

Bullying in elementary schools on Sint Maarten



Master Thesis

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Abstract

There have been no studies into bullying in elementary schools on Sint Maarten. Because of the negative consequences and the high prevalence of bullying it is important to gain more insight into the facts of bullying and what can be done to prevent or decrease bullying in elementary schools on Sint Maarten. This study focuses on the micro level of the Ecological Systems Theory of Bronfenbrenner and its influence on bullying. The focus will be on students, teachers and parents. The research methods used were questionnaires and focus groups. This means that this study made use of both quantitative and qualitative methods. 933 students filled in the questionnaire for students and 37 teachers filled in the questionnaire for teachers. The first focus group of teachers consisted of 3 teachers and the second one of 9 teachers. The focus group of parents consisted of 8 parents. Results from this research show that 58.5% of the students involved were bullied this school year, that calling mean names is the most popular form of bullying, that the classroom and playground are popular locations, and being popular, feeling powerful and getting attention are the main reasons for bullying other students. Students, parents and teachers gave several suggestions for students, teachers, parents and schools to prevent or decrease bullying. These suggestions include: help the victim, punish the bully, talk with the children involved, suspend/expel the bullying student, learn students/children strategies to deal with bullying, educate the students/children and come up with consequences when the bullying occurs. This thesis finishes with limitations experienced during this research and recommendations based on the input of the participants and the results.

Keywords: Sint Maarten, bullying, elementary schools

Acknowledgements

In front of you, you find my thesis in which bullying in elementary schools on Sint Maarten is discussed. With much dedication I worked on this thesis from January 2014 until June 2014. I hope that this thesis contributes to the further awareness of bullying and the development of approaches to prevent or decrease bullying in elementary schools.

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Abbreviations

ASHCS	Asha Stevens Hillside Christian School
BFM	Browlia F. Maillard School
DMLKJS	Dr. Martin Luther King. Jr. School
LCS	Leonald Connor School
SCC	Student care coordinator
SDA	Seventh Day Adventist
SES	Socio-economic status
SGC	Student guidance counselor
SML	Sister Marie Laurence
SR	Sister Regina Primary School
SSSD	Student Support Services Division
RLB	Ruby Labega School
OS	Oranje School

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1. Research background

1.1 History of St. Martin

St. Martin is seen as the crossroads of the Caribbean. This island is located at the northern end of the Lesser Antilles and lies east of the United States Virgin Islands. The 95 km² island of St. Martin was first settled by the Arawaks and was discovered by Christopher Columbus in 1493. Columbus sighted the island on the 11th of November, also known as the holy day of St. Martin of Tours, and named the island after him. Around 1630, the French and the Dutch arrived on the island, especially for salt production, since it was very expensive at that time. The Dutch and French people were driven out by the Spaniards and in 1644 the Spaniards released their rights. After that, the Dutch and French people returned and divided the island in a Dutch and French part in 1648. The Dutch part is called Sint Maarten and the main city is Philipsburg while the French part is called St. Martin with the main city Marigot. St. Martin is the smallest landmass in the world to be shared by two sovereign nations. The Dutch quarter is part of the Kingdom of the Netherlands, but no part of the European Union while the French quarter is a member of the European Union. The borders separating the Dutch and French half of the island are only recognizable by signs and monuments referring to the border.

Since 1954, St. Martin along with four other Dutch Caribbean islands joined together to form the Netherlands Antilles, a separate country within the Kingdom of the Netherlands. The Netherlands Antilles would as a country within the Kingdom of the Netherlands be dissolved on December 15, 2008. However this never happened. In the end, the Netherlands Antilles was dissolved on the 10th of October 2010, and the Dutch part of the island obtained autonomy on that date within the Kingdom of the Netherlands.

The official language on the Dutch part is Dutch and French on the French side. However, English is the predominant language on the Dutch side of the island. Other common languages spoken on St. Martin are French Creole, Spanish and Papiamentu. The island has 77.000 residents, 41.000 live in Sint Maarten and 36.000 on Saint Martin. The main source of income on St. Martin is tourism. The current research about bullying on elementary schools focuses on Sint Maarten.

1.2 Bullying

Although there are many definitions of bullying, they all contain common features. Someone has been bullied when he or she is repeatedly and on a long-term exposed to negative acts performed by one or more persons (Olweus, 1993b). Furthermore, bullying is a form of aggressive behaviour involving a systematic, long-term and deliberately causing damage to someone else. Finally, there is an asymmetric power relationship between the bully and the victim (Olweus, 1993b).

There are different types of bullying, namely overt victimization, relational victimization and cyber bullying. Verbal, physical or material bullying are examples of overt victimization and direct or indirect bullying are examples of relational bullying.

