Literature Review of Bullying at Schools

Carla Bennett

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Bullying and Harassment at Schools

Bullying and harassment are not new issues that students and schools face. In fact, over the years, it has been viewed as being so commonplace in schools that it has been overlooked as a threat to students and reduced to a belief that bullying is a developmental stage that most youth will experience then get over (Ross, 2002, p. 107). But not everyone gets over the personal trauma that can come with bullying both for the victim and the bully. This is why it is seen happening by adults in work places, in homes, and in the community. Therefore, this harassment is not isolated to schools alone. But schools are the best place to actively intervene. Teachers, administrators, counsellors, and even students have the greatest access to the most students through a school system. It is here that school staff can intervene, support and educate students about ending bullying behaviours directly and indirectly; breaking the bullying-cycle. This paper will address bullying in general at all grade levels, but its intervention focus will be at the high school level. Harris & Hathorn, (2006, p. 50) state:

Because adolescence is a difficult time in a child’s maturation, bullying exacerbates these difficult times by forming barriers to positive connections with other students and school faculty members. Consequently, the presence of bullying at school often creates a barrier for young people to develop into well-adjusted adults.

High school is the last opportunity educators have to work with students at building citizenship, building character, and building self-responsibility. For some students this may be the last opportunity for an intervention to change behaviours and attitudes associated with bullying or victimization before they become adults in the workplace, with a family and in the community at large.

Reacting to School Violence versus Bullying

In the 1970s Dan Olweus began extensive research on the causes and effects of bullying in Scandinavian schools and has since been a leading voice on this topic. But it is only in the last
ten to fifteen years that researchers in North America have been actively studying the causes that lead to bullying, the long and short term effects it has on students, and how schools and communities can effectively reduce incidents from occurring as well as intervening and supporting students when it does. This research is a result of the increase of school violence and the media coverage it has received. On one hand, the sensationalism of school violence has very much been needed to wake up generations of educators, parents, and students to say ‘the behaviours leading to this violence are not okay in my school, they are a problem and we need to find a way to fix it’. However, on the other hand, reacting out of fear for the worst is not the best approach either, because it gives a message of fear to staff and students that school violence will be the end result if these behaviours are not taken care of. While this violence is a real threat that schools have been facing and educators do need to be aware of it, prepared for it, and actively working towards ending it; the fear of school violence should not be the sole reason that schools need to watch more closely for bullying behaviours. For years students have been experiencing power struggles, embarrassment, fear, isolation, guilt, loss of self-esteem, loss of friends; issues that follow a person into their adult years if they are not intervened. This alone should be enough of a concern to educators, parents and students to want to work towards finding better solutions to bullying and harassment issues in school, not the fear of it escalating to school violence.

Summary of Current Research on Bullying

In defining what bullying is, many researchers have quoted Olweus’ work, which defines bullying as occurring when a student is exposed to negative actions repeatedly and over time by one or more students (Ross, 2002, p.106). While this definition is widely accepted around the world, it leaves some researchers wanting more clarification. If the same person repeats similar
negative actions, one time, to multiple people; is it bullying? If one person receives a negative action, one time, from someone who has done this to other students; have they been bullied? The problem with this definition is that this can become a very blurred line of intent versus perception and the power differential that was experienced by both parties in this one-time event. For schools that are implementing zero tolerance policies for bullying, when do the teachers and administrators act on these behaviours? As Ross points out (2002, p, 106), “the problem with the repeated occurrence requirement is that the waiting period heightens the negative effects on the victim, allows the bully to feel rewarded, increases fear in onlookers, and makes intervention a more lengthy process”. Therefore, more diligence in acknowledging negative behaviours and language in the hallways and classrooms is needed by staff and students. Perhaps by pointing out a one-time behaviour, it will prevent it from becoming a bullying behaviour.

