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**REPORT**

## **Seminar of the ETUCE project**

**“Preventing and tackling  
violence in schools”**

**Madrid, 3 & 4 April 2008**

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## 1. Introduction



The seminar of the ETUCE project “Preventing and Tackling Violence in Schools” was held in Madrid on the 3rd and 4th April 2008. After welcoming the participants at the seminar, the **ETUCE General Secretary Mr. Martin Rømer** stressed that the European social partners’ Framework Agreement on Harassment and Violence at Work - which was in April 2007 - is a very important tool for teachers’ trade unions, as it addresses a challenge schools across Europe are increasingly facing. A guide on the national implementation of this Agreement in the teaching profession will be developed under the project. In conjunction with the exchange of good practices on violence in schools, the ETUCE project aims to provide national teacher unions with the necessary knowledge, competences and framework for developing more concrete actions at both national and school levels regarding violence in schools. Under this project, the ETUCE will also draw up a draft Action Plan on preventing and tackling violence in schools which will then be discussed by its member organisations at the final project event to be held in Sofia, in June. This Action Plan will be implemented by the ETUCE, together with its Action Plan on work-related stress for teachers, which has recently been adopted by the ETUCE Executive Board. Therefore, in the future, the ETUCE intends to merge its work on violence and on stress in schools, in order to achieve better results in attaining good working conditions for teachers and good learning conditions for pupils across Europe.

### 1.1. Opening speech by José Campos, FECCOO General Secretary, Spain

**Mr. José Campos** underlined that the ETUCE initiative is of great significance as violence and harassment at work are very important issues. There has always been some kind of violence in schools, but violence has increased as a result of a changing and increasingly complex world, where values and principles are not always complied with by the pupils. Schools and teachers have to handle these problems and to prevent the conflicts, and are expected to do so by the society. Mr. Campos stated that teachers have to be better trained to cope with these new circumstances and that violence needs to be prevented and



tackled through mediation, seminars, information programmes and other measures. He further stressed the need to allocate more resources and to provide additional support for teachers and schools facing violence problems.

The FECCOO General Secretary explained that Spain has adopted a National Programme on *convivencia* or “living together in schools”. The document revises different laws and projects aiming at preventing violence and harassment in schools, and presents possible measures and actions to be implemented at school level in order to prevent violence.

Mr. Campos ended his presentation by concluding that schools provide an environment of co-existence and tolerance and for that reason it is crucial to prevent aggressive behaviour there. He stated that problems with harassment and violence will not be solved overnight, but that it is crucial to make every effort to prevent it and to get society and parents involved in the education of children.

## **2. Violence, bullying and harassment at the workplace**



The European Agency for Safety and Health at Work was represented by Mr. Tim Tregenza. He started his presentation by stressing the seriousness of violence in the education sector and confirmed this trend by presenting figures from the most recent survey on European working conditions<sup>1</sup>. According to the data, the threat of physical violence occurs to 6 % of all workers, but in the education sector the percentage increases to 11.9 %. Bullying and harassment also occur more often to workers in the education sector, compared to all workers in general.

The cost to society if violence-related issues are not prevented and tackled could be very important in terms of possible early retirements, social insurance costs and health care costs. But above all it has consequences in schools, where decreased performance and absenteeism could affect both teachers and pupils.

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<sup>1</sup> The Fourth European Working Conditions survey made by the European Foundation for the Improvement of Living and Working Conditions, published on 20 February 2007 is available at : <http://www.eurofound.europa.eu/pubdocs/2006/98/en/2/ef0698en.pdf>

Mr. Tregenza defined the concept of “bullying” as:

- Repeated unreasonable behaviour directed towards an employee or group of employees that creates a risk to their health and safety. This can include verbal abuse, threats of and actual physical violence. Bullying may be a consequence of escalated inter-personal conflict, or where the victim is not in a conflict, but becomes the target of a perpetrator’s aggression.

“Violence” was defined as:

- Any incident where a person is abused, threatened, or assaulted at their work from persons outside the organisation (external violence) or from persons inside the organisation (internal violence) and which endangers their safety, health well-being, or work performance. Violence generally arises in a situation where there is very high or suppressed tension or pressure and where personal matters are at stake. Conflict that has not been resolved appropriately can escalate to violence.

It was further underlined that violence at work should be dealt with at the organisational level as it is an issue of occupational safety and health and not an individual problem. It is the right of the teachers to work without violence. Moreover, a variety of approaches exist to deal with violence at school. However, workers have to always be involved in the identification of the problems and the clarification of the possible solutions. Mr. Tregenza stated that the measures taken at the workplace should cover: anticipation, prevention, intervention, support and evaluation.

The actions taken should be based upon a risk assessment which generally comprises 5 steps as explained in the figure below.



During the risk assessment, the employer has to take into account that not all workers are the same. Some workers are at greater risk of being harmed than others e.g. young teachers, workers from ethnic minorities, women, etc. The possible solutions suggested should deal with the risks/causes identified by the risk assessment, and the solutions must actually be put in place.

Mr. Tregenza also underlined the need to have policies in schools on how to tackle violence and to inform the staff accordingly. All reported problems in schools should be investigated and the establishment of an independent contact for workers should be considered. It was mentioned that stress factors in the schools should be taken into consideration, as there is a clear link between work-related stress and violence at the workplace and because a reduction in stress risks at work will also reduce the risk of violence.

Mr. Tregenza listed other preventive measures organised in five different categories:

- Environmental: improving physical security measures such as access control;
- Administrative: ensuring adequate staffing levels;
- Behavioural: training for workers and pupils in non-violent response and conflict resolution;
- Awareness raising: promoting positive attitudes;
- Partnerships: creating partnerships between schools, teachers, students, local authorities etc.

To prevent further harm after violence incidents have taken place in a school, it was recommended that the school should put in place a procedure recognized and known by all. . This procedure could include psychological support for the victims, administrative support for the victims from the management side, not leaving the victims alone and continually informing the other workers on the consequences of the incident, etc. A review of the risk assessment system put in place should be carried out by the school management, in order to take due account of its failures and improve it. This should be done in close consultation with the workers and/or their representatives.

Mr. Tregenza ended his presentation by highlighting that some schools are addressing safety and health issues through holistic (“whole school”) approaches which could have a very positive impact. Teaching concepts like “respect” and “diversity” can be used as a basis of preventing child-child bullying and addressing inter-worker bullying. It was finally stressed that external input/expertise should be thought of and may be needed to tackle violence and bullying in schools.

### **3. Spanish Action Plan for enhancing school co-existence**

The Spanish Vice-Minister of Education, Mr. Alejandro Tiana, outlined the position of the Spanish government on violence in schools and the activities and steps taken together with the trade unions in this regard.



Mr. Tiana stressed that Spain is a country where violence is relatively limited but is increasing, which is a problematic and warning trend. Trade unions in Spain have been very consistent in tackling the problem and making the government aware of the necessity of finding a solution to the problem. The results were discussions on possible solutions between Ministries and teacher associations which led to an agreement being signed in 2006. Parent and student organisations have also signed the agreement, which uses the positive term *convivencia escolar* or well-being/living together in schools to highlight the way the education system should develop.

Mr. Tiana emphasised that society as a whole has to make efforts to enhance life in schools and not only a group of experts. In Spain, this idea was reflected by the establishment of an observatory on violence in schools, which will act as an advisory body to the Ministry of Education and Science. This observatory is composed of all relevant stakeholders of education in the country: the Minister of Education, the Secretary General of Education, other representatives/experts in the Ministry of education, representatives from the Ministry of State Social Services, Family and Disability, representatives of the state agency monitoring violence against women, representatives from the regions, from local authorities, trade unions, employers, parents’ associations and well-known experts in the matter. The observatory makes analyses and reports on issues dealing with the impact violence has on



schools and education, assesses the strengths and weaknesses of the Spanish education system regarding violence, and fosters and disseminates good practices. The Spanish Vice-Minister of Education concluded that based on its excellent work, the observatory group made proposals to improve well-being in Spanish schools.

