

# Together against bullying

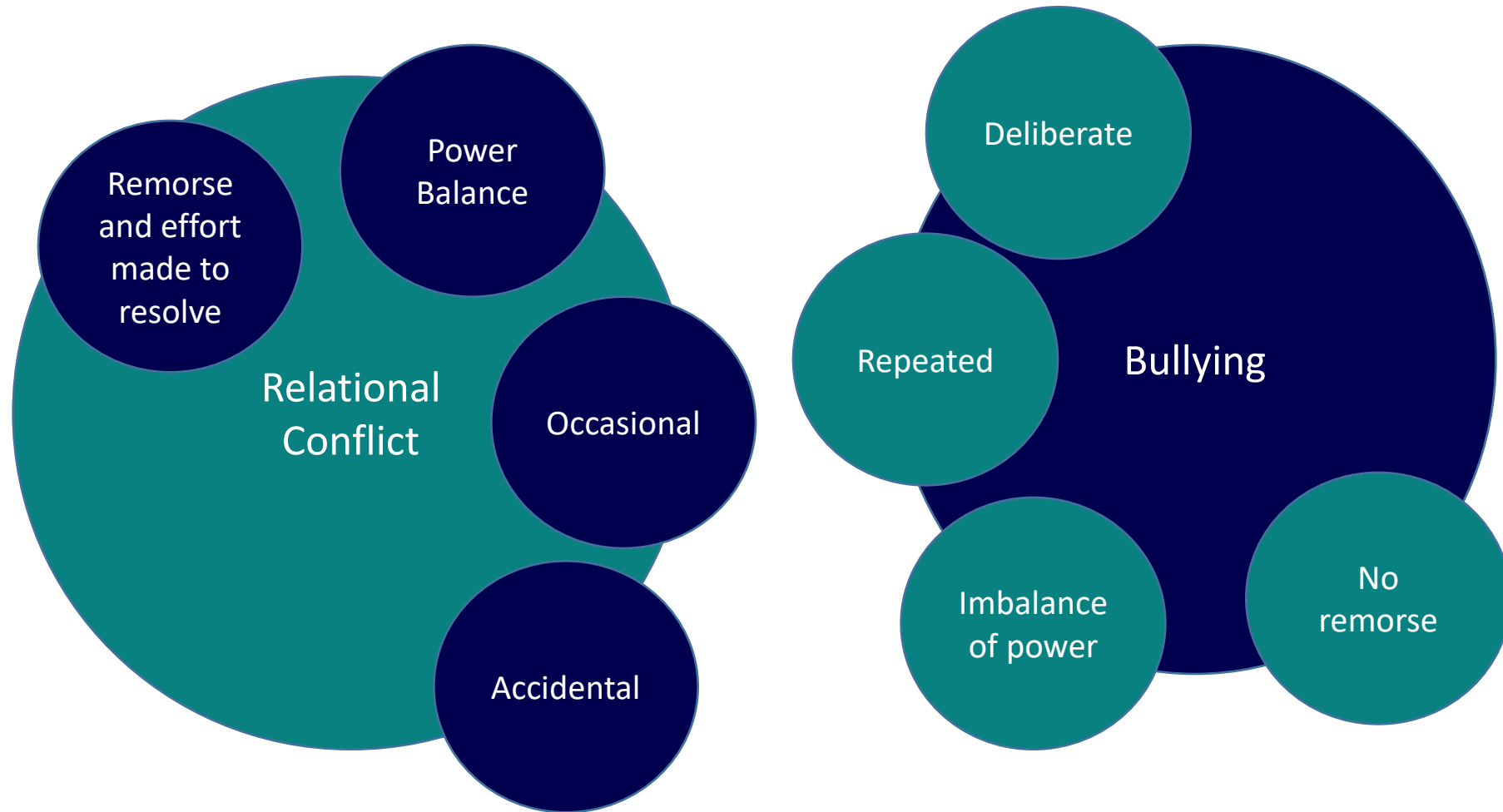
**By Hana Taha**



# Bullying

- Bullying is a **repeated** and **intentional** aggression displayed by a person towards another person or towards peers who cannot defend themselves easily due to **power imbalance**
- Cyberbullying has similar characteristics with the possibility to be repeated 24 hrs a day, 7 days a week, and the bully could be known or anonymous and it carries the risk of long-term victimization

# Relational conflict describes a set of definable behaviours which are absent of the characteristics of bullying behaviour



# Bullying

- Bullying is mainly directed towards difference; the common denominator of bullying that it targets those who are perceived to be different from the majority.

