Bullying? Recognize and Change!

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
FOREWORD

This paper focuses on **safety / security** not only **Here** or **There**, but also in the universe of **Beyond**, because threats and tense situations can occur everywhere meant to unbalance the natural development of a child / adolescent. **Here** means at home, **There** means at school: two spaces, one universe. For children and adolescents, under normal conditions, these two coordinates are defining. **Here** (at home) his/her character is perfected while **There** (at school) his/her personality is outlined. **Beyond**, home and school, both character and personality are nuanced, acquiring the attributes necessary for the natural development of a responsible adult. In this paradigm, security, predictability and vision are needed. Aggressiveness, of any kind, exists and manifests itself at any social level, no matter how prohibitive the laws against it are. What stops or does not stop the amplification of this phenomenon is the **ATTITUDE** of all those involved in such a situation. With the exception of the aggressor, everyone else can take a firm stand in the sense of diminishing, stopping the phenomenon of aggression. Unfortunately, the very act of aggressiveness, which today has been called "bullying" is not limited to a few minutes of open conflict, but involves several stages of "preparation", generating the actual act of aggressiveness. Pragmatically speaking, an open conflict is just a peak of the iceberg sustained and legitimized by a series of previous events that no one, out of disinterest or ignorance, has resolved.

   The pages that we are about to browse and present both the theoretical coordinates and **some practical recommendations** that lead to **four simple facts:**

- **C**onsciousness (awareness) - an essential step for
- **A**ttitude meant to
- **L**imit and aim at
- **M**obilization of all factors against this phenomenon.

   Therefore, an invitation to **CALM** - the antidote to all aggressive manifestations and support for the objective analysis of all the elements that can help us understand how this iceberg functions. It is not the noise around the iceberg peaks that will diminish the phenomenon, but the tenacious and discreet intervention under the turbulent waters of the conflict-generating events. This support- manual does not offer, exhaustively, solutions nor does it rely on miracle recipes. However, it offers a vision sufficiently anchored in everyday realities to break the ice of bullying into smaller pieces.

Wouldn't it be nice to live in a world without evil? Where people help each other and wish each other well and where there no pettiness or hidden interests exist?

I think that **EACH** ONE of us has dreamed of this, at least once in his/her life. No matter how much adrenaline the confrontation offers you, **NO ONE** would want to live only in tension, **ANYONE** of us would want peace and good understanding. But for that, **SOMEONE** has to do something ... And this is how the **four characters of our book reveal themselves**: EVERYONE, **SOMEONE, ANYONE** and **NO ONE.**

They say that, in a faraway country, a serious problem occurred (let's say bullying) and everyone had to solve it. **Everyone** was sure that **Someone** would solve it. **Anyone** could solve it, but **no one** did. **Someone** got very angry about it, because that was a job for **everyone**.

Everyone thought that **Anyone** could solve it, but **Nobody** realized that **Everyone** would stand aside**. In the end, everyone** blamed **someone** and **no one** did what **anyone** could do.

WHICH OF THE FOUR CHARACTERS ARE YOU?

CHAPTER I
WHERE ARE WE?

In order to know how of the school is in terms of bullying, we need an overview of the phenomenon. To do this, it is important that **EACH** of us is aware of the role he/she has or plays in this phenomenon.

> **Before reading this chapter, fill in the questionnaires in ANNEX 1.**
>
> **Discuss about them, then study the theory in the next two chapters.**

"*Am I a bully?"* I think that NO ONE asked him/herself this question**. Why?** Because the aggressor **acts, the aggressor takes no time to reflect. An aggressor is a person of action,** who feeds from his/her ability to recognize his/her *followers,* from the humiliation of the *victim* and from the lack of involvement of the *witnesses. Bullying* is a social behavior by its nature and takes place in almost every social group, in which the *victim* has little chance of avoiding the suffering, while the *aggressor* is supported by other members of the group. According to Olweus[1] and other scientists, several "protagonists" are involved in a typical *"bullying circle".* Here are the four characters that are never absent from a bullying situation: **the aggressor, his followers, the victim** and the **passive witnesses**, who fulfill their role in different degrees. (see Image on page 4) .

THE AGGRESSOR can be the "worst of the worst", the "terror of the worst terror" or it can be just the sarcastic colleague who always laughs at someone to delight his followers. He has a firm, persuasive behavioral pattern, characterized by repeated and intentional behaviors that generate physical and / or mental suffering to the victim and that meet three (or more) of the following criteria:

1. *he wants to be the coolest by hurting, intimidating or offending those around him;*
2. *he is temperamental, inflexible, too confident and does not like to accept the rules;*
3. *most of the times, he has no empathy and he is even happy to cause pain to others;*
4. *he wants to dominate and control the others, exaggerates in ordinary situations;*
5. *he uses power abusively to hurt others, deliberately and repeatedly;*
6. *he wants to get various types of benefits / advantages.*

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[1]*Dr. Dan Olweus, professor and researcher in psychology in Norway, considered to be a pioneer in bullying, based on almost 40 years of research, implementation and evaluation of prevention programs (Hazelden Foundation, 2016). Its definition is as follows: "A student is assaulted when he / she is repeatedly exposed over time to negative actions by one or more students". A negative action is the situation in which a person intentionally causes, or intends to cause, physical pain or discomfort to another person, through physical contact, words or in other ways". (Olweus, 1993).*

REFLECTION: Imagine a scenario in which to choose one of the aggressor types. What would be the profile of the aggressor from your point of view? How do you recognize him?

The **FOLLOWERS** can be that ferocious gang in the school everyone fears, students, teachers, support and management staff or just one or two scared children who do not dare not to be amused at the jokes of the "funny" guy for fear of not being his/her next victim. Usually, the followers:

1. *witness the bullying situation* but decide not to intervene, most often for fear of becoming victims themselves;
2. *are the ones who instigate the aggressor* to abuse the victim*;*
3. *are the ones who accept bullying passively,* watching and doing nothing*;*
4. very often *form the audience of the aggressor* whose intention is to gain attention and popularity;
5. *encourage the continuation* of aggressive behavior*.*

REFLECTION: Identify, in collaboration with your colleagues, what kind of people are most likely to be part of the "followers". Is the conclusion surprising?

THE VICTIM (AGGRESSED PERSON) may be the weak child, having a delicate situation at home and no one there to support him (and the aggressor knows it), or he /she may be just a good student, who just minds about his/her learning, or the most king /generous child hearty, sharing his/her sandwich with whoever gets in his way or any other child / teenager. There are some signs in his / her behavior that should send an alarm to those close to him/her (family, friends, and / or teachers):

1) he / she *is afraid to go to school*;
2) he / she *feels ill in the morning*;
3) arrives home with *bruises, cuts or other injuries* that he / she cannot explain;
4) often changes his / her route to school;
5) he / she *has difficulties with homework and getting lower grades than usual;*
6) he / she *shows emotional or behavioral changes (can be calm and quiet or withdrawn, or, on the contrary, irritated, agitated);*
7) he / she *lies;*
8) he / she *shows low tolerance to frustration*;
9) he / she *has nightmares or other sleep disorders*;
10) he / she comes home with his / her *personal things destroyed;*
11) he / she *constantly asks* for more *pocket money, sandwiches* or more colored pencils ;
12) he / she *becomes anxious* when asked what is happening;
13) he / she frequently „*loses"* personal belongings;
14) he / she *leaves for school either later or earlier than the usual;*

REFLECTION: Make a list of possible behavioral manifestations that the victim might have! Try to explain why the victim often chooses to be silent or "defend" her/himself.

An equally important, but often overlooked, category is that of the **PASSIVE WITNESSES**. There are those who hate conflict and embarrassment so much that they run away and turn their heads whenever they see something that makes them uncomfortable; or those who think they are too weak and too insignificant to intervene; or those who, when interfering, disturb the waters even more and "stimulate" the aggressor and his followers even harder (Olweus, 2001). It is rare when people to support the victim appear, taking a clear position and opposing the aggressor. What is worse, in this context, is that that all four characters are engaged in a conflict environment and no one escapes unaffected from this whole story. In the category of witnesses we can identify those who watch and who "do nothing" ("gather like hyenas, no one helps the victim, ever"), those who announce and those who encourage the aggressor ("hit harder, make the nose bleed"). Rarely is the aggressor alone in an incident, he is accompanied or encouraged on the sidelines by a group of supporters. It happens, very often, that even bodyguards witness passively the fights between students, with no intervention. Parents also condemn the passivity of teachers. Even children are silent, because otherwise they would be perceived as crooks, pourers, so they cannot appear in front of the class and speak[2]."

REFLECTION: Using the information in the figure below, comment on the layout of the "characters" based on the external aspects (haircut, color, etc.). Who do you think could be the two unidentified characters?

In general, the **aggressor** is not - as it may seem - a strong guy, but it is the *vulnerable child* who hides behind this type of behavior so that he is not a victim. Or, he is the *child tormented* at home by some parents who are too demanding or who do not understand him, criticized in everything he does and who repeats at school what he lives / experiences at home, taking everything to another level. Or is the child *ignored or neglected* by the parents. Consequently, the child seeks a confirmation of his ability to impose himself in front of others in the group he belongs to, which is, most often, the school / playground / social space. The **followers** enjoy the situation up to a point and feel strong because they are in the vicinity of the powerful one. They know that if they do not join the powerful ones, they will become the next victims. But deep inside, they fear their failure of ending up in the camp of the "defeated" if they do not please the strong ones. It is clear that *the victim does not love this situation* and does not know how to get out of it. At the same time, *interdependence* between the actions of the victim and the aggressor *is created,* so that the more availability and weakness the victim shows, the more legitimate the aggressor becomes in his manifestations and in getting the group confirmation. Witnesses are left with long-term squeals, because the moments when they could have done something but didn't, would haunt them, and the fact that they have not intervened often makes them feel as weak and powerless as the victim. It is important to note that the distribution of roles in this "circle of bullying" is not static; the roles can change dynamically between those who interact.

[2] Sociological study "Bullying in the school environment", Bucharest, 2016;

The four stances do not discriminate! Anyone can enter this circle without realizing it, therefore the dynamics of bullying is often difficult to identify either because of the labels we put on certain people, or because of the accomplice "silence" of those involved.

And this is how the "drama triangle" is acted only by two characters, the *Aggressor* and the *Victim*. The absence of the *Savior* contributes to an imbalance of forces that leads to the endless perpetuation of bullying situations. The appearance of the savior in this triangle would necessarily lead to the diminution of the whole phenomenon. So how do we educate the Saviors and not just the bully, victims and passive witnesses?

The bullying phenomenon has three basic characteristics, being an uninterrupted FIR *(translator note: in Romanian FIR means row)* of causes, which leads to the phenomenon of continuous aggression because it is:

- **F**avored by an imbalance of forces - the aggressor chooses his victim who is perceived as vulnerable, weak and unable to defend himself. The phenomenon of bullying often begins as a game of initiation, but turns into an abuse with very serious effects and consequences; it is a game in which all players have something to lose. It can happen anywhere - at school, in the family, on the street, at work.

- **I**ntentional – it is the **Aggressor's** intention to hurt someone;

- **R**epeated – the same person is hurt again and again.
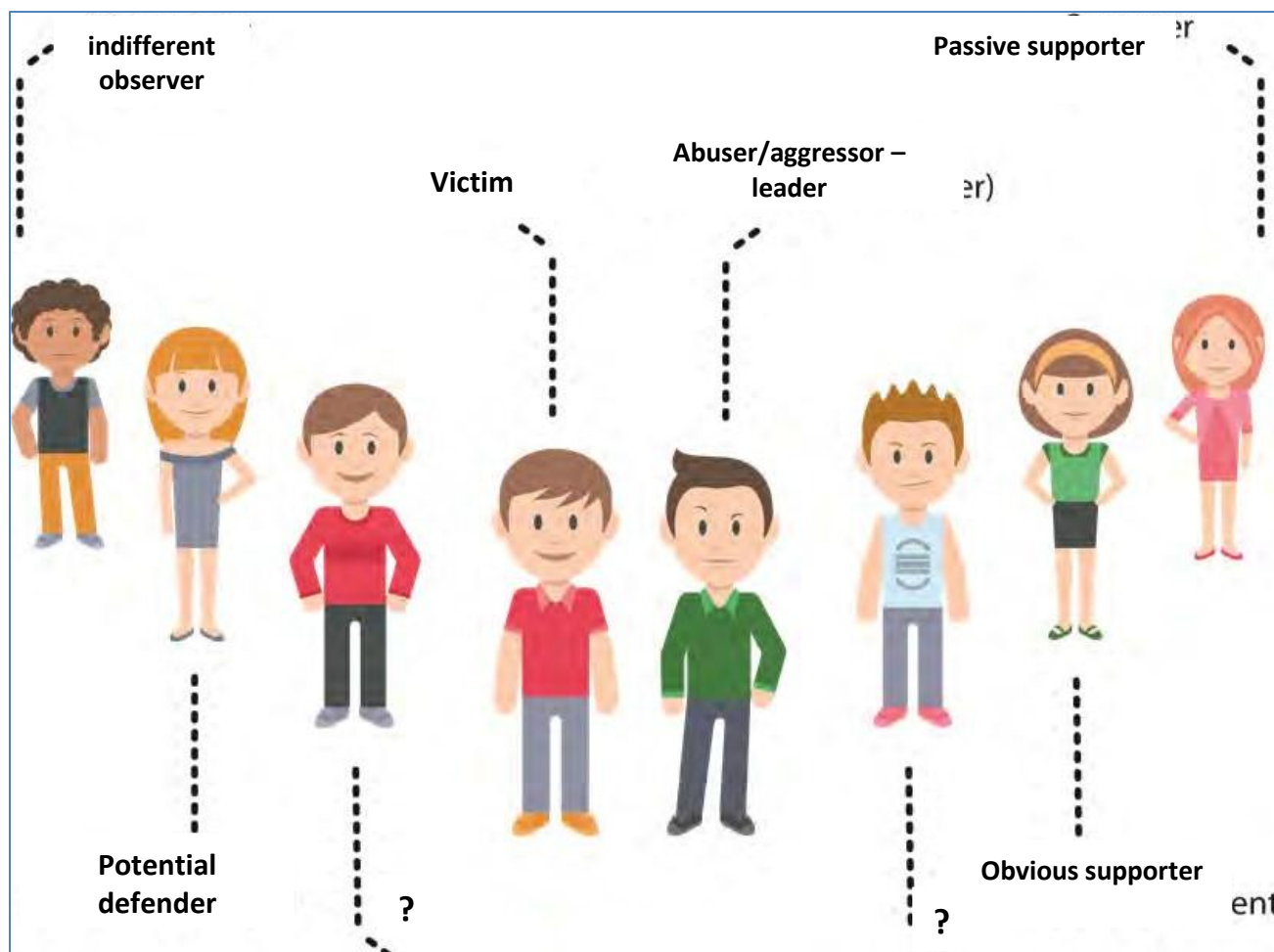
Other definitions of bullying:

▶ *Bullying* is a **form of violence** within the group where students reinforce each other's behavior through interaction (A. Pikas, 1975[3]);

▶ *Bullying* is a **social behavior** by its nature and happens in almost each social group, where *the victim* has reduced chances to avoid the caused suffering, while *the aggressor* is supported by other members of the group (Bjorkqvist, 1982[4]);

▶ *Bullying* involves an **imbalance of power** between the aggressor and the victim, it is malicious and occurs repetitively (Olweus et al., 1999);

▶ *Bullying* involves: "a desire to hurt + painful action + imbalance of power + repetition + unfair use of power + obvious pleasure on the part of the aggressor + feeling of oppression on the part of the victim." (Rigby, 2002[5]).

