

# SCHOOL BULLYING





1. Disambiguation: What is bullying?

2. The student: culprit or victim

2.1 Bullying Profiles

2.2 Target Profiles

3. Types of Bullying

4. Anti-bullying strategies

5. Research results: USA & Germany

# 1. What is bullying ?

## Definitions:

“[Bullying is] the aggressive behavior arising from the deliberate intent to cause physical or psychological distress to others.”

Peter Randall

“the hurtful or aggressive behavior needs to be intentional and repeated”

School Safety Center

“A lot of young people have a good idea of what bullying is because they see it every day!

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.”

# 1. What is bullying ?

Bullying:

- is often organized and systematic
  - is a repeated act against an individual or a series of individuals
  - can occur over a short period of time or go on indefinitely
  - can occur anywhere in school
  - can be perpetrated by anyone in that school
  - involves a desire to hurt
- + hurtful action + a power imbalance
- + (typically) repetition + an unjust use of power
- + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim

# 1. What is bullying ?

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

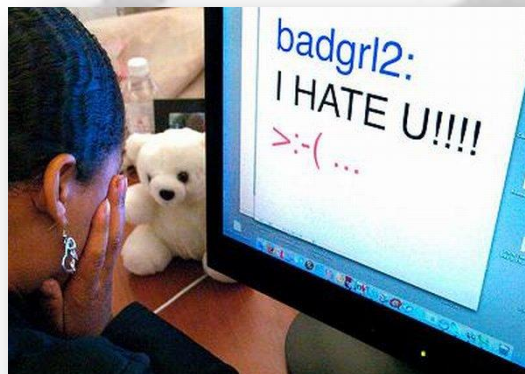


# 1. What is bullying ?

Bullying also can happen online or electronically.

Cyberbullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else's user name to spread rumors or lies about someone



## 2. The student: culprit or victim

### 2.1 Bullying Profiles

What kinds of students bully other students?

- some students are born with or develop a behavioral disorder

⇒ These children feel at odds with a hostile world

⇒ they are:

- emotional raw nerves
- misreading and misunderstanding any kind of interaction with others
- unable to control their own often violent impulses

## 2. The student: culprit or victim

### 2.1 Bullying Profiles

Children suffering from a control disorder will appear tough and hostile

- disobey rules
- initiate aggressive behavior
- destroy property, alone or as a part of a gang
- tend to blame others for their actions
- display little understanding or sympathy for other people's rights and feelings
- employ themselves by rejecting any constraints placed upon them



## 2. The student: culprit or victim

### 2.1 Bullying Profiles

#### Learned Bullying

Children can learn to bully in several ways:

- being treated with aggression
- witnessing acts of aggression
- being rewarded for aggressive behavior

Correlation between:

⇒ inappropriate parenting styles and the development of aggression

- the use of physical punishment
- inconsistent punishment
- overindulgence
- permissiveness

have all been linked to children's aggressive behavior



## 2.1 Bullying Profiles

The Center for Adolescent Studies at Indiana University compiled a list of home environment factors of students who are prone to bullying:

1. They watch more violent TV at home.
2. They misbehave at home more frequently.
3. They spend less time with adults at home.
4. At home, when they are disciplined, they face more forceful parental discipline
5. Bullies have fewer positive adult role models. Perhaps, they don't get adequate opportunity for watching a lot of adults in their environments trying to win friends and influence people through communication, persuasion, or negotiation.
6. Likewise, bullies have fewer positive peer influences  
Perhaps, the peers with whom bullies identify are also trying to dominate others by fear and coercion.
7. Bullies also get into more fights.



## 2.1 Bullying Profiles

The researchers in this study also identified children who were "high-scale bullies; "based on behaviors such as, hitting, hurting, and humiliating other children.

Following observations resulted from the analysis of the family and social environment of high-scale bullies:

1. Thirty-six percent of them came from single-parent homes.
2. Another thirty-two percent had step-parents.
3. They had easier access to guns.
4. They had more exposure to gang activities.'

