

VISTA Unit B3: 'Verbondenheid': Creating a positive school ethos of non-violence and respect through 'Linkedness'

**Module B: VISTA : A Whole School Approach (WSA)**  
**Unit B3: Creating a Positive School Ethos of Non-Violence and**  
**Respect through 'Linkedness'**  
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### **Objectives of Unit B3**

- To be aware of the fact that as disrespectful behaviour is situated within a broader context (related to personal factors, relationships and social-cultural context), school management staff, classroom staff, parents, students and the wider school community all have a key role in the development of a school ethos of non-violence and respect
- To be aware of the means by which violent behaviour in schools can be prevented by the development of a positive school ethos
- To be deeply aware of and to be able to articulate the characteristics of 'Linkedness', and to be able to use this concept in appraising school realities and in making proposals to improve school practice
- To be able to use the 'Linkedness' 'prevention pyramid' in testing the existing approach towards disrespectful behaviour
- To be familiar with the skills involved in planning, conducting, integrating and evaluating work with different demographic groups in school communities

### **Facilitation skills to be developed through this Unit**

*Knowledge and understanding of:*

- the VISTA whole school approach
- how pupils relate to one another
- the range of underlying causes of challenging, aggressive and anti-social behaviour
- how to design improvement plans for individual pupils, groups and the school as a whole
- the operation of school systems
- the importance of creating a supportive and caring school community
- current thinking in the area of the promotion of non-violence
- modelling effective promotion of non-violence interventions, systems and management approaches

*Personal qualities and attributes include:*

- having an appropriate, pupil-centred set of beliefs and values which informs their decisions and actions
- being able to influence the ethos in a place of work and effect and sustain change there

- being an effective communicator
- being an effective trainer of and adviser to staff, governors, parents, carers and pupils
- being a strategic thinker
- having a good understanding of and models effective behaviour management strategies
- line managing, motivating and supporting staff teams through empathy and understanding
- Co-ordinating a range of interventions to promote non-violence to support pupils
- Managing time effectively and well organised

### **Pre-unit reading**

Deboutte, G. (2004). Verbondenheid: een ander en preventief antwoord op respectloos gedrag. Hoe toewerken naar een positief klas- en schoolklimaat? In *Handboek Leerlingenbegeleiding Twee* (pp. 57-77), Alflering 5, June 2004. Mechelen, Uitgeverij. Wolters Plantyn.

Deklerck, J., & Depuydt, A. (1998). An ethical and social interpretation of crime through the concepts of 'linkedness' and 'integration-disintegration'. In L. Walgrave (Ed.), *Applications to restorative justice: Restorative justice for juveniles. Potentialities, risks and problems* (p.137-156). Leuven: Leuven University Press.

Deklerck, J., Depuydt, A., & Deboutte, G. (2003). The 'Linkedness' Project. In L. Grave-Resendes (Ed.), *Conferencia Internacional Prevenção da Violência na Escola, Centro de Estudos de Pedagogia e Avaliação* (p. 321-325). Universidade Aberta, Lisboa.

### **Summary of current thinking and knowledge about creating a positive school ethos of non-violence and respect through 'Linkedness'**

Article 19 of the UN Convention on the Rights of the Child (1989) makes it clear that children have a fundamental right to feel safe in school. Within the last seven years, violence in schools has been a key issue of concern for the World Health Organization (WHO), the Organisation for Economic Co-Operation and Development (OECD), and the European Union (EU) and European Commission (EC). All of these organisations have funded and otherwise promoted research into violence in schools; all have issued recommendations for further such actions to be taken, often as a matter of urgency (Munthe, Solli, Ytre-Arne, & Roland, 2005; WHO, 2002).

The forty-ninth World Health Assembly (1996) declared violence to be a 'leading worldwide public health problem' (WHO, 2002). The WHO (2002) found that violence is among the leading causes of death worldwide for people aged 15 to 44 years; its Director General, Gro Harlem Brundtland, opines that 'violence pervades the lives of many people around the world, and touches all of us in

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some way' (WHO, 2002, p. xi). In its survey of thirty-five countries, the WHO found that there were only 35 per cent of 11- to 15-year-olds who were *not* involved in fighting, bullying and violence (WHO, 2002). In its *World Report on Violence and Health*, the WHO (2002, p. 247-254) makes a set of 'recommendations for action' for the 'range of sectors and stakeholders'.

