TRANSATLANTIC SCHOOLS ANTI BULLYING INITIATIVE REPORT

September 2007

Acknowledgments

We would like to thank all those who have contributed to the production of this Report, with a special thanks to:

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Executive Summary

It has been well documented that youth aged bullying and gun violence has been on the increase and that bullying is one of the three fast tracks to adult crime and that each of the recent horrific school shootings in the United States was directly linked to a bullying environment. Bullying has also been linked to a number of teenage suicides in the UK. New technologies such as e-mail and mobile phone texting are also being used as bullying tools. There are numerous successful projects and Schools Anti-Bullying Groups/Networks in many countries throughout the world and it is clear that each project has been demonstrated to have a positive impact and has improved the school environment.

The Transatlantic Schools Anti-Bullying Initiative ("the Initiative"), established in 2005, believes there is a need to identify as many successful projects/support groups/Networks as possible and disseminate that information with a structure that provides for replication, reliability, sustainability, consistency, accountability and history. For the purposes of the Initiative Report it concentrates only on US and UK activities.

Throughout the work of the Initiative, questions have been raised regarding the relationship between bullying and violent crime. Specifically, it has sought to determine whether a culture of bullying in a child's life may lead to violence in schools such as school shootings. The literature in the field does not address these questions as directly as had hoped. However, Chapter II of the Report presents an attempt to provide some understanding.

As a result of the research for this Report, it is clear that bullying is a widespread social problem that cuts across socioeconomic boundaries and has long-term negative consequences for both bullies and victims. It is also established that family characteristics have a dramatic effect on the development of both bullies and victims. In addition, bullies and victims possess and demonstrate personal characteristics that can be part of prevention and intervention programs. It appears that the most promising intervention to combat bullying is a long-term, whole school approach that is covered more fully in Chapter III. Appendices B and D provide extensive suggestions for programmes that have been shown to be effective in changing bullying behavior.

Chapter IV of the Report focuses on Peer Mentoring. While the notion of peer support is not a new one, in recent years it has gained considerable attention as researchers and school officials work to respond successfully to the ever-increasing problem of school bullying.

Peer mentoring, if properly instituted, can be a very useful tool in helping to alleviate bullying. The peer group can be a positive influence and peer mentoring can assist by encouraging a friendly, respectful, supportive school atmosphere. It seems clear that peer mentoring has benefits for bullies and victims, as well as for the peer mentors themselves (Maskell, 2002). Appendix C provides a case study of how Peer Mentoring can be effective.

As the phenomenon of bullying in our schools receives ever increasing attention in the research and through interest groups, suggestions for programs to prevent bullying, or what to do about the bully, or what the victim should do about being bullied have received considerable focus and attention. Our research has found that a question that is becoming increasingly part of the literature concerns ways to rebuild confidence within and to support transition for the victim after the bullying has occurred. It is very clear that childhood bullying has potentially serious implications. It can lead to academic, social, emotional, and legal problems. Efforts to prevent bullying must address individual, familial, and community risk factors, and promote an understanding of the problem. One of the dimensions of this effort involves an understanding of the characteristics of children who are bullied. Chapter V seeks to address this issue and provide some suggestions for helping the bullied and concludes by stating that the child who has been bullied needs to go through a process of rebuilding his/her self-confidence. Many people can serve useful roles in helping and supporting a bullied child. Primary among these are parents and persons in the helping professions, depending upon the severity of the victimization.

As stated previously, bullying in schools has been a topic of considerable attention in the literature for many years. Prior to the mid-1990s the role of the bystander was barely mentioned in the literature (Twemlow, Sacco, & Williams, 1996). In the past decade, however, this aspect of the bully/victim dynamic has received increasing and ever important consideration. Chapter VI of the report deals with the role of the bystander and concludes that the bully seeks the encouragement of others because it increases the humiliation of the target and makes him/her feel more powerful. The effective bystander will encourage others not to crowd around a bullying incident and watch as this has the effect of encouraging the bully by giving him/her status.

As stated above, new technologies such as e-mail and mobile phone texting are also being used as bullying tools; this new phenomenon is generally termed Cyber bullying. This is a recent phenomenon and is on the increase. Verbal and physical bullying has been replaced by a 24 hour per day, 7 days a week online assault and Chapter VII provides the definitions of several categories of cyber bullying. With the growth of social networking sites such as You Tube, MySpace and Facebook this is becoming an increasing problem.

Parents can no longer rely on identifying whether their child is a victim of bullying by seeing the telltale physical signs of bullying i.e. a black eye, bloody lip, torn clothes etc. Unlike other forms of bullying, cyber bullying can follow children out of school into their homes meaning there is no safe haven for the person being bullied. The UK government has brought out some guidelines for dealing with it and staying safe online. The guidelines can be found on the following website:
http://www.dfes.gov.uk/bullying/

As part of the information gathering exercise, a video-conference was held on 8 September 2006 and one hundred international anti-bullying Peer Activists from the US, UK and Ireland convened to discuss various sub-topics of bullying. Chapter VIII provides a report of the video-conference.

Our research for this Report has highlighted that historically, bullying among school children has not been a problem of significant public concern. In fact, many adults have considered it as part of a rite of passage for young people. In recent years, however, attention to this problem in schools has increased. School personnel, parents, the general public and policymakers have begun to consider bullying as a significant issue for concern and public policy. In conducting our research both UK law and US legislation were investigated with the following findings:

- In the US several laws have been enacted recently in order to deal with bullying and the primary legislative vehicle for new initiatives designed to reduce bullying behavior comes at the state level.
- In the UK, laws dealing with bullying are predominantly in relation to workplace bullying, rather than dealing with bullying at school. However, any incidences of assault, harassment and intimidation can be dealt with under the relevant laws.

Chapter IX of the Report goes into more detail regarding specific statutes and gives several case examples.

Our research has identified that there are numerous papers/training programmes that deal with bullying both in school and the workplace, however, there does not appear to be any programmes or dedicated support mechanisms that specifically deal with supporting young people in their transition from school to the workplace and their consequent needs

Early in the life of The Initiative a website was developed, as a free resource, to enable organizations to submit their projects, programmes, events and research papers so that other organizations could benefit from such resources. This site continues to be well received with new submissions being posted regularly.

In conclusion, as a result of the work of The Initiative it became clear that there are numerous excellent programmes and support activities, and even legislation, but what is lacking is a simple easily identifiable vehicle that brings all these support activities together to enable anti bullying organizations throughout the world to benefit from the excellent work that is being undertaken in so many places.

As has been stated the only area where we found a gap in the provision is the area of "Transition from School to Work" and The Initiative, having identified this provision gap has facilitated the development of a UK Transitions Schools to Work Toolkit Programme in the UK with [1]BT, The Foundation for Educational Partnerships[2] and Beatbullying[3]. This toolkit will be available to UK schools by Spring 2008. This could be adapted and launched in other countries in the world.

Following the feedback that we have received since the start of the Initiative we believe that the work carried out by the Initiative has been a worthwhile exercise as it has enabled a wide range of groups and individuals to be brought together to engage in a constructive dialogue and has assisted in increasing general awareness of the problems and possible support scenarios available.

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[1] BT is one of the world's leading providers of communications solutions and services operating in 170 countries. Our principal activities include networked IT services, local, national and international telecommunications services, and higher-value broadband and internet products and services.
[2] The Foundation for Educational Partnerships facilitates and arranges training partnerships between institutions around the world.
[3] beatbullying is the UK first children's charity to devise anti-bullying strategies for young people by young people. We strongly believe that young people have the ability to shape society - a society in which bullying is unacceptable.

Here is a summary of the Initiative recommendations:

- The Initiative become a permanent organization to continue to raise and increase awareness of the resources available throughout the world in order to help those affected by bullying, their support organizations and also develop as an identifier for up and coming issues,

- The main vehicle of The Initiative be the website which should be renamed "Schools Anti Bullying Web Gateway" to reflect its new remit[4],

- The scope of The Initiative be expanded to accept submissions for addition to the Web Gateway to the rest of the world,

- The Committee be reconstituted to reflect its wider international flavour,

- An Annual International Video Conference event be held as it encourages and promotes discussion and awareness between different countries around the world and assists in sharing ideas; and

- The role of the Initiative Committee to:
    - oversee the development of the Web Gateway;
    - arrange the annual International Video Conference event;
    - liaise and develop close working relationships with organizations such as the International Bullying Prevention Association; and
    - produce occasional papers on matters of importance as a result of the analysis of the resources submitted for addition to the Web Gateway.

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[4] Funding has been secured to enable the development of the Web Gateway not only to continue, but also to develop and expand to enable it to evolve into a truly global web portal.

Chapter I

Background and Overview of the Initiative

It has been well documented that youth aged bullying and gun violence has been on the increase. It has also been documented in the United States that bullying is one of the three fast tracks to adult crime and that each of the horrific school shootings in the United States was directly linked to a bullying environment. Bullying has also been linked to a number of teenage suicides in the UK. New technologies such as e-mail and mobile phone texting are also being used as bullying tools. There are numerous successful projects and Schools Anti Bullying Groups/Networks in many countries. Each project has been demonstrated to have a positive impact and has improved the school environment.

There is a need to identify as many successful projects/support groups/Networks as possible and disseminate that information with a structure that provides for replication, reliability, sustainability, consistency, accountability and history.

There is also a need for an easy to use, all encompassing and technology-based infrastructure to underpin successful best practice programs and allow them to flourish and spread.

During May 2005 Sullivan EurAsia (part of Sullivan University System ((US)) proposed the creation of a Transatlantic Schools Anti Bullying Initiative. This Initiative is not a Network, nor will it seek to create anti-bullying projects itself. The Initiative is intended to be a comprehensive technology based resource for young people, parents, teachers and practitioners and will gather together in one place anti-bullying projects from the UK and the US, which will be made freely available.

Lord William Brett of Lydd agreed to Chair the Initiative that comprised two components: The Management Committee and a Best Practices Working Group. Sullivan EurAsia's International Project Director coordinated the work of the Initiative. The Management Committee had a membership comprising politicians and senior high-level advisors. This Committee oversaw the strategic direction of the work of the Initiative.

Following meetings between the Chairman, Lord Brett, and The National Council of Educational and Research and Training (NCERT[5]) in India, Appendix A gives an outline of the policy put into place in India in order to show how India is tackling the school bullying problem.

Bullying Facts

Bullying has traditionally taken the form of both verbal and physical assaults within the school environment. However, with the advance in technology the bully now has several new avenues in order to bully their victim, known as 'Cyber bullying' (this is discussed in more detail in Chapter VII). Therefore bullying is no longer confined to the school grounds but can be a constant threat meaning the victim can no longer view their home as a safe haven as the bully can victimise them via mobile phone and the internet and e-mail.

Multiple studies have emphasized the link between bullying and antisocial and/or criminal behaviour: approximately 60% of boys identified as bullies were convicted of a crime by the age of 24 and an astonishing 40% of bullies had three or more convictions by age 24. (Developing an Anti-Bullying Program: Increasing Safety, Reducing Violence. A brief from The International Association of Chiefs of Police)

The National Association of School Psychologists (Bullying: Facts for Schools and Parents) states that bullying is the most common form of violence in our society. Between 15-30% of students are bullies or victims.

A recent report from the American Medical Association (Nansel and colleagues (2001)) on a study of more than 15,000 6th through 10th graders estimates that approximately 3.7 million youths engage in, and more than 3.2 million are victims of, moderate or serious bullying each year.

Since 1992 there have been 250 violent deaths in schools that involved multiple victims. In virtually every school shooting bullying has been a factor.

Direct, physical bullying increases in elementary school, peaks in middle school, and declines in high school. Verbal abuse, on the other hand, remains constant. The U.S.

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[5] The National Council of Educational Research and Training (NCERT) is an apex resource organisation set up by the Government of India, with headquarters at New Delhi, to assist and advise the Central and State Governments on academic matters related to school education.

Department of Justice reports that younger students are more likely to be bullied than older students.

Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.

Here are more disturbing statistics about bullying:
- An estimated 160,000 children miss school everyday due to fear of attack or intimidation by other students. (National Education Association)
- Students identified as bullies by the age of 8 are 6 times more likely to become involved in criminal behavior. (Dan Olweus, National School Safety Center, Westlake Village, CA)

In the UK the following has been discovered:
- Each year 10-14 youth suicides are directly attributed to bullying;
- Bullied children are 6 times more likely to contemplate suicide than their non-bullied counterparts; and
- 1 in 12 children are badly bullied to the point that it affects their education, relationships and even their prospects for jobs in later life.

In 1999, 12 students and 1 teacher were killed at Columbine High School in Littleton, Colorado. The year before Columbine, 5 persons were killed at Westside Middle School in Jonesboro, Arkansas. Post-event analysis produced evidence that the shooters, 4 boys ranging between 11-18 years old, were victims of bullying in their schools. The Secret Service and the U.S. Department of Education have reported that almost three-quarters of student shooters in these and other attacks apparently felt bullied or threatened at school. (According to a brief from The International Association of Chiefs of Police)

Case Study of Bullying Prevention Program

Some jurisdictions in the United States have successfully implemented the Olweus Bullying Prevention Program in schools, including the Chula Vista (CA) Police Department (CVPD) that resulted in a 50% reduction in bullying behavior.

The CVPD began operating a bullying prevention program in order to reduce bullying in schools, and reduce the overall effects of bullying in the community, including school violence, truancy, and adult crimes.

According to continuing surveys, the program contributed to the following results:

- 17% less name-calling;
- 13% fewer false rumors;
- 19% less exclusion from groups;
- 21% fewer threats;
- 18% less hitting and kicking; and
- 12% less racial name-calling.

E-Groups

As part of the Initiative five e-groups were established to share best practice and promote discussion in the USA and the UK. The e-groups provided a 'beyond boundaries' form of communication providing opportunities for transatlantic practitioners to exchange views and to provide links to associated programs. The five groups[6] considered:

1. The relationship between bullying and other violence, including knife and gun related attacks;
2. The role of the bystander;
3. Effecting change in bullying behaviour;
4. Sharing knowledge, expertise and ideas amongst young people through Peer Mentoring; and
5. Building people's confidence after bullying and supporting transition.

Primary Areas Considered by the Initiative

The relationship between bullying and other violence, including knife and gun related attacks: Discussions have been initiated revolving around 3 primary questions raised by John Quinn, National Development Director, Beatbullying, current UK Charity of the Year and Children's Charity of the Year:

1. Is there evidence that there is some continuity over time between bullying and violent crime? (that is children who are bullies/ied progress into violent crime);

2. Is a need to redefine bullying as not an incident or series of related incidents involving a bully and a victim, but rather a 'culture' of bullying as children often play both roles (bully and victim) at different times or within different situations

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[6] These advisory e-groups were disbanded in July 2007 having made a valuable contribution to this Initiative Report

(i.e. bullied at school whilst a bully at home). Schools need to address this CULTURE of bullying for successful intervention; and

3. It is this culture of bullying which has been associated with violence in schools, as an integral part of the development of the violent schools phenomenon (which has led to school shooting etc)?

It is hoped that these discussions will contribute to opening up the dialogue around bullying, viewing it within the broader context of abuse and violence, leading to steps that will place anti-bullying intervention in a firm position to reduce violence within schools. This discussion has been furthered by the support from a number of agencies including The Commission for Student Safety who were 'formed from a group of concerned and knowledgeable citizens and officials for the purpose of lobbying for and presenting training and implementation of up-to-date security preparedness guidelines in public schools throughout the nation, utilizing security standards prepared after the tragic September 11th attack' whose aim includes 'Educating our children on what to do in specific situations, how to deal with certain safety issues, and how to handle situations is the best means of ensuring the safety of our children.