#### **4. The ETUCE project on violence in schools**



Mrs. Christine Blower, Deputy General Secretary of the National Union of Teachers (NUT) in the UK and project coordinator, presented the key topics identified in the ETUCE report on preventing and tackling violence in schools: training teachers and school management; school action plans and school curriculum (content and skills) and partnership solutions.

Schools generally represent a safer learning environment, compared to other environments such as the street, the playground, etc. However, when violence in schools occurs, instruments that could help to handle the situation should be available. For many cross-sector issues, there is no sector specific legislation in place; violence in schools is an example. For this reason, there is a need to work on the available general cross-sector legislation and develop sector specific responses.

Mrs. Blower stated that the Framework Agreement on Harassment and Violence at Work is an extremely helpful instrument for tackling violence in schools. She further explained that the Framework Agreement is a very concise document which serves as a basis for the work of national social partners including teacher trade unions, but that an ETUCE implementation guide will be produced and presented in the final project Conference.

A clear link between violence and stress has also been identified, as on the one hand, the risk of violence can lead to fear in schools both for teachers and students and is consequently a stress indicator. On the other hand, a high level of work-related stress in a certain school increases the risk of having violence incidents there.

The work already done by ETUCE and national teacher trade unions on work-related stress amongst teachers can therefore be helpful in the process of developing a more elaborated and specific framework for action against violence in schools. It was stressed that four main relations should be taken into account when trying to address and prevent violence in schools: pupil-pupil, pupil-teacher, teacher-teacher and teacher-parents.

One of the objectives of the ETUCE project is to exchange best practices and analyse their transferability. Mrs. Blower said that there is a need to work together across countries, as several European countries have developed successful measures to prevent violence in schools. She further stressed that there is no right or wrong way to tackle violence, because each topic has to be considered at national level and in a specific context. Mrs. Blower pointed out that this was not the first time that trade unions and stakeholders across Europe broached such issues as violence and harassment, but that there is usually a need to refresh and update policies and practices, and to remind all concerned constantly that these issues are still important.

Mrs. Blower ended her presentation by inviting representatives from the 5 countries involved in the project to share their respective national good practices and to inform the trade unions of the need of higher awareness of the existing Framework Agreement, which will facilitate the drawing up of the more appropriate specific framework regarding the education sector.

## **5. Examples of national strategies on violence in schools**

### **5.1. School curriculum: learning to behave**

Mrs. Ros McNeil, principal officer of the NUT Education and Equal Opportunities Department, presented the NUT Charter for schools on “learning to behave” from 2005.

Firstly, the Charter consists of guidance that seeks to raise awareness amongst teachers on their rights and on the support and protection available from NUT when violence occurs in schools. Secondly, the document teaches NUT



representatives how to support their members/affiliates when dealing with violence problems, thereby ensuring they do not feel that they are alone with their problems. Finally, an important objective with the Charter is to influence the UK Government and local authorities to introduce changes that will support teachers from violence in schools and strengthen school behaviour policies.

Mrs. McNeil said that the teachers' "entitlements" include a regular professional development on behaviour strategies and clear guidelines on how to react to a crisis situation. Teachers should be protected from any threats and physical/verbal abuse, and they should be given the necessary time within the school day to share information, experiences and effective strategies to prevent and tackle violence. Work environment in schools should be supportive and collaborative and "blame" attitudes should be eliminated. Teachers' responsibilities include respect for the children and young people they teach, and the encouragement of good behaviour and respect for others. Furthermore, parents should be kept informed of their children's educational and social progress.

It was pointed out that legislation is needed on the schools' right to put behaviour policy into practice, as well as national guidance on the use of reasonable force to prevent threats for teachers' safety. Mrs. McNeil emphasised that every school should have a behaviour policy and that the link between behaviour policy and health and safety legislation might have a positive effect, when referred to, for the employer. She further explained that strategies should be elaborated by the members of each individual school themselves, as the circumstances are different across schools and between different school levels.

In her conclusion, Mrs. Mc Neil emphasized the importance of school leadership for bringing about the right conditions for positive pupil behaviour in schools. Sound leadership with effective discipline policies, providing for the necessary training and CPD for teachers on pupil behaviour management, is particularly important in order to enhance staff confidence. The responsibility of the head teachers for behaviour problems in the school should be clarified, together with the responsibilities of local authorities and other school governing bodies. Along with the responsibilities of all actors, national guidance on the use of reasonable force to restrain pupils and positive handling strategies to ensure consistency between authorities is needed, according to NUT. Any persistent low level disruption should be added to the criteria for permanent exclusion and particular attention should be paid

when dealing with racist and homophobic incidents, sexual harassment, sexist bullying and name calling.

## **5.2. Bulgarian strategy on violence in schools: victim support**



The ETUCE Vice-President and SEB International Secretary Mrs. Kounka Damianova highlighted important statistical information from a Survey made in Bulgaria on child violence. The survey confirms that in Bulgaria violence occurs particularly between young people and that the most frequent form of violence among youngsters in the age group of 14-18 is physical and verbal aggression. The survey also stressed that the cause of violence is generally found in the families and media and that the Internet also has an important influence. According to the survey results, one may conclude that parents have to get more involved in tackling child violence issues and in general in their children's education.

It was emphasised that preventive work is essential, but that victims have to be informed of their right to protection when violence happens. Agencies and organisations providing victim support have proliferated in the country. They carry out information and awareness-raising campaigns. Schools are at the bottom of the chain of responsible organisms, and teachers are playing the important role of sounding the alarm to the relevant institution on the possibility of a violence incident occurring and/or the presence of violence victim in the school. These organisms work particularly on ensuring that violence victims do not feel guilty and/or alone, but also on helping them overcome the trauma created by the physical act of violence itself or by verbal violence.

## **5.3. Mediation as a part of the solution**

Mr. Patricio Perez from the Spanish union FECCOO made a presentation on how to use mediation to protect and prevent teachers from aggressive situations. He explained that mediation is normally used when two parties have a disagreement and a third



party from outside tries to find a solution to the problem. Mr. Perez went further by introducing the concept of education mediation.

Education mediation refers to the fact that mediation is also understood as education. Here mediation is an educative method to resolve conflicts and avoid violence and aggressive situations in schools. The education mediation can be used by teachers, other workers at school, but also students and parents.

The mediation process comprises three stages. The purpose of the first stage is to create good conditions for the mediation. The next stage is the mediation itself, where the conflict is identified and solutions are offered and agreed upon. The last stage is the post-mediation period, where the agreement is evaluated and revised by the parties.

In concluding, Mr. Perez explained that the person playing the role of mediator is extremely important and has to have the right abilities to analyse, negotiate, listen and understand the conflict. An inept mediator could create an opposite result to that expected and thus worsen the situation. Mr. Perez finally stressed that everyone that belongs to the school community could play a mediating role, but appropriate training and practice are needed.

#### **5.4. Emergency plans for schools**



Mr. Jan Nissen, Vice-President of GEW Schleswig-Holstein, began by highlighting the “Columbine” case in the United States of America. This particularly shocking event had a big impact in his country, as it was the starting point for discussions on violence in schools issues in Germany. Mr. Nissen explained that this kind of extreme violence where guns are used in schools happened as well in Germany a few years later, which resulted in crisis and emergency plans being drawn up for schools. The crisis and emergency plans are intended to provide knowledge on how teachers can deal with violence and emergency cases in schools, and on how to act in crisis situations.

