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REPORT

Conference of the ETUCE project

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

Sofia, 9 & 10 June 2008



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Preventing and tackling violence in schools

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1. Opening session

The final conference of the ETUCE project "Preventing and tackling violence in schools" was held in Sofia, Bulgaria, on 9th and 10th of June 2008. **Mrs. Kounka Damianova, ETUCE Vice-President and SEB International Secretary**, welcomed the participants at the seminar and stressed that the final conference would be the last event of the project. Teacher unions from five different countries – NUT, UK; Lärarförbundet, Sweden; FECCOO, Spain; GEW, Germany and SEB, Bulgaria - have been in charge of guiding the implementation of the project during the last year. Mrs. Damianova explained that one of the main aims of the conference will be to discuss the ETUCE Draft Action Plan on preventing and tackling violence in schools. If approval by ETUCE Executive Board during their meeting in autumn 2008, this document would constitute the first ETUCE Action Plan on violence in schools.

Mr. Martin Rømer, ETUCE General Secretary underlined that violence at the work place is a very complex matter; he highlighted the existing difficulty in identifying its causes, consequences and possible solutions.

The ETUCE General Secretary explained that the aim of the ETUCE project on Harassment and Violence in schools had been to analyse the key problems of violence and harassment in schools, to exchange experiences on possible solutions in order to tackle these phenomena and to raise awareness among ETUCE member organisations on the European Autonomous Framework Agreement on Harassment and Violence at work place. Mr. Rømer underlined that schools in general are orderly places where teachers and students feel safe. However, when violence occurs, it obstructs teaching and undermines the quality of the education provided in the centre, jeopardising the school workers' health and safety.

Mr. Rømer highlighted that, although statistics are not collected on a like for like basis across Europe and in many cases are not collated at all at national level, the last survey performed by the European Foundation for the Improvement of Living and Working Conditions shows that one in 20 workers report having being exposed to violence, bullying or harassment at work in the previous twelve months. A higher percentage of workers (6%) reports being subjected to threats of physical violence than to actual violent acts. Moreover, the education

sector appears to be amongst those where the risk of experiencing some form of violence, bullying or harassment at work is the greatest.

Mr. Rømer stressed that the Framework Agreement on Harassment and Violence at Work, negotiated and signed by the European social partners on 26 April 2007, is an action-oriented reference document that can be used and adapted by social partners according to their needs and problems. Hence this European Framework Agreement would need to be implemented more in detail in the education sector. In this sense, Mr. Rømer emphasised the necessity to go more in-depth in the discussion on the actions that teachers' trade unions should undertake in order to help preventing and tackling violence in schools. The ETUCE General Secretary encouraged the participants at the conference to be critical in their assessment of the ETUCE Draft Action Plan, and insisted that their input would be extremely valuable as this document should become an ETUCE policy. Finally, he ended his opening speech by thanking the Bulgarian trade unions for their excellent cooperation with the ETUCE secretariat in the organisation of the conference.

2. European working conditions survey: Violence, bullying and harassment at the workplace



The first presentation at the conference was given by Mrs. Sara Riso from the Monitoring and Survey Unit of the European Foundation for Improvement of Living and Working Conditions. She pointed out some results of the European Working Conditions Surveys from 1990 and onwards. These surveys are performed by the European Foundation every five years. The last one, carried out in 2005, covered the EU27, the two candidate countries (Turkey and Croatia), as well as Switzerland and Norway. Nearly 30.000 individuals were interviewed in order to perform this survey, focusing on the exposure of respondent to "threats of violence, physical violence from co-workers, physical violence from non co-workers, bullying, harassment, sexual harassment, etc".

Firstly, it was said that cultural differences play a major role when investigating living and working conditions across European countries, and especially as regards issues such as



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harassment and violence. The intangible nature of psychological violence, and also the different terminology used in different countries (bullying, mobbing moral harassment, emotional abuse, psychological terror, intimidation, etc.) makes the research and measurement of these phenomena more difficult.

Regarding the differences among physical violence suffered by respondents in the different countries, the results from the survey show that figures from the workers of the Nordic countries are the highest. On the contrary, according to the results, the lowest figures appear in the Southern part of Europe. Mr. Riso explained that in general there is a higher reported incidence of violence and threats to violence in the northern European member states than in the Southern European ones. Italy and Bulgaria are between the countries with less awareness of violence at workplace. As regards bullying and harassment, the figures show that women are generally more affected than men.

In relation to sector and occupation specific results, the survey reveals major sectoral differences. Mrs. Riso explained that the risk of experiencing both violence and harassment is higher in the education, health, public administration and defence sectors.

Concerning the education sector, Mrs. Riso stated that, although statistics are not collected on a like for like basis across Europe, some valuable insight into reported levels of violence, bullying or harassment at work is provided by the Fourth European Working Conditions Survey carried out in 2005. The survey shows that overall approximately 10% of workers report having being exposed to violence, bullying or harassment at work in the previous twelve months. The education sector appears to be amongst those where the risk of experiencing some form of violence, bullying or harassment at work is the greatest. For example, workers in the education sector are six times more likely to have encountered the threat of physical violence than their counterparts in the manufacturing sector. Survey data also reveals that around 6.6% of workers in the education sector report having experienced bullying or harassment (against the EU27 average of 5%) and another 7.9% say that they have been personally subjected to physical violence from fellow workers or people outside the workforce (against the EU27 average of 5%) in the previous twelve-month period.

