

## **PREVENTION METHODS OF SCHOOL bullying or BULLYING**

By Marina Parés Soliva. May 2012. © marinapares2012

Some previous notions to prevent bullying situations.

In Spanish to the original. Translated by Marina Parés

### **BULLYING DEFINITION**

Let's see what we mean by talking about "Bullying". Literally from English, "Bully" means a bully or aggressor. In this sense, these are behaviours that have to do with bullying, tyrannizing, isolation, threat, insults, about a victim or victims. The word "bullying" is used to describe these various types of unwanted behaviours by children and adolescents, ranging from these heavy jokes, to deliberately ignoring or ignoring someone, to personal attacks, and even to serious abuse. Sometimes it is an individual who does the bullying, or a group (gang). The most important thing is not the action itself, but the effects it has on its victims. The first author to describe this phenomenon was Olweus: "a student is assaulted or they become a victim when exposed, repeatedly and for a time, to negative actions by another student or several of them." Sometimes it involves beating or kicking other classmates, making fun of, "passing someone", etc. But these situations are quite common in educational institutions (colleges and institutes), and can be very Harmful to those who suffer from them, usually in silence and solitude, therefore, situations of harassment, intimidation or victimization are those in which a pupil is repeatedly and for a time exposed to negative actions that lead to By other actions, negative actions mean those committed verbally or through physical contact, as well as psychological exclusion.

### **TYPE OF BULLYING**

Bullying refers to a group of people engaged in the bullying, persecution, and aggression of a person, or to a person who is harassing, harassing, or molesting another. There are four key aspects: a) physical, verbal or psychological attacks or intimidation, aimed at causing fear, pain or harm to the victim; b) abuse of power, from the strongest to the weakest; c) absence of provocation on the part of the victim; d) and repeated incidents between the same children or young people for a long and sustained time.

There are several types of abuse: physical, psychological, economic and relational. The boys tend to the physical abuse, followed by the psychological, and the girls the psychological and the relational. That is why boys often develop physical violence, which consists of punches, pushes, kicks, etc. Girls prefer verbal abuse and exclusion, which is expressed in relational violence, which is: giving in, isolating, spreading malicious rumours, etc. Both boys and girls use psychological violence, which is mockery, to put on nicknames, to threaten, to make obscene gestures, etc ... And finally, in the bullying the economic violence is frequent that is to demand money or things and to rob the victim.

## AGENT'S PROFILE

Let's see what the profile of the aggressor is: they usually act in groups. They are usually groups of boys (45%) or boys and girls (23%), or a boy alone (14%). Rarer are girl groups or girls alone. The main instigators of bullying are usually conflicting guys, who do not identify with the school, sometimes with family problems, especially lack of supervision and control. There is sometimes drug and alcohol abuse. There is often violence within the families and they reproduce it. They seek scapegoats to purge their troubles and frustrations. They gain satisfaction through violence to reassert their personality and leadership position. They are boys and girls who do not control their impulses and emotions.

## VICTIM PROFILE

Let's see now what the profile of the victims is. We must assert that there is no victim profile as it can be anyone. Although there may be some traits that make them particularly vulnerable to some, such as being shy, introverted, hyperactive, self-closed or having some physical traits that differentiate them (being fat, wearing glasses, being low) or an academic feature, such as being a 'scholar' or getting along with teachers ('ball' for the aggressor). The effects of bullying on a victim can be devastating: she feels violated, unprotected, humiliated, insecure, isolated and helpless.

## THE BULLYING SURROUNDINGS

Where does he get bullied? In any center and anywhere: in the classroom, in the yard, in the corridors, in the toilets, taking advantage of the fact that the teacher is not present or even in his presence. Also, in the surroundings of downtown, in the leisure places, etc. What do others do? Most who are neither victims nor aggressors remain mere "spectators" and do nothing. The "law of silence" appears.

## BULLYING INDICATIONS

One problem is that bullying is not easy to detect, and evidence is not easy, as this kind of "law of silence" prevails. Both victims and "spectators" are scared to speak, for possible retaliation. And yet, this violence must be cut short, which is why adults need to be vigilant for signs of a possible bullying situation to stop them quickly and prevent their further development.

