

Insights & Approaches to Bullying - Padlet Responses

*Most liked question(s) in each theme/category is/are highlighted

PCH = Person Who Caused Harm

PEH = Person Who Experienced Harm

Case Study:

Jay and Melvin 11-year-old boys who are good friends and classmates at school. Melvin's family is going through some verbal and physical conflicts at home which has affected him emotionally. To displace his negative feelings from home, Melvin begins teasing Jay in school and online by calling him names, but Jay does not report it.

As things at home start to get more heated at home, Melvin starts to act out more in school. Over time, the teasing escalates as it happens every day, and Jay begins to withdraw from peers and activities. Jay often remains silent or laughs it off and does not share with Melvin or anyone else about how he feels, fearing it will make the teasing worse or that Melvin will no longer want to be friends with him.

Jay and Melvin's classmates notice this happening in school and online. Although they do not agree with Melvin's behaviour, they do not dare to speak up about it as they are worried about being called a "tattletale" or that they will also face the same situation.

During English class, Jay does his project alone despite being instructed to do it in groups. He outrightly refuses when the teacher tells him to get into a group. Upon investigation, she finds that his behaviour has come up in several other classes as well but has yet to be reported as they all attributed it to him being playful. When she approaches Jay to ask if anything is wrong, he does not share and simply runs away.

The teacher then informs Jay's parents and the school counsellor.

Theme: Bullying & Its Impact		
No	Questions:	Answers/ comments/ inputs:
1	Different perceptions of bullying issues. Dilemma and myths. Secondary trauma.	<ul style="list-style-type: none"> • Perception and myths: Different persons in the community may see the same situation differently. Jay might think, “It’s just kids being kids” and not tell anyone, while his teacher sees repeated teasing as bullying. Parents may focus on punishment rather than guidance. Bringing the community together to bridge the understanding of these differences helps the community respond appropriately.
2	How do we factor in intergenerational trauma and its impact on bullying, e.g. dysfunctional family dynamics and patterns of violence?	<ul style="list-style-type: none"> • Trauma considerations: If Jay or Melvin has experienced family conflict or violence, it may influence his actions and reactions. Professionals can focus on addressing hurts and managing challenges through teaching core socio-emotional skills, such as empathy, and supporting emotional regulation first before addressing the behaviours with them. Beyond that, interventions that include family members can also create positive outcomes. The child and family can be connected to restorative interventions, counselling or trauma-informed programmes.
3	What are the indicators/signs that show a child is recovering/has recovered from a bullying incident?	<ul style="list-style-type: none"> • Recovery indicators: Jay shows recovery when he starts joining friends in recess and other social activities, expresses feelings about the teasing, sets boundaries with peers, gradually trusts adults again, and establishes a positive self-view. Classmates also take the initiative to include both Jay and Melvin. (Restorative interventions are designed to address the harm so that safety can be re-established within the community) <p><i>Example:</i> The school counsellor approaches Jay for a chat and builds rapport with him without forcing him to speak. Once trust is created, she educates him on the lines between teasing and bullying to. He opens up about his feelings regarding the incident with her and with this support system established,</p>

		they can work together to rebuild his self-confidence. The counsellor might notice him voluntarily sharing an incident from school, showing that he feels safer and more confident in seeking help.
4	What are the causes/motivations behind bullying and are there any evidence-based methods to reduce bullying behaviours?	<ul style="list-style-type: none"> • Causes: The peer teasing may stem from group dynamics and power imbalances rather than individual malice. Exposure to conflict at home may have influenced Melvin’s behaviour and Jay’s reactions to the harm. The school climate can also motivate persons causing harm, such as having poor student-teacher rapport or conflicts in the classroom. • Distinguishing factors between teasing and bullying: Power dynamics and social status of the Jay and Melvin within the school/community, Intention of behaviour, Impact of the actions on both Jay and Melvin, Response from Jay (e.g. Jay asks Melvin to stop but he does not do so). Some questions that we can ask that help us to understand how children may perceive their actions: <ul style="list-style-type: none"> ○ What were you thinking when you realised what had happened? ○ What were you thinking at that time? ○ What have you thought about since? • Interventions: Use restorative practices like affective questions to focus on building relationships and address the harm done rather than just punish. Create accountability plans to repair the relationship and learn from the incident. Use a whole-school approach to involve systems like teachers, parents, classroom. Focus on socio-emotional learning skills (SEL), educate on how peers can support one another and on bystander involvement. Promote teacher and staff training in restorative practices. <ul style="list-style-type: none"> ○ Kek, S.-L., Lim, J., Sim, T., Li, E., & Mui, J. (2025). Relationships, Community, and the Restorative School: Lessons from Singapore (1st ed.). Routledge. https://doi.org/10.4324/9781003392453
5	How to distinguish between normal peer conflicts/teasing and bullying?	
6	How to identify a bullying act & how to mitigate it?	