Unfortunately, witnessing the negative actions is not always obvious for staff or other students because bullying can be physical, relational or psychological. There can be direct behaviours such as “teasing and taunting, racial, ethnic, and sexual slurs or harassment, threatening, hitting, and stealing” (Harris, Petrie & Willoughby, 2002, p.4), is what most people think of when bullying is mentioned and can be acted on immediately. But indirect behaviours such as spreading rumours, socially excluding students, and dirty looks in passing are much harder to catch or prove. Research shows that middle school has the highest rates of bullying than any other school level. At this level, bullying is both direct and indirect and the percentages of incidents that occur are approximately the same for both males and females, however males were slightly higher for both bullying and being bullied. Harris & Hathorn (2006, p. 55) quote a study indicating that “86% of junior high students indicated that they had been bullied”. Although the number of incidents decreases, it does continue to happen through high school.
Harris & Hathorn (2006, p. 55) state that “in secondary schools, bullying is more indirect and is more likely to occur with an older student bullying a younger student”. They have categorized these indirect behaviours into four categories; relational aggression, verbal bullying, racial bullying, and other. Relational aggression refers to behaviours such as “giving hurtful nicknames, making humiliating remarks, mocking, and making others feel alone at school…it is emotional violence that inflicts harm on others through the use of relationships” (Harris & Hathorn, 2006, p. 51). Verbal bullying is the most common form. Combine verbal bullying (action) with racial bullying / minority bullying (reason) and it is the majority of bullying taking place in secondary schools. Harris & Hathorn (2006, p.52) state that the following statics were found in studies they and their associates have completed on bullying in grades 7 - 12:

- 74% of students have sometimes been called hurtful names.
- 62% of students have sometimes witnessed teasing happening at school, more girls than boys were the victims of this bullying.
- 13% of students have often been called insults based on their race, ethnicity, religion, gender, sexual orientation, and disability.

The final category termed other includes forms of bullying such as educational bullying, when there is a power imbalance due to learning weaknesses; and mindless bullying, when the bully does not fit the bully profile and believes they are not causing harm when they are (teasers may fit in this category).

The locations that negative actions are taking place in vary with the ages of the students as well as the type of bullying going on. For example, when bullying behaviours are direct (hitting, name calling, stealing), they typically occur when there is low supervision, for example, during recess or to and from school. However, many indirect forms of bullying take place inside the classroom or in the hallways right in front of teachers and other students. Harris & Hathorn
(2006, p. 53) summarize that 48% of elementary students reported that bullying happens at recess and only 28% reported it happened in the class. In middle schools, 52% of students reported bullying happening more frequently in the classroom, but it decreased on the playground. In high schools, 62% of students were sometimes aware of bullying happening within their classroom and 21% were aware it was happening often in the classroom. During break times, such as lunch and at extra-curricular activities, 50% of students reported being aware that bullying was sometimes happening.

Harris & Petrie (2002, p. 43) have summarized research by Olweus and Rigby about the difference in gender, frequency and types of bullying that is taking place in school. They state:

> In general, more boys than girls bully others, and more girls than boys report that they were bullied, yet more boys than girls are victims of bullying. Direct physical bullying is more common among boys, while girls typically use more subtle, indirect forms of harassment.

Harris & Hathorn (2006, p. 54 - 55) explain the gender difference further stating that boys both bullied and got bullied more frequently than girls. It tended to be more physical bullying in the younger years, but became more verbal bullying in the senior years and was usually because of their victim’s physical weakness and social connections. They also indicate that “although girls were vicious with acts of social exclusion, rumours, and name-calling, girls were also more sympathetic to their victims than boys. Consequently, there is evidence of more emotional scarring in girls who are bullied than in incidences of bullying in boys”. Girls tended to bully because of their victim’s looks and body type, emotional instability, and academic standing. By verbally attacking their victim’s characteristics and personality, female victims internalized the bullying, lowering their self-esteem more than male victims who experienced physical bullying. Interestingly, also due to the type of bullying, female bullies (reflectively) were more sympathetic towards their victims than male bullies.
Ross (2002, p. 107) also states in her research that “15% to 20% of all students will experience some form of bullying during their school years and between 10% and 20% of children are bullied often enough for them to consider it a serious problem”. Harris & Hathorn (2006, p. 55) indicate that bullying is most likely to decrease as students get older. They report that “incidences of bullying in boys decreased from 50% at age 8 to 7.5% at age 18” and “incidences of bullying in girls decreased from 35% at age 8 to 14.5% at age 18”. Although they are lower numbers, 7.5% and 14.5% are still large numbers; that is just under one quarter of the student population that is still using bullying behaviours at the brink of adulthood. Harris & Hathorn (2006, p. 55) go on to say that “although incidences of bullying decrease as children progress through school, the boys and girls who are identified as serious bully offenders remained constant year after year”.

