



Drawing painted by the Basque artist Eskerrri- April 2015

THE ICEBERG OF CONFLICT

CONFLICT MANAGEMENT_ Bullying & Cyberbullying

Elaborated by the Basque Erasmus+ Team. IES Miguel de Unamuno. Vitoria-Gastelz (Spain). April 2015



Cyberbullying is a growing concern among young Internet users

According to the EU Commission, "Cyberbullying is repeated verbal or psychological harassment carried out by an individual or group against others. It can take many forms: mockery, insults, threats, rumours, gossip, "happy slapping", disagreeable comments or slander. Interactive online services (e-mail, chat rooms, instant messaging) and mobile phones have given bullies new opportunities and ways in which they can abuse their victims."

http://europa.eu/epic/news/2014/20140805-cyberbullying-harm-european-children_en.htm

CONFLICT MANAGEMENT IN IES MIGUEL DE UNAMUNO VITORIA-GASTEIZ

Secondary School Miguel de Unamuno is a school community where 87 teachers, 2 advisors, 803 students, 1 speech therapist, 1 physiotherapist, 3 administration secretaries and approximately 11 non-educational staff (3 caretakers+ 8 cleaning staff members) **live together** in a neighborhood of the city center in Vitoria; the capital of the Basque Country, Spain.

In relation to the matter we are dealing with, Bullying and Cyberbullying, we would like to point out the following figures and facts we have observed in our school.

SOME FIGURES

96.8% of our digital native students have a mobile and a computer and use social networks and 9 out of 10 are connected to them daily. The most popular apps are Whatsapp(created in 2009), Facebook, Twitter, Teewnti, Instagram. 80% use Whatsapp application, belong to at least 10-15 groups and receive between 150-300 whatsapps per day. 88,6 % send pictures, 50% declare that having internet and the mobile is vital for them.

SOME FACTS

Last year (2014) no more than 5- 6 cases of bullying were detected (only one was serious) and all of them seemed to stop in a couple of months after applying protocol and opening proceedings. In the same way, we had a case of proved cyberbullying with a student which began after the theft of her mobile, there was an official complaint to the police and nowadays (2015), the student declares that she keeps receiving insulting sporadic phone calls. Only 7, 6% of the parents report the case to the police.

Most cases happen in 1st and 2nd ESO (7th & 8th years). Sometimes it is a way of self-protection against a new habitat for them, where they try to show off.

BULLYING cases tend to be linked to male students and CYBERBULLYING to female students.

CYBERBULLYING CASES are increasing in our society, and are more damaging than we think as there is a 24/7 way of violence (24 hours,7 days a week), where the psychological damage is incalculable due to the characteristics of this kind of violence: defenselessness , impunity, impact, length in time, spreading, damage and specially LACK OF TRACK , who began? Who insulted first? Hidden numbers (unless reported to the police) .

CYBERBULLYING cases happen mainly through networks (Tuenti) and mobiles (whatsapp), but also Impersonation cases are observed via e-mail from Computers Room when students don't close accounts and other students find a way to insult. This fact is punctual and leaves track , timetables and teachers observation help to know who wrote the message.

CYBERBULLYING and DATING ABUSE begin to appear mixed up, some indicators like this show VIOLENCE AGAINST WOMEN cases at very early ages.

What used to be called **ICT** (Technology for Information and Communication) has become **ICRT** as the term **RELATIONSHIP** has been added . These technologies are the tool our teenagers use to take up with friends and *the mobile* has become an essential and indispensable gadget for their leisure time. There is also a Protocol for the use of mobiles at school. It is forbidden and if they are caught using it or it sounds, it is taken to the deputy headmaster and left there for a week and parents are informed and have to come to school to pick it up

To understand the reality on these matters, just point out that, as you can see in the drawing, only 10% of the violence is observed because it is physical, but 90% keeps hidden because it is psychological, so therefore more damaging. In the same way ***The Tip of the Iceberg is what we see butAre we aware of what is really happening?***

Most of the work done in our school is carried out to develop and implement **PRACTICES IN PREVENTION**, but many people are involved in this stage as well as in the other two stages **PRACTICES IN INTERVENTION** and **IDEAS FOR DEVELOPMENT** which run parallel and feed from a non-stop feedback and assessment of these practices.

