



Against School Aggression Partnership (ASAP Collaboration)



School Aggression and Bullying

National Research Report

Hungary

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1. PROJECT BACKGROUND & OBJECTIVES

The topic of violence and aggression in school has been highly debated in recent years and has become one of the most serious challenges faced by schools in Europe. Aggressive behaviour and bullying accompany the daily lives of a large percentage of school children, leaving lasting consequences for their future development, social interactions and growth. School bullying and aggression are phenomena that are not confined just to one country or region, but are international in scope, making them a problem studied by scientists and experts from around the world. Dealing with the problem itself is a challenge that requires comprehensive action, targeting all participants in cases of violence, and collaboration at all organisational levels.

Although there have been numerous fruitful initiatives, the problem has not been significantly reduced for a number of interrelated reasons, such as lack of coherent nation-wide policies, adequate training and support to teachers and parents, absence of positive role models, legitimating effect of the media, unhealthy political climate, etc. New approaches are needed to make aggression unacceptable, to help children deal with their emotions, create a culture of nonviolence and empower schools and societies by providing them with new conflict management methods.

Nevertheless, it is also worth noting the existence and application of various prevention programmes and initiatives, which can be labelled as good practices in the field. Awareness raising campaigns, teacher-parent cooperation, capacity building initiatives for both school personnel and students, access to support services and counselling, etc. have all proved to be not only an invaluable part of comprehensive prevention and intervention programmes, but also the road to a positive school climate and culture that is safe, fair, and stimulating for staff and students alike.

In 2015 three organisations from Hungary, Bulgaria and Malta joined forces to launch a pilot project with the **aim of developing and testing a community based complex school programme for effective prevention and treatment of aggression and bullying, which is based on alternative conflict resolution methods**. The long-term goal of Partners Hungary Foundation, Partners Bulgaria Foundation and SOS Malta is to achieve cultural change in schools through the dissemination of nonviolent communication, introduction of alternative conflict resolution practices, prevention of bullying and school conflicts and a decrease in aggressive and other risk-related behaviour.

2. RESEARCH OBJECTIVES

The research being conducted for this report will entail an initial base line and final end line assessment of the level and scope of aggressive behaviour and bullying in 8 pilot schools – three in Hungary, one in Bulgaria and 4 in Malta, which have expressed readiness to participate in the ASAP project and more importantly, to implement a model programme for the prevention and effective management of incidents of bullying or aggressive behaviour. A starting point of this work was to examine the situation prior to the intervention, identifying the real dimensions of the problem and collecting the opinion of teaching and non-teaching staff, students and parents.

More precisely, the study in the target schools aims at:

- examining the overall climate in the participating pilot schools in Hungary, Bulgaria and Malta;

- gathering data on the prevalence and different forms of aggression and bullying in the schools;
- identifying the level of awareness of teaching and non-teaching staff, students and parents towards the existing problems;
- examining the most common locations where incidents of aggression and bullying take place;
- gathering data on the level of and mechanisms for reporting of such incidents at school level and how much they are being used by students, schools staff and parents;
- outlining the level of preparedness and capacity of those involved to prevent or intervene effectively.

This initial phase of the research serves as a baseline assessment that is later complemented with an end line assessment as an attempt to capture the changes that will have occurred as a result of the implementation of the project and the Model program to prevent and reduce bullying at school.

In addition to evaluating the project's impact, the research will provide data to compare results related to the scope of the problem and the perception and attitude of key stakeholders at school level across different school settings in three different countries. Therefore, the results will be helpful to the administration of the participating schools in shaping an effective response to bullying and will inform the project partners in formulating evidence-based recommendations for policy improvement in the respective countries.

The proposed research methodology is designed to examine the variety of issues of interest to the project partners and school administration. Thus the methodology designed by project partners can be promoted as a useful tool to other civil society organisations and teaching institutions, which have interest and need to assess the phenomena in detail.

3. METHODOLOGICAL FRAMEWORK

3.1. Definitions

When it comes to concepts such as aggression, conflict or bullying, there are various definitions, however the ASAP project partners have decided to use concepts that are generally accepted by researchers and practitioners. In view of this, the working definitions for the research being carried out for this report are the following:

Aggressive behaviour

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of aggressive behaviour: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'.¹ One characteristic of aggression might be the fact that it is an intentional behaviour and not accidental, as it is intended to hurt another person. By the fact that there are more than one people involved it also becomes a social behaviour.²

Types of aggressive behaviour:

¹ Wayne A Warburton and Craig A Anderson, 'Social Psychology of Aggression', *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 1, p. 373, <http://dx.doi.org/10.1016/B978-0-08-097086-8.24002-6>

²Brad J. Bushman and L. Rowell Huesmann, 'Aggression', *Handbook of Social Psychology*, 2010, DOI: 10.1002/9780470561119.socpsy002023

- physical aggression, i.e. hitting, biting, kicking, stabbing;
- verbal aggression, i.e. screaming, yelling, swearing, name calling;
- relational aggression, i.e. when the behaviour is targeting another's person reputation or relationships
- direct aggression, i.e. when the targeted person is physically present
- indirect aggression, i.e. when the targeted person is not present
- active aggression, i.e. when the aggressor responds in a hurtful manner
- passive aggression, i.e. when the aggressor fails to respond in a positive manner such as intentionally not delivering an important message to the targeted person and withholding information
- displaced aggression, i.e. when a substitute target becomes the target of aggressive behaviour

3

Bullying behaviour

The most widely accepted definition for bullying behaviour is the one coined by Dan Olweus who is also the creator of the first prevention programme, Olweus Bullying Prevention Programme, in Norway. The definition proposed revolves around three characteristics, which delimitates bullying behaviour from other negative or unwanted behaviour: 'a student is being bullied or victimized when he or she is exposed, repeatedly and over time (1), to negative actions on the part of one or more other students (2)'⁴ and there is an imbalance of power between the actors involved (3).⁵

Negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another, fall under what was previously mentioned as aggressive behaviour. Thus, bullying can be considered as aggressive behaviour, but it is also repeated over time and there is an imbalance of power between the persons involved.

As there are different categories of aggressive behaviour, bullying also can be classified in different types, however it happens often that an incident can be a case of verbal, physical or sexual bullying at the same time.

Types of bullying

a/ Direct and indirect bullying

Direct bullying – bullying behaviour which involves a face to face interaction with the target.

Indirect bullying – bullying behaviour when there is manipulation of social relationships to hurt (gossiping, spreading rumours) or exclude the individual being victimized.⁶

b/ Types of bullying behaviours

³Johnie J. Allen and Craig A. Anderson, *Aggression and Violence: Definitions and Distinctions*, p. 11, <https://public.psych.iastate.edu/caa/abstracts/2015-2019/16AA.pdf>

⁴ Dan Olweus, 'Bullying at School What We Know and What We Can Do', (Oxford:Blackwell Publishing Ltd, 1993), p 9.

⁵The National Commission for the Promotion of Equality, 'Research Study on Violence, Harassment and Bullying in Schools A qualitative perspective', 2016, p. 11. <http://victimsupport.org.mt/wp-content/uploads/2016/04/Report-Violence-Schools.pdf>

⁶ Wendy Craig, Yossi Harel-Fisch, Haya Fogel-Grinvald, Suzanne Dostaler et.al., 'A cross-national profile of bullying and victimization among adolescents in 40 countries', *International Journal for Public Health* 54 (2009), p. 217, DOI 10.1007/s00038-009-5413-9

Physical bullying includes any physical act, which results in hurting or injuring the target or any of his possessions⁷

- Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved ⁸
- Cyber bullying are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, impersonation, outing, trickery or cyberstalking⁹
- **Discriminatory bullying or racial and religious discrimination and sexual bullying.** It is defined by Esoh Elame as a form of abuse and victimisation linked to disability, gender, ethnic origin, religion and sexual orientation that occurs repeatedly in the course of time by one or more companions. This definition encompasses as an umbrella term types of bullying that are referred to as either religious and racial discrimination or sexual bullying which happens when 'sexuality or gender is used as a weapon by boys or girls towards other boys or girls'¹⁰

3.2. Thematic areas

Based on the objectives of the research, six important topics related to bullying and aggression have been identified and considered important to assess within the research framework, namely:

- School climate, including the quality of relationships between students and between students and teachers; the perception of school atmosphere – safety, friendliness, respect for human rights and availability of efficient conflict resolution mechanisms;
- Awareness of the existence of bullying and aggression at school, their level and scope and existing knowledge and understanding of the difference between them;
- Frequency, level and scope of aggressive behaviour and bullying at school;
- Reporting of cases of bullying and aggression;
- School support and response to bullying and aggression.
- Existing school capacity to deal with aggression and bullying and students' and teachers' needs regarding the prevention and more efficient management of bullying.

The design of the questionnaire included the following questions:

School climate

- What is the quality of relationships in the school? Does the school respect differences with regard to gender, race, ethnicity, religion etc.?
- Is the school environment perceived as positive and stimulating for both teachers and students?
- Do parents perceive the school as a safe place for their children?
- Do parents feel that their child is respected and valued at school?
- Do students feel safe at school?
- Do students feel respected and valued by adults at school?
- Do students feel respected and valued by other students at school?

⁷ The Ministry for Education and Employment, 'Addressing Bullying Behaviour in schools' policy, 2014, p. 12

⁸ *ibid*, p. 12

⁹ Nancy Willard, 'Educator's Guide to Cyberbullying and Cyberthreats', Center for Safe and Responsible Use of the Internet, p. 2, <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Anti-Harassment-Intimidation-and-Bullying-Resource/Educator-s-Guide-Cyber-Safety.pdf.aspx>

¹⁰ The NSPCC working definition of Sexual Bullying, http://w1.qehs.net/moodle2/pluginfile.php/10744/mod_resource/content/1/Sexual%20bullying.pdf

- Are adults at school perceived as a role model for students in terms of respect, responsibility, cooperation etc.?
- Are there positive and mutually beneficial conflict resolution models that are encouraged at school?

Awareness

- Can students recognise aggression and bullying when they happen? Do students understand that aggression and bullying are a problem?
- Do students understand if their teachers are aware that bullying occurs at school?
- Are parents aware of aggression and bullying faced by their children at school?
- Do parents, teaching and non-teaching staff understand why some students engage in aggressive and bullying behaviour and their impact and consequences on the students and school climate?
- Do students understand why some students engage in aggressive and bullying behaviour and their impact and consequences on the students and school climate?

Frequency, level and scope of aggressive behaviour and bullying

- Is there bullying, aggression and conflicts in the school?
- How often do such incidents concerning students take place?
- What are the forms of these behaviours?
- Where do these happen?
- Who is involved in these incidents?
- Are teachers the target of aggressive behaviour at school?
- Are there bystanders and who are they? What are their reasons for not intervening?
- Where are children most vulnerable to aggressive and bullying behaviour at school?

Reporting

- Do students report cases of aggression or bullying to their teachers or other school staff? Who are the people students feel comfortable to speak about bullying?
- Do students inform their parents about cases of bullying at school?
- Does the school inform the parents if their child is involved in bullying?
- Are there special occasions at school when teachers regularly discuss aggression and bullying with their students?

School support and response to bullying

- How are the cases treated in the school after being reported?
- What is the way to intervene when the adults at school witness bullying?
- Are the teachers equipped with instruments and procedures to effectively address bullying incidents?
- Does the school use an anti-bullying policy?
- How do parents respond if their child is involved in bullying (either as a victim, perpetrator or bystander)?
- How do parents respond if their child is a bully?
- Are parents satisfied by the measures the school takes to address and prevent bullying?
- Can students get support, if they are faced with aggression/bullying?
- Where do they get it from?
- Are bystanders encouraged to intervene when bullying incidents happen?
- Do teachers feel supported to act accordingly when they need to address incidents of bullying at school?

- Does the school have a way to support the victims and to work with perpetrators?

