



# ***WS1: Literature Review and Needs Analysis***

## **National Report**

**P5, FORIUM-IT**



**8<sup>th</sup> March 2016**





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## Introduction

The aim of the ComBuS project is to develop a whole school programme that will empower students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities. The ComBus toolkit will be based on blended methodologies and it will consist on:

1. An Online Platform and Digital Tools
2. A Mobile Application,
3. Modules for School Leaders, Teachers, School Staff and Parents
4. Experiential Workshops for Students
5. Peer to Peer Support Guidelines
6. In Class Activities
7. Reading Against Bullying
8. Material for thematic school days
9. Evaluation Rubrics
10. Implementation Guidelines
11. Localisation and adaptation in national contexts

The development of this national report as part of *WS1 "Needs Analysis and Literature Review"*, together with the other 5 national ones, is strongly connected with the *WS2: "Development of the ComBus Toolkit"* (mentioned above). This in particular aims to present the current Italian school bullying situation.

The report has been divided into two parts.

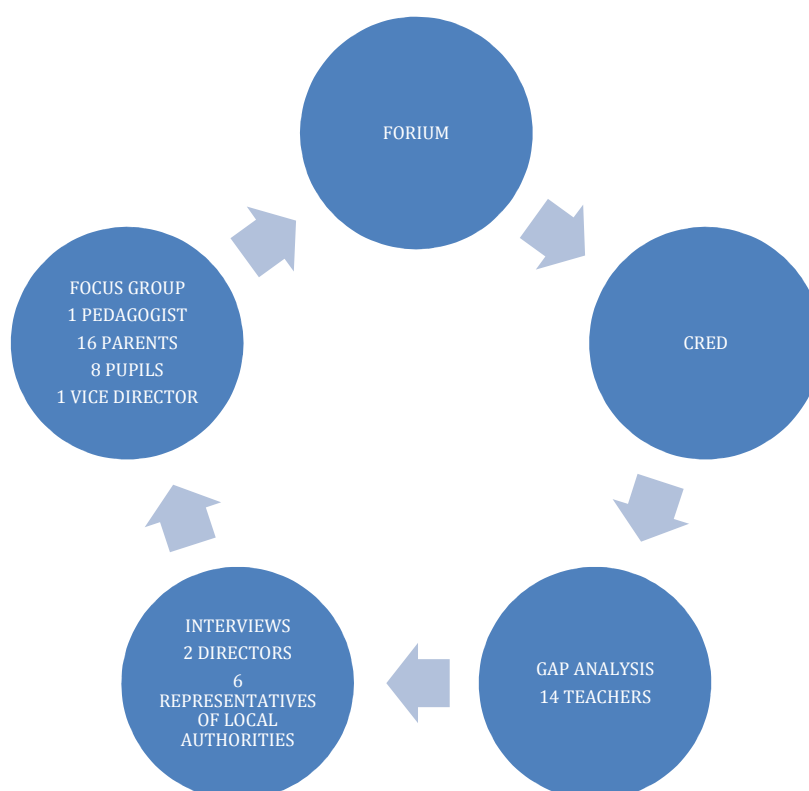
**The first part** presents 6 successful approaches to combating bullying (best practices) that have taken place or are currently taking place in Italian schools. The literature review for Italy has been developed starting from the Ministry of Education website where the "National Guidelines to prevent and contrast bullying and cyber bullying" are published since April 2015. At local level, the Regional Office of the Ministry of Education in Tuscany, has published its own guidelines that looks more complete than the national one due to specific sections about the psychological aspects of bullies and their victims as well as the relational group class context in which bullying can develop. Then the review moved to European projects on bullying implemented at local/regional level and their findings such as the KIVA project carried on by the University of Florence for Italy and implemented in several schools of the Municipality of Lucca, Florence and Siena and the BullinellaRete (Bullies in the net) project developed by the Istituto degli Innocenti in Florence on teachers training."

**The second part** is focused on the needs, the perceptions, the challenges and the expectations of the target groups the project aimed to involve in combating bullying. This part been subsided into three sections:



- A Gap Analysis
- An Interview for Stakeholders and Local Authorities
- A Focus Group addressed to pupils and parents

The management strategy adopted by Forium to carry out this section had been to arranged two meeting with the two local areas (Valdarno and Valdera) where the partner schools are. Specifically it was involved the CRED - Centro Risorse Educative e Didattiche, the Didactical and Educational Resources Centre of each area that coordinates the activities of the schools to which we illustrated the projects aims and objectives. The representatives of each CRED supported us in disseminating the projects and administrating questionnaires and interviews. The formats fulfilled were returned to Forium by email.



As told in occasion of the KO Meeting in Cyprus there are no School Inspectors in Italy so this category had not been investigated. Forium has collected and processed the data in the following report.

