

PreMed

Bullying



Work Package 2
Action Research and Anti-(Cyber)Bullying & LifeSkills Development School Policy

Focus Group Methodology



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1. Introduction

The objective of this document is to provide guidelines for conducting focus groups as a part of the activities of WP2 "Action Research and Anti-(Cyber)Bullying & LifeSkills Development School Policy" of the PreMedBullying project.

Bullying at school may happen **face-to-face** or **online (cyberbullying)**, and includes **direct bullying** with verbal or physical violence, **indirect bullying** that involves psychological or social aggression, and **discriminatory bullying** on the basis of race, ethnicity, gender identity, sexual orientation or religion of the individual.

WP2 aims at engaging keypersons in schools in solving a community problem - bullying and cyberbullying - through a participatory, democratic, human-centred process that leads to the development of practical knowledge and sustainable solutions through action research and focus groups.

The PreMedBullying focus groups are addressed to parents and teachers from three schools in the project countries to reveal and analyse their vision for a safe school environment, identify the obstacles in achieving this, and suggesting ways to overcome them.

2. Focus group methodology

A focus group is a "group discussion" rather than a "group interview", since the term "interview" implies asking questions and receiving answers, while in focus groups the facilitator launches a discussion topic and waits for the response to be generated by the group discussion, using questions only to guide the discussion towards the areas that are more relevant.

The informative capacity of focus groups lies in the debate that develops among the participants under the guidance of the Facilitator. The interaction - both verbal and non-verbal - among all those who play a role in the focus group helps to produce the final information.

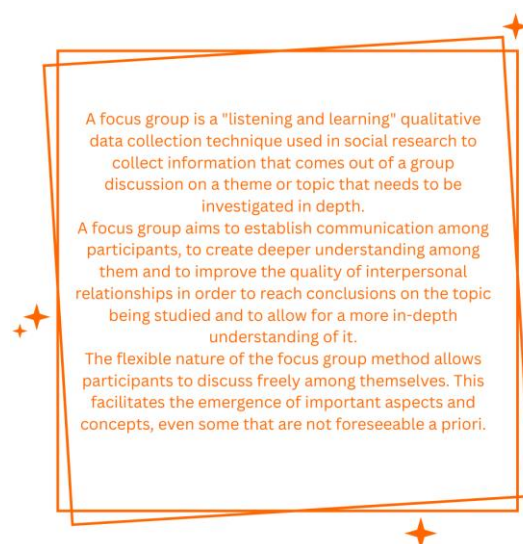


Figure 1 below illustrates the 4-phase process for delivering an effective and clearly structured focus group.

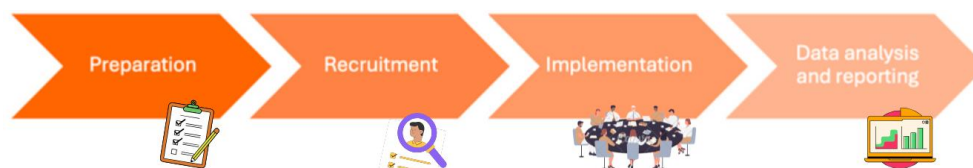


Figure 1 - The focus group interview process.

2.1. Preparation

i) Discussion outline

During the preparation phase the discussion outline is developed, to allow the Facilitator to present the general focus group theme to the participants and stimulate a constructive debate by proposing discussion topics, questions and sub-questions to explore the theme more in-depth (see Annex 1).

ii) Logistics

During the preparation phase, after identifying the objectives of the research to be carried out, it is necessary to set up a suitable venue for the focus group. A suitable venue should be:

- spacious enough to comfortably accommodate the participants and the facilitator around a table, so that they can see each other
- equipped with bathrooms and refreshments so that the participants feel at ease
- located in a place with parking facilities and easily accessible by public transport, to reduce as much as possible any inconvenience connected to the geographical location.