Capacity

- What are the school staff's needs in relation to aggression/bullying?
- What are the students' needs and expectations in relation to the prevention of bullying?
- What support can be given to the students who witness bullying behaviour at school?
- Do parents receive information or participate in school events that make them aware of aggression and bullying, diversity and intercultural communication?
- How can the parents be encouraged to cooperate with the school in order to reduce the bullying behaviour?
- What positive models, policies and procedures of addressing the bullying behaviours do the schools implement already?

The questionnaires were common for all the three countries and were administered in the pilot schools.

Each of these questionnaires has between 16 and 18 questions. In addition, demographic characteristics such as age, gender, child's grade, level of education and profession /for adult respondents/ are collected in the introductory part of the questionnaire. The questionnaire ends with an invitation to the respondents to share additional comments, if they have any.

Most questions provide multiple choices and instruct the respondents to give one or, in some cases, more than one answer. A couple of open questions have been placed in the questionnaire to provide opportunity for free answers and comments.

For a detailed overview of the three types of questionnaires refer to **Annex 1 and 2**.

3.3. Research methodology

3.3.1. Baseline and end line research

According to the rationale of the project the framework of the research includes a baseline and end line assessment in the target schools in Bulgaria, Hungary and Malta. The baseline assessment was conducted from December 2016 to February 2017. The end line assessment will take place in March-June 2018.

The **baseline assessment** aims to shed light on the existence and scope of bullying and aggression in the pilot schools by surveying the perception of students, teaching and non-teaching staff and parents. It provides valuable information regarding the occurrence and frequency of undesirable behaviour and incidents; looks into the capacity of those involved to intercept such incidents; and analyses their perception of the seriousness of the issue. On the one hand, the baseline allows the pilot schools to become aware of the exact dimensions of bullying and aggression, and on the other hand, it provides project partners with a clear picture of the starting point for the implementation of the Model Programme.

Once prevention and interception measures have taken place in the schools within the project framework, the **end line assessment** helps evaluate the changes in the topics identified under the baseline and additionally, it helps assess the effectiveness of the model programme.

3.3.1 Baseline Research

Research sample

According to the description of the project, the research should attempt to encompass 2500 respondents (teaching and non-teaching staff, students and parents) in the pilot schools, i.e. 1200 respondents in Hungary, 305 respondents in Bulgaria and 1000 respondents in Malta.

Table 2. Research Sample

	Hungary	Bulgaria	Malta
Total N of teaching and non-teaching staff	109	35	214
Total N of students	566	250	642
Total N of parents	290	20	299
Total N of respondents	965	305	1155

Reaching the total number of respondents described in the project corresponds to the overall objective of the research, i.e. assessment of the level and scope of aggressive behaviour and bullying in 8 pilot schools in Hungary, Bulgaria and Malta.

The research intended to address a supplementary objective, which is to evaluate the impact of the specific interventions that have taken place in the framework of the project. In order to do this, project partners should consider the changing size and composition of the research sample, specifically regarding the students and parents. Therefore, the project partners and the pilot schools should ensure that there is a set group of respondents available both for the pre- and the post-intervention assessment in order to allow for a comparison and evaluation of the project's impact.

Reaching the total number of respondents described in the project corresponds to the overall objective of the research, i.e. assessment of the level and scope of aggressive behaviour and bullying in 8 pilot schools in Hungary, Bulgaria and Malta.

Data collection

The data for the study was collected by means of questionnaires. The entire baseline research consisted of 3 questionnaires (see pages 25-): one for the students, one for the parents, and one for the teaching and non-teaching staff. As the working language for the ASAP Project is English, each questionnaire was written in English in collaboration with all the three partner organisations. The questionnaires were then translated into Hungarian.

We decided to make the questionnaires accessible primarily online. Therefore, the questionnaires were transferred to the online platform 'online-kerdoiv.com'. The schools' coordinator teachers were asked to review them in case they find any mistake, or anything difficult to understand. We revised the questionnaires accordingly.

In order to ensure data collection, we asked the coordinator teachers to help us organize the completion of the student questionnaires in a controlled environment during the school day. This was carried out in the time and place of the students' computer science classes, in order to provide them with the necessary technological equipment. The teachers and parents were asked to fill in the questionnaires online in their own time. In one of the schools the teachers decided to print out some of the questionnaires for parents, in order to facilitate the completion for those who did not have a computer at home. Later, they also helped us by transferring the paper-based data onto the online survey system.

In order to prepare the implementation of the survey we conducted several face to face meetings with the respondents. We wanted to make sure that the students understand the importance of the questionnaire and take it seriously. Thus we carried out 45 minutes sensitizing sessions with each class. In addition, we had 3(?) preparative meetings with the teachers and separate information sessions for computer science teachers about their role. These sessions proved to be a good idea as they helped feel respondents more involved in the programme and possibly contributed a lot to the successful implementation of the baseline survey.

[VJ1] megjegyzést írt: ide kéne vmi Flórától

Respondents

The actual number of respondents who took part in the study is as follows:

Baseline assessment:

- Teaching and non-teaching staff, N=109
- Students, aged 14-18 years, N=566
- Parents of students, N=290

End line assessment:

- Teaching and non-teaching staff, N=103
- Students, aged 11 -18 years, N=505
- Parents of students, N=85

Respondents in Hungary

The examined school's name is Szolnoki Szolgáltatási Szakképzési Centrum (a vocational secondary school located in Szolnok). The city of Szolnok is the county seat of Jász-Nagykun-Szolnok county which is located in central Hungary. It is a mid-sized town with about 75 000 inhabitants.

The school is a huge institution which has 5 integrated sub-schools, all of them vocational secondary schools. We have been working with three of these schools: 1, Szolnoki Szolgáltatási Szakképzési Centrum Ruhaipari Középiskolája, Általános Iskolája és Kollégiuma nicknamed "Riszi"-(secondary vocational school specialized in the clothing industry), 2, Szolnoki Szolgáltatási Szakképzési Centrum Kereskedelmi és Vendéglátóipari Szakképző Iskolája nicknamed "Keró"-(vocational secondary school specialized in commerce and catering), 3, Szolnoki Szolgáltatási Szakképzési Centrum Vásárhelyi Pál Közgazdasági, Egészségügyi és Idegenforgalmi Két Tanítási Nyelvű Szakképző Iskolája nicknamed "Vásárhelyi"-(bilingual vocational secondary school specialized in economy, health care and tourism).

In Riszi there are 288 students altogether, in Vásárhelyi 667 and in Keró 588. We decided to survey all the students in 9th and 10th grade (generally age 14-16) and as many as we could possibly reach from the staff and the parents.

3.4. Ethical standards

The administration of the questionnaire among the students and adults was based on **Ethical standards** and with the necessary sensitivity. The questionnaires were delivered for anonymous filling among the children and adults, and did not contain names or other personal data, which might make the surveyed individuals identifiable in the research reports.¹¹

The students were provided with an index number, which they received from their teachers in a closed envelope. This index number was used by each respondent as an identifier on their questionnaires. Although the teachers knew which index number was related to which student, we did not share individual data from the questionnaires with them. This way anonymity was ensured. The use of index numbers helps to ensure that the same participants answer both the baseline and the end line questionnaire, making the data fully comparable. For the details of the ethical standards, please refer to Annex 3.

Basic Guidelines to implement questionnaires among children

The Questionnaire for children consists of 16 questions. It takes 15 to 20 minutes to be filled in by students aged 11 -18. The Questionnaire is accessible online or as a hard copy.

Data collection: There are three fundamental principles required for the process to work:

- ❖ Trust and security within the class setting when students are filling the questionnaire.
- ❖ The students fill the questionnaire anonymously. They have to feel safe that their answers will not be attached to them individually. The researchers and teachers who administer the questionnaires have to explain to the class that only group analysis of the information will be conducted in order to evaluate the school climate.
- ❖ The researchers will explain that the questionnaire data collection will serve a longer process of improvement of school environment and there will be an end line assessment to measure the results. The students have to be aware that by filling the questionnaire they contribute to this process.

The process: The Questionnaire is designed to be completed at one sitting within 15-20 minutes. In case some students need clarification or explanations, the teachers should provide the necessary support.

It is essential to bear in mind that an atmosphere of trust is integral to the process allowing for an open and honest debate of existing strengths and areas to build upon.

Annex 3 refers to Ethical code for researchers and partners staff when collecting data from children.

¹¹ Protection of the respondents' confidentiality, as well as ethical reaction in case of disclosure of sensitive information, is detailed in the **Ethical Code for conducting research with children. (See Annex 3)**

4. FINDINGS OF THE STUDY

4.1.1 Demographic characteristics

Students

566 students have completed our questionnaires. Out of them 320 are 9th graders and 245 are in the 10th grade. There are 194 students who filled in the questionnaire from Vásárhelyi, 262 from Keró and 100 from Riszi. Their average age is 15. 67 years. Most of the respondents were female, 74. 6%, male: 25.4%.

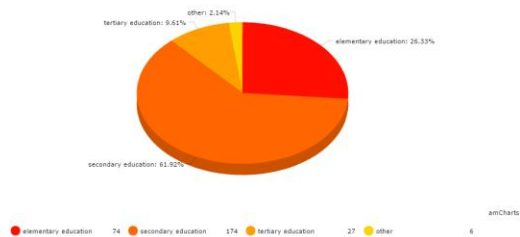
Teachers and non-teaching staff

109 teachers and non-teaching staff completed our teachers' questionnaire. Most of the respondents are female: 73. 39%, male: 26. 61%. The average age is 46. 1 years. With regard to their role in the school, almost half, 48. 6% of the respondents teach a general subject, 29.36% of them teach a vocational subject, 17.43% are non-teaching staff, and 4.59% are other professional staff (e.g.: school psychologist).

Parents

290 parents completed our parents' questionnaire. Most of them are female (85.17%). The average age is 41.1 years. The highest level of school attainment is secondary school for the majority (61.92%) and the number of respondents with a higher education degree is quite low (9.61%).

What is your level of education? (PQ)



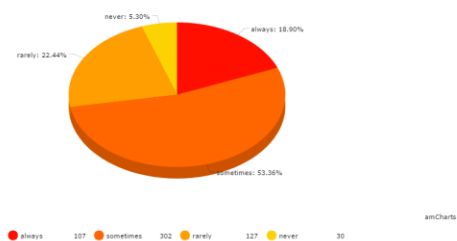
4.1.2. School climate

The majority of students claimed that the school is a safe place for them. 68.7% said they always feel safe, while only 0.7% answered they never did. However, 28.1 % of the respondents said they sometimes feel safe and 2.5% reported that they rarely feel safe. This means there is still a considerable number of students: 177 respondents, who feel sometimes or often at risk at school.

Parents were more optimistic: 77.5% of them said they always feel that their children are safe in the school and only 2 people: 0.7% answered they think their children are never safe. Still, there are 22.2%, about 60 people who reported that their children are sometimes or frequently at risk. This data reveals that plenty of students are probably affected by aggression and/or bullying. It also suggests that the parents are less aware than they should be of what is actually happening to their children in the school.

Interestingly, the results show a darker picture when we look at the questions regarding value and respect. Only 18.9% of the students said they always feel respected by adults, while 53.4% reported feeling only sometimes respected and valued:

I feel respected and valued by the other students at school. (SQ)



In other words, more than 80% of the students occasionally, frequently or always feel that they are not valued or respected by their teachers or other adults around them in the school, which is an alarmingly high number.

The parents again see a brighter picture, however not as optimistic as in the case of safety. 44.1% of them felt their children are always respected by the adults at school, 42.7% said sometimes, 11.5% rarely and only 1.7% never. This reaffirms our earlier assumptions that the parents tend to have an unrealistic image of what is going on in the school.

The trends are similar with regard to the students' relationships with their peers. Only 31.6% of them reported that they always felt respected and valued by the other students in the school. At the same time, the majority, 47.9% feel only sometimes respected and valued, while 15.9% feel that it is rarely true and 4.6% said never.

