existed and always will exist. Parents gave special emphasis on being close to their children, while pupils believe that it is very important to be fully informed about bullying, by participating in various activities. Pupils talk with their parents about bullying incidents as in many schools there are no (yet) special places or persons to whom to report these incidents.

Recommendations and solutions for efficiently coping with bullying regards:

- orienting the teachers' training to empower their skills and competences on recognizing bullying;
- working on teacher's management and proper intervention in case of bullying to develop a monitoring strategy;
- establishing permanent occasions among parents and school to disseminate information about bullying, by using internal or external experts;
- organizing workshops on risks related to internet and social media use;
- involving pupils in a constant work about differences, diversity, communication among peers, relationships and relational dynamics;
- making visible to the pupils the committee which manages the ComBus project in their school, so that they know who they can talk to if they need to report bullying behaviour;
- making pupils understanding the importance of self-value and not in taking value from comments and likes on social media. This dependence on social media for growing self-esteem is why cyberbullying can be so damaging to young people;
- building positive relationships and showing respect in the school - as the most sustainable means of combating bullying long-term;
- planning and hosting regular project work and activities, particularly with students in the senior cycle of primary school and the junior cycle of post-primary schools. These types of activities should be included in the ComBus Toolkit;
- making parents and teachers aware of what happens between pupils online, thus to be better equipped to detect and stop instances of cyberbullying;
- training parents and teachers in the area of Restorative Practices, mediation and counselling for dealing with bullies;
- getting parents talking to teachers outside of the formal parent-teacher structure, and discussing their perspectives on bullying (through on-line discussion forum);
- including information in the ComBus Toolkit on where parents, teachers and pupils can go to get help if they do not feel that they can talk to anyone in school about their problems. A directory of services would be useful for this purpose.

The importance and especially the necessity of implementing a whole-school program to combat bullying in schools, such as the ComBus programme, is generally acknowledged.