Timestamp	Consent to participation: By signing Age:	Gender:	Level of education	Nationality	Years of teaching expe
5/29/2024 11:23:38	Yes, I understand and accept.	63 female	degree	Italian	40
5/29/2024 11:43:38	Yes, I understand and accept.	62 male	degree	Italian	40
5/29/2024 11:46:27	Yes, I understand and accept.	36 male	degree	Italian	0
5/29/2024 11:48:10	Yes, I understand and accept.	55 female	degree	Italian	34
5/29/2024 11:59:03	Yes, I understand and accept.	55 female	degree	Italian	10
5/29/2024 12:00:12	Yes, I understand and accept.	61 female	PhD	Italian	27
5/29/2024 12:07:57	Yes, I understand and accept.	57 male	degree	Italian	28
5/29/2024 12:49:56	Yes, I understand and accept.	60 male	degree	Italian	20
5/29/2024 13:13:15	Yes, I understand and accept.	54 female	degree	Italian	26
5/29/2024 13:15:39	Yes, I understand and accept.	58 female	PhD	Italian	28
5/29/2024 13:24:11	Yes, I understand and accept.	61 female	master	Italian	30
5/29/2024 18:53:41	Yes, I understand and accept.	65 female	degree	Italian	36
5/29/2024 19:18:04	Yes, I understand and accept.	52 male	PhD	Italian	7
5/31/2024 7:12:45	Yes, I understand and accept.	42 female	PhD	Italian	8
5/31/2024 8:35:35	Yes, I understand and accept.	32 male	degree	Italian	1
5/31/2024 10:36:11	Yes, I understand and accept.	46 female	master	Italian	16
5/31/2024 10:38:12	Yes, I understand and accept.	49 female	degree	Italian	15
5/31/2024 12:55:25	Yes, I understand and accept.	45 female	PhD	Italian	13
5/31/2024 14:58:46	Yes, I understand and accept.	50 female	degree	Italian	10
5/31/2024 17:16:29	Yes, I understand and accept.	55 female	degree	Italian	20
6/3/2024 20:55:08	Yes, I understand and accept.	61 female	degree	Italian	40
6/4/2024 12:08:10	Yes, I understand and accept.	55 female	degree	Italian	12
6/10/2024 11:07:24	Yes, I understand and accept.	62 female	degree	Italian	35
6/17/2024 14:49:50	Yes, I understand and accept.	53 female	master	Italian	9
9/4/2024 10:18:43	Yes, I understand and accept.	50 male	PhD	Italian	17
9/4/2024 10:31:29	Yes, I understand and accept.	54 female	degree	Italian	20
9/4/2024 10:49:41	Yes, I understand and accept.	63 female	degree	Italian	29
9/4/2024 12:03:18	Yes, I understand and accept.	50 female	degree	Italian	25
9/4/2024 12:04:18	Yes, I understand and accept.	44 female	degree	Italian	15
9/4/2024 12:20:09	Yes, I understand and accept.	46 female	master	Italian	18
9/4/2024 13:35:40	Yes, I understand and accept.	49 female	degree	Italian	15

Timestamp	Concept to participation: By signing Age:	Gender:	Level of education	Nationality	Years of teaching expe
'	Consent to participation: By signing Age:			Nationality	• .
9/4/2024 14:31:54	Yes, I understand and accept.	65 female	degree	Italian	35
9/4/2024 17:58:58	Yes, I understand and accept.	56 female	degree	Italian	24
9/5/2024 10:13:05	Yes, I understand and accept.	60 female	degree	Italian	23
9/5/2024 10:21:17	Yes, I understand and accept.	48 female	degree	Italian	15
9/5/2024 11:56:50	Yes, I understand and accept.	49 female	degree	Italian	20
9/5/2024 14:20:35	Yes, I understand and accept.	43 male	secondary school	Italian	12
9/5/2024 14:49:50	Yes, I understand and accept.	55 female	degree	Italian	12
9/5/2024 18:39:34	Yes, I understand and accept.	41 female	degree	Italian	12
9/6/2024 11:08:39	Yes, I understand and accept.	52 female	degree	Italian	24
9/6/2024 17:24:56	Yes, I understand and accept.	53 female	degree	Italian	9
9/6/2024 17:29:45	Yes, I understand and accept.	47 male	PhD	Italian	16
9/6/2024 17:54:16	Yes, I understand and accept.	46 female	master	Italian	16
9/6/2024 18:59:51	Yes, I understand and accept.	50 male	secondary school	Italian	23
9/6/2024 22:43:30	Yes, I understand and accept.	56 female	degree	Italian	25
9/8/2024 15:55:54	Yes, I understand and accept.	58 female	degree	Italian	23
9/9/2024 0:20:57	Yes, I understand and accept.	48 female	degree	Italian	12
9/9/2024 17:24:58	Yes, I understand and accept.	57 male	degree	Italian	4
9/10/2024 15:27:16	Yes, I understand and accept.	50 female	degree	Italian	13
9/10/2024 16:42:32	Yes, I understand and accept.	47 male	degree	Italian	17
9/13/2024 0:34:26	Yes, I understand and accept.	62 male	degree	Italian	37

Teaching area:	Monthly household i	inc School environment	Grade of school in whi 1.He	ow often do you ot 2. How muc	h do you tł 3. How c	onfident do yo
Exercise and sports	sc middle	municipality (>100.00	0 2nd grade high school	4	4	4
Humanistic subjects	middle	municipality (<100.00	C 2nd grade high school	2	2	3
Electrical and Electro	on middle	municipality (<100.00	C 2nd grade high school	2	3	5
Math	above average	municipality (<100.00	C 2nd grade high school	3	5	4
Law and economics	middle	municipality (<100.00	C 2nd grade high school	2	2	2
Chemistry	middle	municipality (<100.00	C 2nd grade high school	4	4	4
Literature	middle	municipality (<100.00	C 2nd grade high school	5	4	4
Electrotechnology	middle	municipality (>100.00	0 2nd grade high school	4	3	4
Literature	middle	municipality (<100.00	C 2nd grade high school	2	3	4
Natural Sciences	middle	municipality (<100.00	C 2nd grade high school	2	3	4
Chemistry	middle	municipality up to 100	0 2nd grade high school	1	3	4
English language	middle	municipality (<100.00	C 2nd grade high school	1	1	1
Natural Sciences	low	municipality (<100.00	C 2nd grade high school	2	3	3
Informatica	middle	municipality up to 100	0 2nd grade high school	5	5	4
Technology and tech	ni middle	municipality (>100.00	0 2nd grade high school	2	5	3
Support teacher	middle	municipality (<100.00	C 2nd grade high school	2	5	3
Italian	low	municipality (<100.00	C 2nd grade high school	2	4	2
Mechanics, Technolo	og middle	municipality (<100.00	C 2nd grade high school	2	2	4
Natural Sciences, Ph	ny middle	municipality (<100.00	C 2nd grade high school	3	5	4
English language	middle	municipality up to 100	0 2nd grade high school	3	3	2
Computer Science	middle	municipality up to 100	0 2nd grade high school	2	2	1
English language	middle	municipality (<100.00	C 2nd grade high school	1	1	4
English language	middle	municipality (<100.00	C 2nd grade high school	5	3	3
Law	middle	municipality (<100.00	C 2nd grade high school	3	3	4
Literature	middle	municipality (<100.00	C 2nd grade high school	4	5	4
Law	middle	municipality (<100.00	C 2nd grade high school	4	4	4
Law	above average	municipality (<100.00	C 2nd grade high school	3	5	2
English language	middle	municipality up to 100	0 2nd grade high school	3	3	2
English language	middle	municipality (<100.00	C 2nd grade high school	3	3	3
Literature	middle	municipality (>100.00	0 2nd grade high school	2	5	4
Literature	middle	municipality (<100.00	C 2nd grade high school	1	1	3