## 2.1 Bullying Profiles

- ⇒ Bullies are not all the same
- ⇒ some are more aggressive than others
- ⇒ some students are simply wanting to connect with others because of the lack of interaction in the home, while others are hungry for power, domineering, and teasing
- ⇒ most of the students who are profiled as bullies have little to no parent interaction in the home

## 2.2 Target Profiles

Targets for harassment can be chosen for any number of reasons, but some students are more at risk than others

- Ethnocultural or religious minorities are always at risk to be bullied
- if they have other physical, psychological, socioeconomic, or intellectual differences they become even more vulnerable
- Students identified as having learning disabilities are two or three times more likely to be bullied than students in regular programs
- Students who are frequent targets send out unconscious behavior signals that attract a bully's attention



### 3. Types of Bullying

#### Relationship bullying

Culturally, teachers believe that girls tend to behave well and boys more inclined to misbehave

BUT: teachers need to recognize that boys and girls bully equally, but usually differently

Boys:

- ⇒ are apt to resort to physical assaults three or four times more than girls  
however, serious cases of physically bullying by girls are not uncommon
- ⇒ tend to use relationship aggression outside their circle of friends

Girls:

- ⇒ tend to use relationship aggression inside their circle friends
- ⇒ the customary tools of female aggression are rumor, gossip, scorn, and exclusion

➡ relationship bullying can be subtle, vicious, and profoundly destructive to the self-esteem

## Cyber Bullying

As use of the Internet has exploded among young people, so has cyber bullying

- According to the York Region Parent Health Connection in Ontario, 60% of all students use chat rooms and instant messaging, and one student in four reports receiving bullying messages
- 14 % of young people have been threatened on the Internet
- 16% have admitted to posting bullying messages
- 44% possess an e-mail account without their parent's consent



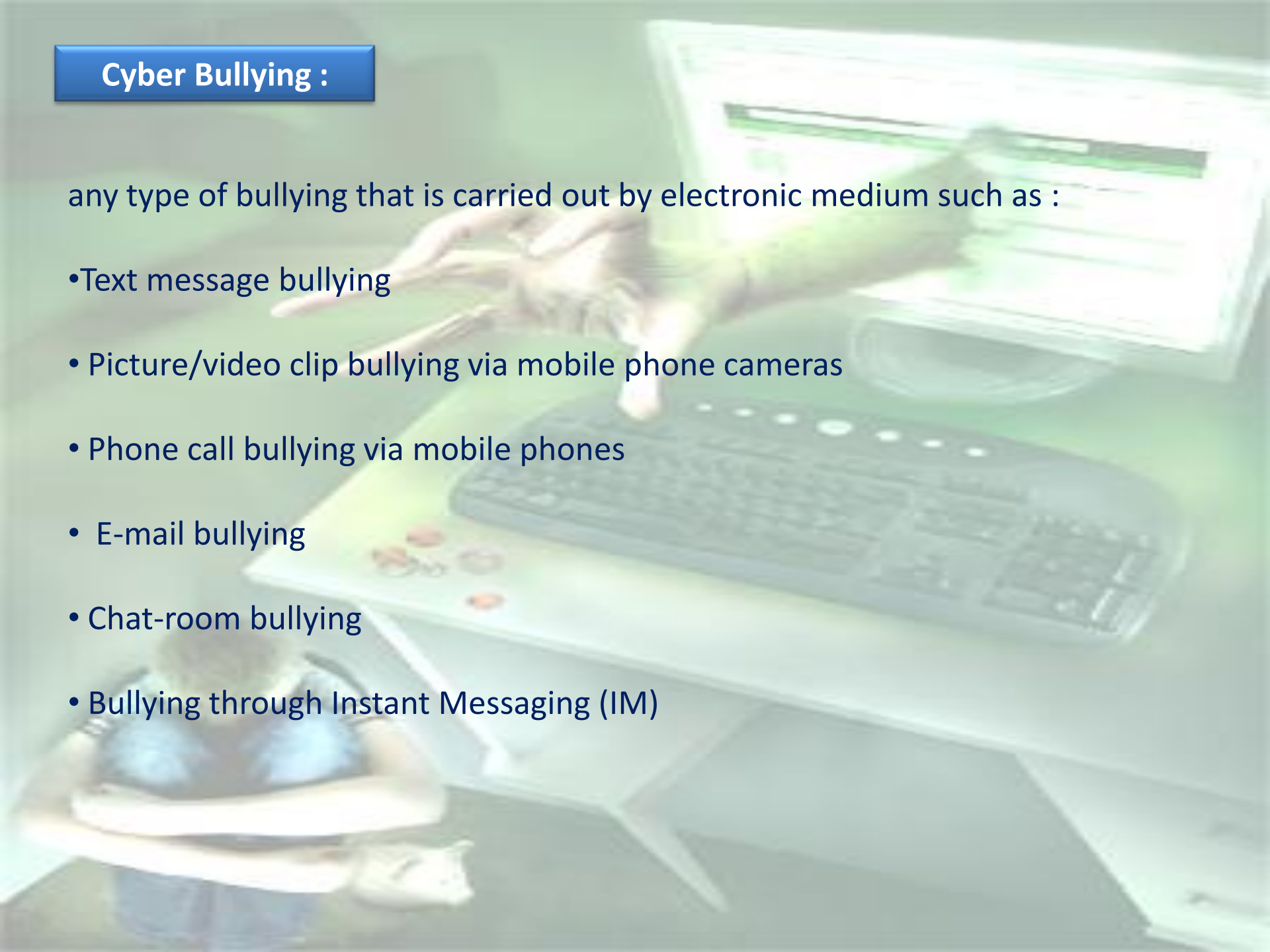
The anonymity of e-mail, instant messaging and chat rooms frees aggressors from normal restraints and puts targets at added risk