The ideal way to hold a focus group is in presence. However, it might be necessary to hold the focus group online to allow the involvement of participants from very distant geographical areas. In this case, it is important to ask participants to keep their camera on during the whole session, to be able to observe their non-verbal behaviour during the discussion. It is also important that the Facilitator has good skills using the platform chosen for the discussion, to avoid interruptions of the discussion due to technical issues such as screen sharing or other operations.

2.2. Recruitment of participants

The focus group participants should be selected according to two basic criteria:

- i) they must meet the objectives of the research
- ii) they must possess the appropriate interpersonal characteristics, i.e., it is assumed they are able to interact effectively and not in a confrontational way.

In line with the project objectives, the purpose of the WP2 Focus Groups is **to lead participants, through critical reflection on experiences, to achieve a deeper understanding of bullying as a school phenomenon, to reveal disorienting dilemmas in the way it is handled when trying to cope with it, and to develop ideas for a new action plan for creating safe school environments.**

The participants in the PreMedBullying focus groups will be selected among two groups:

- primary school teachers
- parents of primary school pupils

The groups should be large enough to generate a rich discussion, but not too large, to avoid some participants feeling “left out”. The ideal number of participants for each group is comprised between 5 and 8.

For the discussion group to function in terms of active participation of all its members, it is preferable to select participants who do not know each other.

A certain degree of homogeneity among participants is necessary to find similarities in perceptions; however, excessive homogeneity is not advisable: there should be enough internal difference in each group to allow the emergence of different positions - although, in general, conditions that might hinder communication and inhibit some participants from intervening - such as e.g. different education levels - should be avoided.

Once the identified participants have accepted to take part in the focus group, the next step is to set the date and time through a doodle poll or similar tool, to make sure everyone will be able to participate.

2.3. Implementation

i) Duration

To ensure that the focus group is productive and does not take up too much of the participants' time, it should last no more than 90 minutes.

ii) Structure

The ideal structure for a focus group requires the presence of a **Facilitator**, who leads the discussion, and an **Observer**, who assists the Facilitator by taking notes on details of the discussion such as the participant's non-verbal behaviours, dynamics, and the atmosphere that develops within the group. These will provide helpful information during the data analysis and reporting phase.

iii) Agenda

INTRODUCTION

The Facilitator welcomes the participants, introduces him/herself and the Observer, briefly presents the project objectives, explains the ground rules for the discussion (Annex 3), and collects the signed informed consent modules (Annex 2).

DISCUSSION

The Facilitator introduces the theme of the discussion to the participants, guiding them towards the topics that are more relevant for the research through a set of stimulus questions. During the discussion, it is essential to make sure that the participants do not lose focus, elude, or misunderstand the discussion topics or the questions, and that everyone expresses their opinions.

The discussion outline and stimulus questions should be reviewed and reworked by the Facilitator as necessary as the discussion progresses, to include new topics that emerge during the discussion.

CLOSURE

The Facilitator announces that the discussion is coming to an end and asks if anything has been missed, then thanks the participants and closes the session.

2.4. Data analysis and reporting

i) Data analysis

The process of analysing the data produced by the focus group must provide responses to the topics and questions posed by the research and identify the range of opinions that emerged from the discussion.

The session recordings should be transcribed¹ immediately after the end of the session and compared with the notes taken by the Observer, to avoid forgetting about important details (e.g., the most repeated

¹ Recordings may be transcribed by using an AI-power tool such as GoogleCloud Speech-to-text, TurboScribe, etc. or CAQDAS software which provides both transcription and data analysis. The transcripts should be preliminarily reviewed and compared

comments or words, any unexpected comments, and any other element worth mentioning for the purposes of the research). The session transcripts should be integrated with notes regarding the tone of the discussion, the non-verbal behaviour of the participants, any difficulty in interaction between participants, any undesired communication dynamics, any comments worded in a negative way, which produced an emotional response, or which started a series of other comments, and any problems regarding the understanding of the topic/questions. The analysis of verbal, non-verbal and para-verbal behaviour (e.g., expressions of emphasis, the use of an agitated tone, a high pitch, accentuation of certain words, etc.) helps to assess the participant's involvement in the topic or in certain aspects of it.