1.3 Early research about bullying on Sint Maarten

Research has been carried out into bullying in secondary schools, but not in elementary schools. A recent study, called Peaceful School, investigated bullying in secondary schools on Sint Maarten (Maccow, LaBega, Guy, Francois, Mussington, Nous, Berkel, & Boyrard-Brewster, 2010). Through creating a safer school with a positive environment, the necessary, creative atmosphere students need in order to excel and fulfil their academic and personal goals can be provided. The purpose of this study is to gain insight into bullying and how to address this. The study results showed that 34.5% of the students were bullied at least once during the school year. The survey also indicated that the schools are doing little to address this issue. The school playgrounds were identified as the place where bullying occurs most, surprisingly followed by the classroom (Maccow et al., 2010). The statistics make clear that most students do not experience school as a safe environment. It is clear that bullying in schools is a fact of life today. This report ends with suggestions that the Peaceful Schools Committee could help address the issue of bullying in secondary schools (Maccow et al., 2010).

1.4 Relevance of this research

The previous text shows that some research has already been carried out into bullying, but with a specific focus on secondary schools. Because of the negative consequences and the high prevalence of bullying it is important to gain more insight into the specific prevalence, kind of forms of bullying and locations of bullying in elementary schools on Sint Maarten. It is also important to discuss with teachers and parents what can be done to prevent or decrease bullying.

2. Theoretical framework

2.1 Bullying within the Ecological Systems Theory of Bronfenbrenner

Within Bronfenbrenner's Ecological Systems Theory, the child is an individual who will be influenced by multiple levels of the environment (Bronfenbrenner, & Evans, 2000). This theory consists of the features of the child, the micro level, the meso level, the exo level and the macro level (Figure 1). The environment of the child is seen as a series of interwoven structures consisting of these different levels. Within these structures the home, school, community and social settings in which children participate play an important role. Each of these levels has an impact on the development of the child. Bronfenbrenner's Ecological Systems Theory is widely used to examine the diverse effects and interrelatedness of the social elements within different contexts to explain the development of a child.

In the next paragraphs the features of the child, the micro level, the meso level, the exo level and macro level will be further explained. This will be applied to the subject of bullying. Within the features of the child and the different levels a distinction can be made between bullies and victims.

2.1.1 Features of the child

2.1.1.1 Bullies

Literature has shown that bullies show more aggression (Fekkes, Pijpers, & Verloove-Vanhorick, 2005; Kumpulainen, & Rasanen, 2000; Veenstra, Lindenberg, Oldehinkel, De Winter, Verhulst, & Ormel, 2005) impulsiveness (Bosworth, Espelage, & Simon, 1999; Veenstra et al., 2005), deviant behaviour (Kumpulainen et al., 2000; Olweus, 1993b), delinquent behaviour (Fekkes et al., 2005; Olweus, 1993b; Veenstra et al., 2005), alcohol abuse (Veenstra et al., 2005) and are less adapted in their psychosocial functioning (Demaray, & Malecki, 2003). Other features mentioned by Olweus (1993b) are that bullies have strong needs to dominate and subdue other students and to get their own way. Furthermore, bullies are easily angered, show little empathy toward victims and are often involved in other antisocial or rule-breaking activities (Olweus, 1993b). When looking at the social aspects of bullies there are mixed results about their social skills. Some researchers say that bullies have a lack of social skills, while others suggest that bullies have no lack of social skills. The researchers belonging to the latter group argue that bullies choose a specific strategy to gain dominance and power in social relationships (Bosworth et al., 1999; Veenstra et al., 2005).

Demaray et al. (2003) and Veenstra et al. (2005) mention that bullies receive less support from their parents and teachers and more support from peers. In classrooms, bullies are seen as difficult, because they can increase the frustration level of the teacher.

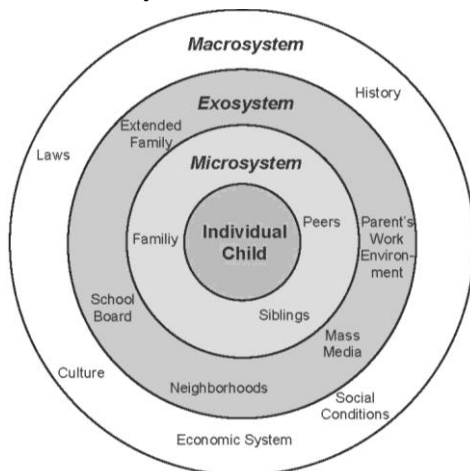


Figure 1 Bronfenbrenner's ecological model

Bosworth et al. (1999) showed that boys bully more than girls, that they bully more physically, use more verbal threats and use more overt forms of bullying, while girls tend to be more relational and indirect bullies (Bosworth et al., 1999; Demaray et al., 2003; Veenstra et al., 2005). If the bullies are boys, they are often physically stronger than boys in general and their victims. Bullies have an increased risk of developing problems at a later age, for example depression and a lack of commitment with the school (Bosworth et al., 1999).