IMBALANCE OF FORCES

INTENTION

CONSTANT REPETITION

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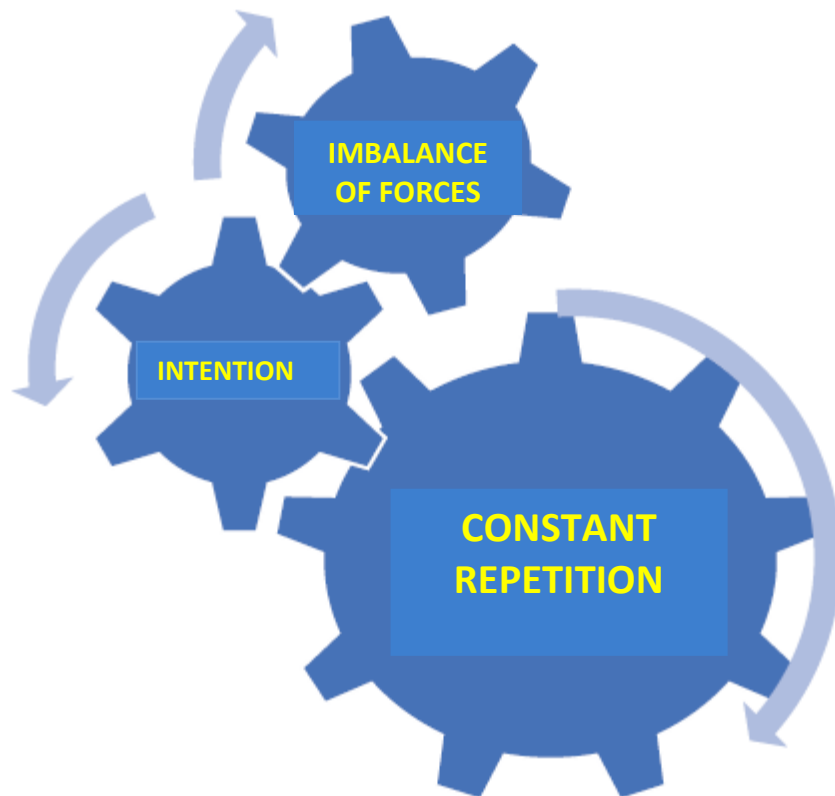
[3]*Anatol Pikas*, (born 29 November 1928), creator of the Shared Concern method. S.C.m has been used as a basis for peer mediation and for dealing with youth violence and gang activity in cases where therapeutic mediation can be applied.
[4]*Kaj Björkqvist*, professor at Åbo Akademi University, Department of Social Sciences.
[5]*Ken Rigby*, is a professor, expert in the issue of "school bullying" at the "School of Education" of the University "South Australia".

CHAPTER II
UNDERSTANDING BULLYING

What is bullying?

In the Romanian National Education Law no. 1/2011, as amended on November 18, 2019, art. 66, paragraph 6, the following definition is given:

> „The psychological violence (bullying) is the action or a series of physical, verbal, relational and / or cyber actions, in a social context difficult to avoid, committed with intent, which involves an imbalance of power, with the consequence of affecting dignity or creating a atmosphere of intimidation, hostile, degrading, humiliating or offensive, directed against a person or group of persons and targeting aspects of discrimination and social exclusion, which may be related to a certain race, nationality, ethnicity, religion, social category or a disadvantaged category or beliefs, sex or sexual orientation, personal characteristics, action or series of actions, behaviors that take place in educational institutions and in all spaces intended for education and training.”

> REFLECTION: Read the text carefully and write down in two columns what are the types of aggression and against whom they are directed. Explain, together with the teacher / trainer, the concept of "psychological violence"!

Bullying is a process in which a child is repeatedly exposed to negative actions, harassment and attacks by one or more children, hostile behavior / exclusion, humiliation and mockery. Often a child is teased, ridiculed by colleagues, who label him in a certain way. Sometimes, such teasing can turn into real pushes or more violent physical attacks, with real dangers to the child's integrity. To explain the phenomenon of bullying to children, you can use the following definition:

> "To bully" means: to intimidate, to scare, to dominate.
>
> You call a „Bully" a person who uses his or her strength and power to scare or hurt weaker people (Oxford Advanced Learner's Dictionary, 2016).

A child is abused or harassed when a person (of the same age group or older, or younger) or a group of children addresses ugly or unpleasant things / messages. We also talk about bullying when a boy or a girl is hit with the hand or foot, threatened, locked in a room, when obscene messages are sent to him / her or when no one includes him / her in activities or when indecent rumors / photos are spread. We also talk about bullying when a boy or a girl is teased repeatedly and in an obscene manner or when his or her personal belongings are damaged. Such things can happen frequently, and it is difficult for the victim to defend him/ herself. But we are not talking about bullying when two children, having approximately equal strength and equal positions quarrel or have a conflict.

Distinct signs of bullying

Bullying is an unwanted aggressive behavior among school children that involves an imbalance of *real* or *perceived* power. The behavior is repeated or will likely be repeated over time. If, usually, bullying experiences were initially seen as dysfunctional forms of play between children, today bullying is precisely identified by the following characteristics (Curelaru et al., 2009)[6]:

> ➤ *it is a form of aggression;*
> ➤ *it is a form of oppression;*
> ➤ *it has a repetitive, systematic character, which lasts a long period of time;*
> ➤ *it manifests through abuse of power (physical, psychological or social) and through harmful / offensive actions;*
> ➤ *it is a form of intimidation, harassment and humiliation;*
> ➤ *it is always about an imbalance of power and hostility towards others;*
> ➤ *it aims to obtain satisfaction, material goods, prestige and material goods and manifests through the unjustified injury of someone.*

Unlike violence, which is always an illegal act, in terms of bullying, not all countries have legal provisions. Bullying is often considered an accepted form of social relations, because it does not involve acts of marked violence (weapons, drugs, beatings, etc.) while the acts of violence that occur in bullying are considered low level (pushing, sarcastic remarks, nicknames). However, bullying is considered the most common form of school violence.

Unlike conflict, which occurs in situations where both parties, of equal powers, express their opinions, in bullying the intention is to humiliate, hurt, harm while the power imbalance always exists. The two conflicting parties do not feel insecure and the conflict generally ends when one of the parties realizes that suffering has being caused. On the other hand, the purpose of bullying is precisely to cause suffering and the offended person is unable to defend him/herself, to express his /her opinion and always lives in insecurity. Following a conflict, the behavior of the two opponents changes, regulates, is set on other bases, while in bullying situations the behaviors are accentuated (the the insecurity of the insecure person increases, the satisfaction of the oppressor that makes someone suffer increases).

> *REFLECTION: analyze a conflict situation you have recently experienced. Discuss and analyze it with your mates asking the following questions and see whether it was about a conflict or a bullying act:*
> ✓ *Are we equal in this situation?*
> ✓ *Do I feel victimized by an individual or by a group?*
> ✓ *Do I feel safe?*
> ✓ *Do I feel that the individual or the group have hurt / humiliated*

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[6]*Mihai Curelaru, "Al. I. Cuza" University, Iaşi, Faculty of Psychology and Educational Sciences.*

How to explain:

The power imbalance

- the aggressor is stronger physically;
- the aggressor is older than me;
- existence in the classroom of a group of more students who aggress;
- the aggressor is more verbally competent (better verbal skills);
- the aggressor is more popular;
- there a race/ethnic/gender difference between the aggressor and the victim;

Intention to hurt / harass

The main purpose of the aggressor is to hurt, to cause suffering to the victim, either physical, emotional or of of a different type. The aggressor feels satisfaction when the victim suffers.

Repetitiveness

Bullying is not a single incident. After the establishment of his dominance, the aggressor and the victim know that the action will be repeated. Usually, the aggressor waits for the right moment to carry out the next attack, most often when the adults are not around. The imbalance of power, the intention to intimidate, the threat and the lack of power, which comes from the combination of the three, make the victim live a continuous state of terror.

MYTHS ABOUT BULLYING[7]

MYTH	REALITY
Bullying always happens between **the aggressor and the victim.**	Getting into to the roles of aggressor or victim depends on the conditions existing in the school and in the community. Some children fall into the category of aggressor-victim, being aggressors with some children and victims, in relation to others.
Bullying is a normal aspect of development	*Bullying is not* a normal part of childhood-specific development. The phenomenon is also found among adults, at work or in the community.
Bullying is an "initiation ritual" that we must all go through.	Some people claim that harassment, discrimination, racism, violence, assault, physical abuse, sexual abuse, rape and domestic violence are "evidence of maturity / manhood, etc.", but in essence they are anti-social behaviors and should not be accepted in any form.
Bullying cannot be stopped.	Stopping the phenomenon requires its management at several levels: individual, family, school and community / social. The phenomenon can and must be stopped, but it is necessary an assumed commitment of all adults (in school, at home, in the community), a good collaboration with students and constructive relationships between all those involved.
Physical *bullying* is more dangerous than verbal bullying.	The verbal form of *bullying* can be as dangerous as the physical forms.
It's okay to hit someone who assaults you; this will stop him.	It is understandable that you can be angry, but if you become aggressive or violent, things could get worse.
It is difficult to determine whether an *anti-bullying* program really works.	Any program is effective if it is carried out following the appropriate steps. It is necessary for the school to report and record incidents of bullying, to have clear regulations and concrete procedures, applicable immediately. Partnerships with students' families are also extremely important, as well as a good atmosphere in the community.

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[7]*Prevention and intervention in bullying situations - Group psychosocial activities for children and parents, Chisinau 2019*

FORMS OF *BULLYING*[8]

The phenomenon of *bullying* is much more present in the school environment than it is considered. It is found in many forms and in various places: on school corridors, in the yard, on the streets and, unfortunately, in classrooms. Undetected in time, *bullying* can leave traumas and can cause irreversible repercussions on the child's adaptability in society. According to the Swedish-Norwegian psychologist Dan Olweus, **three forms of bullying behavior** have been identified:

- ✓ **physical**: hitting, pushing, banging, pinching, forcing the other student through physical contact;
- ✓ **verbal:** threats, teasing, insults, mockery, blackmail, nicknames, spreading rumors and lies;
- ✓ **emotional or psychological**: intentional exclusion of someone from a group or activity; manipulation, ridicule.

The researcher Mihai Curelaru et al. (2009) proposes a classification of bullying that combines two criteria: **physical / non-physical** and **direct / indirect**:

		Direct	Indirect
Physical		Hitting, spitting, kicking, slapping, throwing stones / object, shooting or pushing, damaging the victim's property, stealing personal belongings, threatening with a weapon, sexually assaulting, etc.	
Non-physical	Verbal	Verbal insult, nickname, offense, verbal threat, use of sarcasm, etc.	Convincing another person to insult someone, slandering, racist / chauvinistic insults, spreading malicious rumors, manipulating friendship relationships, etc.
	Non-verbal	Obscene gestures, intimidation, humiliation, ugly faces, teasing, sticking out tongue, rolling his eyes, etc.	Moving or hiding various things belonging to the victim, deliberate exclusion from a group or activity, rejection, social marginalization, application of silence in relation to the victim, ostracization, etc.

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[8]*idem.*

Bullying? Recognize & Change!

In 2012, Blankey identified a new type of bullying, along with traditional bullying and cyber bullying:

Traditional	Cybernetic
✓ **Verbal** (by appellation) ✓ **Physical** (hitting, pushing) ✓ **Relational** (exclusion, gossip)	✓ Verbal (writing threatening messages to the victim) ✓ Relational (compromising messages about the respective student sent to other students) - Inclusion through social media networks (sending threatening or compromising photos to the victim) - Exclusion through social media networks (sending compromising photos or videos about the victim to other students).

A classification...

Verbal bullying occurs when a person uses verbal language to exercise power over another person or group. Unlike the physical bullying, it is more difficult to stop. Usually, this type of bullying takes place where adults do not intervene. The verbal form can be quite harmful and the effects on the victim are long lasting. <u>**The words themselves have power**</u>!

Even if the immediate effects of *bullying* are obvious, the effects of verbal bullying can be much more dangerous and can affect children's self-image and self-esteem for a long time. This can lead to depression, anxiety or other psychological problems. In extreme cases, suicide attempts have been reported as a result of verbal bullying.

Relational / social bullying - is a common form among young people, especially girls, and is manifested by the tendency to hurt someone or destabilize someone's social position in front of the group. Relational bullying can be used by aggressors as a tool, both to improve their own social situation and to control others. Unlike physical harassment which is obvious, relational aggression is not obvious and can go on for a long time without being noticed.

Cyber bullying involves the use of electronic social media (Internet, smartphones, emails, FaceBook and other social media networks, text / chat programs, e.g. WhatsApp, photo and video platforms and websites) to hurt another person. These may include messages of intimidation, insults, sexual harassment or ridicule and humiliation. In contrast to traditional bullying, a common feature of these is the anonymity of cyber aggressors.

Cyber grooming is another phenomenon of the new digital age with worrying consequences and means the use of the Internet for initiating (virtual) contacts, sexual harassment and possible sexual abuse of children and young people (Unabhängiger Beauftragter für Fragen des sexuellen Kindesmissbrauchs, 2015).

Also, *sexting* is becoming more and more common in the online environment, a type of bullying in which the aggressor sends messages with sexual connotations to the victim (SMS, photos or erotic movies). *Although a taboo subject, this form of bullying is more and more present and, therefore, a serious approach to this issue is required*.

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Cyber grooming
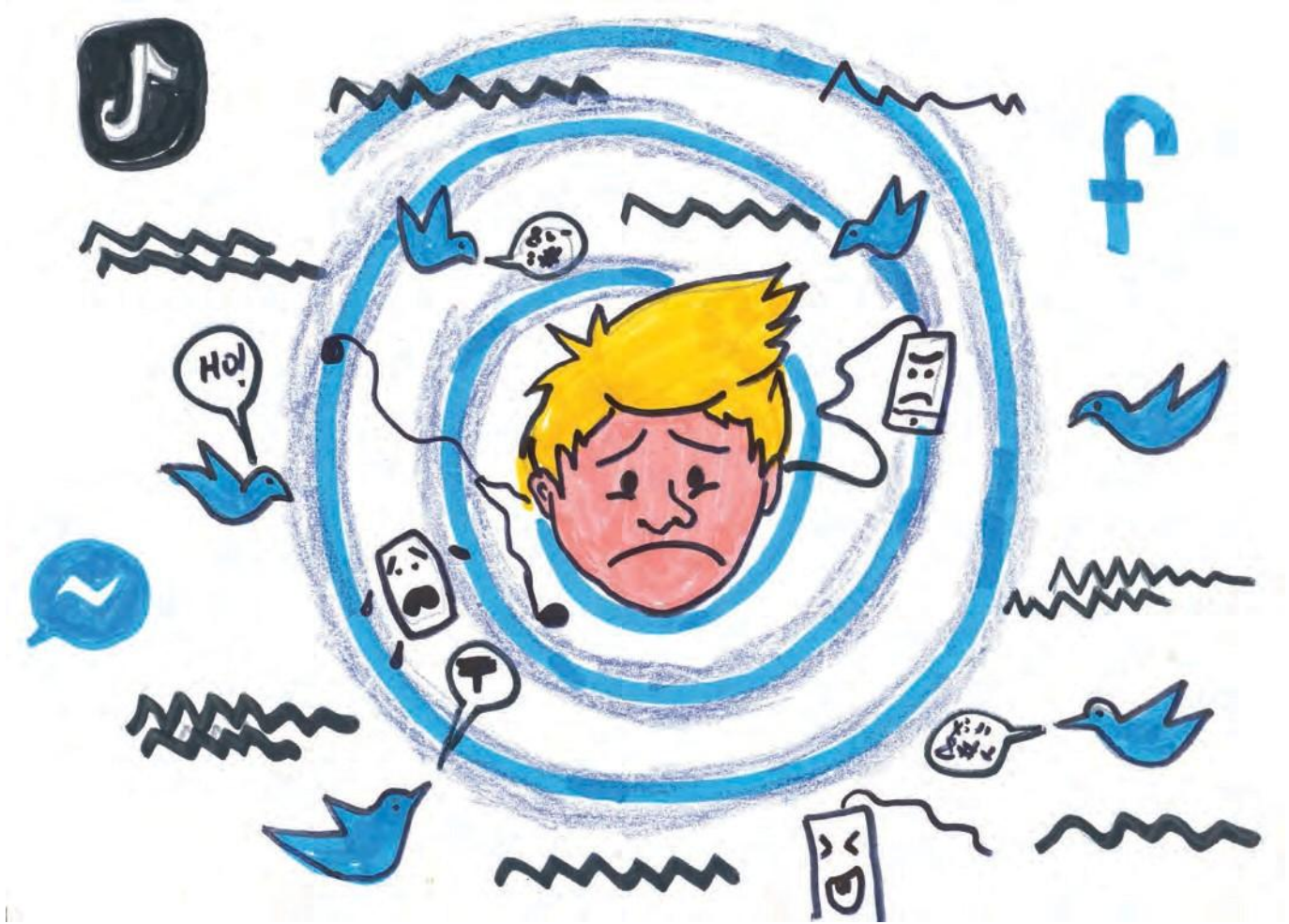
> REFLECTION: Discuss with your colleagues and the teacher(s) whether, in reality, these forms of bullying remain isolated or overlap!

