

ERASMUS +

*Conflict Management,  
Emotional Intelligence  
and Bullying Prevention*



- Szkolenie odbyło się w dniach 25.11-30.11.2025 r.
- Zajęcia prowadziła trenerka Maja Balcerzak
- Zajęcia odbywały się w kampusie Teacher Academy La Lagunie na Teneryfie



- Większość zajęć miała charakter aktywizujący, jednak nie obyło się bez odrobiny teorii.



- W szkoleniu kilku krajów:  
Polski :),  
Bułgarii,  
Norwegii,  
Niemiec,  
Belgii  
oraz Węgier.



# Zajęcia rozwijające inteligencję emocjonalną



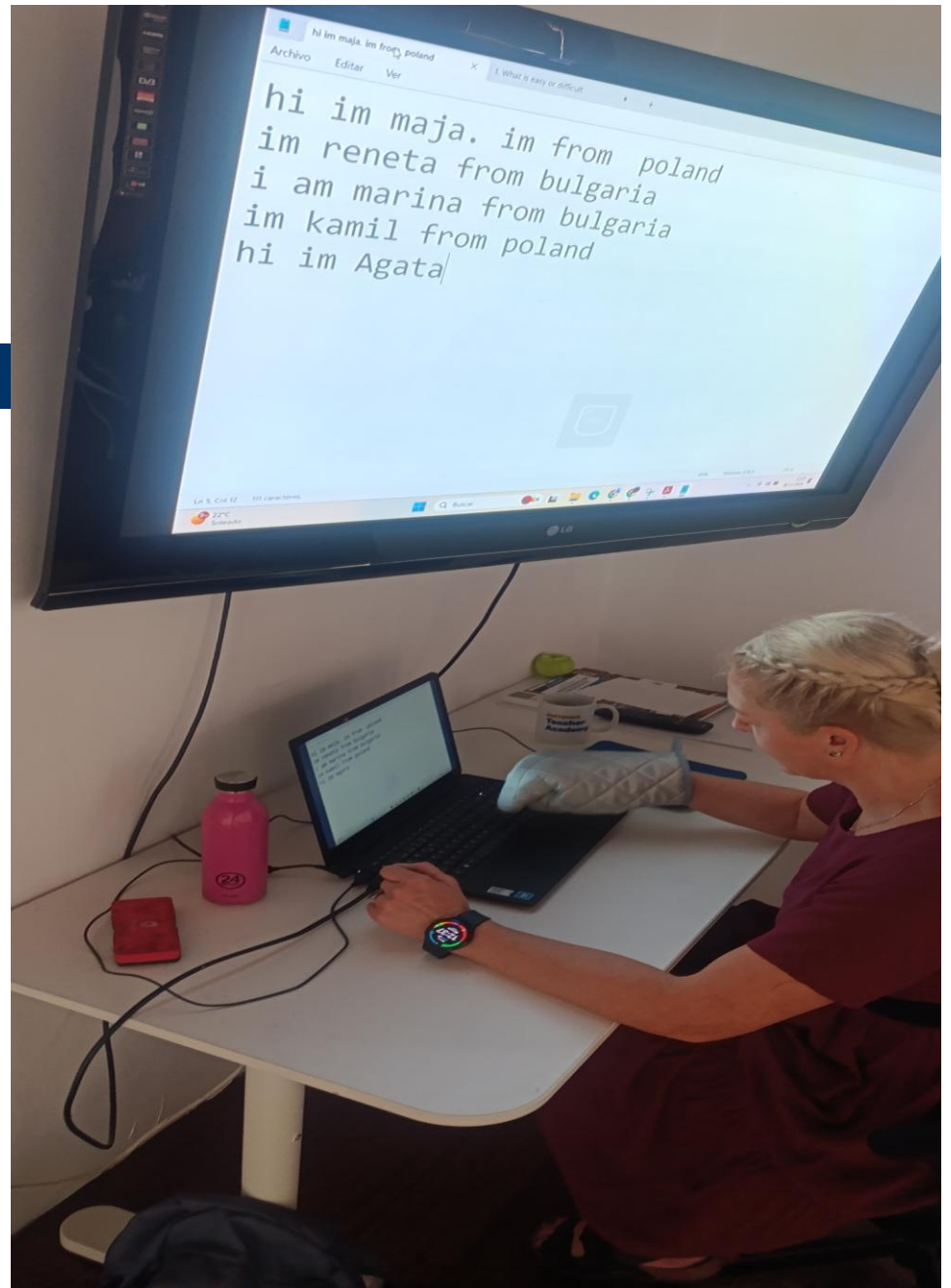
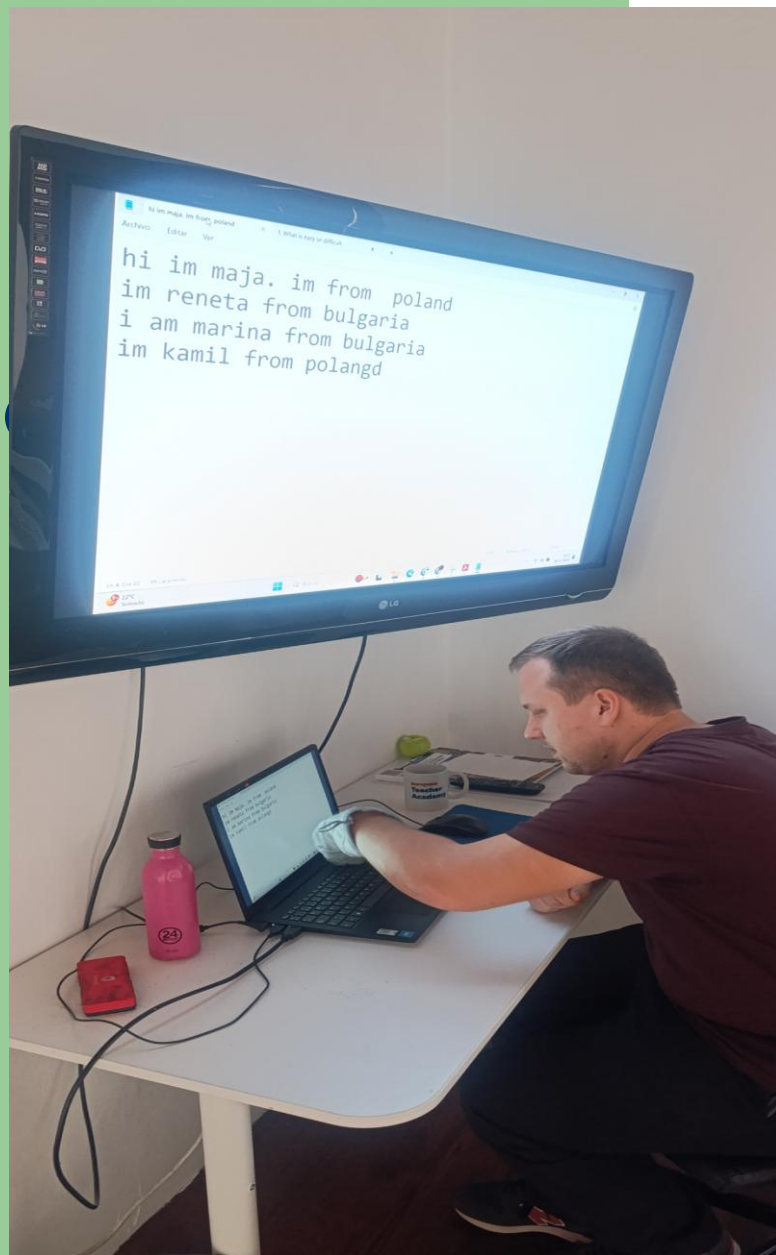


