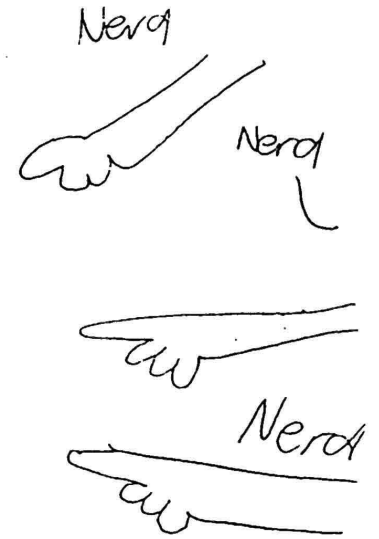



# Studi sul bullismo: evoluzione storica



# A 'fundamental democratic right' not to be bullied –



⌘ increase in concern for rights issues  
throughout 20<sup>th</sup> century – and continuing -  
awareness of, and legislation against, forms of  
discrimination due to:  
sex, race, age, religion, disability, sexual  
orientation ...

# HISTORY OF RESEARCH: Scandinavia

- ◆ Sweden/Norway – program of work by Olweus
  - 1978 book on ‘Bullies and Whipping-Boys’
  - developed self-report questionnaire
  - developed school-based intervention program 1983-1985
- ◆ Norway – 1988 conference in Stavanger organised by Roland; continuing interventions
- ◆ Sweden: Pikas approach
- ◆ Finland:
  - Bjorkqvist – indirect aggression
  - Salmivalli – participant roles

# HISTORY OF RESEARCH: England

- Three books on bullying published in 1989
- Gulbenkian Foundation supports research, including ‘survey service’ at Sheffield
- Britain is ‘Bullying Capital of Europe’ in news reports.

## Bullying in our schools is worst in Europe – claim

### Britain is ‘bullying capital of Europe’

**T**HOUSANDS of schoolchildren suffer bullying alone and unnoticed because of a “conspiracy of silence” in schools, according to a new survey.

Mr Lane said schools must adopt an “anti-bullying atmosphere” in which pupils could express their fears to a teacher without having to be

CHILDREN should fight back against bullies who make their colleagues a misery, Sheffield educators urged this afternoon.

A survey at two medium sized South Yorkshire comprehensives by Sheffield University psychologists Peter Smith and Colin Yates found alarming levels of bullying.

Their claim that their findings establish Britain as the bullying capital of Europe — and the country where the most is done to tackle the problem.

They say the solution is partly in the hands of the children themselves.

Teachers should turn their backs on the bullies by ignoring and protecting those who are picked on, and encouraging them to tolerate the classroom louts.

THE GUARDIAN

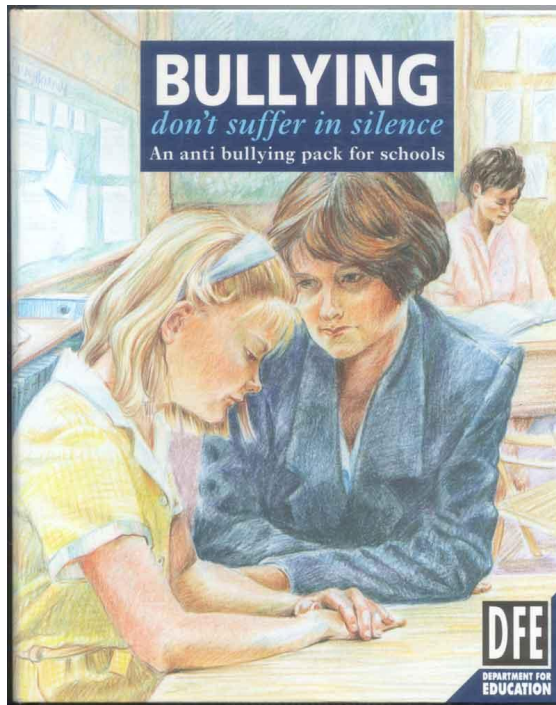
Friday September 29 1989

### ‘conspiracy of silence’ over solving a problem in which Britain leads Europe



# HISTORY OF RESEARCH: England (2)

- project in Sheffield 1991-1994
- Pack for schools 'Don't Suffer in Silence' free to state schools 1994; second edition 2000 (revised 2002).