## **PHYSICAL**

- Physical aggression towards another student (kicking or hitting can be seen
- Stealing or hiding the belongings of the affected students.

## **VERBAL**

- Difficult to discover, unless it happened in the presence of others..
- It could include name calling, insults and threats.

# Bullying

## Relational - Emotional

- Could include spreading rumors or social exclusion

## CYBERBULLYING

can include: (1) sending malicious text, e-mail, or instant messages (2) posting defamatory pictures or messages about others in blogs or on websites (3) using someone else's username to spread rumors or lies about someone.

More commonly, some students might use sites such as Facebook and other social media platforms to carry out bullying tactics.

# Consequences of bullying

- Both victims, perpetrators and witnesses of bullying in childhood could suffer negative effects that might extend into adulthood.
- Involvement in school bullying as a victim might continue in adult life by internalizing (e.g., depression) and externalizing (e.g., offending) behavior.
- Bullying perpetration increases the risk of later violence by about two-thirds.
- There is a significant association between involvement in school bullying and drug use, psychopathological behaviors, withdrawn behavior, self-esteem problems, anticipation of failure, mental health problems, increase in anxiety, depression, self-injurious behavior, suicidal ideation and psychosomatic problems later in life.

# Global statistics about bullying

- Bullying is a global public health problem inflicting school students in both developed and developing countries
- One-third of the students worldwide experienced bullying in school.
- Boys experience slightly higher rates of bullying in school than girls.
- In countries where bullying is most pervasive, girls are more vulnerable.
- In high income countries, low socioeconomic status and immigrant status are the main predictor of whether young teens will experience bullying in school..

## Gender-specific trends and solutions

- Boys exhibit a higher tendency towards aggression and engagement in physical fights, underscoring the urgent need for interventions focused on emotional regulation and positive social interactions.
- Conversely, there is an increase in bullying among girls, especially through cyberbullying, calls for targeted gender-sensitive solutions that promote digital safety, empathy, and inclusive school cultures.

## Bullying in the SDGs

Understanding bullying around the world – and doing something about it – is at the heart of SDG target 4.a, which aims to broadly track the overall school environment beyond pedagogical matters.

- **Indicator: 4.a.2 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse.**
- **Break down by: Sex - Socio-economic status - Immigrant status.**

# Public health approach to bullying

Implement the intervention and measure the impact of these interventions and services on bullying prevention