Despite the numbers being lower, why is bullying and harassment still happening by the end high school? In general, the answer is woven through two key components; the victim-bully cycle and the lack of, or wrong type, of intervention. Although this may not be the experience for all bullies or victims, the victim-bully cycle takes place when someone who has experienced being the victim of bullying craves power that has been lost, learns the behaviours and applies them to someone they deem weaker and therefore become the bully. There are two key times in school that this cycle takes place, one is at the beginning of school, usually early elementary, and the other is during adolescence (Ross, 2002, p. 109). The younger group has most likely learned this behaviour from home and has experienced bullying either from a parent or and older sibling. The adolescent group has likely learned this behaviour from school, or the community, and experienced bullying from other students at a younger age. A third possible time this cycle takes place is in adulthood. It could occur when a person achieves a position of power within their
career, or it could occur once a person has a position of power within a family (Ross, 2002, p. 111). This is how the victim-bully cycle gets perpetuated through generations.

Intervening in the victim-bully cycle needs to happen on multiple levels for the most effective results (Ma, 2001, p. 365). Interventions within the family are extremely important, but educators, especially by high school, do not always have access to or a relationship with the parents of the student in question. Schools need to have supports available for the family should they choose to use them, but they also need intervention strategies to work with at the school. To begin with, schools need to adopt and maintain a whole-school prevention program. By creating solid policies addressing harassment and assessing them annually, it communicates to all students, staff, administrators, and parents what behaviours are not acceptable, why, what will happen if they occur, and what procedures will need to take place if they do. Parents of the school and community leaders are asked to be partners in this program so that the same information is overlapped in multiple areas of the students’ lives. The school acts as a moderator of this information, providing evening workshops and presentations for the community, connecting parents to outside supports, and providing students with developmental and comprehensive programming that addresses the multifaceted issues that surround bullying, self development, and citizenship. The whole-school program works toward building a safer, more welcoming and more open climate for everyone and will be discussed further later in the paper. Dupper & Meyer-Adams (2002, p. 357) state that “working toward a positive school climate involves dedicated individuals who are making conscious efforts to enhance and enrich the culture and conditions in the school so that teachers can teach better and student can learn more”.

For students that are actively bullying or getting victimized, individual and/or group counselling should be provided as an intervention by the school’s counsellor and/or support
services team. However, before counsellors can help create appropriate interventions, first there must be an understanding of who the student is and what their experiences with bullying have been. They may fall into one or more category; bully, victim, bully-victim, or bystander. Each category requires different types of information and supports in order to effectively change their behaviours based on their socio-educational development and experiences with bullying.

**Bullies**

Ross (2002, p.108-114) summarizes characteristics of bullies, home environments that breed bullying behaviours and possible outcomes for bullies who do not receive interventions for their behaviour. She has echoed Olweus’ work explaining that within the category of bully there are primarily two distinct groups; aggressive bullies and anxious bullies. The characteristics of aggressive bullies tend to be that they are stronger than average, active, and impulsive. They use threatening behaviours or postures, can be easily provoked, and have an underlying positive attitude to violence. They may experience their world through paranoid thoughts and feelings, are skilful in avoiding blame, and feel no empathy for their victims or remorse for their actions; often perceiving their actions as less severe than how the victim perceives them (p. 108). A major difference between aggressive and anxious bullies is their self-esteem. While aggressive bullies typically have popularity among their friends and a higher level of self-esteem, anxious bullies lack confidence, have low self-esteem, and have few friends. They often display uncontrolled emotions such as temper outbursts. Because of their low self-esteem and eagerness for friends, they are often loyal followers of the aggressive bullies. Anxious bullies will often join in to a bullying incident that an aggressive bully has started and take the blame for it to prove allegiance (p. 113-114). There is a third group of bullies that is defined more as a sub-group of the aggressive bullies, or the hard core of a bullying sphere. Their characteristics
overlap those of the aggressive bullies, but the key difference is that they are cold and manipulative. They are highly skilled experts in social situations, using subtle, indirect methods of interactions with others organizing groups of followers who will do their dirty work leaving them blameless. This group may display extreme anti-social behaviours and do not fear negative consequences making any type of intervention or counselling very difficult and ineffective (p. 110-111).

Social learning theory explains the development of bullying behaviours and attitudes in the family. Children that witness aggressive behaviours in the home and experience inconsistent feelings of safety and love have a likely chance of becoming bullies once they enter school. Ross summarizes findings that depict mothers lacking in warmth and caring for the child and fathers that are the authoritative power in the home (p. 111). The parental style of discipline is inconsistent and the child learns to never know what to expect. Due to this, in moments of uncertainty the child will expect the worst and act accordingly. The parents have unusually high tolerance for child’s aggressive behaviours toward other children and may encourage physical aggression for conflict resolution with other children. If the child is punished for something, the parents will use power-assertive disciplinary methods (p. 111).