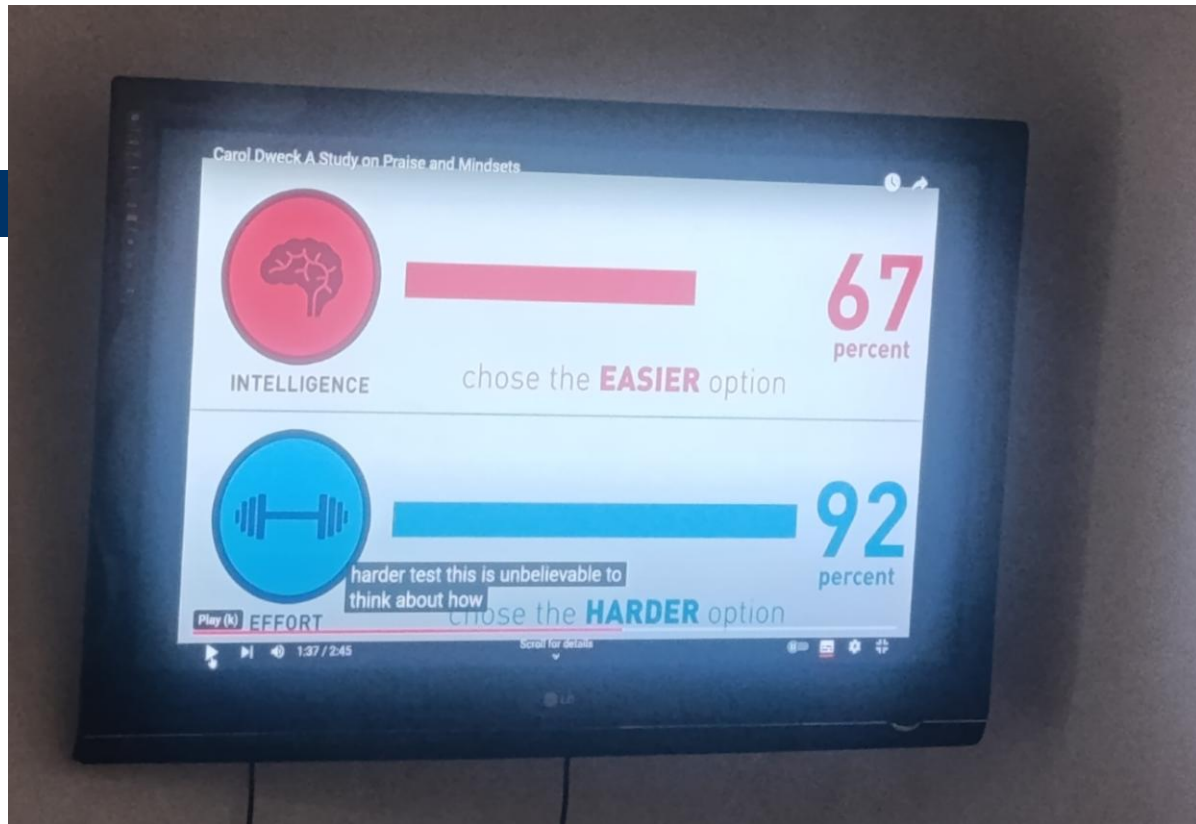






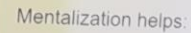






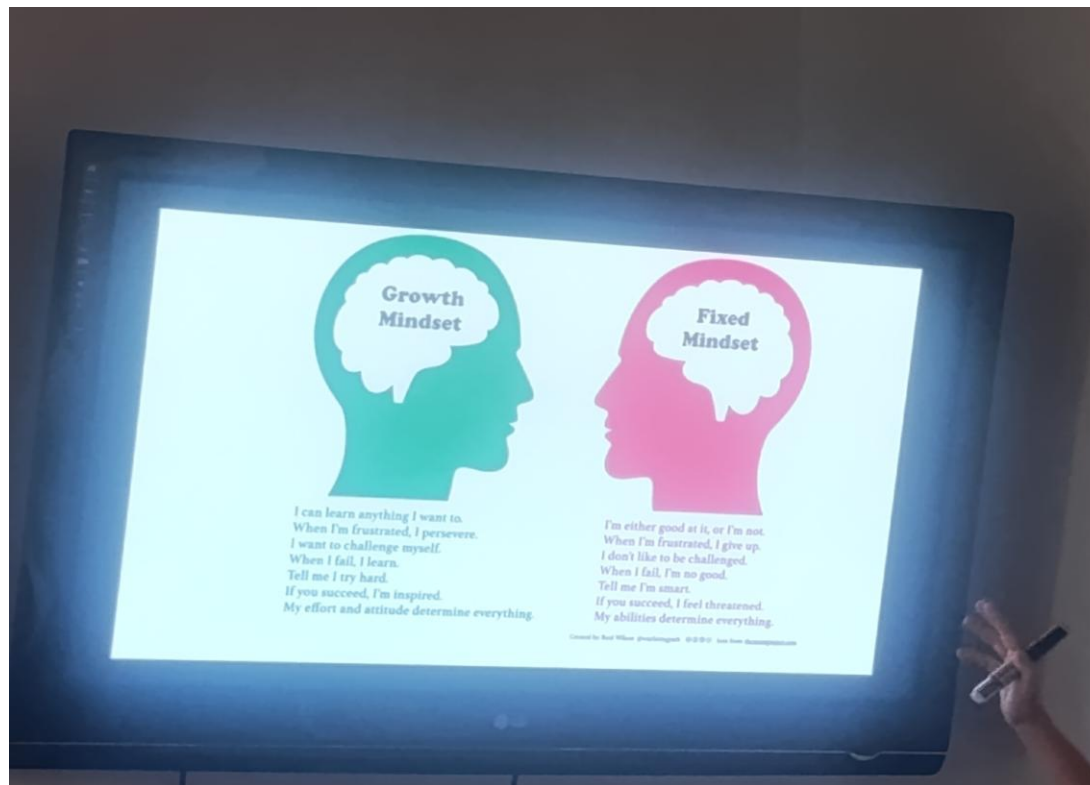


