

Bullying and school environment

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Abstract: The paper deals with the issue of bullying occurring in the school environment. In this context, we characterize bullying and its types. We were interested in the possibility of dealing with bullying and also the role of the teacher in this context. We appeal to educators who also have a primary role in preventing bullying and other socially pathological phenomena in the school environment.

Key words: school, teacher, aggression, bullying, prevention.

Educational activity is very focused on harmonization, which is more about avoiding conflicts than solving them. If we want to contribute to reducing aggression among children, it is necessary to build on their self-confidence and self-confidence. From the start, when entering school, the educator must observe all signs of aggression, trying to prevent it, to create a sense of security and well-being among children, where justice and justice, trust in authority and mutual solidarity prevail. Aggressive behavior of children and youth has also been considered disturbing and unmanageable behavior in the past. However, educational opportunities in emotional education are not used many times, nor are the skills that children should acquire in order to learn to control aggressive impulses. Rarely does the ability and willingness to construct conflicts peacefully and practiced. Socially aggressive children appear to be confident many times, but in fact they are uncertain and very dependent on the opinion of others. This uncertainty is often a motive for aggressive behavior as they try to overcome their own feeling of weakness. Children with low self-esteem and low self-esteem are unable to accept anything positively from others because they believe that others see them as they see themselves. These children tend to misinterpret innocent statements and the behavior of others. By this we can understand their frequent irritability and aggression (Kunák, 2007).

The current school should aim for democratic principles in education, but it should also lead pupils to communication and respect. Educational staff should not have closed their eyes on this, as the incidence of aggressors and victims may increase. We are constantly faced with the opinion of school heads that nothing like this can happen in their schools, and even when bullying occurs, they justify it as a game that is essentially innocent. Aggressors usually remain unpunished, and the victim remains marked and feels injustice and injustice for the rest of his life. Bullying is a repeated aggression of an individual or a group of aggressors directed against an individual or a small group of victims. Gabrhelová and Pasternáková (2016) point out that aggressors have a clear intention to harm others, whether physically or mentally. Examples include beating, shoving, stealing money and things, hiding and destroying things, but also mocking and swearing. In such a situation, the attacker may be a single child or a group of children. Incidents are recurrent. A one-off action is usually not considered bullying. And another observable feature is the disparity between the attacker and the victim. Thus, bullying is the deliberate, repeated, unprovoked use of force by an aggressor or a group of aggressors in order to cause physical or psychological harm to the victim, respectively. a group of victims, with a discrepancy between the attacker and the victim.

After bullying and detection of bullying (most often it is detected that the aggressors are caught in the act), we need to find out a lot of information. We wonder how long the bullying of the victim has lasted; how often it occurs; how bullying takes place; who is the initiator, who works with him, and in what way, who is just a spectator ...

Although this seems disproportionate, it is necessary to maintain calm, even though it may be a very brutal form of bullying. It is necessary to show your disapproval and condemnation of the act, but not the perpetrators. It is necessary to act as soon as possible and, above all, to prevent the aggressors from having a space for mutual agreement between themselves or influencing witnesses. Often there is a situation where the victim even confides in his or her parents, but the parents fear that the situation will not improve after the complaint is made, on the contrary - it will get worse. This is often feared by the victims themselves and is pushing their parents not to solve it. Parents of non-concerned pupils may also know about bullying in the classroom, but they do not want to discuss it because it does not concern them or their child. Teachers who

