

Anti-Bullying from Multiple Angles Policy of Bullying Prevention

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Abstract: Bullying is essentially a social behavior, a problem in the process of interpersonal communication, that is, relationship problem. The complexity of human beings makes it very difficult to figure out the causes of such problems. The long-term impact of bullying is very devastating. Punishing the perpetrators of bullying or protecting the victims is not the ultimate solution to bullying. Find out why the perpetrators want to bully, what are their abnormal psychological and living conditions, and what kind of help and support schools and their families can provide. Cutting off the source of bullying is the best way to stop bullying, which requires the joint efforts of family, school and society.

Keywords: Anti-Bullying framework; Process to deal with bullying; Safety reporting system

1. Background

Bullying in schools is a serious global problem. No matter in any political system, economic situation or religious belief, bullying has never disappeared. Bullying behavior will not only cause physical damage to students, faculty and parents, but also cause serious psychological trauma and mental problems. In particular, mental damage is more difficult to detect and more destructive. Such destructiveness will not only affect the victims of bullying, but also greatly affect the perpetrators and bystanders of this behavior. The students studying at school are basically teenager or young college students. The values, moral concepts, interpersonal relationships and social cognition of these young people are gradually formed and are not fixed. At this stage of life, participation, implementation, being implemented and watching bullying behavior may have a huge and unquantifiable impact on these students' future lives. The values, moral concepts, interpersonal relationships and social cognition produced by adolescents under the influence of bullying will pose great challenges to the security and stability of society.

In order to create a good educational environment and atmosphere, all educators (whether administrators, teachers or operation staffs) need to recognize the seriousness of school-bullying and try their best to prevent it. However, bullying in schools is not as easy to find as ordinary school-violence, and its impact is more persistent and destructive than ordinary violence. Therefore, educators should receive regular training on preventing bullying and various kinds of related work support, so as to improve their awareness, sensitivity and ability to solve bullying in schools.

To solve the problem of bullying, we should first clarify some basic questions: What is bullying? Why does bullying lead to serious consequences?

1.1 What is bullying

Bullying is not an independent accidental event, but rather a continuous habitual behavior. It can be defined as repeated aggressive behavior deliberately aimed at the victim. This behavior takes many forms:

- A. Physical and property bullying, such as serious or minor physical injury, destruction of personal belongings, etc;
- B. Psychological bullying, such as teasing, insulting and threatening; Or by spreading rumors and isolating the victims from the group;
- C. Sexual bullying, such as making fun of the victim with sex related jokes, comments or body language, or harassing and insulting the victim with inconspicuous physical contact;
- D. Cyberbullying refers to the form of psychological or sexual bullying through the Internet, telephone, SMS and other

forms. For example, post or send information, pictures and videos aimed at harassing, threatening or targeting victim through various media and social media platforms. Like other forms of bullying, it also includes spreading rumors, publishing false information, harmful information, embarrassing comments or photos, or isolating victims on the Internet;

E. Indirect bullying refers to bullying the victim with the help of a third party, which is more secret and difficult to detect.

1.2 Why does bullying cause serious consequences

Bullying behavior itself is a kind of violence, and this violence does not necessarily mean physical injury or explicit threats or other kind of violence, but also includes psychological injury, harassment, humiliation, isolation and other cold violence. Physical injuries will heal slowly with the passage of time, but for young teenagers, psychological injuries may accompany for life, and when such invisible injuries accumulate to a certain extent, it is likely to lead to emotional loss and a series of dangerous behaviors.

There have been death and disability incidents caused by bullying in schools around the world. These victims are not all victims of bullying, but also perpetrators and bystanders of bullying. In adolescence, people's psychological endurance is not stable.

After experiencing a series of insults or slanders, the victims finally lost their control, and there are many cases where victims killed the perpetrators because of crime of passion; However, out of sympathy and sense of justice, there are not few cases in which bystanders who oppose bullying in public are finally beaten and maimed or killed. The objects affected by bullying are almost everyone, that is, the perpetrators and victims of bullying, as well as all the bystanders who witnessed the process and behavior of bullying. From a large number of cases, we can see that under certain conditions, the relationship between the perpetrator, the victim and the bystander in the bullying activity may change, that is, no matter whether they witness, participate in or experience the bullying behavior, people cannot escape from the influence of the bullying behavior, the extensive and long-term of the influence is the embodiment of the serious consequences of bullying behavior.