Further support has come from practitioners working within the field of bullying and its relation to other violence including gun and knife violence, recognising the importance of training teachers and school support staff about domestic violence and child protection and developing strategies that can be integrated into the school curriculum. Research in this field has emphasised the links between witnessing domestic violence as a child and later involvement in violent crime as an adult, particularly for boys and young men including recognition of links to bullying through witnessing abuse and learning violent models of communication and relationships, which plays out in the school, playground, amongst peers etc.

Other issues considered by group members included:
- Correlation between bullying and knife/gun crime amongst young people;
- Bullying and criminality amongst young people (not just within a gang context);
- Effective reporting and logging of incidences of bullying related to use of weapons;
- Bullying incidences that are violent and based on inter faith, faith, cultural background;
- The role of Crime Prevention Trusts and community audits to assist in mobilising resources and prevention tools more effectively;

- Collating evidence and examples of guns and knives being used in instances of bullying?; and
- Establishing what the initiative sees as "good practice" in preventing the use of guns and knives in bullying.

Effecting change in bullying behaviour: Discussion within this group showed a variety of interests and has raised the issue of "Cyber bullying". Initiated by Lisa Ehrlichman RN, San Diego City Schools, which links with the work of other practitioners in the field of Internet safety and "stranger – danger" programs. Dialogue has begun, recognising that many of the traditional approaches to address bullying have failed, and innovative approaches are needed.

This topic has considerable attention from the staff of the project and a separate chapter has been developed concerning cyber bullying (see Chapter VII). Furthermore, 'that individuals with good mental health don't bully others, and those bullied must have positive 'tools' to work with their situation.' (Sharon J. Cunningham, Ex. Dir. Minds and K9s, Inc.)

Sharing knowledge, expertise and ideas amongst young people through Peer Mentoring: Linking with all e-groups the areas considered by this group include focusing on the causes of bullying and identifying training provision that promotes recognition of the signs that bullying is taking place, victim and/or target support and changing behaviour. Linked to work in the area of sexual harassment and teen dating violence in schools, dialogue has been initiated that will lead to sharing best practice in these fields as well as identifying successful peer group support projects and sharing their outcomes.

Building people's confidence after bullying and supporting transition: Dialogue has been initiated through shared links, particularly promoted by Michelle Elliot of Kidscape, a leading UK charity that works on a face to face basis with severely bullied children, 50% of whom have contemplated or attempted suicide because of bullying. She reports a substantial reduction in bullying incidents following participation in Kidscape's ZAP course supporting the view that by instilling in children 'the confidence to deal with bullying and the knowledge that they do not deserve to be bullied.' Further work recognises the need to involve parents in the process and to develop strategies that will enable them to support the victim and to initiate procedures that will help.

The role of the bystander: Discussions have centered on sharing best practice between established practitioners recognising the belief that for bullying to be prevalent and flourish there must be people who watch, allow and sometimes encourage bullying.

Chapter II

The Relationship Between Bullying and Other Violence

"Bullying, Not Terrorist Attack, Biggest Threat Seen by U.S. Teens" reports the National Crime Prevention Council as a result of a recent survey showing that bullying is the terrorist threat that most frightens America's teenagers and interferes with their education (NCPC, 2003).

Throughout the work of the Transatlantic Schools Anti-Bullying Initiative, John Quinn, National Development Director of Beatbullying, has raised questions regarding the relationship between bullying and violent crime.   Specifically, Quinn has sought to determine whether a culture of bullying in a child's life may lead to violence in schools such as school shootings. The literature in the field does not address these questions as directly as hoped.   However, this chapter presents an attempt to provide some understanding.

The Relationship Between Bullying and Violent Crime and a Culture of Bullying

Although both bullying and delinquent behavior have been frequently studied, they have followed different traditions and most studies focus on either bullying or delinquency exclusively.   Moffitt (1993) suggested that some adolescents show a pattern of life course persistent antisocial behavior and various forms of antisocial behavior occur within the same individuals.   Recent studies have established that bullying and delinquent behaviors are positively associated (Baldry & Farrington, 2000; Losel & Bliesener, 2003).   The suggestion was made that bullying might be an early stage of a developmental sequence leading to delinquency.

In the Baldry and Farrington study, one of the few to address the relationship of bullying among middle school students aged 11 to 14 and delinquency directly and as related to parenting styles, it was found that bullying did not vary significantly with age but that delinquency increases with age.   Bullying and delinquency were especially related for boys and older students.   Only bullies were younger while delinquents were older, suggesting that bullying might be an early stage of a developmental sequence leading to delinquency.   Interestingly, only bullies and only delinquents had different parenting correlates: only bullies had authoritarian parents and disagreed with their parents whereas only delinquents had confliction and low supportive parents.

This finding suggests that bullying and delinquency are not merely different behavioral manifestations of the same underlying parental behavioral pattern. There is a possibility that parent training interventions might prevent the continuance of a family culture that promotes both bullying and delinquency (Baldry & Farrington, 2000). In addition, it has been shown that aggressiveness and bullying behavior in school are predictors of later gang membership (Holmes & Brandenburg-Ayres, 1998) as well as criminality in adulthood. Browne and Falshaw (1998) further found that victimization experiences such as being bullied and subjection to violence and/or child abuse might be reasons for running away form home that, in turn, may increase the possibility of further victimization and criminal behavior.

The first systematic analysis of whether adolescents who are involved in bullying as bullies, victims, or bully-victims and also considered delinquent acts as either perpetrators or victims was conducted in 2005 by Perren and Hornung. This study which involved 1,107 Swiss adolescents in grades 7 through 9 had two main goals: The first was to investigate the co-occurrence of being a victim and/or perpetrator of bullying and/or delinquency and the second was to compare adolescents who are involved in bullying/victim problems with perpetrators or victims of violent delinquency regarding their family and peer relationship problems (Perren & Hornung, 2005).

This study confirmed the notion that children who are involved in bullying/victimization problems or violent delinquent behavior have impaired interpersonal relationships. Perren and Hornung also found that criminal victimization and involvement in violent delinquency seem to be associated with impaired family relations. Also, both victims and perpetrators reported low family support, and both perpetrators and victims of delinquency reported low peer acceptance. It could be postulated that the role of the peer group in delinquency is more a question of inclusion in delinquent peer groups than exclusion or rejection by classmates (Cairns, Cadwallader, Estell, & Neckermann, 1997).

A 1998 study by the National Institute of Child Health and Human Development (NICHD) found there were over three million victims of bullying in America, and over one-third of these were both victims and bullies (Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2003).

The Kaiser Foundation commissioned a study in which 8- to 15-year-olds reported that bullying was a problem relevant to their lives more often than they named drugs, alcohol, racism, AIDS, or pressure to have sex as being threatening issues. While many children move psychologically beyond the bullying once it subsides, for many victims of bullying the impact can be very damaging (Nansel et al., 2003).

In one study, 6% of boys and 9% of girls reported staying home to avoid being bullied (Rigby & Slee, 1999), and a review of 10 research studies in Britain reported higher levels of depression among young people who were victimized by their peers (Hawker & Boulton, 2000). In another study, boys who were frequently bullied were over five times more likely to be depressed than those not being bullied and frequently bullied girls were eight times more likely to commit suicide (Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999).

Finally, a study by Olweus in 1994 reported higher levels of depression and poorer self-esteem at the age of 23 in persons who had been formerly bullied—even though as adults they were not harassed or socially isolated more than other adults who had not been bullied as children (Olweus, 1994).

The research suggests very clearly that bullying can have a direct relationship to serious juvenile delinquency and later criminal behavior. Nansel et al. (2003) reported that the most serious bullies—those who bullied at least once a week and conducted this behavior outside the school environment—were seven times more likely to report they had carried a weapon to school in the prior month. The more serous bullies also were more likely to have been in a fight in which they sustained an injury serous enough to require professional treatment.

Other studies provide evidence that bullies' antisocial behavior tends to continue in places other than school and into adulthood. In one study, about 60% of bullies in grades 6 through 9 were convicted of at least one crime by the age of 24, compared to only 23% of the boys who were not characterized as bullies or victims. An even more disturbing finding of this study is that 40% of the bullies, compared to 10% of those who were neither victims nor bullies, had been charged with three or more convictions by age 24 (Olweus, Limber, & Mihalic, 1999).

Researchers for the NICHD project reported that students who were both bullies and victims were caught in the worst of both worlds. They suffered from higher rates of smoking, lower academic achievement associated with bullying, and trouble developing friendships and loneliness—variables associated with being victims. The result: youth who are bullies and are bullied represent an especially high-risk group. They are at greater personal high risk from problem behaviors and their anger from being bullied puts people around them at risk. One of the most highly publicized examples of this is the Columbine High School shooting, in which the perpetrators of the massacre were established as victims to bullying prior to the tragedy.

The Secret Service, in conducting an analysis of such events, found that most of the shooters had been bullied before choosing to attack those they perceived as their tormentors (Fox, Elliot, Kerlikowske, Newman, & Christeson, 2003). Their investigation revealed that the great majority of the shooters felt persecuted, bullied, threatened, or injured by others prior to the shooting event. While it is certainly true that bullying was not found to be a factor in every case and it is very clear that every child who is bullied in school does not pose a risk for initiating violence in the school, these attackers were described in a number of cases as having been bullied and felt tormented.

In one school shooting case, most of the attacker's peers at school described the attacker as the person everybody teased. Theses schoolmates said that many of the students in the school had thrown the attacker against a locker, tripped him in the hall, held his head under water in the pool, or thrown things at him. It is important to note that several schoolmates said the attacker seemed more agitated by the teasing than usual in the days before the shooting (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002).

Clearly, most victims of bullying do not respond in such an extreme way as to become a school shooter. However, punishment after the event is always "too little, too late" to repair the damage done to the lives of others. The only real solution is prevention that comes in time to keep innocent persons from becoming victims, bullies, or both.

Chapter III

Effecting Changes in Bullying Behavior

The literature is replete with suggested programs and interventions for changing bullying behavior, preventing bullying behavior, and addressing the needs of the victim, whether it is bully-victims or only victims. Appendices B and D contain details of most of the effective efforts to influence these changes in the school environment as well as the behavior of the bully. This chapter will address some of the underlying issues that are related to bullying behavior with some recommendations for interventions.

The Bully as a Victim: How it Begins

One of the most compelling dimensions of this discussion characterizes the bully as a victim. Understanding this aspect of the development of the personality of the bully goes far in helping understand how to change the bully's behavior. An essential issue relates to the question of how bullying behavior begins. It has much to do with the child's self-concept. Children who see themselves as bullies will try to find opportunities to taunt other children (Butler & Green, 1998). It is, in a way, an experimental activity. That is, the bully begins with teasing and soon learns that when the victim or target recoils in tears there is validation that taunting is successful. Children who behave in this way and get the reinforcement they seek begin to feel powerful in the ability to bully and they will often continue to fulfill this bullying role.

Children may bully others because of their negative views of the victim or their acceptance of bullying. As children go into their later primary school years they are less able to manage conflict than older children. This is a common cause of disruption in relationships (Boulton, Trueman, & Flemington, 2002; Erwin, 1998). It has been suggested that these poor early relationships have implications for later patterns of social adjustment. Helping children manage conflict in their relationships can be a very effective way to prevent relationship disruption.

The Pattern of Aggression and Depression in The Bully

While there are many types of aggression, one type has been described as a reactive behavior in which stress and frustration build up noxious energy that is released in the form of aggressive behavior (Thompson, Arora, & Sharp, 2002). Thompson notes that this type of aggression could be related to bullying behavior.

Also, children who have chronic stressors such as disability or dysfunctional family life such as abuse and long-term parental arguing may experience depression. Some stressors that are related to aggression may also be related to depression. Excessive feelings of deprivation or rejection often lead to depression. Young children recovering from this sort of depression will often become hostile. From this perspective, the aggression that could lead to bullying behavior may be the result of depression. In addition, parental depression often is associated with depression in children (Dennely, Harker, & Smith, 1997).

Karstadt and Woods (1999) found that, contrary to the widely held beliefs that bullies are self-confident persons with high self-esteem (Fekkes, Pijpers, & Verloove-VanHorick, 2004; Wolke, Woods, Schulz, & Stanford, 2001), they might actually be depressed. Thompson supports this view (Thompson et al., 2002) with the suggestion that bullies experience more negative feelings and thoughts about themselves than their peers.

The possibility that bullies have personal problems may be an explanation of why bullies behave as they do. It may be that the bully feels like he does not fit in and is upset or angry about this. Perhaps the bully is bullied by family or other adults. It is possible the bully is afraid of being bullied and so he goes on the aggressive and initiates bullying. It may be that the bully does not like himself very much and this self-loathing manifests in aggression toward other children.

Responding to Bullying as a Result of Depression

Although there is conflicting evidence in the research on the question of a bully's self-esteem and depression, the question of how to affect change in the bullying behavior is of paramount importance. Being able to understand and recognize common characteristics that may indicate a child is a bully is perhaps the most important fundamental skill needed to influence long-term mental health in the child who is a bully. While recommendations are available for helping victims of bullying, specific programs to address the needs of the bully are less available. However, a promising approach seems to be working within a school-wide anti-bullying policy that employs a no-blame or support group approach to the problem (Aggleton, Hurry, & Warwick, 2000).

The support group is an intervention in which the group involved in the bullying is given the responsibility for solving the problem rather than being blamed. This is an approach very similar to the principles of restorative justice, an emerging practice in the field of juvenile and criminal justice.

The basic tenet of restorative justice is the notion of focusing on ways to restore the victim rather than ways to blame and punish the offender (bully).

While anti-bullying policies often have not enjoyed long-term effectiveness, anti-bullying seems to be most amenable to intervention if implemented by a school-wide effort. In designing programs for interventions, it is very important to understand the role friendships can play in promoting the social and emotional competence of young people. This should be a part of the training program for teachers, school officials, and others involved (Oliver & Candappa, 2003).

The school nurse can play a pivotal role in addressing the issue of bullying. Karstadt and Woods (1999) suggested that school nurses should set time to meet with both bullies and victims at the same time with the goal of building self-esteem and bringing a healthy perspective to the situation. Healthcare professionals in the school should be trained to recognize and understand symptoms of depression in order to identify children at risk and to better understand the behavior of the school bully.

Alternative Explanations for Bullying in School

Some research into the causes of bullying have developed the power-based theory which posits that the major mechanism of bullying is control and power with a strong desire to dominate others. While other research has described bullies as dominative and needing to feel power over others, this need for power has been particularly identified as the main reason for boys to bully others. Advocates of this power-based theory maintain that bullies desire for power is often strengthened by social stereotypes such as the negative reinforcement of the media (Batsche & Knoff, 1994; Charach, Pepler, & Ziegler, 1995; Hoover & Juul, 1993; Lane, 1989; Ma, Stewin, & Mah, 2001; Olweus, 1991).

Another basic approach, the social learning theory, suggests that bullying is a learned social behavior rather than a need to dominate. Oliver, Young, and LaSalle (1994) contend that a child's family plays a major role in a child's tendency to bully others. This is because the use of power-assertive discipline techniques and negativism in parenting teach children the way to deal with others (Slee & Rigby, 1994; Ma et al., 2001). In addition, Schwartz, Dodge, Pettit, and Bates (1997) studied the early family experiences of boys who become both aggressive and were bullies in school. This research found aggressive children at school often experienced punitive, hostile, and abusive treatment at home. Other studies confirm the finding that bullies at school are often victims at home (Floyd, 1985; Horne & Socherman, 1996; Ma et al., 2001).

