

Erasmus+ Program Call 2020 - KA2
Strategic Partnerships for School
Exchanges School Education Sector

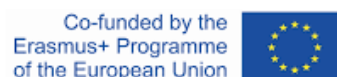


STRATEGY TO PREVENTION OF SCHOOL VIOLENCE

Product
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DIFFERENCES - ACCEPT THAT I AM!**"
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Violence is one of the phenomena that seriously affects the school environment, leading to damage to the relationships between students, students and teachers.

In the school environment, violence takes many forms, ranging from forms of verbal violence (threats, insults, insults, etc.), mental/emotional violence (teasing, nicknames, ironic, intimidating, threatening attitudes), to physical violence (hitting, fights, destruction etc.). Other manifestations that can be associated with a violent behavior in the school environment can be: refusal to participate in school activities, disruption of classes, absenteeism, introduction of weapons into the school space, thefts.

A specific form of violence that manifests itself more frequently in the school environment is bullying. Bullying refers to those behaviors by which a person or a group of people intentionally and repeatedly injures another person, in conditions where there is an imbalance of power between the person/group who injures and the injured person (Olweus, 1993). It can take the form of verbal, emotional and/or physical aggression, done with the intention of causing suffering, with devastating effects on the victim.

The development of social media has brought with it cyber-bullying, referring to any bullying behavior mediated by technology that is not limited to repeated behaviors such as insulting, offensive comments and may involve abusive posts (images, videos), the intentional exclusion from the online space, hacking personal passwords/accounts, creating fake accounts, etc.

Manifestations of violence in the school environment can be: violence between students; violence by students towards teachers or by teachers towards students; parents, promoters of school violence; violence outside of school.

Regardless of the form in which it manifests itself, violence has the effect of deteriorating the school climate, generating feelings of fear, insecurity for everyone, and at a personal level it affects the normal development of the student, negatively influences his school performance, leading to school failure and even worse, to drop out of school.

An important component of the project "Together beyond difference - accept me as I am!" was to combat these types of behavior which, most of the time, directly affect students from vulnerable groups (of other ethnicities, from families with social problems, with parents who have gone abroad, immigrants, students with special special needs, etc.) and which represents one of the most serious forms of manifestation of educational exclusion. That is why we set out to create a common strategy to combat school violence to support partner schools in their constant effort to limit any form of aggression in the school environment, aiming to provide students, teachers and partner schools with information and effective tools to combats this phenomenon, helping to ensure a friendly school climate, safe for all actors of the school.

| ACTORI | OBJECTIVE | DIRECTION OF ACTION | ACTIONS | EVALUATION INDICATORS |
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| <p style="text-align: center;">School administration</p> | <p>Identification, evaluation and limitation of phenomenon of violence in school and in its proximity.</p> | <p>Prevention</p> | <ul style="list-style-type: none"> ➤ The inclusion in school documents of the Strategy for preventing and combating violence and ensuring an adequate, safe school climate. ➤ Elaboration of internal regulations and other school documents in accordance with the legislation in force on school violence and good practices identified at partners. ➤ Identifying factors and situations with possible violent potential and developing intervention procedures in risky situations. ➤ Identifying communication barriers at school level and streamlining communication networks. | <ul style="list-style-type: none"> • Adaptation of the strategy to the real needs of the school. • Degree of involvement in the activities carried out. • The efficiency of communication networks made at the school level. • The work/intervention tools used. • The number and degree of involvement of students, teachers, parents in thematic anti-violence activities/projects. • The efficiency of the monitoring system and the motivation of teachers and students. |
| | | <p>Intervention</p> | <ul style="list-style-type: none"> ➤ The establishment and operation of a working group at the school level (consisting of psycho-pedagogical advisors, teachers, students, parents) with the role of coordination, monitoring and evaluation of the activities included in the Prevention and Combat of violence Strategy. ➤ The establishment and operation of peer-to-peer mediation student groups at the gymnasium level. ➤ The inclusion on the agenda of the formal school meetings of some information regarding the specific activities regarding the prevention and combating of violence and their results. ➤ Organization of information sessions on violence with the participation of specialists, specialized organizations: legislation courses, case studies, appropriate methods of identification and intervention, ways of involving parents and the community in activities to prevent and combat school violence. ➤ Motivating teachers and students to get involved in projects and activities to prevent and combat violence in school and outside it. Crearea unor instrumente de lucru și intervenție comune care să fie cunoscute și utilizate pentru identificare, gestionare a violenței. ➤ Organizing demonstrative lessons on violence useful both for more experienced teachers and, especially, for those at the beginning of their careers and establishing a mentoring program for beginning teachers in the issue of classroom management and | |