# HISTORY OF RESEARCH: internationally (1)

## ◆ Canada

- Pepler & Craig develop observational methodology; Toronto intervention project

## ◆ USA

- Perry 1988, peer nomination studies of victimization
- Crick, relational aggression
- Ladd & Kochenderfer-Ladd – stability, coping strategies
- Pellegrini – school transition; multi-method approach

# HISTORY OF RESEARCH: internationally (2)



## ◆ Australia

- Rigby & Slee – correlates of victimisation, interventions

## ◆ Japan

- Ijime tradition from 1980s
- Morita et al. (eds) 1999, *Sekai no ijime*.

# HISTORY OF RESEARCH: other countries in Europe

---

- ◆ Intervention projects in Austria; Belgium; Finland; Ireland; Spain; Switzerland.
- ◆ Many other activities – see Smith (2002) (ed.) *Violence in Schools: The Response in Europe*.



# HISTORY OF RESEARCH: legal requirements in Europe (2002)

concerning bullying in schools:

*Finland; France; Ireland; Luxembourg; Malta;  
Sweden; UK*

concerning violence in schools:

*Belgium; Germany (some Länder)*

NONE:

*Austria, Denmark, Greece, Iceland, Italy,  
Netherlands, Norway, Portugal, Spain,  
Switzerland*

# **Lo stato della ricerca internazionale**



**Modelli di intervento**

# Austria

- ⌘ So far the government has financially supported single intervention projects and distributed information materials about violence in schools, but no nationwide intervention program has been established.
- ⌘ There is a lack of systematic empirical research on violence in schools.
- ⌘ In the questionnaires mostly the terms "Sekkieren" or "Mobbing" are used to describe bullying.

# Austria

⌘ Only one study has investigated the relation between violent behaviour in pupils and the country of origin (Strohmeier & Spiel, 2000; see also Strohmeier, 2001).



⌘ self-report data suggested that pupils with non-German mother tongue were more often subjected to verbal aggression and isolation than pupils with German mother tongue.

# Austria

- ⌘ There is a lack of studies investigating violence by teachers against pupils.
- ⌘ Only Krumm and his colleagues addressed this topic in their survey (Krumm et al., 1997; Krumm & Weiß, 2000).

Unfortunately the authors did not give any information about the absolute numbers of these results

# Austria

Table 3. Aggression by teachers against pupils (Krumm et al., 1997)

	pupils aged 12 to 14 years				pupils aged 17 to 18 years			
	never	1 x	2 x	3 x	never	1 x	2 x	3 x
<b>unjustly treated</b>	54%	16%	8%	22%	<b>63%</b>	<b>17%</b>	<b>9%</b>	<b>11%</b>
<b>felt hurt</b>	62%	13%	6%	19%	<b>77%</b>	<b>11%</b>	<b>4%</b>	<b>7%</b>
<b>made angry</b>	49%	15%	8%	23%	<b>64%</b>	<b>13%</b>	<b>7%</b>	<b>16%</b>

# Belgio

- ⌘ In Flemish there are several terms to denote what is called "*bullying*" in English. The most common term is "**pesten**".
- ⌘ To tackle these problems, police officers adopt one or two schools in their district and instruct the pupils in "**peer education**".

## The aim of this training is four fold:

- ⌘ to make pupils aware of the group pressure exercised by (some of) their peers;
- ⌘ to teach pupils the skills to withstand this pressure;
- ⌘ to offer positive alternatives to antisocial behaviour;
- ⌘ to boost pupils' self-confidence, communicative skills and decisiveness.
- ⌘ The teacher's participation in the lesson is required, so that (s)he can refer to the content of the "adoption lesson" in subsequent classes.



# Finlandia

⌘ Due to the new school legislation, schools are nowadays required to **take measures** and have a **planned programme** against bullying in schools

⌘ **The alarm bracelet**

alarm systems may be used to alert teachers or guards in bullying situations

## Legal measures

### Bullies may be fined, despite their young age

- ⌘ In a precedential case, in the city of Raahе in September 1995, two 15-year-old pupils were fined for systematic bullying.
- ⌘ The bullying consisted of both physical and psychological harassment. Interestingly, fines for inducing mental pain were greater than fines for physical abuse of the victim: one of the bullies was fined 10,000 FIM (approx. 1,200 Euros) for psychological harassment, but only 1,000 FIM for physical harassment (Simonen, 1995).