GENDER DIFFERENCES IN *BULLYING*

Bullying behaviors often, but not always, *take different forms* depending on gender. *If the aggressor student is a boy, his profile may have the following characteristics*: he needs to feel strong and in control; choose victims from those who do not like the conflict; get satisfaction from causing suffering to victims; motivates his actions, complaining or justifying that he was provoked.

The tactics most often used by **boys** *are:* **nicknames, beatings, fights, dispossession of property (money, personal items), and destruction of the victim's property, pushing, hitting, and initiation of repeated attacks upon the victim.**

The profile of **girls** who show bullying behaviors is highlighted by: manipulation, hurting feelings, subtle rejection and marginalization of the victim. The tactics most often used by girls are: **using nicknames, isolating the victim ("Don't talk to her!"), spreading gossip and rumors**.

The profile of the potential aggressor child

What turns a child into a bully? What is his motivation for becoming (and remaining) not just a random aggressor, but a permanent harasser?

KEEP IN MIND

Aggressors (bullies) form over time - **they are not born bullies**. Somewhere, in their lives, children learn that, in order to advance on the hierarchical / social ladder, to gain benefits (attention, recognition, reputation, popularity, influence, power, etc.) they need to "fight", to dominate or to impose by defeating / subduing others. Thus, in a very realistic manner, these children learn that they must use their power (both in physical form and intellectual / social abilities) in order to be successful, and to win in front of the others, "climbing" over them by force.

This type of dominant, competitive-aggressive behavior can be learned from parents, from colleagues in the group or entourage in which they spend more time, from an older sibling, sometimes, also, from teachers, and last but not least, and from media (TV and Internet). Thus, a wrongly guided child ends up using these behaviors excessively, abusing them both at school and in his everyday life, in his attempt to be "successful" (respectively, social benefits and / or emotional - sometimes even material - satisfactions). In addition, in this speed era, children have become accustomed to obtaining immediate satisfaction and benefits with minimal effort. In many cases, these benefits are superficial and do not maintain the same level of satisfaction over time, making the person concerned look for new benefits or new ways to obtain them. It should be noted, however, that, when it is about children, such uncontrolled cycles lead to essential behavioral changes, especially lack of patience, lack of attention and lack of concentration, chronic dissatisfaction, boredom and the constant search for distracting factors, attention or likely to stimulate them emotionally.

The **main causes** are the social conditions we face on daily basis and which attack us from all directions, always encouraging us to hurry, to do more and to have faster and faster results, in order to obtain immediate satisfaction. As a result, the child will be restless, always looking for the next exciting mental or emotional factor. This lack of relaxation and the habit of continuously stimulating the nervous system creates a state of anxiety and stress that children do not know how to manage.

Emotional imbalances /disruptions developed over time can lead the child to one of the two extremes, either to become:
- an *aggressor* himself (based on his/her unstable nature and eagerness for attention and emotional stimulation), or on the contrary,
- a *victim* (namely, an insecure child).

The children labeled as *bullies*, harassers or aggressors, have a certain pattern that "works" and that "targets" especially the shy, withdrawn, insecure children, less likely to take action and defend themselves, stand up for their rights or things they own. **In short, aggressors are looking for easy targets.**

The desire to receive *attention and gain popularity* against the background of emotional emptiness / imbalance

The feeling of *control, power and influence*, which he knows that he can manifest on others

Motivation of the aggressor child

A strong need for integration, the desire to be validated and accepted in the group of people enjoying the greatest popularity
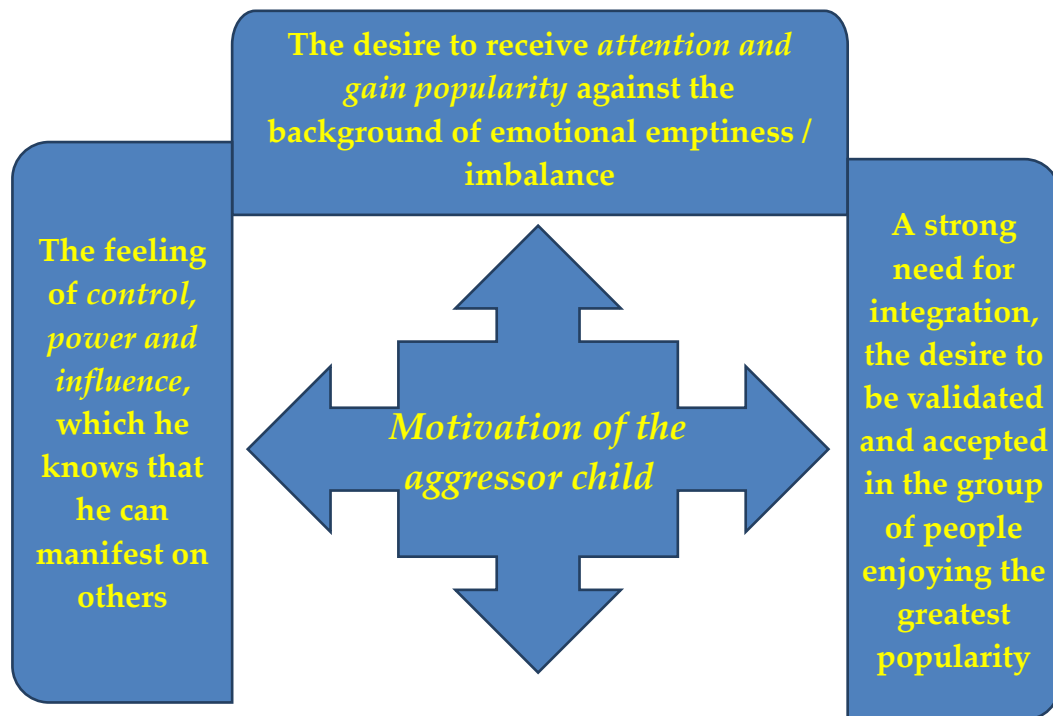
Every time he harasses a victim, the aggressor feels immediate pleasure / satisfaction, which leads to a certain emotional dependence and will make him always look for that feeling, as well as various methods to get it as easily as possible, with the least possible effort. We should keep in mind that the aggression, harassment and intimidation that a bully directs to the victims are fueled, in particular, by fear the victims feel and show, coming from the victim's insecurity.

Signs indicating that that a child has become a bully:

Does not accept the responsibility for what he has done

He has friends aggressing other persons

Places the blame on other persons. Lies or denies what he has done

He has extra money or new things / goods whose origin he cannot explain

Causes verbal and physical conflicts with other people; He becomes violent, frequently, with other people;

He is frequently reprimanded or punished by teachers / educational institution;

If the victim is easily intimidated so that he /she is afraid to take action / to respond (especially for fear of being physically assaulted / beaten), then the aggressor can repeat this behavior on daily basis, with the same satisfaction (if not even greater satisfaction, as he notices that the victim visibly becomes more and more affected by these things). The more affected the victim, the greater the satisfaction and therefore the power of the aggressor.

Profile of the potential victim child

Not all children who are victims of *bullying* have the role of victim, once they start school attendance. Similarly, not all aggressor children have the role of aggressors, once they start school attendance. Studies show that 87% of students change their role over three years. (Swearer, Cary, & Frazier-Koontz, 2001.)

> *Victims of bullying show*:
> - ✓ reduced social and emotional adaptation skills;
> - ✓ difficult sociability, difficulty in making friends;
> - ✓ less relationships with children of similar age;
> - ✓ loneliness;
> - ✓ low self esteem;
> - ✓ anxieties;
> - ✓ low popularity;
> - ✓ feeling of insecurity.
>
>
>
> **Passive victims** of bullying aggression are those students who are victimized by some colleagues and who do not show aggressive *bullying* behaviors towards other students. Passive victims have a higher risk of having various mental health problems, compared to those not involved in such behaviors. Some studies suggest that victimization is positively correlated with some problems such as anxiety, depression, suicidal ideation (Kaltiala-Heino et al., 1999; Kaltiala-Heino et al., 2000).
>
>
>
> **The aggressor victims** represent that category of students who are assaulted by some colleagues, but who, in their turn, show *bullying* behaviors towards other colleagues. *The aggressor victims* have the lowest psychosocial functioning, representing a group with a particularly high risk, characterized by higher rates of behavioral problems, low self-control and social competence, poorer functioning in the school environment, compared to aggressors and passive victims (Haynie et al., 2001; Nansel et al., 2001). Also, this category of students might have: mental health problems, anxiety, psychosomatic symptoms, eating disorders, depressive symptoms (Kaltiala-Heino et al., 2000; Haynie et al., 2001). Moreover, they are often involved in a deviant group and may be less able to have and maintain positive friendship with their colleagues (Haynie et al., 2001).

Consequences of *bullying* on the *children* who are *aggressors*:

- may engage in violent and risky behaviors until adulthood;
- may abuse of alcohol or other substances in adolescence or as an adult;
- may engage in physical confrontations, vandalism and school dropout;
- may engage in early sexual activities and can end up with criminal convictions;
- abusive behavior with their life partners or children, increased risk of developing antisocial behaviors .

Signs showing that a child is a victim:

Most children do not tell their parents or teachers what is happening to them. This is especially true for boys and older children. Among the reasons why they do not tell anyone about *bullying* are*:*

- ❖ **Children feel ashamed and embarrassed: this is especially the case for boys whom society has taught to "be men", "be strong", "not to complain to their mother".**

- ❖ **They are afraid of consequences / revenge: the helplessness and fear of child victims, the desire to stop the torture makes the situation be perceived as frightening. They are also afraid that the situation might have an impact on their family (siblings, for example).**

- ❖ **Children are afraid that nobody would believe them and that adults will not take the problem seriously or they do not think that adults can help them: adults are busy and children's problems are many. Often, *parents,* when they hear that a child speaks in bad words about other colleagues, consider it an unimportant aspect. Sometimes it takes a long time for parents to understand the seriousness of the problem. Many adults reject / ignore *bullying*, considering it to be something that all children go through and it is best for that child to avoid the aggressor or respond in the same aggressive manner.**

- ❖ **Consider being abused as something normal.**

- ❖ **They do not want to be labeled as "informers" or "traitors".**

- ❖ **Children do not know whom to turn to.**

- ❖ **Some victims sincerely believe that the other (aggressor) loves them. This is especially the case for young teenagers involved in abusive relationships, but who are firmly convinced that the other is behaving this way because they care about them.**

Even if a child does not say that he / she is a victim of *bullying*, there are a number of signs that inform about his / her condition. An adult will only be able to read the signs if he is attentive and has a close relationship with that child. The most frequent signs are:

1. Refusal to go to school or lack of interest in school. If the child finds reasons not to go to school it is a sign that something is wrong.

2. Decrease of school success. If the child is so afraid of the aggressor that he can't think of anything else, except how to avoid him, then he is certainly no longer able to pay attention to the work and tasks during school classes.

3. He / she chooses the „long route" to and from school. Children change their regular route to avoid the contact with the aggressor.

4. Withdrawal / isolation from the family, from extracurricular activities, spending all the time in his / her room, with the door locked or in a space isolated from the rest of the family. The shame and humiliation that come from constantly being humiliated causes the child to want to get rid of the pain after the humiliation, and the only way for him is to hide in a safe place.

5. If the child is frequently hungry and says he was not hungry at lunch or did not have enough time to have lunch means that the canteen or the place where children often eat is the battleground for aggressors. Avoiding that space is a way to avoid meeting the aggressor.

6. Refusing or avoiding to talk about the day spent at school. Children are ashamed and humiliated, they are afraid that if they talk about humiliating situations to adults, then adults will no longer have respect for them.

7. All of a sudden, the child wishes to change the school or classroom.

8. He / she loses his clothes, or clothes are torn or he / she has bruises while the explanations about all this are not in line with the damage and injury.

9. The child had digestive problems, headaches, sleep disturbances, so on. The stress causes elimination of cortisone. Cortisone prepares the body to react by fighting or by running away.

CONSEQUENCES OF *BULLYING*

The consequences of *bullying* upon the *victim* can be major, such as:

PSYCHOLOGICAL LEVEL:	BEHAVIORAL LEVEL:
✓ developing a negative attitude towards school as an unsafe environment ✓ low motivation for school activities ✓ identity crisis - negative attitudes towards self, world and future ✓ feelings of helplessness ✓ decreased self-esteem ✓ feelings of guilt ✓ crisis of loneliness ✓ frequent nightmares ✓ fear and anxiety ✓ depressive states ✓ suicidal thoughts	✓ lost or destroyed personal or clothing items; ✓ changes in eating habits, such as overeating or skipping meals (children may come hungry from school because they have not eaten their package); ✓ running away from home, self-mutilation or concern about suicide ✓ delinquent behavior ✓ tendency towards crime ✓ subsequent violence in school
SOCIAL LEVEL:	SOMATIC LEVEL:
✓ losing friends or avoiding social situations ✓ loss of interest in communicating with others ✓ exclusion and difficulty in relationships ✓ rejection of peers ✓ reduced skills of adjustment to stress, to problem solving ✓ low level of autonomy	✓ sleep disorders ✓ digestive problems / difficulties ✓ bruises and other unexplained injuries; ✓ frequent headaches or stomach aches before going to school;

> **To check your knowledge, after reading this chapter, we invite you to fill in the questionnaire in ANNEX 3. Fill in the third column of the questionnaire and try to answer as honestly as possible.**

CHAPTER III
WHAT TO DO?

The role of the school is to provide an adequate education for all students. To achieve this goal, a stable and secure environment is needed. Bullying, by its very nature, undermines the quality of education. Research shows that bullying has short-term and long-term effects on students' mental and physical well-being, on their commitment to school, on self-confidence and on their ability to set and pursue goals.

In school, *bullying* can be firmly addressed through a number of measures and strategies through which the whole school community can act effectively against this behavior. Although it is known that family and social factors play a substantial role in generating such a behavior, the school can play a crucial role in preventing bullying. School initiatives can, on the one hand, reinforce positive anti-bullying behaviors, and on the other hand, counteract unsuccessful attempts of parents to change inappropriate behaviors. Parents and students have an important role and responsibility to help the school to prevent bullying behavior that occurs both in school and in other school-related activities (route to school, camps, trips, camps).