2.1.1.2. Victims of bullying

Victims are less psychosocially adapted (Bosworth et al., 1999), less extravert (Demaray et al., 2003), less assertive, more anxious (Fekkes et al., 2005; Hong, & Espelage, 2012; Veenstra et al., 2005), more withdrawn (Fekkes et al., 2005; Veenstra et al., 2005), physically smaller and weaker, especially when the victim is a boy, have lower school achievements (Fekkes et al., 2005), are insecure, lonely, susceptible to depression (Fekkes et al., 2005; Veenstra et al., 2005) and have less developed problem solving and communicative skills (Kumpulainen et al., 2000). Olweus (1993b) also mentioned that victims are more cautious, sensitive, quiet, insecure, unhappy, have lower self-esteem, are more susceptible to depression and engage in suicidal ideation, do not often have a single good friend and relate better to adults than to peers. Victims receive less support from peers and teachers (Demaray et al., 2003).

Consequences of victimization are a lower self-esteem (Austin, & Joseph, 1996; Fekkes et al., 2005; Kumpulainen et al., 2000; Veenstra, et al., 2005), lower school achievements, lower social acceptance by peers (Austin et al., 1996), depression (Espelage, & Swearer, 2003; Hong et al., 2012; Kumpulainen et al., 2000; Veenstra et al., 2005), more somatic symptoms and more absence from school (Espelage et al., 2003).

2.1.2. Micro-system

2.1.2.1. Definition of the micro-system

Bronfenbrenner describes this level as the setting in which the individual child lives and where the most direct interactions with the child take place (Bronfenbrenner et al., 2000). Included contexts are family, peers and school. The child is seen as an active individual in these settings, but also as someone who helps to construct the settings (Bronfenbrenner et al., 2000).

2.1.2.2. Bullies

Within the micro-level a distinction is made between school, parents and peers. Bullies can create an unsafe environment with feelings of fear and intimidation in the school (Bosworth et al., 1999). A lack of supervision of playgrounds and hallways or other places where there is no supervision increases the risk of bullying (Jacobson, Riesch, Myers Temkin, Kedrowski, & Kluba, 2010). Bullying and aggression are seen as a solution to conflicts (Espelage et al., 2003).

Parents can also play an important role in bullying. In general, parents of bullies use much discipline (Demaray et al., 2003; Veenstra et al., 2005), are hostile and rejecting and have less problem solving skills (Veenstra et al., 2005). These factors increase the risk of becoming a bully. An explanation for the effect of the relationship the children experience with their parents and becoming a bully is the Social Learning Theory. When children observe inter-parental violence between the parents, they will model it and apply it in relationships with peers (Monks, Smith, Naylor, Barter,

Ireland, & Coyne, 2009). This can increase the risk of bullying.

Peers also play an important role in bullying. Children, who are not bullies but hang out with bullies, have a greater risk of bullying others (Espelage et al., 2003). Furthermore, peers can reinforce the behaviour of the bully by doing nothing when other children are bullied. This happens most of the time, while research has shown that the intervention in bullying situations is an effective way of tackling bullying (Fekkes et al., 2005; Vlachou, Andreou, Botsoglou, & Didaskalou, 2011).

2.1.2.3 Victims of bullying

A risk factor of victimization is a lack of connectedness with the school. When the connectedness with schools or other institutes is low or when negative school environmental factors can be discerned, the environment in schools is more unsafe, resulting in more bullying (Hong et al., 2012). The Life Course Theory asserts that bonding to conventional institutions prevents youth engaging in delinquent and antisocial behaviours and decreases the risk on victimization of bullying (Sampson, & Laub, 1993).

Victims experience in the parental style a high amount of cohesion (Espelage et al., 2003; Vlachou et al., 2011), an overprotecting attitude (Espelage et al., 2003; Vlachou et al., 2011), a weak identification between child and parents (Veenstra et al., 2005), more connectedness with school (Veenstra et al., 2005), an inconsistent, punishing and hostile parental style, more negative expression during conflicts and the use of violence (Vlachou et al., 2011). Negative parental influences, and a lack of parental involvement and support creates a greater risk of becoming a victim of bullying (Hong et al., 2012). The influence of the parental style on the victimization can be explained from the Attachment Theory (Bowly, 1973). When children experience an unsafe attachment they will probably develop weak social skills which can lead to conflictual relationships and rejection (Hong et al., 2012). Observing inter-parental violence, can also increase the risk of being bullied (Hong et al., 2012).

The last described group is the peers. There is an increased risk of being bullied when the child has negative relationships with peers and when the child experiences a lack of peer support (Hong et al., 2012). Hong et al. (2012) discovered that friendships can function as a buffer. The influence of peers can be explained with the Social Identity Theory. Children are motivated to reach a positive social identity (Hong et al., 2012). This means that bullying behaviour increases when endorsed by a peer group and regarded as a group norm.

