

**WE ARE A**



**SCHOOL**

# What is bullying?

Someone is  
being hurt

It is difficult  
for the  
victim(s) to  
protect  
themselves



Repeatedly

On purpose

# What is bullying?

Systematic aggressive behaviour towards someone who is not able to protect him- or herself.

Bullying is not single attacks, but rather a stable relationship in a larger group of companions.

It is a universal phenomenon – about 10% of kids over the world are victims of systematic bullying. The frequency differs by country and culture.



# Forms of bullying

VERBAL

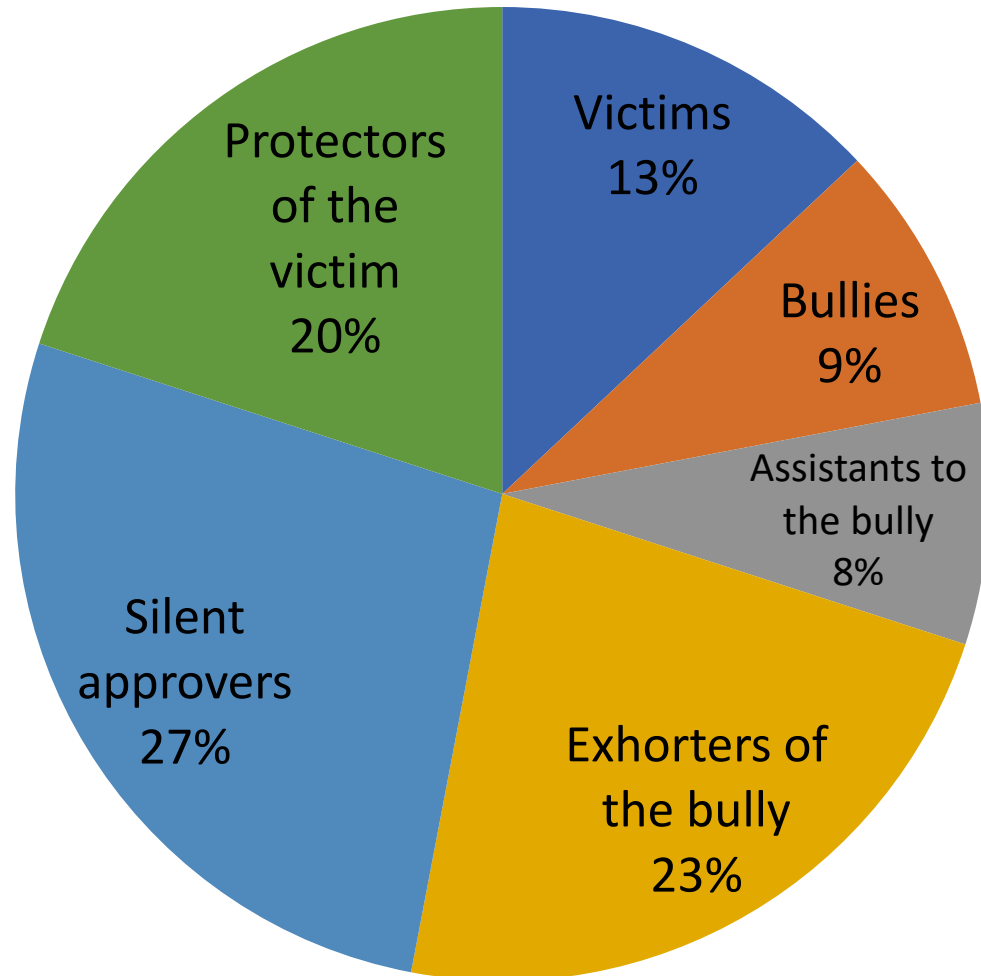
INDIRECT



PHYSICAL

CYBER

# Roles in Bullying



## In a class with 20 pupils

2 victims

2 bullies

1-2 assistants to the bully

4 exhorters

5-6 silent approvers

4 protectors of the victim

# Effects of Bullying

- Mental and social health of the victims is affected (*Arseneault, Bowes, & Shakoor, 2009; Hawker & Boulton, 2000*);
- Their academic abilities are lowered, and the risk of falling out of school increases (*nt Nakamoto & Schwartz, 2010*);
- Bullies have a 4 times bigger risk of committing crime during early adulthood or later. (*Olweus, 2013*).
- Bystanders suffer from distorted social norms, anxiety, stress