Again, the parents paint a (much) rosier picture than the kids: 51.4% of them believe that their child always feels respected by their peers while 33.7% said sometimes, 11.8% said rarely and 3.1% said never.

Concerning the quality of the environment perceived by the teachers, only very few of them, 6.4% declared that they strongly agree with the statement that the school environment is encouraging and stimulating both personally and professionally. The vast majority, 67.9% agreed, 20.2% disagreed and 5.5% strongly disagreed. This means that about ¼ of the teachers are not satisfied with the school environment and among those who are, only a very small percentage is content without reservations.

We also asked if the adults in the school function as role models for the students. In this regard, students were more positive: the majority, 59.2% believed that the adults always teach them to respect each other's differences regarding race, ethnicity, religion etc. and only 3.7% said this was never true. The parents of course, had a better opinion: 75.3% claimed this was always true and only 2.8% said this was never true.

Surprisingly, the teachers/staff turned out to be more pessimistic in this case, only 33.9% agreed strongly and 63.3% agreed. Moreover, we also asked them whether they believe the adults set a good example to the students in terms of respect, responsibility, cooperation in this institution. Their opinions were even less favourable than in the case of the previous question: only 18.3% strongly agreed and 75.2% agreed. This, of course, is still a good result since if we add up those answering “strongly agree” and just “agree”, we get 93%. However, the fact that only less than 1/5 of the respondents chose a clearly affirmative answer indicates underlying discontent in this area. The results of these questions call the attention to possible problems in the teachers/staff relationships with their colleagues.

Last but not least, we inquired about conflict resolution in the schools. Our question was whether the adults encourage the students to resolve their disagreements or conflicts in a mutually beneficial way. The majority of students 61.1% said this was always true, and only 2.5% said it was never the case. The parents were again more positive: 73.7% believed this was always the case and only 1.4% said it was not ever. Similarly to the previous question, the teachers/staff were the most pessimistic: only 22.9% strongly agreed and 69.7% agreed. These results reaffirm our previous assumptions about adult-adult relationships.

All in all, it seems from this data that although opinions are not strikingly bad in this regard, neither the students nor the teachers are too satisfied with this school climate, which indicates an environment where aggression and bullying can easily brew.

4.1.2. Awareness

Several of our questions served the purpose of finding out whether bullying and aggressive behaviour are recognised as a problem in school. One group of questions was about the reasons why the parents, students and teachers think students engage in bullying and or aggressive behaviour against their peers. The opinions differed between the different groups of respondents. The vast majority (82.65%) of students believe that the most important reason for bullying is that the perpetrators “want to attract attention/become more popular”. In addition, a lot of them (71.50%) also believe the perpetrators “think they are better than the others”. The answer “because they want to demonstrate power” was the third most popular (44.42%).

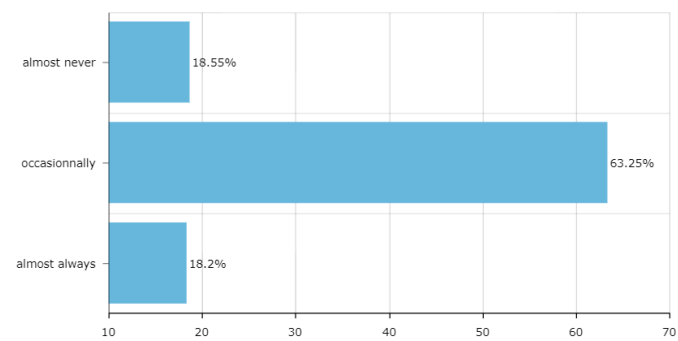
In contrast, the majority of teachers (66.06%) consider the major reason for bullying is that the “perpetrators have social emotional and behavioural difficulties” and the second most probable reason according to them is that the perpetrators “are witnessing similar behaviour at home” (57.80%). The third most popular answer among the teachers (55.96%) was that the perpetrators “want to attract attention/become more popular”, which is much less than in the case of students. The picture is slightly different with regard to aggression. Here, the popularity/attention issue came in first in the case of teachers as well (69.72%), nevertheless, social emotional behavioural difficulties came in as a close runner up (67.89%) and the reason because “they see it on TV, social media” is the third most chosen with 60.55%. Concerning the parents, the vast majority (80.21%) indicated they “want to attract attention/become more popular” as the reason for aggressive behaviour. The second most popular answer was “because they are witnessing the same at home”, but with a much lower percentage (38, 54%). It seems clear from all this that the students have quite a good understanding that bullying is fundamentally about power imbalance and the abuse of power. At the same time, the teachers tend to look for deeper reasons in the context of the perpetrator like social emotional and behavioural difficulties or problems at home.

Interestingly, discrimination does not seem to be a very pressing problem in this respect, only 26.55% of the students, 15.6% (question 10) and 12.8% (question 5) of the teachers and 26.04% of the

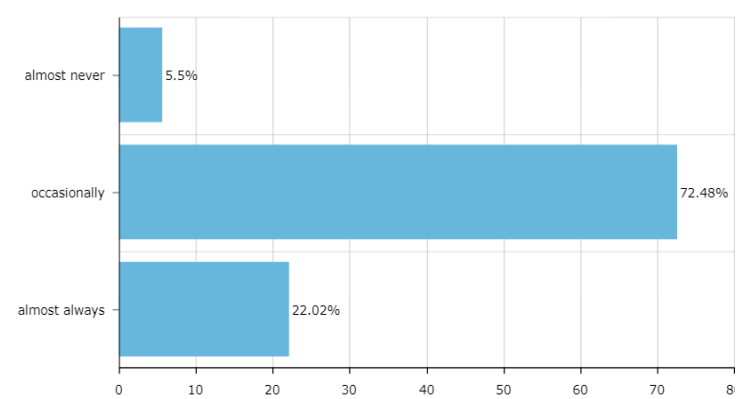
parents indicated this as a possible reason for bullying or aggression. Nevertheless, if discrimination is an issue, racism comes in as the most important factor.

With regard to the awareness of the actual cases there is a slight gap between the teachers and the students, however in both cases the majority believe that the teachers only occasionally become aware of the aggressive or bullying cases 72.48% of the teachers and 63.25% of the students.

In your opinion how often do the teachers become aware of bullying behaviour at school? (SQ)



In your opinion how often do the teachers become aware of bullying behaviour at school? (TQ)



The picture is even darker if we take into consideration that 18.55% of the students say that the teachers almost never become aware of the bullying cases. All this indicates that a lot of incidents stay hidden. This conclusion gets reinforced by the fact that in our question of how the teachers become aware of the cases only 32.74% of the students answered that they witness these in person. In the majority of the cases, 69.75% they stated that the teachers learn about these from a student who reports it. 43.23% also believe that they learn about them from the parents and 39.32% think that they learn about them from the victim. On the positive side, according to this, the bystanders do have a tendency to become active and even if they do not intervene they notify an adult.

With regard to the parents, awareness seems the lowest in their case. The vast majority: 82.58% claim that their children have never reported any cases of aggression to them and an even larger number, 87.89% state that they have never witnessed any cases of aggression taking place in the school. Concerning bullying, the majority of them do not think bullying cases happen in the school (65.26%).

4.1.3. Frequency and Scope

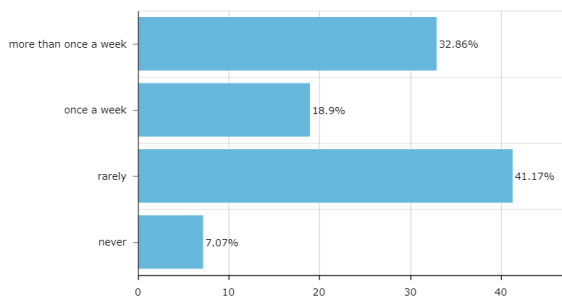
Verbal aggression and bullying seem to be the most frequent among the students involved in this study.

Concerning aggression, when asked about the past 7 days, almost half (about 48%) of the students admitted that they called other students bad names. The teachers also indicated verbal forms of aggression as the most common among the students, out of which students calling students bad names was the most frequent: about 61% reported they saw students calling other students bad names always (6.49%) or frequently (55.05%). Interestingly, the teachers also indicated verbal aggression as the most common form of aggression that they witness committed by students against teachers: 2.75% said always, 20.18% said frequently, 57.80% occasionally and only 19.27% said never.

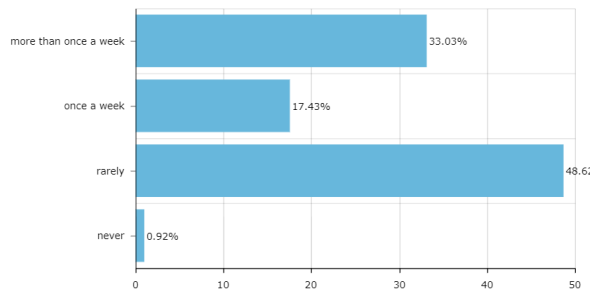
In addition, most of the students (69%) said that they got angry very easily with someone at least once in the past week and 48% said that they were angry most of the day at least once during this time. This indicates a high level of frustration which can stay suppressed but can lead to acts of aggression and/or bullying.

With respect to bullying, it indicates well the seriousness of the problem that almost half of the students reported that they think bullying takes place in the school at least once a week. This ratio is confirmed by the data from the teachers: about half of them claimed that bullying takes place at least once a week. (33.03% said more than once a week and 17.43% said once a week and only 0.92% said never). In addition, almost half of the respondents from the staff (47.71%) admitted they have witnessed bullying taking place in the school. Similarly, as before, the data from the parents paint a much rosier and probably false picture. The vast majority of them 87% believe that bullying never or only occasionally occurs in the school and only 6.45% think it happens more than once a week, and 5.73% think it takes place once a week.

How often do you think the students engage in bullying behaviour in your school? (SQ)



How often do you think the students engage in bullying behaviour in your school? (TQ)



Nevertheless, when asked if they have been a victim of bullying there were much fewer students who admitted it. Most of those who did, indicated that they suffered from verbal bullying (11.84% more than once a week and 8.13% once a week, 33.39% occasionally). The second most frequent form was social bullying (4.95% more than once a week, 5.65% once a week and 13.17% occasionally). Physical and electronic bullying was much less frequent and sexual bullying was the least frequent but these forms still exist. The perpetrators were even less ready to admit to their deeds but still in their case verbal bullying was the most common form (1.94% said more than once a week, 3.18% once a week and 23.85% occasionally). Interestingly, the teachers are less optimistic than the students in this case. They also indicated verbal bullying as the most frequent but with higher percentages (39.45% more than once a week, 26.61% once a week, and 26.61% occasionally).

Last but not least, the parents, teachers and students were all asked where they felt the most vulnerable to aggressive or bullying behaviour. Interestingly, the students indicated the restroom as the most dangerous and the corridor as the second most dangerous while the teachers considered social media the most dangerous and restrooms only the second most dangerous (and with a much smaller percentage). At the same time, the parents considered "on the way to the school" the most dangerous and social media the second most dangerous. This shows a similar picture like before, that the students and the teachers partly agree while the students and the parents have a radically different opinion. It also shows the possibility of a high number of hidden cases. Especially since if a lot of the cases happen in the restroom, that is where the teachers have the most difficulty in exerting control.

4.1.4 Reporting

With regard to reporting, we wanted to find out whether the students have a person to turn to when they are the victims of a bullying case. Most of them who do, claimed they have people they can trust at home (about 69%) or at school (about 60%). Almost half of the students (48%) mentioned their mother as the person they can talk to. The second most frequent was “friends”, “a friend” or “girlfriend” (34%) and the third most popular answer was the father (24%). 6.36% of the students mentioned their class teacher.