ORGANIZATION OF OUR SCHOOL

To understand the inner functioning of our system, the different bodies of discussion, decision and resolution are offered below

1 SCHOOL BOARD (OMR).Body which represents school community , decides on living together matters as well as academic issues, formed by:

PRESIDENT: HEAD TEACHER	1 NON-EDUCATIONAL STAFF AND ADMINISTRATIVE STAFF
HEAD OF STUDIES	1 TOWN-HALL REPRESENTATIVE
12 TEACHERS REPRESENTATIVES	1 ASSISTANT
9 PARENTS REPRESENTATIVES	SECRETARY
9 STUDENTS REPRESENTATIVES	

2 TEACHERS BOARD (CLAUSTRO) body formed by all the teachers and which meets at least three times a year to decide ,implement, assess on different matters. The body gathers at least three times per year in ordinary summons, but extraordinary summons can also be called when necessary.

3 MANAGEMENT TEAM. Body formed by voluntary teachers which present a project for the school to be carried out for four years, voted by teachers staff (CLAUSTRO) and School Board

HEADTEACHER

HEADS OF DEPARTMENTS

DEPUTY HEADTEACHER

SECRETARY

HEAD OF STUDIES

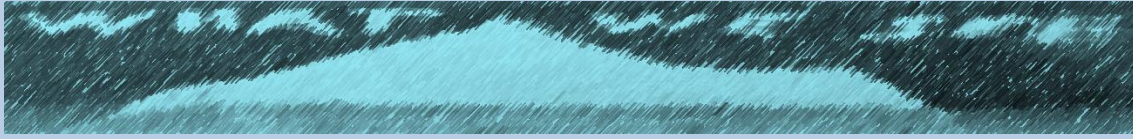
DEPUTY SECRETARY

DEPUTY HEAD OF STUDIES

SECONDARY EDUCATION COORDINATOR

4 PEDAGOGICAL COMMISSION. Body formed by all Heads of Department, which is informed on school matters in order to be said in the Department's weekly meeting .Each group of teachers then , gathers opinions , complaints, comments suggestions and so on to be notified to management team in the next meeting.

5 ADVISORY DEPARTMENT. Service formed by two professionals, experts not only in guiding students and families in the emotional and relational field , but also in the academic options they have in future.



WHO IS INVOLVED IN OUR SYSTEM AND HOW?

Specifically in Bullying/Cyberbullying

INTERNAL BODIES

1 .-SCHOOL BOARD (OMR)

Accepting what is proposed by the Teachers Board, advising for other good practices, suggesting the implementation of new ones.

2.- EDUCATIONAL AND NON-EDUCATIONAL SCHOOL STAFF

Watching , detecting potential cases inside and outside the classrooms. Participating in the projects. Accompanying the victim respecting privacy. Voluntarily offering their experience as Individual Tutor or as part of the different Comissions created (Living Together). Each teacher has three hours/week inside timetable to carry out school surveillance work, watching students in common areas like playground ,halls ,toilets, etc , where many conflicts can happen.

3.- MANAGEMENT TEAM

Proposing new good practices, controlling and assessing implemented ones, creating work groups and commissions to work on projects focused on conflict management.

Boosting practices to awake awareness of the importance of detecting cases among teachers and tutors, promoting zero tolerance..., training teachers and students organizing workshops, coordinating

4.- PEDAGOGICAL COMMISSION

Mainly keeping teachers of their seminars informed and notifying to the management team teachers decisions and suggestions

5.- ADVISORY DEPARTMENT

MEDIATING in conflict management, designing training for teachers and MENTOR students tasks, meeting and listening families and teachers. Following-up cases.