Within the past decade, the stereotyped view of bullying has been challenged in research conducted by Kaukiainen et al. (1999) and Sutton, Smith, and Swettenham (1999). The popular model that suggests a social skills deficit characterizes the bully as a powerful individual who has little if any understanding of others. The result is that the bullying behavior has been seen as a careless exercise of the power of the bully over the innocent victim. This model has been challenged with research by Sutton et al. (1999) that shows bullies often possess good social skill cognition and mind skills. This "Mind Skills Theory" is reinforced by Kaukiainen et al. (1999) who provided evidence that bullies often are superior to their victims in social intelligence. To these researchers, bullies are seen as individuals who skillfully exercise their mind skills to manipulate their victims. They inflict suffering on victims in subtle but damaging ways without being caught. It seems to be a constant challenge to the bully that becomes a thrill to exercise mind skills and develop new ones (Ma et al., 2001).

Implications for Interventions

The research is clear and the experiences confirm that bullying is a widespread social problem that cuts across socioeconomic boundaries and has long-term negative consequences for both bullies and victims. It is also established that family characteristics have a dramatic effect on the development of both bullies and victims. In addition, bullies and victims possess and demonstrate personal characteristics that can be part of prevention and intervention programs. Finally, the most promising intervention to combat bullying is a long-term, whole school approach which involves peers, teachers, parents, counselors, and others who come into contact with and have influence over the persons involved (Ma et al., 2001).

Appendices B and D provide extensive suggestions for programs that have been shown to be effective in changing bullying behavior. Teachers, counselors, and school administrators should take the time to investigate these programs and funding should be sought to help support them with implementation.

Chapter IV

Peer Mentoring

While the notion of peer support is not a new one, in recent years it has gained considerable attention as researchers and school officials work to respond successfully to the ever-increasing problem of school bullying. These programs have been variously labeled and characterized. In 1994, Carr (1994) found more than 30 different terms that described peer support programs. Among the most common terms were peer helper, peer counselor, peer support, peer leader, peer facilitator, befriender, mediator, coach, or peer mentor. The term coming into wide use and acceptance is peer mentor (Maskell, 2002).

Some of the roles taken on by peers commonly have been mediator, counselor, tutor, friend, or mentor. A familiar pattern is for the role to progress from listener to tutor, helper, mentor and, finally, long-term friend. This person acts as a confidant, counselor, and sponsor who encourage the person being supported to trust and take the risks associated with becoming vulnerable. The relationship is built on mutual respect and trust. Actually, it is similar to the relationship of an older sibling who offers compassion rather than competition (Maskell, 2002). Appendix C contains two case studies of how peer mentoring can work.

The Peer Mentoring Movement

Usually peer support programs make use of students who are seen as being trustworthy and helpful by their peers. Several factors have contributed to this development, including: the increasing awareness of bullying in schools as a widespread problem, lack of resources, the universal appeal of the idea of counseling, the willingness of qualified adults to work with peer mentors, the availability of a wide support network as a result of educational reform and changes in the culture of the school (Maskell, 2002).

The Rationale for Using Peers

One's peer group has positive influences; they can listen to each other, accept each other's opinions, suggestions, and perspectives because they are peers. Peers have a rapport with each other that cannot be achieved by any other person or group. Often, peer rapport can be achieved because they have lived through the same or similar situations. In that light, peers have street credibility.

The bully or victim is more likely to remember a peer's point of view because their response to social and other situations are more meaningful than those of adults. The peer mentor usually does not offer solutions. Rather, they will encourage the bully or the victim to come up with their own range of optional strategies for dealing with a given situation.

The peer mentor also can act as a gateway to more specialized services. Young people, including bullies and victims of bullying will often divulge to a peer mentor their problem because it can be done informally, without the formal label of being counseled. The peer mentor can develop a relationship that fosters the confidence to go further and seek more specialized help if necessary. Therefore, it is very important that the skills of appropriate referral are part of the training process for the peer mentor. It is important to note that peer mentors, while they may become friends to the persons they are mentoring, can be more objective than friends. Peer mentors can use the skills developed to listen to the needs of both bully and victim. They also can function as a liaison with teachers as well as other adults and use their support in developing and using mediation skills to help with a variety of situations.

According to Maskell, the most effective peer mentoring systems are those with the following characteristics: they are well publicized, they address perceived needs, they are available to everyone, they are used for a variety of support needs, they are run by students for students, they are supported by adequate training and supervision, they have the support of everyone connected with the school, and they have support from the community (Maskell, 2002). Of this list of items important to an effective system of peer mentoring, one of the most important is the need of the support system to meet the needs as perceived by the students. It is more effective to focus on one particular issue when the structure is being developed. This is when there is optimal interest in what peer mentoring can offer and it is a time when adults are most prepared to facilitate the development of the program.

Another of the criteria for success which is of particular importance is the idea that peer mentoring is available to everyone. As they usually work in pairs, peer mentors can operate in a variety of ways—with individuals, small groups, and on different topics such as friendship, responsible behavior or anger management, coping with stress, or self-esteem issues.

In order to have an effective program, Maskell (2002) points out that training is needed for peer mentors in order to provide support, to learn strategies for working with people, to become more self-aware, to help them come to terms with their own particular problems, and to apply and adapt what they have learned in the training sessions.

Obviously, the training needs for each group of mentors will change with each group because they will begin the program with different initial skills. It is also very useful for those who have already been through a training program to assist or perhaps lead a training program for others. Community groups need also to be involved. Such interests as counseling groups, health clinics, drug and alcohol help groups, and community and mental health groups are to name but a few.

When peer mentors volunteer they have expressed a desire to help. As they develop and change and become more confident, their personal development is accelerated. Peer mentors appreciate the opportunity to work alongside adults who appreciate their efforts. These students also appreciate certificates, references, and the status they have in the school (Maskell, 2002).

Peer mentoring is a major component of the Creating a Peaceful School Learning Environment (CAPSLE) program. This program follows the theory of power dynamics that encompasses the notion that any intervention to address the problem of bullying should focus on the school as a whole—the climate of the school rather than on individual children. The hope with this approach is for a more compassionate and group-focused school climate with improved academic performance. The school climate becomes one in which students and teachers help each other and serve group goals rather than competing with each other in an effort to achieve dominant status (Fonagy, Twemlow, & Sacco, 2001).

The peer mentoring component of CAPSLE is based on the notion that children often respond more positively to advice and assistance from persons closer to their age rather than adults who may remind them of their parents with whom they have had authority conflicts. Fonagy et al. (2001) contends that involvement with peer mentors, usually from high school, can be helpful to the mentor as well as the child in assisting with sublimating aggressiveness and competitiveness while developing skills for solving power struggles.

In this program mentors are recruited from local high schools that the elementary school children will probably attend. Usually, the selected mentors have had their own problems with disruptiveness, attendance and often violent behavior. They also have been exposed to a variety of forms of remediation. The high school students are given academic credit for serving as mentors and the mentoring sessions are typically conducted several times per week. The peer mentors assist the student to whom they are assigned with completing homework, mediating disputes, and to some extent they help identify personal problems and issues.

The mentors are trained in a program that emphasizes the following areas: dealing with children's secrets and confidences, dealing with physical violence, committing to others, keeping one's word, not acting superior, showing forgiveness, and practicing honesty and sincerity in dealing with oneself and others. In addition, the training includes role playing scenarios designed to address the various types of difficulties the mentor may encounter such as an angry child, a child who will not stop crying, a child who will not cooperate, and a child involved in bully-victim-bystander dynamics (Fonagy et al., 2001).

Peer mentoring, if properly instituted, can be a very useful tool in helping to alleviate bullying. The peer group can be a positive influence and peer mentoring can assist by encouraging a friendly, respectful, supportive school atmosphere. It seems clear that peer mentoring has benefits for bullies and victims, as well as for the peer mentors themselves (Maskell, 2002). Appendices B and D provide details of several very successful peer mentoring and other peer support programs for consideration.

Peer/Youth Activism

Much that has united the awareness raising efforts of campaigning groups and anti-bullying charities and umbrella groups over the last three years has been the one unifying call to arms – Tell Someone. Government guidance to schools adopted this popular call by naming its guidance as 'Don't Suffer in Silence'. The telling culture which has been a popular sound bite is also a nod to the open de-bunking of the myth that bullying is just part of growing up and that you should just deal with it and take it.

Many forms of advice for children and young people involve telling someone, followed by a list of those best placed or regarded well enough to be communicated with.

According to a study by the Department of Psychology, University of Strathclyde entitled 'Help seeking amongst child and adolescent victims of peer-aggression and bullying': -

- Trainee teachers reported that this (telling) is the number one coping strategy they would recommend to students (Nicolaides, Toda & Smith 2002)
- Usually, victims of school bullying are advised to tell teachers when they are bullied, but are also encouraged to speak to their parents or guardians Not all pupils wish to speak to these groups of people about such an issue and why peer support systems have been developed, in which students/pupils tutor, reinforce positive behaviour, counsel or advise. (Naylor & Cowie, 1999; Smith &SHARP, 1994)
- Girls aged between 9 and 14 are more likely to seek help from a best friend, or parent, while boys more likely to ask for help from a friend or teacher. (Borg 1998)
- Victims of verbal bullying (name calling) report telling the least, followed by indirect bullying victims (exclusion, rumours spread about them), with victims of direct bullying (violence, property damage/theft) telling the most. (Elsea 2001)

Every year, thousands upon thousands of children and young people become anti-bullying campaigners and activists. The messages are clear and engage the whole community in a wider debate and set of discussions on the state of society and the impact that bullying has on all citizens. All year round we have encouraged and also skilled children and young people across our communities to become activists and to be political. Youth Activism globally, is a powerful movement. Harnessing youth activism at a local, regional, national and international level is a powerful strategy.

Youth Activism – A Definition

Youth activism summarised as youth voice engaged in organising for social change. Around the world young people are engaged as activism planners, researchers, teachers, evaluators, decision-makers, advocates and leading in the environmental movement, social justice organizations,

There are three main forms of youth activism.

The first is youth involvement in social activism. This is the predominant form of youth activism today, as millions of young people around the world participate in social activism that is organized, informed, led, and assessed by adults.

Many efforts, including education reform and children's rights, and government reform call on youth to participate this way, often called youth voice or children and young people's participation. In the UK, Youth Councils and Youth Parliaments are the most visible examples of this.

The second type is youth-driven activism requires young people to be the primary movers within an adult-led movement. Such is the case with the Sierra Club (a US reference), where youth compel their peers to join and become active in the environmental movement and other organisations such as National Youth Rights Organistion (US), Global Youth Action Network, and Free The Children. Free The Children is the world's largest network of children helping children through education. Through the organization's youth-driven approach, more than one million young people have been involved in their innovative programs in more than 45 countries. Founded by international children's rights activist Craig Kielburger, Free The Children has an established track-record of success, with three nominations for the Nobel Peace Prize and partnerships with the United Nations and Oprah's Angel Network.

The third type is the increasingly common youth-led community organizing. This title encompasses action that is conceived of, designed, enacted, challenged, redesigned, and driven entirely by young people. There is no international movement that is entirely led by youth. A number of local or mission-driven initiatives serve as examples, including Ignite, addressing tobacco use; Seattle Young Peoples Project, located in Seattle; and Article 12, working for youth involvement in Scotland.

Over the last two years, Beatbullying has trained 3000 plus young people as Peer Listeners. Many young people that Beatbullying have trained as Peer Listeners have fed back directly to us stating the following:
- I learnt how to understand and help my friend for the first time
- The reason why I became a peer listener is because I was bullied
- I know that bullying is wrong and hurts people
- Now I know what it feels like to be bullied
- I have learnt that listening is hard but helps me help others
- I learnt a lot of new perspectives to help me deal with victims and bullies
- I would like to help people and I feel that to have this skill would help me later on in life. It is upsetting and stops people enjoying themselves
- Because someone I know was in trouble, I can help them with their problems
- Improve my listening skills and confidence. Also I want to be able to help people with their confidence

- All the teachers need to do is make sure it carries on. Putting some money into it and keep training people

Peer Listening has been a sought after response across secondary schools and has presented many further opportunities for young people to engage in wider ambassadorial work for their schools and communities, including leading on young people's issues with the BBC Teen 24 series of programmes and participating in a three way transatlantic video conference on Peer Mentoring and Peer Support work with their peers in Dublin and The Muhammed Ali Centre in the United States. The extension of the role of a peer supporter – what ever the specialism is – illustrates the significance of this as a strategy to combat bullying and the levels of discourse that can be opened up as a result.

Peer Listening in general has been deployed as a frontline intervention, supplementing pastoral work in schools and youth settings. However, Peer Listening as with all Peer led strategies, is only sustainable if it is reviewed, refreshed and plays a fundamental part of those organisations learning and support culture. Young people have fed back to us why they think Peer Listening works, but also why it needs to be adapted or changed in line with the cultural changes in the way bullying is looked at and the way society regards those involved in bullying.

Beatbullying responded and rolled out the Peer Activism programme. Peer Activism is a progressive and empowering Peer led strategy. Peer Activism, best describes an approach in which pupils' potential to be helpful to one another can be fostered through appropriate training and supervision and where the work and training they undertake has a lasting impact and legacy.

Embedded within this new approach is the key to identifying problems, which is the Peer Listening element. Further to this important set of skills is sustainability. The activism element is where we work with children and young people to develop a more rounded set of awareness raising skills, including communications work, marketing your service, branding and fundraising activities that can help sustain it and raise further awareness, in school and out in the community. By implementing Peer Activism, the strengths and resourcefulness of young people can be harnessed to enrich their own lives and those of others in their school, their families and their wider community.

Sustaining the work in school is not enough however, especially when considered against the backdrop of the increase in bullying throughout our communities, real or virtual.

By empowering and entrusting young people to lead bullying prevention work, we must apply a more proactive position and equip and train young people as 'activists', bridging the wide gap between school and community.

Why Peer Activism?

There are numerous advantages to the Beatbullying peer activist model being applied throughout our work in school and community settings:

- Peer Activists communicate at grass roots level with their peers, policy makers and decision makers
- Peer Activism is all about Youth Culture and experience harnessed for a greater good
- Peer Activism is an effective method of working with young people on difficult or controversial issues.
- Becoming a Peer Activist teaches responsibility, is a useful means of developing other skills and capabilities such as leadership alongside intervention skills.
- The listening and mentoring skills developed by the Peer Activists helps towards building cohesive and inclusive schools, particularly by building good relationships between older and younger pupils.
- Peer Activism in the community can help harness wider support and opportunities for the dissemination of learning through active participation in local events, fundraisers and communication exercises.
- Activism creates opportunities for schools and communities to engage one another and effectively raise awareness, by including the local business community, families and carers and unite schools and communities where there is conflict or territorial issues.
- Peer Activism Networks established between nominated activists from schools and community groups can take on wider ambassadorial roles in the community where they live and learn

Beatbullying understands that to effectively tackle child on child violence, prevention is the most direct and sustainable course we can take. Without significant cultural change on the ground in the way that bullying is dealt with, we will always be fire fighting, but through empowerment of young people we can create a world where bullying is unacceptable.

Chapter V

Building Confidence and Supporting Transition for the Victim/Target

As the phenomenon of bullying in our schools receives ever increasing attention in the research and through interest groups, suggestions for programs to prevent bullying, or what to do about the bully, or what the victim should do about being bullied have received considerable focus and attention. A question that is becoming increasingly part of the literature concerns ways to rebuild confidence within and to support transition for the victim after the bullying has occurred. This chapter seeks to address this issue and provide some suggestions for helping the bullied.

It is very clear childhood bullying has potentially serious implications. It can lead to academic, social, emotional, and legal problems. Efforts to prevent bullying must address individual, familial, and community risk factors, and promote an understanding of the problem. One of the dimensions of this effort involves an understanding of the characteristics of children who are bullied.

