

Tackling and preventing bullying and cyberbullying

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ΥΠΕΡΑΣΠΙΖΟΝΤΑΣ ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΩΝ ΑΝΗΛΙΚΩΝ



The Greek Ombudsman 2003-2016:

- over 6.000 cases of children's rights violations examined**
- over 700 meetings and discussions with groups of children**
- numerous meetings with teachers / parents**
- participation in the National Network against School Violence, etc**

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Children's comments and proposals:

- Violence has become “normal” in our lives, as it is already in the whole society
- Bullying for some children is a way to gain peer respect and recognition
- Many children victims fear to speak to adults
- Adults do not usually listen to us and they do not give enough interest and time to understand
- When teachers punish someone for bullying, they believe that they finish with their duties...

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Children's comments and proposals:

- Mutual respect of rights cannot be taught through theories, but only through experience
- Punishment of perpetrators alone is not effective
- We need help, in order to resolve our conflicts peacefully
 - We need to trust teachers and to be trusted by them
- Mostly, we need teachers and parents to listen, understand and support us, instead of panicking, being strict, distant or indifferent

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Proposals for effective prevention and handling of bullying and cyberbullying

- Create friendly school climate and environment
promote democratic school governance,
build bonds and trust relationships

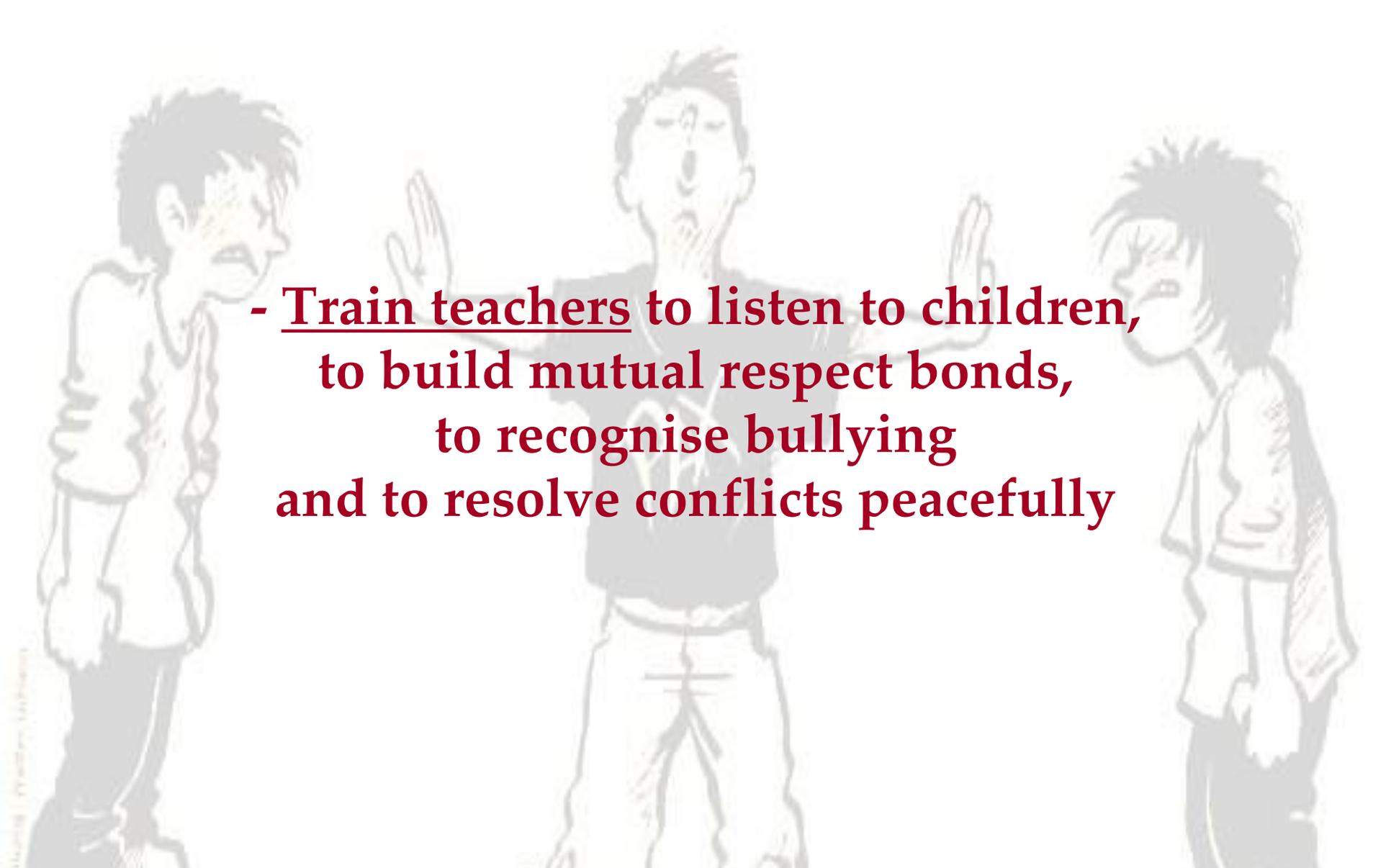
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- Adopt school regulations, through dialogue among students, teachers and parents.
Children need clear rules!
- Emphasize careful examination of any violent incident or conflict
 - Avoid easy use of punishment
- Provide also for alternative / restorative ways to deal with bullying, apart from punishment.