Bullies can easily post offensive messages attached to a target's name and photograph

## Cyber Bullying :

any type of bullying that is carried out by electronic medium such as :

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phones
- E-mail bullying
- Chat-room bullying
- Bullying through Instant Messaging (IM)



## Homophobic Bullying

Homophobic harassment is the most pervasive, insidious, and dangerous form of bullying

A **U.S. Department of Justice** report disclosed that:

- 97% of students at Lincoln-Sudbury School in Boston, Massachusetts, had heard anti-gay comments from other students
- 53% revealed that they heard it from teachers

A typical secondary- school student, for example hears anti- gay slurs an average of 25 times a day

Among gay, lesbian and bisexual youth, 80% reported being verbally abused

44% had been threatened by violence

17% had been verbally attacked

6% had been sexually assaulted

## Physical Bullying:

⇒ hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack

⇒ Damage to or taking someone else's belongings may also constitute as physical bullying

An illustration of a bullying scene. In the center, a boy with brown hair and a yellow shirt is shouting with his mouth wide open. To his left, a girl with blue hair is covering her face with her hands, appearing distressed. To his right, another boy with brown hair and a white shirt has a stern, angry expression. The background shows a green field and a tree under a light blue sky.

## Verbal Bullying

- Name-calling
- insulting
- making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks

## Emotional Bullying

- spreading nasty stories about someone
- exclusion from social groups
- being made the subject of malicious rumors

## 4. Anti-bullying strategies

What can the school do to stop student- student bullying?