Teaching area:	Monthly ho	usehold inc School environment Grade of school in whi 1.How ofte	en do you ot 2. How m	uch do you tł 3. How co	onfident do yo
English language	middle	municipality up to 1000 2nd grade high school	2	3	1
English language	middle	municipality (<100.000 2nd grade high school	4	4	3
Math	middle	municipality (<100.000 2nd grade high school	2	1	1
Math	low	municipality (<100.000 2nd grade high school	2	3	2
Math	middle	municipality (<100.000 2nd grade high school	2	2	2
Literature	middle	municipality (<100.000 2nd grade high school	3	3	4
Law	middle	municipality (<100.000 2nd grade high school	2	2	3
Literature	middle	municipality (<100.000 2nd grade high school	2	2	3
Literature	middle	municipality (<100.000 2nd grade high school	5	5	5
Support teacher	middle	municipality (>100.00 2nd grade high school	1	2	5
Support teacher	middle	municipality (<100.000 2nd grade high school	2	3	2
Support teacher	middle	municipality up to 1000 2nd grade high school	4	5	3
Support teacher	middle	municipality (<100.000 2nd grade high school	2	2	4
Support teacher	middle	municipality (<100.000 2nd grade high school	5	5	5
Support teacher	middle	municipality up to 1000 2nd grade high school	1	2	2
Computer Science	middle	municipality up to 1000 2nd grade high school	2	4	3
Support teacher	low	municipality up to 1000 2nd grade high school	1	1	3
English language	middle	municipality up to 1000 2nd grade high school	3	3	3
Support teacher	middle	municipality (<100.000 2nd grade high school	3	4	3
Exercise and sports	sc middle	municipality (<100.000 2nd grade high school	2	2	2

-				v effective do 8 Have you ever be	e 8.1. If yes, now satisfie
Not sure	Impatience and relu	cta Not sure	3	3 No	
Yes	Closure, irritability	Yes	4	4 Yes	4
Not sure		Yes	4	4 No	
Not sure		Not sure	2	2 Yes	3
No		Yes	2	3 No	
Yes	isolation, decline in	scl Yes	3	3 No	2
Yes	decline in school per	fo Yes	3	3 Yes	3
No		No	3	1 No	2
No		Yes	3	3 Yes	5
Not sure		Not sure	3	3 Not sure	
No		Yes	3	3 No	
Not sure		Yes	5	5 No	
Not sure		Not sure	3	3 No	
Yes	Taciturn. They isolate	e 1 Yes	1	1 No	
Not sure		Yes	3	3 No	
Yes	Closure to peer dialo	og Yes	3	3 Yes	4
Yes	Lack of self-esteem	Yes	2	2 Not sure	1
Not sure		Not sure	2	2 No	
Not sure		Yes	4	4 Yes	4
No		Not sure	1	1 No	
Not sure		Not sure	2	2 No	
Not sure		No	3	3 No	
Yes	isolation, introversion	n (Not sure	3	3 No	
Yes	Absences, sudden d	let No	3	2 No	
Yes	Closing attitude, irrita	ab Yes	2	2 Yes	4
Yes	Lack of self-confider	nce Yes	3	3 Yes	4
Not sure		Yes	3	3 No	
Yes	Emotional closure, d	lec No	2	2 Yes	3
Yes	Closure and strong s	sh Not sure	5	2 No	
Not sure		Yes	3	3 Yes	3
No		Yes	2	2 Yes	2

4. Have you observed	If yes, describe these	5. 1. Are you familiar \ 6. 2. How effective	do 7 How effective	do 8 Have you ever beε 8.1. If yes, how sati	sfi€
Yes	Isolation	No	3	3 No	
Not sure		Yes	3	3 No	
No		Yes	2	2 Yes	3
No		No	2	2 No	
Not sure		Yes	3	3 No	
Not sure		Yes	3	3 No	
Not sure		Yes	3	3 Yes	3
No		Yes	3	3 Yes	4
Yes	Loneliness, muteness,	Yes	4	4 Yes	3
No		Yes	5	5 No	
Not sure		Yes	2	2 Yes	4
Yes	Insecurity, irritability, cl	Yes	3	3 Yes	4
No		Yes	4	4 Yes	5
Yes	Anxiety	Not sure	2	2 Yes	1
Not sure		Yes	3	3 No	
Yes	Silence, little participat	Yes	3	3 Yes	3
No		Yes	3	3 No	
Yes	Closure	Yes	4	3 Yes	3
Yes	Closed attitude toward	Not sure	3	3 Yes	3
Yes	Greater closeness tow	Not sure	2	2 Yes	3