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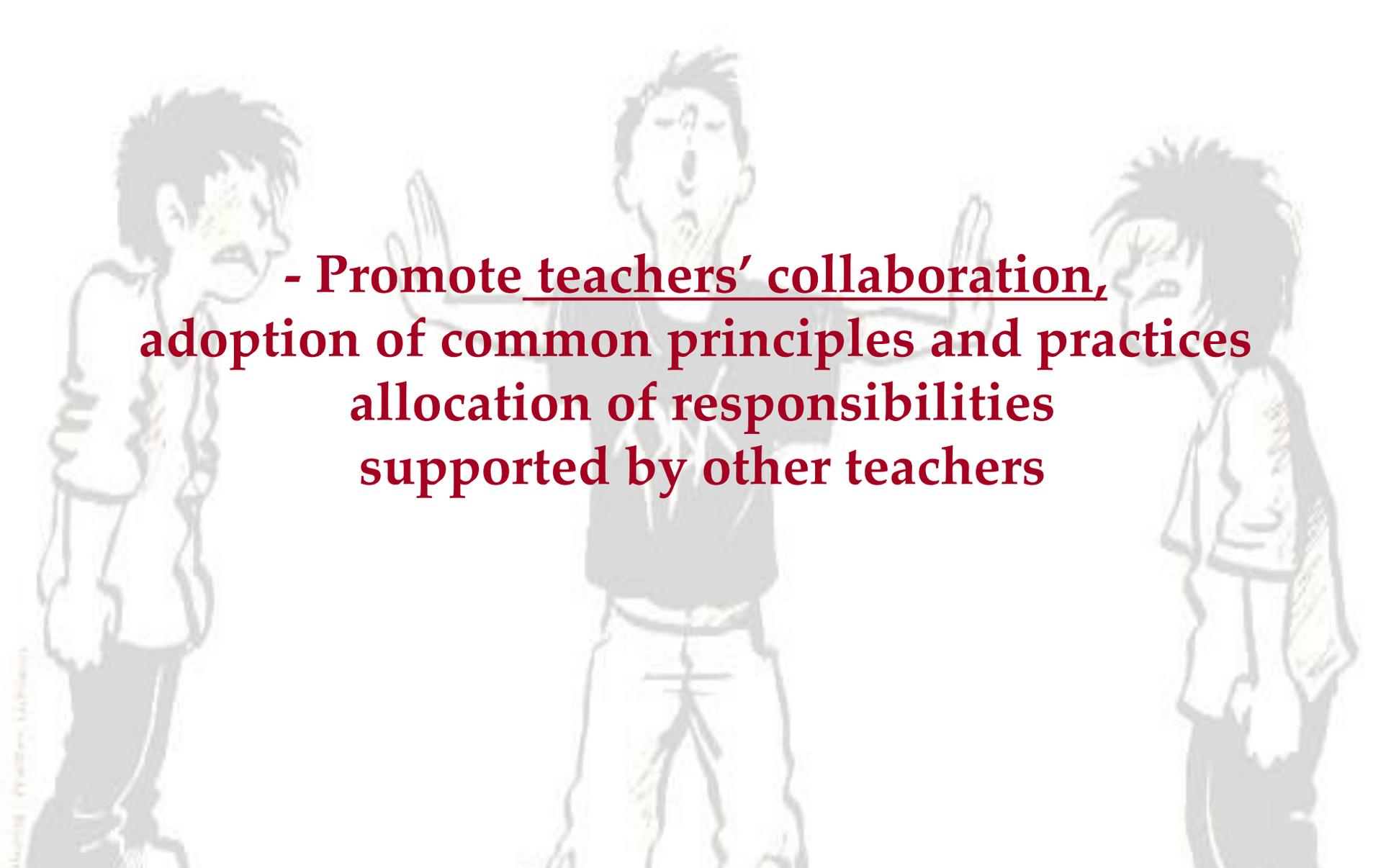