2.1.3. Meso-system

2.1.3.1. Definition of the meso-system

The meso-system refers to the relationships between the micro-systems or the connections between the different contexts. For example the relationship of family experiences to school experiences and family experiences to peer experiences (Bronfenbrenner et al., 2000).

2.1.3.2. Victims of bullying

There is little known about the role of the meso-system on victimization. Pupils have a decreased risk of being a victim, when the teachers are connected with their pupils and know more about the students' academic and social lives (Hong et al., 2012). When teachers do not respond adequately to bullying, children are less likely to seek help from their teachers (Hong et al., 2012).

2.1.4. Exo-system

2.1.4.1. Definition of the exo-system

The exo-system involves relationships between a social setting in which the individual does not have an active role, and the individual's immediate context (Bronfenbrenner et al., 2000).

2.1.4.2. Bullies

A few community features are involved in the development of bullying. The combination of a low SES and many changes in the community's population will lead to a reduction in sources to control criminality, delinquency and victimization in a formal way (Foster, & Brooks-Gunn, 2013).

2.1.4.3 Victims of bullying

The exo-system also influences the victimization of bullying, since community factors in combination with the school's SES and poverty affects the onset of victimization (Foster et al., 2013). A low SES is also a risk factor for being bullied (Foster et al., 2013). Furthermore, residential instability and a high population turnover is related to a decrease in community participation. As a result, this reduces the (in)formal social control (Foster et al., 2013).

2.1.5 Macro-system

2.1.5.1. Definition of macro-system

This layer of the ecological model of Bronfenbrenner, named macro-system is defined as the larger social-cultural context that is affected by cultural, economic and political factors (Bronfenbrenner et al., 2000). The macro-system is mainly based on the emotional and ideological aspects rather than the geographical and physical aspects (Bronfenbrenner et al., 2000).

2.1.5.2. Bullies

Hong et al. (2012) showed that a pro-social attitude against bullying and the appreciation of violence is related to an increase in bullying other peers.

2.1.5.3. Victims of bullying

Little information could be found about the effects of the macro-system on victimization.

Hong et al. (2012) indicated that children have an increased risk of being bullied when they visit church more often.

2.2 Main research questions

On request of the SSSD, this research will investigate the situation of bullying in elementary schools on Sint Maarten. The focus will be on the micro system of the child, which means that children, schools and parents are involved in addressing bullying. This is also called an integrated approach. This research consists of one main question and this question will be answered through answering the sub questions. The main question is:

1. What can schools, in cooperation with students, teachers and parents, do to prevent or decrease bullying?

The sub questions are:

1. What is the prevalence of children being bullied on Sint Maarten?
2. What is the most common bullying form on Sint Maarten?
3. What are reasons for bullying other students on Sint Maarten?
4. What do parents see as a possible solution to prevent or decrease bullying on Sint Maarten?
5. What do schools do to prevent or decrease the amount of bullying on Sint Maarten?
6. What do teachers see as a possible solution to prevent or decrease bullying on Sint Maarten?
7. What kind of attitude does the school have towards bullying on Sint Maarten?

3. Method

3.1 Procedure

The purpose of this research was to give a description of the features of bullying and to gain more insight into what can be done to prevent or decrease bullying in elementary schools on Sint Maarten. The Ecological Systems Theory of Bronfenbrenner is used to set up a research design (Bronfenbrenner et al., 2000). The focus was on the school setting, which is part of the micro system of this theory. In this setting, the focus was on the students, teachers and parents. When focusing on the school setting, nine elementary schools on Sint Maarten were chosen for the research. The schools were: RLB, OS, LCS, DMLKJS, SR, SML, SDA, ASHCS, BFM. Meetings were arranged with the different school boards in which a presentation about this research was presented. After the school boards gave their permission to conduct the research in their schools, the school managers were then given the presentation as well. The purpose of the meeting with the school managers was to explain the purpose of the research and to schedule a date and time for conducting the surveys with the respective schools. The school managers were also asked some questions as it pertained to their views

of bullying within their schools and the approach in handling such a matter. Surveys were conducted at the 9 elementary schools, in 44 classes throughout the month of February.

While the surveys were being conducted, the school managers were informed about the time and the location of the focus groups. The focus groups for the teachers took place in the afternoon and the parents focus group was conducted in the evening hours. The use of both quantitative and qualitative research is called a mixed method design or triangulation. Triangulation increases the internal validity of a research (Bergsma, 2003). Internal validity refers to the extent to which the results of a clinical research study are not biased by other factors. This means that the questionnaire about bullying is not influenced by other factors and that the items on the questionnaire measure bullying (Grimm, 1993). The quantitative part of the research was conducting the surveys, while the qualitative part was the focus groups with the parents and teachers.