4 3 Prominent help and support Low confidence on the part of victims Yes 5 Close observation, cor Presence, assistance, Underestimation protegory 4 3 Seek to create an envil try to be their confidal Low confidence on the part of victims Yes 3 Active Psychological support Poor sense of co-responsibility among i No 5 Active Psychological support Poor sense of co-responsibility among i No 6 3 Active Psychological support Poor sense of co-responsibility among i No 7 Yes 5 Active in managing Dialogo con lo student Families of builies do not cooperate Yes 6 5 Active in managing Dialogo con lo student Families of builies do not cooperate Yes 7 Primary Etaching mindset No 8 1 Talking to kids and get Involving pupils and fa Students are often reticent to report No 8 4 Create a collaborative There is a psychologis Sometimes builied pupils do not Yes 9 Primary Psychological support you try to deal with them Yes 9 Primary Psychological support you try to deal with them Yes 9 Primary Psychological support you try to deal with them Yes 9 Substance of the victim No 9 We should be sentinel In the classroom show No 9 Leadership role Constructive dialogue No problem No 9 Deposition of Several Primough dialogue I was able to cope with bullying inciden No 9 Trimough dialogue I was able to cope with bullying inciden No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem inte No problem No 9 Timely intervention active self-esteem intended to report Yes 9 Deing close to them, ii The biggest challenge is definitely getti Yes 1 Timely intervention active self-esteem intended to the part of the problem, failure of c Yes 1 Active Being close to them, ii The biggest challenge is definitely getti	9. How comfortable an 10	Have you active 11.In yo	our opinion, wha	12. How do you currer	What challenges/problems/hurdles, if a	14. Have you participa
3 Seek to create an envi I try to be their confidance on the part of victims 3 Active Psychological support Poor sense of cor-esponsibility among No 5 3 Active Ilistening 5 3 Maximum attention to Ilistening and interview denial of the victims of such incidents 6 4 3 Maximum attention to Ilistening and interview denial of the victims of such incidents 7 Yes 7 Active in managing Dialogo con lo student Families of bullies do not cooperate Yes 8 2 Primary teaching mindset No 8 Talking to kids and get Involving pupils and fa Students are often reticent to report No 8 4 Create a collaborative There is a psychologic Sometimes bullied pupils do not Yes 9 Yes 9 Firmary Psychological support you try to deal with them Yes 9 Firmary Psychological	4	3 Promine	ent	help and support	Low confidence on the part of victims	Yes
3 Active Psychological support Poor sense of co-responsibility among No 5 Active listening silence from students Yes 4 3 Maximum attention to listening and interview denial of the victims of such incidents Yes 5 5 Active in managing Dialogo con lo student Families of bullies do not cooperate Yes 2 2 Primary teaching mindset No 5 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 6 4 Create a collaborative There is a psychologis Sometimes bullied pupils do not Yes 7 Yes 8 3 Fundamental through In addition to listening No problem Yes 8 5 Primary Psychological support you try to deal with them Yes 9 3 3 Talk about it in full free listening the silence of the victim No 9 4 5 We should be sentined in the classroom show No 9 5 2 Leadership role Constructive dialogue No problem No 9 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 9 5 5 Key role Through dialogue I was able to cope with bullying incident No 9 5 7 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 9 6 7 Role of identifying and With closeness and er Any bullying incidents are shared amon No 9 8 8 1 Role of identifying and With closeness and er Any bullying incidents are shared amon No 9 9 1 Role of identifying and With closeness and er Any bullying incidents are shared amon No 9 1 Role of identifying and With closeness and er Any bullying incidents are shared amon No 9 1 Role of identifying and With closeness and er Any bullying incidents are shared amon No 9 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 9 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 9 2 Active Being close to them, Ii The biggest challenge is definitely getti Yes 9 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 9 4 Educators and promot Classroom discussion Minimization of the problem, failure of c Yes 9 5 Attention Listening and wher	5	5 Close o	bservation, cor	Presence, assistance,	Underestimation problem	Yes
3 Active listening silence from students Yes 4 3 Maximum attention to listening and interview denial of the victims of such incidents Yes 5 5 Active in managing Dialogo con lo student Families of bullies do not cooperate Yes 2 Primary teaching mindset No 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 6 Talking to kids and get Involving pupils and fa Students are often reticent to report No 6 Talking to kids and get Involving pupils and fa Students are often reticent to report Yes 6 Talking to kids and get Involving pupils and fa Students are often reticent to report Yes 6 Talking to kids and get Involving pupils and fa Students are often reticent to report Yes 7 Talk about it in full free listening the silence of the victim No 8 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening the silence of the victim No 9 Talk about it in full free listening and Visten free silence of the victim No 9 Talk about it in full free listening no silence of the victim No 9 Talk about it in full free listening and Visten free silence of the reticent to report Yes 9 Talk about it in full free listening and Visten free free free free free free free fr	4	3 Seek to	create an envi	I try to be their confida	Low confidence on the part of victims	Yes
4 3 Maximum attention to listening and interview denial of the victims of such incidents Yes 5 5 Active in managing Dialogo con lo student Families of bullies do not cooperate Yes 2 2 Primary teaching mindset No 5 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 5 4 Create a collaborative There is a psychologis Sometimes bullied pupils do not Yes 4 3 Fundamental through In addition to listening No problem Yes 5 5 Primary Psychological support you try to deal with them Yes 6 5 Primary Psychological support you try to deal with them Yes 8 3 3 Talk about it in full free listening the silence of the victim No 8 4 5 We should be sentinel In the classroom show No 8 5 2 Leadership role Constructive dialogue No problem No 8 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 8 5 5 Key role Through dialogue I was able to cope with bullying incident No 8 5 2 Timely intervention active self-esteem inte No problem No 8 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amor No 8 5 3 Fundamental, but we relecoming them, urgir the misinformation and low cultural leve Yes 9 5 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 9 6 2 Active Being close to them, Ii The biggest challenge is definitely getti Yes 9 6 4 Educators and promot Classroom discussion Minimization of the problem, failure of c Yes 9 6 5 Attention Listening Listening and where p Passive attitude on the part of other puj Yes 9 6 5 Attention Listening Listening and where p Passive attitude on the part of other puj Yes 9 7 6 5 Active Dialogue Non-recognition of bullying actions No	3	3 Active		Psychological support	Poor sense of co-responsibility among	No
5 Active in managing Dialogo con lo student Families of bullies do not cooperate Yes 2 Primary teaching mindset No 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 6 Create a collaborative There is a psychologics Sometimes bullied pupils do not Yes 7 Fundamental through In addition to listening No problem Yes 7 Fundamental through In addition to listening No problem Yes 7 Fundamental through In addition to listening No problem Yes 8 Fundamental through In addition to listening No problem Yes 9 Fundamental through In the classroom show No 1 Fundamental In the classroom show No 1 Eaddership role Constructive dialogue No problem No 1 Eaddership role Constructive dialogue No problem No 1 Fundamental Seky role Through dialogue I was able to cope with bullying inciden No 1 Fundamental, but we is welcoming them, urgin the misinformation and low cultural leve Yes 1 Fundamental, but we is welcoming them, urgin the misinformation and low cultural leve Yes 1 Active Being close to them, Ii The biggest challenge is definitely getti Yes 1 Fundamental role of st We try to be close to ti Omertà by students, complicity by pare Yes 1 Fundamental role of st We try to be close to ti Omertà by students, complicity by pare Yes 1 Attention Allistening Listening and where p Passive attitude on the part of ther pupil Yes 1 Active Dialogue Non-recognition of bullying actions No 2 Active Dialogue Non-recognition of bullying actions No 3 Detecting the problem Listening, active proter Lack of communication, shame in talkin No 3 Careful observation of Presence of dedicated Don't know Yes	5	3 Active		listening	silence from students	Yes
2 Primary teaching mindset No 5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 6 Talking to kids and get Involving pupils and fa Students are often reticent to report No 7 A Create a collaborative There is a psychologis Sometimes bullied pupils do not Yes 8 Talking to kids and get Involving pupils so not Yes 9 A Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimary Psychological support you try to deal with them Yes 9 Trimely intervention Proposed in Yes 9 Trimely intervention Psychological support you try to deal with them Yes 9 Trimely intervention Psychological support you try to deal with them Yes 9 Trimely intervention Psychological support you try to deal with them Yes 9 Trimely intervention Psychological support you try to deal with them Yes 9 Trimely intervention Psychological support Psyc	4	3 Maximu	ım attention to	listening and interview	denial of the victims of such incidents	Yes
5 Talking to kids and get Involving pupils and fa Students are often reticent to report No 5 4 Create a collaborative There is a psychologis Sometimes bullied pupils do not Yes 4 3 Fundamental through In addition to listening No problem Yes 5 5 Primary Psychological support you try to deal with them Yes 3 3 Talk about it in full free listening the silence of the victim No 4 5 We should be sentinel In the classroom show No 5 2 Leadership role Constructive dialogue No problem No 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 5 6 5 Key role Through dialogue I was able to cope with bullying incident No 6 2 Timely intervention active self-esteem inte No problem No 6 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 6 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 6 3 Fundamental, but we ε welcoming them, urgin the misinformation and low cultural leve Yes 6 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 6 2 Active Being close to them, Ii The biggest challenge is definitely gettii Yes 6 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 6 4 Educators and promot Classroom discussion. Minimization of the problem, failure of c Yes 6 5 Attention Listening and where p Passive attitude on the part of other puj Yes 7 5 Attention Listening Passive attitude on the part of ther pujl Yes 8 5 Active Dialogue Non-recognition of bullying actions No 9 6 Active Dialogue Non-recognition of bullying actions No	5	5 Active i	n managing	Dialogo con lo student	Families of bullies do not cooperate	Yes
4 Create a collaborative There is a psychologis Sometimes bullied pupils do not Yes 4 3 Fundamental through In addition to listening No problem Yes 5 5 Primary Psychological support you try to deal with them Yes 3 3 Talk about it in full free listening the silence of the victim No 4 5 We should be sentinel In the classroom show No 5 Leadership role Constructive dialogue No problem No 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 6 Key role Through dialogue I was able to cope with bullying inciden No 7 active self-esteem inte No problem No 8 Role of identifying and With closeness and er Any bullying incidents are shared amon No 8 Fundamental, but we & welcoming them, urgir the misinformation and low cultural leve Yes 9 They should be able to Personal initiatives (I t Students are often reticent to report Yes 9 Active Being close to them, Ii The biggest challenge is definitely gettii Yes 9 Additional and counse Through lectures aime silence, fear of retaliation, lack of coope No 9 Attention and listening Listening and where p Passive attitude on the part of other puj Yes 9 Attention Listening Passive attitude on the part of the pupil Yes 1 Active Dialogue Non-recognition of bullying actions No 1 Active Dialogue Non-recognition of bullying actions No 1 Active Dialogue Non-recognition of bullying actions No	2	2 Primary	<i>'</i>	teaching	mindset	No
4 3 Fundamental through In addition to listening No problem Yes 5 5 Primary Psychological support you try to deal with them Yes 3 3 Talk about it in full free listening the silence of the victim No 4 5 We should be sentinel In the classroom show No 5 2 Leadership role Constructive dialogue No problem No 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 5 Key role Through dialogue I was able to cope with bullying inciden! No 5 2 Timely intervention active self-esteem inte No problem No 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 5 3 Fundamental, but we & welcoming them, urgin the misinformation and low cultural leve Yes 5 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 5 2 Active Being close to them, Ii The biggest challenge is definitely gettii Yes 4 3 Monitoring and counst Through lectures aime silence, fear of retaliation, lack of coope No 4 Educators and promot Classroom discussion. Minimization of the problem, failure of c Yes 5 Attention and listening Listening and where p Passive attitude on the part of other puty Yes 5 Attention Listening Passive attitude on the part of the pupil Yes 6 Active Dialogue Non-recognition of bullying actions No 7 Active Dialogue Non-recognition of bullying actions No	5					No
5 Primary Psychological support you try to deal with them Yes 3 3 Talk about it in full free listening the silence of the victim No 4 5 We should be sentinel In the classroom show No 5 2 Leadership role Constructive dialogue No problem No 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 5 5 Key role Through dialogue I was able to cope with bullying inciden: No 5 2 Timely intervention active self-esteem inte No problem No 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 5 3 Fundamental, but we ε welcoming them, urgin the misinformation and low cultural leve Yes 5 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 5 2 Active Being close to them, Ii The biggest challenge is definitely gettil Yes 4 3 Monitoring and counsε Through lectures aime silence, fear of retaliation, lack of coopε No 4 Educators and promot Classroom discussion. Minimization of the problem, failure of c Yes 4 4 Fundamental role of st We try to be close to tl Omertâ by students, complicity by pare Yes 5 5 Attention Listening Passive attitude on the part of other puj Yes 5 5 Attention Listening Passive attitude on the part of the pupil Yes 6 5 Active Dialogue Non-recognition of bullying actions No 7 Careful observation of Presence of dedicated Don't know Yes	5	4 Create	a collaborative	There is a psychologis	Sometimes bullied pupils do not	Yes
3 Talk about it in full free listening the silence of the victim No 4 5 We should be sentine! In the classroom show No 5 2 Leadership role Constructive dialogue No problem No 5 5 Promoters of dialogue Seeking strengths, cor Students are often reticent to report Yes 5 5 Key role Through dialogue I was able to cope with bullying incident No 5 2 Timely intervention active self-esteem inte No problem No 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 5 3 Fundamental, but we ε welcoming them, urgin the misinformation and low cultural leve Yes 5 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 5 2 Active Being close to them, Ii The biggest challenge is definitely gettin Yes 4 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 4 Educators and promot Classroom discussion, Minimization of the problem, failure of c Yes 4 Fundamental role of si We try to be close to t Omertà by students, complicity by pare Yes 5 Attention Listening Passive attitude on the part of other puj Yes 5 Attention Listening Passive attitude on the part of the pupil Yes 6 Active Dialogue Non-recognition of bullying actions No 7 Acareful observation of Presence of dedicated Don't know Yes	4	3 Fundan	nental through	In addition to listening	No problem	Yes
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5 Key role Through dialogue I was able to cope with bullying incident No 5 2 Timely intervention active self-esteem inte No problem No 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 5 3 Fundamental, but we a welcoming them, urgin the misinformation and low cultural leve Yes 5 2 They should be able to Personal initiatives (I t Students are often reticent to report Yes 6 2 Active Being close to them, Ii The biggest challenge is definitely gettii Yes 6 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 6 4 Educators and promot Classroom discussion. Minimization of the problem, failure of c Yes 6 4 Fundamental role of st We try to be close to tl Omertà by students, complicity by pare Yes 6 5 Attention and listening Listening and where p Passive attitude on the part of other pul Yes 6 5 Attention Listening Passive attitude on the part of the pupil Yes 7 3 Detecting the problem Listening, active proter Lack of communication, shame in talkin No 7 5 Active Dialogue Non-recognition of bullying actions No 8 6 Careful observation of Presence of dedicated Don't know Yes	5	2 Leaders	ship role	Constructive dialogue	No problem	No
5 2 Timely intervention active self-esteem inte No problem No 5 3 Role of identifying and With closeness and er Any bullying incidents are shared amon No 5 3 Fundamental, but we ε welcoming them, urgin the misinformation and low cultural levε Yes 5 2 They should be able to Personal initiatives (I to Students are often reticent to report Yes 5 2 Active Being close to them, lie The biggest challenge is definitely gettin Yes 4 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 4 4 Educators and promot Classroom discussion. Minimization of the problem, failure of composition of Yes 4 4 Fundamental role of silver to be close to them to Omertà by students, complicity by pare Yes 5 5 Attention and listening Listening and where popular Passive attitude on the part of other pure Yes 5 5 Attention Listening Passive attitude on the part of the pupil Yes 6 3 Detecting the problem Listening, active protein Lack of communication, shame in talkin No 6 5 Active Dialogue Non-recognition of bullying actions No 7 Yes	5	5 Promot	ers of dialogue	Seeking strengths, cor	Students are often reticent to report	Yes
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5 3 Fundamental, but we a welcoming them, urgin the misinformation and low cultural leve Yes 5 2 They should be able to Personal initiatives (I to Students are often reticent to report of Yes 5 2 Active Being close to them, lie The biggest challenge is definitely gettin Yes 4 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 4 4 Educators and promot Classroom discussion, Minimization of the problem, failure of coyes 6 4 4 Fundamental role of silvery to be close to the Omertà by students, complicity by pare Yes 7 5 5 Attention and listening Listening and where poperasive attitude on the part of other purency Yes 8 5 5 Attention Listening Passive attitude on the part of the pupil Yes 9 6 7 5 Active Dialogue Non-recognition of bullying actions No 9 7 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	5	2 Timely	intervention	active self-esteem inte	No problem	No
5 2 They should be able to Personal initiatives (I ti Students are often reticent to report Yes 5 2 Active Being close to them, Ii: The biggest challenge is definitely gettii Yes 4 3 Monitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No 4 4 Educators and promot Classroom discussion. Minimization of the problem, failure of c Yes 4 Fundamental role of si We try to be close to ti Omertà by students, complicity by pare Yes 5 5 Attention and listening Listening and where p Passive attitude on the part of other pu _i Yes 5 5 Attention Listening Passive attitude on the part of the pupil Yes 6 3 Detecting the problem Listening, active proteic Lack of communication, shame in talkin No 6 5 Active Dialogue Non-recognition of bullying actions No 7 Careful observation of Presence of dedicated Don't know Yes	5	3 Role of	identifying and	With closeness and er	Any bullying incidents are shared amon	No
Being close to them, li The biggest challenge is definitely gettii Yes A Somitoring and counse Through lectures aime silence, fear of retaliation, lack of coope No Educators and promot Classroom discussion, Minimization of the problem, failure of c Yes Fundamental role of st We try to be close to the Omertà by students, complicity by pare Yes Attention and listening Listening and where p Passive attitude on the part of other pul Yes Attention Listening Passive attitude on the part of the pupil Yes Attention Listening, active protectack of communication, shame in talkin No Active Dialogue Non-recognition of bullying actions No Careful observation of Presence of dedicated Don't know Yes	5	3 Fundan	nental, but we a	welcoming them, urgin	the misinformation and low cultural leve	Yes
3 Monitoring and counsε Through lectures aime silence, fear of retaliation, lack of coopε No 4 Educators and promot Classroom discussion, Minimization of the problem, failure of c Yes 4 Fundamental role of sι We try to be close to the Omertà by students, complicity by pare Yes 5 Attention and listening Listening and where p Passive attitude on the part of other pul Yes 5 Attention Listening Passive attitude on the part of the pupil Yes 3 Detecting the problem Listening, active proteι Lack of communication, shame in talkin No 5 Active Dialogue Non-recognition of bullying actions No 4 3 Careful observation of Presence of dedicated Don't know Yes	5	2 They sh	nould be able to	Personal initiatives (I t	Students are often reticent to report	Yes
4 Educators and promot Classroom discussion, Minimization of the problem, failure of c Yes 4 Fundamental role of si We try to be close to the Omertà by students, complicity by pare Yes 5 Attention and listening Listening and where pi Passive attitude on the part of other pul Yes 5 Attention Listening Passive attitude on the part of the pupil Yes 3 Detecting the problem Listening, active protein Lack of communication, shame in talkin No 5 Active Dialogue Non-recognition of bullying actions No 4 3 Careful observation of Presence of dedicated Don't know Yes	5	2 Active		Being close to them, li	The biggest challenge is definitely getting	Yes
4 Fundamental role of si We try to be close to the Omertà by students, complicity by pare Yes 5 Attention and listening Listening and where pi Passive attitude on the part of other pul Yes 5 Attention Listening Passive attitude on the part of the pupil Yes 3 Detecting the problem Listening, active protein Lack of communication, shame in talkin No 5 Active Dialogue Non-recognition of bullying actions No 4 Careful observation of Presence of dedicated Don't know Yes	4	3 Monitor	ing and counse	Through lectures aime	silence, fear of retaliation, lack of coope	No
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5 Attention Listening Passive attitude on the part of the pupil Yes 3 Detecting the problem Listening, active proter Lack of communication, shame in talkin No 5 Active Dialogue Non-recognition of bullying actions No 4 Careful observation of Presence of dedicated Don't know Yes	4	4 Fundan	nental role of su	We try to be close to the	Omertà by students, complicity by pare	Yes
3 Detecting the problem Listening, active proter Lack of communication, shame in talkin No 5 Active Dialogue Non-recognition of bullying actions No 4 3 Careful observation of Presence of dedicated Don't know Yes	5	5 Attentio	n and listening	Listening and where p	Passive attitude on the part of other pul	Yes
5 Active Dialogue Non-recognition of bullying actions No 4 3 Careful observation of Presence of dedicated Don't know Yes	5	5 Attentio	n	Listening	Passive attitude on the part of the pupil	Yes
4 3 Careful observation of Presence of dedicated Don't know Yes	3	3 Detection	ng the problem	Listening, active protection	Lack of communication, shame in talking	No
	5	5 Active		Dialogue	Non-recognition of bullying actions	No
5 5 Functional Talking about it Indifference Not sure	4	3 Careful	observation of	Presence of dedicated	Don't know	Yes
	5	5 Functio	nal	Talking about it	Indifference	Not sure