Guided by the WHO framework, O'Moore (2005, pp. 38-48) made a nine-point framework (geared more specifically to *school* violence) in a keynote address invited by the OECD at their *Taking Fear Out of Schools* conference in Stavanger, Norway, in September 2004. These points were: (i) 'draw up, implement and monitor a national plan of action to prevent school bullying and violence'; (ii) 'enhance the capacity to collect data on school bullying and violence'; (iii) 'define priorities for, and support research on, the causes, consequences, costs and prevention of school bullying and violence'; (iv) 'develop a national strategy to assist schools to prevent and reduce school bullying and violence'; (v) 'promote a media campaign to promote non-violent values, attitudes and behaviour'; (vi) 'integrate school bullying and violence prevention into teacher education at both pre-service and in-service levels'; (vii) 'to establish an advisory body for partners in education'; (viii) 'contribute to an international research network'; and (ix) 'promote legislation to deal effectively with school bullying and violence'. It is hoped that the current Unit will be of service in the pursuit of a number of these goals.

It is important to reflect upon the fact that in its *World Report on Violence and Health*, the WHO's (2002) recommendations for actions stressed strongly that 'upstream investments' bring good 'downstream results'. Critically, the WHO noted that 'there is a tendency worldwide for authorities to act only after cases of highly visible violence occur, and then to invest resources for a short time on programmes for small, easily identified groups of people....primary prevention approaches [which are advocated] operate on the basis that even small investments may have large and long-lasting benefits' (p. 243). The WHO Report (2002, p. ix) also recalled no less a figure than Nelson Mandela stating that whilst '....the twentieth century will be remembered as a century marked by violence', that '....violence can be prevented. Violent cultures can be turned round....Governments, communities and individuals can make a difference'. As we '....owe our children – the most vulnerable citizens in society – a life free from violence and fear....We must address the roots of violence. Only then will we transform the past century's legacy from a crushing burden into a cautionary lesson' (WHO, 2002, p. ix). Hence, as educators, we can only ask ourselves, what better place to address the roots of violence than in our schools?

In this Unit, participants are introduced to (through Resource 1) and made thoroughly aware of (through Activity 1) the working methods of *Verbondenheid* ('Linkedness'), as a means by which a positive school ethos of non-violence and respect can be created.

## Responsibilities of the Unit facilitators

Your tasks within this Unit are to:

- send to all participants information about when and where the session will be held and details of preparatory reading to be done
- familiarise yourself with the Unit text and the facilitators' notes
- plan the session to meet the needs of the participants
- ensure that all relevant resources/materials are copied and/or prepared
- lead the session and all the activities

## Sequence of activities for Unit B3

Resource 1 *The fundamentals of 'Linkedness'* provides an overview of the fundamentals of the concept of 'Linkedness', and its practical applications within the school context. *Activity 1* is a five-stage (referred to as five 'building blocks') exercise which allows the facilitator to work in a practical way to change the development of a school in a positive direction with the 'Linkedness' concept. This Unit can be facilitated either as a half-day or as a one-day training.

### Activity 1 Working with 'Linkedness' (150-300 minutes)

#### Purpose

- This is a five-stage (referred to as five 'building blocks') activity which allows the facilitator to work in a practical way to change the development of a school in a positive direction with the 'Linkedness' concept

#### Materials

Resource 1 *The fundamentals of 'Linkedness'*

Resource 2 *The Prevention Pyramid*

'Text bundles' with attachments and worksheets<sup>1</sup>

Name cards (also required for group assignment)

Flipcharts/board/slides

Space that allows working in small groups (see below, 'Procedure' section, for details).

#### Procedure

It must be ensured that all mentioned building blocks are given an in-depth chance. The session is aimed at a maximum of 25 participants (max. five groups of five people).

#### → ***First building block: Exchange of practical stories ('Non-Respectful Behaviour' at School)***

After welcoming participants (each one will receive a name card with details of position and school/work location) they will be asked to answer the following questions:

*(i) Find examples of disrespectful behaviour in your own school history:*

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<sup>1</sup> We suggest that the facilitator should make up small brochures, in which the participants will find an overview of the content of this part of the training, the information summary, the worksheets (activities) and Resources 1 and 2.

- ...  
(ii) And find examples of 'respectful' behavior? What do you remember and why?

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-  
- ...

Together with the participants, the facilitator will examine the (lack of) quality of life in the given examples. The facilitator will illustrate the importance of the strength of the five life dimensions.

→ **Second building block: re-link-ing de-link-uency**

- (i) The facilitator explains the vision of 'Linkedness' (see Resource 1 *The fundamentals of 'Linkedness'*, Figure 1).
- (ii) The participants examine in small groups (colour of name cards will determine group assignment) the five life dimensions in their schools.
- (iii) Where and how do you recognise the quality of 'Linkedness' in your school? (*Use table immediately below*).
- (iv) The session facilitator will sum up on a board/slide/flipchart.

