Welcome to the Cambridge Schools Conference
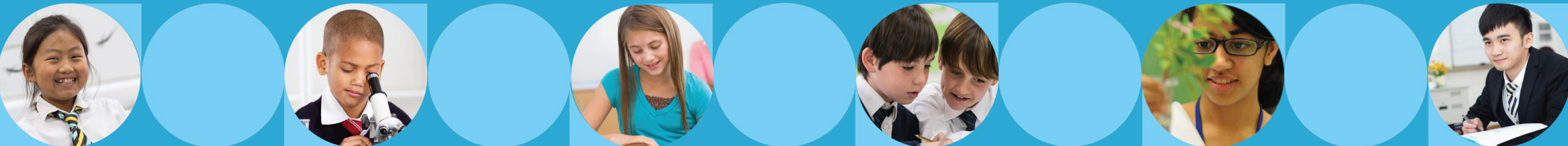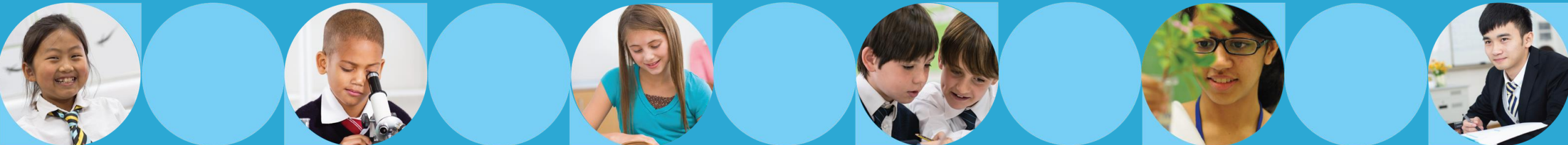
This presentation is about:

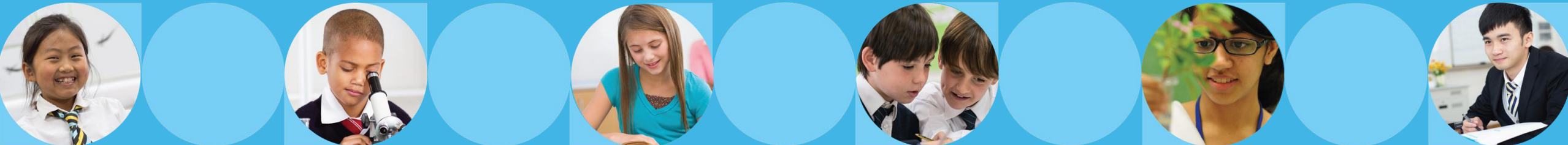▸ Understanding what bullying is and is not

▸ Risk factors, protective factors and consequences

▸ Effective components of anti-bullying programmes

▸ Putting this into practice

How do you define bullying?

Have you ever had a case of bullying in your school?

How did you know it was bullying?

Is everything that we read in the newspapers and see on TV about bullying true?

The New York Times

SOCIAL Q'S

My Sister Is Being Bullied at School. Should I Intervene?

A reader seeks advice on how to deal with mean girls.

Give this article   215

Business Standard

Friday, agosto 26, 2022 | 23:52 IST   English | Hindi

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EXPANTER

B2B

85% of Indian children cyberbullied, highest globally: McAfee report

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⏱ This article is more than **9 months old**

My daughter was bullied at school for having the Covid jab. No wonder UK take-up is low
Anonymous

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## School almost 'eliminates bullying' with break-time ban on games

⏱ 30 March 2021

Cambridge Assessment
International Education

There are many news reports about bullying, but….

▸ Bullying is a popular topic in the media.

▸ There are many news about bullying, but not all of them are based on facts.

▸ Scientific knowledge is crucial to distinguish bullying from other problem behaviours and understand what can be done to decrease it.

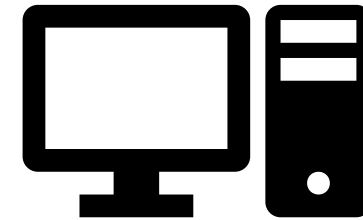▸ This workshop is therefore based on knowledge gathered through scientific studies.

