Teaching to live in society

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Abstract
The aim of this article is to eradicate bullying though teaching whether that be through various tutorials, English lessons or any subject taught in the English language. Bullying is an essential problem within students and peers in the educational environment. This is the main reason it should be included in the bilingual curriculum and joined with existing curriculum. In this article there are some guidelines how to work with child abuse (sexual abuse, emotional abuse and spiritual abuse).
Keywords: Bullying, cyberbullying, coexistence, sexual abuse, emotional abuse, spiritual abuse, tutorial and child abuse.

Título: Enseñar a vivir en sociedad.

Resumen
Enseñar a erradicar el acoso en las mismas clases de lengua inglesa, de tutoría en ingles o en cualquier área o asignatura impartida en inglés es el objetivo de este artículo. El acoso es un problema esencial de convivencia que impregna toda la acción educativa por lo que no puede estar fuera de los centros educativos bilingües. En estas clases impartidas en lengua inglesa no solo se enseñan los contenidos curriculares sino que también aspectos de convivencia en clase.
Palabras clave: Acoso, ciberbulling (acoso cibernético), convivencia, abuso sexual, abuso emocional, abuso spiritual, abuso físico, plan tutorial, maltrato infantil y abandono infantil.

INTRODUCCIÓN

One of the strategic ways to have a sharp view of the current society is through Education, even more in the point of the offspring of conflicts in the educational centers and there are not academic conflicts. For this reason, we have to include them in the coexistence. Futhermore, the main quality indicators of an educational center are the promotion measurements of civical coexistence, the prevention and fight against school bullying apart from other current problems.

For this reason, tutors and other teachers (because they are close to the students), have to know before beginning their task that:

a.- Prevention is the best resource to face school bullying, because it can avoid its ocurrence and give the centers increasing awareness and knowledge of the available resources to act immediately after correcting and eradicating the bullying situations and other coexistence problems.

b.- The coordinated act/intervention of all the educational community is essential: all the information has to be shared and there has to be an agreement of tutors and teachers to act as one against school bullying. The most powerful way of socialization after the family is the school, students develop social habits and relationships, teachers and authority are models to follow. A teacher allowing disrespectful behavior affects the whole group of students and encourages the feeling of impunity of an attack to an isolated student. On the other hand, if the teachers act in a resolute, engaged and coherent way based on zero tolerance to the disrespectful and aggressive attitudes, it will improve the positive impact in the prevention and reduction of school bullying.

To improve the environment of coexistence is a task of everybody in classrooms and educative centers. Today it is a current topic in the social media news. The main characters and agents are teachers, students and parents. We understand it as a shared task with agreements, essential principles, clear rules and generalized manners incorporated to any didactic experience.

1.-CURRENT FRAMEWORK

To begin with we would like to give some general aspects to see the framework in which we are going to give some specific steps to face the reality of our schools. From the upper institutional point of view two sources to have in mind.

1.1.- Coexistance plan in the school

1.-At the beginning of the academic year the Headmaster (Principal), Head of Studies and Secretary inform the educational community of the importance of the social relationships based on shared values and attitudes. They also have to inform about the cohexistence plan to prevent and intervene in case of bullying or disrespectful behavior and act not only with sensitivity and criterion but also with quickness and rigour.

2.- Following the art. 124 of the Law 2/2008, 3rd May, modified by the Law 8/2013, 9th November to improve the Educational Inspection (Calidad Educativa) and the art. 2 of the law 15/2007 it must be included:

a.- The programmed activities to improve the coexistence environment in the centre.

There has to be clear distinction between bulling and cyberbulling and other occasional behavirs that create problems.

b.- Interventions to solve conflicts peacefully including these that pay ones to prevent attacks involving sexist violence, discrimination, etc... It is necessary to establish a disciplinary model.

c.- The rights and duties of the students

d.- The coexistence and behaviour as rules

e.- The disciplinary measures

3.- Dissemination of the Plan and the cohexistence rules

4.- to revise and update the plan every year (http://www.educa2.madrid.org/web/convivencia/el-plan-de convivencia del centro).

1.2.- Curricular points

Following the law application from the curricular point of view, teachers have to incorporate in their programs elements to improve the coexistence.

An education based on respect of diversity and human rights, without any sexual nor racial harrassment, nor that against disability, ideology nor religion and personal circumstance discrimination.

