Symposium on Bullying

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SYMPOSIUM ON Bullying at the Colegio Santa Maria, Lima-Peru

Abstract: During the visit to the Colegio Santa Maria a symposium took place on the subject of bullying. Speakers at the symposium included Treavor Bogard, Maria Eugenia Orihuela, Franco G. Chiappo, Clever Serrano, and Julius Amin. The articles in this section were presented by Serrano, Chiappo, and Orihuela. The symposium attracted a large audience and participation was very good. Perspectives on bullying in South America and the US were presented. It became clear that bullying was a universal problem and required both local and universal solutions.

Bullying Concepts

By Clever Serrano

1. CONCEPTS AND PREMISES OF THE TOPIC

I would like frame this first 3-minute session with what Cloe Madanes, a systematic family psychotherapist, outlines as the DILEMMA BETWEEN LOVE AND VIOLENCE.

She presents a question that humans constantly ask ourselves –if we should love, protect, and help one another among ourselves; or if we should intrude, dominate, control, harm, and exercise violence over others.

The answer, apparently simple, becomes more complicated if we consider that:

- “love,” for many, may imply intrusion, domination, control, and violence. (IN MARIANIST PEDAGOGY NOT FALLING INTO AUTHORITARIANISM IS A TOPIC OF DISCUSSION.)
- violence may be exercised in the name of “love,” protection, and help.
- the more intense “love” is, the closer violence is, in the sense of intrusive possessiveness.
- many times the more devoted and dependent we are on the object of our love/violence, the more intense the violence is. (IN MARIANIST PEDAGOGY WE SPEAK ABOUT AUTHORITY AND LOVE, AUTHORITY IS THE SKELETON OF EDUCATION AND LOVE ITS COVERING.)

Therefore, the following question arises:
How do we guide individuals towards love, turning them away from violence when the line between the two tends to be so tenuous?

And the answer laid out here is:

Seek the love for which we yearn, transforming violence into love and anger into compassion. (IN MARIANIST PEDAGOGY WE SPEAK ABOUT THE IMPORTANCE OF LOVE IN EDUCATION. WHEN A STUDENT FEELS LOVED AS S/HE IS AT HOME, S/HE ACCEPTS EVEN AN AUSTERE REGIMEN AND SERIOUS DISCIPLINE.)

Our proposed Marianist Pedagogy is aimed in the same direction and, among other things, it proposes LIVING IN THE SPIRIT OF FAMILY, replicating in our interactions the traits characteristic of Mary, especially her faith, humility, simplicity, and hospitality.

But, since every human family is imperfect, there are risks. And we can visualize them in the 4 dimensions of interaction that Cloe lays out:

- Fear in the struggle for power (selfishness), in which FEAR is the dominant emotion in interpersonal relationships.
- The desire to be loved, in which the principal emotion is DESIRE, which can lead us to inflict violence on ourselves (the game “Kick me”).
- The despair of not being able to love and to protect, in which the dominant emotion is DESPAIR, which can make us become intrusive, possessive, dominant, and violent.
- The shame of not feeling sorry, of not loving compassionately, in which the principal emotion is SHAME.

These risks in interactions can take individuals in a positive direction, leading them to confront fear, leading them to want to be loved, to aim desire towards loving and protecting the other, towards overcoming the despair by practicing repentance and reparation, and towards accepting the shame, developing a sense of guilt, remorse, forgiveness, and compassion.

In this sense, Marianist pedagogy illuminates us and lays out healthy ways to express love. This year we have gone back to our spiritual—and psycho-pedagogical—origins to redirect our formative proposal and to live out our spirit of family in harmony.
2. **INTERVENTION PROTOCOL**

“It takes a village to raise a child.” (African proverb)

- Collect information in the incident log book.
- Previous analysis of the disciplinary committee.
- First communication with the families.
- Complete, contrast, and analyze information.
- Determine if it is a case of intimidation/bullying or not.
- Action plan:
  - Formation of a working group
  - Analysis of collected data
  - Planning what measures to take
  - Educational actions in the light of Marianist pedagogy (victims, aggressors, spectators, parents, teachers)
  - Inform the families
  - Follow-up and evaluation of measures taken.