Art. 1 (1) of Annex 1 of the **Methodological Norms for the Anti-Bullying Law in Schools** states: "*in order to create and maintain a safe and positive environment in school, schools are required to identify possible problems / risk situations, initiating proposals on the types of prevention and intervention required, which, after approval by the boards of directors, will be submitted to the school inspectorates for approval and monitoring*".

REFLECTION: Following the steps described below, create, together with your colleagues, *an anti-bullying policy for your school*, starting from the current context and from the real situations that your school faces.

1. General overview of the school;

2. Development of a Conduct Code;

3. An overview of the availability and attitude of teachers to work with children who are victims and proposals for remedial activities ;

4. Implementation of the anti-bullying policy in school.

Let's do it IN DETAILS!

1. Let's have quick overview of the school!

Where are we? What is our culture?

In order to start from the existing situation in our school, it is necessary to complete the table below. It includes all stakeholders, from the administration, to teachers and students, and aims to identify risk and protective factors in the school and community. Below is an example. The blank table - which is to be be completed by a working group of 4 - 6 teachers and students - can be found in ANNEX 4.

Stakeholders	Actions which allow or encourage bullying	What could be done to reduce it?	Factors that may impede the implementation of an anti-bullying policy in school
Students	Lack of respect for diversity;	appropriate topics during the master teaching classes	during master teaching classes, the 'hot' real topics are treated superficially;
			resistance to what comes from the outside;
	lack of respect for the property of the school or of the others;		
	Lack of a pro-social education;		
Teachers	lack of joint, concerted action to combat bullying;		
	lack of sanctioning of ALL bullying behaviors in school;		
School Management	lack of a code of conduct assumed and respected by everyone;	Elaboration of a code of conduct;	
	lack of effort to create an inclusive school;	periodically checking the list of inclusion indicators (ANNEX 5) and of the implementing measures to increase the inclusion index;	
Community			

2. Let's develop a code of conduct in school!

After completing the above table, depending on the result obtained, the school management, together with the teaching staff, will develop a code of conduct based on the following principles:

1. All children have the right to physical integrity;

2. All children have the right to protection against any form of abuse and exploitation;

3. All children have the right to express their point of view and be taken into account. If this condition is not met, we cannot ensure the protection of children who are under our responsibility;

4. Children are directly affected by violence happening between adults and between adults and children, especially when it comes to the adults in whose responsibility they are, so they must be helped and supported when they face it;

5. Children cannot be blamed for the abuse and exploitation they are victims of and they do not have the main responsibility in ensuring their own protection. Although there are many things they can do to stay safe, the ultimate responsibility lies with the adults next to them;

6. The adults working with children need to be aware of the impact of stereotypes / prejudices / discrimination and oppression based on age, gender, race, ethnicity, culture, disability, religious orientation or personal characteristics;

7. Although our intervention must be child-centered, we must also identify and work with trustworthy adults who will protect the child in school, family and community;

8. Child's safety must be a cross-cutting issue that we address in any activity we carry out and in any topic we discuss with children;

9. Teamwork, consistent, with strict observance of the anti-bullying rules, is essential to protect the most vulnerable children.

3. Let's determine the attitude of teachers towards working with a child who is a victim!

Below you can find a tool, developed to measure the attitude of staff working with children who are victims. It is, first of all, about the ability to consider the child, to listen to him and to believe him, but also to support and empower him. If those to whom this questionnaire is applied get low scores, training courses and workshops are needed to increase their capacity. It is desirable that the entire school management have developed such skills so that the school to become a place / space inappropriate for bullying.

ANNEX 6 includes the bellow table ready to be applied to the teachers while the next page gives you the scores and related interpretation of the scores.

		Agree	Partially agree	Partially disagree	Totally disagree
1.	The child has a say in the matters concerning him.	4	3	2	1
2.	Bullying can happen from the victim's guilt	1	2	3	4
3.	Children should not complain if they are victims of bullying	1	2	3	4
4.	Bullying is always the aggressor's fault.	4	3	2	1
5.	The children, victims of bullying do not have a chance.	1	2	3	4
6.	It is my responsibility to hold accountable the adults and the other reference persons for the children who blame the victim when it comes to bullying.	4	3	2	1
7.	If you are a victim of bullying in childhood, you do not necessarily become an aggressor	4	3	2	1
8.	Sometimes it's okay to make the victim of bullying feel ashamed	1	2	3	4
9.	It is my responsibility to believe and support the child, victim of bullying, no matter what others think.	4	3	2	1
10.	Children can invent stories about how they have been harassed to get certain	1	2	3	4
11.	Children can suffer from bullying in the family	4	3	2	1
12.	Children deserve to be nice to them, to support them and to help them if they are harassed and that is my responsibility	4	3	2	1
13.	It is my responsibility to work with myself to correct my perceptions of child abuse of any kind and to talk to a colleague / supervisor when I find that I tend to blame the child.	4	3	2	1
14.	Children who are victims of harassment do not recover and cannot lead a normal, fulfilled life.	1	2	3	4

Interpretation:

- **56-46 points**: indicate an open, child-friendly attitude; the adult believes in the child and has the necessary values to work with the child victim of bullying;
- **45-35 points**: the adult has certain attitudes to the detriment of the child victim of bullying. The manager or supervisor must coach these people, discreetly, until a significant change in their attitude towards the child victim of bullying is produced.
- **under 34 points**: the adult is not yet ready to work with the child victim of bullying. The manager or supervisor must arrange training sessions with these people in advance to correct the identified negative attitudes and take remedial actions. See also https://fliphtml5.com/jwiz/hadq/basic.

4. Let's implement an anti-bullying policy!

The implementation of an anti-bullying policy in school is done in several stages. It is unrealistic to think that after signing the document called "anti-bullying policy" and displaying the diagram in the "Methodological Norms for Anti-Bullying Policy in Schools" in a visible place for all, everyone will know what to do and will do what is necessary to stop this phenomenon.

- ❖ The **first step** in creating an environment inappropriate for bullying is to create a space where children feel safe, have the courage to expose their problems and the confidence that there is a diligent and trustworthy adult who will intervene.
- ❖ The **second step** is to educate / train/ inform students and teachers about the phenomenon of bullying and ways how to intervene.
- ❖ The **third step**: Bullying is well defined, there is an Anti-bullying Policy in school and a Code of Conduct assumed and respected by all. The entire school community gets involved.

❖ *The first step*

CREATE AN INCLUSIVE SPACE	LET CHILDREN HAVE THEIR VOICE
• create a safe space in the school where children be able to freely express their opinions • make sure that all children participate in these activities • ensure training for teachers so that they become mentors for their students	• provide appropriate information to children so that they can formulate and support their opinions • teach all children to say "NO" when appropriate, without feeling guilty • provide children various ways to express their opinions
LISTEN TO THE CHILD	CONSIDER THE CHILD
• make sure that there is always a person responsible for listening to the child's opinions • does the respective person have decision-making power? • do the children know whom to communicate their opinions / problems?	• Are the child's opinions taken into account by decision makers? • Are there procedures in place to certify that the child's opinions are taken seriously? • Do children have access to feedback on the decisions made about things that affect them?

❖ *The second step:* educating students and teachers about the phenomenon of bullying, the ways of intervention and the anti-bullying policy in the school. This topic is further addressed in **Chapter 4**, which proposes a series of lessons / workshops that can be worked directly with students during the master teaching classes or in other curricular and extracurricular activities. Also, in the final chapter **Bibliography and Resources** you will find other suggestions of web pages and materials from which you can be inspired to put into practice activities appropriate to the age and level of understanding of your students.

❖ *The third step:* **development of un anti-bullying policy** (by the school management, in cooperation of teaching staff), based on the Table in ANNEX 4, which is to be worked on by teachers together with the students . Such a policy would include:

I. BSIC PRINCIPLES

II. DEFINITION OF TERMS

⇒ clear and precise definition of bullying

⇒ list of phenomena which are considered as being bullying or bullying associated

III.   RESPONSIBILITIES – the **Reporting and Intervention Mechanism,** respectively the **Intervention Diagram**, which can be taken from the Methodological Norms for the Anti-bullying Policy in schools).

⇒ to **whom do we report** (who is the responsible adult in the school, to whom does he report, who is part from the intervening task force;

⇒ **how do we report** (verbally, in writing or in any other way that ensures the confidentiality of the person announcing the situation, etc.);

⇒ **what** measures will be taken;

⇒ **what** is the indicator that the situation may be closed and considered solved.

IV. MEASURES to be taken in schools as concerns the occurred bullying situations:

⇒ educational prevention measures - aiming at shaping the civic attitude with children and teacher training

⇒ intervention measures - the procedure that is put in place when a case of bullying occurs

⇒ reparation measures - restorative mediation, counseling of the victim, the bully and the witnesses.

GOOD LUCK!

CHAPTER IV
TRAINING PROGRAM FOR STUDENTS

Session	Topic	Contents
Session 1	**Who am I?**	Students identify and appreciate their own skills and talents as an important step in increasing self-esteem.
Session 2	**Our needs and our rights**	Students identify what a child needs to grow up beautifully and harmoniously and learn about the right to protection as stipulated in the Children's Rights Convention
Session 3	**Map of emotions and feelings**	Students discuss about the four basic emotions and the physiological signs and how can be recognized (with an emphasis on fear, sadness, and anger)
Session 4	**About safety. My environment**	Students identify dangerous situations as a starting point for further discussions about protection.
Session 5	**Good and bad choices**	Students discuss about how your choices you make can influence / impact your life, health and safety.
Session 6	**Scenarios – how to react in case of danger**	Students explore common bullying situations and develop coping /solving strategies.
Session 7	**A helping hand. Mapping my own protection network**	Students identify the resource persons they can turn to if they are victims / witnesses of bullying situations.
Session 8	**How to protect the others**	Students explore ways how to better protect themselves and the others.
Session 9	**How to be safe in the online environment / virtual networks**	Students learn how to be safe when online / using virtual networks .
Session 10	**Say NO! LEAVE THE PLACE AND SAY TO SOMEONE**	Students find out what is the mechanism for reporting and resolving the bullying situation or any other situation that endangers their integrity or the integrity of the others.

Sessions can last 30-50 minutes, depending of the number of participating students!

Objectives:

- *Students* identify and appreciate their own skills and talents as an important step in increasing self-esteem.
- *Inter-knowledge*

SESSION 1 – WHO AM I?

Students work in pairs: preferably children who do not know each other, they tell each other various things about them, for example what they like, what they do not like, when and where they feel good, what they are best at, a person they appreciate and why, a person or persons they consider a good example / model, what they would like to do when they grow up, how they would like to be like adult persons. Depending on their age, we can use auxiliary materials: we can give young children human outlines to write or draw what they have in particular, or we can draw their outline on an A0 sheet to decorate later. Then, after they have told their story, we can stimulate them to group the images according to affinities, so that they can see what they have in common with each other. If the students are older, we can organize everything in the form of an interview: the children interview each other, write a story about the interviewee and then present it to the group. Then, they determine what they have in common and what the differences are.

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SESSION 2 – OUR NEEDS AND OUR RIGHTS

In **Session 1** we discussed what makes each of us special. Therefore, every human being has a value and we all have the right to a life protected from abuse of any kind. We all have certain needs that, once fulfilled, provide us with a solid starting point in life. In the group, ask students what a child's needs are (with an emphasis on safety and protection needs). Write them down on a flipchart sheet, taking care to differentiate between real needs and imagined needs (whims). Bring to the children's attention that the real needs personal, for each individual and do not violate the needs of the others. Then talk about children's right to protection. Ask students why they think children should be protected and who they think should / can protect them. Write their ideas on a flipchart sheet.

Read them the text on the right to protection, as it appears in **ARTICLE 19 of the UN Convention on the Rights of the Child!**

1. **The Parties shall take all legislative, administrative and social measures and appropriate educational measures to protect the child against any form of violence, harm or abuse, physical or mental, neglect or abuse, ill-treatment or exploitation, including sexual abuse, while in the care of both parents or any of the them, the legal representative or representatives or any person to whom it has been entrusted**

2. **These safeguards will include, where appropriate, effective procedures for the establishment of social programs to provide the necessary support to the child and those entrusted to them, as well as for the establishment of other forms of prevention and for the identification, denunciation, prosecution, investigation, treatment and follow-up of child abuse, described above, and, if necessary, the procedures for judicial involvement**

Divide the children into groups of four and indicate the groups to discuss about abuse and the forms of abuse they know! Encourage them to give examples from their experience, possibly from school or from the places they attend (park, playground, locker room, on the way home, etc.) without naming the protagonists!

Conclude the exercise with a whole group discussion and centralization of information on:

- what are the things that children need to be protected from?
- who should protect them?
- what should be done when those who should protect them do not do it?

Explain to the children that in the future sessions you will discuss more about these things!

SESSION 3 – MAP OF EMOTIONS

Students discuss the six basic emotions and the physiological signs by which they are recognized (with an emphasis on fear, sadness, and anger). **The goal** *is to recognize and name emotions, as well as identify the signals they give.*
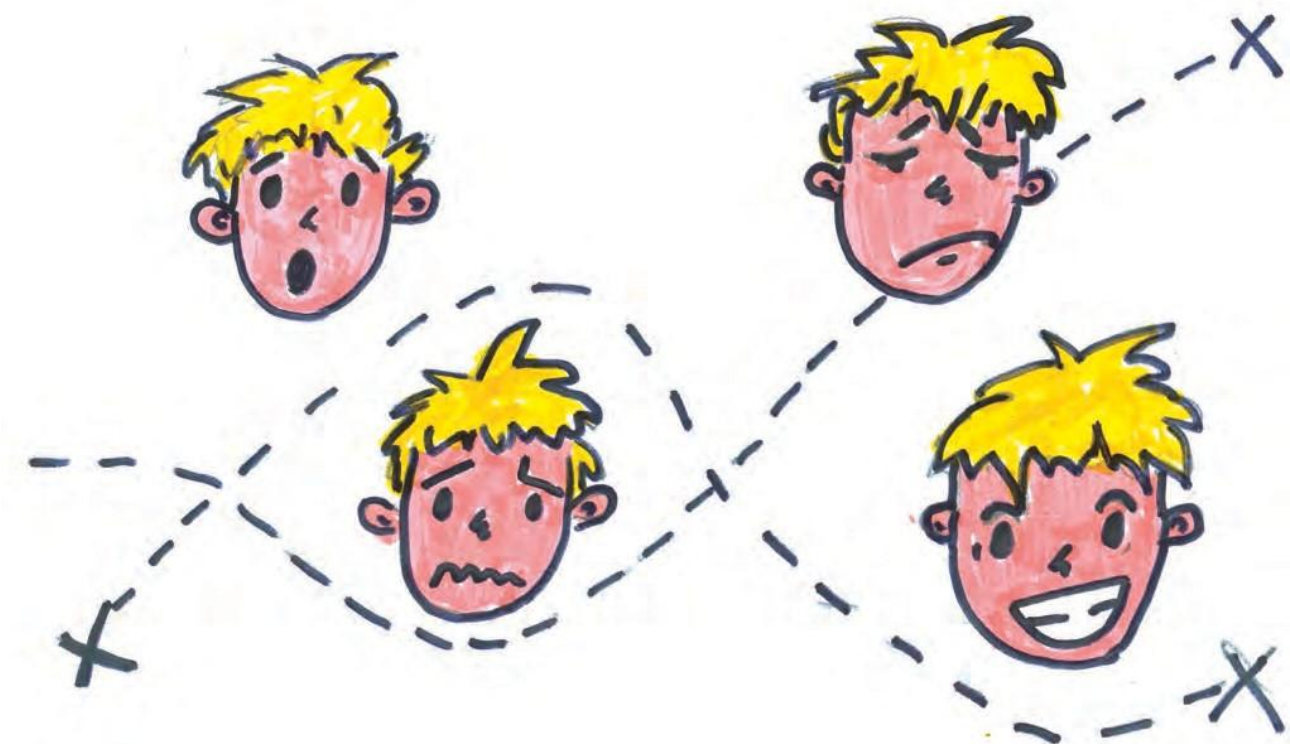
Divide the group of children into subgroups of three and give each group a human outline paper. Name the basic emotions (joy, sadness, fear, anger, surprise, disgust) and ask students to draw on the outline of their character where and how he feels those emotions. Let the children debate, then discuss in the large group about each emotion! Emphasize that the body often gives us clues about how we feel and that these clues help us to repeat positive experiences and avoid harmful ones! Keep the outlines of these characters, because we will use them in a later session!