# To reduce bullying

- We don't have to work on the victim to make him/her „less vulnerable“
- Not only „punish“ the bully

## **INSTEAD**

- Educate everyone about what bullying is and what it does
- Strong signal to the victims that they are heard and helped by grown-ups
- Need to change the attitude and behaviour of the bystanders
- Tackly bullying cases systematically



# What is KiVa™?

- School-wide anti-bullying programme
- Developed in the University of Turku, Finland
- Based on numerous scientific studies
- Systematic approach to reduce bullying (not a project)
- Successfully implemented internationally
- Used by several other European Schools





# Research based?

- Extensive studies by the University of Turku during the pilot phase (2007-2009) and nationwide implementation (from 2009 onwards)
- Clear evidence indicating that the programme reduces the occurrence of bullying and victimisation:
  - Reductions in bullying and victimisation ~20%
  - Positive outcome for 98% of tackled cases!
  - Better class atmosphere and relationships
  - Increased empathy and defending the victim
  - Decreased anxiety and depressive symptoms
  - Positive effects on academic performance



# What makes KiVa special?

- Both **prevention** and **intervention**!
- **Ready to use materials** and specific tools (not just „a philosophy“)
- **Online** material and support for teachers
- KiVa online **game** for students
- Programme involves the **whole school**:
  - the class
  - the staff
  - the parents



# Implementation of KiVa at TES

## INTRODUCTORY YEAR (2017/2018)

- **KiVa Team formed**
  - Mari Peets – team leader
  - Auli Udde - director
  - Päivi Tanttula – special education teacher
  - Terje Kaldur – school psychologist
  - Tuula Friman – secondary teacher
  - Christos Patsias – primary teacher
- **Staff trained**
  - KiVa Team,
  - Class teachers,
  - Whole staff
- **Materials received**
  - Teachers' handbooks
  - Parents' handbooks
  - Posters, vests
- **First survey conducted – 102 students from P1 to S1**





