



# Foreign Research on Campus Bullying and Its Enlightenment

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**Abstract.** The current high incidence, high coverage and high social harm of school bullying make it a social problem that cannot be ignored and needs to be solved urgently, and it has a trend of globalization. Countries with experience in school bullying governance, such as the United Kingdom and the United States, draw on the definition of school bullying and the governance strategies of the government, schools and society, and put forward appropriate suggestions for my country's governance strategies.

**Keywords:** campus bullying · foreign measures · enlightenment · concept definition

## 1 Introduction

In recent years, the bullying atmosphere in various campuses, as bullying threatens the physical and mental health of children and adolescents around the world, it is constantly threatening UN (United Nations Educational, Scientific and Cultural Organization, UNESCO) (United Nations United Nations United Nations) (United Nations The emergency fund, the following, the following, the following, the following, the following, etc. have in-depth information on bullying. My research on campus bullying belongs to exploration. I can learn from some campuses, campuses, campus bullying governance, excellent management, and experience.

## 2 Definition and Classification of the Concept of Campus Bullying

First of all, in order to solve the social problem of campus bullying, it is necessary to formulate some corresponding policies to correctly define the concept of campus bullying. The practice of campus anti-bullying originated in Norway, and Norway began comprehensive prevention and treatment in the 1980s. Regulate school bullying. Professor Dan Ovis defines campus bullying as “bullying behavior refers to persistent physical or mental attacks on individuals or groups, including humiliation, ridicule, nicknames, imitation, threats of violence, harassment, teasing, Isolate and spread rumors” [1] In 2002, representatives from all walks of life in Norway jointly issued the “Anti-bullying Manifesto” and established an anti-bullying alliance to put an end to bullying.

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The “Education Act” promulgated by Canada in Ontario explains the definition and concept of school bullying: “Bullying refers to aggressive and typical repetitive behaviors. (1) The behavior is implemented by students on their own initiative, or students know that the behavior. The possible consequences of the behavior. Consequences include: causing harm, fear or distress to another student, including physical, psychological, social interaction or academic harm, damage to personal reputation or property; Campus environment. (2) The behavior occurs when there is a real or perceived power imbalance between students and individuals [2]. The definition of school bullying in Japan is revised as “students to A student who has a certain relationship with himself exerts a psychological or physical influence, so that the student who suffers from the behavior feels the physical or psychological impact” [3]. Many scholars have done research on campus bullying. In 2017, the “Comprehensive Management Plan for Strengthening Bullying of Primary and Secondary School Students” (hereinafter referred to as the “Comprehensive Management Plan”) was issued for the first time to define the concept of campus bullying in the form of official documents: “China Bullying of elementary school students occurs inside and outside the campus (including primary and secondary schools and secondary vocational schools) and between students. One party (individual or group) intentionally or maliciously bullies or humiliates through body, language and the Internet for one or more times, causing another One party (individual or group) suffers physical injury, property loss or mental damage. [4] “The definition of campus bullying at home and abroad is limited to 1. The subject is students. 2. The two parties in the bullying process are unequal 3. Deliberately causing physical and mental safety 4. Sustained.

### 3 Governance of School Bullying

#### 3.1 Policies and Regulations

Norway is not only the first country in the world to pay attention to and study school bullying, but also one of the first countries in the world to enact special legislation on school bullying [5]. In Norway, students and their guardians have legal channels to enjoy rights and protect their rights according to the law. In addition, the “Campus Environment Act” also takes students and their guardians as the main body to provide a preliminary definition of campus bullying. “Schools should ensure that they understand all bullying behaviors students’ opinions”. The United Kingdom has established a relatively complete school bullying governance mechanism. The government mainly plays the role of leadership and supervision, including promulgating comprehensive anti-school bullying laws, regulations and policies, inspecting and supervising the governance of school bullying in various schools [6] At the level of government agencies, the British government has two important identities in the governance of school bullying. One is to formulate continuous improvement of regulations and regulations and to supervise schools on the management of school bullying. As early as 1986, In the “Local Government Act” (Local Government Act 1986), the UK put forward legal requirements for local governments on the issue of school bullying: they should support school staff to take measures to prevent any form of school bullying. In 1998, the British government promulgated the “The School Standard and Framework Act (School Standard and Framework Act 1986)

formulated policies to promote the development of students' good behavior, respect for others, and prevent any form of school bullying among students [7]. As a federal country, Canada is governed by the federal government and the provincial government respectively in the governance of school bullying. The federal government is in charge of the macro-control of school bullying in Canada, formulates policies and regulations at the macro level, and guides the specific implementation of provincial policies. In 1998 In 2013, the Canadian government launched the "Community and Crime Prevention Strategy" to intervene in the development and surrounding environment of adolescents and early childhood and discrimination" anti-bullying project. In local and provincial governments, anti-campus bullying bills have been enacted according to local characteristics, such as the "Acceptable Campus Act" and "Anti-bullying Act" successively promulgated by Ontario in 2019, and the launch of the "Campus Bullying Prevention and Intervention" project, etc.