The long-term impact of bullying is very devastating. In Texas, the United States, an 18-year-old youth who was bullied in his childhood bought guns and ammunition just after he turned 18, and then killed 22 people with guns, including 19 children, two teachers and his grandmother. The gunman also cut his face and explained to his playmates that it was just for fun; In Shanxi, China, a 28-year-old man used five knives prepared in advance to launch an indiscriminate attack at the gate of the middle school where he once studied, resulting in 9 students' deaths and 10 students' serious injuries. The reason why he killed crazily was that he was bullied by his classmates for a long time when he was studying in this school, and his family and teachers did not give him help. In addition, his work and life in society were not smooth after he became an adult, eventually led to his distortion and madness; The case that a 13-year-old boy killed a 4-year-old child, which was once a sensation in New York, America, was also caused by the extreme influence of school-bullying on the 13-year-old boy.

According to the data released by UNESCO in November 2020, more than 30% of the world's students have been bullied in schools, which accounts for one third of the world's students. If the perpetrators and bystanders of bullying are included, what is the proportion? These students who have been affected by the bullying event will enter the society one day, and they will also bring the seeds of bullying to the society.

2. Discussion

2.1 Why is there bullying

Bullying is essentially a social behavior, a problem in the process of interpersonal communication, that is, relationship problem. The complexity of human beings makes it very difficult to figure out the causes of such problems. In addition, bullying behavior has a variety of forms, many of which are very difficult to find, so that many bullying behaviors are discovered by schools and the families after the serious crimes and consequences caused. This is a huge challenge for the educators in the schools and the guardians of students. As an educator, he/she not only needs to complete his/her own heavy teaching work or complex management work, but also needs to observe various behaviors of students carefully and have a high sensitivity, so that he/she can timely discover or avoid bullying in schools; As the guardian of students, not only is he/she responsible for the financial resources of the family, daily housework and other tasks, but also needs to know about the students' learning and life at school, making friends, etc. At the same time, he/she must have a certain understanding and observation of the students' daily behavior and social media activities to be able to detect and avoid bullying in a timely manner. Under the above premise, for schools and families, the key to avoiding bullying is to understand the causes of bullying and the psychological state of the perpetrators. In addition, it is also necessary to understand the mentality and behavior of the victims after encountering bully-

ing. Punishing the perpetrators of bullying or protecting the victims is not the ultimate solution to bullying. Find out why the perpetrators want to bully, what are their abnormal psychological and living conditions, and what kind of help and support schools and their families can provide. Cutting off the source of bullying is the best way to stop bullying, which requires the joint efforts of family, school and society.

2.2 Role Composition and Their Characteristics in Bullying Behavior

2.2.1 Perpetrators

As the starting point of a bullying behavior and event, the perpetrators of bullying behavior are usually the victims of other social behaviors or interpersonal problems. In most cases, they are not happy. At school, they may not be concerned by teachers and classmates; Lack of care from family members; No one in life asks them how they feel; Have no control over their living and learning environment; They have strong jealousy; Do not have normal social ability or have weak social skills, etc. Under the influence of these possible problems, the perpetrator needs to have a way to vent his negative emotions or obtain some interpersonal relationships he desires through bullying behavior: gain power in students and playmates, gain attention from all aspects, become popular with some people, hide their fear and vent their negative emotions through intimidation and deterrence, vent anger after being bullied, obtaining what he/she wants through bullying, imitating idols or people he/she likes, pacifying his/her jealousy, when another person in his/her own group has more power or attention than himself/herself, hoping to attract some people to become his/her friends through bullying, etc.

2.2.2 Victims

The victims of bullying have different reasons for being bullied, and may happen to anyone. However, some vulnerable groups and students with some characteristics are more likely to be bullied, such as the disabled, students with special educational needs, homosexual, bisexual, transgender, disfigured or ugly students, students whose physical development fails to meet or greatly exceeds the standards of their peers, students with poor economic conditions, students with low self-confidence and loneliness, students with low or high academic achievements, transfer students and so on. In addition, students of different races, religions and cultural backgrounds from the local mainstream are also common targets of bullying. However, the bullying against non-specific people is only because the victim appeared in the wrong place at the wrong time. Once the victims of bullying, only some students will choose to share their experiences with their teachers or family members. A large number of victims will not directly tell their experiences, but through observation, we can find some behaviors that the victims are prone to, such as exclusion from school, sudden becoming unnaturally quiet, mysterious behavior, no friends, being too sensitive or irritable, easy to cry, frequent damage or loss of property and personal items, physical injuries such as bruises, cuts or scratches, insomnia, bed wetting, suddenly becoming unwilling to communicate with others and withdrawn, suddenly losing interest in once interested activities, physical pain, such as headache or stomachache, receiving more information than usual through social media, email, etc.