## Part A: Findings from the Literature Review

Partner code, acronym and country: P5, FORIUM

<b>BEST PRACTICE 1</b>	<b>Identification data:</b> Type of document (article, book, report, white paper, decision, etc): <b>National Guidelines</b> Provider/author: <b>MIUR (Italian Ministry of Education)</b> Date of issue: <b>April, 2015</b> Source (URL, DOI, Publishing House, etc.): <a href="http://www.istruzione.it/allegati/2015/2015_04_13_16_39_29.pdf">http://www.istruzione.it/allegati/2015/2015_04_13_16_39_29.pdf</a>		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> );  Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:		
	<b>Category</b>	<b>Column A</b>	<b>Column B (importance)</b>
	Causes of bullying	<input type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input type="checkbox"/>	
	Bullying based around gender	<input type="checkbox"/>	
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input checked="" type="checkbox"/>	5
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	3	
Pedagogical and didactical approaches on bullying	<input type="checkbox"/>		
<b>Total score:</b>		<b>17</b>	



	<p>Description of the identified best practice (approx. 15-20 lines)</p> <p>The national guidelines on bullying identify some strategies applied to the Italian school context under the EU “Safer Internet” programme (n.135/2008/CE) established by the EU Parliament and the EU Council. The development of the programme in Italy is called “Generazione Connessa – Italian Safer Internet Centre”. It involves, since its establishment, the Ministry of Education (MIUR), the Ministry of Internal Affairs, Police Department for Internet and Communication, the National Childhood and Adolescence Authority, NGOs who deals with children (i.e. Save the Children Italy), some Italian Universities (Florence and Rome). It addresses 3 strands:</p> <ul style="list-style-type: none"> <li>- realizing education programmes to use internet in a safer way (addressed to school directors, teachers, extra school educators, families, students)</li> <li>- helpline to support on specific issues related to internet</li> <li>- 2 hotlines to report the presence on internet of pedo-pornographic materials</li> </ul>
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The programme operates on 3 strands:</p> <p>General orientations that can constitute the framework from which we develop the toolkit (i.e. approach to diversity as richness as a long term strategy to combat bullying). Holistic approach to bullying: importance of involving schools directors, teachers, extra school educators, families, students, associations</p>

<b>BEST PRACTICE 2</b>	<b>Identification data:</b> Type of document (article, book, report, white paper, decision, etc): <b>ISTAT analysis on bullying (statistical analysis)</b> Provider/author: <b>ISTAT (National Research and Analysis Institute)</b> Date of issue: <b>15 December, 2015</b> Source (URL, DOI, Publishing House, etc.):  <a href="http://www.istat.it/it/files/2015/12/Bullismo.pdf?title=Bullismo++tra+i+giovanissimi++15%2Fdic%2F2015++Testo+integrale+e+nota+metodologica.pdf">http://www.istat.it/it/files/2015/12/Bullismo.pdf?title=Bullismo++tra+i+giovanissimi++15%2Fdic%2F2015++Testo+integrale+e+nota+metodologica.pdf</a>		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> );  Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:		
	<b>Category</b>	<b>Column A</b>	<b>Column B (importance)</b>
	Causes of bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	3
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input type="checkbox"/>	
	Bullying based around gender	<input checked="" type="checkbox"/>	5
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input checked="" type="checkbox"/>	4
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input type="checkbox"/>		
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input type="checkbox"/>		
<b>Total score:</b>		<b>16</b>	



	<p>Description of the identified best practice (approx. 15-20 lines)</p> <p>The document gives an overview on the current situation of bullying in Italy. It stresses out the incidence of the phenomenon and the categories of children/adolescents who are mostly involved in bullying and it identifies that it mainly affects females that male, it is more frequent among 11-13 than among 14-17 years old and also it is more frequent among students of high schools oriented toward University (liceo) than among professional high schools and technical high schools. The act of bullying is often represented by bad nicknames or insults, derision for physical aspect and/or for the way of speaking, slander, exclusion for physical aggression. 16.9% of children aged 11-17 is victim of direct acts of bullying, 10.8% of acts of bullying that don't involve physical contacts (higher among males: 17% direct forms of bullying and 7.7% indirect forms of bullying; 16.7% and 14% among females). It is more common among children to ask for support to parents than to teachers.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>"Blended Learning Modules for School Leaders, Teachers, School Staff and Parents"</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>In particular for the Italian situation, it states that is more useful to address younger children (11-13) with projects and programmes and females. Developing online and social networking strategies can be appropriate as cyberbullying is considered and increasing phenomenon.</p>



