International Network on School Bullying and Violence

Policy overview of school bullying and violence among 8 members of the SBV network

International Network on School Bullying and Violence

2008

Henning Plischewski and Kirsti Tveitereid

Foreword

The second meeting for National coordinators within the OECD Network on School bullying and Violence took place in Budapest late summer 2005.

This Hungarian session for the Network called upon delegates´ initiatives in terms of creating a professional Network designed and constructed according to different needs arising out of each participating country.

The National coordinators attending this second meeting decided to launch three working groups within the areas of Legislation, Strategy and Best Practice.

Due to practical matters, the two working groups within the area of Legislation, chaired by Heinz-Werner Poelchau and Strategy, chaired by Einar Christiansen have now merged.

Within this new and merged working group, it has been for some time a rather clear ambition to work out a policy overview showing similarities and differences between the participating countries within the area of School Bullying and Violence.

However, the idea of working out this Policy overview originally came from Ms. Vibeke Thue. She was the first International Coordinator of the OECD Network on School Bullying and Violence.
On this occasion, we want to thank her for all her good support and encouragement on our way performing the work on this report. Additionally we would like to thank the Norwegian Directorate for Education and Training for funding the work on this Report.

We would also like to thank the Norwegian Coordinator, Ms. Kirsti Tveitereid for taking so actively part in creating the Policy overview. Finally I would like also to address a word of thanks to Mr. Henning Plischewski, leader of the Norwegian working group, who has been the main author for working out the report.

A comparative approach to this complex professional field will hopefully constitute a useful glance into the area of Bullying and Violence, both for those eight countries taking part in the policy overview itself, and also for other countries within the Network.

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Porsgrunn, 10 November 2008.

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1. Introduction

A demand that is often heard all over the world in the media is that schools must step up their efforts to combat bullying and violence. In recent years, several cases of severe assault have occurred in school yards, and many school children say they are bullied many times a week.

"Various issues are occurring today, such as domestic child abuse, considerable downturn in educational functions of families and communities, bullying in schools, non-attendance at school, school violence, and other serious incidents committed by youth that were unimaginable until now."

This quote from White Paper in Japan (2005), could describe the situation in other countries as well.

Nevertheless, a marked change in attitude has occurred in a lot of countries. In these countries bullying is no longer accepted as "necessary evil" or an inevitable part of growing up. The authorities have recognized a need for greater emphasis to combat such problems in schools, and this work has been conducted for years now. A result of this is that incidents of bullying have decreased (or have been stable) during the last years in several countries.

Both the Education Act and the national curricula in most countries contain rules specifying low tolerance on bullying and abusive treatment. Some of the countries even give mandatory rules for the schools so they have to draw up their own action plans for combating bullying and violence.

Local authorities are legally responsible for tackling bullying, and in a couple of countries one could find examples of cases where former pupils have sued the authorities for personal damages caused by the systems (mainly the school or the local educational authority) lack of protective response to the problem.

The post-industrial societies have more attention on the child and education has become more important. The human capital is the key to the society's sustainability and stability, and future is dependent on the states ability to educate the population and to keep them healthy.

The World Health Organization (2008) defines health as a resource for living a productive life, the absence of which may impede the achievement of life goals. In adolescence, which is characterized as a period of relatively good health and low mortality, poor health may have particular significance. Poor health may affect the fulfilment of the developmental tasks of adolescence, and there may also be long-term negative effects.

There is growing evidence that bullying is associated with negative health and educational outcome (Nansel et al, 2004; Ravens-Sieberer, Kökönyei and Thomas, 2004; Arseneault et.al, 2006; Sourander et al, 2007). A conclusion of the research is that one of the most important strategies to secure children's well-being is to work systematically with combating bullying and violence in schools.

To incorporate a human rights framework into bullying prevention could overcome much practical and theoretical obstacles related to implementation of such efforts.

About the OECD Network on School Bullying and Violence

The OECD Network on School Bullying and Violence (SBV-net) started both as an initiative and as a conclusion after the conference *Taking Fear out of Schools* in Stavanger, Norway, 2004. There was consensus among the participants about the need for international co-operation to support and stimulate effective measures to reduce violence and bullying in schools.

The mandate from OECD given to the network was to support and assist countries to develop effective and efficient policies for education and learning to meet individual, social, cultural and economic objectives.

The network aims to support countries seeking to combat school bullying and violence by:

- Sharing and disseminating information on experience, research and good practice in the field.
- Providing a platform for co-operation on particular issues, for example on the problems of implementation or evaluation
- Facilitating contacts – for example, among practitioners in different countries, or between researchers, on the one hand, and practitioners on the other.
- Providing a point of linkage with other international networks working in related fields.

22 countries have participated in the OECD network. The countries were invited to join this effort to describe the different countries' approach to combat school violence and bullying. 8 of the 22 countries accepted the invitation. The 8 countries participating in the survey are (in alphabetical order): Australia, Belgium (Flanders), Japan, New Zealand, Norway, Slovakia, Slovenia and Sweden.

The goal of this policy overview on School Bullying and Violence is to provide an overview of policies across 8 of the 22 countries that have contributed in the OECD SBV-network between 2004 and 2008.

Representatives from the eight participating countries in this overview met in London in July 2008 and presented information about their countries activities on school bullying and violence according to a disposition given in advance.
This overview is based partly on the information given at the meeting, and partly on information from educational authorities' web-sites. The participants got the opportunity to complete and secure information about their countries at a later time.

This is not a policy statement by OECD, but can, hopefully, serve as a reference for all the participating countries in the network.

2. Bullying and violence in schools

Bullying is one of the most pervasive forms of aggression in schools and as such has attracted much international attention. The concept of bullying is relatively new in the field of social sciences, and there has been a discussion among researchers the last decades about how to define the term. The terms *school bullying and violence* are open to different interpretations or definitions, but it has specific forms, causes and contexts.

Although bullying is a worldwide problem, the literature comes mostly from the industrialised world. The focus on bullying started in Scandinavia in the 1970's and then devolved to the UK, Japan, Australia, and the USA. The literature has analysed the characteristics of bullies and victims, and the range of personal and social risk factors that contribute to bullying.

It has also broadened the definition of bullying to include more subtle and complex forms of psychological violence. Examples are the use of cell phones or internet. This technology gives the aggressor possibility to anonymously distribute harmful information easily to a greater audience.

There is globally a growing agreement about the negative impact bullying and violent behaviour could have on children's academically and social development (WHO, 2008) Nansel et.al (2004) points out in a cross-national study, youths involved in bullying, either as bully, victim or both, reported significantly higher levels of health problems, poorer emotional adjustment and poorer school adjustment than non-involved youths.

Bullying involves negative physical or verbal action that has hostile intent, causes distress to the victims, is repeated over time and involves a power differential between bullies and their victims (Olweus).

Victimization by bullying is when a person is made the recipient of aggressive behaviour; the victim is typically someone less powerful than the bully, who may be larger, stronger or older. Repeated bullying consolidates the power relations between bullies and their victims: the former gain power and the latter lose it. In such a relationship, the children who are being bullied become increasingly unable to defend themselves.

The majority of violent acts experienced by children are perpetrated by people who are part of their lives: parents, schoolmate, teachers, employers, boyfriends or girlfriends, spouses and partners (UN, 2006).

Contemporary issues related to bullying and school violence

Public practice, programs and policies.

In a perspective for action, there is a need to know strategies already in use and whether they are efficient or not.

Greene (2005) describes a typology of school-based violence prevention strategy approaches in which *school climate strategies* and *psychosocial and psycho educational programs* targeted to the whole school, or as a general provision to all students have gained positive evidence. Some programs targeted to at-risk or aggressive/violent students have also proved beneficial.

Peer-led programs and strategies involving security apparatus, such as video cameras or metal detectors, have shown none to minimal effects.
Discipline policies and rules, either at a national or a local level, by it self have minimal to moderate effect on reducing violent acts in the school.

Although some prevention programs have been shown to be moderately effective in reducing bullying behaviours, several obstacles and challenges have been identified. These include:

- securing the full commitment of all key stakeholders in the school to address the problem of bullying
- establishing and sustaining a leadership group to maintain bullying prevention efforts in light of changing priorities and mandates
- and attending to the different forms of bullying and underlying motivational bases.

It is also a need to know how the policy at a national, regional or local level is promoting and supporting the implementation of programs or strategies evaluated to be effective.

Concern over violence in schools in recent years has been reflected in public policies that have prioritised educational standards more than social inclusion or issues that focus on the safety and well-being of the students.

It could be the case that educational policymakers are driven by narrow curricular outcomes rather than a holistic view of education that meets the rights of young people. Consequently, this could lead to a level of exclusive practices in schools which can marginalise disadvantaged communities or individual students.

While much progress has been accomplished in recent years, member countries and the OECD continues to strengthen the link between policy needs and the best available internationally comparable data. In doing so, some challenges must be faced.
Firstly, the indicators need to respond to educational issues that are high on national policy agendas, and where the international comparative perspective can offer important added value to what can be accomplished through national analysis and evaluation.

Secondly, while the indicators need to be as comparable as possible, they also need to be as country-specific as is necessary to allow for historical, systemic and cultural differences between countries.
Thirdly, the indicators need to be presented in the most straightforward manner possible, while remaining sufficiently complex to reflect multi-faceted educational realities.

Finally, there is a general desire to keep the indicator set as small as possible, but it needs to be large enough to be useful to policy makers across countries that face different educational challenges.

In addition to the "hard-facts" about the educational expenditure and outcome, there is a need to compare such data with social indicators. For example, self-rated health and well-being are subjective indicators of general health and are found to be predictive of objective health outcomes in adults. Such indicators are more appropriate measures of adolescent health than traditional morbidity and mortality measures.

Social indicators give policy makers a better understanding of the conditions and the state of the population. Such indicators are used by child advocacy groups, policy makers, researchers, the media, and service providers to serve a number of purposes: to describe the condition of children, to monitor or track child outcomes and to set goals.

Social indicators measure changes and trends over time and the overall direction of change can point out what decisions need to be taken at national level and in policy process.
Social indicators may give policymakers direction, but indicators do not provide causal models. Knowledge for action must partly be found elsewhere. International surveys are one main source for such knowledge.

Evaluation of policies through trends and indicators.

Evaluation of national policies to prevent bullying and violence in school are necessary both to ensure that best practice is being applied and that resources spent are proven beneficial to reach the visions described.

"Much more will need to be done to understand how the choices and mixes of policies combine most effectively to promote student learning in the different contexts in which countries operate. International comparisons can be a powerful instrument to facilitate this. They allow education systems to look at themselves through the lenses of policies planned, implemented, and achieved elsewhere in the world "(B.Ischinger, Director for Education OECD. Editorial note, Education at a Glance 2008).

Two international sources for policy makers to get information about the education system and the outcome in OECD countries are:

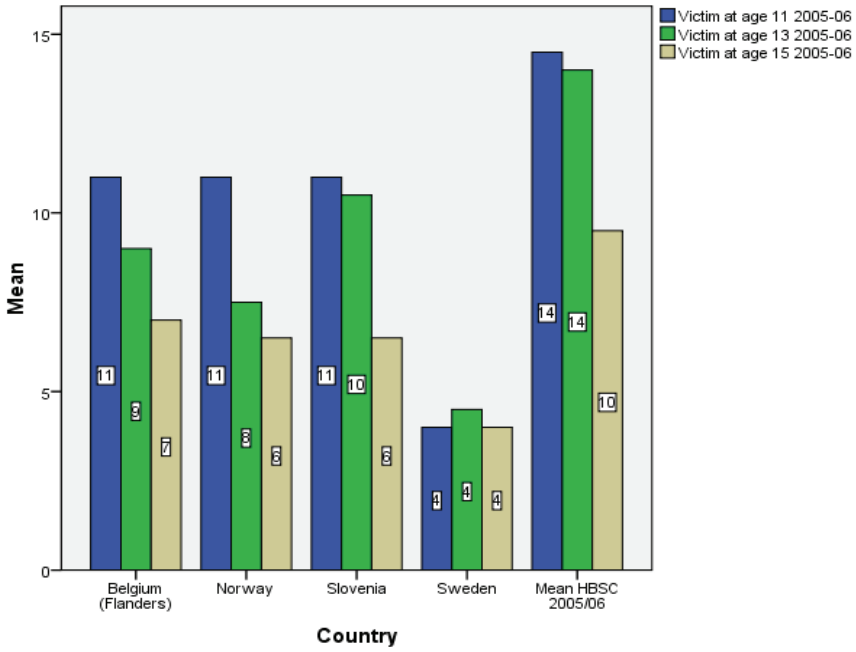
1. Education at a Glance (OECD) and

2. Health Behaviour of School Aged Children (HBSC, WHO) with 35 countries participating in the 2001-2002 survey and 41 countries in the 2005-2006 survey.

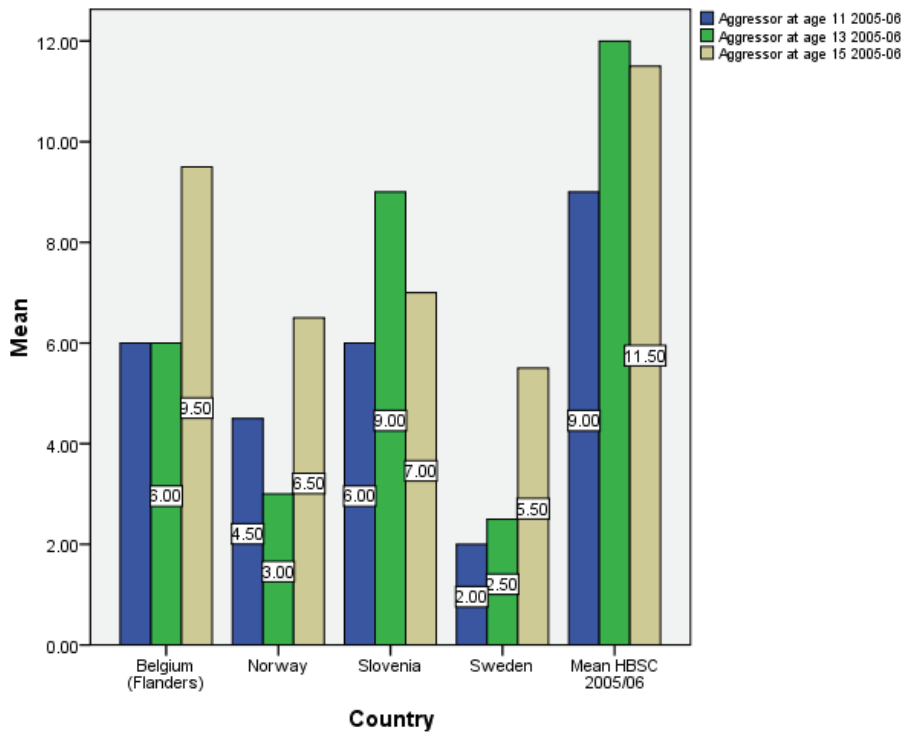
Education at a Glance focuses on indicators as access to education, outcome of educational institutions and financial and human resources invested in education. There are also questions about the learning environment and the organisation of schools, but these are limited to how much time the students spend in the classroom, class size, teacher salary etc. None of the indicators in Education at a Glance give information about bullying and violence in the schools or about the students' experience of well-being and safety.

Health Behaviour of School Aged Children (HBSC) reports on students own experiences of health- and risk-behaviour, bullying and fighting, relation to peers, student's sense of well-being and life-satisfaction, perceived school performance.

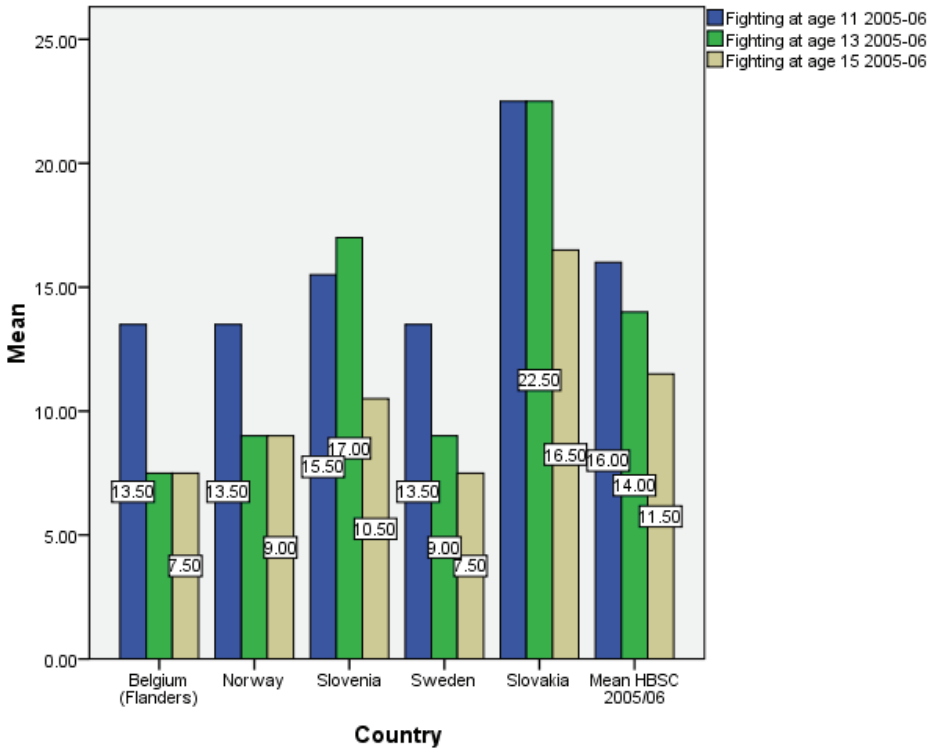
Some examples of results from HBSC 2005-2006 (HBSC, 2008) are shown below.



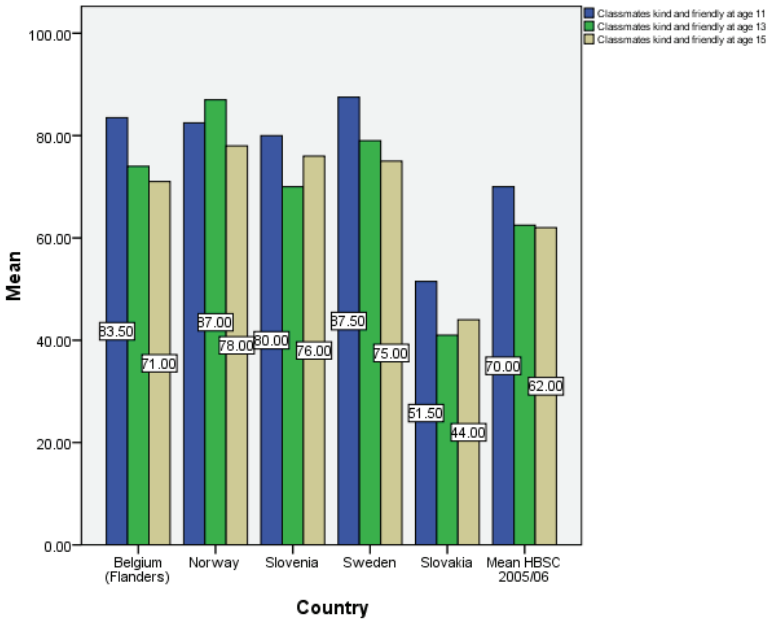
The chart above shows the prevalence (in percent) of students being bullied at least twice in the past couple of months in four of the countries participating in this overview.
The prevalence of students being bullied in the countries in our study is less than mean for the 38 countries included in the HBSC survey.



The chart above shows the percentage of 11, 13 and 15 year-olds who have been bullying others at least twice in the past couple of months.



The chart above shows the percentage of 11, 13 and 15 year-olds who have been involved in a physical fight at least three times in the last 12 months.
Compared to the prevalence of bullying, physical fighting is more common than bullying.



The chart above shows percentage of 11, 13 and 15 year olds who agree that their classmates are kind and helpful.

Australia, New Zealand and Japan did not participate in the HBSC-survey. We have not found recent comparable data about the prevalence of bullying and violence in these countries. In Japan MEXT publishes annual statistics about bullying and violence, but the prevalence is counted in incidents, not number of students involved. In Japan the total number incidents of bullying have decreased between 1995 and 2003. In 1995 about 60000 incidents were reported and in 2003 about 23000 incidents.
This trend is similar in Norway.

Identifying risk factors in the school

Adopting a socio-ecological perspective implies that there are risk factors at an individual level as well as in the environment. On the other hand there are also factors both in the individual and in the environment that reduce the effect of such risk factors. The issue of promoting resilience is central to prevent possible negative effects of known risk factors.

At individual level factors as hyperactivity, impulsiveness, attention problems, poor behavioural control, history of early aggressive behaviour and low educational achievement are considered as main risk factors for youth violence.

At a contextual level, significant risk factors could be associated with family structures and social relationships, socio economic conditions, peer relations and social behaviour, school environments and young people's perceptions of teachers and fellow students.

Our task is to emphasise the schools' own role as a possible contributor to bullying and violence. (It should be noted that if we focus only on what occurs in the schools, we will

be at risk of not addressing all possible causes of school bullying and violence and therefore limit the possibilities of combating violence in schools.)

On the other hand, bullying and school violence cannot be dissociated from the climate present in schools and educational practice. Strong leadership in the school, an ethos of caring and clear and consistently enforced policies can reduce the incidence and severity of violence of all kinds in schools and even prevent it from happening.