Characteristics of Bullying Victims

Lyznicki, McCaffree, and Robinowitz (2004) are among many who have described the characteristics common among bullied victims. Lyznicki and colleagues focus on the following behaviors:

- Quiet, cautious, sensitive, may have difficulty asserting themselves, appear to do nothing to provoke attacks, and are unlikely to retaliate if attacked or insulted.
- May be perceived as being "different" or weak.
- May be isolated socially and report feeling sad or lonely.
- May experience psychosomatic symptoms (e.g., sleep disturbances, enuresis, unexplained abdominal discomfort, or headaches).
- Chronic bullying may interfere with social and emotional development and academic performance.
- May become cynical if they think authority figures allow the bullying to persist.
- May accept that they deserve to be taunted, teased, and harassed (similar to victims of domestic violence and other forms of abuse).
- In rare cases, may harm themselves or others, or even consider suicide rather than endure continual harassment and humiliation.
- At risk for depression and poor self-esteem later in life.

(Source: Lyznicki et al., 2004, p. 1725).

Assertiveness Training: ZAP

Assertiveness training is one of the most effective ways to help the victim build confidence and move successfully through a transition after bullying has occurred. One of the most effective assertiveness training programs is known as ZAP, sponsored by Kidscape. Founded in 1985, this is a charity committed to preventing bullying and child sexual abuse. Among its priorities is to encourage self-reliance and it works to provide persons with practical skills and resources to prevent harm (Kidscape, 2006).

The ZAP program is a tailor-made assertiveness training course for children aged 7 to 16 who have been or are being bullied. The course is grounded in the basic philosophy of human rights and draws on assertiveness strategies which focus on the following:

- Exploring different anti-bullying and assertiveness responses and techniques.
- Providing opportunities for children to learn and practice these techniques in a safe and supportive environment.
- Improving the child's confidence, self-esteem, and self-knowledge.
- Protecting children from the bullying behavior and aggressive tactics of other children.
- Reducing truancy, self-harm, and delinquency involvement.
- Improving the child's educational attainment, aspirations, and interpersonal skills.
- Providing ongoing evaluation and support.

(Source: Kidscape, 2002).

In implementing the strategies, Kidscape reports through feedback from recipients of the training that there are indeed both immediate and long-term benefits of the program. Program participants usually report that they realize the bully is the one with the problem. Also, they learn to use a range of strategies to deal with conflict and cruelty. They have learned to communicate hurt and frustration in a supportive yet challenging environment. They develop the confidence to take advantage of the opportunities offered in school and the community. Finally, and of perhaps most importance, they find solence in peer support as well as in making new friendships (Kidscape, 2002).

Kidscape reports very impressive results after three years of offering the ZAP program. After training 179 children aged 7 to 16, in the third year of the project in the Greater London area it is reported that 79% said they were no longer bullied and a majority of the young children who were still being bullied attested to being bullied less. In addition, all of the children who attended the ZAP course reported it to be useful or very useful.

The overwhelming majority said they had an increased sense of self-confidence and self-esteem. Another important finding is that 19% said they found it easier to make friends. Depression about being bullied was reduced considerably among participants. Also, truancy was reduced from 50% to 2% and those who wanted to stay away from school was reduced from 31% to 8% among those in the program (Kidscape, 2002).

Parental Involvement

In addition to the ZAP project, Kidscape offers a number of other suggestions to help children who have been bullied. A major role in this effort involves parents. Among the recommendations for parents are the following:

- Make time to talk to your child and check to ensure the child is happy at school.
- Talk to your child on a regular basis and suggest practical strategies to overcome problems.
- Practice agreed-upon strategies in role-play situations until your child can perform them with self-confidence.
- Encourage your child to bring friends home to reinforce suitable relationships.
- Give your child the opportunity to gain confidence and make more friends by involving him/her in a variety of after-school activities.
- Praise and reward good behavior and progress. Help your child set targets to work for.

(Source: Kidscape, 2004).

Parents also can encourage the child to share problems with them. The child needs to be assured that this is not tattling. Parents need to be very aware that the child may be ashamed, embarrassed, and afraid. The child needs for the parent to be a very good listener who can reassure the child that he/she will not have to deal with this alone.

The child needs to be praised and encouraged because helping him/her take pride in his/her accomplishments and differences can be very healing. In addition, a confident child is less likely to be bullied. The parents should search for talents and positive attitudes that can be developed in the child. This will improve the child's ability to be assertive.

Additionally, parents can help the child by trying to improve social skills and addressing—without suggesting that the child is responsible for being bullied—any behavior that makes him/her a provocative victim (Center for the Study and Prevention of Violence, 2006; Fox & Boulton, 2005).

The notion of encouraging the child to form strong friendships is very important in the effort to deal with school bullies. A child who has loyal friends is less likely to be singled out by a bully and they can be valuable allies if the child is bullied. The child should be encouraged to participate in positive social groups that meet his/her interests such as after-school groups, church groups, or teams. These activities can help the child develop special skills and rebuild his/her self-confidence (Kidscape, 2004).

In summary, the child who has been bullied needs to go through a process of rebuilding his/her self-confidence. Many people can serve useful roles in helping and supporting a bullied child. Primary among these are parents and persons in the helping professions, depending upon the severity of the victimization. Also, such programs as the ZAP effort by Kidscape, a program shown to be very effective, can be integral to rebuilding self-confidence and the transition to improved mental heath for the bullied child.

Appendix B to this report provides valuable information relating to available programs.

Chapter VI

The Bystander

While bullying in schools has been a topic of considerable attention in the literature for many years, prior to the mid-1990s the role of the bystander was barely mentioned in the literature (Twemlow, Sacco, & Williams, 1996). In the past decade, however, this aspect of the bully/victim dynamic has received increasing and ever important consideration.

Bystanders Defined

While there are variations as to the definition of the bystander, Twemlow, Fonagy, and Sacco (2004) described a bystander as an "active and involved participant in the social architecture of school violence, rather than a passive witness" (p. 215). The role of the bystander, according to Twemlow and colleagues, is that this person or persons play an active role with a variety of manifestations.

Types of Bystanders

Coloroso (2005) claims there are no innocent bystanders and categorizes all parties involved in a bullying event (besides the victim) into six types, each with a different dynamic. First is the bully who rules through threats of violence of intimidation. Second is the follower, who takes part in the bullying but does not initiate the action. Third, there are the supporters, who like the bullying but do not take part. The fourth category is the disengaged onlooker, who asserts that the bullying of someone else is not their concern. The fifth type of participant, the possible defenders, are those bystanders who believe the target of the bullying should be defended; however, they are not the ones to do this. Finally, sixth is the defender, who is the unique person who actually attempts to help the victim (Davis, 2006).

Coloroso (2005) asserts that there are few defenders, while Davis says the majority of students in most school social systems are potential defenders who want the bullying to stop but who do not act because they are afraid of becoming victims (Davis, 2006). Another typology is offered by Fonagy et al. (2001) based on a vicarious relationship with the bully. First there is the victim type, who is a frozen, frightened bystander.

The avoidant is the bystander who denies the existence of a problem with power struggles in the school and the ambivalent who is unsure of what to do and yet fixed in a pathological role. Salmivalli (1999) notes that some children join in the bullying and act as assistants of the bully while others offer positive feedback to the bully by simply coming to see what is happening. Often these bystanders, in providing an audience, will encourage the bully by laughing or by using encouraging gestures. Such bystanders may be characterized as reinforcers. In addition, Salmivalli (1999) declares that a remarkable number of bystanders, who may be characterized as outsiders, tend to stay away and not take sides with anyone. Even children could be characterized as allowing the bullying to go on by silently approving it. Finally, there are some bystanders whose behavior is clearly anti-bullying. They comfort the victim, take sides with the victim, and try to make the bullying stop. These are the defenders.

The Bully-Victim-Bystander Relationship

Much of the literature in the field has focused on the relationship of the bully and the victim. However, in recent years attention has come to the interaction of these two along with the bystander(s). The bystander participates, indirectly and repeatedly, in a victimization process as a member of the social system. Twemlow et al. (2004) declares bystanding may either facilitate or ameliorate victimization and is propelled into this role by interaction with the victim and the victimizer. He goes further to say that the ongoing interaction can be redirected in a helpful or harmful direction because the bystander is the invisible engine in the cycle of bullying (Twemlow et al., 2004). If bully and victim are social roles for the drama of bullying, then the bystanders are the audience. In this relationship, the bully-victim interaction is shaped and maintained by the demand of the audience of bystanders and, in this situation, the audience does not remain passively seated while the drama unfolds (Coloroso, 2005; Twemlow, Fonagy, Sacco, Gies, & Hess, 2001).

Whether bystanders stand by or look away, their self-confidence and self-respect are eroded as they wrestle with their fears and their guilt. Often, these emotions result in apathy, which in turn leads to contempt. If the bystander actively participates, by cheering or encouraging the bully, the child being bullied experiences even more stress and this increases the chance of other bystanders becoming desensitized to the cruelty, or even treating the bully as a role model worthy of imitation (Coloroso, 2005).

While bystanders play the least active role, they are a critical element in the bullying process. With peers looking on, the bystander is no longer acting alone and achieves a level of status for the actions. Adverse reactions (such as calling the victim names) serve to reinforce stereotypes, prejudices, and discrimination, while they discourage empathy, compassion, and perspective. Coloroso identifies four reasons kids give for not taking a stand against bullying: fear of getting hurt, fear of becoming a new target for the bully, fear of making the situation worse, and not knowing what to do. (Coloroso, 2005).

Bystanding is Not Just for Kids

Typically, the literature focuses on bullying as a problem involving students in the schools. Most of the research focuses on the problem among students in elementary and middle school. However, an important dimension of the problem concerns teacher bullying of students and teachers as bystanders in this situation. Twemlow et al. (2004), reporting on a survey of 116 teachers about their perceptions and experiences, said that this is yet another piece of a very complicated part of the bystanders puzzle. With 45% of teachers admitting to have bullied students, the openness to seeing and admitting bullying suggests that there is a tolerance for this type of behavior among those who should be expected to help deal with the problem. When a teacher bullies a child, children can see that other teachers—as bystanders—do not address the problem. Twemlow et al. (2004) reports that bullying teachers compel loyalty in their colleagues who may abhor their actions, but do nothing because if they complain they are often shunned by their colleagues. A loyalty conflict forces the bystander teacher into a passive victim bystander role. As role models for student bystanders, this is not at all commendable.

Prevention and Intervention Programs

The literature is replete with proposed programs for interventions by bystanders. It is consistent in the notion that interventions are more successful when implemented in the early years of schooling rather than in secondary school and the level of school commitment and staff involvement influences the success of interventions (Lodge & Frydenberg, 2005). Stan Davis (2006), of Stop Bullying Now, having talked with some 40,000 students in grades k-12, contributed to the e-group a rather comprehensive review of suggested interventions available to the bystander. This is summarized for this preliminary report of the bystander e-group.

When asked what bystanders can do, most groups of students talk about confronting the bully. Young people seem strongly pulled toward this response which is consistently modelled for them by television and movies. They also know this response may get them hurt. Many bystanders seem unable to consider any other option as long as confrontation is an option. Then, when they realize this is not a safe choice, they are likely to do nothing.

Davis (2006) reports that he has learned to discourage confrontation. Rather, he prefers exploring all the non-confrontational strategies to dealing with an event, because when aggressive action is not a safe option for consideration young people are enabled to find alternative ways to cope with bullying. Alternative strategies suggested by Davis include:

- Choose not to be part of the problem. For example, choosing not to spread a rumour, and telling your friends to join you in not spreading it, may be a very effective way to stop the rumour and prevent further harm.
- Help the target get away. Targets are often told to just walk away, but young people consistently say that walking away from bullying alone makes them feel unsafe and weak. However, if peers invite the target to leave the situation with them, then targets can leave without a sense of defeat.
- Sit with, talk with, or befriend the victim. Targets of the bully may be chosen by the bully because of their social isolation, or they may become isolated as a result of the bullying. Either way, after the bullying is over, victims often need friends and the protection of a social group.
- Ask friends to stop bullying others. As peers, friends are likely to listen to each other.
- Tell adults. Especially in middle school, it is often difficult for adults to find out what happened. Breaking through the cover of silence that descends over those who witness bullying requires protection for those who tell. This means adults should show students their reports are welcomed rather than allowing this to be characterized as "tattling." It also requires helping young people learn that they even proactively help the bully by reporting the incident, because youth who bully are likely to be in much more serious trouble later in life if they do not change.

According to Davis (2006), other interventions that work for the bystander include:

- Implementing staff-based school-wide interventions before working to activate bystanders.
- Helping potential defenders see that they are not alone.
- Using questioning and discussion techniques, help bystanders create a wide range of safe and effective strategies for intervening, and protect them when they intervene.
- Use theatre and literature to help young people choose effective actions.
- Discuss real situations.
- Help students understand social interaction between and among peers.
- Help them understand what real friendship is and what their options are if "a friend" tries to control them.
- Encourage students to reach out in friendship to isolated youth.
- Praise positive student actions.
- Help students set and reach goals relating to school climate.
- Help students understand the social forces that underlie bullying behavior.
- Discuss the historical parallels to bullying, with a focus on what they teach us to do now.
- Discuss the nature and impact of indirect harassment.
- Empower students to teach each other the strategies they have learned.

Davis concludes by noting that a new school climate can be achieved when staff use classroom or grade-level discussions to find new paths for bystander action. Rigby and Johnson (2005) recommend teachers to encourage children to act constructively when, as bystanders, they observe bullying at school. To accomplish this, they suggest:

- Opening up a discussion of bystander behavior with the class. This can be facilitated by showing pictures of bystanders watching a child being bullied and getting their opinion on how frequently they observe such situations and what the bystanders do.
- Asking students what they would do personally and why they would do this. This information can often be obtained more easily through anonymous questionnaires.
- Focusing on the answers that are given from those who believe, or want to believe, they would act boldly to discourage the bullying. Discussing this may result in positive statements from the students that can be more influential than exhortations from the teacher.

- Attending to those students who feel they would not do anything. Their reasons typically reflect fearfulness and understandable caution. The teacher should acknowledge that there can indeed be reasons for feeling apprehensive

- Identifying and discussing situations in which children agree that intervening may be dangerous and explaining that sometimes it may be wise to get outside help for the target.

- Considering ways in which the risk of intervening can be minimized. This can be done by making statements that show one's dislike for what is happening rather than becoming physically involved and by encouraging other bystanders to voice their opposition to the bullying as well.

- Getting students to rehearse what they might say when they see bullying take place and perhaps have a role-playing exercise in simulated bystander situations.

- Encouraging students to report back to the class on their experiences when they, as bystanders, respond positively to bullying incidents.

Rigby and Johnson are quick to point out that a focus on bystander behavior should be incorporated into a plan that involves the whole school community, including the parents. Parents can be very effective in encouraging their children to be good bystanders by promoting empathic regard for others (Rigby & Johnson, 2005).

One of the best sources for understanding best practices in curbing violence in schools is the Center for the Study and Prevention of Violence at the University of Colorado. This Center has a long history of identifying those interventions that have been shown to be effective through rigorous evaluation. While the Center has not identified any programs in this category specifically for bystanders, the Center does offer several suggestions: To help a victim of bullying, it is recommended that the bystander should not join in. Rather, the observer should try to help the victim if possible without placing himself/herself at risk. Doing nothing implies that you think it is okay to bully and hurt others.

The Center specifically recommends:
- Refusing to join in if others try to get you to taunt and torment someone.

- Getting a teacher, parent, or other responsible adult to come to help. It should be made clear this is not tattling. You are saying that you do not think that bullying is acceptable and you do not want anyone to get hurt.

- Trying to get the child who is being bullied to tell his or her parents or a trusted teacher about the incident. Tell the victim you will go with them.