<b>The bond with...</b>	<b>Concerning the pupils</b>	<b>Concerning the teacher (participants)</b>
<b>Oneself</b>	(capacities, feelings and emotions of the child...)	(capacities, feelings and emotions of the educator...)
<b>The other</b>	(the parents, peers, teachers...)	(colleagues, head teacher, parents, personal relationships...)
<b>The materials</b>	(material context at school, home, ...)	(The materials in your class and school, the building, neighborhood ...)
<b>Group, society, culture</b>	(cultural and social network of the pupil, background...)	(teacher's background, history, culture, )
<b>Life environment, ecological context, life as a whole</b>	What is really important for the pupil?	What is important for the teacher? What is the teacher's aim? ...

→ **Third building block: prevention, a fundamental approach**

(i) The facilitator explains the link with the global pedagogical and structural framework. This concerns the way in which the school team and the school administration communicate, school management, the infrastructure, and primarily also the pedagogical and didactic methods. Formulated positively, 'linkedness' means a framework for 'experiential value education'. Thus our project is very closely intertwined with the 'Centre for Experiential Education', (<http://www.cego.be>) which is responsible for a broad movement of pedagogical renewal in Belgium and in various other European countries. *Central here is a pedagogy that starts from and is driven by the experiential world of the child.* Its point of departure is a conviction regarding the urge to learn that is inherent in the child and the person. Children want to learn and a school must offer the right stimulation and tension that is closely connected to the learning needs. 'Linkedness' departs from the idea that children are able to ethically flourish if they are given the chance to reflect upon deeply human experiences that present themselves in everyday life.

(ii) The facilitator presents the 'Apple Tree' diagram (Resource 1 *The fundamentals of 'Linkedness'*, Figure 2) to the participants.

(iii) Participants discuss in small groups how the 'roots of the Apple Tree' can be fed starting from the experiential world of the child. They search for 'good practices' of how those links can be 'fed':

- the link with oneself;
- the link with the other;
- the link with the material;
- the link with the group, culture and society; and,
- the link with the life as a whole.

In plenum (to the full group) they illustrate how those examples strengthen the quality of the personal life of the pupil/teacher and the school culture as a whole.

(iv) The facilitator summarizes, as previously.

→ **Fourth building block: establishing processes of change is based upon process oriented working (S.P.W. methodology)**

(i) The facilitator explains the 'activity principle' and opens the discussion with the following question: '*How do teachers themselves take the initiative regarding the implementation?*

(ii) The following points should be discussed:

- What 'baggage' needs to be cleared away beforehand?
- Which barriers (lack of motivation, resistance, shortcomings in the infrastructure and in the school management, etc.) need to be taken away?

(iii) The facilitator emphasises the importance of open communication and participation in the school culture.

→ **Fifth building block: the prevention pyramid, framework for a whole school approach**

(i) The facilitator presents the 'prevention pyramid' diagram (see Resource 1 *The fundamentals of 'Linkedness'* and Figure 3) to the group participants.