A cartoon illustration in the background shows a boy in the center with his hands raised in a 'stop' gesture, looking distressed. He is being surrounded by two other boys, one on the left and one on the right, who appear to be bullying or intimidating him. The scene is set against a plain white background.

- Train teachers to listen to children,
to build mutual respect bonds,
to recognise bullying
and to resolve conflicts peacefully

A vibrant collage at the bottom of the slide features a diverse group of children and young people. They are engaged in various activities: some are playing sports, some are sitting on the ground, some are in a wheelchair, and others are interacting with each other. The background is a solid purple color.

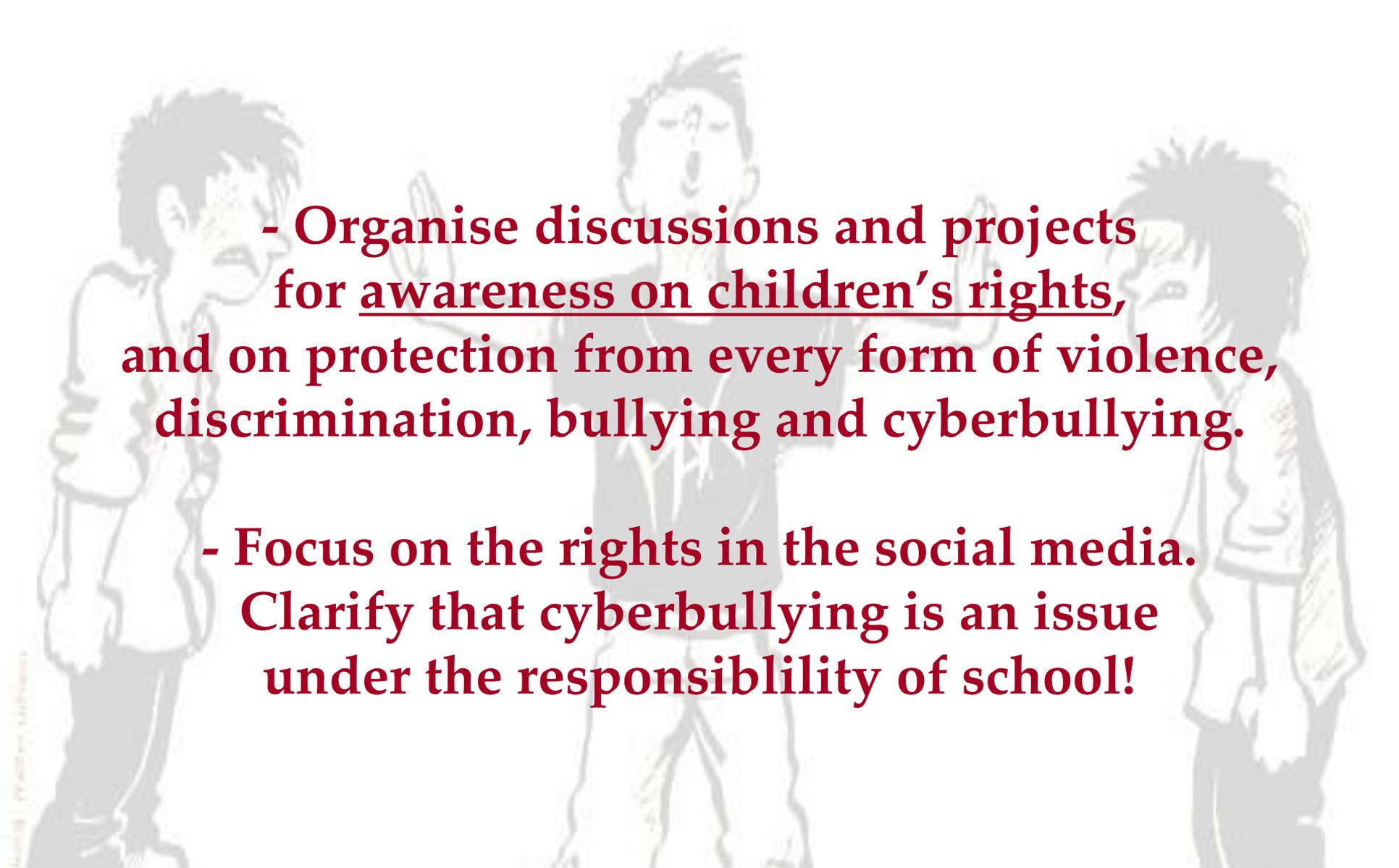
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**- Promote teachers' collaboration,
adoption of common principles and practices
allocation of responsibilities
supported by other teachers**