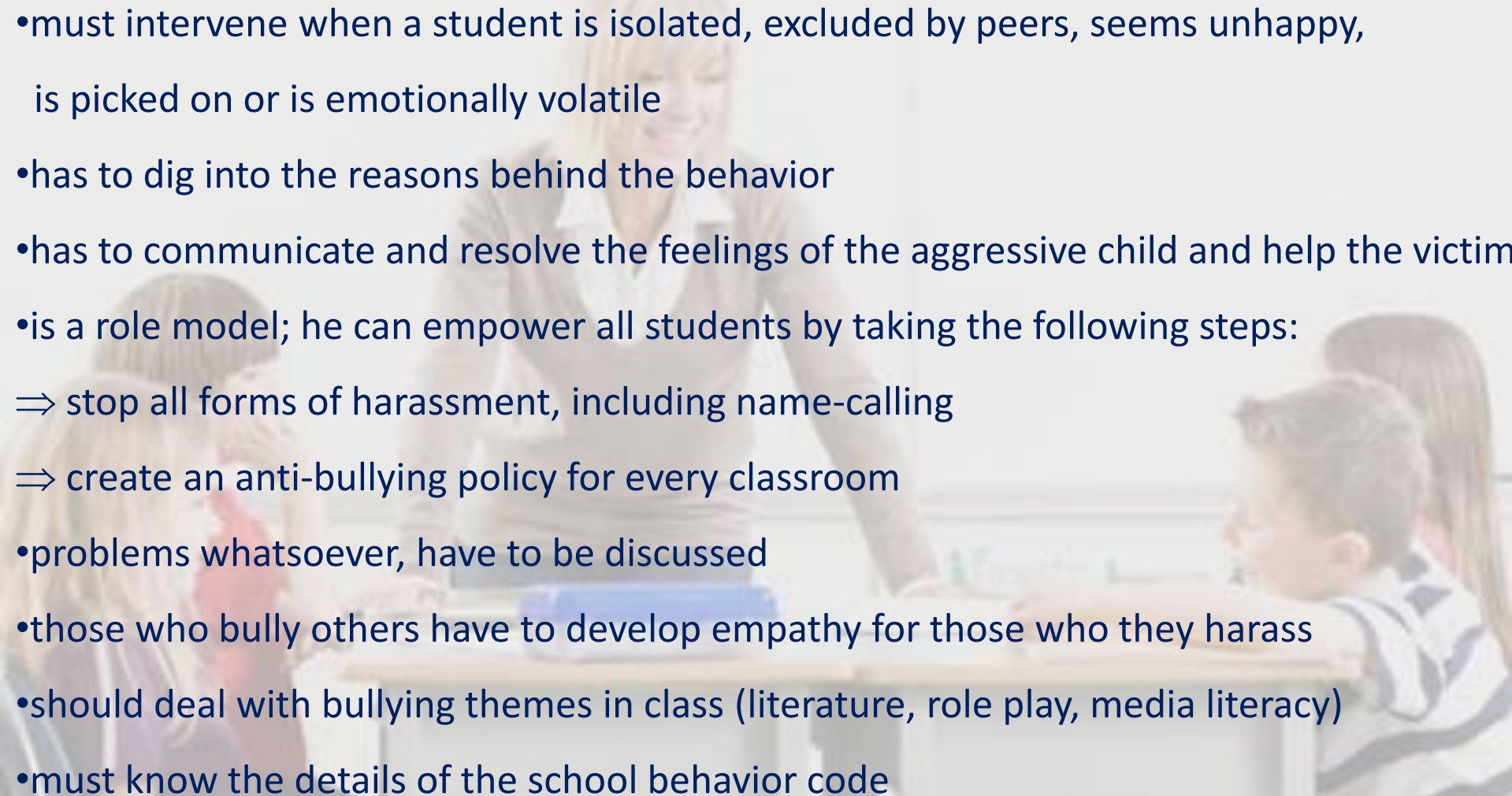
### The school can:

- punish (expulsion of school)
  - evoke consequences designed to educate rather than punish
- ⇒ Talk therapy with a school authority figure or psychological personnel
- ⇒ Written apology to the target
- ⇒ Rewards to recognize appropriate behavior
- initiate a participant-centred process designed to develop understanding and empathy
- ⇒ A participant centred approach attempts to develop awareness in bullies and bystanders about the dynamics of a bullying episode, as they work through how bullying affects targets

BE THE CHANGE  
YOU WANT TO SEE

STOP  
BULLYING

## The teacher:

- must intervene when a student is isolated, excluded by peers, seems unhappy, is picked on or is emotionally volatile
  - has to dig into the reasons behind the behavior
  - has to communicate and resolve the feelings of the aggressive child and help the victim
  - is a role model; he can empower all students by taking the following steps:
    - ⇒ stop all forms of harassment, including name-calling
    - ⇒ create an anti-bullying policy for every classroom
  - problems whatsoever, have to be discussed
  - those who bully others have to develop empathy for those who they harass
  - should deal with bullying themes in class (literature, role play, media literacy)
  - must know the details of the school behavior code
- 
- A blurred background image of a classroom. A female teacher with blonde hair is sitting at a desk, smiling and interacting with two young students, a girl and a boy, who are also seated at the desk. The teacher is wearing a light-colored top and a dark vest. The students are wearing school uniforms. The scene is brightly lit, suggesting a window in the background.