Yet there is a danger that schools in their daily life apply quick-fix solutions or deal with the problem superficially. We need to understand how schools can help to protect against bullying and violence in best possible manner.

One key question is if bullying and violence is a matter for teaching or exclusion? If the schools expel the bullies rather than attempt to change their behaviour, it will probably transfer the problem to another school or to the wider community. If the victims have to move to another school to avoid being bullied, the problem is kept and not solved.

Another short-cut approach is to include anti-violence material in non-compulsory courses or ad hoc lessons. That is however usually insufficient to implement and sustain the knowledge and skills teachers and students need to understand and prevent bullying and violence.

In the following chapters the participating members are presented in alphabetical order. It starts with the legal system and policies, followed by a description of the curricula, national programs and awareness raising campaigns.

3. The legal system

Protection and prosecution regulations

The Convention on the Rights of the Child (CRC) Article 28 (2) states that: "States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention."

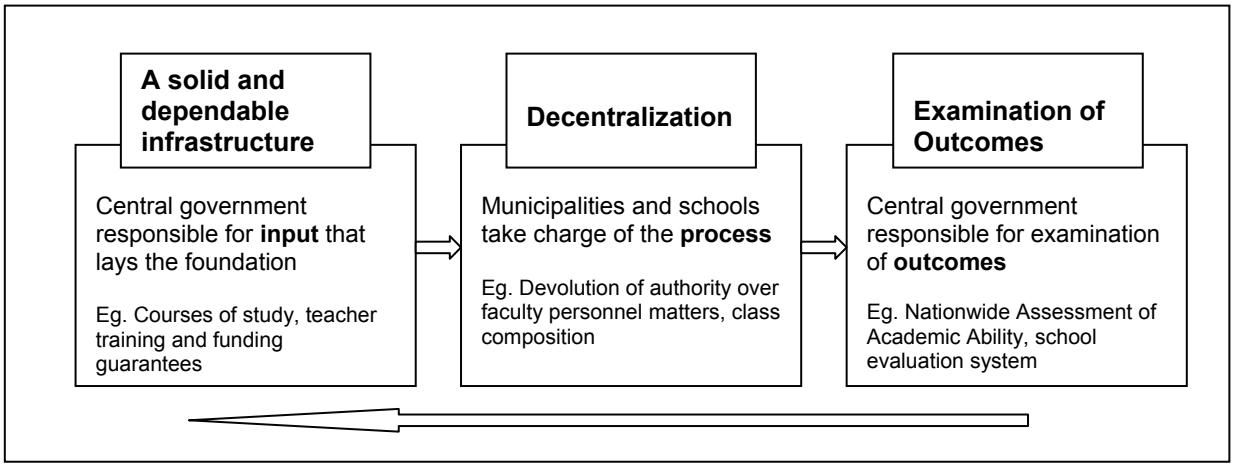
Conformity with the CRC requires, for example, protecting the child against "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" (article 19) and from "cruel, inhuman or degrading treatment or punishment" (article 37).

In 2001, the Committee on the Rights of the Child issued General Comment No. 1 on the aims of education (CRC/GC/2001/1), emphasising that the education process itself should be based on and promote the rights guaranteed by the Convention.

Liability

An important factor in educational policy is the division of responsibility among national, regional and local authorities, as well as schools. Placing more decision-making authority at lower levels of the educational system has been a key aim of educational restructuring and systemic reform in many countries.

Yet, simultaneously, there have been frequent examples of strengthening the influence of central authorities in setting standards, curriculum and assessments. For example, a freeing of "process" and financial regulations has been accompanied by an increase in the control of output from the centre and by national curriculum frameworks (OECD, 2008). The framework for the reform of compulsory education in Japan illustrates this (MEXT,2005).



The table below shows the distribution of decisions taken at different levels of government in countries presented in this overview (OECD, 2008). The four domains reported in the table are *Organisation of instruction, Personnel management*, *Planning and structures*, *Resources.*

Percentage of decisions taken at each level of government in public lower secondary education, by domain.

	Organisation of instruction						Personnel management					
	Central	State	Provincial/ regional	Sub-regional	Local	School	Central	State	Provincial/ regional	Sub-regional	Local	School
Australia	n	11	n	n	n	89	n	58	n	N	n	42
Belgium (Fl)	n	11	n	n	n	89	N	25	n	N	n	75
Japan	n	N	n	n	44	56	N	n	54	N	n	46
New Zealand	n	N	n	n	n	100	17	n	n	N	n	83
Norway	13	N	n	n	25	62	N	n	n	N	54	46
Sweden	n	N	n	n	11	89	N	n	n	N	33	67
Slovenia	11	N	n	n	n	89	33	n	n	N	n	67

	Planning and structures						Resources					
	Central	State	Provincial/ regional	Sub-regional	Local	School	Central	State	Provincial/ regional	Sub-regional	Local	School
Australia	n	71	n	n	n	29	n	83	n	n	n	17
Belgium (Fl)	n	29	n	n	n	71	n	50	n	n	n	50
Japan	50	n	n	n	20	30	n	n	29	n	71	n
New Zealand	40	n	n	n	n	60	38	n	n	n	n	62
Norway	86	n	n	n	14	n	n	n	n	n	67	33
Sweden	70	n	n	n	30	n	n	n	n	n	67	33
Slovenia	83	n	n	n	17	n	25	n	n	n	n	75

Data are from the 2007 OECD-INES survey on decision making in education and refer to the school year 2006/07 (OECD, 2008). There was no data from Slovakia.

In most of the countries the schools make their own decisions about **organisation of instruction**. The schools are mostly autonomous in issues as student admissions; student careers; scheduling instruction time; choice of textbooks; grouping students; additional support for students; teaching methods; day-to-day student assessment.

The schools are also main responsible for **personnel management** as hiring and dismissal of teaching and non-teaching staff; duties and conditions of service of staff; salaries and staffs' development as professionals.

When it comes to the domain of **planning and structure,** a larger proportion of decisions are made by the central- or state authorities. This domain includes issues as design of programmes of study; selection of programmes of study taught in a particular school; choice of subjects taught in a particular school; definition of course content; creation or abolition of a grade level; setting of qualifying examinations for a certificate or diploma etc.

Decisions about allocation and use of **resources** for teaching staff, non-teaching staff, capital and operating expenditure are in most countries divided between local authorities and school. In Australia decisions are mainly done at state level.

Australia

Australia has a federal system of government, which means that power is distributed between a central government (the Commonwealth Government) and regional governments of the eight states and territories.

The Commonwealth of Australia Constitution Act (1900) describes the division of powers between the Commonwealth and the 6 states and 2 territories. Each state and territory makes policies in regard to education, including policies for student safety and welfare in schools.

The Commonwealth Government supports policies of national significance in cooperation with state and territory governments.

The main channels for influence are through MCEETYA (the Ministerial Council on Education, Employment, Training and Youth Affairs) and COAG (Council of Australian Governments).

Each territory or state has three separate educational authorities: government schools, Catholic and independent schools.

To promote a national approach to combating bullying and violence in schools, the Commonwealth government, in conjunction with states and territories, developed the National Safe Schools Framework (NSSF) in 2003.

Under the Schools Assistance Act 2004 (national) it is legislated that the NSSF must be implemented in all Australian schools by 1 January 2006.

The NSSF, developed by the Ministerial Council on Education, Employment, Training and Youth Affairs, is a collaborative effort by the Australian Government and State and Territory government and non-government school authorities and other key stakeholders.

Protection and prosecution regulations

Relevant National Legislation

Schools Assistance Act (Learning Together through Choice and Opportunity) Act 2004 – Division 2: 14 – Agreement on Conditions of Financial Assistance – requirements for the endorsement of the National Safe Schools Framework: www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/3EB4A2CFE854AC75CA25716200022C80/$file/SchoolsAssistLearnTogAchThrChandOpp2004.pdf

Age Discrimination Act 2004 – federal legislation regarding discrimination on the basis of age
www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/all/search/D29158B3A2699827CA2573020008A81D

Sex Discrimination Act 2004 – federal legislation regarding discrimination on the basis of sex
www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/all/search/7E826DA2A17679AACA2571400082FBF7

Racial Discrimination Act 1975 – federal legislation to eliminate racial discrimination
www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/6450BEAD1331A408CA256F71004E405D?OpenDocument

Disability Discrimination Act 1992 - federal law to eliminate discrimination against people with disabilities and to promote community support to ensure the rights of people with disabilities
http://scaleplus.law.gov.au/html/pasteact/0/311/top.htm

Indigenous Education (Targeted Assistance) Act 2000 – legislation mandating the equal access to education for Indigenous Australians
www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/all/search/956A0FAF5E7E0331CA25741800811547

Relevant State and Territory Legislation

New South Wales:
The Education Act (1990) (NSW)
www.austlii.edu.au/au/legis/nsw/consol_act/ea1990104/ requires the parents of children of compulsory school age to enrol them at a government school, or registered non-government school or to register them with the Board of Studies for home schooling. The Act also requires parents to ensure the regular attendance of their children at school.

Child and Young Persons Care and Protection Act 1998 (NSW) -
www.austlii.edu.au/au/legis/nsw/consol_act/caypapa1998442/ denotes mandatory reporting requirements. Any person working in health care, education, law, welfare or children's services who works with children (under 16) must report any suspicion that a child is at risk of harm to the NSW Department of Community Services:
www.community.nsw.gov.au/DOCS/STANDARD/PC_101005.html

Crimes Act 1900 (NSW) – covers all crimes under NSW law. Assaults at schools is covered under Division 8B -
www.legislation.nsw.gov.au/viewtop/inforce/act+40+1900+FIRST+0+N/

Anti-Discrimination Act 1977 (NSW) – anti-discrimination law in NSW -
www.lawlink.nsw.gov.au/lawlink/adb/ll_adb.nsf/pages/adb_adlaw

Victoria

Children, Youth and Families Act 2005 (VIC) – legislation to protect children who are being or at risk of being abused or neglected. The Act also covers child-care agreements, mandatory reporting and the criminal responsibility of children - www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/15A4CD9FB84C7196CA2570D00022769A/$FILE/05-096a.pdf

Education and Training Reform Act 2006 (VIC) – educational rights and obligations for school aged children and for further education. Covers compulsory attendance and discipline of students - www.legislation.vic.gov.au/

Equal Opportunity Act 1995 (VIC) – Division 3 covers discrimination in educational institutions - www.legislation.vic.gov.au/

Queensland

Child Protection Act 1999 (QLD) – legislation to protect children at risk of harm - www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf

Education (General Provisions) Act 2006 (QLD) – requirements for schools considering suspension/ expulsion of a student because of behaviour and mandatory reporting requirements for the sexual abuse of children under 18 - www.legislation.qld.gov.au/LEGISLTN/ACTS/2006/06AC039.pdf

Anti-Discrimination Act 1991 (QLD) – Part 4, Division 3 explains the anti-discrimination law in education area - www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf

Disability Services Act 2006 - Part 2 Divisions 1 and 2 www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf

Western Australia

School Education Act 1999 (WA) - Division 5 relates to behaviour management including suspension and expulsion - www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html

Child and Community Services Act 2004 (WA) – details provisions for child protection www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_132_homepage.html

Equal Opportunity Act 1984 (WA) – covers anti-discrimination laws pertaining to education www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_305_homepage.html

South Australia

Education Act 1972 (SA) b□ includes school discipline and compulsory attendance - www.legislation.sa.gov.au/LZ/C/A/EDUCATION%20ACT%201972.aspx

ChildrenR17;s Protection Act 1993 (SA) R11; includes mandatory reporting requirements and legal protections for mandatory and voluntary reporters of child abuse or children at risk of abuse - www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20ACT%201993.aspx

Equal Opportunity Act 1984 (SA) b□ Division 4 covers discrimination by education authorities - www.legislation.sa.gov.au/LZ/C/A/EQUAL%20OPPORTUNITY%20ACT%201984.aspx

Australian Capital Territory

Children and Young People Act 1999 (ACT) – Chapter 7 relates to children in need of care and protection and includes mandatory reporting requirements www.legislation.act.gov.au/a/1999-63/default.asp

Education Act 2004 (ACT) – school attendance requirements www.legislation.act.gov.au/a/2004-17/default.asp

Discrimination Act 1991 (ACT) – includes discrimination in a school environment www.legislation.act.gov.au/a/1991-81/default.asp

Tasmania

Education Act 1994 (TAS) – includes school attendance and discipline - www.thelaw.tas.gov.au/tocview/index.w3p;cond=;doc_id=86%2B%2B1994%2BAT%40EN%2B20080624150000;histon=;prompt=;rec=;term=

Children, Young Person and Their Families Act 1997 (TAS) – legislation relating to the protection of children from abuse and neglect and includes mandatory reporting www.thelaw.tas.gov.au/tocview/index.w3p;cond=any;doc_id=28%2B%2B1997%2BAT%40EN%2B20080624000000;histon=;prompt=;rec=;term=child%20discrimination%20equal

Anti Discrimination Act 1998 (TAS) - www.thelaw.tas.gov.au/tocview/index.w3p;cond=any;doc_id=46%2B%2B1998%2BAT%40EN%2B20080624000000;histon=;prompt=;rec=;term=child%20discrimination%20equal

Northern Territory

The links to the relevant legislation and policies are included on the Department's website at www.deet.nt.gov.au/education/safeschools/legislation_policies.shtml; these include anti-discrimination, child protection and education legislation, as well as policies relating to compulsory attendance and improper conduct.

Liability

While the Australian Government has an active role in school education policy at a national level, it does not have a direct role in the operation of schools. Student welfare and discipline policies are the responsibility of state and territory government and non-government education authorities as they are responsible for the duty of care of their students.

Belgium (Flanders)

Two important acts that deal with pupil's rights and wellbeing in in Belgium (Flanders) are:

- the Act 28th June 2002 on equal opportunities which gives parents the right to enrol their child in the school of their choice.
- the Act 11th June 2002 which is a law concerning the protection against bullying, violence and unwanted sexual behaviour in the workplace.

Each school has an internal service to control the safety measures.
A national policy plan on combating bullying and violence, 2003, includes the students as well. This consists of prevention plans and intervention plans that are non-compulsory for schools to follow.

Protection and prosecution regulations

A national policy plan works as a guidance to schools.

Autonomy is a basic principle for schools, and they have the freedom to establish their own strategies and initiatives. Each school has its own school regulations.

Liability

The Flemish Minister of Education and Training is responsible for the education policy.

Schools themselves together with the Pupil Guidance Centres (CLB) are responsible for their policy on bullying and violence. Every school has a CLB that monitors the welfare of pupils. The Pupil Guidance Centre or CLB is a service financed by the government. In Flanders, there are 73 centres,
which each belong to one of the three educational networks. But a CLB works across the networks and thus can also accompany schools belonging to another educational network.

CLB-Centres offer support and consultancy to pupils, parents, teachers and schools, both to primary and secondary level. Working areas are: career consultation, learning and social development, and preventive health supervision for all pupils. Work activities are concentrated on pupils and their educational environment, primarily: in case of learning problems, social-emotional problems, career choice problems, and health & developmental problems.

Japan

All people shall have the right to receive an equal education correspondent to their ability, as provided for by law. All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory education shall be free. - Article 26, Constitution of Japan

"The Fundamental Law of Education"

Article 2: Objectives of Education

(1) To foster an attitude to acquire wide-ranging knowledge and culture, and to seek the truth, cultivate a rich sensibility and sense of morality, while developing a healthy body.
(2) To develop the abilities of individuals while respecting their value; cultivate their creativity; foster a spirit of autonomy and independence; and foster an attitude to value labor while emphasizing the connections with career and practical life.
(3) To foster an attitude to value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute, in the public spirit, to the building and development of society.
(4) To foster an attitude to respect life, care for nature, and contribute to the protection of the environment.
(5) To foster an attitude to respect our traditions and culture, love the country and region that nurtured them, together with respect for other countries and a desire to contribute to world peace and the development of the international community.

In July 1996, experts gathered in the Council for the Ministry of Education and a notice was issued. This was 'the Notice of July 1996 on Comprehensive Measures Related to Bullying Problems' and was set to the boards of education in all prefectures.

Main points were follows.
(1) As for the position to be taken against bullying in any society to bully weaker persons is never to be condoned as human beings and bullies are always on the wrong side.
(2) To reinforce bullying and to be an onlooker of bullying are unacceptable.
(3) Regarding measures to prevent bullying, all teachers should be the aware that the problem of bullying is related to teachers' perception of students and how teachers provide guidance.
(4) Since bullying is strongly relevant to family education, families should provide a deep sense of affection and mental support, and should be able to provide discipline based on trust.

(5) As for the community's part, within families, schools and communities, all the relevant parties should play their roles and should be united in fulfilling their roles and be serious in countering the bullying problem.

Protection and prosecution regulations

Any law specialized in bullying and school violence, is not yet established.
Regarding to bullying and school violence, a part revision of School Education Act, which is a suspension of attendance, was done in 2003 in order to maintain order in the school and guarantee a right to take compulsory education of other students.

Suspension could be enforced if a student does:

- An act to give other children an injury, the pain of mind and body or a loss on the property
- An act to injury mind and body of staffs
- An act to destroy institutions and facilities
- An act to disturb the enforcement of the lessons and other instructional activities

When the act conflicts with the criminal law in bullying and school violence, in Japan, it is followed by a rule of "Juvenile act" applied for persons less than 20 years of age, and it is guided an arrest and referred to disposal of a "family court" processing the case.

If the student is under14 years of age he or she is referred to an umpire of a family court in the case that he is sent to a family court by Director of Child Consultation Centre or Governor of the Prefecture.

New Zealand

'The Education Act' provides a regulatory framework for schools:
The framework is enabling rather than prescriptive and the government sets high level goals and directions. Schools have considerable freedom but are accountable to the government. The Act establishes the education system as free and secular. It provides for the right for all children aged 5-19 to enrol in school and the obligation of parents to enrol all children aged 6-16 to be enrolled and attend school.

Other relevant Acts are The Care of Children Act 2004 became law from 1 July 2005 repealing the Guardianship Act 1968, and is the first major reform of private law affecting children and families in 36 years. The aim of the Act is to modernise the law regarding guardianship and care of children so that it effectively promotes the interest of children and satisfies the needs of all New Zealand families (see General Policies Statement on Care of children Bill 2003 No. 54-2), and the Human Rights Act (2001) which covers public institutions such as schools and prohibits discrimination. Discrimination occurs when a person is treated differently from another person in the same or similar circumstances:

- it can be direct or indirect
- it is not always unlawful

What are the grounds covered by the Human Rights Act?

- Sex - which includes pregnancy and childbirth
- Marital Status - being single, married, separated, divorced, widowed or in a de facto relationship
- Religious belief
- Ethical belief - meaning the lack of a religious belief
- Colour, Race, Ethnic or National origins - which includes nationality or citizenship
- Disability
    - physical disability or impairment
    - physical illness
    - psychiatric illness
    - intellectual or psychological disability or impairment
    - any other loss or abnormality of a body or mind function
    - reliance on a guide dog, wheelchair or other remedial means
    - the presence in the body of organisms capable of causing illness
- Age - protection against discrimination on the grounds of age begins at age 16. There is no upper limit. (Note children under 16 are protected from discrimination on all other grounds).
- Political opinion - including not having a political opinion
- Employment status - that is, being unemployed or a beneficiary
- Family status
    - having, or not having, responsibility for children or other dependants
    - being married to or living with a particular person
    - being a relative of a particular person
- Sexual orientation - a heterosexual, homosexual, lesbian or bisexual orientation

Note that these grounds apply if:

- they currently exist
- have existed in the past
- are suspected or are assumed to have existed by the person alleged to have discriminated
- pertain to a relative or association of a person

Protection and prosecution regulations

Bullied students and teachers who suffer personal injury can achieve compensation for the physical injury under Accident Compensation Legislation. They are barred from suing for compensation in the Courts.

Where a mental injury (not arising from physical injury) is caused by bullying, then compensatory damages can be sought for breach of a duty of care. So far, there have been no student or teacher based bullying cases.

There is also protection under the violent crimes act.

Liability

Responsibility for students in the care of schools rests with the Boards of Trustees of state and integrated schools and governing bodies of independent schools. Schools are, according to National Administration Guidelines, not only morally obliged to reduce bullying, but incorporated into every school charter is the obligation to **"provide a safe physical and emotional environment."** Schools are bound by a statutory duty to provide a safe 'bullying free' learning environment.

Guideline 5, under section 60A of the Education Act 1989. Schools are deemed to have this guideline as part of their Charter under section 61(2) of the Act.

Norway

The Education Act (1998) is covering primary, secondary and upper secondary education.
"…Useful and independent human beings at home and in the society" Core Curriculum (1993).

The Education Act §9A, is the pupils working environment act, and it states that "All pupils in primary, lower secondary and upper secondary schools are entitled to a good physical and psycho- social environment that will promote health, well-being and learning".

Protection and prosecution regulations

- Core Curriculum (rights and obligations)
- Chapter 9a of the Education act (rights)
- Each school are obliged to have a commission dealing with the learning environment at school, both physical and psycho/social environment, called ("skolemiljøutvalg") This commission has participants from the parents, the pupils, the teachers, school leader and participant from the municipality. Guidance material is developed for this work on school level (2007)
- 4. National strategies through Action plans against different types of discrimination

Liability

Ministry of Education and Research.

The Norwegian Directorate for Education and Training takes initiatives, steers, supports, follows up and evaluates the work of municipalities and schools with the purpose of improving quality and the result of activities to ensure that all pupils have access to equal education.

