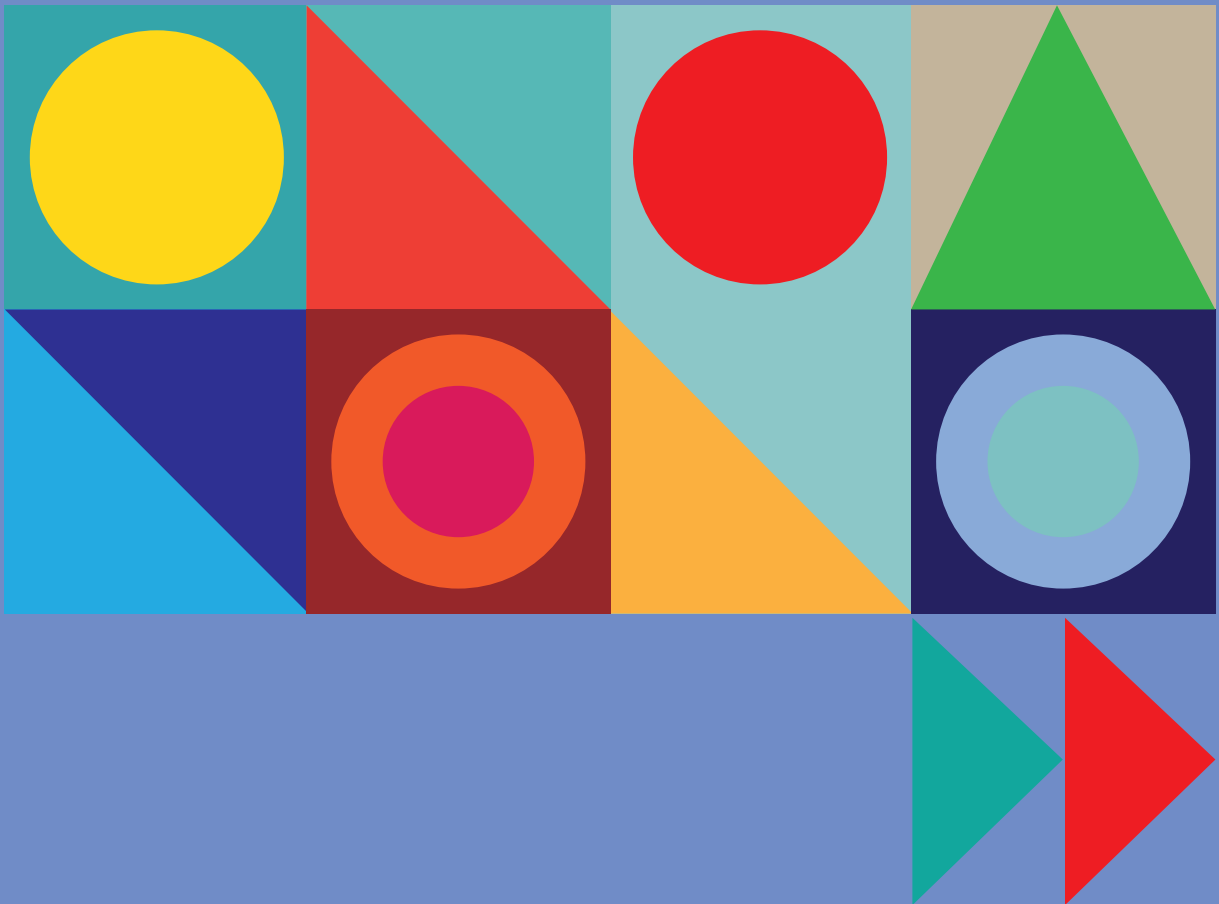# Classrooms Against Bullying

Authors
Marianthi Antoniou, Angelos Vallianatos, Mariza Varthalami

August 2024

The programme "Classrooms against Bullying (CAB), Exchange of knowledge and best practices to prevent discrimination, bullying and violence in schools, while enabling the inclusion of all children in the education system", is a collaboration between SolidarityNow (SN) and the Norwegian resource center European Wergeland Centre (EWC), aiming to cement a bilateral partnership for the promotion of safe and inclusive schools in Greece and is implemented under the "Local Development and Poverty Reduction" programme.

About "Local Development and Poverty Reduction"

The "Local Development and Poverty Reduction" programme in Greece, financed by Iceland, Liechtenstein and Norway, was awarded a total budget of 6,5 million euros as part of the EEA Grants 2014 – 2021. The programme aspires to contribute to enhancement of social cohesion and reduction of economic and social disparities. The Fund Operator for the Local Development and Poverty Reduction in Greece is SOL Consulting S.A in partnership with HumanRights360.

More information:
https://www.asylumandmigration-eeagrants.gr/local-development-and-poverty-reduction-en/

Partner Organisations

SolidarityNow

SolidarityNow (SN) is a Greek non-profit, humanitarian organisation founded in 2013 to respond to the needs of the most vulnerable and marginalised groups of our society. SN is committed to providing essential services supporting vulnerable individuals focusing on four main programmatic pillars: (1) improving social protection, (2) catalysing livelihoods, (3) supporting inclusive education, (4) enabling access to justice and protection of human rights. At the same time, SN undertakes valuable research to generate knowledge and inform programme design and policies.
https://www.solidaritynow.org

The European Wergeland Centre

The European Wergeland Centre (EWC) was established by Norway and the Council of Europe in 2008 to strengthen the capacity of individuals, educational institutions, and educational systems to build and sustain a culture of democracy and human rights. EWC serves all Council of Europe member states and is based in Oslo, Norway. Its work builds on Council of Europe recommendations and policies, such as the Charter on Education for Democratic Citizenship and Human Rights Education, which was developed to ensure that the values of human rights, democracy, and the rule of law are promoted in and through education.
https://theewc.org/

Foreword

This effort aspires to make everyone feel seen by everyone, with that being the school community and all its members; teachers, students, parents/caregivers, and the society they live in. The present is dedicated to all the current students and future citizens and their teachers and educators, so as to create together a safe space where conflict is inevitable, but not unsolvable and where active listening and collaborative work and effort replace stereotypes and biases towards both the victims and the perpetrators in bullying incidents. Recognising each other's strengths, weaknesses and dignity is the first step in moving forward.

The "Classrooms Against Bullying" Guidebook introduces the sense of belonging as a key element in more democratic and anti-bullying school communities including head teachers, teachers, students, and local society. The suggested activities were piloted in two teacher training workshops in Athens, Greece, and can be used by teachers and educators of formal and non-formal education in various contexts. Last, it serves as a source of information for additional educational material in the field of Education for Democratic Citizenship and Human Rights Education (EDC/HRE).

Table of Contents

Meet the Team

Marianthi Antoniou

Marianthi Antoniou is an ardent advocate for human rights and multiculturalism. She holds a BSc in Educational Sciences, with a Minor Degree in Leadership and Management, as well as a TEFL Diploma. With international experience spanning France, Poland, and Germany, Marianthi pursued her passion further by earning a Master's Degree in Human Rights and Multiculturalism from the University of South-Eastern Norway. Her dedication is evident in her focus on human rights education, Child Rights advocacy, and supporting marginalised groups, all aimed at fostering inclusive educational environments. Marianthi currently serves as a Project Manager at the European Wergeland Centre, where she is actively engaged in projects across Greece, striving to promote justice and inclusivity, particularly within the education and child welfare sectors.

Angelos Vallianatos

Angelos Vallianatos (PhD in Theology -University of Athens) has worked as a teacher and school advisor in secondary education in Athens, Greece. He has been trained and works as an expert and a teacher trainer in the fields of religious, intercultural, democratic citizenship, and human rights education in Greece and abroad. Since 2005, he organises and trains adults and school stakeholders also within the educational programmes of the Council of Europe and the European Wergeland Center. He has authored, translated, and participated in writing groups, but also presented in Greece and abroad, topics of his specialisation and the fields of his educational experience.

Mariza Varthalami

Mariza Varthalami is a graduate of the Law School and the Department of French Language and Literature at the Aristotle University of Thessaloniki (AUTH), and holds a Master's degree in Applied Linguistics from the UCL's Institute of Education. She has extensive experience in teaching Greek and French as second/ foreign languages in both formal and non-formal educational settings in Greece and England, as well as in developing educational materials. Over the past five years, she has been actively involved in refugee and migrant education, teaching Greek to children and adults in Refugee Accommodation Facilities and urban areas. Concurrently, she works as a researcher on issues related to the education of refugees and migrants within relevant programmes.
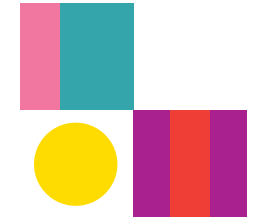
"Classrooms Against Bullying" Programme

The programme Classrooms Against Bullying is implemented by SolidarityNow in partnership with the European Wergeland Centre as a response to the challenge of strengthening the combat against violence and bullying in the Greek schools. Running from September 2023 to August 2024, the programme focused on proposing the prevention and confrontation of school violence and bullying by cultivating inclusive and democratic school environments where every student has a sense of belonging.

A milestone event of the programme was the three-day study visit to Oslo in September 2023, organised by the European Wergeland Centre. The visit aimed to facilitate the exchange of knowledge and best practices related to addressing the issue of school bullying. A delegation of experts from Greece, including representatives of the Ministry of Education, the Ministry of Migration and Asylum, the Institution of Educational Policy, and the Greek Ombudsperson for children, attended the visit. The Greek delegation met in Oslo (in order of visit): The Directorate for Education and Training of the Oslo Municipality School Department, a Secondary School (Lofsrud School), the 22 July

Centre, the organisations Save the Children Norway and Voksne for Barn, as well as the Anti-Bullying Ombudsman of Oslo. These meetings provided an opportunity for fruitful discussions and exchange of knowledge, experiences, and ideas on combating bullying. The Greek delegation gained valuable insights into innovative approaches to addressing bullying, particularly focusing on fostering a sense of belonging as a central element in its prevention strategies.

Following the study visit in Oslo, SolidarityNow organised a three-day expert meeting in November 2023, building on the insights gained from the Oslo study visit. The expert meeting was held at the Athens Solidarity Centre and involved the Greek delegation to Oslo, as well as key stakeholders of the Greek context, including the Greek Ombudswoman for Children, and representatives from Civil Society Organizations, namely the "Social Action and Innovation Centre (KMOP)", the "Network for Children's Rights", and the "Hellenic Theatre/Drama & Education Network", specialising in anti-bullying initiatives. Over the course of this three-day event, a variety of perspectives, approaches, and ideas

Introduction

were presented and discussed, providing a comprehensive understanding of the issue of bullying and the diverse practices used to address it within the Greek educational system. The discussions also focused on adapting best practices from the Norwegian context to better suit the specific needs of the Greek educational system.

