GROUP AND SOCIAL PROCESSES IN BULLYING

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"Yesterday I went wrong in class, right in the yard, but I have no desire to explain it today. I was spit on". Laia 12 years.

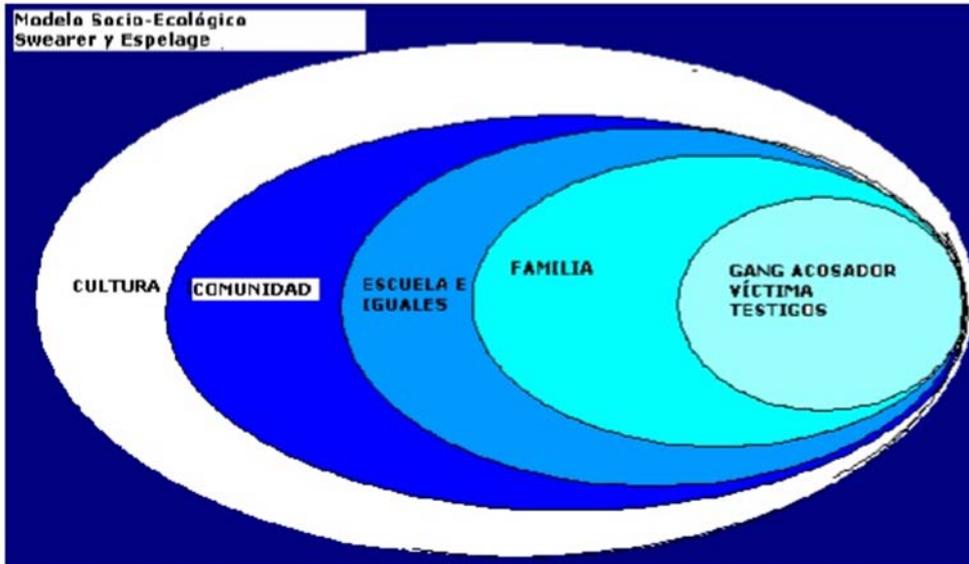 in Spanish in the original. Translated by Marina Parés.

Summary:

This paper is about bullying and is intended to be an analysis of the factors that influence its emergence, those that enhance the chronization of cases and those that facilitate the extension of the phenomenon of peer violence within institutions that have a social commitment to educate new generations. I will not dwell on the conceptual analysis of bullying, nor the various existing definitions, neither will I rely on statistical data, but will dwell on the analysis of group and social processes bullying or bullying, with a social prism of the phenomenon and based on a great variety of case examples. And since this study is intended to focus on the elements that prevent effective resolution of bullying, its goal is to provide elements that break this dynamic.

 Keywords: Bullying, Peer violence, Group process and Organizational process.

Introduction

In Western societies, some concerns have been raised about the incidence of bullying for some time in Western societies. In Spain this concern had as detonating the suicide of Jokin, a boy from Hondarribia, of which we will analyze his bullying in this paper. The paradox is that despite this social concern, the cases of bullying have not been stopped, as reported by the harassed children (2), nor has it served to prevent the emergence of new cases, as can be seen from the various forums participation on the Internet (3). Therefore, in order to understand why bullying could not be stopped, it is essential to consider the context in which bullying and its respective agents occur: peers who are direct witnesses, family, school, community and society. Society as a whole is a defender and transmitter of values and culture. We will influence this by analyzing the group, organizational, and social processes that take place, based on the socio-ecological model of Sweater and Espelage (2004). (4). Scheme by Marina Parés based on the Sweater and Espelage Model.

Modelo Socio-Ecológico
Swearer y Espelage

CULTURA — COMUNIDAD — ESCUELA E IGUALES — FAMILIA — GANG ACOSADOR VÍCTIMA TESTIGOS

We know that in the origin and especially in the development of most aggressive and bullying behaviors, apart from possible individual factors by both the aggressors and the victims, the influences of group processes, as well as organizational and social factors. In short, most human behavior does not depend solely on personal or environmental characteristics, but rather on their interaction, which in turn has a unique character, since no experience or situation is identical to another. This paper will focus on group processes, organizational processes and the social processes of bullying. In the section on group processes, we will analyze the group, both the behavior of the students who make up the bullying group (or gang), that is, the bullying instigator and his camaraderie, as well as the behavior of the group- class, that is, from peers who are direct witnesses to the violence. In the section on the study of organizational processes, we will analyze the school, including in this section both the teachers, the management, the rest of the classmates, the school board, and the parents' associations of students. The analysis of social processes will focus on a reflection on the community where the school is located, and also on the society as a whole. Today, group, organizational and social factors often tend to ignore bullying, tolerate, secondarily and even instigate them. Let's look at some examples.

Examples of ignoring. Case 1: A neighborhood that did not support the victim and then the family had to move and change their address: "A Sevillian family informs us of the terrible situation that they are still going through after having to leave the neighborhood where they resided and to have to relocate to a remote area outside the city, due to the continuous harassment, threats and aggression that a student and her group of friends have staged against two 12- and 15-year-old sisters 'age, both at the Institute and abroad.'

Case 2: Another example where witnesses of harassment, in this case street people, do not provide help, despite the serious situation of child abuse in which a minor who was helpless in the face of abuse of thirty people: "Thirty youths assaulted a junior high school student who was beaten with stones and kicks, according to two eyewitnesses to the Police. She asserted that the assailants were fellow students and that some of them were in the same class. A neighbor described her assault as a slap in the face, and the shocking thing was that the people who witnessed the incident remained "impassive". But it wasn't the first time the girl was the victim of this barbarism".

Examples of tolerating. Case 1: An example of toleration by teachers inside the school: "The Juvenile Prosecutor's Office has opened an investigation to clarify an alleged case of bullying of a third-year ESO student at the Escola Pia de Barcelona filed a complaint against two colleagues who are accused of insulting and persecuting her, and also receiving a slap from one of them. The teenager says that a few days after starting classes (what she did on September 19), some boys in the fourth year of ESO insulted her by calling her "pija" and "clown" because she dressed in a classic way, in addition to receiving notes asking "Do you want to fuck with me?". One day, wearing a skirt, some children got a picture of her crotch, showing off her panties, with a cellphone. Apart from the insults, the teenager claims that day they came to give him a "handshake on the entire face and quite loud," after an exchange of shouts between them. "The teachers saw it and did nothing."

