



Occupational Health & Safety



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale



THIRD-PARTY VIOLENCE: RESEARCH, ASSESSMENT AND KNOWLEDGE SHARING



This project is supported by the European Commission,
DG Employment, Social Affairs and Inclusion.

2012



European Trade Union
Committee for Education

EFEE

THE EUROPEAN
FEDERATION OF
EDUCATION
EMPLOYERS

*The **European Trade Union Committee for Education (ETUCE)** represents 135 Teacher Unions and 12.8 million teachers in all countries of Europe, 5.5 million teachers in the EU, from all levels of the education sector. ETUCE is a Social Partner in education at the EU level and a European Trade Union Federation within ETUC, the European Trade Union Confederation. ETUCE is the European Region of Education International, the global federation of teacher unions.*

*The **European Federation of Education Employers (EFEE)** represents the interests of employers in the strategic and highly diverse education sector. We represent education employers from all levels of education, from pre-school to higher education institutions, including different national organisations (education councils, ministries, local and regional authority employers' organisations). EFEE is a Social Partner in education at EU level and member of CEEP (European Centre of Employers and Enterprises providing Public services).*

Also available in French, Russian, Spanish and German.

Reproduction of all or part of this publication is permitted without authorisation. However, accreditation to the ETUCE and EFEE must be made and copies must be sent to the ETUCE and EFEE secretariats.

Published by the European Trade Union Committee for Education – Brussels 2012

Preamble

For the European social partners in education, it is essential that schools offer **a safe and secure working environment**, a safe atmosphere in which teaching and learning can prosper.

ETUCE and EFEE are therefore confident about the manifold opportunities this project has offered to raise awareness on third-party violence and to share experiences and national practices between European social partners in education on the one hand on how to prevent third-party violence and harassment in schools and on the other hand how to manage and tackle the challenges arising from third-party violence and harassment.

In the frame of this project, teacher unions and employers' organisations have seized the opportunity for dialogue and it is indeed the capacity for **dialogue and co-operation** that can help stakeholders in education to prevent violence in schools and that contributes to positive relations between teachers, students/pupils and parents rather than engaging in conflicts.


The outcome of our project, the *Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work*, will be of great value for further dialogue in many European countries: it will help to raise awareness on this issue and it will guide schools, national social partners in education and other stakeholders in education by **providing concrete and practical recommendations** on how to prevent and reduce third party-violence and harassment. The brochure not only shows our commitment as trade unions, employers' organisations and as European social partners to combat third-party violence and harassment in schools, more importantly it also provides some ideas on how to set up **strategies on this topic** at school level.

In the hope that our dialogue at European level and the implementation guide will be translated into further concrete national measures, and that words will become actions, we thank our members for their active contribution.



Martin Rømer

European Director



Bianka Stege

EFEE General Secretary



Social Partners in Education Concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools

Table of content

1. INTRODUCTION	7
2. BACKGROUND AND DEFINITION	7
2.1. BACKGROUND.....	7
2.2. DEFINITION OF THIRD-PARTY VIOLENCE.....	9
3. PROJECT AIMS	10
4. PROJECT COMPONENTS.....	12
4.1. ADVISORY GROUP	12
4.2. ONLINE SURVEY	12
4.3. CASE STUDIES	13
4.4. REGIONAL SEMINARS	13
4.5. CLOSING CONFERENCE	14
4.6. IMPLEMENTATION GUIDE FOR THE EDUCATION SECTOR OF THE MULTI-SECTORAL GUIDELINES TO TACKLE THIRD-PARTY VIOLENCE AND HARASSMENT RELATED TO WORK.....	15
5. CONCLUSION	16
6. ABBREVIATIONS	166
7. CONTACTS	18

1. Introduction

The joint project of the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE): **Social Partners in Education Concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools** was launched in 2011 and aimed to raise awareness and to ensure that the **Multi-sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work** (see text box) are used amongst teachers, other education employees and education employers. Following up on the implementation of these guidelines, the social partners; EFEE and ETUCE, wished to examine to what extent third-party violence is addressed in the education sector in Europe, to outline the possible actions of teacher unions and education employers in preventing third-party violence and to support the work on this issue. This brochure contains a description of the project work and the results of various activities in which representatives of both ETUCE and EFEE have participated. ETUCE has comprehensive experience in working with the specific issue of violence in schools, having carried out the project **Preventing and tackling violence in schools**, which was launched in 2008 (see http://etuce.homestead.com/ETUCE_Projects.html for more information about this project).