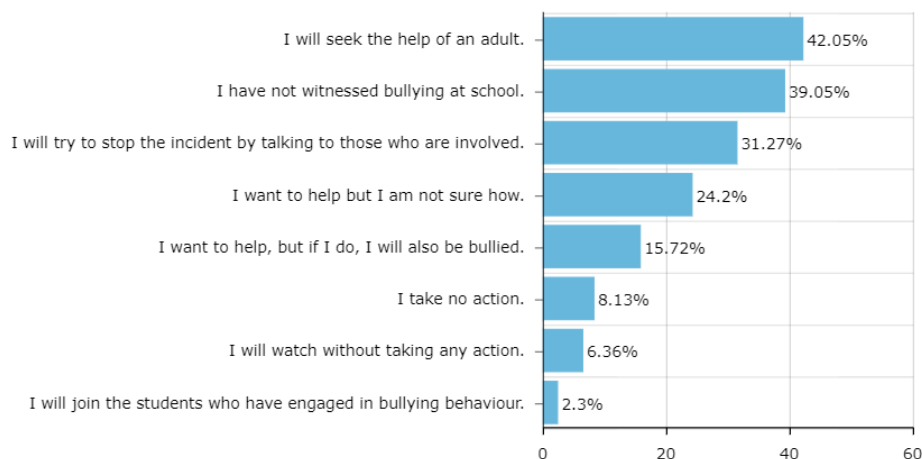
In the case of the parents, 66.67% claimed they have learnt about their children’s involvement in a bullying case from the children and only 5% from the school.

In conclusion, about 30% of the children have nobody to talk to at home about bullying. Most of these parents probably do not get information from the school either if anything happens to their children. The level of communication between the school and the parents seems rather low in this regard.

4.1.5. School Support and Response

With regard to response, we asked the students and the staff how they usually react to cases of aggression or bullying. Quite a few students try to intervene actively on behalf of the victim: 42.05% said they would ask for an adult’s help and 31.27% of them said they try to stop the incident by talking to the participants. Among the passive bystanders there is still a considerable number who feel (24.20%) they would like to help but do not know how. Only 2.30% claimed they would join the perpetrators.

How do you respond, if you witness aggression or bullying behaviour at school? (SQ)



The majority of the teachers reported that they would stop the incident and talk to the participants (69.44%). In addition, more than half of them (53.70%) would stop the incident and talk to the class

teacher. Almost half of them (45.37%) would stop the incident and talk to the school administration. Unsurprisingly, there are very few staff respondents who would stay passive and not intervene at all (1.85%). There are also not that many of them who would call the parents (16.67%) after stopping the incidents. As a next step, the majority would take a further step with the students involved (57.69%) and/or talk to the school administration about it (50.96%). Still quite a few respondents talk to the school's experts on the topic (37.50%). In case a student complains of bullying the majority (77.06%) would report it to the school administration and 42.2% would take action with the students involved. About 40% would involve external professionals. Only one person said he would not get involved.

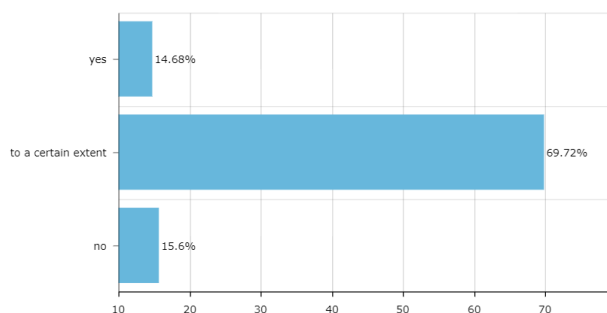
All in all, quite a few teachers and students tend to take an active role in dealing with the problematic cases. It is a good sign, that a lot of the passive bystander students also seem to have empathy for the victims. According to the teachers, they tend to set up discussions with the students about these incidents. However, it is also obvious that there is a strong hierarchical system in the school where students as well as teachers tend to expect the solution from the next level of authority.

As for the parents, almost half of them (48%) admit they do not know if the school would do something if a child complained about being bullied. Nevertheless, the majority of them consider the school's measures taken to address aggressive or bullying behaviour as good (58.63) and some of them even excellent (18.35%). These results show pretty clearly how little information the parents have about what is happening in the school while they take a passive subordinate attitude and not question the school's authority in these issues.

4.1.6. Capacity

The staff do not agree whether the school has a formal anti-aggression or anti-bullying policy in place or not. Most staff members do not know (50%) about its existence, 35,7% think there is one, 8.26% believe there is one but only partly implemented and 5.5% claim it does not exist. Most teachers (about 86%) do not have a special occasion when they discuss aggression/bullying or conflict with their students. Last but not least, the majority of the teachers (about 70%) only partly feel enabled by the school to handle aggressive bullying behaviours and about 15% do not feel supported at all.

Do you feel enabled and supported to handle aggressive/bullying behaviours (by means of school policies, trainings your school provided you, techniques you learnt, etc.)? (TQ)



When asked if they participate in events organized by the school on bullying/aggression/intercultural awareness and diversity, most of the parents answered no (about 41%). As for the parents' relationship with the school, about one third of them said they consider it

to be an equal partnership and shared responsibility (about 37%), however almost the same ratio of respondents (34.8%) said that they get in contact when there is a problem. Open communication was only indicated by a minority (18.3%).

This data indicates that the school is not well equipped for handling the issues of aggression and bullying: there are issues of lack of communication and tools and a well - working policy or procedure.

4.1.7.

Recommendations for the Model Programme

In the following we will provide some recommendations for the model programme based on the most salient results of the baseline research. Regarding the school climate, it is quite clear that a lot of students generally do not feel respected by the adults in the school and not much more by their peers either. Thus, there is a considerable need for improving the relationships. In addition, the teachers are not extremely happy about the quality of the environment or the way the conflicts are handled. All in all, the climate could be much better and the model programme should put an emphasis on this by including community building events.

Regarding awareness, the students and the teachers have a good level of awareness of bullying taking place in the school. This is good news for the acceptance of the necessity of the model programme. However, the fact that the teachers only partly seem to notice the actual cases indicates the problem that there are probably a lot of incidents that stay hidden. There is also an interesting discrepancy between the teachers and the students about the reasons of bullying. Both of these issues could provide a good topic for dialogue between the two groups that could help a lot in preventing and resolving bullying.

It seems quite obvious that verbal aggression and bullying are the most frequent in the schools. Thus, it is a good idea that the model programme focuses especially on this type of bullying while not totally losing other forms from sight either. In addition, suppressed aggression and tension in the students should also be tackled as it can later easily turn into conflict, aggression or bullying. The restroom seems to be a commonly accepted dangerous place for the victims of bullying - which is an important piece of information for the whole school community.

As for response and school support, students tend to actively intervene or be benevolent bystanders. This is very important from the point of view of the model program, as mobilising the bystanders can be a very effective way of improving a school's response to bullying. Nevertheless, it is also true that both students and teachers behave in a very authority conscious way, immediately turning to the next level in the hierarchy to provide solution. The model programme needs to take the specificities of this authoritarian culture into consideration and put an emphasis on changing the mind set of both the children and the adults in this regard.

Concerning capacity, it seems a serious problem that teachers do not feel very much equipped to handle the problems of aggression and bullying, therefore giving them the necessary tools and confidence could be of utmost importance for achieving the aims of the project.

Last but not least, the parents seem quite disconnected from the school, not being much aware of what is happening there to their children from the point of view of climate, aggression or bullying. Their genuine involvement and the development of an open communication between them and the school would be essential for the success of the model programme.

5. Endline Survey Results

5.1. Demographics

Even though we aimed at having the questionnaire filled out with the same people as in the case of the baseline survey, some of the original respondents did not fill it in this time and there are also some new respondents. However, the bulk of respondents is the same in both surveys.

Students

505 students have completed our questionnaire which is about 10% less than in the case of the baseline research. Out of them 10th graders and are in 11th grade. The distribution of respondents between the three schools is slightly different. There are 225 students who filled in the questionnaire from Vásárhelyi (194 in the baseline), 198 from Keró (262 in the baseline) and 82 from Riszi (100 in the baseline). Their average age is 16.8 years. Most of the respondents were female, 74.65%.

Teachers and non-teaching staff

103 teachers and non-teaching staff completed our teachers' questionnaire which is only slightly fewer than in the case of the baseline questionnaire. Most of the respondents are female: 71.84%. The average age is 46.7 years. Regarding their role in the school, almost half, 48.5% of the respondents teach a general subject, 29.13% of them teach a vocational subject and 22.33% are non-teaching staff.

Parents

86 parents completed our parents' questionnaire, which is a lot fewer than in the case of the baseline survey. Most of them are female (89.5%). The average age is 40.59 years. The highest level of school attainment is secondary school for the majority (67.8%) and the number of respondents with a higher education degree is quite low (9.5%).

5.2. School climate

The slight majority of the students claimed that the school is definitely a safe place for them. 57.2% said they always feel safe, while only 4.55% answered they never did. The parents were somewhat more optimistic: 59.3% of them said they always feel that their children are safe in the school and only 1 person: 1.16% answered they think their child is never safe.

Interestingly, the results show a darker picture when we look at the questions regarding value and respect. Only 10.69% of the students said they always feel respected by the adults at school, while about 34% answered they rarely and 11.29% said they never felt respected.

In other words, more than 45% frequently or always feel that they are not valued or respected by their teachers or other adults around them in the school, which is a high number. The parents again see a brighter picture, however not as optimistic as in the case of safety. 32.5% of them feels their children are always respected by the adults in the school 26.7% rarely and only 3.49% never.

The trends are similar with regard to the students' relationships with their peers. Only 17.6% of the students reported that they always felt respected and valued by the other students in the school. At the same time, the majority, 44.9% feel often respected and valued, while 29.31% feel that is rarely true and 8.12% said never.

Again, the parents paint a rosier picture than the kids: 25.58% of them believe that their child always feels respected by their peers while 33.7% sometimes and 3.49% said never.

Concerning the quality of the environment perceived by the teachers, only 19.42% declared that they always feel that the school environment is encouraging and stimulating both personally and professionally. This means that only about ¼ of the teachers are totally satisfied with the school environment.

We also inquired about how much the adults in the school function as role models for the students. In this regard students were more positive, 39.1% believed that the adults always teach them to respect each other with no regard to race, ethnicity, religion etc. and only 8.5% said this was never true. The parents however, had a better opinion than the students: 44% claimed this was always true and only 8.51% said this was never true. In the case of the end line research, in contrast to the results of the baseline, the teachers/staff turned out to be the most optimistic regarding this question, 65 % said always and only 0.9% never.

Last but not least, we inquired about conflict resolution in the schools. Our question was whether the adults encourage the students to resolve their disagreements or conflicts in a mutually beneficial way. The majority of the students, about 82% said this was always or often true, and only 4.16% said it was never the case. The parents had a similar opinion: 84% believed this was always or often the case and only 3.49% said it was not ever. In this case, the teachers/staff were the most optimistic: almost 90% said always or often. In the case of the teachers this is a much better result than in the baseline.

All in all, it seems from this data that although opinions are not strikingly bad in this respect, neither the students nor the teachers are still too satisfied with this school climate, although the teachers seem to feel some improvements.

5. 3. Awareness

Our questions about the reasons why the parents, students and teachers think students engage in bullying and/or aggressive behaviour against their peers brought very similar answers as in the baseline research. The clear majority (82.7%) of students still believe that the most important reason for bullying is that the perpetrators “want to attract attention/become more popular”. In addition, a lot of them (69.5%) believe the perpetrators “think they are better than the others”. The answer “because they want to demonstrate power” was the third most popular (45.35%).

In contrast, the majority of teachers (77.67 %) still consider the major reason for bullying is that the perpetrators have social emotional and behavioural difficulties”. However, the second most probable reason “they are witnessing similar behaviour at home” (67.96%) was also chosen by a lot of respondents. The third most popular answer was: 58.25 % of teachers indicated that the reason is that perpetrators “want to attract attention/become more popular”, which is still much fewer than in the case of the students.