9. How comfortable ar 10	Have you active 11.In your opinion, wh	าง 12. How do you currer	What challenges/problems/hurdles, if a	14. Have you participa
4	1 Protective and surveil	Getting the bully to wo	No problem	Yes
5	4 Talk a lot with pupils,	v We prepare to listen a	Family, social discomfort; pupils and far	Yes
3	2 The teacher must be	v With psychological inte	Not all teachers are attentive to such pr	No
4	3 Mediator	Psychological help	There are none	No
3	1 Role of informing and	With psychological sup	Omertà	No
4	5 key role	With dialogue and spe	The greatest educational challenge is to	Yes
4	3 Attention	Listening	Indifference and ignorance	Yes
4	4 A leading role based of	o Through active listenin	Lack of a common vision and shared in	Yes
4	5 Dialogue, mediation b	a Talking to them, contin	Targeted lessons that stimulate reflection	No
5	5 Give information	With listening and psy	No	Yes
5	5 Careful observers of t	t Dialogue and collabora	No	Yes
5	4 They must be confida	r With dialogue and psy	Ingrained prejudice, closed mindsets	Yes
5	3 Inform, supervise and	With educational activi	An obstacle could be not giving the righ	Yes
5	5 Fundamental	Psychological support	Omertà	Yes
3	3 Collaborative	Do not isolate them	No	Not sure
3	4 Supervise and discus	s Pay particular attention	Little cooperation from parents.	Yes
3	3 attentive observers	dialogue	Difficulty in talking about it	No
5	5 Presenting the proble	r Finding the way out of	Class omertà	Yes
3	3 Teachers should play	i With dialogue and psy	The main obstacles in dealing with bully	Yes
3	3 Role of reference and	Conveying confidence	Tendency of pupils to downplay such pl	Yes