<b>BEST PRACTICE 3</b>	<b>Identification data:</b> Type of document (article, book, report, white paper, decision, etc): <b>PPT presentation</b> Provider/author: <b>University of Florence</b> Date of issue: <b>2013-2014</b> Source (URL, DOI, Publishing House, etc.):  <a href="http://www.comprensivomasaccio.gov.it/progetti/kiva/kiva_formazione_giorno_1.pdf">http://www.comprensivomasaccio.gov.it/progetti/kiva/kiva_formazione_giorno_1.pdf</a>	
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> );  Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:	
	<b>Category</b>	<b>Column A</b>
	Causes of bullying	<input checked="" type="checkbox"/>
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input type="checkbox"/>
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input type="checkbox"/>
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>
	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>
	Bullying based on disability	<input type="checkbox"/>
	Bullying based on sexual orientation	<input type="checkbox"/>
	Bullying based around gender	<input type="checkbox"/>
	Bullying based on gender identity	<input type="checkbox"/>
	Cyberbullying	<input type="checkbox"/>
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input type="checkbox"/>	
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	
<b>Total score:</b>	<b>14</b>	
Description of the identified best practice (approx. 15-20 lines):  The PPT presentation has been used to introduce the KIVA		



	<p>project approach in the schools where it has been applied. It is a very pragmatic document and it goes through specific programme to face bullying. It describes lessons addressed to teachers and lessons addressed to students so that it can constitute a solid basis to develop the toolkit. It describes the aims of the lessons, the way to propose them, the setting that is required to work with groups, the appropriate timing in which is reasonable to propose the lessons. The document specifies the content of each lesson (10 in total) and the number of students can be involved in each lesson to make it effective.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The specific topics of the lessons to students can be an interesting basis to develop. It is based on computer games and virtual learning for students. It includes a parents’ guide and website. The way the project is introduced to teachers can be considered a good example to involve them in the ComBus project. Moreover</p>



<b>BEST PRACTICE 4</b>	<b>Identification data:</b> Type of document (article, book, report, white paper, decision, etc): <b>website</b> Provider/author: <b>MIUR (ministry of Education)</b> Date of issue: <b>2014</b> Source (URL, DOI, Publishing House, etc.): <b>www.smontailbullo.it</b>		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> ); Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:		
	<b>Category</b>	<b>Column A</b>	<b>Column B (importance)</b>
	Causes of bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	4
	Bullying based on disability	<input checked="" type="checkbox"/>	4
	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	4
	Bullying based around gender	<input checked="" type="checkbox"/>	4
	Bullying based on gender identity	<input type="checkbox"/>	3
	Cyberbullying	<input checked="" type="checkbox"/>	5
	Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	4
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input type="checkbox"/>		
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5	
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5	
<b>Total score:</b>		<b>52</b>	
Description of the identified best practice (approx. 15-20 lines):  The website describes what bullying is and is not, who the bully is and is not, who the victim of bullying is and is not. A section is a date base of literature and guidelines at international, national and local level. It describes, in one section how to intervene in case of bullying and there are also some didactical papers that can be used by teachers to identify bullying, to investigate if the school itself as a context “produce” bullying, the difference among funny games, conflicts, bullying and crime. The website presents a section dedicated to cyberbullying – describing what			



	it is, the increasing impact on children and teenagers and the aspects on which adults can work to prevent cyberbullying.
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>Specific papers on what bullying is, if the school produces bullying, who the bully is and how to face him/her.</p>





<b>BEST PRACTICE 5</b>	<b>Identification data:</b> Type of document (article, book, report, white paper, decision, etc): <b>Regional Guidelines</b> Provider/author: <b>Regional Office of Education, Ministry of Education</b> Date of issue: ..... Source (URL, DOI, Publishing House, etc.):		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> );  Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:		
	<b>Category</b>	<b>Column A</b>	<b>Column B (importance)</b>
	Causes of bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input type="checkbox"/>	
	Bullying based around gender	<input type="checkbox"/>	
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input type="checkbox"/>	
	Administrative and legal framework bullying-related in school	<input type="checkbox"/>	
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5	
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5	
<b>Total score:</b>		24	
Description of the identified best practice (approx. 15-20 lines):  The network of actors involved: Health and social service, schools, psychologist, families. The document gives specific inputs about teachers (training to recognize bullying), families (training to understand possible signals of bullying) and students (specific project and/or activities. It underlines the fact that we must think to interventions that involves the whole class group and not target actions. It also really deepen the issue of why			



	students become bullies and bullying victims and the general strategies to prevent form it (i.e. mind openness, the importance of dialogue and confronting, working on cooperation skills...)
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The general approach to bullying as a symptom of lack in the issues related to communication, relationships, self-esteem, approach to diversity</p>