In occupational terms, 3% of teaching professionals say that they have suffered physical violence at the hands of people from the workplace and another 5% report exposure to

physical violence from people outside the workplace (e.g. pupils). Teaching associate professionals report higher levels of exposure to physical violence from colleagues (7.3%) and non-colleagues (7.8%) than teaching professionals¹. A higher percentage of both teaching professionals (13.5%) and teaching associate professionals (13%) report being subjected to threats of physical violence than to actual violent acts.

Mrs. Riso concluded that it is difficult to have a clear picture of the causes of violence and its consequences, as different surveys are telling different stories. Therefore, one has to be cautious when interpreting data on violence from surveys.

Mrs. Riso stated that the European Foundation for Improvement of Living and Working Conditions is working on a new survey. The results will be published in 2010. Mrs. Riso encouraged the participants to contact the Foundation should participants have an interest in specific issues that could be included in the study as relevant additional aspects.

3. Violence in education as a health and safety issue

Mr. Tim Tregenza, from the European Agency for Health and Safety at Work, began his presentation by highlighting that violence at work is any incident where a person is abused, threatened, or assaulted at their work and which endangers their safety, health, or well-being. Violence to workers, regardless of source, is an occupational safety and health (OSH) issue, and thus a challenge to be solved at organisational level. It should not be considered as an individual problem. Consequently, collective solutions at work ought to be found.



Violence is costly to the workers, schools and society as it may result in physical harm and stress, decreased performance, early retirements, social insurance costs, health care costs, etc. Mr. Tregenza explained that the European Union has a legal framework to preventing harm to workers. European directives have transposed means to address all OSH issues,

¹ Data from the Fourth European Working Conditions Survey (2005), by the European Foundation for the Improvement of Living and Working Conditions.



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including violence, bullying, and work-related stress into all Member States. The 89/391 Framework Directive was underlined as the most important one at EU level regulating the issues, but Mr. Tregenza stressed that member states may have more specific legislation transposing these directives.

Many factors were mentioned that possibly will influence the degree of risk of violence. These included the age of pupils and other characteristics (e.g. if the pupil have special needs), the teacher training and the teaching environment. Mr. Tregenza stated that solutions will not be the same in different schools, and that combination of approaches would be needed.

Actions should be based on a 5 step risk assessment system: 1) Identify hazards and those at risk 2) Evaluate and prioritise the risks 3) Decide on preventive actions 4) Take action 5) Monitor and review the situation. Workers ought to be consulted in this process. In the assessment it should be clarified what the scope of the problem is, where the violence is coming from, who is affected by the problem and what needs to be done in which order. Mr. Tregenza emphasised that cost effective, sustainable and long terms solutions should be the objective. He stressed the importance of dealing with the underlined problems, and that collective solutions need to take precedence over individual solutions. The commitment of school head teachers is crucial. According to Mr. Tregenza, there should be clear separate policies on violence and bullying/harassment.

Regarding preventive actions, Tim Tregenza explained that 5 types of measures could be taken:

- Environmental: e.g. improving physical security measures such as access control
- Administrative: e.g. ensuring adequate staffing levels
- Behavioural: 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 makers, governing board, with parents, etc.

Minimising harm after violence incidents is of vital importance. Victims should not be left alone, but count on support of the head teachers and managerial team and psychological support.

Mr. Tregenza also highlighted the importance of mainstreaming health and safety issues by including the issue in the school curriculum, teacher training and education, etc.

Finally, Mr. Tregenza encouraged schools to adopt “whole school” approaches where concept like “respect and diversity” are taught and used as a basis of preventing child-child bullying and addressing inter-worker bullying.

4. National situations and strategies on violence in schools

4.1 Situation of violence in schools in Bulgaria



Mrs. Janka Takeva, President of the Bulgarian Union of Teachers thanked all the partners of teacher trade unions in Bulgaria and the Bulgarian Minister of Education for the forthcoming signing of the national education collective agreement for 2008. Mrs. Takeva stressed she strongly believes that the signing of this agreement will lead to the development and modernisation of Bulgarian educational system and at finding a solution to some of its deeply rooted problems. In addition, she stated that Bulgarian schools have witnessed increasing aggressive behaviour and violence, and expressed her hope for a fruitful conference with many useful contributions that would contribute to tackle problems of violence and to improve the life of students, teachers and the educative community as a whole.

Subsequently, the **Bulgarian Vice Minister of Education and Science Ms. Mukades Nalbaut** explained that Bulgaria is still strongly affected by the transition economy. Ms. Nalbaut stated that 50% of Bulgarian citizens have an extremely difficult life. This has an effect in schools, where violence is increasing. The Vice Minister underlined that suitable legislation is vital, but that a thorough analysis of the situation has to be performed prior to deciding on the





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concrete measures to be taken in order to effectively deal with the problem. Mr. Nalbaut finally emphasized the necessary involvement of all stakeholders in education.

The Bulgarian Vice Minister of Education explained how violence is affecting Bulgarian schools. Ms. Nalbaut mentioned the problem of domestic violence in Bulgaria: the percentage of children in Bulgaria who are subject to violence within their own families is a lot greater than the percentage of children who are victims of violence incidents in schools. However, the consequences domestic violence has on children psychological health is very significant. The Minister brought on some conclusions from a national survey about attitudes to aggression in schools, where most respondents answered that poor family environment is crucial to aggressive acts in the public sphere. Moreover, the survey indicates that 80% of all the respondents agreed that discipline in schools should be increased and that parent's follow-up of their children's school life should be strengthened. The Vice Minister emphasised that interaction between school and family is of crucial importance in Bulgaria; if parents and families are not committed to the issue and to cooperation with school management and teachers themselves, no real improvements in behaviour and violence in schools will be made.