The government in the region of Berlin started a programme indicating the actions to be undertaken by the school management and the education staff when violence incidents

occur in school. Under this new programme, a system of tracking and registration of cases of violence in schools was developed. Psychologists in Berlin created a handout in which risks of violence are subdivided into three risk levels: insulting the teacher; death threats, assaults and sexual harassment; the use of firearms. Different actions should be taken depending on the type of violence incident and the corresponding risk level. Mr. Nissen concluded that implementing measures for preventing violence is undoubtedly a very important step, but underlined that the schools have to develop emergency plans, since violence takes place in schools.

### **5.5. Swedish systematic work environment management: its concrete effect on prevention of violence in school**

Mr. Anders Eklund, Lärarförbundet, explained how Swedish schools try to create a good work environment for a successful teaching and learning process in schools. He pointed out that a “systematic approach” to the achievement of good environment is an integral part of all day-to-day activities in schools. The approach includes the right behaviour from all occupants in the school, identification of risks, action and inspection, and can be compared to the “risk assessment” presented by Mr. Tregenza.



Mr. Eklund said that the new focus on the educational environment should be on learning processes, recognition of the work of the teachers and the importance of student participation. He stressed that a legal basis is needed to engage in dialogue for non-violence, as well as an overall awareness and the will to act upon what has been agreed in said legal basis by all the parties to the agreement. He also explained that one way to make non-violence a focal point in schools and society could be to select a specific year from where to begin the promotion of non-violence and to use it as a starting point for tackling the issue continuously. One school can be chosen as a good example for all schools in the country, which would be asked to follow this example. Teachers, but also pupils, parents and other staff in the education sector could learn from their peers in the pilot school on how to prevent and handle violence incidents.

In a conclusion, Mr. Eklund explained that schools should gear their overall strategies on violence prevention into pupil-oriented strategies, aiming at improving the day-to-day climate in schools. The strategy has to be proactive instead of reactive and a solution-oriented attitude is more effective than a long discussion about statistics.

## **5.6. Panel debate with stakeholders**

Various stakeholders have been invited to the seminar to present their views on how to prevent and tackle violence in schools. The representatives were Mr. Jorma Lempinen from the European School Heads Association (ESHA), Bjarke Rubow from the European School Students (OBESSU) and Birgitte Haider, Vice-President of the European Parents Organisation (EPA).

Mr. Jorma Lempinen put forward the argument that schools may be focusing too much on learning and too little on child development and on how teachers should tackle crisis and emergency situations in schools. He cited an incident in Finland last year, where 9 people were killed in a school, shot by an 18 year old boy. A week later the school received threatening phone calls and had to be evacuated. The episode resulted to be a child's prank. Mr. Lempinen made the conclusion that children have to be taught the gravity of violent acts and behaviour, while parents have to take their responsibility in this regard together with school authorities and teachers.

Mr. Bjarke Rubow explained that students are often under great pressure, particularly under stress during exam periods. More teaching and pedagogical methods should be used in order to prevent violence incidents, while dialogue between teachers and students and mutual respect should be promoted. At secondary level, teachers should see students as adults, respect them and let them evaluate the teachers. OBESSU is on record for more rights for students, as enshrined in the Charter of Student Rights drawn up by the European School Students.

Mrs. Birgitte Haider, EPA Vice-president, stated that sanctions for violent behaviour or acts of violence have become stricter today, even though violence has always existed. Today, the victim has to leave the school and is passed from school to school, and pupils but also parents bear the blamed. The lack of dialogue between teachers and parents is obvious



around European schools. Mrs. Haider stated that legislation entitling parent participation in schools exists, but is not implemented. She concluded that education should be more learner-oriented, with the learner put in the centre of its activities, while less importance should be given to curriculum.

One participant pointed out that a preventive solution to violence in schools would be to encourage children skills, to support the development of their talents and in so doing to support their self-awareness and self-esteem, so that they can identify with and believe in the future.

## **6. European Framework Agreement on Harassment and Violence at Work**

The second day of the seminar started with a presentation by Mrs. Elena Jenaro, ETUCE Project Assistant, about the European Framework Agreement on Harassment and Violence at Work.

The history and the negotiation process of the Framework Agreement were the starting points of the presentation. Mrs. Jenaro pointed out that, during the negotiations of the Autonomous Framework Agreement on Work-Related Stress (WRS) from October 2004, harassment and violence at work were mentioned as potential work stressors. It was explained that the WRS Agreement does not apply to harassment, violence and post-traumatic stress, and that is why the EU social partners began to explore the possibility of negotiating a specific agreement on these issues. In parallel to this, the Commission launched consultations on issues of violence at work.

In the Work Programme 2006-2008 of the Social Partners an important item was to negotiate a Framework Agreement on Harassment and Violence. Negotiations started on February 2006, and lasted 10 months. A joint text was agreed on 14-15 December 2006. Internal consultation rounds among the Social Partners' member organisations took place before the official signing. The Agreement was signed on 26 April 2007 by the representatives of the European workers, ETUC, and by the representatives of the European



employers, Business Europe, UEAPME, and CEEP. The implementation period of 3 years started as of the signing and will last until April 2010.

### **The aim and content of the Framework Agreement**

Mrs. Jenaro stated that the aim of the Autonomous Framework Agreement on Harassment and Violence is to increase the awareness and understanding of employers, workers and their representatives of harassment and violence at the work place. Another objective is to provide them with an action-oriented framework to identify, prevent and manage the problems. Different forms of harassment and violence that can affect the workplace were defined. They include incidents or more systematic patterns of behaviour and physical, psychological and/or sexual violence. Violence can occur amongst colleagues, between superiors and subordinates or by third parties such as clients, patients, pupils, etc. Mrs. Jenaro explained that violence can range from minor cases of disrespect to more serious acts, including criminal offences, which require the intervention of public authorities.

The prevention, identification and management of problems with violence have to include awareness raising and training. The Agreement states that workplaces need to have a clear statement, outlining that harassment and violence will not be tolerated. Procedures should include informal and formal stage. It was stressed that there have to be persons, trusted by the management and workers, available for assistance and advice, and that external assistance sometimes might be helpful. There should be respect of the privacy and dignity of all parties involved, including confidentiality. It was underlined as important to support the victim, and that false accusations should lead to sanctions..

Mrs Jenaro pointed out four Directives that already exist and define the employers' duty to protect workers against harassment and violence at work place:

- Directive 2000/43/EC (Racial equality)
- Directive 2000/78/EC (Equal treatment in employment )
- Directive 2002/73/EC (Equal rights )
- Directive 89/391/EC (Health and safety at work)

### **Implementation and follow up**

Mrs. Jenaro referred to the art. 139 of the EU Treaty where the commitment of the social partners to implement the agreements at Community level is set. The implementation period is 3 years, with a review to be carried out at any time after the 5<sup>th</sup> year .

It was stated that the ETUCE is working on an implementation guide on the Framework Agreement on Harassment and Violence to be distributed to the member organisations. The message here should be to insist on risk assessment, prevention and school action plans based on the Framework Agreement. The ETUCE will moreover draw up an action plan for a policy on harassment and violence at work in the education sector.

## **7. Workshops on teacher unions action plans on preventing and tackling violence in schools**

The purpose of the workshops was to discuss the issues addressed during the conference: school curriculum, mediation, victim support and crisis and emergency plans. The participants were divided in three different groups.