The Directorate evaluates continuously the anti-bullying programmes in schools.

The school owner has a superior responsibility for the schools. The municipal authorities own the primary and lower secondary schools, while the county authorities own the upper secondary schools.

Slovakia

The main legislation about rights and obligations in the educational system is found in The Constitution of the Slovak Republic Act no.569/2003 - law on State administration in school sector and school self-government.
Act no.245/2008 – The school law, is a school law for the whole country with emphasis on children's rights, dignity, and moral education.

The Behavioural regulations states that: *"A pupil who breaks school rules can receive and admonishment or a reprimand from his class teacher … or can be expelled conditionally or unconditionally from school"*

Protection and prosecution regulations

"Pedagogical and Organizational Instructions for Schools and Educational Establishments and school Authorities" (Ministry of Education) recommends about how to manage problems that are social –pathological.

The head-masters are responsible for interventions at the school level together with the Board of the school .The Centres of Educational and Psychological Prevention is also involved in this work. Each school must "draw up a code of behaviour for pupils at the school" (School rules – from the Ministry)

Methodical recommendation No 7/2006-R is the most important document on rights and obligations about prevention and treatment of pupils in schools (Ministry of Education, 2006). Recommendations for prevention of bullying in the school environment include proper information delivery, as well as extending awareness rising about bullying to other situations and activities outside school. It is recommended that directors cooperate with parents and set up rules for anonymity of announcements. An important part of this is clear definition of behavioural rules and ethical code, together with sanctions and objective documentation of identified cases of bullying, ways how to act in the case of bullying, whom to refer, or where to phone, etc. Important part of Regulation concerns necessity to adhere to professional standards in the case of more serious cases in need of counselling or psychological help.

"Pedagogical and Organizational Instructions for Schools and Educational Establishments and school Authorities" (Ministry of Education) gives instructions about how to tackle problems of behaviour to prevent undesirable behaviour and/or social pathology, where to find help, how to co-operate with other professionals and so on. Addressed to the schools, but also to the Centres of Educational and Psychological Prevention. Each school must "draw up a code of behaviour for pupils at the school"

Liability

Ministry of Education defines the law and regulations.
The headmaster is the responsible at the school level together with the Board of school.

Slovenia

The Education Act and regulations

- Act on Primary Schools – Reform in 2007
- Act on Vocational and Professional Education
- Act on General Secondary Schools (Gymnasia)
- Regulation on the Rights and Duties of Primary School Pupils
- Regulation on the School Order in Secondary Schools

There is no special legislation regulating the phenomenon of bullying, but a chapter on the pedagogical activity of school was added to the Act on Primary Schools in 2007. There are some articles or parts of them in Acts and Regulations regarding bullying and violence in school.

Act on Primary Schools (2006) with amendments and additions in 2007:

- Article 2: Rights of Pupils
- Art. 31a: House Rules
- Art. 60c: Pedagogical Activity of School
- Art. 60d: Pedagogical Plan
- Art. 60 e: Rules of School order
- Art. 60f: Disciplinary reprimand

Article 2 (Rights of Pupils) (excerpts)

- to have a safe and stimulating environment in school,
- that a school arranges their life and work with the respect for universal civilizational values and peculiarities of various cultures
- that a school treats them equally regardless of sex, race or ethnicity, social status of the family, and other circumstances,

Article 3 (Duties of Pupils) (excerpts)

- to respect the rights of other pupils and school personnel,
- have a respectful and tolerant attitude towards individuality, human dignity, ethnicity, religion, race and sexual identity,
- to behave respectfully to others

Act on General Secondary Schools (2007): *Article 2: to develop independent critical judgement and responsible behaviour.*

Protection and prosecution regulations

In "Regulation on the Rights and Duties of Primary School pupils" and "Regulation on the School Order in Secondary Schools**"** from the Ministry of Education and Sport,

there are articles regarding rights and duties of pupils, prohibitions and disciplinary measures, and about the school's preventive activity.

Article 28 (Duties of a School) states that "a school has to protect pupils from harassment, maltreatment, oppression, discrimination, and stimuli to act against the law or generally accepted civilised norms, as well as from being intentionally humiliated by other pupils, school personnel or other persons entering the school precincts."

Liability

By August 2009 all the primary schools must have their own Pedagogical Plan.
In cooperation with the Ministry the National Educational Institute has the responsibility for to carrying out and controlling the process of developing the schools Pedagogical plan.

Sweden

Education Act (1999) and various policy documents are used to govern educational activities:
"...Persons active in the school system shall in particular promote equality between the genders and actively counteract all types of insulting treatment such as bullying or racist behaviour".

Act Prohibiting Discrimination and Other Degrading Treatment of Children and School Students (2006): "All children and students have a right to be free from discrimination and harassment"

According to the Swedish Education Act, all children and youths should have equal access to education. The Education Act also states that all activity in school should be based on fundamental democratic values. Day to day activity in schools should, in particular, promote gender equality and resolutely counteract all types of harassment and insulting treatment such as bullying and any form of racism or racist tendencies.

The Swedish educational system is decentralised. The parliament and the elected Government setting goals that are expected to be implemented by local actors in the municipalities, through their School Boards and Independent Schools. It is up to the local actors to see that the regulated schooling goals are fulfilled in terms of provision of schooling and pupils' achievements. The system is designed to include pupil participation, active self-directed learning, parental involvement and democratic and accountable governance.

Protection and prosecution regulations

1. Education Act (Law 1999:886)
2. Working Environment Act (not especially for schools) states that from grade 7 and up there shall be a student safety officer at the school.
3. Law since 2006 concerning children and students right to be free from discrimination and harassment

4. Local action plans against discrimination, violence and harassments that each school is obliged to work with the plan annually (obligation). The Swedish National Agency for Education has produced general guidelines and comments for this work.

Liability

Legislation from 2006 has reversed the burden of proof from the pupil to the municipality. It is the local educational authorities responsibility to ensure that the schools maintain a sound work environment that meets the provisions of the Working Environment Act. The School Head has responsibility for ensuring that a school action programme is established, implemented, followed up and evaluated. The municipality has the responsibility for the schools and an obligation to clearly demonstrate that discriminatory behaviour will not be tolerated in the school.

Swedish National Agency for Education (Skolverket) steers, supports, follows up and evaluates the work of municipalities and schools with the purpose of improving quality and the result of activities to ensure that all pupils have access to equal education. The Agency for School Inspection makes controls and handle cases concerning pupils and parents who are unsatisfied.

The Anti-Bullying Commission is charged with delivering an education component as well as a major anti-bullying programme evaluation. Courses for teachers started spring 2008.

Comment on the different legal systems

In general there are few laws that mention bullying or violence in specific. Most countries have their protection and prosecution regulations based on different anti-discrimination acts or child-protection acts.

4. Curriculum

The national curriculum is the main framework for the content of education. Most curriculums emphasize not only subjects and academic matter, but also personal and social skills and values acknowledged in the school.

The countries in this overview differ in the way they have incorporated measures targeting bullying and violence as a compulsory part of the curriculums.

Australia

Guiding Principles of the National Safe Schools Framework (NSSF) state that: *"Australian schools have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships."*

Further information about the NSSF can be found at www.dest.gov.au/schools/nssf. All state and territory government and non-government education authorities have policies in place in relation to school bullying and violence. This usually falls within the student welfare and/ or discipline policies. For example, in Victoria in 2006, the *Safe Schools are Effective Schools* policy was released and schools are currently implementing this approach. The policy details how effective schools take a whole-school approach to promoting positive behaviours, building social skills, enhancing student and teacher relationships and creating an environment in which the entire school community can feel safe, secure and supported.

As part of the implementation of the policy, all Victorian government schools were required to review their Student Code of Conduct by the end of June 2008.

Website Link: www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm

The NSSF provides a consistent, national level approach to countering all forms of bullying, harassment, violence, neglect and abuse in schools. All schools were provided with a Resource Kit produced and distributed by the Commonwealth Government and were required to implement the Framework by 1 January 2006.

The NSSF is not a prescriptive instrument. Rather, it recognises that many jurisdictions and schools currently have well developed and effective programs and practices already in place to ensure schools provide safe and supportive learning environments, and seeks to provide a common perspective against which programs and practices can be aligned. The NSSF also provides guidance in improving programs and practices, and in developing and implementing new ones.

The NSSF is based on 11 guiding principles for the provision of a safe and supportive school environment. Further, there are six key elements flowing from the Guiding Principles which schools can use to guide their NSSF implementation:

1. School values, ethos, culture, structures and student welfare;
2. Establishment of agreed policies, programs and procedures;
3. Provision of education/ training for school staff, students and parents;
4. Managing incidents of abuse and victimisation;
5. Providing support for students; and
6. Working closely with parents.

In South Australia, the Department of Education and Children's Services (DECS) *Learner Wellbeing Framework for birth to year 12* was launched in 2007 following an extended inquiry, involving sites, Central and District offices and partners, including families, other agencies and experts.

This framework is a summary of current knowledge about learner wellbeing that is strongly grounded in local practice. It has been developed to support sites from child care to senior secondary schools to take an inquiry-minded approach to the improvement of wellbeing for all learners, beginning with a particular focus in Site Learning Plans in 2007. The strong and mutual interconnection between wellbeing and learning has meant that learner wellbeing has always been an integral part of educators work. The DECS Learner Wellbeing Framework supports educators to build upon and improve on current effective practice through the use of an inquiry approach. This Framework acknowledges bullying as a risk factor for students disengaging from education.

Website Link:
Learner Wellbeing Framework for birth to year 12 -
www.decs.sa.gov.au/learnerwellbeing.

The Framework recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in the school communities.

The National Safe Schools Framework includes a set of agreed guiding principles for schools to follow so that every school can have in place a comprehensive set of protocols for providing a safe learning environment, and for handling incidents involving bullying, violence or any form of child abuse. This is underpinned by a range of appropriate strategies for prevention and intervention.

The states and territories have developed different policies to the challenges of school violence and bullying based on the principles in NSSF.

New South Whales:

All schools are required to develop an anti-bullying plan based on advice in *Anti-bullying Plan for Schools (2005).*
Department of Education and Training sets out the requirements for dealing with bullying behaviour in NSW government schools. It includes operational guidelines and a framework for schools to use to develop and implement an Anti-bullying Plan with specific strategies for identifying, reporting and dealing with bullying behaviours.

Victoria:

Safe Schools are Effective Schools: a resource for developing safe and supportive school environments (2006) Department of Education and Training.This document provides policies and guidelines for schools to use to assist to create safe and effective school. It provides strategies for school to intervene in bullying incidents as well as strategies for parents.

Queensland:

Safe, Supportive and Disciplined School Environment Policy (2007): Student Services, Department of Education, Training and the Arts. Outline of Education Queensland's commitment to promoting supportive learning environments through The Code of School Behaviour and development of school Responsible Behaviour Plan for Students. Procedures for facilitating a supportive school environment and for when considering suspending a student, a recommendation to exclude a student or considering cancelling a student's enrolment.

Code of School Behaviour (2006). Student Services, Department of Education, Training and the Arts. The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold. It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents, and recognizes the close relationship between learning, achievement and behaviour

Responsible Behaviour Plan for Students (2006) Student Services, Department of Education, Training and the Arts. Mandated behaviour plan for all state schools in Queensland, including guidelines for developing whole school with targeted and intensive processes for facilitating responsible behaviour.
The Plan is developed in consultation with the school community and endorsed by the Principal, President of the P&C or Chair of the School Council and the principal's line manager.

South Australia:

All schools must have an anti-bullying policy or behaviour code developed in consultation with the school community.

Child Protection Policy (1998): Department of Education and Children's Services, SA. The purpose of this policy is to promote and enhance the safety and welfare of children within DECS schools and sites. The policy sets out the key responsibilities of education and care workers so that they can meet their responsibilities under the Child Protection Act.

North Territory:

School Behaviour Policy (2001) NT Schools

All schools will write their individual Behaviour Management Policy based on the Behaviour Management Framework that has been issued to every school. Schools that need assistance with revising their policy request assistance from Student Service, in particular the Behaviour Management Service. Each school has its own policy.

Safe Schools NT Code of Behaviour (2007: DEET
The Safe Schools NT Code of Behaviour is a framework that outlines clear expectations in Territory Government schools in relation to rights and responsibilities for the system, schools, students, teachers and parents. The policy is available to all school communities via the internet. The Safe Schools NT Code of Behaviour affirms the right of all school community members to feel safe at school. It will replace the current Behaviour Management Policy (2001). All schools will revise their current school based Wellbeing and Behaviour Policy by the end of 2007. All NT government schools will have been receiving an upgrade of the Behaviour Module of SAMS which has been rolled out by the SAMS Team, Technology, Information and Planning.

Australian Capital Territory:

Student Management and Welfare in ACT Government Schools (2000): ACT Government .Provides a framework for all ACT government schools in developing school-based student management and welfare policies. Distributed to public schools within the Territory

Safe Schools Policy Framework (1999),ACT Government, provides clear guidelines to ACT government school principals, boards and staff. It emphasizes positive student management and minimizes violence, bullying and all forms of harassment.

Tasmania:

Anti-discrimination and Anti-harassment policy (1998) Department of Education
A Tasmanian policy which directs that schools take responsibility for establishing mechanisms and procedures to actively counter discrimination and harassment.

Supportive School and Communities Policy Framework (2003) Department of Education is a policy framework to build supportive, inclusive and equitable environments for students. Schoolwide Positive Behaviour Support (SWPBS) is an organised and tailored system of strategies that support social and learning outcomes for students, whilst preventing problem behaviour

Target groups

All schools and communities. The link between the school and the local communities are emphasised. The NSSF promotes a whole-school approach that incorporates students, teachers, school leaders and parents.

Values emphasized

- A safe and supportive environment that is free from bullying, harassment and violence;
- Care, respect and cooperation:
- Diversity;
- Quality Leadership;
- Engaging the whole school community
- Professional development for teachers and other school staff;
- Provide opportunities to students to learn about positive behaviours; and
- Taking action to prevent or stop the abuse and/or neglect of children.

Skills emphasized

- Learning about positive behaviours;
- Building resilience;
- Ability to self manage emotions and behaviours; and
- Understanding and supporting diversity.

www.dest.gov.au/schools/nssf

Belgium (Flanders)

The department of education imposes final objectives and attainment targets (cross-curricular) for primary and secondary education which demand what valuable contents, skills and attitudes are taught. Cross-curricular themes can be: “Social skills” and “learning to learn”. There is a general core curriculum for all schools to follow.

The governing bodies (school boards) have a wide-ranging autonomy, and this is the key concept. These boards are responsible for one or more schools, they can determine their own curriculum, but they must meet the attainment targets from the government to get financial and/or government recognition.

Values emphasized

Values such as ‘respecting other cultures’, respecting other people (regardless of race, sexuality, gender)

The three educational networks in Belgium (Flanders) can differ in values emphasized, but they all have to meet the attainment targets from the government regarding values.

Skills emphasized

- Awareness of belonging to a community of citizens with rights and obligations, including the ensuing responsibilities and tasks;
- Readiness to honour those rights and to comply with those obligations;
- Initiative to bear responsibility;
- Readiness to acquire attitudes such as tolerance, sense of justice, an eye for general well-being, willingness to cooperate and sense of responsibility.

Japan

MEXT (Ministry of Education, Culture, Sports, and Technology) enacts curriculum standards including three areas: subjects, moral education and extra-curricular activities. The latter two areas include the learning on the well-being and problematic behaviours as bullying, school violence and non-school attendant.

Target groups
All types of schools from kindergarten to senior high schools, including schools for visually handicapped, the hearing impaired and otherwise handicapped children.

Values emphasized

"Zest for living" (IKIRUCHIKARA).

Skills emphasized

The “zest for living” has in “a healthy body,” “a well-rounded character” and “solid academic prowess.” Manifesting them in such forms as athletic ability, a sense of justice and mental agility, these elements do not function independently but instead complexly intertwine within the day-to-day activities of children.

MEXT is comprehensively promoting a range of measures addressed at problematic behaviour of children, such as non-attendance at school, bullying and violence, from the following perspectives:

- the realization of lessons which are understandable and schools that are enjoyable for students and the improvement of education of the heart;
- the improvement of the quality and ability of teachers;
- the enhancement of the educational counselling system; and
- cooperation between schools, families and local communities.

New Zealand

A recently approved curriculum (2007) provides a framework for what is expected from education. The schools decide what is taught in the schools. The curriculum promotes social competence rather than being specific about bullying and violence.

Target groups

All children are entitled to a school life free from bullying. Particular attention is paid to the needs of children with disabilities and special education needs, children from ethnic minorities and gay and transgender children.

Values emphasized

The school curriculum, through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility which underpin New Zealand's democratic society. These values include honesty, reliability, respect for others, respect for the law, tolerance (rangimarie), fairness, caring or compassion (aroha), non-sexism, and non-racism.

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically
- and to **respect** themselves, others, and human rights.

From: http://nzcurriculum.tki.org.nz/the_new_zealand_curriculum/values

Skills emphasized

The curriculum builds on the competencies of thinking, using language and symbols, managing self, relating to others, participating and contributing:

Of particular relevance are *Self-management and Competitive Skills* and *Social and Co-operative Skills.*

- set, evaluate, and achieve realistic personal goals;
- manage time effectively;
- show initiative, commitment, perseverance, courage, and enterprise;
- adapt to new ideas, technologies, and situations;
- develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- develop the skills of self-appraisal and self-advocacy;
- achieve self-discipline and take responsibility for their own actions and decisions;
- develop self-esteem and personal integrity;
- take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions;
- participate appropriately in a range of social and cultural settings;
- learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
- develop a sense of responsibility for the well-being of others and for the environment;
- participate effectively as responsible citizens in a democratic society;
- to develop the ability to negotiate and reach consensus.

http://www.tki.org.nz/r/governance/positive_behaviours/

Norway

In Norway, there is a common legislative framework and a national curriculum for primary and lower secondary compulsory education.

The overall objective of Norwegian educational policy is to provide equal opportunities for all, irrespective of sex, geographic location or economic, social or cultural background. The aim is to offer all children an education that is adapted to the abilities of the individual pupil.

The basic principles and priorities of Norwegian education are the following:

- A high general level of education in the entire population.
- Equal opportunity in the access to education, inclusive pre-primary.
- Decentralisation. Local adaptation and development.
- Meeting both the long-term and short-term qualification requirements of the labour market, of the society, and of the individual.
- More emphasis on a broad and general initial education, leaving specialisation to later stages and further training at work.
- Opportunities for life-long learning through a broad spectre of further training and other study possibilities.
- Strengthening the higher education sector/improving higher education, recently through the Quality Reform.

The General Section of the curriculum, the "Core Curriculum" established in 1993, provides an ideological basis for national curriculum development within primary and secondary education, as well as for local development in schools and municipalities.

With the Knowledge Promotion Reform of 2004, new subject curricula have been developed. The new National Curriculum, with status as a regulation, shall be used in primary and lower secondary schools from 2006/07. It consists of four parts:

- The Core Curriculum for primary, secondary and adult education
- Quality Framework for primary and lower secondary schools, upper secondary schools and apprenticeship work-places
- Subject curricula.
- The Framework for the Distribution of Periods and Subjects

The aim of the Knowledge Promotion Reform of 2004 is "to sustain and develop the best in basic education (understood as compulsory and upper secondary education), with a view to ensuring that pupils are better able to meet the challenges of the knowledge society. The learning goals will be stated more clearly. The basic skills of pupils and apprentices will be strengthened. At the same time, the schools' central role as mediator of values, general educational standards and culture will be safeguarded. Schools meet pupils and families from increasingly diverse backgrounds. All pupils and apprentices have a right to adapted and differentiated learning and teaching programmes, according to their own requirements and needs. It is a precondition of equality of opportunity that all pupils and apprentices are given the same chance to develop their knowledge and skills."

The Quality Framework, as part of the Knowledge Promotion Reform, incorporates 11 basic commitments, mandatory in all primary and lower secondary schools (as well as in upper secondary schools and apprenticeship work-places.

All schools shall:

- Give all pupils an equal opportunity to develop their abilities individually and in cooperation with others.
- Stimulate pupils' motivation, perseverance and curiosity.
- Stimulate in pupils the development of their own learning strategies and of their capacity for critical thought.
- Stimulate pupils' personal development and identity, and assist them in the development of ethical, social and cultural competence, and democratic understanding and participation.
- Encourage pupil participation, and enable pupils to make conscious value judgments and decisions on their educational needs and future work.
- Promote adapted teaching and varied working methods.
- Stimulate, exploit and develop the individual teacher's competence.
- Contribute to teachers being evident leaders and role models for children and young people.
- Ensure that the physical and psycho-social learning environment promotes health, joy and learning.
- Prepare for cooperation with the home and ensure parents'/guardians' co-responsibility in the school.
- Prepare for the local community to be involved in education in a meaningful way.

Slovakia

In context of bullying the curriculum of primary and secondary school is aimed at enhancing legal and civil awareness and promoting human and children's rights.

The National Curriculum emphasis on a competence-based and a pupil centered approach development of pupils' social competences promotion of democratic atmosphere in a school and a classroom. There are (for schools) mandatory cross curricular themes/topics

- ***personal and social development*** - promotes personal competencies and social skills of pupils,
- ***multicultural education*** – enables pupils to acquire knowledge about different cultures and experience of a wide range of forms of expressions,
- ***media education*** – purposes on an optimal usage of medias and competences to get a critical view on them (especially aggression).