Ms. Nalbaut explained that teachers in Bulgaria receive no training on violence in schools by pedagogical advisors, psychologist, the police, etc. She recognised the importance of financial funding as a crucial element to solve the problem. Behaviour assessment of the students and the teachers in schools would be a promising strategy to tackle violence. Finally, the Bulgarian Education Vice Minister stressed that a debate on values in society might be a good starting point to prevent and tackle violence in schools and in Bulgarian society as a whole.

4.2 Aggression and violence in German schools: Statistics, neurobiological aspects, and what can be done

Prof. Dr. Joachim Bauer, from the Department of Psychosomatic Medicine, Freiburg University in Germany, presented a study on Aggression and Violence in German schools.

Firstly, Prof. Dr. Bauer presented statistics on what teachers in Germany consider as top professional stressors. More than 400 teachers responded to the survey. The results

indicated that class size and a distractive behaviour of students are the top stressors for teachers in Germany. Moreover, Prof. Dr. Bauer stated that nearly half of teachers in schools in Germany are exposed to serious verbal harassment.



What the study presented by Prof. Dr. Bauer tells us about children health is that 51% of the German children attending schools suffer from chronic medical symptoms (stomach-aches, chronic fatigue, back pain, dizziness, joint pain, headache, etc). According to the study, children's behaviour varies quite a lot depending on the type of school: elementary school (Grundschule), low level grammar school (Hauptschule), advanced level grammar school (Realschule), high school (Gymnasium) and integrated secondary school (Gesamtschule). Between 53-80% of pupils react with verbal aggression when they are angry, depending on the school type of school (i.e. 53% in lower level grammar school; 80% in high school). The percentage of pupils reacting with physical attack without considering any other kind of behaviour is 7% in high school and 9% in lower level grammar school.

Concerning the teachers reporting adverse experiences with parents, 0.4% of teachers in Germany have experienced physical violence, and 4.7% have suffered verbal insults.

Results from modern neurobiology could be useful in understanding people's behaviour:

- Interpersonal experiences are recorded and evaluated by the brain (interpersonal relations have to be taken serious)
- The brain converts psychology into biology
- Appreciation and social reputation are biological stimulators of the brain vitality systems ("motivations systems")
- Conflicts and disrespect inactivate the vitality systems and instead activate the stress system

It was concluded that aggressive behaviour of pupils has a crucial impact on parameters of teacher' health and that measures should be taken to protect wellbeing of teachers. Prof.Dr. Bauer emphasised that smaller classes are extremely important to keep a good working



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environment in schools. Teachers attitude towards children is important, as the teacher-pupil relationship should reflect a balance between leadership and sympathy/ care. The teacher-parents relationship should be aiming at an educational alliance. Staff cohesion should be protected in the school. Finally, Prof. Dr. Bauer highlighted that a debate concentrating on values in society would be helpful to release the problems of violence in schools.

4.3 Panel debate: Actions to be taken by the national and regional authorities at regional and school levels

Different stakeholders were invited to participate in the panel debate, to share their views on which measures should be taken by national and regional authorities in order to handle the problems of harassment and violence in schools. The panel speakers were: Mr. Kosta Bazitov, Vice Mayor of the city of Varna in Bulgaria and Chair of the Commission on Education of the Bulgarian Association of Municipalities; Mr. Daniel González Manjón, Professor of the Faculty of Education Sciences from Cadiz University, Spain and Mr. Gabor Kerpen, Pedagógusok Demokratikus Szakszervezete (PDSZ) General Secretary, Hungary.

Mr. Bazitov explained that violence needs to be tackled at different levels: family, school and society. He reiterated that domestic violence is a considerable problem in Bulgaria and that violent incidents within the family result in increased aggression in the schools. Effective interaction between teachers, students and families should be promoted in order to reach a more appropriate form of behaviour.

Mr. Manjón argued that the focus should concentrate on how to build "coexistence" in schools. Schools are places for teachers to transfer knowledge and for pupils to develop social competences and skills. Education has to lead to socialisation. Schools have to be harmless places for everyone. Mr. Gonzalez Manjón pointed out that school plans are crucial in an effective strategy against violence. All the educative community should be involved in the elaboration and implementation of these action plans. A Charter of rights and obligations for all (pupils, teachers, families) should be elaborated and acknowledge by the educative community. School curriculum should include subjects for pupils on learning to behave and how to control their own feelings. Finally, he stated that there should be reliable mechanisms to implement the strategies; commissions of mediation should be put in place, as well as a mechanisms of sanctions and victim support.



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The Hungarian experience is according to Mr. Kerpen similar to other European countries in the sense that violence in schools is increasing. Large class sizes, school closures, increase of contact hours with teachers are common problems in Hungarian schools. Mr. Kerpen underlined that no sanctions really exist when bad behaviour from a pupil takes place. According to Mr. Kerpen, action should be taken at different levels: media, Parliament, Government, school and teacher trade unions. Local authorities should finance measures to tackle bullying and harassment. He explained trade unions in Hungary regularly organise conferences and seminars with teachers and experts which results have been very positive. Mr. Kerpen concluded that national and regional authorities should focus on violence to a greater extent than they do today.