The analysis should also highlight cases when the participants' statements are based on concrete lived experiences, since this could be connected with greater knowledge and/or personal cognitive elaboration of the topic.

Starting the analysis immediately also helps to identify some significant ideas that emerged during the session.

ii) Reporting

The final report for each focus group may consider different aspects and include information regarding the background of the focus group, the participants' profiles, the details that emerged from each session, the results obtained and the conclusions reached (Annex 4).

with the audio version to complete/integrate any illegible parts caused by people speaking softly, or by several voices overlapping each other.

References

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ANNEX 1

Suggested discussion outlines

Outline 1 - Focus group with Teachers

Discussion topics - Teachers

1. Current situation in school regarding bullying

1. To what extent do you think bullying is a problem in your school?
2. What forms of bullying do you witness most frequently? (e.g., (physical, verbal, psychological, cyberbullying...))
 - *In which places does bullying occur most frequently? (e.g., within the school building: classroom, bathrooms, corridors, playground...; outside the school building (e.g. on the bus or in the street, travelling to/from school...))*
 - *How do teachers, school staff and management in your school collaborate in case of bullying incidents?*
3. Describe an incident of bullying you witnessed in your school
 - *How did you intervene in that circumstance?*
 - *What results did you obtain, and what did you not obtain?*
4. What may prevent children from reporting bullying?
 - *What could you do, as teachers, to help children report bullying?*
5. What tools or resources has your school made available to help pupils - both bullied pupils and pupils who bully? (e.g., teacher training, school psychologist, anti-bullying helpdesk...)
 - *What other resources would be necessary to tackle bullying?*

2. Risks that bullying/cyberbullying may cause to the school

1. In what way do bullying incidents affect school life in general in your school?
 - *How do situations of stress or tension affect day-to-day management and the ability to intervene effectively?*
 - *How do situations of stress or tension affected cooperation and the work climate among teachers and with the school staff?*
 - *How do situations of stress or tension affected the work climate among pupils and between pupils and teachers/school staff?*
2. What signs are most suggestive of tension or poor school climate caused by bullying in your school?
3. How are bullying incidents handled in your school?
 - *What are the strong points of current procedures in tackling bullying?*
 - *What are the critical issues in current procedures? e.g., inefficiencies such as delays, excessively long processes, etc...; ineffectiveness of procedures such as failure to produce changes, people in charge failing to deal with issues, etc.*
4. In what way may bullying affect your school's reputation, both within the local community and towards school institutions?
5. In what way may bullying affect the relationship between the school and the pupils' families?
 - *Could you describe cases where a bullying incident led to a conflict with a pupil's family?*

3. Actions to be taken in case of episodes of bullying

1. What practices or interventions has your school implemented to prevent or counteract bullying?
 - *What further initiatives or actions do you think your school could implement to prevent bullying incidents?*
 - *What could you do as teachers, in addition to what you already do, to prevent or counteract bullying?*
2. How do you rate the school's communication within the institution and with families when bullying incidents occur?
 - *How could communication between teachers/school manager and the children's families be improved to intercept signs of bullying before they escalate?*
 - *How could internal communication and collaboration between teachers be improved to intercept signs of bullying before they escalate?*
3. What initiatives could be taken to build a "culture of respect" in your school? (e.g., educational initiatives, awareness-raising campaigns, theatre workshops, conferences ...)
4. How could pupils, their families and the school staff be actively involved in bullying prevention?
5. To what extent it's according to your circumstances to adopt a school specific policy to prevent bullying?
 - *What obstacles could prevent the development of a school policy on bullying?*
 - *In what way could your school involve the various stakeholders - pupils, pupils' families, teachers, psychologists, school staff, the school manager, law enforcement services. etc... - in developing a school policy on bullying?*