.1 If yes, how many 15. Would y	ou be inter 16. What specific topic 17. What additional re: 18. How do you think : Q1. Bullying in	schools Q2. Bullying occurs wh
2	3 psychological support psychological support Training course True	True
3	2 discomfort analysis Psychological and Curating training and € True	True
1	4 Bullying and cyberbull Techniques for detectil I think the administratic True	True
	3 Tools for teachers psychological support Training course True	True
1	3 Problem management Training course Exemplary sanctions False	True
2	4 Case management an Continuous presence Promoting the sharing True	True
1	3 How to have an effecti Appropriate training Reducing the number True	True
	2 Bullying Information Information True	True
	3 Cyberbullying Increased family involv Increased support True	True
2	3 Managing emotions ar Workshop-organized a Through the presence True	True
1	3 How to relate to the bt Not sure Training course True	True
4	1 Workshops (Emotions meetings with experts Training course True	True
	5 Problem management psychological support With much presence True	True
	5 Attuando provvedimen True	True
	1 Not sure Training course Training course True	True
3	4 Emotional consequent Psychologist, viewing Organization of period True	True
	5 Train teachers in the n Constructive discussio Helping children through True	True
	3 Cyberbullying Not sure Not sure True	True
	5 Cyberbullying, how to Questionnaires Information and trainin True	True
3	5 The protocol to be adc Involvement of profess Finding funds to involv True	True
1	2 Advice on how to reco The establishment of r Offering them the supr False	True
1	5 The consequences the Psychological and lega Organizing information True	True
	5 Adolescence and the opsychological support. In activating courses o True	True
3	5 Development of schoo Listening group, exper Developing protocols f True	False
3	5 Identification of pheno Psychologist Appointing a bullying r True	True
1	5 Recognition of bullying The presence of a liste Through teacher traini True	True
1	3 Psychological and lega Listening Desk Through training cours True	True
	5 'How to identify cases Experts, psychologists By providing support a True	True
	5 Activities to be carried Counsellors Coaching by expert fig True	True
5	2 How to deal with the p Don't know Referral to specific figual True	True
	3 Workshops and simula Civil service activities Psychologist and psyc True	True