- Telling a trusted adult yourself if the victim is unwilling to report the bullying. Do not let the bully know so that he or she does not become aggressive toward you.

In conclusion, the bully seeks the encouragement of others because it increases the humiliation of the target and makes him/her feel more powerful. The effective bystander will encourage others not to crowd around a bullying incident and watch. This has the effect of encouraging the bully by giving him/her status.

"In the end we will remember not the words of our enemies, but the silence of our friends." —Dr. Martin Luther King.

Chapter VII

Cyber Bullying

Verbal and physical bullying has been replaced by a 24 hour per day, 7 days a week online assault – Cyber bullying. This is sending or posting harmful or cruel text or images using the Internet or other digital communication devices.

Unlike other forms of bullying, cyber bullying can follow children out of school into their homes meaning there is no safe haven for the person being bullied.

Cyber bullying is a recent phenomenon and is on the increase and parents can no longer rely on identifying whether their child is a victim of bullying by seeing the telltale physical signs of bullying i.e. a black eye, bloody lip, torn clothes etc. The UK government has brought out some guidelines for dealing with it and staying safe online. The guidelines can be found on the following website: http://www.dfes.gov.uk/bullying/

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber bullying:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying** via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying** via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging** (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

The Goldsmiths study also backs up previous research on the subject, finding that:
- Between a fifth and a quarter of students had been cyber bullied at least once over the previous few months.
- Phone calls, text messages and email were the most common.
- There was more cyber bullying outside school than in.
- Girls are more likely than boys to be involved in cyber bullying in school, usually by phone.
- For boys, text messaging is the most usual form, followed by picture/video clip or website bullying.
- Picture/video clip and phone call bullying were perceived as most harmful.
- Website and text bullying were equated in impact to other forms of bullying.
- Around a third of those bullied told no one about the bullying.

In the 2003-04 school year, i-SAFE America surveyed students from across the country on a new topic: Cyber Bullying, the findings of which are as follows:
- 42% of kids have been bullied while online. 1 in 4 have had it happen more than once.
- 35% of kids have been threatened online. Nearly 1 in 5 have had it happen more than once.
- 21% of kids have received mean or threatening e-mail or other messages.
- 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
- 53% of kids admit having said something mean or hurtful to another person online. More than 1 in 3 have done it more than once.
- 58% have not told their parents or an adult about something mean or hurtful that happened to them online.

Based on 2004 i-SAFE survey of 1,500 students grades 4-8

A number of organizations (detailed below) have resources to help parents provide a cyber-safe environment for their children.

WiredSafety - Is a 501(c) (3) Program and the largest online safety, education and help group in the world. They are a cyber-neighbourhood watch and operate worldwide in cyberspace through more than 9,000 volunteers worldwide. http://www.wiredsafety.org/

Child Exploitation and Online Protection (CEOP) Centre contains information on how to stay safe online. All hot topics are covered – including mobiles, blogging and gaming sites http://www.thinkuknow.co.uk/

Need 2 Know: Need more bullying advice? need2know's Beat Bullying site has heaps of practical tips and advice on dealing with it. Our related articles sidebar is packed with more background info and true stories of n2k readers who experienced bullying. http://www.need2know.co.uk/relationships/bullying/article.html/id=765

Direct.gov: This website offers advice and guidelines for parent regarding identifying whether their child is being bullied and what they can do to help their child and tackle the problem. http://www.direct.gov.uk/en/Parents/WorriedAbout/DG_10015786

iSAFE: i-SAFE Inc. is the worldwide leader in Internet safety education, it is a non-profit foundation dedicated to protecting the online experiences of youth everywhere. i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place. http://www.isafe.org/

SafeKids.Com: Your family's guide to making the Internet and technology fun, safe and productive. http://www.safekids.com/

GetNetWise: The Internet is an increasingly important place to work, play and learn for both adults and children. At the same time, we are concerned about the risks we face online. The challenge is to stay "one-click" ahead of would-be pornographers, hackers, child-predators and those who would misuse your and your child's sensitive information. http://www.getnetwise.org/

CyberAngels: Our mission is to function as a "virtual 411" safety destination, and to address the concerns of parents, the needs of children, on-line abuse and cyber crime, while supporting the right of free speech. http://www.cyberangels.org/

Cyber bullying: Mobilizing educators, parents, students, and others to combat online social cruelty. http://www.cyberbully.org/

Be Safe Online: The aim of this website is to provide information and advice to adults, especially parents and teachers, about potential problems of life on the Internet and how to behave. If responsible adults understand the issues and know how to deal with safety concerns, they are better able to support young people who use the Internet and encourage them to be safe online.
http://www.besafeonline.org/English/bullying_online.htm

WiredSafety - Is a 501(c) (3) Program and the largest online safety, education and help group in the world. They are a cyber-neighbourhood watch and operate worldwide in cyberspace through more than 9,000 volunteers worldwide.
 http://www.wiredsafety.org/

Child Exploitation and Online Protection (CEOP) Centre contains information on how to stay safe online. All hot topics are covered – including mobiles, blogging and gaming sites http://www.thinkuknow.co.uk/

Stoptextbully.com: An interactive website that helps young people tackle mobile phone and online bullying and prevent it ever happening to them. There's advice for pupils, parents, carers and teachers, along with a fun quiz that highlights the issues.
http://www.stoptextbully.com/

Chapter VIII

Transatlantic Youth Link on Bullying: A Report of the Video Conference

Transatlantic Youth Link on Bullying (TYLB) held in September 2006

Summary Report: Compiled by: John Quinn Director beatbullying and Francesca Cross Youth Chair and beatbullying Ambassador

Friday 8th September 2006 marked a sea change in how we engage today's young generations in discussing and developing solutions focused on bullying prevention for young people by young people. Up to one hundred international anti-bullying Peer Activists convened a three way video link and discussed as many of the following topics as timed allowed:

1. Strategies: Peer Mentoring:

   a) How to implement an effective scheme?
   b) Understanding who you are trying to help
   c) Becoming a Peer Activist
   d) Awareness
   e) Early intervention
   f) Liaising with Parents
   g) Peer Mentors need a support network
   h) Measuring impact

2. Bullying and violence:

   a) How widespread is weapons use and possession amongst school age children and young people?
   b) Inner city/urban life and gang culture
   c) Security on school premises
   d) Playground violence – cultural change, but how?

3. The bystander:

   a) What is a bystander?
   b) What is bystanding?

c) Witness or colluder?

d) Safe and skilled intervention

e) Law enforcement

4. The experiences of young people;

a) Personal experiences of bullying

b) Roles and responsibilities in their schools

c) Sharing their knowledge of what works and what doesn't

d) Peer to Peer learning and education

The TYLB yielded interesting and at times polarized viewpoints on bullying. It is clear that young people are concerned about all aspects of bullying; the impact that bullying behaviour has on those being bullied and the perpetrators; the increase in the use of violence and weapons related to bullying; how bullying can affect educational attainment; impact of bullying on mental health and well being of young people.
Three key areas of concern generated by TYLB

1. Bullying prevention work should be conducted at Primary age

Bullying can be prevented early on in a child's development. Primary schools in the UK employ a wide variety of strategies and techniques to tackle bullying. Friendship/befriending schemes are effective pre-cursers to Peer Mentoring schemes in Secondary schools.

Many of the participants in London experienced bullying at primary school and have said that more should be done. George Mitchell School students have established an excellent scheme whereby they visit local primary schools and introduce themselves to the pupils that will be joining them at George Mitchell in the following school year. They also spend time over the course of a week at the primary school whilst the primary students spend time at the secondary school to help with their orientation.
Bullying at primary school is an area that many of the participants feel should be covered again and in more detail

2. Violence/weapons and bullying is a major problem ref: Columbine

England has seen an increase in the number of attacks inside and outside of school and there have been fatalities and increases in personal injuries. However, it was clear from

comments made during the TYLB that young people in America feel particularly vulnerable due to the prevalence of weapons ownership/access. In the UK, it is now an offence punishable by heavy fines for retailers to sell or knowingly supply children with knives or sharp implements that can be used as weapons.

It is also clear in the UK, we have much to learn in how we make our educational establishments and centers for youths, safe and secure knowing that we are seeing an increase of child on child violence perpetrated through use of offensive weapons.

Ongoing research focused on Primary and Secondary schools in the Greater London area show that security at school is a major concern to all students with 57% of young people commenting that schools should have CCTV.

3. Supporting and empowering everyone affected by bullying including bystanders

Post videoconference feedback showed that this was an area of concern that the London group really wanted to follow up. Current research available from the Anti-bullying Alliance suggests that 'Bystanders' and 'witnesses' do indeed have a part to play in tackling bullying. However, there are negative connotations to being labeled and having a part to play within the bullying experience and the label is not necessarily helpful. What is helpful, is understanding 'what you can do?' or 'who can help?'

Supporting and empowering everyone affected by bullying should be the most important focus. Young people who are bullying need to develop empathy and those being bullied need to know what they can do. It's easy to suggest that 'telling someone' is the key. However, we then need to go further and suggest who to go to, what you should say and making sure that you keep going back until someone actually 'listens' or 'hears' you.

If you are a bully, put yourself in their shoes. Try and imagine how it would feel if it was your younger brother or sister, cousin or best friend that was being bullied. Imagine how they would be feeling and then think about those that you are bullying. Look into the reasons why you are bullying, talk it through with someone you trust. They may be able to help you and offer support.

Adults need to understand that bullying is not a part of life or a part of growing up.

There are a few key things that you should expect from adults:

- Adults have a duty to assist you - they are the adults and you are the child/young person.
- You should expect teachers, police officers, parents, carers, youth workers and social workers to help and support you.
- You should be able to ask and expect them to calmly listen when you tell them you are being bullied.
- Adults must take it seriously. Bullying doesn't toughen you up. If an adult tells you to hit the bully back, this is wrong. It won't help or keep you safe.
- They need to believe you when you are telling the truth and take it seriously.
- They should understand that telling them you are being bullied is a very hard thing for you to do and they should respect your courage.

Try and remember that you're not actually on your own, even though it might feel like that sometimes. There are thousands of other young people who are going through similar experiences. Below are some of the messages from beatbullying ambassadors:

- Ignore the people that have a problem with you, you don't need them
- Tell someone quick – don't keep it in
- Don't let bullies put you down
- Speak out against bullying
- Stay safe!
- Help other people that are being bullied!
- Working together, things can change!
- Why should you care about what they think?
- You're not alone there is always someone who can help
- Be true to yourself
- Please don't put up with bullying!
- Please don't bully other people!!
- Bullying damages confidence and causes pain!

Don't standby – get help for those that need it

Chapter IX

Bullying and the Law

Introduction

Historically, bullying among school children has not been a problem of significant public concern. In fact, many adults have considered it as part of a rite of passage for young people. In recent years, however, attention to this problem in schools has increased. School personnel, parents, the general public, and policymakers have begun to consider bullying as a significant issue for concern and public policy. The attention is well deserved (Limber & Small, 2003).

In the United States, interrelated federal and state laws govern schools, with the majority of disciplinary practices, policies, and laws being developed at the state and local levels of government. As a result, the primary legislative vehicle for new initiatives designed to reduce bullying behavior comes at the state level. In addition to rethinking ways school policy needs to be changed to meet this challenge, state legislatures have become increasingly interested in enacting legislation that includes bullying in the development of school-based violence prevention programs. While state laws dominate the legislative effort, federal laws and policies provide incentives for school districts to address school safety. The federal initiative "No Child Left Behind" program is a good example of the federal government providing funding for research and demonstration programs that address school violence.

The Education Code in the United States requires each school to develop and implement a School Safety Plan as a part of its overall local education plan and to revisit the plan annually and amend it as needed.

Federal Statutes

Compared with most European countries, the United States has been slow to respond to school bullying. However, several laws have been enacted recently, which require states to take action to curb bullying behaviors.

No Child left Behind Act of 2001

The No Child Left Behind (NCLB) Act includes several provisions that are particularly relevant to the problem of bullying in schools. It allows a student in a persistently dangerous school, or a student who is victimized at school, to transfer to a safe school.

It requires states to report on school safety to the public and requires school districts to implement drug and violence prevention programs that have a demonstrated effectiveness. The NCLB also requires local educational agencies that receive 'Safe and Drug-Free Schools' funds to have a detailed plan for keeping schools safe. Included in this requirement is the need to include appropriate and effective discipline procedures, security procedures, prevention programs, a student code of conduct, and a crisis management plan for responding to violent or traumatic incidents.

The Act also made provisions for mandating community service for expelled or suspended students, mandating a detailed local plan for safe and drug-free schools, creating a school security and technology resource center, and establishing an advisory committee. The U.S. Supreme Court has been very clear in stating that a school district is liable if administrators knew or should have known that bullying was occurring and failed to take immediate and appropriate action.

State Legislation

Due in large part to an effort to implement the provisions of the requirements under Federal legislation, many states have taken legislative action to stop bullying, harassment, and hate crimes. In 2003, some 15 states had passed laws addressing bullying (Limber & Small, 2003). In 2006, that number approached 20 states. Almost all of these laws were enacted since the beginning of the 21st century! Limber and Small (2003) suggest a significant motivation for the recent legislation is the alarming number of school shootings in the past decade and the research that connects these events to perpetrators who have been bullied. Limber and Small also note that not all state legislation directed toward reducing school violence, including bullying, have been shown to be effective. Ultimately, the merit of any law seems to be dependent upon whether the law is carefully written so it is consistent with the relevant social science research about the problem and how effectively the law influences school policies and programs.

Definitions of Bullying

Of course, there are significant variations in the definition of bullying in the various legislative instruments. Limber and Small (2003) found that only about half of the statutes in 2003 that address bullying define the scope of behaviors that constitute bullying. The others leave this to administrators at the state and local level who have a variety of ideas about this. Even among those statutes that do define bullying, there is inconsistency in their definitions. Among the reasons for this is that some legislators have considered bullying as synonymous with "harassment" and "intimidation."

This fails to include a critical component of the accepted definition of bullying which refers to the power imbalance between the bully and the victim. In addition, it causes some confusion because many school districts already have in place policies against harassment. That is, it can lead to confusion and incorrect assumptions about the nature of bullying thereby rendering the intent of the law, if it is directed toward bullying, less effective (Limber & Small, 2003).

Protection of Victims of Bullying

Limber and Small (2003) found only one state statute in 2003 that specifically addresses the need for developing plans to protect children who are victims of bullying. The 2002 West Virginia law requires each local Board of Education to establish a policy prohibiting harassment, intimidation, or bullying that includes plans for protecting a victim from additional harassment.

England and Scotland

The Anti-Bullying Network (2000) reports that pupils have the right to be educated in an atmosphere that is free from fear. Head teachers and others responsible for managing and teaching in the schools have a duty to do everything they can reasonably do to protect students from intimidation, assault, or harassment. Documents such as the United Nations Convention on the Rights of Children, The Children Act of 1995 in Scotland, and the European Convention on Human Rights provide for these rights and duties. All UK schools are legally required to have an anti-bullying policy.

While the legal system is rarely involved in dealing with school bullying, there may be circumstances in which the police are called, either as a last resort or because of the seriousness of the incident. Anyone can make a complaint to the police if a bullying incident could have serious consequences for the victim. Making this judgment can be difficult because incidents that may be considered minor can have potentially serious long-term consequences for the victim. Also, the police may become involved if other strategies have failed or are considered inappropriate or if it is reasoned that making a police report could make the bullying less likely to reoccur and procure an outcome that helps the victim.

