“BEAT THE BULLY” is a prevention program. The “Beat the Bully” six-month in-depth, hands-on intervention program designed to be running in schools, headed by an appointed trained Program facilitator and oversee by the Program Administrator. It is a program designated for the purpose of assistance to faculty members in familiarisation and implementation of the “Beat the Bully” methodology. The “Beat the Bully” program addresses and rectifies The Bully Syndrome and Bully violence through the development and implementation of interpersonal relationship structures which restores discipline in class rooms and schools holistically. This program runs through all school hours in school and after school hours for conflict resolution /training.
Executive Summary

“Beat the Bully”, is an action prevention plan to reduce victimization and potential crime by primarily using bully prevention tools for social development (BPSD).

BEAT THE BULLY is a 100% BEE and tax-deductible program.

“Beat the Bully” is a community reaching proactive approach that addresses underlying social, cultural and economic risk factors that can contribute to bullying and victimization and serves the focal point of the Beat the Bully Strategy. The program focused exclusively on previous disadvantage communities.

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<th>Types and effects of bullying</th>
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<td><strong>Physical</strong></td>
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<td><strong>Verbal</strong></td>
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<td><strong>Social</strong></td>
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<td><strong>Psychological</strong></td>
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### Results

- Can hurt the young person’s body, damage belongings or make the person feel bad about himself or herself.
- Can make the young person feel bad about himself or herself.
- Can make the young person feel alone and not part of the group.

- Hitting
- Kicking
- Punching
- Pushing/Shoving
- Stealing
- Dating
- Aggression

- Insults
- Name calling
- Comments about how you look or talk
- Threats

- Cyberbullying
- Lying about
- Nasty jokes
- Socially exclusion
- Damage of social reputation
- Peer pressure
Bullying and Being Bullied is the training ground for reasonless violence. Beat the Bully is implemented in partnership with a school implementation of deprogramming as follows:

- A member of the community is trained as the Program Facilitator
- Community social and economic culture is directly addressed and known
- Program Facilitator has the ability to integrate and do “House Calls”
- Beat the Bully communication skills reaches the community through Program Facilitator.

The program covers six areas of influence:

- The children in the whole school approach – reach up to 1300 children (amount in the school) a day
- Train the trainer in training prefects in communication and intervention skills
- Train the trainer in training the teachers in the methodology of the “BEAT THE BULLY” by assisting them over a period of six months.
- Doing a parent workshop through taking hands with the school that is involved
- Leadership skills and development to the prefect groups in schools
- Crossroads character development for specific grades.

Beat the Bully is implemented at no cost at the partnered school, therefore, we solicit private funding at the total of R250 000 for a 12-month community social restructuring and violence preventing program. With this amount we can reach and benefit three schools in one year (excluding Program Facilitators which amount to R5000 pre month per school) Outside the Helderberg area, travel and accommodation will be added accordingly. Beat the Bully provides an interactive intervention program with measurable results toward nonviolent change.

**Cost will cover:**

- Administration of assessments and case studies
- Assistance to teachers
- Sport/culture involvement
- Telephone and internet
- Travel
- Training
- Social media covering & advertising
- Printing and props
- Accredited courses in leadership and character building

**“Beat the Bully”: History and Development.**

The CEO (Hettie Orffer) is the founder developer of BEAT THE BULLY. “Beat the Bully” started as a character-building program in detention classes.
2009 Marked a contracted period for Hettie with Gateway, where she trained youth workers over South Africa in a program called “Reconnecting Youth”.” Reconnecting Youth” focus on troubled youth and the reconstruction of their ability to live a functional independent life.

This contracted period left Hettie with the experience, skill and blueprint of excellent material proven in field and practice. The disinterest of schools at that time in the blueprint program could by enlarge be attributed to the overloaded schedule of Teachers.

Hettie Orffer rewrote the original material with an emphasis on the main problem criteria for schools and the booklet concise program BEAT THE BULLY saw the light. This freshly written program reached over 500 teachers in 20 schools.

The physical application of the “Beat the Bully” program required a final component which is the onsite facilitator for the duration of the program to ensure that teachers and faculty do not face the same time overload situation.