The European Social Partners from different sectors signed the **Multi-sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work** in September 2010. These guidelines are aimed at ensuring that all workplaces have policies that address third-party violence against staff.

2. Background and Definition

2.1. Background

Appreciating the different cultural and country contexts, the social partners confirm **their mutual interest** to reach the shared goal where schools, which are the working environment for teachers and other school staff and the learning environment for young people, are safe and secure to ensure the **best possible setting for teaching and learning**. Violent incidents in schools interfere with teaching and have a malign influence on the working environment of teachers and the quality of learning of students. Whilst occurrences of

The social partners in education are concerned about the impact of third-party violence and harassment on teachers and education employees because they not only undermine an individual's health and dignity, but also have a very real economic impact in term of absences from the workplace, morale and staff turnover.

most serious violence remain low, any violent incident can be distressing both for those directly involved and for those who witness it, be they staff or pupils.

According to the **Fourth and Fifth European Working Conditions Survey** (2005 and 2007) by EUROFOUND¹, the percentage for third-party violence varies significantly between EU countries and only few countries have an official definition of third-party violence. Education is amongst those sectors with the highest risk of third-party violence, yet the number of countries/schools having developed specific policies remains low². This is why this topic needs to be high on the agenda of the social partners in education, particularly at a time of **economic and financial crisis**, when the pressure on

society's wellbeing and standards of living cause distress that

might be extrapolated negatively to schools. Third-party violence

and harassment can create an environment that is unsafe and even frightening to the public and therefore have a wide

negative social impact. Seeking to bring about a **change that has**

a lasting impact on the school environment, actions determining

and strengthening the fundamental values in school (e.g. mutual

respect, democratic citizenship) should start at an early age and

involve all stakeholders in education, social partners, school

leaders, teachers, students and parents alike. In 2010, the

European Social Partners from different sectors signed the Multi-

sectoral Guidelines to Tackle Third-Party Violence and

Harassment Related to Work. The organisations involved were

the Council of European Municipalities and Regions (CEMR), the



Multi-sectoral guidelines to tackle third-party violence and harassment related to work: <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=896&furtherNews=yes>

Confederation of European Security Services (CoESS), the European Federation of Education Employers (EFEE), the European Federation of Public Service Unions (EPSU), the European Trade Union Committee for Education, EuroCommerce representing wholesale, retail and international trade in the EU, the Union Network International-Europa (UNI-Europa), and the European Hospital and Healthcare Employers' Association (HOSPEEM). The guidelines are aimed at ensuring that all workplaces have policies that address third-party violence against staff. You can read more about the multi-sectoral guidelines at <http://www.eurocommerce.be/content.aspx?PageId=41864>.

¹ See <http://www.eurofound.europa.eu/publications/htmlfiles/ef1182.htm>

² European Risk Observatory Report, Workplace Violence and Harassment: A European Picture, European Agency for Safety and Health at Work, pp. 28-42.

2.2. Definition of Third-Party Violence and Harassment

Third-party violence and harassment are a form of violence and harassment. The European Agency for Occupational Safety and Health (EU-OSHA)³ defines third-party violence as **“physical violence, verbal aggression, or the threat of physical violence where the aggressor is not a work colleague, e.g. the person, customer, client or patient receiving the goods or services”**⁴. Violence and harassment towards a teacher from e.g. a student or parent would thus be considered to be third-party violence. As such it is an occupational health

“Third-party violence deserves a **special approach** because it is sufficiently distinct from the question of violence and harassment (among colleagues) in the workplace and sufficiently significant in terms of its impact on the health and safety of workers and its economic impact” (Eurofound, 2012)

and safety hazard, covered by EU legislation (Directive 89/331/EEC)⁵. In examining cases of third-party violence and harassment, there are **two key aspects to take into account**: Firstly, the violence/harassment aspect and secondly, the aspect of a ‘third party’. The violence/harassment aspect can be explained as aggression, which can be physical, psychological and/or verbal. The second aspect of a third party is a more complex concept, grounding on a legal term: A third party is a person outside

What is a third-party?: “someone other than the first two principals who have entered into a contract or an agreement. The third party is not a direct party in the agreement or contract, but they may be present as for example someone affected by the contract between the first two” (Legal Explanations, 2012).

the relationship between two parties (people) that are legally bound by a contract, e.g. an employment contract, such as an employer and the employee.