## Classroom –management

- explicit expectations, rules and boundaries should be worked out with the students
- the class room program should be individualized to match the needs of students with learning disabilities
- Repeated non-compliance with a rule has to be documented
- The teacher should notice, mention and praise compliant behavior, but he/she has also to ensure that consequences follow non-compliant behavior
- An acceptable routine has to be established for angry or troubled students to remove themselves from the classroom environment and find immediate assistance or a place to cool off or calm down



**“A well managed classroom is a launching pad for an anti-bullying program”**

## Curricular complements

### Literature:

- Students can learn a lot about bullying from literature
- Literature has the power to touch young readers emotionally and intellectually stimulating reflection and encouraging inner change
- For student bullies who have difficulties with feeling empathy, literature is a way of seeing through the other's eyes and developing a perspective on their own behavior
- Targets realize that they are not alone in how they feel or in how they are being treated
- There's a wide variety of picture books, novels, and poetry selections for all age groups that deal with the theme of bullying

# Media literacy

- fosters awareness and understanding
- They have to reflect on and start to understand how their values have been formed and possibly they develop the empathy that is crucial to neutralizing bullying episodes



## Teacher Modeling:

- Although a teacher might have democratic intentions, a power imbalance always exists in a classroom: the teacher is the boss
- A power imbalance exists but the teachers has to reassure his students that they are valued as individuals

**If teachers use inclusive language, students will pick up the patterns and use it themselves; if teachers are polite and courteous with students will respond kind**

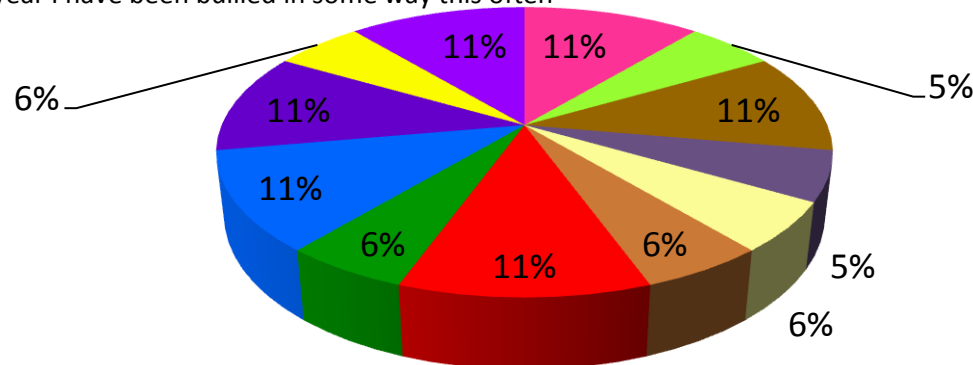
# Research Results:

## Kinds of bullying

US American & German pupils

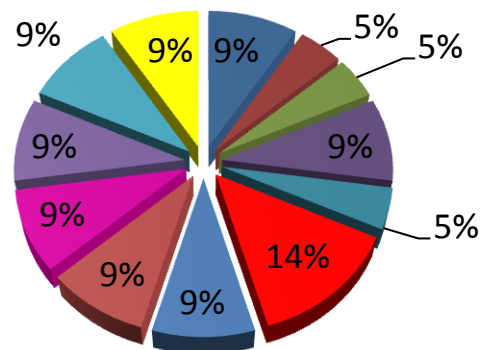
- doing things like hitting, kicking, punching or throwing things
- hurting with a weapon like a stick, ruler, knife, or sth. else
- threatening to hurt me
- saying things about my body, or sexual things that made me feel uncomfortable, embarrassed or afraid
- touching my body or my clothes in an inappropriate way
- making them give the money or other things
- making me do what they told me when I didn't want to
- saying hurtful things my skin color, the country I came from or my religion
- calling me terrible hurtful names
- trying others not to be my friend and leave me out of things
- passing around a hurtful and untrue note about me
- this year I have been bullied in some way this often

2 boys 4<sup>th</sup> grade  
1 boy 3<sup>rd</sup> grade  
1 girl 3<sup>rd</sup> grade  
2 girls 2<sup>nd</sup> grade



