



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

PRACTICES IN PREVENTION

ATTENTION TO DIVERSITY ACTION PLAN

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

1 CURRICULAR AREA

1 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)

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

3 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 and 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 and 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 and Workshops and activities or visits related to problem solving, classroom atmosphere,safety in the net.

_ Living Together Suggestions Letterbox

3 PSYCHOPEGAGOGIC AREA

ADVISORY ACTION PLAN

- Watching the application of other plans
- Supporting families, students and tutors in any way they can demand
- Designing new strategies, developing new tutorial skills
- Contact with external bodies like Social Services, Berritzegune(Service of the Education Department which supplies sources and recognizes diagnoses students condition

PRACTICES IN INTERVENTION

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 and 7

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 THERAPEUTIC 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 technics 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.

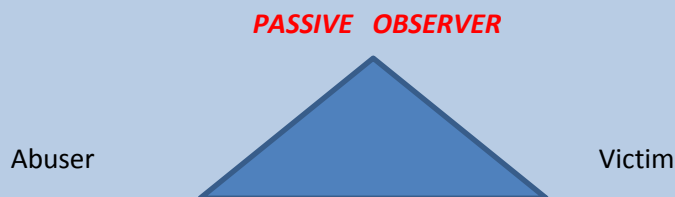
7 PEER MEDIATION doesn’t work in these cases, at least at the beginning when the aggressor is forced to ask for forgiveness. Reflection process must be made before and it must be a truthful forgiveness when aggressor is really aware.

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