



INTERVENTION PROJECT ABOUT BULLYING IN SCHOOL

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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.

The teacher had heard about bullying, what she never imagined was that she had to face such a situation among her own students, and now she was before frightened eyes and a quiet voice that informed her, stealthily and among great security measures, so as not to be discovered, of what a group of students in her class was doing to a classmate. If you are a teacher or teacher, have you ever found yourself in a similar situation? If something like this happened, would you know how to deal with it?

The latest studies carried out in Europe show that school anti-bullying programs work (2) therefore it is possible to achieve a decrease in cases of bullying, both with the implementation of preventive measures and with the correct approach to the situation in those cases. Let them surge.

This article presents a model of intervention against bullying. This is a contribution from the European Mobbing Information Service aimed at teachers in order to provide a useful tool to address these cases from the school itself. The proposed model has been presented in various forums (3) and has been adopted in order to be implemented in some schools starting next September.

Concept and Definition of Bullying

The concept of bullying comes from the English word “bull” which means to ram, although it has also been translated as bully. It is an adaptation of the concept of bullying at work to bullying in the school environment; Both forms of behavior have a lot in common, since the two are

manifestations of psychological violence through group harassment, what differentiates them is the environment where they take place, some at work and others at school; the age of the participants and a greater use of physical assaults in the case of bullying. As they are manifestations of psychological violence, they are aimed at breaking the balance and psychological stability of the victim, therefore, the suicide of the victim is the confirmation of the success of group harassment (4).

We like the definition of bullying as "a form of willful and persistent mistreatment of one student towards another without provocation mediating" made by Fuensanta Cerezo professor of Psychology at the University of Murcia and expert in bullying, and although at first it does not contemplate the group component, if it values it by adding "that the problem occurs in interpersonal relationships and that the entire group in the classroom collaborates and it is not something only of the aggressor and the victim".

School Intervention Project

Previous

It is based on the premise that bullying is a manifestation of group harassment and all the designed interventions have in common unconditional support for the person, child in this case, victim of violence by their peers. Therefore, the intervention project presented can only be applied taking into account these two pillars, namely: unconditional support for the child-victim and the admission that we are facing group bullying. It is not therefore a dispute between two, but there is a group that attacks an individual. Without respecting these two premises, the intervention model presented here will probably not achieve the expected results.

Unconditional support for the child-victim takes the form of absolute respect for their word, for the version of the facts that they manifest, as well as for their participation in decision-making on the ways of intervening and the times of intervention. Nothing should be done without the child-victim knowing what the adult intervention is going to be, this implies adapting to the times of the minor. Not respecting their criteria, and acting without their knowledge can lead to an aggravation of the violence they receive, since adults, even with the best of intentions, can initiate actions that increase the situation of vital distress of the child-victim. Therefore, the model presented here is based on respect for the child's decision-making regarding the resolution of his or her own problem, with the only exception that no further acts of aggression on him will be tolerated. It is very important that at this point the adult is uncompromising: no more aggressions against him will be consented to, therefore all the actions to be designed must fulfill this objective: to cut off the aggressions at the root.

The other pillar on which this intervention model is based is the acceptance that we face group harassment, which means that on the one hand there is a group of students who attack and on the other the victim who is attacked, very alone and with very few props. The model presented here will not have good results if we start from the assumption of a quarrel between two. In interpersonal disputes there is a certain balance of forces that is non-existent in cases of bullying.

To speak to a child who has suffered the aggressions of his peers, of those whom he previously considered his friends, it is necessary to be very careful with the tone used, any trace of anger or rage can victimize him a second time. We are facing a child who has lost confidence in his

fellow men. It is very important not to blame the child for their situation and for this it is essential to blame those who exercise violence and not the victim. The child has to feel that we understand him, in addition to feeling sorry for him, and that we in his similar situation would react like him. We cannot think that he is a weak person, because he certainly is not: putting up with the barbarities that he has had to endure without almost questioning demonstrates greater resistance and courage than is thought at first sight. We cannot forget that the harassment takes place when the future victim rebels against the submission that the leader demands, therefore, we are facing a child who had a good self-concept at the beginning of the harassment; at least good enough to resist the manipulative pressures of the bully on duty. It is precisely to break that resistance the ultimate goal of psychological violence.

