



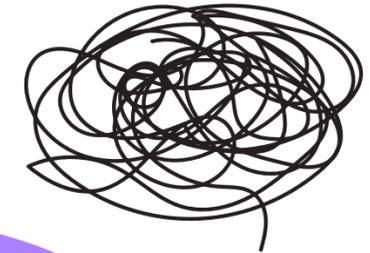
المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

WORKSHOP FOR FAMILIES

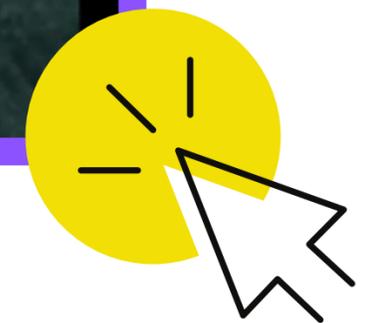
NOVEMBER 14, 2025

HOW TO ADDRESS BULLYING

Guidance & Inclusion Department



ROLES AND REPERCUSSIONS





- 1 Bullying vs. Conflict
Bullying vs. Cyberbullying
- 2 Educational Stages and Strategies
- 3 Support in the use of ICTs
- 4 Warning Signs and Protocol
- 5 Roles and repercussions

BULLYING VS. CONFLICT

	Bullying	Conflict
Power	There is a power imbalance between the bully and the victim (for example, a difference in strength, popularity, or social support), where the victim feels helpless.	The parties typically have a similar level of power. Both can express their opinions, and there is no sense of dominance or control by either party.
Intention	There is a deliberate intention to cause harm (physical, emotional, or psychological) on an ongoing basis.	It is not necessarily intended to cause harm; it usually arises from disagreements or differences.
Duration	This is a repetitive and sustained behavior over time.	It may be an isolated and temporary incident that is resolved without being prolonged.
Emotional reaction	The victim suffers significant emotional consequences, such as fear, anxiety, or low self-esteem, due to the persistence and severity of the acts.	Emotions can be intense, but they tend to be less long-lasting and can be resolved through mediation and dialogue between the parties.

BULLYING VS. CYBERBULLYING

	Face-to-face Bullying	Ciber bullying
The duration...	It is reduced or ends when you stop being physically with the aggressor or aggressors.	It can be maintained without limits in space and time: 24 hours a day, 7 days a week.
The humiliation...	It is limited to the space in which the aggression occurs and to witnesses or observers.	This can occur in the presence of an uncontrollable number of people.
The stalker...	It is clearly identifiable	It is not always initially identifiable.
The attack	It is limited in time	It can remain on the network permanently.
Observers and witnesses	They are limited	They are unlimited and can become instigators or even aggressors
The emotional and psychological consequences:	The offense, humiliation, and harm are limited to the moment the aggressive action occurs and generate feelings of pain and suffering linked to the specific situation experienced.	In addition to those suffered in face-to-face harassment: loss of control of their digital identity, feeling of undermining their intimacy and privacy, and feeling of humiliating and uncontrollable overexposure

EDUCATIONAL STAGES AND STRATEGIES



Early Childhood Education (3-5 years)

Playful activities: identification and expression of emotions, breathing and body control, self-esteem activities and social skills.



Cycle One (6-9 years)

Activities focused on cognitive flexibility, anger management, self-confidence, identifying strengths, and resilience strategies. Introduction to the proper use of technology.



Cycle Two (10-14 years)

Activities include identifying anger triggers, peer appreciation and support groups, and personality definition. Responsible use of technology and its consequences are also addressed.



Cycle Three and Higher (15+)

Positive affirmations, managing negative emotions, empathy, and knowledge of legal rights. Importance and awareness of technology use.

How to support your child in a bullying situation

If your child is the target

- **Validate their emotions**
- Gather information calmly and with open-ended questions
- Practice social and protective skills
- Keep track of your physical and emotional symptoms
- It helps to identify your emotions
- **It boosts their self-esteem**
- **It guarantees your safety**

In either case, coordinate with the school

How to support your child in a bullying situation

If your child is the leader

Children who bully are not "bad"; they are children with unmet needs, skill gaps, or dysregulated behavior patterns. The goal is to change their behavior through responsibility, developing empathy, and emotional regulation.

- Stay calm and listen
- Apply clear and consistent limits
- Work on developing empathy
- Identify the cause of the behavior

In either case, coordinate with the school

How to support your child in a bullying situation

If your child is observant

Most students are bystanders, and empowering them is one of the most effective anti-bullying interventions.