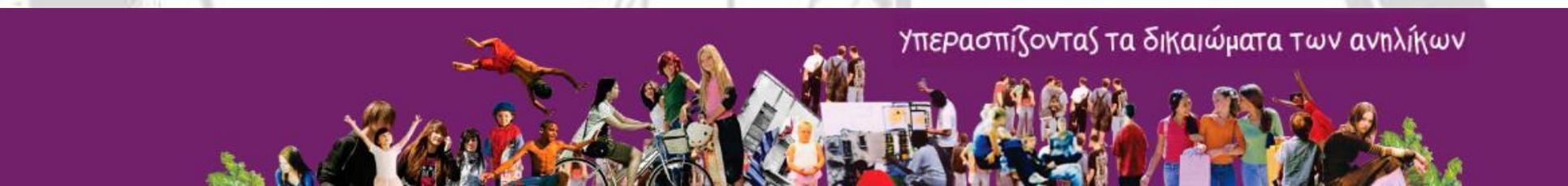


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- Organise discussions and projects for awareness on children's rights, and on protection from every form of violence, discrimination, bullying and cyberbullying.

- Focus on the rights in the social media. Clarify that cyberbullying is an issue under the responsibility of school!



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- Organise creative, artistic, communication and sport group activities in school accompanied with discussions and shared responsibilities



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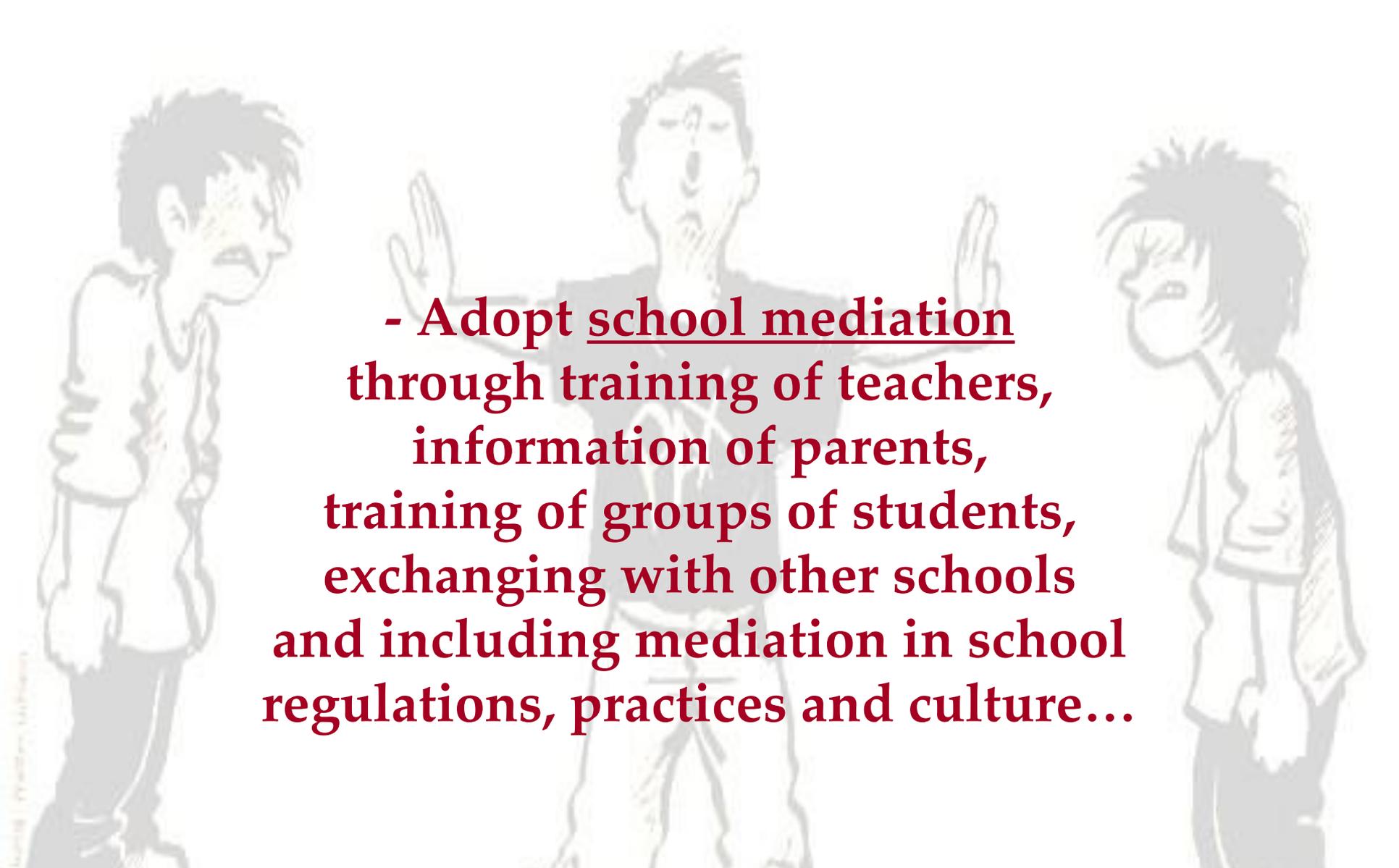