Values emphasized

Human rights, respect and tolerance, cultural understanding and social cohesion, development of self-insight and identity are important values.
"Activities of schools in solving of problems with bullying stagnate, problem phenomena are not properly identified, and application of bullying prevention is not integral part of pedagogic-educational process." (State school inspection- 2004-2005)

Skills emphasized

Emphasis is put on training pupils:

- in various **types of interactions as well as solving of problems and conflicts,**
- in gaining abilities to **recognize stereotypes and prejudices** and positive attitudes towards the principles of equity,
- in learning the **ability for a critical analysis** of media messages and the understanding of the significance of the media in a society,
- promoting a **sense of respect for cultural and other differences** (mutual respect, respect between men and woman.

Slovenia

White paper on Education in the Republic of Slovenia (1995), Basic Principles of the Curricula Renovation (1997) and Guidelines, Principles and Goals of the Syllabuses Renovation (2007).

By August 2009 all the primary schools must have their own Pedagogical Plan. This plan describes the pedagogical activities and various forms of mutual cooperation with parents and their integration into realisation of the pedagogical plan.

Pedagogical activities are proactive and preventive activities, counselling, guidance, as well as other activities, through which a school develops a safe and stimulating environment in order to achieve the objective from the Article 2 of Act on Primary Schools.

Target groups
Headmasters of schools.

Values emphasized

Since 2006 there is a greater attention to the curricula and the opinion that greater emphasis should be laid on value and civic education, not only the traditional study-topics.

Skills emphasized

The objectives of elementary education are: to encourage the balanced emotional, spiritual and social development of pupils; to develop literacy skills, a national identity and general cultural values based on European traditions; and to prepare children for a life in an equal and democratic society.

http://www.mss.gov.si
http://www.zrss.si

Sweden

National Curricula for Pre-schools, Compulsory schools and Non-compulsory schools. Curriculum for the Compulsory School System (1994) and the Curriculum for the Non-compulsory School System: " Understanding and compassion for others" and " actively resist any tendency towards bullying and persecution"

Target groups
All who works in the school

Values emphasized
The schools are obliged to constantly work with the fundamental value system. That means to focus on the relations between people and how we treat each other as children, youths and adults.

Cooperation with homes are focused on in the regulations as well as pupil-participation

Fundamental democratic values, equal access to education, promote gender equality, counteract all types of harassment

Skills emphasized
General Advice – guidance from the government to combat all sorts of insulting treatment in the Swedish school system .The Swedish Agency for Education has the responsibility to carry out the General guidelines and comments.

National legislation and curriculum emphasizes quality of teaching and school governance, focus on:

- Equivalence
- Research
- Knowledge and skills

Comment to the curriculum chapter

The term bullying is rarely used in the curriculums at a national level. The common tendency is promotion of positive social skills and human rights in general, trough development of safe and supportive schools. Some goals are (too) metaphorically formulated. This makes it probably harder for the school to know whether they have reached the aims or not.
To emphasize work to prevent bullying this issue should possibly be integrated as a compulsory part of the standard national curriculum or curriculum framework.

5. Programs and initiatives

The 4th World report on violence against children 2006 from UN puts up some key elements of effective, rights-based and child-centred anti-bullying programmes (Pinheiro, 2006):

- They involve children at an early age, before their attitudes and behaviours become fixed in permanent patterns.
- Schools involve all key stakeholders and focus on prevention of violence – heads, teachers, students, parents and the wider community – in development, implementation and monitoring.
- There is a leadership group that sustains momentum and initiates adjustments in the light of changing circumstances.
- There are educational components that increase the knowledge and improve the skills of all key stakeholders; and components are integrated into the regular curriculum, so that children learn about human rights and develop the skills to communicate and resolve conflicts in a non-violent manner.
- There is increased monitoring of student behaviour, with thoughtful attention paid to how students relate to each other, especially when there is evidence that bullying may be taking place.
- There are mechanisms for reporting, intervention, recovery of victims and rehabilitation of offenders.
- Interventions are consistent, so there can be no perception of negligence or unfairness.

There are many social and emotional programs, both national and international, that are promoted to schools. Schools may also have developed their own program with teachers, students and parents to teach the skills, knowledge and understanding the students need to build social and emotional competence.

Selecting or developing a program that is appropriate to a school context can be challenging given the range of programs and resources available.

There are a number of factors to be considered in examining social and emotional learning programs to ensure suitability to each individual school context.

In selecting or developing a program, school staff should consider any evidence available about whether the program and strategies have resulted in positive outcomes in a school context. While many programs have undergone some form of evaluation, the nature of these evaluations can vary widely. A program will be considered highly effective, if for example it has been positively appraised by independent studies conducted across several program sites.

The 8 countries have given, with different levels of details, a short description of plans, strategies or campaigns to prevent, detect or solve problems of bullying. These plans should preferably be based on theoretical and empirical knowledge, and be evaluated. Description of implementation strategy is also briefly mentioned.

Australia

The National Safe Schools Framework (NSSF) provides a consistent, national level approach to countering all forms of bullying, harassment, violence, neglect and abuse in schools. The development of the NSSF was led by the Australian Government, and was endorsed by all State and Territory Ministers of Education in July 2003.
Under the Schools Assistance Act 2004 (national) it is legislated that the NSSF must be implemented in all Australian schools by January 1'st, 2006.

The Australian Government works with state and territory government and non-government school sectors through the *Safe and Supportive Schools Committee* on the *Bullying. No Way!* website: www.bullyingnoway.com.au . This interactive website provides valuable information for parents, students and teachers on strategies to address bullying, harassment and violence, relevant policies and teaching resources.
The Australian Government in also represented on a number of national and international committees that work to promote safe learning environments and student wellbeing, including the International Network on combating bullying and violence in schools (OECD SBV-net) and the Committee Against Torture.

Examples from some of the states follows:

In **Queensland**, the Department of Education, Training and the Arts is committed to ensuring Queensland state schools provide positive learning environments for all students. The School wide Positive Behaviour Support (SWPBS) program helps schools to create positive learning environments by developing proactive whole-school systems to define, teach, and support appropriate student behaviours.

Education Queensland's program has direct links to the United States National Technical Assistance Centre on Positive Behaviour Interventions and Supports. EQ schools can access resources and support from the centre, in addition to working with the project coordination team in Education Queensland.

In **South Australia,** the Rann Government announced (in 2005) a new coalition to decrease bullying, harassment and violence in all South Australian schools. The Coalition provides advice to the three Chief Executives regarding strategies to decrease bullying, harassment and violence in all South Australian schools.

New South Wales implements proactive strategies that teach students how to work and play in the classroom and playground. The authorities provide the teachers with a framework that is positive and consistent through the years in school. All the strategies and programmes should be whole-school strategies. Certain procedures for dealing with bullying behaviour have been developed.
Website: https://www.det.nsw.edu.au/antibullying/programs.html

In **Victoria** the *Safe Schools are Effective Schools* policy was released in 2006, and schools are currently implementing this approach. The policy details how schools must take a whole –school approach to promoting positive behaviours and building social skills. This strategy will be evaluated at the end of 2008.

Common for the strategies are that they are based on theoretical and empirical knowledge (McGrath,2006) (http://www.ncab.org.au/). A manual for implementation strategies are found in the National Safe Schools Framework.

Evaluation results: In 2004, legislation was passed which requires the NSSF to be implemented in all Australian schools by January 1'st, 2006. Education Ministers further agreed that implementation of the NSSF will be reported on annually, through the Ministerial Council on Education, Employment, Training and Youth Affairs' (MCEETYA) Annual National Report on Schooling in Australia (ANR).

Belgium (Flanders)

Since September 2002, temporary projects have been replaced by an integrated support provision, paying special attention to children from deprived backgrounds. This new provision provides full opportunities to all children to learn and develop themselves, and to encounter exclusion, social separation and discrimination.

The national policy plan (VZW Limits, 2003) has a long term vision on prevention and problem solving, instead of only fighting the symptoms. The policy plan consists of two prevention plans and two intervention plans.

1. **A prevention plan on behalf of pupils** to prevent violence, bullying and inappropriate sexual behaviour. Key concepts in this plan are the wellbeing of pupils, creating a positive school climate, improving social skills, writing a behavioural code, awareness raising, educating pupils, parents and teachers on these subjects.
2. **A prevention plan on behalf of school staff** (also applies to so-called assimilated pupils).This plan involves a risk analysis, creating a positive work environment, adapting work regulations, awareness raising, measures for damage control, extra education and training.

3. **An intervention plan on behalf of pupils.** This gives advice on how to deal with signals of problem behaviour, stopping unwanted behaviour, intervening in serious incidents involving anti-social behaviour.

4. **An intervention plan on behalf of school staff** gives information on dealing with complaints, mediation, an internal investigation, the role of the principal.

There are various initiatives from the Flemish Ministry to support schools in implementing projects; they stress the implementation phase of a programme as important. There is also taken initiative from the Flemish Ministry to support schools' development of evaluation strategies.

Project "Linkedness"

This project is developing a publication for schools to evaluate and improve their policy on school violence and bullying. The publication is based on the results of the international VISTA-project. VISTA is a training resource that addresses the issue of school violence through a whole-school approach.

www.verbondenheid.be
http://www.vista-europe.org/

Project "Youth for Youth"

This project aims at preventing anti-social behaviour in secondary schools, by establishing a positive school climate and by improving contact between teachers and pupils (especially underprivileged pupils.) Schools can receive means to employ a YoYo-coach. This is a young adult, who has finished school, but who, in many cases, had a problematic school career, maybe doesn't have a diploma and who has difficulty finding a job. The coach often comes from the same background as the pupils he/she is working with. This makes it easier for him/her to make contact with them. He/she can explain to the teachers what the best way to cope with these pupils is.

There is a similar project aimed at improving traffic safety and preventing anti-social behaviour around the school and on the way to and from school (e.g. on buses.)

Guidelines for safe ICT-use

In 2007 a guideline for safe ICT-use was made by the Department of Education and training and was distributed to all schools. The aim of the guideline is to promote a safe, responsible and efficient use of ICT. Attention is also given to the prevention of cyber bullying.

http://www.ond.vlaanderen.be/ict/

Time-out projects

Pupils with problematic behaviour in secondary schools can go to time-out projects for 5-10 days or 4-6 weeks, depending on the underlying problem or situation. When a school and the Pupil Guidance Centre think a pupil could benefit from a time-out project, they can enrol him or her. A 'round table' is organised by the time-out project with all the relevant actors or participants. At this 'round table' they decide whether time-out would be a good solution for the pupil or not. The time-out is aimed at reintegrating the pupil in the school. The time-out supervisor works with the pupil on his/her school motivation, study choice, personal problems, social skills, etc. There are individual and group activities and different methods are used by the different projects. The schools also benefits from the time-out: they get a period of rest, since the problematic pupil is not in the school for some time. They can rethink their way of dealing with the pupil and they also get advice from the time-out project on how to cope with the pupil. In the long term, this should have a preventive effect, in the sense that schools learn how to better cope with problematic pupils in general.
At this moment 15 welfare organisations are financed by the Department of Education and Training and the Department of Welfare to organise time-out for the schools. Each school year they organise 182 long time-outs (4-6 weeks) and 645 short time-outs (5-10 days.)

One of the methods that the time-out projects can use is the restorative group meeting. This is a good method for incidents in which there was some damage done to a victim,

for instance a theft, a fight or bullying incidents. In the restorative group meeting the perpetrator(s) and the victim(s) meet, together with supporting persons (e.g. parents, friends, siblings, family, etc). A neutral moderator coordinates the meeting. During the meeting they discuss the incident: how did it happen, what where the consequences, how does everybody feel about it. They also discuss the damage that was done and they think about possible solutions for this.
The methods originate from the restorative justice methods used in the Belgian judicial system. It has been tested out for some years and was scientifically evaluated. Because the results were good, the Department of Education and Training decided to use it as one of the methods within the short time-out projects.

http://www.ond.vlaanderen.be/leerplicht/actoren/time-out/default.htm
http://www.ond.vlaanderen.be/OBPWO/projecten/2001/samenvatting0101hergo.htm

Japan

To address the problematic behaviour of children, such as non-attendance at school, bullying and violence, the authorities is comprehensively promoting a range of measures from the following perspectives:

- the realization of lessons which are **understandable** and schools that are **enjoyable** for students and the **improvement of education of the heart**;
- the improvement of the quality and ability of teachers;
- the enhancement of the educational counselling system;
- cooperation between schools, families and local communities.

MEXT has been conducting a *Program to Tackle Undesirable Behavior Through Promotion of Cooperative Community Action*. Under this program, a community support system has been created through the establishment of support teams comprised of schools, boards of education, and other relevant organizations (probation officers, a consultation office for children, police, etc.) to deal with behavioral problems among children. The program also conducts research on the modality and functions of support inside and outside school to deal with non-attendance among children due to truancy and delinquency and to deal with children whose behavior at school is seriously problematic.

The aim of this program is to: ”create a system to support the independence of children with undesirable behaviour”.

The establishment of effective guidance system is focused upon from the ministry. Specific counter measures should be taken by schools, family, community and boards of Education to resolve bullying problems. (note from Ministry,1996)
Since the bullying often happens in classrooms within the same play groups, it sometimes is difficult to distinguish from playing and mischief. Some possible countermeasures are mentioned in the notice as follows:

- To strengthen the guidance system and capability.
- To conduct a regular questionnaire survey to pupils and students.
- To enhance the counseling mindset of teachers through on-the-job training.

- To have good coordination with the school nurse, and to observe children form a multi-faceted perspective.
- To have close communication with parents.
- To have coordination and communication with different levels of schools, for example between elementary and junior high schools, and provide continuous guidance and sharing of information of students.

The authorities in Japan support research by saying: "What is important to solve the bullying problem is that schools as a whole should be unwavering in their position against bullying."
There are also guidelines on how to tackle the bullying at schools:

- Educational guidance to a bully. Individual guidance and counseling may be provided separate from other students. But if bullying is not resolved even after teacher's guidance and counseling or if a bullying becomes excessive, flexible measures should be taken, including suspension from school and coordination with police or a child consultation centre especially in physical violence and blackmailing case. Bullying children themselves may have some special circumstances in which they are under stress. Therefore, not simply providing guidance, but also educational guidance and counseling of the bullying children is important.

- Educational care towards victimized children. The major principle is that teachers protect such children thoroughly. And from that point of view, if it is necessary, as an emergency relief measure, classes may be reassembled, or if bullying is excessive, a school transfers may be considered. Victimizers, victimized and onlookers should all be prevented. In order to do so, the school as a whole should actively provide all children a proper guidance, human rights and moral education within their educational programs.

Obligations for the schools/boards of education is to

- Give support to families. As a part of an administrative organization, boards of directors should provide support to families by holding lectures on child upbringing, and providing necessary information to enhance family education capability.
- Give Counseling services. In the case of family with child abuse problem, action should be taken by making networks and coordinate with other relevant organizations
- Support schools. In addition to daily guidance, assignment of teachers, teacher training, and suspension measures are included.
- Cooperate with youth-related organizations. Events and exchange activities can be organized where children with different age groups can intermingle and can have collective activities. These are opportunities where children can learn to be socially active.

New Zealand

New Zealand has no special national programme, but a range of programmes focussed on school wide approaches to improving positive behaviour. Schools are able to use any available initiative they believe will meet their particular need. There are varied

approaches, programmes, and interventions that can support schools in creating positive learning environments:

- whole-school approach
- classroom-based interventions
- targeted interventions

The following websites describes some initiatives that are currently being used in New Zealand schools to reduce bullying. They also support positive learning environments.
http://www.tki.org.nz/r/governance/positive_behaviours/
http://nzplc.massey.ac.nz/default.asp?page=docs/bullying/remedy.htm#ethical
http://www.police.govt.nz/service/yes/nobully/

Some programmes have sound theoretical and research base -'Eliminating Violence' and Kia Kaha (developed by NZ Police). Both implementation strategies and evaluation guidelines are available.

Norway

Researchers in the field meet regularly in order to formulate common professional principles concerning the work in:

- evaluation of programmes aimed at reducing problem behaviour and developing social skills
- evaluation of different programmes in the school for the prevention of drug and alcohol abuse
- the development of the status of knowledge concerning the teacher as class manager
- implementation strategies in the school

In 2006, experts developed a comparative assessment and evaluation of programmes aimed at improving the wellbeing of children in schools in Norway. A database will be updated regularly. The aim of this work is to give school owners, school managements and teachers a good basis for carrying out preventative work in the daily running of the school. Based on research work, recommendations are given on suitable measures which can be taken by the school in order to achieve the best results for children and adolescents.
Zero, Olweus, PALS, the LP-model, and Respect are all programmes with documented effect.
There is a presentation of the programmes that are suggested taken into use in schools at the web, a summary in English:
http://www.skolenettet.no/moduler/templates/Module_Overview.aspx?id=22694&epslanguage=NO

A web based compulsory nationwide Pupils' Questionnaire done by The Norwegian Directorate for Education and Training gives valuable information about status quo.

The main policy on combating bullying in schools from the Norwegian authorities are:

- Manifesto against bullying – a binding cooperation
- The learning environment in schools – a strategy plan

- Pupils' school environment, Chapter 9a of the Education Act

These initiatives are based on theoretical and empirical knowledge about how to combat bullying and build social skills. It is stressed that programmes and strategies should both refer to, and utilise, theoretical and empirical knowledge within the relevant subject area. They must be based on theory and research to get financial support from the Norwegian Directorate for Education and Training when implemented in schools.

Implementation strategies are based on "bottom-up principle". Teachers shall be well prepared and motivated when programmes are to be worked out in schools. Website with an overview:
http://www.skolenettet.no/moduler/templates/Module_Overview.aspx?id=22694&epslanguage=NO or on:

http://oecd-sbv.net/upload/Implementation.pdf

- Assessment of schools own organisational conditions in order to implement new programmes or strategies
- Active school management
- Inform and involve the parents
- Preparing for systematic work over time
- Programme loyalty and integrity
- Local adaptations

Evaluation and maintenance are an important part of an implementation. It is considered essential that the programmes have evaluations that can show results, and that they are based on an evaluation-design which allows for the documentation of results.

Slovakia

The nation has got a new competence based curriculum and there has been made a "Methodical regulation on bullying" (2006). It has 8 articles that urge schools to describe recent situation. It gives definitions, tells about possible sanctions/punishment. It gives rules and ethical code, and information to teachers about how to act. The regulation also invites teachers to cooperate with other institutions in the society (police, the family, State School Inspection and so on).

Support through policy and partnership with NGOs: ***National plan of human rights education*** (2005-2014) - approved by the Ministry of Education in 2005, National Institute for Education, with a help of an independent National Commission for Human Rights Education are responsible for its coordination and implementation.

The theoretical and empirical knowledge these regulation are built upon are theory on self-esteem and self-confidence. Focus is on victim and aggressor in the authorities' guidelines.

"Methodical regulation on bullying" has been in practice since April 2006.

Through the project – Prevencia šikanovania 2007/2008 (Prevention of bullying) a nationwide web-based project, supported by the Ministry of Education, this Methodical Regulation is also available for the schools, the parents and the pupils.
www.prevenciasikanovania.sk
Specific learning resources have been designed and are being prepared for teachers continually:

- Multicultural education (NMS, 2006),
- Human Rights – Activities for School Practice of Abilities (2007, SPU)
- *National plan of human rights education* - monitoring and evaluation of its implementation is continually provided (school environment by School inspection)

Slovakia has no nationwide overview on bullying in schools, but did a questionnaire in 2005 (2000 respondents) from the State School Inspection.

Slovenia

In 2003 the "Committee for Analysis of Problems of Violence in Slovenia" was established. They have developed an important strategy document: *Guidelines on Analysis, Prevention and handling/containing School Violence* (2004). Due to a new government this document is unfinished.
By August 2009 all the Primary Schools must have their own Pedagogical Plan, decided from the authorities. How they implement the plan is each schools' responsibility.

An example on initiatives on combating violence is *Project Labyrinth* - A violence prevention programme, Ljubliana 2006 -2007.

The schools are free in which way they form their rules, whether they chose positively and humorous rules – based on theory, or more demanding rules – based on tradition.

Focus both on learning environment and victim and aggressor
Slovenia had a nationwide Survey in

- 1996: Bullying among children and young people
- 2004: Bullying among first grade students of secondary schools

Sweden

Every third year a nationwide survey from the Swedish National Agency for Education is held, it is called "Attitudes to school". One part of the survey is focused on the wellbeing of pupils and teachers.

"Bullying – school practice and research perspectives" is a collaboration between school, police, social- and psychological/psychiatric service as a systematic strategy. This collaboration is intended to be long-term, stable and successful, aimed at benefiting vulnerable children and young people. Evaluation results will be published in 2010.

An Anti-Bullying Commission is charged with delivering an education component as well as a major anti-bullying programme evaluation. (courses for teachers started spring 2008).
Programmes and strategies must be knowledge based and evaluated regularly due to the evaluation component from the Anti-Bullying Commission. Both qualitative and quantitative data is being gathered on school-context, programme implementation and fidelity within a process evaluation paradigm as well as outcome measures. Results from this will be published autumn 2010.