Parents, students, their relatives or friends, former students or members of the wider public, etc. would thus be considered as a third party. The Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment related to work explain that third-party violence and harassment can take many forms.

They could:

³ <https://osha.europa.eu/en/front-page/view>

⁴ From EU-OSHA (2011): “Workplace Violence and Harassment: a European Picture”, p. 132. The report can be found at: <http://osha.europa.eu/en/publications/reports/violence-harassment-TERO09010ENC>

⁵ See the European Framework Directive on Safety and Health at Work, Directive 89/391 EEC, 12 June 1989, on the introduction of measures to encourage improvements in the safety and health of workers at work: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:31989L0391:en:HTML>

Eurofound, 2012: <http://www.eurofound.europa.eu/eiro/2010/11/articles/eu1011031i.htm>

Legal Explanations, 2012: <http://www.legal-explanations.com/definitions/third-party.htm>

- a) Be physical, psychological, verbal and/or sexual;
- b) Be one-off incidents or more systematic patterns of behaviour, by an individual or group;
- c) Originate from the actions or behaviour of clients, customers, patients, service users, pupils or parents, members of the public, or of the service provider;
- d) Range from cases of disrespect to more serious threats and physical assault;
- e) Be caused by mental health problems and/or motivated by emotional reasons, personal dislike, prejudices on grounds of gender, racial/ethnic origin, religion and belief, disability, age, sexual orientation or body image;
- f) Constitute criminal offences aimed at the employee and his/her reputation or the property of the employer or client which may be organised or opportunistic and which require the intervention of public authorities;
- g) Deeply affect the personality, dignity and integrity of the victims;
- h) Occur at the work place, in the public space or in a private environment and is work related;
- i) Occur as cyber-bullying/cyber-harassment through a wide range of information and communication technologies