Often the manipulative leader is not the same one who exercises the maximum violence against the victim, since as a good manipulator he has managed to surround himself with allies who do his dirty work. If we do not know how to identify who is the manipulative leader, intervention on the harassing group will fail.

Intervention guidelines

The intervention guidelines basically rest on the class tutor since he is the most apt to intervene and to do so in an appropriate way and within the school context. In the meetings of the tutor with the parents of the child-victim, it must be made clear that no more aggressions will be tolerated and also the collaboration and commitment of the school administration must be sought and the intervention plan must be jointly designed

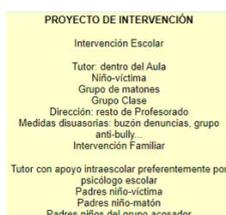
The Intervention Plan has two sections: school intervention and family intervention. Within the school intervention, work within the classroom, which will be the responsibility of the tutor, must be distinguished from intervention with the rest of the teachers, which will fall more on the management. This teaching aspect should not be underestimated, since it will be necessary to count on the collaboration of all teachers to implement dissuasive measures for other possible bullying.

Classroom work should include work with the main children, and with the class group.

Family intervention must include working both with the family of the child-victim, as well as with the parents of the child-bully and also with the parents of the other violent children. The three groups are distinguished since the interventions will be different for each of them.

INTERVENTION PROJECT

Scheme



NOTES

(2) School anti-bullying programs work: Trying to end one of the bad guys that is hitting the classroom, 'bullying', in developed countries is possible. A new study carried out in 47 schools in the Netherlands has just found that anti-bullying programs achieve a reduction in attacks by minors if they are maintained in the long term. The work, published in the last edition of the journal 'Archives of Pediatrics and Adolescent Medicine,' confirms the effects of imparting these types of measures, including teaching teachers to talk about the problem and educating students in a better relationship with peers. After conducting a survey of 3,800 students between the ages of 9 and 12, it was found that those who were in schools where these anti-bullying councils were taught had changed their behavior. In addition, the number of offenders had increased in schools where no action had been taken compared to those that did have the programs. But, the data also reveals that violence reappeared if prevention courses were suspended from one year to the next. <http://www.elmundo.es/suplementos/salud/2006/668/1150495207.html>

(3) 2005 "Being a Teenager Today" Congress. Madrid <http://www.acosomoral.org/pdf/ProyectoBullying.PDF>.
Municipal Conference of Agüimes. 2006. Gran Canaria (available on the Congress CD) and Virtual Congress Cive-Educa 2006. Palma de Mallorca. <http://www.acosomoral.org/pdf/cive06.pdf>

(4) Jokin case <http://www.acosomoral.org/indexjokin.htm>

We appreciate the publication of this article on the Belt Ibérica S.A. website.

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INTERVENTION PROJECT - SPECIFIC GUIDELINES

SCHOOL INTERVENTION

Tutor: inside the classroom

a) Child-victim:

The actions of the class tutor towards the child-victim of bullying must focus on three basic axes. Protection measures, integration or acceptance measures, and valuation or recognition measures.

Protection: Extreme protection measures must be adopted, the application of which must be agreed with the minor (always under the supervision of an adult, not leaving him alone in the patio, in the toilets ...). The maximum application time must be around three months since if the other actions have given the expected result, these measures will no longer be necessary. They are exceptional measures.

Acceptance: It is necessary to help the minor to accept his situation. You have to avoid denial and flight, you have to be able to recognize the type of situation you are in; as well as working so that the child victim overcomes self-blame. Through the tutorial talks, convey the message that the minor is not to blame for being assaulted or for needing protection.

Recognition: It is based on the application of measures that increase the self-esteem of the child-victim. It is necessary to promote the valuation of his public image (give him special responsibilities in class ...)

b) Group of bullies:

The actions towards the group of students who have become a violent group will be based on the following four axes.

Control: It is necessary to transmit the clear message that more violence is not going to be allowed and to explain the corrective measures if this continues.