The subsequent phase of the programme focused on developing an approach to bullying prevention, capitalising on the Norwegian innovative practices, the Council of Europe's Competences for Democratic Culture,

European Wergeland Centre's resources, and best practices from the Greek context. In order to pilot this approach adapted in the Greek educational reality, two workshops were conducted in Athens, involving headteachers, primary and secondary school teachers, educational advisors, psychologists, social workers, and people responsible for school activities.

The knowledge, insights, and experiences gained throughout the programme are compiled into this guidebook, which constitutes the last step of the programme.

In every school environment, students' well-being and safety should be paramount. Schools are not just places of academic learning but also spaces of social and emotional development for the students. These developmental processes can be disrupted by school violence and bullying turning schools into hostile environments. Such incidents affect students of all ages and can manifest in various forms, including physical aggression, verbal harassment, social exclusion, and cyberbullying.

The issue of school bullying is complex and multifactorial. Among the effective factors of confronting bullying at schools, the role of the teachers in preventing, identifying, and addressing incidents of violence and bullying is crucial, since they are often the first to recognise and respond to such incidents. Teachers play a key role in fostering a safe school environment where every student feels included and accepted. By creating a proactive school policy against school violence and bullying, teachers can make a meaningful difference in their students' lives.

Therefore, the present guidebook, created as part of the programme Classrooms Against

Bullying, is designed to equip teachers with ideas and practical tools to address bullying incidents before, during, and after they occur at school. It also provides a concise overview of the new Greek anti-bullying law (5029/2023), while seeking to enrich the existing perspective in dealing with such incidents. This enrichment is attempted by integrating the promotion and fostering of a sense of belonging into every aspect of school life.
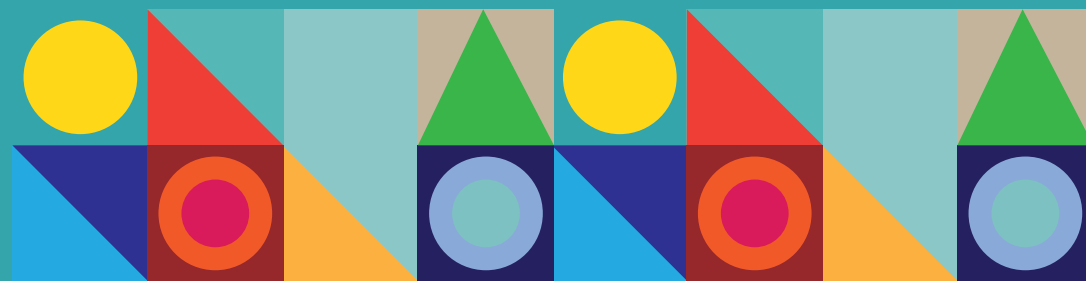
In the following sections of this guidebook, we delve into how the term bullying is defined and perceived within the Greek and Norwegian educational contexts. Furthermore, we investigate how considering school as a learning community that consists of all its stakeholders, (a Whole School Approach) and care for their coexistence by fostering a sense of belonging can help reduce violence and bullying among students. Lastly, we present the workshops conducted in the framework of the Classrooms Against Bullying initiative, where we tried in the Greek context the idea of fostering the sense of belonging as an anti-bullying measure, illustrating how they can serve as a practical guide for selecting classroom activities.

A

One World,
Many Perspectives

Part

The School as a Miniature of Society

It is usually said that a school is a miniature of its society. This is partly close to school reality. Students bring their world to school but, being in a learning process and underaged -while on their way to maturity- they cannot represent tha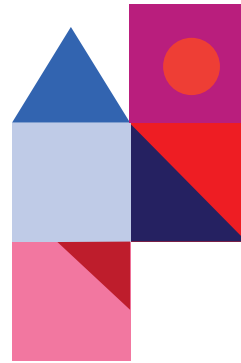t world sufficiently in the school community. On the other hand, the everyday life of many educational systems is mostly oriented towards knowledge transferring and does not adequately deal with the cultivation of communication and coexistence skills, which as tools are vital as knowledge to one's life.

At this point, it is important to underline that a school's role is to apply the fundamental rights of having the same dignity and freedom, as well as that every child has the right to education, in a pedagogical way. In this effort, the clearer the roles of every school stakeholder, the better. For example, the teacher's role differs from that of the parents or guardians, a judge, or a police officer. This means that in case of a bullying incident, if a teacher or a school director

substitutes anyone else's role than his/her own, it makes it difficult to deal with the incident, caring for the benefit of every student, with no exception.

In any case, within the school or outside of it, society, in general, does not approach bullies, victims, and observers pedagogically. The need for safety and security usually prevails over the long-term concern for the common good. But this should not be the case at schools. For example, in a school context and pedagogical dealing with an event, the school interest priority should firstly be aimed at the possible reasons which caused the incident,[1] rather than or equal to where, when and what exactly happened.

That means that concerning bullying incidents, members of the school community should not be divided into good, bad, and indifferent, but remain equally students, whose rights should be respected, but also taught and experienced through every incident of school life.

# Greece's Approach to Bullying

Bullying incidents happen in Greek Schools. Now what?

According to research conducted by the Centre for Violence and Bullying of the organisation The Smile of the Child for the academic year 2023-2024, in which 2047 children participated, 1 in 3 children (35.5%) across the country reported being bullied. Moreover, a higher percentage of children attending lower secondary school reported being bullied by their peers compared to the percentage of children attending primary school or upper secondary school. In terms of gender, the percentage of girls being bullied is slightly higher than that of boys. Furthermore, 1 in 4 children (26.6%) nationwide, across all educational levels, reported that they feel the school does not teach them not to bully their classmates. It is also worth mentioning that school bullying has increased compared to the previous school year.

The key question is how the teachers or the school as a system can prepare and be trained or become fully capable of dealing with bullying that is created by the system, the teachers, or the students themselves. No little are the times that not only students are the victims of bullying, but teachers as well, with the bullying deriving either from members of the school community or is brought from the outside.

The answer is not simple, as it enters the jurisdiction of -important to school-community specialists, like psychologists and social workers in a sufficient number.
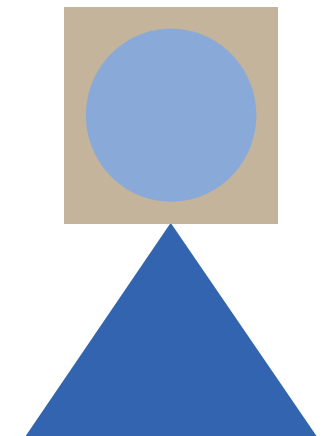
Legal Framework

In an attempt to address the issue of school violence and bullying in the Greek schools, a new law was voted in March 2023 with the title "Living Harmoniously Together - Breaking the Silence: Arrangements for the prevention and treatment of violence and bullying in schools and other provisions" (5029/2023). This law provides a detailed definition of the term bullying. More specifically it defines school violence and bullying as any form of physical, verbal, psychological, emotional, social, racist, sexual, electronic, online, or other violence and delinquent behaviour that affects the school community and disrupts the educational process. It goes on by determining specific behaviours that constitute bullying:

a) insulting the dignity, honour, and reputation of the student,
b) systematic, deliberate, or repeated threats and insults to the personality, physical integrity, or mental equilibrium of the students,
c) unwanted aggressive behaviour among school-age children and similar behaviour among educators that includes actual or perceived power imbalance,

d) disruption of the smooth conduct of classes and violent exclusion of students either from the educational process or from their participation in daily school life, as well as general social exclusion, threats, and psychological violence in students' interactions with their peers,
e) imposition by force and coercion into actions or omissions against the will of the students,
f) any form of violent or demeaning behaviour or encouragement of violent acts that disturb school peace and affect the reputation of the educational community,
g) bullying or manifestation of racist behaviours capable of disturbing the mental balance and affecting students with particular characteristics,
h) insults, discrimination, or harassment based on religious beliefs, ethnic origin, race, gender, sexual orientation, gender identity, expression, disability, health status, or physical or other actual condition of the student.

Regarding the steps that need to be followed in case incidents of bullying occur, the law offers the possibility to the students and their parents to report such incidents on the digital platform that was created for this purpose. The students can proceed to named but also anonymous reports of bullying incidents, while their parents can only submit named reports. At the school unit level, recipients of these reports are, in primary education, the headteacher and a teacher who has been designated for this purpose by the headteacher. In secondary education, the reports are managed by the headteacher and a School Life Counsellor, who is responsible for preventing and addressing such incidents in the school.

Four-member action teams, consisting of psychologists and social workers, have been specifically established for this purpose at the Directorates of Education. The role of these teams is to be in direct and continuous communication with the schools with the aim of monitoring the management of bullying incidents by the schools and providing support when needed. In case the school delays in managing a bullying incident or is unable to deal with it, the four-member teams intervene and take over. Additionally, the responsibilities of the four-member teams include raising awareness on the issues of school violence and bullying through the development of educational material and information initiatives.

Regarding the digital platform, apart from reporting incidents of violence and bullying, it also functions as a repository of action plans and best practices, as a system for the training of teachers and action teams, and it also includes the informational and educational material for the members of the educational community.
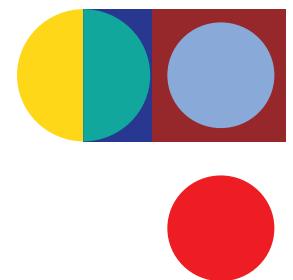
Norway's Approach to Bullying

Norway, today, follows a multidimensional, systematic, and institutional approach to bullying, as stated in the law. That was not always the case. Due to the terrorist attack of 22nd of July 2011 in UtØya and the governmental square in Oslo, the approach of perpetrators' upbringing and learning environments was re-examined, especially because the terrorist's profile was linked with lack of participation and marginalisation throughout his life. So, the feeling of belonging in a community became significant and its cultivation, practice, and application was assigned to the school communities following the revision of the Education Act in 2019. As a member of the Oslo Municipality in the Section for Learning Environment said, our school system is the main key to social cohesion.

Definition of Bullying

Understanding what bullying is, along with the roles of the victim and the perpetrators, is a process in the Norwegian way of dealing with bullying incidents as the institutional stance shows towards it. There is a clear before and after the revision Educational Act distinction when it comes to defining bullying. Before, it could be defined as repeated negative or malicious behaviour by one or more people, directed at a person who has difficulty defending himself [2]. The drawback of this definition is that it requires a further distinction of the perpetrator's background making necessary a categorisation in groups. The later definition states that bullying of children and young people prevents the experience of belonging, being a meaningful participant in the community, and the opportunity to participate[3].