Learning about the environment that these children grow up in, helps to understand how the victim-bully cycle takes place. Recognizing that these children who have been labelled bullies are most likely victims of bullying as well is an important factor for more effective interventions for their behaviours. Ross summarizes a study that was done in Finland explaining that during their adolescent years bullies are just as likely to be at risk for depression and suicide as victims and when depression is controlled it is bullies who have a higher suicide ideation, concluding they are more like victims than previously believed (p. 110).
If the bullying behaviours are not intervened then some of these children could continue into a life of violence and potentially crime. Ross shows in a longitudinal study by Eron & Huessman, that children who bullied at age 8 had a 1:4 chance of having a criminal record by age 30. Children who did not bully at age 8 had a 1:20 chance of having a criminal record. Those with criminal records were convicted of crimes ranging petty theft to serious crimes such as murder. The study also showed that they did not achieve as well academically (many having dropped out of high school) or professionally. It also showed that they were socially below the non-bully group and more abusive to spouses and children. Perpetuating the victim-bully cycle, this study showed that their children were labelled as bullies as well (p.109).

**Victims**

Victims can also be separated into two distinct groups; passive victims and provocative victims. Passive victims tend to have characteristics such as low self-concept and self-confidence, be sensitive emotionally and have fears of inadequacy. They tend to be physically smaller and weaker than other children their age and have ineffective social skills or poor interpersonal skills. They will often internalize and blame themselves for any issues that arise (Ross, 2002, p. 115). Provocative victims on the other hand, are “far more assertive, confident, and active than other victims and are noted for prolonging a fight even when they are losing” (Ross, 2002, p. 118). They are described as volatile, aggressive, and create management problems at school. They have very few friends because they lack social skills.

Children may become victims partly due to their temperament and partly from learned behaviours from their parents. The child may have a shy temperament and be hesitant to enter social situations or lack social skills that encourage friendship building. Ross adds that “in some cases there has been too much family involvement in the victim’s life, with a consequent
inability to handle situations on their own” (2002, p.116). This overprotection is often from the mother, but could come from both parents and older siblings.

As bullying behaviours begin and then continue to happen to the victims, their life becomes “a rapid downward spiral” (Ross, 2002, p. 117). Their grades drop, their self-esteem is lowered, their self-blame rises; the longer it goes on the fewer friends they feel they have. Often because of victims’ tendencies to withdraw and avoid, they have not told a teacher or parent that the bullying is taking place, further reducing any supports they might otherwise have. If victimization continues their feeling of hopelessness will rise giving way for depression to set in. In extreme cases this is when the victim could become suicidal, homicidal, or both.

The long-term effects for victims of bullying are social problems and self-esteem problems. As adults, they tend to have little skill or shy away from social settings, are uncomfortable meeting new people, or may not trust new people. They may also find themselves in familiar, abusive relationships, not having learned the skills to be assertive.

Bully-Victim

A third category to either the bully group or the victim group is the bully-victim. Their characteristics match both those of the bully and those of the victim, depending on the circumstance they find themselves in (Holt, Finkelhor, & Kaufman Kantor, 2007, p 346). Different than the victim-bully cycle that takes place over a period of time and is distinctly the victim, then the bully, a bully-victim will often flip from one category to the other multiple times in a day. This is an important group to watch for because they have the least amount of support. Similar to a provocative victim, this group tends to be hyperactive and impulsive, and lacks social skills. Often they will have few friends, if any because of their lack of awareness of their behaviours. They feel the negative effects of being both the bully and the victim at the same
time. This is the most isolated group and therefore requires an intervention that is a combination of empathy training, assertiveness training, and building social skills.