Case 2: Another example of tolerance, in this case by the family, related by the same victim: "But ESO was perhaps the worst time, in ESO 1 I was hit by two repeaters behind my place they set out to extend my life, they beat me every day and they stuck with me, at home I didn't dare to explain anything, in fact, this year I was the only one who told from my own mouth what was going on, but in my house there was no more importance for my two companions to hit me day in and day out. Coming in the second quarter, one of them with a punch broke my glasses".

Secondary Examples: Case 1: We bring up a case where the bullying by extension of the bully group by other students is seconded, narrated by the mother: "My son began to stop going out, many of his companions stopped talking to him. In the end, he said he did not want to make the study trip scheduled because almost no child in the class spoke to him".

Case 2: Another case where harassment is extended by adding to harassment by a part of classmates A 14-year-old boy was quoted as saying: "I think I have a problem that many other boys have. I feel marginalized by two classmates. I have thought about this many times and I've tried discover why they do it, because I think I'm good and I always try to be, I don't like to make bad plays (...) and not to be rich in others", the text concludes. The 14-year-old teenager recounts that while her two classmates bully the rest of her class, "she did nothing to avoid slapping and thanked them, not realizing the anger and suffering that was what produced me. "So they stopped inviting him to birthday parties, and with that came the isolation and the marginalization". I wish they knew the pain they cause me with their attitude when I turned down — and left. "aside, this marginalization not only affects me, it also impacts my parents by telling them what is going on with my peers. Many times I don't explain everything to them so they don't suffer anymore."

Example of instigating: Case 1: A case where the harassment was spread to all the people, related by the same victim: "In the following course they already began to make the emptiness, I put more nicknames and it spread to the street, to a paranoid degree, because I was passing by people I didn't know", she says. When living in a small town where everyone knows, what amused some of her peers began to be "entertainment" for more people, a fun she suffered as a rush; "Everyone makes you empty, it gets worse and worse and more people are added".

Case 2: Another example where witnesses instigate and harass bullying is: The incident was caused by a fight between the victim and a smaller colleague, by a boy. When the insults began, the young women encouraged the younger student to give one lesson to the other. They then surrounded the victim, threatening her with death if she went to school the next day. The director was able to stop them for a moment, but then the aggression continued. We agree with Carlos Alcover when he states that for the understanding, prevention and elimination of these

types of behaviors it is essential to know the effects of the above group, organizational and social processes. (Alcover de la Hera) (1).

Bullying Concept and Definition.

OMS defines violence as the deliberate use of physical force or power, whether to a degree of threat or effect, against oneself, another person or a group or community, which causes or is likely to cause injuries, death, psychological damage, developmental disorders or deprivation. Dan Olweus was one of the first to analyze the phenomenon of bullying and came to define a bullying, or bullying situation in the following way: "a student is assaulted or becomes a victim when exposed, repeatedly and for a while, to negative actions taken by another student or several of them"(5). The most widespread definition is bullying as a set of malicious behaviors, usually intentional and harmful, to one or more students over another (s), usually weaker in some sense (in number, age, in physical strength or in psychological resistance), to those who become their regular victims, who cannot effectively defend themselves. Maltreatment may include verbal abuse or insults, sexual harassment and abuse, social exclusion or exclusion, and physical aggression, and is usually accompanied by theft, or destruction of property and property.

Behavior. 25 bullying or bullying behaviors have been identified: 1- Calling nicknames, 2- Not talking to him, 3- Laughing when he is wrong, 4- Insulting, 5- Accusing things he has not said or he has not done, 6- Tell lies about him, 7- Get in touch with him for his way of being, 8- Make fun of his physical appearance, 9- Do not let him play with the group, 10- Do gestures of ridicule or contempt, 11- Shout or shout, 12- Critique of everything he does, 13- Imitate him for mockery, 14- Hate without reason, 15- Change the meaning of what says, 16- Punching him, punching and kicking him, 17- Don't let him talk, 18- Hiding things, 19- Putting ridicule him in front of others, 20- Have a hobby, 21- Get in touch with him to make him cry, 22- Tell others who are not with him or not talk to him, 23- Get in contact with him for the way he talks, 24- Get in touch with him to be different, 25- Steal his things. Source: Cisneros X Report by researchers Araceli Oñate and Iñaki Piñuel (6).

Characteristics. To end this succinct conceptual foray of bullying, and once some definitions of the phenomenon and the behaviors of bullying have been described, the characteristics inherent in this situation must be addressed, and for this we will draw upon the aforementioned work of Alcover de la Hera (1). There are four basic characteristics of bullying: helplessness, inequality, persistence, and the absence of provocation. Let's look in more detail.

1) Helplessness. The existence of a helpless victim who becomes the target of a partner or a group of them. The girl recounts that they had hit her in the yard, in front of the monitors.

2) Inequality. There is a situation of inequality, whether physical, psychological or social, in addition to the helplessness on the part of the victim. Physical inequality may be based on greater physical age or older age. According to the minor's explanations, he has been subjected to a rosary of ridicule, insults, laughter and mockery, and also has suffered "total isolation" from peers. He says, "They left him alone for everything, including gymnastics where two people must participate", his mother lamented. This student has also suffered thefts and damage from his class drawings. Psychological inequality is about provoking the victim. Excerpt from a letter written by a 15-year-old teenager: "From the first day I started my 3rd year of ESO I have suffered psychic harassment and death threats. I am told that I have AIDS, I am accused of a

thief, that I am adopted (...) I saw that the problem went out of my hands, I had to call my parents and now they are also threatened with dead". Social inequality consists of numerical inequality: the group against the victim. Let's look at another example."On September 28, the mother and young daughter were attacked by the underage harasser with her group of friends in front of the Institute door when she had gone to pick it up. The Head of Studies was a direct witness. In the midst of the scandal and the insults, the youngest aggressor also accused the Head of Studies by saying: "And you know that from the outside, I do what I want".