Legal Framework

In Norway the legal framework is presented in Lovdata[4]. Regarding education there is the Education Act, which dedicated two chapters in school life and management. That of Chapter 9: School Management, functions, equipment and educational resources and Chapter 9A: The pupil's school environment. Following, the five articles dealing with bullying are presented:

i. Section 9 A-2
Right to a good physical and psychosocial school environment. All pupils are entitled to a good physical and psychosocial environment conducive to health, well-being and learning.

ii. Section 9 A-3
Zero tolerance and systematic work. The school must have zero tolerance for violations such as bullying, violence, discrimination and harassment. The school must work continuously and systematically to promote the pupils' health, environment and safety, so that the requirements in and pursuant to this chapter are being met. The head teacher must ensure that this takes place.

iii. Section 9 A-4
Obligation to act to ensure pupils a good psychosocial school environment. Everyone working at the school must keep an eye on the pupils to ensure they have a good psychosocial school environment, and if possible, intervene against violations such as bullying, violence, discrimination and harassment.

Everyone working at the school must inform the head teacher if they suspect or find out that a pupil does not have a good psychosocial school environment. In serious cases, the head teacher must inform the school owner[5]. When it is suspected or known that a pupil does not have a good psychosocial school environment, the school must investigate the matter as soon as possible. When a pupil says that the psychosocial school environment is not good, the school must to the extent suitable measures are available, make sure the pupil has a good psychosocial school environment. The same applies when an investigation shows that a pupil does not have a good psychosocial school environment. The school must ensure that the pupils involved are heard. The best interest of the pupils must be a fundamental concern in the school's work. The school must draw up a written plan when measures are to be implemented in a case.

The plan must describe:
a. what problem the measures are to solve
b. what measures the school has planned
c. when the measures will be implemented
d. who is responsible for the implementation of the measures
e. when the measures will be evaluated.
The school must document what will be done to comply with the obligation to act pursuant to the first to fifth subsections.

iv. Section 9 A-5

Stricter obligation to act if someone working at the school is harassing a pupil.

If someone working at the school suspects or finds out that a person working at the school is violating a pupil by means of e.g. bullying, violence, discrimination or harassment, he or she must immediately inform the head teacher. The head teacher must inform the school owner. If the perpetrator is someone in the management, the school owner must be informed directly by the person who suspects or knows about the violation. Investigations and measures pursuant to section 9 A-4 third and fourth subsections must be implemented immediately.

v. Section 9 A-6

The County Governor's handling of the obligation to act in individual cases.

If a pupil does not have a good psychosocial school environment, the pupil or his/her parents may report the matter to the County Governor after first having raised the matter with the headteacher. The County Governor must decide whether the obligation to act pursuant to sections 9 A-4 and 9 A-5 has been met. If the matter has not been raised with the headteacher, or it is less than a week since it was raised, the County Governor will

dismiss the case unless there are particular grounds that make this unreasonable. The same applies if the case does not concern the school environment at the school which the pupil is attending when the case is reported to the County Governor. The school and the school owner must, without being hindered by the mandatory duty of confidentiality, submit all information which the County Governor believes is required to look into the matter. The County Governor must make sure the pupils involved are heard. The best interest of the pupils must be a fundamental concern in the County Governor's handling of the case. If the County Governor finds that the school has failed to comply with its obligation to act pursuant to sections 9 A-4 and 9 A-5, the County Governor may decide what the school must do to make sure the pupil has a good psychosocial school environment. A deadline must be set for implementation of this decision, and the County Governor must follow up the case. The County Governor may decide sanctions in accordance with the school rules, cf. section 9 A-10, or that a pupil should change school, cf. section 9 A-12. The County Governor's decision is an individual decision and it may be appealed pursuant to the rules in the Public Administration Act. The school owner does not have a right to appeal.

Can we combat bullying in "5 steps"?

>>

The National Directorate for Education and Training (UDIR)[6] has official guidelines which emphasise the school's responsibility to create a safe and inclusive learning environment. These guidelines are integrated into each school's mandate to follow[7].

> The general five steps of this action plan as a systematic approach are as follows:
>
> 1. **Intervention:** informing the school about the bullying incident.
>
> 2. **Investigation:** an initial meeting is arranged between the parties involved to discuss the situation and then the school conducts a further investigation to understand the details of the bullying incident.
>
> 4. **Action Plan:** an individualised action plan is developed to address and stop bullying.
>
> 5. **Monitoring:** continuous monitoring of the situation is carried out to ensure the effectiveness of the situation and prevent recurrence.
>
> 6. **Follow-up/ Evaluation**: the actions undertaken are evaluated and there is space to create further steps if needed.

For these plans to be effective UDIR has on its website an easily accessible separate section dedicated to bullying with the main sections being Report bullying,[8] Get help against bullying[9] and What is bullying?[10]. One can also find relevant information in the form of a Guide both for "School parents"[11] and for "Kindergarten parents"[12]. Overall, there are many useful articles that parents or guardians can seek information regarding the way they can handle bullying.

Furthermore, in Norway, the Anti Bullying Ombudsman[13] (Mobbeombudet) is a service that can be contacted by students, parents and guardians, counsellors and school leaders in difficult individual cases and speaks on behalf of children and pupils. It started in 2014 in four counties in Norway, in 2016 it was established in Oslo and in 2018 in all counties; nowadays 18 Ombudsmen are employed. It carries independent municipality work in terms of administrative and political leadership.

A Norwegian School Example

Lofsrud Skole[14] is an international secondary school offering the national curriculum's subjects along with electives (outdoor life, production for stage, design and redesign, international work, democracy in practice, efforts for others, physical activity and health, ideas and practical research) with currently enrolled 424 students and 70 staff members. The staff apart from teachers consists of numerous social workers located in a separate office within the school's premises and wearing distinct yellow vests, along with several psychologists.

Lofsrud Skole is now a well-functioning and inclusive school. However, that was not always the case. In 2019 before the new principal got in place, the police department had allocated four police officers to work within the school premises, a central factor for many parents' decision to withdraw their children from the school resulting in dropping to 360 back then. The school's location attracts students from diverse behavioural and national backgrounds, each with unique daily habits and cultural traits. Many of these students face challenges such as limited proficiency in Norwegian and mathematics and come from difficult home environments. Now, the principal's and the school's motto is that there are no difficult students, but students having difficulties.

It places a heavy emphasis on activities for its students even throughout the holidays. It is worth mentioning the More Open School Project that runs every Wednesday and Thursday with activities for the students from 16.00-21.00 and it is organised in collaboration with the Søndre Nordstrand district. Some of the activities include a hair salon where students can bring family and friends to practise the skills they have learned. Additionally, the school has special equipment and allocated time within the curriculum for carpentry. For physical exercise and practical experience, the school provides wood for heating, which students cut. The school then sells the wood, allowing students to earn pocket money.

According to our conversation with the Headteacher of the School, they adopted some practices aimed at fostering the self-esteem of the students, and the relationships with their peers and the local community while saying that it is easy to describe, but difficult to implement. The outcome of cultivating this culture within the school led to the relocation of the police officers outside the school.

Below we list some of the practices that the principal followed:

i **The motto of the school:** There are no difficult students, but students having difficulties.

ii **Teachers' duties:** School starts at 9.10 for the students. However, at 8.15, almost every day the teachers meet and discuss their classes in groups. On Mondays the teachers that teach at the same class meet, on Tuesdays the whole staff is present and on Thursdays the specialties teachers, etc.

iii **Good morning for all (before entering the school):** The headteacher is waiting for the students outside the school building and greets them good morning followed with a handshake.

iv **Entering the classroom:** During every school hour, the teachers wait for the students at the door. They greet them by usually adding a positive comment about them.

v **Teacher/ Students relationship:**

• Each teacher is responsible for fifteen students, they are called the contact teachers. There are two per class and ought to discuss with the students one hour per week and they are the ones who learn whether a student is late or absent.
• Each teacher has to talk at least once every fifteen days with each student individually. A plan follows that conversation with topics relevant to the situation back home and within the classroom they are part of.

vi **Messages to parents with Cc to students:** Contact teachers send at least three positive text messages to parents with a copy to the students every day. In that way, each parent receives one message per week. To do that, teachers ought to have a positive stance towards their students and get to know them better to avoid irrelevant messages.

vii **3 steps system for inappropriate behaviour:**

Step 1: the students get a notice paper and must meet the social worker before they go back to their classroom.
Step 2: the social worker calls the students' parents at home.
Step 3: the students leave their classroom for the day and spend it with one of the social workers for the whole day who creates an individual plan for the student. As the headteacher mentioned, having a bad day happens to anyone and in those times, most possibly we need to talk more than be in a classroom.
When it comes to bullying incidents, these steps are followed along with the legal procedures stated in the law.

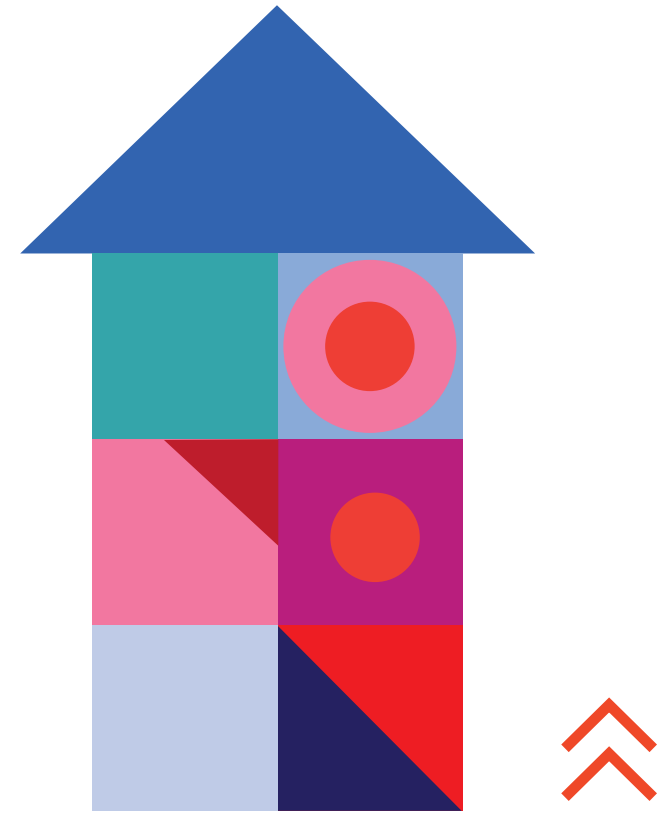viii **Extracurricular activities:**
Hairdressing, woodchopping

ix **Open School:**
The school is open outside of school hours for the students, their parents/guardians and the local community and functions as a meeting place for having fun and learning together during after school hours.

