

THE WAYS TO CHANGE BULLYING IN THE TEACHING PROCESS

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ABSTRACT

This article widely provides imminent ways to bullying in the teaching process through concrete explanations, such as creating a discrimination-free environment as well as abolishing the concept of inequality in the teaching process by creating new policies in the environment of the school and the changing mindset of learners who are discriminated.

Keywords: ways, new policy, discrimination, bullying, free-environment, the concept of inequality, the mindset of learners, guidance.

АННОТАЦИЯ

В этой статье широко представлены неизбежные способы травли в учебном процессе с помощью конкретных объяснений, таких как создание среды, свободной от дискриминации, а также отмена концепции неравенства в учебном процессе путем создания новых политик в школьной среде и изменения мышления учащихся, подвергающихся дискриминации.

Ключевые слова: способы, новая политика, дискриминация, травля, свободная среда, концепция неравенства, образ мышления учащихся, руководство.

INTRODUCTION

The negative impact of bullying and discrimination on young people has been largely documented¹ and direct as well as more subtle and institutionalized forms of discrimination and bullying can lead to lower achievement and academic disengagement for discriminated students, contribute to their wider marginalization, and damage their sense of self-worth and positive identity². Additionally, in the image of discrimination, the majority of students are facing the problem of demotivation³. On the other hand, students in schools with a constructive approach to cultural diversity benefit from “enhanced learning, higher educational and

¹ Crozier, G. (2009). South Asian parents' aspirations versus teachers' expectations in the United Kingdom. *Theory Into Practice*, 48(4), 290-296.

² Crozier, G. (2005). 'There's a war against our children': Black educational underachievement revisited. *British Journal of Sociology of Education*, 26(5), 585-598.

³ Ogbu, J. U. (2003). *Black American students in an affluent suburb: A study of academic disengagement*.

Mahwah, NJ: Erlbaum Associates. Crozier, G., & Davies, J. (2008). 'The trouble is they don't mix': self-segregation or enforced exclusion? *Race Ethnicity and Education*, 11(3), 285-301.

occupational aspirations”⁴, and more secure identities. Together this points to the need for continuing to search for appropriate educational practices in contexts of discrimination and social exclusion. Schools can indeed play a key role in reducing discrimination and in protecting vulnerable children facing bullying and discrimination⁵. In other words, schools can act as agents of change. Often it is assumed that schools are ‘change agents’ in terms of changing the attitudes, aspirations, and achievements of individual students; that is, facilitating change within the context of the school⁶. In this case, we utilize schools as a psychological institution for learners overcoming the problems, such as bullying and discrimination of all types, and “ask how psychological processes are constituted through and operate in the social context”⁷. Here, our focus will be given to tackling discrimination and bullying. We argue that considering the complexity of the social context is necessary in order to appreciate the challenges that schools face in their efforts to tackle discrimination and thus also for developing efficient practices against discrimination for the protection of vulnerable children. In line with the theoretical discussion, our data show that each national government has its own legislation, policy, and guidance around preventing and tackling bullying, keeping children safe, and promoting their well-being. In addition, all schools – or education authorities in any country – have to show due regard to the equality duty. This means your school leadership team needs to actively consider this duty when developing your anti-bullying policy and when reviewing evidence of bullying at your school to ensure your efforts to prevent and tackle discriminatory bullying are targeted and effective. Policies to prevent discrimination and bullying cover those with ‘relevant protected characteristics’: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, and process of representation – where hegemonic representations of difference. To prevent discriminatory bullying, use a whole-school approach. Now we look at several tips for tackling discriminatory bullying:

1. Creating a school culture and ethos that reflects the importance of feeling safe, and being part of an inclusive and supportive community
2. Ensure staff and pupils understand what behavior is expected of them.

⁴ Howarth, C. (2002). 'So, you're from Brixton?': The struggle for recognition and esteem in a multicultural community. *Ethnicities*, 2(2), 237-260.

⁵ Frankenberg, E., Lee, C., & Orfield, G. (2003). *A multiracial society with segregated schools: are we losing the dream?* Cambridge MA: Harvard University Press.

⁶ Race, R. (2011) *Multiculturalism and education*. London: Continuum International Publishing Group

⁷ Subašić, E., Reynolds, K., Reicher, S., & Klandermans, B. (2012). Where to from here for the psychology of social change? *Future directions for theory and practice. Political Psychology*, 33 (1), 61–74

3. Acknowledge that discrimination exists in wider society and that it can lead to discriminatory bullying in the school environment.

4. Be clear that reports of this behavior will be taken extremely seriously and that such behavior won't be tolerated.

5. Make sure all protected characteristics are acknowledged within your anti-bullying policy.

6. Involve young people in the development of anti-bullying policies and also work with pupils to choose words or phrases that represent the ethos you want to uphold as a school.

7. Involving young people in these activities creates buy-in, and it is a great way to discuss attitudes and behaviors that exist in the school community.

8. Create a talking culture in your school where any hurtful behavior is quickly brought out in the open, discussed, dealt with, and celebrated the differences.