5. First workshop session

The aim of these workshop sessions was to discuss on the actions to be taken by authorities at national, regional, local and school levels to prevent and combat bullying and harassment.

5.1 Report from the first working group

Chair and rapporteur: Patricio Pérez, FECCOO, Spain

The first group stated that there are different levels in society where violence can be found: i.e. family, school, etc. Preventing violence in the education system is a first step to tackle violence in society. Democratic participation of all stakeholders from the educative community must be ensured when establishing school plans to prevent and combat violence in the school. Mediation and similar measures to prevent and tackle violence were mentioned as important. The Rapporteur underlined that good practices should be promoted across Europe. It was reported that trade unions need to work for the promotion of measures preventing violence in schools and provide teachers with different options and measures to cope with violence when it occurs. Schools have to start involving themselves in these issues as violence is increasing. Legislation must be developed at national, regional or local level in order to prevent violence in schools and to establish a framework of victim support. School curriculum should include subjects aimed at improving pupils' positive behaviour. Finally, the Rapporteur referred to the increasing incidence of cyber bullying and the importance of



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raising awareness among media in order to have a good attitude towards the phenomenon of violence in schools and to avoid alarmist speeches.

5.2 Report from the second working group

Chair: María Arminda Bragança FNE, Portugal

Rapporteur: Amanda Haehner, NASWUT, UK

The second working group agreed that initial teacher training should be prioritised, and more importance should be given to teach conflict resolution, which many times leads to positive results. The Rapporteur explained that the UK promotes teacher training on these topics. Exchange of experiences among teacher trade unions in Europe on concrete training content should be encouraged. In this sense, trade unions could do more research on the issue and bring statistics and more knowledge to the authorities. The Rapporteur also mentioned the crucial role that the involvement of families in the school life could play when tackling violence and bullying among pupils. It was stressed that in the UK every school is obliged to have a behavioural policy. New qualified teachers should be provided with special training on how to deal with violence and harassment.

5.3 Report from the last workshop group

Chair and rapporteur: Monica Konczyk, SKOiw NSZZ Solidarnosc

The last working group reported that many trade unions are involved in the problems concerning violence in schools, but that governments often lag behind when implementing and enforcing existing legislation to prevent and combat school violence. In many countries, one of the main causes of this lack of enforcement would be the scarce financial means allocated to these issues. In addition, the group reported that teachers are rarely supported when being victims of violence. During the last years, many teacher unions have developed guidelines providing schools with some information on how to enforce existing legal measures when teachers are witnesses or victims of violence. According to this group's viewpoints, an important tool to prevent and combat violence in schools is to include related subjects in the initial teacher education. The Rapporteur finally stressed that comprehensive school policies should ensure the continuation of the action plans to prevent and tackle violence among the different education levels (i.e. the work carried out at primary level should be continued at secondary level).

6. Implementation of the European Framework Agreement on harassment and violence at work



Mr. Roland Gauthy, expert in health and safety issues at the European Trade Union Institute (ETUI-REHS) presented the ETUC interpretation guide of the European Framework Agreement (FA) on Harassment and violence at work. Mr. Gauthy pointed out that, during the negotiations of the Autonomous Framework Agreement on Work-Related Stress (WRS), harassment and violence at work were mentioned as potential work stressors. The WRS Agreement does not apply to harassment, violence and post-traumatic

stress. For that reason 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.

To negotiate a Framework Agreement on Harassment and Violence appeared already as an important item in the Work Programme 2006-2008 of the European Social Partners. 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 FA covers all forms of harassment and violence at work and recognises the existing EU and national legislation as applicable. Mr. Gauthy clarified that the agreement does not deal specifically with a type of violence, but as soon as there is a link with the workplace, violence or harassment fall within the competence of the social partners. The FA intends to be an action-oriented document for social partners to identify, prevent and manage the problems of violence at work. Violence perpetrated by external actors to the work place is also covered

by the FA. Mr. Gaulthy emphasized that that more specific measures should be taken at the sectoral level. The major aim of the FA is that harassment and violence are tackled at the workplace. All signs that can indicate violence need to be taken into consideration. The workers, employers and their representatives have to understand how to assess the situation and how to react.

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. Respect of the privacy and dignity of all parties involved must be taken serious, and confidentiality must be observed. It was underlined as important to support the victim, and that false accusations should lead to sanctions.

The message should therefore be to insist on risk assessment, prevention and school action plans based on the Framework Agreement. The ETUCE Draft Action Plan on harassment and violence in schools will be a helpful tool for unions to develop their policies on these matters in the education sector.

Moreover, trade unions should underline that external violence is covered by the FA when implementing it. The implementation results of the FA very much depends on the capacity of the trade unions.

7. ETUCE implementation guide and Draft ETUCE Action Plan

7.1 ETUCE implementation guide on the European Framework Agreement on harassment and violence at work

The ETUCE implementation guide was presented by Mrs. Anne Jenter, GEW. She described the guide as a useful tool for ETUCE member organisations to give inspiration on the





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implementation of the European Autonomous Framework Agreement on H&V at work.