Legal Action

The Anti-Bullying Network (2000) provides information indicating the advantages and disadvantages to taking legal action as follows:

Advantages of Legal Action

- Sometimes victims and their families believe their concerns are not being treated seriously and some level of legal action can possibly change this.
- A solicitor can often provide support to a person who may feel powerless against school authorities.
- A court decision in favor of a victim could help that person come to terms with the experience of being victimized by ruling that the school did not act properly.
- The court may order that damages be paid as compensation for the harm suffered.
- A high-profile court case can help to clarify the duty of schools to protect victims. This could serve as a deterrent for would-be bullies and make it less likely that others will suffer in the future.

Disadvantages of Legal Action

- It can be very stressful if the case is defended and an emotionally fragile victim is subjected to lengthy cross-examination.
- Delays in resolution result in victims and their families not being able to put the events behind them so they can move on with their lives.
- The outcome is uncertain.
- Legal action can be very expensive.
- Once a teacher knows there is a possibility of legal action, it becomes more difficult for this person to admit that mistakes may have been made and alternative approaches are needed.

Case Examples

Sophie Amor, Wales, 2006

From the age of 4 to 11 Sophie Amor had been bullied when she went to her school in the South of Wales. Other children taunted her about her weight, staring at her, jeering, laughing, and pointing at her. She was also subjected to violence such as the time she was pushed to the floor and required six stitches around her eye.

The bullying of Sophie continued although her mother had regular meetings with the Head of the school. At the age of nine, the bullying became so difficult for her that Sophie tried to commit suicide by taking an overdose of her epilepsy medicine.

At age 14, Sophie was diagnosed with depression. The school seemed to have little interest in the issue of bullying.

At the age of 23, Sophie decided to take legal action against the town council, which is the education authority. The case was settled out of court and the council agreed to pay £20,000 compensation. However, the council continued to say its anti-bullying policy is sound in all the schools in the borough.

Nathalie King, Scotland, 2004

At the age of 6, Nathalie King had been a victim of bullying at her school in Scotland. She suffered verbal abuse and violence in the four schools she attended. During a two-year period, Nathalie's family recorded 700 incidents in which she was bullied in her school.

The court accepted Nathalie's claim and required the education authority to pay £20,000 compensation.

Charlene and Danielle Nelson, England, 2004

Charlene and Danielle Nelson, aged 15 and 14, had been victims of a bullying campaign because they were new to their school. The bullies began to beat up Charlene on a regular basis by spitting on her, ripping her books and clothes, and spitting chewing gum in her hair. Similar bullying events happened to Danielle. This bullying campaign affected their studies and their grades. The bullying incidents were not confined to the school setting. The group of bullies did not hesitate to go to the sister's house to scare them. The police could not take any action because the bullies were just around the Nelson home in the public area.

Jenny Soutar, Scotland, 5 May 2003

17-year-old Jenny Soutar, who attended Blairgowrie High School in Perthshire, obtained a court order preventing a gang of bullies from threatening her. Jenny had been bullied for 8 months and believed her school and local education authority let her down, thus leaving her with no option but to take legal action. This is the first time a court has issued an interdict against bullies and the penalties for breaking the order can be severe.

Jamie Bright and Caroline Newby, England, 5 July 2002

Jamie Bright and Caroline Newby lost their legal battle for compensation for prolonged bullying whilst at Shotton Hall Secondary School in Peterlee, County Durham. Recorder Julian Goose accepted Miss Newby and Mr Bright had been bullied but said the school was not to blame.

Leah Bradford-Smart, West Sussex, 2001

When she was a student in middle school, Leah Bradford-smart was the target of bullying from other students. From the age of 9 until the age of 12, she was regularly chased around the playground by others, thrown against fences, and on one occasion, she was pushed in front of a car while she waited for her school bus.

At the age of 20, Leah decided to file a claim against her teachers because they were responsible for protecting her outside school property. The Court rejected Leah's claims on the grounds the teachers' duties are limited to the school property.

Emma Hansen Isle of Wight, 2001

Emma Hansen had been subjected to bullying at age 16, while a high school student. Bullies sniggered and pointed at her, called her names, and intimidated her by physical abuse. Emma tried repeatedly to report the matter to school staff but she was told to ignore the bullies. Staff did not take any significant corrective action. Emma was so depressed she tried to commit suicide.

At the age of 24, Emma tried to take her school to court because she claimed school officials did not do enough to stop her from being bullied. The Isle of Wight Council disputed Emma's claim that she was bullied and denied it had failed to protect her from the bullies. The court decided to reject Emma's claims because the court considered Emma's damage had occurred not at school but had its roots outside the school.

23 October 2000

At Manchester County Court a former grammar school pupil was awarded £1,500 in damages after a judge found that Sale Grammar School had breached their duty of care for failing to protect the pupil against 18 months of verbal abuse and bullying which culminated in a sexual assault on a school trip.

John Carnell, England, 1999

John Carnell had been bullied at his middle school at age 12. His family complained about the physical and mental assaults and after a year of this treatment, his parents decided to take him out of the school. They planned to take the education authority to court over claims the school had to provide compensation for the bullying John had experienced. The claim was that the school had failed to protect their son with a rigorous anti-bullying policy.

The County Council denied the claims. However, a £6,000 out-of-court settlement was made in order to avoid further expenses through a possible settlement in a legal court.

Deborah Scott, Scotland, 1998

Deborah Scott had been the victim of bullying when she was 13 years old at her high school. She said she was repeatedly subjected to taunts and attacks and her bullying therefore represented mental and physical abuses. On her birthday, other students stripped her to the waist and dragged her on the ground. Following this event, Deborah stopped her studies for months and was transferred to another school. She took an overdose of pills to forget about the problem. Deborah took the education authority to court for failing to stop the bullying. However, the Court rejected Deborah's claims.

England, March 1997

A 16-year-old girl in Wakefield was convicted of common assault for bullying even though she had not physically assaulted her 11-year-old victim. This case sets a precedent that assault can be, in the eyes of the law, psychological as well as physical.

Sebastian Sharp, England, November 1996

Sebastian Sharp, 20, accepted an out-of-court settlement of £30,000 for four years of bullying whilst he was at Shene School, Richmond, London. Mr Sharp said he was regularly insulted, kicked, and punched by other pupils, who also tied him up with string in a four-year campaign starting when he was 11. The London Borough of Richmond-upon-Thames said it wanted to contest the allegation vigorously but the Borough's insurance company "wanted to avoid a costly and time-consuming court process."

USA, May 2004

A U.S. District Court judge rejected the Tonganoxie school district's attempt to throw out a lawsuit brought by a former student, alleging other students sexually harassed him to the point that he left school three months into his junior year. Named as defendants in the lawsuit are the school district as well as several individuals. "We believe this is an important case involving school bullying of, in this case a gender-based, sexual harassment," said Arthur Benson, the former student's attorney (Trowbridge, 2005, ¶ 11).

The Federal judge in the case declared: "It was not until the plaintiff's eleventh grade year that the school began taking measures that were arguably more aggressive. By that time, the harassment had been going on for a number of years without the school handing out any meaningful disciplinary measures to deter other students from perpetuating the cycle of harassment."

These case examples provide clear evidence that obtaining a judgment for the victim is not always possible. In fact, there is reason to believe it may be more difficult than it appears initially.

Chapter X

Transition from School to the Workplace

The research conducted has identified that there are numerous papers/training programmes that deal with bullying both in school and the workplace, however, there does not appear to be any that deal with the transition from school to the workplace.

Roundtable discussions were held on 25 June and 26 July 2007 between young apprentices from BT and young people at school in order to obtain thoughts on the following topics:

- Our understanding of bullying
- Bullying prevention in education
- How it affects us in school/college
- Bullying prevention at work
- How it affects us at work
- How do we address the culture of bullying in school/work?
- What works/doesn't work?
- What would help in the Transition from School to Work in the context of the differing bullying cultures at schools and work?

After the discussions and subsequent feedback, it was agreed that it would be useful to develop a support programme, aimed at school leavers who are about to leave the school environment and enter the workplace. The programme should deal with the transition and assist school leavers in identifying bullying behavior within a work environment, as it can be different from bullying at school, and how to deal with it. For example, there is a difference between being managed by a superior and being bullied.

As a result of the identification of the gap in available materials that deal with this topic a "Transitions Toolkit" including appropriate training programmes and resources, will be developed with the appropriate partners and will be available to schools by Spring 2008.

We believe this would be advantageous to various companies and local government as it would assist in reducing the number of days lost due to stress related illnesses as a result of being bullied.

Chapter XI

Conclusions

In conclusion, as a result of the work of The Initiative it became clear that there are numerous excellent programmes and support activities, and even legislation available.

There are an overwhelming number of separate organizations and localized support structures plus a plethora of excellent and relevant information, research programmes and support networks. Although, each programme, network, resource is appropriate in its own context and environment it may well have applicability in another location or even country.

What is lacking is a simple easily identifiable vehicle that brings all this information together to enable anti bullying organizations throughout the world to benefit from the excellent work that is being undertaken in so many places.

As has been stated the only major area where we found a gap in the provision is the area of "Transition from School to Work" and The Initiative, having identified this provision gap has facilitated the development of a UK Transitions Schools to Work Toolkit Programme in the UK with [7]BT, The Foundation for Educational Partnerships[8] and Beatbullying[9]. This toolkit will be available to UK schools by Spring 2008. This could be adapted and launched in other countries in the world.

Following the feedback that we have received since the start of the Initiative we believe that the work carried out by the Initiative has been a worthwhile exercise as it has enabled a wide range of groups and individuals to be brought together to engage in a constructive dialogue and has assisted in increasing general awareness of the problems and possible support scenarios available.

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[7] BT is one of the world's leading providers of communications solutions and services operating in 170 countries. Our principal activities include networked IT services, local, national and international telecommunications services, and higher-value broadband and internet products and services.
[8] The Foundation for Educational Partnerships facilitates and arranges training partnerships between institutions around the world.
[9] beatbullying is the UK first children's charity to devise anti-bullying strategies for young people by young people. We strongly believe that young people have the ability to shape society - a society in which bullying is unacceptable.

Here is a summary of the Initiative recommendations:

- The Initiative become a permanent organization to continue to raise and increase awareness of the resources available throughout the world in order to help those affected by bullying, their support organizations and also develop as an identifier for up and coming issues,
- The main vehicle of The Initiative be the website which should be renamed "Schools Anti Bullying Web Gateway" to reflect its new remit[10],
- The scope of The Initiative be expanded to accept submissions for addition to the Web Gateway to the rest of the world,
- The Committee be reconstituted to reflect its wider international flavour,
- An Annual International Video Conference event be held as it encourages and promotes discussion and awareness between different countries around the world and assists in sharing ideas; and
- The role of the Initiative Committee to:
    - oversee the development of the Web Gateway;
    - arrange the annual International Video Conference event;
    - liaise and develop close working relationships with organizations such as the International Bullying Prevention Association; and
    - produce occasional papers on matters of importance as a result of the analysis of the resources submitted for addition to the Web Gateway.

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[10] Funding has been secured to enable the development of the Web Gateway not only to continue, but also to develop and expand to enable it to evolve into a truly global web portal.

APPENDICES

A – D

References

The Situation in India

National Curriculum Framework 2005: Position Paper National Focus Group on Education for Peace

A summary of the Executive Summary of the Position Paper

Education for peace, as distinguished from peace education, acknowledges the goal of promoting a culture of peace as the purpose shaping the enterprise of education. If implemented with vigour and vision, education for peace can make learning a joyful and meaningful experience.

This paper reckons with the reality of the alarming increase in violence in school life. It is to this end that this paper outline pedagogy for peace. The pivotal role that teachers play in learning is envisaged in education for peace and the need to turn schools into nurseries is also examined.

The paper then examines, in some detail, the major frontiers for education for peace in the Indian context. This is done with reference to the two major goals of education: namely, education for personality formation and education to foster responsible citizenship. Citizenship, not religion, is what all Indians share in common. The major frontiers for education for peace are: (a) bringing about peace-orientation in individuals though education; (b) nurturing in students the social skills and outlook needed to live together in harmony; (c) reinforcing social justice, as envisaged in the Constitution; (d) the need and duty to propagate a secular culture; (e) education as a catalyst for activating a democratic culture; (f) the scope for promoting national integration through education; and (g) education for peace as a lifestyle movement.

Attention is then turned to examining the major issues and concerns that an effective implementation of education for peace needs to engage. They include: teacher education, textbook writing, school setting, evaluation, media literacy, parent-teacher partnership and the need to address the practical implications as the preferred strategy for implementing education for peace.

This paper then attempts to outline the curriculum contents for education for peace. Education for peace is not envisaged as a separate subject that would further augment curriculum load, but a perspective from which all subjects are to be taught. Curriculum

contents are identified with reference to the goals of education for peace as identified in this paper. The paper's suggestions with respect to curriculum contents are as follows:

   i. The primary school years could focus on laying the value foundations for personality formation and the development of the social skills necessary to live together in harmony. Focus could then shift gradually to a perspective on peace, especially to enable students to understand the value foundations of peace. The area of special emphasis here is the need to promote skills for the peaceful resolution of conflicts.

   ii. In the upper primary years, students could be enabled to view the culture of peace from the perspective of Indian history, philosophy and culture.

   iii. Thereafter, education for peace could focus more on citizenship education. A brief introduction to the basic features and ethos of the Constitution is what is envisaged here. The emphasis may shift, thereafter, to 'peace as a lifestyle movement'. Students can be made aware of the need to for lifestyles conducive to the integrity of creation and stability of society. The various challenges to national unity can be the focus thereafter. The main emphasis here must be on promoting an attitude of respect for diversity and difference. Students also need to be made aware of the various hindrances to unity.

   iv. At the plus two level, the foci of education for peace could be: (a) understanding the logic, modes and expressions of violence; (b) skills for an objective understanding of issues; and (c) developing a global perspective on peace.

The paper also makes a set of suggestions for making the implementation of education for peace effective and enjoyable.

The paper concludes by identifying some of the basic assumptions that shape the approach to education for peace. These are: (a) schools can be nurseries for peace; (b) teachers can be social healers; (c) education for peace can humanise education as a whole; (d) the skills and orientation of peace promote life-long excellence; and (e) justice is integral to peace.

A plea is then made, to turn education for peace into a people's movement. A few notes of caution are also struck. The enterprise of education must be cleansed of social and gender injustice; for what is tainted with injustice cannot be a vehicle of peace. Letting the minds of children – the citizens of tomorrow – be warped by violence is a serious problem and it needs to be acknowledged and addressed with the seriousness and urgency it merits. Peace must be pursued with single-minded vigour and an undeviating

sense of purpose. Education for peace, as a pioneering move, must be implemented with vision and determination. A casual or half-hearted attempt could trivialise it and aggravate cynicism about its efficacy.

Training Programs

A number of training materials are available. This list is not meant to include all available materials but reflects suggestions made on the Transatlantic Schools Anti-Bully Initiative On-line Community.

The following types of training programmes are available:

- Online courses: these can take the form of tutorials or 'interactive games';
- Lectures/seminars;
- Manuals: which includes worksheets and curriculum; and
- Youth camps.

The programmes aimed at adults are focused on the prevention of bullying and are predominantly aimed at teachers, rather than parents. Those programmes aimed at youth take the form of on-line, interactive games and focus on how to deal with being bullied.

Several training programmes produced aimed at preventing bullying are based on/take inspiration from the Olweus programme.