		<ul style="list-style-type: none"> ○ Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of restorative justice and restorative practices at school: A systematic literature review. <i>International Journal of Environmental Research and Public Health</i>, 19(1), 96. ○ Hasbullah, M. A. (2022). Implementation of restorative justice in handling cases of bullying in schools. <i>Journal of Positive School Psychology</i>, 6(3), 9970-9978. <p><i>Example:</i> The school counsellor uses affective questioning with Jay and Melvin individually to understand how the incident has impacted them. When both are ready, she offers to bring them together for a repair circle with the presence of their respective support systems (parents, teachers, classmates) to repair the harm. The circle intends to understand from everyone how they can all create more positive relationships with one another instead.</p>
7	What are the effects of bullying that can affect the victim(s) for their entire life?	<ul style="list-style-type: none"> • Long-term impact: Without support, Jay could develop anxiety, mistrust, or low self-esteem. Severity is assessed through emotional, behavioural, functional, and verbal cues, such as withdrawal from peers, sleep problems like nightmares, self-harming behaviours or statements expressing worthlessness like “I wish I weren’t here.”
8	How do we assess the severity of bullying (i.e. PTSD, self-harm behaviours)?	<p><i>Example:</i> Teachers in school may notice Jay’s grades declining. He starts to show less focus in class and reluctance to play with classmates and eats less during recess. If such behavioural changes are identified early, timely restorative intervention can be prompted. At this instance, Jay’s teachers can approach the school counsellor as this is different from his usual behaviour.</p>
9	At what point should we consider doing	

	trauma screening for youths with bullying?	
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Theme: Interventions & Approaches		
No	Questions:	Answers/ comments/ inputs:
1	What are the best practices/approaches to help the perpetrators and victims of bully?	<ul style="list-style-type: none"> • Safety is paramount. Intervene within 24-48 hours if harm has been done. Ensure emotional and physical safety for both Jay and Melvin to share their sides of the story separately first. Provide a safe space, create empathy and accountability, and address root causes like trauma and family stress when working with them. Focus on repairing harm and restoring relationships. Continue to follow-up with them even if a repair circle has been completed to ensure the impact of it remains. • To repair relationships, use affective questioning in a restorative circle. <ul style="list-style-type: none"> ○ <u>For Jay (PEH)</u> <ul style="list-style-type: none"> ▪ What happened? ▪ How has that made you feel? ▪ What has been the hardest thing for you since it happened? ▪ Who has supported you, and what do you need now to feel safe? ▪ What can we do with you to help make things right? ○ <u>For Melvin (PCH)</u> <ul style="list-style-type: none"> ▪ What happened? ▪ What were you thinking or feeling at the time?
2	What is the community / strengths-based approach in dealing with the topic of bullying?	
3	How to support bullies by providing the appropriate intervention?	
4	How to intervene promptly (within reasonable time & duration) and journey with the child?	
5	How do we prevent bullying? How do we repair relationships?	
6	What are the strategies taken to address bullying in different settings? What are the resources that people can be referred to when faced with bullying incidents?	
7	Bullying at the extreme may impact an individual's mental and emotional state. What are	

	<p>some of the questions to elicit responses from the “bully” and the “bullied” so that we can support them more appropriately?</p>	<ul style="list-style-type: none"> ▪ Who has been affected? In what way? ▪ What do you need to do to repair the harm? ▪ What support do you need so this doesn’t happen again?
8	<p>Understanding the landscape of help and support towards this issue</p>	<ul style="list-style-type: none"> • Community approach and resources: Collective responsibility among the community members such as schools counsellors, parents, teachers and students to prevent harm from happening and repair harm when it has been done. An example would be involving Jay, Melvin, and other peers and teachers in the school in regular community-building or classroom circles to foster a positive relationship within the school. • Other resources: TOUCH Cyber Wellness, SOS/IMH/Tinklefriend Helplines, Bullyfree.sg <p><i>Example:</i> The school counsellor promptly approached both Jay and Melvin once she heard about the situation. She uses restorative questions to understand the impact of the incident from each of them without sounding blaming or demeaning. She plans to use the same set of questions during the repair circle as well. Subsequent to this, if the counsellor chooses to bring people together, some questions to consider:</p> <ul style="list-style-type: none"> • Who has been affected by this incident? • What are their needs?
9	<p>What are the types of therapy/strategies/tools used during sessions in FSC with individual child, parent and joint session? Do you manage</p>	<ul style="list-style-type: none"> • Tools/strategies to use: <ul style="list-style-type: none"> ○ Community and strength-building tools: Circles, Play therapy, CBT tools, psychoeducation, strengths-based approaches.