# Germania

⌘ Article 1 of German constitutional law  
(*Grundgesetz: GG*)

defines human dignity as inviolable

⌘ Article 2, paragraph 2

guarantees physical soundness

According to compulsory schooling and laws for education the higher regional court in Saarland laid down, **that teachers have the obligation to protect school children against damage.**

(OLG Zweibrücken, resolution of 05.06.97, 6 U 1/97).

# Germania

⌘ Schools are to guarantee that "their" students are protected against psychological and physical violations and damage.

# Islanda

⌘ The word used to describe violence is "ofbeldi".

The results showed that about a quarter of Icelandic pupils aged 12-14 said that during the last month they had feared being subjected to violence within the school.

# Islanda

⌘ About 17% of boys are both victims and perpetrators of violence,

⌘ 16% are perpetrators only

⌘ 6% are only victims.

⌘ The same figures for girls are 5.4% and 6% respectively

A new discipline, *Life Skills*, has been introduced to the national curriculum

# Irlanda

## **1) Violence from pupils towards teachers - school personnel:**

physical assault, damage to property, verbal abuse, threats to peoples' families etc." (Department of Education and Science, 1993a, p.7).

## **2) Violence from teachers/school personnel towards pupils:**

teaching and non-teaching school staff may "unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways."

## 3) Violence between teachers/school personnel:

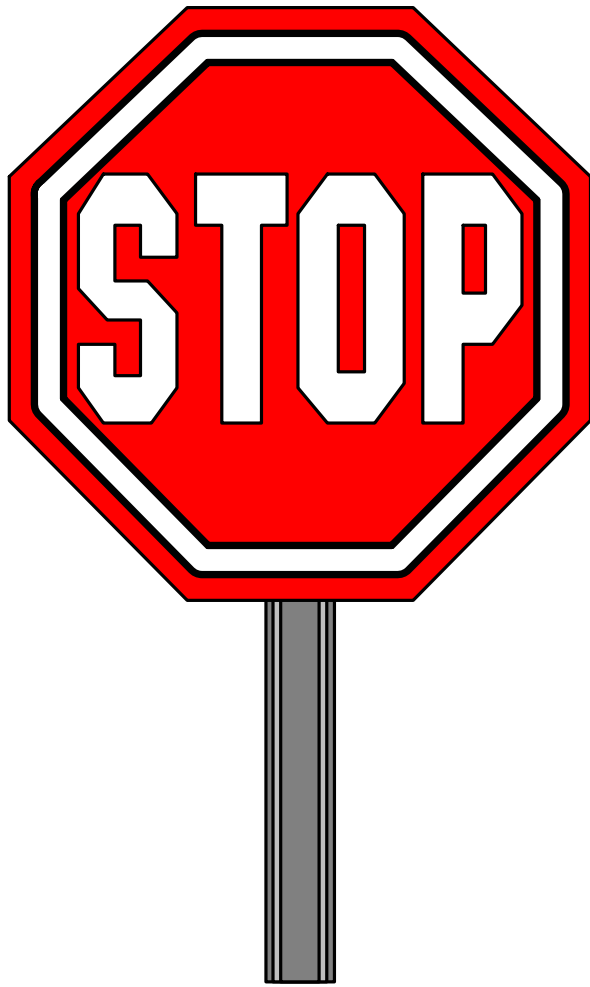
this is uncommon, or at least, very rarely reported

### *The Education (Welfare) Act (2000)*

⌘ schools are obliged to provide a code of behaviour clarifying the schools' duty of care and policy concerning violence, indiscipline and bullying. The code should contain elements that specify suspension and expulsion procedures