B

Theory for Action!

Making sense of theory
and cultivation of the feeling
of belonging at schools

Part

What is a Democratic School?

In the Council of Europe terminology, Democratic is a school that through all its activities, it teaches and creates experience on democratic citizenship and active respect for human rights. Through its Recommendations by the Committee of Ministers and the educational strategies, methods and tools, the Council of Europe has created a solid way for helping schools to further improve Democracy in their everyday lives. This is called Education for Democratic Citizenship and Human Rights Education (EDC/HRE).

The objective of EDC/HRE[15] is to enable and encourage students in their roles as young citizens to play an active part in their societies and political communities. To participate in a democratic community, students need to develop a wide range of competences including knowledge and understanding, technical and methodical skills, and values and attitudes, such as tolerance and responsibility.

"Education for Democratic Citizenship and Human Rights Education are closely interrelated and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives."[16]

EDC therefore focuses on the young citizen's role in the community, while HRE looks at the individual and his or her identity, wants and needs, liberties and responsibilities "through a human rights lens".

EDC/HRE emphasises the active role of students as young citizens, insisting that they need to know and understand their human rights, but also appreciate them, and through training in class and practical experience in school life feel confident to exercise them. In this respect, EDC/HRE takes a big step forward in comparison to a more traditional, solely knowledge-based concept of civic or citizenship education. EDC/HRE addresses students as experts, valuing their interests and experience in everyday life.

EDC/HRE adopts a holistic approach to teaching and learning. The EDC/HRE teacher's task may be summed up in three principles:
- Teaching *about* democracy and human rights;
- Teaching *for* democracy and human rights;
- Teaching *through* democracy and human rights.

| Teaching *about* democracy and human rights | Students need a sound understanding of what democracy means, and what human rights they enjoy, in which documents they have been laid down, and how they may be protected and enforced. As young citizens, they need to know the political system of their country and the way their country's constitution functions. |

| Teaching *for* democracy and human rights | Young citizens need to learn how to participate in their communities and how to exercise their human rights: Democratic values and practices have to be learned and relearned to address the pressing challenges of every generation. To become full and active members of society, citizens need to be given the opportunity to work together in the interests of the common good; respect all voices, even dissenting ones; participate in the formal political process; and cultivate the habits and values of democracy and human rights in their everyday lives and activities. As a result, citizens come to feel useful and recognized members of their communities, able to participate in and make a difference to society.[17] |

| Teaching *through* democracy and human rights | Students need a supportive learning environment. They require methods of teaching and learning that allow them to exercise their human rights, such as freedom of thought and expression. They require opportunities to participate in governing their school, exercising their human rights and fulfilling their responsibilities. They rely on their teachers to provide role models for mutual respect, tolerance and peaceful resolution of conflict. In all these respects, democracy and human rights serve as a pedagogical guideline, both for EDC/HRE as a curricular school subject and school as a micro-society. |

What is the Whole School Approach (WSA) and why is it relevant?[18]

School is the best place for children to learn about democracy as an idea, but also as an experience. A democratic school teaches democracy in practice and through the way in which it operates. In the school community, children live in a diverse society and we seek to educate them to become active, participatory, and democratic. In this effort, the school needs to become an inclusive, safe place of learning where all people, regardless of their background, enjoy the right to education. We therefore need to account for and work on all dimensions of school reality.

In the Council of Europe's whole school approach, the school community is described through three key areas:

Teaching and learning

As teachers, we spend most of our time in the classroom. So do children. The classroom is a place of teaching and learning, for everyone. We teach and at the same time learn from the newest members of society, who are in touch with what novel things interest and attract them. We teach children and learn from the children. We do not make full use of this possibility if our approach is one-way and teacher-centred. And we don't promote democracy if classroom practice requires obedient and silent students. Cultivating democracy in practice means active and participatory students, as well as flexible teachers who know how to listen. The classroom is one of the key small communities where children gain the experience of democracy.

School governance and culture

However, school life does not begin and end in the classroom. In the daily schedule, there are breaks and gaps, excursions, and celebrations. These events are also related to learning as they shape the atmosphere of the school and influence the children in the classroom as well. Walking through the school gates, we quickly become aware of the school's atmosphere. There are strict, silent, rowdy, happy schools. The school atmosphere is mainly determined by its teaching staff. The relations between the headteacher and the teachers, and all of them with the children, give a certain character to the daily life of the school. Experience offers examples of how the school atmosphere changes with the change of the management and/or its teachers.
No matter how much we strive to create an inclusive atmosphere in the school, if its management is not democratic, if all members of the school community are not activated, involved and practising democratic values, we fight in vain. And if the adults in the school do not describe and foster by actions a school democratic culture of cooperation, our actions are lost in our individuality.

Cooperation with the community

Even if the school does not feel any connection to the wider local community, every member of the school brings habits, experiences, and events from outside. No matter how much the school focuses on lessons, the outside world influences it both positively and negatively. The school is an active part of each local community. There are public and private institutions that take care of issues that concern the students.
Parents are the bridge between the school and the community, as are the people working in the community surrounding the schools. By taking into account their professional qualities and interests, they can become more actively involved in and useful for the school. Issues and discussions from the classroom can also be broadened at home, building a foundation for home-school cooperation.
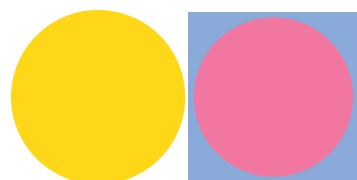
What is the "sense of belonging"?

As stated at the first article of the Universal Declaration of Human Rights (UDHR):

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Especially in public education, this article becomes a duty, as described in the first article of the European Convention of Human Rights The High Contracting Parties shall secure to everyone within their jurisdiction the rights and freedoms defined in Section I of this Convention. Education is bound specifically by Protocol 1 to the European Convention for the Protection of Human Rights and Fundamental Freedoms, where it is clearly stated that (N)o person shall be denied the right to education.

As human rights are the foundations of the Democratic School, schools are places where every student, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status -as referred in the second article of the UDHR- should be able to live over half of his/her life as a student in a safe learning environment.

Every student means exactly this. Every single student, no matter what. It is the school's work to create this learning community, where it is not only acknowledged that there are differences between its members, but they have the right to be different, without this being interpreted in judgmental ways of inferiority or superiority. Everything can be an element of differentiation to communities that consist of individuals who feel marginalised, living as in parallel monologues. The bet to be won is not to find a winner or to eliminate diversity, but to help community members -in all stakeholders' groups- to learn how to communicate, cooperate and learn to live together.

This positive approach can be fostered by the cultivation of the feeling of belonging, once it is characterised by tolerance to diversity, valuing it, learning to argue about it, defending it, expressing views and promoting it both in theory and praxis (RFCDC, Vol 2, pp.15-17). In this context, we should approach each person with interest and curiosity, considering their unique beliefs, values, traditions, and perspectives. We should also recognise and appreciate their different types of intelligence and learning abilities.
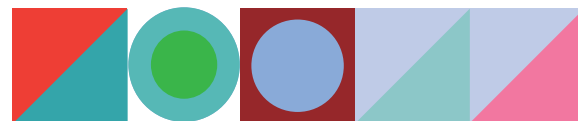
Five among many other factors of the sense of belonging can better explain why it is crucial, but also possible to show zero tolerance to bullying in the school society:

1
It connects the children to each other and makes bullying more difficult

When students feel that they belong to the school community, that are members of a group, have less reasons to get involved in bullying incidents. Their peers are also members of the same team. In such a team, not all members are friends or like each other, but nevertheless, they are members.

2
It functions as a shield for children who are possible targets

When students feel that they are appreciated and are reinforced by their teachers and their peers, face bullying with more self-confidence, either they act as bullies, victims or bystanders. In general, students are less alone at school.

3
It creates an inclusive environment, where bullying is less tolerable

When students feel welcome and accepted, school becomes theirs, as people and group members. Bullying destroys its good atmosphere

and integrity, and they easily react against it. In that case, students are personally interested in the fact that bullying does not exist.

4
It makes diversity more understandable and cultivates empathy

The positive school climate that is cultivated creates relations among peers, regardless of their differences. Discrimination and stereotypes are not hidden, but are discussed, controversial issues are included in them, tensions have a creative character. The members of the team support each other.

5
It nurtures positive relations between all members of school community

It helps with the creation of powerful relations among students, between students and teachers, teachers themselves and the headteacher. Creating a supportive network empowers every member of the school community to express their opinion freely, with no repercussions, bringing to light the factors that cause bullying incidents.