14.1 If yes, how many 15. Would you be inte	er 16. What specific topic	17. What additional res	18. How do you think s	Q1. Bullying in schools	Q2. Bullying occurs wh
4 5	Anger and dissatisfact	Training initiatives	By investing in training	True	True
3 5	Designing actions aim	Support/advice from p	Encouraging the training	True	True
2	2 Handling bullying case	Talking to experts for a	Psychological support	True	True
2	2 Bullies' behaviour	Don't know	Don't know	True	True
3	Not interested	Don't know	With greater vigilance	True	True
3 4	How to turn the bully	Training courses with	the problem is not eas	True	True
1 3	3 Cyber bullying	Training	Training courses	True	True
1 4	Legality and psycholoզ	More cooperation and	Through more effective	True	True
5	Strategies to counter t	Interactive courses wit	Dialogue with profession	True	True
3 2	Proposals and materia	Computer support	By informing	True	True
2 4	Cyberbullying	Expert	By issuing clear guidel	False	True
3 5	Prevention of bullying	Practical guidelines	Regular meetings to de	True	True
2 4	Aspects related to the	Books, multimedia ma	Organising seminars a	True	False
1 1	Prevention and counte	Psychologist	Presence of security o	True	True
4	Defence systems for w	Don't know	Don't know	True	True
1 2	? I don't know	Video surveillance out	X	True	True
3	B How to deal with bullie	psychologists	Courses for teachers a	True	False
3 5	cyberbullying	Experienced people to	Greater school/family	True	True
1 5	How to deal with the p	Counselling by psycho	With the collaboration/	True	True
1 4	Psychological approac	Presence of experts in	Fostering more continu	True	True

Q3. Research indic	cate Q4. Bullied boys ne	ve৷ Q5 Unfair and inte	ent Q6. Bullying genera	lly Q7. Those who witr	ne: Q8. Teacher influer	nce Q9. Boys tend to bully
True	True	True	False	False	False	False
True	False	True	True	False	True	False
True	True	True	False	True	True	True
True	False	True	False	False	False	False
True	True	True	True	False	True	False
True	True	True	False	False	False	False
False	True	True	False	False	False	False
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True	False	True	False	False	False	True
True	True	True	True	False	True	False
True	True	True	True	False	False	False
True	False	False	True	False	False	True
True	True	True	True	False	False	True
True	True	True	False	False	False	False
True	False	True	False	False	True	True