SESSION 4 – ABOUT SAFETY. MY ENVIRONMENT

The students identify dangerous situations as a starting point for further discussions about protection. Ask the children to draw a map of the places they attend regularly. Ideally, the whole group should contribute to this drawing, provided that the number of children allows it. If the number of children is large, ask 1 - 2 children to draw the map based on the inputs from the other children. Then, with the map under your eyes, ask the children to tell which of the places drawn / marked on the map are (or can become dangerous) and for what reason. Ask for examples from their experience. Ask the children to focus on the areas they consider to be at risk and to identify who or what makes those places dangerous.

SESSION 5 - GOOD AND BAD CHOICES

Students discuss how the choices you make influence your life, health and safety **(link this session to the previous ones, especially Sessions 4 and 2 and possibly Session 1**). Depending on the results obtained in the previous sessions, build some case studies where some children are exposed to different situations and contexts. **The exercise you do with the students will be the following: draw on the floor a line that has "Very risky" written at one end and "safe" or "not at all risky" at the other end**. Then read the situations you have prepared and ask the children to position themselves on that line depending on how risky they find the situation. Then discuss with them the reasons for the decision they made. The activity can continue with a Power Walk with characters who make good decisions, respectively bad decisions

SESSION 6 - SCENARIOS – HOW TO REACT IN CASE OF DANGER

Students explore common bullying situations and develop coping strategies. For this activity you need to prepare cards with situations that children might face, mainly related to bullying. Divide the students into groups of four and let them discuss based on the situation on the respective cards:

- what is the risk of the situation;
- who is affected;
- what could the person do in that situation.

Explore with the children what could be the consequences of no one taking any action. Emphasize that young people need to recognize potentially dangerous situations and get out of them, as much as possible.

SESSION 7 – A HELPING HAND. MAPPING MY OWN PROTECTION NETWORK

Students identify the resource persons they can turn to if they are victims / witnesses of bullying situations. Explain to the students that in this session they will explore who can give them a "helping hand" when they do not feel safe or when they need protection. **Give each child an A4 paper sheet to draw their hand on. Then distribute the outlines of previously cut hands**. **These are the "helping hands" extended to them**. Let the children take as many "helping hands" as they think they need and write on them who they are (to think about who might call for help when they are not safe, when they feel unhappy or if it happens to them something that would not like to happen again.

Remind the students that there are many adults who care about their well-being and who they need to talk to when they have a problem. For older students, a more appropriate metaphor might be that of an umbrella. Encourage children to draw their own umbrella. Or let them draw their hand and list on their fingers who are the people who could help them in case of danger. Also, ask them how they might help each other when faced with a bullying situation.

Take a look at the children's drawings (gallery tour) and mention the similarities you find. The people the children trust and feel they could turn to should be the school's contacts when it comes to bullying. Repeat the idea that a child has the right to be protected, to know against what he has the right to be protected and to know what to do in situations that he considers to endanger him.

SESSION 8 - HOW CAN WE PROTECT THE OTHERS

Students explore ways to better protect themselves and others. Ask the children what they understand by respect. What are the signs by which we show respect to someone, what are the signs by which we show that we respect ourselves. Remind them that the ways in which we show respect are not to laugh at others, not to humiliate them, not to put them in embarrassing positions. **Bring the human outlines that the children completed in Session 3**.

Divide the students into groups and give each group a character. Some will choose the character they worked on, others will not. Remind the children that they are characters with their emotions. Ask participants to soil / break / damage the drawn characters. Watch how "enthusiastic" they do this, because later on, this is to subject to an analysis (how easy / difficult it was for them to destroy). After they have finished destroying the characters, ask them to find a way to bring them back to the state they were before, to "apologize" to them, to repair using adhesive tape, to wipe them with eraser, etc. Let the children come up with the repairing methods, don't not make any suggestions).

At the end of the activity, do the analysis with the group of participants:
● How do they feel now?
● How did they feel when they drew and decorated the characters?
● How did they feel when you asked them to destroy them?
● Did they manage to do the same, as they were?
● What did they found harder: to destroy their own character or someone else's? Why? (As the children tell stories, you can bring them arguments from the observations you made during the activity).

The session ends with solutions:

● What can be done to stop this situation?

● When is the time to stop?

● How do we react when someone asks us to destroy something?

● What could have been done to prevent the destruction of materials? (Write down these solutions identified by the children on the flipchart, as they will serve as a basis for discussions for later topics - finding assertive methods when "an authority" asks you to become aggressive. In this case, the "authority" was the teacher / educator, but this "authority" can also be a bully, for example.

SESSION 9 - ONLINE BULLYING

Students learn how to stay safe online. Start the session by asking the children **what technologies they use and what benefits the development of technology has brought to them**. **After you have centralized the answers on half of the flipchart sheet, underline and bring to their attention that, in addition to the benefits, technology also comes with a number of dangers**. Ask them to give examples of dangers, which you write in the second column. Ask students if they know anyone who has been the victim of online bullying. If they do not have concrete examples, ask them to imagine some potential dangers. Discuss how they feel when a post of theirs is appreciated. But when is it criticized? But when is it ignored? What do they think and do in these situations? What if a colleague posted an embarrassing picture of you?

Divide the group into subgroups of four and have the groups write a set of online safety rules for their younger classmates (possibly ask them if they have younger siblings what advice they would give and when they would worry about seriously enough to tell parents). Gather the students in the large group and make a poster with their ideas and messages.[9]

SESSION 10 - SAY NO! LEAVE THE PLACE AND TELL SOMEONE!

Children find out what is the mechanism for reporting and resolving bullying situations or any situation that endangers their integrity and that of the others. Explain to the children that, through the sessions so far, we have learned to recognize situations of danger / abuse / bullying and we have identified the emotions and feelings that the protagonists experience. **The goal of our school is to have a bullying-free school, so it is important that whenever we encounter such behavior, we should say NO, avoid and get out of that situation - LEAVE THE PLACE! - and seek for help / support from others - TELL SOMEONE!**

In this session, use the role play and information in APPENDIX 7.

Divide students into groups. Encourage them to make an action plan that they can then discuss in the large group! Give them homework for a later date to create a material for their colleagues in which to introduce them to these rules (it can be a poem, a rap song, a dance, a poster, an article on the school page, a forum theater or any creative method that is at hand)! **End the session on a positive note that motivates children to get involved in their own protection and the protection of the others!**

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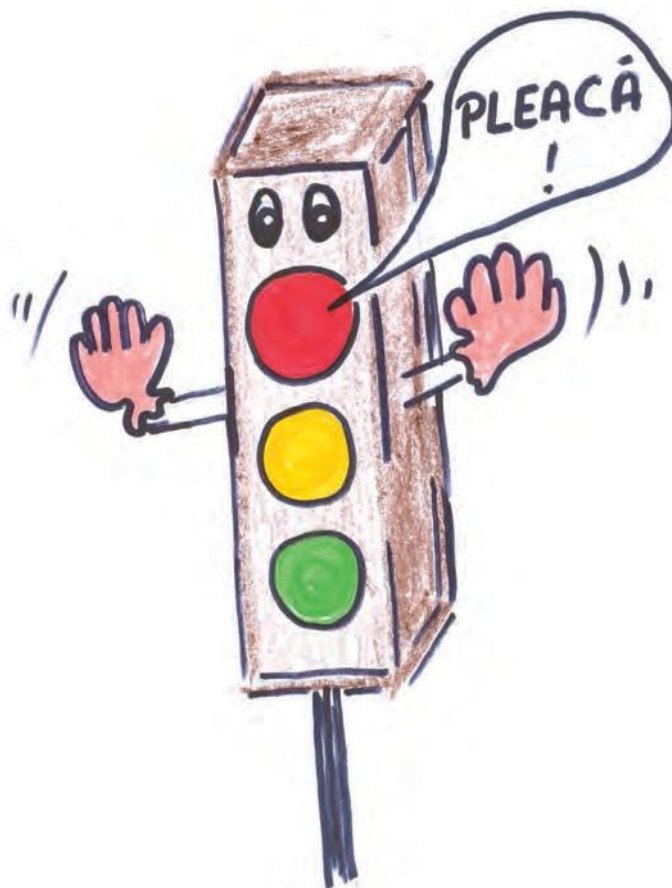
[9] *For more resources, visit: www.thinkuknow.co.uk*

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CHAPTER V

TRAINING PROGRAM FOR TEACHERS AND FACILITATORS

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Preventing and eliminating bullying in school is one of the responsibilities of the teachers. However, teachers often find it difficult to deal with this issue due to several factors:

- ❖ bullying situations are difficult to notice and it is difficult to distinguish between bullying and repeated conflicts between children;
- ❖ aggressiveness is often perceived as an initiation ritual or as being normal or as a stage of the child's development;
- ❖ children do not report bullying situations;
- ❖ teachers do not know how to respond to these situations and, therefore, they ignore or avoid witnessing them;

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In order to help a child, victim of bullying:

- *discuss the incident;*
- *give the child the opportunity to discuss what happened and what he is feeling, showing sympathy and support. Try to understand together what happened;*
- *discuss with the child what needs to be done so that he is safe;*
- *teach him how to behave if bullying continues;*
- *teach the child who to turn to if the bullying does not stop;*
- *try to involve the abused child in activities that favor his interaction with children his age, so that he can benefit from their support;*
- *strengthen the child support network; talk to friends and family to help him;*
- *keep an eye on the child, to be well;*
- *if necessary, contact the parents and discuss with them what happened, as well as what measures the school took regarding the incident.*

</div>

In order to help the aggressor:

It is important to keep in mind that not only the victim of bullying needs help, but also the aggressor. Do not view your child's aggressive behavior as a childhood Ü If aggressive behavior is allowed to continue, it will become a lifestyle, and childhood is a time for education.

Talk openly with the child to see what made him or her behave aggressively. Sometimes, when children are victims of violence or abuse from parents or siblings, they redirect their frustrations to other children..

In these situations, it is useless to channel your efforts to punish the aggressor. A better option would be to change the child's behavior into socially acceptable behavior. Often, punishing the aggressor will not stop his behavior. It is more important to show the child that you accept him as a person, but you do not accept such aggressive behavior.

- *calmly describe the child's behavior and explain why it is a form of bullying;*

- *calmly explain to the aggressor the effects of his behavior on the other child;*

- *try to understand what happened from the aggressor's perspective;*

- *explain to him that this type of behavior is not acceptable and remind him what kind of behavior you expect from him;*

- *Make him understand the responsibility they have and the fact that their own actions have consequences;*

- *if you can't stop the child's aggressive behavior, in the worst case, he or she could be moved to another school (not the victim, as usual, but the abuser).*

Teachers need to be aware that the best environment for the educational process is a safe one. A good teacher:

- focuses not only on teaching, but also on creating a safe environment;
- identifies the signs of bullying and acts accordingly;
- sees when a child is abused or marginalized;
- tries to find out the causes of such a behavior;
- supports the child who is a victim and tries to stop the behaviors of bullying type;
- helps the children learn new ways to behave when someone is harassing them and doesn't tell them that "you shouldn't care" or "take revenge on yourself";
- Helps the aggressor to change his aggressive behavior;
- Provides the child with models of behavior.

Tips for teachers:

- help the child understand that aggressive behaviors are not accepted in your school, regardless of who they are aimed at. Establish firm rules for punishing bullying behaviors that will be applied if the bullying situation continues; ¬

- teach children to achieve their goals through constructive methods, so that they choose non-violent methods of solving problems; prove it to yourself by how you relate to them;

- increase control measures over the children and be close when they play with together. Encourage them to get involved in sports competitions, give them creative tasks and involve them in extracurricular activities. Involvement in this type of activity will allow them to channel their energy in a civilized and social manner and will decrease the degree of aggression;

- be an example of positive behavior. By observing you, the child will learn how to treat those around him with kindness and respect. In situations where a child has manifested aggression, show him another type of behavior through which he achieves his goals without resorting to psychological violence (threat, insults) or physical violence;

- In difficult situations, contact a psychologist. There are special ways for the children to understand why they are behaving this way and to learn to deal with in a different way;

How to approach and talk about bullying in the classroom?

When discussing bullying in the classroom, it is very important not to accuse. We must not look for who is guilty, but we must see what role the children played in that particular situation. It is recommended that all children involved take part in the discussion: the aggressor, the victim and the witnesses.

> **The topics to be discussed can be:**
>
> + **What happened? Ask the children to tell what happened from their point of view. Listen to both versions!**
> + **What started the bullying situation from?**
> + **What role played the children who did not take part directly?**
> + **What was the effect upon the aggressor of the presence of the other children, who did not intervene?**
> + **How did the children feel while the things were happening under their eyes?**
> + **How do they feel now?**
> + **How do they think the abused child feels?**
> + **What can I do to help him feel better?**
> + **How could they behave differently in a similar situation (to put themselves in the shoes of the aggressor, the victim and the witnesses, respectively)?**

Talking to children who have witnessed a bullying situation helps them understand *what role they also played* in what happened and to realize *what could have done things different.* Thus, they can learn what to do if they witness such a situation again. It is very important to support and encourage children who want to stop bullying and help victims.[10]

In order to help the teachers in your school establish and contribute to creating an environment with zero tolerance for bullying in school, a training program can planned and organized. It is important that everyone participates in this training program and that the training program be designed in an interactive way, so that the school's anti-bullying strategy is not imposed, but becomes everyone's.

Find on the next page a training program we suggest! The information contained in the six sessions can be found in the previous chapters / modules, as well as in the annexes.

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[10] By Public Health Foundation of Georgia (PHF)

Session	Topic	Contents
Session 1	**Understanding bullying Part I**	Theoretical concepts: definition, what are the situations falling within the sphere of bullying, what are the characteristics of bullying. This meeting can also be done as a simple PowerPoint presentation, for example, with the information in Chapter II, but it would be preferable to use interactive methods, such as role-play, games and case studies or debates (value line or "aquarium" type method). It would be ideal to start from real situations happened in the school and discuss about it or, if such situations are too sensitive, you can start from the case studies described in ANNEX 10.
Session 2	**Understanding bullying Part II**	Discuss / present the characters and situations that fuel bullying. See ANNEX 2 The meeting can also be done as a PowerPoint presentation with information from Chapters I and II, where examples, case studies and recognizable typologies are illustrated. The facilitator should pay attention to the tone during the case study discussion. If participants become to passionate when discussing certain situations, the potential conflict must be defused and the discussion must be led to the identification of solutions to rectify the situation rather than about victimization, criticism or accusation.
Session 3	**What to do at different levels – Part I**	"The bullying tree". The large group is divided into four subgroups and each subgroup will draw on a flipchart sheet a part of a tree (all paper sheets put together must reconstruct the entire tree). Then the groups will try to find as many elements as possible and write them on the post-its. The parts of the tree are: ➤ roots (**causes** of bullying written on post-its) ➤ trunk and branches (**who supports** bullying) ➤ fertilizer (**who fuels** bullying) ➤ fruit (effects / consequences) Keep in mind that all the characters must be considered – aggressor, victim, witness, teachers who are aware of bullying existing in school, parents and community).
Session 4	**What to do at different levels – Part II**	In a joint working group, teachers fill in the Table in ANNEX 4 together.
Session 5	**About the anti-bullying policy**	Group work (joint workshop) focused on policy development / writing. All teachers participate in this group. If the teaching staff is very large, they can work in smaller groups and then, all the data will be corroborated by a designated working group (task force). The groups will work on: ➤ Identification of prevention, intervention and repair measures. ➤ Identification of resources.
Session 6	**What is a code of conduct**	Development of the Code of Conduct regarding bullying in school. Teachers will contribute with ideas on creating a code of conduct in a few points and sub-points that are easy to read, understand and follow. This code of conduct will be made known to all those who carry out their activity in the school, from the school management, to the teaching staff, auxiliary staff, students, students' family and relatives, community. Also, when new students or teachers come to school, this code of conduct must be presented and assumed by the new comers.

