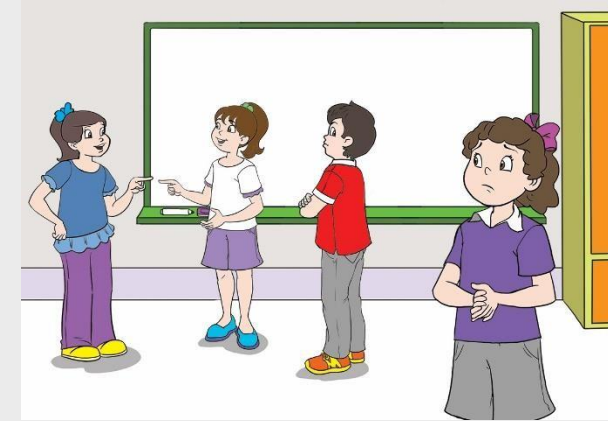


PEER BULLYING

(Middle School)

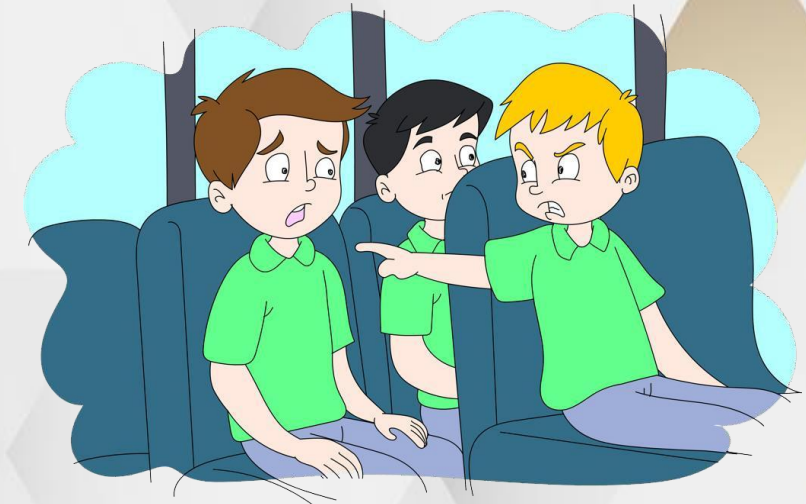
Teacher Presentation



Descripti

on

- **Peer bullying**, which we frequently encounter in schools, is defined as 'aggressive behaviours of one or more students against another student'.
- According to Olweus (1993), peer bullying has 3 basic characteristics:
 - **Conscious** and deliberate intention **to injure and harm the** other party
 - Repetitive and **continuous**
 - **Power imbalance** (the bullying student is physically, mentally or age wise older)



Peer Bullying

- There is no friendship relationship.
- There is no balance of power.
- Behaviours are often repeated.
- The consequences are permanent and severe.
- There is no remorse and no taking responsibility.
- No attempt is made to solve the problem.
- There is no equal emotional reaction. There is only a negative emotional reaction experienced by the bullied.

Peer Conflict

- There is a friendship relationship.
- There is a balance of power.
- It happens occasionally. The conflict is not continuous.
- The consequences are not serious.
- There is remorse and taking responsibility.
- The parties try to solve the problem.
- There is equal emotional response between the parties.

- Nazlı, Aslı and Özlem are 6th grade students in secondary school. Nazlı and Aslı play hide and seek at recess. Özlem wants to join the game every time, but they don't let her in because she is a bit overweight and they make fun of her saying 'fatty, you sit on the sidelines'. Since the beginning of the term, Özlem has been sitting alone and sad during all the breaks. Nazlı and Aslı take the dessert from Özlem's tray in the cafeteria on Monday and say, "Dombili, this one. Do you need something?" they laugh. Özlem sadly leaves the dining hall.
- Ali and Hakan are 6th grade students in secondary school. Ali and Hakan, who are in the same class, walk to school together every morning. During the first break on Monday, they play football together. Ali hits the ball so fast that it hits Hakan in the face. Hakan suddenly gets very angry and He starts shouting at Ali. Ali also shouts at him and they start to punch each other. Their friends intervene and separate them. They do not talk to each other all day, but when they walk home together after school, they talk about the incident that happened today.