**Assure  
widespread  
adoption**

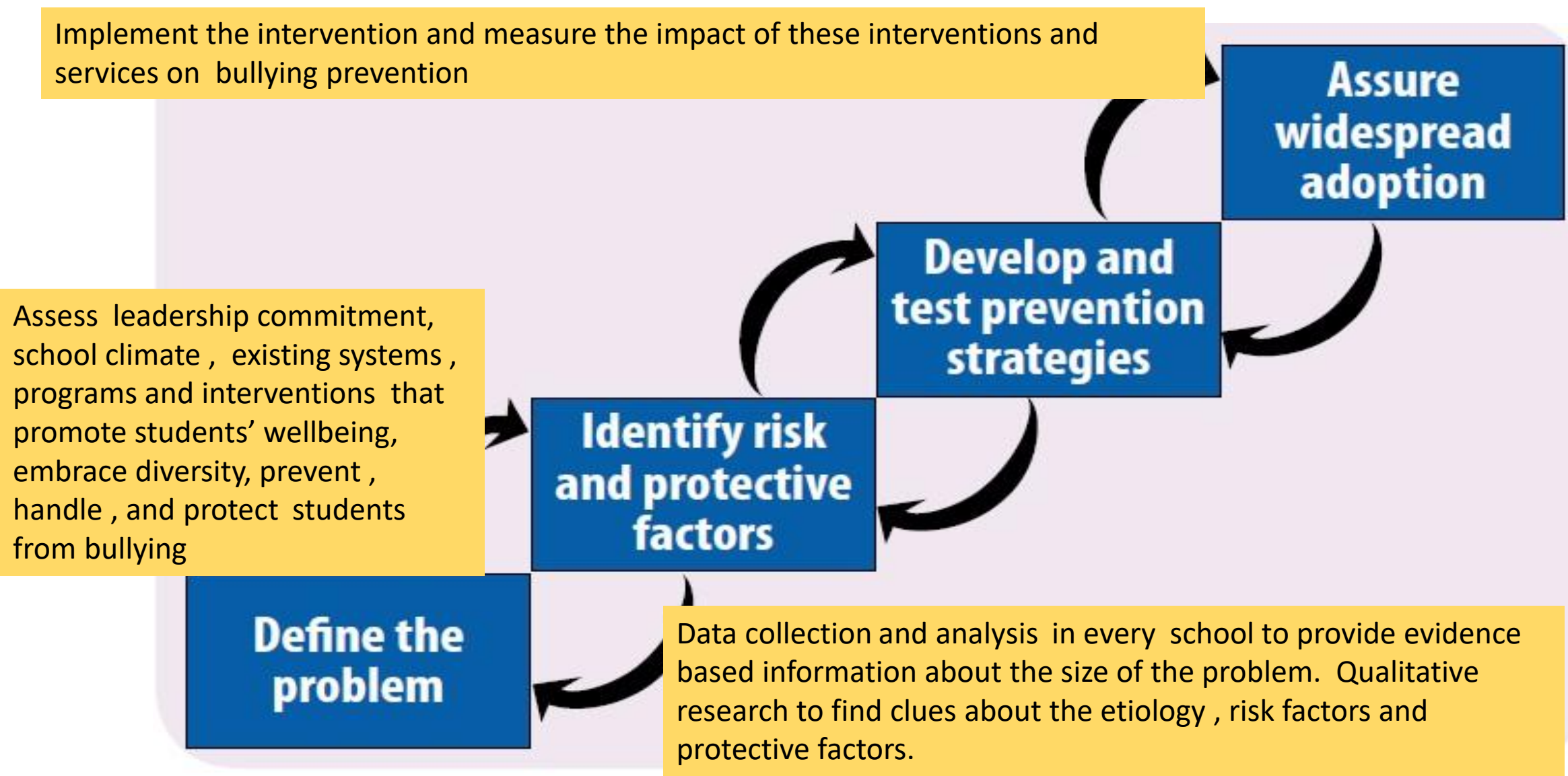
**Develop and  
test prevention  
strategies**

**Identify risk  
and protective  
factors**

**Define the  
problem**

Assess leadership commitment, school climate, existing systems, programs and interventions that promote students' wellbeing, embrace diversity, prevent, handle, and protect students from bullying