Q3. Research indicate Q4. Bullied boys never Q5. . Unfair and intent Q6. Bullying generally Q7. Those who witnes Q8. Teacher influence Q9. Boys tend to bully True True True True True True True True False False True True True True False False False False True True True False True False False False True True False False True True False False True True False True False False True False False False True True True False True True False False False True True False False False True True True True False False True True True True True True True False False False False True False True False False False True False True False False True True False True True True False False True False True False False True True True True False True True True True True False False True False False True True False True False False True True False True True False True True False False True False False False True True False True True True

Q10. Victimizat	ion (bei Q11. The prev	ralence c Q12. Bullying ς	generall Q13. Children	with hig Q14 Nowad	lays, mos Q15.Those wh	no are cy Q16. Kids must be tau
False	False	False	False	True	False	False
False	True	False	False	True	True	False
False	False	True	True	True	False	False
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False	True	False	True	False	True	False
False	True	False	False	True	False	False
True	True	False	True	True	False	False
True	True	False	False	False	False	False

Q10. Victimization (bei Q11. The prevalence c Q12. Bullying generall Q13. Children with hig Q14. . Nowadays, mos Q15. Those who are cy Q16. Kids must be tau False True True False True False False False False False True False True True True False False True False True True False False False False False True True False True False False False True False False False False True False True False False False False False False True False False True True True False False False True True False False False False False True False False False False True False False False False False True True False False False False False False True True False False True False False True False False False False True False True False False False False False True False False False False False False False False True True True True False False False True False True

Q17. Bullying has som Q18. Children identifie Q19. Students tend to Q20.Chi è fautore di a Q21. Bullying is a crim Q22. Schools have no Q23. Insecure attachm True False False False True False False False False False False True True True True True False **False** True False False False False False True False True False True False False True False False False False False False True False True False True False False True True **False** True True True True True True True True True False False True False False True True False False True False True True False False True True False False True True False False **False** True True False True False False True True False False False False True **False** False False False True False True True True False True False False False False True True True False False True False True True True True False True False False True True True False False True False False False True False False True True False False True False False **False** True False False False True False False False True **False** True False False False True False False True False False True True False False True False False True True False False True False True False True True True True False True True True False True True False False True True False False True False False True True **False** False True False False True True False False True False False True True False False

Q17. Bullying has som Q18. Children identifie Q19. Students tend to Q20.Chi è fautore di a Q21. Bullying is a crim Q22. Schools have no Q23. Insecure attachm True True False False True False False False False True False True True True False False False False True True True True False False False False True **False** False True False True True True False True False False True False False True True False True True False False True False False True True True True True True False True True True False True True False True True False False False True False True False False **False** True True False False False True True True True False False True True True False True False False False True True True

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True

Q24. Could it be	arguε Q25 Overprote	ection by Q26. Parents	of bullie Q27. Homop	ohobia is ¿ Q28. Classroo	m mana Q29. Victims o	of bullyir Q30. Peer advocates a
False	False	False	True	False	True	True
False	False	False	True	False	True	False
False	False	False	True	False	True	True
False	True	False	True	False	True	True
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False	True	False	True	True	False	False
False	False	False	True	False	False	True
False	False	False	True	False	True	True
False	False	False	True	False	False	False
False	False	False	True	False	False	False
False	True	False	True	False	True	True
False	False	False	True	False	True	True
False	False	False	True	True	True	False
False	False	True	True	False	True	False

Q24. Could it be argue Q25 Overprotection by Q26. Parents of bullie Q27. Homophobia is a Q28. Classroom mana Q29. Victims of bullyir Q30. Peer advocates a

False	False	False	False	False	True	True
False	False	False	True	True	True	True
False	True	False	False	False	False	False
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False	True	False	True	False	True	True
False	False	False	True	True	False	True
False	False	False	True	False	True	True
False	False	False	True	True	True	True
False	True	False	True	True	True	True
False	False	False	True	False	True	True
False	True	False	True	False	True	True
False	False	False	True	False	False	True
False	True	False	True	False	True	True
False	False	False	True	False	True	True
False	False	False	False	False	True	False
False	False	False	True	True	True	True
False	True	False	True	False	False	True
False	True	False	True	False	True	True

Q31. The most effectiv Q32. Bullies no longer Q33. According to teat Q34. Restorative pract Q35. The Support Gro Q36. Positive behavior Q37. The Shared Inter False False True False True True False False False False False False False False False True True True True True False False False True True False **False** True True False False True False True False False False True True False True True False False False False False **False False** True True True True True True True True False True True True False True False True True **False** False True False False True True True False True False False True False True True True True False False True True True True True False False False **False** True True True True False True **False** True True False False False False True True False True False True True False **False** True True True False True True True True True False False True True True True True False False False False True True False False False True False True True True False True False False False **False** True False True False True True True False False True False True True True False True False True False True True False False True True True True False True False False False True True True False False False False False True True False False False False **False** False True False True False False False False True False False False True False False False False

Q31. The most effectiv Q32. Bullies no longer Q33. According to teat Q34. Restorative pract Q35. The Support Gro Q36. Positive behavior Q37. The Shared Inter

False	False	True	False	False	True	False
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False	False	True	False	False	True	False
True	False	True	True	True	True	False
False	False	False	True	True	True	True
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True	True	True	True	True	True	False
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False	True	True	True	True	True	False
False	False	True	True	True	True	False
False	False	False	True	True	True	True
False	False	True	True	True	True	True
False	False	True	True	False	True	False
False	True	False	False	True	True	False
False	False	True	False	False	False	False
False	True	True	True	False	True	False
True	False	True	False	True	False	True

Q38. For medi	ation to Q39. Social sl	kills train Q40. It is widely b	peliev Bullying increases pup 2. Bullying h	nelps build 3. Bullyir	ng is not a nat⊦4. Bullying	g helps pupil:	
True	True	True	1	1	2	1	
False	False	True	2	1	1	1	
False	True	True	1	2	3	2	
False	False	False	1	2	2	2	
True	True	True	4	1	5	1	
True	True	False	1	1	3	1	
False	True	True	1	1	1	1	
True	True	True	1	1	1	1	
False	True	True	2	1	1	1	
True	True	True	1	1	5	1	
True	True	True	1	1	1	1	
True	False	True	1	1	5	1	
False	True	True	1	1	4	1	
False	False	False	4	3	5	1	
True	True	True	1	1	3	1	
True	True	True	2	1	1	1	
False	False	True	1	1	5	1	
False	True	True	2	2	2	2	
True	True	True	2	3	5	1	
False	True	True	1	1	5	1	
True	True	True	2	1	1	1	
False	True	False	1	1	5	1	
True	True	False	1	1	5	1	
True	True	True	1	1	1	<u> </u>	
True	True	True	1	1	5	1	
True	True	True	1	1	5	1	
True	True	True	1	1	5	5	
True	True	True	1	1	5	1	
True	True	True	2	1	5	1	
True	False	True	1	1	5	1	
True	True	False	3	1	1	1	

