

Bullying at School: what to do?

Guide for parents, teachers, leaders

Children will never be able to solve the problem of targeted bullying on their own. They don't go to adults with their problem, they don't look for help because they don't believe they can be helped.

** for the convenience and brevity "the child"/ "student"/ "pupil" will be described as "he", while of course it can be both a girl and a boy.*

Bullying is the deliberate aggressive behaviour of children towards their peers, which is accompanied by physical or, more often, psychological mocking. Bullying differs from the usual children's quarrel, because it is **deliberate, purposeful, and systematic** bullying of a child, who for some reason, does not fit into one group or another.

Part 1 - Non-working measures for dealing with a bullying child

Doesn't work: Conversations with child instigators about the injury he/she causes to a classmate, suggestions that bullying is bad.

Why is it ineffective? The instigator, without explanation, knows and understands that he causes pain and suffering. The suffering of the victim **is his goal**. He enjoys watching how the child-victim suffers. Realizing that he managed to inflict injury, he comes up with other ways. Conversations only make it clear - he managed to achieve the goal.

Does not work: Conversations with children-instigators on the topic "Let's live together" and agitation "For the peace in the whole world", conversations about good and evil, conversations about the fact that we are all different and we need to accept each other as we are, about love to your fellow creature.

Why is it ineffective? Aggressive children hear only themselves, their desires. They feel great realizing that they manage to manipulate others, to suppress others. They have no other interests than their own. Attitude towards others is consumerism. They themselves know what is needed (for them). They don't care who feels what, they are alien to the suffering of others and "love to their neighbour". For them, there exists only a selfish love for themselves, their needs, and desires. Fellow creature for them is a means to an end. It is pointless to convince and exhort, to try to put **children-instigators** in the position of their victim, because they understand everything without explanation, they act consciously and intentionally. They love it so much. They want it that way.

Does not work: Explaining to the instigator the feelings of the child-victim, appealing to a feeling of pity, compassion, and empathy.

Why is it ineffective? Children-aggressors for the most part are not able to sympathize, show compassion, they do not know how to put themselves in the place of another. They are not characterized by empathy, they do not know the feeling of pity.

Doesn't work: Appeal for justice and for order.

Why is it ineffective? The aggressor child understands perfectly well what he is doing, he understands that he is unfairly treating his peers, inciting all-against-one attacks. He takes **pleasure in feeling his own superiority over the weaker**, feeling in himself the ability to turn others against one. He does everything consciously and asserts himself in this way. Calls and conversations are meaningless.

Part 2 - Non-working measures of work with a child-victim

Does not work: Finding out from the child-victim himself the reasons for the negative attitude of classmates towards him.

Why is it ineffective? The child-victim himself does not know Why it happens. Finding out the reasons will bring him even greater moral suffering and experiences. More often, as a result of such questions, the child understands that turning to the teacher for help was pointless and asks not to interfere, assures that “everything is fine, they were just joking, he is not offended by classmates.” Sometimes not all adults know the reasons for bullying.

Does not work: Calls on the child-victim not to pay attention to the antics of the aggressor and his supporters, to be above the situation, to be smarter, not to take it personally (a bully treats everyone badly), not to take close to his heart and so on.

Why is it ineffective? A child, like an adult, cannot help but pay attention to what causes suffering (physical or emotional, which is even more difficult to endure). It is impossible not to take to his heart daily humiliations, malicious ridicule, it is impossible to be above the situation when defamatory rumours are systematically spread and everyone laughs or declares a boycott and no one cares. The child himself cannot leave this team (school, class) and get rid of the traumatic situation. Even an adult will not be able to demonstrate indifference to ridicule or threats for a long time. The child cannot cope on his own. The call of an adult to “not pay attention” means for such a child a call to endure and tolerate until he can do it. The circle is closed. Further thoughts of suicide come and / or an act of violence against peers, the desire to take revenge on everyone and at once and save himself from a traumatic situation.

Does not work: Teaching a child-victim to deal with bullying on his own.

Does not work: Appeals to the child-victim not to provoke attacks, not to stoop to the level of bully aggressors.

Does not work: Organization of reconciliation of the child-victim and the aggressor.

Does not work: Organization of joint events or collective creative activities involving cooperation or joint activity of the child-victim and the child aggressor.

Part 3 - Dangerous measures for the child-victim to overcome bullying

DANGEROUS: to Ignore verbal attacks directed at you – telling “I don’t care”, “I don’t care about your attacks /insults / ridicule ... ”

DANGEROUS: not to respond to physical aggression – and to just leave

DANGEROUS: to Recognize (fully agree with what they say, write, ridicule) the aggressors – saying “Yes, I am like that!”

DANGEROUS: to Talk to the aggressor on your own and find out the reason or show that there is no reason – saying “What do you need need from me?”, "What are you trying to achieve?", "I don't care..."

