



Definition of Campus Bullying Concept and Reference of Prevention and Control



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Abstract

In recent years, there are differences in the definition of school bullying, and different definitions adapt to different subjects. School bullying occurs from time to time in all countries around the world. Learning from the existing experience and practices of other countries, especially the practices of developed countries, has a great effect on promoting the rule of law of school bullying. School bullying has different effects on the physical and mental health of the bully and the bystanders. It is feasible to intervene students through psychological prevention and treatment. In recent years, the definition and legislation of school bullying in China have begun to improve. We have made new discoveries and new problems in school bullying, and it is still a prospect to prevent and control school bullying.

Keywords: School bullying; Concept definition; Foreign prevention; Bystanders; Psychological prevention; Victims; School violence; Criminal responsibility; Pedagogy; Potential bullies; Deeply miserable

The definition of the concept of school bullying in China in recent years

Different definitions of school bullying

The first famous Norwegian scholar Dan Olweus to study and define school bullying. He defined that a student has prolonged and repeated exposure to one or more student-led negative behaviors, and bullying is not accidental, but long-term and multiple events [1]. There is also a view that school bullying refers to the behavior that is implemented by students and causes psychological or physical effects on other students and then makes them deeply miserable [2]. Some scholars in China believe that school bullying has a broad narrow sense. The narrow sense of school bullying is the continuous psychological or physical aggression of teachers or students in kindergartens, primary and secondary schools and their reasonable radiation areas, and these behaviors will make victims feel spiritual pain [3]. In countries with school bullying legislation, the legal definition of school bullying varies widely. Such as according to the provisions of the New Jersey anti-bullying law, bullying refers to through written, oral, electronic tools, or physical action and behavior, cause the physical or psychological damage, or property losses, or make each other into the fear of personal injury or loss of property, or to each other bad learning environment, or essentially affect the school teaching and management order. Another example is the Building a Safe

Campus: Bullying Prevention Action Plan in Ontario, Canada: "Bullying is a dynamic interactive process harmful to physical and mental health, and a form of physical, verbal or social aggression using powerful forces."

Disagreements on the definition of school bullying

The differences in the definition of "school bullying" are mainly in the distinction with "school violence". Whether there are different differences, different scholars at home and abroad have different views. Some scholars believe that "school bullying" is no different from "school violence", which is interchangeable concepts, or some scholars simply do not realize the distinction of the two. Some scholars feel that the concept of "school bullying" and "school violence" has different fields. Others believe that "school bullying" is included in "school violence" and is a part of "school violence". In response to this disagreement, the study found that their disagreement mainly focused on the identity of the perpetrator and the victim. Some people believe that the bullying is only about the abuse between students, while others believe that the bullying can be targeted by teachers. In addition, there are still over whether the abuse of students by outside students is bullying. In this regard, we can learn from some schools in the UK. In order to more clearly describe the nature of bullying, some schools distinguish school violence (School Violence) from school

bullying, believing that violence is an explicit violation of the law, while bullying is hidden; violence hurts the body, while bullying hurts the emotion and heart [4]. Of course, from April 2016, the Office of the Education Supervision Committee of The State Council issued the Notice on the special Control of school bullying, China should be more inclined to think that the subject and object of school bullying refer to students.

Different scholars have different opinions on to what degree it can be considered “school bullying”. How to assess the behavior constitutes school bullying, whether it is only joking, nicknames and other minor behavior, whether it is school bullying. In this respect, Japan’s qualitative legislation makes it possible to constitute “school bullying” and even bear criminal responsibility, which makes people feel too much of a good thing and too strict. As far as school bullying is concerned, the subject of its behavior has its particularity and belongs to minor students, so it should be more subdivided and quantitative, and the criminal law should be carefully used for sentencing, with preventive education, but the deterrent effect of the law on bullies should not be lost.

Common ground in the definition of school bullying

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5. Common ground in the definition of school bullying

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a. intentional infringement causes physical and psychological harm to the victims. These injuries have a long-term impact on the victim, and even the vicious death of school bullying;

b. there is an unequal power contrast between the bully and the victim, the bully is dominant and the victim is dominated. Bullies are often stronger than the victims in strength, age and quantity, making the victims have no ability to resist. Victims are often forced to perform insulting behaviors such as kneeling, slapping, and stripping naked;

c. bullying is mostly repeated and long-term. Most places of school bullying occur in the playground, toilets and other environments where there are fewer people, making it difficult to detect bullying and be hidden. However, most of the bullies are weak and withdrawn, easy to be silent, which makes school bullying easy to occur to a certain person in the long-term

d. bullying develops to a younger age, and the number of bullying in primary and secondary schools increases. The distribution of school bullying occurrence groups and grades is getting younger and younger. Even the number and proportion of bullying in primary school and middle school far exceeds that in high school and above, and there is a trend of further spread to primary school [5].

e. In terms of bullying in school, it is generally believed that it is not only limited to physical violence, but also includes verbal violence, isolation and insulting behavior. In addition, with the development of society, cyberbullying has become a new form of school bullying.

Foreign school bullying prevention and control policy reference

Referring to the governance policies of school bullying in various countries, referring to the experience of governing school bullying, based on the reality of China, not completely copy, which is helpful to the prevention and treatment of school bullying in China. However, it should be pointed out that China should define school bullying more accurately and clearly, and the extension of school bullying can not be infinitely expanded, and the contradictions and conflicts can not be unlimited intervention. That is to say, in the formulation of laws and campus supervision, any conflict should not be identified as school bullying. For example, although Japan has enacted a special law on the Prevention and Promotion of School Bullying to deal with school bullying, such legislation can reflect the full understanding of school bullying, and this practice has achieved good practical results. However, the Japanese criminal legislation mode in Japan makes school bullying not only stay in a common behavior such as slapping, bullying and swearing between students on campus, but can constitute a criminal crime [6]. This legislation does not seem to take into account quantitative issues. Some acts may not infringe on people, or the degree of infringement is different, such as Japan, which may cause the consequences of prudence and abuse of the law. However, from this law, China can learn from four aspects: strengthening data statistics, improving the criminal legal system, building a comprehensive legislative prevention and control system, and establishing and improving the scientific content system of the “anti-school bullying law” [7].