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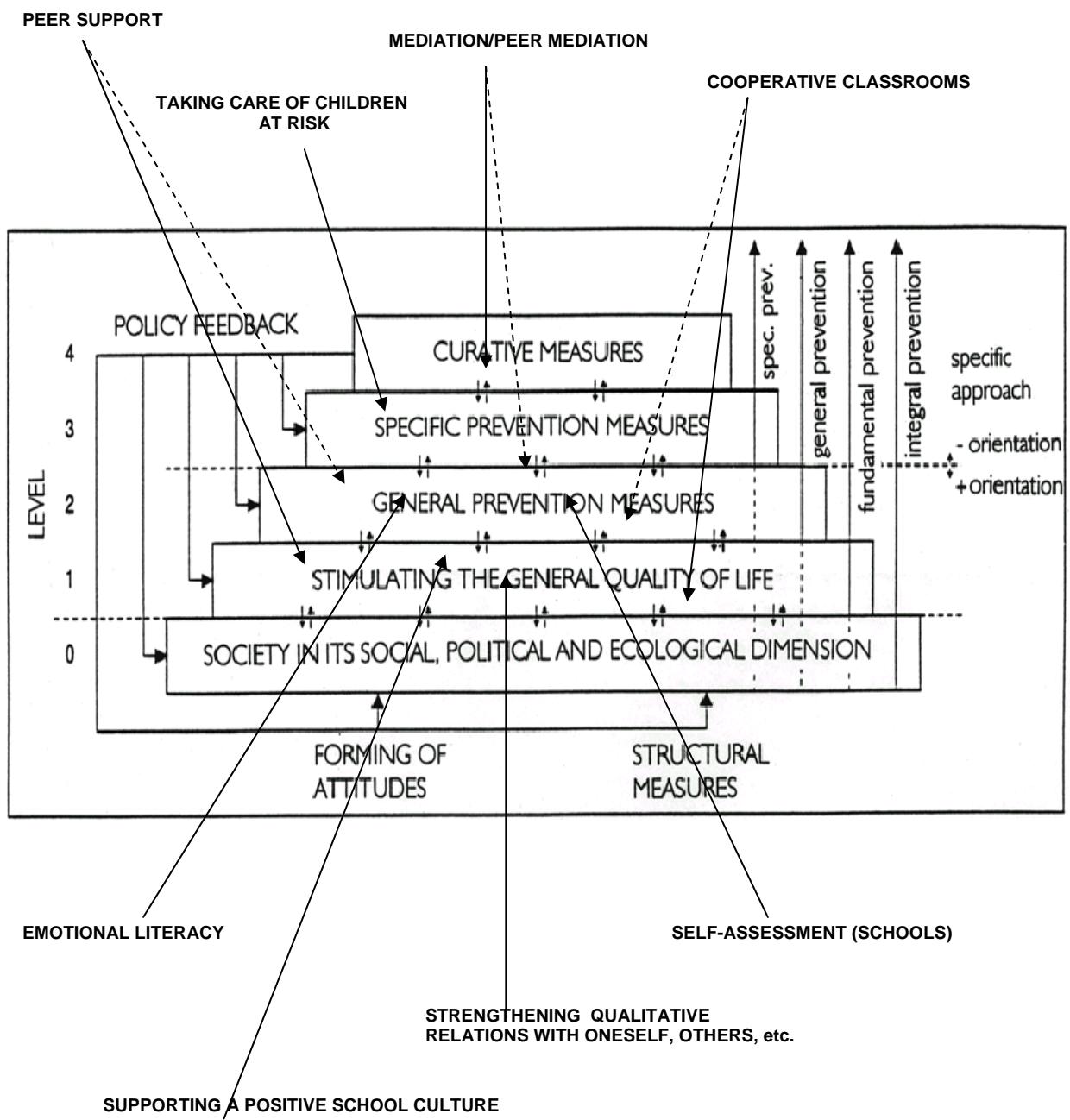


Figure 1. The Prevention Pyramid (Deklerck, Depuydt, & Deboutte, 2001)

(ii) Using Resource 2 *The Prevention Pyramid*, each small group is asked to place a total of at least five initiatives, proposals or measures within the prevention pyramid. This exercise illustrates at what level one wants to develop action, where the need is situated (and where it is experienced as less important).

(iii) After each small group has accomplished the task, there is another exchange moment. The facilitator checks if all the various initiatives were placed correctly.

Where necessary s/he will bring improvements. The large group is asked to formulate a few conclusions afterwards. These may involve the usability of the supplied framework and the results of the entire 'interpretation exercise'.

*Debriefing:*

The facilitator lastly provides a slide that gives a place to all intervention models that form part of the VISTA project (see Figure 1 above). He or she then elucidates the how and why of the assigned positions within the prevention pyramid.

## References

Deklerck, J., Depuydt, A., & Deboutte, G. (2001). *'Verbondenheid' als antwoord op 'de-link-wentie'? Preventie op een nieuw spoor.* Leuven/Leusden: Uitg, Acco.

Depuydt, A., & Deklerck, J. (2005). *Religare als antwoord op delinquentie. Een aanzet tot een ethische, contextuele en ecologische criminology.* KULeuven.

Munthe, E., Solli, E., Ytre-Arne, E., & Roland, E. (Eds.) (2005). Preface to *A report from the conference 'Taking Fear Out of Schools'* (pp. 3-5). University of Stavanger: Centre for Behavioural Research.

O' Moore, A. M. (2005). A guiding framework for policy approaches to school bullying and violence. In E. Munthe, E. Solli, E. Ytre-Arne, & E. Roland (Eds.), *A report from the conference 'Taking Fear Out of Schools'* (pp. 38-51). University of Stavanger: Centre for Behavioural Research.

UN Convention on the Rights of the Child (1989). Available directly on the world-wide web: <http://www.cirp.org/library/ethics/UN-convention>

World Health Organization. (2002). *World report on violence and health.* Geneva: Author.

## Further reading and additional materials

### Books and Articles

Belova, N. (2000). Violence in school. *Social Education*, 5, 15-19. (In Bulgarian).

Bey, T. M., & Turner, G.Y. (1996). *Making school a place of peace.* London: Sage Publications.

Dalin, P. (1993). *Changing the school culture.* London: Cassell.