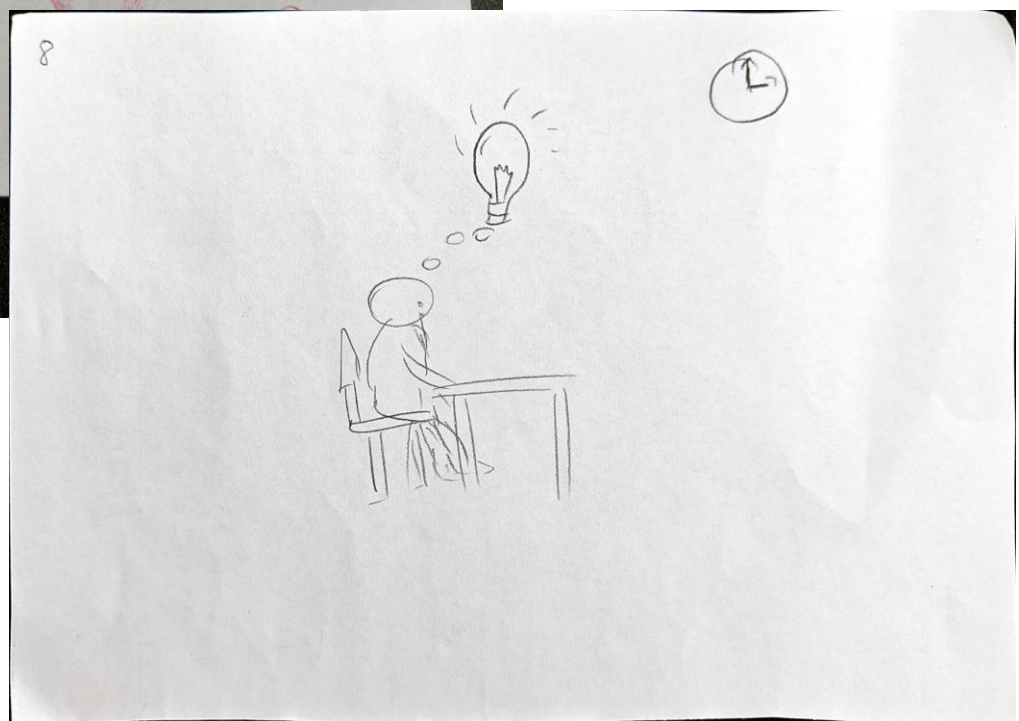
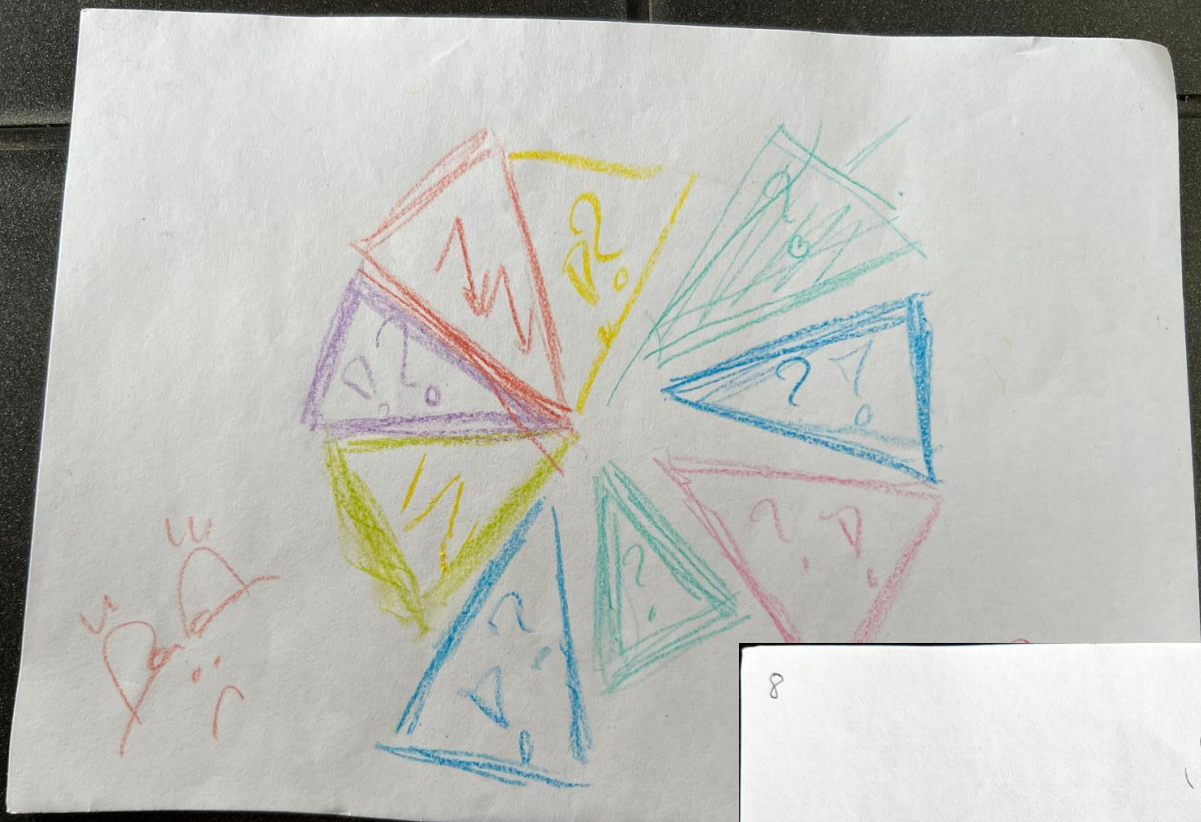
- Our brain is constantly scanning for potential danger,
- If we don't feel safe we react with 'flight, fight or freeze'
- Learning can only occur if we're feeling safe