3.2 Participants

The participants of this research were from the nine surveyed elementary schools. In this research 933 students and 37 teachers were involved in the surveys and nine parents and eighteen teachers for the focus groups. The group of students consisted of 447 males (=47.9%) and 486 females (52.1%) and were aged between 9 and 15 years ($M = 11.12$, $SD = 1.268$). One student filled in that he was 22 years old, which answer is doubtful as the surveys were conducted in the elementary schools. The M is used for the mean and is the statistical name for the average. SD is used for the standard deviation. This is the statistical name for the dispersion of a variable. For example, a high standard deviation on a variable indicates a large spread out over a large range of values in the outcomes, while a low standard deviation indicates that the outcomes are nearer to the average (Grimm, 1993). Of all the students surveyed, 85 (=9.1%) were from RBL, 104 (=11.1%) from the OS, 101 (=10.8%) from the LCS, 89 (=9.5%) from the DMLKJS, 70 (=7.5%) from the SR, 58 (=6.2%) from the SML, 101 (=10.8%) from the SDA, 167 (=17.9%) from the ASHCS and 158 (16.9%) from the BFM. Of the involved students 307 (=32.9%) were from group 6, 325 (=34.8%) from group 7 and 301 students (=32.3%) from group 8.

The group of teachers consisted of five males (=13.5%) and 32 females (=86.5%). Of these teachers 13 (=35.1%) were from group 6, 11 (=29.7%) from group 7, and 13 teachers (=35.1%) from group 8. Five teachers each were from RLB, the OS and the LCS. Three teachers each from the DMLKJS and SR, four each from the SDA and ASHCS, two from SML and seven from BFM.

The first focus group of teachers consisted of three teachers of which one was male. The teachers who were present, were from the LCS, SR and BFM. The second focus group consisted of nine female teachers, two from the BFM and one each from the other surveyed elementary schools with the exception of the DMLKJS who did not have any representation at the teachers focus groups.

The focus group for the parents consisted of eight parents of which all were female. The

parents were from seven of the nine surveyed schools. However, the SDA sent two parents to this focus group. No parents from the LCS and the ASHCS were in attendance.

3.3 Instruments

For this research both quantitative as well as qualitative research was carried out. The quantitative part of the research consisted of a questionnaire for students and a questionnaire for teachers. The purpose of the questionnaires was to gain more insight into the prevalence, most common place, most common forms of bullying and reasons for bullying others. The questionnaires were anonymous. The qualitative part of the research consisted of one focus group for parents and two focus groups for the teachers. The purpose of the focus groups was to gain more insight into what can be done to prevent or decrease bullying in elementary schools on Sint Maarten.

3.3.1. Questionnaire for the students

The questionnaire used in this research for the students is based on the Olweus Bullying Questionnaire combined with the information from the research questions. The questionnaire started with three questions that pertained to background information, followed by a short introduction on the different forms of bullying and a short explanation on how to fill in the questionnaire. The questionnaire consisted of 31 questions of which seven were open questions and 24 were multiple choice. These multiple choice questions varied in possible answers, from yes/no to ten answer possibilities. An example of an open question was: ‘What can parents do to stop bullying and make the school safer?’ An example of a multiple choice question was: ‘How were you bullied?’ For the example of the questionnaire for the students, see Appendix 1.

3.3.2. Questionnaire for the teachers

The questionnaire for the teachers was based on the information from the research questions and the questionnaire for the students. This questionnaire also consisted of three introductory questions and a short explanation of the different forms of bullying. The questionnaire consisted of 20 questions of which six were open questions and fourteen were multiple choice. The multiple choice questions varied in possible answers, from yes/no/I do not know to twelve answer possibilities. An example of an open question was: ‘What can your school do to stop bullying and make the school safer?’ An example of a multiple choice question was: ‘Do students come to you when they have been bullied?’ For the example of the questionnaire for teachers, see Appendix 2.

3.3.4 Focus groups for the teachers

A focus group is a sort of interactive discussion group in which the researcher asks a few pre-developed questions, and follow-up questions as well. These questions would be answered by the

teachers through discussing the topic together. Each focus group would consist of nine teachers. During the focus groups, fifteen questions would be discussed. The duration of the focus groups was one and a half hour each. An example of a question was: ‘What advice would you like to give to other schools?’ For an example of the index of the focus groups for teachers see Appendix 3.

3.3.5. Focus group for the parents

In contrast to the focus groups of the teachers, there was only one focus group for the parents. This focus group would consist of nine parents. During the focus group, thirteen questions were discussed. The duration of the focus group was one and a half hour. An example of a question was: ‘What can teachers do to prevent or decrease bullying and make the school safer?’ For an example of the index of the focus groups for parents see Appendix 4.

3.4 Data analysis

3.4.1. Data analysis of the quantitative part

The quantitative part of this research, i.e. the questionnaires, focused on the description of bullying in elementary schools from the perspective of the students and teachers from groups 6, 7 and 8. The scores from the questionnaires were processed with SPSS 17.0 for Windows. SPSS is a statistical computer programme used for analyzing data. During the research a significance level of 0.05 was used. This means that a result is significant, if the significant level is below 0.05.