**What Can Schools Do**

Ross (2002, p. 120), summarizing Olweus’ work, states “bullying is intentional, a purposeful act, and consequently, one that can be controlled provided that there is strong commitment and willingness to work together on the part of all involved: school personnel, other professionals, parents, and children”. However, as stated above, before schools can effectively put a whole-school plan into place some groundwork must be securely laid down first. In this groundwork, principals are vital in the success of the program they implement in their schools (Ballard, Argus & Remley, 1999; Harris & Hathorn, 2002). They are the conductors of each category needed in a successful program. Principals must hold students and staff accountable for their roles in changing the climate of the school and they must allow for the time and manpower implementing a new program will take. Ross (2002, p. 120) explains that first a solid code of conduct must be in place and operating smoothly. These clearly stated rules communicate to all students and staff what the expectation is for behaviour and they must be “enforced without exception”. Bradshaw, Sawyer & O’Brennan (2007, p.376) state that:

Teachers’ failure to act may also be attributable to school level factors (e.g., perceived lack of administrative support, lack of a school-wide policy regarding bullying, the culture of the school), which can lead to passive intervention strategies when dealing with bullying situations. Moreover, this hesitation to intervene after the fact may contribute to students’ perception that staff are not doing enough to prevent bullying and not responding appropriately when an incident is reported to them...Staff members should increase communication with students, particularly student victims, regarding their efforts to manage bullying situations.

Furthermore, this means that specific procedures must be in place if negative behaviour occurs. All staff must be on board, supervising and monitoring their hallways and classrooms and acting on any inappropriate behaviours taking place. It also means that staff members have a responsibility and procedure in place if a student reports an incident to them.
Willoughby (2002, p. 7) state that many students feel that reporting to staff members is unhelpful because they feel either nothing is done on the staff member’s part or that the intervention is ineffective and the bullying may get worse. They go on to state that in order for students to feel safe reporting unacceptable behaviour, the school’s environment must be “(a) warm, positive, and include involved adults; (b) committed to setting firm limits on unacceptable behaviour; (c) committed to consistent application of nonhostile, nonphysical sanctions on offenders; and (d) characterized by authoritative (not authoritarian) adults” (2002, p. 7). Harris & Hathorn (2006, p. 55) state that “although teachers understood the social context of bullying, they did not understand the best way to intervene in bullying and many times considered this a personal problem of the individual rather than a problem requiring a cooperative response”. They continue stating “there must be increased efforts for staff development and opportunities for students and teachers to engage in class discussions about bullying”.

A recommendation before implementing a program into the school is to complete a comprehensive survey with the entire school; all students, all staff, all parents, and even the community around the school. This survey will provide vital information about percentages of bullying incidents, effects of victimization, locations of incidents, types (physical/relational), gender of bullies and victims, et cetera. It will also give vital information about the differences in perception of bullying taking place between students, staff, and parents. Bradshaw, Sawyer & O’Brennan (2007, p.376) state that their study shows evidence “that students and staff are perceiving the school differently. Rather than relying on just one group’s perspective, the perceptions of both students and staff should be addressed when evaluating the need for or impact of a prevention program”. The survey will address how safe the school’s environment feels, what practices are working well and what needs to be revisited. This survey will act as the
initial building blocks of the prevention program, addressing the deficient areas through education and training for students and staff. But the survey cannot stop there. It should be an annual requirement, especially in the early stages of a program. Assessing and evaluating what is and is not working well for staff and students is essential in moving the program forward to become the climate of the school. The information determined in the survey year to year will also indicate to the school what kind of outreach programs and presentations they can bring in for parents of the school children. Building a team atmosphere between school and home is essential in every prevention program.

Dupper & Meyer-Adams (2002, p. 361) recommend that the focus of intervention should not be the perpetrators and victims alone. They feel “effective intervention must happen at multiple levels, concurrently”. Along with joining forces with parents, they suggest school-level interventions such as conflict resolution and diversity training for staff and students. They also suggest classroom-level interventions such as allotted time for classroom discussions, role playing, and other activities promoting awareness to character education, citizenship and community building, and conflict resolution. While this particular recommendation works well in elementary settings because of the format of classroom settings, high schools need to be diligent in planning and enforcing this through Teacher Advisory Programs, grade-level meetings, workshops and presentations to the school, or to a particular grade, and getting students involved to run programs such as Peer Support and Peer Mediation (Casella, 2000, p. 325). This recommendation is needed to directly combat the category of bystanders. By educating students that if they are aware of an incident or are watching one happen and not trying to stop it, or tell an adult, they are bystanders. Both the victim and the bully perceive the
bystanders to be on the side of the bully whether they are or not. By eliminating the bystander, bullies are less likely to attack a victim and victims will not feel outnumbered and unsupported. 

