

## HOW WE SOLVE EVERYDAY DISPUTES IN OUR SCHOOL IN GREECE

When there is a dispute between students, if the incident is of a minor importance (a dispute in the schoolyard during a game) the teacher who was present in the incident interferes. He asks for explanations and tries to stop the intensity by talking to them.

If there is no teacher present then the victim or an observer informs the teacher in charge of the class or the teacher responsible for the school relationships.

More often the students chose to talk to the teacher they feel closer to them or to the teacher in charge.

He interferes in order to approach the two students and help them find by themselves, a solution to the problem.

First we talk with the victim and we have his version.

We ask the bully to give his approach. Then we discuss with the two of them.

With the discussion we try to understand the point, calm them and give them recourses. Many times we propose them common activities such as helping in school works.

Of course we promise them that we'll be watching them asking to know how things go after our intervention

If the matter is severe, the teacher informs the Director and then the School Teachers' Association and the parents of the students involved.

According to the seriousness of the action there is a punishment:

- Reproach for very light incidents
- Elimination from the school life for one, two, three days.
- Expulsion and change of school environment if the incident is grave.

## **Management procedures of bullying incidents in the Greek school**

The management of bullying incidents is not casual but it is based on a process that must be followed in accordance with a protocol that is formed by the school. This means that it is part of the commonly agreed policy of the school and it is the responsibility of all school teachers and not each of them separately.

When a school doesn't have a clear policy on the matter, then these incidents tend to be aggravated, continue and become fixed. Research has shown that when there are agreed procedures, teachers feel safe and act with confidence and assertiveness.

The management protocol of bullying incidents takes into consideration

- 1) who undertakes the management
- 2) where this takes place
- 3) the seriousness attributed to various incidents
- 4) the consequences for the perpetrator,
- 5) the involvement of parents
- 6) the procedure of monitoring the evolution of an incident

### **First steps**

The school director is informed and, in collaboration with the teacher(s) in charge of the management of the incident, invites parents of both the perpetrator and the targeted child as soon as possible to inform them and communicate to them the policy which the school will follow.

To be comprehensive and effective, the management of the incident needs to take further steps. According to the protocol, the case should be monitored and feedback should be taken. Someone is registered in charge of it.

### **Gradual approach**

If the incident continues then the Director

- a) informs the school's teaching board
- b) may call the Pedagogical Consultant responsible for the particular school and a meeting with the Teachers' Board takes place.

Depending on the gravity of the incident, the Director may also apply to:

- 1) the Youth Counseling Center
- 2) The person in charge of Health Education
- 3) the Child and Adolescent Psychosocial Health Association <http://www.epsype.gr/>
- 4) the Child's Ombudsman <http://www.0-18.gr/>
- 5 )the Child Psychiatric Department of Athens University Medical School at the Children's Hospital "Agia Sophia" <http://child-psychiatry.med.uoa.gr/>
- 6) the Institute of Child Health <http://www.ich.gr/en/>
- 7) The Secretarial Department of Ministry of Education for Youth
- 8) the Police Department for Computer Crime when it comes to cyber bullying
- 9) The Attorney of Juvenile Delinquency when the incident threatens the student's life

## New Ideas from Greece

### PREVENTION THROUGH BONDING

Tried In the first year of high school in the lesson of <Project> devoted to discovering the new school environment and schoolmates

#### HANDS

We ask students in a class to draw their left hand and fill it with a nasty experience of theirs. Whoever wants shares it. Then they draw their right hand and are asked to find the best solution for them. From the group feedback they can be helped to realize that there are alternatives and they have a choice.

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Groups are formed and asked to discuss their negative experiences, to choose one and put it on paper. Each team sticks their story on the wall. The class moves around, reads and different groups pick up any one and try together to propose solutions. In the end stories are read aloud, solutions too.

Sharing, identification, new knowledge acquired and team power are our goals.

### STORY WRITING – INTRODUCTION OF STORYBIRD AND PIXTON AS TOOLS FOR SOLVING A BULLYING PROBLEM

The students involved in a bullying incident can be invited to make a comic based on their story and give an ideal ending for their case, mutually satisfying. This can be part of the procedures the school already uses.( eg. before a suspended penalty).

#### ÁLTERNATIVE

If we feel that the students involved might not be eager to participate in this form of activity, maybe their <story> is given anonymously, as a case study to another class who will make the comic or story for them.

#### GOAL

Mirroring, objective witnessing, imagining a solution before or without putting it into practice.