About Peer Bullying

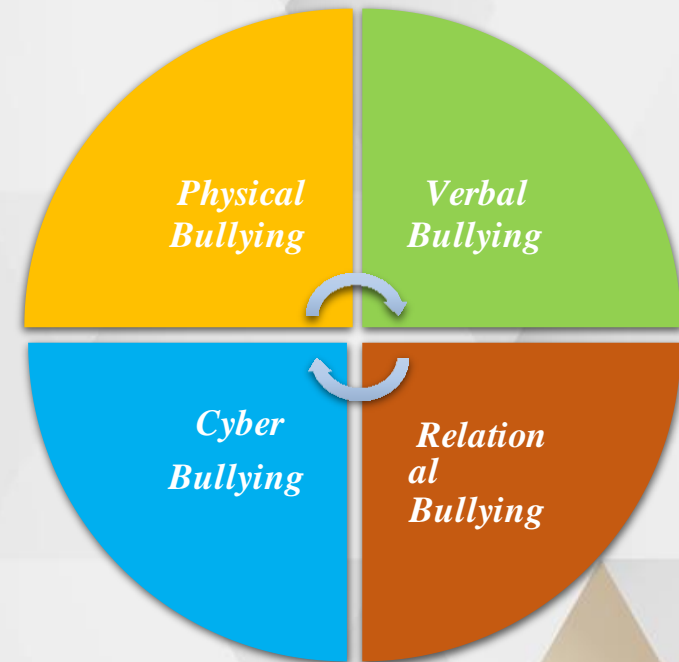
Falsehoods	Accuracies
<ul style="list-style-type: none">• There is no bullying in our school.	<ul style="list-style-type: none">• Bullying can occur in all types and levels of schools.
<ul style="list-style-type: none">• The child who is subjected to bullying tells this incident to his/her family or teacher.	<ul style="list-style-type: none">• Children often do not share this event with anyone because they are embarrassed or upset.
<ul style="list-style-type: none">• Telling adults about bullying is 'snitching'.	<ul style="list-style-type: none">• Sharing incidents of bullying with an adult is not the only way to report an offence. It is sharing an offence committed against someone else.
<ul style="list-style-type: none">• Name-calling and mocking are a form of joking.	<ul style="list-style-type: none">• Behaviour that is intended to hurt or harm the other person is not joking.
<ul style="list-style-type: none">• Children can cope with bullying on their own.	<ul style="list-style-type: none">• Adult support for children to cope with bullying is what they need.
<ul style="list-style-type: none">• Only men bully.	<ul style="list-style-type: none">• Girls and boys bully, and the types of bullying may differ according to gender.
<ul style="list-style-type: none">• Some children are naturally more aggressive.	<ul style="list-style-type: none">• Aggressive behaviour can also be learned and reinforced from the environment.
<ul style="list-style-type: none">• Some children almost invite/deserve bullying. Bullying is that child's fault.	<ul style="list-style-type: none">• No child deserves to be bullied. This is never the child's fault.
<ul style="list-style-type: none">• Only children with different characteristics are bullied.	<ul style="list-style-type: none">• Bullying can happen to any child at any age.

Prevalence of Peer Bullying in the World and Turkey

- Peer bullying is a problem frequently seen in schools in the world and in Turkey (private, public, day, boarding) and at every school level.
- According to research, peer bullying incidents **at secondary school level**
 - Between **6% and 54% in** different countries around the world
 - In our country, it is seen between **8% and 51%.**

Types of Peer Bullying

- **Direct bullying** Physical and verbal bullying
 - It is the desire to show power, status and dominance over the other person directly and openly.
 - It contains an open attack on the person.
 - The person subjected to bullying knows who the bully is.
- **Indirect bullying** Relational and cyberbullying
 - The aim is to influence the social relations of the person.
 - It involves an indirect attack against the person.
 - It can be done through third parties.
 - The person subjected to bullying may not know who the bully is.