Compared to the results of the baseline, the teachers’ answers changed more regarding the reasons for aggression. Here, having social emotional behavioural difficulties came in first now (76,7%) the answer “they are witnessing similar behaviour at home” was a close runner up (74,76%) popularity/attention issue came in third (66.99%). With regard to the parents, the vast majority (76.19%) still indicated they “want to attract attention/become more popular” the reason for aggressive behaviour.

Concerning awareness of the actual cases there is a slight gap between the teachers and the students, however in both cases the majority believe that the teachers only occasionally or rarely become aware of the aggressive or bullying cases: 54.37% of teachers and 61.39% of students.

The picture is even darker if we take into consideration that 8.1% of students say that the teachers still never become aware of the bullying cases. The way teachers learn about the cases according to the students seems also not to have changed much since the baseline: most of them learn it from another student (66.07%) only 39.48% % of the students answered that they witness these in person. Regarding the parents, awareness seems the lowest in their case. The vast majority: 69.05% claim that their children have never reported any cases of aggression to them and an even larger number, 83.3% state that they have never witnessed any cases of aggression taking place in the school either. However, a slight majority of the respondents acknowledge that bullying does take place in the school (54%).

According to this, most tendencies have not shown considerable difference compared to the baseline survey. However, the fact that the teachers/staff 's opinion concerning the reason of aggression has slightly changed might indicate a slight improvement in awareness on their part.

5.4 Frequency and Scope

Verbal aggression and bullying are still the most frequent among the students examined in this study. With regard to aggression, when asked about the past 7 days, almost half (about 46%) of the students admitted that they called other students bad names. The teachers also indicated verbal forms of aggression as the most common among students, out of which students calling students bad names was the most frequent: about 65% reported they saw students calling other students bad names more than once a week (51.46%) or once a week (14.56 %). The teachers agree that verbal aggression is still the most common form of aggression that they witness committed by students against teachers, where calling other people bad names was also the worse, only 26.21% said they never experienced that, 15.53% said more than once a week, 13.59% once a week and 44.66% occasionally.

In addition, still most of the students (67.5%) said that they got angry very easily with someone at least once in the past week and 50.5% said that they were angry most of the day at least once during this time. This indicates a high level of frustration which can stay suppressed but can lead to acts of aggression and/or bullying.

Concerning bullying, the seriousness of the problem has not been reduced as more than half of the students reported that they think bullying takes place in the school at least once a week (31.68% more than once a week, 21.78% once a week). This ratio is confirmed by the data from the teachers: about half of them claimed that bullying takes place at least once a week. (33.01% said more than once a week and 17.48% said once a week and only 2.91% said never). In addition, almost half of the respondents from the staff (47.57%) admitted they have witnessed bullying taking place in the school. Similarly like before, the data from the parents paint a much rosier and probably false picture. The vast majority of them, about 74% believe that bullying never or only occasionally occurs in the school and only 9.41% think it takes place more than once a week, and 16.47% think it happens once a week.

Nevertheless, when asked if they have been a victim of bullying there were still much fewer students who admitted it. Most of those who did, indicated that they suffered from verbal bullying (10.30% more than once a week and 8.71% once a week, 33.66% occasionally). The second most frequent form was social bullying (5.54% more than once a week, 4.75% once a week and 16.24% occasionally). Physical and electronic bullying was much less frequent and sexual bullying was the least frequent but these forms still also exist. The perpetrators were even less ready to admit their deeds but still

in their case verbal bullying was the most common form (4.75% said more than once a week, 2.97% once a week and 17.23% occasionally). Interestingly, the teachers are less optimistic than the students in this case. They also indicated verbal bullying as the most frequent but with higher percentages (41.75% more than once a week, 17.48% once a week, and 37.86% occasionally).

Last but not least, the parents, teachers and students were all asked where they felt the most vulnerable to aggressive or bullying behaviour. This time the three groups agreed that the most dangerous place is the social media and the second most dangerous is the school restroom.

5.4. Reporting

The end line survey gave similar results regarding reporting.

Most students have a person to turn to when they are the victim of bullying. About half of the students (50%) mentioned their mother as the person they can talk to. The second most frequent was “friends”, “a friend” or “girlfriend” (45%) and the third most popular answer was the father (25%). Some students mentioned their siblings or the class teacher.

In the case of parents, 86.27 % claimed they have learnt about their children’s involvement in a bullying case from the children and only 5% from the school.

5.5. School Support and Response

Regarding response, we asked the students and the staff how they usually react to the cases of aggression or bullying. The results were again very similar to those of the baseline survey. Quite a few students try to intervene actively on behalf of the victim: 39.48 % said they would ask for an adult’s help and 27.38% of them said they try to stop the incident by talking to the participants. Among the passive bystanders there are still a considerable number who feel (21.03%) they would like to help but do not know how. Only 1.98% claimed they would join the perpetrators.

The majority of teachers still reported that they would stop the incident and talk to the participants (68.93%). In addition, more than half of them (54.37%) would stop the incident and talk to the class teacher. Almost half of them (45.63%) would stop the incident and talk to the school administration. Unsurprisingly, there are very few staff respondents who would stay passive and not intervene at all (4.85%). There are also not that many of them who would call the parents (13.59%) after stopping the incidents. As a next step, the majority would follow up with the students involved (60.40%) and/or talk to the school administration about it (48.51%). Still quite a few respondents talk to the school’s experts on the topic (34.65%). In case a student complains about bullying the majority (76.70%) would report it to the school administration and 40.78% would take action with the students involved. Only four people said they would not get involved.

As for the parents, it seems there is a slight change for the better in their case. Now the majority (57.32%) think that the school would do something if a child complained about being bullied and only 28.05% said they do not know. The majority of them are satisfied with the school’s measures taken to address aggressive or bullying behaviour regarding them as good (50%) or excellent (22.5%).

5.6. Capacity

The staff does not agree whether the school has created a formal anti-aggression or anti-bullying policy as a result of the Model Programme. Equal number of staff said yes (45.63%) and do not know about its existence (45.63%), 5.83% believe there is one but only partly implemented and 2.91% claim it does not exist. This means that even if the school was motivated enough to formalize its approach towards the cases of aggression and bullying, many of the staff are not aware of this change. Most teachers (about 78.64%) still do not have a special occasion when they discuss aggression/bullying or conflict with their students. However, there seems to be a small change for the better compared to the baseline results. Last but not least, we asked if the teachers feel more enabled to handle the cases of aggression or bullying as a result of the Model Programme. The majority of them indicated some positive effect: 24.27% said “yes” and 55.34% said “to a certain extent” which is also a slight change for the better in comparison to our baseline results.

The parents were asked if they participate in the events organized by the school about bullying/aggression/intercultural awareness and diversity. Most of them answered no (about 41%). As for the parents’ relationship with the school: about one third of them said they consider it to be an equal partnership and shared responsibility (39.02%), however, the same ratio of respondents (39.02%) said that they are in contact when there is a problem. Open communication was only indicated by a minority (15.85%). It is promising however, that the majority of parents (66.22%) considered that the activities implemented as part of the Model Programme had an effect on how the school handles cases of aggression or bullying.

The opinion of the students vary about the question whether the activities that took place in the school as part of the Model Programme have reduced aggression or bullying (52.62% said yes and 48.79% said no) which indicates that they are unsure of the actual effects. However, the majority (60.71%) said that the trainings and other activities that took place as part of the Model Programme were useful for them.

5.7. Conclusion

In conclusion, the major trends do not seem to have changed regarding the preventing and handling conflicts, aggression and bullying in the three schools since the time of the baseline survey. Nevertheless, the slight improvements in the case of teachers’ answers regarding the school climate and awareness might indicate that a positive process has indeed begun. The most salient result of the end line survey however is that the majority of all the three groups of respondents have given positive feedback as to the effects of the Model Programme. Therefore, it can be assumed that a continuation and extension of the implementation of the programme could lead to deeper and more lasting results.

ANNEX 1 – BASELINE QUESTIONNAIRES

BASELINE Questionnaire for parents

Before you begin, please read the following information.

Dear Parents,

You are kindly asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to assess the level and scope of aggressive behaviour and bullying in your child's school. Your answers as a parent will provide useful information to both project partners and school administration in order to improve the overall positive environment at school.

Remember

- All of your responses will be completely anonymised.
- All results will be reported to the school only in terms of how the surveyed groups responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements.

Your age: _____

Your gender:

☐ male

☐ female

☐ other; (please tell us more) _____

Your child's grade/form: _____

Your ethnicity: _____

What is your level of education?

☐ primary

☐ secondary

☐ tertiary

☐ other; please specify _____

What is your profession? _____

1. My child feels safe at school.

☐ always

☐ sometimes

☐ rarely

☐ never

2. My child feels respected by adults at school.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

3. My child feels valued by other students at school.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

4a. At my child's school adults teach students to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

4b. At my child's school adults encourage students to resolve disagreements/conflicts in a mutually beneficial way.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

Before you continue with the survey please read the definition of below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

5. Has your child shared information about students adopting aggressive behaviour at school?

- ☐ yes
- ☐ no

6. How often have you yourself witnessed aggressive behaviour by students at your child's school?

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

7. Why, in your opinion, do you think some students act aggressively at school?

You can select more than one answer.

- ☐ Because they want to attract attention/become more popular.
- ☐ Because they want to demonstrate power.
- ☐ Because this is how they can get what they want.
- ☐ Because they have social, emotional and behavioural difficulties.
- ☐ Because they do not like those who are different from them.
- ☐ Because they think they are better than others.
- ☐ Because they are witnessing similar behaviour at home.
- ☐ Because they have been victims of aggressive behaviour themselves and this is their natural response.
- ☐ Because they see it on TV, social media, etc.
- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
 - ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

8. Are you aware of other aggressive incidents at your child's school? For example, involving other adults – teachers, other parents, etc.?

- ☐ yes; please tell us more _____
- ☐ no

Before you continue with the survey please read the definitions below:

The most widely accepted definition for bullying behaviour is the one coined by Dan Olweus, which revolves around three characteristics, which delimitates bullying behaviour from aggression: 'a student is being bullied or victimized when he or she is exposed, repeatedly and over time (1), to negative actions on the part of one or more other students (2)' and there is an imbalance of power between the actors involved (3).

As there are different categories of aggressive behaviour, bullying can also be classified in different types:

1. Direct bullying involves a face to face interaction with the target.
2. Indirect bullying, sometimes referred to as social bullying, involves manipulation of social relationships to hurt (gossiping, spreading rumours, etc.) or exclude the individual who is being victimized.
3. Physical bullying includes any physical act, which results in hurting or injuring the target or any of their possessions.
4. Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved.
5. Cyber bullying are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, trolling, impersonation, outing, trickery or cyberstalking.
6. Sexual bullying is a type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity. It can be either physical and/or non-physical, it can involve making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

9. Do you think bullying behaviours occur in your child's school?

- ☐ yes
☐ no

10. How often do you think bullying behaviours occur in your child's school?

- ☐ more than once a week
☐ once a week
☐ rarely
☐ never

11a. Has your child been involved in bullying?

- ☐ no
☐ yes, as a perpetrator
☐ yes, as a victim
☐ yes, as a bystander (i.e. Your child saw someone else being bullied.)

11b. In the last school year and this current year, has your child been

Please provide an answer to each type of bullying behaviour listed below.

- a) physically bullied at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- b) verbally bullied at school through rumours, name calling, insults, teasing, etc.
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- c) socially bullied at school by being left out or isolated
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- d) cyber bullied using the Internet, e-mail, cell phone or social media
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- e) sexually bullied
☐ more than once a week ☐ once a week ☐ rarely ☐ never

11c. In the last school year and this current year, has your child been involved in

Please provide an answer to each type of bullying behaviour listed below.