6.- TUTORS

Watching, active listening of students. Communicating the Head of Studies and Advisory Department the first symptom or indicators of a potential case. Leading activities proposed by Advisors in the tutorial hour. Gathering information of all meetings and conversations with families in the TUTOR'S DIARY

7.- STUDENTS

Respecting others, helping, reporting cases. As **Class Responsible** (academic matters), or **Class Observer**(relational matters), **Ecoepresentative** (environmentally friend practices). As a student from last school years voluntarily work and advice younger students , **Mentors**

8 .- LIVING TOGETHER COMMISSION. OBSERVATORY

Watching, reflecting, acting, training themselves and others, receiving reports, managing new situations/realities, putting into practice strategies to develop skills on conflict management, preparing and promoting workshops and conferences, managing all the information gathered by students observers ,tutors etc

9.- AMPA(FAMILIES REPRESENTATIVES)

Coordinating with teachers community to work in the same direction, suggesting , watching right proceedings at school, committing themselves in school life. Participating and getting engaged in activities carried out by the school

EXTERNAL ORGANIZATIONS

10.- TOWN HALL

Keeping in time resources that have proved to be useful. Offering advice to victim. Providing economicaland human material resources, protecting victims, spreading good practices.

11.- PROVINCIAL GOVERNMENT (DIPUTACION FORAL DE ALAVA)

Providing funds and Keeping in time resources that have proved to be useful. Keeping **THERAPEUTIC FOSTER HOUSES** where under-13 aggressors who have been accused of grave bullying cases and don't have the legal age to go to jail can develop skills on how to relate with equals and conflict-solving.

12.- BASQUE GOVERNMENT_ regional Government (GOBIERNO VASCO)

Passing laws, providing economical and human-material resources, protecting victims, spreading good practices.

13.- BASQUE OMBUDSMAN (ARARTEKO)

Watching what happens in our school, receiving and dealing with cases where the families are exposed and in need of being heard and supported protecting their interests, reporting the Basque Parliament to influence in further decisions.

14.- HEALTH SYSTEM (OSAKIDETZA)

Managing the UPI (children psychiatric unit) in coordination with the Education system the UTE (Children Therapeutic Unit)

15.- BERRITZEGUNE- RESOURCES EDUCATION CENTER FOR PRIMARY AND SECONDARY SCHOOLS

Providing human and material resources to deal with the problem and present it in our classrooms.

Training teachers, and issuing reports on student skills

16 MUNICIPAL POLICE (UDALZAINGOA) AND REGIONAL POLICE (ERTZAINZA)

Bringing over real cases that can make students, teachers and families aware of the legal consequences that a misuse of our mobiles, or our violence on equals can have

17 EUROPEAN UNION

Several European programmes offer resources, tools and guidance. **ECIP** (European Cyberbullying Intervention Project) have attempted to map the extent of the problem in Europe.

The **Beatbullying** program for instance, also trains young people between the ages 5-17 to act as mentors and adults to act as life mentors to younger children. Also with funds for some Erasmus +projects

18.- PRIVATE ENTERPRISES

Cooperating and offering professional updated training courses and workshops demanded by society adapted to levels _ parents, students, teachers .



ATTENTION TO DIVERSITY ACTION PLAN

A cluster of plans + actions + programmes + projects implemented at different levels

1 CURRICULAR AREA

SEVERAL PROGRAMMES: PRL (Linguistic reinforcement programme in Basque and Spanish), PREE (Specific Educational Reinforcement Programme), DC (Curricular Diversity for students with difficulties in Learning Process), SPECIFIC NEEDS ROOM (for diagnosed handicapped students). 2 PT (Educators) , SPLITTED ROOMS (ordinary classrooms are divided into two halves to improve student attention) , PROA (afternoon advised programme which parents accept when their children need some extra work on some subjects. The Basque government sends two teachers to help them to solve doubts and to do homework, as well as to develop learning tools and studying technics), HAUSPOA (teachers run the library in the afternoon for 2 hours , Mondays and Tuesdays, and offer different workshops (Mathematics, Basque with songs, School Garden, Drama Club etc. Each teacher has to do 8 hours outside their timetable in the afternoons)

COOPERATIVE LEARNING ACQUISITION STRATEGIES are included to improve cooperation and group work in different subjects inside syllabus

DIALOGUED READINGS where parents attend some Spanish lessons common reading and commenting on book makes feelings appear.