3.4.1.1 Frequencies

The function frequencies gave more insight into the prevalence, the most common form of bullying, the main reasons for bullying other students and other information which is relevant in understanding bullying. A higher value on the frequencies means that more students fill in that specific answer.

3.4.1.2. Recode and crosstabs

For the questions about the relationship with the parents and teachers and being bullied or bullying others, two new variables were made called ‘parental style’ and ‘teaching style’. This was done by the function recode. Through using the function recode, the different examples of behaviour, mentioned in the questionnaires, are combined to create a specific parental or teaching style, which is comparable with earlier research. A high value on these styles means that more students experienced such a parental or teaching style. Answer possibilities 1 and 2 were combined with the relationship ‘hostile’, 3,4, 7 and 8 indicated the relationship ‘involved’, answer possibility 9 was called ‘friendly’, answer possibility 5 was ‘disciplined’, answer possibility 6 indicated ‘overprotected’, answer possibility 10 was called ‘inconsistent’ and answer possibility 11 indicated ‘punishing’.

After recoding, the function crosstabs was used. This function was used to discover if the relationship the students experience with their parents/teacher was significant with being bullied or bullying others. The function cross tabs makes use of the indicator Chi-square. To determine if the Chi-square is high enough to be significant, it is important to look at the significant level. This had to be below 0.05. This function worked as follow: Question 5, which was: 'Have you ever been bullied?' and question 22 which was: 'Have you ever bullied anyone?' was put at 'row' and the variables 'Parental Style' and 'Teaching style' were put at 'column'. To discover which style is significant with being bullied or bullying others the function residual (standardized) was selected. By looking at the Std. Residuals it can be discerned which 'parental style' or 'teaching style' was significant, since this was indicated by the highest positive value and/or lowest negative value at the Std. Residuals.

3.4.1.3. Crosstabs and Independent Samples T-Test

The last step was to discover if there were any differences between boys and girls on being bullied, the form and bullying others. For the form of bullying, the function crosstabs was used in the same as described above. The purpose of this function was to determine if the relationship between boys/girls and the different forms of bullying was significant. By looking at the Std. Residuals it could be determined which kind of bullying occurs most to boys and which forms occur more for girls.

For being bullied and bullying others, the independent samples T-test was used. This test is used to determine significant differences between boys and girls for being bullied or bullying others. The T-Test makes use of the T-value. To determine if the T-value is high enough to be significant it is important to look at the significant level. If this value is below 0.05, the differences between boys and girls are significant. To examine the magnitude of significant results, effect sizes were computed by dividing the difference between the means of the two groups by the pooled standard deviation. Hence, the effect sizes may be viewed as the difference between the groups, expressed in standard deviation units. Effect sizes between 0.2 and 0.5 reflect a small effect, between 0.5 and 0.8, a moderate effect, and above 0.8, a large effect (Cohen, 1988). In this T-test was 'Have you ever been bullied?' or 'Have you ever bullied anyone?' the 'test variable' and 'gender' the 'grouping variable'.

3.4.2. Data analysis of the qualitative part

The qualitative part of the research, consisting of the two focus groups for the teachers and one for the parents focused on possible options on how to prevent or decrease bullying in elementary schools. The focus groups for teachers and parents gave an answer on the sub questions 4, 5, 6 and 7. The analysis of the focus groups was done by writing down the essential answers in Word. Then, the

frequency of each solution was calculated to know which possible solution was mentioned most. The other solutions are mentioned in the tables of Appendix 5.

4. Results

4.1 Quantitative research

4.1.1. General view of the nine involved elementary schools

Of the students involved, 58.5% has been bullied. Calling mean names and hitting, kicking, punching or choking were the most common bullying forms (Table 1), while the classroom and the playground are the most popular locations (Table 2). Getting attention, feeling powerful or being popular were the main reasons for bullying other students (Table 3).

Table 1

Frequency of the different types of bullying per school from the perspective of students