- Explain the importance of intervening safely
- **It reinforces that silence is not “neutral”**
- **Celebrate the acts of support**

In either case, coordinate with the school

SUPPORT IN THE USE OF ICTS

Avoid	Reinforce
<ul style="list-style-type: none">• Making excuses like “I don’t know how to use social media,” “he/she knows more than I do.”• Buying or giving them video games that we don't know if they are appropriate for their age.• Not acting when I see conflictive or humiliating situations in the interpersonal relationships that our children maintain on the internet.	<ul style="list-style-type: none">• Get involved in this educational task.• Explore social media with our children.• To know what our son or daughter does in their online life.• Share with them your role as a potential video creator or as a video game player.• Help them reflect on their image on social media.• Reinforce supportive and defensive behaviors in the face of aggression or humiliation.

Set up accounts with parental supervision whenever possible.

Limit usage time and set clear schedules.

Disable or restrict chats in games and apps if the child is under 18.

Discuss the risks of sharing personal information.

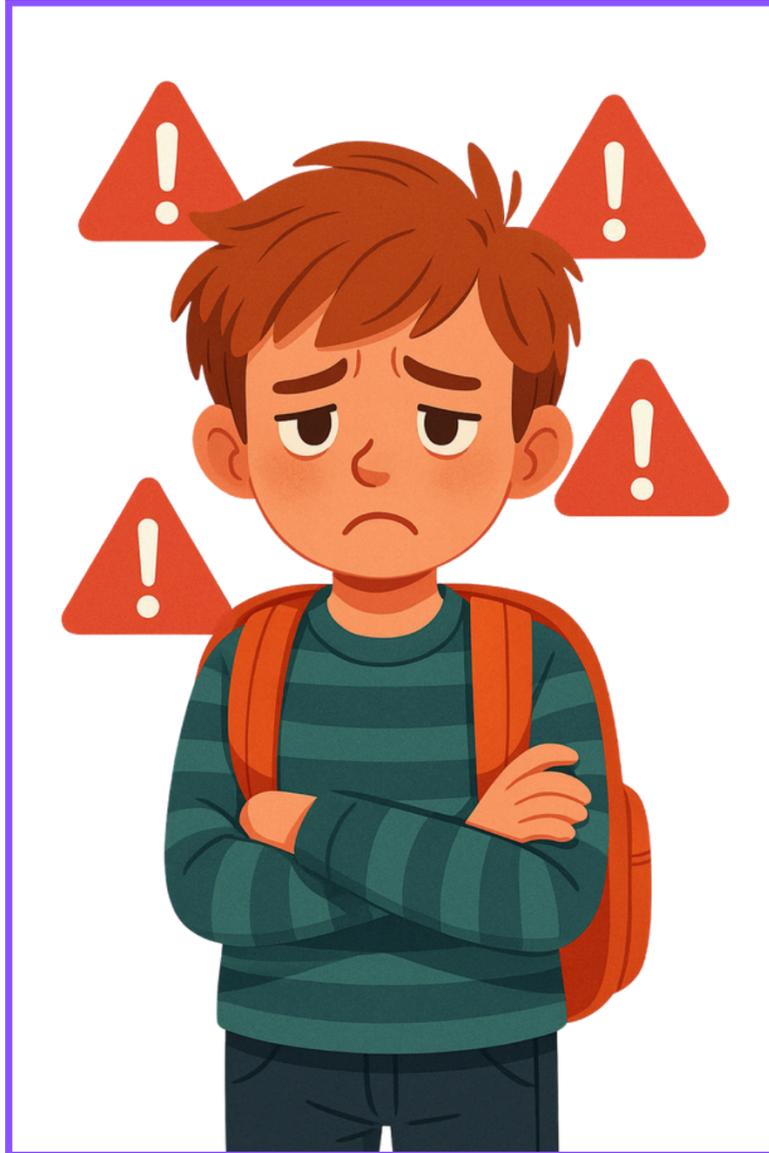
Check who they interact with and if there are any inappropriate messages.

Participate or play with them to learn about their interests and online safety.