Damsgård, H. L. (2003). *Med åpne øyne. Observasjon og tiltak i skolens arbeid med problematferd.* Oslo: Cappelen Akademiske Forlag.

Deal, T. E. (1999). *Shaping school culture: The heart of leadership.* San Francisco, CA: Jossey-Bass.

Derrington, C. (2004). *A team approach to behavioural management.* London: Paul Chapman Publishing.

Drifte, C. (2004). *Encouraging positive behaviour in the early years: A practical guide.* London: Paul Chapman Publishing.

Furlong, C., & Monaghan, L. (Eds.) (2000). *School ethos: Cracking the code.* Dublin: Marino Institute of Education.

Gleeson, D., & Husbands, C. (Eds.). (2001). *The performing school: Managing, teaching and learning in a performance culture.* London: RoutledgeFalmer.

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Jensen, S. E., & Størksen, S. (2001). Refleksjon som metode i systemisk endringsarbeid, *Skolepsykologi*, 4, 11-21.

Kalchev, P. (2003). *Bullying and victimisation by peers*. Sofia: Paradigma. (In Bulgarian).

McLean, A. (2003). *The motivational school*. London: Paul Chapman Publishing.

Midthassel, U. V. (2003). Kollegaveiledning– er det verd å bruke tid på? *Norsk Pedagogisk Tidsskrift*, 3/4, 168-174.

O'Moore, A. M., & Minton, S. J. (2004). *Dealing with bullying in schools: A training manual for teachers, parents and other professionals*. London: Paul Chapman Publishing.

Peterson, K. D. (2002). *The shaping school culture fieldbook*. San Francisco, CA: Jossey-Bass.

Prosser, J. (Ed) (1999). *School culture*. London: Paul Chapman Publishing.

Watkins, C., & Wagner, P. (2000). *Improving school behaviour*. London: Paul Chapman Publishing.

### **Websites**

<http://www.cego.be>

<http://www.citizenship-bq.org/en/programme.html>

<http://www.dfes.gov.uk/bullying>

<http://www.linkedness.be>

[http://www.sacp.government.bg/index\\_en.htm](http://www.sacp.government.bg/index_en.htm)

<http://www.stick2gether.com>

<http://www.teachernet.gov.uk>

<http://www.ukobservatory.com>

<http://www.verbondenheid.be>

## Resource 1 The Fundamentals of ‘Linkedness’

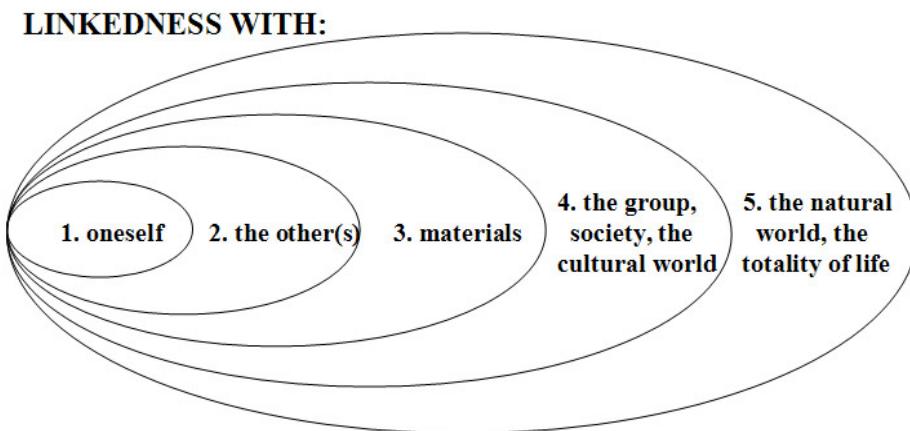
Non-respectful behaviour at school does not happen out of the blue; rather, studies show that it involves complex issues. Problematic behaviour arises from complex interaction between various factors (in other words, multi-causal problems). In broad terms, it can be argued that it involves the interaction between *person-related factors* (both endogenous and exogenous) on the one hand, and *context-related factors* on the other. Hence, there is a need for a wider, ‘all in’ approach and, by utilising an ‘ecological approach’, a more effectively complete picture of the problem is presented. It is logical that here only a multidisciplinary approach can be opted for: psychologists, educators, sociologists, criminologists, etc., complement each other’s analyses, and are able to seek solutions in consultation, which remain geared to concrete reality.