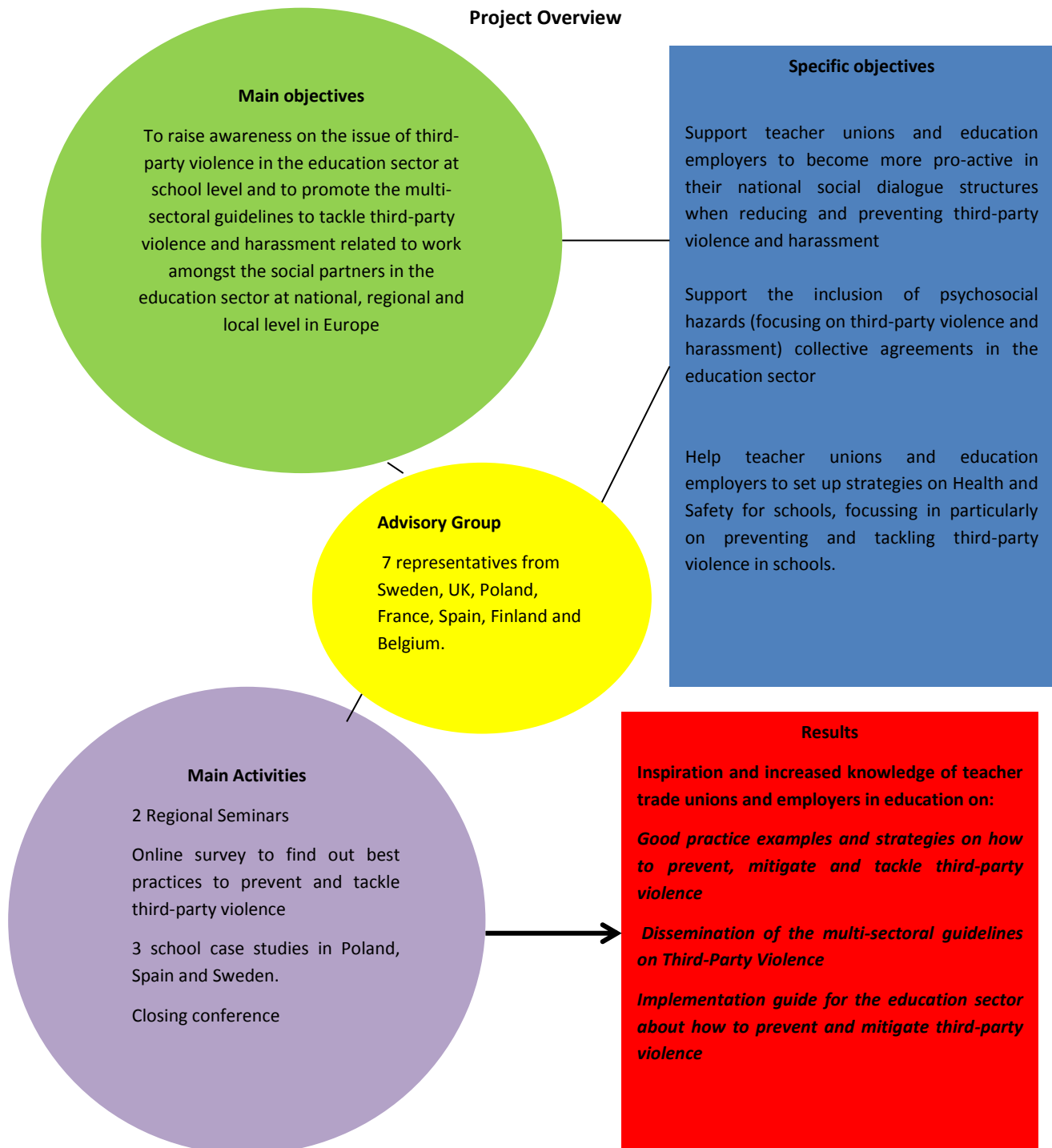
3. Project Aims

The project sought to contribute to the implementation of the EU's Health and Safety Strategy⁶ and to raise awareness on the issue of third-party violence in the education sector. The aim was furthermore to promote and follow up on the Multi-sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work. In a more tangible sense the project had **five objectives**, all crucial elements in reaching the overall goal. **The first objective** consisted in identifying national and regional strategies and actions of the Social Partners in education on preventing and tackling third-party violence, bearing in mind the long-term aim of creating learning and working environments that promote democratic values and take into account gender specific issues as well as issues arising due to different types of discrimination (e.g. age, race, minorities, disability, religious belief and LGBT). **The second ambition** was to support the inclusion of psychosocial hazards, focusing on third-party violence and harassment - in national and regional collective agreements in the education sector. The **third aspiration** of the project was to support teacher unions and education employers to become more proactive in their national social dialogue structures when reducing and preventing third-party violence and harassment, in particular as regards dealing with and setting up strategies on Health & Safety in schools. The **fourth goal** was to prepare the debate on this topic in the European sectoral social dialogue committee in education with the aim to compile a joint report for the education sector on the

⁶ See <http://ec.europa.eu/social/main.jsp?catId=151&langId=en>

issue as stipulated in the multi-sectoral guidelines; this will help to further strengthen the relationship between the Social Partners in education at European and national level. The **fifth objective** was to compile a practical implementation guide containing a number of recommendations of good practices for the prevention of third-party violence for the education sector at school level in English, French, German, Spanish and Russian to ensure the sustainability and long-term effect of the project.

Project Overview



4. Project Components

In order to fulfil the project objectives, the social partners organised several activities during the project period. These were an Online Survey, three Case Studies in three different countries, two Regional Seminars and a Closing Conference. In the following section the different parts of the project are shortly described.

4.1. Advisory Group

The seven advisory group members from seven different countries formed the **steering body of the project**, guiding the implementation and supporting the work with their knowledge and experience. The Advisory Group was composed of experts from national teacher trade unions and education employer organisations and represented a geographical diversity, bringing a transnational dimension to the project.

Advisory Group Members



Monika Konczyk,
SKOIW NSZZ
Solidarnosc, Poland



Anders Eklund
Läraryrbundet
Sweden



Jennifer Moses
NASUWT, UK



Patricio Perez
FECCOO, Spain



Hélène Hemet
UNSA
France



Stéphane
Vanoirbeck
SEGEC, Belgium



Pauliina
Tervahartiala
AFIEE, Finland

4.2. Online Survey

In an online survey, running from 10 February to 16 April 2012, ETUCE and EFEE asked their member organisations to reply to a range of questions and to provide descriptions of their **good practices in preventing third-party violence**. The online survey was designed to explore to what extent third-party violence is tackled in the education sector in Europe, to raise awareness on third-party violence in schools and to gather good practices on measures preventing third-party violence in schools in the different EU/EFTA countries. The information retrieved during the survey was discussed at both

seminars described below. 28 organisations participated in the survey and of those 16 replied that yes,



third-party violence is being dealt with at schools level and 11 organisations answered no to this question. Concerning whether third-party violence is dealt with in the social dialogue system 13 organisations answered “yes” and 15 “no”. 20 out of 27 organisations replied that there are pieces of legislation that address third-party violence at work in their country, for example in the areas of Health and Safety at Work, the Labour Code, the Working Environment

Act and in Legislation for Public Officials. Another finding was that many of the participating organisations and unions are working on the issue of third-party violence, for example by providing training for teachers and other education employees⁷.