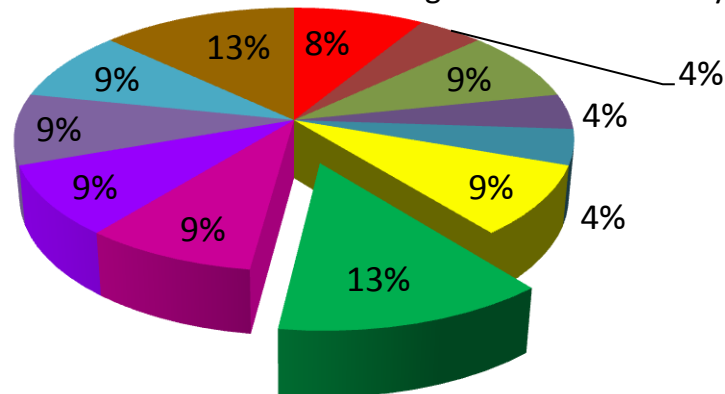
## Frequency of how often the student has bullied someone else

- doing things to them like hitting, kicking, punching or throwing things
- hurting them with a weapon like a stick, ruler, knife, or sth. else
- threatening to hurt them
- saying things about their body, or sexual things that made them feel uncomfortable, embarrassed or afraid
- touching my body or my clothes in an inappropriate way
- making them give the money or other things
- making them do what the person told them to when they didn't want to
- saying hurtful things about their skin color, their country they came from or their religion
- calling them terrible hurtful names
- trying to make others not to be their friend and leave them out of things
- passing around a hurtful and untrue note about them
- this year I have watched or heard someone being bullied in some way this often



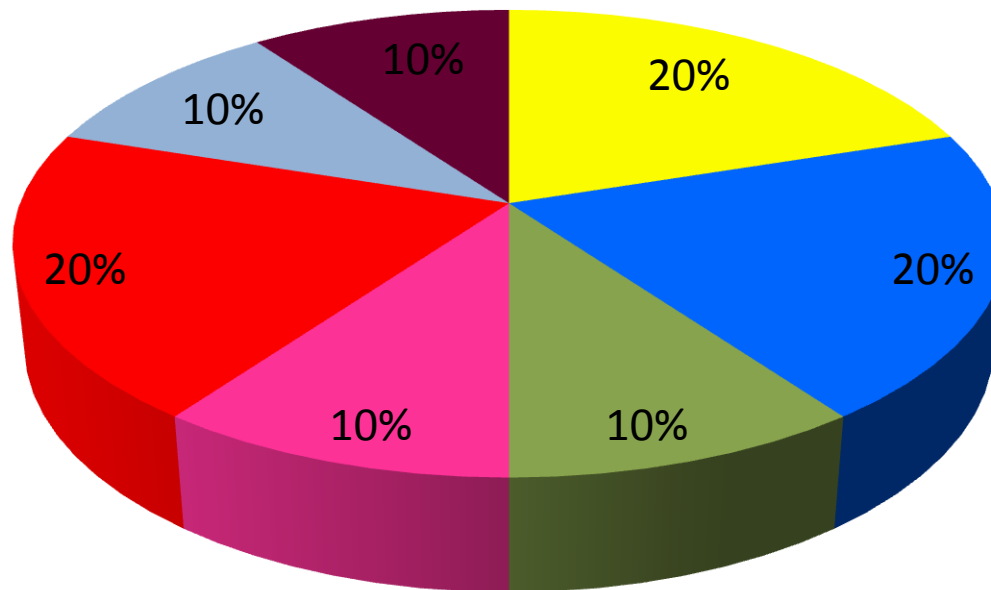
## Pupils having witnessed bullying

- doing things to them like hitting, kicking, punching or throwing things
- hurting them with a weapon like a stick, ruler, knife, or sth. else
- threatening to hurt them
- saying things about their body, or sexual things that made them feel uncomfortable, embarrassed or afraid
- touching my body or my clothes in an inappropriate way
- making them give the money or other things
- making them do what the person told them to when they didn't want to
- saying hurtful things about their skin color, their country they came from or their religion
- calling them terrible hurtful names
- trying to make others not to be their friend and leave them out of things
- passing around a hurtful and untrue note about them
- this year I have watched or heard someone being bullied in some way this often



# Where in school students have witnessed bullying or were bullied

- in the hallways
- in the gym
- in the lunchroom
- on the school bus
- in a classroom
- in the washroom
- on the way to or from school





Aniko Schneider



Alisha Miller & Brandon Short



Iva Tzvetkova



Chihiro Matsuzoe

## Sources:

<http://www.lgbtqnation.com/wp-content/uploads/2010/11/bullying.jpg>

[http://www.yorkregionanti-bullying.org/images/No\\_to\\_Bullying\\_Group.jpg](http://www.yorkregionanti-bullying.org/images/No_to_Bullying_Group.jpg)