- a) physically bullying other students at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- b) verbally bullying other students at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- c) socially bullying other students at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- d) cyber bullying other students at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never
- e) sexually bullying other students at school
☐ more than once a week ☐ once a week ☐ rarely ☐ never

12a. If your child has been part of bullying behaviour, how did you learn about it?

You can select more than one statement.

- ☐ My child told me.
☐ The school informed me.
☐ I found out from another child.
☐ I found out from another parent.
☐ I found out online.
☐ Other; please tell us more _____

12b. If your child has had a role in a bullying case (either as a perpetrator or a victim), what was your reaction?

13. If a child complained to a school staff member about being bullied, would something be done about it?

- ☐ yes; please tell us more _____
☐ no
☐ I don't know

14. Where do you think children are most vulnerable to aggressive or bullying behaviour at your child's school?

Mark all and only those that are relevant to you.

- | | | | | |
|---|--------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|
| a) In the classroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| b) On the school yard | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| c) In the corridor | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| d) In the restroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| e) On the school bus/on the way to school | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| f) On the parking lot | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| g) During field trips | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| h) On social media | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |

15. How would you rate the measures, which your child's school has taken to address aggressive or bullying behaviours?

- ☐ excellent
- ☐ good
- ☐ satisfactory
- ☐ poor

If you think that your child's school's treatment of cases of aggression or bullying is less than *satisfactory*, what else would you expect them to do?

16. Do you participate in events organised by your child's school on topics such as bullying behaviour, aggressive behaviour, intercultural awareness and diversity?

- ☐ yes
- ☐ no
- ☐ The school does not organise such events.

17. How would you describe your relationship with the school?

Select only one answer.

- ☐ It is an equal partnership with shared responsibility.
- ☐ We communicate openly about my child's wellbeing.
- ☐ We are in contact when there is a problem.
- ☐ There is little contact between us.

Please share with us any other comments you might have:

Thank you!

BASELINE Questionnaire for students

Before you begin, please read the following information.

Dear student,

You are asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to help teachers and other adults in our efforts to make your school a safer and nicer place. The questionnaire will ask you questions about how you feel at school and your perceptions of aggressive and bullying behaviour.

Remember

- All of your responses will be completely anonymised.
- There are no right or wrong answers.
- All results will be reported to the school only in terms of how the entire group responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements and questions.

Your age: _____

Your grade/form: _____

Your gender:

- ☐ male
☐ female
☐ other; please specify _____

Your ethnicity: _____

1. I feel safe at school.

- ☐ always
☐ sometimes
☐ rarely
☐ never

2. I feel respected and valued by the adults at school.

- ☐ always
☐ sometimes
☐ rarely
☐ never

3. I feel respected and valued by the other students at school.

- ☐ always
☐ sometimes
☐ rarely

☐ never

4a. In my school adults teach us to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ always
☐ sometimes
☐ rarely
☐ never

4b. In my school adults encourage us to resolve disagreements or conflicts in a mutually beneficial way.

- ☐ always
☐ sometimes
☐ rarely
☐ never

Before you continue with the survey please read the definition below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

5. Think about what happened during the last 7 days, when you answer the questions below.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6+ times
a) I teased students to make them angry.	0	1	2	3	4	5	6
b) I got angry very easily with someone.	0	1	2	3	4	5	6
c) I fought back when someone hit me first.	0	1	2	3	4	5	6
d) I said things about other kids to make other students laugh.	0	1	2	3	4	5	6
e) I encouraged other students to fight.	0	1	2	3	4	5	6
f) I pushed or shoved other students.	0	1	2	3	4	5	6
g) I was angry most of the day.	0	1	2	3	4	5	6
h) I got into a physical fight because I was angry.	0	1	2	3	4	5	6
i) I slapped or kicked someone.	0	1	2	3	4	5	6
j) I called other students bad names.	0	1	2	3	4	5	6
k) I threatened to hurt or to hit someone.	0	1	2	3	4	5	6

Before you continue with the survey please read the definitions below:

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students and there is an imbalance of power between the children involved.

1. Physical bullying is when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. Verbal bullying involves the use of negative words, like name calling, insults or words used to intentionally upset someone.
3. Social bullying involves spreading rumours about someone, embarrassing them in public or intentionally leaving them out.
4. Cyber bullying is when technology is used to verbally, socially or psychologically bully another child. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.
5. Sexual bullying, whether physical or non-physical, involves making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

6. How often do you think students engage in bullying behaviour in your school?

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

7. In the last school year and this current year, have you been

Please provide an answer to each type of bullying behaviour listed below.

a) physically bullied at school

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

b) verbally bullied at school through rumours, name calling, insults, teasing, etc.

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

c) socially bullied at school by being left out or isolated

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

d) cyber bullied using the Internet, e-mail, cell phone or social media

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

e) sexually bullied at school

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

8. In the last school year and this current year, have you been part of

Please provide an answer to each type of bullying behaviour listed below.

a) physically bullying other students at school

- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- b) verbally bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- c) socially bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- d) cyber bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- e) sexually bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never

9. Why do you think some students engage in bullying behaviour against other students?

You can select more than one statement.

- ☐ Because they want to attract attention/become more popular.
- ☐ Because they want to demonstrate power.
- ☐ Because this is how they can get what they want.
- ☐ Because they have social emotional and behavioural difficulties.
- ☐ Because they do not like those who are different from them.
- ☐ Because they think they are better than others.
- ☐ Because they are witnessing similar behaviour at home.
- ☐ Because they have been victims of aggressive behaviour and this is their natural response.
- ☐ Because they see it on TV, social media.
- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
- ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

10. In your opinion how often do teachers become aware of bullying behaviour at school?

- ☐ almost never
- ☐ occasionally
- ☐ almost always

11. What do you think is/are the most common way/ways that teachers become aware of bullying?

You can select more than one statement.

- ☐ They witness it.
- ☐ Another student reports the bullying to the teacher.
- ☐ Another adult reports the bullying to the teacher.
- ☐ The student being targeted reports the bullying to a teacher.
- ☐ They learn it from parents.
- ☐ Other; please tell us more _____

12. In your opinion how often do parents become aware of bullying behaviour at school?

- ☐ almost never
- ☐ occasionally

☐ almost always

13. If you have been involved in bullying, is there anyone that you feel comfortable speaking to about it?

Please specify the person where it is relevant to you.

- a) at home _____
b) in school _____
c) online _____
d) other; please tell us more _____

14. Where do you think children are most vulnerable to aggressive or bullying behaviour at your school?

Mark all and only those that are relevant to you.

- | | | | | |
|---|--------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|
| a) In the classroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| b) On the school yard | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| c) In the corridor | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| d) In the restroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| e) On the school bus/on the way to school | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| f) On the parking lot | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| g) During field trips | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| h) On social media | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |

15. How do you respond, if you witness aggression or bullying behaviour at school?

You can select more than one answer.

- ☐ I will join the students who have engaged in bullying behaviour.
☐ I will watch without taking any action.
☐ I will try to stop the incident by talking to those who are involved.
☐ I will seek the help of an adult.
☐ I want to help but I am not sure how.
☐ I want to help, but if I do, I will also be bullied.
☐ I take no action. (Why? _____)
☐ I have not witnessed bullying at school.
☐ Other; please tell us more _____

16. What do you think can help your class or school to reduce aggression and bullying?

Please share with us any other comments you might have:

BASELINE Questionnaire for teaching and non-teaching staff

Before you begin, please read the following information.

Dear teachers/administrators,

You are asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to assess the level and scope of aggressive and bullying behaviour in your school. Your answers as a teacher/administrator will provide useful information to both project partners and school administration in order to improve the overall positive environment at school.

Remember

- All of your responses will be completely anonymised.
- All results will be reported to the school only in terms of how the surveyed groups responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements.

You are a

- ☐ teacher; your subject and position: _____
- ☐ non-teaching professional; your role: _____
- ☐ other professional; please specify _____

Your age: _____

Your gender:

- ☐ male
- ☐ female
- ☐ other; please specify _____

Your ethnicity: _____

1. This school's environment is stimulating and encourages personal and professional growth.

- ☐ strongly agree
- ☐ agree
- ☐ disagree
- ☐ strongly disagree

2. Adults in our school set a good example for students in terms of respect, responsibility, cooperation, etc.

- ☐ strongly agree
- ☐ agree
- ☐ disagree
- ☐ strongly disagree

3a. In this school adults teach students to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

3b. In this school adults encourage students to resolve disagreements/conflicts in a mutually beneficial way.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

Before you continue with the survey please read the definition below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

4. Which of the following behaviours do you witness by students?

Mark all and only those that are relevant to you.

	towards other students				towards a teacher				towards non-teaching staff			
	always	frequently	occasionally	never	always	frequently	occasionally	never	always	frequently	occasionally	never
a) calling someone bad names												
b) making fun of someone												
c) gossiping about someone												
d) hitting or kicking someone												
e) getting in a physical fight												
f) fighting back when someone was hit first												
g) encouraging someone to fight												
h) acting passive aggressively												
i) other; please tell us more:												

1. Direct bullying involves a face to face interaction with the target.
2. Indirect bullying, sometimes referred to as social bullying, involves manipulation of social relationships to hurt (gossiping, spreading rumours, etc.) or exclude the individual who is being victimized.
3. Physical bullying includes any physical act, which results in hurting or injuring the target or any of their possessions.
4. Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved.
5. Cyber bullying are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, trolling, impersonation, outing, trickery or cyberstalking.
6. Sexual bullying is a type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity. It can be either physical and/or non-physical, it can involve making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

7. Have you ever witnessed a student adopting bullying behaviour against other students in your school?

- ☐ yes
☐ no

8. How often do you think students adopt bullying behaviour against other students in your school?

- ☐ more than once a week
☐ once a week
☐ rarely
☐ never

9. How often do you think the following bullying behaviours occur in your school?

Please provide an answer to each type of bullying behaviour listed below.

- | | | | | |
|----------------------|--|--------------------------------------|---------------------------------|--------------------------------|
| a) physical bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| b) verbal bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| c) social bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| d) cyber bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| e) sexual bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |

10. Why do you think some students engage in bullying behaviour against their peers?

You can select more than one statement.

- ☐ Because they want to attract attention/become more popular.
☐ Because they want to demonstrate power.
☐ Because this is how they can get what they want.
☐ Because they have social emotional and behavioural difficulties.
☐ Because they do not like those who are different from them.
☐ Because they think they are better than others.
☐ Because they are witnessing similar behaviour at home.
☐ Because they have been victims of aggressive behaviour and this is their natural response.
☐ Because they see it on TV, social media.

- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
 - ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

11a. How do you respond, if you witness bullying behaviour?

You can select more than one statement.

- ☐ I take action:
 - ☐ I stop what is happening and talk to the students.
 - ☐ I stop what is happening and let the students know we will talk about this later in a bigger circle.
 - ☐ I stop what is happening and call the parents.
 - ☐ I stop what is happening and call the head teacher of the class.
 - ☐ I stop what is happening contact the person responsible for handling bullying cases in the school.
 - ☐ I stop what is happening and contact the school authorities.
 - ☐ I stop what is happening and contact external authorities.
- ☐ I take no action.
- ☐ Other; please tell us more _____

11b. How do you respond, if a student shares with you that she/he was bullied?

You can select more than one statement.

- ☐ I take action myself with the students in question.
- ☐ I contact the parents of the students in question.
- ☐ I report the event to the school authorities.
- ☐ I involve external professionals.
- ☐ I contact relevant authorities at community or national level.
- ☐ I take no action.
- ☐ Other; please tell us more _____

12. If you have witnessed bullying behaviour and addressed the situation, what would be your next step?

You can select more than one statement.

- ☐ I follow up the event with the students in question.
- ☐ I follow up the event with other school professionals.
- ☐ I follow up the event with the school authorities.
- ☐ I follow up the event with the relevant external organizations.
- ☐ Once the event has been addressed, I allow it to dissipate.
- ☐ Other; please tell us more _____

13. In view of questions 11-12, would there be a difference in your answer if we ask about your reaction to an aggressive incident?