<b>BEST PRACTICE 6</b>	<b>Identification data:</b>		
	Type of document (article, book, report, white paper, decision, etc): <b>Project involving schools "Bulli Nella Rete"</b>		
	Provider/author: <b>Istituto degli Innocenti di Firenze</b>		
	Date of issue: <b>Oct.2009 – April.2010</b>		
	Source (URL, DOI, Publishing House, etc.):		
	<a href="http://www.toscana.istruzione.it/novita/allegati/2009/aprile/Progetto_BulliNellaRete.pdf">http://www.toscana.istruzione.it/novita/allegati/2009/aprile/Progetto_BulliNellaRete.pdf</a>		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A ( <i>you may check one of more boxes, as appropriate</i> );		
	Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project ( <b>1 = lowest, 5 = highest</b> ) and write this score on the column B:		
	<b>Category</b>	<b>Column A</b>	<b>Column B (importance)</b>
	Causes of bullying	<input checked="" type="checkbox"/>	4
Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5	
Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>		
Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5	
Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>		
Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>		
Bullying based on disability	<input type="checkbox"/>		
Bullying based on sexual orientation	<input type="checkbox"/>		
Bullying based around gender	<input type="checkbox"/>		
Bullying based on gender identity	<input type="checkbox"/>		
Cyberbullying	<input type="checkbox"/>		
Administrative and legal framework bullying-related in school	<input type="checkbox"/>		
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5	
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5	
<b>Total score:</b>		<b>24</b>	
Description of the identified best practice (approx. 15-20 lines):			
The network of actors involved: Health and social service, schools, psychologist, families. The document gives specific inputs about teachers (training to recognize bullying), families			





	<p>(training to understand possible signals of bullying) and students (specific project and/or activities. It underlines the fact that we must think to interventions that involves the whole class group and not target actions. It also really deepen the issue of why students become bullies and bullying victims and the general strategies to prevent form it (i.e. mind openness, the importance of dialogue and confronting, working on cooperation skills...)</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The general approach to bullying as a symptom of lack in the issues related to communication, relationships, self-esteem, approach to diversity</p>





## Part B: Findings from the Needs Analysis

### Results from Gap Analysis

**Table 1:** What teachers consider as **important** in managing bullying in school

		<i>Not at all important</i>	<i>Not very important</i>	<i>Somehow important</i>	<i>Important</i>	<i>Extremely important</i>
1	Legal and administrative bullying-related framework in school	0.00%	0.00%	28.57%	50.00%	21.43%
2	Anti-bullying policies and strategies in school	0.00%	0.00%	7.14%	50.00%	42.86%
3	Pupils' level of awareness on bullying-related issues	0.00%	7.14%	7.14%	21.43%	64.29%
4	Teachers' level of awareness on bullying-related issues	0.00%	0.00%	7.14%	28.57%	64.29%
5	School staff's & school leaders' level of awareness on bullying-related issues	0.00%	0.00%	7.14%	28.57%	64.29%
6	Local community level of awareness on bullying-related issues	0.00%	0.00%	7.14%	42.86%	50.00%
7	Teachers' psychological skills on bullying	0.00%	0.00%	21.43%	35.71%	42.86%
8	Teachers' social skills on bullying	0.00%	0.00%	28.57%	28.57%	42.86%
9	Teachers' pedagogical skills on bullying	0.00%	0.00%	7.14%	50.00%	42.86%
10	Teachers' didactical skills on bullying	0.00%	0.00%	21.43%	42.86%	35.71%
11	Teachers' preparedness in managing bullying	0.00%	7.14%	0.00%	21.43%	71.43%
12	School initiatives, programs and measures for combating bullying	0.00%	7.14%	0.00%	50.00%	42.86%
13	Concrete actions and intervention to combat bullying in school	0.00%	7.14%	7.14%	35.71%	50.00%
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	0.00%	7.14%	7.14%	7.14%	78.57%
15	Parents involvement in anti-bullying	0.00%	14.29%	0.00%	28.57%	57.14%
16	Local community support in combating bullying in school	0.00%	0.00%	21.43%	35.71%	42.86%
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	0.00%	7.14%	14.29%	35.71%	42.86%
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	7.14%	7.14%	35.71%	28.57%	21.43%
19	School budgetary investment in anti-bullying actions and activities	7.14%	0.00%	42.86%	42.86%	7.14%



20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	7.14%	7.14%	35.71%	21.43%	28.57%
21	Decrease of bullying in school (through tangible results)	0.00%	7.14%	0.00%	42.86%	50.00%
22	Achievement of a healthy and safe school environment	0.00%	0.00%	7.14%	14.29%	78.57%

The items rated as extremely important are the following:

- Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities (78.57%)
- Achievement of a healthy and safe school environment (78.57%)
- Teachers' preparedness in managing bullying (71.43%)
- Pupils' level of awareness on bullying-related issues (64.29%)
- Teachers' level of awareness on bullying-related issues (64.29%)
- School staff's & school leaders' level of awareness on bullying-related issues (64.29%)

It is interesting to notice that only few items and by very few teachers have been considered not at all or/and not very important.

This means that combat bullying is a matter of concern for teachers.