3. **ARGUMENT, LEGAL FRAMEWORK, AND STUDENT MANUAL OF COEXISTENCE**

- **ORGANIZATIONAL ACTIONS**
  1. Specific regulations that promote good relationships exist and these explicitly express opposition for violence (INTERNAL RULES AND CLASSROOM NORMS).
  2. Conditions for the security and protection of the center are given (educational personnel to whom students may turn, how complaints are to be reported, increased accompaniment from recess through the playground, information on ways of reporting complaints of mistreatment).
  3. Training for the faculty on emotional intelligence and Marianist pedagogy.
  4. Formation of families
     - **Groups 1-4:** TAKE THE LEADING ROLE IN CHILD-REARING,
     - **Groups 5 to II:** STRENGTHEN THE BOND BETWEEN PARENTS AND CHILDREN WITHOUT LOSING THE LEADING ROLE,
     - **Groups III to V:** SHARE DECISION-MAKING WITHOUT LOSING THE BOND AND LEADERSHIP.

- **CURRICULAR ACTIONS**
  1. The IEP: Institutional Educational Project (el PEI or the Proyecto Educativo Institucional)
2. Plan of coexistence based on Marianist pedagogy which emphasizes mercy, sweetness, good treatment, respect for the student person, child of God.

3. Tutorial action plan for the center: generate an atmosphere of bonds that permit the detection and denunciation of cases of bullying.
   - Groups 1-4: PROMOTING GOOD TREATMENT,
   - Groups 5-V: EMOTIONAL INTELLIGENCE (SELF-KNOWLEDGE AND SEXUALITY, SELF-CONTROL AND BULLYING)

**ACTIONS TO PROMOTE THE DEVELOPMENT OF APPROPRIATE INTERPERSONAL RELATIONSHIPS AND THE CLIMATE OF THE CENTER**

1. Exploration of interpersonal relationships and of problems in living together (questionnaires for teachers, students, and families).
2. Culture of dialogue and peaceful conflict resolution, brotherly correction.
3. Implications and family participation, workshops on emotional intelligence.

**GENERAL ACTIONS**

1. Campaigns to sensitize the educational community.
   - Information and formation.
   - “Don’t remain silent.”
   - “Don’t suffer in silence.”
   - “Treating others well has a face and that face has a name—yours and mine.”
1. CONCEPTS AND PREMISES OF THE TOPIC:

- Before beginning to discuss the first point, concepts and premises, I would briefly like to mention something that I consider relevant, which is the anthropological Christian View of Human Beings, examined in the Marianist PEI (Institutional Educational Project: el Proyecto Educativo Institucional). It emphasizes that human beings are “bio-psycho-spiritual” units, and as such, it invites us to view them and to assist them in all of their dimensions. Likewise, it points out that we all have characteristics in common with one another, as well as unique characteristics, permitting a view of one’s particular being, from one’s personal experience either when we are speaking of “bullying,” “depression,” “ADHD,” etc., placing emphasis on the person and not only on his/her affliction. The Christian anthropological view with which Saint Mary’s School works guides us not only to focus on what the student is lacking and why this causes him/her to act as s/he does, but also on his/her ability to respond, on whatever positive qualities s/he may have and to develop them.

- What is and what is not “bullying”/intimidation/harassment?

When I was given this topic, I recalled an article that I read last year while I was searching for information on bullying and speech therapy. The article was entitled “Intimidación (Bullying)” (Intimidation (Bullying) and the body of it began as follows: “el acoso escolar o bullying, en inglés…” (school harassment or bullying, in English…). According to the DRAE (Dictionary of the Royal Academy of Spanish), intimidation is: “Causar o infundir miedo. Entrarle o acometer a alguien el miedo” (To cause or to instill fear. To cause someone to fear or be overcome with fear); and harassment is defined as: “Perseguir, apremiar, importunar a alguien con molestias o requerimientos” (To persecute, to press, to badger someone with requirements). Words with different definitions, but with something in common, which distinguishes them from a particular act of aggression, for example, fighting. And in all cases there is a persistent, systematic, repetitive behavior in which there is no unique, dependent variable marking the integrity and dignity of the person. This continuous attack can be verbal in nature (through offensive words, for example, physical aggression, use of gestures, ignoring (giving someone the cold shoulder), through
the use of technology, through rejection or segregation, or the attacks may be perpetrated by groups, among other possibilities.