**- Promote students' participation
in all matters affecting them, including
handling violent incidents.**

**Organise regular classroom dialogue
and give responsibilities to students' councils**

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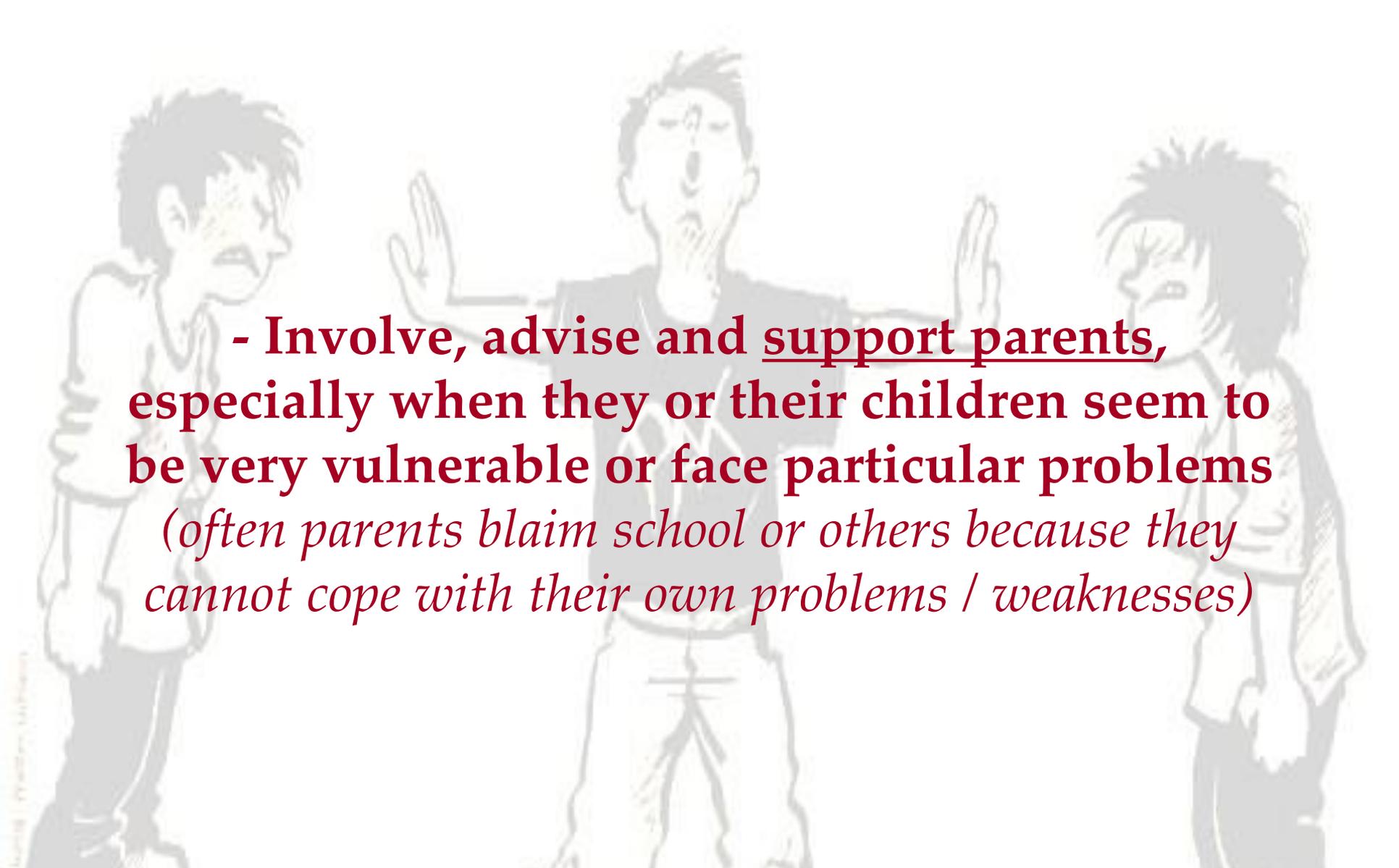