The past 6 years involvement in Sir Lowry’s Pass Village Primary School once again revealed the dire need for character building and restoring interpersonal relationship skills while teaching children safety.

BEAT THE BULLY required a final component which is the full-time facilitator, this trained person as a continuous presence has proven to benefit schools the best in the past.

Thus, the birth of the INTERVENTION program “BEAT THE BULLY”!

This program focuses on Character building through self- awareness, which resolves into better self-esteem and bring about restoration or forging of relationships by the structuring and committing to personal responsibilities for choices they make.

Program Structure

The program which will be running in the school facility during and after school hours will involve the following:

The whole school, Class Room and small group approach

Whole school approach:

Once a week all the pupils, preferably during a weekly assembly, will be addressed on the program principles together with the school values.

PROGRAM OUTLINES:

- Building a healthy self – esteem
- Decision making
- Personal control
- Interpersonal communication
BEAT THE BULLY
In the right hands, uncertainty is put into perspective

Class Room:
With the permission of principle and teachers involved we get one LO Period a week of the grade 6 students to run through an accredited Character building program called Xroads (Cross Roads. www.xroads.org.za)

Small Groups: NO (Next Opportunity)
- Children with ongoing problematic behavior will be dealt with in groups of ten.
- This will be done by the program facilitator on a more regular basis during the week.
- In this time we look into daily community problems through the Heart Line Program.
- Solutions are sought through the BTB program that was written especially for challenged youth in unsafe environments.

Leadership for youth (Future Now)
Six month in dept course with the youth leaders of the school. During this time we also assist through our Program facilitator with the discipline and duty roster of the leaders.

One to One approach:
Serious situations will be referred back to the school.

Teachers and leader assistant program
During our latest (2019) assessments, we have unanimously discovered what the 5 highlights of our program are that can help the teachers and the school leaders to change a school and give our youth a brighter future.

Once again, we would like to ensure that by no doubt having a program facilitator in the school is the most effective and productive way to impact the behaviour of our children, as they are kept responsible for the consequences of their choices to themselves and others, as well as the impact that it have on the school as a whole.

The program facilitator should not be employed by the school but should be monitored and kept accountable by an outside reputable company that understands the educational system, child behaviour and a team that can implement a program that would be designed to every school’s specific needs.

Having over 100 assessment reports, teachers suggestions and more than 1600 active working hours in schools we have come to the conclusion that the only way to ensure that a youth workers’ position will have exponentially more value is by establish relationships by spending time in every class to explain to the children and teachers how the program works and that they will be kept accountable for their behaviour. Teaching the school leaders what is expected of them and set up a chart of duties and a time rooster they should take responsibility for and be accountable to a teachers.

STEPS to build better relationships
- Teachers training (1 hour for 8 weeks)
- Leadership training (16 lessons of 1 hour)
- School values in assemblies (2 terms)
- Intervention and prevention of bullying/victims to whole school

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BEAT THE BULLY

In the right hands, uncertainty is put into perspective

- Grade 6: Character building program (16 weeks)
- Grade R/1: Bully prevention program designed for young children.

When this is done, we can put a youth worker that went through the BTB training in a school for 6 months

The duties of the **PROGRAM FACILITATOR** will be as follow:

- Onsite during school hours (7:30 to 16:00 weekdays) and sport/culture activities
- Case study reports
- Assist the principal and teachers with undisciplined children and challenging situations during school hours
- Training the prefects in intervention skills and solving of bully situations on the playgrounds
- Weekly meeting with
  - **Program Developer** (responsible for training, the connection between parties involved and adapt the program to meet the needs in the school) and
  - **Program administrator** (Writing assessments, assist with the implementation of the program and handling social media)
- Handling the one to one approach as well as the NO Groups
- Weekly 30-minute teaching to all pupils during their assembly on **BEAT THE BULLY** skills and school values
- Intercommunication development; Questions posed for interaction, the opportunity to voice uncoerced opinions
- On the Spot situational conflict Resolution between children
- “Beat the Bully” Visibility amongst scholars during school break times and after school
- Involvement in sport/culture activities
- Home visits and holiday programs

**What makes our program unique and therefore an appropriate grantee?**

- Working toward the goal and not away from the problem. It is a solution orientated approach.
- We attend to the root of the problem and not on the manifested actions.
- We implement the actual program “**Beat the Bully**” over a one year period in the school holistically, whilst in doing so we remove the extra administrative workload from the teachers and principle.