- Understand your own mental state
- Stabilize emotions
- Develop empathy
- Improve interpersonal relationships

# Zarządzanie konfliktami







## Examples of 'violent language'

Blame: 'You're always late and disrupting the class.'  
Insult: 'Have you gone completely mad?' 'Well he's an idiot!'  
Put-down: 'Somebody is a bad loser' 'Who's the clever one now?'  
Label: 'She's lazy' 'They're prejudiced.'  
Criticism: 'Your handwriting is terrible' 'Can you not take care of your school stuff?'  
Comparisons: 'Look at ... If he can manage to sit still, so can you.'  
Diagnoses: 'The problem with you is that you're too selfish.'  
Demands: 'I'm going to send you out if you don't stop right now'

According to Dr Rosenberg 'violent language detaches us from our humanity and prevents us from empathising with others or ourselves'

NONVIOLENT  
COMMUNICATION

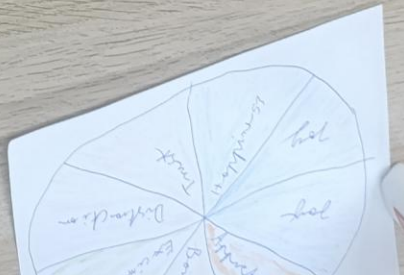


MARSHALL B. ROSENBERG



Teacher Academy

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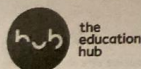


# No-Blame Bullying Approach – A Restorative Intervention

School resources

Reference	Angus Macfarlane; Sonja Macfarlane
Kaupapa / Purpose	<i>No-Blame</i> is for use by teachers in their classrooms and by <i>No-Blame</i> coordinators school wide as a means of facilitating a restorative and mana-enhancing approach to responding to the victims and perpetrators of bullying.
Whakapapa / History	The <i>No-Blame</i> approach to bullying originated in the mid to late 1990s in Aotearoa New Zealand, and was actively promoted by the New Zealand Police as an inclusive, restorative and non-punitive response to responding to bullying behaviours in schools. The approach to bullying seeks to identify how the victim is being affected by the bullying, and then uses a restorative support group comprising peers, colluders and perpetrators. By not blaming or punishing anyone, the group itself is encouraged to take responsibility for the problem and deal with it. An outline of the <i>No-Blame</i> approach follows.
Descriptor	<p>Schools must firstly acknowledge that bullying exists; this involves:</p> <ul style="list-style-type: none"> <li>• involving the whānau and community about a proactive approach to any bullying that occurs in the school</li> <li>• raising awareness</li> <li>• talking about it... "<i>We don't accept bullying here.</i>"; "<i>This is a safe place for everyone.</i>"</li> <li>• encouraging ākonga to report any bullying</li> <li>• being receptive to any reporting of bullying</li> <li>• remembering that the victim <i>cannot</i> deal with, or stop, the bullying behaviour: perpetrators must be supported to change <i>their</i> behaviours</li> <li>• engaging the silent majority – the bystanders and colluders</li> <li>• introducing staff and whānau to the Bully socio-graph (see diagram below)</li> <li>• appointing a <i>No-Blame</i> coordinator(s) in the school to manage the conferences: these leaders need to be culturally competent in tikanga Māori</li> </ul>

NB: ākonga is the Māori word for 'student' / 'students'



