Let's Make Some Noise about Bullying: Prevent and Manage Classroom Bullying

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Structure of the presentation

- Bullying Definition
- Types of Bullying
- Causes of Bullying
- Effects of Bullying
- Prevention of bulling

Definition of bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

- There are four key elements to this definition:
- hurtful
- repetition
- power imbalance
- intentional

According to the UNESCO Institute of Statistics

One third of the globe's youth is bullied

Bullying Epidemic: Facts, Statistics

- 90% of students in grades 4-8 report having been harassed or bullied.
- 28% of students in grades 6-12 experience bullying.
- 20% of students in grades 9-12 experience bullying.

Bullying Epidemic: Facts, Statistics

➢ Each month 282,000 students are physically assaulted in some way in secondary schools throughout the United States–and the number is growing.

➢ Statistics suggest that revenge [due to bullying] is the number one motivator for school shootings in the US.

➢ 86% of students surveyed said, "other kids picking on them, making fun of them or bullying them" is the number one reason that teenagers turn to lethal violence at school.

➢ 64% of students who are bullied do not report it

➢ 160,000 kids per day skip school for fear of being bullied.

➢ **WITNESSED BULLYING**

➢ 70.6% of young people say they have seen bullying in their schools.
70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.
When bystanders intervene, bullying stops within 10 seconds 57% of the time.

➢ **CYBERBULLYING**

➢ 6% of students in grades 6–12 experienced cyberbullying.
16% of high school students (grades 9–12) were electronically bullied in the past year.

Types of bullying

➢ **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
➢ **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
➢ **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
➢ **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
➢ **Cyberbullying** – posting on social media, sharing photos, sending nasty text messages, social exclusion
➢ **Cyberbullying rarely occurs in isolation**

➢ **Indirect** - spreading nasty stories about someone, excluding someone from social groups, unwanted communication through texting, internet chat rooms and email

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Who might be put at risk of being bullied- risk factors?

➢ perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider "cool"
➢ perceived as weak or unable to defend themselves
➢ depressed, anxious, or have low self esteem
➢ less popular than others and have few friends
➢ not getting along well with others,
➢ having special educational needs
➢ a child who behaves inappropriately with others e.g. barging in on games or being a nuisance

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How can we recognise which young people may be experiencing mental health problems in the context of bullying?

➢ Poorer academic performance
➢ Lack of engagement
➢ Persistent absence from school
➢ Increased isolation
➢ A change in weight – either an increase or decrease
➢ Loss or breakdown of existing friendships
➢ Lack of motivation or interest
➢ Changes in behavior– either becoming unruly and/or aggressive; or becoming more
➢ anxious, distressed or withdrawn
➢ **Unexplained bruises, cuts or marks**
➢ Lack of concentration
➢ Signs of self-harming
➢ Symptoms of emotional difficulties, such as withdrawal and low mood

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Effects of Bullying

➢ **Short-term impact and long –term consequences**

The impact bullying may have on ability to engage with school, learning and their relationships

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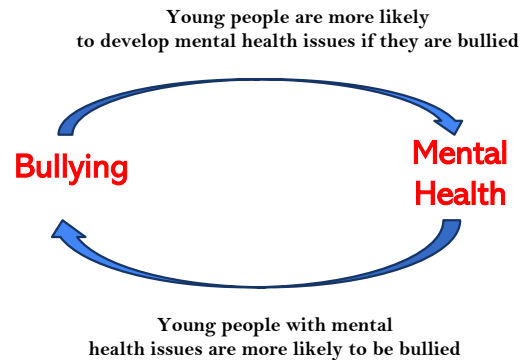## The impact of bullying on mental health

Bullying has a significant effect on children and young people's mental health, emotional well-being and identity.

➢ Depression
➢ Anxiety
➢ Psychotic Disorders (Schizophrenia ,schizoaffective disorder, bipolar disorder
➢ borderline personality disorder,delusional disorder)

The findings showed a consistent link between the experience of being bullied, and the development of psychotic symptoms

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Are mental health problems a cause or consequence of bullying?

Young people are more likely to develop mental health issues if they are bullied

Bullying   Mental Health

Young people with mental health issues are more likely to be bullied

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➢ Disruptive behaviour can be an expression of difficulties or distress, and schools need to be mindful of this.