Implementation strategies are one of the measures in the work from the Anti-Bullying Commission (see above). The authorities do not sanction methods/programmes, but the Swedish National Agency for School improvement has defined which success factors are relevant in the work against abusive treatment and bullying. These factors are as follows:

- A whole school approach
- A systematic methodology which enables a multitude of actions
- A preventive, supportive and long-term approach
- Clear goals
- Dialogue and reflection

A newly constructed bullying prevalence measurement (Outcome evaluation) is being used.
The organisation **"**Myndigheten för skolutveckling", a body that used to deal with bullying and violence in school, were transferred to "Skolverket" by October 2008. This means a more effective organisation of the whole work on learning environment.

Comment on the policy regarding programmes and initiatives

There is a growing awareness within all the countries of the importance of safe learning environments in promoting social and academic outcomes for students. Common for the whole range of initiatives, programmes and strategies in the countries show that many schools have creative and innovative whole school strategies to minimise bullying. Some of the strategies from the authorities focus more on exclusion and punishment than on positive early intervention into the problem. Whole school strategies can include:

- surveys
- drama and art activities
- student safety committees
- parent workshops
- anti-bullying lessons
- peer mediation
- mentoring programs.
- classroom strategies.

A conclusion from Australian Authorities can stand as an conclusion of this chapter: "Anti-bullying strategies need to be practiced by each teacher in the classroom. The basis of prevention is respectful relationships."

6. National awareness raising

Media campaigns designed and developed by the authorities about combating bullying and violence have been worked out in all the participating countries. Target groups can differs from individuals to groups of people as parents, teachers and other professionals inside and outside school.
National awareness raising means to get into the media, as broadcast television stations, newspapers, and radio stations. But also websites and brochures and magazines are developed with the purpose of making people aware of bullying and violence in school. Some examples from the states follows:

Australia

Media campaigns - nationwide
Information on the NSSF (National Safe Schools Framework) has been distributed to every school in Australia, which has had considerable impact in raising awareness about safety and bullying in schools.
The authorities give guidelines for how to work with the NSSF, and they underline that it is seen as equally important to work with staff, students and parents. The local school communities are free to use different programmes and methods and strategies, but there are some Key Elements that are seen to be essential components of all school programmes:

- School values, ethos, culture, structures and student welfare
- Establishments of agreed policies, programs and procedures
- Provision of education and training to school staff, students and parents
- Managing incidents of abuse and victimisation
- Providing support for the students
- Working closely with the parents

NSSF give access and possibilities for local schools to downloadable booklets and different audit tools. Examples of programmes with websites and materials to work with:

- Bullying. No way! One of many programs that are offered to schools
- MindMatters is a mental health promotion program for secondary schools

Target groups are Australian school communities. All state and territory governments, and the Australian Government are involved in awareness raising.

Belgium (Flanders)

Media campaigns – nationwide
Many initiatives are taken from the Flemish ministry to support schools, as teacher training, pedagogic support services, publications and websites. Some examples are:

- The Flemish network anti-bullying that organises an annual anti-bullying week in the schools

- Klasse - a communication project launched by the Ministry of Education and Training (magazines, web)
- Flemish authorities have made an information brochure on "Equal educational opportunities for every child". (2006) The brochure is given to parents – it is about rights and obligations for their child
- Movie Ben X: the Flemish movie Ben X is about a 17-year old autistic boy who is bullied in school. An extensive educational package for teachers was made, so that they can use this movie during their lessons. The package deals with theme's from the movie, such as autism, being different, cyber bullying and suicide. They can watch the movie with their pupils and then use the package for class discussions etc.
  To promote this educational package, 1000 teachers were given the opportunity to see the movie for free.

Values and attitudes emphasized in these awareness raising campaigns are: democracy, participation, cooperation between the target groups in schools

Japan

Media campaigns - nationwide
The urgent appeal by the Minister of Education on the bullying problem in 1996

The overall values and attitudes emphasized in the all the efforts to combat bullying and violence in schools from the authorities (MEXT) are expressed to the target groups as this:
To all children:

- Bullying is a serious violation of human rights.
- Bullying is never to be condoned, and to be an onlooker and to reinforce bullying is also not permissible.
- When one is being bullied, one should not confine this to one's self, but should consult with someone.

To parents:

- To look carefully at children and create an environment where children can speak to their parents
- To teach at home and make them sure that bullying is never to be condoned.

To school teachers:

- To aware that serious bullying can occur in any school, in any classroom and among any children.
- To have a resolute position to protect the children who are being bullied.

To the community:

- Not to pretend not to notice
- To work toward not condoning bullying.

New Zealand

Media campaigns - nationwide
The Ministry of Education in New Zealand provides a professional magazine on importance of social skills and learning environment to all students and their parents in primary and secondary level twice a year. It is issued free of charge to all schools and learning institutions.
They also use television systematically as an area for awareness raising on bullying and types of bullying. Target group is especially parents in all the awareness raising efforts.
Terms in use are

- Direct physical bullying,
- Direct verbal bullying
- Indirect bullying

Norway

Media campaigns - nationwide
Manifesto against Bullying – nationwide campaign since 2002 – 2008, this will continue with new partners and new media campaigns from 2009:

- Films, 10 different professional films free use for the schools, addressed all schools in October 2008.
- New guidance material in different forms

A wide range of institutions stands behind and are involved in the Manifesto against bullying:

- Norwegian Ministry of Education,
- Norwegian Ministry of Health and care Services,
- Norwegian Ministry of children and Equity
- Norwegian Directorate for Education and Training,
- Union of Education Norway,
- The Norwegian Association of local and Regional Authorities,
- The Norwegian Parents' Committee,
- The Directorate for Health and Social Affairs.

Other initiatives:

- A separate brochure is made on §9A in the Educational Act, and sent all schools for informing parents and students. This is called the pupils "working environment act" and stress that all pupils in primary, lower secondary and upper secondary schools are entitled to a good physical and psycho-social environment that will promote health, well-being and learning. It is important for both the students and their parents to be aware of their greater user participation and an improved right of appeal.
- Programmes aimed at improving the well-being of Norwegian pupils- a short presentation and evaluation of 13 different programmes in use in Norwegian schools (2006). This is a book that is distributed to all schools and educational and psychological counselling services.
- LOM – a web site launched by the authorities. www.skolenettet.no/lom is a web site about learning environment in schools. The web site aims to provide

teachers and policymakers with the information they need to make a good learning environment for the pupils. The web editor is situated at Lillegaarden Resource Centre. This Centre is responsible for guidance and implementation of some of the whole school- strategies, besides information on different websites, blogs and keep contact with in journals and newspapers about the the field

- Focus on drop out students at the upper secondary school. Increased research in the field.
- In addition to this, the authorities want to strengthen the schools' health and counselling service through closer cooperation.

Values and attitudes emphasized in these awareness raising campaigns are:
Social skills, a good learning environment and inclusion.

Slovakia

Media campaigns - nationwide

In 2007 www.prevenciasikanovania.sk was established. These websites provides information on school bullying and violence, and they are supported by the Ministry of Education. Both teachers, students and parents have got their own "rooms" at the website. A brochure on the information on the web are made and distributed on schools.

Values and attitudes emphasized both in the web-site and in the curriculum itself, are: self-esteem, self confidence of pupils and strengthening of young people's self responsibilities. Respect human and cultural diversity are also wordings from the campaign.
There are 70 Pedagogic Psychological Counselling and Prevention Centres in Slovakia, they are all involved in combating bullying and violence together with states and civic organisations and NGOs.

Some other campaigns during the recent years are:

- Prevention of Bullying in Basic Schools in Bratislava IV District (2003)
- Weekend Stays and Experimental Activities for class groups (2003- 2005)
- Prevention and Elimination of Bullying in Schools (2001/2002)
- "Let's talk about important things" the cycle of Interactive group meetings (2005)

Slovenia

Media campaigns nationwide

In Slovenia there has been a discussion on values in education with school headmasters throughout the country, 2006 – 2007. The responsible institution for this "campaign" on values is The National Education Institute and the Centre of Social Work (Siska). This is done as a part of the implementation strategy on each school's pedagogical plan ("*The educational concept and educational plans in our schools"*). Target groups of this campaign are experts, headmasters, teachers, students and parents.

Other media campaigns initiated from the authorities are

- Project Labyrinth 2006-2007 in Ljubljana
- TV-programmes/Video-clip
- TV and radio broadcasts
- Interviews and articles for magazines, papers,
- Round tables:
  - Youngsters and school violence (2006)
  - Youth without corporal punishment for our children (2007)

Involved institutions in the campaigns: The National Education Institute, Ministry of Labour, Family and Social Affairs, Ministry of Education and Sport.
Police and non-governmental organisations together with the schools are also involved in awareness raising on bullying and violence.

Sweden

Media campaigns - nationwide
The government proclaimed the Year for Values Education in 1999, and as a result of this, two Centres for Values Education were funded. These were aimed at enhancing the competency on values in school.

In 2002, the Government together wit NGOs and national agencies launched a national campaign to raise awareness of bullying and school violence.
The campaign was called "Together". It was aimed at pupils, teachers and other personal active in the later years of compulsory school.

In 2007 – 2008, the focus on drop out students at the upper secondary school has increased, and in connection to this also questions related to bullying and violence, or abusive treatment.
Values and attitudes emphasized are to combat any discrimination, violence and harassment.

Abusive treatment are the most used expression ("Kränkande handlingar"), that means to inflict physical, sexual, or psychological harm upon someone. It is raised strong awareness upon this in Sweden, in different media campaigns.

Institutions or parties involved in Swedish awareness raising:
- Swedish National Agency for Education
- The Agency for School Inspection
- Ministry of Integration and Gender equality
- The Local School Authorities

Olweus' Bullying Prevention Program is implemented in many schools. Other methods in use are "GBm-method", "Farstametoden" and "Hasselas kamratstödsmodell". The three latter are local Swedish methods.

The different programmes in use in schools are described at:
http://www.skolverket.se/mobbning (only in Swedish)

Comment on the policy regarding awareness raising and campaigns

Television is a medium with great capacity to build broad and instantaneous reach to multiple audiences. The states' policy seems to use this channel in their efforts in awareness rising. Besides that, websites can be very useful in this work as it is the primary destination for students seeking information, insight, and knowledge.

7. What's next - examples of challenges

According to the representatives joining the meeting in London, July 2008, the countries presented in this overview have recognized different challenges related to efforts combating school violence and bullying. Here are some examples from the workshop:

In New Zealand and Norway there is a public perception of increase in bullying in school. Reasons for this could be that people are more aware of bullying or that mass media gives wrong information. In New Zealand there is lack of research data on the prevalence of bullying.

Even though Japan has long experience regarding bullying in school, it has proved difficult to promote whole school interventions to prevent bullying. This could possibly be because earlier attempts have failed, but also because of lack of leadership in the school or that the teacher does not see the benefits of such preventive efforts or that it takes time from subject lessons.

Belgium (Flanders), Slovakia and Slovenia suggests that some schools are not empowered enough to deal with the problems which they are confronted with. Representatives from Sweden mention that the staff doesn't work systematically together with targets, attitudes, strategies and visions. In Australia one main challenge is the prevalence of school violence and behavioural issues in disadvantaged schools. Slovakia proposed that there are less effort invested to prevention of school bullying and violence compared to accident prevention.

Even though the countries face different challenges at a national level, there are also challenges at an international level. Bullying and violence is global challenge and there is a need of international cooperation to evaluate national policies through internationally acknowledged trends and indicators.

Discipline policies and rules, either at a national or a local level, by it self have minimal to moderate effect on reducing violent acts in the school. The main positive effects are gained in the school and from a national perspective it is vital to ensure (through the curriculum and legislation) that whole-school climate strategies and psychosocial programs (with proven effects trough scientific evaluation) are implemented and evaluated in all schools. Teacher training is a key question, but also explicit expectations from a national level (as formulated in the legislation and curricula) about what indicators the success of their educational system should be measured upon. Evaluation at a national level is a common challenge for several countries.

Basic components in educational policies for preventing and managing violence and bullying in schools should include:

- A whole school approach
- Plan for and creating of a caring, respectful, inclusive and supportive school culture
- Use of evidence-based practice
- Use a risk management approach

- Focus on skill development
- Plan for sustainability

Curriculum and programmes which include these components should be of common interest to the countries participating in this overview and other countries that recognize the need for working systematically with improvement of the learning environment in schools.
The NSSF in Australia is one example on a national initiative that is based on the components above. The framework is based on current research and there is an implementation manual which provides the school with necessary information to assess and develop their efforts against bullying and violence.
A coordinated central pre-post test evaluation of schools with students as informants would add value to the good work.

Again, the central issue is evaluation. This element of innovative activity is not addressed sufficiently in most of the policies advocated by the national authorities. There is expected evaluation at a local level, but not necessarily at a national level.

8. Summary and conclusion

This overview on policy contains information about national legislation and regulation regarding bullying and violence in schools. There are also information about The Education Act and regulations due to rights and obligations. In addition there are regulations and support in the school environment, both for the physical environment and the psycho/social environment.

Generally the countries have devoted much attention to the problem of school violence and bullying recent years. In many countries this is a highly prioritized issue. At this point there is no lack of policies or legislation describing duties and obligations. A central issue is how these values are implemented and institutionalised as part of the everyday life in schools.

The nations have developed different strategies at a national level to mandate and support the schools in their efforts to prevent bullying and violence.
Some countries have developed national efforts that are compulsory for the schools to follow. In other countries such efforts are based on the schools' own initiative, with less clear advice about the choice of programs to implement.

However, the problem of bullying and violence in schools are not solved by running a program for some time or participating in a project.

What we know is that bullying, violence and harassment happen frequently and continually. When the national authorities put spotlight on the problem, media attention increases and the awareness in the general population increases Through long term systematic and patient work the school will be better in providing a safe and caring climate and learning environment in the school. One way to deal with this issue is to ensure that anti-bullying programs and strategies are integrated as a compulsory part of the single school's curriculums in all the countries.

Economical or educational standards alone are not always the best indicators if we want to evaluate the present and predict the future.
In several nations' theory and research from social and health sciences have had significant impact on the visions and values formulated in the educational policies and the national curriculums. The concept of well-being and students' experience of support and safety has become more central as an overall health indicator which is associated with the prevalence of school violence and bullying. Such indicators are high on the national agendas. A final question arising from this overview is if social indicators should be more visible as part of the educational statistics published by OECD. This could assist the policymakers in their efforts to develop research based and sustainable strategies to combat bullying and school violence.

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Links

Australia:

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework_implementation_manual.htm

http://www.det.nt.gov.au/education/teaching_and_learning/curriculum/ntcf/index.shtml

http://www.det.nt.gov.au/education/safeschools/docs/safe_schools_code_of_behaviour.pdf

http://education.qld.gov.au/publication/production/reports/docs/plan_for_students.doc

http://education.qld.gov.au/strategic/eppr/students/smspr021/
http://education.qld.gov.au/studentservices/behaviour/bm-codebehav.html

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/SafeSchoolsStrategy.pdf

http://www.education.tas.gov.au/school/health/wellbeing/positivebehaviour

http://www.education.tas.gov.au/school/health/inclusive/supportiveschoolcommunities/framework

http://www.education.tas.gov.au/school/health/inclusive/supportiveschoolcommunities/policieslegislation/anti-discrimination_and_anti-harassment_policy

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/anti_bul07.pdf

Belgium (Flanders):

www.ond.vlaaderen/publicaties/2005/educationinflandersbroadirev.pdf.
www.klasse.be

New Zealand:

http://nzplc.massey.ac.nz/default.asp?page=docs/bullying/remedy.htm#ethical
http://www.police.govt.nz/service/yes/nobully/

Norway:

Norwegian Directorate for Education and Training
http://www.utdanningsdirektoratet.no/templates/udir/TM_Tema.aspx?id=3226

Core curriculum in 5 languages:
http://www.utdanningsdirektoratet.no/templates/udir/TM_Artikkel.aspx?id=1374

Manifesto against Bullying – plan of measures, a binding cooperation for an improved learning and childhood environment. http://www.udir.no/templates/udir/TM_Artikkel.aspx?id=1372

Pupils' school environment, Chapter 9a of the education act
http://www.udir.no/upload/Brosjyrer/Pupils_school_environment_9a.pdf

Slovakia:

www.prevenciasikanovania.sk
www.statpedu.sk
www.minedu.sk

Slovenia:

http://www.mss.gov.si
http://www.zrss.si

Sweden:

The National Agency for Education.
http://www.skolverket.se/sb/d/190

Act Prohibiting Discrimination and Other Degrading Treatment of Children and School Students (2006:67)
http://www.regeringen.se/sb/d/6277/a/64267

A study programme "Bullying – school practice and research Perspectives" 2008 – 2010. For schools and Teachers to attend:
http://oecd-sbv.net/Templates/Article.aspx?id=463

Appendixes

I Agenda for the workshop in London 8-9 July 2008

II Material presented at the workshop from:
- Australia
- Belgium (Flanders)
- Japan
- New Zealand
- Norway
- Slovakia
- Slovenia
- Sweden

International Network on School Bullying and Violence

OECD

Agenda for the meeting and workshop in "The International Network on School Bullying and Violence" A Comparative Policy Overview among 8 countries London, 8-9 July, 2008

Participants at the meeting
Alojz Nociar – international coordinator and Eva Tomkova - Slovakia, Mojca Pusnik – Slovenia, Mitsuru Taki – Japan, Judy Petch – Australia, Jim Matheson – New Zealand, Evi Neven and Tine Debruyne – Belgium, Peter Östlund and Gunilla Larsson– Sweden, Einar Christiansen, Henning Plischewski and Kirsti Tveitereid - Norway.

7 July

Arrival in the evening - **Copthorn Tara Hotel**
http://www.millenniumhotels.co.uk/copthornetarakensington/index.html

Scarsdale Place
Kensington
London (UK)
W8 5SR

+44 0 20 7937 7211

Note! Since the delegates are arriving at the hotel at different hours, there will not be arranged any common meals or gathering this first evening.

8 July

The workshop will be held at Millennium Gloucester Hotel & Conference Centre
(only a few minutes walk from Copthorn Tara Hotel)

Coffee/tea	
09. 00 – 09.15	The international co-ordinator of SBV, Alojz Nociar, will welcome the workshop participants
09.15 - 10. 00	An introduction to the workshop. Short presentation on background and practical information. By the Norwegian members responsible for the report from the workshop, Einar Christiansen and Henning Plischewski
10. 00 – 12. 00	Presentation and brief summary from each participating country. Fifteen minutes each on topics described and questions related to this presentation from the other participating countries. Focusing certain topics as described in the invitation letter

12. 00 – 13. 00	LUNCH
13. 00 – 13. 30	Presentations from the countries continues.
13.30 – 15.00	Further discussions and exchange of information using a spesific method based on identifying possibilities and challenges. Plenary session.
15.00	Coffee/tea
15. 30 –17.00	Systematically focusing each countries´ challenges. Two smaller groups.
18. 30	We all meet in the lobby of the Copthorn Tara Hotel for departure to the restaurant by taxies. Dinner (19.00 pm) at a restaurant in the centre of London – **The Simpsons in the Strand** **http://www.simpsonsinthestrand.co.uk/**

9 July

Coffee/tea	
09. 00 – 10. 00	Summing up from day 1. (Einar Christiansen)
10.00 - 12.00	Workshop on common challenges. Plenary session (Henning Plischewski)
12. 00 – 13. 00	LUNCH
13. 00 – 15. 00	Exchange of information. Discussing the procedures as well as the form and structure of the report. Which items should be given a closer consideration further on? How can we ensure a good process? (Coffee/tea served at 14.00)
15. 00 – 15.45	A new definition and scales for “indirect aggression” in schools; results from a longitudinal comparative survey among 5 countries. By Mitsuru Taki (National Institute for Educational Policy Research, Japan)
15.45 – 16.00	Summing up and evaluating the workshop.

Australian Government
Department of Education, Employment and Workplace Relations

Australia: Overview of School Bullying and Violence Policies and Practices

Constitutional Framework

Federal system of govt.

Comprising of eight state & territory governments & the Commonwealth govt.

State & territory govts have constitutional responsibility for education

Australian Schools

- 3.4 million full time students; 24,503 part time
- 9,581 schools (71% primary, 16% secondary, 13% combined)
  - 71.5% - government schools, enrols 64% of students
  - 28.5% - non-government (Catholic/ Independent); enrols 34% of students
  - high growth in non-government sector enrolments (2% growth govt sector versus 22% non-govt sector 1997-2007
- 75% retention to Year 12

Source: *2007 Schools Australia* Australian Bureau of Statistics

Cooperative Federalism

- The Commonwealth Government supports policies of national significance in cooperation with state and Territory governments
- Commonwealth/state/territory governments are members of the Safe and Supportive School Communities: Finding workable solutions for countering bullying, harassment & violence in schools (SSSC)
- The SSSC aims to sustain a national framework for sharing informed practice and workable solutions to bullying, harassment and violence in schools

Goals of the SSSC

- To provide advice to MCEETYA & educational jurisdictions that promote a nationally consistent response to identified issues
- Collaborative processes that reduce duplication between the states & allow links to be made across jurisdictional lines
- Support and promote best informed practice in relation to the creation of safe & supportive communities

BULLYING NO WAY!

- Major project of the SSSC –the *Bullying. No way!* website 2002
- Information for children, parents & teachers on bullying & related issues
- Educational games for children to play. Forums to express feelings & ask questions
- Hosts a regular "Spotlight" on particular issues e.g. cyber-bullying & sexuality based bullying
- www.bullyingnoway.com.au

National Safe Schools Framework (NSSF)

- Developed in 2003 as a collaborative effort between Commonwealth/states/territories
- National vehicle which ensures that all schools in Australia implement anti-bullying policies.
- All schools required to implement by January 2006. Annual compliance reporting through the ANR
- Based on 11 guiding principles for the provision of a safe and supportive school environments.