The Olweus [pronounced Ol-VEY-us] Bullying Prevention Program is a comprehensive, school-wide program designed for use in elementary, middle, or junior high schools. Its goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviours, such as vandalism and truancy. http://www.clemson.edu/olweus/

The ABCs of Bullying: Addressing, Blocking, and Curbing School Aggression Developed by CSAP (Federal Substance Abuse and Mental Health Services Administration's Centre for Substance Abuse Prevention), this FREE online bullying tutorial offers CEU's for all professionals working with youth. http://pathwayscourses.samhsa.gov/

Second Step: A Violence Prevention Curriculum for preschool/kindergarten through grade 9. The award-winning Second Step program teaches social and emotional skills for violence prevention. The program includes research-based, teacher-friendly curricula, training for educators, and parent-education components. (US)
http://www.cfchildren.org/cfc/ssf/ssf/ssindex/

The Steps to Respect Program: For elementary schools. You know that bullying is a problem, and you want to make a difference. Steps to Respect: A Bullying Prevention Program gives you everything you need to create a safe and respectful school climate. (US) http://www.cfchildren.org/cfc/strf/str/strindex/

Intervention Strategies for Parents of Children with Disabilities: A new, one-of-a-kind curriculum developed for parent audiences has been released by the ALLIANCE. The appealing design and easy-to-understand, common-sense suggestions are sure to inform and encourage families as they address bullying issues. (US)
http://www.taalliance.org/publications/index.htm

Minds and K9s, Inc: The Tough as Leather™ program uses Animal Assisted Therapy combined with a Curriculum Based Program to address the needs of at-risk youth. Many youth feel they must convey an attitude of being tough. Due to their personal environment, some have to be tough, literally, to survive. The Tough as Leather™ program will show youth that being tough really means things like: Making the right decision, even if it's not popular with your friends or family; You are assertive and you stand up for your rights, but not at the expense of another individual's rights. www.MindsAndK9s.org

Bam! Body and Mind Roundup: **The Bully Roundup:** An interactive board game to test your bully smarts. This Web site includes an article "Bully Beware," to learn eight ways to stay out of a bully's way. (U.S.)
http://www.bam.gov/sub_yourlife/yourlife_bullyroundup.html

Practical strategies to defuse bullying behaviour: The course showcases an effective, proven approach to helping pupils help themselves through raised self-esteem and developed social skills. http://www.etchtraining.co.uk/courses

The bullying prevention education program: The program's goal is to work with schools that have a commitment to bullying prevention, through staff training, parent involvement, curriculum implementation, bullying intervention strategies and school

climate improvement. The emphasis is on training the adults in the school, who have the responsibility for establishing a bully-free school climate. A local leadership team, the Coordinating Committee, implements the program in the school. (U.S.) http://mainelaw.maine.edu/mlce/bully.htm

The TAKE A STAND Program: Starting at the Kindergarten level and progressing through Grade 5, children learn about bullying, its effects, how to stop it and the importance of mutual acceptance and respect. (U.S.) http://www.safechild.org/bullies.htm

PATHS (Promoting Alternative THinking Strategies) program: A violence-prevention curriculum that promotes social and emotional learning (SEL), character development, and bullying prevention, and builds the problem-solving abilities and other life skills required for positive relationships today -- and throughout students' lives. http://www.channing-bete.com/prevention-programs/paths/

Actionwork: Actionwork has developed anti-bullying strategy programmes that can not only help raise awareness of bullying and reduce it, it can also help foster and engender a positive, friendly and creative atmosphere within the school environment. http://www.actionwork.com/

Club Ophelia: Club Ophelia runs activities designed to teach something about relationships, the approach is simple, first to educate about relational aggression using stories that illustrate female bullying. (U.S.) http://www.clubophelia.com/about/

Transforming Conflict: An organisation that offers training, consultancy and support in educational settings for people seeking to enhance their skills in building a sense of community, fostering a spirit of inclusion and dealing creatively with challenging situations. Our work is underpinned by the philosophy of Restorative Justice, which stresses the importance of relationships above rules and the value of dialogue in healing the damage done to relationships by inappropriate behaviour. The website provides training and consultancy in the field of restorative approaches. http://www.transformingconflict.org/courses.htm

Beyond Sticks and Stones, How to Help Your Child with a Disability Deal With Bullying: Is your child being bullied? Do you want to help them to prevent the bullying? Beyond Sticks and Stones offers specific, practical information on how to prevent

bullying. Developed for parents of children with disabilities and professionals, it includes proven strategies to use at home and school.

http://www.pacer.org/publications/bully.htm

Peer Mentoring Case Studies

Case Study – Leanne (all names changed to protect identity, although permission has been granted by the victim for her story to be used as a case study)

Leanne was referred to me on Friday 23rd March 2007, by a Peer Supporter (Lauren) who was in many of her lessons. She was concerned that Leanne seemed to be bullied regularly by many of the girls in her class, mainly verbally but sometimes she was pushed around as well. She said that Leanne was an extremely attractive girl, with her own group of friends who were supporting her as best they could.

Lauren accompanied Leanne on her first appointment with me. Co-incidentally Leanne's father had also rung the assistant head teacher that day to say that Leanne had appeared withdrawn and upset lately, and a subsequent family discussion the previous evening had resulted in Leanne admitting that she was being bullied at school. Dad wanted something done about it, but was concerned that there would be repercussions for his daughter. I assured him that we would do everything to help Leanne, but that the person responsible would have to be spoken to as well if we were going to be able to stop the bullying. He reluctantly agreed. I said that I was confident that, working with the school, the problem would be resolved. I also said that I felt that the school was very good at resolving bullying issues and that he must trust the professionals to help.

When I spoke to Leanne at the first appointment, she explained that the main bully was a girl named Claire who would verbally abuse Leanne at every opportunity, calling her ugly, big nose, bitch etc. She would often shove Leanne, once almost causing her to fall down stairs.

I explained to Leanne that it would be necessary to speak to Claire if we were going to stop this, also that there was a health and safety issue if the physical bullying were to continue. Leanne was not keen to involve Claire, but agreed that she could not take any more bullying and that it would be necessary if we were going to resolve the issue.

I gave Leanne suggestions about which steps to take next: a) a mediation session between herself and Claire with Lauren present and subsequently I would work individually with both girls, b) I work with Leanne and let the school deal with Claire, c) I work separately with Claire and Leanne but not mediating between them.

Leanne felt that she was ready to have a mediation session with Claire, as long as Lauren was present (Lauren was friendly with both pupils). Lauren went to collect Claire for the session.

When Claire arrived, I explained that the school staff were concerned that there seemed to be an issue between Leanne and Claire and that they had asked me to see them both with a peer supporter present. Claire looked quite sullen and appeared not to wish to be involved in the mediation session. I asked them each in turn to tell me what they thought the issue was. I asked Claire to speak first. She firstly tried to say that she didn't know there was an issue and that everything was fine. Leanne then, bravely, said that things were not o.k. and that Claire was bullying her. Claire then admitted that she did not like Leanne. Lauren agreed that she felt that Claire was sometimes less than friendly towards Leanne, and that she had pushed Leanne on some occasions. Claire was embarrassed at this stage and her body language was very uncomfortable with inappropriate laughter from time to time. I realised that Claire had a lot of issues to resolve.

I asked if anyone wished to apologise for their actions. I felt really sorry for Leanne as she said that she was sorry if she had done anything to upset Claire. Claire said she was sorry for being unkind to Leanne (this apology did not appear genuine). Discussion took place about the bullying.

I then got the three girls to play "sausages" which is a game for all ages, involving trying to make each other laugh. I use this game a lot after a mediation session, to get young people to have some genuine interaction with each other, and return to lessons feeling better.

The girls enjoyed the game. I gave Claire a further appointment and said I would be monitoring the situation. I sent Claire and Lauren back to class and said that I needed to speak to Leanne regarding another separate issue.

I then asked Leanne how she was feeling and she said she felt a lot better. I explained that I did not feel that we had completely resolved the situation but that we had made a good start. I arranged to see Leanne the following week. I said that if any further bullying occurred, which it might, Leanne should see the Assistant Head. I explained that it was likely that Claire would continue to use low level bullying tactics to "save face" amongst her peers, but that I would be working with Leanne to improve her assertiveness and with Claire to improve her behaviour. I spoke to the AH and explained

what I had done so far. I also said that the issue about pushing and shoving needed to be addressed as this was a health and safety issue. AH agreed to speak to Claire about this.

The following lesson was PE. Claire had a few words with Leanne, saying she had "grassed her up". Leanne dealt with the situation very well. She explained that she had not, and that it was in the hands of the school and the anti-bullying co-ordinator now (me). She came back at the end of school to tell me what had happened and I told the AH. The following Monday the AH spent some time speaking to Claire and some of her peers about the incidents, and said that if they continued, pupils would be excluded.

I spoke to Dad again on the following Monday. He was still unhappy that the matter had not been fully resolved. I explained that I understood his frustration, but that to resolve this in the best way for Leanne it would take time. In the mean time I said that I was 100% confident that I would make Leanne happy in school again. He said he felt that was a big statement to make. I confirmed that I was confident this would be sorted. I also explained the strategies I would be using with both Leanne and Claire. He did not appear convinced.   Each evening that week I rang Dad and spoke to Leanne and her Mum as well to see how they were feeling. The week progressed very well with no further incidents. Claire did not speak to Leanne or bully her. On Thursday I was in the school for another meeting and Dad had come into school regarding Leanne's subject options. He shook hands with me and said "Thank you for making my little girl smile again."

On Friday I returned to the school (this is my allocated day in the school). Leanne had gone on a family holiday. I saw Claire on her own. As soon as the session started, Claire became very upset and explained that she had some family issues. Through counselling, Claire admitted that she had been using Leanne as a scapegoat to make herself feel better. The session was very productive. Then the school was closed for two weeks for the Easter break.

Last week Leanne forgot to attend her appointment with me, which I was pleased about as I felt it was a good sign! When I did speak to her later, she apologised for missing the appointment, and said that everything was wonderful now. The other girls had all apologised to her individually and Claire largely ignored her, which was acceptable to her. There had been no other incidents.

Claire and I have had two further sessions, and are getting along very well. She has some problems at home, which I am helping her with. She has promised that there is no chance now that she will ever bully Leanne again, and hopefully no-one else either. Both girls are much happier. I feel that this is an excellent example of school and outside agencies working together on bullying issues with great success. I also feel that Lauren, the Peer Supporter played a very active part in resolving this issue and is a credit to her school.

Val McFarlane
Team Manager
County Durham Anti-Bullying Service
25th April 2007

Edenham High School (UK) – Peer Listening Case Study

Students at Edenham High School in Croydon South London led by Head of P.E and Sports Fran Baker have worked with Beatbullying for over two years now and have become an effective bullying prevention tool and school wide response team.

Beatbullying were originally invited in to work with students across year groups to assist in raising awareness. In doing so, Beatbullying was asked to train and form the vanguard of the schools' bullying prevention drive. Students at Edenham were trained as Peer Listeners and Peer Activists, to assist pastoral staff and help create a safer and more respectful school environment.

As part of the schools wider community engagement, Edenham High School also competed in the very first beatbullying schools football tournament during the summer term 2006 and won the tournament with the trophy presented by GOALS Soccer Centre in Beckenham South London and beatbullying Director John Quinn.

The peer listening scheme that Fran Baker and her students have engaged in has spurred the school into celebrating anti-bullying week with a host of positive and proactive work throughout the week taking place. It has also led to several Peer Listeners taking part in media work with the BBC as part of a week long look at issues

affecting young people, culminating in a series of short films and a live BBC News 24 television interview.

Edenham Peer Listeners have taken on an important role within their school and have fed back to the team at beatbullying on how they would like to develop their scheme so that they can assist their peers and school community even more effectively. The Peer Listeners have assisted many students across the year groups. As a result of the training they received, the Peer Listeners have also felt more confident themselves in challenging bullying where they see it and not just through their roles, but as students who are concerned and committed to making things better at their school.

Edenham Peer Listeners Caragh Skipper and Jordan Rolfe have also extended their anti-bullying work out into the community and have joined an advisory group made up of BT, The Foundation for Educational Partnerships and Beatbullying. The specific role of BB Ambassadors and Peer Listeners including Caragh and Jordan is to work with BT's Apprentices on a 'Learning to Work' Bullying Transition Programme, a first anywhere and an excellent opportunity

Edenham High School is one of three other beatbullying trained Peer Listener groups that have won a Diana Memorial Award 2007. Awarded in recognition of their sustained and effective Peer Listening programme that now has over 30 members of the student population as trained interventionists, the school itself is taking great strides in embedding bullying prevention as part of its strategy to ensure bullying is not acceptable nor tolerated.

Provided by Fran Baker, Edenham High School, London and Beatbullying Development
Director John Quinn

Web links and Research Papers

The Transatlantic Schools Anti-Bullying Initiative has served as a sounding board and source of linked initiatives including but not restricted to the following organisations and their respective websites:

Improving Behaviour in Schools: http://www.dfes.gov.uk/ibis/index.cfm
Contains information on UK DFES policies to promote inclusion and learning through positive behaviour. The site contains information on behaviour and bullying and includes:

- Departmental Policy - an overview of the Department's policies on behaviour and bullying.
- Departmental Publications - Contains guidance, good practice materials, and research reports.
- News and Future Events - information on National Anti- Bullying Week.
- Case Studies and Visits - Contains case studies from schools, and lists the schools recently visited by members of the Improving Behaviour in Schools Team at the Department for Education and Skills.
- Useful Sites for Schools - Contains links to the Department for Education and Skills home page.
- Information for Parents -Contains a link to the Department's site for parents.
- External Organisations - Contains links to voluntary and community sector organisations that offer advice to parents and pupils on bullying and other matters.

NOTE: Information on Learning Support Units can be found at www.teachernet.gov.uk/learningsupportunits

Beatbullying Toolkit for Young People: Creating a world where bullying is unacceptable. (30 pages) - Beatbullying (UK) - The current Young People's Anti-bullying Toolkit that is available for download at www.bbclic.com kids interactive website.

Stop Sexual Bullying: The sexual bullying campaign is part of the WOMANKIND 'Challenging Violence, Changing Lives' programme. We work with young people and teachers to identify sexual bullying in the school environment, define it in the school policies, raise awareness across the school and work on preventative strategies to stop it. http://www.womankind.org.uk/Stop-sexual-bullying-UK.html

Time for Citizenship: Focus on ways to counteract Bullying. One very popular new area is the Problem Page - an area where children state their problems and other children answer them. It is a very good example of children helping children - or proactive peer mediation. There is also an excellent section in the Teacher's section of the site, it is called Bullying Prevention and it incorporates a number of lessons on teaching children how to deal with a Bullying situation.
http://www.timeforcitizenship.org/kids/problems.asp

Stop Bullying Now! Presenting practical research-based strategies to reduce bullying in schools. (U.S.) http://www.stopbullyingnow.com/index.htm

PACER Center: The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. http://www.pacer.org/publications/bully.htm

Connect With Kids (CWK): Produce journalistic content about children's issues for both child and adult audiences. CWK network has an extensive original video, print and audio library. All of our programs have one focus: improving the lives of kids, and along the way, helping parents become better parents. We have a number of videos on bullying and cyber bullying. We also have a wealth of information and resources on our website, along with our online parenting community, Parents & Co.
http://www.connectwithkids.com

Research

Studies have estimated that as many as 1 in 3 teenagers are involved in bullying, either as a bully or as a victim, and bullying is more prevalent at elementary and junior high schools than high schools. Throughout the country, education, health, and safety professionals have worked together to address the issue of bullying. Children are learning to identify both direct and indirect bullying, and they are learning how to cope with bullies.

Direct bullying includes ongoing coercive and intimidating behavior, threats, or acts causing physical harm, while indirect bullying consists of ongoing acts such as verbal bullying (malicious teasing), and relational bullying (spreading rumors or excluding someone from a group).

The impact of bullying has been affirmed in recent research, according to the National Center for Education Statistics survey "Student Reports of Bullying," students who were bullied were more likely to report:

- that they had carried a weapon to school for protection (4%), as compared to students who were not bullied (1%);
- being involved in a physical fight (15%), compared to non-bullied students (4%).

