



BULLYING IN THE KNOW

THE CONNECTION BETWEEN SEL & BULLYING

Given the numerous individual, peer-level, school-level, familial, and community factors that influence bullying, preventing and reducing bullying requires a focus on the social and emotional, and moral climate of the school, as well as on the social and emotional competence of the entire school body. The most effective interventions typically use a whole-school approach consisting of some combination of school-wide rules and sanctions, teacher training, classroom curricula, conflict resolution training, and individual counseling. Anti-bullying programs exclusively directed at the bully, victim or both, without involving other students or addressing larger school climate issues are less likely to be effective.

In order to successfully address bullying problems, the entire school must comprise a culture of respect.

Expectations for how staff and students treat one another should be clearly reflected in school policies, and the rules for classroom interaction should be consistently modeled by adults and enforced and reinforced in all school settings.

At the student level, schools using an SEL framework teach students skills in the areas of self-awareness, self-management, social awareness, relationships, and responsible decision-making. These core SEL skills are the foundational competencies that students need in order to deal with bullying. The skills often overlap and complement one another:

- **Self-Awareness and Self-Management Skills** - Recognise & manage emotions in order to respond to conflict in calm & assertive ways.
- **Social Awareness** - Be tolerant & appreciative of differences, & interact empathetically with peers.
- **Relationship Skills** - establish & maintain healthy relationships
- **Responsible Decision Making** - think through & resolve social problems effectively & ethically.

Adapted from CASEL's 'Social and Emotional Learning and Bullying Prevention'