C
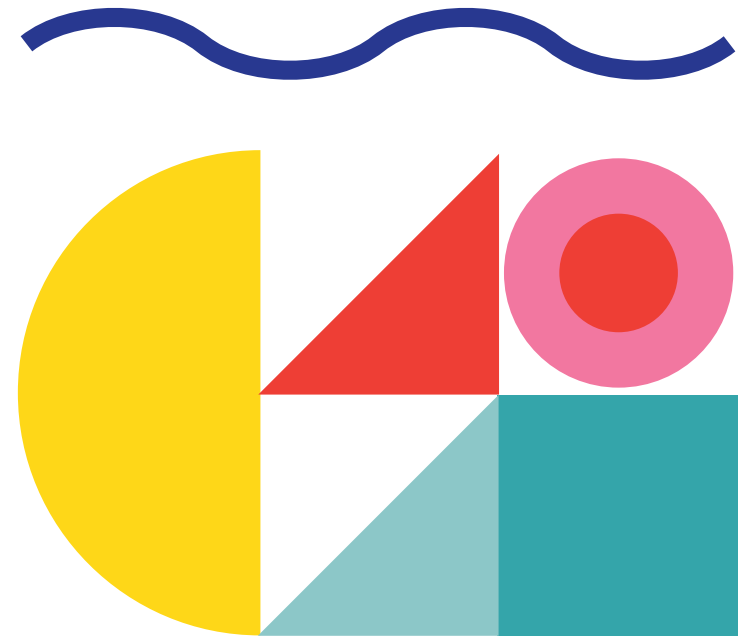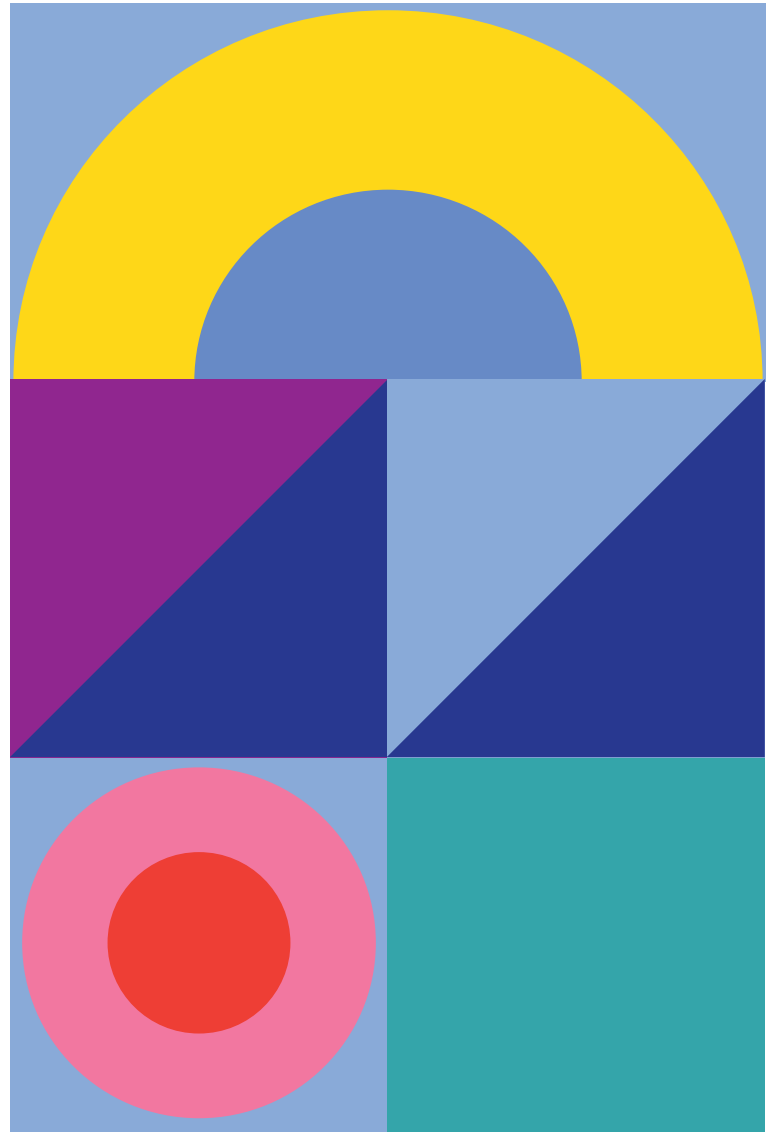
Part

A Practical Guide
for Teachers and Educators

The Democratic Functioning of the School as a Means of Preventing and Addressing School Violence

What and why?

As part of the Classrooms Against Bullying programme, an approach to bullying prevention -adapted to the Greek educational context- was developed, drawing on innovative practices from Norway, the Council of Europe's Competences for Democratic Culture, resources from the European Wergeland Centre, and best practices within the Greek context. To pilot this approach, a workshop titled "The Democratic Functioning of the School as a Means of Preventing and Addressing School Violence" was designed and facilitated in Athens over two separate days, involving 60 educators.

In our workshop, we followed the three strategies of incorporating/using activities that we propose in this manual:

i. Using Existing Activities
We employed activities as they are, as they align with the expected learning outcomes and the seminar format.

ii. Adapting Existing Activities
We modified existing activities by either retaining the content and altering the format, or vice versa.

iii. Creating New Activities
We developed new activities to better suit the specific needs of the participants.

These strategies ensured our activities effectively supported the workshop's goals.

The aim of the piloting had several dimensions:

- Engage educators across all educational levels: preschool, primary and secondary education.

- To try through sharing and scheduling that fostering the sense of belonging is an effective way to address bullying both after an incident and proactively.

- To give space to educators to broaden their knowledge and deepen their understanding of bullying but also to share and experience with their peers.

- To offer the possibility, the necessary time, the experience, as well as strategies and techniques of collaboration, which are essential for the feeling of belonging at all levels.

- To introduce the Council of Europe Reference Framework of Competences for Democratic Culture and especially its Whole School Approach as a method and a strategy that schools can use in order to work against bullying in their communities.

The feedback from the 60 educators who participated in the workshop was positive. The activities were highly rated by the participants, reflecting the overall success of the workshop. Below, you will find detailed feedback from the educators for each activity and the workshop as a whole.

Activity 1
The sense of belonging: first steps

This activity was specifically created for this guidebook taking into consideration the particular need of informing the teachers about our project in its piloting. Thus, it was not included in the evaluation form and the feedback presented here pertains to activities 2, 3, and 4.

Activity 2
Exploring the Issue: The Dimensions of Bullying in Schools

Through this activity we planned to give educators the opportunity to share the situation at schools, their experience and ideas. The participants found this activity engaging and directly relevant, as it allowed them to exchange ideas and delve into the various forms of school violence and bullying. They discussed the factors contributing to such behaviours, evaluated the effectiveness of current school strategies to address bullying incidents, and explored innovative approaches to prevent and combat bullying. In table 1 in the Appendix you can find the contributions of the educators in this activity.

Activity 3
The school as a whole

Using parts of the Council of Europe short video "Beat Bullying" (https://www.youtube.com/watch?v=e5sB7mndfrQ&t=33s) , we approached a specific bullying incident, analysing it and dealing with it, through the eyes of the individuals involved -the bully, the victim, the bystander- aiming to apply and empower the sense of belonging in practical ways. This exercise was particularly impactful, providing valuable insights into the dynamics of bullying. Participants gained a deeper understanding of each perspective, which enriched their approach to addressing the issue of bullying in their own schools.

Activity 4
School bullying: Now what?

The third activity highlighted the connection between addressing bullying and promoting the democratic functioning of schools and a sense of belonging. Educators found this approach especially interesting and relevant, seeing how fostering democratic values and inclusion can be integral to preventing bullying.

Overall, the educators appreciated the interactive nature of the workshop and found the information provided highly relevant and useful. They recognised that adopting a whole school approach, promoting competences for democratic culture, and fostering a sense of belonging are crucial strategies that can be effectively implemented in Greek schools to combat school violence and bullying.

A Proposition for Training

Activities templates

The training module of CAB is created in such a way that does not need an expert or an external person to implement it at school. It needs two members of the teaching staff who can follow the activities' descriptions step by step.

Below you can find the detailed description of the four activities as they were carried out in the two workshops. The implementation steps, materials, objectives, and expected outcomes are described, with emphasis on the connection of each activity to the five factors of the sense of belonging to address bullying in the school community (Part B, What is the sense of belonging?).

The sense of belonging: first steps

Description
This activity helps participants to create a feeling of belonging to a group of peers, inform them about the specificities of the project approach and make the first steps in connecting it with the training main theme.

Objectives
The objectives of the activity are to:
- Get to know each-other
- Create connection and cooperation links between the group members
- Approach the sense of belonging
- To inform participants about the programme and its propositions for schools

Expected outcome
Upon completion of the activity, trainees are expected to:
- Identify the description of the sense of belonging
- Describe the aims and the content of Classrooms Against Bullying

Link to the 5 factors
1. Sense of belonging.
3. Feeling of being welcome
4. Create connections between peers

Step1 - 15'

Materials:
Room with one chair
per person in a round

The Trainees are in the training room, they sit freely on chairs
The trainer welcomes them and asks them to get up (if possible, it is better to make the activity outside the building or in a big room or corridor)
The trainer explains that we are going to walk. When he/she says stop, participants stop, when he/she says go, participants start walking once more.
On stop, participants approach the closest person, shake hands and:
In the first round, they just exchange names
In the second round, they exchange their name along with a piece of information about themselves, the same for everyone (for example their favourite dish, song, dance, colour etc.)
In the third round, they exchange their name along with what they did yesterday night
In the fourth round they exchange their name along with their favourite place on earth.
The trainer then asks participants to find their number 1, 2, 3, 4.
The trainer asks participants to form a circle, while standing
He/she asks one of the participants to present someone he/she met and the information he/she has about him/her.
When everyone is presented, the group is asked to enter the room.

Step 2 - 30'

Materials:
Projector
Ppt
The relevant chapters
of this publication

The trainer introduces to the CAB programme, its aims, and the basic theoretical elements of Education for Democratic Citizenship/Human Rights Education (EDC/HRE). He/she can use the theoretical parts of this publication and adapt them to the interests and needs of the trainees.

Step 3 – 30'

Materials:
Flipchart paper
A4 paper
Pens

The trainer creates groups of no less than 3 and no more than 5 persons
He/she writes the word "Belonging" on the Flipchart
He/she asks the group members to individually think for one minute of how they could describe the sense of belonging
Everyone shares his/her thoughts in the group
Every group combines descriptions and opinions and creates a definition of the sense of belonging
The groups write their definitions on a Flipchart paper
The trainer hangs the definitions on a wall
Participants are invited to visit them

Step 4 – 15'

In plenary, the trainers report on the main statements written on the flipcharts and the method that the groups followed during their discussion.

Step 5 – 10'

Debriefing
Discussion in circle on the following possible questions
How did you feel when walking and cooperating with your peers?
What are the pros and the cons of creating a definition by this "discussion method"?
What do you keep from this activity?

Activity 2

Exploring the issue: The dimensions of school bullying

///

▨ **Description**
Participants explore their knowledge on bullying incidents at schools and their factors, explore and exchange ideas about the sufficiency of dealing with it at school and exchange innovative ideas for confronting it at schools.

◣ **Objectives**
The objectives of the activity are to:
• Broaden knowledge on bullying at schools at different educational levels
• Identify factors of school bullying
• Critically approach the school reality and experience on bullying
• Share ideas with peers

◢ **Expected outcome**
Upon completion of the activity, trainees are expected to:
• Recognise several factors that make bullying possible at schools
• Consider possible vulnerabilities in existing ways of dealing with it
• Share solutions that better deal with the issue

◣ **Link to the 5 factors**
4. Create connections between peers
5. Create strong relations among teachers and between teachers and school directors
5. Bring the factors that cause bullying incidents on surface

● **Step 1 – 5'**
Materials:
Tables and chairs for each group
Flipchart paper with the table theme written with big letters
Markers for every member of the group

The trainer divides the participants in three (or their multiple, according to the number of participants) equal membered groups.
A facilitator stationed at each table will inform all groups that will pass about the method and content, and report to the plenary at the end of the activity.
The trainer either has selected them in advance, or asks participants to volunteer.