Detection: You have to know how to discern who instigates the harassment of those who support it. Responsibility: The responsibility for the actions themselves must be strengthened, ranging from asking the child-victim for forgiveness to concrete compensation actions (individually and not in groups). Initially, these actions must be supervised by an adult and assessed by the child-victim so that they do not revert to subtle aggression. Disintegration: The unity of the group must be broken and this can be achieved through the inclusion of its members in other groups (study, sports ...).

c) Group-class:

The rest of the students who have witnessed violence between equals, and who out of fear have not defended the victim, must also be subject to intervention by the tutor, since all the studies indicate that they must be considered secondary victims. From the bullying group, and very often some of these students will manifest symptoms of post-traumatic stress. Witnessing violent situations of repetition generates defenselessness and a lot of fear of being treated the same, while there is much guilt, greater as the class group is older, for not knowing how to defend the victim.

Reaction: We must enhance the recovery of the ability to react to the harassing group, either through public reporting in the tutorials, or private with a teacher or anonymous through the complaints box. The creation of anti-bully groups at school is also valued as very useful. Although it is necessary to watch that this type of groups do not become propagators of greater violence; To avoid this, you have to work hard on the culture of non-violence.

Coexistence: We must make a special promotion of the values of coexistence since they have been destroyed. The elaboration of works on ethics, violence, courage and critical spirit and the subsequent expositions in class are considered very useful.

Solidarity: It is necessary to promote actions that help the inclusion of the child-victim in the dynamics of the class. An increase in tasks of responsibility within the classroom will help to promote the public image of the child-victim. Another strategy is to receive friendly protection from the positive class leader.

Address: rest of teaching staff

The Directorate must be able to influence the rest of the teaching staff, both in terms of increasing the vigilance of the members of the bullying group (since they may decide to harass another student who is less protected than the one who reported the bullying) and the same. Over time, the rest of the teaching staff must collaborate in the protection of the victim, both in the implementation of dissuasive measures and in those of exceptional protection for the child-victim (they are temporary). You have to understand the irritable and sometimes irritating state of the child-victim as a result of repeated abuse.

Deterrent measures are: complaints box, anti-bully group ...

"Debido a esta gran problemática son muchos los programas que se han desarrollado para ayudar en la prevención del "bullying", entre todos los analizados, yo personalmente apuesto por el elaborado por Marina Parés Soliva que se ha puesto en práctica con mi alumnado del aula de Apoyo a la Integración y que paso a explicar a continuación sus aspectos más relevantes". Nuria Otero Martínez. Autora de [¿CÓMO AFRONTAR UN CASO DE BULLYING DESDE LA ESCUELA?](#)

Due to this great problem there are many programs that have been developed to help in the prevention of bullying, among all those analyzed, I personally bet on the one prepared by Marina Parés Soliva, which has been put into practice with my students in the Support classroom to the Integration and that I will now explain its most relevant aspects. Núria Otero Martínez.

FAMILY INTERVENTION

The class tutor must be able to count on the help of the school psychologist or the principal to intervene with the parents of the students involved. The way of intervening with each of them will be different and for this reason this model focuses on differentiated interviews with the parents of the child-victim, the parents of the child who instigates the main bullying or harasser and with the parents of the rest of the children. who participated in acts of harassment.

Tutor with intra-school support preferably by a school psychologist

a) Child-victim parents. The intervention must be collaborative and must be based on two premises, on the one hand, containing the child's and parents' anguish and, on the other, helping the parents not to blame the child or themselves.

b) Child-bully parents. The intervention must be aimed at recognizing that they have a serious problem to solve, it must be based on the premises of not allowing or consenting to further aggressions of their child and on their need to receive specialized therapeutic care outside of school (that helps to the recognition that the problem of violence has its origin in the family and not in the school).

c) Parents children of the bullying group. The intervention must be directed towards recognizing the need of their children to learn other ways of relating, for this it is essential that they collaborate in asking the victim for forgiveness.

These parents will help their children by not allowing them more aggressions through the self-control of violence, through the promotion of self-esteem and the development of their own criteria that will protect them from group submission and facilitate their inclusion in the group-class of individually and not in groups. In some cases, those who manifested the most violence towards the victim will also require external and specialized therapeutic treatment.

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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