A 1998 National Institute of Child Health and Human Development (NICHD) survey found that some bullies were 7 times more likely than non-bullies to have carried a weapon to school in the last month.

The National Education Association reports that 160,000 victims of bullying miss 1 or more school days each month because they are too afraid to go to school.

Finnish researchers found that not only do frequently bullied children feel unsafe, but also they are also 4 to 8 times more likely to feel suicidal than students who are not bullied.

The nonprofit organization Fight Crime: Invest in Kids has reported that approximately 60% of boys identified as bullies were convicted of a crime by the age of 24, as compared to 23% of boys not involved in bullying. An astonishing 40% of bullies had 3 or more convictions by age 24, as compared to ten% for non-bullies.

According to a study done by Vanderbilt University business professor Mark Cohen, each high-risk juvenile deterred from a criminal lifestyle could save the country between $1.7 and $2.3 million.

"Bullying Among Children and Youth": Office of Juvenile Justice and Delinquency Prevention, 1998, http://ojjdp.ncjrs.org/jjbulletin/9804/bullying2.html OJJDP's report entitled "Bullying Among Children and Youth" (Limber, Nation 1998) with a section about consequences. The high prevalence of bullying in schools is also discussed. An overview of the highly successful Olweus anti-bullying model is also included.

"Addressing the Problem of Juvenile Bullying": Office of Juvenile Justice and Delinquency Prevention, 2001, http://nces.ed.gov/programs/crimeindicators/Indicators. OJJDP's report "Addressing the Problem of Bullying" (Ericson 2001) offers some valuable background information on the presence of bullying in school-aged children. The article also focuses on the effects of bullying on victims, including poor behavior and

performance issues in school. A brief summary of what can be done to reduce the problem is provided.

"Bullying in Schools": Office of Community Oriented Policing, 2002 http://www.cops.usdoj.gov/pdf/e12011405.pdf The Center for Problem Oriented Policing provides an overview of the incidence and consequences of bullying from a police perspective in its article "Bullying in Schools" (Simpson 2002). They offer some valuable research on the extent of bullying in schools followed by some insight into the mind of a bully. The article also includes a section on how to assess local bullying problems effectively.

"Indicator 12: Bullying at School" - Department of Education, Indicators of School Crime and Safety, 2005 http://nces.ed.gov/programs/crimeindicators/Indicators. This brief description of the rates and demographics of bullying is part of the Education Department's "Indicators of School Crime and Safety 2005." They have taken data from student surveys and prepared a report on the findings. The report discusses several factors in bullying rates, including school environment, ethnicity and age. There are also 2 charts that illustrate bullying by gender and grade level.

"Bullying Prevention Is Crime Prevention" - Fight Crime: Invest in Kids, 2003 http://www.fightcrime.org/reports/BullyingReport.pdf Fight Crime: Invest in Kids produced this policy oriented article entitled "Bullying Prevention is Crime Prevention." The report includes a statistical analysis of the incidence of bullying and a detailed description of the effects of bullying on both the bully and the victim. Several successful bullying prevention programs are described, and a "what not to do" section is included.

"Student Reports of Bullying" - National Center for Education Statistics, 2001 http://nces.ed.gov/pubs2005/2005310.pdf The National Center for Education Statistics (NCES) produced an in-depth analysis of the 2001 School Crime Supplement to the National Crime Victimization Survey in its report "Student Reports of Bullying." The report examines the frequency and characteristics of bullying in relation to a number of factors. NCES also analyzes the different emotions and behaviors that victims of bullying experience. Bullying as a source of crime, truancy and violence is explored, including the relationship between bullying and bringing weapons to school.

"Bullying and Students with Disabilities: Summary Report of Parent Focus Groups" - Leslie F. Hergert, Ed.D, 2004

http://www.urbancollaborative.org/pdfs/Bullying.pdf The National Center on Secondary Education and Transition wrote an Issue Brief in December 2003 about the issue of bullying in schools, particularly of students with disabilities. The brief presents a strong argument for the need to act on a "steadily increasing" crisis. Bullying the disabled has created a divisive community in American schools in which some students are deprived of a proper learning environment.

"Bullies, Victims at Risk for Other Problem Behaviors" - National Institute of Health, 2003 http://www.nldline.com/april_17_2003_bullying.htm This National Institute of Child Health and Human Development article provides an in-depth analysis of the psychological effects of bullying. The article, titled "Bullies, Victims At Risk for Violence and Other Problem Behaviors," attempts to draw a relationship between bullying and future criminality. The effects on both the bully and the victim are explored.

"New Ways to Stop Bullying" - Monitor on Psychology, 2002 http://www.apa.org/monitor/oct02/bullying.html "New Ways to Stop Bullying," examines the characteristics of bullies from a psychological standpoint and analyzes different groups and sub-groups of bullies.

"Bullying: An Old Problem Gets New Attention" - Texas Classroom Teacher's Association, 2005 http://www.tcta.org/edmatters/trouble/bullying.htm The report summarizes the prevalence of the bullying problem and shows the difference between mutual teasing and bullying.

"Teacher Talk" - Violence in the Schools, Volume 2, Issue 3: In this issue of Teacher Talk, Forum participants talk about the nature of conflict in the schools. We expect that it will inform you, provoke new questions, and inspire you to learn more about this serious topic. (US) http://www.education.indiana.edu/cas/tt/v2i3/v2i3toc.html

KIDSCAPE Children's Charity has conducted the first ever retrospective survey of adults to discover if bullying at school affects people in later life. The survey shows that being badly bullied as a child has a dramatic, negative, knock-on effect throughout life. http://www.kidscape.org.uk/assets/downloads/kslongtermeffects.pdf

Issues in Juvenile Psychopathy: The impressive body of research supporting the construct of psychopathy in the assessment of adult offenders (Hare, 1991; Salekin et al. 1996) has incited great interest in measuring psychopathy in children and adolescents (Seagrave & Grisso, 2002).

http://youthviolence.edschool.virginia.edu/juvenile-violence/juvenile-psychopathy.htm

Preventing Youth Violence in a Multicultural Society is a new collaboration by several researchers from the CDC's Academic Centers of Excellence on Youth Violence Prevention (ACEs). This book considers how to approach ethnicity and culture when designing and implementing youth violence prevention programs, and discusses special considerations for different ethnic groups.

Knife Crime Facts UK - The many recent high profile fatal stabbings that have dominated the media, have raised public awareness of the UK' s growing knife culture. Most people seem to agree with the government, police and other law enforcement agencies, that it's time to act to stamp out the growing menace of knife crime. Which is why recently launched initiatives such as "Operation Blunt" (Metropolitan Police) and "Operation Shield" (British Transport Police) are generally welcomed.
http://www.insight-security.com/facts-knife-crime-stats.htm

The Center for Violence Prevention and Control (CVPC) is an academic research center dedicated to the development and facilitation of interdisciplinary collaboration in research and graduate education efforts that can ultimately affect the prevention and control of violence. (US) http://www1.umn.edu/cvpc/

School deaths, school shootings, and high-profile incidents of school violence. For purposes of this monitoring report, school-related violent deaths are homicides, suicides, or other violent, non-accidental deaths in the United States in which a fatal injury occurs. (US) http://www.schoolsecurity.org/trends/school_violence.html

The Journal of Youth Development - Bridging Research and Practice, an online resource for youth development researchers, practitioners and policymakers. This multidisciplinary, applied journal will be published three times a year on the NAE4-HA Web site. It will provide access to the latest youth development research, practices and information from the fields of psychology, youth development, family and consumer sciences, education, sociology, public health and nutrition, agricultural education and other disciplines. http://www.nae4ha.org/directory/jyd/index.html

The State of School Safety in American Schools 2004-2005 speaks of sexual assault, violent cliques and violent parents as commonplace in the nation's schools. The report was developed by the SERAPH Research team of SERAPH.net, a group composed of educators and crime researchers. The team used interviews with 1,520 educators, 925

law enforcement officials and numerous scientific studies to create a detailed assessment of problems facing American schools. "The issue of school safety affects everyone in society. Juvenile crime, domestic violence, poverty are all tied to school safety issues. The report will provide factual information to the public so that they can understand the complexity of the problem and provide information to legislators so that they can assist schools in preventing and managing school safety issues." The report is available online at http://seraph.net/school_safe_report.html

Actionwork has developed anti-bullying strategy programmes that can help raise awareness of bullying and reduce it. It can also help foster and engender a positive, friendly and creative atmosphere within the school environment.
http://www.actionwork.com

I Power I is a non-profit organisation that finds ways to promote peace, tackle violence, resolve conflict and bullying, and helps with the empowerment of young people.
http://www.bully.org/

The Safe Child Program is a comprehensive curriculum which teaches prevention of sexual, emotional and physical abuse by people known to the child; prevention of abuse and abduction by strangers; and safety in self-care. In nearly a decade of evaluation, the Safe child Program has clearly demonstrated that it reduces children's risk of abuse and enhances their personal safety and competence. (U.S.)
http://www.safechild.org/bullies.htm

The Office of Safe and Drug-Free Schools (OSDFS) administers, coordinates, and recommends policy for quality and excellence of programs and activities (U.S.)
http://www.ed.gov/about/offices/list/osdfs/index.html

Stop Bullying Now. As a culture, we are focusing new attention on childhood bullying and harassment. As we watch children being crushed by bullying, we often feel powerless. No more! There are ways to stop bullying, based on decades of research.
http://www.stopbullyingnow.com/

Bullying hurts and you don't have to endure it. If you are on the receiving end of bullying, there are many things that can be done to make your life easier. This web site is intended to show pupils, their families and teachers how to tackle a problem that has gone on for far too long. It is packed with new ideas, practical techniques and the

valuable experiences of those who have been bullied, or have even bullied others, to demonstrate that you need not suffer in Silence. http://www.dfes.gov.uk/bullying/

Helping America's Youth is a nationwide effort, initiated by President George W. Bush and led by First Lady Laura Bush, to benefit children and teenagers by encouraging action in three key areas: family, school, and community. The **Community Guide to Helping America's Youth** helps communities build partnerships, assess their needs and resources, and select from program designs that could be replicated in their community. It walks community groups through the steps necessary for building strong supports for youth. (U.S.) http://www.helpingamericasyouth.org/default.htm

The Technical Assistance Alliance for Parent Centers is an innovative project that supports a unified technical assistance system for the purpose of developing, assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). This project is funded by the U.S. Department of Education, Office of Special Education Programs and consists of 1 national center and 6 regional centers. The project is funded to strengthen the connections to the larger technical assistance network and fortify partnerships between parent centers and state education systems at regional and national levels. http://www.taalliance.org/

Students Against Violence Everywhere (SAVE): SAVE is a student driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in SAVE activities, students learn crime prevention and conflict management skills and the virtues of good citizenship, civility, and nonviolence. http://www.nationalsave.org

Bridges4kids: School Climate – Bullying - Character Education – School Violence – Defines and discusses bullying and the behaviours that are seen in the school climate offering solutions and support for what schools can do to stop it. Articles, information and links, tips for parents and communities. http://www.bridges4kids.org/SC.html

Learning for Life: Produces an excellent character education line of materials. It is used in many schools across the U.S. I am a former High School Principal and Superintendent and find this is one of the few programs that is all inclusive of K – 12 education and also includes a section on Special Education. There are about 61 lesson plans per level each is research based, grade and age appropriate. (U.S.) http://www.learningforlife.org

National Institute of Health: Dept. of Health & Human Services sponsored Medline Plus website on bullying – Includes links to Overviews on bullying at the Centers for Disease Control and Prevention, the Nemours Foundation (also available in Spanish) and the Center for Mental Health Services. Bullying prevention and screening from the Center for Mental Health Services – Coping strategies from the Nemours Foundation and the Health Resources and Services Administration. Along with related issues, research, organizations, law and policy, statistics, sites for children and teenagers.
http://www.nlm.nih.gov/medlineplus/bullying.html

It's My Life: Wouldn't it be great to peek inside someone's head, reading his or her thoughts? Let's take a look inside a bully's head. It helps us understand why he or she acts the way she does, and also helps us know how to deal with it.
http://pbskids.org/itsmylife/friends/bullies/article2.html

Andy Tomko "The Recovering Bully": In the anti-bully keynote address Andy offers strategies that can be put into immediate use to help stop bullying. I empower and encourage all students to report any suspicious, destructive or dangerous activities to a responsible adult. (U.S.)

Indicators of School Crime and Safety: 2006 For parents, school staff, and policymakers to address school crime effectively, they must possess an accurate understanding of the extent and nature of the problem. However, without collecting data, it is difficult to adequately gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and periodically monitoring and updating these indicators. This is the aim of Indicators of School Crime and Safety. (U.S.)
http://nces.ed.gov/programs/crimeindicators/index.asphttp://www.youbigbully.com

The Center for the Prevention of School Violence's library is your doorway to the increasing amounts of information that is being generated about school and youth violence and strategies designed to prevent and reduce such violence.
http://www.ncdjjdp.org/cpsv/

The Anti-Bullying Alliance (ABA) was founded by NSPCC and National Children's Bureau in 2002. It is hosted and supported by NCB. The Alliance brings together 65 organisations into one network with the aim of reducing bullying and creating safer

environments in which children and young people can live, grow, play and learn. (UK) http://www.anti-bullyingalliance.org/

The Anti-Bullying Network: The Scottish Executive established the Network in 1999 so that teachers, parents and young people in Scotland could share ideas about how bullying should be tackled. http://www.antibullying.net/

Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School (American Association of University Women Educational Foundation), according to the students surveyed, sexual harassment—words and actions—in school happens often, occurs under teachers' noses, can begin in elementary school, and is very upsetting to both girls and boys. http://www.aauw.org/research/girls_education/hostile.cfm

A Bully's Words Will Never Hurt You: New research dispels this popular myth. Originally published 15 April 2003, research by Dr Stephen Joseph a psychologist at the University of Warwick into bullying at Secondary Schools dispels the well-known saying "Sticks and stones will break my bones, but words will never hurt me". http://www2.warwick.ac.uk/newsandevents/pressreleases/ne1000000083408/

Bullying, Teasing, Youth Violence, and Prevention: Addressing the Needs of Youth with Disabilities: (October 2003) Transcript of the NCSET national teleconference call held October 24, 2003. Presenters on this call addressed research, basic information, and best practice recommendations regarding youth with disabilities with respect to bullying, teasing, and youth violence; peer pressure and its relationship to bullying and teasing; and prevention and intervention. http://www.ncset.org/teleconferences/transcripts/2003_10.asp

Bullying and Teasing of Youth with Disabilities: Creating Positive School Environments for Effective Inclusion: (December 2003) NCSET Issue Brief; Bullying has been proven by numerous studies to be a serious problem nationwide. Harassment of youth with disabilities in particular has been steadily increasing. Whole school anti-bullying/anti-violence programs are necessary to address this problem effectively. This Issue Brief provides clear definitions of bullying, teasing, and disability harassment. It also outlines research about bullying and harassment, and describes two effective, comprehensive, whole-school, anti-bullying programs. Finally, the brief offers recommendations and resources for further action. http://www.ncset.org/publications/viewdesc.asp?id=1332

Bullying in Early Adolescence: The Role of the Peer Group. ERIC Digest by Espelage, Dorothy L. http://www.ericdigests.org/2003-4/bullying.html

BULLYING IS NOT LIMITED TO UNPOPULAR LONERS: many children bully each other especially in middle school. Bullying is a pervasive problem, with estimated worldwide rates of 5-15%. http://www.apa.org/releases/bullying.html

Most schoolchildren take part in bullying: Most of us have had some experience with school bullies. But that experience may be more common than is widely believed. http://www.scienceagogo.com/news/19990614024251data_trunc_sys.shtml

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