● **Step 2 - 20'**
The facilitator asks participants to read the question and respond by writing on the paper.
Every group member is also asked to respond by commenting to the responses of the other members. The groups can discuss, but their main goal is to leave written messages on the flipchart.
The facilitator can take notes in order to inform the next group or to use for his/her report at the plenary.

● **Step 3 – 20'**
The trainer asks the groups to move to the next table clock-wise, leaving their markers on the table.
When at the next table, the facilitator presents the work of the first group.
The group repeats the process as before.

● **Step 4 – 15'**
In plenary, the observers report on the main statements written on the flipcharts and the method that the groups followed during their discussion.

● **Step 5 – 10'**
Debriefing
Discussion in circle on the following possible questions
How was the method?
What are the cons and the pros of it?
Did any comment surprise you, positively or negatively?
Where can we use them in our work at school?

Sources: World café (https://theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf)

Questions for the world cafe tables

• What ways of bullying do we observe at school? What factors contribute to such behaviours?
• How effective are the current strategies followed and/or the school policy that confronts bullying? What are their weaknesses?
• What innovative approaches can we implement at school in order to better identify, prevent and resolve?

Activity 3

School Bullying: Now What?

//

Description

Participants critically approach, analyse and discuss a certain bullying incident, wearing the shoes of a bully, a victim and a bystander. Together they work to understand the experience in a pedagogical way, deal with the immediate needs and the possible support actions, based on the strengthening of the sense of belonging. Then, they move to the first step of meeting with the others, in order to further comprehend the possible roles of the school in such cases.

Objectives

The objectives of the activity are to:
- Think analytically and critically
- Reflect on personal and professional experience
- Feel how every person involved in bullying feels
- Think about own responsibility for dealing with bullying in a pedagogical way

Expected outcome

Upon completion of the activity, trainees are expected to:
- Critically approach, analyse and find solutions for a bullying incident at school
- Reflect on how they will take action for every student in cases of bullying
- Listen actively and reflect on their personal beliefs and any prejudices on bullying at school

Link to the 5 factors

1. Not all members are friends or like each-other, but nevertheless, they are members of a group
2. Feeling appreciated and reinforced by teachers and peers
3. Bullying destroys the school good atmosphere and integrity
4. It creates relations among peers
4. Discrimination and stereotypes are not hidden, but are discussed

---

● **Step 1 – 10'**

Materials:
Bullying film excerpts
Worksheets
Paper
Pens

The trainer presents the first part of the short film "Beat Bullying" of the Council of Europe (from the beginning - 0.22 min and 1.07 - 1.39)
Then he/she creates three equal groups, one with bullies, one with victims and one with bystanders (depending on the number of persons, the groups can be more than one per character).
The trainer explains that each group has to work on a worksheet in three categories of questions, in order to better prepare for a meeting with the other actors of bullying after that.
He/she proposes that everyone takes personal notes.

● **Step 2 – 50'**

The trainer distributes the worksheets to the groups, one per person.
The groups discuss the incident, following the three circles of questions.
The trainer asks the groups to move to the next circle, after enough time of discussion on the current one.

Secret information: At an appropriate moment, the trainer interrupts the group work and presents the part of the film that shows how the bully becomes one (2.09 – 3.25)

● **Step 3 – 20'**

The trainer goes to every group and assigns numbers to their members. Then he/she asks three 1, 2, 3, etc to form new groups, so that at every new group there is a representative of victims, bullies and bystanders (more than one per group if the number of persons in groups is odd)
The theme of the group discussion is what could the school do in order to foster the sense of belonging so that such incidents don't happen in the future

Before debriefing, the trainer shows the final part of the film, where bystanders take action (7.35 – 8.10) and the bully is invited to play with the others (8.47 – the end)

● **Step 4 – 10'**

Debriefing
What were the different elements in this approach?
Were there questions that you didn't expect to deal with?
What was the most difficult part of the process? The arguments?
How can empowering the sense of belonging work at school?

Source: https://www.youtube.com/watch?v=e5sB7mndfrQ

Activity 4

Whole School Approach: Proposals for implementation

//

Description

Members of the school community (administration, teachers, parents) connect personal school experiences with democratic values and build a model of a democratic school based on their suggestions.

Objectives

The objectives of the activity are to:
- Actively recognise that implementing EDC/HRE in the school for the benefit of children goes beyond subjects and disciplines requires a whole school approach,
- It needs headteachers and teachers, as well as parents to their fair share, to be partners in creating a democratic culture,
- A relationship where the role of the local community is essential.

Expected outcome

Upon completion of the activity, trainees are expected to:
- Connect their personal school experiences with values of democratic culture,
- Describe empirically the three areas of the whole- school approach,
- Propose ideas for actions inside and outside the classroom,
- Create a collaborative relationship between the stakeholders in the school community.

Link to the 5 factors

1. Feeling of belonging to the school community
2. Face bullying with more self-confidence
3. Take a personal interest in ensuring that bullying does not occur.
5. Every member of the school community expresses their opinion freely, with no repercussions

Materials:
Wall where we can stick paper.
Flipchart paper.
Markers, at least three colours per group.
A4 paper of different colours.
Paper tape and/or blue tack.
Scissors.

● **Step 1 – 5'**

We divide participants into 3 groups with 6-7 members each. If there are more people, we create groups of multiples of 3, so that we then assign a pillar to each group.
We explain that in this session, group members will reflect on the ways in which democratic culture competences can be taught through reflecting on each member's personal experience.

● **Step 2 – 30'**

Personal experiences
The trainees recall experiences from their school life as students.
In one minute, individually, each group member chooses one positive (felt good, was proud of) and one negative (wish it hadn't happened) personal experience as a student and then selects one of these to work with.
In pairs (3 minutes + 3 minutes), participants share their chosen experience and listen to the one of the other person. If the number of participants is uneven, you can work in triads.
In the group, the listeners (not those who shared the stories) recount the story they heard to the group (15 minutes in total).

● **Step 3 – 15'**

Linking personal experiences to core democratic values
Distribute three A4 colour cards, cut horizontally in half to each group.
The group works on the question: "Which values or competences were respected and caused your good memories and which were disrespected and caused the bad ones?"
Group members write values or skills (only positive ones, e.g., justice, not injustice) one on each coloured card.
As each group finishes, they place their cards on the wall, in the space we have designated to create the school model (see image 1).
We read the democratic values and skills stuck up on the wall. We underline the repetitions. We comment on the thought that there are values and/or skills behind everything that happens in the school.

Source: 31 Basic Activities, Schools for All, pp. 74-78

Step 4 – 5'

Presentation of the whole school approach:
Teaching and learning.
School governance and school culture.
Cooperation with the community.

Step 5 – 30'

Construction of the elements of the democratic school model
Give each group a sheet of paper from a flipchart block, cut vertically.
Assign one pillar to each group (each pillar must be assigned to at least one group). Each group chooses one or at most two values/competences from those on the wall.
Each group creates two proposals for specific activities that respect the selected value(s) (e.g., pillar=School governance, value=Respect, proposal=Give all members equal speaking time at council meetings).
Each group creates a poster with their suggestions on the flipchart.
The trainer explains:
The pillars «Teaching and learning» and «School governance» create the walls of the model, so they are written vertically; the pillar «Communicating with the community» creates the ceiling, so it is written horizontally.

Step 6 – 10'

Building the model of the democratic school by all groups. Each group places their poster on the wall.
Invite the group to stand in front of the model.
Add the «roof» with joined coloured cards that say «strategies, methods, tools, good practices».
Add to the empty space in the front of the school the door where we write VALUES (on A4 paper) and two windows where we write SKILLS and ATTITUDE.

Step 7 - 10'

Debriefing
Feedback and reflection discussion at the end in plenary, focusing on the expected learning outcomes in reference to the building on the wall.
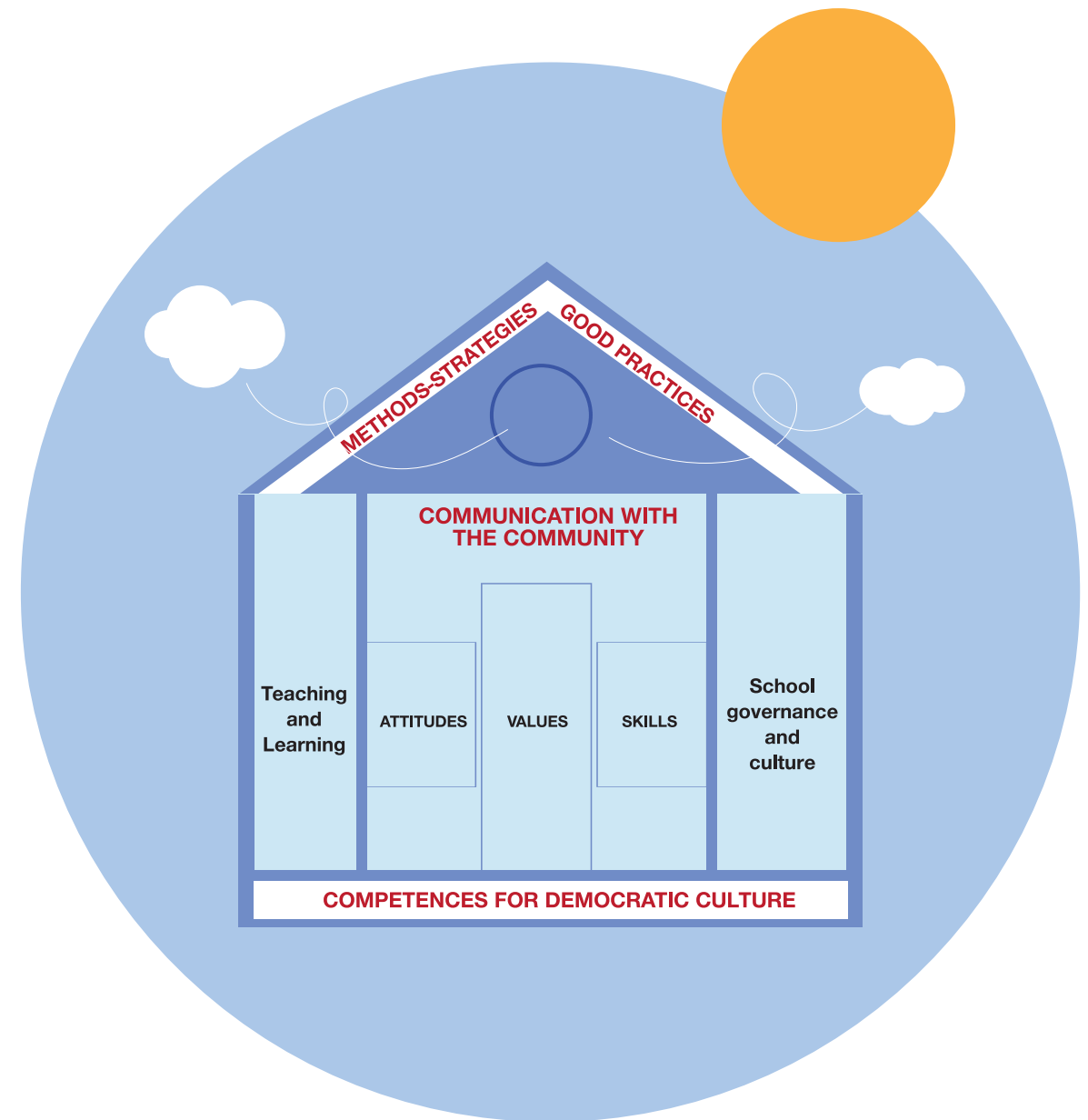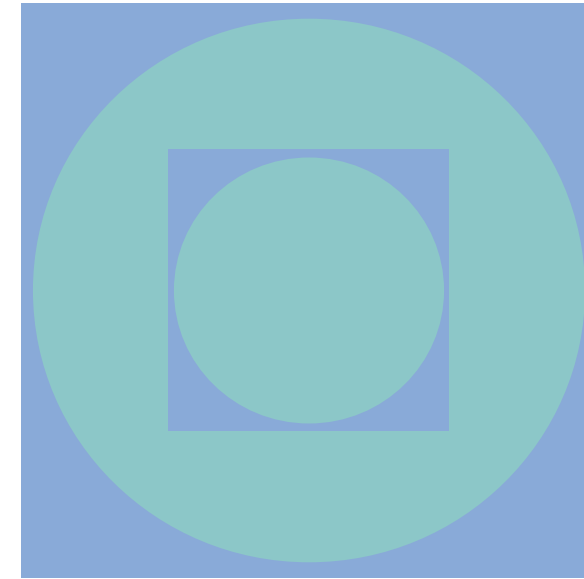