Mrs. Jenter explained the 5 sections of the Framework Agreement (FA). The first section is the introduction that clarifies a joint condemnation by the social partners of all forms of violence and harassment at the work place. It also states that EU law and national law define employer's duty to protect workers against aggressive behaviour at work. The implementation guide lists the different existing antidiscrimination directives:

- Racial Equality Directive: Harassment as a form of discrimination on grounds of racial or ethnic origin (including employment and education)
- Employment Equality Directive: Harassment as a form of discrimination on grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation – in employment and occupation.
- Directive 2002/73/EC: Sexual harassment defined for the first time in a European Directive.
- Framework Directive on Health & Safety at work place, where risk assessment is described as an employer's obligation.

The FA recognises that some sectors are more affected by violence than others and the ETUCE implementation guide stresses that education is one of the sectors with a higher incidence of violence and harassment.

The second section refers to the aim of the FA, which is to increase the awareness and understanding of employers, workers and their representatives of harassment and violence at the workplace, and to provide them with an action-oriented framework to identify, prevent and manage these problems.

The third section contains a description of Harassment and Violence (H&V). Harassment occurs when one or more workers or managers are repeatedly and deliberately abused, threatened and/or humiliated in circumstances relating to work. Violence occurs when one or more workers or managers are assaulted in circumstances relating to work. It stresses that H&V may be carried out with the purpose or effect of violating a manager's or worker's dignity, affecting his/her health and /or creating a hostile work environment.



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The fourth section deals with preventing, identifying and managing problems of harassment and violence. The ETUCE implementation guide defines preventive approaches and security approaches to be taken in the schools. As regards the preventive approaches, some measures to be put in place are mentioned: teacher training, school curriculum including subjects to improve pupils' behaviour, small class sizes, mediation specialists, educational assistants, etc. Whole school development policies are essential when dealing with preventive approaches. Action plans or protocols should be elaborated in cooperation with teachers and all educative community. Work place risk assessment should be used to analyse the situation and identifying the hazards at the work place. Emphasis is put on the importance of a well-trained school leadership. Concerning the security approaches, some measures are also suggested: school guards, telephone help lines, police interventions in the school, registers for victim support, etc.

The last section of the FA deals with the implementation and follow up. Mrs. Jenter stressed that the agreement includes three important clauses which should be taken into account in the implementation of the FA:

- The "non-regression clause": The tenor of the agreement must not diminish the effect of other level agreements (national, regional, local, etc.) when containing most beneficial provisions.
- The "most favourable clause": The most favourable provision or agreement must be applied in every case.
- The "adaptability clause": Social partners at the appropriate level can adapt or complement this agreement (i.e. by signing joint declarations or statements, agreements, etc) according to their specific needs

Finally, Mrs. Jenter referred to the ETUCE Draft Action Plan, which is based on the implementation guide and which has to be finalised after contributions from participants at the conference.

7.2 ETUCE Action Plan on violence in schools

The ETUCE General Secretary Mr. Rømer presented the ETUCE Draft Action Plan on harassment and violence in schools. This document includes several measures to be taken



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by ETUCE and its member organisations at the different levels (European, national/regional, local/provincial and school).

ETUCE commits itself to take Actions to be taken at EU level:

- Continue raising awareness and support to national member organisations in the implementation of the FA and in the sharing of good practices. Give feed back to ETUC.
- Lobbying at EU level for a better inclusion of the H&V issue in the general H&S strategy, but also in the 2010 Process.
- Need of figures on violence in school
- Considering the issue of H&V for teachers within an eventual future ETUCE Health and Safety Network (this will depend on the resources in the ETUCE)
- Negotiate joint guidelines with employers in the future (Sectoral Social Dialogue Committee)

At national level ETUCE commits itself to:

- Support national teacher trade unions by:
 - Identifying and disseminating national good practices
 - Developing their national strategies on how to ensure a good working environment and well-being at work
- Advise national teacher trade unions to:
 - Work on the adoption of specific collective agreements in countries / include the issues of H&V in collective agreements
 - Train H&S representatives on harassment and violence issues
 - Promote training measures for teachers and head teachers (importance of school leadership involvement)
 - Work on the inclusion of these issues in the school national curriculum and in teacher education and CPD

At local level ETUCE advises national trade unions to:

- Influence the allocation of adequate funding to prevent and tackle violence in the schools
- Inform the affiliates on their rights in cases of violence, and victim support
- Lobby for the educational departments to make sure schools put in place the school action plans



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At school level ETUCE advises national trade unions to:

- Make sure risk assessments are taking place in schools
- Acknowledge the importance of involving school leadership in tackling violence and harassment in schools
- Promote prevention, including mediation
- Develop a policy of autonomy in schools in order to enable them to find the best ways for promoting good relationships at school, including the establishment of agreements among all the educative community (parents, students, teachers, other workers, etc.).

Mr. Rømer stated that if the leadership does not understand the problems with violence and the necessity for concrete actions to be taken, nothing will really happen. Much depends on the motivation of the leaders and teachers in school. He also emphasised that there should be emergency measures put in place to safeguard teachers in cases of violent behaviour in schools. Mr. Rømer finally stressed that the Action Plan states that prevention is the most important actions, but recognizes that violence does happens and that measures should be put in place to tackle it when it occurs.

8. Last working group session

The idea with the last working group session was to discuss the ETUCE Draft Action Plan and propose possible changes and improvements with regards to the European level, national level, local level and school level. The participants were divided into the same three different groups as the first workshop session.