### **7.1. Report from the first workshop group**

*Chair: José Maria Avilés Martínez, STES, Spain*

Mr. Martínez, STES, opened the discussion after highlighting some details about the Spanish campaign on violence at work. It was reported from the group that teachers are held responsible for what happens in schools, and will be held accountable if violence occur. This was cited as a major problem. According to the group, Students' and the parents' associations should clarify their own responsibilities in this regard. Teacher training was underlined as an important tool for preventing violence, together with pupils self esteem and positive behaviour. Joint and concrete solutions have to be developed at national and European levels. Discussion platforms should be provided where all stakeholders - pupils, parents, media - can meet. Furthermore the group agreed that concrete solutions on how to tackle violence and harassment in schools have to be put forward and followed up on. It was also reported that some participants in the group mentioned poverty as one of the causes of violence. Stress should be seen as a reason of violence. Migration and the increasing need for intercultural pedagogy was mentioned as an issue to be tackled in Europe.

## **7.2. Report from the second workshop group**

*Chair: Anne Jenter, GEW, Germany*

The second workshop group also underlined that teacher training is one of the most important issues when discussing aggressions in schools. Basic child development was moreover mentioned as something that should be included in the prevention and tackling of violence. The group proposed that there should be support services to work with children at all levels. They stated that risk assessment is important and that the school's curriculum should focus on learning outcomes. It was said that school heads have a great responsibility in creating a good working environment. Finally it was reported that schools have to provide their own solutions at the pre-school and primary level.

## **7.3. Report from the last workshop group**

*Chair: Monica Konczyk, Solidarnosc, Poland*

The report from the last group was divided into "key problems" regarding violence in schools and "actions" that should be taken to prevent and to handle violence in the best possible way.

The group discussed issues like new methods of bullying, where cyber bullying against people and teachers is an increasing problem. Children tend not to understand the serious character of cyber bullying. It was reported that unions are often a support for victims, but the role of national, regional and local authorities should be strengthened. There is a need to lobby the governments and to conduct campaigns at European level. It was also stressed that teacher training needs to be improved. . Large and increased class sizes make teaching very difficult and more violence occurs under these circumstances. The group agreed that, at the moment, there is no balance between the responsibility of teachers and parents, which is a problem.

The rapporteur presented some possible actions for reducing the violence in schools. Seminars to support teachers were proposed as well as union campaigns for teachers' rights. Some unions have already provided books as guidance to the teachers; these actions are recommendable. Best practices in different countries should be exchanged. There should be

assistance and support, and parents should be more involved in school life. The final message from the group was that a policy on parent's involvement is needed, as they need to take their responsibility serious.

## **8. Project follow-up and closing remarks**

Mr. Carlos López Cortiñas, FETE-UGT General Secretary, Spain, made some closing remarks to the seminar. He stated that the responsibility of children has changed, as has the school environment. There has been a transfer of responsibility from families to schools. . Moreover some countries, like Spain, have received a lot more migrants than previously, and this too has to be taken into account. The problems with violence have to be considered in this new reality as well as the impact of violence for the working conditions of teachers. Many teachers are apprehensive about possible fear and violence. Mr. Cortiñas stated that more training programmes for teachers are needed and that new plans should be made to improve the atmosphere and school environments. He also said that teaching should be done in classrooms with fewer pupils, and that best practices should be made public. In the end Mr. Cortiñas underlined that experts who could to give psychological support to victims of violence, would be very useful.


Mr. Rømer, the ETUCE General Secretary, thanked Mr. Cortiñas for his remarks and concluded that violence and harassment are indeed very important issues but also very complex. He stated that the ETUCE took the initiative to put violence in schools on the agenda, as violence obstructs the possibilities for teachers to educate pupils. Mr. Rømer emphasised that a very important message from the seminar is that everybody should take the responsibility to change the situation. The signing of the Framework Agreement on Harassment and Violence at Work enables trade unions to act on the matter at all European, national, local and school levels. With this project, ETUCE has engaged in raising awareness about the Framework Agreement as an action- oriented instrument for prevention and for tackling harassment and violence at all relevant levels. Finally, it was announced that the next conference will be held in Sofia, Bulgaria, on 9 and 10 June, where discussions are to focus on more concrete actions.

## 8. Presentation by Tim Tregenza

**Preventing and tackling violence in schools**

Tim Tregenza  
April 2008

<http://osha.europa.eu>



European Agency  
for Safety and Health  
at Work

**4<sup>th</sup> Dublin Survey**


<http://osha.europa.eu>

**All workers:**

- Threat of physical violence – 6%
- Violence (external / internal) – 4% / 2%
- Bullying and harassment – 5%

**In education:**

- Threat of physical violence – 11.9%
- Violence (ext. / int.) – 5.2% / 3.7%
- Bullying and harassment – 6.6%




European Agency  
for Safety and Health  
at Work

**Outcomes of violence**  
(“internal” or external“)

<http://osha.europa.eu>

**Violence costs:**


- The worker – can suffer physical harm, stress-related symptoms through to post-traumatic stress disorder
- The school – decreased performance and absenteeism
- The State – early retirements, social insurance costs, health care costs



European Agency  
for Safety and Health  
at Work


**Bullying** <http://osha.europa.eu>

- **Bullying (mobbing) at work is repeated unreasonable behaviour directed towards an employee or group of employees that creates a risk to health and safety**
- **This can include verbal abuse, threats of and actual physical violence**




**Bullying (Mobbing)** <http://osha.europa.eu>

- **“Behaviour” includes actions of individuals or a group. A system of work may be used as a means of victimising.**
- **Bullying may be a consequence of escalated inter-personal conflict, or where the victim is not in a conflict, but becomes the target of a perpetrator’s aggression**



**External Violence at work** <http://osha.europa.eu>

- **Violence at work is any incident where a person is abused, threatened, or assaulted at their work from persons OUTSIDE the organisation, and which endangers their safety, health, well-being, or work performance**
- **An act of violence generally arises in a situation where there is very high or suppressed tension or pressure and where personal matters are at stake.**
- **Conflict that has not been resolved appropriately can escalate to violence.**



### Aspects of violence

<http://osha.europa.eu>

- **Violence need not be physical – can be “uncivil behaviour”**
- **Persons in the education sector can represent “authority” or “the system”**
- **External violence may come from pupils, ex-pupils, parents, visitors, intruders**
- **Violence to staff is an occupational safety and health issue and should be dealt with at the organisational level. It is not an individual’s problem.**



### High risk activities for violence in education

<http://osha.europa.eu>

- **Working directly with pupils/ guardians**
- **Working alone or late**
- **Making off site/home visits**
- **Working with those with special needs**

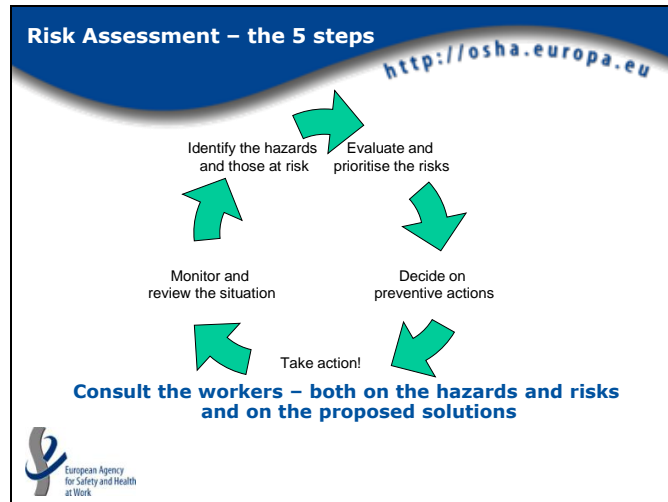


### Prevention of violence and bullying in schools

<http://osha.europa.eu>

- **Action should be based upon risk assessment**
- **Variety of approaches needed**
- **No “off the shelf” solutions**
- **Workers have to be involved in the identification of problems and solutions**
- **There has to be reviews of preventive measures and procedures**
- **Combination of measures covering anticipation, prevention, intervention, support and evaluation focused on collective prevention measures**
- **Post-incident actions have to be considered**