It must be made clear that bullying occurs only among peers. On occasion we hear on the news how a case of bullying is presented as some teacher who has bullied a student: “Another case of a teacher’s bullying…,” or giving students the opportunity to comment and from there a few “Yes, some teachers bully…” comments may emerge. This indiscriminate use of information, among other means of treating this topic, result in compromising the meaning, misinterpreting it, and making it more complicated to work with.

• **Premises:**

• With regard to numbers, in an interview conducted in September of 2012 by the newspaper “Peru21,” the Chief of Suicide Prevention Programs at the Honorio Delgado-Hideyo Noguchi National Institute of Mental Health mentioned that, as of that date, there had been 13 cases of suicide, four cases during the previous year, and three cases in 2010, which represents an increase of more than 150%.

• A case widely known throughout the world is the suicide of Amanda Todd (a 15-year-old Canadian girl), who announced her suicide via “YouTube,” expressing her motives through cards.

• “Bullying” or intimidation at school, as we know, is not something recent, it is not something unique to the latest generations; it is difficult to know a specific point in time when it began. In any case, I would like to use this opportunity to speak of something more experience-based before mentioning more statistics. From my experience as a student, I recall some years before leaving secondary school when we constantly annoyed a classmate. Sometimes we decided to give him birthday greetings several times in a week, for which reason we constantly trapped him. We took it as a practical joke and we weren’t conscious of doing him any harm. As a teacher, I have not had the opportunity, other than that, to see intimidation.

Being from a naval family, I remember my father’s classmates telling stories about harassment in the Naval School (first year), apart from their wrong “traditions,” which they believed would make one “stronger.” And recently, no more than a month ago, we saw the case of the ex-cadet, Rolf Aligaga. Since my father is 70 years old, this kind of abuse and mistreatment has been going on for at least 70 years.
2. ACTION PROTOCOL:

Two Overriding and Fundamental Points:

   a. The action plan should focus as much on common aspects as on the specific aspects of each student, respecting his/her uniqueness and personal characteristics.
   b. The affected student should feel and perceive unconditional support. Likewise, s/he should have knowledge of the actions that will be carried out with respect to the situation (Irvin Yalom: The only thing that cannot be hidden from a patient is the truth.) Also, the student must know that all decisions made will be respected, provided that they do not involve more violence.

PHASE 1: Receiving Complaints and Collecting Information:

1. Observation Team and Initial Action:
   Since all of us in the school are involved, whether the information comes from student who has been bullied or from a third party (a classmate, administration, maintenance personnel, or faculty), it must be immediately communicated to the tutor in charge and coordinated as a team with the Principal and the person responsible for Orientation and Educational Norms. After an initial collection of information, the Principal should meet with the Educational Council and advise them of the first steps. Likewise, the parents of the implicated students must be immediately informed and made aware of the incident in the nearest police station, in the corresponding UGEL (Educational Management Unit), or in the Ombudsman’s Office.

2. Interviews with the Affected Student.
   In this process there must be an interview and dialogue with the student to have the scope of the situation that occurred. One’s trust and disposition towards him/her are extremely important. Protection from any violent manifestation that may arise is imperative.

3. Interviews with the Student Who Committed the Offense.
   Similarly, there must be interviews with the student who committed the offense in order to grasp the scope of the events that occurred.

   In the event of there being students who have actively or passively participated, one will proceed to dialogue with them for the purpose of collecting information.
5. **Appointment with the Parents or Guardians of the Students Involved in the Incident (the Affected Student and the Student Who Committed the Offense Against His/Her Classmate), As Required.**

Look into comments, dialogues, behaviors, etc. that their child has been exhibiting.

**This is done as a whole group, not piecemeal.**

The interviews are conducted equally by tutors, those in Charge of Orientation, and Psychologists. Support from the Area of Psychological Orientation:

**PHASE 2: Adopting Measures.**

In accordance with the information and facts obtained with respect to the events that occurred, measures to be taken will be agreed upon, by both parties, dependent on the regulations of the institution and the Ministry of Education. These measures must be in accordance with the rights of the child and adolescent, formative, impartial and proportionate to the offense.