School bullying and cyberbullying

bullying
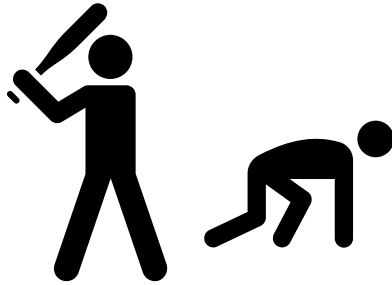
- **Among peers**
- **Repeated**
- **Intentional**
- **Long-term**
- **Defined roles**
- **Power imbalance**

- **Bullying using electronic devices**
- **Intentional**
- **Repeated (under debate)**
- **Perpetrated by known and unknown people**
- **In school and outside of schools (24/7)**
- **Power imbalance (under debate)**

cyberbullying

Farrington (1993), Olweus (1978), Ortega-Ruiz (2010), Smith et al. (2008)
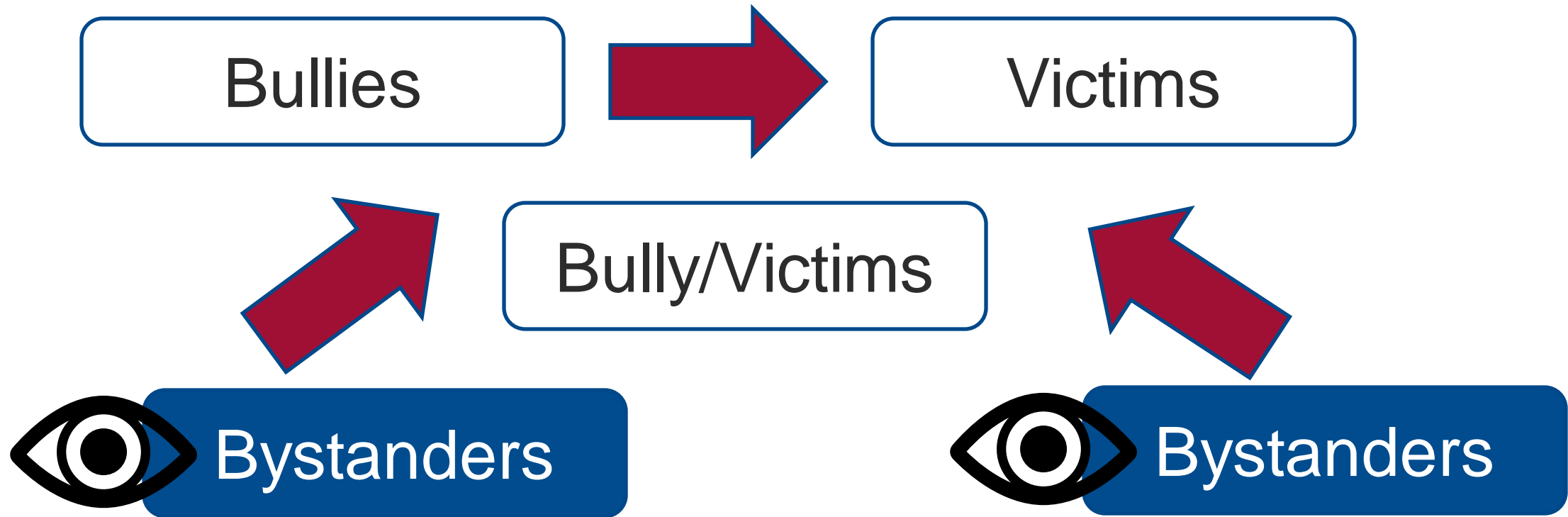
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Are bullying and cyberbullying two different phenomena?