A cartoon illustration of a mediator with his arms raised in a 'stop' gesture, standing between two angry-looking people. The mediator is in the center, wearing a suit and tie, with his mouth open as if speaking. The two people on either side are wearing jackets and have angry expressions. The background is white.

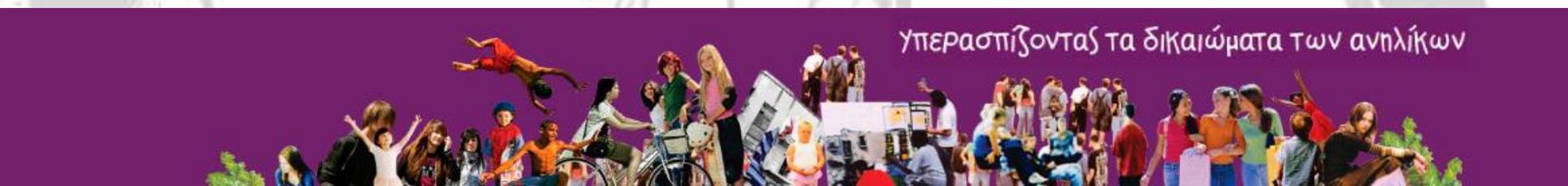
- Adopt school mediation through training of teachers, information of parents, training of groups of students, exchanging with other schools and including mediation in school regulations, practices and culture...

A colorful collage of diverse people and activities. It includes a person in a wheelchair, a person in a red shirt jumping, a person in a blue shirt sitting on the ground, and many other people in various poses and settings. The background is purple.