Physical Bullying

- **Physical bullying:** Behaviours involving physical force against the student.

- Kicking
- Slapping
- Tripping
- Hit
- Push
- Spitting
- Pulling hair, cutting
- Damaging your belongings, stealing your belongings
- Extortion
- Locking in the classroom/toilet
- Opening the toilet door without permission
- Making inappropriate hand gestures
- Unbuttoning girls' skirts and pulling down boys' trousers
- Beating after school



- Physical bullying is **the most common** type of bullying in schools.
- It is **easily detected** by teachers/students compared to other types of bullying.
- Research has shown that teachers are more likely to use physical bullying compared to other types of bullying **and take it seriously.**

Verbal Bullying

- **Verbal bullying:** Negative judgements, references or verbal abuse directed at the student or his/her family.
behaviour.
 - Name-calling (fatty, loser, numpty)
 - Insulting
 - Using abusive language
 - To mock, ridicule
 - Saying humiliating words
 - Shouting
 - Reprimanding
 - To tease with words
 - Telling obscene/inappropriate remarks
 - Making sexually explicit nicknames or remarks
- It is frequently seen in schools.
- Verbal bullying is **more difficult to be recognised** by teachers/students.
- According to a study conducted with adolescents in England, the most common verbal bullying behaviour was found to be **name-calling**.



Relational Bullying

- **Relational bullying:** These are behaviours that aim to harm the student's social relationships.

- Gossiping and spreading rumours
- Spreading unfounded rumours
- Revealing their secrets
- Excluding and isolating from a group of friends
- Not wanting him to sit next to you
- To embarrass or humiliate in public
- Making you feel unwanted with gestures and mimics

- Ignoring
- Sulking
- Making Jealous
- Imitating
- Snicker
- Threatening
- Not involving in extracurricular activities



- It is **the most difficult** type **to be recognised** by teachers/students. Therefore, compared to other types The effects are considered to be more injurious/serious.

Cyber Bullying

- **Cyberbullying**: Bullying using computers and mobile phones, which have entered our lives with the development of technology.
behaviour.
 - Opening an account using the person's information without his/her knowledge
 - Sharing inappropriate content via social media
 - Writing bad comments and insults on social media
 - Exclusion from social media accounts
 - Sharing your photo/video without permission
 - Sharing private photos and conversations with others
- In cyberbullying incidents, bullies **are anonymous** and can hide their identities.
- Bullies can quickly reach large masses and bully **24** hours a day, **7 days a** week.



(Hinduja and Patchin, 2014; Zych et al., 2015)

Age Differences

- Peer bullying is observed **at every grade level**. However, it was found that it occurs most intensely in the last years of primary school, is **most common in middle school**, and the frequency of the problem decreases with adolescents entering high school.
- It is known that the risk of encountering peer bullying is higher **in the first year of each educational level**. In summary, students in the 1st grade of primary school, 5th grade of secondary school and 9th grade of high school are more likely to be bullied than students in other grades. It is observed that bullies choose students who have weaker self-protection skills and who are younger than themselves as targets.
- The type of bullying also changes depending on age.
- While a decrease in physical bullying type was observed with increasing age, it was determined that there was an increase in verbal bullying type. Physical and verbal bullying is more common in primary school years, verbal and relational bullying is more common **in secondary school years**, and relational and cyber bullying is more common in high school years.

Gender Differences

- In general, it was found that boys bullied and were exposed to bullying more than girls. However, there are gender differences according to the type of bullying.
- **Boys** are more frequently **physically bullied** and exposed to **physical bullying** compared to girls
- **Girls are** more frequently engaged in and exposed to **relational** bullying compared to boys
- **Boys and girls** are **verbally** bullied and exposed to **verbal bullying** at similar rates
has been found.