Outline 2 - Focus group with Parents

Discussion topics - Parents

1. Current situation in school regarding bullying

1. According to your experience/perception, how extensive is bullying in your son's/daughter's school?
2. According to your experience/perception, what form of bullying is more frequent at school? (e.g., physical, verbal, psychological, cyberbullying...)
3. Describe an incident of bullying you learnt about, and the way it was managed.
 - *How did you learn about it - if you did? (e.g., reported by son/daughter, by schoolmates, by a teacher during a teacher/parent meeting, etc...)*
 - *If you think back of a bullying incident occurred in your son's/daughter's school, how effective do you evaluate the teachers's/school staff's reaction/intervention?*
 - *What was successful?*
 - *What should have been done differently, and in what way?*
4. What may prevent children from reporting bullying?
 - *What do you think teachers should do to help children report bullying?*
 - *In what way do you think teachers and parents could collaborate to help children report bullying?*
5. What resources do you think schools should make available to help children - both bullied children and children who bully?
 - *What could schools do for bullied children and their families?*
 - *What could schools do for children who bully and their families?*

2. Risks that bullying/cyberbullying may cause to the school

1. In what way do you think bullying affects school life in general in your son's/daughter's school?
 - *In what way may bullying affect the quality of day-to-day school management?*
 - *In what way may bullying affect the quality of teaching?*
 - *In what way may bullying affect children's overall well-being at school?*
2. From your observation point, what are examples of poor quality of school life caused by bullying?
3. According to your experience/perception, how are bullying incidents handled in your son's/daughter's school?
 - *What aspects are tackled successfully?*
 - *What aspects are tackled inefficiently? (e.g., delays, excessively long processes, etc..) or ineffectively (e.g., no changes are produced, people in charge fail to deal with the issues, etc...)*
4. In what way may bullying affect your son's/daughter's school's reputation? (e.g., lack of trust by families and consequent negative impact on enrolments, negative publicity by the media, negative word-of-mouth, low attractiveness to well-qualified teachers, etc...)
5. In what way may bullying affect the relationship between the school and the children's families? (e.g., loss of trust by families, loss of sense of safety by children, etc...)
 - *Could you describe cases where a bullying incident led to a conflict between the school and a child's family?*

3. Actions to be taken in case of episodes of bullying

1. What practices or interventions has your son's/daughter's school implemented to prevent or counteract bullying?
 - *What further initiatives or actions do you think could the school implement to prevent bullying incidents?*
 - *What do you think teachers should you do, in addition to the current measures, to prevent or counteract bullying?*
2. How do you rate the school's communication with families when bullying incidents occur?
 - *What aspects could be improved?*
3. What initiatives do you think your son's/daughter's school should take to build a "culture of respect"? (e.g., educational initiatives, awareness-raising campaigns, theatre workshops, conferences...)
4. In what way would you expect the school to involve children's families in bullying prevention?
 - *What should the school concretely do to involve children's families in bullying prevention?*
5. To what extent do you think it would be useful to adopt a school specific policy to prevent bullying?
 - *What could be the obstacles preventing the development of a school policy on bullying?*
 - *In what way do you think you could be involved, as parents, in developing a school policy on bullying?*

ANNEX 2

Informed consent module

Focus Group Information Sheet

Funding Authority:	Erasmus+ Greek Agency IKY appointed by the European Commission
Project Title	PreMedBullying
Grant Agreement Number:	2024-1-EL01-KA220-SCH-000246861
Funding Scheme:	Erasmus+ KA220-SCH - Cooperation partnerships in school education
Start date of Project:	01/09/2024
Duration:	36 months
Project coordinator:	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON
Contact person responsible for the project:	
E-mail:	

Invitation

You are being invited to take part in a focus group as part of the PreMedBullying project. Before you decide to do so, it is important you understand why the focus group is being done and what it will involve. Please read the following information carefully and ask us if there is anything that is not clear or if you would like more information. Thank you for reading this.

1. What is the project's purpose?

The PreMedBullying project aims to create a safe school environment and culture enhancing life-skills where phenomena of school aggression, bullying and hostility will not have place. The project goals include a 'whole-school approach' placing emphasis on developing a coherent and positive school community and culture where all interested parties, teachers, psychologists, social workers, pupils and parents can co-create policies and strategies that promote inclusion and fight bullying.