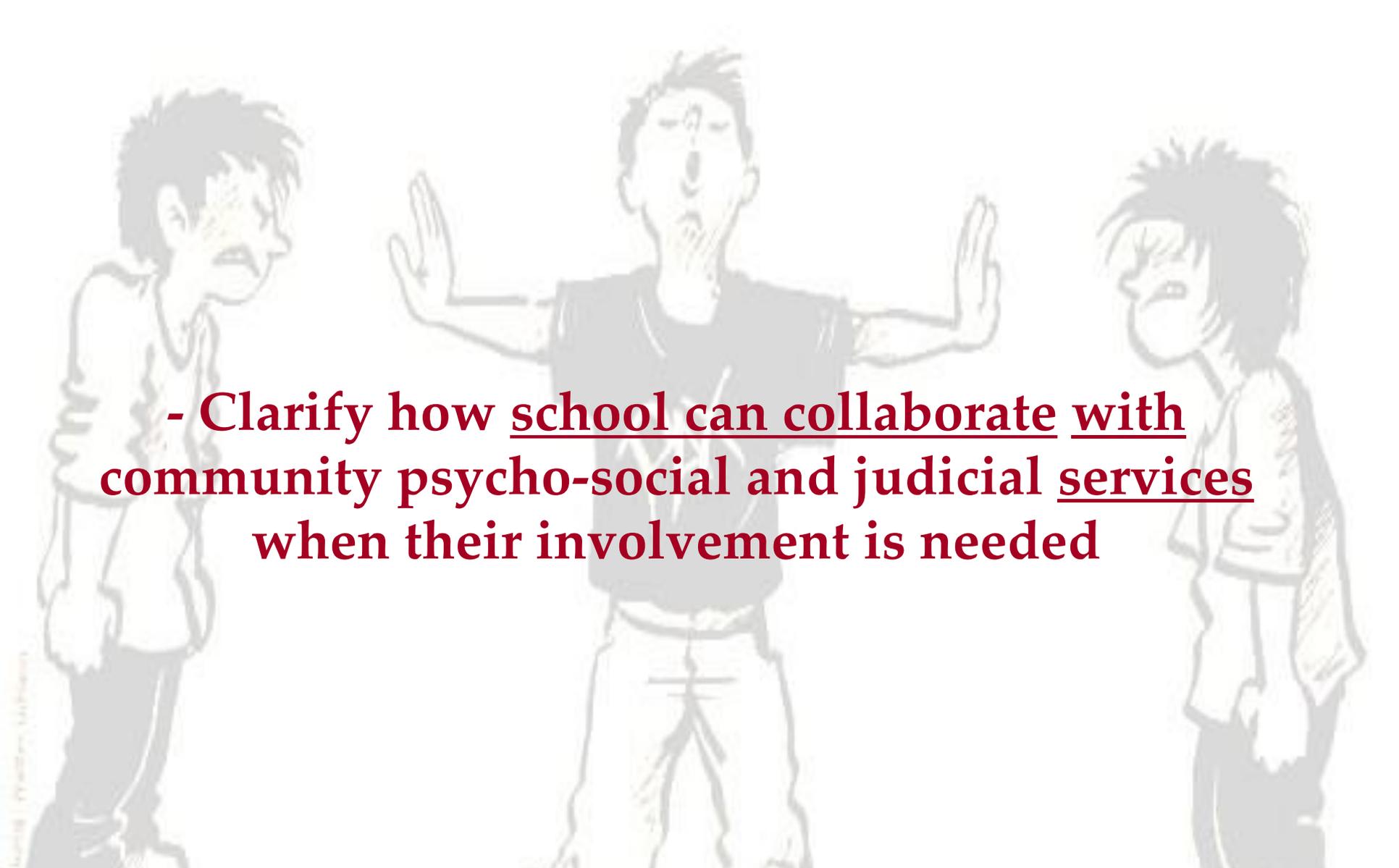
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A cartoon illustration in the background shows three people in various states of distress. On the left, a man has his hand to his face in pain. In the center, a man has his mouth wide open in a scream with his hands raised. On the right, a woman looks angry or frustrated. The text is overlaid on this illustration.

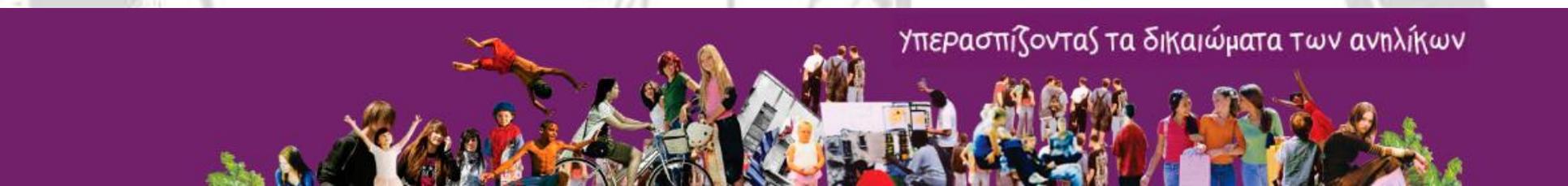
- Involve, advise and support parents, especially when they or their children seem to be very vulnerable or face particular problems
(often parents blame school or others because they cannot cope with their own problems / weaknesses)

A collage at the bottom of the slide features a diverse group of people of various ages and ethnicities. Some are sitting in wheelchairs, some are standing, and some are in dynamic poses, suggesting a community or a group of people with different needs and abilities.