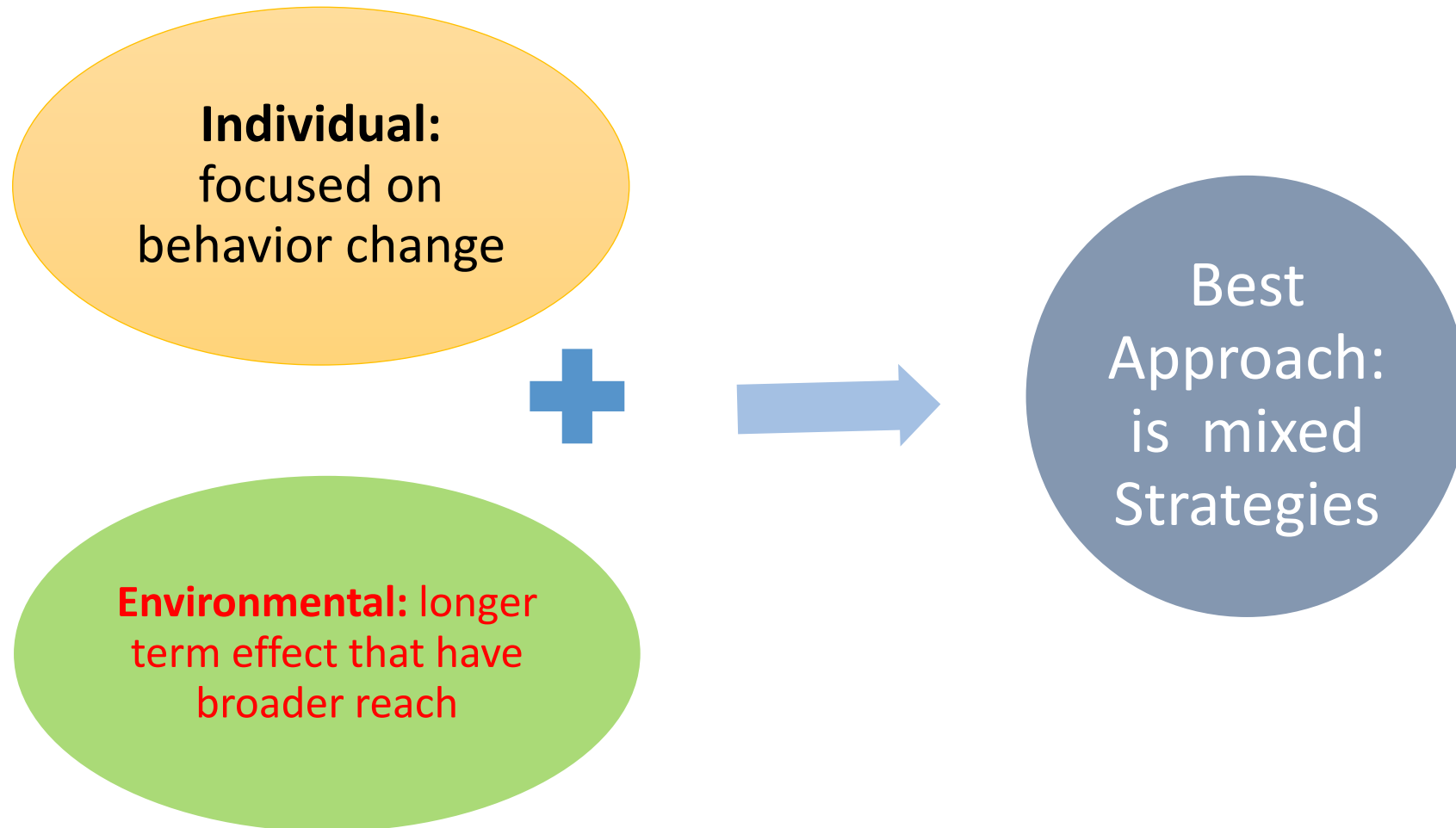
Data collection and analysis in every school to provide evidence based information about the size of the problem. Qualitative research to find clues about the etiology, risk factors and protective factors.



# How to assess bullying in schools?

- Self-reports assessments surveys
- Peer nominations
- Direct observations
- Adults reports and incidents reports (teacher, nurse, social worker and parent)
- Other methods: in-depth interviews, focus groups.

Anti-bullying interventions should address individual factors and environmental influences.



# Multiple levels of prevention and early intervention

- Individual: Interventions for children who bully and are bullied including: behavioral and cognitive counseling with assessment and referral if needed
- Classroom: Lessons to foster social-emotional skills and competencies, effective communication, and strategies for preventing bullying; effective classroom management
- School-wide: School-wide system of positive behavior support; common set of expectations for positive behavior across all school contexts; involvement of all school staff in prevention activities; effective supervision; clear anti-bullying policies
- Family: Strategies for supporting children involved in bullying; open communication to promote disclosure of bullying; constructive role for parents in bullying prevention
- Community: Awareness campaigns that encourage intervention and prevention; community involvement in prevention activities and programs

# Targets of prevention interventions



# **Why do people bully?**

**People who exert control and power through bullying actions do so because:**

- \* They feel powerless in their own lives.
- \* They have a lack of empathy or understanding.
- \* Someone else is bullying them.
- \* They are seeking attention.
- \* They don't know how to regulate their emotions.
- \* They are jealous of the person they are bullying.