2 TUTORIAL AREA EMOTIONS-RELATIONS-BEHAVIOURS-CONFLICTS

TUTORIAL ACTION PLAN

- _ Weekly coordination (1 hour inside timetable)with Management team(usually ESO coordinator) and Advisory department
- _ Weekly tutorial with students, (1 hour inside timetable)
- _ Weekly PARENTS HOUR availability(1 hour inside timetable) + continuous contact via e-mail, and necessary meetings outside timetable.
- _ Weekly Coordination Management team+ Coordinator
- _ Individual Tutors for students with specific needs or in need of tight follow-up
- _ Volunteer last year student MENTORS, who advice first and second year students
- _ Training courses for teachers and students in tutorial hours.
- _ Tutor's Diary, filled and kept for the future tutor of each student where all meetings, phone calls and contacts with the family are recorded

LIVING TOGETHER ACTION PLAN (BIZIKIDETZA)- COMMISSION FOR THE CO-EXISTENCE

- _ Naming of Classroom Representative(academic matters) and 2 Classroom Observers(relational matters) and meetings of all representatives at least 5 times a year to discuss on gathered information, to reflect and to propose measures
- _ Agreed rules for the functioning of the group
- _ Workshops and activities or visits related to problem solving, classroom atmosphere,safety in the net.
- _ Living Together Suggestions Letterbox



PRACTICES IN INTERVENTION

Bullying and Cyberbullying cases, once they are proved to be so, are managed inside the school protocol for Conflict Management (fights, little thefts, vandalism, insult , rumors , nicknames, impersonations, use of mobile inside school) following the steps proposed in our ROF (Functioning and Organizing Rules). In Bullying and Cyberbullying cases there is an obligation of communicating the case to our Education Department's Supervisor (a social demand created after some suicide cases and the rise of ill-treatment among peers cases and committed by the Basque Government). The administrative opening of a proceeding can happen via Ordinary or Extraordinary Procedure. Of course, depending on the importance of the situation.

Once a bullying case is detected or reported by somebody(student, family, teacher, tutor), in order to be sized up the headmaster or/and PTs (psychotherapists_ advisors) will talk and actively listen separately to the victim, observer(s)and potential(s) abuser(s), as well as their families. Bullying and Cyberbullying events are treated as a **Grave Foul against the School Community Coexistence**. At the same time all these conversations are kept in written form and signed by all the attendants. Bullying and Cyberbullying reports can bring serious consequences:

From **Warning** (if the case is not really clear or it stops) , **Lost of the right to attend lessons and term exams** (student will stay at the library working on lessons given by his/her teachers, **Expulsion** from the school for a period stated in our ROF(from 3 days onwards) , **Official Petition of a change of school**. And of course the students can face up to an **Official Complaint** at the police made by the victim's legal tutor. As it is stated in our Penal Code , an under 13 teenager is not legally responsible for criminal acts and cannot be sent to jail if the case is serious (victim's suicide), but students can be sent and confined for a period in a **Therapeutic Foster Home**, where he/she will continue academic life as well as acquisition of other skills.