Besides a difference arises between more and less experienced teachers, those with more experience have low-affinity computerised systems and new technologies.

**Table 2:** Teachers' level of **satisfaction** with the current anti-bullying approaches, measures and solutions

		<i>Very dissatisfied</i>	<i>Somehow dissatisfied</i>	<i>Neutral</i>	<i>Somehow satisfied</i>	<i>Very satisfied</i>
1	Legal and administrative bullying-related framework in school	0.00%	7.14%	35.71%	57.14%	0.00%
2	Anti-bullying policies and strategies in school	0.00%	14.29%	35.71%	50.00%	0.00%
3	Pupils' level of awareness on bullying-related issues	0.00%	50.00%	35.71%	14.29%	0.00%
4	Teachers' level of awareness on bullying-related issues	0.00%	14.29%	35.71%	50.00%	0.00%
5	School staff's & school leaders' level of awareness on bullying-related issues	0.00%	0.00%	21.43%	71.43%	7.14%
6	Local community level of awareness on bullying-related issues	0.00%	21.43%	7.14%	64.29%	0.00%
7	Teachers' psychological skills on bullying	0.00%	21.43%	50.00%	21.43%	0.00%
8	Teachers' social skills on bullying	0.00%	28.57%	42.86%	28.57%	0.00%
9	Teachers' pedagogical skills on bullying	0.00%	21.43%	21.43%	57.14%	0.00%



10	Teachers' didactical skills on bullying	0.00%	42.86%	21.43%	35.71%	0.00%
11	Teachers' preparedness in managing bullying	0.00%	35.71%	14.29%	42.86%	0.00%
12	School initiatives, programs and measures for combating bullying	0.00%	14.29%	42.86%	42.86%	0.00%
13	Concrete actions and intervention to combat bullying in school	0.00%	21.43%	35.71%	42.86%	0.00%
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	0.00%	35.71%	35.71%	28.57%	0.00%
15	Parents involvement in anti-bullying	0.00%	50.00%	28.57%	21.43%	0.00%
16	Local community support in combating bullying in school	0.00%	28.57%	21.43%	50.00%	0.00%
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	0.00%	35.71%	35.71%	21.43%	0.00%
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	0.00%	42.86%	57.14%	0.00%	0.00%
19	School budgetary investment in anti-bullying actions and activities	0.00%	35.71%	57.14%	7.14%	0.00%
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	0.00%	35.71%	50.00%	7.14%	0.00%
21	Decrease of bullying in school (through tangible results)	0.00%	28,57	50.00%	14.29%	7.14%
22	Achievement of a healthy and safe school environment	0.00%	7.14%	21.43%	57.14%	14.29%

As to satisfaction, the teachers count themselves somehow satisfied on several points:

- School staff's & school leaders' level of awareness on bullying-related issues (71.43%)
- Local community level of awareness on bullying-related issues (64.29%)

Nevertheless the level of satisfaction is low and this highlights teachers will welcome the ComBus suggested toolkit.



The following table summarized the type of school the teachers belong to, the total number exceeds the number of participants since more than one choice was allowed.

Urban area schools	10 teachers
Rural area schools	1 teachers
Elite schools (meaning schools with prestige where pupils have very good results/performances)	none
Schools in suburbs	2 teachers
Public schools	14 teachers
Private schools	none
Schools with pupils from the majority population	11 teachers
Schools with pupils from the minority population	none

Anyhow most of the teachers involved belong to:

-Urban Public schools with pupils from the majority of population.



## Results from Interview for Stakeholders and Local Authorities

EXPERT INVOLVED	NO.
School Director	2
Representatives of Local Authorities	6
<b>TOTAL</b>	<b>8</b>

### SECTION 1: GENERAL ASPECTS

1.1. Are there any legal and/or administrative regulations bullying-related under which your institution functions?	
YES	NO
5	2

1.2. If yes, are these legal and/or administrative regulations bullying-related (you may check more boxes):	
Internal (created/provided by the institution)	4
Local	1
Regional	1
National	2
International	1

*Please name any legal and/or administrative regulations bullying-related under which your institution functions:*

Only 5 participants out of 8 replied. The school directors gave the same answer only the school regulation is available. On the other side 3 representative of local authorities refer to a local agreement among Schools, Health local service, social services, Municipalities of the Area (Valdarno Inferiore) whose aim is to plan, realize and monitor all the activities oriented to combat violence and hardship and to promote children and adolescent's well-being. This points out the lack or no knowledge of National regulations.



### 1.3. Who provides support and recommendations to your institution regarding bullying-related issues?

- The local net “Fateci stà bene” (Let’s do fine) composed by all local schools, State Police, Municipality of Pontedera, Charlie Foundation, local health administration unit, the SdS Valdera)
- The psychologist of the counselling service
- The State Police especially for cyber bullying

### 1.4. Does your institution provide support and recommendations regarding bullying-related issues to schools from your community?