4.3. Case Studies

In the same period as the online survey was conducted, the Advisory Group carried out three case studies in schools in **Sweden**, **Poland** and **Spain**. This was in order to identify and compare best practice examples on how third-party violence is dealt with in the education system in different national settings. The Advisory Group examined amongst other whether good practices of cooperation with unions/employers/parents/other stakeholders on the prevention of third-party party violence could be identified. The reports on and presentations of the case studies can be found at the Teachers Occupational Safety and Health website: www.teachersosh.homestead.com⁸.

4.4. Regional Seminars

In the **regional seminars** the participants were provided the opportunity to examine different national contexts regarding the prevention and mitigation of third-party violence in education and to look at how the different stakeholders are/have been engaged in this process. At the seminars the participants identified the particularities of third-party violence and harassment in the education sector that distinguish the impact of third-party violence and harassment on teaching staff and other education employees from its impact on personnel in other



Report from the First Regional Seminar, Warsaw, April 2012.

⁷ The results of the online survey can be found at

⁸ See http://teachersosh.homestead.com/3rd-Party_Violence/Third-Party_Violence_CaseStudies.html

sectors. These differences explain why it is necessary to address the issue of third-party violence and harassment in the education sector in particular:

- *The role of teaching staff – acts of violence and harassment committed against teaching staff due to the simple fact that a person is a teacher, educator or works in the education field and therefore is considered to be in a position of authority;*
- *Tension for teaching staff as provider of education and at the same time evaluator of student’s performance;*
- *Long-term relationship (students and their respective parents/family);*
- *Education as a public good and a legal obligation - students cannot be banned as easily from school as customers/clients might be from shops.*

The participants in the seminars concluded from the online survey and the case studies that in order to better implement health and safety policies in schools and make them work, teachers and other education employees should be involved in the policy design. Also it was evident that one solution does not fit all schools in Europe, but that room for flexibility is needed. One of the suggestions made concerned the specific training in tackling third-party violence that could be included in the initial teacher education as well as preparing new teachers for the diversity, both socially and intellectually, reflected in the classrooms of today. The reports and the presentations from both regional seminars can be found at the website: www.teachersosh.homestead.com.

4.5. Closing Conference

The Closing Conference of the project was held in Brussels on 22-23 October 2012. The event gathered representatives from **European teacher trade unions**, **EFEE**, **EU-OSHA**, **USDAW** and the **International Observatory on Violence in School**⁹. Over the two days the participants were presented with different experts’ view on third-party violence and ways to tackle it and the draft Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work were discussed in three working groups. The



⁹ See <http://www.ijvs.org/1-6035-International-Observatory-on-Violence-in-School.php>

keynote speaker, **Eric Debarbieux**, Director of the International Observatory on Violence in School, gave a presentation on the impact of third-party violence in education and its prevention. **Brenda O'Brien**, Manager of the Brussels Liaison Office, the European Agency for Safety and Health at Work (EU-OSHA¹⁰), contributed to the conference by informing about third-party violence in the European public sector. **Douglas Russell**, Health and Safety Officer, USDAW, talked about procedures for preventing and mitigating third-party violence in the retail sector, showing some interesting parallels to other sectors. An important part of the conference objectives was to provide an opportunity for the participants to discuss and amend the draft Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work.



Brenda O'Brien, Manager of the Brussels Liaison Office, the European Agency for Safety and Health at Work, Belgium.



Eric Debarbieux, Director of the International Observatory on Violence in School, France.



Douglas Russell, Health and Safety Officer, USDAW, United Kingdom.