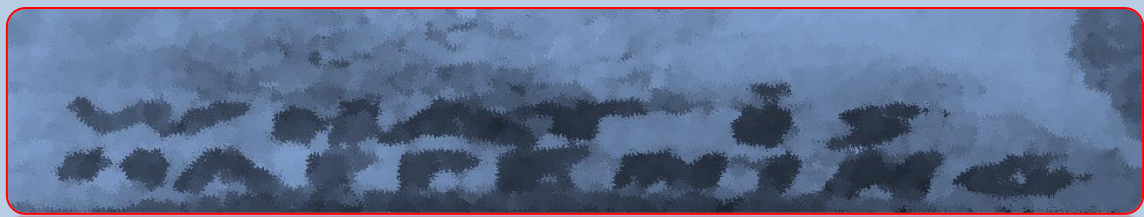
In the following drawings we can see what is done in our school. In every step a **document is produced** by teacher, tutor or a member of management team (depending on how serious the problem is), and **signed by families** and legal tutors, as we have several students living in Foster Homes.

There are two proceedings **ORDINARY PROCEEDINGS** (by which some steps are followed until student uses up all and by misbehaviors accumulation turns them into a **Grave Foul against Coexistence** and **EXTRAORDINARY PROCEEDINGS** (let's call it the serious one, when Supervision is reported . A student can be involved in such a proceeding in two cases.1 because he has used up all the ordinary proceedings without solving conflict or in cases like bullying/cyberbullying). In the second case, as soon as minutes are recorded , reports are sent

to Supervision in Education Department .

All the fouls are stated and sized up in our **ROF** (Organization and Functioning Rules) and in the document called **Rights and Duties of the Pupil**. The Ordinary Proceeding is opened when the conflict is minor but it can turn into a serious one, then an extraordinary proceeding is initiated. Bullying and cyberbullying cases initiate directly an Extraordinary Proceeding.

Parallel to the Administrative Proceedings there is a **NON_STOP FOLLOW UP** of the case that can take school to implement some extraordinary tutorials to talk on the matter, being possible to change syllabuses, as the matter can be treated in other subjects in a transversal way. Some activities can also be introduced. Classroom parents can be summoned to an informative meeting etc



CONFLICT MANAGEMENT

IES MIGUEL DE UNAMUNO VITORIA-GASTEIZ

ORDINARY PROCEEDINGS

STEP 1 WARNING. Appendix 1. Signed by parents given back to teacher who filled up in a stated deadline. Tutor and Head of Studies are informed by this teacher and the warning has to be written in the excel archive. Advisory department follows the case and talks to student.

STEP 2 EXPULSION FROM CLASSROOM Appendix 2. Same process as above. Student goes to library* after short talk with Head of Studies where he/she explains reasons and writes down a reflection. Appendix 3

STEP 3. 3rd EXPULSION Appendix 4. becomes a **Foul Against Living Together**. Appendix 3. Students can be expelled from school for a period of 3 days or asked to help(at Specific Needs for Handicapped Students Room)

STEP 4. GRAVE FOUL AGAINST LIVING TOGETHER and OPEN FILE AS EXTRAORDINARY PROCEEDINGS. Appendix 5 When students continue on misbehaving

In the year 2015_2016 Reflection Room will be working and students will be there, trying to avoid expulsions or

EXAORDINARY PROCEEDINGS (bullying-cyberbullying)

STEP 1 SUPERVISOR IS INFORMED and formal statement is drawn up. , **appendix B-12**

STEP 2 MEETINGS with victim, then aggressor(s) and their families are hold and minutes are produced. Appendix 6

STEP 3. TEMPORARY AND CORRECTIVE MEASURES are taken (see explanation previous page)

STEP 4. LOST OF RIGHT of attendance to lessons , or even to school and therefore of term exams

STEP 5 INSTRUCTOR_JUDGE TEACHER can be named (neutral, not one of the student's)by management team to propose measures proposes measures

STEP 6 POLICE AND SOCIAL SERVICES CAN BE INFORMED AND UNDER 13 YEAR OLD AGGRESSOR CAN BE SENT TO THERAPEUTI FOSTER HOME AS PENAL AGE BEGINS WHEN THEY ARE 14



IDEAS FOR DEVELOPMENT

Implementation of Good Practices and Assessment of previous ones

In this part of the brief we must underline TWO NEW ACTIONS to be implemented next year

1 ROOM TO REFLECT/ COHABITATION ROOM/ what is called DETENTION ROOM in America

This will be a place run by voluntary teachers where students involved in conflicts reflect on what they have done, improve behavior, develop techniques to relate with peers, control aggressiveness, and continue academic life. This room is thought to avoid being expelled from school.

