



## COURSE DESCRIPTION

# Conflict Management, Emotional Intelligence and Bullying Prevention in Schools

Two pupils are shouting in the corridor and thirty more have stopped to watch. What the nearest adult says in the next thirty seconds decides whether this ends today or repeats every week for the rest of the year.

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| <b>DURATION</b><br>5 days · 25 hours                                                                                                                                 | <b>LANGUAGE</b><br>English (B1+)                                                                           | <b>GROUP SIZE</b><br>Max 20 participants             |
| <b>DAILY SCHEDULE</b><br>09:30–15:00<br>Monday to Friday, with a break for lunch                                                                                     | <b>AUDIENCE</b><br>All school levels<br>No specific prerequisites — open to all teachers and school staff. | <b>CERTIFICATE</b><br>Attendance + Europass Mobility |
| <b>COURSE CENTRES</b><br>Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome<br>Dates and cities of the scheduled sessions are listed on the course page. |                                                                                                            |                                                      |

## 01 Overview

A row between two pupils, a class quietly split into two camps, a parent whose email gets sharper with every reply — none of it is in the lesson plan, and all of it lands on the same teacher. The school here is yours: the corridor you actually walk down, the class you actually teach.

- **Monday** — you sort everyday school situations into three kinds, because the kind decides the response.
- **Tuesday** — you write and rehearse the smallest thing that works: what you say in the first sentence, before anyone has calmed down.
- **Wednesday** — you practise the two-minute conversation that often settles it, and find out what makes it fail.
- **Thursday** — you run a circle with the whole group, and plan the response for a bullying case, where a circle is the wrong tool.
- **Friday** — you work through a full repair meeting, then build the plan you take home.

You go home with six sentences you have said out loud and can use on your first morning back, a two-minute conversation you have already rehearsed and had critiqued, a circle plan for one real class, a response plan for one bullying case, and a one-page repair plan split into what you can do alone, what needs one colleague, and what you will ask your school leadership for. The first three need no budget, new programme or anyone's permission but your own; the bullying response plan sets out who is told and what the school decides, and the fifth is a request you have already drafted.

## 02 Course description

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Most conflict between young people is not a discipline problem, and treating it as one is what keeps it going. This week is built on restorative practice — the approach the European Forum for Restorative Justice sets out in its *Restorative Schools* thematic brief, where relationships are built, maintained and, when they break, repaired, and where emotional and social literacy is named as a skill that staff and students develop explicitly rather than absorb by accident.

The week runs along the restorative practices continuum, as the International Institute for Restorative Practices defines it: from affective statements, through affective questions, to the small impromptu conference, the circle, and the formal conference. Each step involves more people, more preparation and more structure than the one before. The reason for working through them in order is that the small ones do most of the work — informal practice, in the IIRP's own account, sharply reduces how often anyone needs the formal kind.

Underneath sits a distinction the week begins with, because getting it wrong sends everything after it in the wrong direction. A fight between two pupils of roughly equal standing is one thing. Bullying is defined differently: the uniform definition used by the CDC and the US Department of Education requires an observed or perceived power imbalance and behaviour that is repeated, or highly likely to be repeated. A case with a power imbalance and a pattern is therefore not a disagreement between equals, and it does not begin by seating two "sides" together as though it were. Sorting situations along those two axes — is the power roughly equal, is this a pattern — is Monday's work, and everything later in the week depends on it.

Two further tools frame the practice. The social discipline window sorts what adults do into four modes according to how much support and how much control they bring — doing things *to* people, *for* them, *not* at all, or *with* them — and gives participants a plain way to describe what their own school currently does. Fair process, drawn from Kim and Mauborgne's work, supplies the test for whether a conversation was fair to the person on the other side of it: were they genuinely engaged, was the reasoning explained, were the expectations afterwards clear.

Emotional intelligence appears here as working equipment rather than as a topic. Every step on the continuum runs on it: naming an effect instead of delivering a verdict, noticing your own defensiveness before you speak, hearing an account without correcting it halfway through, letting a silence run. Those are the things rehearsed out loud during the week, in threes, with someone watching against a checklist — because the difficulty is never understanding them, it is doing them while a corridor is watching.

