



University of
Stavanger

The Norwegian violence prevention strategy and cooperation within the school

On a national level

Opportunities:

A national focus

The Manifesto

A legislative amendment

On school level

Systematic work – involving all staff, students and parents

Targeting prevention,
problem discovering and
problem solving

Aims: establish routines, competence enhancement and
increased awareness

Programme logo



Basic structures of the Zero-programme

A pre survey on bullying in May

16 months of programme

A post survey on bullying in May after one year in the programme



All pupils have the right to
experience a safe and positive
learning environment, which is free
from bullying at school

§9a Act of Education, 2003



Bullying

Bullying:

- Physical and/or mental aggression towards a victim carried out by individuals or groups

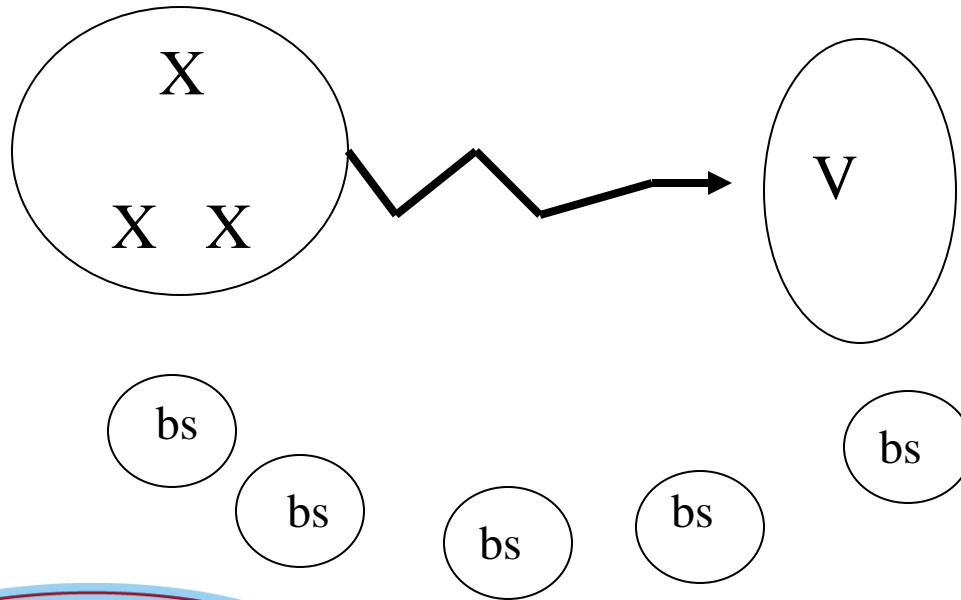
-an unequal relationship of strength between the victim and the bully

- repeated episodes

Roland & Vaaland, 2006



The dynamics in bullying



Roland, 2003;2007

Themes in Zero

Adult responsibility

Direct bullying focused approach

Indirect, general approach



Joint efforts in Zero:

Involving parents and pupils



Central actors

The project group

School leadership

External support



Collective thinking among staff

Shared conceptions

Accepted standards of what to do when and how

Routines all staff know

Commitment

Support



Implementation strategy

A project group in each school

Collaboration between schools

Five seminars for the project group

A one day in-service course for all staff

Support between seminars

Material



The seminars

May: Initiation

September: Action Plan

November: Problemsolving

March: Implementation

September: Continuation



Programme material

Teacher's handbook

The Action Plan – a template

A booklet for the Pupil Council

A parents' book

Powerpoint presentations for three parents' meetings

Films

Posters and reflective vests



Implementation study in six schools

Motivation for participating:

Experienced severe bullying – 2 schools

As part of the development plan – 2 schools

An opportunity for shared work among staff – 2 schools

Midthassel & Ertesvåg, 2008

Lessons from three of the schools

Firm leadership

Involvement of all staff

Anti-bullying work as part of daily activity

Midthassel & Ertesvåg, 2008

Lessons from the three other schools

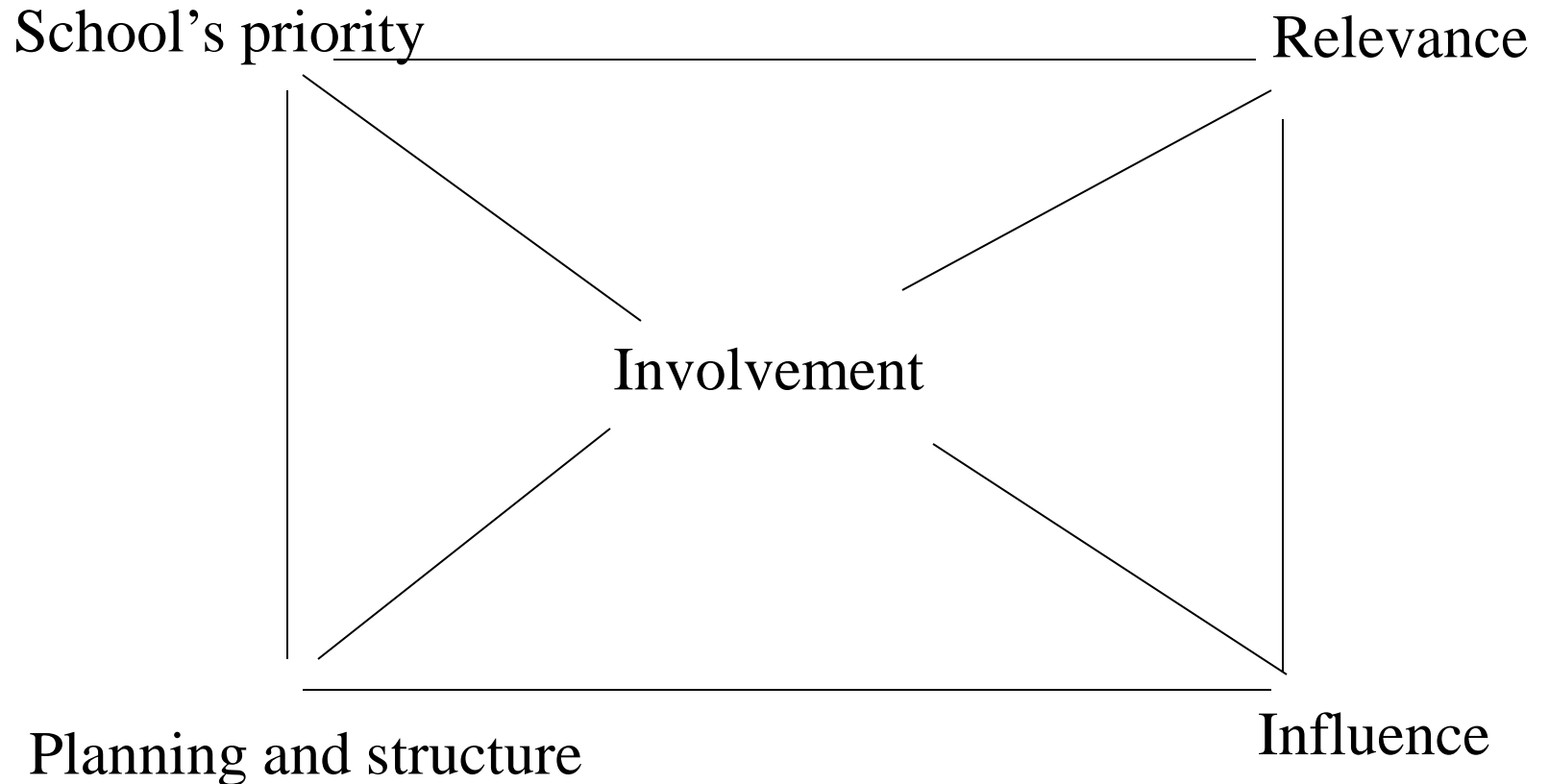
A motivated headmaster unable to engage her staff

Lack of committment in the organisation

Anti-bullying work was not integrated in everyday life

Midthassel & Ertesvåg, 2008

Involvement may depend of





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