DANGEROUS: to Try to eliminate the cause of the attacks, (change behavior, communication, be more sociable and so on)

DANGEROUS: to Try to be "like everyone else" and not to be different from other children in the class

DANGEROUS: to Be flexible, do not confront the aggressors on every occasion

DANGEROUS: to Firmly answer the aggressors "Stop!", "I'm offended, and it is unpleasant to me!" and so on

DANGEROUS: not to show your weakness to the aggressor (not to cry, not to get upset, not to miss class Events)

DANGEROUS: not to be afraid of aggressors (do not run when pursued)

DANGEROUS: not to believe in threats, show aggressors that you do not believe in their threats and intimidation (not to run away when aggressor threatens)

DANGEROUS: not to run to complain to adults, so as not to cause even more ridicule and not show the aggressors that you are helplessness

DANGEROUS: Contacting the school anti-bullying committee, consisting of peers, the school board of

high school students, school council of fathers, and so on

DANGEROUS: Contacting the school mediator to reconcile with the aggressor

Part 4 - Non-working measures for dealing with identified facts of bullying at the class

level

Does not work: Class hours on tolerance, empathy and so on, prepared by children, a teacher, a propaganda team of high school students, specialists of the commission for minors and the protection of their rights, and so on;

Does not work: Conversations with the class on the topic "Let's live together", agitation "For peace in the whole world", conversations about good and evil, conversations about the fact that we are all different and we need to accept each other as we are, conversations about love for fellow creatures and etc;

Does not work: Conversations with the class and individual children (already witnessing bullying in the classroom) about violence and aggression, about the fact that it is impossible to respond with violence to violence and become embittered;

Does not work: Activities to unite the class;

Does not work: Cultural trips/camping trips with parents and so on;

Does not work: Sports competitions/competitions involving division into groups and intentional distribution child-victim and child-aggressor in one group (supposedly for the good purpose of unity);

Does not work: Indirect mentions about the negative consequences of bullying, cyberbullying for the future life of the classmates, evasive mention of bullying and mocking.

Does not work: Competitions of posters or drawings "We are against aggression", "We do not offend anyone", "We are for peace" and so on.

Why does not it work? This does not affect the character traits of adolescents prone to aggression. It does not help anyhow children who are bullied at school by their peers;

Does not work: Organization of children's participation in theatrical performance about wonderful relationship of heroes of different characters about help and mutual understanding and

similar relationships. Why does not it work? Children-aggressors are bullying for very specific reasons and with specific goals (envy, revenge, self-affirmation, the desire to subdue, "entertainment from idleness"). They are aware of what they are doing, understand that they cause suffering and enjoy it). No theatrical roles will be able to affect the abandonment of such goals and to eliminate the above-mentioned reasons.

Does not work: Sports competitions. Why does not it work?

They do not contribute to the elimination of the negativity of the aggressors towards child-victim, do not increase the level of empathy, do not cause compassion, do not contribute to the cessation of ignorance, ridicule, boycotts, hidden mockery of children who are "not like everyone else", do not help a child who is not accepted, do not contribute to the restoration of the broken relationship between a strong aggressor and a weak victim.

Does not work: Reviews of amateur performances, song performances and so on. Why does not it work?

It does not contribute to the elimination of the negative behaviour of the aggressors in relation to the outcasts (child-victim), do not increase the level of empathy, do not cause

compassion, do not contribute to the cessation of ignorance, ridicule, boycotts, hidden mockery of children who are "not like others", do not help the child who is not accepted.

Part 5 - 3 most popular STRATEGIES that do NOT work

1 - Change of the roles. It is usually recommended to apply the method as follows: give the children an example in such a way that each feels like a victim. Sometimes it is recommended to use this method meeting with the aggressor *tete-a-tete* if he does not understand the seriousness of what is happening, offer to imagine how he will feel if everyone turns away?

2 - Explanations to children-aggressors that all people are different, and each person has traits that can annoy others.

3 - Reconciliation of the child-victim and the aggressor who organizes the attacks. The use of mediation, mediative techniques, other methods of conflict resolution.

Part 6 - Bullying in the class: there are no uninjured people. Forced roles of each child.

There are usually three (rarely four) parties involved in bullying:

1. Bully and allies (instigator and assistants or those who are on the side of the instigator and help him), - those who mock, ridicule, repost defamatory information, ignore.

2. Victim - who is bullied.

3. Observers - those who do not interfere and do not show themselves in any way; outwardly neutral, do not help the instigator and do not protect the victim.

4. Defenders of the victim (rare and small group or none).

Important! If there is bullying in the team, then there are no children who are not involved in bullying. Everyone is forced to participate, everyone chooses a role. Each child has his own chosen or forced role.

Forced roles: victim, observers, sometimes allies of the bully (not all allies are on the side of the instigator by their free will, sometimes they are on the side of the aggressor from the fear of being in the place of the victim. They feel protected being "on the strong side and in the crowd").