Image 1: Model of the Democratic School

D

Council of Europe Material

The Council of Europe (CoE)[19] is the continent's leading human rights organisation. All member states have signed the European Convention on Human Rights, a treaty designed to protect human rights, democracy, and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in these countries.

In addressing Education for Democratic Citizenship and Human Rights Education (EDC/HRE), the CoE has developed various recommendations, political texts, educational materials, and tools aimed at combating violence and bullying in schools. These resources are useful in fostering a sense of belonging to counteract such issues. However, every school has its unique character and needs, meaning that even the best ideas and tools must be adapted to the specific school community.

Below, we list relevant educational publications created or co-created by the CoE. While not exhaustive, this collection includes strategies, methods, and tools intended to inspire action and help address challenges. This publication aims to provide support, though it does not offer magical solutions.

1. Compass[20] was first published in 2002 within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe. The programme was created because human rights education (HRE) – meaning educational programmes and activities that focus on promoting equality in human dignity – was, and remains, of incalculable value in shaping a dimension of democratic citizenship for all young people and in promoting a culture of universal human rights.
Themes: Children, Citizenship and Participation, Culture and Sport, Democracy, Disability and Disablism, Discrimination and Intolerance, Education, Environment, Gender, Globalisation, Health, Media, Migration, Peace and Violence, Poverty, Religion and Belief, Remembrance, War and Terrorism, Work, General Human Rights

2. Compasito[21] builds on the philosophy and educational approaches of Compass. As with Compass, it uses a non-formal educational methodology and a structure that provides theoretical and practical support to users of the manual. However, while Compass addresses young people themselves, Compasito addresses adult educators who work with children. It provides them with theoretical and methodological information and substantial discussion of the book's human rights themes. Compasito also encourages educators to adapt material to reflect their own and their children's reality. Although the practical activities are designed to play with children, most activities need the proper facilitation of an educational expert.

3. Reference Framework of Competences for Democratic Culture (RFCDC)[22]. The RFCDC as a set of materials can be used by education systems to equip young people with all of the competences that are needed to take action to defend and promote human rights, democracy and the rule of law, to act as active citizens, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies. It is intended for use by education policy makers, especially those working within ministries of education, and by education practitioners in all sectors of education (pre-school, primary and secondary education, vocational education and training, higher education and adult education). The RFCDC provides a systematic approach to designing the teaching, the learning and the assessment of competences for democratic culture.

- **Volume one of the Reference Framework**[23] contains the model of competences for democratic culture that was unanimously approved by European ministers of education at their standing conference in Brussels in April 2016.
- **Volume two**[24] lists the descriptors of the competences for democratic culture that are intended to help educators identify learning outcomes, achieved proficiency after a period of learning, and areas for further development.
- **Volume three**[25] offers guidance on how the model of competences and the corresponding descriptions may be used in six education contexts.

4. Living Democracy[26] - The website Living Democracy is a unique educational resource, available in multiple languages, which aims to promote democracy and human rights without additional cost to the user. The educational materials are prepared by educators from different countries and are approved by national authorities and the Council of Europe. The principle of the website teaching material is based on the idea that Education for Democracy and Human Rights enables students to have an active role in school and their life environment, empowers teachers, supports school leaders and provides guidance to parents in their daily life with children. The user-friendly approach allows for easy browsing by topic and by key-word. The website www.living-democracy.com provides resources for teachers, students, principals and parents.

Democracy Education acts on three levels:

i. **Classroom** – as a small collective providing lots of opportunities for first experiences in democratic education.
ii. **School** – as an extended community.
iii. **Society** – where children and teenagers experience what participation means through defending their interests outside school.

The teaching materials for Democracy and Human Rights Education offered on the Living Democracy website aim to support the learning process and teach students the necessary content while providing methodical and decision-making competencies. Separate sections of the website focus on the competences of principals in democratic school governance and the empowerment of parents.

5. The EDC/ HRE Whole School Approach for the Prevention of Discrimination and Violence in Schools and Communities[27] - This publication was developed for education practitioners, policymakers and others interested to learn about strategies for preventing discrimination and violence in schools and communities through a whole school approach

focused on the positive values of democracy, human rights and intercultural dialogue. This approach assumes that long-term solutions to violence and discrimination in schools involve sustainable strategies to foster the well-being of the school community in conjunction with specific strategies to raise awareness about and change behaviour related to discrimination, bullying, and other forms of violence.

6. Bullying: Perspectives, Practice and Insights [28]- This book aims to explain to both experts and the interested layperson what is known about bullying, its causes, effects, and, crucially, how it can be reduced, by fostering social and emotional skills in young people. Authors from more than a dozen countries have contributed to this publication, presenting widely differing perspectives, practices and insights on how they are tackling or think we should be tackling modern societal issues such as bullying and hate speech.

7. 31 Basic Activities [29] - The handbook 31 Basic Activities is a resource for anyone involved in the field of inclusion. It addresses the challenges of receiving students with refugee backgrounds in schools and is developed for educators and professionals in the field. This resource is available both in a digital format and as a PDF in Greek and English.

8. The Little Big Handbook of Democracy [30] When we think of democracy, we often think of parliaments, free elections, institutions, and laws. But the democratic form of government depends on a democratic culture: how we as citizens live together and act towards each other. Living together in a democracy is about dialogue and cooperation, about resolving conflicts in peaceful ways and actively participating in society. We hope that this handbook will contribute to strengthening the skills we all need to preserve a good democratic society. You will work with values, attitudes, skills, knowledge and critical understanding. We hope that this handbook becomes a useful tool in your work with youth and young people. We hope that it will be scribbled and drawn in. We hope that you will take ownership of it and that it will eventually become so worn that you will have to contact us to get a new one. The activities in the handbook have been developed by the EWC. They are based on and inspired by the activities from the Council of Europe's manuals for democracy and human rights learning, in addition to our own experiences and expertise.

Conclusion

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

Bullying is a societal issue that affects people's everyday lives and inevitably finds its way into school classrooms and students' experiences. However, it is not an invincible problem. Building a strong sense of community is essential to addressing it. When teachers are more adaptable and receptive to the students' needs, students might feel they belong to a supportive community. This environment encourages students to step into the forefront, openly share their stories, acknowledge their mistakes, and work towards a brighter future. The institutional framework can provide an understanding of the problem and its resolution, but it is through the way (the 'how') and the practical applications (the 'what') that results will be achieved within the classroom and, by extension, in the lives of students, teachers, and the school community as a whole.

Learning ´about´, 'for' and 'through' democracy and exercising it through democratic and human rights education is highly relevant to school communities and their efforts to establish and sustain zero tolerance policies, which focus on addressing how society marginalises certain groups of people and ensuring a safer school environment. Thus, Classrooms Against Bullying become not a utopia, but a place where acceptance prevails, active listening serves as a tool for self-understanding and mutual understanding, fostering a culture of empathy and respect among students.

Appendix

Teachers' contributions to Activity 2

||||||||||||||||||||||||||||||||||||||||||||||||

Forms of school violence and bullying

- Physical violence (hitting/kicking/spitting)
- Verbal & emotional violence (name-calling, mocking, mimicking, teasing, insulting, humiliating)
- Social bullying (spreading rumours, gossiping, excluding)
- Prejudicial bullying (on the basis of disabilities, obesity, ethnicity, religion or sexual orientation)
- Cyberbullying (threatening, embarrassing, spreading rumours, disseminating harmful/private content through digital devices)

Factors contributing to such behaviours

- The social structure promoting isolation and aggressivity itself
- Insufficiency of schools in dealing with bullying
- Lack of knowledge on how to manage bullying incidents
- Awkwardness and fear in supporting bullying victims
- The educational system itself enhances bullying
- The intimidating structure of the school system for those facing difficulties
- Schools focusing solely on knowledge acquisition
- Cultivation of competition in schools
- Exam-based school system
- Students reproducing educators' bullying behaviours
- Negative relationships among educators
- Negative relationships between educators and students
- Neglect or abuse from the family
- Parents' indifference
- Lack of parental support
- Parents' lack of parenting skills
- Absence of parental limits for their children
- The bully themselves may be a victim within their family
- Upbringing of the child
- Social and educational background of the parents
- Domestic violence
- Alienation among family members
- Family issues such as financial problems and poverty
- Family culture
- Lack of empathy
- Lack of time
- Lack of team spirit
- Lack of collaboration
- Lack of communication
- Lack of information
- Lack of acceptance of other people's differences
- Loneliness
- Isolation
- Social exclusion
- Rejection from peers
- Marginalisation
- The fact that we don't really know each other
- The fact that we only care about ourselves
- The fear
- The anger
- Lack of social skills