3) Persistence. These are repetitive and persistent aggressions that can last for several years. Example: Almost since the beginning of classes, at the end of 2005, his classmates have been beaten, tortured, locked up and stolen. Her case was brought to light last week after the Guardia Civil reported on the arrest of three schoolchildren for repeated assault.

4) Absence of Provocation. These are unjustified behaviors and relationships, as there is no provocation on the part of the victims. Let's see: The two sisters no longer returned to school, but the attitude of the youngest aggressor did not change because she again went with a support group (her boyfriend among them) to this family's home to attack. -the bear. A few days later the offender was punished with a one-month expulsion. The girlfriends of the victim girls even stopped talking to them, leaving for fear of the parents seeing them involved in the conflict with the aggressor and her gang. It should be noted that the older sister (4th of ESO) is an excellent student and has never had any problems with anyone before. She does not even know the reason why she was persecuted and harassed by a colleague.

Once the concept of bullying has been clarified, we will focus on the motive of the talk, namely the analysis of group, organizational and social factors that cause the emergence of bullying, its development and its chronization. We know that the reasons why a boy or a girl constantly charges against another partner, creating an abusive domain situation, are many. Studies on the subject indicate the personal, family and social factors of the aggressor and the victim, as well as factors related to the school culture.

Group Factors

The first point we will deal with is the factors that affect the group processes, since we are interested in delving into the group dynamics of both the bullying gang and the group-class that observes the harassment. We agreed that groups are systems that, throughout life, influence people's perceptions, judgments, thoughts, emotions, and behaviors. Their influences can be positive and negative, as is the case with bullying. Let's look at the influence of group factors on the bully instigator, his accomplices, and the testimonies of bullying.

Chief Siege or Instigator. The main bully is the child who instigates bullying, the one who surrounds himself with a gang of thugs, and the one who stands as the leader of the aggressors. To come to understand the reasons why a minor becomes an instigator of the bullying of another partner, we are referred to the personal, family and social factors that have influenced him. The importance of the family is crucial and this is because the minor has made his family group's judgments, emotions and behaviors his own; therefore the aggressor's parents' relationships and feelings towards their child are momentous, as they model behaviors that will later be repeated by him. The characteristic shared by the aggressors is the lack of empathy, that is, the inability to put themselves in the other's place. This translates into the belief that one's actions have no effect on the person, that is, they do not understand what the other feels and suffers

as torment. The aggressor can often think that the victim deserves it, because the instigator's actions have provoked him and precipitated the intimidating reaction. Another important element in the aggressor is unpopularity. In addition to the family group, the caregiver is influenced by the peer group. Bullying studies say that the bully is unpopular at the start of its first bullying case, and that the goal of bullying is to become popular in the peer group. It is stated that the leader-aggressor, despite his unpopularity with his classmates, achieves by his harrowing acts, that his position in the group improves, that is, increases his social recognition. It seeks to demonstrate to others that you are strong in producing fear and in displaying arrogance in your relationships with those outside your group. In Olweus' studies it is stated that the bully-principal has a high self-concept, as opposed to other studies which claim that he has low self-esteem. I am of the opinion that you are both right, I will clarify this, I think that the internal feeling of feeling "worthless" provokes a defensive reaction of arrogance and envy, so I understand that the feeling of low self-esteem has a translation into poisoning behavior, and popularity pursuit. That is, they gain respect by frightening others, a respect they do not have for themselves. At first the aggressor will catch up with their victim with low intensity abuse, but as time goes on and he observes that his victim has no protection, he will increase the intensity and frequency of abuse, creating a vicious circle of violence aggression.

The Camarilla. The importance of friends, the peer group, for the evolutionary development of children and adolescents is well known. Sometimes this group factor strengthens the bonding and consistency of the group through third parties, the scapegoats, which serve to strengthen the bonds of friendship, key in pre-adolescence and adolescence. For this reason, mistreatment has the most intense and frequent moment from 11 to 13 years, although it is in the age range of 12 to 16 years where the largest number of studies have been performed. The group of aggressors is sometimes formally formed around the victimization process and acts slowly, creating a collective awareness where the victim is less and less loved and valued, which helps to increase the aggression rate, in quantity and intensity. In the case of bullying, both active inclusion in a bullying group and the passive complicity of witnesses are explained because the victim's stigmatization has been internalized. We can say that the beginning of the formation of a psychological group takes place when it internalizes a social norm; this rule conditions the judgment of members and persists over time. As described in the following account of a former member of a bullying gang: ``Sixteen years ago (at the age of twelve) I was most directly involved in bullying toward a partner. It was me and two more. The teachers intervened shyly and the students almost completely neglected. It would have been impossible for us to change our minds, because we lived in a world apart and at the same time were proud of our worst acts. The passivity of her colleagues is explained by the fact that the girl fell ill. When gift A decides to pursue gift B, it is likely that B is a person to some extent previously stigmatized; that is, these kinds of things are incurred by the law of nature over the socially weakest. The girl in question had to be changed school".

There are two elements that affect members of a bullying group: obedience and un-individuation.

Obedience: In group processes an important element is obedience, which occurs when a person changes his or her behavior in order to submit to the direct orders of an authority. The conditions for obedience are as follows: a) The source of influence has a higher status with respect to its recipients. b) Exert explicit pressure (ordering to perform behaviors that people would not do for themselves). c) Constantly monitor the fulfillment of orders (sanctioning resistance).

Unindividuation: Another element that is involved is unindividuation, it is a process of social influence so that people lose consciousness or perception of their individuality, becoming perceived as undifferentiated members of a small group or of a crowd or mass. This knowledge gives us the basis for designing strategies to stop school persecution. One of the first actions will be to reduce the status of the bully leader, then actions should be promoted to increase the critical spirit of passive witnesses of harassment and to demonstrate the state of submission to which they have fallen collaborators of the instigator. To break the group's obedience, sanctions must be instituted for the most aggressive bullies. The prevention aspect will be dealt with in more detail in the conclusions of this paper.