There are several types of attacks (bullying)

- Attacks on social status (Guest worker! All blacks! Poverty!)
- Attacks on communication (Lisping!)
- Threatening to use violence and using violence (You'll get it from me! We'll figure it out after the lessons!)

• Attacks on social connections (“Ha-ha, you are always with Bob... I bet you even sleep together.”)

- Attacks on appearance (Bald! Fat!)
- Attacks on race (dirty nigger!)

The most common acts of bullying

- Negative talk about someone behind their back
- Spreading rumors/gossip and false information
- Calling names and inventing offensive nicknames
- Exhibiting in a funny way
- Humiliating and devaluing looks and gestures
- Mimicry
- Declaring stupid ("fool")
- Not being allowed to say a word, to answer
- Isolation from the rest of the class community (boycott)
- Taking away, hiding, damaging school supplies and/or other things, clothing
- Unfounded accusations
- Kicks, blows
- Blackmail, extortion
- Sexual harassment

External and hidden manifestations of bullying

External manifestations

- damaged items
- traces of beatings/physical violence

Latent manifestations

- reluctance to go to school
- a child has no friends, he is always alone
- often complains of feeling unwell (either to avoid going to school or long-term bullying provoked

psychosomatic disorders)

- does not communicate with classmates in social networks (excluded, deliberately ignored, afraid of malicious ridicule, humiliation)
- depression
- categorical denial of the fact of bullying: "everything is fine"

Part 7 - STRATEGY for effective measures to deal with the revealed facts of bullying at the class level.

1. Establish clear, specifically formulated, uniform anti-bullying security rules for all students:

"what is allowed" and "what is NOT allowed" (For example, Never, nowhere, under any circumstances is allowed to humiliate neither verbally nor physically, neither teachers nor peers, or younger in age.)

Nobody, never, under no circumstances can violate School Behaviour rules and the charter of the school.

2. Familiarize students with the rules of the school.

3. Familiarize parents of students with the rules of the school (they are also participants in the educational process and bear responsibility for their children, their upbringing and their actions towards others).

4. Determine the punishment for violation of anti-bullying safety rules in accordance with the laws of the country and age of children (see the Code of Administrative Offenses, the Law of Education in your country).

Familiarize all participants of the educational process with the punishment. Invite representatives of government structures (such as the Ministry of Internal Affairs) to educate children about administrative and criminal liability of minor.

5. Don't change the rules. The rules are the same for everyone.

6. Establish strict control by adults over the implementation of the rules for all children (not to allow deviations from the rules by anyone).

7. Require strict observance of anti-bullying safety rules for everyone and at all times. (! If the child cannot control his behavior and cannot perceive/"understand" the rules, if it is impossible for him not to violate the emotional and physical safety of others, he is unable to control and be aware of his actions, a child must have the medical certificate about his state. Then the issue of child's presence in a group/school and therefore, the safety for other children is decided at the level administration.

If a child is sane and healthy, but disbanded, he fulfils all the rules and bares responsibility for his actions, like other children. Responsibility for his behavior and causing mental / physical harm to other children is also responsibility of his parents).

8. Strictly avoid hushing up any bullying cases, even single case. Publicize all instances of bullying

(verbal, physical - it doesn't matter). **Bullying is "afraid" of publicity.**

9. Keep children out of resolving the problem of bullying. ONLY ADULTS must solve problems with bullying (in any manifestations - damage of belongings, humiliation, sending derogatory messages, extortion of chocolates, attacks, malicious insulting jokes, blackmailing the dissemination of defamatory information on social networks or beating.

Children do not have knowledge of age-related psychology, character accentuations, peculiarities of perception, they are incompetent in these issues. Children are unable to analyse causes of bullying and analyse the risks of aggravating the situation.

10. Avoid the connivance of adults: ignoring "insignificant" manifestations, unwillingness to understand every "small" case. Children-aggressors very quickly orient themselves in this situation of adults' connivance. Children- victim quickly loose believe in justice in the school, stop hoping for protection from the outside, and therefore are seized by complexes and psychological traumas that poison their life for long years after school.

11. Do not shift the resolution of the bullying situation to the advice of high-school students, advice from fathers or school board of trustees, etc.

Situations of bullying on the territory of an educational organization during an educational process- is a **manifestation of physical and emotional abuse**, apparently - a violation of the rights of minor children. Ensuring the safety and responsibility for children is the competence of adults and employees of an educational organization who are responsible for the life and health of children, but not fathers of other students, and not high-school students who do not have the right and are not competent to solve such issues.

12. Making a decision about resolving the risk of bullying, not just identifying the problem.

13. Always clearly distinguish between Conflict situations and bullying situations.

The conflict can be resolved, conflicting children can be reconciled, then identify the reasons of the conflict and agree.

There are no equal forces in bullying, as in conflict. There is a violence of one strong over another weak. Reconciliation in bullying is not appropriate and meaningless. It is MEANINGLESS to Negotiate and reconcile in a situation of bullying (as well as with the terror).