2.2.3 Bystanders

In bullying events, the bystanders usually account for the largest proportion of people, while those who have the most extensive influence and can have a direct impact on bullying events are also bystanders. Their reactions will encourage or inhibit bullying behavior. For example, some bystanders will join the ranks of perpetrators after the beginning of bullying behavior, and their behavior will directly encourage the perpetrators to continue their bullying behavior or even upgrade their behavior; Some bystanders themselves will not join in the bullying behavior, but they will also encourage the perpetrators by laughing at the victims or gathering people to watch the bullying behavior; Some bystanders will oppose bullying by directly or indirectly supporting the victim, reporting bullying behavior to teachers or parents, etc. Such actions can effectively curb and reduce the occurrence of bullying behavior, but at the same time it is easy to cause the perpetrators to bully these students; Some students will choose to ignore the bullying behavior, leave the place where the incident happened as soon as possible or watch from a distance. This behavior can effectively protect their own safety, but implicitly allows the bullying behavior to continue.

The bully behavior may change roles at any time. Therefore, when dealing with the bully behavior, we should fully understand the causes of the individual behavior and the role composition in this event. However, we should pay attention to that the role composition cannot be generalized, and we cannot label a student or characterize the student in an absolute sense, this will be more conducive to students in bullying incidents to change their behavior in a more positive direction.

2.3 Supplementary views on bullying in schools

In the policies and regulations of UNESCO and around the world on bullying, it can be seen that the definition of bullying

needs to have four elements: bullying is intentional, bullying involves inequality of power and behavior, bullying is repetitive behavior, and bullying will cause abnormal physical and psychological harm during the growth of young people. According to my work experience in the Conservatory of Music, there are some very vague definitions of "soft bullying" that exist in some special schools and disciplines. These "soft bullying" usually have certain professional characteristics, and it is difficult to distinguish whether it is intentional or not. For example, in the Conservatory of Music, many instrument performance majors will be equipped with piano accompaniment teachers to assist students in learning complete music works, and provide accompaniment support in students' examinations and performances. Piano accompaniment teachers need to cooperate with many professional teachers. In this process, many piano accompaniment teachers will treat students differently according to their relationship with different teachers; It is easy for students to divide groups according to their professional abilities. From the current definition, these behaviors can not be regarded as bullying behaviors, but according to my observation, the psychological harm received by students who have suffered from these behaviors should not be ignored and should be paid attention by schools.

3. Recommendation

3.1 Establish responsibility and management departments(personnel) in schools, communities and families

The department responsible for school safety and discipline, which is authorized or directly led by the principal, should also be responsible for handling and responding to bullying incidents in the school. Communities also need to establish task forces, empowered or led by senior leaders, that are dedicated to student safety in the community, and to communicate and manage jointly with the school and the families involved in the bullying. The guardians or other family members of the students should take turns to learn about anti-bullying policies and methods, participate in anti-bullying training organized by the community and school for the guardians or family members of the students, and promptly contact the school and community if they find clues or signs of bullying. Direct contact and communication between guardians or family members who have received anti-bullying training and relevant authorities in the school and community can improve the chances of timely detection of bullying behaviors and incidents, and early intervention to prevent the incident from escalating or causing greater impact on the person concerned. Under the premise that schools, communities and families have special departments and members to learn and manage bullying incidents, it is necessary to further clarify the responsibilities and obligations of each party in bullying incidents. Under the premise of clear responsibilities, the whole system is not easy to be inactive.

3.2 Establish safety reporting system

The safety reporting system refers to a system in which students can report bullying behaviors they have seen, heard or experienced to any school or community staff or family member nearby. Under the system, a reporter's name and personal information cannot be disclosed under any circumstances after verifying that the information provided by the reporter is accurate or not intended to deceive. UNESCO found in its survey that very few students are willing to talk to teachers and parents about being bullied or discovering bullying. I think that is because many bullying behaviors among students do not attract the attention of adults, and students' talk and request for help are often ignored or perfunctory by parents and teachers. At other times, teachers and parents who don't understand the situation or how to deal with bullying directly confront the perpetrator and the reporter, hoping that they will intervene as adults to defuse the incident. The result of this is more likely to be further retaliation against the reporter and the victim, and no further incidents will be reported to the teachers and parents, because the students will feel "unsafe" to tell them, so compared with parents and teachers, these victims who have been bullied or student who have found bullying behaviors will choose to be silent or tell their peers cautiously. However, there is no guarantee that young peers will not, out of fear or for other reasons, tell the perpetrator about the report behavior, then leading to retaliatory actions against the reporter. The survey also mentioned that many teachers do not want to spend too much thought and energy to understand the conflicts and bullying incidents among students while completing the heavy teaching work. I think this happens because teachers don't know how to judge bullying behavior before they have received anti-bullying training, and they don't want to pay too much attention to things outside their own work.