The focus group you have been invited to aims to discuss the issue of **bullying and cyberbullying in primary school**, and **how teachers and parents, together and individually, can help make school a safer environment**.

2. Why have I been chosen?

You have been chosen because as teacher/parent you may have experience, information, opinions, and knowledge about bullying incidents and bullying prevention actions which could be useful for our research.

3. Do I have to take part?

It is up to you to decide whether to take part. If you do decide to take part, you will be asked to indicate your agreement in the attached consent form. You can withdraw at any time. You do not have to give a reason.

4. What will happen to me if I take part?

You will be asked to participate in a focus group discussion which we estimate will take you approximately 90 minutes.

5. What do I have to do?

Participate in the discussion. There are no other commitments.

6. What are the possible disadvantages and risks of taking part?

Participating in the focus group discussion is not anticipated to cause you any disadvantages or discomfort. The potential physical and/or psychological harm or distress will be the same as any experienced in everyday life.

7. What are the possible benefits of taking part?

It is hoped that the results of this research will have a beneficial impact on understanding the required changes towards safe schools and building a new school policy and strategy against bullying.

8. What if something goes wrong?

If you have any complaints about the focus group discussion, you can contact any member of the research team. If you feel your complaint has not been handled to your satisfaction you can contact the Project Coordinator to take your complaint further.

9. Will my taking part in this project be kept confidential?

All the information that we collect about you during the research will be kept strictly confidential. You will not be able to be identified or identifiable in any reports or publications. Your school will also not be identified or identifiable. Any data collected about you will be stored in an archive protected by passwords and other relevant security processes and technologies. Data collected may be shared in an anonymised form to allow reuse by the research team. These anonymised data will not allow any individuals or their institutions to be identified or identifiable.

10. Will I be recorded, and how will the recorded media be used?

The focus group discussion will be recorded, and a summary report will be produced. Any content or direct quotations from the discussion that is published in the report will be anonymised so that you cannot be identified.

11. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

The focus discussion will focus on the issue of **bullying and cyberbullying in primary school**, and **how teachers and parents, together and individually, can help make school a safer environment**. Your experience, information, opinions, and knowledge about bullying incidents and bullying prevention actions is just what the project is interested in exploring.

12. What will happen to the results of the focus group?

Results of the focus group will be integrated with the results of other research activities conducted within PreMedBullying project for the purposes of developing a bottom-up *Framework for an Anti-Bullying, CyberBullying & LifeSkills Development School Policy and Strategy* to be implemented in the school setting. You will not be identified in any report or publication. Your institution will not be identified in any report or publication. If you wish to be given a copy of the report resulting from the research, please ask us at [\[e-mail address\]](#).

Focus Group Consent Form

Funding Authority:	Erasmus+ Greek Agency IKY appointed by the European Commission
Project Title	PreMedBullying
Grant Agreement Number:	2024-1-EL01-KA220-SCH-000246861
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Duration:	36 months
Project coordinator:	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON
Contact person responsible for the project:	
E-mail:	

Focus group Facilitator's name:	
Focus group Observer's name:	

1. Taking part in the focus group

Please tick the appropriate boxes.

	Yes	No
I have read and understood the PreMedBullying Focus Group Information Sheet, or it has been read to me. I have been able to ask questions about the research and my questions have been answered to my satisfaction.	☐	☐
I consent voluntarily to be a participant in this research and understand that I can refuse to answer questions and I can withdraw from the focus group discussion at any time, without having to give a reason.	☐	☐
I understand that taking part in the study involves the focus group discussion being audio-recorded and a summary report being produced.	☐	☐

2. Use of the information in the study

Please tick the appropriate boxes.

	Yes	No
I understand that information I provide will be used for producing a summary report.	☐	☐
I understand that any content or direct quotations from the focus group discussion that is published in the outputs of the project will be anonymised so that I cannot be identified.	☐	☐
I understand that personal information collected about me that can identify me, such as my name or where I work, will be restricted to the research team only.	☐	☐

3. Future use and reuse of the information by others

Please tick the appropriate boxes.