9. Cherish diversity in your pupils and make it possible for any pupil to thrive in your school environment and build understanding about differences by teaching and incorporating them into school life. For example, teach pupils about different races, cultures, and religions and have visible role models and positive images of disabled people, women, people from different faiths, and minority communities across the school.

10. Acknowledge that the school community, including pupils, staff members, governors, and families, will include disabled people, people of different races, ages, and faiths backgrounds, and make clear that such diversity is welcome in the school community. This should of course be done without "outing" anyone who does not wish to make an aspect of their identity known.

11. Communicate to parents and carers information about how you are making the school supportive of diversity. If appropriate, signpost to opportunities for them to develop their own understanding of other cultures and identities.

12. Using the language of diversity: Ensure all school staff feels comfortable and confident talking about all kinds of differences. Children will pick up on teachers and other staff who feel uncomfortable and create opportunities for staff to discuss their feelings and feel confident in talking about all types of diversity.

13. Consider how you use language and whether you are reinforcing "norms" that don't represent your pupils or their families. This may mark them out as different and a potential target for bullying. For example, not all pupils will be sure of their gender and they may not come from a heterosexual two-parent family.

14. Challenge all forms of offensive or discriminatory language among your pupils and staff, including language which can be seen as sexist or homophobic

“banter”. Even if you don’t think it’s significant, discriminatory language can create attitudes and environments where bullying is more likely to happen. This applies to online and offline language. Including and involving all pupils: The best efforts of adults sometimes lead to a young person becoming isolated or disempowered and a potential bullying target. For example, if a pupil works closely with a teaching assistant, make sure that doesn’t prevent them from making friends, interacting with their peers, and learning to be independent. If a pupil has a difference that is not visible to others, for example, a hidden disability, special educational or additional support needs, or undisclosed gender identity or sexual orientation, make sure you work with them to discuss what information they want to share with peers. As with all children, support them to define themselves and take the lead in their own lives.

Furthermore, the role of reviewing school policies and practices is to ensure that they support the development of an inclusive environment. For example: assess whether the school recognizes and accommodates different religious practices, check you are making reasonable adjustments to enable disabled children to participate in all aspects of school life, and consider what steps can be taken to meet the specific needs of trans children and sometimes pupil surveys are a good way to understand pupil wellbeing and their experiences of bullying. Another important procedure that should be carried out is conducting these annually and highlighting active trends and issues within the school setting. This, in turn, empowers staff and pupils and all members of staff making them feel confident in tackling different types of bullying behavior, including prejudiced language. Discussing with staff any concerns they have about addressing bullying and their ideas on how to improve the school’s response to it should support them to develop their own confidence and knowledge in tackling bullying and supporting pupils effectively. The main aim of schools is to ensure that children understand their rights. A school is a place where they have the right to feel safe, to be themselves, and to communicate any concerns they have about bullying. This can help address issues around a “snitch culture”. Prevent sexual or sexist bullying by supporting children and young people to understand puberty and sexual development; recognize harmful sexual behavior; learn about consent, and communicate concerns about sexual bullying. All children and young people, regardless of their age, developmental needs, or disability, need to be empowered to say no to any physical touch or approach that makes them feel scared or uncomfortable. Teach techniques such as saying, ‘No, I don’t want to’ or rehearsing responses they feel comfortable using. Take time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots, and if there is anything you could do differently to stop bullying. When discriminatory bullying

occurs: Make sure that your reporting system for bullying is flexible, accessible, and confidential for everyone. Pay particular attention to the needs of disabled pupils and those with special educational needs and additional support needs to ensure that they can report bullying. Your task is to take every report of bullying seriously. It can be very harmful to young people if their reports are dismissed. Children should never be told to just ignore it or to change who they are. It is the children doing the bullying that need to change their behavior and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, disability, or special educational need, then additional support is needed. Stereotypes should be avoided when it comes to tackling bullying. For example, it is not true that girls are "bitchy" and boys have a punch up and get over it. Anyone can be capable of bullying behavior and it has a serious impact on everyone involved. Take time to find out who else is involved. Bullying is very rarely one-on-one behavior. Getting the wider group to change their behavior can mean the ringleader doesn't get as much out of it and can help it to stop. Know where and when to get outside advice or access specific support services to support the needs of victims and/or perpetrators of bullying. This may be particularly useful when those involved in bullying are coming to terms with their gender or their sexual orientation. Monitor the levels of discriminatory bullying in school so you can take action to prevent and tackle it in an informed way. Learn from bullying incidents and pupil surveys and use this to revise anti-bullying policies and prevention measures. To sum up, bullying and discrimination can be tackled or prevented if possible procedures and guidance are carried out in due time to targeted students.

CONCLUSION

Discrimination is the killer of motivation in the environment of schools which can be prevented through proper policy, guidance, and psychological aid from both schools and the government. Furthermore, the procedures for preventing discrimination should be implemented timely not to face dire consequences at schools.

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