It is only possible to STOP bullying and prevent a recurrence.

14. Demonstrate to all children (both instigators and potential victims) your readiness to help in situations of attacks and bullying. Openly declare irreconcilable position regarding any manifestation of bullying. Children should understand that the **teacher's determination will remain unchanged.**

Part 8 - An aspect of teenage cruelty that is important to take into consideration

An important aspect of adolescent cruelty, which has connection with the natural laws of age

psychology is the cruelty that manifests itself in a group.

Even an adult in the crowd begins to behave unusually for himself, sometimes contrary to his own moral principles. Under certain conditions, a person who is not prone to violence can unexpectedly demonstrate cruelty.

According to the law of the crowd, there is a general decrease in intelligence, personal responsibility is taken away for what has been done.

Educators know that it is extremely important for a teenager to belong to a peer group, and the fear of being outside the groups, becoming the object of ridicule of peers can periodically push a teenager to complicity in group actions.

In subsequent one-on-one proceedings in the psychologist's office, participants in such incidents often look quite confused, some really can not understand how they could be participants of collective violent antics.

Part 9 - The content of informing students about the inadmissibility of bullying school behavior

The class teacher during the class hour informs students about the identification of the fact of bullying in the class, about his categorically intolerant attitude towards any manifestations of violations of students' rights. The class teacher should explain the following:

1. Explain to children exactly what actions are identified as bullying. (Most children are unaware that their actions may fall under the article).
2. Inform children that the absence of the word "bullying" in the Code of Administrative Offenses and the Criminal Code does not exempt them from the responsibility. The codes provide for liability for insults, torture (deliberate psychological pressure of any kind, causing moral and mental suffering), threats of causing harm to life and health (and it does not matter whether the intention was to carry out the threat or not, it is taken into account that the child, to whom the threats are addressed, believed in these threats).
3. Inform children that their status as a minor does not save them from liability, but under a number of State Law articles Responsibility begins at the age of 14.
4. Inform children that their lack of income does not exempt them from paying material compensation for moral damage (damage is compensated by the parents).
5. Inform the students of the class about the responsibility for violating the rights of other participants in the educational process, for causing harm to their emotional and physical health, humiliation of honour and dignity. (After the conversation in some situations it makes sense to take a signature from each child that he is informed about administrative and criminal liability for bullying behavior towards students).
6. Inform children that bullying behavior in any of its manifestations is against the rules of behavior for students and is contrary to the Charter of the school (in some cases, for example, situations of revealing facts of bullying in the class, children can be informed about the penalties

provided for that by the Education Law in your country - admonition, reprimand, exclusion from the school (with the references to relevant articles).

Information with the admonition /reprimand with a signature handed out to each child, the children are informed that the second copy is kept in the personal file of each child. Written information, in contrast to a simple oral conversation, has a sobering effect on the majority of school bullies.

High school students often flaunt that they “don’t care, graduation is coming soon,” but that’s exactly the circumstance that stops many of them: neither the university nor the college needs an applicant with a reprimand on such an article.

Part 10 - Effective Bullying Prevention Strategy

Form uniform anti-bullying safety rules for all children in the class and approve them in the class, familiarizing all children (make a list of actions, if necessary with examples of behavior that are regarded as bullying and inadmissible).

Reconsider your attitude to children's appeals and requests. Inform all children that they have the right and can contact You - class teacher, with problems related to violations of anti-bullying safety rules. (Distinguish between "sneaking" and children's requests for help).

Allow children to come to you for help and take bullying seriously. Always remember that bullying never goes away “on its own with age”, only gets worse, gradually turns into a hidden shape.

Systematically identify Outcast children, help such children to socialize, to establish contact with at least one child in the class, support child psychologically, observe the development of children's relationships. (determine the frequency depending on the psychological characteristics, the age of the children in the class, the nature of their relationship and situation)

Analyse the risks of bullying manifestations (analyse personality and behavior of each child in the class, who in the present situation can become a victim of bullying, who provokes bullying, who manifests himself as the aggressor).

When planning extra-curricular activities, consider and include measures to prevent the occurrence of bullying.

Implement specially planned bullying prevention measures with children and with their parents (identify those which are most effective in a specific situation for your children's team; consider the age of the children, their peculiarities).

Refuse formalism (refuse to replace really effective anti-bullying measures with those that may indirectly relate to those but are not effective).

Part 11 - 7 rules of effective informing parents about bullying

1. Informing should be carried out in a friendly tone, without threats (without blaming parents), without references to parents whose children exhibit bullying behavior (the task of the school is to make parents allies in education of tolerance and empathy in children).

2. If the fact of bullying is revealed in the class, it is not necessary to name the child- victim in order to avoid causing additional trauma to the child due to the dissemination of unpleasant information.