	different age group of children been bullied differently during intervention?	<ul style="list-style-type: none"> ○ Peace-making and responsive tools: Restorative questions, safety planning and Restorative Conferences ○ For younger children, use more role-play, visuals and simple emotional language. For teens, provide them with more autonomy and accountability when problem-solving and co-creating plans.
10	Methods to psycho educate victims of bullying on what to do. How to attend to the impact on self as a practitioner	<ul style="list-style-type: none"> ● Attending to self as a practitioner: Acknowledge the emotions that you may be facing and reflect with a peer or supervisor. Maintain boundaries with the relevant people involved and ask for help if needed. Remember to practise self-care outside of work and build on your own relationships as well. <p><i>Example:</i> During the time leading up to the repair circle, the counsellor uses simple language that the students can understand and asks questions directly. She finds that with the amount of work that she has, it has taken up too much of her time and gets the help of another counsellor to assist with some of the preparation sessions as well as to help her co-facilitate the circle.</p>
11	Ways to intervene when a child continues bullying, especially when people around them seem to find it funny or don't take it seriously?	<ul style="list-style-type: none"> ● Create a safe space for communication: Have regular circles where students can share safely openly about themselves and talk about skills such as self-awareness, emotional regulation and peer support. Address the bystanders as well who might be reinforcing Melvin's behaviour. Circles can also talk about specific topics such as digital empathy and being safe online.
12	How to talk to children about bullying and create a safe space for them?	<ul style="list-style-type: none"> ● Assertiveness skills: Provide psychoeducation on the difference between firm and aggressive behaviour in a group setting. Let the students be empowered so they can communicate confidently.
13	How to teach children to be assertive in standing up for themselves and avoiding becoming targets of bullying,	

	while ensuring they remain safe and adhere to school rules.	<ul style="list-style-type: none"> • Use restorative questioning: Explore feelings, impact, and steps to repair harm for both victim and perpetrator. • Encourage healthy coping: Talking to trusted adults, taking a short digital break, deep breathing techniques, journalling. • For those facing trauma, engage them personally first to create emotional safety and validate their emotions. Affirm their self-worth and use restorative questioning to uncover their thoughts and feelings when they are ready. Empower them seek help and be in a restorative process if needed. <p><i>Example:</i> With support from the counsellor, the teachers begin to have regular classroom circles at the start of the day for students to share. Though it may be difficult at first, by normalising this practice, the students begin to open more. This provides Jay with a platform with create relationships and build his confidence as well as the empowerment to be more assertive in speaking up when he does not like something done towards him. The circle also gives Melvin a space to create positive relationships and share his feelings so that he does not bottle them up and feels safe in school. Additionally, the other students also speak up about how they felt guilty when not being able to support their friend. They acknowledge their roles in creating a safe environment for everyone in school and try to be more understanding towards one another.</p>
14	Skills to teach children and youth to avoid being victims of bullying	
15	How to help youths that are facing online bullying now?	
16	How do we encourage a child to open up/ report it to authorities? Especially the shy ones.	
17	How to support and mediate if the bullies and victim still refuse to let go of the old past?	
18	How to help students to cope/ overcome bullying? How to support victims in their healing?	
19	How to support clients with their traumatic/negative memories of their experience with past bullying?	
20	From Panel Q&A: Dilemma: It is challenging to guide children on the appropriate response to bullying in school. Reporting it to teachers may expose them to ridicule, while walking away often leads to silent suffering. What's the best way?	
21	How to work with students with special needs on the topic of bullying?	<ul style="list-style-type: none"> • Introduce affective statements: "I feel ____ when ____ because _____. I need _____."