- Lack of emotional development
- Difficulty in accepting and adhering to social norms
- Learning difficulties
- Need for acceptance
- Desire a leading role
- Challenges of adolescence
- Far-right beliefs
- Hooliganism
- Social stereotypes
- Xenophobia
- Conservative views on gender and relationship issues
- Influence of internet and violent video games
- Impact of trap music

Effectiveness of the current school strategies and the existing gaps

- Ineffective practices due to educators' lack of information
- Incomplete strategies and lack of planning
- Lack of continuity in current strategies
- Lack of universal strategies
- Absence of common strategies
- Educators' indifference
- Ignorance regarding how to deal with bullying
- Lack of a comprehensive and cohesive theory
- Current strategies are ineffective because they are fragmented
- Lack of a unified approach to addressing bullying among educators
- Ineffectiveness due to a focus on punishment, perpetuating a vicious cycle
- Insufficient promotion of essential communication and deeper understanding among students
- Lack of genuine interest
- Inadequate systematic and essential training for educators
- Shortage of school staff
- Challenges in fostering a sense of community within the school
- Absence of clear, long-term policies to develop appropriate strategies
- Lack of entities where educators can address these issues
- Shortage of psychologists and social workers
- Lack of coordination among educators
- Absence of a prevention culture
- Educators' resistance to change
- How can we develop effective strategies in such a violent society?
- Current strategies focus solely on punishment after bullying incidents, neglecting prevention.
- Effective management of bullying is challenging without parents' schools and good parenting
- School life counsellors need adequate support themselves to be effective.
- While strategies are heading in the right direction, the outcomes are only temporary.
- Superficial handling of the issue
- Lack of focus on prevention
- Covering up the issue
- Addressing specific incidents rather than the underlying reasons/essence
- Insufficient collaboration with families
- Inadequate collaboration among educators
- Procedures are more procedural than substantive
- The strategies suggested by the ministry are focused on punishment and therefore ineffective
- There is a lack of strategies promoting collaboration, inclusion, and building a school community
- Ignorance regarding what constitutes bullying
- There is a lack of a clear framework. Educators need support.

- Collaborative learning
- Creative writing
- Theatrical games
- Cultivation of empathy
- Educators should dedicate time to listen to the students
- We should get to know each other's cultures (music, dance, food, celebrations)
- Enhancement of collaboration between parents and teachers
- Utilisation of the arts in the learning process
- Experiential workshops
- Experiential groups for educators
- Open school: parental involvement in school life
- Freinet pedagogy methods
- Student council
- Debate classes
- Interdisciplinary co-teaching
- Empowerment of students and teachers through games
- Change of the classroom layout
- Parent groups
- Trainings on human rights and the democratic functioning of the school
- Immediate identification of the students at risk of being bullying victims
- Complaint box
- Fostering a sense of belonging
- Participation in after-school clubs and activities

- Peer mediation
- Raising awareness among students and teachers
- Creating a climate of cooperation among students
- Formation of volunteer action groups
- Establishing good communication between teachers and students
- Promoting cooperation among teachers
- Dramatisation of the incident
- Identification of bullying issues through questionnaires
- Participation in activities aimed at cultivating dialogue among students
- Cultivation of a positive climate
- Early intervention
- Operation of an educational team for exchanging ideas and selecting the most suitable approach based on the nature of the problem and the characteristics of the child
- Workshops for parents and teachers
- Collaboration with psychologists
- More integration classes and provision of increased support
- Pedagogical meetings of the teachers' association
- Interventions at the classroom level
- Goal: No one alone during break time

As we make sure that every member of the school community feels safe and dignified

When something has happened
- Use language and expressions that do not exacerbate tensions, blame or label children in any communication related to the incident.
- Keep in mind that different children perceive or are affected by bullying differently. Ensure that communication reflects that we understand the differences in each child's perception and background
- Include children individually and in groups in all discussions. Both in those exploring the facts and those looking for measures and solutions
- Include parents and the local community in your discussions. Take their opinions and views into account.

At the beginning of each school year
- Help create or update existing school policies on bullying to include a response to bullying and discrimination on the basis of respect for human rights and diversity in the school.
- Evaluate the school's policy frequently to improve and modernise practices, ensuring they remain effective and inclusive
- Create mentoring programs where older children help younger children to integrate into school life and a school culture that cares for and respects each member.
- Ensure that procedures for reporting and responding to bullying are clear, fair, and accessible to every member of the school community.

During the school year
- Hold meetings and discussions that address the issue of bullying independent of the incidents of bullying in school.
- Host activities in school that are inclusive of different cultures, identities and viewpoints. Build an open and inclusive school culture that discourages bullying.

Beat bullying – Worksheet 1

The story according to Paul
(the bully needs to directly hear, understand and feel the consequences for the harm he has caused and cultivate empathy)

Understanding the experience
How do I feel now?
I realise what happened, compose my thoughts, and record the events.
Who else was there? Did they see what happened?
What motivated me to bully this person and how did I feel about what I did?
How did I justify my actions to myself and others?
Now how do I feel?

Notes (preferably in first person)

Addressing immediate needs
What do I need to feel good now?
In which areas of the school do I feel unsafe? Why;
Is there any place at school where I feel safe?
Is there someone at school I trust and feel I can talk to?
What do I want to ask right now?

Notes (preferably in first person)

Support from now on
The school will contact my parents. What would I like to be said to them?
What needs to be done to prevent such an incident from happening again?
What changes do I want to be made at school so that I feel equal and dignified?

Notes (preferably in first person)

Beat bullying – Worksheet 2

The story according to David
(the victim needs to express his feelings and needs in an environment where he feels secure, which will help to his reinstatement)

Understanding the experience
How do I feel now?
I realise what happened, compose my thoughts, capture the events
Who else was there? Did they see what happened?
Has anything similar happened before with the same person?
Now how do I feel?

Notes (preferably in first person)

Addressing immediate needs
What do I need to feel safe now?
In which areas of the school do I feel unsafe? Why;
Is there any place at school where I feel safe?
Is there someone at school that I trust and feel I can talk to?
What do I want to ask right now?

Notes (preferably in first person)

Support from now on
The school will contact my parents. What would I like to be said to them?
What needs to be done so that such an incident does not happen to me again?
What changes do I want to be made at school so that I feel safe?

Notes (preferably in first person)

Beat bullying – Worksheet 3

The story according to bystanders
(observers need to discuss their role and ways they can help create a supportive school climate)

Understanding the experience
What role do personal experiences of bullying play in forming opinions about bullying?
How did I feel while the bullying was happening?
What caused the episode?
What prevented me from intervening?
What were my thoughts about the victim and the bully at the time?
Now;

Notes (preferably in first person)

Addressing immediate needs
What are the immediate needs of the protagonists of the event?
What are my immediate needs?
What are the consequences of not doing something? (for me, for those close to me, for the school community, young and old)
What could I have done differently to help the victim?
What needs to be done at school immediately?

Notes (preferably in first person)

Support from now on
How can I empower myself and acquire the skills to intervene in similar situations in the future?
What are some ways I can help create a safe and supportive environment at school?

Notes (preferably in first person)

Notes

1. Like feel difficult in understanding the feelings or the perspective of others, seeking power, trying to draw attention, modelling someone's behaviour, being stressed themselves, are in cultural influence or societal imitation, but also possibly have been victims themselves, they internalise stress or a trauma, are pressured by peers or have lack of positive attention by close persons and many more.
2. Olweus, D. (2004). The Olweus Bullying Prevention Programme: design and implementation issues and a new national initiative in Norway. In P. K. Smith, D.
3. Helgeland, A., & Lund, I. (2017). Children's Voices on Bullying in Kindergarten. Early Childhood Education Journal, 45, 133-141.
4. Act relating to Primary and Secondary Education and Training (the Education Act) - Chapter 9 A. The pupils' school environment - Lovdata
5. The buildings of schools in Norway mainly belong to the municipalities for primary and secondary education. The municipalities are responsible for the construction, maintenance, and management of the school buildings. For Higher Education Institutions and Vocational High Schools, the responsibility lies with the counties. In Norway, the educational system is mainly funded and managed by the state. The municipalities and counties are responsible for public schools, while the Ministry of Education and Research oversees the overall educational system. There are also a few private schools that operate alongside public ones.
6. https://www.google.com/url?q=https://www.udir.no/&sa=D&source=docs&ust=1720253758508613&usg=AOvVaw15YFo7-ITQ-NDuIEuI2o3h
7. Mobbing | udir.no
8. Report bullying! | udir.no
9. Get help against bullying | udir.no
10. Get help against bullying | udir.no
11. Guide til foreldre med barn som ikke har det bra påskolen | udir.no
12. Barnet mitt blir mobba i barnehagen, kva kan eg gjere? | udir.no
13. The Bullying Ombudsman - School environment - Oslo municipality
14. Lofsrud ungdomsskole (osloskolen.no)
15. CoE EDC/HRE Volume I, Educating for Democracy, p.p. 9-10
16. Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers (www.coe.int/edc).
17. Hartley M. and Huddleston T. (2009), School-Community-University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States. EDC/HRE Pack, Tool 5, Council of Europe, Strasbourg, p. 8 (www.coe.int/edc).
18. From 31 Basic Activities, pp. 11-12. Detailed presentation of the whole school approach in the ''Reference Framework of Competences for Democratic Culture'', Volume 3, pp. 93 - 104, Council of Europe Publication, ISBN 978-92-871-8573-0.
19. Who we are - The Council of Europe in brief (coe.int)
20. Compass: Manual for Human Rights Education with Young People - Manual for Human Rights Education with Young people (coe.int)
21. Compasito - Manual on Human Rights Education for Children (coe.int)
22. The Reference Framework of Competences for Democratic Culture (RFCDC) - Reference Framework of Competences for Democratic Culture (coe.int)
23. RFCDC Volumes - Reference Framework of Competences for Democratic Culture (coe.int)
24. RFCDC Volumes - Reference Framework of Competences for Democratic Culture (coe.int)
25. RFCDC Volumes - Reference Framework of Competences for Democratic Culture (coe.int)
26. Home - Living Democracy (living-democracy.com)
27. The-EDC-HRE-Whole-School-Approach-for-the-Prevention-and-of-Discrimination-and-Violence-in-Schools-and-Communities.pdf (theewc.org)
28. Conseil de l'Europe - brochure A4 portrait (coe.int)
29. 31 Basic Activities - The European Wergeland Centre (theewc.org)
30. The-little-big-handbook-of-democracy.pdf (theewc.org)