

Module E: Preventive and Integrative practice

Unit E5

Creating a shared understanding of
school bullying and violence

Creating a shared understanding



A school plan of action

The four main areas of the action plan:

1. Discovering
2. Problem solving
3. Prevention
4. Continuity

A school plan of action

- How the plan is put into effect depends heavily on the understanding individual staff members have of the concept of bullying and the action plan
- Working on understanding and attitudes
- A living tool in a school's anti-bullying work
- A collective team activity

Creating ownership

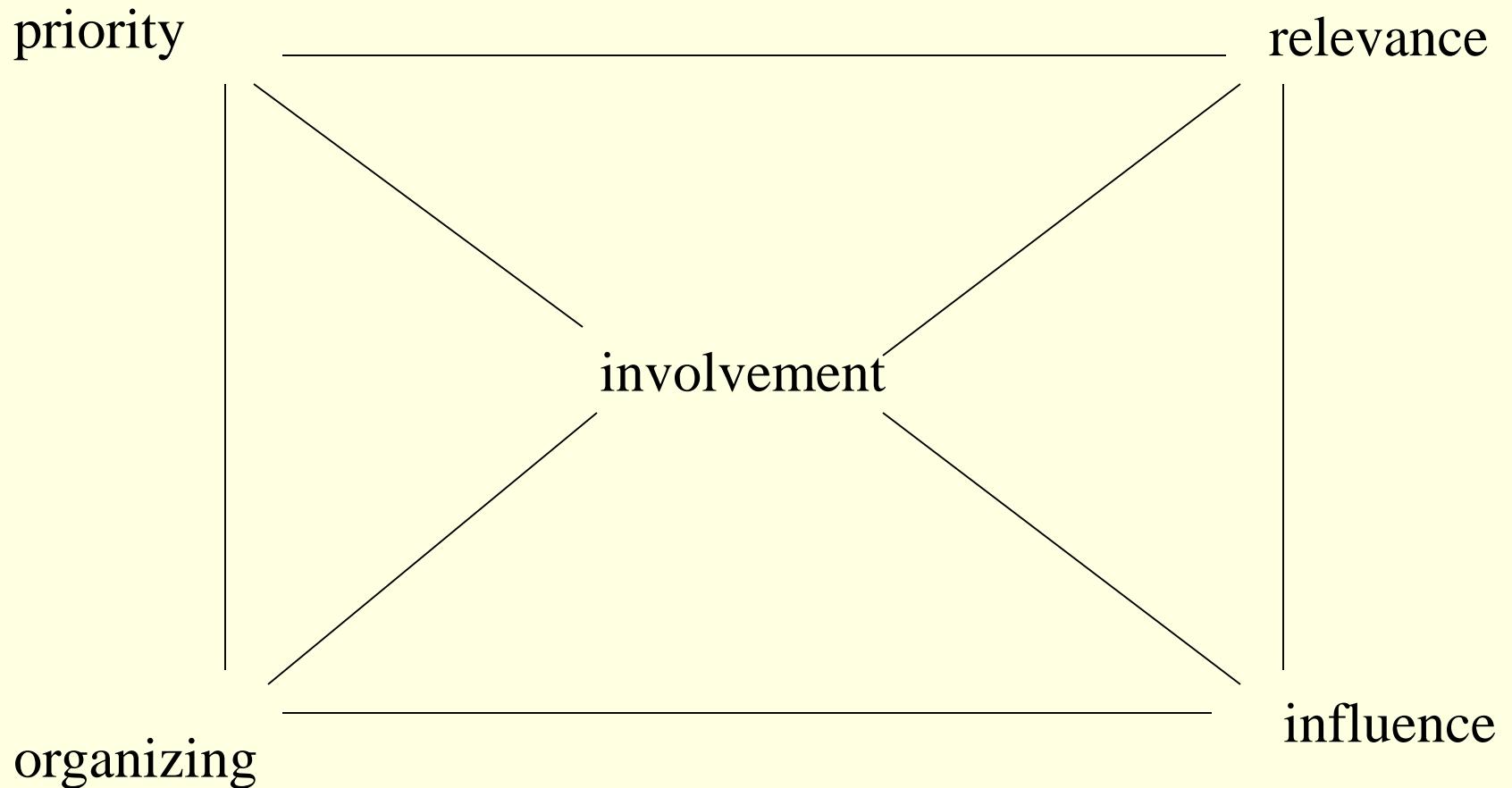


Figure made by Unni Vere Midthassel,

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The staff's work on prevention

Nine areas, four of them are related to the classroom:

1. Relationships, teacher - pupil
2. Relationships, teacher – class/group
3. Relationships, pupil - pupil
4. Relationships, teacher – parents/guardians

The staff's work on prevention

The other five areas:

5. Cooperation between school and home
6. New year groups entering the school
7. New groups or classes
8. Transition from pre-school to school and between schools
9. Securing areas like the playground, gym areas, after-school clubs and the routes to school

Promoting a shared understanding



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Promoting a shared understanding among staff

- Regular meetings
- Shared responsibility for all pupils
- Respect different views
- Shared understanding takes time

Activity 3: Procedure

- Each area has a statement
- Concretise the statement
- Suggest measures the school can implement

Activity 4: Procedure

Work:

- 1. Individual**
- 2. Share with the other group members**
- 3. Discuss in the group and agree**

Prevention

Goal: All pupils will experience a learning environment

3.1. Relationship teacher- pupil

The teacher is a prominent adult who the pupil can rely on

This means:

Initiatives the school will start to help teachers continually build better relationships with individual pupils to ensure these are of a high quality:

Relationships, teacher- pupils



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Prevention

3.2. Relationships, teacher – class/group

The teacher shows clear leadership in such a way that the class or group is experienced by all pupils as a secure environment

This means:

Initiatives the school will start to help teachers build better relationships with the class/group and to ensure these are of high quality