YES	NO
5	

The explanations to the reply underline the cooperation between schools and local institutions.

- It is an institutional task attributed to the Social Service under national and regional legislation on policies and interventions in support of children, adolescents and family responsibilities.
- My institution supports schools in planning activities and interventions against hardship, bullying, violence, discrimination
- Educational inter-institutional table protocol between schools and social services
- By acting in the implementation of educational projects aimed at respect and recognition of diversity.
- Through the funding the Municipality gives to the CRED, through the shared planning, realization of intervention and monitoring under the Valdarno Inferiore Area and through the Centres for Education (Extra School centre for children aged 3-11 and 12-18)

## SECTION 2: POLICIES AND STRATEGIES

### 2.1. Does your institution have an anti-bullying in school strategy?

YES	NO
4	3

Only 4 replied yes and they complemented their answers as per follows:





<b>2.2. If yes, does your anti-bullying in school strategy specifically refer to: types of bullying</b>	<b>YES</b>	<b>NO</b>
<b>types of bullying</b>		
Verbal bullying	3	
Physical bullying	3	
Emotional or Relational bullying	3	
Indirect bullying	3	
Cyberbullying	4	
Sexual bullying	3	
Other	-	
<b>causes/sources of bullying</b>		
Ethnicity/Race	3	
Religion/Culture	3	
Social/Financial status (rich/poor, mono parental family, adopted child, institutionalized child, etc.)	4	
Political status (immigrant, refugee, asylum seeker, etc.)	3	
Learning difficulties	3	
Disabilities	2	
Gender	2	
Sexual orientation	3	
Other	2	
(c) ways to identify bullying	4	
(d) restrictive/punitive measures for those committing bullying	3	
(e) recording of the bullying acts/behaviours/incidents	3	
(f) reporting of the bullying acts/behaviours/incidents	4	
(g) ways of providing support to bullying victims	3	

Half of interviewees stated that in their institution there is an anti-bullying in school strategy and more or less it covers all the listed points above.

<b>2.3. Would your institution be in favour of schools being required by law to record bullying in school acts/behaviours/incidents?</b>	
<b>YES</b>	<b>NO</b>
3	4







**2.4. Would your institution be in favour of schools being required by law to report bullying in school acts/behaviours/incidents to an authority in charge?**

YES	NO
4	2

Most of the interviewees stated that their institution would be in favour of schools being required by law to report bullying in school acts/behaviours/incidents to an authority and not only to record them.

### SECTION 3: TRAINING

**3.1. Do schools / school communities need bullying-related training?**

YES	NO
8	

For representatives of Local Authorities only:

**3.2. Does your institution provide bullying-related training to school teachers?**

YES	NO
2	2

For School Directors only:

**3.3 Is there any bullying-related training provided to your school teachers?**

YES	NO
1	1

All interviewees stated that schools/school communities need bullying-related training. Not all institution seems provide bullying-related training to school teachers. Regarding the School directors only one said that bullying-related training is provided to teachers. This training is organised by the Postal Police and/or Carabineer or Local Municipality on a yearly basis.







<b>3.4. Are you aware of situations in which school teachers are demanding training related to bullying?</b>	
YES	NO
3	2

<b>3.5. Do you believe that bullying-related training for teachers is necessary?</b>	
YES	NO
7	

All of the interviewees believe that bullying-related training for teachers is necessary, and some of them are aware of situations in which school teachers are demanding training related to bullying.

#### **Who do you think should request bullying-related training for teachers?**

Teachers themselves	7
School	5
Parents	3
Local Community	2
General legislative framework	5
School's internal regulation	2

#### **How often do you think such bullying-related training should be implemented?**

Monthly	
Every six months	
Yearly	5

#### **Who do you think should perform the teachers' training on bullying-related issues?**

The school, through its own experts	3
External experts	8
Ministry of Education	2
School Inspectorate	1

The majority of the interviewees believe that teachers should request bullying-related training for themselves, followed by the school, the general legislative framework, the parents, the school's internal regulations and the local community. Furthermore, they think that such bullying-related training should





be implemented on a yearly basis.

Regarding the open question: 3.7. Teachers should have specific skills to manage/cope with bullying and to be able to combat bullying in school. In relation to these skills, what should be in your opinion, the major topics and issues to be approached during the bullying-related training of teachers?