How to know if the student suffers from Bullying? Most of the time, parents and teachers are the last to find out what happens to the boys. Shame or fear of retaliation are the main reasons.

Indications. As parents we must be attentive to:

- Changes in the behaviour of the child. Mood swings.
- Sadness, crying or irritability • Nightmares, changes in sleep and / or appetite.
- Somatic headaches, headaches, stomach-aches, vomiting.

- The school or personal belongings, glasses, backpacks, broken pants, loss of case, etc. are lost or damaged. frequently.

Appears with bumps, bruises or scratches, says he or she has frequent falls or accidents.

- You do not want to go out or communicate with your peers.
- Does not go to school excursions, visits, etc.
- You want to be accompanied at the entrance and exit.
- Refuses or protests to go to school

Indications: As educators we must be attentive to:

- Monitor the relationship of students in the corridors, the courtyard, the playground and the dining room. Let us not forget that the worst times are when the teachers are not present.
- The "guinea fowl" on the doors of baths and walls (Which names appear commonly).
- Non-regular participation in group outings.
- It is necessary to give importance to the repeated laughs or jokes in class against certain students.
- The fact of absenteeism in some students may indicate that they do not want to attend because of fear and that they do not dare say so. Especially when this absenteeism is from a student who stops attending school alone.
- Be attentive to those students who are different. By their form of being or physical appearance.
- Pay attention to the student who is persistently complaining of being insulted, assaulted or mocked.
- If you comment that your things are stolen at school or if you explain that you lose your school supplies every day. It is often necessary to investigate why they lack books and materials.
- Investigate unexplained mood swings. Sadness. Personal isolation of the student. The appearance of unusual behaviours. Changes in her attitude: She looks sad. Little communicative. Occurrence of depression tears for no apparent reason.
- Little or no relationships with colleagues.
- Physical evidence of violence and of difficult explanation, blue. scratches or cuts the child does not explain, torn or damaged clothes. Damaged or missing objects.
- Constant somatic complaints of the student. Headache, stomach or other causes are unclear.
- Strange rage accesses.
- Variations in school performance. With loss of concentration. Increased failure.
- Parents complain that they do not want to go to school

If you discover in your students any of these signs, act. Waiting for the matter to be settled only is useless, they are alarm signals.

#### TIPS TO PREVENT BULLYING

To prevent bullying or bullying situations, this prevention must be part of the school program, with class talks and special activities (videos, attendance at plays), and tips on how children should act. if they are in similar situations. The school must provide an anonymous "report mailbox", whether physical or virtual.

The school must determine an adult responsible for monitoring the bullying prevention program, to ensure that in each classroom the designed activities are carried out, which includes the complaints of the mailbox, that the special activities of viewing the Films or attendance at theatrical productions, including adult activities: contests for teachers and parents' workshops, etc. Let's look at some practical tips that should be included in the prevention of bullying.

Some practical tips that viewers should know:

- Did you know that if someone who is experiencing aggression says "Enough!", In half the cases the aggression ends. This is difficult to do, but it is important to try. To stand here and do nothing is to approve of aggression. This equals the aggressor himself.
- Tell the aggressor to stop, for example: "stop, that's fine!", "This is not funny! ", " Would you like someone to do the same to you? ". Let the aggressor know that what he is doing is stupid and bad.

If you feel like you can't say anything, go to the place and tell the closest adult. Make him go to help, this is not to blame!

- If you see someone suffering the aggression of others over and over again, be it your friend, brother or classmate, you can do much to end this situation.
- If your school has an aggression reporting program, such as a special phone line or "aggressor mailbox", or an email, use it.
- Have the victim explain to their parents or a teacher. Offer to go with him or her if that helps.
- If the bully does not want to talk to anyone, offer to talk to someone on their behalf.
- Involve as many people as you can, including other friends or classmates, parents, teachers, counsellor or principal. Do not use violence against aggressors or seek revenge on your own. You may have made the aggressor want to go against you to speak or help someone.

#### Some emergency tips for victims:

- Ignore the aggressor, as if you did not hear him. Don't even look at it.
- Do not cry, do not get angry or show that it affects you. This is what the aggressor wants, do not give him that satisfaction. Even if you really feel bad, don't let it get noticed. Later you can talk or write about your reactions.
- Responds to the aggressor calmly and firmly. Say, for example, "No!" "This is what you think."

