



		LICEUL TEORETIC "DANTE ALIGHIERI"		
Code:		WORKING PROCEDURE ON PREVENTING & COMBATING VIOLENCE, BULLYIBG, CYBERBULLYING IN THE SCHOOL ENVIRONMENT		
Internal opinions and approvals				
Name		Signature	Position	Date
Elaborated	Commission for the development and revision of working procedures in the educational establishment			
Verified			Responsible CEAC	
Approved			School Principal	
External opinions and approvals				
School	NAME	Signature	Position	Date
1.			School Principal	
2.			School Principal	
3.			School Principal	

NAME		Signature	Position	Date
Elaborated			Responsible committees	
Verified			School Principal	
Approved			School principal	

1. **Title:** WORKING PROCEDURE ON PREVENTING AND COMBATING VIOLENCE, BULLYING, CYBERBULLYING IN THE SCHOOL ENVIRONMENT
2. **Purpose:** The purpose of this procedure is to establish ways of preventing and combating violence in the school environment at the level of the educational unit
3. **Area of Inclusion:** This procedure applies to all teachers in high school Definitions and abbreviations:
4. Definitions and abbreviations

Violence in the school environment is "any form of manifestation of behaviours such as: inappropriate or offensive expression has, such as: nickname, teasing, irony, imitation, threat, harassment; pushing, kicking, injuring; behaviours covered by the law (rape, use/marketing of drugs, vandalism – the causing damage knowingly – theft); inappropriate language to the teacher and other colleagues (swearing, obscene words)

By **bullying**, we understand "a complex of intentional facts, which affect the development.

In order, to be bullying, behaviour had to have the following characteristics:

- To represent an imbalance of power – in which case one person dominates the other to repeat frequently (regular/constant)
- To cause inconvenience to the victim, and that inconvenience would give the perpetrator satisfaction.

We believe that a student is harassed, the victim of bullying,

- when another student/group of students he says disturbing things or mocks him, or
- he gives him nicknames meant to upset him;
- is deliberately ignorant or excluded from group groups/activities;
- threatens, strikes, hurts or harasses someone;
- spreads lies or gossip about someone, tries to persuade a group to exclude certain people.

All children suffer: both victim children and witnesses, and even abused children. Because before becoming an abuser, that child was a victim of someone and learned on his own skin what it was like to be abused.

Cyberbullying

Initially the phenomenon of bullying violence was limited to school or neighbourhood, now it has moved to the online world. The use of electronic means causes cyberbullying to cause "cyberbullying". The psychological and emotional results of cyberbullying are similar to those of real-life bullying. The difference is that bullying in real life often ends when school is finished. For cyberbullying, there's no way out. Cyberbullying takes place "when someone repeatedly harasses another person online or repeatedly approaches another person by email or message - text or when someone posts something online about another person they don't like" (Cyberbullying Research Centre, 2016). Cyberbullying is an aggressive, intentional act initiated by an individual or group, using the electronic, repeatedly, continuous and relentless environment against a person. (Smith, 2008)

This definition contains the most important elements:

Awareness: behaviour must be deliberate, not accidental.

Frequency: aggression reflects a pattern of behaviour, it's not just an isolated incident.

Injury: The target must perceive that evil has been caused.



Computers, mobile phones and other electronic devices: differentiate cyberbullying from traditional bullying aggression.

Prevention and treatment of the effects of bullying and cyberbullying in school or in the play group is a collective effort by teaching staff, parents, children and school psychologists. The most important steps are to identify the children who have these starts and educate them in the spirit of respect for others. Local, school campaigns can also be made, in which students are talked about the effects of these aggressions in classes. The discussion itself helps, because it gives aggressive children the feeling that the adults around them know that they are guilty of such actions. Otherwise, if they think that no one is aware of the evil treatments they apply to others, that no one cares and no action will be taken against them, aggressive children will continue their abuses.

Types of cyberbullying:

1. By Type - Average (Smith, 2006)
 - SMS: Sending or receiving abusive text messages via mobile phone
 - MMS, Snapchat, etc: Sending or receiving unpleasant photos and/or videos using mobile phones.
 - Calls: making or receiving disturbing phone calls, such as malicious phone calls or meaningless anonymous calls.
 - Malicious or threatening emails sent directly to the victim or emails with malicious content about a victim sent to others.
 - Threats or abuses by participating in chat: chat room, for example during online games.
 - Instant Message harassment, for example on Facebook, Skype
2. By Type of Behavior (Willard, 2007)
 - **Flaming:** an intense and summary discussion that often includes harassment, vulgar and vulgar language, insults and sometimes threats. "Flaming" can appear through instant text messages or message, on blogs, on social sites, in chat rooms, on message boards or through online games.
 - Harassment: repeatedly distributing ugly, medium and insulting messages.
 - **Libel:** sending or publishing gossip and rumors about a victim to damage his reputation or image
 - False identity: claim someone else and send or publish materials to create problems for a person in order to damage their reputation or relationships.
 - **Outing:** disclosure of personal and private secrets or information to humiliate. A common method is to send a message from the victim, which contains intimate or personal information.
 - **Rip:** convince someone to reveal secrets or humiliating information, then share this online.
 - **Exclusion:** the exclusion of a person from a group or from an online forum. For the victims, the exclusion from online activities with the colleagues can determine a feeling of rejection.
 - **Cyber stalking - Internet tracking:** persecution, intense harassment and repeated slander, which includes threats and creates significant fear.
 - **Harassment:** use of the Internet or mobile phone for verbal or visual attacks. Abusers can post comments to blogs or send text messages from a mobile phone. They can also take pictures of the victim or steal an image from a source on the Internet and then change the image in a humiliating way or add mischievous comments and publish them online so that others can see. A special trend ("happy slapping") involves filming people being beaten and then uploading the video online.
 - **Posing:** an indirect attack in which an abuser publishes content on the Internet on behalf of the victim. This can happen if he knows the victim's username and password and can log in



and access the victim's online accounts. When the assailant claims to be the victim, he or she can say bad things for or about the victim's friends.

Responsibilities:

- a) Members of the school violence prevention committee include in the half-yearly management plan activities to prevent and combat violence;
- b) The school counselor in the CMBRAE network and the teachers carry out the planned activities in order to prevent and combat violence in the school environment.

Documents:

6.1 National Education Act No. 1/2011

6.2 Regulation of organization and functioning of pre-university educational establishments;

6.3 Internal rules of order;

6.4 Law no. 101/2004 87/13.04.2006 on quality assurance in education;

6.5 H.G. no. 21/18.01.2007 for the approval of standards for the provisional operation of pre-university educational establishments, as well as standards for accreditation and periodic evaluation of establishments in pre-university education;

6.6 SR EN ISO 9000: 2001- Quality management systems. Fundamental principles and vocabulary

6.7 OMECTS No 5555/2011 (Annex 1, Art. 17);

6.8 The Annex to OMECT No 100/2001 is amended as follows: 1409/29.06.2007, MECTS Strategy on reducing the phenomenon of violence in pre-university educational establishments

6.9 GD No. 49/19.01.2011 for the approval of the framework methodology for prevention and intervention in the multidisciplinary team and in the network in situations of violence against the child and domestic violence

6.10 Crime Prevention Strategy at bucharest level (2011-2016)

6.11 Reports of half-yearly activities;

6.12 Supporting self-assessment report in order to obtain the annual rating;

6.13 Other documentary evidence (Protocol of collaboration with the teacher, The Class-Level Educational Intervention Plan, The Psychopedagogical Assistance Program, the Personalized Intervention Plan, the Data Sheet for monitoring the acts of violence, observation to establish the potential for aggression)

Abbreviations:

MEN – Ministry of National Education

CA – Board of Directors

CEAC – Quality Assessment and Assurance Commission

CP – Teacher's Council

CD – Disciplinary Committee

CPVBC – Commission for the Prevention of Violence, Bullying, Cyberbullying in the School Environment

CV – Centralizer of violent behaviors

CPC – Council of Teachers of the Class

AD – Behavioral deviations

DCVP – Declaration of finding violence by the parent

CŞ – school counselor

EV: student with violent behavior

P: Parents

Pd : teaching staff/teacher

PIEC = educational intervention plan at the level of the membership classes of students with aggressive behaviors

PIP = personalized intervention plan;

PAP= psychological and pedagogical assistance program

7. Stages of the procedure

Nr. crt.	Stages	MODE OF DEPLOYMENT
1.	Information for students, parents and teachers on preventing and combating violence in the school	Participation in debates, teaching councils, methodical committees of teachers on the topic of knowledge of legislative rules on the safety and safety of pupils and staff in the school unit; Carrying out studies/research on the topic of violence in its own school unit and dissemination of results; Debating specific information materials in classes, in CP, lectorate and meetings with parents;
2.	Concrete organization of activities to prevent and combat violence	Monitoring/advising students referred to by PD and P as having aggressive behaviors; Group counseling at the level of the membership classes of students with aggressive behaviors; Monitoring/advising the families of students referred to as having aggressive behavior.
3.	Interinstitutional and organizational communication in order to prevent violence or solve concrete situations	Making partnerships and agreements with institutions empowered as: Capital Police, Anti-Drug Prevention Center, NGOs, etc. Support through school counselling services to students served by pd, through constant collaboration with members of the Commission for Violence Prevention, parents of the pupils involved and PD
4.	Evaluation of the prevention and combating of violence	Archiving resulting documents Centralization of cases