Has the NSSF been successful?

- Increased community awareness & understanding of links to student wellbeing & improved learning outcomes
- ANR indicates that Australian schools are addressing the issues around bullying
- Significant progress made around developing & implementing relevant policies & procedures, teacher PD, screening of school staff & encouraging parental involvement

What's happening in the states & territories?

- States & territories are undertaking many activities to promote safe learning environments – see handout
- For example, in Tasmania, the *Schoolwide Positive Behaviour Support* (SWPBS) is being trialled in 1/3 of all govt schools across the state
- The NSW Department of Education and Training has implemented the *Anti-Bullying Plan for Schools* as part of the *Student Discipline in Government Schools* policy

Where to from here?

- SSSC increasingly strategic role – greater international collaboration; possible review of the NSSF; respond to emerging priorities (eg. cyber bullying)
- DEEWR scoping study into a national integrated, holistic approach to student wellbeing (values, anti-bullying, physical activity, etc)
- Government's $125m cyber-safety plan

Australian Government

Department of Education, Employment and Workplace Relations

A quick overview on the Flemish Policy on School Bullying and Violence

Workshop London – 8-9 july 2008

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Flanders in Belgium and Europe

- Northern part of Belgium
- 6 million inhabitants
- Brussels is the capital of Flanders
- Flanders = Flemish Region + Flemish Community

EDUCATION IN FLANDERS

- Flanders
- Brussels
- Wallonia
- German speaking community

EDUCATION IN FLANDERS

Flanders as a federated state

- Flemish Region: territorial issues
- Flemish Community: person-related issues
- A single Flemish Parliament and a single Flemish Government

EDUCATION IN FLANDERS

Flemish education

- The competence for education lies with the communities
- Flemish Minister of Education and Training: responsible for almost every aspect of education policy
- Ministry of the Flemish Community
- Federal authorities:
  - › start and end of compulsory education
  - › minimum conditions for obtaining diploma
  - › education staff pensions

EDUCATION IN FLANDERS

The Education Act and regulations

Cfr. brochure "Education in Flanders"

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

General Principles

- Compulsory education
- Freedom of education
- Educational networks
- Funding education
- Autonomy
- Legal position of staff
- Organisation of the school and academic year

Compulsory education

- Belgian Constitution: right to education
- Start: age of 6 - end: age of 18
- Age of 15/16: part-time compulsary education
- No compulsory schooling → home education is possible
- Acces: free of charge up to the end of compulsary education

Freedom of education

- Belgian Constitution: freedom of education
- Every natural person or legal person has the right to organise education and establish institutions for this purpose
- Governing body or school board
- Parents have freedom of choice

Educational networks

- Representative association of governing bodies
- 3 educational networks:
  - › community education
  - › subsidised publicly run schools
  - › subsidised privately run schools
- Publicly run education + privately run education

Funding education

- 7,86 billion euro (2004)
- 42.64 % of the total Flemish budget
- Funding schools:
  - › the Flemish Community pays for staffing costs
  - › a number of funding and subsidy systems are providing financial means to the schools

Autonomy

- Process of local accountability
- Placing greater responsability on:
  - › education providers
  - › pupils, students and parents
- At every level of education (tertiary education is further along the way)

Legal position of staff

- Acts of legal position (27/3/1991) for subsidised and community education
- Separate legal position for tertiary education
- Permanent appointment
- Schools: increasing autonomy in implementing their own personnel policy

general principles EDUCATION IN FLANDERS

Organisation of the school and academic year

- Primary + secondary education: schoolyear
  - › start: 1 September
  - › end: 30 June (31 August)
- Tertiary education: academic year
  - › start: between 1 September and 1 October
  - › end: day before start of next academic year

general principles EDUCATION IN FLANDERS

Legislation and regulation regarding SBV

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Actual legislations

- PLP 41: cooperation between schools and local police to establish safe school environments and to prevent youth delinquency (federal legislation)
  - Appointing one person as responsible
  - Making a protocol of cooperation
- Legislation regarding 'Attainment Targets' and 'Developmental Objectives'
  - We try to learn our pupils attitudes and skills so they don't get involved in SVB (either as victim/perpetrator/ both)

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Actual legislations (2)

- Legislation regarding prevention, protection and wellbeing in the workplace (federal legislation):
  - Taking safety-measures to insure that schools follow the regulations regarding worksafety, protection of health, prevention of psychosocial burdens, ergonomics, workhygiene, safe and healty environments,…
  - There is an internal service in the schools to control this (prevention-advisor)
  - There is an external service that supervises this
- Equal opportunities in education

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

More opportunities for everyone (nursery, primary + secondary education)

- Act on equal opportunities in education:
  - › right to enrol in the school of choice
  - › establishment of local consultation platforms + Commission on children's rights
  - › additional support for schools to develop an extended needs provision geared toward deprived children
- Art initiation projects

current issues EDUCATION IN FLANDERS

Legislation in progress

- Statute of pupils: we are working on an act in which we outline the rights and duties of pupils (e.g. exclusions of pupils)
- Adapted learning support: preparation for a new act
  - Inclusion for children with special educational needs
  - Learning to cope with diversity
  - A slow process

National strategies in the field

Care-structures in the schools

- Care-policy in the schools
  - Care-coordinator and interdisciplinary meetings (Nursery and primary education)
  - Pupil guidance counselor and pupil guidance team (secondary education)
- Pupil guidance center (PGC)
  - Every school has a PGC
  - Interdisciplinary team
  - 4 domains of work
    - Learning and studying
    - School career
    - Preventive health care
    - Social and emotional development
  - They are the link between schools and the wellfare-, wellbeing- and health services

- Each school has its own schoolregulation with a section about order- and discipline-measurements that a school can take, e.g. exclusion of a pupil

Initiatives from the flemish ministry to support schools/PGC (1)

- Teachertraining:
  - One of the basic competences that teachers-in-training have to achieve is learning to cope with difficult behaviour in the classroom
  - New teachers have a mentor to guide them
- Pedagogic supportservices for the schools
- Publications/websites on several themes e.g. (cyber)-bullying, steaming, child abuse, drugs, truancy, coping with fear and grief,...
- Project "Linkedness":
  - develops a publication for schools to evaluate and improve their policy on SVB, based on the results of the international ViSTA-project.

Initiatives from the flemish ministry to support schools/PGC (2)

- Limits:
  - Supporting point for undesirable behaviour in school (schoolstaff can report this behaviour and everyone can get information about undesirable behaviour)
  - Policyplan to prevent and control bullying, violence and sexual harrasment
- Project JoJo (Youth for Youth):
  - prevention of anti-social behaviour in schools, by establishing a positive schoolclimat and by improving contact between teachers and pupils (especially underprivileged pupils)
- Project Veve (traffic safety)
  - Prevention of anti-social behaviour in schoolenvironments (e.g. on buses)
- Flemish network against bullying
  - Voluntary cooperation between organisations who work around this topic
  - Organisation of the 'anti-bullying week' in schools

Initiatives from the flemish ministry to support schools/PGC (3)

- Stimulating local authorities to develop a local education policy, including a policy on SVB
- Strategic safety- and preventionplans from cities and communities
  - Develop a policy and start projects
  - Financed by the federal government
  - Possible themes are violence in schools, prevention of burglary,...
  - Examples: anti-bullyingprojects, defensibility-training, projects around 'hangyouth' or truancy,...
- Actionplan to create safer schools, specifically aimed at prevention of burglary and vandalism in schools (federal initiative.)

Initiatives from the flemish ministry to support schools/PGC (4)

- Integral Youth-aid:
  - Cooperation between all the services that provide aid to minors and their family, to better organise this aid and work better together. Education, i.c. the PGC, is 1 of the 6 aid-services involved.
- Broad schools:
  - Local cooperation between schools and other services in the community to maximise the development of children. Depending on the need of the local community this can be organising sportactivities in schools after schooltime, organising concerts or cultural events,...

Initiatives from the flemish ministry to support schools/PGC (5)

- Time-out :
  - Pupils with problematic behaviour in school can go to a time-outproject for 5-10 days or 4-6 weeks, depending on the underlying problem.
    - Good for the pupil: reflect on what he wants to do and where he wants to go.
    - Good for the school: period of rest.
    - Goal: to reintegrate the pupil in the school, avoid schoolfailure and give the pupil an integral guidance.
  - The method of restorative groupmeeting can be used in time-out.
  - 15 organisations are financed to organise time-out for schools (645 short time-outs, 182 long time-outs)

Initiatives from the flemish ministry to support schools/PGC (6)

- Personal Development Tracks
  - For pupils with serious personal and/or social problems, whose talents, skills and needs do not allow them to follow a system of parttime learning/parttime working
- Actionplan against truancy
  - Integral approach to truancy, with 12 actionsteps (sensibilisation, prevention, guidance and punishment if necessary)

Initiatives from the flemish ministry to support schools/PGC (7)

- Police services help to prevent drugs, youth delinquency,... in schools by giving classes about these topics and 'adopting' schools

Initiatives in schools

- Peer mediation
  - Pupils find their own solutions for conflicts, with the help of a pupil-mediator.
- 'Confidence pupils'
  - Trained pupils where other pupils can go to, to talk about their problems. A very easy accessible form of aid.

Main challenges regarding SVB

- Recent violent incidents in schools:
  - Rethinking our approach of SVB
  - Searching for new ideas/initiatives, e.g.:
    - Registration of violent incidents in schools
    - Plan of action for schools about crisisintervention (scenario: what to do when an incident/a crisis happens?)
    - Rethinking the right to enroll in a school of choice: some schools have many 'problempupils', while others have none. How can we get a better spread?
  - Alternatives for time-out?

The workshop for international overview
within the field of School bullying and violence
8-9 July 2008, London, UK

An overview on policy in JAPAN
-school bullying and violence-

Mitsuru Taki
National Institute for Educational Policy Research of Japan
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My English articles from
http://www.nier.go.jp/a000110/English.html

The Education Act and regulations in Japan

The Fundamental Law of Education

Education aims at the full development of personality and the essential element to achieve the aim is to carry out student guidance including dealing with bullying and school violence.

National legislation and regulation regarding bullying and violence in schools

Any law specialized in bullying and school violence is not established.

Regarding to bullying and school violence, we execute "a suspension of attendance".

It is one part revision of School Education Act done in 2003 in order to maintain order of a school and guarantee a right to take compulsory education of other students.

The target of "Suspension of Attendance"

1) An act to give other children an injury, the pain of mind and body or a loss on the property
2) An act to injury mind and body of staffs
3) An act to destroy institutions and facilities
4) An act to disturb the enforcement of the lessons and other instructional activities

Criminal laws in Japan

When the act conflicts with the criminal law in bullying and school violence, it is followed a rule of "Juvenile Act" applied to a boy who is less than 20 years old.

It is guided an arrest and referred to disposal of "a family court" processing a boy (girl) case.

A boy under 14 years old is referred to an umpire of a family court in the case that he is sent to a family court by Director of child consultation centre or Governor of the prefecture.

National strategies in the field (1)

Measures against bullying and school violence adopt a method to promote a policy for the solution by sending out a notice from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to local boards of education.

In the case of bullying among children, MEXT promotes measures against bullying with recognition that bullying weaker persons are never tolerated as a human being in the notice.

'It is possible that serious 'Ijime' (≅bullying) incidents may happen at any school, at any classroom and among any children'. (30/01/96)

National strategies in the field (2)

In the case of problematic behaviour (including bullying and violence in school), MEXT formed a new edition "Principal points on intervention program against problematic behaviours among children - midterm report" more than the notice mentioned above in September 2005 under consideration of many serious incidents.

Contents of immediate needs are:
1) To promote safe and secure school environment
2) To establish methodology on morals and manners in information-oriented society
3) To improve the education of the heart
4) To support family education

Rights and obligations

The school has the duty to find the security of a pupil / a student going to school.
(the 386th notice of School Education Act and Education Ministry flat 26/07/06)

Regulations and support in the school environment / physical environment

See above 1)

Regulations and support in the school environment / psycho/social environment

See above 2) & 3)

An overview on policy in JAPAN

For the workshop in London 8-9 July 2008

- The Education Act and regulations in each country

Education aims at the full development of personality in "the Fundamental Law of Education" and the essential element to achieve the aim is to carry out student guidance including dealing with bullying and school violence.

- National legislation and regulation regarding bullying and violence in schools

Any law specialized in bullying and school violence is not established.

Regarding to bullying and school violence, one part revision of School Education Act, which is a suspension of attendance, was done in 2003 in order to maintain order of a school and guarantee a right to take compulsory education of other students.

1) An act to give other children an injury, the pain of mind and body or a loss on the property
2) An act to injury mind and body of staffs
3) An act to destroy institutions and facilities
4) An act to disturb the enforcement of the lessons and other instructional activities

When the act conflicts with the criminal law in bullying and school violence, in Japan, it is followed a rule of "Juvenile Act" applied to a boy who is less than 20 years old, and it is guided an arrest and referred to disposal of "a family court" processing a boy case.

A boy under 14 years old is referred to an umpire of a family court in the case that he is sent to a family court by Director of child consultation centre or Governor of the prefecture.

- National strategies in the field

Measures against bullying and school violence adopt a method to promote a policy for the solution by sending out a notice from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to local boards of education.

In the case of bullying among children, MEXT promotes measures against bullying with recognition that bullying weaker persons are never tolerated as a human being in the notice and the emergency appeal by MEXT.

In the case of problematic behaviour, MEXT formed a new edition "Principal points on intervention program against problematic behaviours among children - midterm report" more than the notice mentioned above in September 2005 under consideration of many serious incidents.

Contents of immediate needs are:

1) To promote safe and secure school environment
2) To establish methodology on morals and manners in information-oriented society
3) To improve the education of the heart
4) To support family education

On top of those, MEXT is under examination of measures for all members in schools, families, and local communities to deal with long-term problems.

- Rights and obligations

The school has the duty to find the security of a pupil / a student going to school. (the 386th notice of School Education Act and Education Ministry flat July 26, 8)

- Regulations and support in the school environment / physical environment

See above 1)

- Regulations and support in the school environment / psycho/social environment

See above 2) & 3)

* Recently, Japanese national committee's made the database site on researches and practices by schools in Japan.

Ko te manu e kai ana i te miro,
nōna te ngahere.
Ko te manu e kai ana i te
mātauranga, nōna te ao.

The bird that partakes of the miro berry
reigns in the forest.
The bird that partakes of the power of
knowledge has access to the world.

The New Zealand Curriculum

1

Vision
What we want for our young people

"confident, connected, actively involved,
and lifelong learners"

The New Zealand Curriculum, page 8

...creative, energetic, & enterprising
...to secure a sustainable social, cultural, economic,
& environmental future for our country

The New Zealand Curriculum

2

Learning for the 21st century requires a curriculum

that challenges us to:

- have an *apparent* "so what" justification, so everything we teach is meaningful for students (& teachers)
- provide opportunities to practise *using* (not just having) knowledge (including scaffolding skills & dispositions to *adapt* learning to new contexts)
- focus on both *conceptual* & *contextual* learning, & on the *interplay* between them

Rosemary Hipkins
NZCER

The New Zealand Curriculum

3

What is knowledge ...

A thing out in the real world

waiting to be uncovered & taken in by the receptive mind...

OR

The New Zealand Curriculum

4

What is knowledge ...

a growing and evolving form, whole & of itself

but also a community of parts (leaves, roots, trunk...) each of which is a community of cells & other vibrant forms ...
It is both unpredictable & familiar

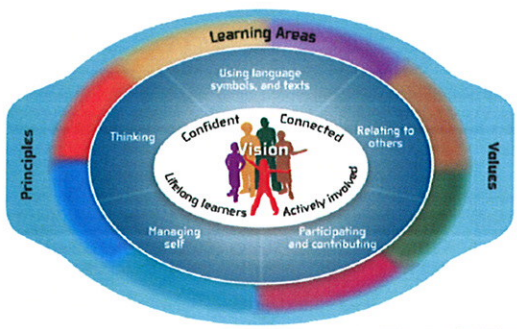
Davis, Sumara & Luke-Kapler - *Engaging Minds*

Preventable/Removeable Risk

The New Zealand Curriculum

5

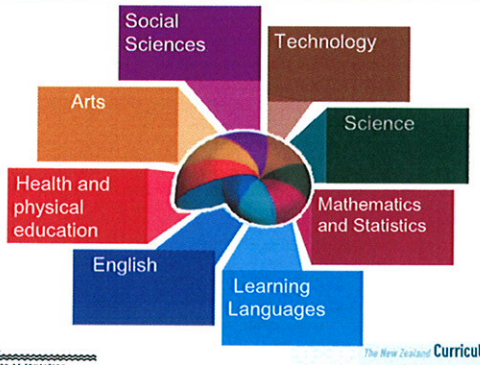
New Zealand Curriculum Structure



The New Zealand Curriculum

6

Areas of learning



The New Zealand Curriculum

7

School Curriculum Development

Schools have the *scope, flexibility, responsibility] & authority* to:

- make 'decisions about how to best address the particular *[learning] needs, interests, and circumstances* of the school's students & community';
- set *priorities* for learning; Choose the *ways* those will be addressed;
- maximise the use of *local resources* & *opportunities (NZC pp37 ff)*

The New Zealand Curriculum

8

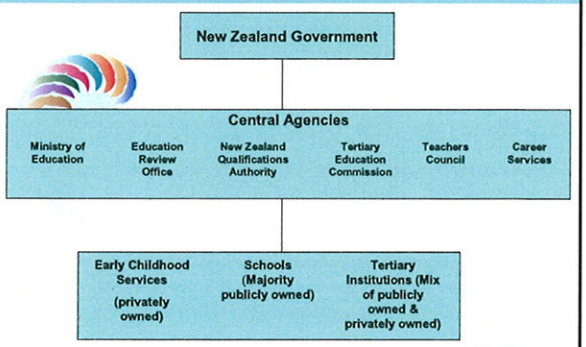
Principles behind our education regulatory policy

- The law should create an enabling rather than a prescriptive framework;
- The government sets high level goals and directions;
- Education providers have considerable freedom within this framework to develop their own policies and practices but are accountable to government;
- Those closest to the students are best able to determine the their learning needs;
- Basic student rights in relation to education are protected by law.

The New Zealand Curriculum

9

The "Education Family"



The New Zealand Curriculum

10

The Ministry of Education

- Advises Government
- Contracts services e.g. provision of school transport
- Licenses early childhood services;
- Funds e.g. teachers' pay and schools' grants;
- Provides information and best practice guidelines;
- Monitors and intervenes if necessary;
- Provides some special education services directly.

The New Zealand Curriculum

11

The School System

- Each school is run by its own independent board of trustees with a majority of parent representatives;
- Each school employs its own staff, manages its own finances and has considerable freedom to manage its own property;
- What is taught (the curriculum) is guided by a National Framework but schools can determine much of the detail of what is taught.

The New Zealand Curriculum

12

Some Data about the School Sector

(2006 figures)

- NZ has 2598 schools with 760,761 students; the smallest state schools have about 6 students;
- The largest secondary schools have over 3000 students;
- NZ 's geography means that it has a large number of rural schools that are remote and not easy to access;
- Parents can choose to home-school their children About 6,300 children are home-schooled;
- At 1st July 2007 the total number of students attending New Zealand schools was 759,906;
- At 1st April 2007 the total number of teachers employed in New Zealand was 53,366.

MINISTRY OF EDUCATION

The New Zealand Curriculum

13

Student Rights in the School Sector

- Students are entitled to be enrolled at school from their 5th birthday to the end of the year in which they turn 19. Education is free;
- Students must be enrolled between ages 6 to 16;
- Legislation sets out a student's rights to a specific process if the school requires them to leave (suspends or expels them);
- Corporal punishment is prohibited.

MINISTRY OF EDUCATION

The New Zealand Curriculum

14

Setting Policies in the School Sector

The government sets out its priorities for schooling in the National Education Guidelines. These cover

- The National Education Goals – the desirable achievements for the school system;
- The National Administration Guidelines – government's requirements for the administration of schools;
- Curriculum documents. These are a broad framework only. Detailed curriculum is determined at the school level.

MINISTRY OF EDUCATION

The New Zealand Curriculum

15

Accountability

Each school board is required to have a charter that sets out the aims, objectives and targets that will give effect to the National Education Guidelines.

The charter has to set out and report to government against an annual plan and a 3-5 year strategic plan.

MINISTRY OF EDUCATION

The New Zealand Curriculum

16

Overarching Framework

National Administration Guidelines

In Brief, these state that board of trustees should-

1. Administer the national curriculum
2. Plan and report
3. Use sound employment practices
4. Employ sound financial management
5. Ensure student wellbeing
6. Comply with legislative requirements

MINISTRY OF EDUCATION

The New Zealand Curriculum

17

National Education Guidelines

- The highest standards of achievement
- Equality of education opportunity
- Development of the knowledge, understanding and skills
- A sound foundation in the early years for future learning and achievement which includes support for parents
- A broad education through a balanced curriculum
- Clear learning objectives and monitoring student performance against those objectives

MINISTRY OF EDUCATION

The New Zealand Curriculum

18

National Education Guidelines cont.