- If you can, try ironing or treating what you say with humour. For example. "What ridiculous pants!" and you say «Thanks! Glad you noticed »
- Get away or run if you think there may be danger. Get away from the situation. You're going to a place where there is an adult.
- If you are a permanent victim of aggressors, the "most important" thing you should do is talk to an adult.
- Start with your parents. This is not "accusation". It is to ask the people who love you when you really need them. Have your parents talk to someone at school, not the aggressor's parents.
- If you feel you cannot explain it to your parents or your parents do not support you in the way you need, talk to another adult you trust: a teacher, principal, counsellor or other relative. If you don't want to talk to anyone alone, bring a friend, brother. It will help a lot when someone you see when they attack you.
- Make it clear to the adult that this situation deeply affects you. Especially if you are a victim of "verbal aggression" because many adults do not consider verbal aggression serious. The fact is that this kind of aggression can do the most harm.
- If you feel like you can't tell anyone, try to write a letter explaining what happens to you. Give it to an adult you trust and keep a copy for you. And always remember:
- You are not to blame for being assaulted.
- You do not have to deal with this situation alone.

Remember that you are not the source of the problem. It is the aggressor who has the problem.

- Treat others the way you want them to treat you. Help those who need it, and when you need help, someone will help you.

#### Elements to be treated in class for the Prevention of Bullying

1) And how about the person who is always nice to you when you are alone but joins his friends when they start making fun of you? Well, as you know, group pressure is a powerful thing. People like to do what their friends do. They may think they are having fun and don't even realize they are bullying.

2) Some people act as stalkers for a year or two and then stop doing so. The opposite may be the case: Some people fall victim to bullying when they are young and, as they grow older and gain more self-confidence, become bully. Some guys act like bumpers with one person, like they have their own sandbag to hit. Some bullies try to hurt someone by crying. Others may not even know that their behaviour hurts so much. You have to know whether or not you are a bully.

3) You can become a victim of a bully for no reason! No one is free to become a victim.

#### Some practical tips that adults (teachers and parents) should know:

- It is very important to talk about what happened. Listen and accept the feelings of the children.

- Give honest, simple and short answers to your questions.
- Make sure they understand their answers and what you mean by them.
- Use words or phrases that do not confuse the child or make the world more frightening.
- Give children opportunities to talk to each other about what happened and how they feel.
- Give the children a candid explanation if you feel so angry that you do not want to talk about what happened. If you are a parent and you are very angry, consider taking a break and ask a trusted family friend for a helping hand.

If children ask the same question over and over, it is because they are trying to understand, trying to find meaning in the disruption and confusion in their world.

- If a child feels guilty, ask them to explain what happened. Listen carefully to see if you feel responsible for something. Explain the situation and emphasize that no one, in particular he or she, could have prevented it from happening.

#### Some practical tips that parents should know:

In addition to talking about what happened, let the school help. School teachers may notice changes in the child's behaviour and respond to help the child deal with the situation. Even if you feel the world is unsafe, reassure your child by saying, "It is over. We will do our best to keep you safe. Together we can help things get back to normal." Watch to see if the kids have questions and want to talk about it. Show your affection and support. Children really need it right now. If the school does not provide the help you think you need, go to the educational authorities, or if they do not, report your child aggressively to the court. Society has an obligation to ensure that no child is assaulted.

#### EXISTING RESOURCES GLOSSARY

##### **School**

Tutor / Management Team / Teaching Team / Service of the Psychoeducational Team (own or other people's) / Anti-Bully school protocol / Plan of intervention

##### **Intervention Services**

Police / Associative (anti-bullying, parents, etc ...) / Public health services (doctor and / or psychologist) / Free exercise professionals (psychologists, social workers) / Public (Victim Care Center, Centres for Child Psychology).

##### **Inspection services**

School Inspection / Educational Authorities / Judicial System

##### **Other resources**

Free exercise professionals (lawyers, expert bullying experts)

Every reproduction must cite the author and the source

© marinapares2012.