There is a strong relationship between bullying and cyberbullying (rs > .40)
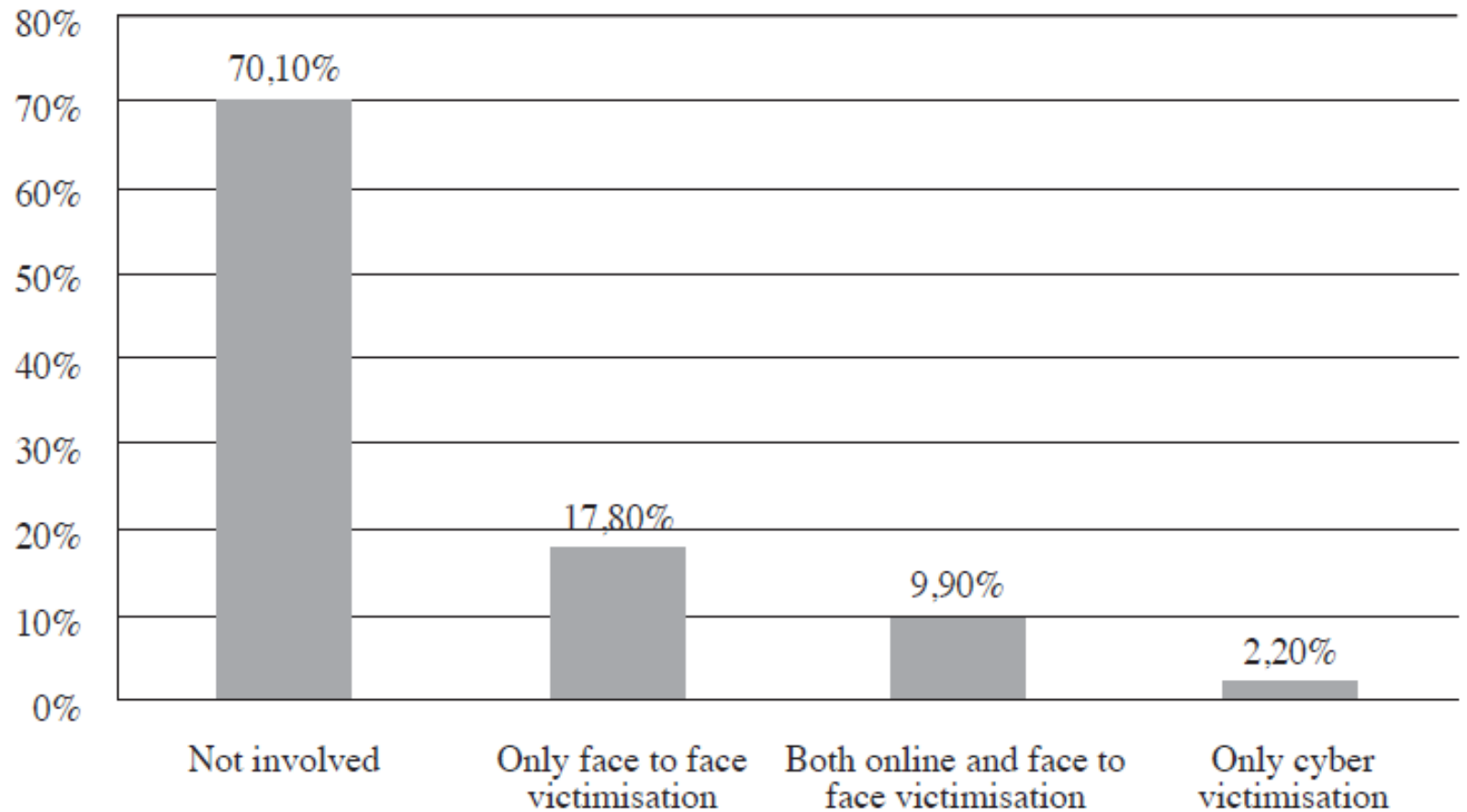
Figure 1. Percentages of students involved in different types of victimisation

Beltrán-Catalán et al. (2018), Zych et al. (2015)

Bullying is a complex psycho-social phenomenon

Bullies → Victims

Bully/Victims

Bystanders

Bystanders

Bullying is a group phenomenon (Salmivalli et al., 2010), not only an individual behaviour. Bullies might achieve high social status in a peer group. Bystanders frequently reinforce the bully. Bystanders might sometimes help the victim.

Bullying is present and prevalent around the world

▸ According to a meta-analysis by Modecki et al. (2014), around **35%** of children reported **bullying perpetration** and around **36%** report **victimisation**.

▸ A study focused on bullying victimization in 15-years-olds from 71 countries (Hosozawa et al., 2021) with a sample of 421,437 adolescents found that **30.4%** reported **victimisation**.