4.6. Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work

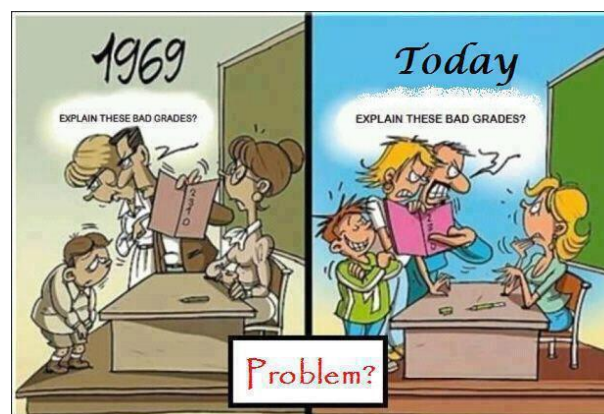
The main project result is the **Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work**. The guide comprises recommendations of good practices including examples of six different steps in preventing and mitigating third-party violence and harassment in schools and aims to raise awareness on the issue. The first step is about taking stock and starting by understanding the situation. Step two points to cooperation and underlines the importance of establishing appropriate and well-directed measures. Step three comprises the **promotion of good practices and**, hereunder promoting an attitude of respect and fairness amongst the school community. The fourth step entails **reporting of the incidents** and disseminating knowledge about where to ask for assistance. The fifth step concerns **initial and continuous training** and the sixth and final step involves **monitoring and follow up**, recognising that

¹⁰ See www.osha.europa.eu/en

once the measures and procedures have been put in place, it is important to review them at regular intervals to examine their effect.

5. Conclusion

In the outlined project ETUCE and EFEE explored to what extent third-party violence and harassment are addressed in the education sector in EU and EFTA countries and outlined possible actions of teacher unions and education employers in preventing third-party violence and harassment. A number of different ideas for methods and strategies were presented and discussed during the project period, resulting in several proposals. One of the conclusions was that further work needs to be done to **raise awareness** on this particular form of violence and harassment, since one of the recurring findings was that school communities and education stakeholders in general required more knowledge and information on this particular issue. It has been an **interesting experience** for both social partners to work with this issue, which has provided a range of ideas for further action and research. The main project outcome, **the Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work** will be presented to the decision-making bodies of both ETUCE and EFEE and to the European Sectoral Social Dialogue Committee for Education in spring 2013¹¹. It is important also to mention that the project has not only been about drafting the Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work; it has also widely contributed to further the Multi-sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work.



Source : Emmanuel Chaunu

¹¹ See http://europa.eu/rapid/press-release_IP-10-721_en.htm

6. Abbreviations

CEMR	Council of European Municipalities and Regions
COESS	Confederation of European Security Services
EFEE	European Federation of Education Employers
EFTA	European Free Trade Association
EU-OSHA	European Agency for Safety and Health at Work
EPSU	European Federation of Public Service Unions
EUROFOUND	European Foundation for the Improvement of Living and Working Conditions
ETUCE	European Trade Union Committee for Education
EUROCOMMERCE	The Retail, Wholesale and International Trade Representation to the EU
HOSPEEM	European Hospital and Healthcare Employers' Association
NASUWT	National Association of Schoolmasters Union of Women Teachers (UK)
UNI-EUROPA	Union Network International Europe
USDAW	Union of Shop, Distributive and Allied Workers (UK)

7. Contacts

The ETUCE Secretariat

European Trade Union Committee for Education (ETUCE)

5, Boulevard du Roi Albert II – 9th Floor, 1210 Brussels, Belgium

T +32 2 224 06 91/92

F +32 2 224 06 94

www.csee-etuice.org

E-mail: secretariat@csee-etuice.org

The EFEE Secretariat

Rue des deux Eglises 26, Brussels, Belgium

www.educationemployers.eu

E-mail: bianka.stege@educationemployers.eu

The Advisory Group

Anders Eklund, Lärarförbundet, Sweden

Hélène Hemet, UNSA, France

Jennifer Moses NASUWT, UK

Monika Konczyk, Solidarnosc, Poland

Patricio Perez, FECCOO, Spain

Pauliina Tervahartiala, EFEE/AFIEE, Finland

Stéphane Vanoirbeck, EFEE/SEGEC, Belgium



Occupational Health & Safety



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

PUBLISHED BY

**European Trade Union Committee for Education
Comité syndical européen de l'éducation**

5, Boulevard du Roi Albert II - 9th Floor
1210 Brussels
Belgium

T + 32 2 224 06 91/92

F + 32 2 224 06 94



EFEE

THE EUROPEAN
FEDERATION OF
EDUCATION
EMPLOYERS