Q38. For mediation to	Q39. Social skills trai	n Q40. It is widely believ Bullying increases	pur 2. Bullying helps b	uild 3. Bullying is not a	nat 4. Bullying helps p	upils
True	True	False	1	1	5	1
True	True	True	1	1	5	1
True	True	True	1	1	1	1
True	True	False	1	1	5	1
True	True	True	1	1	5	1
True	True	False	1	1	5	1
True	True	True	1	3	5	1
True	True	True	2	1	5	2
True	True	True	3	1	5	1
True	True	True	2	2	5	2
True	True	True	2	1	5	1
True	True	True	3	1	5	1
False	True	True	1	1	5	1
False	True	True	1	1	5	1
True	True	True	3	3	3	3
True	True	True	1	1	5	1
True	False	False	3	3	3	3
True	True	False	1	1	5	1
True	False	True	1	1	5	1
True	False	False	3	2	4	3

5. Bullies do r	not care ł 6. A bull	ly is always a t 7.Bullies e	enjoy upsettir 8.We sho	uld try to hel; 9.Bullies	lack self-disc 10.I feel a	inger when I 11.Bullied	pupils have
	1	3	5	3	3	5	1
	3	2	3	3	4	5	1
	2	1	2	5	4	3	1
	2	4	3	3	3	5	1
	4	3	3	5	3	3	1
	4	2	2	4	2	4	1
	1	5	5	5	5	5	1
	1	4	1	1	2	3	2
	4	2	5	3	1	4	1
	3	3	4	5	4	5	1
	5	1	1	3	1	2	5
	5	5	5	1	1	5	1
	1	1	2	1	2	4	1
	5	3	4	3	2	5	1
	5	2	4	1	4	3	1
	3	1	3	4	3	3	1
	5	2	5	5	5	5	1
	5	3	3	3	3	4	1
	3	3	3	4	5	5	1
	5	1	3	5	5	2	1
	3	1	4	4	4	3	1
	4	1	2	5	3	5	1
	5	3	5	5	4	5	1
	4	1	3	4	1	2	1
	5	3	5	2	4	5	1
	5	3	5	4	5	5	1
	5	3	5	5	5	5	1
	5	3	3	4	3	4	1
	3	1	5	5	3	5	1
	3	2	4	3	5	5	1
	5	1	5	4	3	5	1

5. Bullies do not care I 6. A bully is	s always a t 7.Bullies	enjoy upsettii 8.We shou	ld try to hel; 9.Bullies	lack self-disc 10.I feel ar	nger when I 11.Bullied	d pupils have
5	1	5	1	5	5	1
5	2	5	4	5	3	1
5	2	3	1	3	5	1
5	2	5	4	1	4	1
5	3	5	3	4	5	1
4	1	5	5	3	2	1
5	1	5	5	3	3	1
4	2	5	4	4	5	2
5	1	5	5	4	3	1
5	1	5	3	3	3	1
3	3	3	5	3	5	1
5	1	5	5	3	5	1
5	1	5	5	5	5	1
5	5	5	5	5	5	1
4	3	3	3	3	3	2
4	2	4	5	3	4	1
3	3	3	3	3	3	1
3	2	4	3	4	5	1
1	1	5	5	3	5	1
4	3	4	3	3	4	2

12.Victims of bullying ι 13. Vic	ctims must be he 14. Victims	should defe 1. Cybert	oullying is a p 2. Cybert	oullying affect 3. I am co	oncerned abo 4. I feel co	onfident in ide
1	5	2	5	5	5	4
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1	5	5	5	5	5	5
2	1	3	1	3	1	1
5	5	2	3	4	4	4
1	4	1	4	5	4	3
1	5	3	4	4	3	3
1	5	1	5	5	5	1
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1	5	4	4	4	5	4
1	5	4	5	5	4	3
1	4	1	1	4	4	2
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1	3	3	2	2	3	3
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1	5	1	1	5	5	3
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1	3	5	3	3	5	4
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1	5	3	4	5	5	3
1	5	5	5	5	5	1
1	3	2	5	5	5	2
1	3	1	2	4	4	4
1	4	3	1	4	5	2
1	5	1	4	4	5	4

1	2.Victims of bullying ι 13.	Victims must be he 14. Victims	should defe 1. Cyberb	oullying is a p 2. Cyberb	oullying affect 3. I am cor	ncerned abo 4. I feel co	onfident in ide
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	1	4	4	3	5	4	3
	1	5	1	1	5	5	3
	1	5	5	4	4	4	4
	1	3	1	3	4	5	3
	1	5	3	3	5	5	2
	1	5	4	2	4	5	3
	1	5	1	5	5	5	3
	2	2	3	3	3	3	2
	1	3	2	3	3	2	1
	1	3	3	3	3	3	3
	1	5	3	5	5	5	3
	1	5	3	5	5	5	3
	1	4	3	3	2	4	2

5. I am cor	nfident in de 6. If I bed	came aware o 7. Schools	s should dev 8.Schools	s should use 9.Teacher	rs should use 10. Teach	ers should o 11. Schoo	ol leaders sho
	3	5	5	5	5	5	5
	2	5	5	5	5	5	5
	3	4	5	5	5	4	5
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	3	4	5	5	4	4	5
	4	5	5	5	4	5	5
	1	3	4	4	1	3	2
	4	5	4	3	3	4	4
	2	4	5	5	5	5	5
	3	5	5	5	4	5	5
	1	5	5	5	5	5	5
	3	5	5	5	4	5	5
	3	5	5	5	3	5	5
	3	5	5	5	3	4	4
	2	5	5	5	5	5	5
	3	5	5	5	5	5	5
	3	3	3	3	3	3	3
	3	5	4	5	4	5	5
	3	5	5	5	5	5	5
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	2	5	5	5	5	5	5
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12. Surveys should be 13. Comn	nissions shot 14. Scho	ols should dis 15. Schoo	ol assemblies 16. Le sc	uole dovrebb 17. TV ar	nd other medi 18. For te	enagers, it w
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12. Surveys should be 13. Comm	nissions shot 14. School	ols should dis 15. School	ol assemblies 16. Le sc	uole dovrebb 17. TV an	d other medi 18. For to	eenagers, it w
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19. School resources : 20. My cur	rent univers 21.I want	t to learn more 22. Compa	ared to other	
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19. School resources (20. My current univers 21.I want to learn more 22. Compared to other

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