The Witnesses. The group of observers has a crucial influence on the course of events, because in the case of opposing aggression the harassers will lose justification and power and will need to exert more aggression on more victims or desist from his stubbornness. While it is true that the fear of being attacked by the aggressors themselves serves psychological barrier and prevents the victim from helping, with the consequence that they gradually separate from it. Attacker school sanctioning strategies can influence if the witnesses are more supportive. Fear is what explains the phenomenon of the passivity of witnesses to peer violence. When observers share a moral dimension of solidarity, this can unite them in favor of decent living, so they will know that if they choose the victim, they will be able to stop the harassment and threats, and that is where their strength lies. This is the story of a child victim of bullying, in which peer-to-peer fellowship partly mitigated the effects of violence: "I spent all my recreation hiding in the bathroom. They threatened to hit me, and I had a really bad time, but I was fortunate enough to have friends who had a drink with me", she says as her friends nod. In order to be able to intervene in bullying cases, it's basic.

Understand this from group processes, so the level of group intervention will include the use of cooperative - collaborative learning methods, the positive use of interactions and group influence processes as positive model reinforcers can stop bullying. In turn, levels of individual intervention should foster improved interpersonal communication, that is, training in the acquisition and improvement of social skills, as well as training in conflict resolution techniques, such as example, using peer mediation (only recommended in the early stages of bullying) and arbitration (when bullying is high) such as training in improving assertiveness and encouraging critical thinking. In short, empathy should be encouraged and prosocial behavior promoted. It must be started to spread that the union of observers, in determined action against the bullies, can stop bullying.

Organizational factors

Bullying begins within an educational institution that has the social responsibility of educating new generations, not just instructing. The triggers of bullying are based on individual and group factors, but the resolution or timing of the cases will depend on how the educational community reacts, so it is so important for us to be able to understand the organizational processes of the school. Educational organizations, like any organization, have five basic components: structure, participants, goals, technologies and context. The structure refers to the rules of the center and accepted behaviors. The participants are all members of the educational community (teachers, principal, other peers, school board as well as student parents' associations). Goals are defined by educational goals, including learning in values. Technology refers to the methodology used. The context covers both the school and the neighborhood in which it is inserted. Once briefly

outlined the characteristics of an organizational structure, it is important that we delve into two elements that have a major influence on the emergence of harassment, on its establishment and on its timing, and on the organizational climate. and to the culture of the organization. Bullying is essential to understand the culture and organizational climate in order to prevent and stop such behaviors, ignoring them can lead to the failure of an bullying intervention project that he did not count on this in his design.

Organizational culture: it is the frame of reference of the educational center, it is the contents (values, ideas) that shape the perception, interpretation and answers related to the environment. The elements that make it up are: the substance of culture and cultural forms. The substance of culture refers to the system of shared, interrelated beliefs and values that have a strong emotional burden and can be termed ideologies. Cultural forms, meanwhile, refer to observable entities (symbols, language, stories, practices, etc.), through which members express, affirm, and communicate with each other the substance of a culture. In organizations, there are often two or more cultures, which are sometimes called subcultures when they coexist with another dominant or formal culture, and which can coexist in harmony or conflict. Chronically bullying cases often indicate a subculture in the educational organization. We postulate that when bullying cases are not stopped quickly by the school, this indicates a serious distortion in the perception of violence, what is fair and what is not, that is, they indicate indicators of the existence of a subculture that promotes violence that coexists with a dominant social culture that sanctions child abuse. As Olweus (1993) mentioned, there were educational organizations with a positive attitude towards violence. Although the following opinion may generate opposition, I am of the opinion that when a bullying case is not reported and the child-victim version is not trusted, it is necessary for the teacher to protect it presuppose some kind of fraud or corruption within the school institution. It is from the experience gained over my years of research on the phenomenon of moral harassment that I venture to make that statement. In these cases, the organizational culture of the educational institution is not capable of perceiving its responsibility, and I affirm that this is so because it is immersed in some kind of violence, which prevents it from being objective. To justify passivity and lack of support for the child aggressor, members of the school organization may argue that violence "strengthens children and strengthens them". Occasionally, too often, schools have failed to protect their victimized student from bullying because they are immersed in an organizational culture that minimizes peer aggression, even in those cases where injuries require attention sanitary. Let's look at an example: "Although the center claims it was a fight. Three minors have been charged for hitting another student. The same sources said that the bullying "finally turned into aggression, which the complainant suffered in the schoolyard on March 30 when he left class", and resulted in "different injuries from who had to be treated in a medical center". From all of the above we can say that an organizational culture with values of respect and coexistence will not let bullying flourish in their classrooms.

Organizational Climate - The organizational climate is constituted by the shared perceptions of policies, practices and procedures, both formal and informal, and represent a global concept indicative of organizational goals and the appropriate means of achieving them; that is, members share the way things are around. Organizational climate influences the attitudes people develop toward actors, stimuli or situations they face, as well as their interpretations of what they perceive and their behaviors or responses. What people interpret as real is real to them and is real to their consequences. Another example: "The number of students who isolated her", became more and more by the end of the year with very few friends left. Seen in the group

being with her. "The girl was tossed in and corrected by objects that" coincidentally "appeared on her desk fifteen days later".

There are three dimensions that define the climate: a) Interpersonal relationships (that may be respect, consideration, courtesy ...) b) Psychological security or lack thereof (with threats to self-esteem and psychological well-being) c) Organizational mechanisms (which may be aimed at support victim and punish executors We bring the story of a bully victim where the whole atmosphere was a bully.

"Despite 47% disability for "border intelligence", as he himself acknowledges, was one of the best graders in the course, "I was the most studying, because I was spending money on commuting, and I wanted to take advantage of it". José Carlos also found no support in his family, at seven months of the bully told her mother what was happening and thought it was a kid's thing. "When I insisted, she called and spoke to a School Board representative and this representative told me that I was really bad,"contestón", that what she was telling was a lie. my mother did not support me". He claims he felt helpless, alone and as if he were a stinker. Six years after living in a daily hell of insults, disqualifications, loneliness, marginalization, constant nicks in the neck by his peers; in the utmost solitude since he found no support in anyone, neither teachers nor relatives, José Carlos has dared to make known the ordeal that he had to endure day after day to make one of his dreams come true: obtain the qualification of professional training like technician in bodywork, sheet and painting of the car".

