



## **BULLYING what TO DO?**

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In the original spanish. Translated by Marina Parés

### **Introduction**

For a few days, following the sad death of Jokin, this topic has emerged and has evidenced the existence of many boys and girls who are suffering the same ordeal that Jokin suffered. The impotence of the parents of these children to tackle the problem has also become evident. In their writings they tell me that, at best, many talks are held with the school that do not serve to definitively end the problem. This insistence on the part of these mothers and fathers is the engine that has prompted me to write these lines. The theoretical construct, of them, delves into systemic theory and the applied techniques are those of individual intervention in family social work.

### **What to do when one of our children is bullied by classmates?**

Normally parents do not find out and if they do it is accidental because someone close to the child (a classmate or a brother) is the one that sounds the alarm. The main reason why a child does not explain what they are doing at school at home is because NO ONE has told him that it is good to say it. And that comes with a lot of excuses: not wanting to be a sneak, not appearing weak, not worrying parents, or believing that nobody can do anything since the "Bully" (bully-bully) is stronger than own parents.

So, the first thing we should say to our children is that we would like them to tell us if something similar to what happened to Jokin happened to them. This attitude of availability has to be verbalized. It must be clear to the child that his parents would like to know.

In the event that we have suspicions or indications that something is wrong, it is necessary to discuss it with our son and to tell us the concrete actions of the violence that is exerted on him. Despite the anguish we feel when he tells us about his ordeal, fathers (and especially mothers) have to show integrity, that they do not see us cry or suffer. Our son already suffers by himself, we do not load him with our pain, because that is not going to do him any good. We have to be serious (we don't like what they do to him) and strong (we are going to solve it and protect him).

Once he has told us about all his suffering and all the humiliating actions that have been carried out against him, we must assure him that we continue to love him, that we thank him for telling us about it and that we value all the brave he has become for saying so. And that we do not want them to hurt him again and we will not consent to it. If we know any anecdote of your own, or that of a close family member, it is good to tell them: "Look it happened to me once too ..." or "Uncle ... it also happened to him in ...". This will help you see that there are adults who, even going through the same (or similar) to his, have been able to overcome it and move on.

Then we have to agree with him on how to act. It is very important that our son gives his consent to each of the steps, first because we are giving him the opportunity to be important in the affairs of his own life and secondly because our way of acting will not be more harmful, or it will hurt you more. Our son knows his stalkers, and he is the best guide to stop violence.

It is important to inform the tutor of the class, and that, in this first meeting of the parents with the tutor, our child may also be present, depending on the age. In adolescence or preadolescence, if the boy accepts it, it is recommended that he be present from the beginning.

The first measure must be to protect the minor from any aggression. With extreme vigilance and always accompanied by an adult, at least during the first fifteen days.

The way to deal effectively with a case of bullying has to fit into the group dynamics of the class; either starting new workshops or approaching it from the tutorials. It is not recommended to tackle the problem without first a previous work of the group-class dynamics of about fifteen days. In which they can debate improvable aspects of the class, from the decoration of the same, some activities to develop, etc. ... Once the class group is used to making "improvement" decisions, the relationship problems between classmates, what do you like the most about classmates? and the least?

It is very likely that clues will emerge and the tutor must know how to handle underground violence well, he can find a great ally in the idealism of the young or in the sense of justice of the little ones.

The subject of interpersonal class relationships must continue to be discussed until the bullied boy can get up and say it. And that will be when this boy finds a favorable environment among his peers. The specific case will not be addressed until the environment is welcoming enough. And nobody better than the boy himself to detect it.

From here, from verbalization in the middle of the class, bullying, will no longer be a problem for the boy or girl who; automatically it becomes a problem of the whole class and therefore all of it has to solve it. It may be necessary for the tutor to receive support and technical support from some other professional, but the direct intervention with the students corresponds to the tutor. Having another professional intervene directly with the boys can give the idea to young people who are facing something very difficult to solve. It is much better that the tutor does it. The feeling that is transmitted is that together they can solve it well.

From the "solutions" that young people contribute, attitudes that promote the integration of the marginalized boy will be promoted. Because when they are allowed to comment, young people can become very creative and supportive. In addition, the marginalized boy, from the school establishment, must be given some type of responsibility that helps him to gain the credibility that he had lost.

The boy so far marginalized must be able to have direct and separate contact with the tutor to see how the integration processes are going, so that any sign of aggression can be stopped at the beginning.

Regarding the most aggressive boys in class, the tutor, together with the principal, must speak to each of the parents of these children and make them aware of the actions of their children and see how they can never be repeated again.

In front of the "bully" boy, intensive therapy by a psychologist outside the school is recommended, as well as a "positive control" of his actions, he must be valued every time he acts well with the marginalized boy. And to the extent that the tutor, who is the one who knows him best, sees fit, making him do tasks of "caring for others" and that he is valued for it.

If none of the above works, if there is no collaboration from the school, the least bad thing is to change schools. None of our children should suffer assault with impunity.

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