	Yes	No
I give permission for the anonymised focus group discussion summary report and audio-recording to be deposited in the PreMedBullying Project archive at the Partners' premises so it can be used for future research and learning.	☐	☐

Name

Signature

Date _____

Information on the processing of personal data pursuant to art. 13 of EU Regulation 2016/679 (GDPR)

[Name of organisation], represented by [Name of Data Controller] as the Data Controller of your personal data, pursuant to and for the purposes of EU Regulation 2016/679 (GDPR), hereby informs you that the aforementioned regulation provides for the protection of data subjects with regard to the processing of their personal data, and that this processing will be based on the principles of correctness, lawfulness, transparency and protection of your privacy and your rights.

Personal data will be processed in accordance with the legislative provisions of the aforementioned law and the confidentiality obligations provided for therein.

Data Controller: the Data Controller, in accordance with the law, is [Name of Data Controller], who can be contacted at the following addresses: [e-mail address of Data Controller].

You have the right to obtain from the Data Controller the erasure ('right to be forgotten'), restriction, updating, rectification, portability, and to object to the processing of your personal data, and in general you can exercise all the rights foreseen by articles 15, 16, 17, 18, 19, 20, 21, 22 of EU Regulation 2016/679 (GDPR).

Your personal data in relation to your participation in the PreMedBullying project research, such as your name, city, and the place where you work, will be known exclusively to the research organiser, [name of organisation].

Your personal data in relation to your participation in the PreMedBullying project research, such as your name, city, and the place where you work, will be kept on file for the project for 5 years after its conclusion, and may be provided to the competent controlling bodies in the event of ex post inspections or audits.

☐ I understand the procedures described above and agree to participate in the research.

Name _____

Signature _____

Date _____

ANNEX 3

Introduction script and ground rules for the discussion

Introduction script and ground rules for the discussion

OPENING

Welcome everyone, and thank you for agreeing to be part of this focus group.

My name is _____. I'll be facilitating the group. My colleague _____ will be taking notes. All the information we collect will remain confidential and will only be used for the purposes of **developing a better understanding of what needs to be done to make schools a safer environment**. Before we start, I'd like to ask you to sign the informed consent form.

[Facilitator hands out forms and collects them after participants have signed them].

INTRODUCTION

The purpose of this meeting is to discuss the issue of **bullying and cyberbullying in primary school**, and **how teachers and parents, together and individually, can help make school a safer environment**. The methodology we'll be using is the "focus group": an open discussion that serves to collect information from a small group of people who share a common interest in a specific theme. We've prepared some discussion topics to get you started with the discussion and a few questions to explore the topic further. I'll be the session facilitator and will lead the discussion, to make sure we don't spend too much time on a single topic, lose the thread of the discussion, or go off-topic.

The discussion will last approximately 90 minutes. It will be recorded, and its main results will be summarised in a report that will comprise also the results of other focus groups on the same topic that are being held in other countries. All information in the report will be anonymised, and it won't be possible to trace it back to you. Your anonymity is guaranteed.

GROUND RULES

As a preliminary step, I'd like to remind you some basic rules for making this discussion productive:

- we'd like all of you to actively take part in the group discussion - please don't start bilateral or small group conversations;
- everyone's experiences and opinions count, whether these are in agreement or not: we aren't trying to reach consensus - we're gathering information, so feel free to express your thoughts;
- everything that is said in this room will remain confidential - we'd like you to feel comfortable sharing your opinions, your experience, and even sensitive issues.

[Start recording]

ANNEX 4

Focus Group report template

Focus Group Report

Funding Authority:	Erasmus+ Greek Agency IKY appointed by the European Commission
Project Title	PreMedBullying
Grant Agreement Number:	2024-1-EL01-KA220-SCH-000246861
Funding Scheme:	Erasmus+ KA220-SCH - Cooperation partnerships in school education
Start date of Project:	01/09/2024
Duration:	36 months
Project coordinator:	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON
Partner implementing the Focus Group	
E-mail:	

Focus group Facilitator's name:	
Focus group Observer's name:	

Section 1 - General information

Focus Group theme

Bullying and cyberbullying in primary school, and how teachers and parents, together and individually, can help make school a safer environment.