Schools need to plan to have adequate coverage for the counselling department. Ideally, both a female and male counsellor should be available for students to talk to. Counselling services need to be provided for any student who is concerned with bullying at the school or in the community, whether they are a victim, a bystander, or a bully. Similar to the recommendation above, this service can happen on multiple levels. The school counsellors will need to take a lead role in a prevention program so as to provide appropriate interventions for students who are being bullied, students who are doing the bullying and students who are witnessing the bullying and being affected by the atmosphere of bullying. Ma (2002, p. 366) states, “The cycle of bullying in school may be one of the major reasons why some counselling programs, in which school counsellors treat victims as victims and bullies as bullies, have not worked well”. Ross (2002, p. 124) states:

Counselling for bullies and victims has been found to be most effective when part of each session focuses on having each participant begin to understand the motivation and feelings of the other one. Bullies need to consider why their victims behave as they do, as well as how they feel as victims; victims also need to have some insight into what has brought the bullies to their current unacceptable level of behaviour in addition to considering ways (if any) in which they could try to handle the bullying problem themselves.

These interventions will take place individually and possibly in a group as well (e.g., assertiveness training for victims of bullying). The counsellors will work closely with parents as well providing information and possible referrals for further counselling services either through the divisional clinicians, such as the school’s social worker or psychologist, or to outside agencies focusing on family counselling. The counsellors may also be in charge of running programs such as Peer Support and Peer Mediation. These programs give students the opportunity to resolve minor incidents with the help of other students who have been trained in
conflict resolution, empowering students to handle their own conflicts and discourage bullying with positive peer pressure (Ballard, Argus, Remley, 1999; Harris, Petrie & Willoughby, 2002). Counsellors can help with planning character building, empathy training, and conflict resolution activities for the Teacher Advisory Program or professional development for staff. This will help both students and staff to develop and practice the concepts, language and behaviour needed to be assertive in combating bullying within their school.

**Challenges and Limitations**

Dupper & Meyer-Adams (2002, p. 360) explain that to reduce low-level forms of violence, such as bullying, the school must create a climate and culture “characterized by warmth, tolerance, positive responses to diversity, sensitivity to others’ views, cooperation among students, teachers, and school staff, and an environment that expects and reinforces appropriate behaviour”. In order for this school climate to be created, all staff must be on board and administration must be accountable for providing appropriate professional development, setting clear and consistent consequences for inappropriate behaviour, and ensuring that all teachers are doing their part in delivering the decided programs in the school. A major limitation is a divided staff. If specific teachers are working towards a safe climate, while other teachers continue to ignore what is happening in their hallways and classrooms, students will not learn the appropriate behaviours, they will learn where and in what classes they can continue this behaviour. If only a portion of the teachers are including mediation, conflict resolutions, character education, citizenship education, or social justice in their classrooms, their lessons or during their teacher advisory period, then the student-body will receive inconsistent information about these topics. Principals need to monitor this closely and keep teachers accountable for addressing inappropriate behaviour, making personal connections with their students, being open
to talking with students who have a concern about something in the school or classroom, whether it is social or academic. The students need to feel that they can go to any teacher in the building and something will be done to help them.

A second limitation is the appropriate amount of time needed to implement thorough programs into a school. The longer a program takes to implement, changes in the staff are inevitable. Having a team of staff members is essential in the life of a program; otherwise the program will leave the building with the staff member who implemented it. Implementation of a program requires time for data collection, interpretations of the data collected, training for all staff in the chosen program (more than a one day in-service), and clear advertising to parents and students of what the new expectations and policies are, as well as the consequences for not following the policies. A new program could take three to four years to implement. Grade eleven and twelve students could be the hardest grades to change behaviour in with new programs because they are familiar with the old system. As each group of grade twelve students graduate and new grade nine students come in, more students are starting at the school knowing the new expectations. During this time, annual assessments of the program need to be completed by staff, students and parents, new staff members need to be trained, and current staff members need to share ideas about what is working well, what is not, and any new information that they have gained. To thoroughly implement a new program, everyone on staff, especially the team creating it, must be ready to put time into it.

**Conclusion**

Bullying does not need to be a reality that students face. As more schools adopt whole-school prevention programs and actively work with students, staff, and parents in effectively addressing the issues of bullying and harassment in each individual school, students will develop
into adults with empathy for one another, acceptance of personal differences, and knowledge of how to solve problems and resolve conflict. By intervening with students during their school years, the bully-victim cycle that takes place in adolescence and adulthood may decline with each graduating class, in turn ending the bully-victim cycle that takes place in early years and eventually putting an end to behaviours that have grown to crisis status in recent years.
References