# INITIAL SURVEY RESULTS

Our starting point in the KiVa programme

# RESULTS OF THE INITIAL SURVEY

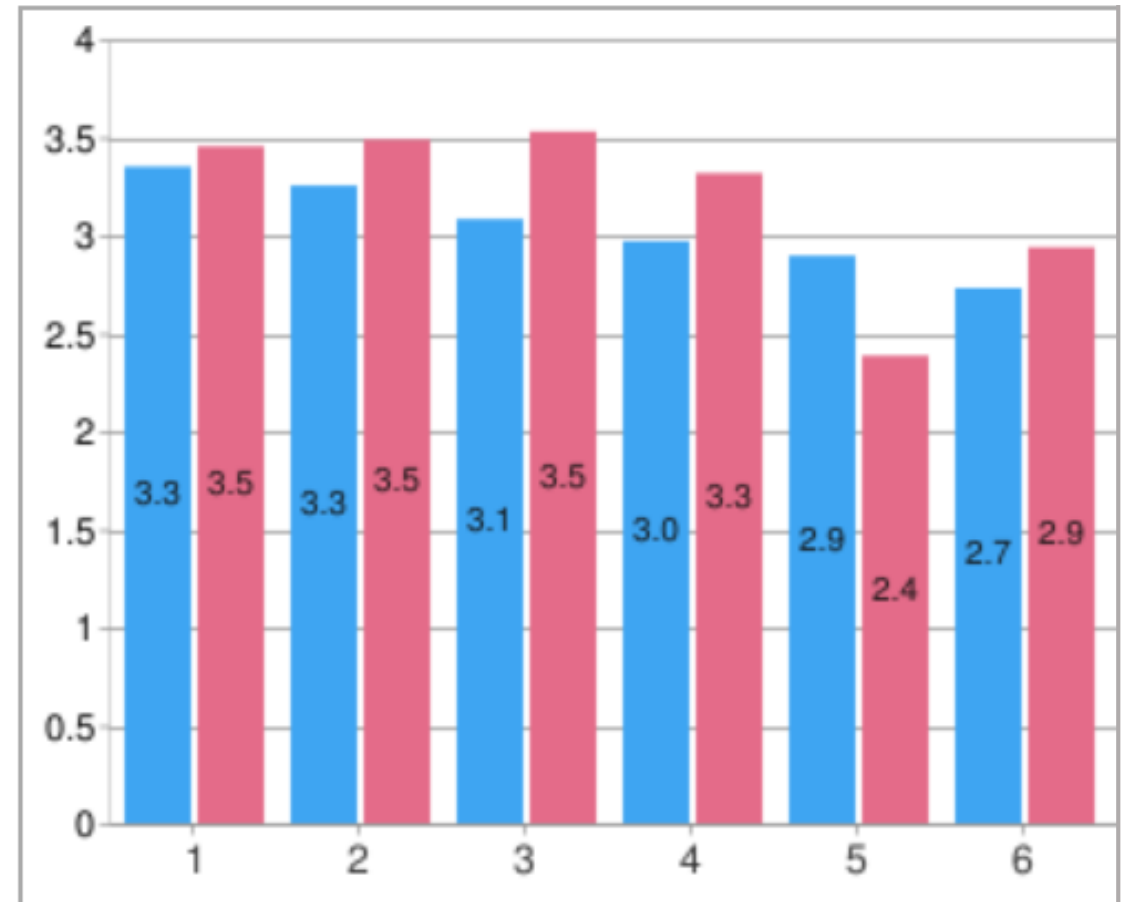
## 1) Questions about the general social atmosphere

### Four statements given:

- I feel safe at school
- I feel happy in my class
- I like the atmosphere in my class
- Helping others is common in our class.

### Answer choices:

- 0 – I strongly disagree
- 1 – I disagree
- 2 – I'm not sure
- 3 – I mostly agree
- 4 – I fully agree