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| | | | <p>conflict.</p> <ul style="list-style-type: none"> ➤ Application of legal provisions, internal regulations and other school documents in accordance with the legislation in force in situations of school violence. | |
| Teachers | Identifying/assessing and addressing problems and needs students face in the classroom that may lead to violence. | Prevention | <ul style="list-style-type: none"> ➤ Organization of debates about school regulations, other documents regarding specific legislation. ➤ Individual and group discussions with school students and their parents in order to identify the following aspects: perceptions and representations of students, teachers regarding violence in school and society; causes, problems, concrete situations of school and society violence. ➤ Systematic observation of student behavior and identification of factors/causes potentially generating conflict situations and students prone to violence. ➤ Organization of joint classes/activities with the psycho-pedagogical advisor, psychologists, police, other specialists or relevant organizations to provide students with information and tools for prevention and intervention in conflict situations. ➤ Organization of meeting with parents, joint activities with students and parents to prevent and combat violence in school and outside it, information and awareness activities regarding the consequences of violent acts. ➤ Debating situations of school violence mediated in the public space and identifying their consequences for both the victim and the aggressor and how they could have been avoided; the factors that influence students' decision to behave in a certain way; communication difficulties/student-teacher relationship etc. and analyzing the relevance of the conclusions. ➤ Participation in thematic training courses/activities: conflict management, student class management, etc. and strengthening conflict prevention and management skills. ➤ Application of questionnaires that test the extent to which each student feels safe in school, etc. | <ul style="list-style-type: none"> • Degree of involvement of teachers in activities. • The number of activities/projects carried out on the theme. • The relevance of the results, the stimulation of student participation. • Communication style/teacher-student interaction strategies; • Mediation skills in conflict situations, working in mixed teacher-student teams; • Ways of reacting to student interventions; • Transparency and objectivity of the evaluation. • The results of the questionnaires. |
| | | Intervention | <ul style="list-style-type: none"> ➤ Development of a "Classroom Violence Barometer". ➤ Formal and non-formal activities through which certain student attitudes can be determined such as: self-image; the ability to | |

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| | | | <p>understand one's own and others' states and emotions; membership degree (exclusion/inclusion); levels of behavioral risk and attitudes towards learning; the state of safety in the school, etc.</p> <ul style="list-style-type: none"> ➤ Carrying out mini-surveys regarding the situations of violence with which the students came into contact/ some projects on the subject of school violence and its effects. ➤ Individual and group counseling of students with violent potential or who have committed violence and parents with the support of the psychopedagogical counselor and other specialists. ➤ Counseling given to students who are victims of acts of violence with the support of the psychopedagogical counselor and other specialists. ➤ Monitoring of students with violent potential/aggressors and collaboration with the psychopedagogical counseling office. ➤ Organization of extracurricular activities in order to improve and reduce violent behaviors and offer behavioral models ➤ The introduction in the classroom of good practices identified and validated by partners with positive effects on the behavior of students in school and outside it. | |
| Students | Awareness of the issue of violence, and increasing students' skills to prevent, combat violence and to deal with situations when they are victims | Prevention | <ul style="list-style-type: none"> ➤ Involvement of students in the process of identifying and planning concrete activities at class/school level to prevent and combat violence, based on the proposals from them. ➤ Active participation in debates regarding: specific legislation; school regulations and notions of discipline and rules. ➤ Active participation in formal, non-formal classes/activities on the topic of violence, in role-playing games through which students simulate real/imaginary conflict situations or processes starting from a violent incident in school, workshops, exhibitions on the topic of school violence, etc. | <ul style="list-style-type: none"> • The degree of students' familiarity with the topic • The number and degree of student involvement in anti-violence thematic activities/projects. The results of the activities carried out. • Changes in attitude in relation to situations of violence in school • Number of students involved in the peer mediation program. • The number of incidents of violence at the group |
| | | Intervention | <ul style="list-style-type: none"> ➤ Creating products with specific theme: projects, multimedia materials: photos, films, drawings, compositions, essays, posters), brochures/leaflets on the theme of violence and distributing them to other students ➤ Involvement in antiviolence initiatives at the school level that aim to prevent and combat violence, in extracurricular activities: | |

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| | | | <p>sports, tourism, art, social campaigns, contests.</p> <ul style="list-style-type: none"> ➤ Participation in training sessions for tutors in peer mediation groups and assuming the role of mediators in conflicts. ➤ Adopting attitudes to prevent and combat aggressive behavior and support victims of violence. • An increased awareness of the role a group plays in maintaining/stopping aggression. | level. |
| Parents | Attracting and involving parents in actions to prevent and combat acts of violence in school and outside school. | Prevention | <ul style="list-style-type: none"> ➤ Parents' participation in information meetings, documentation regarding the legislation and the internal order regulation regarding school violence and their responsibilities. ➤ Participation in activities organized by students and teaching staff in or outside the school with the aim of preventing and combating violence. | <ul style="list-style-type: none"> • The number of parents participating in the activity. • Number of activities involving parents. • The degree of parents' involvement in the activities carried out. |
| | | Intervention | <ul style="list-style-type: none"> ➤ To respond to the school's requests to be supported in the effort to prevent/combat violence in the school and outside it. ➤ Collaborates, when necessary, with the class coordinators, the psychopedagogical counselor, psychologist, etc. in order to correct the aggressive behavior of the child or is the victim of an aggression. | |
| Community | Attracting and involving the community in school life and limiting the phenomena of violence both inside and outside the school. | Prevention | <ul style="list-style-type: none"> ➤ Involvement of local representatives in debates regarding the opportunity to develop assistance programs regarding combating school violence in school-community partnership. ➤ Support granted to the school with specialists (lawyers, police officers, psychologists, trainers, etc.) in its effort to provide students, teachers, parents with the information and support necessary to return and combat the manifestations of violence. | <ul style="list-style-type: none"> • The degree of involvement of the authorities in the ongoing activities. • The relevance of school-community collaboration agreements . |
| | | Intervention | <ul style="list-style-type: none"> ➤ Intervenes at the request of the school by ensuring the necessary logistics for carrying out the proposed activities or providing specialist advice/counseling for serious cases of violence. ➤ Proposes and actively participates in activities to prevent and combat violence in and outside the school. | |