SUPPORT IN THE USE OF ICTS

Game/Platform	Recommended Age	Chat Online
Roblox	9 +	<input checked="" type="checkbox"/> Yes (text and voice, can be turned off)
Fortnite (Battle Royale)	13 +	<input checked="" type="checkbox"/> Yes (voice and text)
Minecraft	7+ (Creative mode), 10+ (Survival/online mode)	<input checked="" type="checkbox"/> Yes (multiplayer only)
WhatsApp	13 +	<input checked="" type="checkbox"/> Yes
ChatGPT / Conversational AI	10 +	<input checked="" type="checkbox"/> Yes (text)
TikTok	13 +	<input checked="" type="checkbox"/> Yes (direct messages, comments)

WARNING SIGNS - OBJECTIVE



EMOTIONAL CHANGES

Depression, anxiety, low self-esteem, voluntary isolation, sudden mood swings.

DISRUPTIVE BEHAVIOR

Aggression, acting out, behavioral problems, attention deficit, constant provocation.

BEHAVIORAL CHANGES

Resistance to going to school, poor academic performance, change in friend group, excessive introversion.

PHYSICAL CHANGES

Loss of appetite, sleep disorders, somatic complaints, neglect of personal appearance.

WARNING SIGNS - LEADER(S)



EMOTIONAL CHANGES

Frequent irritability, frustration with limits, lack of empathy, feelings of superiority, constant need for control or attention.

DISRUPTIVE BEHAVIOR

Verbal or physical aggression towards peers, intimidation, manipulation of others, non-compliance with rules, deliberate provocation.

BEHAVIORAL CHANGES

Difficulty accepting responsibilities, denial of conflicts, seeking allies to reinforce power, increased lies or justifications, dominance in games or group activities.

PHYSICAL CHANGES

Defiant attitudes, intimidating gestures or postures, use of resources (objects, technology) to control or embarrass others, resistance to supervised activities or authority.

ROLES AND REPERCUSSIONS



"Reforzador"



"Ayudante"



"Lider"



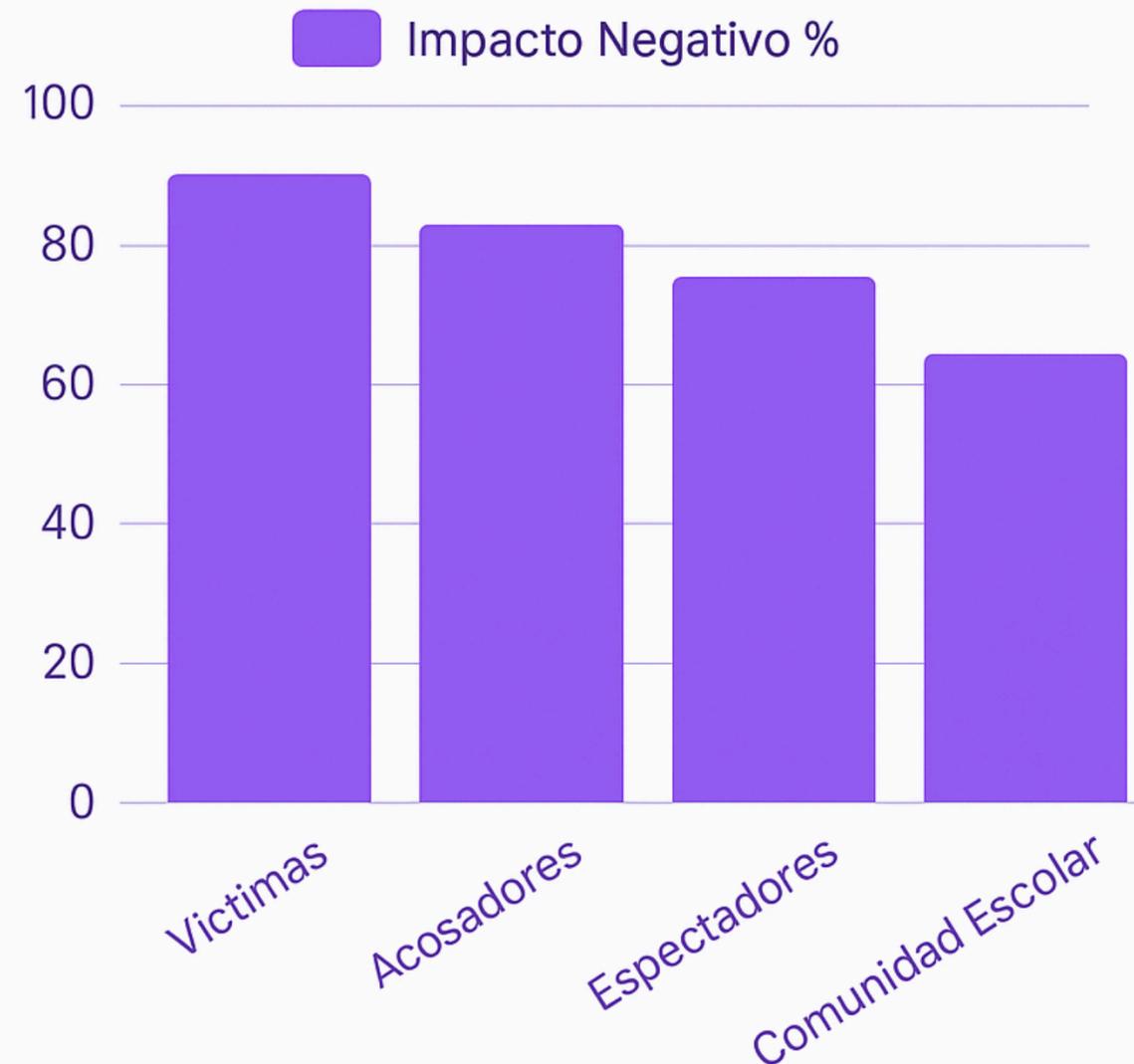
"Objetivo"