- ✓ *Cyberbullying*
- ✓ *Measures and instruments to assess the presence of bullying within the school.*
- ✓ *Emotional social and relational skills in the school.*
- ✓ *Conflict Solving*
- ✓ *class-level management of projects for the prevention of bullying and the promotion of a civilised coexistence.*
- ✓ *Fear about differences and diversity, empowerment of student's self-esteem, communication, relationships among peers.*
- ✓ *Relationship Adult vs Minor; Teacher vs Pupil; Peers Groups.*
- ✓ *What is bullying (often confuse with occasional aggressive acts or less self-control)*
- ✓ *The roles in bullying, the family role*
- ✓ *Approach to diversity and differences as resources and not as limits*
- ✓ *Other's recognition, intercultural knowledge, tools of mediation of conflicts in adolescence. Recognizing and managing emotions.*
- ✓ *It is important to introduce to teachers the usefulness of a participated and collaborative didactic to be developed together with the "frontal" and "classic" didactic to promote and develop in students competences and skills related to citizenship to prevent acts of bullying*

## SECTION 4: PREVENTION AND RESPONSE

4.1. Is there any anti-bullying plan in school?	
YES	NO
3	3

4.2. Is there in your school/school community any prevention strategy for bullying in school?	
YES	NO
6	1



**4.3. Is there in your school/school community any response strategy for bullying in school?**

YES	NO
4	3

**4.4. Is there any anti-bullying monitoring in school?**

YES	NO
1	5

The majority of the interviewees stated that there are anti-bullying plans, prevention and response strategies for bullying, but an anti-bullying monitoring in their institutions appears to be missing. However, some of them chose not to reply to these questions

Regarding the open question: 4.5. What are the difficulties that your institution faces/faced in identifying and managing bullying in school? Interviewees replied as per follows:

- ✓ *Proper perception and identification of the phenomenon of violence among peers; activating correct intervention for prevention and inclusion*
- ✓ *Cases are not easily identifiable since players and their mates rarely speak about these situations. In family report is difficult to identify a real case of bullying from one of conflict between students. It is also difficult to collect info about a student or a group of students from other context (sports, catechism, etc.)*
- ✓ *Lack of skills inside the schools and lack of internal organization in the school to identify and monitor bullying.*
- ✓ *Family attitude*
- ✓ *The poor ability to recognize forms of discrimination and violence, and the signals between peers in different age groups*
- ✓ *The main difficulty is to have the collaboration of school staff in identifying and preventing bullying*

**4.6. Is there any cooperation in your area/community between actors at different levels in preventing, identifying and responding to bullying in school?**

YES	NO
8	





All interviewees stated that there is cooperation in their area/community between actors at different levels in preventing, identifying and responding to school bullying.

4.7. They listed the following institutions involved in this cooperation:

- CRED
- Health Local Service
- Social Service
- Municipalities
- Police
- Schools

The interviewees' level of satisfaction with the existing prevention and response anti-bullying strategy and preparedness of the actors in charge in their school/school community is not so high (2 Somehow dissatisfied, 2 Neutral, 2 Somehow satisfied). All of them would welcome a whole-school program to combat bullying in schools.

Finally, the interviewees recommended the following general steps to be taken in order to improve/strengthen the anti-bullying approach in schools:

- training of teachers
- establishment of an anonymous context of listening for students
- coordination of interventions
- organization of stable contexts for student's listening
- net-working to identify risk situations in different contexts and interinstitutional communication
- performing of target actions in class or in young aggregation place
- improving the relationship school-family.
- considering bullying in the framework of violence among peers and of abuse of power.
- creating listening centre in schools, aimed at early prevention of situations of bullying
- processing model episodes of "bullying" to address to student for prevention
- development of bullying prevention projects, also based on students empowerment of their emotional and social communication skills and problem solving.

They also shared the following Best Practice Examples:

- Organising anti-bullying games during break time at school
- Workshops about relationships and communication addressed to students realized by educators together with teacher. They are addressed to student but they also represent a sort of training experience for teachers
- Providing conflict management training for teachers





- Raising parents' awareness concerning school bullying
- Organization of the class group
- Reciprocal knowledge among students
- Identification and recognition of differences
- Identification and reflection on oneself weak aspects





## Results from Focus Group

The Focus Group took place at the “Scuola Media G. Rodari” (Secondary School) in San Miniato Basso on the 7<sup>th</sup> March 2016 at 18.00. It lasted 1 hour and half. The participants were:

- The facilitator (pedagogue)
- The Project Coordinator
- A representative of the school Direction (vice director)
- 16 parents
- 8 children (3 girls + 5 boys)

Following the template the facilitator introduced the COMBUS project and defined bullying and its ways of expression.