An ‘ecological approach’ to the problem of non-respectful behaviour at school takes into account the following five dimensions of the environment (see Figure 1 below):

- (i) the *personal* level (of perpetrator, victim, outsiders, adult players): own predisposition and growth process, self-image, knowledge, skills and attitudes, and interpretation of personal needs;
- (ii) the *interaction* level (me-you): quality of direct relationship with others (significant for recovery, and in help in preventative work);
- (iii) the *material* level: quality of the learning, working and living environment; taking care, and being responsible;
- (iv) the *broad social environment*: belonging to a family, group, social and cultural influencing; the experienced school culture with its ethos, the link between school and immediate school environment;
- (v) *the ‘natural’ living environment*: how it contributes to health, experiencing meaning, and so on.

Having said all of this, ‘linkedness’ itself will be elucidated further within this resource by making reference to four key concepts: (a) the ‘Five Circles’ diagram; (b) the ‘Apple Tree’ diagram; (c) the ‘Prevention Pyramid’; and, (d) the ‘SPW’ methodology.

### A - The 'Five Circles' diagram



*Figure 1. The 'Five Circles'*

The starting point for the research and practice of fundamental crime prevention is the conclusion of the research of Anouk Depuydt (Catholic University of Leuven, Belgium): namely, that 'de-linq-uency' always has to do with the lack of a link, and consequently that 're-link-ing' is the logical answer (Depuydt & Deklerck, 2005). 'Linkedness' thereby focusses on developing, strengthening and redressing of links with those five dimensions of the environment. The ethical and societal contextualisation of crime in general, and problematic behaviour in schools, have been central areas of focus. In researching the first of these, it was possible to conclude that 'delinquency' in general is always the expression of the lack of a link between the offender and (one or more dimensions of) the victimized environment. Hence, 're-linking', which is also the central aim of mediation, is the central issue of this concept.

It is possible to speak of both 'symptomatic' and 'fundamental' approaches to problems. Tackling non-respectful behaviour treats symptoms (that sometimes have very deep roots) that can sometimes be of a broad societal and structural nature. Children that exhibit problematic behaviour are, from this perspective, bearers of 'symptoms' of what is happening at their home, in their environment and in the broader society. This can be approached diagrammatically via the 'apple tree' model (Figure 2), in which the concept of 'Linkedness' ascends from the roots – the fundamental and structural level. Our intention is to ensure fundamental changes via the methods used that lead to a gradual change in the total *school culture* proceeding from the entire school team. Within this preventative approach space is created, if required, for specific approaches to the problem.

## B - The 'Apple Tree' model

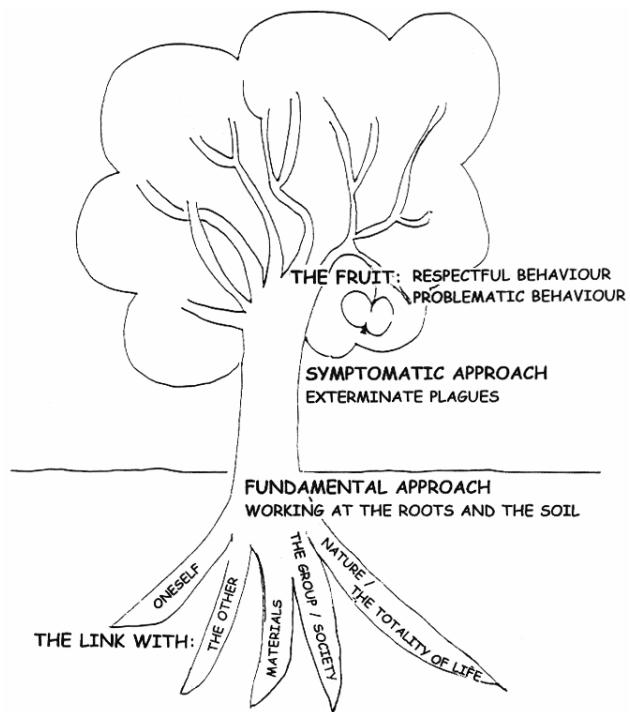


Figure 2. The apple tree

'Linkedness' is thus a broad, fundamental approach, and includes a broad combination of initiatives, actions and measures (formal and informal), which together lead to a quality school context. To this end, attention is paid to task orientation and well-being. On the one hand, many components are manipulated at the same time (c.f. the 'ecological' framework), and on the other, in-depth work is performed (high involvement and strong well-being). Thereby, one is simultaneously kept aware of the quality of the current process at the personal level (i.e., personal growth and development) and at the school community/group level (i.e., high levels of general well-being and an intensive learning process). If this is the case, all participants experience the school environment as safe, sound and pleasant. In other words, working, learning and living together is experienced with a high degree of satisfaction. There is an excellent atmosphere and there are few or no difficulties as regards interaction. If problems do arise, they remain limited and manageable.