Therefore the attitude of the school and the climate of interpersonal relationships and respect between its members is a very important factor. Schools that allow and encourage students to report their difficulties and to feel they are being heard will be able to prevent and intervene when bullying begins. The aggressor will know that there is a clear opposition to the actions of arrogance and aggression that he wants to carry out. Thus, it is necessary to promote the enhancement of civic climates in the organization, that is, they promote psychological security. This will require the establishment of effective communication channels and guidelines between all the actors and systems involved. The design of bullying prevention programs and victim support programs will also need to be implemented when the emergence of peer violence has not been avoided. In view of the foregoing, strategies need to be implemented in order for a school institution to prevent the emergence of peer-to-peer violence or to increase the number of existing bullying and bullying cases. Intervention aimed at affecting the culture of the school organization in such a way that it entails a more positive variation of the school climate.

Therefore we can affirm that the organizational intervention will consist in the acquisition and empowerment of cultures (values, beliefs) of respect, tolerance and valuation of diversity. This can be achieved through the design of values education programs that foster a culture of coexistence and also through the use of situational and transformational leadership styles, which without neglecting the exercise of discipline and control classroom help motivate and stimulate students towards positive performance and relationships goals.

Social Factors

Schools and the educational community are not isolated entities, they are immersed in a neighborhood or a village, that is, they are part of and are subject to the social processes that they have place in this near environment. Both the conceptualization of violence and the learning of violent behavior are strongly influenced by the kinds of social values that prevail in

this social environment. The existence of racial, ideological or other prejudices within this environment near the school will influence the evolution of a bullying case and the support that the child-victim and his family can receive from their social community. In addition, this social influence on values is reinforced by the supports that receive some type of behavior and also the sanction that others receive. I have provided quite a few examples of bullying where the victim has been neglected for protection, I will now relate a case where the victim and his family (the mother in this case) counted on the help of violence and the forces of law and order, that is, society acted as a provider of relief duty. Example: "This time it was the neighbors who alerted the authorities. At the exit of the classes a group formed by 30 to 40 people, between students, ex-students, friends and people simply wanting to find shit, have cornered a student of the institute. The beleaguered young man, of Russian descent and at the time accompanied by his mother, has suffered insults, beatings and even gotten him under a car until at last the police presence has persuaded the 'thugs'.

To continue addressing the social processes that influence bullying, we need to name it on television. The new generations have become an important reference model in the media, especially television and lately virtual internet networks, which to a certain extent have completed the learning of social norms, previously provided in the family. Recent studies on violence on television indicate that the number of deaths and killings seen by television viewers is very large; therefore we can point out that new generations have been passive observers of violent models. Watching violent television models could partly explain the emergence of bullying. And this is because there are social learning processes called model observation or vicarious learning, which involves the acquisition of information, concepts or patterns of behavior through observation of other people's behavior and the consequences of their actions. Thus, if someone observes that a person, performing certain behaviors, obtains valuable results (or positive reinforcements), then the observer can learn and acquire those behaviors upon having verified that they allow the achievement of the valued goals (Alcover de la Hera). Let's look at an example: "I was called crazy because I was stuttering quite a bit and sometimes they addressed me as if it was silly or subnormal, they constantly gave my colleagues nicks in the nape of my neck. On one occasion I was slapped in front of the teacher, I stared at him to see if he was reacting, but he did not say a peek, he did like a smile and a dot". Social learning can be used not only by explain the acquisition of the negative or undesirable behaviors, but also to reduce them, therefore the observation of models that obtain as a result of the conduct of harassment or abuse negative reinforcements (punishments, sanctions, rejection, loss of relationships or status, etc.), it will allow you to learn that these behaviors do not allow you to get a reward (Alcover de la Hera).

Therefore, social intervention aimed at reducing the emergence of bullying in schools will have to be based on fostering positive models that favor its adoption through social learning processes. This includes fostering values of respect, tolerance and diversity. Stopping bullying is, first, the establishment of social support networks for victims of violent behavior in classrooms, and second, the establishment of legal systems of sanctions for bullying harassment and ill-treatment. Here is another example of good social intervention in a bullying case, told by the mother of the victim, a 12-year-old boy. "At home, I'm going be the one I realized. My son's companions, all 12 years old and apparently model, subjected him to constant siege. Once I informed her tutor, she worked with the psychopedagogy team to solve the problem". In this example, both the family, the tutor, and the specialized school teams performed correctly. In addition to television learning about violent models, we must also focus on another interesting aspect of western society today, characterized by a high degree of social hypocrisy. Children and

young people are influenced by the double social morality, which is evident both in the advertising of consumer products and in the exercise of politics, which is specific in the learning of models of deception given the impunity with which those that operate this way are developed. We can affirm that the new generations have inadequate social referents, since by observation they are learning violent models and of deception.

Homage to the spot on the wall where Jokin died

CASE Jokin

An autopsy was performed on the body of Jokin, the 14-year-old boy who was launched from the wall of Hondarribia (Guipúzcoa) on September 21, after suffering for months the harassment of a group of classmates, confirms the suspicions of his family. Forensics found up to five areas in her body with clear signs of having received numerous strokes about eight days before her suicide. The San Sebastian Juvenile Prosecutor has ordered Ertzaintza (Basque police) to investigate what happened. Eight Jokin teammates have been temporarily expelled from Hondarribia High School.

Case Study Jokin

For the analysis of the case I have relied on the data provided in sentence (7) and also on other sources such as the journalistic news concerning the case (8), the data obtained by my personal friendship with the parents of the dead child, and the story of alumni of the same institute appeared in Internet forums (2).