Places of Occurrence

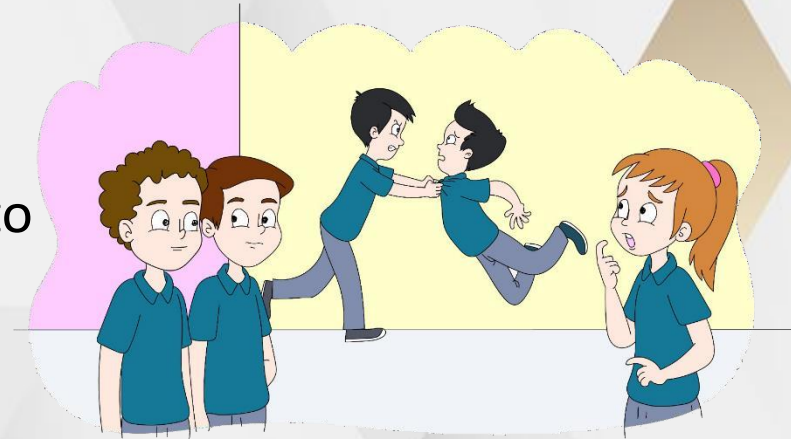
- For preventive intervention studies, it is important to determine in which areas of the school bullying incidents occur and to make these areas safe.
- Bullying behaviour is particularly prevalent where there is a lack of adult supervision and control.
 - Class *
 - Corridor *
 - Toilet
 - School garden *
 - Playground (basketball, football) *
 - Canteen
 - Dining Hall
 - Gym and changing room
 - Workshop and laboratory
 - Fire escape ladder
 - School bus or school bus
 - Dormitory and bathroom (in boarding schools)



* It is seen more frequently

Different Student Roles in Peer Bullying

- It is seen that there are different roles among students in peer bullying situations.
- **Four basic groups:**
 - **Bullying students:** Those who initiate and actively participate in bullying
 - **Students exposed to bullying:** Those who are directly exposed to bullying behaviours
 - **Both bullying and bullied students:**
 - **Audience students:**
 - Those who support bullying (e.g. clapping, laughing)
 - People who like to watch
 - Those who think they should be helped but do not help
 - Those who help the victim of bullying



Roles - Bullies

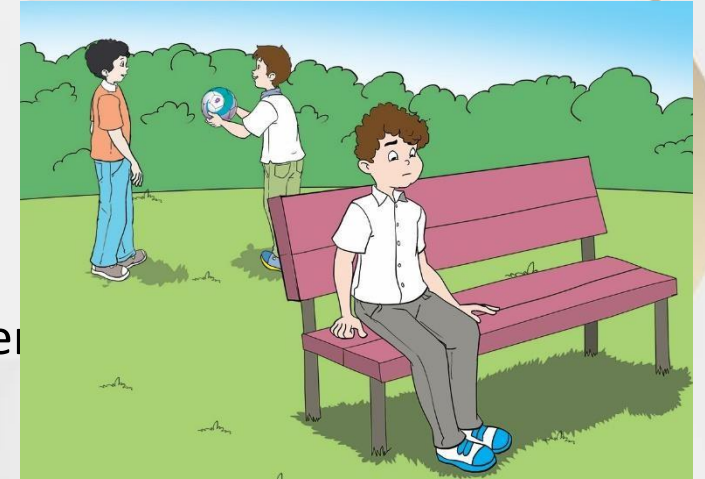
What are the individual characteristics of peer bullying students?

- Who likes to rule others, who wants to dominate others and to be strong
- Insensitive to the feelings of others and poor empathy
- Weak feelings of conscience, shame and remorse
- Have a positive attitude towards violence
- Using aggressive solution methods when solving problems
- Low self-control (self-control) skills
- Intolerant of differences
- Impulsive, reactive and impetuous behaviour, quick-tempered
- Prone to lying or cheating

Roles - **Victims of Bullying**

What are the individual characteristics of students exposed to peer bullying?