3. Parents of children-defenders should not be publicly denigrated in front of all the parents in the class. The last thing parents would want is for their child to become a defender of bullying. Public censure of a parent will cause a defensive reaction, but not a desire to engage in dealing with this situation and cooperate with the school.

4. It is important to let parents know that they are informed in order to prevent recurrence of bullying and with the goal of cooperation, in no way for the conflict between parents.

5. It is important to inform parents about the position of the school and readiness to assist in the upbringing and observance of the rights of children.

Bullying can be hidden and the class teacher cannot always guess about the situation.

6. When informing parents about bullying as a phenomenon, there is no need to dramatize and demonstrate terrible scenes and videos from the Internet. Parents should see and understand that the school cares about children, teachers are competent and children are safe.

7. The idea that it is better not to inform in order not to “escalate the situation” and not to frighten parents is WRONG.

In all matters relating to the safety of children, there must be clarity between parents and the school. Keeping Silence in bullying situations is the worst preventive measure. Bullying “is afraid” of publicity.

Part 12 - Important facts about bullying

The formation of a bullying situation in the class depends on many factors - and this is not an omission or flaw of a teacher. This is a situation that requires participation of the class teacher, his/her specific actions and decisions.

As well as **identifying a child in a class who is in a socially dangerous position** is not an omission or flaw of a teacher - This is a situation that requires participation of the class teacher, his/her specific actions and decisions.

Prevention of open bullying in the class is absolutely feasible for any class teacher who:

- observes the relationship of children in the class
- correctly analyses pupils' development
- knows how to determine the true causes of conflicts
- assess the risks of bullying manifestations

- knows the age and psychological characteristics of different school ages children
- knows the main manifestations of bullying
- knows how to distinguish between bullying and conflict
- knows how to set rules for children
- knows how to control the behavior of children
- does not allow connivance.

By the forces of only children, parents, the public (councils of high school students, committees of elders, parents, etc.) it will never be possible to correct the situation just as it is impossible to cope with terrorism by the forces of the public. Solving the problem of bullying requires knowledge of age psychology, age features, requires the skills of observing the behavior of children, the constant change in relationships in the class, etc. This task is not feasible for children, parents, the public.

There are no unpopular children, loners who can become outcasts

ONLY in those classes where they do not know how to identify them.

Bullying in varying degrees, in different manifestations, in different periods was, is and will be in every group.

It is not possible to Completely get rid of the problem of bullying manifestations in modern children's groups, formed according to the geographical principle of residence of children. It is possible to keep it under control, prevent the development of situations, stop bullying at the initial stages, strive the manifestations to be minimally traumatic for children.

Bullying prevention measures are effective only when there are no bullying phenomena, the children's group is healthy.

If manifestations of bullying are already taking place, then preventive measures are **INEffective** or will lead to aggravate the situation.

If bullying is already taking place, first measures are needed - to prevent and stop bullying and only after the elimination of bullying it is possible to do prevention of the future cases.

It is pointless to try to get rid of bullying with preventive measures. (It makes no sense to drink healthy mineral water in the acute stage of the disease, when drastic measures are indicated).

Part 13 - The fact of bullying is revealed, but the school does not take any action.

What's then?

When parents contact the school, in case the child himself told about the bullying, or when the teacher accidentally revealed the fact of bullying, he did not know about, it is extremely important to take action.

If nothing is done, then the following happens.



Bully children and a group of helpers understand:

- that teachers are reluctant (or afraid) to deal with them
- aggression is the best way to achieve the goal and subjugate others
- only the strong guys have rights, even teachers are afraid of such strong guys
- teachers do not understand what is going on
- teachers don't know what to do
- teachers have nothing to oppose their actions
- it is beneficial for teachers not to get involved
- teachers depend on parents of instigators
- there is no law, there is a position of force and aggression
- teachers are afraid that facts of financial gifts from the parents of the instigators will come to light
- bullying can be continued with renewed vigor, because teachers will not resist
- the victim can be finished off, because he/she dared to complain, and he/she won't complain again, this is pointless, the teachers self-eliminated
- you can and should choose another victim from among those who are neutral or sympathetic to the victim
- weak teachers (too educated, tactful, elderly, etc.) can also be mocked, anyway there will be no punishment.

Outcast children understand:

- no one will help the victim, no one believes him/her
- teachers at school don't care about children
- only those who shout loudly and are not afraid to break the law have rights
- Aggression is the best way to solve problems, "whoever shows aggression more strongly, he is feared and respected, and thus he is right"
- teachers do not want to confront aggression
- teachers force pupils to learn the Constitution, in fact, they themselves indulge in lawlessness (allow and support it)
- victim is alone with his/her problem
- teachers do not know how to resist arrogance
- in vain he told the director about the situation, nothing has changed, it only got worse
- there is no law, no justice, but teachers talk beautifully about the legal

- teachers believed the bullies

• “it will be extremely difficult to hold out until the end of the year in this isolation and continued bullying, it is impossible leave school, it is extremely difficult to get ready to the exam in such conditions, there is nowhere to wait for help, I need to somehow strain daily and not to show that I am upset, try not to cry in front of everyone, but to just go home, you don't want anything, they won, everyone laughs at me, it's scary to go to another school, they won't accept me because there is their own company, I feel despair, the circle is closed... ..”