The United States also has a set of experience in tackling school bullying, with each state making separate regulations based on its own circumstances. For example, the New Jersey Anti-Bullying Law of 2010 is known as the strictest anti-school bullying law in the United States, which strictly stipulates the responsibilities and obligations of all parties from top to bottom, forming a comprehensive anti-bullying system. It requires each district anti-bullying plan, school appointed anti-bullying experts, set up special funds against bullying, regular anti-bullying education and training to governance bullying behavior, the responsibility of the breach of obligation shall be investigated for discipline and civil liability, victim students can through the hearing, complaints and complaints. Based on this law, based on the theoretical summary of many scholars, the following points can be drawn:

a. to improve the importance of the whole society to school bullying. We should highlight the role of the social role in solving the problem of school bullying, and establish anti-school bullying

public welfare organizations, so that the society can effectively supervise the prevention subjects.

b. Timely formulation of an anti-school bullying law. To establish a school bullying legislative group, the purpose of school bullying legislation should be clear in subject, detailed in content and operable.

c. Highlight the role of the government and schools in the anti-bullying work. A multi-agent prevention mechanism for school bullying should be established, and a differentiated response mechanism should be established according to the different situations of school bullying to avoid the prevarication of the responsible subjects.

In the prevention of school bullying, the Canadian approach also has the reference significance and reference value. In order to prevent school bullying, Ontario, Canada, has actively taken school bullying prevention actions and formed a relatively complete school bullying prevention system. Government coordinate related departments to formulate a series of policies and regulations, in order to cooperate with the implementation of the building safe campus: bullying prevention action plan, Ontario has introduced, revised, including the anti-racism and national equality act, the children and family service act, "education law" and so on law, make bullying prevention plan have laws, this move shows that Ontario attaches great importance to, and to make great efforts to the plan, this attaches great importance to the campus bullying plan continues to prevent the strong guarantee. Because legislation is a matter of "pulling the whole body", it is necessary to carry out in-depth study on the convergence of relevant laws, otherwise it is difficult to introduce the law. The study is to ensure that the plan and law do not conflict with other laws, so that the plan and law are not a simple duplication of other laws. In addition, Ontario has coordinated management and provided adequate financial support to provide pre-service training for teachers and support the investigation and research of school bullying prevention programs. At the same time, the introduction of third-party institutions to track research, avoid the limitations of self-evaluation, and use objective and fair third-party institutions to evaluate the campus environment. Professional evaluation tools and timely feedback can ensure that the results of the Plan are true, and the existence of such an organization can reflect that the evaluation system is mature and reliable. In addition, Canada defines the roles of principals, faculty, parents, students, and community members, and provides targeted guidance to detect and address bullying in a timely and effective manner to ensure the effective implementation of the campus bullying prevention program.

As a global educational problem, school bullying can be effectively controlled by legislation, but as growing children, we should not be under excessive protection, and we should teach our children to resist. Although the campus and the society should

have a certain understanding and supervision of the conflicts between students and should also protect the rights and interests of the bullies, we should not have unlimited intervention. Because, learning to deal with conflicts is a necessary step for people to move from an independent individual to a socialized person, which is also an inevitable experience in the process of growth. If the bully, it will only make him unable to bear this kind of conflicts, rely too much on the protection of adults, lose the ability to take care of themselves, and even cause greater harm. Due to the similarities in campus and society, if the bully did not change themselves, may develop avoidant personality, difficult to independence in society, when the future in society the same bullying, the bullies may because no self processing ability, is still only willing to protect or choose to escape, may eventually become a tragedy.

The outlook for school bullying

In view of the frequent situation of school bullying, laws and regulations against school bullying should be established and improved to provide legal guarantee for the fundamental governance of school bullying. At present, in view of the spread of school bullying on the Internet in recent years, which has caused great physical and mental harm to students and great bad social impact, China's Ministry of Education has issued a number of notices and opinions, and also formulated the Anti-school bullying Law. Primary and secondary schools carry out campus bullying activities, and legal activities into campus. Campus police system has been established in major campuses, together with campus police departments and security departments, to jointly build a campus security work system.

Throughout the research results of scholars, the research on school bullying has made great progress in the exploration of the theory of school bullying, the description of school bullying, the analysis of the causes, and the prevention and control methods of school bullying in other countries. However, there are some issues that need to be further considered. The following is the outlook for future research: First of all, primary and secondary schools and community medical services should pay more attention to the physical and mental health of students. In order to protect students' physical and mental health, schools should add mental health education courses, and the state can incorporate psychological medical services into the community medical services. Through psychological intervention, the bullied can get out of the haze, reduce the negative psychological impact of school bullying, and allow the potential bullies to provide self-protection; the bullies can also reduce their aggression through psychological intervention.

Second, given that bullying itself is a collection of multiple subject characteristics of comprehensive problems, on the research perspective, we can try to study from multiple angles, different scholars from pedagogy, psychology, law or sociology of different angles to analyze bullying problems, or a variety of

disciplines cross research. Because in the new situation, school bullying will change accordingly, and it is still meaningful to study the prevention, guidance and punishment of school bullying.

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