- Low self-confidence and self-esteem (e.g. describing oneself as stupid, unsuccessful, incompetent)
- Passive, shy, timid, withdrawn
- Obedient and submissive personality traits
- Often exhibit anxious, anxious and insecure behaviour in the company of friends
- Poor communication and problem solving skills
- Crying and withdrawal reaction after being bullied
- Children with different physical development (e.g. extremely short/ tall, extremely thin/ overweight)
- Disadvantaged groups (e.g. people with physical or mental disabilities, language/acuity those who are different, members of migrant/ethnic minority groups)



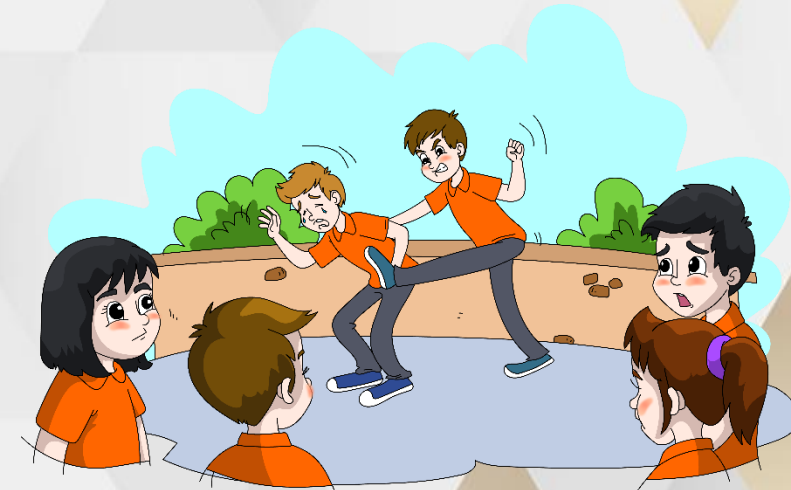
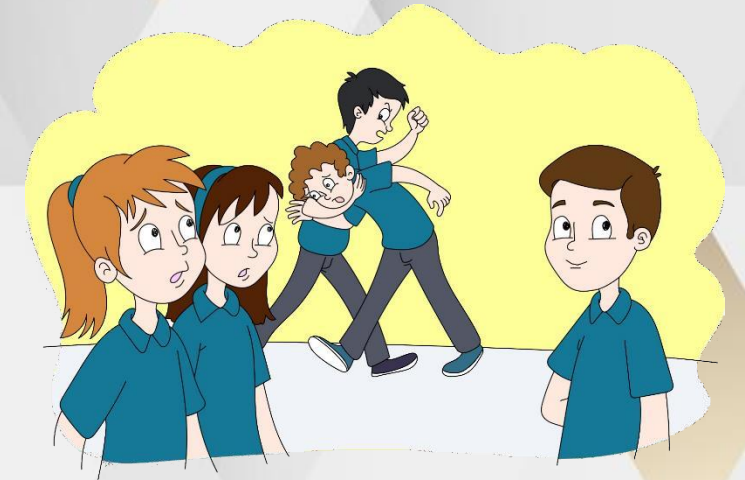
Roles - Bully and Bullied

What are the characteristics of students who both bully and are exposed to this phenomenon?

- The most risky group among bullying roles
- The person who is subjected to the bullying behaviour of those who are stronger than him/her and who is weaker than him/her who bullied the one
- When bullied, they resort to violence because they feel angry
- Easily provoked by friends and provoking others
- Hasty, angry, quick-tempered
- Low psychosocial adaptation

Roles - Audiences

- Supporting the bully (applauding, mimicking or verbally approving the bully's behaviour)
- Thinking that it will happen to him/her one day and therefore not taking any intervention to protect the person being bullied (walking away from the scene or silently watching the incident)
- Protects the person who is being bullied because it happens to him/her confident that they will not come (usually popular children)
- Supporting the person who is subjected to bullying (standing next to the victim and protecting him/her by calming him/her down or intervening)



Consequences of Peer Bullying

Peer bullying has a negative impact on all students involved in this incident.

