

# Welcome

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# Definition

- **BULLY** - a person or group behaving in a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.
- **VICTIM TARGET**- a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability, to counteract or stop the harmful behaviour.

# Definition 2

- an attitude rather than an act... identified as bullying **only by measuring the effects the acts have on the vulnerable child.**
- Bullying is a behaviour which can be defined as the **repeated attack**, physical, psychological, social or verbal, by those in a position of **power**, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification. Besag (1989)

# Definition 3

- “A person is bullied when he or she is exposed **regularly and over time**, to negative actions on the part of one or more persons” (Olweus 1987). Roland (1989) defines it; “Bullying is **long-standing violence**, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation.”

# Values driven Bullying

When bullying behaviours happen driven by deeply held values there is a special case.

We have a right and a responsibility to influence values but this can only happen within the context of a good relationship and over time.

- Much of the research emphasises the physical features and personality traits which predispose people as bullies or victims. Stephenson and Smith (1987) clearly explain this approach: **“all the children involved in bullying, both the bullies and the victims, are a fairly disadvantaged group. Compared to children not involved in bullying, they have poorer school attainment, poorer concentration and below average hygiene. They are rated as being less popular with other children and with staff and are three times more likely to have problems at home.”**

# The No Blame Support Group

## 7 Steps

When bullying has been observed or reported then the following steps can be taken.

- 1 Take an account from the target and really listen. The circumstances are not especially important but the effects are. Note down the feelings and allow the victim to express these at length, pictures or writing may be helpful.
- 2 Convene a meeting of those involved in the bullying - about six to eight people if possible.

- 3 Explain that you are worried about a problem for the target and recount her story in a clear way so that her distress is described.
- 4 Do not attribute blame but state that you know that members of the group can do something to help. We all share responsibility for the well-being of members of the organisation
- 5 Ask all the group members if they can make some suggestions about ways in which they might help. For older students a problem solving approach can be taken but for younger children it might be better to ask for ways in which the story of the target could be given a “happy ending.”



- 6 List all the ideas and leave it there. Do not go on to extract a promise of improved behaviour.
- 7 Arrange to meet each group member alone in about a week to find out how things are going.

**Convey throughout this process your belief that the young people involved are not “bad,” are capable of kind behaviour and can make things better.**

# Thank You

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