# What do 'bullies' do?

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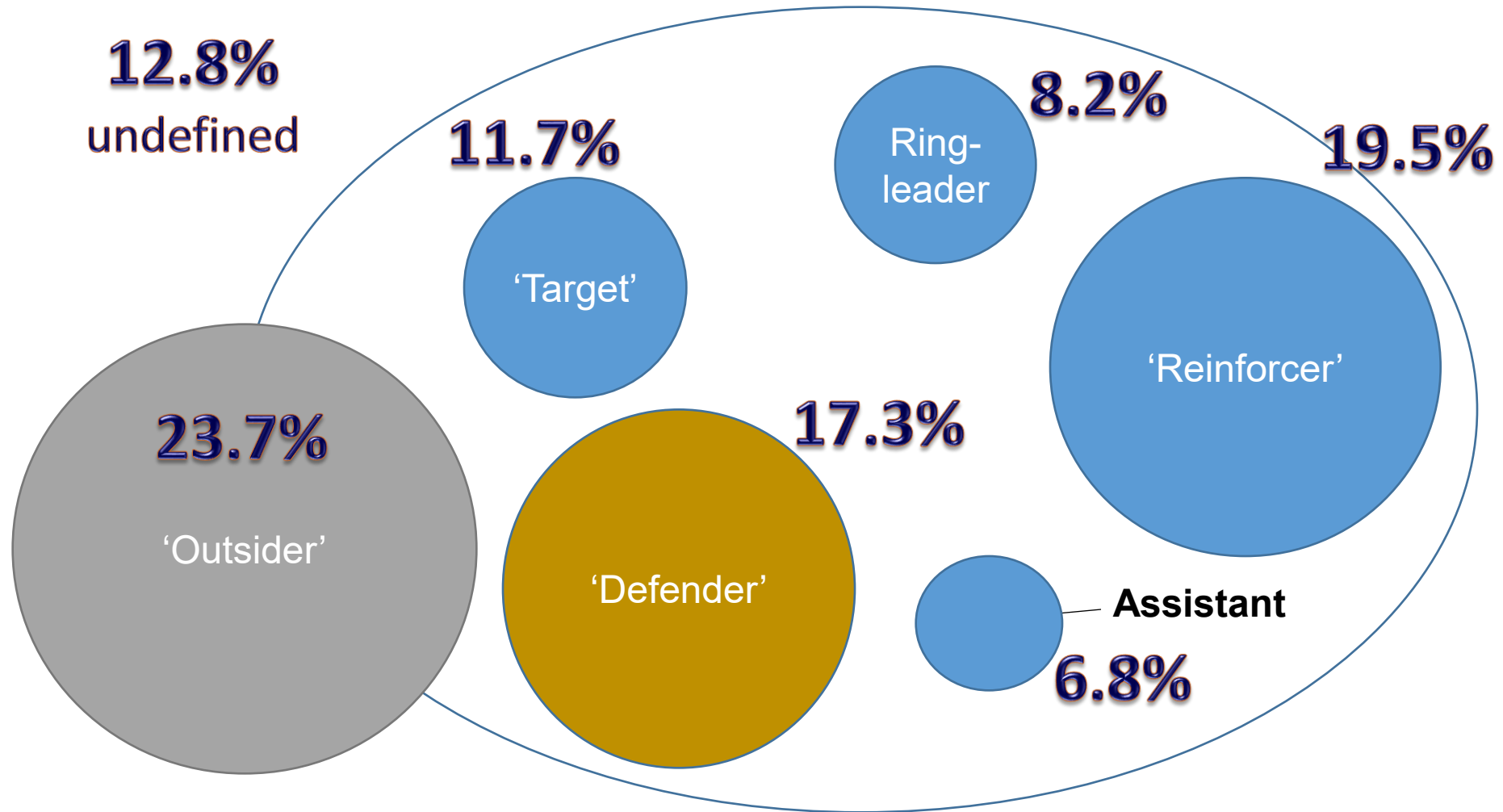
Tease      Belittle      Name calling      Take belongings  
Goad      Humiliate      Pick on someone      Find a weak spot  
Lie      Threaten  
Spread rumours      Isolate      Intimidate      Exploit situations  
Undermine      Manipulate      Punch  
Enrol others in      Shout      Mean looks  
bullying ("gang up")      Push      Kick  
Trip

**Repetitive      Hurtful      Intentional      Power imbalance**

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# Bullying as a group behaviour

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# Roles in Bullying Situation

- Ringleader Bully – Main role in bullying
- Assistant bullies – Join in bullying
- Reinforcers – Laugh/encourage the bully
- Bystanders – Watch and witness bullying but are not involved
- Victim – Target of the bully
- Defenders – Stand up for victim



# What Can I Do to Stop Bullying?

- Refuse to be an audience for a bully
- Do not “follow the crowd”
- Do not laugh while someone is being picked on
- Do not participate in gossip
- Do not use the internet to hurt someone
- Walk away and go get help
- Know your own personal strength





Do the  
**'High Five'**

Embrace uniqueness....