- both short and long term
 - physical, cognitive, behavioural, social and emotional consequences.
-
- Bullies
 - Those subjected to bullying
 - Both the bully and the victim
 - Audience

Consequences of Peer Bullying - Bullies

- Truancy, breaking rules at school
- Disobeying teachers
- Apathy towards school, decline in academic achievement
- Aggressive and violent behaviour towards parents or teachers
- Inadequate social skills, isolation and loneliness
- Alcohol, smoking and substance abuse at an early age
- In adulthood: Involvement in crime and violence, domestic violence, risky behaviour, substance abuse and risk of psychiatric illness

Consequences of Peer Bullying - **The Bullied**

- Feeling worthless and unhappy
- Anger, helplessness and loneliness
- Sleep problems
- Physical symptoms (abdominal pain, headache, nausea)
- Reluctance to school, withdrawal from school, feeling insecure at school, decline in academic achievement, concentration problems, change of school or class
- Low self-esteem
- Depression and anxiety
- Self-harm thoughts and attempts

- In adulthood: low self-esteem, depression and anxiety problems, risk of problems in romantic relationships

(Gültekin and Sayıl, 2005; Kapcı, 2004; Ledwell and King, 2013; Ttofi et al., 2011)

Consequences of Peer Bullying - Bullies and Victims of Bullying

- High levels of aggressive behaviour
- Depression and anxiety
- Emotional stress
- Low self-esteem
- Problems in friendship relationships
- Exclusion

Consequences of Peer Bullying - Audience

- The thought that it could happen to me
- A feeling of constant alertness for self-defence
- Feeling guilty or powerless for not being able to help the bullied student
- Feeling pressure to participate in bullying incidents
- Unhappiness, sadness, despair
- Fear, anxiety, worry, uneasiness
- Dislike school, withdrawal from school and not feeling safe at school

