Research on the Situation and Countermeasure of School Bullying

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Abstract. The phenomenon of school bullying is prevalent in schools all over the world. Most people analyze it from the perspective of psychology. Sociology on the school bullying interpretation is different. Cultural transfer theory concerns students in the process of socialization, compliance and deviant social facts on the impact of students. Structural tension theory analysis due to disadvantaged groups and affect the success of students, through unconventional means to get someone else's attention. The theory of social control that the tyrants and social ties are weakened. Label theory to explain how the label is "branded". Broken window theory that the campus bullying is due to long-term because of the education sector and the judiciary has no effective control over the transgressors.

Introduction

Generally speaking, the meaning of the school bully and the status campus violence can be divided into broad and narrow categories. Generalized campus violence is committed to the campus, by the teachers, students or school staff in the body and the spirit of the implementation of other people, contrary to the norms of social harm\cite{1}. Narrow sense of campus violence refers to the occurrence of the campus or mainly occurred in the campus, by students or off-campus staff for the students in the body and spirit of the implementation of the violation of social norms of injury. This article discusses the behavior of the injury between students, this phenomenon is also called campus bullying. Norwegian scholar Owens defines it as a student who, for a long time and repeatedly exposed to one or more student-led negative behaviors. There are many forms of campus bullying, such as limb bullying (physical bullying), verbal bullying (dubbed, abusive, mocking, intimidating), social bullying (group exclusion, interpersonal opposition), network bullying Such as mobile phone newsletter, e-mail blog, BBS and other media spread rumors, slander and other attacks), bullying (to the body, sex, sexuality, sexual orientation, etc. make fun of or comment on the behavior, Physical violation\cite{2}.

Situation of School Bullying

In China, the injury between students is also common, in 2001, a survey shows that 10.5\% of our students face the threat of violence at school. According to the 2004 Shanghai radio station and the East China Normal University Department of Psychology Department of more than 10 schools 6 to 12-year-old children conducted a survey, the proportion of contradictions between students reached 14\%, of which violence accounted for 12\%. Song Yanhui in 2004 to 2005, seven schools in Beijing to investigate the students, 25\% of the students (including the perpetrators and victims) involved in school violence. According to Taiwan's "Central News Agency" reported that the Taiwan Children's Welfare Union Cultural and Educational Foundation held a press conference in February 2011, released the 2011 Taiwan school bullying investigation results. The survey results show that 18.8\% of the students said that in the last two months, often by the students bullying (more than two or three times a month), including exclusion, beating, intimidation threat, sexual harassment. There are 10.7\% of the students admitted that the last two months have been bullied, ridicule or play classmates.
School bullying the inflicted students suffered property damage, but also on their physical and mental health caused greater harm: some because of physical injuries and hospitalization; some because of fear and mental disorders; some personality changes... these injuries may be lifelong for them. Student bullying has also caused no small social impact has aroused widespread concern, people are trying to reveal the reasons for the emergence of school bullying, psychologists and most of the public will be attributed to school violence mainly psychological problems and education[3]. But sociologists believe that the reason the school bully and long-term existence, and even some areas have intensified the trend, the main reason is the social environment. School bullying is a deviant act that destroys norms or violates group and social expectations. Not only includes criminal behavior, but also includes many acts that are not prosecuted by law. I am trying to use the sociology of the relevant theory to explain this deviant behavior.

**Types of School Bullying**

Bullying can take a variety of forms, from the verbal - being taunted or called hurtful names - to the physical - being kicked or shoved - as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

**Repercussions of School Bullying**

Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences[4].

American sociologist Sutherland believes that everyone is subject to the dual effects of compliance and deviant behavior. These effects in the individual thinking of the struggle, which aspects of the upper hand, which will go to guide people's behavior. If the socialization of the transgression is greater than the social intensity of the compliance, a person becomes a transgressor.

There are several different factors that are biased towards deviance: the closer the person is to the transgressors, the smaller the age of contact, the greater the likelihood that the parties will become transgressors. Therefore, it is not surprising that students who are influenced by deviant behavior or students who emphasize the value of transgression are extremely violent and violent in dealing with the contradictions between classmates. Italian criminal scientist Philip has said: young people embarked on the path of violent crime, is unable to withstand the personal situation and the natural and social environment of the temptation to learn and accept the community of those negative behavior patterns.

**The Theories of School Bullying**

**The Interpretation of Cultural Transmission Theory**

A certain social culture to shape the behavior of individual social model, and the individual model reflects its acceptance and identity of the cultural characteristics. American sociologists Cleveland and Olin pointed out that while societies are trying to persuade people to comply with social norms, sometimes parents, teachers, textbooks, religious leaders, the media, and other socialized subjects convey the opposite information. The adult world is the mirror of the child's future, and they start from imitation of adults to society. Anomie of adult society for the children to establish a bad reference group.
The Interpretation of Structural Tension Theory

School violence is a deviant act, which is inequality between children and oppression. American sociologist Merton pointed out that when the social culture and structure between the existence of tension or conflict, the deviant may occur. Deviant behavior is a social creation of the behavior, rather than the transgression of the temporary impulse of the results.

The Interpretation of Social Control Theory

American sociologist Ershi strong withered, deviant is caused by the weakening of the link between the individual and the society. He points out that the four key social bonds that act as a constraint on most of us are typically weak in the transgressors state. These goals include: "adjunct" to other compliance—especially parents and peers; "goals"—time and sweat to achieve goals such as going to college; participation in regular activities—to reduce the time of possible deviance; and "Faith"—accept conventional moral values.

Countermeasures of School Bullying

Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. ‘There is no bullying at this school’ has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: ‘There is not much bullying here, but when it occurs we have a clear policy for dealing with it.’

Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behavior in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted ‘before and after’ evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time - not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

Conclusion

With these developments, schools can expect that at least the most serious kinds of bullying can
largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be[8]. The reduction in bullying—and the consequent improvement in pupil happiness—is surely a worthwhile objective.

References