Working with Preventative Treatment in case of violence and discrimination not only in academic school contexts but also in breaks and other moments.

Another aspect to work with is education in social media and technology, not only knowledge of TICs and selfprotection techniques but also civism in the virtual world.

The methodology determines the coexistence in the group, by this reason team selection, strategies, activities, time,… are important methodological techniques in behavior and relationships between students. Cooperative and participation methodology positively improve the coexistence behavior (http://www.educa2.madrid.org/web/convivencia/el-plan-de aspectos-curriculares)

1.3.- Tutor support plan

The tutor and the tutor support programme is the essential person in charge in the promotion of a model of being, sharing and living together (http://www.educa2.madrid.org/web/convivencia/el-plan-de accion-tutorial).

2.-THEORETICAL FRAMEWORK

Before to any step that any adult wants to give to help the students have to know some theoretical points. Every teacher should know that everything related to his/her students is his/her responsibility and also the opportunity that he/she has to solve any kind of these problems is enormous.

Children can experience abuse in many ways: neglect, physical abuse, sexual abuse, or emotional abuse. Often a child is abused in multiple ways. When we protect a child from one way of abuse, we are often protecting the child from additional forms of abuse. We want these words to be as a simple teacher´s guide.

Bullying

Bullying is an intentional, aggressive behaviour, often involving an imbalance of power or strength that usually is repeated over a period of time. Bullying can take many forms, including hitting or punching teasing or name calling, intimidating use of gestures or social exclusion, or sending insulting messages by phone or computer (Cyber bullying) Victims of cyber-bullying are more likely depressed, have low self-esteem, be absent from school or other activities, feel sick, or think about suicide.

Any information about a youth mentioning or talking about suicide must be taken seriously and reported to a member of staff.

Internet/social media safety

Parents play a critical role in keeping children safe from those who use the internet and social media access and harm children.

Parents can limit the danger by setting basic guidelines such as when a child goes online, what sites they can visit and regular checks-ins see and discuss the choices that are being made with technology.

Youth with development disabilities

Children with development disabilities or behavioural problems are at greater risk of abuse than other children simply because offenders often target those that believe are least likely to report abuse.

Emotional abuse

A child suffers emotional abuse when continually ridiculed, blamed, humiliated, or compared unfavourably with others. Emotional abuse damages a child self-esteem.

Spiritual abuse

An often –overlooked form of child maltreatment is spiritual abuse- the incorporation of religion into the abuse of a child.

Physical abuse

Physical abuse is the deliberate injury of a child by a person responsible for the child's care.

Sexual abuse

When an adult or other youth uses his o her authority to involve a child in sexual activity. Sexual abuse includes any activity performed for the sexual satisfaction of the offender.

Neglect

Neglect often involves depriving a child of food, clothing, shelter, medical care…. or other necessities of life. Neglect can also involve exposing a child to harmful substances or materials, such as drugs, alcohol, or pornography, or to harmful practices such as violent behaviour.

Sexual molestation by adults

Adults who abuse children may manipulate, bribe, coerce, threaten, or force a child into a feeling like a partner in the sexual activity. They most often use a multistep "grooming" process that focuses on the child's needs and possibly on their own needs as well.

Sexual molestation by other youth

It is also possible for a child of the same age to abuse another through force o manipulation.

3.-PRACTICAL FRAMEWORK

All the aspects included here are a small quantity of exercises on personal safety awareness.

Concerned and connected caregivers are a strong component of all child abuse prevention strategies. The teachers have an important role to play in prevention because many parents find it difficult to talk with the child about abuse. We point here the five topics to cover with children that in real life context give clues for the child to work out safe or unsafe situations.

Clues to give to the children

The most important points to make sure your child knows are the as follows:

Network of trusted adults.

Young people should identify at least five adults to whom the can talk freely about their feelings and problems and who provide healthy attention and affection. A child who has such a network of trusted adults will be more difficult for a sex offender to groom.

The list of five adults might change depending on the child circumstances. Parents should discuss with their child who he o she will turn to if someone is violating a rule or making them uncomfortable.

Check first

Many abusers are known to the child as a family friend, relative, or other youth, so it is important to focus safety messages on the behaviour of a person, not the relationship to the child. Teach your children to check with you first before agreeing to go anywhere with another person. Tell your child never go anywhere with anyone who will not let him or her check with your first. If the person refuses, your child has the right to step back from the person, make noise, run away, and tell someone.