**1. To favor the affected student’s development positively:** Taking into consideration the student’s uniqueness, various actions to be taken will be suggested, among them:

- Interviews with the student (to become acquainted on a personal level).
- Continuous interviews with the parents.
- Psychological therapy, if necessary. (Coordination)
- Programed work with classmates.
- Development of strengths, discovery of abilities.

**2. To favor positively the development of the student who committed the offense:** (the bad apple) to consider the uniqueness of the student for the respective support favoring his/her personal growth.

- Dialogue with the student (to become acquainted on a personal level).
- Dialogue with the parents. (Coordination)
- Psychological therapy, if needed.
- Work in the classroom.
- Accept responsibilities and commitments.

In both cases, the plan of action will not only focus on the eradication of the aggressive behaviors of one party and the passive ones on the other party (indicating thereafter what causes one to feel bullied and what does not), but also will focus on developing other potentialities that they should seek to discover.
PHASE 3: Follow-Up.

The team of teachers, tutors, the Coordinator of Norms and Psychology, together will carry out the tracking of the involved parties, whether that be to continue with the plan of action (phase 2) or to coordinate new actions to take with the goal of supporting the development of the involved parties.

1. The possibilities for protection are multiple and will vary, depending on the specific needs of the student, although we may suggest the following:

   a) Monitoring the involved students, under the supervision of the tutor, the Coordinator of Norms, and the Psychologist for the level.
   b) An evaluation will be made as to whether it is advisable to change the classroom of one of the two parties.
   c) Individualized tutoring to develop and to reinforce patterns of self-protection, relaxation techniques, and stress control.
   d) Request for the collaboration of the family of the victim and of the aggressor, keeping them informed of the situation at all times.
   e) Group sessions.

2. Actions/Measures to foster the development of the affected student.

   a) Processing of the timely disciplinary proceedings and the imposition of the corresponding punishments.
   b) Raising awareness of what happened and its consequences.
   c) Individualized tutoring, along with teaching techniques for self-control and relaxation.
   d) Show him/her strategies for conflict resolution and alternatives to aggression.

3. LEGAL STANDARDS AND THE MANUAL OF COOEXISTENCE:

   - Within the legal framework of Peru, properly known as Law 29719, student harassment is conceptualized as: “un tipo de violencia que se caracteriza por conductas intencionales de hostigamiento, falta de respeto y maltrato verbal o físico que recibe un estudiante en forma reiterada por parte de uno o varios estudiantes con el objeto de intimidarlo o excluirlo, atentando contra su dignidad y derecho a gozar de un entorno escolar libre de violencia” (a type of violence that is characterized by intentional behaviors of harassment, lack of respect, and verbal or physical mistreatment a student receives repeatedly from one or several students with the purpose of intimidating or excluding him/her, violating his/her dignity and right to enjoy a school environment free of violence).
Likewise, among the various articles and standards, some changes are mentioned, like that of making the process for registering complaints easier and less bureaucratic, by specifying only three places where this may be done: the UGEL (Educational Management Unit), the police station, or the Ombudsman’s Office.

Something that caught my attention, since it goes hand in hand with the preventative plan of the Colegio Santa María (which is formative, providing guidance and supervision)

- The new law promotes **Democratic Coexistence**: understood as horizontal interpersonal relationships, characterized by respect and valuation of the other, furthering affective links (“What heals is the bond”), promoting the exercise of rights and responsibilities.

- The proposal for democratic coexistence goes in tandem with the formative, the values contemplated in the Colegio Santa María’s Norms of Coexistence, which we know are honesty, respect, responsibility and solidarity, all oriented towards bonding with the other; that is, thinking about the wellbeing of others, whether that be love for one’s neighbor directly, or indirectly through love for one’s environment. These can all be summarized in a single phrase: “Thinking about the other.”
Bullying
By Maria Eugenia Orihuela

I. CONCEPTS AND PREMISES OF THE TOPIC

Dan Olweus, a pioneer in the research on bullying in 1983 defined it as a kind of aggression with its own characteristics, that consists of a behavior of physical and/or psychological persecution that one or some carry out against another who is selected as a victim in a situation from which s/he cannot readily escape by his/her own means. The continuation of these relations causes clearly negative effects in the victims and in the aggressor.

In order to define bullying we must consider four characteristics:

1. The intention to cause physical or psychological harm.
2. The persistence over time, that it is not an isolated event.
3. The abuse of power, this power may be physical or psychological.
4. The absence of provocation.