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Prevalence rates of frequent bullying victimisation

(Hosozawa et al., 2021)

Bullying is present and prevalent around the world. But is it not just a "kid problem"?

Consequences of bullying

▸ Ttofi et al. (2016) synthesized data from nine prospective longitudinal studies and found that perpetrators of bullying were more likely to **use drugs** later in life.

▸ They also synthesized 15 prospective longitudinal studies and found that bullying perpetration at school increased the risk of **later violence** by about two-thirds around six years later. Victims had higher odds of being **depressed** up to 36 years later (Ttofi et al., 2012, 2011) based on 28 prospective studies.

▸ In another meta-analysis that included 165 studies, Moore et al. (2017) found that victimization was related to **anxiety**, **depression**, **poor health** and **suicidal** ideation and behaviours.

Is bullying a "kid problem"?

Bullying is not just a "kid problem", it has severe detrimental consequences for the children who are involved in bullying and for all the members of the school community.

Can we protect children against bullying and its consequences?

▸ Have you ever had a case of bullying in your school?

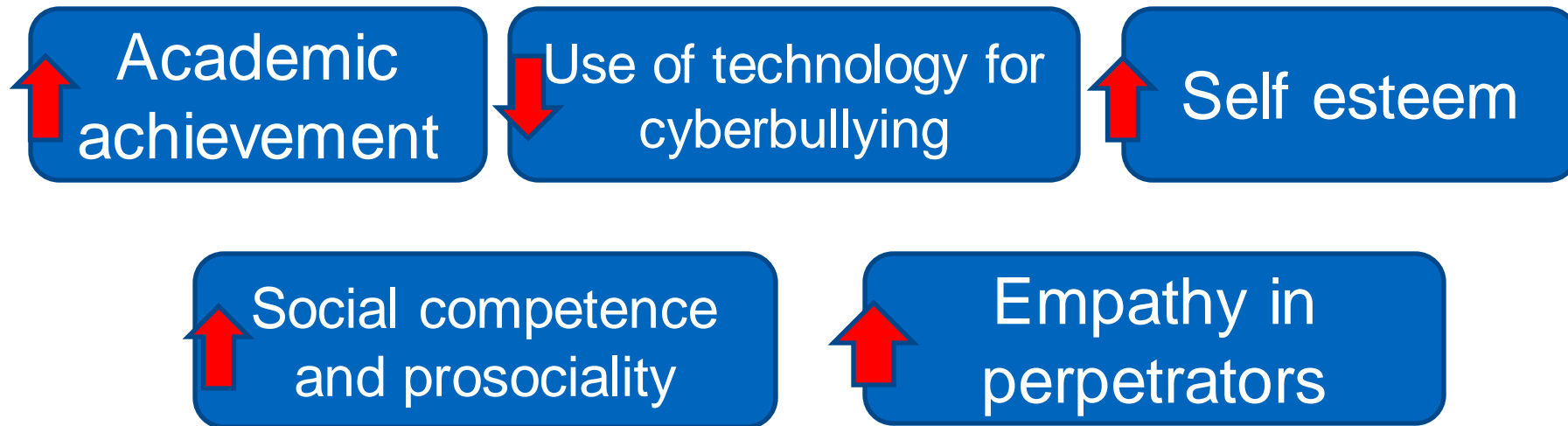▸ Did you manage to solve it. If so, how?

We need to get familiar with risk and protective factors

It is crucial to focus on individual, school, family and peer risk and protective factors from an **ecological** and **systemic** approach. Then, we should work hard to decrease risks and increase the protective factors.

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Individual risk and protective factors for violence

A systematic review of meta-analyses focused on bullying and cyberbullying found different protective factors related to <u>victimisation and perpetration</u>:

Academic achievement

Use of technology for cyberbullying

Self esteem

Social competence and prosociality

Empathy in perpetrators

Zych et al. (2019)

School, family and peer risk and protective factors for violence

A systematic review of meta-analyses focused on bullying and cyberbullying found different protective factors related to victimisation and perpetration:

Positive school climate

Positive family climate

Parental supervision

Social support and peer status

Zych et al. (2019)

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Risk and protective factors

Were any of these factors present in your schools/students? Which?