8.1 Report from the first working group

Chair: Patricio Pérez, FECCOO, Spain

Rapporteur: Patricio Pérez, FECCOO, Spain

The first group reported that safe schools where students can learn perfectly need to be created, and that both the schools and the parents have to be involved in this process. To tackle violence in schools some solutions have to be found at school level where protocols



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for teachers that clarifies exactly what the teacher is supposed to do in violent situations would be useful. The protocols should include guidelines on how to react to children that leave problematic situations at home. Training programmes for teachers were mentioned as necessary. The group moreover agreed that there should be a connection between the police and schools and that this should help problems to be resolved when they occur.

The Rapporteur underlined that the governments have the responsibility to solve problems with violence through policy. The trade unions were advised to act now e.g. to help teachers that are victims to cope with their situation and to work for the adoption of measures to improve the development in the future.

8.2 Report from the second working group

Chair: Maria Arminda Bragança FNE, Portugal

Rapporteur: Amanda Haehner, NASUWT, UK

First of all the second working group stressed that the second paragraph in the introduction part of the Draft ETUCE Action Plan should be strengthened. It was reported that parents have a big responsibility of the behaviour of their children and that they should support the school to a greater extent in finding possible solutions to inappropriate behaviour. The Rapporteur emphasised that teachers have problems to handle aggressive situations as they in some countries are not allowed to exclude children from the classrooms. It was underlined that certain schools have "support networks" that can help to tackle harassment and violence when they occur. These good practices should be passed on to countries where such measures are non-existent. It was agreed in the group that the student council moreover should be involved in the prevention and tackling of aggressive behaviour in schools.

The group encouraged trade unions to develop a behaviour policy which schools can make use of. Emergency plans could be developed in collaboration with the police, schools and other agencies. The Rapporteur also stated that safe places should be identified in the local communities where children who feel threatened can go and get in contact with parents etc. Finally, funding from the government was emphasised as vital, because few actions can be done without financial support. To make the government allocate financial support they need to understand the importance of prevention and tackling violence in schools. The workshop group recommended the ETUCE to circulate a good practice document to governments in the



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European countries that would possibly make the ministers consider the seriousness of violent incidents in schools and its consequences for society.

As a final remark the group stressed that the media should be used to communicate and discuss the consequences of children's behaviour and how violent issues can be avoided.

8.3 Report from the third working group

Chair: Monica Konczyk, SKOiW NSZZ Solidarnosc, Poland

Rapporteur: Jennifer Moses, NASWUT, UK

The last group agreed upon several measures to be taken by the ETUCE. First of all, further steps should be taken at European level focussing on violence against teachers. Priority should be given to violence at work in the sectoral social dialogue at national level. More research on issues related to violence including cyber bullying, mobbing etc was seen as necessary. The Rapporteur concluded that without information about the actual conditions, it is difficult to make progress. It was therefore reported that the ETUCE should encourage trade unions to survey and record their members for experiences with violence which should include violence from the employers.

The Rapporteur stressed that governments have to implement and enforce the EU directive into national law as there is generally no national laws on violence in schools. Actions to be taken at national level should include support for the victim (the teacher). Preventive measures should be introduced to the schools to avoid violence incidents e.g. guidelines on how teachers can work with the pupils and how parents can work with their children, what organisations can do etc.

When violence does occur, teacher should not be responsible of reporting the incident to the police, this should be the employer's responsibility (head master). The group underlines that it is crucial that the responsibility is not on the victim. Not only the teacher is the victim, but the whole system is abused, the Rapporteur concluded. Finally it was stressed that trade unions should encourage their members to make their own rules/ policies on a safer working environment, where violence would be an important issue.

9. Closing remarks

Mr. Rømer stated that all the proposals from the workshop groups on the Draft ETUCE Action Plan would be taken into account. He added that the more detailed ideas which do not belong to the Action Plan could be included into strategies at national level. Mr. Rømer underlined that comments about government and parents responsibilities are important and that there is a need to exchange good ideas about this. It is important to reach these parents that generally do not engage themselves in schools. With regards to the requests on more research done by the ETUCE, Mr. Rømer stressed that studies are very costly and support is needed from the Commission. To argue for more financial means on this issue more data is needed. A very possible solution could be to collect best practices from trade unions and put them on the ETUCE website, Mr. Rømer argued. Very simple surveys that can show a trend in the development could also be carried out.



Mr. Rømer concluded that violence incidents in schools are getting more serious than before. The character of the violence is changing and it is a complex and serious affair to handle. The teacher job can be full of conflicts and therefore the teacher education should include training in how to resolve conflicts. Mr. Rømer said that there is no reason to hide that conflicts occur. It is important to support each other and to acknowledge that an attack on one teacher is an attack on all teachers. The fact that teachers are different and that the same abuses may influence teachers differently has to be respected by students and colleagues.

The ETUCE General Secretary expressed that the ETUCE should try to look more into a policy on behaviour in its future activities, as this is what is really needed. Teachers are not only teaching in schools but also try to be good role models and give children individual development. Schools and teachers are setting up some standards which




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should be done together with families. Parents have to be reminded of their responsibilities.


Mr. Rømer stressed that the issues of stress, harassment and violence should be connected into one pack in the future. Until now, it has been necessary to run two programmes because of the two different Framework Agreements, but at this stage we should elaborate on the implementation phase. It is important to continue working on these issues not to lose the expertise. Mr. Rømer thanked the trade union representatives for participating in the conference. He stated that the ETUCE will use the conclusions of the working groups to complete the ETUCE Action Plan which soon will be presented in its final version.