2 WELCOMING ACTION PLAN

Measures and actions to help students and families to adapt to the new environment and demand of a new academic level. Actions and protocols to manage all the information that arises from the meetings our representatives have in June before the school year begins with the tutors of the primary school students attending our center in the following school year. (essential to follow-up already detected bullying cases or other problems, as many times a whole classroom passes to our school and they know each other, so the role each student has continues)

In the same way, we have AGREED

1 REPETITION OF WORKSHOPS

Some workshops have been demanded by students and parents so our intention is offering some again, among them: BULLYING and CYBERBULLYING, USE OF MOBILE AMONG TEENAGERS and SAFETY IN THE NET.

These workshops were run by some Town Hall professionals and by the Municipal Police (Udaltzaingoa) and Regional Police (Ertzaintza)

And we have reached the following conclusions after a period of holding talks on the matter and attending training courses that can offer a view of what happens in our surroundings and that shows us the way and the fields on which we have to continue working

..and of course we have REFLECTED on the next issues

1 EXPELLING the student from school for a short period of time (DISRUPTIVE STUDENTS/ non-serious ABUSERS) has proved to be inefficient. Besides piles of papers block the secretaries and management team, lots of meetings and phone calls to parents , lots of appendixes to be filled up each time a student is expelled or just warned

2 MOVING TO ANOTHER SCHOOL has no positive effect neither in the victim (you punish him/her, and it has been observed that sometimes the victim becomes an aggressor), nor in the abuser (who repeats behavior)

3 Non- stop-ASSESSMENT of our current system is necessary as world and teenagers reality changes fast

4 ZERO TOLERANCE MESSAGE. As the ARARTEKO (Basque Country Ombudsman) pointed out in his **REPORT TO THE BASQUE PARLIAMANT ON VIOLENCE AT SCHOOLS** (2006). Action against aggressors must be quick, ,otherwise they are rewarded by classmates, empowered by a sense of impunity leading to other to imitate behavior.

5 MOTIVATE FAMILIES COOPERATION is essential: participating in Training sessions, especially in the administrative stage when they have to sign their children’s reflections and compromises.

6 ACCOMPANY THE VICTIM AVOIDING SOCIAL ISOLATION. In all the process and even when everything seems to have finished, non-stop follow-up, non-stop watching. As usually the victim is afraid of going to school and pretends to be ill, fails at school etc.

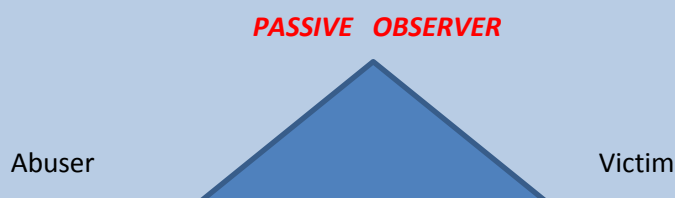
7 PEER MEDIATION doesn’t work in these cases, at least at the beginning when the aggressor is forced to ask for forgiveness. Reflection process must be made before and it must be a truthful forgiveness when aggressor is really aware.

8 REFRESHING TRAINING COURSES FOR teachers on conflict Management and **IMPLEMENTING NEW GOOD PRACTICES** must be in the school project

9 MAKE STUDENTS AWARE of the seriousness of the problem is a **MUST**

10 SCHOOL HAS TO WORK WITH OBSERVERS AND BREAK THE LAW OF SILENCE.

We must work with this triangular system, where the observer is the third character.



"In the end we will remember not the words of our enemies, but the silence of our friends."

Dr. Martin Luther King