"Defensor"



"Espectador"



- **Victims (85%):** present a significant decrease in academic performance, accompanied by anxiety, low self-esteem and demotivation towards learning.
- **Bullies (72%):** their behavior affects their academic and social development, as they tend to show low empathy and difficulties in emotional self-regulation.
- **Spectators (68%):** although they do not participate directly, the climate of fear and silence influences their concentration and participation in class.
- **School community (55%):** bullying deteriorates the general environment of coexistence, affecting the perception of safety and **well-being within the educational center.**



1. DETECTION AND COMMUNICATION

Any member of the educational community who observes or receives a suspicion of bullying should immediately report it to the social worker.

The information is recorded and the initial observation is activated.



2. INITIAL ASSESSMENT AND PROTECTION MEASURES

The social worker conducts a preliminary assessment to determine if there are reasonable grounds to suspect harassment. If deemed necessary, urgent protective measures are implemented to ensure the safety and well-being of the individual.



3. CASE INVESTIGATION

Individual interviews are conducted with those involved and witnesses, the facts are analyzed, and all actions are documented. The objective is to confirm or rule out the existence of bullying.



4. EDUCATIONAL DECISION AND ACTION

The Diversity Committee, based on the social worker's report, decides whether to confirm the harassment. If so, disciplinary, educational, and restorative measures are established, as well as psychological support and guidance for the victim, the leader, and the group.



5. MONITORING

Regular follow-up is conducted to assess the case's progress and the group's atmosphere, ensuring the situation does not recur. Finally, a closing report is prepared with conclusions and potential improvements to the center's protocol and preventative measures.

SCHOOL BULLYING REPORT

***COMMUNICATION WITH FAMILIES

The tutor and the social worker will inform the families of the victim and the aggressor about the incident, presenting the Individual Support Plan for their review and signature.

Collaboration:

The social worker will work with families to establish strategies that support their children according to their needs. Resources and referrals to external services will be offered if necessary.

***CYBERBULLYING

The school has a responsibility to act in situations of cyberbullying, even if they occur outside of school hours, when they affect the well-being or coexistence of the students.

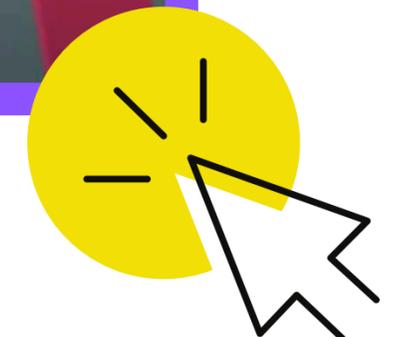
COLLECTIVE RESPONSIBILITY

Preventing bullying is everyone's responsibility, including teachers, families, and the community. Everyone must work together to create a safe and inclusive learning environment.

INDIVIDUALIZED ANALYSIS

It is crucial to analyze each case of social bullying individually, promoting cooperation and dialogue between educational institutions and families to address the problems appropriately.

CONCLUSION



MORE INFORMATION

A Guide for Professionals in the Prevention of Social (Relational) Bullying.



وزارة التربية والتعليم
MINISTRY OF EDUCATION



الأسبوع الوطني للوقاية من التمر
The National Bullying Prevention Week

Guide on bullying and cyberbullying - Save the Children



Save the Children



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