10. Presentation by Martin Rømer



Draft ETUCE Action Plan on preventing and tackling violence in schools


Sofia – 10 June 2008
Martin Rømer, ETUCE General
Secretary



Background of the Action Plan


The ETUCE Project on preventing and tackling violence in schools, aimed at:

- Re-launch the debate at ETUCE on the issue (since 1999)
- Analyse the key problems in schools and exchange experiences on different solutions
- Raise awareness among ETUCE member organisations on the European Framework Agreement on Harassment and Violence at work place



Background of the Action Plan


- In general schools are **orderly places** in which children and young people as well as teachers and other education workers do feel safe.
- However, when violent incidents occur in schools they obstruct teaching and have a malign influence on the working environment of teachers and the quality of education of pupils.
- Results from an EU survey in 2000 show that 4% of employees have been subject to violence at work (from inside or outside the workplace). In addition, 12% of workers in the education sector reported having been subjected to intimidation (understood as bullying/mobbing). In 2000, 11% of employees in the health and education sectors had experienced physical violence during the last 12 months.



The Action Plan

EUROPEAN LEVEL

- > Continue raising awareness and support to national member organisations in the implementation of the FA and in the sharing of good practices. Give feed back to ETUC.
- > Lobbying at EU level for a better inclusion of the H&V issue in the general H&S strategy, but also in the 2010 Process.
- > Need of figures on violence in school
- > Considering the issue of H&V for teachers within an eventual future ETUCE Health and Safety Network
- > Negotiate joint guidelines with employers in the future (Sectoral Social Dialogue Committee)




The Action Plan

AT NATIONAL/REGIONAL LEVELS

ETUCE commits itself to:

- Support national teacher trade unions by:
 - Identifying and disseminating national good practices
 - Developing their national strategies on how to ensure a good working environment and well-being at work
- Advise national teacher trade unions to:
 - Work on the adoption of specific collective agreements in countries / include the issues of H&V in collective agreements
 - Train H&S representatives on harassment and violence issues
 - Promote training measures for teachers and head teachers (impctee of school leadership involvement)
 - Work on the inclusion of these issues in the school national curriculum and in teacher education and CPD



The Action Plan

AT LOCAL LEVEL

ETUCE advises national trade unions to:

- Influence the allocation of adequate funding to prevent and tackle violence in the schools
- Inform the affiliates on their rights in cases of violence, and victim support
- Lobby for the educational departments to make sure schools put in place the school action plans

The Action Plan

AT SCHOOL LEVEL

ETUCE advises national trade unions to:

- Make sure risk assessments are taking place in schools
- Acknowledge the importance of involving school leadership in tackling violence and harassment in schools
 - Promote prevention, including mediation
- Develop a policy of autonomy in schools in order to enable them to find the best ways for promoting good relationships at school, including the establishment of agreements among all the educative community (parents, students, teachers, other workers, etc.).

Action under way....



Thank you!



11. Agenda



AGENDA

Final conference of the ETUCE project

"Preventing and tackling violence in schools"

9 and 10 June 2008

Hotel Festa Barceló Premium, Sofia

Monday, 9th June 2008

- | | |
|---------------|--|
| 09:00 – 09:30 | <i>Registration</i> |
| 09:30 – 10:00 | <i>Opening session</i>
Welcome by Kounka Damianova, ETUCE Vice-President and SEB International Secretary, and Martin Rømer, ETUCE General Secretary |
| 10:00 – 10:30 | <i>Violence, bullying and harassment at the workplace</i>
Sara Riso, European Foundation for the Improvement of Living and Working Conditions |
| 10:30 – 11:00 | <i>Violence in education</i>
Tim Tregenza, European Agency for Health and Safety |
| 11:00 – 11:30 | <i>Coffee break</i> |
| 11:30 – 12:00 | <i>Situation of violence in schools in Bulgaria</i> , by the Bulgarian Vice Minister of Education and Science Ms. Mukades Nalbaut |
| 12:00 – 12:30 | <i>Aggression and violence in German schools: Statistics, neurobiological aspects, and what can be done</i>
Prof. Dr. Joachim Bauer, Department of Psychosomatic Medicine, Freiburg University, Germany |
| 12:30 - 14:00 | <i>Lunch</i> |



Preventing and tackling violence in schools

- 14.00 – 14.40 ***Panel debate: Actions to be taken by the national and regional authorities at regional and school levels***
Chair: Ros McNeil, project coordinator
Panel speakers:
Kosta Bazitov, Vice Mayor, city of Varna, Bulgaria and Chair of the Commission on Education of the Bulgarian Association of Municipalities
Daniel González Manjón, Professor of the Faculty of Educational Sciences, Cadiz University, Spain.
Gabor Kerpen, PDSZ General Secretary, Hungary
- 14.40 – 16.00 ***Working groups***
- 16.00 – 16.30 ***Coffee break***
- 16.00 – 16.30 ***Reports from working groups to plenary session***
- 16.30 – 17.00 ***Implementation of the European Framework Agreement on harassment and violence at work***
Roland Gauthy, ETUI-REHS
- 19.30 ***Dinner***

Tuesday, 10th June 2008

- 9.30 – 10.00 ***ETUCE Implementation guide on the European Framework Agreement on harassment and violence at work***
- 10.00 – 10.30 ***ETUCE Action Plan on violence in schools***
Martin Rømer, ETUCE General Secretary
- 10.30 – 12.00 ***Working groups (including coffee break)***
- 12.00 – 12.30 ***Reports from working groups to plenary session***
- 12.30 - 12.50 ***Closing remarks***
Martin Rømer, ETUCE General Secretary
- 12:50 - 14:00 ***Lunch***