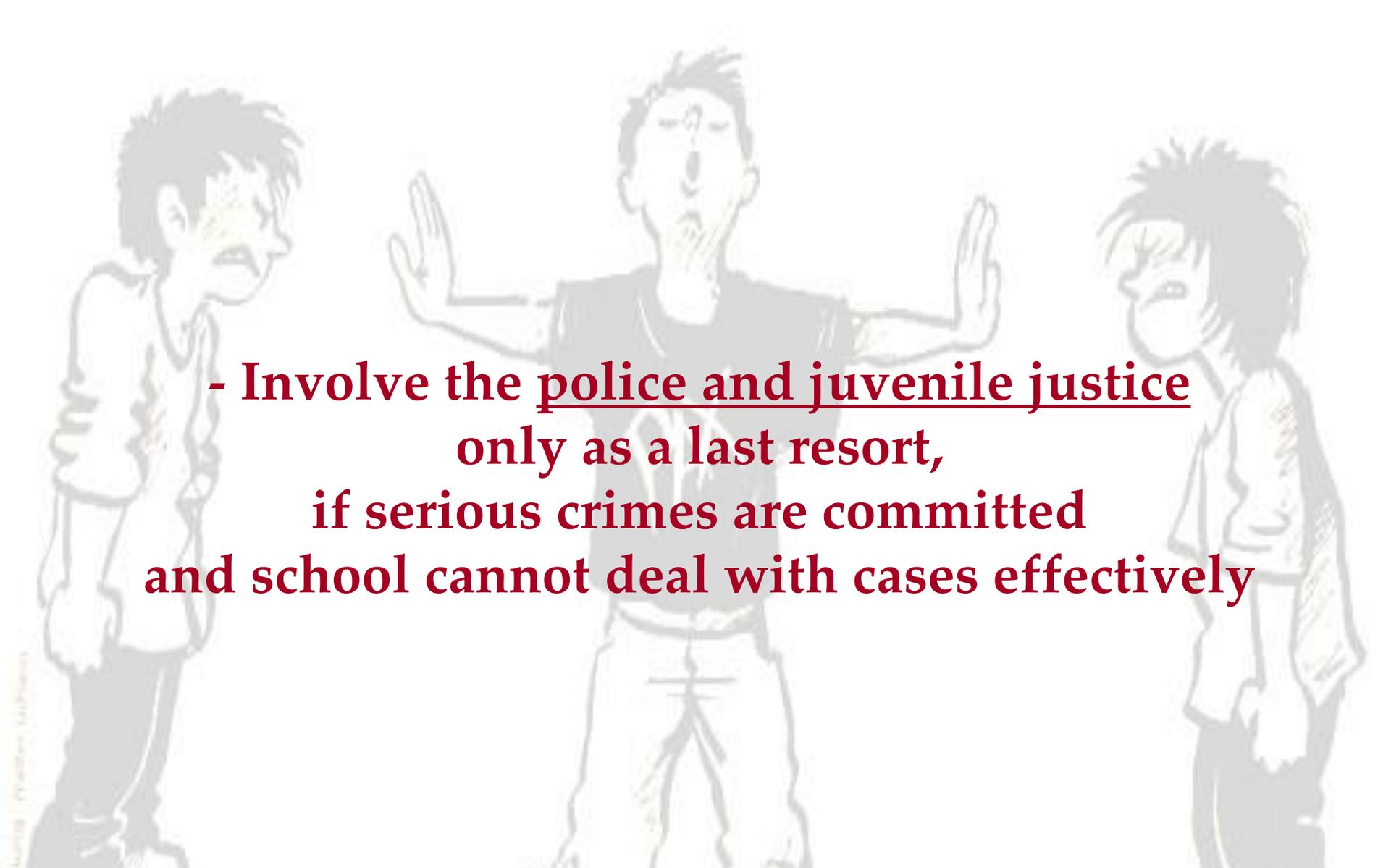
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- Clarify how school can collaborate with community psycho-social and judicial services when their involvement is needed



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**- Involve the police and juvenile justice
only as a last resort,
if serious crimes are committed
and school cannot deal with cases effectively**



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