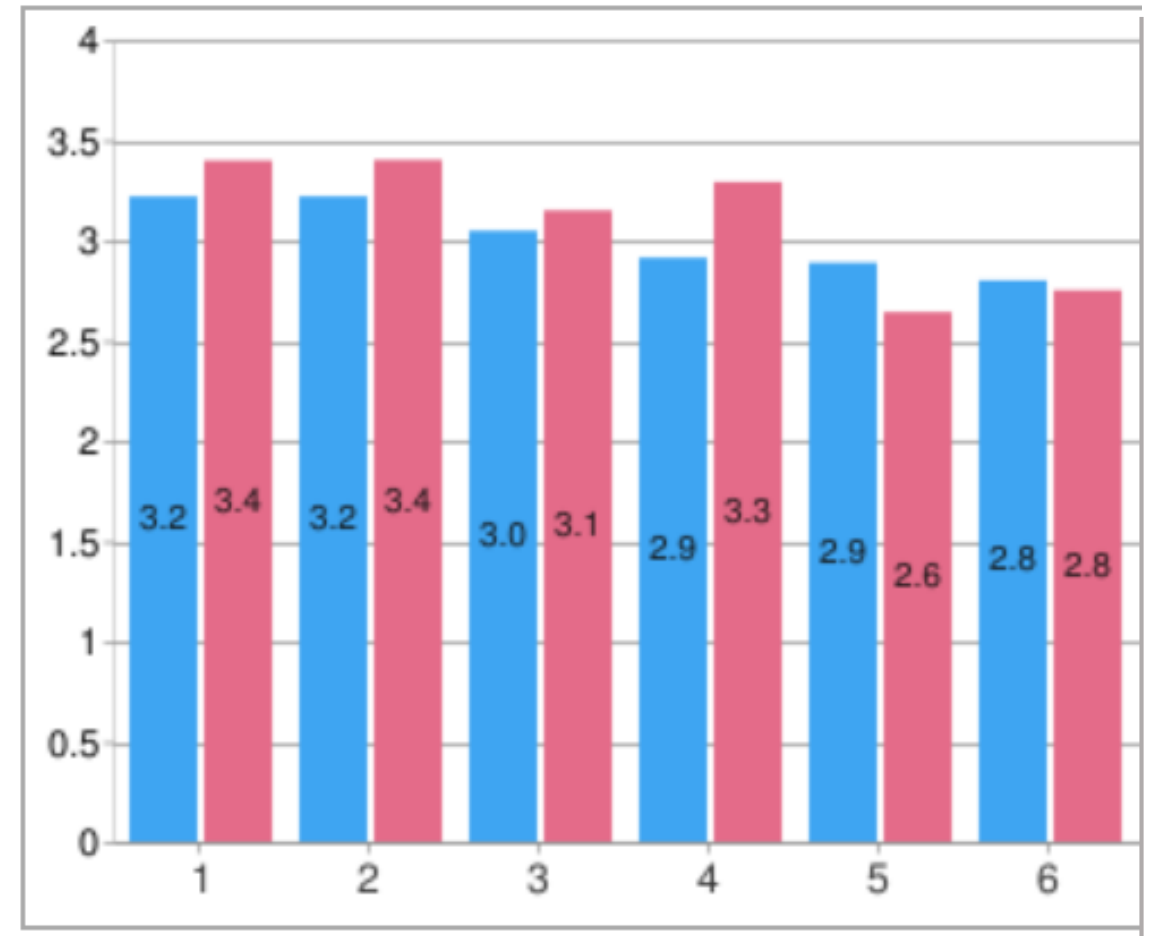


## 2) Questions about **feeling accepted**

- **Three statements given:**
- I feel accepted at school the way I am
- My classmates like me the way I am
- Being different is accepted in our school

### **Answer choices:**

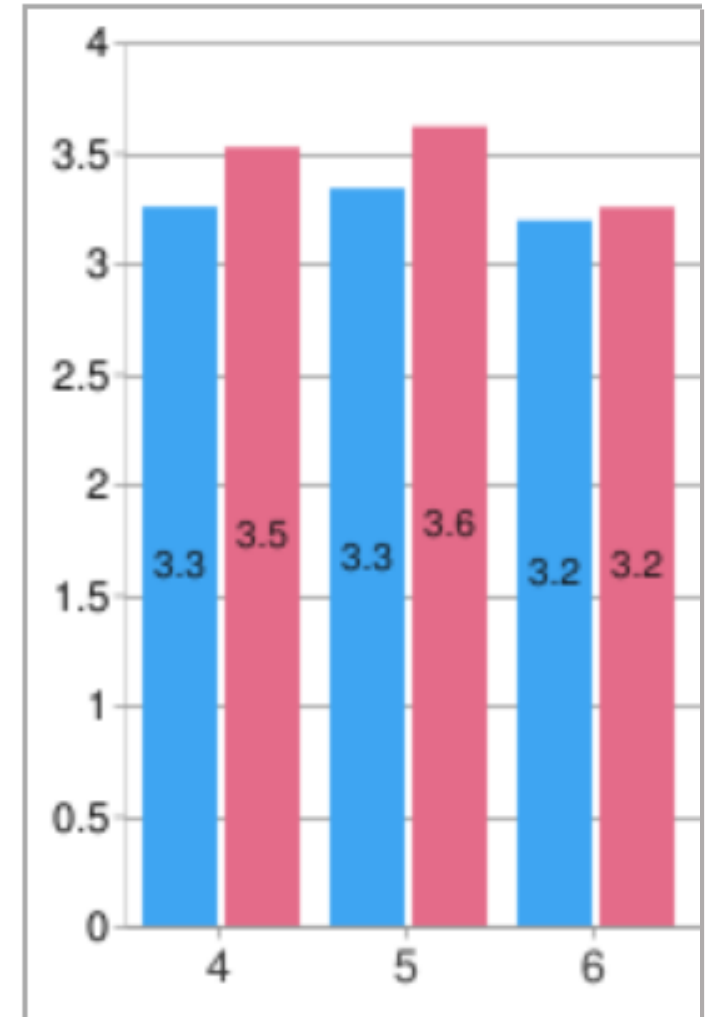
- 0 – I strongly disagree
- 1 – I disagree
- 2 – I'm not sure
- 3 – I mostly agree
- 4 – I fully agree