## C - The Prevention Pyramid (Depuydt & Deklerck, 2005)

Schools that wish to apply or maintain such a policy can make use of Johan Deklerck and colleagues' (Deklerk, Depuydt, & Deboutte, 2001) *prevention pyramid*. This preventative model provides something to 'hold on' to in the development of a formal structure and a school-wide policy. At the same time the model keeps an eye on the target towards which each prevention policy aims

to work: that is to say, the maintenance or safeguarding of quality of life. This shows four things:

- (i) that whole policy consists of the combining and gearing to each other of curative, preventive and social climate-promoting measures (and-and instead of or-or);
- (ii) that the improvement of the context (school culture and school climate) provides an ideal basis for curative and preventive initiatives;
- (iii) that one may not bypass the need for person-oriented and structural measures; and,
- (iv) that the formal and informal levels complement each other significantly.

It has to be self-evident that the whole approach to non-respectful behaviour at school is initially based on cooperation with the entire school team. Other partners (inside and outside the school) can then become involved.

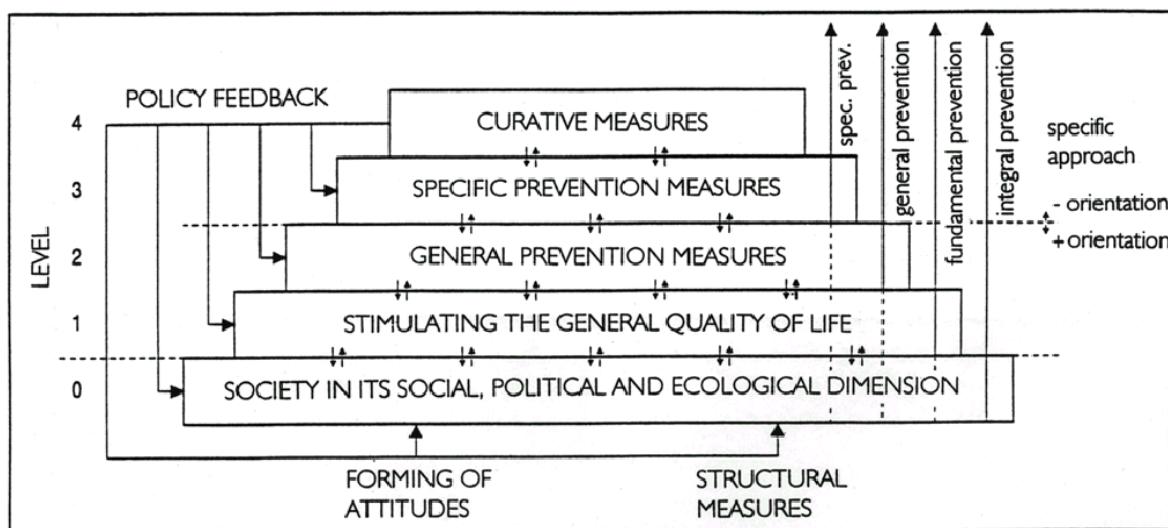


Figure 3. The prevention pyramid (Deklerck et al., 2001).

In this prevention framework, a distinction is made between four levels at which schools can take measures or initiatives to tackle issues of disrespectful interaction (bullying, violence, vandalism, etc.). In short, it involves:

- (i) measures or initiatives that have a positive influence on the living climate within the school (level 1);
- (ii) general prevention measures (level 2);
- (iii) specific prevention measures (level 3); and,
- (iv) curative or remedying measures (level 4).

*Level 0* refers to social conditions that contribute to determining school operation. It involves policy measures, influencing trends and factors from social, cultural, political and ecological contexts.

*Level 1 - Fundamental prevention: measures that promote the living climate:* All measures that directly contribute to the living quality within the school belong to this level. These measures ensure that students, teachers and parents experience the school as a pleasant living, working and meeting place. The focus here is obviously not problem-oriented. This involves the creation and maintenance of a good basic climate.

*Level 2 - General prevention:* Here, the emphasis is on what contributes to the strengthening of social competencies, special care, being able-bodied, capacity and problem-solving ability of children, teachers and parents. Structural measures such as better developed care structure also belong to this level. Typical to all measures at this level is that something constructive is happening. The focus is not on the problems but all that contributes to preventing these problems.

*Level 3 - Specific prevention:* Here, the school opts for the approach of clearly described problems such as bullying behaviour at school, depression among children, dealing with divorce, ADHD, dyslexia, highly gifted children, etc. The emphasis is on prevention every time. One either wants to avoid the problem occurring, or one wants to prevent it from happening again. What is important is safeguarding well-being. That is why teachers, students and parents will be suitably informed and made aware. Or else efforts are made that remove causes or risks. Certain initiatives are rather aimed at target groups among which the risk for problems is estimated to be higher.