**Risk assessment step by step**

<http://osha.europa.eu>

*Look for the hazards*

- **Where is the violence coming from?**
- **What activities expose workers to violence?**
- **Is there past history?**
- **Ask the workers!**

European Agency for Safety and Health at Work

**Risk assessment step by step**

<http://osha.europa.eu>

*Decide who may be harmed and how.*

- **Think about EVERYONE who may be hurt**
- **Certain categories of staff may be at a higher risk**
  - Workers from ethnic minorities
  - Women (in some situations)
  - Newly qualified teachers

European Agency for Safety and Health at Work



**Risk assessment step by step**

<http://osha.europa.eu>

*Evaluate the risks and decide on action*

- **Calculate how likely it is that the hazard will result in harm or injury, and how severe that injury is likely to be. Consider what control measures are currently in place and whether they are sufficient.**
- **The focus for cost-effective and sustainable risk management should be on collective protection and preventative measures.**



**Risk assessment step by step**

<http://osha.europa.eu>

*Take action*

- **Risk assessment is only the first step to successful risk management**
- **List the preventive measures needed in order of priority, then take action, involving the workers and their representatives in the process**
- **Targeting the underlying problems is the most cost-effective prevention method**



**Risk assessment step by step**

<http://osha.europa.eu>

*Review the findings*

- **Evaluate which aspects of the interventions worked and which not**
- **Ensure that the control measures in place actually work**
- **As ways of working change, so do the hazards and risks**
- **When a change takes place, check to make sure that there are no new hazards**
- **Repeat the assessment when necessary**



### Management of violence and bullying in schools

<http://osha.europa.eu>

- **There has to be management commitment**
- **There should be clear (separate) policies on violence and bullying**
- **Action should be carefully planned**
- **Must be a "no blame approach"**
- **Need multidimensional action to manage violence**
- **External input should be sought**



### Preventive actions (1)

<http://osha.europa.eu>

- **Formulation of a clear policy, with procedures/protocols on violence and bullying**
- **Strong and unequivocal message from top management**
- **Clear setting and compliance of standards and values in the organisation**
- **Awareness raising for all**
- **Investigation into all reported problems**



### Preventive actions (2)

<http://osha.europa.eu>

- **Reducing stress factors in the school**
- **Improving management responsibilities and competence in conflict handling and communication**
- **Establishing an independent contact for workers**
- **Involvement of workers and their representatives in the assessment and prevention of bullying**



### Preventive actions (3)

<http://osha.europa.eu>

- **Environmental** – e.g. improving physical security measures such as access control
- **Administrative** – e.g. ensuring adequate staffing levels.
- **Behavioural** – e.g. training for workers and pupils in non-violent response and conflict resolution
- **Awareness raising** – e.g. promotion of positive attitudes
- **Partnerships** - e.g. with policy, governing board, with PTA



### Checklist: Preventing external violence to staff - Environmental design

<http://osha.europa.eu>

- ✓ Can visibility and lighting be improved where there is a risk of violence?
- ✓ Can access to the workplace be better controlled, and visibility of entrances improved, to allow checks of visitors?
- ✓ Can tools, implements, equipment and furniture that could be used as weapons be replaced?
- ✓ Can physical security measures be improved (e.g. alarms)?
- ✓ Can a positive physical environment be provided (e.g. colours, climate control)?



### Checklist: Preventing external violence to staff - Administrative controls (1)

<http://osha.europa.eu>

- ✓ Can the anti-violence policy be improved and better displayed?
- ✓ Are staff, parents, and students informed of their rights and responsibilities?
- ✓ Is there a safety committee in existence that can consider the issue of violence?
- ✓ Are there suitable procedures in place for when an incident occurs?
- ✓ Is the record-keeping process adequate, and are records reviewed to identify patterns or risks?
- ✓ Can communication on the issue of violence between workers and management be improved?



### Checklist: Preventing external violence to staff - Administrative controls (2)

<http://osha.europa.eu>

- ✓ Is there suitable coverage of the issue of violence in the risk assessment?
- ✓ Have safer work practices been adopted (e.g. no lone working)?
- ✓ Are staffing levels sufficient to ensure the safety of staff?
- ✓ Can staff cooperate to develop their own working methods?
- ✓ Are support structures (e.g. counselling services) in place?
- ✓ Is there provision of educational psychological services for advice and counselling?
- ✓ How are visitors supervised on the school premises?



### Checklist: Preventing external violence to staff - Behavioural strategies

<http://osha.europa.eu>

- ✓ Are employees and students trained in non-violent response and conflict resolution?
- ✓ Is there training on the recognition of the early signs and potential for acts of violence?
- ✓ Are students and parents involved in developing a zero-tolerance policy to violence, discriminatory language and behaviour, and bullying and harassment?
- ✓ Is a sense of community and cooperation encouraged to develop?



### Checklist: Preventing external violence to staff - Awareness-raising and partnerships

<http://osha.europa.eu>

- ✓ Are the enforcing authorities involved in relevant national awareness-raising programmes?
- ✓ Is there cooperation between school staff, governors, parents, students, enforcing authorities, and trade unions?
- ✓ Are positive attitudes, tolerance, and respect to others encouraged?
- ✓ Is good practice information disseminated?



### Minimising harm after violence incidents

<http://osha.europa.eu>

**There should be known procedures in place to prevent further harm, including:**

- **Not leaving victims alone**
- **Senior management support**
- **Psychological support as necessary**
- **Ongoing support in administrative / legal procedures (e.g. if police involvement)**
- **Information to other workers**
- **Review of risk assessment**



### "Whole school" approaches

<http://osha.europa.eu>

- **Some schools are addressing worker safety and health issues through holistic "whole school" approaches**
- **These approaches put safety and health issues on the curriculum, apply them to the pupils, and also to the workers**



### Examples of "whole school" approaches

<http://osha.europa.eu>

- **Teaching concept of "respect and diversity" can be used as a basis of preventing child-child bullying AND addressing inter-worker bullying too**
- **Introducing concept of risk allows risk assessment for pupil and worker safety to be highlighted**
- **In some schools, there are pupil safety representatives who are engaged in the monitoring of child safety performance**



<http://osha.europa.eu>

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**All our information is free to access and download on the web site**

<http://osha.europa.eu>

**Tim Tregenza**

[Tregenza@osha.europa.eu](mailto:Tregenza@osha.europa.eu)



## 9. Presentation by Mrs Ros McNeil, NUT

**Ros McNeil  
Principal Officer  
Education and Equal Opportunities  
Department  
National Union of Teachers**

1

LEARN TO BEHAVE\_RMN  
24 October 2008

**Learning to Behave:  
A Charter for Schools**

- NUT's Annual Conference in March 2005 called on Union to produce a charter
- Consultative Task Group advised the Union's National Executive
- NUT Charter published in October 2005

2

LEARN TO BEHAVE\_RMN  
24 October 2008

**Entitlements  
and Responsibilities**

The NUT's charter sets out entitlements and responsibilities of:

- children and young people;
- Teachers;
- Parents;
- school governing body;
- local authorities; and
- Government.