Restorative practice in schools has been reviewed systematically, most recently by Alonso-Rodríguez and colleagues in 2025, who report positive effects on school climate and emotional wellbeing. That review is also candid about its own limits: the studies are drawn mainly from the United States and the United Kingdom, and long-term evidence is still thin. This course teaches the practice as a set of skills worth having rather than as a guaranteed outcome, and makes no claim about effect size anywhere in it.

One boundary is worth stating plainly. This is not a course about keeping a class on task, which is the subject of Innovative Approaches for Effective Classroom Management; responding after an incident has happened online is the subject of Cyberbullying: Prevention and Response in Schools; and building social and emotional skills over time, rather than in the moment of conflict, is the subject of Social and Emotional Learning (SEL) for Inclusive Schools. This week starts at the point where two people are in conflict with each other, and it ends with a conversation you have practised rather than a policy you have written. Where a situation is serious, the course is equally plain that a school's own safeguarding route takes precedence over anything one teacher decides in a corridor.

## 03 Learning outcomes

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- 01 Sort a real situation in your school along the two axes that decide the response — whether power between the parties is roughly equal, and whether the behaviour is a pattern — and explain to a colleague why the case belongs where you put it.
- 02 Use affective language under pressure: state the effect of a behaviour instead of delivering a verdict, and ask the questions that get a young person to account for what happened rather than defend themselves.

- 03 Hold a two-minute restorative conversation in a corridor or after a lesson, and recognise four common ways it fails.
- 04 Run both a proactive and a responsive circle with a class, and say clearly when a circle is the wrong tool for the case in front of you.
- 05 For a case with a power imbalance, plan a response that does not seat two “sides” together: separate conversations, support for the targeted student, and the steps that belong to the school.
- 06 Prepare a formal repair meeting and take part in running one: who is in the room, in what order people speak, and what the written agreement has to contain to be worth anything a month later.
- 07 Write a one-page plan separated into what you can do alone, what needs one colleague, and what you will ask your school leadership for — with the request for that last part already drafted and addressed to a named role.

## 04 Methodology

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|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Situations You Recognise</b>           | Rehearsals, scripts and plans are built around ordinary situations from participants’ own schools rather than abstract examples — worked on without naming anyone, with ready-made examples available for anyone who prefers them.                                                                                                                            |
| <b>Rehearsed Out Loud, Then Critiqued</b> | Participants work in threes — one speaks, one takes the other side, one observes against a fixed checklist — so everyone speaks and gets feedback several times a day rather than presenting once to the room. Any role can be the observer if that suits you better, and nobody is asked to play the person being targeted in a real situation of their own. |
| <b>One Named Step Each Day</b>            | Each day works on one identified step of the restorative continuum and ends with something written down, so the week builds rather than circles.                                                                                                                                                                                                              |
| <b>Sorted Before It Is Solved</b>         | Every situation is classified before a tool is chosen, because the same response applied to the wrong kind of case is what makes things worse.                                                                                                                                                                                                                |

## 05 Daily programme

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### Day 1

#### Which kind of trouble is this?

- **Icebreaker:** "Sixty seconds, no verdict" — in pairs, each participant describes a recent situation without assigning blame, then the partner says back what they heard
- Introduction to the course and participants
- Presentation of the schools of the participants
- The three kinds of trouble and why the label decides everything that follows: a disagreement between two people of roughly equal standing; a pattern of harm where one side holds more power; a single incident of harm
- The two questions that sort them — is the power roughly equal, is this repeated or likely to be repeated — worked through on ordinary situations, either ones participants have in mind or examples supplied on the day
- **The social discipline window:** doing things to, for, not, or with people; participants place their own school’s usual response in one of the four
- **Output:** a sorting card each participant fills in for two or three situations, with the reason written beside each

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## Day 2

### The smallest move that works

- **Warm-up:** quick reconnection round — one word each for how the group is arriving, modelled as an affective statement
- **Why the small moves matter:** informal practice, and how it reduces how often anyone needs a formal process
- **Affective statements:** naming the effect of a behaviour instead of the character of the person — written for the situations on your sorting card, then said out loud in pairs and revised
- **Affective questions:** the question set that asks what happened, who was affected, and what needs to happen now; practised on each other's situations
- **Regulating yourself first:** recognising your own defensiveness before you speak, and what it looks like from the other side
- **Output:** six affective statements and a question card, rehearsed aloud and ready for your first week back