22	How to deal with students from autism and mid that bully or are victims of bullying?	<ul style="list-style-type: none">• Working with persons with special needs: Use visuals, social stories and concrete examples to explain what bullying is and how it feels. Practise identifying emotions and use role-play with them. Provide them with alternatives to express their emotions or regulate themselves. Work with caregivers and teachers to keep the language used consistent.<ul style="list-style-type: none">○ Burnett, N., & Thorsborne, M. (2015). Restorative practice and special needs: A practical guide to working restoratively with young people. Jessica Kingsley Publishers.
23	How to educate children on empathy? Especially when kids with ID are involved?	

Themes: Roles of Families & Schools		
No	Questions:	Answers/ comments/ inputs:
1	Managing parents' expectations when their child experiences alleged bullying	<ul style="list-style-type: none"> • Managing parents' expectations: Listen to them empathetically and clarify facts with them. Explain the restorative process to them and get them to be involved as well, for instance as a support person for their children. • Use the 'WITH' domain: Provide parents with high expectations and high support to work together with their children and the school to collaborate on shared plans. Ensure that they are using restorative language at home as well • Modelling positive character: Model to the children/students on what is expected behaviour and how to be empathetic at home and in school. <p><i>Example:</i> When Jay's parents were informed about this incident, they were angry with the school for not doing a better job at keeping him safe. The counsellor validates their emotions and tries to understand from them how Jay has been acting at home. To support him, she requested Jay's mom to come into the repair circle and share about how this has affected her while listening in to Melvin's and the school's view on the incident. Jay's parents felt heard through the process and understood the different perspectives of those involved. They continue to monitor Jay at home and taught him how to stand up for himself while practising empathy with the others in school.</p>
2	Would like to explore ways to better support children who are bullied, and ways to guide parents to better support their children.	
3	Parental support and guide to early detect if child is showing signs of bullying or being bullied so that together with family we could care and provide timely support to guide and protect our child from bullying and being bullied.	
4	What role do parents & teachers play in preventing bullying?	
5	How parents and schools can build stronger partnerships in addressing bullying, as both sides may at times become defensive in protecting their children or students.	
6	What are some ways to work with a family and school when a child is being bullied (verbal, physical, online, etc)?	
7	How are we addressing this with parents, because it seems to be that much information that's churning in the news and interventions seem to be toward the children, not toward the parents.	
8	What is the best practice approach for us as direct workers when we may work directly with the bully or the family of the bully?	

9	What's the best way for individual professionals to engage with schools, or help parents engage with schools?	
10	<u>From Panel Q&A:</u> Managing Parents: Recently, we do see parents putting their foot down and demanding to know the consequences/punishment for the bullies. How do professionals balance answering parents vs protecting the dignity of the children involved?	
11	<u>From Panel Q&A:</u> From the school's point of view, and I would say some schools not all schools, they tend to uphold or live up to their reputation and hence when a bullying incident is reported, the incident may have a tendency to be minimized or normalised. As a parent it can be frustrating yet sad because end of the day, the child is the victim. How can we promote closer collaborations between schools and SSAs to help promote the emotional, psychological and physical effects of bullying?	

Theme: Roles of Social Service Professionals

No	Questions:	Answers/ comments/ inputs:
1	How else could SWs provide support to those who are bullied if they are not willing to be engaged with?	<ul style="list-style-type: none"> • Provide training and psychoeducation to parents and schools: Use the tools and strategies talked about above, hold community-building circles or encourage them to take place in schools • Respect the readiness of those involved: Assure them that you will be there when they are ready to share
2	Social media has widen the scope and intensify the harmful effects of bullying. What can social service professionals do to curb this disturbing trend	<p><i>Example:</i> The school counsellor holds a workshop for all teachers in school on how to engage with students with empathy and take notice of any behavioural changes as well as how to conduct classroom circles during curriculum time or community-building circles with students after school.</p>
3	How can practitioners support children & youths in bullying cases and equip their parents with relevant skills to manage such disclosures, and/or journey with the child who was bullied?	

Other Panel Q&A

No	Questions:	Answers/ comments/ inputs:
1	The public at large seems to be rallying for schools to cane the students publicly as a way to end bullying. Wondering what do the panel think about this.	<ul style="list-style-type: none"><li data-bbox="689 341 1861 379">• Punitive measures may stop the behaviour temporarily, but not the cause behind it<li data-bbox="689 411 2007 580">• Restorative approaches hold them accountable for their actions while helping them understand the impact, repair relationships and learn empathy. The consequences may still given provided the actions have meaning behind them that allows them to take responsibility, make amends and build trust.