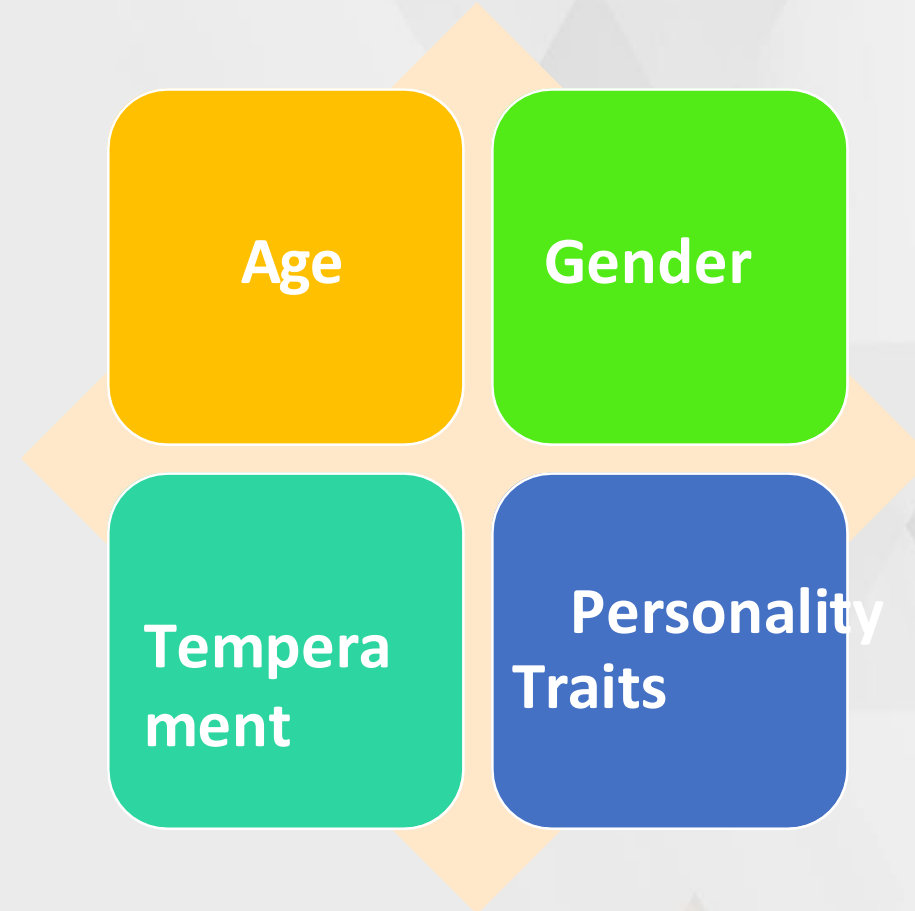
Factors Associated with Peer Bullying

- Individual Characteristics
- Family Characteristics
- School Related Features
- Environmental Characteristics

- Research has shown that **peer bullying is** a behavioural problem

It shows that it is **not a unidirectional problem** arising from the characteristics of the students, **but a multidimensional problem** in which family, school atmosphere, teacher attitude, peer relations and the culture in which they live also play a role.

Individual Characteristics of Children and Adolescents



Family Characteristics

- Parents of bullying children?
 - A family environment devoid of care, love and warmth
 - Physically or emotionally abusive parents
 - Parents who tolerate aggressive behaviour
 - Parents who use physical force in problem solving
 - Being bullied by siblings or bullying siblings
 - children who do
 - Different family structure (single parent)
- Children who learn aggressive behaviours at home are more likely to do the same at school.
It has been determined that they apply this behaviour against their friends and teachers.



Family Characteristics

- Parents of bullied children?
 - Overprotective, protective and controlling parents (children have problems with independence and self-confidence they can live.)
 - Different family structure (single parent)
- Relationship with the mother: Boys have a very close emotional relationship with their mothers. the tendency of mothers to treat their children as if they were younger than their age
- Relationship with the father: A distant and distant relationship, fathers are often either overly critical or completely indifferent



Parents as Role Models

- Children **observe, imitate** and **model** the people around them.
- If children receive **a reward** at the end of the behaviour, they are more likely to repeat the behaviour,
If **it does not receive reinforcement, it is** less likely to repeat the behaviour.
- For example, if a child tells his/her parents that his/her friend hit him/her at school and he/she hit his/her friend back by punching him/her:
 - If the parents approve of this situation, the child will continue to continue this behaviour.
 - If the parents do not approve, the child will not repeat this behaviour.

Aslı observes her mother (role model) shouting at the neighbour.

The neighbour woman gets scared and does what her mother says.
(the behaviour of the model received an award)

Aslı says 'I can also shout to get what I want' (same expectation of reward)

Aslı shouts at her friends to come to the canteen with her at break time.
(imitates the model)

His friends get scared/give up and go to the canteen with him (direct award)

Whenever Aslı shouts at her friends, they get what they want and she feels happy (self-efficacy/self-confidence increases).

Aslı resorts to this way whenever she wants to get what she wants at home and at school.

School Related Features

- Inadequate supervision of places where bullying frequently occurs (corridors, school playgrounds and playgrounds)
- Large school or class size
- Toleration of aggressive behaviour at school
- Teachers' orientation towards students
 - Using inappropriate disciplinary methods
 - Using inappropriate verbal expressions as a joke
- Lack of policies and rules for peer bullying at school
- Teachers failing to notice or ignoring bullying behaviours

Environmental Factors

- The social environment in which the child lives
 - Societies where violence is socially accepted and frequently practised
- Characteristics of the neighbourhood where the child lives
 - Neighbourhoods with high levels of violence and poverty → violent or criminal behaviour (e.g. street fighting, gang membership, theft)
- Media influence (TV, film, video games, internet, social media)
 - Watching violent programmes on television and playing computer games

School Approach to Prevent Peer Bullying

- **A holistic school approach** to peer bullying should be developed.
- **Clear, clear and consistent information** and support should be provided to teachers and all school staff about peer bullying.
 - The definition of peer bullying should be the same for everyone.
- Develop clear **rules and policies** on peer bullying.
- **A 'Peer Bullying Prevention Commission'** should be established at school.
- Additional **security** measures should be taken in and around schools where bullying incidents are most common.