**Motivational need for this program**

We live in a society in which the physical, psychological and emotional development and well-being of children and youth can no longer be deemed as the sole responsibility of the individual because it is clearly also the responsibility...
of the society that surrounds, and feeds said child or youth with nonstop verbal, emotional, physical information and structures.

Studies and magnitude of evidence clearly show that bullying is not a recent occurrence. We all know someone who has been bullied or have been a bully at some time in their life. In many countries, however, the act of bullying has only recently received the attention of researchers and the public at large. This delay in awareness could possibly be attributed to a lack of understanding of the diversity of bullying behavior and the Bully culture syndrome we have allowed.

More specifically in South Africa and specifically in our own province, learners are faced with a mosaic of fundamental challenges, which include social and economic conditions at home. In addition to the schooling system has undergone numerous transformations and is an ongoing trend. There are however other factors that fuel violence in schools. These may include, name-calling, exclusion, physical abuse, the spreading of rumors, threats, stealing, social media via messages or video clips 24/7 etc. A further cause for concern is the likelihood that a violent incident may be the result of a long-term series of periodic acts of bullying. Thus, not even a single act of bullying should ever be considered normative, as it potentially is a marker for more serious attacks.

This initiative certainly recognizes that the aim of various intervention programmes is to reduce and eradicate bullying and violence at schools by promoting positive learner engagement and instilling an anti-bullying positive communication culture. Yet, while various seasonal campaigns and intervention programmes have been implemented in South Africa, intervention generally still appears to occur post-violence. Furthermore, many interventions or intervention programs have not been rigorously tested or established their efficacy.

There are many training and assessment programs. Teachers and principals are aware of the problems and that continuing bullying leads to violent behavior.

Reading all the above the question now remains:

**Why another program? Why do we need “BEAT THE BULLY” program?**

Though we differ from other programs in many constructive ways, we cite however the most important difference as our committed nine-month period of physical onsite implementation of the program in the school. BTB as an intervention program does not add to the workload of teachers but rather assist in changing the overall culture of interaction and get results.

BTB understand that Teachers and principals are overworked and overloaded while still dealing with their own as well as their learners’ emotions all day long which leaving them too exhausted to try or even implement new programs. After the first month of positive results seen in the school culture of the children, one witness an awakening, a desire in faculty to commit personally to the program and help us to bring change that will last.
Project Description

Vision

BTB equip the youth with the ability to communicate their chosen life positively. By restoring discipline, respect and value for self, as the fundamental positive and to afford others the same respect, discipline, and value separate from personal emotional content. The holistic development of separating emotions from responsibly elevates personal hope for a better future. BTB cultivate the individual ability to choose to be responsible, for building positive relationships irrespective of person or circumstance.

Mission

BTB work towards what we want through the fundamental fact that the youth can and want to do better. Cultivating the desire to build a better self – esteem (Christ – esteem). Creating a safe environment in which loving them gives them a positive sense of belonging and actualize enough love for their person to grow into achievers.

Action plan

After identifying a school that needs the program and a sponsor that want to invest into such a program we commit to the following involvement:

Implementing THE BTB Program

- Training and supporting teachers-
- Information sessions on BTB approach and handling of children
- Weekly classroom billboard reminders for teachers on weekly core focus skill for the week, creating a united approach.
- Documenting case studies for future support
- Placing and training of a Program Facilitator on the premises
- Identifying immediate needs in the school and connect them with a suitable solution.

Project Timeline

BEAT THE BULLY is a one year program in soft skill development. Emotional progress is not measurable in a sense that you can break it up in steps where you reach a certain goal.

In previous schools, we found that 6 months was not enough to establish the program and see the change that it can bring to a school. A Period of one year of mentoring and support leaves them with enough knowledge and skill to manage the newly implemented change that will help them to keep up the discipline and relationship.