



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **BULLYING INTERVENTION PLAN\_RO**

**EUROPEAN PROJECT  
KA2292018-1-RO01-KA229-049059\_5  
“I am Not a Target”**

## PLAN OF INTERVENTION AGAINST BULLYING AT SCHOOL

### INDEX

<b>1. JUSTIFICATION.....</b>	<b>3</b>
<b>2. OBJECTIVES .....</b>	<b>4</b>
<b>3. INTERVENTION PLAN .....</b>	<b>5</b>
<b>3.1. ACTIVITIES FOR CHILDREN .....</b>	<b>5</b>
<b>3.2. ACTIVITIES FOR TEACHERS .....</b>	<b>6</b>
<b>3.3. ACTIVITIES FOR PARENTS .....</b>	<b>6</b>
<b>3.4. ACTIVITIES FOR COMUNITY .....</b>	<b>6</b>
<b>3.5. SAFETY PLAN FOR CHILDREN WHO HAVE BEEN BULLYED .....</b>	<b>7</b>



## 1. JUSTIFICATION

The way children and youth bully and the impact of bullying change with age. As children grow older, the proportion of those who use physical aggression declines while other forms of aggression such as verbal, social, and cyber bullying increase. Over time, the impact of continued bullying accumulates and becomes more serious.

Children, youth, teachers, parents and other members of the community need to recognize bullying as a widespread and serious problem. They need to be alert to bullying in all its forms, not just physical bullying.

Bullying is behavior that includes the use of any physical, verbal, electronic, written or other means. Bullying is intentional aggressive behaviour. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist or racist comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, shunning, ignoring, spreading rumours, excluding others from a group, or humiliating others with public gestures.

By educating and engaging all of the school community, improvements in relationships and responses to bullying can be developed and promoted to ensure a supportive learning environment, positive school climate and sustainable improvements.



## **2. OBJECTIVES:**

### **Goals of bullying prevention activities:**

1. Promoting positive relationships within and between the entire school to enhance school climate and a supportive learning environment;
2. Educating and developing awareness about bullying, the importance of healthy relationships, and self-awareness about the use of real and perceived power in relationships;
3. Consolidating attitudes which are incompatible with bullying for inclusion, acceptance and respect for all;
4. Developing awareness of bullying issues at the school;
5. Developing positive solutions to prevent and address bullying;
6. Learning positive strategies to address bullying by:
  - a. children and youth who are victimized
  - b. children and youth who witness bullying
  - c. teachers.
7. Building social responsibility and open trusting communication about bullying and relationship difficulties.



Co-funded by the  
Erasmus+ Programme  
of the European Union



### 3. INTERVENTION PLAN

<b>3.1. Activities for Children</b>	Poster Activities - children make a poster about promoting healthy relationships and preventing bullying
	Announcements with a positive message of the day
	Positive messages for peers - „Positive post-it day”
	School club for promoting inclusion, safety, and respect
	School assemblies with community professionals, athletes, etc.
	Articles in school newsletter
	Arts activities related to addressing bullying (e.g., Christmas ornaments, drama, visual arts, music, poetry, prose)
	Peer mentoring program for bullying awareness and positive support
	Recognition of students’ positive behaviours
	Survey of messages and images in school to ensure they reflect school’s diversity and promote positive, caring relationships
	Involvement of children in assessments of bullying and supportive relationships at school



Co-funded by the  
Erasmus+ Programme  
of the European Union



<b>3.2. Activities for teachers</b>	Professional learning opportunities with professionals from community
	Developing vision of supportive learning environment and positive climate for the school
	Staff identification of strengths and concerns in school
	Activities to increase staff cohesion and collaboration
	Sharing effective practices in preventing bullying
	Involvement in assessments of bullying and supportive relationships at school
<b>3.3. Activities for Parents</b>	Inform parents about bullying prevention activities at school
	Encourage parents and grandparents to volunteer in activities of the project
	Develop activities for children to take home to enhance parents awareness of the importance of healthy relationships and bullying prevention
	Involvement in assessments of bullying and supportive relationships at school
<b>3.4. Activities for the Community</b>	Developing vision of a supportive learning environment and positive climate for the school and community
	Partnerships with the school on community efforts
	Partnerships with police for positive school-police relationships and to promote positive youth-police relationships
	Partnerships with child and youth-serving organizations for extra-curricular activities
	Partnerships with child and youth mental health organizations for professional learning and mutual support

### **3.5. Safety plan for children who have been bullied**

The primary problem for children and youth who are bullied is that they do not feel safe. All efforts should be made to help ensure that children and youths' rights to safety and a supportive learning environment are upheld. The following steps will be taken to protect children and youths who have been bullied.

- *Creating a safe environment for children and youth to report the bullying*

Even though the strongest recommendation is for children and youth to disclose when they have been bullied, they often experience shame and fear in coming forward. Less than half the children and youth who are victimized report it to adults. The following are strategies to create a sense of safety for reporting.

1. Thank children and youth for coming to you and having the courage to report bullying. Show care and interest in the children and youths' situations and use reflective listening to help them tell their stories about bullying.

2. Reduce feelings of shame by setting a respectful tone to explain that all children and youth have the right to be safe and if they are being bullied they are not safe. Let them know it is your job to help ensure that it stops and you are committed to doing that.

3. Listen non-judgmentally to their story of being bullied and empathize with their distress.

4.Reinforce the children and youths' right to be safe at school and indicate that it is the principal and educators' responsibility to help ensure that everyone is safe at school.

5.Be positive and indicate that you will work with them to help ensure that the bullying stops.

- *Developing a safety plan*

1. Finding out from children and youth where and when the bullying occurs. Does it happen during class, between classes, at lunch, on the school grounds, on the way to and from school?

2.Working together with children and youth, as well as with their parents to make plans to help ensure that the children and youth are safe at school, on the way to and from school.

3. Discussing how the children and youth can be paired with people who can help keep them safe. These supportive people may be parents or peers on the way to and from school, and peers at school.

4.Isolation is a problem for children and youth who are bullied because they are marginalized in the peer group. Having even one friend is protective against bullying. These children and youth may need help developing friendships, which can help to keep them safe at school and beyond.