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## Day 3

### The two-minute conversation

- **The small impromptu conversation:** what it is, when it is enough on its own, and where it sits between an affective question and a circle
- Rehearsal in threes — speaker, other party, observer — with the observer working from a fixed checklist
- **What makes it fail:** rushing to a solution, extracting an apology nobody means, holding it in front of an audience, holding it while you are still angry
- **Fair process as the test:** was the other person genuinely engaged, was the reasoning explained, were expectations afterwards clear
- Two conversations taken into the full group and worked on together
- **Output:** one two-minute conversation per participant, rehearsed, critiqued and revised

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## Day 4

### The group: circles, and the cases that need something else

- **Warm-up:** the group sits in circle and runs one, so participants experience the format before they are asked to lead it
- Proactive circles for class cohesion and responsive circles after an incident: setting up, sequencing the questions, using a talking piece, and what to do when a student would rather not speak
- Relational aggression — exclusion, rumour, the silent treatment — why it is the hardest form for a teacher to see from the front of the room, and the bystander roles that keep it running
- **Where the circle is the wrong tool:** returning to the power-imbalance cases from Day 1, and what those need instead — separate conversations, the adult carrying responsibility rather than brokering between two "sides", support for the person being targeted, and the decisions that belong to the school rather than to one teacher
- **Output:** a circle plan for one real class, plus a short response plan for one power-imbalance case — who is told, what support the targeted student gets, and what the school decides

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## Day 5

### The full repair meeting, and the plan you write

- **The formal conference:** who needs to be in the room, how each person is prepared beforehand, the order people speak in, and what a written agreement has to contain to still mean something a month later
- Full simulation in small groups, with one example worked through by the whole group
- Reading your school back through the social discipline window from Monday: has the plan you are taking home moved it towards "with"?
- **The honest split:** sorting everything from the week into what you can do alone, what needs one colleague, and what only school leadership can decide — and drafting the request for that last part, addressed to a named role
- Building the one-page repair plan each participant takes home
- **Course evaluation:** discussing and assessing acquired competencies, feedback and course content
- Issuing Certificates of Attendance

#### PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

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## 06 Materials

- Restorative Schools (European Forum for Restorative Justice thematic brief, 2022) — background reading on what a restorative school looks like, worked with directly alongside the IIRP's continuum and social discipline window
- Defining Restorative (International Institute for Restorative Practices, 2016) — the source for the restorative practices continuum and for the restorative question sets used from Day 2 onwards
- A focus on adolescent peer violence and bullying in Europe, central Asia and Canada (WHO Regional Office for Europe, Health Behaviour in School-aged Children, 2024) — used on Day 1 to separate conflict between equals from a pattern of harm
- A printed card set worked with all week: the restorative questions, the affective-statement builder, the observer checklist and the circle sequence
- A set of example situations available throughout the week, for anyone who prefers not to work with material of their own

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## 07 How to prepare

- There is nothing you need to prepare in advance, and no reading to do beforehand.
- It helps if you arrive with one or two everyday situations from your own school loosely in mind — the kind of thing that comes up in a corridor or a staffroom and stays with you afterwards. Nothing needs to be written down or looked up.
- You are never asked to name a student, a colleague or a school; you share only what you are comfortable sharing, and example situations are provided on the course for anyone who prefers to work with those.

## 08 After the course

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- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

## 09 Why this is Erasmus+ eligible

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The Erasmus+ Programme Guide names inclusion and diversity as a horizontal priority, stating that "the Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions" (Erasmus+ Programme Guide 2026, Part A — Priorities of the Erasmus+ Programme, p. 7). Among the barriers the same section lists are social ones: "social adjustment difficulties, such as limited social competences, anti-social or high-risk behaviours" and "social marginalisation". This week works directly on those barriers as they appear inside a school — the exclusion that does not look like an incident, the pattern nobody has named, and the conversations that either repair a relationship or harden it.

## 10 What the course fee covers

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### INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

### ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

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### ISSUED BY

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### COURSE PAGE

[erasmusmobilityacademy.com/courses/conflict-management-and-bullying-prevention-in-schools](https://erasmusmobilityacademy.com/courses/conflict-management-and-bullying-prevention-in-schools)

### ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.