3

LEARN TO BEHAVE\_RMN  
24 October 2008

## **Teacher Entitlements**

The NUT Charter says that teachers should be entitled to:

- regular professional development on behaviour strategies;
- a clearly defined range of disciplinary measures including rewards and sanctions;
- clear guidelines on what to do in a crisis;
- freedom from verbal abuse, threats or physical abuse; and
- the necessary time within the school day to share information, experiences and effective strategies.



4

LEARN TO BEHAVE\_RMN  
24 October 2008

## **Teacher Entitlements (2)**

The NUT Charter says that teachers should be entitled to:

- know where to turn to when they need support;
- know the arrangements in place where pupils are removed from the classroom;
- work in an environment which is supportive and collaborative (not a “blame” culture);
- a strong lead from head teachers and SMT who should provide close support to all staff;
- appropriate class and group sizes; and
- effective health and safety policies.



5

LEARN TO BEHAVE\_RMN  
24 October 2008

## **Teacher Responsibilities**

The NUT Charter sets out that teachers have a responsibility to:

- respect the children and young people they teach;
- be committed to and have high expectations of pupils' learning;
- encourage good behaviour and respect for others;
- prevent all forms of bullying amongst pupils;
- keep their pupils safe;
- seek support and advice about how to promote positive behaviour;
- keep parents informed of their children's educational and social progress; and
- work as part of a team with other teachers and support staff.



6

LEARN TO BEHAVE\_RMN  
24 October 2008



## **‘LEARNING TO BEHAVE’ - the NUT’s Key Proposals**

The NUT Charter calls for five system wide reforms to establish the proper background conditions for encouraging good pupil behaviour in schools:

- an independent review of the curriculum and its assessment;
- a practical, personalised entitlement for all young people;
- strong pastoral structures in schools, with teachers central to those structures;
- school ownership of the Every Child Matters agenda; and
- a framework for a new system of accountability for schools.



7

LEARN TO BEHAVE\_RM1  
24 October 2008

## **Conditions for Positive Pupil Behaviour in Schools**

- Sound leadership and teaching, with effective discipline policies;
- Training and CPD for teachers on pupil behaviour management to enhance staff confidence;
- Each local authority should maintain or have access to a range of provision, including behaviour support services and dedicated units for pupils with emotional and behavioural difficulties;
- Legislation is needed to clarify the legal basis of teachers’ authority;
- Persistent low level disruption should be added to the criteria for permanent exclusion;
- National guidance needed on use of reasonable force to restrain pupils and positive handling strategies to ensure consistency between authorities.



8

LEARN TO BEHAVE\_RM1  
24 October 2008

## **NUT Guidance on Unacceptable Pupil Behaviour**

The revised NUT guidelines launched at NUT Annual Conference 2008 are available on [www.teachers.org.uk](http://www.teachers.org.uk) and cover:

- the responsibility of the head teachers for behaviour;
- the responsibility of the governing body;
- tackling harassment and bullying in schools;
- dealing with racist and homophobic incidents, sexual harassment, sexist bullying and name calling;
- the responsibilities of local authorities; and
- a checklist for revising or updating your school behaviour policy.



9

LEARN TO BEHAVE\_RM1  
24 October 2008

## **NUT Guidance on Unacceptable Pupil Behaviour**

The NUT guidance also covers:

- the use of rewards and sanctions within school behaviour policy;
- the use of physical intervention to control or restrain pupils;
- recording incidents of violence or physical intervention;
- allegations of assault against teachers;
- advice on pupil exclusions and alternatives to exclusions;
- liaising with the police and Youth Offending Teams;
- Individual Pupil Behaviour Risk Assessments; and
- Health and Safety Issues related to pupil behaviour.

## **Local Action by NUT School Reps and Health and Safety Reps**

The NUT guidance includes suggested steps that have been used to support NUT members in some schools, including:

- making all NUT members aware of NUT guidance;
- arranging a school meeting (with other Unions if appropriate) to organise a collective response and consideration of whether the school behaviour policy is effective;
- requesting a meeting with the head to discuss members' concerns regarding pupil behaviour and to discuss the school behaviour policy;
- setting up joint Health and Safety Committees in schools; or
- seeking to negotiate improved support for individual pupils and to use individual pupil risk assessments where appropriate.

## **Conclusion**

The NUT Charter seeks to influence the UK Government and local authorities to introduce changes that will support teachers and to reconsider initiatives that may undermine the ability of schools to meet the needs of pupils. The guidance seeks to:

- make individual members aware of their rights and let them know what support and protection is available from NUT;
- remind NUT representatives about how to support members and strengthen school behaviour policies; and
- ensure that members facing challenging behaviour do not feel alone.

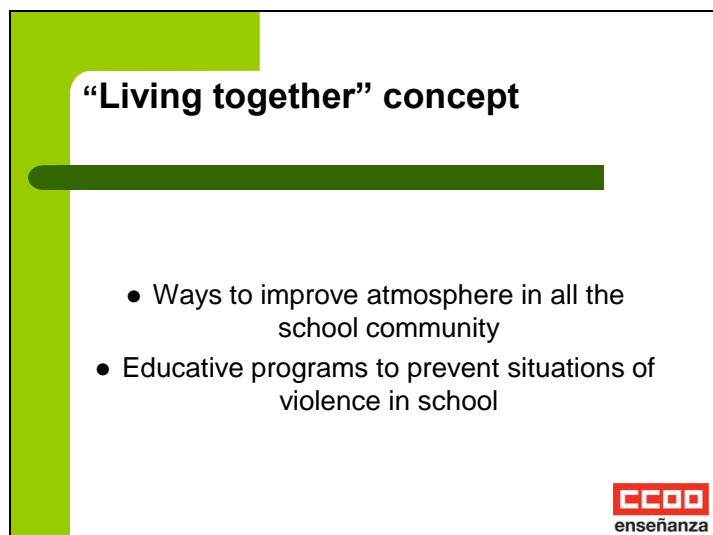
## 10. Presentation by Patricio Pérez, FECCOO



**MEDIATION AS A PART OF  
THE SOLUTION**

**FECCOO**

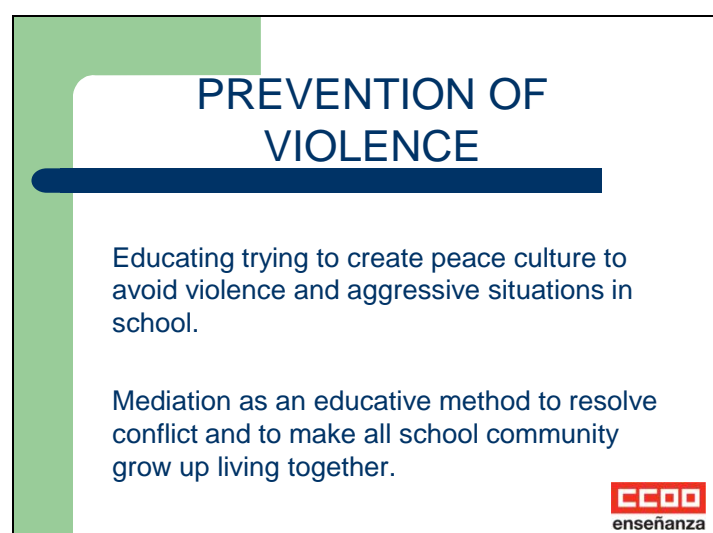
**CCOO**  
enseñanza



**“Living together” concept**

- Ways to improve atmosphere in all the school community
- Educative programs to prevent situations of violence in school

**CCOO**  
enseñanza



**PREVENTION OF  
VIOLENCE**

Educating trying to create peace culture to avoid violence and aggressive situations in school.