- ☐ yes; please tell us more _____
- ☐ no

14. Where do you think children are most vulnerable to aggressive and bullying behaviours in your school?

Mark all and only those that are relevant to you.

- | | | | | |
|---|--------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|
| a) In the classroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| b) On the school yard | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| c) In the corridor | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| d) In the restroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| e) On the school bus/on the way to school | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| f) On the parking lot | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| g) During field trips | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| h) On social media | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |

15. In your opinion how often do teachers become aware of aggressive or bullying behaviours at school?

- ☐ almost never
☐ occasionally
☐ almost always

16. Does your school have a formal anti-aggression or anti-bullying procedure/policy?

- ☐ yes
☐ yes but it is only partly implemented
☐ no
☐ I don't know

17. Do you have a special occasion when you regularly discuss aggression/conflict/bullying with your students?

- ☐ yes
☐ no

If yes, could you briefly describe it?

Setting (Where does this activity take place?)	
Content (What is the activity about?)	
Duration (How much time is devoted to this activity?)	
Frequency (How often does this type of activity take place?)	
Delivered by (Who prepares the necessary information materials and carries out the activity itself?)	

18. Do you feel enabled and supported to handle aggressive/bullying behaviours (by means of school policies, trainings your school provided you, techniques you learnt, etc.)?

- ☐ yes
- ☐ to a certain extent
- ☐ no

If *no*, what would you need _____

Please share with us any other comments you might have:

Thank you!

ANNEX 2 – ENDLINE QUESTIONNAIRES

ENDLINE Questionnaire for parents

Before you begin, please read the following information.

Dear Parents,

You are kindly asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to assess the level and scope of aggressive behaviour and bullying in your child's school. Your answers as a parent will provide useful information to both project partners and school administration in order to improve the overall positive environment at school.

Remember

- All of your responses will be completely anonymised.
- All results will be reported to the school only in terms of how the surveyed groups responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements.

Your age: _____

Your gender:

☐ male

☐ female

☐ other; (please tell us more) _____

Your child's grade/form: _____

Your ethnicity: _____

What is your level of education?

☐ primary

☐ secondary

☐ tertiary

☐ other; please specify _____

What is your profession? _____

1. My child feels safe at school.

☐ always

☐ sometimes

☐ rarely

☐ never

2. My child feels respected by adults at school.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

3. My child feels valued by other students at school.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

4a. At my child's school adults teach students to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

4b. At my child's school adults encourage students to resolve disagreements/conflicts in a mutually beneficial way.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

Before you continue with the survey please read the definition of below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

5. Has your child shared information about students adopting aggressive behaviour at school?

- ☐ yes
- ☐ no

6. How often have you yourself witnessed aggressive behaviour by students at your child's school?

- ☐ often
- ☐ sometimes
- ☐ rarely
- ☐ never

7. Why, in your opinion, do you think some students act aggressively at school?

You can select more than one answer.

- ☐ Because they want to attract attention/become more popular.
- ☐ Because they want to demonstrate power.
- ☐ Because this is how they can get what they want.
- ☐ Because they have social, emotional and behavioural difficulties.
- ☐ Because they do not like those who are different from them.
- ☐ Because they think they are better than others.
- ☐ Because they are witnessing similar behaviour at home.
- ☐ Because they have been victims of aggressive behaviour themselves and this is their natural response.
- ☐ Because they see it on TV, social media, etc.
- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
 - ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

Before you continue with the survey please read the definitions below:

The most widely accepted definition for bullying behaviour is the one coined by Dan Olweus, which revolves around three characteristics, which delimitates bullying behaviour from aggression: 'a student is being bullied or victimized when he or she is exposed, repeatedly and over time (1), to negative actions on the part of one or more other students (2)' and there is an imbalance of power between the actors involved (3).

As there are different categories of aggressive behaviour, bullying can also be classified in different types:

7. Direct bullying involves a face to face interaction with the target.
8. Indirect bullying, sometimes referred to as social bullying, involves manipulation of social relationships to hurt (gossiping, spreading rumours, etc.) or exclude the individual who is being victimized.
9. Physical bullying includes any physical act, which results in hurting or injuring the target or any of their possessions.
10. Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved.
11. Cyber bullying are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, trolling, impersonation, outing, trickery or cyberstalking.
12. Sexual bullying is a type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity. It can be either physical and/or non-physical, it can involve making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

9. Do you think bullying behaviours occur in your child's school?

- ☐ yes
- ☐ no

10. How often do you think bullying behaviours occur in your child's school?

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

11a. Has your child been involved in bullying?

- ☐ no
- ☐ yes, as a perpetrator
- ☐ yes, as a victim
- ☐ yes, as a bystander (i.e. Your child saw someone else being bullied.)

11b. In this current year, has your child been

Please provide an answer to each type of bullying behaviour listed below.

- a) physically bullied at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- b) verbally bullied at school through rumours, name calling, insults, teasing, etc.
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- c) socially bullied at school by being left out or isolated
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- d) cyber bullied using the Internet, e-mail, cell phone or social media
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- e) sexually bullied
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never

11c. In this current year, has your child been involved in

Please provide an answer to each type of bullying behaviour listed below.

- a) physically bullying other students at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- b) verbally bullying other students at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- c) socially bullying other students at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- d) cyber bullying other students at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never
- e) sexually bullying other students at school
 - ☐ more than once a week
 - ☐ once a week
 - ☐ rarely
 - ☐ never

12a. If your child has been part of bullying behaviour, how did you learn about it?

You can select more than one statement.

- ☐ My child told me.
- ☐ The school informed me.

- ☐ I found out from another child.
- ☐ I found out from another parent.
- ☐ I found out online.
- ☐ Other; please tell us more _____

12b. If your child has had a role in a bullying case (either as a perpetrator or a victim), what was your reaction?

13. If a child complained to a school staff member about being bullied, would something be done about it?

- ☐ yes; please tell us more _____
- ☐ no
- ☐ I don't know

14. Where do you think children are most vulnerable to aggressive or bullying behaviour at your child's school?

Mark all and only those that are relevant to you.

- | | | | | |
|---|--------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|
| a) In the classroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| b) On the school yard | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| c) In the corridor | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| d) In the restroom | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| e) On the school bus/on the way to school | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| f) On the parking lot | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| g) During field trips | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |
| h) On social media | <input type="checkbox"/> never | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently | <input type="checkbox"/> all the time |

15. How would you rate the measures, which your child's school has taken to address aggressive or bullying behaviours?

- ☐ excellent
- ☐ good
- ☐ satisfactory
- ☐ poor

What is the effect of the model programme on the measures taken to address aggressive and bullying behaviour?

16. Do you participate in events organised by your child's school on topics such as bullying behaviour, aggressive behaviour, intercultural awareness and diversity?

- ☐ yes
- ☐ no
- ☐ The school does not organise such events.

17. How would you describe your relationship with the school?

Select only one answer.

- ☐ It is an equal partnership with shared responsibility.
- ☐ We communicate openly about my child's wellbeing.
- ☐ We are in contact when there is a problem.
- ☐ There is little contact between us.

Please share with us any other comments you might have:

Thank you!

ENDLINE Questionnaire for students

Before you begin, please read the following information.

Dear student,

You are asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to help teachers and other adults in our efforts to make your school a safer and nicer place. The questionnaire will ask you questions about how you feel at school and your perceptions of aggressive and bullying behaviour.

Remember

- All of your responses will be completely anonymised.
- There are no right or wrong answers.
- All results will be reported to the school only in terms of how the entire group responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements and questions.

Your age: _____

Your grade/form: _____

Your gender:

- ☐ male
☐ female
☐ other; please specify _____

Your ethnicity: _____

1. I feel safe at school.

- ☐ always
☐ sometimes
☐ rarely
☐ never

2. I feel respected and valued by the adults at school.

- ☐ always
☐ sometimes
☐ rarely
☐ never

3. I feel respected and valued by the other students at school.

- ☐ always
☐ sometimes
☐ rarely

☐ never

4a. In my school adults teach us to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ always
☐ sometimes
☐ rarely
☐ never

4b. In my school adults encourage us to resolve disagreements or conflicts in a mutually beneficial way.

- ☐ always
☐ sometimes
☐ rarely
☐ never

Before you continue with the survey please read the definition below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

5. Think about what happened during the last 7 days, when you answer the questions below.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6+ times
a) I teased students to make them angry.	0	1	2	3	4	5	6
b) I got angry very easily with someone.	0	1	2	3	4	5	6
c) I fought back when someone hit me first.	0	1	2	3	4	5	6
d) I said things about other kids to make other students laugh.	0	1	2	3	4	5	6
e) I encouraged other students to fight.	0	1	2	3	4	5	6
f) I pushed or shoved other students.	0	1	2	3	4	5	6
g) I was angry most of the day.	0	1	2	3	4	5	6
h) I got into a physical fight because I was angry.	0	1	2	3	4	5	6
i) I slapped or kicked someone.	0	1	2	3	4	5	6
j) I called other students bad names.	0	1	2	3	4	5	6
k) I threatened to hurt or to hit someone.	0	1	2	3	4	5	6

Before you continue with the survey please read the definitions below:

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students and there is an imbalance of power between the children involved.

6. Physical bullying is when physical actions such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
7. Verbal bullying involves the use of negative words, like name calling, insults or words used to intentionally upset someone.
8. Social bullying involves spreading rumours about someone, embarrassing them in public or intentionally leaving them out.
9. Cyber bullying is when technology is used to verbally, socially or psychologically bully another child. It can occur in chat rooms, on social networking sites, through emails or on mobile phones.
10. Sexual bullying, whether physical or non-physical, involves making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

6. How often do you think students engage in bullying behaviour in your school?

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

7. In the last school year and this current year, have you been

Please provide an answer to each type of bullying behaviour listed below.

a) physically bullied at school

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

b) verbally bullied at school through rumours, name calling, insults, teasing, etc.

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

c) socially bullied at school by being left out or isolated

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

d) cyber bullied using the Internet, e-mail, cell phone or social media

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

e) sexually bullied at school

- ☐ more than once a week
- ☐ once a week
- ☐ rarely
- ☐ never

8. In the last school year and this current year, have you been part of

Please provide an answer to each type of bullying behaviour listed below.

a) physically bullying other students at school

- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- b) verbally bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- c) socially bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- d) cyber bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never
- e) sexually bullying other students at school
- ☐ more than once a week ☐ once a week ☐ rarely ☐ never

9. In your opinion why some students engage in bullying behaviour against other students?

You can select more than one statement.

- ☐ Because they want to attract attention/become more popular.
- ☐ Because they want to demonstrate power.
- ☐ Because this is how they can get what they want.
- ☐ Because they have social emotional and behavioural difficulties.
- ☐ Because they do not like those who are different from them.
- ☐ Because they think they are better than others.
- ☐ Because they are witnessing similar behaviour at home.
- ☐ Because they have been victims of aggressive behaviour and this is their natural response.
- ☐ Because they see it on TV, social media.
- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
- ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

10. In your opinion how often do teachers become aware of bullying behaviour at school?

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

11. What do you think is/are the most common way/ways that teachers become aware of bullying?

You can select more than one statement.

- ☐ They witness it.
- ☐ Another student reports the bullying to the teacher.
- ☐ Another adult reports the bullying to the teacher.
- ☐ The student being targeted reports the bullying to a teacher.
- ☐ They learn it from parents.
- ☐ Other; please tell us more _____

12. In your opinion how often do parents become aware of bullying behaviour at school?

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

13. If you have been involved in bullying, is there anyone that you feel comfortable speaking to about it?

Please specify the person where it is relevant to you.

- a) at home _____
- b) in school _____
- c) online _____
- d) other; please tell us more _____

14. Where do you think children are most vulnerable to aggressive or bullying behaviour at your school?

Mark all and only those that are relevant to you.