### 3.2 School Governance

In terms of the governance of school bullying at the school level, British schools are the main battlefield of school bullying governance in the UK. School governance of school bullying should not start when bullying occurs, and prevention work should become an important aspect of school bullying governance. Schools with better management of school bullying in the UK will take the initiative to collect information that may cause conflicts between students. Through talking with students, teachers will formulate corresponding strategies to solve specific problems that need to be solved. These strategies include transmission in the classroom and special development. Corresponding activities etc. [10]. Of course, in addition to the prevention of school bullying, British schools have also done very effectively in intervention. In the "Education Law" and "Education and Inspection Law" issued in 1996 and 2006 respectively, the victims of school bullying With better protection, the school will not deprive the bullied of their educational rights, and there are also clear regulations on the serious consequences that the perpetrator will bear. In Japan, in 2013, the Juvenile Division of the Life Safety Bureau of the National Police Agency issued a notice to the national police system in Japan, requiring local police stations to cooperate with schools or specialized police while investigating major campus bullying incidents involving suicide, personal injury, and property damage. Provide education and guidance to perpetrators, and set up security education classes for local schools [8]. In 2014, the "Children's Counseling Office" was required to comply with the requirements of the "School Bullying Prevention Countermeasure Promotion Law", cooperate with the local government to establish a "School Bullying Countermeasure Liaison Agreement", and actively contact and coordinate with the school to establish an information sharing mechanism [9]. In December 2018, the Human Rights Enlightenment Division of the Human Rights Advocacy Bureau of the Ministry of Justice sent an official letter to the Ministry of Education, Culture, Sports, Science and Technology, clearly stating that it would assist schools in preventing school bullying by sending staff from the Ministry of Justice to set up human rights education classes for primary and secondary schools recidivism [10]. In addition to the intervention of the whole school in the United States, the United States also puts forward the method of "peer adjustment", which is a standard mediation process in which students act as a neutral third party to

help the disputed parties resolve conflicts [11]. In 1985, two scholars, Albie Davis and Kit Porter, proposed ten reasons for establishing a peer mediation program, including reducing the number of students being detained and suspended, encouraging students to solve problems more effectively, and reducing teachers' use of dealing with students. The time of conflict, improving the school environment, and giving students the choice to resolve conflict constructively [12]. Through the adjustment of the students themselves, firstly, peers can better integrate into the incidents of both sides of the conflict, and better ease the conflict. Secondly, it will also improve the sense of justice of young people. The bystander effect of today's campus bullying cannot be ignored. Using peer adjustment The method can reduce the phenomenon of onlookers watching or ridiculing, and will also exercise the students' adjustment and communication skills accordingly.

### **3.3 Social Resources Participate in Collaborative Governance**

There are many organizations in the UK that provide free consultation on campus bullying to the public, and many universities in the UK are also actively carrying out scientific research on campus bullying. In Australia, a campus bullying governance model has been formed in which schools, families, and society cooperate. The responsibilities of each subject are clearly defined. At the same time, various anti-bullying channels such as the "Bullying Zero Tolerance" website and the anti-bullying helpline have been added. Japan has also established a national 24-hour bullying helpline and other forms of help and consultation agencies to fully absorb social forces and jointly prevent and control school bullying. Canada established PREVNet, an umbrella network consisting of 130 top Canadian research scientists and 62 national youth service organizations, which was launched in 2006. The strong assistance of social groups has promoted the effective implementation of anti-bullying actions in primary and secondary schools.

## **4 Enlightenment to the Management of School Bullying in My Country**

The research on campus bullying in our country started relatively late. Although our country has been actively conducting research on campus bullying, it cannot be ignored that our research is only in the exploratory stage at present, and it is essential to learn from the experience of other countries.

### **4.1 The Concept of Campus Bullying**

The definition of the concept of campus bullying is not once and for all. The rapid development of society, the use of the Internet, and the outbreak of the global epidemic have made various social phenomena complex and diverse. Our understanding of campus bullying is also increasing. In-depth, so our research on the definition of campus bullying can't stop, let our definition of campus bullying become alive.

## 4.2 Governance of School Bullying

### Improve the Legal System

From the perspective of the governance of school bullying in foreign countries, first of all, legislation on school bullying is indispensable, and at the same time, it is necessary to increase the channels for parents and students to defend their rights. The main battlefield of school bullying management is to formulate localized and operable school bullying management laws according to the characteristics of local schools.

### School Intervention

As the main battlefield of school bullying, schools should grasp the cooperation of all members of the school, set up some courses related to school bullying, cultivate students' sensitivity to school violence and psychological violence from an early age, and improve students' awareness of school bullying. Ability to recognize and deal with bullying and protect oneself. Some activities are carried out within the whole school, while others are carried out with the class as a unit, combined with specific events in the class or with specific classroom teaching content. And pay attention to the impact of the school environment, especially the peer group. The special qualities of the students themselves enable the peer mediation project to exert positive effects. Peer mediation is conducive to the free and equal participation of the bullying parties in the conflict resolution process. Peers can facilitate reconciliation in a more acceptable way, mediating disputes with peer perspectives, language, and attitudes.

### Social Power

Although the main battlefield of campus bullying is in schools, social forces are also indispensable. The governance of campus bullying in our country also requires the cooperation of society, schools, teachers, parents, and students. At present, there are many social issues related to campus bullying in our country. Institutions such as some social work stations and charity associations, but there is a lack of specialized institutions for campus bullying. Most communities set up campus bullying committees to empower students and their parents with knowledge through dedicated networks and hotlines. The state should strengthen the supervision of campus bullying in various regions, share relevant data, and actively encourage and support scientific research on campus bullying projects in universities.

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