Once safety reporting systems are in place and seriously enforced, people will be willing to come forward and report bullying they find or are experiencing. They have run the risk of possible retaliation by their bullies and should therefore be better protected. All adults should help establish and maintain this system so that they can hear more honest information about bullying from students. For teachers with the burden of teaching, all they need to do is keep it to themselves and direct the reporter to the responsible department. Only when everyone protects and trusts the system can it provide some sense of security to the

reporters who have the courage to tell the truth.

3.3 Involve students in the anti-bullying management process

According to the research of the Ministry of Education of New Zealand, peers know more than adults about bullying in their age group and the details of bullying around them. This situation is very realistic, because for parents, they are more concerned about whether their children work hard in school and get good grades so that they can find a stable job in the future. Parents worry about the month's bills and their own work. They worry about chores getting done. When their daughter told them that every time there was a physical education class, a classmate would intentionally bump her while running, but it was not serious and she was not injured, the parents could not realize how frightened their daughter was and rejected the physical education class. Similarly, being a teacher requires preparing lessons, correcting assignments, designing tests, and facing various teaching evaluations from the school. At this time, a boy in the class told him that another classmate always played tricks on him from behind when he went to the bathroom, and now he was afraid to go to the bathroom. So the teacher put down a lot of work at hand, led the boy to find the student who made fun of him, and verbally criticized the student. Finally, the student apologized for what he had done, and the teacher left with satisfaction. What he didn't know was that he had only been gone for half a minute when a crowd of students surrounded the boy who had gone to report, they mocked him for having physical problems and being timid, for being too scared to go to the bathroom. As an adult, most of the time, it is impossible to set up a place to look at problems from the level of learning. As adults, most of the time is unable to stand in the students' shoes to see the problem, adults think trivial things may have a great psychological impact on teenagers. Therefore, in the formulation of relevant policies and regulations, case study and questionnaire survey should be used to involve as many students as possible, and they can put forward their own opinions on the cases and regulations, which will have a crucial impact on solving bullying behavior. In addition, the knowledge of peers about the details of bullying incidents can also help to define the severity of bullying incidents to a large extent.

3.4 Define, rate, and update bullying behavior

A clear definition of BULLYING behavior allows everyone to KNOW which behaviors will ENTER THE bullying management process. The rating criteria for bullying behavior and incidents will have a direct impact on how bullying is handled and the management involved. When your son told you: "At end of class today, classmate A mercilessly stepped on my foot, because today at lunch when I accidentally spilled Coke on his clothes. And every time I went to music class, classmate B would laugh at my voice. He would throw my music on the floor and step on it. "As a guardian, what you need is to be able to discern that the incident between your son and classmate A is a normal dispute between students that can be resolved through normal communication. If classmate B's behavior occurs many times, it will involve bullying behavior. At this time, the relevant department of the school needs to report the situation and enter into the investigation and process of bullying behavior. Teachers also need to identify the signs of bullying behavior in time can prevent students from being affected and hurt more. It is also important to update the list of definitions and evaluations of bullying on a regular or irregular basis. Because with the changes of The Times, the region's political, economic, and cultural aspects of change, these changes will lead to the form, severity, location, composition of participants, and many other elements of bullying also have more or less change, keep the listing in accordance with the characteristics of The Times and the needs of specific generation is very important.

3.5 Establish a process to deal with bullying

3.5.1 Discovery and association

When the bullying behavior is reported to the school, community, or family, or when any of the parties finds traces of it, evidence should be retained and a joint investigation should be conducted to learn as much as possible about the incident and behavior without revealing the identity of the person involved. If necessary, the family of the perpetrators should be joined to understand the reasons for the perpetrators' behavior, etc.

3.5.2 Evidence collection and evaluation

After understanding the basics of bullying incidents and behaviors, it is necessary for all three parties to work together to actively preserve evidence of bullying among students or online, assess the severity of the incident, and see if it is necessary to refer the incident to the police or other youth agencies. If not, it is up to school and community leaders to talk to and educate the perpetrators and their guardians and to understand the main reasons for their bullying.

3.5.3 Propose a mediation plan and implement it

Based on the wishes of the victim and the actual situation of the perpetrators, the school and the community can act as

mediators to propose a plan and ensure that the plan is implemented with the consent of all. Mediation and punishment programmes for adolescents should focus more on participating in school work, helping victims with their studies or assisting in sports and artistic activities, and traditional disciplinary measures should be used as punishment of last resort.

3.5.4 Long-term follow-up and traditional disciplinary measures

After the resolution of the incident, the parties should make follow-up visits to the families of the victims and the families of the perpetrators in the following cycles to ensure that the implementation of the programme is effective and that adjustments are made when appropriate. For more dangerous and egregious acts such as agreeing to the plan but refusing to carry it out or even retaliating against the victim, take prompt disciplinary measures or refer the case to the police and other juvenile institutions for handling.

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