Mediation as an educative method to resolve conflict and to make all school community grow up living together.

**CCOO**  
enseñanza

## Mediation - Concept -

Process where two parts with a conflict have a third one who tries to solve, under an agreement, the problem.

- Three elements:
  - Two in disagreement (the conflicting people)
  - One from outside (the mediator)

## Educative Mediation

Educative method for teachers, students and parents in order to:

- Create good atmosphere
- Resolve conflict
- Think about relations
- Understand the others

## When not to use it:

- Acts of violence
- Sexual aggressions
- Criminal acts.

## When to use it:

- Aggressive harassment
- Transgressions of the rules
- Broken and unfair relationships
- To promote peace culture

### Who can use educative mediation?:

- Teachers
- Other workers at school
- Students
- Parents

### Stages of educative mediation:

- 1.- First mediation
- 2.- Mediation itself
- 3.- Post-mediation

### FIRST MEDIATION:

\* Creating good conditions for the mediation.

- \* Every part must:
- Receive Information
  - Agree to use it

### Mediation itself:

- a) Presentation and game rules
- b) To tell: exposing every version of conflicts
- c) To Know the problem: Identify conflict
- d) To offer solution
- e) To agree



### POST-MEDIATION:

- Revising and evaluation of the agreement by all the parts.
  
- Analysing the result and the way of living together from every part.



### Mediator:

#### ROLE:

- Capacity to analyse conflicts
- Good use of strategies of negotiation
- Active listening
- Being in the places of the others
- Showing and understanding feeling

#### WHO?:

Everybody that belongs to the school community with a correct formation in mediation



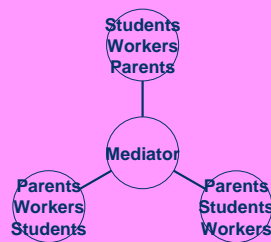
## TRAINERS OF MEDIATORS

### FUNTIONS:

- **Creating programmes on:**
  - a) Social personal development
  - b) Ways of resolving conflicts peacefully
  - c) Training projects of educative mediation.
- **Working to create mediators with all the school community**

## LIVING TOGETHER

### - Educative mediation-



## 11. Presentation by Anders Eklund, Lärarförbundet

### Dialogue for non-violence

Swedish Systematic Work Environment Management: its concrete effect on prevention of violence in schools.

ETUCE seminar Madrid 2008-04-03

Anders Eklund

### Systematic approach



### New focus on educational environment

- Learning process
- A professional approach
- A recognition of the total work of the teacher
- The importance of participation from children, pupils and students



## Promote, prevent and react

	individual	group	org
Promote			
Prevent			
React			

## How to reach a dialogue

- A legal base
- A place to house the dialogue
- An overall awareness
- Time
- A will to act and implement upon what has been agreed on

## Focal point on non-violence

- Year     Use a year to get ahead
- Area     Meet an area with high disturbance
- School   Let a school be a good example
- School   Learn from colleagues that handle daily violence

## To teach where violence is a daily occurrence

Small groups  
Pupils with a background of disturbance  
Daily violence occurrence

Acting on violence towards person, but not towards things  
Never act alone  
Wait with discussion until act is over

## Two rules for pupils

Be a good friend

Be where the teacher decides

## Tight daily structure

Close rewarding system for good behaviour  
Every half hour of good behaviour is rewarded  
Reward is time to spend

Back off until you know you can handle  
Study the language and reflect back to pupils when situation is stable

## Advice from a security representative

Guidelines and routines

Don't get into unnecessary discussions

Report incidents

Counselling

Use the safety representative

Stop being ashamed

There are no golden stars to be achieved, but it is important to collect the golden dust. A lunch break without a fight is something to build on.

From an overall structure to the structure of a day for a single pupil

Move from reactive to proactive

Don't go home and copy, use your own background and situation at home to start a dialogue

Our attitude towards solutions is more important than a long discussion about statistics

## **12. Programme**

Seminar of the ETUCE project “Preventing and tackling violence in schools”

**3<sup>rd</sup> and 4<sup>th</sup> April 2008**

**Hotel Foxa M30, Madrid**

### **Thursday, 3<sup>rd</sup> April 2008**

09:00 – 09:30

#### ***Registration***

09:30 – 10:00

#### ***Opening session***

Welcome by Martin Rømer, ETUCE General Secretary and José Campos, FECCOO General Secretary, Spain.

10:00 – 10:30

#### ***Violence, bullying and harassment at the workplace***

By Tim Tregenza, European Agency for Safety and Health at work

10:30 – 11:00

#### ***Spanish Action Plan for enhancing school coexistence***

Alejandro Tiana, Spanish Vice-Minister of Education

11:00 – 11:30

#### ***Coffee breaks***

11:30 – 12:00

#### ***Presentation of the ETUCE project on violence in schools. Key topics identified***

By Christine Blower, NUT Deputy General Secretary and project coordinator

12:00 – 12:30

#### ***School Curricula: learning to behave***

By Ros McNeil, NUT

12:30 - 14:00

#### ***Lunch***

14:00 – 14:25

#### ***Bulgarian strategy on violence in schools: focus on victim support***

By Kounka Damianova, ETUCE Vice-President and SEB International Secretary

14:25 – 14:50

#### ***Crisis and emergency plans for schools***



## *Preventing and Tackling Violence in Schools*

Jan Nissen, Vice-President GEW Schleswig-Holstein, Germany

- 14:50 – 15:20 ***Coffee break***
- 15:20- 15.40 ***Mediation as a part of the solution***  
Patricio Pérez, FECCOO
- 15.40 – 16.05 ***Swedish Systematic Work Environment Management: its concrete effect on prevention of violence in schools***  
By Anders Eklund, Lärarforbundet
- 16.05 – 17:30 ***Panel***  
Jorma Lempinen, ESHA Board Member  
Bjarke Rubow, OBESSU Board Member  
Birgitte Haider, EPA Vice-President  
Chair: Martin Rømer, ETUCE General Secretary  
***Questions and debate.***
- 20:30 ***Dinner***

### **Friday, 4<sup>th</sup> April 2008**

- 9:15 – 9:45 ***European Framework Agreement on harassment and violence at work***
- 9:45 – 11:30 ***Workshops on teacher unions action plans on preventing and tackling violence in schools. (Including coffee break).***
- 11:30 – 12:10 ***Reports from working groups***
- 12:10 – 12.30 ***Project follow-up and closing remarks***  
By Martin Rømer, ETUCE General Secretary and Carlos López Cortiñas, FETE-UGT General Secretary, Spain