	RLB	OS	LCS	DMLKJS	SR	SML	SDA	ASHCS	BFM	Total
Called names	24 (49%)	34 (50%)	32 (49.2%)	17 (34.7%)	27 (54%)	16 (51.6%)	19 (31.7%)	48 (53.9%)	41 (50%)	258 (47.5%)
Left out / ignored	3 (6.1%)	4 (5.9%)	4 (6.2%)	3 (6.1%)	5 (10%)	3 (9.7%)	6 (10%)	3 (3.4%)	6 (7.3%)	37 (6.8%)
Threatened	2 (4.1%)	2 (2.9%)	0 (0%)	2 (4.1%)	0 (0%)	2 (6.5%)	5 (8.3%)	8 (9%)	3 (3.7%)	23 (4.2%)
Hit, kicked, punched, choked	15 (30.6%)	20 (29.4%)	17 (26.2%)	12 (24.5%)	10 (20%)	7 (22.6%)	20 (33.3%)	16 (8%)	20 (20.4%)	137 (25.2%)
Sent nasty messages on phone or via computer	1 (2%)	0 (0%)	3 (4.6%)	0 (0%)	1 (2%)	0 (0%)	1 (1.7%)	0 (0%)	0 (0%)	6 (1.1%)
Forced into doing something you did not want to	1 (2%)	5 (7.4%)	3 (4.6%)	4 (8.2%)	0 (0%)	0 (0%)	2 (3.3%)	2 (2.2%)	2 (2.4%)	19 (3.5%)
Personal property damaged	1 (2%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.1%)	0 (0%)	3 (0.6%)
Personal property stolen	2 (4.1%)	1 (1.5%)	2 (3.1%)	0 (0%)	1 (2%)	1 (3.2%)	2 (3.3%)	1 (1.1%)	3 (3.7%)	13 (2.4%)
Had rumours spread about you	0 (0%)	1 (1.5%)	4 (6.2%)	10 (20.4%)	6 (12%)	2 (6.5%)	5 (8.3%)	9 (10.1%)	7 (8.5%)	44 (8.1%)
Nasty messages in face	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.2%)
Laugh out	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1.1%)	0 (0%)	1 (0.2%)

It appeared that being bullied ($T = 2.548, p < 0.05$), the form ($X^2 = 55.493, p < 0.05$) and bullying others ($T = -3.070, p < 0.05$) were significant. This means that girls are getting bullied more than boys, although this effect is really small ($d = 0.163$). Boys bully others more than girls do, and this is also a really really small effect ($d = -0.188$). When taking a look at the forms of bullying, the next forms were significant: ‘calling mean names’ (Std. Residual = -2.1 for boys

and Std. Residual = 1.9 for girls) and ‘hitting, kicking, punching or choking’ (Std. Residual = 4.5 for boys and Std. Residual = -4.0 for girls). This means that boys are bullied more physically and girls are bullied more verbally. The relationship between the parents and being bullied is significant ($X^2 = 26.844, p < 0.05$) for the parental styles ‘hostile’ (Std. Residual = 2.6 for yes and Std. Residual = -3.2 for no) and ‘involved’ (Std. Residual = -1.5 for yes and Std. Residual = 1.8 for no). This means that students who are being bullied experience a more ‘hostile’ and less ‘involved’ parental style. The teaching style ‘hostile’ ($X^2 = 15.953, p < 0.05$) also turned out to be significant (Std. Residual = 1.8 for yes and Std. Residual = -2.1 for no). This means that victims experience a more ‘hostile’ teaching style. It appeared that the relationship the students experience with their parents and bullying others was not significant ($X^2 = 8.549, p > 0.05$), but the teaching styles ‘hostile’ ($X^2 = 25.664, p < 0.05$) (Std. Residual = 2.0 for yes and Std. Residual = -1.5 for no) and ‘disciplined’ (Std. Residual = -1.6 for yes and Std. Residual = 1.2 for no) were significant for bullying others. This means that students who bully others experience a more ‘hostile’ and less ‘disciplined’ teaching style.

Table 2

Frequency of the different locations of bullying per school from the perspective of students

	RLB	OS	LCS	DMLKJS	SR	SML	SDA	ASHCS	BFM	Total
Classroom	23 (46.9%)	33 (48.5%)	18 (28.1%)	25 (50%)	20 (39.2%)	13 (41.9%)	27 (46.7%)	49 (55.7%)	44 (54.3%)	252 (46.7%)
Hallway/stairway	3 (6.1%)	3 (4.4%)	4 (6.3%)	5 (10%)	2 (3.9%)	3 (9.7%)	5 (8.6%)	4 (4.5%)	5 (6.2%)	34 (6.3%)
Gym	1 (2%)	6 (8.8%)	6 (9.4%)	2 (4%)	1 (2%)	1 (3.2%)	2 (3.4%)	1 (1.1%)	1 (1.2%)	21 (3.9%)
Playground	7 (14.3%)	15 (22.1%)	14 (21.9%)	6 (12%)	19 (37.3)	10 (32.3%)	16 (27.6%)	14 (15.9%)	14 (17.3%)	115 (21.3%)
On the way to or from school	2 (4.1%)	4 (5.9%)	6 (9.4%)	2 (4%)	2 (3.9%)	1 (3.2%)	0 (0%)	6 (6.8%)	5 (6.2%)	28 (5.2%)
In the bus	6 (12.2%)	3 (4.4%)	2 (3.1%)	5 (10%)	3 (5.9%)	2 (6.5%)	4 (6.9%)	10 (11.4%)	3 (3.7%)	38 (7%)
At the bus stop	0 (0%)	0 (0%)	1 (1.6%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	2 (2.3%)	2 (2.5%)	6 (1.1%)
Online or mobile phone	2 (4.1%)	1 (1.5%)	2 (3.1%)	3 (6%)	1 (2%)	0 (0%)	2 (3.4%)	1 (1.1%)	2 (2.5%)	14 (2.6%)
In the bathroom	3 (6.1%)	1 (1.5%)	8 (12.5%)	0 (0%)	2 (3.9%)	0 (0%)	1 (1.7%)	0 (0%)	3 (3.7%)	18 (3.3%)
Home	1 (2%)	0 (0%)	1 (1.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0.4%)
Kindergarten	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0.4%)
Afternoon class	0 (0%)	2 (2.9%)	0 (0%)	0 (0%)	0 (0%)	1 (3.2%)	0 (0%)	1 (1.1%)	0 (0%)	4 (0.7%)
Everywhere	0 (0%)	0 (0%)	1 (1.6%)	1 (2%)	0 (0%)	0 (0%)	1 (1.7%)	0 (0%)	0 (0%)	2 (0.4%)
Church	0 (0%)	0 (0%)	1 (1.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.2%)
Somewhere else	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (2.5%)	2 (0.4%)