Background: In the same institute where Jokin studied, there have been other instances of bullying before his. It is noteworthy that these harassments were carried out by the same group of child-bullying, who had the same complicity on the part of the teachers, and which ended with the disappearance of the victims of the educational center, by transfer to other centers schoolchildren. Let's look at the story in a media outlet: "The two girl's classmates, including Jokin's eight alleged bullies, began to pressure her by calling them 'ruined' or 'drug addicts'. The girl says, "Before, I was accompanied by my older brothers, but then I was alone at all times. They insulted me at leisure, when leaving the class and also in the classroom, in front of a teacher, who pretended to see nothing", said the young woman. Given the nature of the events,

the parents of her the young man decided last Easter, a few months before the end of the school year, to take his daughter out of high school, saying his daughter "couldn't do any more". The girl says now that after she left, Those who harassed her became Jokin, and the two harassed girls belonged to a family of four who had suffered a financial bump, hence the insult of "ruin" they received. Another newspaper: "I was insulted at the time of playground, leaving school and also in classes, in front of a teacher, but they felt as if they did not feel", said a former student of the same Jokin high school. Her classmates began to pressure her and her sister by shouting "rubbish" and "drug addicts" and insulting them. The girl explained that she was "touched first" and that they later went to Jokin, the 14-year-old who committed suicide and met her in class until 2003. The girl remembers how Jokin was one of the few who spoke to him, though "only when he was all alone", because if he did so in the company of his bully Jokin, "they would look badly" of the girls, and they are suspected to have received threats, notably the passivity of the teachers on the one hand and the repetition of the harassment actions. After looking at this background we will analyze the case of Jokin, the under 14 that he committed suicide and that Spain's concern about bullying was triggered.

Jokin Harassment Begins: The excused excuse relates to a summer activity where some of the bullies were discovered along with Jokin smoking leeks. Parent notifications were notified by all students except Jokin, and this was why he was called a "whistle" and bullying was triggered. They took advantage of her belonging to her own "gang" to reproach her behavior for the summer, increasing and pushing her, accompanied by the rest of the group, so they had to be separated. Another turned to Jokin for explanations of the summer, insulted him, and punched him in the face, causing a bleeding wound in the mouth. The parents of the children who intercepted the notifications have never thanked Jokin's family for information that provided the detection of toxic habits for the health of their children in a habituation danger. Most parents would be grateful if you paused for actions that could harm their children's health, but the parent-child parent never appreciated this fact; instead, they joked that Jokin's mother had been wronged warning them.

Repeated aggressions against Jokin: The text of the court ruling indicates the high level of violence exerted by members of the besieging gang and the complete lack of empathy. We transcribe: "The rest of the group did the same thing, both those in the same classroom, Hasier and Iker, as different classrooms (Jon U., Ion T. or Josu M.), used the finishing touches of classes to go to Jokin and, after insulting him, "chivato, cagón", they nailed him thrusts and "chetas" (knives with the hand on the head). This they did two or three times a day. To avoid being seen by teachers, Beñat A. was careful not to come near and on other occasions was Iker E.

Helplessness: The same children who attacked Jokin had previously assaulted other students (see background). Jokin had witnessed the impunity with which the besiegers operated in aggression against other students, hence their inability to defend themselves or report the situation. In addition, Jokin knew, like many, although it was not widely reported in the media (9), that some of the members of the bullying group were children of teachers at the institute and thus had the tacit support of teachers. Therefore Jokin was immersed in a psychological process of learned helplessness. Let's look at another account: "In a change of class, Odei B. reprimanded and assaulted Jokin again, getting in the middle of Olatz, whom Jokin told him was not to go with her, but Olatz proposed Jokin was slapped in the face, and then Odei B., Hasier S. and Iker E. also punched and insulted Jokin". Jokin did not defend against such aggressions and insults.

Witness Complicity: Harassment watchers stand by and do not help. Students are also aware of the impunity the harassment group operates on. Let's transcribe. "When Jokin was spotted by this man, he approached her and said "what do you do in this class that you are going to contaminate", she pushed him tying against the umbrella where she was kicked in the legs and bumps on the shoulders and abdomen. And Hasier S, the latter was spotted kicking Jokin in the back, in class, with no chance to react to the blow he was going to receive".

Teacher Complicity: The court ruling contains information that illustrates the complicity of the educational team, an example where the teacher believes the version of the instigator is not even contrasted with Jokin himself. He is accused by the instigator, who lies blatantly in front of the whole class, and acts like a public whistleblower. The word "whistle" was a qualifier with which he humiliated Jokin; This fact must be emphasized because it demonstrates how the bully's instigator uses two different measuring rods, one to measure his performance and the other as his victim's. On September 15, 2003, coinciding with the first day of the school year, Jokin was distressed by a bowel problem that led to involuntary bowel movement in the classroom. This led to the following days, about two weeks later, receiving ridicule and insults from his peers. On September 15, coinciding with the date Jokin had his gastrointestinal problem last year, in the first hour of class toilet paper rolls were thrown around his table, Josu M. grabbing two rolls and placed them on the table. When the teacher appeared, he asked who had thrown them, and Odei B. instructed Jokin, so that the teacher instructed Jokin and those beside him to pick them up.

(Annex: three of the eight aggressors were children of teachers of the same Institute)

Parents Reaction of the Aggressive Children After Suicide: Following the news of Jokin's suicide, the parents of the aggressor children issued a statement; by issuing a public statement, the parents of the offending children minimized their children's behavior, called into question the protection of the victim by their own parents, and undervalued the vexatory and aggressive behavior of their children: "Our children have been friends with Jokin and as with all the gangs, they had their plus and minus". Even the wording of the court sentence contains the actions of the parents of the child aggressors, I quote literally: "By acting in this way, in addition to showing a lack of empathy for the suffering of the victim and her family, the minor aggressor is held accountable". For all of the above we dare to delve into the analysis of the group, organizational and social processes that triggered the harassment on Jokin.