### 13. Participants' List

<b>COUNTRIES</b>	<b>ORGANISATION</b>	<b>FIRSTNAME</b>	<b>NAME</b>
<b>Armenia</b>	<b>CPCST</b>	<b>Karlen</b>	<b>Harutyunyan</b>
<b>Bulgaria</b>	<b>SEB</b>	<b>Kounka</b>	<b>Damianova</b>
<b>Bosnia-Herzegovina</b>	<b>ITUSS</b>	<b>Dženana</b>	<b>Tanović-Hamzić</b>
<b>Croatia</b>	<b>IURHEEC / ITUWEC / CTU</b>	<b>Kliškinić</b>	<b>Vesna</b>
<b>Croatia</b>	<b>TUWPSEC</b>	<b>Božena</b>	<b>Strugar</b>
<b>Cyprus</b>	<b>KTOS</b>	<b>Besim</b>	<b>Baysal</b>
<b>Cyprus</b>	<b>KTOS</b>	<b>Burak</b>	<b>Mavis</b>
<b>Cyprus</b>	<b>KTOEOS</b>	<b>Deniz</b>	<b>Ozalp</b>
<b>Cyprus</b>	<b>KTOEOS</b>	<b>Mustafa</b>	<b>Kofali</b>
<b>Cyprus</b>	<b>OELMEK</b>	<b>Paraskevas</b>	<b>Samaras</b>
<b>Cyprus</b>	<b>OLTEK</b>	<b>Giorgios</b>	<b>Kollyfat</b>
<b>Cyprus</b>	<b>POED</b>	<b>Louca</b>	<b>Andreas</b>
<b>Cyprus</b>	<b>POED</b>	<b>Charis</b>	<b>Charalambous</b>
<b>Czech Republic</b>	<b>CMOS PS</b>	<b>Milada</b>	<b>Pelajová</b>
<b>Denmark</b>	<b>BUPL</b>	<b>Ane Elisabeth</b>	<b>Smith</b>
<b>Denmark</b>	<b>DLF</b>	<b>Niels Christian</b>	<b>Sauer</b>
<b>Germany</b>	<b>GEW</b>	<b>Anne</b>	<b>Jenter</b>
<b>Germany</b>	<b>GEW</b>	<b>Jan</b>	<b>Nissen</b>
<b>Germany</b>	<b>GEW</b>	<b>Manfred</b>	<b>Triebe</b>
<b>Georgia</b>	<b>ESFTUG</b>	<b>Maia</b>	<b>Liparteliani</b>

<b>Georgia</b>	<b>ESFTUG</b>	<b>Guranda</b>	<b>Tchelidze</b>
<b>Greece</b>	<b>DOE</b>	<b>Oikonomoy</b>	<b>Triantafyllos</b>
<b>Greece</b>	<b>DOE</b>	<b>Dimitris</b>	<b>Bratis</b>
<b>Greece</b>	<b>OLME</b>	<b>Dimitris</b>	<b>Peppes</b>
<b>Greece</b>	<b>OLME</b>	<b>Maria</b>	<b>Voutsina</b>
<b>Hungary</b>	<b>PDSZ</b>	<b>Gabor</b>	<b>Kerpen</b>
<b>Ireland</b>	<b>ASTI</b>	<b>Patrick</b>	<b>Hurley</b>
<b>Ireland</b>	<b>INTO</b>	<b>Declan</b>	<b>Kelleher</b>
<b>Latvia</b>	<b>LIZDA</b>	<b>Ieva</b>	<b>Karklina</b>
<b>Lithuania</b>	<b>CTUEW</b>	<b>Dalia</b>	<b>Daujotiene</b>
<b>Malta</b>	<b>MUT</b>	<b>Kevin</b>	<b>Bonello</b>
<b>Poland</b>	<b>SKOiW NSZZ Solidarnosc</b>	<b>Monika</b>	<b>Konczyk</b>
<b>Portugal</b>	<b>FNE</b>	<b>Arminda</b>	<b>Bragança</b>
<b>Romania</b>	<b>Alma Mater</b>	<b>Marian</b>	<b>Borzan</b>
<b>Romania</b>	<b>Alma Mater</b>	<b>Cristina-Maria</b>	<b>Borzan</b>
<b>Scotland</b>	<b>SSTA</b>	<b>Anne</b>	<b>Ballinger</b>
<b>Slovakia</b>	<b>OZPŠaV</b>	<b>Michal</b>	<b>Mlčoušek</b>
<b>Slovakia</b>	<b>OZPŠaV</b>	<b>Božena</b>	<b>Venerčanová</b>
<b>Slovakia</b>	<b>ZPŠaV NKOS</b>	<b>Milan</b>	<b>Martinák</b>
<b>Slovenia</b>	<b>ESTUS</b>	<b>Nataša</b>	<b>Kajba Gorjup</b>
<b>Slovenia</b>	<b>ESTUS</b>	<b>Nataša</b>	<b>Privošnik</b>
<b>Spain</b>	<b>CSI-CSIF</b>	<b>Antonia</b>	<b>Paredes</b>
<b>Spain</b>	<b>CSI-CSIF</b>	<b>Eliseo</b>	<b>Moreno</b>

<b>Spain</b>	<b>FECCOO</b>	<b>Luisa</b>	<b>Martin</b>
<b>Spain</b>	<b>FECCOO</b>	<b>Patricio</b>	<b>Pérez</b>
<b>Spain</b>	<b>FECCOO</b>	<b>Rosario</b>	<b>Rizo</b>
<b>Spain</b>	<b>FECCOO</b>	<b>José</b>	<b>Campos</b>
<b>Spain</b>	<b>FETE-UGT</b>	<b>M. Cruz</b>	<b>Fernandez Iglesias</b>
<b>Spain</b>	<b>FETE-UGT</b>	<b>Jesus</b>	<b>Pardo</b>
<b>Spain</b>	<b>FETE-UGT</b>	<b>Carlos</b>	<b>Lopez</b>
<b>Spain</b>	<b>STES</b>	<b>Begoña</b>	<b>Suárez</b>
<b>Spain</b>	<b>STES</b>	<b>José Maria</b>	<b>Avilés Martínez</b>
<b>Spain</b>	<b>STES</b>	<b>Domingo</b>	<b>Ortolá</b>
<b>Spain</b>	<b>USO</b>	<b>Adrión</b>	<b>Martin Sánchez</b>
<b>Spain</b>	<b>USO</b>	<b>Antonio</b>	<b>Aimate Cruz</b>
<b>Switzerland</b>	<b>SER</b>	<b>béatrice</b>	<b>Rogéré Pignolet</b>
<b>Sweden</b>	<b>Lärarforbundet</b>	<b>Anders</b>	<b>Eklund</b>
<b>Sweden</b>	<b>LR</b>	<b>Sonja</b>	<b>Aström</b>
<b>UK</b>	<b>NASUWT</b>	<b>Amanda</b>	<b>Haehner</b>
<b>UK</b>	<b>NASUWT</b>	<b>Sonja</b>	<b>Hall</b>
<b>UK</b>	<b>NUT</b>	<b>Christine</b>	<b>Blower</b>
<b>UK</b>	<b>NUT</b>	<b>Rosamund</b>	<b>Mc Neil</b>
<b>Experts</b>	<b>European Agency for Safety and Health at Work</b>	<b>Tim</b>	<b>Tregenza</b>
	<b>ESHA / Board Member</b>	<b>Jorma</b>	<b>Lempinen</b>
	<b>OBESSU / Board Member</b>	<b>Bjarke</b>	<b>Rubow</b>
	<b>European Parents Association / Vice-President</b>	<b>Brigitte</b>	<b>Haider</b>



	<b>Spanish Vice-Minister of Education</b>	<b>Alejandro</b>	<b>Tiana</b>
<b>Staff</b>	<b>ETUCE</b>	<b>Martin</b>	<b>Rømer</b>
	<b>ETUCE</b>	<b>Elena</b>	<b>Jenaro</b>
	<b>ETUCE</b>	<b>Iva</b>	<b>Obretenova</b>
	<b>ETUCE</b>	<b>Annedorte</b>	<b>Stanstrup</b>
<b>Interpreters</b>		<b>Dominique</b>	<b>Herzet</b>
		<b>David</b>	<b>Clerigo</b>
		<b>Charlotte</b>	<b>Cauchie</b>
		<b>Cristina</b>	<b>Gonzales</b>
<b>Guests</b>	<b>Embassy of Finland / Press and Cultural Attache</b>	<b>Eva</b>	<b>Hannikainen</b>



## *Preventing and Tackling Violence in Schools*



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