Date and time

Place where the focus group was held

Section 2 - Objectives

Focus group objectives

Section 3 - Participants

Number of participants

Participants' profile

- ☐ Teachers
- ☐ Parents

Demographics (e.g., age range, gender...)

Selection Criteria

Additional information on participants relevant for the purposes of the research

Section 4 - Discussion topics and stimulus questions

List the stimulus questions/sub-questions asked for each of the three discussion topics

1. Current situation in school regarding bullying

--

2. Risks that bullying/cyberbullying may cause to the school

--

3. Actions to be taken in case of episodes of bullying

--

Section 5 - Results

1. Discussion on the current situation in school regarding bullying

Main information/opinions/perceptions	
Perceptions regarding the issue of bullying at school	
More frequent form of bullying at school	
Description of bullying incident and how it was dealt with	
Issues related to reporting bullying	
Resources for bullying prevention	
Points of disagreement/divergence	
Perceptions regarding the issue of bullying at school	
More frequent form of bullying at school	

Description of bullying incident and how it was dealt with	
Issues related to reporting bullying	
Resources for bullying prevention	
Areas of concern	
Perceptions regarding the issue of bullying at school	
More frequent form of bullying at school	
Description of bullying incident and how it was dealt with	
Issues related to reporting bullying	
Resources for bullying prevention	
Further elements emerged from the observation of the discussion	

2. Discussion on the risks that bullying/cyberbullying may cause to the school

Main information/opinions/perceptions	
How bullying affects school life in general	
Examples of poor quality of school life caused by bullying	
How bullying incidents are handled in school	
How bullying may affect the school's reputation	
How bullying may affect the relationship between the school and the pupils' families	
Points of disagreement/divergence	
How bullying affects school life in general	
Examples of poor quality of school life caused by bullying	

How bullying incidents are handled in school	
How bullying may affect the school's reputation	
How bullying may affect the relationship between the school and the pupils' families	
Areas of concern	
How bullying affects school life in general	
Examples of poor quality of school life caused by bullying	
How bullying incidents are handled in school	
How bullying may affect the school's reputation	
How bullying may affect the relationship between the school and the pupils' families	
Further elements emerged from the observation of the discussion	

3. Discussion on actions to be taken in case of episodes of bullying

Main information/opinions/perceptions	
Practices or interventions implemented by school to prevent or counteract bullying	
Quality of school communication when bullying incidents occur	
Initiatives to be taken to build a culture of respect at school	
Involvement of pupils, families, teachers and school staff in bullying prevention	
Feasibility/usefulness of adopting a bullying prevention policy	
Points of disagreement/divergence	

Practices or interventions implemented by school to prevent or counteract bullying	
Quality of school communication when bullying incidents occur	
Initiatives to be taken to build a culture of respect at school	
Involvement of pupils, families, teachers and school staff in bullying prevention	
Feasibility/usefulness of adopting a bullying prevention policy	
Areas of concern	
Practices or interventions implemented by school to prevent or counteract bullying	
Quality of school communication when bullying incidents occur	
Initiatives to be taken to build a culture of respect at school	
Involvement of pupils, families, teachers and school staff in bullying prevention	
Feasibility/usefulness of adopting a bullying prevention policy	
Further elements emerged from the observation of the discussion	

Section 6 - Relevant quotes from the discussions

1. Discussion on the current situation in school regarding bullying

2. Discussion on the risks that bullying/cyberbullying may cause to the school

3. Discussion on actions to be taken in case of episodes of bullying

Section 7 - Interpretation of results

1. Discussion on the current situation in school regarding bullying

2. Discussion on the risks that bullying/cyberbullying may cause to the school

3. Discussion on actions to be taken in case of episodes of bullying

Section 8 - Conclusions