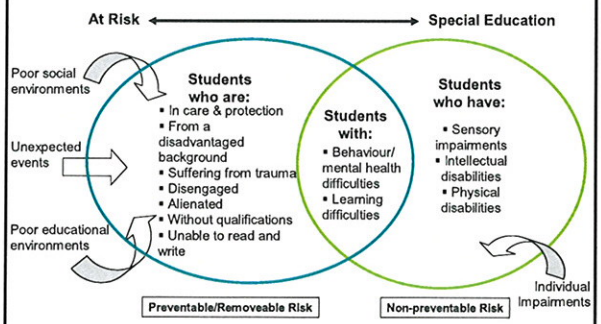
- Those with special needs are identified and receive appropriate support
- Access for students to a nationally and internationally recognised qualifications system
- Increased participation and success by Maori, consistent with the principles of the Treaty of Waitangi
- Respect for the diverse ethnic and cultural heritage of New Zealand people

Safe Environments

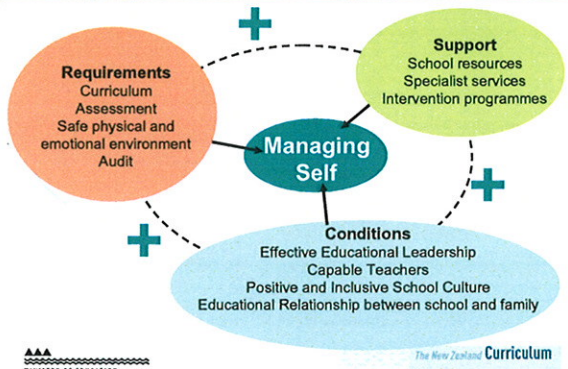
National Administration Guideline 5

It is the responsibility of Boards of Trustees to ensure safe physical and emotional environments.

At risk



Managing self & relating to others



What works

- Increase positive interactions – decrease negative interactions
- Intervene across all environments
- Positive learning environments
- Teach new skills
- Gather information and plan for behaviour
- Establish fair and equally applied behaviour procedures
- Start early
- Support targeted interventions for those who need it

Report from Norway : Bullying and School policy

London, July 2008

OECD,SBV-net, London,July 2008
Lillegården Resource Centre, Kirsti Tveitereid

The present Minister of Education urges more schools to tacle the problem of bullying:

A need for new strategies for anti-bullying work

A political will to continue the work of the "Manifest against bullying"

New and more effective interaction between the parties involved in this collaboration

K.T. Lillegården Ressurse Centre 2008

Key documents within the work on combating bullying and violence in schools in Norway

- Core curriculum for primary,secondary and adult education
- The pupils' "working environment act" - Chapter 9a of the Education act
- The learning poster
- Manifesto against bullying – a binding cooperation for an improved learning and childhood environment
- Report from researchers: Programmes aimed at improving the well-being of children in schools
- The learning environment in schools – a strategic plan
- A nationwide "Pupils' Questionairre"

Chapter 9a of the Norwegian Education Act came into force in April 2003

- "All pupils in primary, lower secondary and upper secondary schools are entitled to a good physical and psycho-social environment that will promote health, well-being and learning"
- By this statement the schools' obligations have been defined more clearly, particularly with regard to the psycho-social environment
- A brochure is made on this chapter and distributed to all pupils and parents. The purpose is to give information about rights they have, and about how they should proceed if they wish to report of or complain about any aspect of their school environment

The Learning Poster

- It is a part of the National Currulum for Knowledge Promotion in primary and secondary education and training
- Consists of 11 points important for schools to follow
- Point number 9 says: " The school shall ensure that the physical and psyco-social working and learning environments promote health, well-being and learning

Manifesto against bullying

- A binding cooperation for an improved learning and childhood environment
- The aim is to motivate and help local efforts against bullying, the cooperation parties gather and disseminates experiences regularly
- Increasing focus on cyberbullying

Programmes aimed at improving the learning environment in schools in Norway (2006)

- 4 research groups were appointed: The groups worked with the following issues:
  - Evaluation of programmes aimed at reducing problem behaviour and developing social skills
  - Evaluation of different programmes for prevention of drug and alcohol abuse in schools
  - The teacher as manager and key person – research
  - Implementation strategies in the school

Programmes that have been shown to have documented effect (against bullying) :

- **Zero** – The main aim of the program is to reduce and prevent bullying
- **Olweus-** the programme aims to reduce and prevent bullying and antisocial behaviour in the school
- **Pals** - a school wide initiative which involves all pupils and staff in all areas of the school, also bullying
- **LP-model** – main focus is aimed at the teachers' educational work experience and the challenges encountered there. A strategy for creating good conditions for both the social and academic learning

The learning environment in schools – a strategic plan

- The plan is commissioned by the Ministry of Education and Research
- The plan emphasises that efforts must be knowledge-based and contribute to disseminating knowledge about what is effective in making good learning environment
- The plan also point out the importance of strenghtening international cooperation and to stimulate internationalisation, it concerns positive attitudes and a wider development of the learning environment

OECD,SBV-net,London2008

The Pupils 'Questionairre is carried out every year

- The Questionairre is carried out at Primary levels 7 and 10 and Secondary at level 1
- There is a slight trend towards more pupils stating that they have been victims of bullying. The percentage is higher at primary level than at higher levels
- The percentage of pupils who are seriously or frequently bullied, has risen from 4,5 percent in 2005, to 5,4 percent in 2008

A new government white paper on the quality of education, St.meld. Nr. 31 (2007-2008)

- Summarize the measures and programmes which already exists against bullying and define the objectives of the work
- Emphasise will be placed on social skills
- Clear rules regarding acceptable behaviour will be worked out
- Increased focus on bullying via sms, chat and internet
- Sexual bullying and harassment will be detected through new questions in the Pupils' Questionairre

..at last
Yes, Norway has a national policy to combat bullying and violence in school

- **Everyone working at a school** has a **duty** to ensure that pupils are not exposed to such words and deeds
- **The schools management** has a **duty** to see to that the school's routines are good enough to detect any offensive incidents quickly, and that the measures to solve problems are effective
- ..... but still many children and youth suffer seriously every day.....

2008. New strategies in the work against bullying in Norway

Schools must now follow up and strengthen the work aimed at providing a good, inclusive learning environment for all. The Minister of Education and Research urges more schools to tackle the problem of bullying. The work of the "Manifest against bullying"(2006 – 2008) will continue, but in new and more effective forms of interaction between the parties involved in this collaboration.

Researchers and organisations which work with anti-bullying measures in school, will be invited to attend a consultation meeting of professionals this autumn.

For many years schools have been offered programmes against bullying as:

- Zero
- Olweus

And also programmes that focuses at the whole school environment as:

- PALS
- LP-model
- ART

These programmes/strategies have been shown to have documented effect. An assessment and an evaluation of a variety of programmes and measures for use in schools were carried out in 2006. The initiative for this evaluation came from the Department and the policymakers, and was carried out by researchers. One group prepared a summary of the status of expertise, and another research group evaluated the various programmes aimed at reducing problem behaviour and developing social skills.

This year's nationwide **Pupils' Questionnaire** shows that:

- There is a slight trend towards more pupils stating that they have been victims of bullying. Those pupils who state that they have been bullied one, or several times a week, represent 5.4% of the pupils taking part in the study.
- The percentage subject to bullying is greater at primary level than at higher level.

The Pupils' Questionnaire is carried out every year and the schools are instructed to carry out the Questionnaire at Primary levels 7 and 10 and at Secondary level 1. This is done during the spring term. In 2008 about 320,000 pupils took part.

A government white paper on the quality of education is published in June 2008. The paper summarize the measures and programmes which already exist against bullying and define the objectives of the work. More emphasise will be placed on social skills, and clear rules regarding acceptable behaviour will be worked out. This can help to prevent bullying.

Many new measures will be brought into use in the immediate future:

- Two Norwegian well-known humorists and educationalists were commissioned by the Ministry of Education and Research and the Norwegian Directorate for Education and Training, to make 10 films with different tips for countering bullying. The films will be launched in the autumn.
- There will be an increased focus on bullying via sms, chat and the internet through the "Manifest against bullying".
- Sexual bullying and harassment based on sexual predilection will be detected through new questions in the Pupils' Questionnaire

- New guidance material should help to activate the committees for the school's environment. These are laid down by the Education law § 9a.
- The government also wants to strengthen the schools' health and counselling services within the school.

Some short facts about bullying in Norwegian schools

23,2 percent of pupils said that they were bullied in 2007. This percentage has risen by 0.8 percent to 24 percent in 2008. The percentage of pupils who are seriously or frequently bullied, has risen from 4.5 percent in 2005, to 5.4 percent in 2008.

The percentage who experience bullying is greater in the primary levels than in the upper levels.

Even though the figures for bullying have increased, about 85 percent of pupils say that feel happy or very happy at school. This figure is unchanged from last year's questionnaire.

Porsgrunn, Norway, July 2008.

Kirsti Tveitereid
Senior Adviser

Lillegaarden Resource Centre
Norwegian Support System for Special Education

Slovak Republic

Summary of methodical regulation on bullying
(nr. 7/2006-R, from March 28th 2006)

Ministry of Education of the Slovak Republic according to pertinent laws on State administration in school sector and school self-government passed the methodical regulation in March 2006 (further Regulation), which is shortly summarized below:

Article 1 describes recent situation referring to bullying in school environment, and creates a framework for both preventive activities, as well as sanctions.

Article 2 defines bullying as phenomenon of one-shot, or repeated physical or verbal harm done to an individual, including his/her belongings or property damage. At the same time the Regulation refers to pertinent articles and paragraphs of School Law and Civil Law concerning duties of pedagogic staff during pupils' surveillance, as well as definitions of some forms of bullying as transgressions and punishable acts, directed against civic co-existence and private property. Teenage youth under 14 are not punishable via articles of Penal Code, but other juvenile persons until the age of 18 years are punishable for bullying acts, which are qualified as offences and crimes. Sanctions are specified in respect to pedagogic staff too, which is obliged to take appropriate measures in the case of known bullying, otherwise he/she might commit crime of not preventing criminal act, or harm to health.

Article 3 delineates principles and recommendations for prevention of bullying at school environment, including proper information delivery, as well as extending this consciousness rising beyond education hours only to other situations and activities at schools. In this part tasks for the State pedagogic institute, methodical centers and other key players are outlined, including recommendations for directors to cooperate e.g. with parents, or to set up rules for anonymity of announcements. Very important part is clear definition of behavioural rules and ethical code, together with sanctions and objective documentation of identified cases of bullying, ways how to act in the case of bullying, whom to refer, or where to phone, etc. Important part of Regulation concerns necessity to adhere to professional standards in the case of more serious cases in need of counselling or psychological help.

Article 4 provides an outline of methods how to solve identified cases of bullying, including necessity to protect victim, to interview both witnesses and victim, as well as aggressor, to contact parents, and maybe Centre for educational and psychological prevention or other similar institution. In the case of group bullying this outline might be broadened to more stringent measures, e.g. notifying police.

Article 5 defines concrete measures to be taken in relation to victim, e.g. to seek individual professional health care at Pedagogic-psychological advisory service. Also measures towards aggressors are delineated, like to reprimand aggressor, to move him or her to another class or group, gradually to excluding from the school. In especially serious cases it can be appropriate to arrange a stay at special therapeutic-educational sanatorium, or to announce transgression or to present regular complaint to the police, provided that bullying act might be qualified as an offence or even crime.

Article 6 describes possible cooperation of school headquarters, prevention coordinator, eventually educational adviser both with family of victim and family of aggressor. Careful, discreet and tactful approach is highly recommended here.

Article 7 repeats main actors in the network, which should cooperate to prevent and to solve school bullying, namely cooperation of individual school with Centres for educational and psychological prevention, advisory services, and with the State school inspection, as well as in necessary cases also with police.

Article 8 finally, has specified date of coming in force as 1st April 2006

Conclusion

After 6 months of practice it is clear that setting up such a rules has been timely step, because bullying as the problem of growing severity came several times since April 2006 into the public attention.

Even if impact of any such methodical text or material can not be overestimated, to catch public attention is perhaps one of the first steps how to rise public awareness regarding the problem of bullying. Also via presentation of perhaps effective results of prevention, examples of good practice based on scientific evidence. Or, maybe, as very "zero" step, by showing to public alarming results describing country situation.

Finally, we do hope that also this Regulation can help in more effective handling of practical matters related to the topic, and moreover, some improvement will arise from the continuation of our efforts both on national and international levels.

Mojca Pušnik, A Comparative Policy Overview, London, July, 2008

The National Education Institute Slovenia

The Education Act and regulations

- Act on Primary Schools
- Act on Vocational and Professional Education
- Act on General Secondary Schools (Gymnasia)
- Regulation on the Rights and Duties of Primary School Pupils
- Regulation on the School Order in Secondary Schools

National legislation and regulation regarding bullying and violence in schools

There is no special legislation regulating the phenomenon of bullying and violence in primary or secondary school, but in 2007 a chapter on the pedagogical activity of school was added to the Act on Primary Schools. There are some articles or parts of them in Acts and Regulations regarding bullying and violence in school.

National legislation and regulation regarding bullying and violence in schools

E.g.:
Act on Primary Schools

Article 60. d (Pedagogical Plan of a School)

A pedagogical plan should include pedagogical activities and various forms of mutual cooperation with parents and their integration into realisation of the pedagogical plan.

National legislation and regulation regarding bullying and violence in schools

Pedagogical activities are proactive and preventive activities, counselling, guidance, as well as other activities (commendations, acknowledgements, awards, various disciplinary measures, etc.), through which a school develops a safe and stimulating environment in order to achieve the objective from the Article 2 of this Act.

National legislation and regulation regarding bullying and violence in schools

Article 60. e (Rules of School Order)

On the basis of the pedagogical plan, in the School Rules, a school more precisely defines rights and duties of pupils, security measures, rules of behaviour and conduct, determines disciplinary measures in cases of rule violations, how pupils should be organized, it defines the absence excuse system and the collaboration in pupils' health security. ....

National strategies in the field

- National strategy in this field started emerging in Slovenia in 2003, when the minister of education, science and sport, dr. Slavko Gaber, established the *Committee for Analysis of Problems of Violence in Slovenia*.

National strategies in the field

- In May 2004 the committee prepared the document *Guidelines on Analysis, Prevention and Handling/Containing School Violence*.
- At the end of 2004 Slovenia changed its government. The new minister of education, dr. Zver, chose other priorities and the referred document remained unfinished.

National strategies in the field

- The activities at the national level, although not specifically related to school violence, continued in 2006, when the Ministry of Education and Sport started directing greater attention to pedagogical issues in primary school.

National strategies in the field

- In order to help schools in keeping their role in values education, the ministry prepared discussion issues entitled "The educational concept and educational/pedagogical plans in our schools". In 2006 and 2007 there were several different meetings with school headmasters.

National strategies in the field

- In 2007 the Ministry also prepared amendments to the Primary School Act (see the Article 60), in which the pedagogical role of school is more emphasized.

National strategies in the field

- All the primary schools have to formulate the pedagogical plan until 31 August 2009 at latest; that is when the Regulation on the Rights and Duties of Primary School Pupils goes out of force.

Rights and obligations

The rights and obligations are best defined in the **Regulation on the Rights and Duties of Primary School Pupils** (in force until the enforcement of the pedagogical plan, at latest until 31 August 2009) and **Regulation on the School Order in Secondary Schools** (in force since 1 September 2007).

Rights and obligations

E. g:

Regulation on the Rights and Duties of Primary School Pupils

Article 2 (Rights of Pupils) (excerpts)

- to have a safe and stimulating environment in school,
- that a school arranges their life and work with the respect for universal civilizational values and peculiarities of various cultures

Rights and obligations

- that a school treats them equally regardless of sex, race or ethnicity, social status of the family, and other circumstances,

.....

Rights and obligations

Article 3 (Duties of Pupils) (excerpts)

- to respect the rights of other pupils and school personnel, and to have a respectful and tolerant attitude towards individuality, human dignity, ethnicity, religion, race and sexual identity,
- to behave respectfully to others,
- ....

Rights and obligations

Article 28 (Duties of a School) (excerpts)

A school has to protect pupils from harassment, maltreatment, oppression, discrimination, and stimuli to act against the law or generally accepted civilizational norms, as well as from being intentionally humiliated by other pupils, school personnel or other persons entering the school precincts.

Rights and obligations

Regulation on the School Order in Secondary Schools

Article 2 (Rights of Pupils) (excerpts)

- *safety and protection against all kinds of school violence,*
- a safe and stimulating working environment....

Rights and obligations

Article 4 (Prohibitions) (excerpts)

- psychological and physical violence,
- possessing of objects and devices that imperil safety and health of people or security of property,
- smoking, use of alcohol and other drugs,
- ....

Regulations and support in the school environment

School Rules and House Rules

Primary schools

define School Rules and House Rules in compliance with the Articles 31 and 32 of the Act on Primary Schools, and the Article 27 of the Regulation on Rights and Duties of Pupils.

Regulations and support in the school environment

- School Rules – usually excerpts (several articles) are published, or the whole Regulation on Rights and Duties of Pupils, as well as the Regulation on Assessment.
- House Rules, besides their prescribed contents, are supplemented by a school and shaped according to its own specific traits, needs or surroundings. Safety is enhanced by duty hours of teachers and pupils.

Regulations and support in the school environment

School Rules and House Rules of secondary schools are formed in compliance with the Article 6 of the Regulation on the School Order. Most schools put them on their web sites.

Regulations and support in the school environment

Through School Rules, school regulates the following issues:

- Rights and duties of pupils
- House Rules
- Criteria and procedures for giving praises, acknowledgments and awards
- Disciplinary measures

Regulations and support in the school environment

- Adaptation of school duties (status of a musician or a sportsman, a pupil with special needs)
- Organization and attendance of classes
- Provisions specific for a certain type of school (e.g. nursing school, school of electrical engineering, wood-processing school…)

Regulations and support in the school environment

House Rules include basic information and rules of conduct for pupils on the school precincts and wherever the teaching process takes place, e.g. on:

- school security, control of entry and leaving,
- order and discipline in the school, pupils' behaviour,
- duty hours of teachers and pupils during the organized pedagogical and educational work,

Regulations and support in the school environment

- duty hours of teachers and pupils during the organized pedagogical and educational work,
- means of informing pupils,
- school meals (snack, lunch)
- classroom maintenance and how to handle school inventory.

Legal regulations in the educational system of the Republic of Slovenia

- **The Education Act and regulations**
  - Act on Primary Schools (31 July 2006, amendments and additions 9 November 2007),
  - Act on Vocational and Professional Education (27 July 2006),
  - Act on General Secondary Schools (Gymnasia) (5 January 2007)
  - Regulation on the Rights and Duties of Primary School Pupils
  - Regulation on the School Order in Secondary Schools

- **National legislation and regulation regarding bullying and violence in schools**

There is no special legislation regulating the phenomenon of bullying and violence in primary or secondary school, but in 2007 a chapter on the pedagogical activity of school was added to the Act on Primary Schools. There are some articles or parts of them in Acts and Regulations regarding bullying and violence in school.

E.g.:
Act on Primary Schools

Article 2 (Objectives):

- enabling pupils' personality development in accordance with their abilities and interests, including the development of their positive self-perception;
- upbringing and educating with the aim of sustainable development and active participation in the democratic society, which comprises a deeper knowledge of and a responsible relation towards oneself, one's health, towards others, one's own and other cultures, natural and social surroundings, future generations;

Article 31.a (House Rules):

> "Through the House Rules, a school defines the school precincts and areas belonging to the school, working hours and official hours, exploitation of school premises and organization of control, security measures, maintenance of order and hygiene, etc."

Article 60. č (Pedagogical Activity of a School)

> Pedagogical activity of a school is a professional work, performed in accordance with professional rules, in compliance with this Act, and all the regulations and acts of a school, issued on its basis.

Article 60. d (Pedagogical Plan of a School)

> Through the pedagogical plan, a school defines the means to achieve and fulfil objectives and values from the Article 2 of this Act, taking into consideration needs and interests of pupils, as well as broader special conditions. A pedagogical plan should include pedagogical activities

and various forms of mutual cooperation with parents and their integration into realisation of the pedagogical plan.
Pedagogical activities are proactive and preventive activities, counselling, guidance, as well as other activities (commendations, acknowledgements, awards, various disciplinary measures, etc.), through which a school develops a safe and stimulating environment in order to achieve the objective from the Article 2 of this Act.
Competent personnel of a school, pupils and parents should all take part in the preparation of the pedagogical plan. The pedagogical plan is accepted by the school council at the suggestion of the principal, according to the procedure defined in the annual work plan.
The principal should at least once a year report to the parent council and the school council on the realisation of the pedagogical plan. The report is a part of the annual self-evaluation of a school.

Article 60. e (Rules of School Order)

On the basis of the pedagogical plan, in the School Rules, a school more precisely defines rights and duties of pupils, security measures, rules of behaviour and conduct, determines disciplinary measures in cases of rule violations, how pupils should be organized, it defines the absence excuse system and the collaboration in pupils' health security.
Competent personnel of a school, pupils and parents should all take part in the preparation of the pedagogical plan. The disciplinary measures are taken when a pupil fails in his or her duties that are defined by the law and by other regulations and acts of a school.
Implementation of disciplinary measures does not restrict pupils' rights (from the Article 5 to the Article 13, and from the Article 50 to the Article 57 of this Act). The rules of the School Order are accepted by the school council at the suggestion of the principal who beforehand procures the opinion of the faculty and the parents council.

