

Plan to Prevent Violence and Bullying

The basis of all action in Norssi and TIS is to respect others and appreciate their mental and physical integrity. The rules of the school (*I am a member of Norssi/TIS*) are broken down to a practical level and explained to the pupils at the beginning of the autumn term every year. The rules are visible for the pupils in the classrooms. In parents' evenings and through notifications the parents are informed of the rules and the school's measures to prevent bullying and violence.

The lack of a peaceful working atmosphere increases aggression and leaves room for bullying during lessons. Therefore, learning to create and maintain a peaceful working environment is given special attention, and the teaching and learning situations and arrangements are planned to promote a peaceful atmosphere. The home and school have positive and encouraging cooperation in this matter. When necessary, the teachers jointly decide to enter a class into a peaceful working atmosphere intervention programme where maintaining a communal peaceful atmosphere is intensively practiced. The homeroom teacher, pupil welfare personnel, and the deputy principles monitor the programme. An individual pupil can be removed from the classroom to a different supervised area for a set period of time to intensively learn how to maintain a peaceful learning mode. Maintaining a peaceful learning environment is the joint responsibility of the teachers and students. Teacher trainees are also guided in the principles and methods of maintaining a peaceful learning atmosphere. These methods are used to increase the pupils' motivation and decrease their inclination and possibilities to bully or behave aggressively. A disturbing pupil can also be supported by the pupil welfare programme, if necessary.

The pupils' ability to listen and tolerate different opinions, views, and valuations is enhanced during the lessons. Working methods that enable practising collaboration skills are used during the lessons. Pupils' ability to solve quarrels in a peaceful way is supported by modelling mediation, peaceful problem solving discussions and negotiations, and by giving alternatives to aggressive behaviour. Every class has lessons where bullying is addressed as a group phenomenon, and where preventing

bullying and defining one's own boundaries are discussed. Especially at the transition from elementary to lower secondary school, special regrouping days are organised for the pupils to get to know each other and to learn to work with each other. The pupils are instructed on how to solve conflicts on their own, but they are also encouraged to ask for help from adults if they cannot handle the situations. Adults' presence is visible and active during recesses, and the pupil welfare personnel also participate in the supervision when it is possible. Support pupils are also active during recesses. The teachers' ability to deal with demanding social situations is supported through training and cooperation between teachers. The school has instructions for conducting disciplinary educational discussions and implementing other disciplinary measures. The pupils' curriculum for well-being skills is being formulated.

In order to improve the pupils' desire to maintain the learning environment as peaceful, cooperative and non-violent, pupils are engaged in the planning of learning, taking care of the tidiness of the surroundings, solving quarrels through pupil conciliation, and decision making. When a pupil experiences that their opinions are valued and heard, and that they have an effect, the pupil's sense of solidarity and ownership of the school grows. This decreases aggression and vandalism towards the school environment. The pupils' are involved, for instance, in planning the lunch menu, the indoor and outdoor environment, recess activities, and maintaining the tidiness of the yard and cafeteria.

Teachers and teacher trainees are provided with training to intervene in bullying. The intervention begins by talking with the one being bullied and after that with the one/ones bullying. Mediation discussions are conducted after this. If necessary, the school social worker and the deputy principals participate in the conciliation of the bullying. The bullying and the conciliation are reported and the mediation discussions are also marked in Wilma for the guardians to see. Bullying situations are primarily solved by discussion, but the victim and the one bullying can also be moved to different classes if the situation is not solved by discussion only. The consequence of bullying can be detention, and, if necessary, the crime can be discussed with the school police. Parents may be invited into the discussions, as well. Disciplinary educational discussions, detention and discussions with the police, and meetings with the guardians are all marked in Wilma.

The use of violence is always followed by detention. The purpose is to help the pupil who has resorted to violence to understand why violence is not acceptable. During detention, the following topics, for example, are discussed:

- How and when did it start?
- Who were involved from the beginning?
- What events preceded the violence (fight)?
- What was your part in the events?
- If you go through the events step-by-step, when could you have stopped the events from inflating into violence? When could you have backed off? When did you hit / kick / grab? What actions preceded it?
- Why didn't you back off? Why did you use violence? What matter in the other party's actions caused you to resort to violence? What were you thinking then?
- Who else influenced your actions? Why?
- What did you think you would achieve through using violence?
- Why did the other party use violence? What aspects in your own actions made them use violence? What do you think they wanted to achieve by using violence?
- What other ways would you have had to solve the conflict? What other ways would the other party have had to solve the situation? Did you think about them? Why didn't you apply them?
- What was your relationship like after having used violence? How do you think your relationship will develop in the future? How could it become positive or neutral?
- What consequences could there have been if you had tried to solve the situation in some other way rather than through violence?
- How are you going to act if you face a similar situation in the future? Why?
- How can violence be prevented at school in your opinion?
- What is written in the law about violence? What is written in the law about self-defence? What about the responsibility to compensate?
- What is courageous behaviour?
- What is your ideal person like? – Is your ideal person violent?

- What is your ideal self like? Is your ideal self violent?
- What do others expect from you? Are you expected to be violent? Why? Do you want to fulfil the expectations?
- What physical consequences might the violence have on the victim?
- What mental consequences might the violence have on the victim?
- What effect does witnessing violence have on other members of the school community? Why?

Violence towards a teacher or other member of the school staff, and the violent actions of a pupil of at least 15 years of age (who is criminally liable) are processed with the police. In addition, repetitive actions of violence of a pupil younger than 15 years of age are also processed with the police. A child welfare notification or a report of an offence are made, if necessary. The situation is discussed with the guardian and when needed, the pupil is guided to seek help outside the school to control the aggression. The role of the police cooperation is educational, and the objective of involving the police is to prevent repetitive violence by finding the boundaries for lawful behaviour together with the pupil.

Verbal aggression and hate speech, for instance insulting or racist name-calling, is to be reacted to immediately. The matter is discussed with the pupil. The background of the situation is also clarified in the discussion in order to find out possible underlying bullying that led to the aggressive words. The pupil is guided towards empathy and tolerance, and the opportunity to apologise and for reconciliation is offered.

If bullying or violence occurs on the way to school, the homes of the pupils in question are informed of it. The matter is discussed with the pupils, especially, if the bullying and violence on the way to school make studying or social relationships at school more difficult. The school's disciplinary measures cannot be applied to events which occur outside of the school day. Online bullying can also be dealt with if the pupils' relationships at school and the peaceful studying atmosphere are affected by it. Homes are notified of these discussions. If necessary, a recommendation to file a report of offence with the police can be made.

The school has a separate plan of security precautions in order to be prepared for possible external threats of violence. Lockdown into classrooms is regularly

practiced with the pupils. The school has a safety and crisis team whose task is to give instructions for enduring violent situations coming from outside the school and dealing with the crisis after the situation is over. Questions concerning terrorism and violent extremism are incorporated into the lessons. Teachers receive training to recognise violent extremism.