SCHOOL BULLYING and VIOLENCE

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Definition and types of bullying and violence
Effects of bullying and relevance for health/safety
School-based interventions
Evidence on effectiveness of interventions
DEFINITIONS:

- ‘Aggression’ = behaviour intended to hurt or harm another person
- ‘Violence’ = physically aggressive acts (Olweus) – although, many people use a wider definition of ‘violence’
- ‘Bullying’ = repeated aggressive acts against someone who cannot easily defend themselves (Olweus, 1993); or a ‘systematic abuse of power’ (Smith & Sharp 1994)
MAIN TYPES

- Physical: hit, kick
  - Damage belongings
- Verbal: tease, taunt, threaten, insult
- Relational: social exclusion, nasty rumour spreading
- Cyber: using mobile phones and the internet
Social exclusion

Spreading nasty rumours

25. Billy spreads nasty stories about Alan.
Cyberbullying

- Bullying using electronic devices, that have become more prevalent with increased use of mobile phones and the internet
- Text message bullying; Picture/Video Clip bullying (via mobile phone cameras); Phone call bullying; Email bullying; Chat-room bullying; Bullying through instant messaging; Bullying via websites, including social networking sites.
**INCIDENCE of School Bullying: Example 2 - USA**

Nansel et al. (2001) survey of over 15,000 students in grades 6 to 10. Self-report data on frequency of being bullied/ bullying others, in last term.

<table>
<thead>
<tr>
<th>%</th>
<th>None</th>
<th>1 or 2 times</th>
<th>Sometimes</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being bullied</td>
<td>58.9</td>
<td>24.2</td>
<td>8.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Bullying others</td>
<td>55.7</td>
<td>25.0</td>
<td>10.6</td>
<td>8.8</td>
</tr>
</tbody>
</table>
Effects of being bullied (1)

- Victims of bullying often experience psychosomatic and mental health difficulties; a narrative review confirms that being the victim of bullying contributes independently to children’s mental health problems, and can have long-lasting effects. (Arseneault, L., Bowes, L., & Shakoor, S. (2009). Bullying victimization in youths and mental health problems: ‘Much ado about nothing’? Psychological Medicine, 29, 1-13).

Effects of being bullied (2)

A longitudinal analysis of ALSPAC data from Bristol, UK, found that being a victim of chronic or severe bullying at 8 or 10 years was associated with substantially greater odds of psychotic symptoms at age 12, even controlling for other prior psychopathology, family adversity, and child’s IQ. (Schreier, A., Wolke, D., Thomas, K., Horwood, J., Hollis, C., Gunnell, D., Lewis, G., Thompson, A., Zammit, S., Duffy, L., Salvi, G. & Harrison, G. (2009). Prospective study of peer victimization in childhood and psychotic symptoms in a nonclinical population at age 12 years. Archives of General Psychiatry, 66, 527-536).

School-based interventions

**PROACTIVE STRATEGIES**
- Whole-school policies
- Playground work
- Curriculum work
- Assertiveness training
- Peer support schemes

**REACTIVE STRATEGIES**
- Traditional sanctions
- Pikas method
- Support Group Method
- Restorative justice
PROACTIVE STRATEGIES: Whole school policies on bullying

- In England, a legal requirement for schools to have one; great variations in quality (Smith, Smith, Osborn & Samara, 2008). Few mentioned homophobic bullying, or cyberbullying; guidance for non-teaching staff, follow-up of incidents or effective use of records.

- In Welsh schools, a significant association found between lower levels of bullying, and pupils reporting that the school had clear rules on bullying (Lambert and others, 2006).
Playground work (1)
Design of the playground environment

- Interesting environment to engage children and reduce boredom
- Involve pupils in design
Playground work (2)
Training of lunchtime supervisors

- Distinguishing real fighting from play fighting
- Ways of dealing with conflicts
- Liaison between different staff
Curriculum work

- Use of stories, videos, theatre productions, role plays
  - Can be passive (read story, see play) or more active (design and act out play, etc)

- Use of virtual learning environments
  - Computer-based games where child can act out roles and see consequences

- Use of Quality Circles
  - Classroom-based problem-solving groups; set of procedures to follow – group formation; data gathering; why-why, how-how etc; presentation of outcomes.

