



EUCPN
EUROPEAN CRIME PREVENTION NETWORK

1. Project title

“Keine Chance mehr für Bullies” (No chance for bullies)

2. Main theme

Anti-bullying programme to prevent violence at school

3. Project purpose and outcome (in two sentences)

- The main objective of the intervention programme is to reduce bullying at school by restructuring the social environment: to achieve emotional warmth and empathy on the one hand, and to set firm boundaries against unacceptable behaviours on the other.
- The multi-level programmes are intended to create a framework in which there is no opportunity for violence to arise at school, by increasing awareness, setting boundaries and fostering integration.

4. Project submitter (Member State), project leader(s) and project partner(s)

- The programme is offered nationwide. Germany’s federal states decide when and in what form to put the programme into practice.
- Participants: teachers, parents, pupils, school social workers, institutions from the school environment, police, the youth welfare office, child and youth services...

5. Links to the project’s website or online reports/publications (preferably in English)

<https://www.polizei-beratung.de/themen-und-tipps/jugendkriminalitaet/gewalt-an-schulen/>

6. Short summary of the project (**max. 100 words**)

The internationally recognised Olweus programme starts with the climate at school and in the classroom and seeks to reduce bullying and other forms of violence. The programme is based on the principles of emotional warmth, interest and involvement on the part of adults. The programme sets clear boundaries for unacceptable behaviour by pupils. It offers recommendations for robust, but not hostile, responses to violations of the rules. It demands a certain amount of observation and monitoring and requires adults who serve as authority figures.

7. Project description

The programme is characterised by its long-term approach and the fact that all participants remain permanently involved.

The programme's individual measures apply to different levels, such as the school, where better supervision of free time, in-service training for teachers, coordination of rules of conduct, and parent-teacher measures can be put into practice.

Another level is the classroom, where rules prohibiting disruptive and aggressive behaviour are to be enforced, dispute settlement and role play are to be used to resolve social problems, and cooperative forms of learning are to be applied so that interaction becomes more harmonious over the long term. Lastly, the programme also intervenes at the level of individual pupils: serious talks are held with aggressive pupils and their parents, while victims receive targeted support, flanked by measures taken by school psychologists.

8. Project objectives

First, surveys are conducted and evaluated to assess the actual situation at the school concerned. Next, various measures are put in place to create or increase awareness of the problem of violence at the school. These measures are also intended to offer practical assistance to those affected. The greater the general consensus at the school that there is a problem with violence that must be solved, the more effective these measures will be. It is therefore important for the entire teaching staff and school administration to be actively involved in the

intervention measures or at least to support them. Different instruments are applied depending on the institutional level. The main thrust of all the measures is to signal a particular fundamental consensus, towards bullies and their victims.

9. Project outcome

The intervention programme has demonstrably and significantly reduced anti-social behaviour in general, such as vandalism, wrangling, theft and skipping school.

Further, various aspects of the "social climate" in classrooms have clearly improved. Order, discipline and attitudes towards school work have improved, new social relationships have been formed and existing ones strengthened. Pupils are noticeably more satisfied with their school.

10. Start and end project, timescales and key milestone dates

This is not a short-term programme; it should be integrated in the daily school routine for the long term.

11. Funding (total budget and type of funding (e.g. ISEC, EUCPN Fund,...))

It is not possible to provide this information.

12. Evaluation

Over the years, evaluations have demonstrated a connection between the intervention programme and the resulting effects. Classes in which the measures were properly carried out, parents were involved and all participants worked together well achieved greater reductions in violence than classes in which this was not the case. In addition, the positive effects were still apparent in the following two years.

13. Contact details project

More information on the programme, including which schools are using it, can be obtained from the relevant offices in every federal state.

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