(further we see classic situation

- the aggressors feel impunity, try even harder, mock more subtle and sophisticated, excitement comes from bullying,

- the child-victim has despair, psychosomatic illnesses, suicidal thoughts ...

Children-observers understood:

- it is better not to get involved with the aggressors, they are stronger, even teachers do not get involved
- there is no law, no justice, it is beneficial for teachers not to interfere
- outcast children cannot be morally supported and it is better to stay away and not show your sympathy or regrets, otherwise you yourself will become a victim
- part of the observers will join the group of bullies, it is more reliable to be in the company of a bully. It is not scary next to a strong one, everything is possible to him, even teachers are afraid of him and can do nothing except the persuasion “Let's be friendly”
- observers do not protect or support the victim, it is dangerous, you can make yourself a victim and no one will help
- observers begin to respect a strong aggressor, in their eyes the aggressor is the winner, even the teachers and director are afraid (teachers retreated, no punishment followed)

Parents who turned to the school for help, believed the director and the head teacher that they would keep their promise to improve the situation, as a result, they conclude:

- the children of the class are right, the director is powerless or incompetent
- the children of the class are right, the director most likely depends on the parents of the aggressor children and is afraid to show insistence and make order at school
- the school doesn't care what happens to the children
- the child is not psychologically safe at school
- the child will not be able to study / prepare for the State Examination / form as a healthy person in the situation of constant psychological pressure
- changing school is not an option, this is a new additional stress for the child (it is unpredictable how he/she will be accepted there)

• transfer to another school is a humiliation for the child and an admission of defeat in front of those who have achieved their goal, lawlessness prevails.

Part 14 - Strategy for preventing the occurrence of situations of bullying (anti-bullying security)

Determine for yourself and announce to children and their parents the rules of anti-bullying safety: what exactly (what actions, what kind of behavior) is considered as bullying and are categorically unacceptable in your organization by any teacher, never and under no circumstances.

Establish clear uniform rules (regarding bullying behavior) for all children in the class without exception

Make sure that children understand these rules and understand your categorical position "You do not accept bullying behavior accept from anyone, under any circumstances, in any manifestations "

Always demand following rules from all the children.

Do not ignore any manifestations of bullying.

Do not hush up any situations (make public the names of child aggressors. Bullying is "afraid of publicity").

Adhere to a unified position regarding any manifestations of bullying (as a joke, etc. is not accepted).

Agree with children and parents on sanctions against violators (define the list of sanctions, coordinate with administration), announce to children and parents.

Bullying actions and bullying behavior are considered a violation of the rights of other students and, accordingly, violation of the rules of conduct for students and violation of the Charter of the educational organization, violation the State Education law, providing for responsibility: remark, reprimand, expulsion.

5 correct actions of the school administration in identifying the facts of bullying

1 - Consider the issue of issuing a penalty to the instigator of bullying and allies in accordance with Federal Law (remark, reprimand, expulsion).

2 - Consider the issue of registering instigators in the Commissions for juvenile affairs and protection of their rights.

3 - Announce to all students of the school about the inadmissibility of violating the rights of students. (Announcement of the bullying facts and issuing a penalty stops most instigators.

Bullying can't be handled as a conflict, it can only be stopped by administrative measures).

4 - Organize preventive measures for early detection, prevention of bullying facts, elimination

the true causes of bullying, creating a safe environment for every child. Deputy Head for educational work must organize appropriate intra-school control.

5 - A psychologist must organize work with children who show aggression to remove the causes.

The content of informing parents about the inadmissibility of bullying behavior at school

During the meeting, the class teacher informs parents about the fact of bullying in the class.

Namely:

1 - Informs that the school (all employees) are categorical in their position and opposes any manifestations of aggression and violence (physical, emotional) and will give publicity and stop any manifestations of discrimination of some children by others.

2 - Inform the parents of the class about the inadmissibility for the students to violate the School charter and the students' rules.

3 - Inform the parents of the class about exact actions of children that are considered as bullying, (conscious prolonged verbal bullying causing harm to the emotional and/or physical health of the victim, intimidation, isolation, ignorance, ridicule, derogatory innuendo and ridicule, dissemination in social networks of defamatory information or information containing rude statements with the purpose to humiliate the victim, physical bullying, property damage, poking, slapping).

4 - Inform parents that minor children are responsible for the bullying behavior against peers and

penalties may be applied to them in accordance with the Federal Law. (In some situations, after the meeting, you can collect the signatures of the parents in the document where it is stated that they are informed).

5 - Inform about the responsibility of parents for the upbringing of their children.