Effective anti-bullying programme components

According to a meta-analysis of anti-bullying programmes based on 100 studies from different parts of the world, conducted by Gaffney et al. (2021), some components of anti-bullying programmes worked better than other components. Components that worked best are described in the following slides.

School and classroom-level components

▶ A **whole-school approach** which means that all the members of the school community are involved in decreasing bullying.

▶ Schools need to implement specific **anti-bullying policies**.

▶ Specific anti-bullying **classroom rules** are useful, together with **classroom management** where teachers detect and manage cases of bullying.

Parent and peer-level components

▸ Parents need to be **informed** about the way in which schools are trying to decrease bullying. **Informal peer involvement,** where bullying is discussed among classmates and content about bullying is taught in groups is useful, but it is better not to encourage peers to directly intervene in bullying.

Individual-level components

▶ **Work with victims** where specific activities were conducted with victimised students was useful against bullying.

▶ **Co-operative work** where external experts performed individual work with students involved in bullying was also effective.

Intervention-specific components

▸ Programmes were more effective if they included anti-bullying contents in the **curriculum**.

▸ Programmes were more effective if they did not include social and emotional learning. Thus, components other than SEL should be used against bullying.

▸ It is important to **encourage mental health**, including prevention of depression and anxiety.

▸ **Sanctions** for bullying behaviours were also effective, but these should never be violent, and they should be as education-focused as possible, and used only exceptionally.

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Work in groups

▸ Which of these components have you already implemented in your school? How was this done?

▸ Which of these components are not implemented yet? How could they get implemented?

- It is crucial to understand what bullying is (and is not) and know its risk and protective factors.
- Also, effective programme components based on scientific findings can be very useful for bullying prevention and intervention.
- To make them work, programmes need to be adapted to specific contexts.
- Thus, assessment of problem behaviours, including bullying, is a crucial step towards its prevention and intervention.
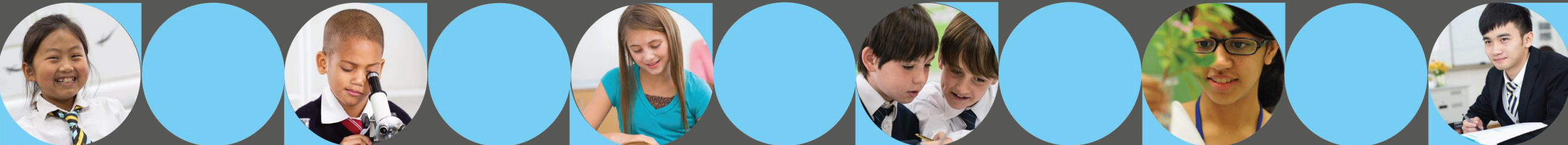
Cambridge International Peer Relationship Survey (CIPER)

Bullying

I was called nasty names or insulted by other students

Cyberbullying

I sent cruel messages to other students through electronic devices
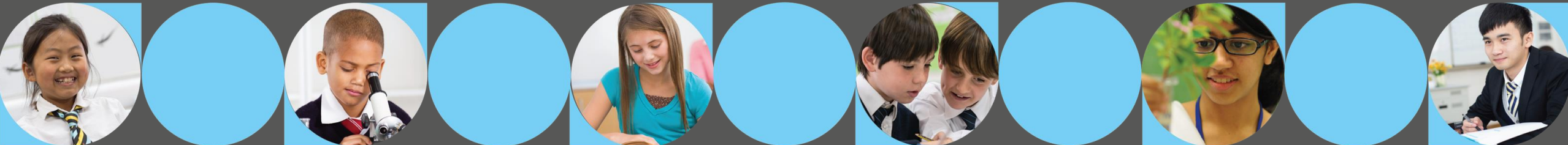
Problem behaviours

Teen dating-violence

I was pressured to do things that I did not want by somebody I dated

Discriminatory violence

I do not like some other students because of their minority group

Teachers and school leadership teams have a crucial role in preventing and intervening in bullying. If we use appropriate tools, we can really make it work.

Thank you
Any questions?

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