# Q: How do you think your (class)teacher feels about bullying? (question only to P4-S1 students)

Answer choices:

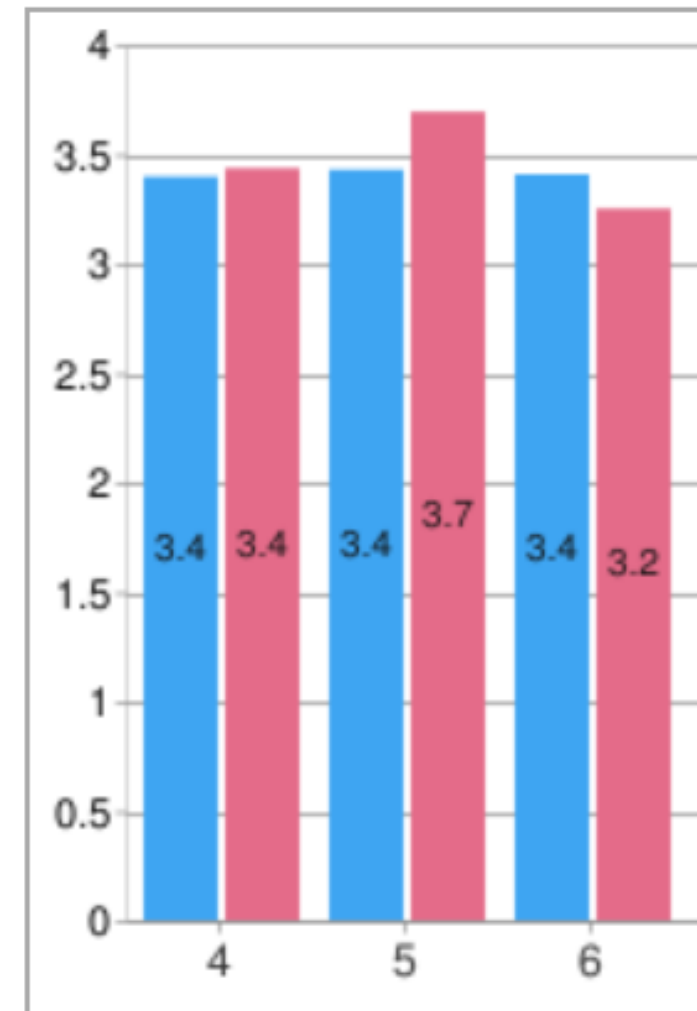
- 0 – my teacher thinks bullying is OK
- 1 – My teacher doesn't care if kids are bullied
- 2 – I don't know
- 3 – My teacher thinks bullying is bad
- 4 – My teacher finds bullying totally unacceptable



# Q: How do you think your parents feel about bullying? (question only to P4-S1 students)

Answer choices:

- 0 – my parents think bullying is OK
- 1 – My parents don't care if kids are bullied
- 2 – I don't know
- 3 – My parents think bullying is bad
- 4 – My parents find bullying totally unacceptable





## Q: How often have you been bullied during the past few months?

- **Answer choices:**
  - I have not been bullied
  - once or twice
  - 2 to 3 times a month
  - About once a week
  - Several times a week
- Percentage of participants who replied 2 to 3 times a month or more:

31%



## Q: How often have you bullied others during the past few months?

- **Answer choices:**
  - I have not bullied anyone
  - once or twice
  - 2 to 3 times a month
  - About once a week
  - Several times a week
- Percentage of participants who replied 2 to 3 times a month or more:

5%



# KiVa Initiatives in TES

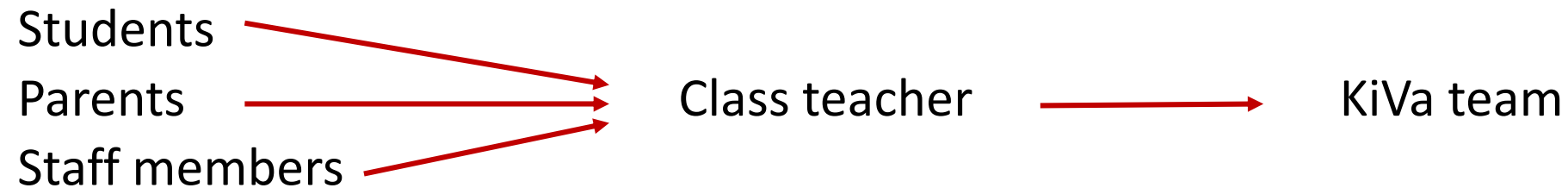
- **KiVa Kick-Off Event**
- **KiVa lessons** for targeted grades (P1 to S1)
- Monthly **KiVa topics** presented in general assemblies
- Whole-school **KiVa events** and activities
- **KiVa posters** on the walls
- Teachers on duty wearing **KiVa reflective vests**
- Clear procedure for **reporting** bullying cases
- Clear procedure for **tackling** bullying cases





# PROCEDURE for tackling a case

## 1) Reporting



## 2) Determining if the case qualifies as bullying

Filling in a screening form → Class teacher + KiVa team member

## 3) Discussion with the victim

4) Discussions with the alleged bullies → All in the same day

5) Notifying the parents

6) Class teacher recruiting possible supporters

7) Follow-up discussions with the victim and the bullies

8) Updating the parents

9) Keeping an eye on the situation

# Parents' part

## Recognising bullying

- Changes in attitude towards school
- Changes in behavior – becomes stressed, anxious, loses self-confidence
- Complaining of being ill in the mornings
- Comes home with messy clothes/schoolbag
- Comes home hungry
- Is often alone, no longer brings friends home
- Cries at night, has nightmares
- Refuses to say what's wrong



# Questions to ask

- „How was school today?“
- DON'T SETTLE FOR „FINE“
- Take time to discuss, listen to feelings, facial expressions, tone of voice

## INSTEAD ASK:

- „What was the best and worst thing that happened at school today?“
- „Who were you with at school today? What were they like?“
- „What did you do with friends today? Was it fun?“
- „What did you do outside/in the aftercare/while you were waiting for me“



# If you suspect bullying

- Discuss it with him/her
- Encourage him/her to talk, assure that you will help
- Send a strong signal that it is not his/her fault
- Do not promise to keep the matter secret
- Contact your child's class teacher or a KiVa team member
- Practice what to say if it should happen again, saying „NO“, „STOP THAT!“
- Make a point of inviting other friends over



# If my child has taken part in bullying

- Find out exactly what happened, be calm and clear
- Do not accept explanations like „We were only playing“
- Make it clear that you do not approve of bullying
- CONDEMN BULLYING, NOT YOUR CHILD
- Talk about how scary and unfair bullying is for the victim
- Tell your child that you support him/her in putting an end to bullying
- Give praise for taking small steps towards ending the bullying
- Make it clear that if bullying continues, it will have negative consequences
- If you feel that you need to punish, use fair methods





# TOGETHER WE WILL STOP BULLYING

## KiVa-TEAM:

Responsible for implementing the programme, organising events and tackling bullying cases

## PUPILS:

Acknowledging that everyone is responsible for stopping bullying!



## TEACHERS:

Giving KiVa lessons  
Observing, reporting incidents  
Using constructive strategies to react

## PARENTS:

Supporting the implementation of KiVa from home  
Discussing and reporting incidents