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- ♦ 'I could walk home with him / her'
- ♦ 'I could ask him / her to join in our game'
- ♦ 'If I see anyone name-calling or bullying him / her, I'll go and help, or get a teacher'
- ♦ Go over ALL suggestions again. Often the perpetrators may not offer anything, so ask them directly what they can do to help the situation. Affirm them for their suggestion and reiterate it (ie: "Awesome suggestion Mark – so you are going to make sure that no one says mean things – you are going to tell them to stop – that is fantastic – thank you.")
- ♦ Set up a brief "check-in meeting" for two days later, and another full follow-up conference for one week away, to monitor and review progress.
- ♦ Remind them all that this is confidential – no one else in the school knows that they are undercover – it is a treaty agreement!
- ♦ End the conference with a whakakapi (summary of everyone's actions) and closing mihimihi/karakia.
- ♦ Continue to support the victim.
- ♦ Send a follow-up letter home to ALL conference members' whānau to praise the positive contribution that their tamaiti has made to the school and community through attending this support group. (Just a brief photocopy note signed by you, to say how much you appreciated their child's contributions to a meeting to support the inclusion of another student.)

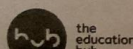
## Key indicators of Implementation

*No-Blame* should be used to determine the specific needs of students who are either victims or perpetrators of bullying, and require greater support to become more socially responsive and included. It is essential that teachers take a no-blame and restorative practice (whakamana) approach to responding to incidents of bullying. It is also important that areas of strength and potential are drawn on to guide pathways to success. *No-Blame* conferences ensure that perpetrators of bullying have an opportunity to change and become a proactive part of a solution. The conferences encourage ākonga to:

- respect people's feelings
- actively listen
- take turns speaking (to not interrupt others)
- be non-judgemental
- speak respectfully (to avoid name calling)
- actively contribute
- take others' perceptions and perspectives seriously
- to suggest proactive ways of solving problems

In order for *No-Blame* to work effectively, ākonga need opportunities to practice the skills of communication, listening and collective problem solving. In formal teaching time, the curriculum provides ongoing opportunities to include the practicing of social skills that are developmentally appropriate such as:

- listening
- being honest
- having empathy for others
- acknowledging / understanding different perspectives



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- seeking clarification
- supporting vulnerable classmates,
- focusing on positive behaviours
- praising good choice-making
- identifying skills from curriculum time that can utilised in solution finding.

#### Additional References

Macfarlane, A. (2007). *Discipline, democracy and diversity: Working with students with behaviour difficulties*. Wellington, NZ: NZCER Press.

Sample Informed Consent note for whānau:

Kia ora \_\_\_\_\_

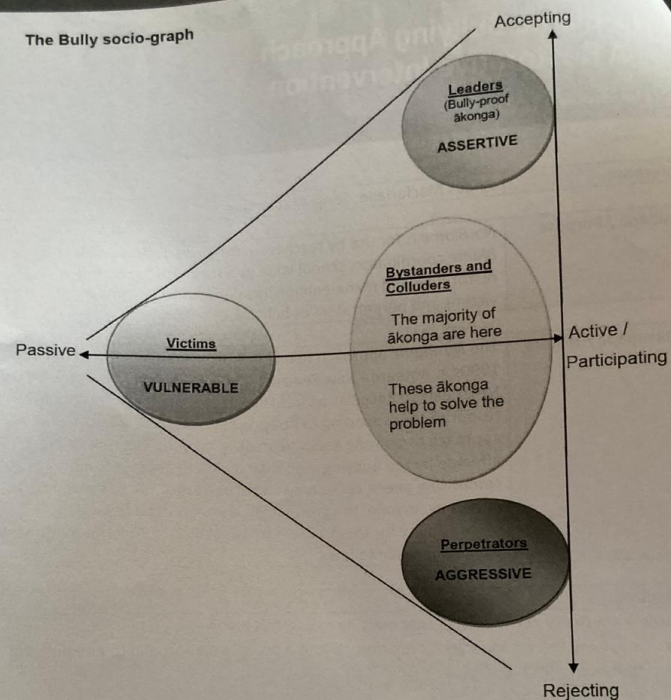
This note is to request your consent so that your son / daughter \_\_\_\_\_ can join a team of nominated leaders at \_\_\_\_\_ School. The team will be working collaboratively to ensure the inclusion of another student who needs support.