- Co-operative Group Work
  - Pupils work together to solve common task (e.g. design a newspaper; ‘jigsaw classroom’)
Assertiveness training

- Special sessions in which pupils learn techniques of being assertive
  - Standing up for one’s rights (not being passive) without being aggressive
  - Various skills/techniques, e.g. ‘broken record’, ‘fogging’
  - Can be for all pupils, or for selected pupils (e.g. victims or those at risk)
Peer support schemes

Selected peers are trained to be *peer supporters*, to deal with interpersonal conflicts, social exclusion and bullying in proactive and non-violent ways.

- **Primary Schools**: generally looking out for pupils at playtimes and/or lunchtimes who are upset or lonely.
- **Secondary Schools**: lunchtime support/activities club for vulnerable pupils; one to one mentoring/counselling, in a designated room; linking Peer Mentors with younger aged tutor groups; systems by which pupils can seek help from Peer Mentors anonymously, e.g. using the schools intranet.
REACTIVE STRATEGIES: Sanctions based approaches

A direct, negative outcome for pupil(s) who do the bullying:

- Serious talk from (head) teacher
- Involve parents
- Revoke privileges e.g. school outings
- Ban from playtime for some days
- Do tasks e.g. cleaning up
- Detention after school
- Suspension from school for some days
- Expulsion from school
Non-punitive approaches

Two main non-punitive approaches are

(1) Pikas Method
(2) Support Group Method

They share a philosophy of not directly accusing or sanctioning the ‘bully’ or ‘bullies’. Instead, they discuss the suffering of the victim, and ask the ‘bullies’ what they can do to help the situation.

Distinct steps to follow:
PIKAS: meet with individual bullies, victim, then group meeting
SGM: meet with bullies + helpful classmates, without victim.
Restorative justice approaches

- Restorative justice contrasts with Retributive justice; aim is to repair harm in relationships
- Process of finding out how each person is feeling and what each person needs to put things right
- ‘Wrongdoer’ should acknowledge what they have done, behave differently in future; rather than ‘be punished’.
- Set of procedures to follow, at various levels from restorative enquiry, to family group conference.
Olweus Bullying Prevention Program (OBPP) in Norway

- Good results from First Bergen project (1983-85) with 42 schools; New Bergen project (1997-98) with 14 intervention schools and 16 comparison schools; Oslo project (2001-2002) with 37 schools.

England: intervention project 1991-94

Finland: KiVa Koulu - program

- Funded by Finnish Ministry of Education, led by Christina Salmivalli and Elisa Poskiparta, 2006 → 2009
- UNIVERSAL interventions: lessons and an anti-bullying virtual learning environment
- TARGETTED interventions: individual discussions with victim and bullying children; using prosocial, high-status peers to help
- Teacher training
- Evaluation: encouraging findings so far (reductions c.34-37%).
KiVa computer game

- **I KNOW**: learning facts about bullying, testing what has been learnt during the lessons
- **I CAN**: learning skills and strategies to support the victim/counteract bullying
- **I DO**: applying the skills learnt to everyday life at school.
Overviews and meta-analyses of large-scale interventions


Meta-analysis of 44 school-based intervention programmes internationally; on average, these reduce bullying by around 20-23% and victimisation by around 17-20%.
Cyberbullying Resources: Europe

- CyberTraining – A Research-based European Training Manual On Cyberbullying:
  
  [http://www.cybertraining-project.org](http://www.cybertraining-project.org)

- EU-funded project 2008-2010, providing a training manual on cyberbullying for trainers dealing with different target groups such as pupils, parents, teachers or whole schools.

- Will be available online in form of a user-friendly eBook in English, German, Spanish, French and Portuguese versions.

- Contact: Thomas Jäger, [jaegerth@zepf.uni-landau.de](mailto:jaegerth@zepf.uni-landau.de)
Action IS0801: Cyberbullying: coping with negative and enhancing positive uses of new technologies, in relationships in educational setting

Objectives

- To share expertise on cyberbullying in educational settings, coping with negative and enhancing positive uses of new technologies in the relationships area, moving towards a common set of guidelines applicable in Europe.
- The Action will have a total duration of 4 years, from October 2008 – October 2012.

Website:
http://sites.google.com/site/costis0801/