<http://clutchmagonline.com/wp-content/uploads/2010/11/Cyber-Bully-Cyber-Bullying.jpg>

[http://img.dailymail.co.uk/i/pix/2007/09\\_03/CyberBullyREX\\_468x366.jpg](http://img.dailymail.co.uk/i/pix/2007/09_03/CyberBullyREX_468x366.jpg)

<http://www.juleiqua.de/noncms/bilder/mobbing.jpg>

[http://www.elternwissen.com/typo3temp/pics/Mobbing\\_und\\_Streit\\_29b1a16258.jpg](http://www.elternwissen.com/typo3temp/pics/Mobbing_und_Streit_29b1a16258.jpg)

<http://mark-lawton.com/wp-content/uploads/2010/07/School-Bullying-Psychological-Affects-And-Upsetting.jpg>

[http://www.nationalbullyinghelpline.co.uk/images/bullying\\_child.jpg](http://www.nationalbullyinghelpline.co.uk/images/bullying_child.jpg)

[http://www.elternwissen.com/uploads/pics/Mobbing\\_in\\_der\\_Schule.jpg](http://www.elternwissen.com/uploads/pics/Mobbing_in_der_Schule.jpg)

[http://4.bp.blogspot.com/\\_aRE25RtcVM8/TK9isWZsepl/AAAAAAAADdU/fQ5mjO7Ex6M/s1600/bully2.jpg](http://4.bp.blogspot.com/_aRE25RtcVM8/TK9isWZsepl/AAAAAAAADdU/fQ5mjO7Ex6M/s1600/bully2.jpg)

[http://fc08.deviantart.net/fs49/f/2009/169/1/7/Anti\\_Bullying\\_T\\_shirt\\_Design\\_by\\_danyl19.jpg](http://fc08.deviantart.net/fs49/f/2009/169/1/7/Anti_Bullying_T_shirt_Design_by_danyl19.jpg)

<http://www.merkur-online.de/bilder/2008/10/09/12471/248782821-klasse-muenchner-merkur-projekt.9.jpg>

<http://www.saegewerk-braun.de/schullaerm/klassenzimmer.jpg>

[http://www.southmont.k12.in.us/curriculum/images/curriculum\\_000.jpg](http://www.southmont.k12.in.us/curriculum/images/curriculum_000.jpg)

[http://www.masternewmedia.org/images/new-media-literacy-lesson-one\\_id362943\\_size480.jpg](http://www.masternewmedia.org/images/new-media-literacy-lesson-one_id362943_size480.jpg)

<http://thechildrensvillage.net/images/site/emotional.jpg>

[http://www.nsf.gov/news/mmg/media/images/children\\_technology\\_f.jpg](http://www.nsf.gov/news/mmg/media/images/children_technology_f.jpg)

[http://www.wissen.de/wde/generator/substanzen/bilder/Ressorts/Kinder/Freundschaft/kinder\\_madchen\\_umarmen\\_sich\\_international\\_verstandigung\\_freundschaft\\_rassen\\_1004](http://www.wissen.de/wde/generator/substanzen/bilder/Ressorts/Kinder/Freundschaft/kinder_madchen_umarmen_sich_international_verstandigung_freundschaft_rassen_1004)

[08274\\_property=zoom.jpg](http://www.wissen.de/wde/generator/substanzen/bilder/Ressorts/Kinder/Freundschaft/kinder_madchen_umarmen_sich_international_verstandigung_freundschaft_rassen_1004_08274_property=zoom.jpg)

[http://www.katholisch.de/p/content/images\\_4\\_3/Logos/ku-eichstaett\\_rdax\\_187x140.jpg](http://www.katholisch.de/p/content/images_4_3/Logos/ku-eichstaett_rdax_187x140.jpg)

[Les Parsons \(2005\): Bullied Teacher Bullied Student. \*How to recognize the bullying culture in your school and what to do about it.\* Ontario.](#)

<http://stopbullyingnow.hrsa.gov/kids/what-is-bullying.aspx>

<http://www.kenrigby.net/define.html>

<http://www.bullyfreekealing.synthasite.com/types.php>