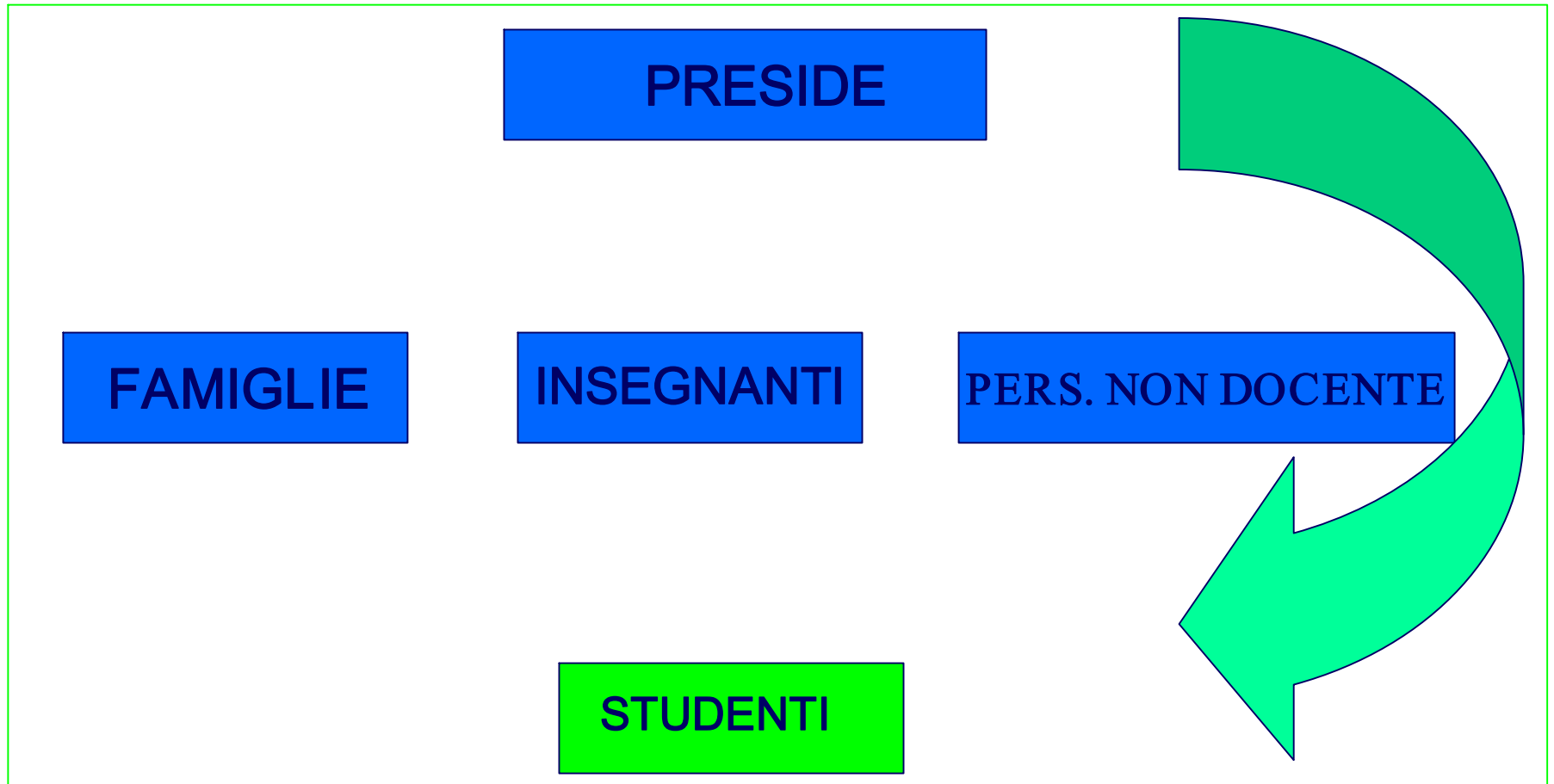


# Interventi Antibullismo



Politica Scolastica  
Integrata

# Politica scolastica integrata



# Le cinque fasi



- 1) aumento di consapevolezza
- 2) consultazione
- 3) preparazione della bozza e della versione finale del documento
- 4) comunicazione e attuazione
- 5) mantenimento e revisione

# Aumento di Consapevolezza

⌘ Definizione dei comportamenti bullistici

⌘ Analisi delle differenze e somiglianze

⌘ Scheda

⌘ Discussione di gruppo

# Somministrazione questionari

- ⌘ Questionario di Olweus
- ⌘ La mia vita a scuola di P. Smith
- ⌘ Altri questionari .....
- ⌘ FOCUS GROUP

# FORMAZIONE

- ⌘ DOCENTI
- ⌘ PERSONALE ATA
- ⌘ FAMIGLIE
- ⌘ STUDENTI

# Consultazione I

1. Cosa Le piacerebbe succedesse a scuola riguardo al problema del bullismo?
2. Che cosa si dovrebbe fare?
3. A chi si dovrebbe rivolgere il progetto?

