

Intervening in bullying is a legally mandated official duty. (Finnish National Agency for Education)

OPERATIONAL MODEL AGAINST BULLYING in the basic education of the City of Jyväskylä

A person participating in schooling has the right to a safe learning environment. (The Basic Education Act, section 29)

Approval and respect

Sense of community, equity and equality

Positive interaction

Safe and encouraging atmosphere



SYSTEMATIC PREVENTION



1. Plans

- A team is set up in each school, or a responsible person designated, to coordinate and maintain the work against bullying in their own unit. The responsible person is a member of the collective pupil welfare services group.
- The annual plan for the implementation of the local curriculum includes the persons responsible for combating harassment, discrimination and bullying, their operational practices, objectives and assessment at the end of the operational period.
- The school rules and regulations, which are known to everyone, as well as the equality and equity plan are reviewed annually with pupils, guardians and the entire staff.
- The equality and equity plan must contain clear policies on how to create and maintain an accepting and respectful atmosphere.



2. Strengthening Sense of Community

- Getting to know one another, building group cohesion and preventing loneliness continue throughout the school year.
- Paying attention to the good and giving positive feedback in the school's everyday life is promoted.
- Teaching emotional, safety, and interaction skills is included in the annual clock of well-being.
- Both school-level surveys, such as pupil survey, school satisfaction survey, school health survey, TEAviisari, wellbeing survey of the Mannerheim League for Child Welfare, and internal class questionnaires, such as a sociogram, are utilized.



3. Zero tolerance for bullying

- Action against bullying is managed clearly at school.
- Bullying is not accepted in any form. The whole school community intervenes in bullying systematically and at a low threshold.
- Staff receives adequate orientation and training on the shared operational model.
- Staff, pupils and guardians are aware of and learn to recognize the risk factors of bullying and the signs of being bullied.
- Staff engages pupils to work against bullying and to creating a safe school environment, e.g. Verso activities, i.e. peer mediation.



4. Operational culture

- Pupils understand what bullying is, learn to recognize it and know how to act when they encounter bullying.
- Pupils are encouraged to tell an adult about bullying, for example verbally, with an anonymous note or electronically.
- Pupils and guardians are actively involved in creating a culture that counteracts bullying and in planning activities that increase the sense of community.
- Guardians receive information and an opportunity to discuss bullying, its recognition and the actions taken against bullying by the school.



INTERVENTION TO BULLYING

- Staff, pupils and guardians know how to react when signs of bullying appear (e.g. absences, reluctance to go to school, withdrawal, aggressive behaviour, "joking around").
- Two adults first talk to the bullied pupil and then to the pupils that were bullying, so that each pupil is heard.
- Guardians are informed of the incidents and discussions within the same day.
- All incidents of bullying that occur during a bullying situation are recorded in a memo in Wilma.
- At the end of the bullying investigation, the course of future action is agreed on and documented (see follow-up phase).
- If the bullying situation is suspected to meet the criteria of a criminal offence, guardians are informed and the police contacted at a low threshold (Ankkuri police and social worker consultation, mediation).
- If necessary, a child welfare notification, or a child welfare notification and a police report (consultation), is filed.
- Bullying on the way to or from school is reported to guardians and, if necessary, support is offered to investigate the situation, e.g. referral to mediation.



FOLLOW-UP PHASE AND POST-OPERATIVE SUPPORT

- The situation is monitored regularly and the pupil's experience of safety at school and on the way to and from school is ensured. Weekly for the first month, every two weeks for the following month and as needed thereafter.
- The follow-up is carried out by the class teacher, tutor or responsible person, unless otherwise agreed.
- Stronger preventive support and follow-up is arranged in the classroom, e.g. emotional and interaction skills, safety skills, friendship skills.
- Need for support is assessed both for the pupil that was bullied as well as for the pupil and the group that were bullying. Furthermore, if necessary, supportive measures are agreed on with the pupil welfare services (strengthening social skills, self-esteem and self-perception, group activities).
- The plan against bullying is evaluated annually based on collected information and requested feedback.