Group process- The analysis of the group refers to the fact that the eight bullies were part of the same group or group. Through a group process, (conducted several years before the Jokin harassment), these eight students had become psychological-group under the direction of a ringleader who ordered their members to exercise peer violence. Cases before the Jokin harassment in which this group was assaulted are numerous, so one of the identifying characteristics of this group was the slaughtering actions they performed almost daily. Such was the union of the group around the figure of the scapegoat that it took just 2 months to harass the girls (see background) to harass Jokin. In both cases, the victim's stigmatization is palpable; This is why the harassment group uses a real element and magnifies it to stigmatize, in the case of girls the word "ruin" was based on the economic upheaval that the family had suffered, and in the case of Jokin the epithet "caganer" it recalled an episode of child incontinence when he was banned from going to the toilet when asked by the teacher for being unwell. The school rule of not leaving the classroom could not be disobeyed even by a student's indisposition, which already refers to a certain insensitivity in the application of the school rules. In analyzing the various episodes related to the court ruling, it is found that the instigator is not the most

physically violent, but relies on his friends as thugs. In this group the leader has a higher status, orders aggression and punishes non-compliance. In both the girls' and Jokin's cases, observers are kept out of the way, master and pupil witnesses leave the victims to good luck. All elements indicate a lack of empathy for the aggressors but it is not until after Jokin's death that the families of the aggressor children 's empathy are shown, as reflected in the same sentence.

Organizational Process- The organizational analysis of the institution refers us to the fact that the organizational culture of the educational center was tolerant of violence, one of its values dominating the law of the strongest. This group had the tacit consent of the teachers. It is difficult to understand that girls could have been assaulted for more than two years without taking action or for a year constantly assaulting Jokin without even noticing. There is enough evidence that the bullying group had been assaults on high school peers for more than three years, with aggravating ones in the case of girls being attended by teachers who did nothing. Common sense indicates that the group had support within the faculty, likely to have relatives in the institution's teaching team. From all of the above we infer that the school climate did not provide psychological security to its students, who were left at the mercy of the aggressors without any protection for the victim or any sanction for the violent.

Social analysis. The bullying group had the social benefit of its existence, as it functioned as a "gang", this being a figure who is part of the social network of Basque society. There is another social element that helps to understand the passivity of teachers in relation to students' violent behaviors, which has to do with the social justification of the use of violence by Basque society. No one fools, and everyone knows there are two subcultures within Basque society, which is expressed in a differentiated use of meeting and leisure places, in addition, this differentiated use is mutually exclusive. It can be argued that there is a social divide inside the Basque Country, both of which are mutually exclusive and generating a high level of social upheaval, which is often accompanied by the use of violence. When violence is apologized in a society, belonging to one of these subcultures involves complicity in the use of aggression to "the other," to the different, which "is not like us". There is no doubt that in Jokin's case, many elements are identified that predicted a bullying, which explains the sense of "dead end" that led the teen to commit suicide two days before they met the 15 years.

Conclusions

The analysis of the group and social processes of bullying gives us a knowledge of the elements of the phenomenon, both those who are involved in its development and those that encourage its chronization. We know what we need to do to get rid of bullying, but we don't end it, so in conclusion I want to stop to analyze the reasons why our society fails to put in place the necessary means to permanently eradicate this grave situation of child abuse in our western societies. I am of the opinion that what prevents the problem of bullying from being resolved is the refusal to accept the problem by society, which would mean a change in values and ethical commitments. There are too many cases of bullied children in which there is an excessive passivity of teachers, and of the rest of the educational community, in short, there are too many child-victims forced to leave their school when the leader-bully should be the that he had to leave. To all the previous situation a new element is added between the people with responsibility to stop the bullying, this is the existence of a fixation on the statistical studies with the consequent dance of figures (10) between some studies and others, which acts as a smokescreen for the phenomenon, resulting in a study-focused discussion of the phenomenon,

instead of being alarmed by the victim's suffering. The refusal to accept the seriousness of the problem occurs in all the parties involved: it starts with the aggressors denying the injustice of the harassment, then it is tolerated by the educational community, minimizing its effects, and it is followed by a social neglect of duty protection of abused children. In this process of denial there are no elements of bad faith on the part of the organization or of society, which is the existence of resistance mechanisms that make it difficult to recognize them.

Everyone who is facing a bullying case may have these kinds of resistance. These resistances translate into three types of manifestations: standardization, minimization, and modeling. The normalization of the phenomenon is supported by the argument that bullying has "always existed", in short it is intended to be a habitual or "running" phenomenon and, therefore, acceptable. Minimization translates into emphasizing the phenomenon by refusing to perceive the bully as a sectarian group with the argument that they are "children". Another element that prevents the phenomenon from halting is based on the existence of violent adult models. Therefore, manifestations that show there is resistance to understanding the gravity of the situation will be: "bullying has always existed", "they are children" or "it´s not so bad" argument that justifies modeling. Let's look at it in more detail.

1) <u>Normalization of School Bullying</u>: "Bullying has always existed" whatever has existed is not always justification that it must continue to exist, if it is the case that society considers that this is not good and therefore it has to be rescued the right to change if it is for the better, but it seems that the phenomenon has always existed, but there are more cases now. Let's look at some examples of bullying from earlier eras. Its victims, adults now: "Jokin's case pushed me back about 8 years. I found myself back in my village school, my EGB class 8 and I went back to see my legs and arms full of blue. My chair full of bats and I heard the insults that have continued to torment me since then and I believe that those who suffered the teasing, beatings, ... in years of adolescence we do not erase, they are images that we hide, that we want to close in the last cove It goes out of our memory, but the drawer reopens in the face of situations like these". Another comment. "I am a former victim of bullying (now called bullying) in Valencia until 1988 (today I am 31 years old) and I would like to know how and where I can collaborate so that what happened to me stops happening. To many children it pains me that cases like Jokin or Mª Cristina (from Elda) had to go public for the people to mobilize. No one knows better than me what these kids will be going through. No one can imagine or imagine what we have suffered through those who have suffered it. I got to make fun of at the age of 12 and 13. So I spent my leisure time alone, in isolation, as if I had been plagued. I needed contact with people and I knew that even if they hurt me, there would be something new this day (I want you to imagine two recreations per day, the 30 minute and the second 3 hours, and now multiply it by all days of a school year and then for the 8 years that EGB lasted - Imagine growing up alone, isolated, cramped, in bumps and jokes all this time and ask why I did it, then thought about suicide- me (like Jokin or Maria Cristina) but I was worthless, I was scared of the pain of death and, fortunately, I did not but I was forever marked".