School Approach to Prevent Peer Bullying

- **Repeated trainings/seminars** for teachers on peer bullying and teachers should be supported.
- Teachers should contribute to the preparation, implementation and evaluation of peer bullying **prevention and intervention policies**.
- Students involved in peer bullying (for all roles) should be identified and appropriate **interventions should be** carried out.
- **Information seminars for** parents on peer bullying should be organised and their participation in the intervention process should be ensured.

WHAT TEACHERS CAN DO (LONG TERM)

1. Inform your students about peer bullying.

- Talk about the definition, types and consequences of peer bullying.
- Explain why we should prevent peer bullying.

2. Be a positive role model, intervene immediately in cases of bullying.

Explain that peer bullying is never acceptable at this school.

- Show your attitude and behaviour in the classroom against violence.

3. Establish close and warm relationships with students.

- Help students to trust you by building close and warm relationships. In this way, students can avoid bullying incidents.
will share it with you.

WHAT TEACHERS CAN DO (LONG TERM)

4.

Create a positive classroom environment.

- Get to know the dynamics of friendship in the classroom.
- Use positive discipline methods.
- Emphasise cooperative learning instead of competitive learning.

5.

Support your students.

- Support all students involved in peer bullying incidents.
- Help students develop social emotional skills and conflict resolution skills.

6.

Always co-operate with the families.

- Maintain close contact with families and develop joint strategies for preventive work.
- Organise seminars for families and send out brochures on the subject.

WHAT TEACHERS CAN DO (LONG TERM)

7.

Observe your students closely.

- Keep a close eye on your students' academic and social relationships.
- Observe your students' friendships during breaks.

Refer students involved in bullying incidents to a psychological counsellor.

8

- You may encounter in your classroom or anywhere in the school. Do not ignore bullying, do not remain silent, intervene immediately.
- Interview the bullying student and the bullied student separately.
- Psychological counsellor/guidance counsellor when necessary share with the teacher and refer the students to him/her.

WHAT TEACHERS CAN DO (SHORT TERM)

1.

For your bullying students:

- Intervene immediately in bullying behaviour; end the behaviour.
- Explain that there is no place for bullying in your school.
- Explain that his/her bullying will harm himself/herself and the other person.
- Tell him/her that if he/she continues like this, he/she will continue to have problems in friendships.
- Explain that they can solve their problems in ways other than bullying.
- If he/she feels angry, frustrated or angry, tell him/her that he/she should seek help from an adult. If necessary, refer him/her to the school psychological counsellor/guidance counsellor.

WHAT TEACHERS CAN DO (SHORT TERM)

2.

For your bullied students:

- Intervene immediately in bullying behaviour; end the behaviour.
- Tell him it wasn't his fault.
- Emphasise that he/she is not the first and only person to be bullied; there are other students who experience this behaviour.
- Explain that the bully should never respond violently to the bully. Tell him/her to stay calm instead of using violence.
- Convince them that if such an incident happens again, they should immediately tell an adult (class teacher, psychological counsellor/mentor, parents).

WHAT TEACHERS CAN DO (SHORT TERM)

3.

For your students who witnessed/watched the incident:

- Tell them to try to end the incident by using non-violent methods against the bullying student.
- Tell them not to support bullying students by laughing or gesturing.
- Tell them to support the bullied student and include him/her in class activities or at break time.
- If this happens again, contact an adult (class teacher, psychological counsellor/mentor) immediately, (parents) that they should share.



Thanks for listening.