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INTERVENTION PROJECT ON BULLYING IN SCHOOL

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Proyecto de intervención sobre bullying en la escuela (I): resumen y conclusiones

Nota del editor: Les ofrecemos el primer capítulo, de tres, del artículo "Proyecto de intervención sobre bullying en la escuela" escrito por Marina Parés. Podrán ir leyendo la totalidad de capítulos de este interesante informe en sucesivas entregas.

Resumen

Los últimos estudios realizados en Europa apuntan que los programas escolares contra el acoso funcionan por tanto es posible lograr una disminución de los casos de acoso escolar, tanto con la implantación de medidas preventivas como con el abordaje correcto de la situación. Por ello, es importante que las instituciones escolares y, en especial, los maestros cuenten con un proyecto de intervención por el surge un caso de bullying en la escuela. Este proyecto debe basarse en el apoyo incondicional al niño-victima y la admisión que estamos frente a un acoso grupal. Aunque en cualquier Plan de Intervención sobre este tema el papel de la familia es muy importante, por razones de espacio, nos limitaremos, en este resumen a citar las principales pautas de intervención, en el ámbito escolar.

ARTICLE

Summary

The latest studies carried out in Europe indicate that school anti-bullying programs work, therefore it is possible to reduce the number of cases of bullying, both with the implementation of preventive measures and with the correct approach to the situation. Therefore, it is important that school institutions, and especially teachers, have an intervention project in case a bullying case arises at school. This project must be based on unconditional support for the child-victim and the admission that we are facing group bullying.

Although the role of the family is very important in any Intervention Plan on this subject, for reasons of space, we will limit ourselves, in this summary, to citing the main guidelines for intervention in the school environment.

The class tutor is the most suitable person to intervene appropriately within the school context. Once the complaint is received (either at the initiative of the parents, the minor or other peers), the guardian must carry out the first actions, which focus on the protection of the child-victim, to cut off any violent manifestation, and in seeking the collaboration and commitment of the school leadership. The actions of the class tutor towards the child-victim of bullying must focus on three basic axes: protection measures, integration or acceptance, and those of assessment or recognition.

Protective measures must be agreed with the minor, always under the supervision of an adult and it is not advisable that they last more than three months. At the same time, the minor must be helped to accept his situation, avoiding denial and flight, the type of situation in which the minor is in must be recognized, and work must be done to ensure that the child victim overcomes self-blame. Through the tutorial talks, the message must be transmitted that the minor is not to blame for being attacked or for needing protection.

The recognition measure is based on the application of actions that increase the self-esteem of the child-victim, since it is necessary to promote the appreciation of their public image (give them special responsibilities in class, etc.).

Regarding the group of harassers, they must be controlled, transmitting the clear message that no more violence will be allowed, explaining the corrective measures if this continues; adults must know how to discern who instigates the bullying and who supports it in order to deal effectively; responsibility for the actions themselves must be strengthened, ranging from apologizing to the child-victim to concrete actions for compensation and, finally, the unity of the group must be broken, which can be achieved through the inclusion of its members in other groups.

Regarding the class-group, it is also considered a secondary victim, since it can manifest symptoms of post-traumatic stress. It is important to promote the recovery of the ability to react in front of the bullying group, of the students who have witnessed the attacks, either through public denouncement in the tutorial talks, in private ones with a teacher or anonymously through the mailbox of complaint. The values of coexistence should also be promoted, which is why the elaboration of works on ethics, violence, courage and critical spirit and subsequent class expositions are considered very useful.

Finally, actions that help the inclusion of the child-victim in class dynamics must be encouraged in the group-class. A good strategy is one that receives friendly protection from the positive class leader.

The administration must be able to influence the rest of the teachers regarding the increased vigilance of the members of the violent school group (since they can decide to harass another student who is less protected than the one who reported the bullying) and, at the same time, Over time, the rest of the teachers must collaborate in the protection of the victim, both in the implementation of dissuasive measures (mailbox, complaints, anti-bullying group, etc.), and in those of exceptional protection for the child-victim.

The last phase in the implementation of an intervention plan is the evaluation, which includes, in addition to the evolution of the specific case, the mechanisms established in the school, to avoid new bullying.

Conclusions

It is understood as a good resolution of a case of bullying when it is possible to stop the actions of violence and marginalization, and that the victim can continue schooling in a warm and protective environment. Every school intervention plan to stop bullying must include four phases: The first is the receipt of the complaint (either at the initiative of the parents, the minor or other peers).

The second phase includes the first actions, which focus on the protection of the child-victim and on cutting off any violent manifestation. The third phase is the intervention with the protagonists through the design of a special intervention project for each case; central reason for this article. The fourth and last phase is the evaluation that includes, in addition to the evolution of the specific case, the preventive mechanisms in place in the school that serve to prevent further bullying.

The recommendations to school victims of bullying by all classes is that they "don't shut up", that they speak. It is questionable whether school institutions are prepared to deal with these cases with a minimum guarantee of success. For this reason, I find it interesting to provide the school, and especially the teachers, with an intervention project for when a case of bullying arises at school. The European Information Service on Mobbing SEDISEM (1) aims to provide an answer to this need, which is why we hope to have provided useful elements so that, in each school center, where a case of bullying arises, its intervention can be designed in order to stop violence between equals and avoid situations of vital anguish in harassed minors.

NOTES

(1) The European Mobbing Information Service- SEDISEM is available to educational centers to advise on intervention in cases of bullying. www.sedisem.org

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