➢ There needs to be recognition and support for the emotional needs of children and young people who are being bullied and who bully others

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Preventing bullying

1. Understanding what bullying is and isn't
2. Promoting a culture of respect and kindness
3. Celebrating that we are all different
4. Challenging derogatory and discriminatory language

Response to bullying

➢ Stage 1- safety of those involved
➢ Stage 2 – preventing the bullying from reoccurring
➢ Stage 3- reflection on the school culture

Whole school approach to prevent bullying

➢ Classroom strategies
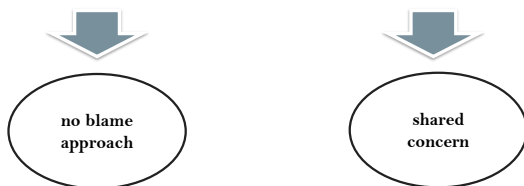➢ 0utside- classroom strategies
➢ Peer support

Bullying tends to be a group behaviour

Target

Ringleader

Outsider

Reinforcer

Defender

Assistant

Salmvalli Role's Concept

The two main research-based methods of dealing with bullying

no blame approach

shared concern

Practical tips for the classroom

Organise Anti-Bullying Week
(13rd –17th November)

Drama as a remedy for bullying

1. Write the following words on the board:

hurt, tease, call names, kick, hit, victim, bystander, the new boy, the bully, hiding, seeking, an onlooker cheering, safe

2. Ask the students to walk around the room. When you call out a word or phrase, each person should quickly make a still image, that portrays it. Then ask them to walk on again, until you call out the next word or phrase.

These activities engage the students with key words and themes, in an embodied way, at the start

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Only the Wall

1 That firt day only the wall saw the bully trip the new boy behind the shed, and only the wall heard the name he called, a name that would stick like toffee.	**2** The second day the wall didn't see the fight because too many boys stood around, but the wall heard their cheers, and no one cheered for the new boy.	**3** The third day the wall felt three bullies lean against it ready to ambush the new boy, then the wall heard thumps and cries, and saw blood.
4 The fourth day only the wall missed the new boy though five bullies looked for him, then picked another boy instead.	**5** Next day they had him back, his face hit the wall.	**6** The sixth day only the wall knew the bullies would need that other boy to savage. The wall remembered the new boy's face going home, saw he'd stay away.

(by Matthew Sweeney Only the Wall)

Visualisation

➢ Ask your class to close their eyes while you read the poem aloud.

➢ Ask them to keep their eyes closed at the end, until you ask them to open them again. Ask them to try and visualise the scenes in the poem, (as pictures, in their 'mind's eye').

➢ The students are being asked to listen and to visualise the images that are in the poem. Keeping their eyes closed for a while afterwards, will help them to visualise the images for longer. This 'blind' activity relies on them using their listening skills.

Talking Objects

➢ Ask them to stand in a long line, facing forwards. Together, they are now the wall. Everyone needs to think of one new sentence, that the wall can speak out loud, about the scenes it has witnessed.
➢ As you walk slowly along the line. each person speaks their sentence aloud as you pass by.
➢ The sentences could start in any way or you could ask them to start them with a sensory sentence stem:
➢ I saw…
➢ I heard…
➢ I felt… (touch)
➢ II tasted , smelt…
➢ You could replay this drama activity differently, passing the wall as the bully or the new boy. What might the wall say to them?

The whole script of drama you may find in *Process Drama for Second Language Teaching and Learning, Patrice Baldwin, Alicja Galazka*.

References and Resources

1. Anti-Bullying Alliance – cyberbullying information and tools
2. Childnet International - cyberbullying guidance for schools
3. Childnet International – resources for teachers and professionals
4. Department for Education – preventing bullying guidance
5. NSPCC / bullying and cyberbullying resources
6. Think U Know - supporting schools to deliver education and raise awareness of online child exploitation and abuse
7. UK Council for Child Internet Safety (UKCCIS)
8. UK Safer Internet Centre - where you can find e-safety tips, advice and resources to help children and young people stay safe online
9. Baldwin P. Galazka A., Process Drama for Second Language Teaching and Learning,