- ⌘ Dirigente
- ⌘ Docenti
- ⌘ ATA
- ⌘ Genitori
- ⌘ Studenti



# Consultazione I

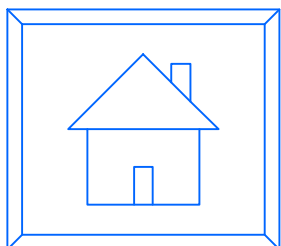
4. Come possono essere evitati o scoraggiati i comportamenti bullistici?
5. Come possiamo scoprire se si verificano episodi di bullismo?
6. Che cosa bisognerebbe fare se vengono scoperti o riferiti episodi di bullismo?

- ⌘ Dirigente
- ⌘ Docenti
- ⌘ ATA
- ⌘ Genitori
- ⌘ Studenti





# Modi per coinvolgere le famiglie

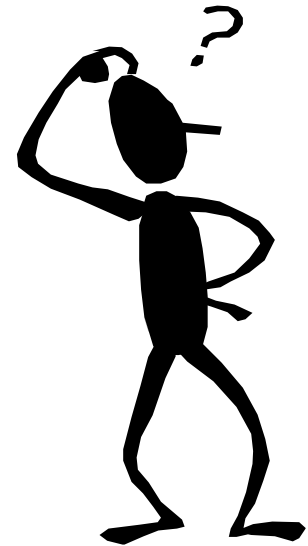


- ⌘ Visite a casa
- ⌘ Bollettini o questionari
  - ⌘ Avvisi nei negozi
- ⌘ Serate con le famiglie
- ⌘ Telefonate/SMS/ E-mail

# Consultazione II

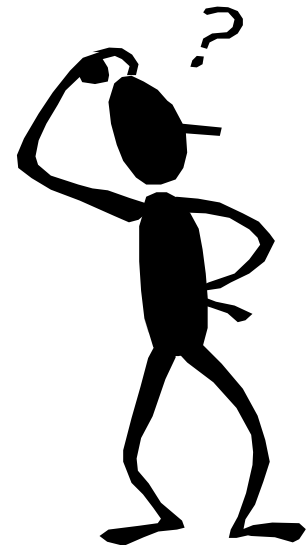
1. Come possiamo rendere la scuola un luogo più sicuro?
2. Come possiamo limitare i comportamenti bullistici?
3. Che cosa potete fare per questo problema?

⌘ Studenti



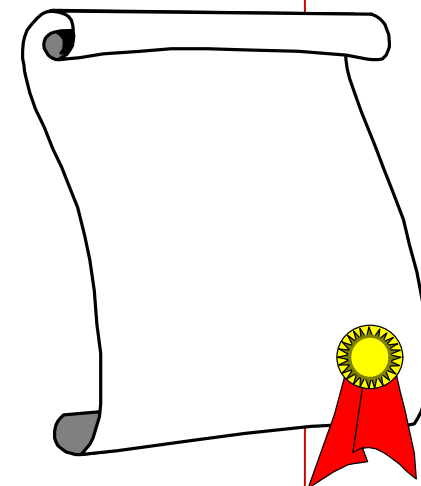
4. Che cosa dovrebbero fare gli adulti e gli insegnanti se qualcuno è vittima di comportamenti vessatori?

⌘ Studenti



# Preparazione della bozza

Gli obiettivi della politica	Una definizione di Bullismo	Strategie per prevenire
Come riferire i comportamenti bullistici	Come rispondere ai comportamenti bullistici	Ruoli e responsabilità
	Monitorare e valutare	



# Comunicazione ed attuazione

⌘ Lancio  
pubblicitario

⌘ bollettini

⌘ pareti della scuola

⌘ articoli su stampa

# Mantenimento e Revisione

- ⌘ Riduzione dei resoconti di comportamenti bullistici
- ⌘ Riduzione della durata di tali comportamenti

- ⌘ Maggiore disponibilità a raccontare questi comportamenti
- ⌘ Migliori prestazioni scolastiche
- ⌘ Maggiore frequenza scolastica