CHAPTER VI
MEETING WITH PARENTS: HOW SHALL WE DO?

If you have the opportunity, during the meetings with parents, in addition to the administrative issues discussed, try to organize training sessions related to bullying aiming at:
- informing parents about the efforts made by the school to reduce bullying and
- educating parents about the attitudes that lead to the reduction of the bullying phenomenon and how they can help their children not to be victims of bullying.

The table below contains some suggestions on the topics you could address during these parent meetings, as well as some "worksheets" for parents to work on at home with their children on the respective topics. For maximum impact, do not give lectures to parents, but invite students to participate as well, possibly to show them what is done in school to fight bullying. This can be done through short drama, as well as using other interactive methods - "treasure hunt", "roulette", etc. Do not worry, usually, students are creative enough and, if stimulated, will come up with wonderful ideas to reach their parents' hearts and raise awareness about this. Prepare these meetings in advance with those students who want to get involved.

Session	Topic	Contents
Session 1	Let's observe carefully! Not everything that happens is bad intention!	Exercises to observe the play and how children interrelate and interact. Pro and against debate on the acted scenarios.
Session 2	Let's talk (to the child) about the inner monologue!	Suggestion of scenarios to be discussed with the child
Session 3	How do children live / consume their emotions?	
Session 4	"Say stop!"	The jar with lid.
Session 5	I act now, I receive (or pay) later. Report in an assertive manner!	Discussion with the child about the possible consequences of our actions.

WORKING SHEETS

TOPIC 1

Not everything that happens is bad intention!

To help your child observe carefully the situations in which he is involved and to discover the potential conflict that might exist, you can play a "game", acting periodically as "detectives" for each other. The idea of this game is to identify the situations in which certain behaviors were done with bad intention or not, as well as to understand how important it is to check the interpretation you give to situations throughout the discussions with your discussion partner. Initiate these discussions speaking about situations experienced in your own childhood (self-disclosures from parents allow children to understand deep aspects of human relationships and become familiar with various conflict resolution strategies).

- ■ Present these situations from your youth or invent new ones, referring to your child's life and to the situations you know he had or currently has at school (replace the characters so that not to be too explicit that you are directly targeting him) and identify, together with the child, whether these behaviors were intentional or just "accidents" by using questions like: what do you think, was it something specially planned to do harm or was it something accidental / an accident / lack of attention?. Wait for the child to formulate what he thinks about it, ask him to argue his opinion and, possibly, to come up with examples from his own school life.

- ■ Discuss with the child the differences between these two types of behavior (intentional or accidental) and decide together how it would be good for him to act in certain situations, so as to avoid conflicts or resolve them in an efficient manner.

- ■ Ask the child if he or she has gone through situations where he or she has had certain behavioral / verbal reactions that he or she now regrets or is proud of (for example, *"What do you think, have your colleague understood that you did not intend to trip him up? What could you have done to make him believe that you didn't do it on purpose?" Or: "How did you manage to make your girlfriend understood that you didn't want to offend her and it just a failed, bad joke?"*).

- ■ If you find it is necessary, you can practice possible answers in a role play.

This exercise is based on the observation that, pretty often, parents teach their children to fight back and not let themselves "trampled on!". It is only rare when parents teach their children how not to be aggressive / aggressors themselves.

If you lack inspiration, here are some scenarios you can bring into discussion:

- ➢ At sports class, you were not careful and put on the sports shoes of another colleague;
- ➢ You hit a colleague because he called you stupid;
- ➢ Break the sheet from your colleague's notebook where he had the homework done;
- ➢ You stretch your leg too wide, when sitting in your desk and a colleague stumbles and falls and the whole class laughs at her / him;
- ➢ Throw your colleague's pencil box off the window, because you were angry with him (yesterday he refused to lend you a pencil);
- ➢ You forgot to say "Thank you!" to your colleague who gave you the pen when you dropped it;
- ➢ You run along the hallway and you hit someone;
- ➢ During lunch, in the school canteen, you touched your colleague's glass of juice;

TOPIC 2
Child's inner monologue

The idea of this exercise comes from the fact that we often suffer more because of the way we interpret a situation than because of the situation itself. Our inner monologue is the one that amplifies a situation and makes it unbearable. Therefore, it is good to teach the child to stop the inner monologue when it causes him suffering and to replace it with a positive monologue, which favors an action meant to help him get out of the emotional impasse. Through this activity, your child learns a strategy of emotional self-adjustment, by replacing thoughts that maintain a state of anger, dissatisfaction, anger, frustration - with adapted emotions, which allow him to properly manage situations in his school life. This activity also stimulates the child to express his/her emotions, to describe his/her states verbally and non-verbally, to develop empathy and resilience. Choose situations that your child faced with and caused him emotional discomfort!

Here are some examples, but keep in mind that it's good (or better) to discuss real-life situations in your child's life:

- You are upset because a colleague did not invite you to his birthday. What is the first thought that comes to your mind? *(that no one likes me, that I will be left without friends, that he invited AT who is stupid but not me, although I did so many things for him and helped so many times, and played together with my toys, so on).*
  - ➢ Let the child release his frustration saying why and what bothered him so much. Then, through discussions, suggest other options to look at the situation or to act, such as *to think that there are other colleagues who will invite or have already invited him to their birthday parties, or to wait until tomorrow to go to school and tell his colleague that he felt sad because he was not invited at the yesterday party.*

- A group of children in your class are playing. And you want to play with them, but they tell you that they don't want to accept you in their team because you are a weak player, and that they will lose because of you, that you don't know how to play this game, etc. You get sad and you start to think that most likely it is, you don't know this game, you are not skilled / fast enough, attentive, etc. What else can you think about in that moment so that you don't suffer / be sad / angry / unhappy?
  - ➢ Possible alternatives: *to think that I am good at other games, to watch them play and to learn the game technique / rules, to train at home with my brother / sister / parents to gain confidence, to find something else to do while they play this game.*

- One of your colleagues hits you. You get angry and you want to hit him back. What else could you do?
  - ➢ Possible alternatives: you can use the "Turtle" technique *(pause from communication, concentration on myself - "I enter the carapace and stay there until I calm down"; or I think that although what my colleague did is not good, I don't want to respond by hitting him back, because I know that it is not allowed to hit anyone; or , I decide to tell him firmly that he is not allowed to hit me, otherwise I cannot be his friend; or I am thinking to inform the teacher about what happened.*

- One of your friends refuses to lend you a pen the day you forgot yours at home. You think he's not a good friend, that it's better to break up with him, and that he probably doesn't care about you, he wants everyone to laugh at you for forgetting your pen at home. What else could you do or think of so that to feel better in this situation?
  - ➢ Possible alternatives: *I think I have other friends or kind classmates who could certainly lend me a pen for a day* or *I think that maybe his parents do not let him give his items to the others* or *that he is afraid I could break it and not because he wants me to feel ridiculous.*

| subjective feelings |
| • Fear, furry, sadness, joy, irritability, disgust |

| Biological reactions |
| • Sweating, tremors, altered heart rate, altered voice |

| Behavioral reactions |
| • Isolation, avoidance, aggression, nervous tics |

| Cognitive reactions |
| • Thinking blockages, attention deficit, decreased ability to concentrate, negative thoughts |

These are just a few examples to understand how changing the inner monologue works. Start discussions about the situations that trouble the children, let them say what they think and encourage them to find other solutions on their own.
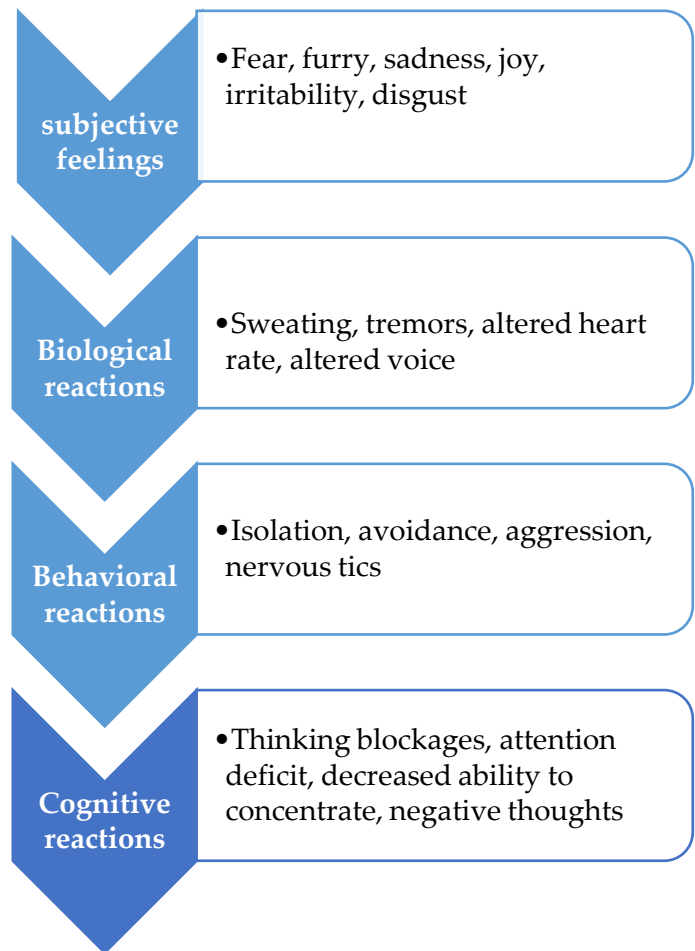
TOPIC 3

How do children live / consume their emotions?

Take advantage of the moments when children tell you about the emotionally charged moments they lived during the day. Help them name these emotions. Many times, we passionately tell what happens to us, but we limit ourselves to recounting the events, and not mention the effect they have on us. Help the child name these feelings (I am *sad, disgusted, happy, shocked*, etc.), then identify where can he locate these feelings in his body (the answers you expect are like: *"I felt that I my legs were cut off"*, *"blood ran down my cheeks"*, *"my head started to hurt"*, *"I have butterflies in my stomach"*, *"it took my breath away"*, etc.) Help the children to connect the emotions and the way they personally perceive them. Eventually, you can make a table to visualize the association between:

Sensation	Emotion
"I clenched my fists, I felt like hitting him"	furry
"I felt a knot in my stomach"	sadness, helplessness
"Blood ran out of my head"	shock, surprise
………………	………………
………………	…………………………

This is one way you can help your child identify his emotions according to the effect they cause in his body and take measures to prevent the onset of psychosomatic effects.

TOPIC 4

Say Stop

The jar with lid

Take a small jar with a lid and several strips of red paper. When your child shows opposing behaviors, anger, irritability, ask them to write on the pieces of red paper everything that annoys them (you can do this exercise with your own child). Show him the jar and explain that if he were to put all these situations in the jar, there would be so much anger gathered there that because of the pressure he could "pop off the lid". Tell your child that you want to help him reduce the number of red pieces of paper so that there is not so much "pressure" (= anger) in the jar. Explain that anger does not just happen, that it has an origin / cause, and that there is a chemical explanation for what it feels like. Explain also, that an emotional state may be triggered by a real or an imaginary situation, that this state may be maintained / intensified by thoughts (everyone must behave correctly, must always be as I want, etc.). Well, because these thoughts exist, his reaction may be inappropriate or exaggerated.

➢ Explain to the child how he can "contradict" every thought, asking him questions such as: "Does everything really need to be right? I'm sure you'd prefer everything in this world to be fair, but sometimes it's not. There are things that depend on us, but there are just as many things that do not depend on us, so there is no point in struggling with demanding for everything to be right": *It's great that you want things to be as you wish, this means that you are persevering and insistent. But ... Do you really think that you can always get what you want, that things have to be exactly the way you want them to be, always? What if it is to the detriment of another person or more people? And if every man did the same, what would mankind become? You can certainly do many things the way you want, but there are other issues (school schedule, social norms or school rules) that you cannot change".*
Encourage the child to talk to the teachers in situations where they think something can change.

➢ Explain to the child that when he asks himself these questions (*i.e. "when you fight with your own thoughts"),* it is possible to reduce a lot of his state of anger or dissatisfaction, that he will understand the perspective of other people or he will discover that such thoughts (categorical, generalized, exaggerated, irrational, etc.) are likely to hurt him first. By changing the thoughts, destructive emotions are also reduced.

As you analyze each piece of red paper, allow him to tear the strips of paper that he manages to analyze well, and to reformulate the limiting thoughts, so as to reduce the anger / dissatisfaction / irritation, etc. After finishing analyzing the situations described and understanding the algorithm of giving up certain thoughts (demands, expectations, standards, exaggerations), in order to reduce anger, tell him to put the remaining pieces of the paper in the jar, emphasizing that there are fewer and that there is certainly no risk of "popping the lid", because the anger (boiling inside) has been reduced. Agree with the child that, in tense situations or when you feel that things are getting out of control, just remind to each other about the pressure jar strategy (*"Be careful, I feel the lid is ready to pop"* **or** *"Pay attention to / Mind the jar"*). This can be a good role model for your child, to facilitate complicity between you in overcoming a problem and to ensure that you are discreet, in case the situation happens in public and it is not appropriate to make harsh remarks to him.

By carrying this activity, you help the child to understand that anger can be controlled, that it is in his power to do so, and this will increase his self-confidence and improve his social relationships.

TOPIC 5
Inadequate actions

Write down a number of inappropriate actions on some cards and ask the child to arrange them in order of severity (for example: hitting a colleague, destroying someone's property, gossiping, making fun of a colleague, slandering, threatening someone, posting embarrassing photos on social networks, taking someone's mobile phone and checking through personal information, etc.). See ANNEX 9

➢ Ask him which of these he did or would do.
➢ Ask him to identify why a child would do such a thing.
➢ Ask him to identify the consequences of such an act.
➢ Ask him which of these actions he would repeat now, after he understood what the consequences might have.

Write down on the cards as many bullying actions come to your mind. You can repeat the exercise at various intervals, adding new inappropriate behaviors. Use the exercise to discuss with the child the consequences of our actions and how, many times, the things we do, to amuse ourselves or to amuse others, can hurt or generate or sustain bullying.

TOPIC 6

Game and Play - ABC (Anti-bullying crew)[11]

_____
[11] Original project created by the students of Ion Kalinderu College, Busteni.

The music game...

I have heard countless times about situations when students have been criticized by other students or even by teachers for listening to a certain genre of music, knowing almost nothing about that genre of music. For this reason, we suggest a short game of opinion and relaxation! The game consists of the following:

1. Each student creates a playlist of 5 songs;
2. The playlists created will be drawn by lot. (If someone draws hid/her own playlist, will draw another playlist.)
3. Students will listen to the playlist that contains the 5 songs for the entire day;
4. The next day each student will argue why he liked / disliked that type of music;
5. Each listener will give feedback to the colleague who created that playlist;

Anonymous letter...