*Level 4 - Curative or remedying measures:* When a problem comes up within the school that affects well-being, the school team is sure to take action. Someone intervenes by immediately offering assistance; boundaries are set, and support is initiated. In order to avoid the case that the problem escalates or recurs, measures are preferably chosen that limit or repair the damage and also have a preventive value. A supporting measure should not be experienced as patronising by the student or parent receiving help; likewise, a sanction only makes sense if they are a solid foundation for better interaction.

*Each Level - Person-oriented and structural initiatives:* Whoever wants to do something about the quality of life within the school will at the same time have to take two kinds of initiatives, namely (i) changing or supporting people, and (ii) changing or supporting structures. That is why measures are required aimed at the knowledge, attitudes and skills of students, teachers and parents. Hanging up posters, setting up an exhibition, organising a discussion evening, genuinely and openly thanking people for their contribution, conducting performance interviews etc. are all part of this. On the other hand, *structural* measures should

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not be omitted. They express the individuality of school policy and typify school culture. Editing a school newspaper, weekly briefing of the school team, organised consultation with parents and students, redesigned playground, monthly breakfasts (with an information component) for parents of newcomers, homework support set up together with college students, etc., are initiatives of a structural nature.

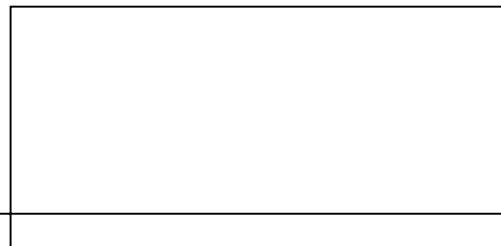
#### D - The SPW Methodology

Finally, establishing the processes of change is based upon what is known as the '*S.P.W. methodology*' (School-team Based Process-Oriented Working). This means a gradual process of change towards a different school culture, working together with the entire school team. Thus, in addition to the inventory of problems, positive goals are formulated that simultaneously (i) are capable of being really implemented, and (ii) remain anchored in the school. With the 'activity principle' as the point of departure, the teachers themselves take the initiative regarding its preparation and implementation. Previous research with the 'Linkedness' project in Flanders has taught the authors that sometimes much baggage needs to be cleared away beforehand. This can include (but is not necessarily limited to) conflicts between students, conflict between members of the school team, and shortcomings in the infrastructure and in the school management. Tackling these issues can also be approached through the implementation of 'Linkedness'.

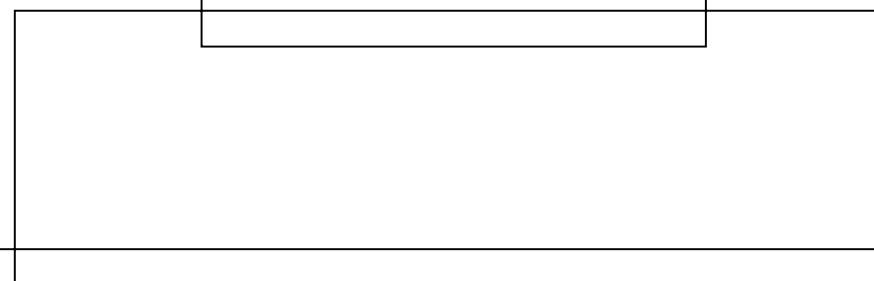
## **Resource 2 The Prevention Pyramid**

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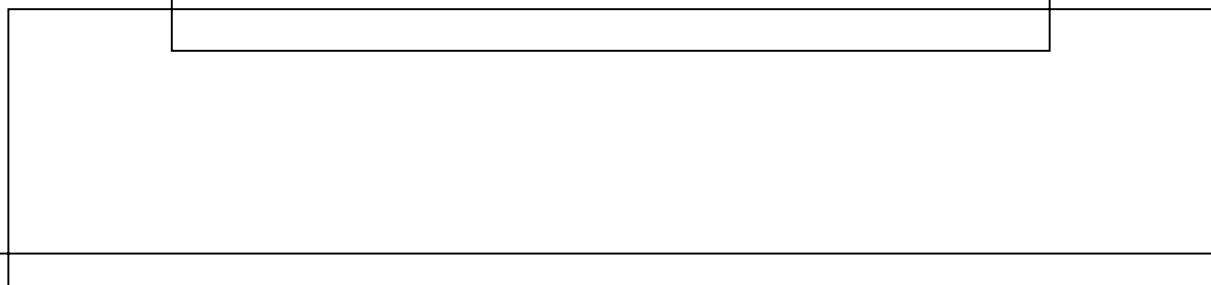
**Level 4:**



**Level 3:**



**Level 2**



**Level 1:**