Trust your gut instinct – The "uh-oh" feeling

Animals are humans and have a gut instinct that helps keep us safe. Teach your children to listen to that "uh-oh feeling" that might occur if they are in a place that does not feel right or with a person who is making him or her feel confused or scared. Encourage your child to go to a trusted adult if the "uh-oh feeling starts".

Secrets and surprises

Sex offenders often try to groom children by convincing them to keep secrets about activities that they would not want their parents to know about (drinking, smoking…). If the children want to keep secrets, he or she might see also an abuse as something to keep secret. Your child must feel like he or she can come to you and be heard about little concerns as well as big problems. Tell your child it is not okey for people to ask him or her to keep a secret from you or another caregiver. Give your child a simple solution. Let your children know that he o she can come to you about anything and that you will still love and support him or her.

Talk about touching and private parts

By this age, parents should have discussed the names of the body parts and the biological functions with their children. Young people should be told that the parts of the body covered by their swimsuit are their private parts and they have the right to say no to being touched there.

The final step is "Putting it together" reviewing these five personal safety rules and allowing your child to design his or her own "What if" games can help make personal safety awareness less scary and more accessible for your child and the whole family.

Signs that a child might have been abused

Each child's response to abuse is unique. Signs of stress frequently accompany maltreatment, but stress can have many causes. Other possible indicators of abuse include:

-Sudden withdrawal from activities that the child previously enjoyed

-Reluctance to be around a particular person, especially in the absence of others

-Changes in behaviour or in school performance

-Inability to focus or learning problems with no known cause

-Hypervigilance (excessive watchfulness as if anticipating something bad happening)

-Overly compliant behaviour or excessive desire to please

Speaking with a child that discloses or indicates abuse

The best indicator of abuse is a disclosure by your child that someone hurt or scared him or her, or made him or her feel uncomfortable. Unfortunately, many children never speak of abuse, so it is important for you to have ongoing conversations with your child about personal safety and to give repeated reminders that he or she can tell you anything.

4. CONCLUSION

It is a personal and institutional duty to face together problems of child abuse before a Child´s wellbeing is at risk as children are vulnerable by nature.

Our legislative framework is clear thorough CE about this topic; it means the obligation to protect them. It is an obligation for us: parents, other family members, teachers and all the rest of the educational community and people responsible legislation.

In this simple article we expect to help from the educational point of viewsphere and specifically the tutor of a group of students, the school measures and finally the current official lengh.

The tutor task can be done in this specific way.

- With specific activities designed for the students to create an appropiate atmosphere between them.

The tutorial sessions are the appropiate moment to reach this aim: the adequate coexistence.

- To give the opportunity in the normal lessons to put into practice the social abilities and strategies.

The school task can be done by means of organizational measures.

The organizational measures are quite important in the improvement of the prevention of conflicts and violent situations.

When we are speaking of organizational measures we are referring to breaks, change of lessons, lunch time break, etc,… These moments are when there are more conflicts between students.

To inform students and parents of the organizational measures and the evaluation of them, take into account new proposals.

An internal private system of communication between students and tutors.

Beside the measures mentioned before, the educative centers can develop preventive measurements inside of other plans, for example the Reception Plan (Plan de Acogida), Diversity Attention Plan (Plan de Atención a la Diversidad), Complementary and Extracurricular Activities (Plan de Actividades Complementarias y Extraescolares). The educative centers can even include specific programs to work with these topics.

This new regulation allows us to collect and analyze the information, study the coexistence in the school centers and evaluate specific problems. The main functions are to orientate the educative community, new proposals, programmes and coordinate the necessary interventions to prevent and solve problems in the school.

-The institutional task can be done by the regulations to be aware of the coexistence-(*Observatorio de la convivencia*).

By means of the Decree 58/2016 7th of June, the government has created for the first time "El Observatorio para la Convivencia Escolar" in the educative centres in the Comunidad de Madrid, published in the oficial booklet of the Community of Madrid on the 10th of June 2016 in order to detect the problems of cohexistence in the educative centres of Madrid (*Plan Director para la Convivencia y Mejora de la Seguridad en los Centros escolares,"* Institutions, and NGOs (ONG.)

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