detect bullying in their class very often also remain silent because they are not blamed for being unable to handle children. The headmaster rarely knows about bullying at his school, or he is the last to know. As a rule, bullying is investigated by a teacher - a class teacher who tries to get different information, whether from other teachers or from parents. If it is a very serious bullying to help is called a specialist - educational counselor or psychologist. The school management must be informed about everything. The police invoke the case of bullying when the behavior of the aggressors is a criminal offense. Even after the police are called in the case, the school has the right to deal with bullying through discipline, as well as parents have the right to take further legal action. As for the signs of bullying, the educator should be very cautious, as even small signs of bullying can be a bigger problem than it may seem. The child may be bullied even in the presence of the teacher. Just as we divide bullying into direct and indirect, the signs of bullying may be direct or indirect. Direct signs of bullying include mockery, child criticism, orders from other children, chasing, shoving, battles. For indirect signs of bullying we consider it when the child is very often the same eg. despite breaks, has no friends in class, in team sports the child is selected last, over breaks is close to teachers, class enters last, at intervals before class the child is uncertain and nervous, feels sad or depressed, worsened benefit, has a lot of absenteeism, damaged things, or often gets lost, dirty or torn clothes, bruises, no snack or lunch. These symptoms are particularly noticeable at school. Indirect signs that a parent may notice are more: the child does not have friends, does not want to go to school, loses interest in learning, has a restless sleep, the child is sad, frequent plea for money, aggression against siblings, complaint of indeterminate headache or abdominal pain. It is necessary to notice any sudden changes in behavior and especially to communicate with children (Ondrejko \acute{v} ic, 2001).

If, according to the opinion of Porubčanová (2016), the teacher finds typical symptoms of bullying in children, he must act immediately. To think that a child will grow out of it over time is an illusion. Bullying and the whole case are dealt with by a class teacher who asks for information from all teachers or from other adults. Educational counselor and school psychologist should be invited for any serious case. The work of the educator has an extraordinary educational significance in the positive but also negative sense. In order to be successful against bullying, it is necessary to involve the school, parents and the surrounding area around the pupil. The educator should follow the guiding principles when investigating bullying - to protect the source of information, not to disclose it; disclose as little as possible about what is already known to us and what is not yet known, because we cannot prove it; to hear the victim, the accused and the witnesses individually and confront them later; record the testimonies carefully. If the school learns that it is bullying, it is obliged to take measures to prevent bullying. In particular, if a teacher is informed that a bullying attack has occurred in his or her class, he must maintain peace. As he suddenly explodes with an agitated reaction, he may also become a mockery. The teacher should proceed by condemning the act, not the offender. Such an approach convinces children and can create the same emotion in them. The teacher is obliged to report all serious cases of bullying to the school management, ie to the headmaster, who will decide on the further procedure of the case. The victim must try to protect himself from further attacks by the aggressors. For example, by freeing him from school for a few days, strengthening corridors through breaks, preventing the victim and the aggressor from meeting until the case is resolved. A conversation between the teacher and the aggressor is needed, but not in front of the whole class. For children younger, the teacher can use conciliation while the child realizes that his or her behavior and what he calls fun has crossed all boundaries. The interview may also include threats of fines, police, ie penalties, which the teacher explains adequately and in detail to the pupil. The forms of punishment may include reporting the problem to the aggressor's parents, leaving the child after school, excluding the child from any action he / she was looking for, worse forms of punishment such as reporting to the police, expulsion from school or placing the child in a diagnostic institution. The individual interview of the teacher with the victim is also very important. The victim needs to be reassured and explained to avoid places where bullying may occur. In a repeated attack, it is important that the child immediately tells the adult they trust. Interviews with the aggressor's parents may agree on a common approach to solving the problem, which is best written in support and have it signed by the parents. If parents do not have the willingness to cooperate and defend their child, there is no need to lengthen this conversation unnecessarily. The parents of the victim need to be assured that the school will do everything possible to solve the problem as quickly and as possible, and also to avoid such behavior in the future. A more radical solution is the proposal to leave a child if several aggressors are involved in the bullying of the child (Řičan, 1997).

It is also the duty of the teacher to communicate in the class how and why the aggressors will be punished. Also, encourage the class to avoid such behavior in the class. In a worse case, such a conversation can also be led by the school head, which will make things more serious. Of course, it is necessary to explain to the pupils that everyone who participated in the bullying attacks is guilty. A very good way to resolve a conflict is through group meetings, where the aggressor and all those who were present at the bullying, the victim and

the teacher or the director meet. They all think together about what really happened, what the victim had to experience, to feel. The main task of this meeting should be that all participants feel the role of the victim and think about what they would do if they were in her situation. It is also very important that the educator keeps detailed records of every bullying in his class.

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