If you are happy for this to happen, please sign this form in the space below, and return to school.

Thank you in anticipation.

Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### The Bully socio-graph



#### Application

The No-Blame coordinator receives a report of bullying from a victim

##### STEP ONE

- ♦ Talk to the victim: provide empathy and support.
- ♦ Praise the victim for coming forward.
- ♦ Tell the victim that you will help to sort it out.
- ♦ Ask the victim to identify:

This becomes the  
CONFERENCE  
group

- ♦ the **Perpetrator(s)** – the one or two main ones
- ♦ the **Bystanders and Colluders** - two or three students with whom they are comfortable in their class; they may have been friends with these previously – they like these students
- ♦ the **Leaders** ('bully-proof' students) – two or three students whom they admire; they are role-model students; they may be in their class, or another class.

# Mindfulness





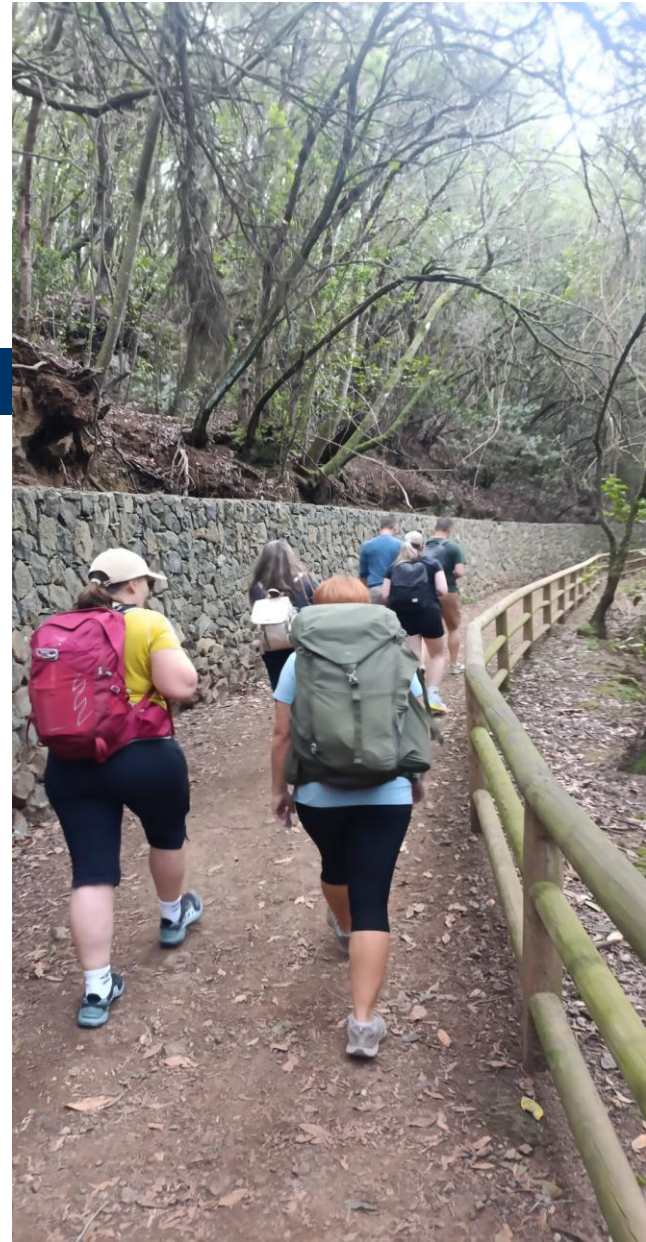














## A photograph of a courtyard in the Casa de la Torre in Salamanca, Spain. The courtyard features a tiled floor, a covered walkway with wooden columns, and a stone building with a large arched window in the background. A red circle highlights a small red object on the ground, and a green circle highlights a small green object on the ground.

**A po zaieciach- zwiedzanie wyspy -)**