### Main ideas expressed by participants on bullying

- 1) Parents and students expressed their ideas on bullying. A common feature rose: the bully is someone who feels superior to somebody else. Most probably he/she is a weak boy/girl eager to demonstrate the contrary through a bad behaviour. Parents thought a bully needs a group to use his/her influence. Aggression and arrogance are recognised as the main bullying features.
- 2) Some parents stated the bully is a bad boy/girl so the facilitator explained the Latin origin of the Italian word for “evil” (cattiveria) showing its misuse.
- 3) Some parents supported the idea that the bully reflects a family or society model. This opinion is not fully shared and examples are given to support the contrary.
- 4) Neither parents nor students have a clear idea of what is bullying. On the one hand, both parents and children understand bullying as just physical violence, beating someone and gossiping. Parents believe that bullying is often overstated. It always has existed and always will exist. It is interesting they have divided offences in two categories: those to “make one’s bones” and those that affect psychologically the pupil. Not always examples have been identified in the right category. The common observation is that bullying has always a negative psychological impact on a child.
- 5) Parents and students are quite aware about bullying manifestations (threats, exclusion, mocking, etc.) but not in how to handle the situation. The facilitator explained “violence is not the answer” rather children need to improve their attitude to dialogue with teachers and/or parents.
- 6) Parents are willing to get involved in how bullying can be realised, prevented and stopped since many times bullied children do not denounce to be bullying victims neither at school or at home.
- 7) Students argued that often a teacher is more able than another to manage the class.



## **Participants' Recommendations for Stopping Bullying**

According to the participants it is necessary:

- a) To train teachers in how to manage bullying episodes and inform children/parents.
- b) To arrange meeting sessions coordinated by a facilitator to promote children knowledge and cooperation. These meetings should be held during school time to ensure the attendance.
- c) To arrange face to face meeting involving teachers, parents and children.
- d) To promote the existing meeting with the postal police considered extremely important especial for cyber bullying.
- e) To empower children
- f) To introduce a support teacher (hard to be feasible)
- g) Parents demanded to develop competences to handle diversity and promote inclusion.
- h) To have understanding of which incidents are bullying and which are just isolated events.

It is interesting to note that both parents and children were really willing to learn more about bullying and how to prevent or stop it.





**List of several topics resulted from the Literature Review and Needs Analysis that can constitute the background for potential curricular objectives for the “*Blended Learning Modules for School Leaders, Teachers, School Staff and Parents*” which will be part of the ComBuS Toolkit**

Topics for potential curricular objectives emerging from the Literature Review and Needs Analysis:

- 1) Definition and identification of bullying and its different types
- 2) Measures for teachers and parents to recognise, stop or prevent bullying
- 3) Support for pupils and families in denouncing bullying both if they are the victim or the witness
- 4) Support to families and pupils in case they are developing bullying attitude
- 5) Development of competences to manage diversity
- 6) Conflicts management and resolution
- 7) Approach to diversity as richness and as a long term strategy to combat bullying
- 8) Holistic approach to bullying: importance of involving schools directors, teachers, extra school educators, families, students, associations.
- 9) Developing online and social networking strategies as they can be considered more attractive for students and because cyber bullying is an increasing phenomenon
- 10) Psychoeducational technique to promote communication, empathy, cohesion
- 11) Peer support and peer education







## Conclusions and Recommendations

In Italy since April 2015 the Ministry of Education has published the Guidelines to prevent and contrast bullying and cyber bullying and it established a web site with many resources addressed to school staff, parents and students.

The general national and regional legislative framework and the local agreements are all oriented toward early identification of case of abuse of power before they become acts of bullying. The idea is about realizing interventions through synergistic actions taken by all the actors that are involved to limit and solve the conflictual situations that happen in schools and in extra schools.

In the last years, at the local level, many interventions have been realized to contrast episodes related to violence and bullying, both inside schools and on school buses. At the same time also numerous actions related to the organization of class groups, the prevention on gender discrimination, the training on differences and diversity and on the awareness in social network use together with the collaboration of police. These kind of activities should be extended and become as a full part of the training programme of schools, teachers, parents and pupils.

From the national and local framework and from the need analysis we can state that the following steps are the steps required to work with quality and in a long term and holistic perspective on preventing and combating bullying:

### Step 1

Training addressed to teachers oriented to empower their skills and competences on recognizing bullying episodes and bullies but also on identifying episodes that could become and could be transformed in bullying. The training should also increase teacher's knowledge about cyberbullying.

To get to the root causes of bullying, teachers should be trained also on class group management and on handling with conflictual dynamics in general.

### Step 2

Working on teacher's management and proper intervention in case of bullying to develop a monitoring strategy - using teacher's competences and skills - to identify early act of possible bullying in order to prevent it.

### Step 3

Develop and establish permanent occasions among parents and school to disseminate information about bullying and cyber bullying using internal or external experts. These occasions should also represent a context to share,





exchange, dialogue on the issue, and in specific cases, an instrument to manage and solve conflicts.

#### **Step 4**

Permanent organization of workshops on risks related to internet and social media use developed in classes by internal or external experts

#### **Step 5**

Again to the roots causes of bullying, students should be permanently involved in a constant work about differences, diversity, communication among peers, relationships and relational dynamics carried on by internal or external experts or by teachers themselves.