For an anonymous addressee ... Many students are withdrawn, shy and sad because they are verbally assaulted and despised by other colleagues. We suggest a game that will determine these students, and not only, to see the real perspective of things. The game consists of the following:

1. Each student participating in this game writes on a white piece of paper 5 lines of nice words for another classmate anonymously;
2. All letters are folded, mixed and drawn lots;
3. Each student will try to guess whom that letter is from and tell his or her personal opinion to the respective person. Also, the addressee will reward his or her classmate in the spirit of avoiding bullying.

CHAPTER VII
EPILOGUE

I noticed, in the discussions with people who are directly involved in the education of children / adolescents, a kind of indefinite irritation at hearing the concept of "bullying". Perhaps it is not by chance that this phenomenon of rejection takes place, knowing that in school, where this textbook will end up, the new and rapidly emerging realities must be named somehow. And, it seems to us that English is the most convenient language. If you explain that, in fact, you say bullying, it is like talking about aggression / aggressiveness, then, people's faces brighten up. Everyone agrees that aggression and aggressiveness are a serious problem and difficult to deal with, especially when we live in different stories. We do not communicate, we do not collaborate, we do not share and we are not interested. In reality, all sad stories, with minors involved in violent conflicts, with abused, blackmailed and humiliated young people are also born from the indifference of those who should, first of all, take a PREVENTIVE attitude. Family, School, Circle of Friends, i.e. Society are the factors that shape characters and generate behaviors.

Going through this textbook, of real use for anyone who browses it, I saw that the dynamics of the vicious circle is extremely protean, challenging in its each mode of manifestation and requiring all the knowledge and skills of a person who has to handle a case of bullying.

And YES! Most of the time this task belongs to the teacher, regardless the level of education! In this context, the one who needs not only empathy, but also a minimum of training for this purpose, it is him, the TEACHER ... along with the appropriate RESPONSIBILITY.

Bullying does not discriminate! Anyone can slip into this carousel at any time and at any age. From the aggressor to the indifferent witness, they are all victims. The aggressor is a victim always looking for another situation, the victim tries to defend somehow, the followers and the witnesses are unconsciously victimized by excuses.

The only solution is TO TAKE ATTITUDE! Lack of attitude only pushes the snowballs to get down the downhill and grow bigger and bigger. What follows is no longer an enigma to anyone

Therefore, in the story of bullying, Everyone is Someone rather than an Anyone.

CHAPTER VIII
ANNEXES

ANNEX 1

Questionaire for teachers

1. **Have you ever heard of bullying? If so, what exactly? If not, what do you think this concept entails?**
2. **What are the signs that confirm the presence of this phenomenon?**
3. **What type of behavior do you qualify as bullying:**
   - pushing, insulting, beating;
   - kiss, touch, hug;
   - throwing paper planes, pebbles on the window, etc.
4. **Bullying assumes:**
   - verbal or physical aggression only inside the school;
   - verbal or physical aggression in the street;
   - continuous psychic aggression, either in the family, on the street or at school.
5. **Where do you think most forms of bullying happen?**
   - Only in school;
   - Only at home;
   - Only in the street;
   - Anywhere where a conflict reason exists.
6. **Where and when do you think such acts of aggression occur most often?**
   - in the classroom;
   - school hallway;
   - smoking place;
   - in the locker room ;
   - toilet;
   - school yard.
7. **It is considered a form of bullying:**
   - fortuitous interaction between two students;
   - punctual aggressive interaction between student and teacher, regardless who the aggressor is;
   - continuous aggressive interaction between school staff and students;
   - continuous aggressive interaction between parents and teacher or between parents and other students.
8. **Bullying assumes:**
   - a conflict between two persons;
   - a conflict repeated and amplified;
   - a conflict between a person and a group;
   - a conflict between two groups.
9. **Bullying exists in school:**
   - only between / among students;
   - between students and teachers;
   - between teachers;
   - as generalized bullying ;
   - between teachers and parents.
10. **Have you experienced any of the forms of bullying?**
    - In the classroom (give a relevant example);
    - school hallway;
    - manager's office;
    - among teachers.

Questionnaire for students

1. **Do you know what bullying is?**
   - yes (give an example/ define);
   - no

2. **Where did you hear the word bullying**
   - internet;
   - at school;
   - at home;
   - in your group of friends;
   - others.

3. **Which of the following descriptions seems most correct / accurate?**
   - a spontaneous conflict;
   - a continuous and intentionally maintained conflict;
   - the habit of mocking at a colleague or friend.
   - the pleasure of dominating and humiliating a person

4. **What do teachers do or should do when they notice a bullying situation? Identify, in collaboration with other colleagues, some rules to follow.**

5. **What do you expect the school to do to protect you? Identify, in collaboration with other colleagues, some strategies to follow.**

6. **Have you ever been a victim of bullying? When and why?**

7. **Were you tempted to be an aggressor? What did you feel?**

8. **Explain, in just a few words, how motivated was your gesture of responding aggressively.**

9. **What prevented you from reporting an act of aggression or a manifestation of bullying?**

10. **If you could choose between being a victim or an aggressor, what would you honestly choose?**

11. **What is the safest position in a conflict?**
    - aggressor (bully);
    - witness /viewer;
    - savior;
    - victim.

12. **You have the freedom to ask the teacher you are working with a question related to this topic. Collaborate and find solutions where appropriate.**

Alina DUMITRU   Constantin PETREA   Daniel PAGU   Gabriela CHIROIU

Questionnaire on the situation of bullying in school

1. List at least two conditions that would encourage bullying in your school.
2. Bullying can be noticeable at the behavioral level. In your opinion, what are the signs that would confirm this behavior?
3. The environments where bullying phenomenon develops can be:
   - only the online (virtual) environment;
   - on-line and physical environments;
   - only physical.
4. List two conditions that could promote physical bullying.
5. What attitude is usually taken in such cases?
6. List two conditions that could encourage online bullying.
7. What do you think is the most common form of online bullying?
8. To what extent could teachers help prevent a bullying situation?
9. To what extent could you be aware of the occurrence of a bullying situation?
10. Is there an anti-bullying strategy in school? Do you know what includes?
11. Has bullying been approached as a topic in master-teaching classes or in other contexts?
12. What reactions do teachers / students in the school have when it comes to discuss about bullying??
13. What concrete proposals do you have to detect and reduce (if necessary) this phenomenon in your school?
14. If you were to rank the three phenomena in order of severity, what would it be:
    a. the indifference of those around;
    b. repeated threats against a person;
    c. humiliating and blackmailing a person;
    d. favoring the aggressor;
    e. encouraging mild forms of bullying.

ANNEX 2

Suporter pasiv

Suporter evident

Abuzator/agresor (lider)

Victimă

Observator indiferent

Apărător potenţial
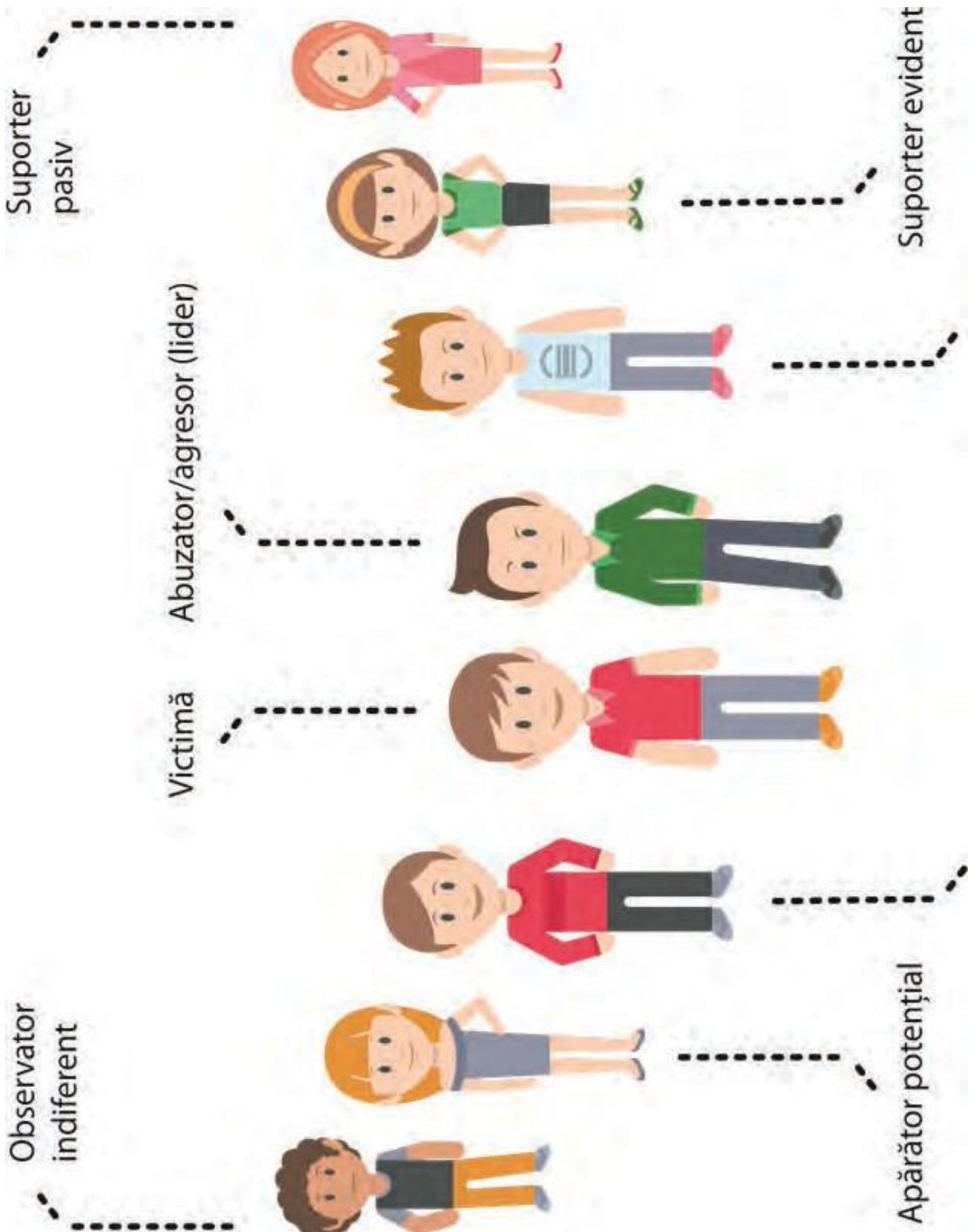
See illustration on page 8

ANNEX 3

Questionnaire taken from https://play.howstuffworks.com/quiz/bullying-quiz

1	A bully intimidates others by	a. physical force	
		b. social status	
		c. both	A bully intimidates for various reasons, including physical force, but can also intimidate through social status, popularity or authoritarianism.
2	Bullying includes	a. physical aggressiveness	
		b. social-emotional pressure	
		c. both	A typical bully uses physical aggression, but the phenomenon of bullying also involves social exclusion, verbal threats and "initiation rituals".
3.	At what age is bullying most common?	a. primary school	
		b. secondary school	The bullying phenomenon usually starts in the preschool period and reaches its peak during the gymnasium / secondary period. It often goes unnoticed by parents and teachers.
		c. high school	
4.	Generally, a bully:	a. goes unnoticed	The bully knows how to hide from parents and teachers. Usually, the phenomenon of bullying takes place without the knowledge of adults, either online or at the playground.
		b. is a child who often gets in trouble	
		c. is an eminent student	
5.	How can you identify a bully	a. I ask for references from the teacher / master teacher	
		b. observe the interactions between children	The best way to observe the phenomenon of bullying is through direct observation of children's interaction. Teachers or the school principal may not know which child is being bullied at the playground, toilet, canteen or during breaks.
		c. I talk to the school principal	

6.	What is the first step a school should take to reduce bullying?	a. to define bullying well	The first thing to do for the school management is to define the concept of bullying and to clearly establish what behaviors are considered acceptable or unacceptable.
		b. to apply the law "zero tolerance for any act of bullying"	
		c. to discuss bullying in the Teachers' Council	
7.	When talking to a bully, the principal / teacher should:	a. discuss what bullying means	
		b. label the child as a "bully"	
		c. focus on a specific bullying incident	When talking to a bully, you need to talk about concrete facts. Just talk about the incident, be careful not to label it or explain about bullying in a too academic manner.
8.	Teachers need to implement anti-bullying rules:	a. on the spot and consistently	Teachers need to reiterate the need for anti-bullying rules whenever necessary and insist on their observance. Children should be treated to the same standard. Anyone who violates the rule must bear the consequences without delay.
		b. referring the incident of the School management	
		c. talking to the student who was bullied after class	
9.	Children who are victims of bullying are generally:	a. passive	
		b. follow the rules meticulously	
		c. both	Children who have been bullied should not be blamed. They are generally more passive children and scrupulously follow the rules. They can't defend their rights.

10.	Bully girls tend to:	a. use emotional bullying tactics	
		b. use group bullying tactics	
		c. both	Bully girls do not behave the same as bully boys. They tend to use more emotional bullying tactics and hurtful words. They also bully in the group, using social intimidation.
11.	A child victim of bullying should, first:	a. try to talk to the bully in private	
		b. to report the incident	The first and foremost thing a child victim should do is to report the incident to school staff. A child who has been bullied should not try to act / find a way to solve it on his or her own.
		c. to ignore the bully	
12.	An easy target child for a bully would be less vulnerable if:	a. is / stays always in the group of friends	A bully tends to attack another child especially if he is alone or isolated. Therefore, encourage your child to make friends and stay with them most of the time.
		b. shows no fear/ keeps his head up	
		c. both	
13.	In addition to solving bullying, what should you do if your child is being bullied at school?	a. to pay more attention to him	
		b. to take him to and from school daily	
		c. to involve him in extracurricular activities	Extend your child's social network beyond school. Enroll it in extracurricular activities. If he / she is the victim of bullying at school, it would be very useful to make friends in other extracurricular groups of children.
14.	In the schools where the phenomenon of bullying is low:	a. students have better learning results	If there is an atmosphere of terror in the school due to bullying, it is to the detriment of learning. In the schools without bullying, children get better learning results.
		b. students and teachers are happier at school	
		d. both	

15.	A coherent anti-bullying program in school means:	a. workshops and lessons	
		b. stipulation and pursuit compliance with clear rules	
		c. both	The only way to reduce bullying in your school is to implement a comprehensive anti-bullying program. This would mean: anti-bullying workshops and lessons, permanent reiteration of anti-bullying rules, continuous monitoring of their compliance, prompt intervention and sanctioning of any behavior that contravenes the anti-bullying regulation.

ANNEX 4

	Actions that allow or encourage bullying	What could be done to reduce it?	Factors that may affect the implementation of an anti-bullying policy in school
Students			
Teachers			
School management			
Community			

ANNEX 5

Dimensions and indicators of inclusion - School inclusion index[12]

Dimension A. Creation of inclusive cultures

A.1. Community strengthening

    A.1.1. Everyone feels welcome in school.

    A.1.2. Students help each other.

    A.1.3. Staff members collaborate.

    A.1.4. Staff and students respect each other.

    A.1.5. There is a partnership between staff and parents (guardians).

    A.1.6. Administrative staff and teachers work well together.

    A.1.7. The whole local community is involved in the activity of the school.

A.2. Establishing inclusive values

    A.2.1. Expectations are high for the performance of all students.

    A.2.2. School staff, students and parents / guardians share the philosophy of inclusion.

    A.2.3. Students are valued and valued as equals.

    A.2.4. Staff and students are respected both for the quality of human beings and for the role played in school.

    A.2.5. The staff seeks to remove barriers to learning and participation in all aspects of school work.

    A.2.6. The school is working to reduce all forms of discrimination.

Dimension B – Creation of inclusive policies

B.1. Developing school-specific practices for all

    B.1.1. The ways of hiring and promoting staff are correct.