6 - Educate parents about the consequences of bullying behavior on the emotional health of all children. Call parents for assistance to the school in raising children in the spirit of humanism and tolerance.

Part 15 - Differences between bullying and conflict

<i>Bullying</i>	<i>Conflict</i>
Intentional , conscious, long-term humiliation of one child by a group of other children (isolation, boycott, ignoring, blackmail, intimidation, ridicule, dissemination of defamatory information)	More often occurs spontaneously , is not planned in advance and is accompanied by a surge of accumulated emotions.
Unequal forces, the victim feels helpless	Both sides are equally strong and can equally influence the situation
The victim is not to blame for what happened. She/he didn't choose this situation. Anyone can become a victim child	Both parties are responsible for what happens
A regularly repeated act, the purpose of which is to intentionally humiliate the victim, and the essence is in the emotional or physical violence	Doesn't last long . The parties are trying to settle it as soon as possible

Bullying – can be stopped only by a strong-willed decision of a third party.

While the **Conflict** can be resolved

Reasons for BULLYING

- revenge
- envy
- “otherness of the victim”, (not like everyone else, learns better, the most beautiful, plump figure, lop-eared, red hair, ...)
- desire to dominate
- unfulfilled desire for leadership, officially unrecognized leadership
- cruelty

Causes of the CONFLICT

- different interests, needs, values (one needs a computer for games, another to prepare for the exam, nobody gives up)
- miscomprehension, lack of information (misunderstood each other)
- broken relationships (“smoldering” unresolved conflicts, old grievances, claims)
- intrapersonal problems (suspiciousness, fears, complexes)

Comparison of class teacher goals, ways to achieve goals and strategies for dealing with situations of bullying and conflict

Actions to resolve the situation of bullying

Purpose: to end the situation regardless of the wishes of the parties

How it is achieved: by intervention and volitional decision of a third neutral party (administrative measure)

Stage 1. Organizational

1 - Notify the school administration, social teacher, psychologist (because the fact of bullying can provoke consequences for child victim and proceedings against the school for non-action and endangerment).

2 - Talk to the parents of the child victim (together with the parents, outline ways to help the child victim or familiarize the parents with the list of measures taken so that the parents understand that the school is taking measures).

3 - If the health of the child is damaged, inform the relevant departments of the juvenile delinquency prevention system in accordance with local regulations.

Stage 2. Assistance to the child

1 - Determine the condition of a child victim and ensure that everything possible will be done to prevent a continuation situations of bullying, find out what actions the child expects from adults in order to feel safe.

2 - Inform a child-victim about the personal readiness and readiness of other teachers, director, head teacher of the school to help in the case of bullying.

3 - Take action to restore the child victim's reputation in the class.

4 - Identify children in the class who have sympathized with a child-victim of bullying, who have not participated or who have attempted to observe neutrality in bullying and create a buffer zone for the child-victim (in any form of their joint communication so that a child does not feel like an outcast).

5 - **Restore** the psychological balance in the class (resolve conflicts), restore justice in relation to the child-victim (control that: the instigators and their allies must return the hidden personal belongings of a child-victim, apologize for insults, etc.), **eliminate** all manifestations of bullying that have become known (stop isolation, stop ridicule, mockery, comments, discussions, dissemination of defamatory information).

6 - Take measures to prevent the transition of open bullying into a covert form, cyberbullying and continuation of isolation, ridicule, insults in social networks.

7 - Monitor the behavior of the children of the class in accordance with the rules for pupils, the Charter of the school, Law on Education (prevention of humiliation, ridicule, isolation, bullying, threats, emotional blackmail, physical violence).

Actions to resolve the conflict situation

Purpose: to resolve the situation in the interests of both parties of the conflict

How it is achieved: by agreement of two conflicting parties with the assistance of a third party

Stage 1. Individual conversation with each of the conflicting parties (without the presence of the other party).

1 - Give the child the opportunity to tell in private what happened, what he sees as the cause of the conflict.

2 - Give the child the opportunity to verbalize his emotions.

3 - Listen to the child's vision of the situation.

4 - Listen and clarify the child's claims to the other side.

5 - By leading questions show to a child what is the true cause of the conflict.

6 - Discuss with each of the children the options for resolving the conflict that seem acceptable to them, to which everyone is ready to agree.

7 - Offer and convince to meet to resolve the conflict together, saying that you will be impartial and will help to agree on such ways of resolving the conflict that will suit both children.

Stage 2. Joint conversation

1 - Give each of the children the opportunity to express in words to the other their claims, their grievances.