Article 60. f (Disciplinary Reprimand)

A pupil may be issued with a disciplinary reprimand when he or she fails in his or her duties and responsibilities that are defined by the law and by other regulations and acts of a school, and when pedagogical activities or disciplinary measures in previous breaches were not effective.
Forms and ways of issuing disciplinary reprimands are in greater detail prescribed by the minister competent for education (hereinafter: the minister).

Act on General Secondary Schools

Article 2 (Objectives)

- to develop independent critical judgement and responsible behaviour,
- to stimulate the awareness of an individual's integrity,
- to develop and preserve one's own cultural tradition and introduce other cultures and civilizations,
- to develop the awareness of rights and duties of man and citizen.

- **National strategies in the field**

National strategy in this field started emerging in Slovenia in 2003, when the minister of education, science and sport, Dr. Slavko Gaber, established the *Committee for Analysis of Problems of Violence in Slovenia.* In May 2004 the committee prepared the document *Guidelines on Analysis, Prevention and Handling/Containing School Violence.*

The document comprises five chapters: *Introduction*, *International comparisons*, *Examples of good practice*, *Principles of coping with violence in school*, and *Suggested measures – development strategy.*

The starting point in preparing the principles was that the violence, which is so present, has to be taken seriously and dealt with in a planned and professional manner, regardless of the disagreement on its proportions in school life (allowing for different approaches in discovering it), whether it has intensified, diminished or is the same as ten years ago and earlier.

At the end of 2004 Slovenia changed its government. The new minister of education, Dr. Zver, chose other priorities and the referred document remained unfinished. Greater attention was devoted to curricula, to the ending/finishing of primary school, and to alteration of regulations.

We can say that the activities at the national level, although not specifically related to school violence, continued in 2006, when the Ministry of Education and Sport started directing greater attention to pedagogical issues in primary school. Namely, among the general public and at the Ministry, an opinion was formed that more and more frequent occurrences of inappropriate behaviour in school, of violence among other things, are also connected with the fact that greater emphasis is laid on instruction (teaching and learning) than on value education.

In order to help schools in keeping their role in values education, the ministry prepared discussion issues entitled "The educational concept and educational/pedagogical plans in our schools". In 2006 and 2007 there were several different meetings with school headmasters, where those issues were discusses and different opinions and proposals collected.

Besides this, in 2007 the Ministry also prepared amendments to the Primary School Act (see the Article 60), in which the pedagogical role of school is more emphasized, while the obligation of a school to draw up the pedagogical plan in the form of a document is also included. All the primary schools have to formulate the pedagogical plan until 31 August 2009 at latest; that is when the Regulation on the Rights and Duties of Primary School Pupils goes out of force.

The role of the National Education Institute of the Republic of Slovenia is very significant – on one side we cooperate with the work group of the Ministry of Education, which at the national level prepares the guidelines for drawing up the pedagogical plan as a document and on the other we organize discussions on certain elements of the pedagogical plan with principals and school groups and help schools in the process of preparing the document.

- **Rights and obligations**

The rights and obligations are best defined in the **Regulation on the Rights and Duties of Primary School Pupils** (in force until the enforcement of the pedagogical plan, at latest until 31 August 2009) and **Regulation on the School Order in Secondary Schools** (in force since 1 September 2007).

E. g:
Regulation on the Rights and Duties of Primary School Pupils

Article 2 (Rights of Pupils) (excerpts)

- to have a safe and stimulating environment in school,
- that a school arranges their life and work with the respect for universal civilizational values and peculiarities of various cultures,
- that a school treats them equally regardless of sex, race or ethnicity, social status of the family, and other circumstances,

Article 3 (Duties of Pupils) (excerpts)

- to respect the rights of other pupils and school personnel, and to have a respectful and tolerant attitude towards individuality, human dignity, ethnicity, religion, race and sexual identity,
- not to disturb pupils and school personnel,
- to take care of their health and safety in and outside of school and not to imperil health, safety and personal integrity of other pupils and school personnel,
- to preserve and behave responsibly towards school property and pupils' and school personnel's belongings and not to damage it intentionally,
- to behave respectfully to others,

Article 24 (School's Preventive Activity)

School has to act preventively and raise the consciousness of noxiousness and consequences of smoking, alcohol drinks, drugs, sexual harassment and violence. Among pupils, school should raise consciousness of their rights and duties, and point out how to seek help in cases of sexual harassment and abuse in families. For this purpose, it organizes various activities in and outside classes.

Article 25 (Tasks of a School) (excerpts)

A primary school has to take care of pupils' safety. For that purpose:

- it performs various activities and take measures in order to assure pupils' safety and prevention of violence,

Article 28 (Duties of a School)

A school has to protect pupils from harassment, maltreatment, oppression, discrimination, and stimuli to act against the law or generally accepted civilizational norms, as well as from being intentionally humiliated by other pupils, school personnel or other persons entering the school precincts.

Article 30 (Minor and Major Breaches) (excerpts)

- blackmailing of other pupils or school personnel,
- intentional damaging and destroying of school equipment and buildings, as well as belongings and equipment of other pupils, personnel or visitors,
- stealing a property owned by the school, other pupils, personnel or visitors of the school,
- rude verbal attack on a pupil, teacher, member of school personnel or anyone else,
- physical attack on a pupil, teacher, member of school personnel or anyone else,
- sexual harassment of pupils or school personnel.

Regulation on the School Order in Secondary Schools

Article 2 (Rights of Pupils) (excerpts)

- safety and protection against all kinds of school violence,
- be treated equally regardless of sex, race or ethnicity, social status of the family, and other circumstances,
- a safe and stimulating working environment,
- defence and complaint when disciplinary measures are being taken.

Article 3 (Duties of Pupils) (excerpts)

- not to disturb pupils and school personnel and hinder their work,
- to act in accordance with teachers' or their school's instructions,
- to take care of their health and safety and not to imperil health, safety and personal and psychological integrity of others,
- to respect the rights of pupils, school personnel and other people,
- to preserve and behave responsibly towards the school property and belongings of pupils, school personnel and other people.

Article 4 (Prohibitions) (excerpts)

The following is prohibited in school:

- psychological and physical violence,
- smoking, use of alcohol and other drugs,
- attending lectures under the influence of alcohol and other drugs,
- possessing, offering or selling alcohol and other drugs,
- possessing of objects and devices that imperil safety and health of people or security of property,
- behaviour in breach of School Rules.

Article 28 (School's Preventive Activity)
Through preventive activity, school raises the pupils' consciousness of:
- environment protection,
- healthy lifestyle and spare time use,
- protection from various dangers and risks (e.g. accidents, smoking, use of alcohol and other drugs, of other types of addiction),
- various types of violence,
- risky sexual behaviour.

Article 33 (Major Breaches) (excerpts)
- offensive attitude towards pupils, school personnel and other people,

Article 34 (Grave Breaches) (excerpts)
- psychological or physical violence,
- possessing of objects and devices that imperil safety and health of people or security of property,

- **Regulations and support in the school environment / physical environment**

- **Regulations and support in the school environment / psycho/social environment**

School Rules and House Rules
Primary schools define School Rules and House Rules in compliance with the Articles 31 and 32 of the Act on Primary Schools, and the Article 27 of the Regulation on Rights and Duties of Pupils.
School Rules – usually excerpts (several articles) are published, or the whole Regulation on Rights and Duties of Pupils, as well as the Regulation on Assessment.
House Rules, besides their prescribed contents (see Article 27), are supplemented by a school and shaped according to its own specific traits, needs or surroundings. Safety is enhanced by duty hours of teachers and pupils.

Article 27 (House Rules)
A school defines the House Rules that regulate all the issues important for school life, and primarily:
– monitoring of school premises during classes and other activities organized by a school,
– keeping of clothes,
– duty hours of professional personnel and pupils,
– security measures and entry control, and
– means of keeping pupils and parents informed.
In the House Rules, a school defines school precincts (buildings and surrounding areas).

School Rules and House Rules of secondary schools are formed in compliance with the Article 6 of the Regulation on the School Order. Most schools put them on their web sites.

Article 6 (School Rules)

The School Rules define the House Rules and other rules in compliance with this Regulation and other provisions.

The House Rules are defined by the principal.

Before defining the School Rules, the principal procures the opinion of the faculty, pupils' community and school council, while in the case from the first paragraph of the Article 18 of this Regulation, the principal should also procure the opinion of the parents' council

Through School Rules, school regulates the following issues:

- Rights and duties of pupils
- House Rules
- Criteria and procedures for giving praises, acknowledgments and awards
- Disciplinary measures
- Adaptation of school duties (status of a musician or a sportsman, a pupil with special needs)
- Organization and attendance of classes
- Provisions specific for a certain type of school (e.g. nursing school, school of electrical engineering, wood-processing school…)

House Rules include basic information and rules of conduct for pupils on the school precincts and wherever the teaching process takes place, e.g. on:

- school security, control of entry and leaving,
- order and discipline in the school, pupils' behaviour,
- duty hours of teachers and pupils during the organized pedagogical and educational work,
- means of informing pupils,
- school meals (snack, lunch)
- classroom maintenance and how to handle school inventory

Some schools compile the School Rules in a form of a Regulation Book, with all the provisions, articles…

Some of them write the rules in a more friendly or even humorous way. (see Gimnazija Ptuj).

An example from the House Rules of the Primary School France Prešeren in Kranj:
(excerpts)

DUTY HOURS

Article 38

In order that the pedagogical and educational work runs smoothly, and in order to ensure safety, pupils and programme providers keep daily duty hours in certain school premises.

Between the two main breaks, five class teachers and subject teachers are on duty.

Article 39

The school management organizes a pupil group that has to be on duty, as circumstances require. The pupils on duty are from the 8th and the 9th forms and are assigned to be on duty in school. The rota system of all classes is arranged by the school management. The class teacher who is on duty determines the order of duties.
The duty hours are from 7.45 AM do 14.30 PM. It is not allowed that a pupil leaves the duty before time, regardless of the schedule according to which he or she would attend classes that day.

Article 40

Tasks of pupils on duty are the following:

- they come to school 10 minutes before the beginning of pedagogical and educational work, or at the appointed time,
- they unlock and lock the school entrance door (the place near the main entrance should not be abandoned),
- they keep order in corridors and in cloakrooms,
- they welcome and direct visitors and record their names in the Book of Visitors,
- they record names of latecomers in a special book,
- they control leaving of each pupil from the school,
- they take care of cleanness in corridors and before the school entrance,
- they write their remarks and observations in the Book of Duty,
- they perform other tasks, as decided by the teacher on duty.

Article 41

The rota of each class is prepared by the class teacher in cooperation with the class. After coming off duty, all pupils that were on duty report on their work during the class meeting. Then the class community:

assesses the efficiency of the group that was on duty and each of its members, gives suggestions for improvement of life and work at school, and compiles a report for the school community.

Article 42

Pupils might be publicly praised or reproved for their work on duty. The praise or reproof is given by the principal at the suggestion of the teacher on duty or the class community.

Article 43

Teachers keep their duty hours according to the schedule that is announced at the beginning of the academic year by the school management with the approval of those involved.

Article 44

Tasks of the teachers on duty are the following:

- they take care of order and discipline of pupils, as well as of their safety,
- they control pupils' moving,
- they check the premises where pupils or school personnel stay and they point out irregularities,
- they control the work of pupils on duty and give them additional instructions and tasks,
- they warn pupils to keep clean the school building and its surroundings,
- they mind pupils' cloakrooms and make sure that they are tidy and locked up.

Article 45

Tasks of the teacher on duty in the dining hall is to make sure that:

- entry of pupils into the dining hall is quiet and orderly,
- pupils do not bring in their bags and other objects (clothes-rack in front of the dining hall serves that purpose),
- they go to the distribution place without hustle,
- they use tableware properly and decently eat their food,
- they clean the hall from the leavings after the meal,
- they walk out of the dining hall quietly and orderly.

In their House Rules, some schools include the Book of Etiquette, i.e. rules on good manners in school. Some of them add even pieces of advice and guidelines what a pupil should do if he or she has problems (see PS Koper).

The example of the Primary School Koper: (excerpts)

TRUST ME

Pupils can write down on a piece of paper all irregularities that they notice or experience (harassment, bullying) and put it into a box "TRUST ME". Notices and denunciations can be anonymous. If they sign the paper, their names will not be revealed. The box is opened by a specially appointed committee (a teacher, the principal, and a social worker).

WHAT DO I DO, IF...?

"Now and then everybody has a bad day or problems that seem unsolvable at that particular moment. The most important thing is that we are aware of our problem and that we want to solve it. Most of problems are easily solved if we talk to the person because of whom we think the problem emerged, or if we talk to our class teacher or someone that we can trust."

....if I don't get along with my classmate?

"Good relations should prevail among people. However, sometimes there occur some misunderstandings. Don't let anyone provoke you into quarrel – try to talk. If this doesn't help, it's better to withdraw and wait till time brings new insights".

.....my classmates are bullying me or beat me?

"Warn them to leave you alone, and if they don't – call the first grown-up that you can find around. When the classmates or the kids go away, try to find help with your class teacher or the counselling service. Talk about this with your parents too".

.... I offended my classmate or teacher?

"Think about all that and apologize to him or her".

Example of the House Rules of the Ptuj General Secondary School (Gimnazija Ptuj):
besides describing the tasks of the pupils who are on duty and the way of informing pupils, it also says this:

It is allowed...

... to come to classes on time,
... to knock on the door of teachers' staff room and ask about the professor who still hasn't appeared five minutes after the official beginning of the class,
... to preserve the school inventory – it's not guilty if you're doing bad at some subject,
... to respect the rules of the ECO-mates on how to keep classrooms and corridors clean: leave the walls to the paid artists, and substitute the desk with a piece of paper, because, as you know, it can bear much more,
... to admire the flowers in the troughs: keep in mind they're not experimental plants for all those who, full of ideas, walk by,
... to creatively spend free time in the library, to use the school cyber point,
... to regularly attend classes; note this on truancy: everybody knows how to run away, but only few know how to win,
... to greet professors – it's quite enough to greet only those you know and who work at your school,
... to read all the announcements on the notice-board regularly.

It is not punishable...

... to belong among those who attract attention by using their brain cells and not by loudly using their throats,
... to skip cigarette break at Arči, Pika, Rimska peč [nearby cafes], etc...
... to avoid exchanging blows: the best blows are those you don't experience,
... to get addicted to sport, books, research work, choir singing, the *Flash of Wit* school journal, etc...

Question:
Is it justifiable to break the rules that are valid for everyone?

Answer:
No. In that case everyone can break the rules on you!

Overview on policy

London 7-8th July

Peter Östlund and Gunilla Larsson

Swedish National Agency for School Improvement

Education Act and regulations in Sweden

- equal access to education
- co-operation with the homes
- promote their harmonious development into responsible human beings and members of the community
- fundamental democratic values
- promote gender equality
- counteract all types of insulting treatment
- decentralised educational system

National legislation and regulation in Sweden

- quality of teaching and schoolgovernance - focus on equivalence, research, knowledge and skills
- law since 2006 concerning childrens and students right to be free from discrimination and herasseries
- drop out students at the upper secondary school

National strategies in the field

- Anti-Bullying Comission
- Actionplans against discrimination, violence and herassements
- The Strategy for Collaboration

Bullying

- *Education*

"Bullying - School Practice and Research Perspectives"

- *Evaluation*

Results 2010

Actionplans against discrimination, violence and herassements

- A new law since april 2006
- Implementing

Strategy for collaboration

- School, police, social- and psycological/psyciatric service
- Vulnerable children and young people
- Control, structure and consensus

www.skolutveckling.se

MYNDIGHETEN FÖR SKOLUTVECKLING

Rights and obligations

RIGHTS

- The Convention on Rights of the Child
- Special rights of children and school pupils and counteracting discrimination
- A dialoge with ministries, departments and NGO´s

www.skolutveckling.se

MYNDIGHETEN FÖR SKOLUTVECKLING

Rights and obligations

OBLIGATIONS

- The School Principal
- Annual review
- Any school employee duty
- Pay damages

www.skolutveckling.se

MYNDIGHETEN FÖR SKOLUTVECKLING

Regulations and support in the school environment / physical environment

Physical Access

- All new or renovated buildings
- Basic Removal of Barrier

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MYNDIGHETEN FÖR SKOLUTVECKLING

Regulations and support in the school environment / psycho/social environment

- Work with the action plan annually
- Questionaires common on a yearly basis

www.skolutveckling.se

MYNDIGHETEN FÖR SKOLUTVECKLING

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MYNDIGHETEN FÖR SKOLUTVECKLING

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Development Department
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2008-06-25

Dnr 2008:219

Swedish Policy on School Bullying and Violence

Education Act and regulations in Sweden

According to the Swedish Education Act, all children and youths should have equal access to education. The Education Act also states that all activity in school should be based on fundamental democratic values. Day to day activity in schools should, in particular, promote gender equality and resolutely counteract all types of harassment and insulting treatment such as bullying and any form of racism or racist tendencies.

The Swedish educational system is decentralised with parliament and the elected Government setting goals that are expected to be implemented by local actors, that is, Municipalities, through their School Boards and Independent Schools. It is up to the local actors to see that the regulated schooling goals are fulfilled in terms of provision of schooling and pupils' achievements. The system is designed to include pupil-participation, active self-directed learning, parental involvement and democratic and accountable governance.

National legislation and regulation

We have a law since 2006 concerning children´s and student´s right to be free from discrimination and harassment, that tells that every school has to have an actionplan against discrimination, violence and harassment. The focus of these action plans are both to prevent and promote in order to create learning environments based on equality and personal growth.

National strategies in the field

a) Anti-Bullying Commission

The commission is charged with delivering an education component as well as a major anti-bullying programme evaluation.
The Education Component: A Study Programme entitled "Bullying – School Practice and Research Perspectives" started spring 2008, with planned repeats twice yearly to 2010. Approximately 500 teachers and ancillary staff are enrolled in the first wave of courses (Spring 2008).
The Evaluation Component: A number of current anti-bullying programmes have been selected for evaluation. Participating schools are self-selecting in that participation in the evaluation is restricted to schools that have engaged the relevant programme.

Qualitative and quantitative data is being gathered on school-context, programme implementation and fidelity within a process-evaluation paradigm as well as outcome measures, at three intervals, using a newly constructed bullying prevalence measurement instrument (outcome evaluation). Results from the education initiative and programme evaluation will be published autumn, 2010.

b) Schools' Action Plans against Discrimination, Violence and Harassment

The Agency for School Improvement has been working together with the various national Ombudsmen's Offices to develop implementation strategies for the new law (2006/67).

This work has also been integrated with initiatives to help schools create optimal learning environments devoid of discrimination and harassment.

c) Strategy for Collaboration

The National Agency for School Improvement has been developing this strategy together with the Police Board and Social Welfare Board. The collaborating parties involve schools, local police and local social/psychological/psychiatric services.

This initiative is intended to act in support of long-term, stable and successful collaboration aimed at benefiting vulnerable children and young people. Any permanent collaboration is to be preceded by a long-term development process where a solid commitment to change is manifest. Any such collaborative efforts must have clear, joint objectives, based on a clear, joint definition of the target group and have mapped the needs that their collaborative endeavours are intended to meet.

Rights and obligations

Rights

The Discrimination and Other Degrading Treatment of Children and Pupils Act (2006:67) is aimed at promoting the special rights of children and school pupils and at counteracting any form of discrimination.

Obligations

School Principals or relevant Responsible Authorities are obliged by law to ensure that formal Equality of Treatment Plans are in place. If any school employee becomes aware that any child or pupil in the school is being harassed, bullied or subjected to any other form of offensive behaviour, then he or she is duty bound to investigate the circumstances and, where appropriate, take remedial action.

If the Responsible Authority, Principal or Person with Post of Responsibility or any other staff fails to meet their legal responsibilities, then The Responsible Authority will be obliged to pay damages to the child or school pupil for the violation or offence, as well as any other damages that may have been caused by the omission of an appropriate response.

Regulations for support in the school environment / physical environment

Swedish building law demands, in principle, that all new or renovated buildings shall be accessible and usable for persons with reduced mobility or sense of direction.

Regulations for support in the school environment / psycho/social environment

Throughout the school year, each school is charged with implementing their action plan on an ongoing basis and with amending the plan where that eventuality arises. In accordance with the Discrimination and Other Degrading Treatment of Children and Pupils Act (2006:67) many schools have begun carrying out regular questionnaire surveys of pupils' well-being, risks while at school and active participation in school governance.

Member countries:

AUSTRALIA ■ AUSTRIA ■ BELGIUM - FLEMISH AND FRENCH COMMUNITY ■ CANADA ■ FRANCE ■ GERMANY ■ HUNGARY ■ IRELAND ■ ISRAEL ■ JAPAN ■ KOREA ■ MEXICO ■ NEW ZEALAND ■ NORWAY ■ POLAND ■ REPUBLIC OF SLOVENIA ■ SLOVAK REPUBLIC ■ SWEDEN ■ SWITZERLAND ■ TURKEY ■ UNITED KINGDOM

The International Network on School Bullying and Violence was founded after the international conference 'Taking Fear out of Schools' in 2004 in Norway.

International coordinator 2004 – 2007:
Vibeke Thue, Norwegian Directorate of Education and Training, Norway.
International coordinator 2007 – 2009:
Alojz Nociar, Ministry of Education of the Slovak Republic

International Network on School Bullying and Violence
2004–2009

OECD

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