    B.1.2. All new employees are helped to find their place in the school.

    B.1.3. The school accepts all students in its constituency.

    B.1.4. The school is concerned with creating accessibility conditions for all people.

    B.1.5. All new students are helped to find their place in the school.

    B.1.6. The school is concerned with creating teaching-learning groups / classes so that all students feel valued.

B.2. Organizing support for diversity

    B.2.1. All forms of support are coordinated.

    B.2.2. The training activities help teachers to respond to the diversity of students' needs.

    B.2.3. Attitudes and measures regarding students with special educational needs are

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[12]School Inclusion Index. Promoting the education and participation of all children in mainstream education - Tony Booth, Mel Ainscow, Romanian edition coordinated by Prof. Dr. Maria Roth, Univ. Babes-Bolyai

B.2.4. All legal tools are used to reduce barriers in learning and participation of all students.

B.2.5. Support is given to students who have a mother tongue other than Romanian / any other language.

B.2.6. In the support provided to the child, the aspects of behavior, curricular adaptation and support in the learning process are coordinated.

B.2.7. Pressures for exclusion for disciplinary reasons are low.

B.2.8. Barriers to learning are low.

B. 2 9. Language violence is minimized.

Dimension C. Implementation of some inclusive practices

C.1.   Directing learning

C.1.1. Teaching is planned taking into account the learning process of all students.

C.1.2.   Lessons encourage the participation of all students

C.1.3. Lessons stimulate understanding and stimulating differences

C.1.4. Students are actively involved in their own learning process.

C.1.5. Students learn through cooperation.

C.1.6. Assessment contributes to increasing student performance.

C.1.7. Classroom discipline is based on mutual respect.

C.1.8. Teachers plan, teach and evaluate in partnership.

C.1.9. Teachers support the learning and participation of all students.

C.1.10. The classroom theme contributes to the success of everyone's learning process

C.1.11. All students participate in activities organized outside the classroom.

C.2. Resource mobilization

C.2.1. Differences between students are used as resources for teaching-learning

C.2.2. The life experience of the staff is valued to the fullest.

C.2.3. Staff trains a variety of resources to support student learning and participation.

C.2.4. Community resources are known and the school uses them.

C.2.5. School resources are distributed correctly to support inclusion.

ANNEX 6

Questionnaire regarding the availability and attitude of teachers in working with children who are victims.

		Agree	Partially agree	Partially disagree	Totally disagree
1.	The child has a say in the matters concerning him.				
2.	Bullying can happen from the victim's guilt				
3.	Children should not complain if they are victims of bullying				
4.	Bullying is always the aggressor's fault.				
5.	The children, victims of bullying do not have a chance.				
6.	It is my responsibility to hold accountable the adults and the other reference persons for the children who blame the victim when it comes to bullying.				
7.	If you are a victim of bullying in childhood, you do not necessarily become an aggressor				
8.	Sometimes it's okay to make the victim of bullying feel ashamed				
9.	It is my responsibility to believe and support the child, victim of bullying, no matter what others think.				
10.	Children can invent stories about how they have been harassed to get certain benefits				
11.	Children can suffer from bullying in the family				
12.	Children deserve to be nice to them, to support them and to help them if they are harassed and that is my responsibility				
13.	It is my responsibility to work with myself to correct my perceptions of child abuse of any kind and to talk to a colleague / supervisor when I find that I tend to blame the child.				
14.	Children who are victims of harassment do not recover and cannot lead a normal, fulfilled life.				

ANNEX 7

Teach the child through role-play to behave differently:

- Ignore the teasing child - behave as if the other is invisible and act as if nothing has happened. (Anger or crying often accelerates teasing behaviors). Ignoring is NOT a good method in situations where someone has been teasing for a very long time and using bullying behaviors in order to intimidate another child). If possible, it is recommended to distance / leave from that situation.

- Sending messages formulated in the first person - this type of assertive message is a good way to express personal emotions: "I'm sad / I don't like when you make jokes about my glasses, I'd rather want you stop". Practicing this technique involves establishing eye contact and using a firm tone. This technique works when used in a controlled setting, where there is an adult and some rules (such as, in classroom, at school). Using it during the breaks or in the school yard can make the situation worse (the child who teases intensifies his teasing because he notices that what he is doing, produces an emotion or gets what he wants).

- The paradoxical answer. This technique teaches the child how to change the way he sees or understands the words the other says to him. Thus, he can change the words of teasing into compliments. For example, a child jokes that he wears glasses and says "4-eye stove." In this situation, he may respond politely: "Thank you for noticing that I have glasses!" (The child who made the inappropriate remark is usually confused when he or she does not receive the usual reaction of anger or frustration). Another paradoxical response is to express agreement on the issues to which the teaser refers. For example, the right answer to a child who teases and says "You have so many freckles!" it could be "It's true, I have a lot of freckles!". The agreement with the reported aspects eliminates the desire to keep the freckles hidden, leaves the aggressor without a reply because the conflict is blocked.

- Responding with a compliment is another type of reaction that discourages teasing. For example, if someone laughs at the way the child runs, he might respond with a compliment "You are such a good runner!". Humor is another effective type of reaction because it is totally different from the expected response and emphasizes that there is no vulnerable point that has been reached. In addition, laughter can turn a potentially hurtful situation into a comical one.

For situations where bullying behavior persists and nothing seems to work, children need to seek help from an adult: The first step in reducing bullying behaviors is to recognize them and do something to stop them (e.g., tell friends about it, report to teachers and parents, if they do not know, or fail to cope alone).

In conclusion:

What should a child who is abused do?

● To ignore the aggression behavior (only in the initial phase!).
● To distance themselves from the situation and the respective place.
● React in a firm way (learning assertive skills).
● Ensure protection (request for help).

What is important for a child who is abused to avoid is:

- ✓ **to get angry / cry;**
- ✓ **to behave aggressively (to hit, to swear, etc.),**
- ✓ **to bring other children or a gang to help to do justice,**
- ✓ **to respond with teasing**

KEEP IN MIND

All adults, teachers and parents related to the school you need to be vigilant in identifying this phenomenon and intervening. Once identified, the phenomenon is necessary for adults to comply with the 3 principles of intervention:

1. **TO ACT IMMEDIATELY,**
2. **TO GIVE CREDIT TO THE ATTACKED CHILD,**
3. **TO TAKE MEASURES TO REDUCE THE POWER OF THE AGGRESSOR**.

ANNEX 8

How can you prevent bullying behaviors?

➢ If you hear that a colleague is gossiping or saying bad things about him / her, refuse to participate in the discussion and do not tell these things to others.

➢ If a colleague is intentionally left out of an activity, explain to the others that you do not want to participate in that activity.

➢ Show a friendly attitude towards children who are intimidated and involve them in your activities.

What NOT to do when someone is intimidated?

➢ DO NOT smile and do NOT laugh at him / her, because your gesture encourages the person who is responsible for this behavior.

➢ Do not be a silent witness, because your non-involvement is an encouragement to those who intimidate others.

What can you do when a child is bullied?

➢ Tell the bully to stop.

➢ If you are afraid to act alone, ask for the help of other colleagues to stop him. If there are more of you, you will discourage him.

➢ Ignore (do not talk, do not make eye contact with the bully, speak and pay attention to the harassed colleague). Thus, you send the message that you do not agree with what he is doing and that you have taken the side of the aggressed person.

➢ Invite the intimidated colleague to do an activity with you and your friends.

➢ If the situation is serious and physical aggression has been reached and there are not enough people around, turn to a teacher to ask them to intervene.

Inappropriate actions

Inappropriate actions	Why do we do them	What could be the consequences
I laugh at a colleague / classmate.. I take the phone of one colleague and send emoticons or bad words on the groups he / she is part of. I hear a colleague saying Evil things to another colleague and I'm having fun. …………… …………… ……………		

ANNEX 10

Case studies - Bullying situations[12]

Present the following case studies and ask participants to discuss the following aspects:

- Identify what roles the characters in the case study play.

- Determine what emotions and feelings the characters experience.

- Determine why the student has such behavior.

- Does the situation reflect a case of bullying or conflict?

Case study 1

In the 6th grade D, there is a weak and silent student, Ana. The other colleagues don't really include her in their discussions and games. She doesn't mind, because she's very shy anyway. Recently, a new student came to their class. She immediately noticed Ana and often sought her companionship, wanting to know more about her. But after finding out more things, the new student joins the other girls, laughing and mocking at Ana. Ana can no longer cope with the insults. In despair, she went to the headmistress and told her that the other girls were laughing at her. The headmistress advised her not to pay attention to them and not to put everything they say into her heart. At home, his mother told her: "Don't look at them anymore ... Let them be, they will get busy with other things and forget about you."

Case study 2[13]

Mihai is a 5th grade student. He is a quiet, shy and physically weak student. His parents bring him to school by car and they always keep an eye on him. He comes to school every day with a packet of food: fruit, biscuits, yogurt, juice. His desk mate teases him by calling him "the baby" and always humiliates him. When he sees the package, he says, "Let me do your customs!" he takes what he wants without asking. His friends also come. He's having fun at Mihai's expense. Mihai does not revolt and does not have the courage to confront him or complain to anyone. One day, he refused to take the package with food. His mother insists on taking it, noting that it is important to have a snack on time. Mihai entered the school crying, which made his colleague call him "baby". Mihai doesn't want to go to school anymore

[12 and 13] PREVENTION AND INTERVENTION IN BULLYING SITUATIONS - Group psychosocial activities for children and parents, OAK Foundation &Terre des hommes, Chisinau, 2019

Case study 3

Gino and Iulian have been friends for several years. They spend a lot of time together, both at school and at home. They do all kind of projects and have all kind of interesting activities together. However, they often quarrel. No one gives in, because everyone is convinced that he is right. Classmates look at them and do not intervene: "Let them reconcile. They always do that." After arguing, the two don't talk to each other for a few days. But after 2-3 days of silence, they find something interesting to do together again.

Case study 4

I have a girlfriend at school. She is a very good girl, but she is silent and people do not realize what a golden soul she has. She has eye problems and can't see much to read. That's why she often comes to school with unread lessons and gets low grades. Colleagues laugh at her for reaching 7th grade and can't read. Sometimes I want to defend her, but I'm afraid. The teachers use me as an example for her: "How can she do her homework and you can't?". The boys from our class push her, hinder her and insult her all the time, give her nicknames. I talked to the teacher and some other teachers, I told them that she can't see, that's why she reads so hard. They didn't believe me ... I don't know what else to do for her.

Case study 5[14]

Ever since the new student came to the IXth grade, more and more people are shaking in the corridors for fear. In a short time, he managed to scandalize most teachers. When he walks down the hall, he looks angrily at his colleagues. He threatens everyone around him. Physically, he is quite developed and often demonstrates his physical strength. Nobody wants to be his friend. After each violent behavior, the parents were asked to come to school. The boy's father had a tough discussion with the school management, being convinced that the institution is obliged to help the boy to adapt. The boy feels fully protected by his father.

[14] *Idem*

Tip: You can use and discuss pictures or videos illustrating bullying situations which you can identify on the Internet.

ANNEX 11

IDENTIFICATIONE ELEMENTS AND CRITERIA OF THE TYPES OF BULLYING

Identification elements

- The main feature is the **repeated and intentional behavior** by which the aggressor deliberately injures, persecutes and intimidates the victim.
- It manifests itself in the form of numerous behaviors, whose intention is to cause physical and / or mental suffering.
- Behaviors have the potential to generate stress, discomfort, suffering in children's relational dynamics. However, they become bullying behaviors when they are deliberately initiated, repeatedly and in contexts in which the children concerned have neither decision-making power nor group support.

I.   Identification / signaling criteria of PHYSICAL bullying

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	hitting		
2	beating		
3	tripping someone		
4	slapping		
5	pushing		
6	destruction / dispossession of personal objects		

II.   Identification / signaling criteria of VERBAL bullying

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	nicknaming		
2	insults or racist		
3	teasing		
4	humiliation		
5	intimidation		
6	transmission of messages with homophobic or racist, sexist content		

III. Identification / signaling criteria of SOCIAL bullying

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	insults about one's social status, humiliating someone in public		
2	destroy a child's social reputation and place him in a situation of public humiliation		
3	lying and / or spreading negative / humiliating rumors		
4	making farces with the aim of humiliating / creating embarrassing situations		
5	encouraging social exclusion / isolation, gossip, exclusion from various activities		
6	blackmail in order to obtain various advantages		

IV. Identification / signaling criteria of CYBERBULLYING

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	sending / posting repeatedly a message or an image on the phone or the internet to denigrate a person's image		
2	deliberate exclusion of a child from the virtual networks / online space		
3	posts, messages, images, movies with abusive / offensive / hurting content		
4	breaking passwords of personal accounts (e-mail, Face Book, etc.)		

V. Identification / signaling criteria of MOBBING

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	verbal and emotional aggression of a group towards an individual		
2	isolation and complete ignoring of a group towards an individual		
3	attack on the person, humiliation		
4	discredit through insulting words addressed directly or in the form of repeated gossip with other colleagues		
5	mockery / ridicule		
6	unfounded or unjustified criticisms transmitted publicly in a humiliating manner		

VI. Identification / signaling criteria of **RELATIONAL bullying**

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

	Type of behavior	YES	NO
1	Intimidation		
2	denigration		
3	isolation		
4	manipulation		
5	blackmailing		

Identification elements of the bullying CHARACTERISTICS

As a phenomenon, bullying has three characteristics:

- ⇒ **Intentional** – the aggressor intends to injure someone.
- ⇒ **Repeated** – the same person is hurt / injured over and over again.
- ⇒ **Forces unbalanced** – the aggressor chooses his victim who is perceived as vulnerable, weak and unable to defend himself / herself.

As a phenomenon, bullying:

- ⇒ often **starts as a game**, but turns into an abuse that can have very serious effects; a game in which all players have something to lose.
- ⇒ can take place anywhere - at school, in the family, at work.

The aggressor - the victim - the viewer / witness of the bullying

A pervasive behavioral pattern characterized by repeated and intentional behaviors that generate physical and / or mental suffering and that meet three (or more) of the following criteria:

I. The AGGRESSOR:

	Type of behavior	YES	NO
1	wants to be the coolest by hurting, intimidating or offending those around him		
2	is temperamental, inflexible, confident and does not like to accept the rules		
3	most of the time he has no empathy and is even happy to cause pain to others		
4	wants to dominate and control others, he exaggerates in ordinary situations		
5	abuses power to hurt others, deliberately and repeatedly		
6	wants to get various types of benefits		

II. The VICTIM (AGGRESSED PERSON):

	Type of behavior	YES	NO
1	is afraid to go to school		
2	feels bad in the morning		
3	arrives home with, bruises, cuts or other injuries that he /she cannot explain		
4	changes the route to and from school		
5	has difficulty with homework and gets lower grades at school than usual		
6	shows emotional or behavioral changes (can be calm, withdrawn or on the contrary, irritated, agitated),		
7	changes occur in the game routine or the way he / she uses the internet and social media networks		
8	lies		
9	has a low tolerance for frustration		
10	has nightmares or other sleep troubles		
11	comes home with the personal belongings destroyed		
12	constantly ask for more pocket money, more sandwiches or more colored pencils in the pen		
13	becomes anxious when asked what is going on		
14	Frequently "loses" personal items		
15	goes to school sooner or later than usual school starting time		

III. The VIEWER OR WITNESS:

	Type of behavior	YES	NO
1	Is the one who sees bullying happens, but decides not to intervene, most often out of fear of becoming a victim himself / herself		
2	instigates the aggressor to abuse the victim		
3	accepts passively, watching and doing nothing		
4	very often is part of the audience of the aggressor who wants to gain attention and popularity		
5	encourage the continuation of aggressive behavior		

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