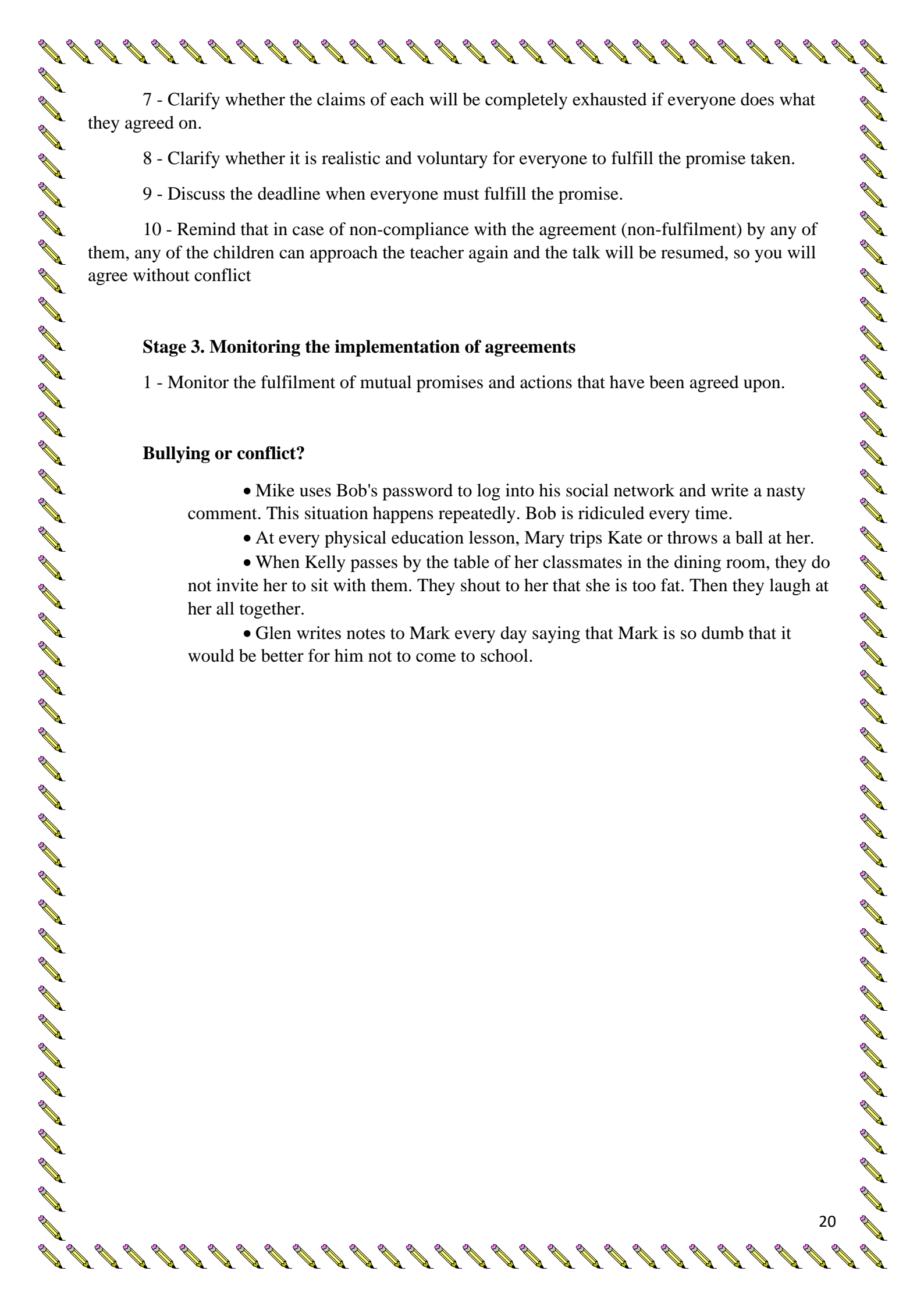
2 - Give each of the children the opportunity to express their vision of the causes of the conflict.

3 - Give each of the children the opportunity to offer their own version of the conflict resolution.

4 - Tell the children how others act in similar situations.

5 - Offer from all the proposed options to choose the one (those) that will suit both.

6 - Clarify whether both **are willing to voluntarily fulfill** what they promised.



7 - Clarify whether the claims of each will be completely exhausted if everyone does what they agreed on.

8 - Clarify whether it is realistic and voluntary for everyone to fulfill the promise taken.

9 - Discuss the deadline when everyone must fulfill the promise.

10 - Remind that in case of non-compliance with the agreement (non-fulfilment) by any of them, any of the children can approach the teacher again and the talk will be resumed, so you will agree without conflict

Stage 3. Monitoring the implementation of agreements

1 - Monitor the fulfilment of mutual promises and actions that have been agreed upon.

Bullying or conflict?

- Mike uses Bob's password to log into his social network and write a nasty comment. This situation happens repeatedly. Bob is ridiculed every time.
- At every physical education lesson, Mary trips Kate or throws a ball at her.
- When Kelly passes by the table of her classmates in the dining room, they do not invite her to sit with them. They shout to her that she is too fat. Then they laugh at her all together.
- Glen writes notes to Mark every day saying that Mark is so dumb that it would be better for him not to come to school.