- a) In the classroom ☐ never ☐ occasionally ☐ frequently ☐ all the time
- b) On the school yard ☐ never ☐ occasionally ☐ frequently ☐ all the time
- c) In the corridor ☐ never ☐ occasionally ☐ frequently ☐ all the time
- d) In the restroom ☐ never ☐ occasionally ☐ frequently ☐ all the time
- e) On the school bus/on the way to school ☐ never ☐ occasionally ☐ frequently ☐ all the time
- f) On the parking lot ☐ never ☐ occasionally ☐ frequently ☐ all the time
- g) During field trips ☐ never ☐ occasionally ☐ frequently ☐ all the time
- h) On social media ☐ never ☐ occasionally ☐ frequently ☐ all the time

15. How do you respond, if you witness aggression or bullying behaviour at school?

You can select more than one answer.

- ☐ I will join the students who have engaged in bullying behaviour.
- ☐ I will watch without taking any action.
- ☐ I will try to stop the incident by talking to those who are involved.
- ☐ I will seek the help of an adult.
- ☐ I want to help but I am not sure how.
- ☐ I want to help, but if I do, I will also be bullied.
- ☐ I take no action. (Why? _____)
- ☐ I have not witnessed bullying at school.
- ☐ Other; please tell us more _____

16. In your opinion did the training events and other anti-bullying activities at school have benefitted you and reduced aggression and bullying?

Please share with us any other comments you might have:

Thank you!

ENDLINE Questionnaire for teaching and non-teaching staff

Before you begin, please read the following information.

Dear teachers/administrators,

You are asked to complete this survey as part of the Against School Aggression Partnership (ASAP) project, which aims to assess the level and scope of aggressive and bullying behaviour in your school. Your answers as a teacher/administrator will provide useful information to both project partners and school administration in order to improve the overall positive environment at school.

Remember

- All of your responses will be completely anonymised.
- All results will be reported to the school only in terms of how the surveyed groups responded. No individual responses will be made public.
- The survey should take approximately 15 minutes to complete. Please respond to all statements.

You are

- ☐ teacher; your subject and position: _____
- ☐ non-teaching professional; your role: _____
- ☐ other professional; please specify _____

Your age: _____

Your gender:

- ☐ male
- ☐ female
- ☐ other _____

Your ethnicity: _____

1. This school's environment is stimulating and encourages personal and professional growth.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

2. Adults in our school set a good example for students in terms of respect, responsibility, cooperation, etc.

- ☐ always
- ☐ sometimes
- ☐ rarely
- ☐ never

3a. In this school adults teach students to respect each other's differences with regard to gender, race, ethnicity, religion, sexual orientation, disability, etc.

- ☐ always
☐ sometimes
☐ rarely
☐ never

3b. In this school adults encourage students to resolve disagreements/conflicts in a mutually beneficial way.

- ☐ always
☐ sometimes
☐ rarely
☐ never

Before you continue with the survey please read the definition below:

Aggressive behaviour is identifiable with negative actions, such as when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Under the generally accepted definition of **aggressive behaviour**: 'aggression is any behaviour enacted with the intention to harm another person who is motivated to avoid that harm'. Please note that aggression and bullying may look behaviourally the same, but bullying is distinctively characterized by the abusive use of power of an individual or group that intentionally and repeatedly attacks, excludes or humiliates others.

Bearing in mind the above mentioned definition please respond to the following questions:

4. Which of the following behaviours do you witness by students?

Mark all and only those that are relevant to you.

	towards other students				towards a teacher				towards non-teaching staff			
	More than once a week	Once a week	rarely	never	More than once a week	Once a week	rarely	never	More than once a week	Once a week	rarely	never
a) calling someone bad names												
b) making fun of someone												
c) gossiping about someone												
d) hitting or kicking someone												
e) getting in a physical fight												
f) fighting back when someone was hit first												
g) encouraging someone to fight												
h) acting passive aggressively												

[illegible]

You can select more than one statement.

- ☐ Because they want to attract attention/become more popular.
- ☐ Because they want to demonstrate power.
- ☐ Because this is how they can get what they want.
- ☐ Because they have social, emotional and behavioural difficulties.
- ☐ Because they do not like those who are different from them.
- ☐ Because they think they are better than others.
- ☐ Because they are witnessing similar behaviour at home.
- ☐ Because they have been victims of aggressive behaviour themselves and this is their natural response.
- ☐ Because they see it on TV, social media, etc.
- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
 - ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more

You can select more than one statement.

- ☐ yes, by a student
- ☐ yes, by a teacher
- ☐ yes, by a parent
- ☐ no

Before you continue with the survey please read the definitions below:

The most widely accepted definition for bullying behaviour is the one coined by Dan Olweus, which revolves around three characteristics, which delimitates bullying behaviour from aggression: 'a student is being bullied or victimized when he or she is exposed, repeatedly and over time (1), to negative actions on the part of one or more other students (2)' and there is an imbalance of power between the actors involved (3).

As there are different categories of aggressive behaviour, bullying can also be classified in different types:

7. Direct bullying involves a face to face interaction with the target.
8. Indirect bullying, sometimes referred to as social bullying, involves manipulation of social relationships to hurt (gossiping, spreading rumours, etc.) or exclude the individual who is being victimized.
9. Physical bullying includes any physical act, which results in hurting or injuring the target or any of their possessions.
10. Verbal bullying occurs when the use of rumours, name calling, insults, teasing, intimidation and racist remarks are involved.
11. Cyber bullying are all the actions that are being conducted through the use of technology or social media, such as: flaming, harassment, denigration, trolling, impersonation, outing, trickery or cyberstalking.
12. Sexual bullying is a type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity. It can be either physical and/or non-physical, it can involve making sexual comments to someone, inappropriate physical contact that makes the other person feel uncomfortable, distributing sexual material or sending someone messages or calls of sexual nature, etc.

Bearing in mind the above mentioned definition please respond to the following questions:

7. Have you ever witnessed a student adopting bullying behaviour against other students in your school?

- ☐ yes
☐ no

8. How often do you think students adopt bullying behaviour against other students in your school?

- ☐ more than once a week
☐ once a week
☐ rarely
☐ never

9. How often do you think the following bullying behaviours occur in your school?

Please provide an answer to each type of bullying behaviour listed below.

- | | | | | |
|----------------------|--|--------------------------------------|---------------------------------|--------------------------------|
| a) physical bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| b) verbal bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| c) social bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| d) cyber bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |
| e) sexual bullying | <input type="checkbox"/> more than once a week | <input type="checkbox"/> once a week | <input type="checkbox"/> rarely | <input type="checkbox"/> never |

10. Why do you think some students engage in bullying behaviour against their peers?

You can select more than one statement.

- ☐ Because they want to attract attention/become more popular.
☐ Because they want to demonstrate power.
☐ Because this is how they can get what they want.
☐ Because they have social emotional and behavioural difficulties.
☐ Because they do not like those who are different from them.
☐ Because they think they are better than others.
☐ Because they are witnessing similar behaviour at home.
☐ Because they have been victims of aggressive behaviour and this is their natural response.
☐ Because they see it on TV, social media.

- ☐ Because they are bored.
- ☐ Because they discriminate against individuals based on their:
 - ☐ race
 - ☐ religion
 - ☐ national background
 - ☐ sexual orientation
 - ☐ gender identity
- ☐ For no specific reason.
- ☐ Other; please tell us more _____

11a. How do you respond, if you witness bullying behaviour?

You can select more than one statement.

- ☐ I take action:
 - ☐ I stop what is happening and talk to the students.
 - ☐ I stop what is happening and let the students know we will talk about this later in a bigger circle.
 - ☐ I stop what is happening and call the parents.
 - ☐ I stop what is happening and call the head teacher of the class.
 - ☐ I stop what is happening contact the person responsible for handling bullying cases in the school.
 - ☐ I stop what is happening and contact the school authorities.
 - ☐ I stop what is happening and contact external authorities.
- ☐ I take no action.
- ☐ Other; please tell us more _____

11b. How do you respond, if a student shares with you that she/he was bullied?

You can select more than one statement.

- ☐ I take action myself with the students in question.
- ☐ I contact the parents of the students in question.
- ☐ I report the event to the school authorities.
- ☐ I involve external professionals.
- ☐ I contact relevant authorities at community or national level.
- ☐ I take no action.
- ☐ Other; please tell us more _____

12. If you have witnessed bullying behaviour and addressed the situation, what would be your next step?

You can select more than one statement.

- ☐ I follow up the event with the students in question.
- ☐ I follow up the event with other school professionals.
- ☐ I follow up the event with the school authorities.
- ☐ I follow up the event with the relevant external organizations.
- ☐ Once the event has been addressed, I allow it to dissipate.
- ☐ Other; please tell us more _____

13. In view of questions 11-12, would there be a difference in your answer if we ask about your reaction to an aggressive incident?

- ☐ yes; please tell us more _____
- ☐ no

14. Where do you think children are most vulnerable to aggressive and bullying behaviours in your school?

Mark all and only those that are relevant to you.

- | | | | | |
|---|--------------------------------|---------------------------------|------------------------------------|---------------------------------|
| a) In the classroom | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| b) On the school yard | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| c) In the corridor | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| d) In the restroom | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| e) On the school bus/on the way to school | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| f) On the parking lot | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| g) During field trips | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |
| h) On social media | <input type="checkbox"/> never | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> always |

15. In your opinion how often do teachers become aware of aggressive or bullying behaviours at school?

- ☐ never
☐ rarely
☐ sometimes
☐ always

16. As a result of the model program did the school improved its anti-aggression or anti-bullying procedure/policy?

- ☐ yes
☐ yes but it is only partly
☐ no
☐ I don't know

17. Do you have a special occasion when you regularly discuss aggression/conflict/bullying with your students?

- ☐ yes
☐ no

If yes, could you briefly describe it?

Setting (Where does this activity take place?)	
Content (What is the activity about?)	
Duration (How much time is devoted to this activity?)	
Frequency (How often does this type of activity take place?)	
Delivered by	

(Who prepares the necessary information materials and carries out the activity itself?)	
---	--

18. As a result of the Model program, do you feel more enabled and supported to handle aggressive/bullying behaviours (by means of school policies, trainings your school provided you, techniques you learnt, etc.)?

- ☐ yes
- ☐ to a certain extent
- ☐ no

If no, what would you need _____

Please share with us any other comments you might have:

Thank you!

ANNEX 3 - Ethical Code for Researchers and Partners Staff

Researchers and partners staff involved in the project must never:

- 1/ act in ways towards children that can have negative effect on their development, including their social and relationships development;
- 2/ act in way that can set a negative example for any children present;
- 3/ have relations with a child that can in any way be considered exploitation, maltreatment of abuse;
- 4/ use language, make suggestions or offer advice that can be inappropriate or offensive;
- 5/ give money or goods to a child that go beyond parameters of purposes established by the project;
- 6/ participate in behaviors by children that is illegal, abusive or endangers their safety;
- 7/ act in ways intended to shame, humiliate or degrade children or participate in any form of emotional abuse;
- 8/ Discriminate against, show different treatment towards or favor particular children to the exclusion of others;

Researchers and partners staff involved in the project should always:

- 9/ keep in mind the best interest of children;
- 10/ identify situations that may place a child at risk and act accordingly to prevent any damage;
- 10/ inform children of the type of relationships they can expect to have with them and encourage them to report any concerns they may have;
- 11/ make full use of children skills and abilities and discuss with them their rights; what is acceptable and what is not; and what they can do if they have a problem;
- 12/ maintain the highest personal and professional profile;
- 13/ respect children rights and treat them in a fair and honest way with dignity and respect;
- 14/ feel oblige to report any fact that can be related to a crime committed within the school that he/she will become aware of;
- 15/ encourage the participation of children so they can develop the ability to safeguard themselves. ¹²

¹² Adapted from Save the Children, Italy Code of conduct when working with children.