12. Participants' List

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

9 and 10 June 2008

Conférence finale du projet du CSEE “Prévenir et combattre la violence à l’école”

Les 9 et 10 juin 2008

Country	Organisation	Name	Firstname
Armenia	STEESA	VAGHARSHAKYAN	Garnik
Belgium	COC	GREGORIUS	Peter
Bulgaria	Secretary / Commission against criminality	MIHAYLOVA	Dora
Bulgaria	President / Commission against criminality	TOMANOV	Konstantin
Bulgaria	Psychologist	BELOVA	Nina
Bulgaria	Psychologist	VALKOV	
Bulgaria	President / SEB Varna	RACHEV	Vesselin
Bulgaria	Secretary / Commission against criminality	KARLOVA	Dabina
Bulgaria	Association against criminality	RALTCHEV	
Bulgaria	Education President / Municipality of Sofia	FANDAKOVA	Iordanka
Bulgaria	Expert / SEB	IODANOV	Jelio
Bulgaria	Lawyer	KOSTOVA	Rosa
Bulgaria	Expert / SEB	KANTCHEV	Ivan
Bulgaria	Expert / SEB	PETKOVA	Violeta

Bulgaria		STROUMINA	Svetla
Bulgaria		ANTOVA	Velina
Bulgaria		LEONIDOVA	Tania
Bulgaria	President / teachers centre / Varna	SARMOVA	Iana
Bulgaria	SEB	DAMIANOVA	Kounka
Croatia	TUWPSEC	STRUGAR	Bozena
Cyprus	POED	LOIZOS	Yiasoumas
Cyprus	POED	CHARALAMPOUS	Charlampos
Cyprus	OLTEK	PHOTIADES	Andreas
Cyprus	KTOEOS	ÖZALP	Deniz
Cyprus	KTOEOS	KOFAH	Mustafa
Czech Republic	Czech and Moravian Trade Union of Workers in Education	PELAJOVÁ	Milada
Denmark	BUPL	SMITH	Ane Elisabeth
France	SNES	MER	Bruno
Georgia	ESFTUG	GORGADZE	Natia
Germany	GEW	BOESE	Renate
Germany	GEW	JENTER	Anne
Greece	OLME and DOE Interpreter	NIKOLAKAKI-TSIKIZA	Eleni
Greece	DOE	MIHALIS	Haziris
Greece	DOE	KOUHANZELIS	Panagiotis
Greece	OLME	KALOMOIRIS	Gregoris
Greece	OLME	GINIS	Dimitris
Hungary	PDSZ	KERPEN	Gábor

Hungary	SEH	VAJNA	Tünde
Hungary	SEH	GALLO	Piroska
Ireland	Irish National Teachers' Organisation	KELLEHER	Declan
Italia	CISL Scuola	DAL PINO	Maria Lucia
Italia	CISL Scuola	MOSSINA	Claudia
Italia	FLC CGIL	MARINONI	Angiolina
Italia	UIL SCUOLA	BENEDETTI	Rossella
Latvia	LIZDA	KARKLINA	Ieva
Lithuania	Christian Trade Union of Education Workers	DAUJOTIENE	Dalia
Lithuania	LMPS	VOLOSKEVIČIENĖ	Jūratė
Norway	Utdanningsforbundet	RØNNING	Knut-Arne
Poland	SKOiw NSZZ Solidarnosc	KONCZYCK	Monika
Poland	KSN NSZZ Solidarnosc	SEIDLER	Teresa
Portugal	FNE	BRAGANCA	Arminda Maria
Serbia	NTTU-NEZAVISNOST-Teachers Trade Union	PETROVIC	Angel
Slovakia	ZPŠaV NKOS	OPARTYOVÁ	Zlatica
Slovakia	ZPŠaV NKOS	HUTTOVÁ	Kristína
Slovakia	OZ PšaV	PAVLOVIČOVÁ	Katarína
Slovakia	OZ PšaV	VALUCHÁ	Edita
Slovenia	ESTUS	PRIVOSNIK	Natasa
Spain	FECCOO	GLEA MANJON	Daniel
Spain	FECCOO	PÉREZ	Patricio
Spain	FETE-UGT	VIESTES	Carmen

Spain	STEs-Intersindical	AVILÉS MARTÍNEZ	José María
Spain	Guest	ALONSO	María Teresa
Sweden	Lärarförbundet	WAHLSTRÖM	Sandra
Sweden	Lärarförbundet	EKLUND	Anders
UK	NASUWT	HAEHNER	Amanda
UK	NASUWT	MOSES	Jennifer
UK	NUT	Mc NEIL	Rosamund
	ETUI-REHS	GAUTHY	Roland
	European Agency for Safety and Health at Work	TREGENZA	Tim
	European Foundation for the Improvement of Living and Working Conditions	RISO	Sara
	Department of Psychosomatic Medicine, Freiburg University, Germany	Prof. Dr. BAUER	Joachim
	Bulgarian Minister of Education	VALCHEV	Daniel
	ETUCE	RØMER	Martin
	ETUCE	JENARO	Elena
	ETUCE	OBRETENOVA	Iva



Preventing and tackling violence in schools



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