2) <u>Minimization</u>: "They are children" (referring to the aggressors). Many current situations of harassment result in the denial, by most adults, of accepting that the bullying group has a similar behavior to that of sects. This is manifested in the difficulty of accepting aggressors as thugs. There is an understanding of the violent and of the teaching staff and of the rest of society, they are identified as "minor" and this results in very little empathy for the victim. The victim is also a minor and also innocent, and she is often responsible for what happens to her through the attributional mechanism. Until people, with some responsibility on the topic, are not aware of

the seriousness of the topic and how violent the bully children can be, there is no stopping the bullying. There is no doubt that the group process of a bullying gang is similar to that which takes place within any sectarian group. Here is an example of the vicissitudes that an old member of a bullying gang had to take to break out of the group. Let's hear it: "When they were just 12 years old, they were hiding around the school to smoke leeks. They organized rallies and always had funny comments while offensive to non-members. This is how a group of seemingly normal children worked, students of a school in the province of Alicante. They scared most of their peers. But not everyone was comfortable with this behavior and one day one of them, who prefers to remain anonymous, decided to look for new friends. That decision marked the beginning of his particular hell. His former colleagues began harassing him in every corner of the school: threats, bumps, pressure to make him ridiculous in class. They would sit behind him to make him nervous when the teacher asked him and they would get him to give bad marks''. One person from the beleaguered minor's environment recounts: ''He paid a high price for wanting to leave this troubled gang'', adding: ''day after day".

They denied it, put him badly in front of the rest of his classmates, and warned him that if anyone hears this we will know that you have been ... so be prepared.

3) <u>Adults as role models.</u> More often than not what we want to accept, children are learning violent models and deception through the behavior modeling process. We give you an example of unconscious behavior by teachers who incited bullying. The girl has been attending a public school in Hellín for six years, where she is "fully integrated" and where she has not had any problems. However, one day she was removed in the middle of the class for a practice psychology student to take a test and here began the mockery and "rejection", which was "becoming more and more" some of her classmates. "When she was pulled out of class, they began to mock her, her father said, according to testimony given by several students. For some of her students", she remained a psychologist "the girl was treating". These tests, performed without parental consent - as stated in the ruling - triggered a rejection and her companions began to view it as something different, as if she were they needed treatment, and they started rejecting it.

In the prevention, modification and eradication of bullying, all stakeholders and systems must be involved, considering, as has been argued here, that school and educational contexts constitute socio-ecological systems where all subsystems are closely interconnected. In conclusion, the precautionary measures that Olweus, a pioneer in the study of bullying, designed, already aimed at this ecological partner view, as they acted in different areas: the school, the classroom, the aggressor and the victim, and parents too. Many of the strategies suggested in their work relate to research on school efficiency and improvement. The prevention program that Dr. Dan Olweus with good results was based on creating a calm school environment which involved expressing genuine interest in the students. In addition, increased control during recreation and meals, meetings with school and parent staff, and clear rules against bullying in class were established, as well as conversations very serious about the poachers, the victims and their parents.

The characteristics that make prevention programs work are based on nine points: 1) The existence of an atmosphere (organizational climate) that discourages acts of intimidation; 2) Conduct student surveys to assess the extent of harassment; 3) Training courses for the institution's staff in order to prepare them for the detection of the phenomenon; 4) The existence of consistent rules that sanction violent behavior; 5) Implement classroom activities to discuss topics related to aggressive behavior; 6) The integration of topics of prevention of

occupational and school risks; 7) Do individual and group work with both the children who have been bullied and the aggressors; 8) Involve parents in bullying prevention activities; 9) Existence of groups of teachers in charge of expanding the knowledge and motivation of staff on the subject of bullying. Research shows that it is possible to reduce the risk of harassment and harassment in school and the associated antisocial behaviors through an appropriate intervention program. This can be crafted by simple and inexpensive means because they are based on changes in school attitudes and routines. Olweus's research emphasized the importance of common values of behavior, a consistent vision of the school, agreement in a set of principles, a long-term plan and involvement of parents to end a process of victimization, which must by no means continue. We hope that this paper contributed to this.

NOTES:

(1) Based on the work of Professor Carlos Alcover de la Hera entitled "Group Processes and Aggressive Behaviors and Bullying" presented at the first Congress of Stress-Related Pathologies, Tarragona, November 2005. http: //www.feriarelajate.com/congreso_05.html.

(2) Jokin Forum http://miarroba.com/foros/ver. php? foroid = 25.866 & themeid = 2.707.916

(3) Platform Forums Affected by Mobbing-PAM http://www.forosdelmobbing.info/

 (4) The Model by Susan Swearer and Dorothy Espelage contemplates: child-family-school-community and society. Featured in the book: "Bullying in American Schools" (2003). Http://www.icvp.org/downloads/Conf05EspelagePowerPoint.pdf and in "Acts of Harassment or Bullying in American Schools. A Socio-Ecological Perspective on Prevention and Intervention "(2004) 1, Developing a Strategic Anti-Bullying School-BasedProgram http://www.illinoiscec.org/downloads/Fall2006_Presentations/espelage2006keynote.ppt#287,

(5) Dan Olweus Definition. Http://www.lp.edu.pe/l_trahtemberg/otros/diareg290505.htm

 (6) Source: Cisneros X Report by researchers Araceli Oñate and Iñaki Piñuel. Http://www.acosomoral.org/polemicX .htm

(7) Jokin Judgment http://www.acosomoral.org/documentos/Sentencia_ Jokin% 202% 20copy% 5B1% 5D.doc

(8) Txoko Jokin http://www.acosomoral.org/indexjokin.htm

(9) "Stalkers are Teacher's Children" in "Bullying: A Fear of Death." Http://www.gh.profes.net/especiales2. Asp? Id_contenido = 44.583

(10) Fig Ball http: // argijokin.blogcindario.com / 2006/10/04927 -donen-Olweus-la-medcion-esinjusta-equipara-a-victim-y-verdugo.html AID Addresses for East America in Latin America: Validated scale "Pair of Aggression between peers for teens and pri ncipals results "Authors: Cajigas, Kahan et al.