Forms of intimidation/bullying:

1. The social blockade: segregating the other.
2. Harassment, mockery, taunts, and nicknames.
3. Coercion: obliging one to do things for him or her.
4. Physical violence.
5. Cyberbullying.

The consequences are diverse:

In the victim: they range from fear, insecurity, anticipatory anxiety, low self-esteem, deterioration of the quality of life, behavioral problems, and poor scholastic achievement to suicidal thoughts, attempts at suicide, or suicide itself.

They join the circle of violence.

In the aggressor: impulsiveness, intolerance, frustration. In the future they may be implicated in criminal situations.

Observers: fear, impotence, feelings of guilt, insensitivity to violence, feelings of helplessness from possible attacks on the part of the aggressor.
They fall into a culture of silence.

**Several theories explain it, among them:**

1. The theory based on power.
2. The theory based on social learning.
3. The theory of the mind.

The following factors contribute:

Cultural, social, family, scholastic, group, and personal.

There is a system of distorted beliefs that maintain bullying, such as “Intimidation does no harm,” “Toughen them up to prepare them for life,” “We were only joking,” “Observers can’t do anything.”

The focus used in our school is holistic or systemic: the educational community is composed of a system of networks of interpersonal relationships of differing natures that are articulated among themselves: a subsystem of adults in the educational community, a subsystem of teachers-students, and a subsystem of peers (Rosario Ortega).

All of these subsystems should intervene to make the programs of prevention and intervention more successful.

In our school in 2012, with a sample of 450 high school students, Rosario Ortega’s Questionnaire on Bullying was administered with the following findings:

<table>
<thead>
<tr>
<th>Participants in Bullying</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victim</td>
<td>19.6</td>
</tr>
<tr>
<td>Aggressor</td>
<td>8.9</td>
</tr>
<tr>
<td>Observers</td>
<td>59.8</td>
</tr>
<tr>
<td>Victim-aggressor</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over a total of 450 students

Surveys have been conducted in several sections since 2007. In several studies in Peru, like that of Navarrete and that of Quintana, a prevalence of 47% is mentioned.

**II. INTERVENTION PROTOCOL**
The program, “Living in Fraternity,” which will cover the years 2012-2015, whose membership includes the General Management, Level Management, the Formative Council of the primary and secondary levels and which includes teachers, parents, maintenance personnel, personnel responsible for student transportation, administrative personnel, and service personnel, and has as its objectives:

1. To develop in students social skills and emotional competencies (empathy) that help to generate an appropriate climate of interpersonal relationships in the educational community.

2. To sensitize the members of the educational community to participate in the “Living in Fraternity” Program.

GOAL:

1. A peaceful academic climate of living together in our school.

2. To train the members of the educational community in the prevention of, detection of, and intervention in situations involving bullying.

The Program has as its motto “Zero tolerance for bullying.”

The intervention protocol has five aspects: situation, person responsible, actions, the time, and the results. Previous or initial screening (questionnaire, sociogram, observations).

III. LEGAL FRAMEWORK AND STUDENT MANUAL OF COEXISTENCE

Law 29719: The law that promotes coexistence without violence in educational institutions (Anti-bullying Law). It establishes the creation of the CONEI (the Consejo Educativo Institucional or the Institutional Educational Council).


This requires a Plan for Democratic Coexistence: the “Living in Fraternity” Program.

The CONEI (the Consejo Educativo Institucional or the Institutional Educational Council), which at our school is the Formative Council.
This requires an Incident Logbook. Students elaborate their rules for coexistence with the tutors, Golden Rule.

An internal set of regulations for students does exist.

A system of merits and demerits is used.

Tutorial accompaniment exists.

Corrective and reparative measures are employed.

**WHAT YIELDS RESULTS IN PREVENTING BULLYING?**

1. Creating an appropriate institutional climate.

2. Religious instruction, assessing skills, as well as emotional competencies (primarily empathy).

3. Well organized classrooms.

4. Teachers who know, love, and respect their students.

5. Living in a culture of peace and one in which human rights are fostered.

**FINAL MESSAGE: WHERE THERE ARE CHRISTIAN VALUES, THERE IS NO BULLYING.**