Teachers suggested that calling mean names, making fun of somebody and teasing in a hurtful way were the most popular forms (Table 4), which occurred

mostly on the playground (Table 5). Getting attention is the most important reason for bullying others in the view of teachers (Table 6). See Appendix 5 for the other information and the comparison between the schools, and Appendix 6 for the other quantitative results for each school.

Table 3

Frequency of the main reasons for bullying another student per school from the perspective of students

	RLB	OS	LCS	DMLKJS	SR	SML	SDA	ASHCS	BFM	Total
To be popular	6 (12.8%)	8 (11.8%)	14 (21.9%)	10 (20.4%)	16 (32%)	12 (38.7%)	15 (25%)	28 (31.5%)	21 (25.3%)	130 (24%)
To get things like money/ other student's property	2 (4.3%)	5 (7.4%)	4 (6.3%)	2 (4.1%)	1 (2%)	2 (6.5%)	2 (3.3%)	2 (2.2%)	6 (7.2%)	26 (4.8%)
To feel powerful	11 (23.4%)	26 (38.2%)	18 (28.1%)	13 (26.5%)	8 (16%)	3 (9.7%)	9 (15%)	20 (22.5%)	24 (28.9%)	132 (24.4%)
To get attention	22 (46.8%)	22 (32.4%)	13 (20.3%)	15 (30.6%)	17 (34%)	6 (19.4%)	16 (26.7%)	27 (30.3%)	26 (31.3%)	164 (30.3%)
Because the student is of a different race/colour	1 (2.1%)	2 (2.9%)	2 (3.1%)	3 (6.1%)	1 (2%)	1 (3.2%)	3 (5%)	2 (2.2%)	1 (1.2%)	16 (3%)
Because the student is not good at sports	1 (2.1%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (3.2%)	2 (3.3%)	1 (1.1%)	0 (0%)	6 (1.1%)
Because the student is small	2 (4.3%)	3 (4.4%)	4 (6.3%)	1 (2%)	1 (2%)	1 (3.2%)	6 (10%)	5 (5.6%)	1 (1.2%)	24 (4.4%)
Because the student is overweight	1 (2.1%)	2 (2.9%)	1 (1.6%)	3 (6.1%)	3 (6%)	3 (9.7%)	5 (8.3%)	2 (2.2%)	2 (2.4%)	22 (4.1%)
Because of the way the student dresses	1 (2.1%)	0 (0%)	3 (4.7%)	1 (2%)	0 (0%)	1 (3.2%)	0 (0%)	0 (0%)	0 (0%)	6 (1.1%)
Because the student has a disability	0 (0%)	0 (0%)	5 (7.8%)	1 (2%)	2 (4%)	1 (3.2%)	2 (3.3%)	2 (2.2%)	2 (2.4%)	15 (2.8%)

Table 4

Frequency of the different types of bullying per school from the perspective of teachers

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Calling mean names, making fun of somebody, teasing in a hurtful way	5 (100%)	3 (75%)	4 (80%)	1 (100%)	3 (100%)	2 (100%)	3 (75%)	4 (100%)	4 (100%)	29 (90.6%)
Purposely leaving someone out of group activities, excluding and/or purposely ignoring someone	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Kicking, pushing, hitting, shoving	0 (0%)	1 (25%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	3 (9.4%)
Spreading false rumours about someone or trying to make others dislike someone	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Taking things away from someone else or damaging these things	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Threatening or forcing someone to do things they do not want to do	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bullying with mean and hurtful messages, calls or pictures, or in other ways on the cell phone or over the internet	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 5

Frequency of the different locations of bullying per school from the perspective of teachers

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
On the playground	2 (50%)	2 (66.7%)	3 (60%)	2 (100%)	0 (0%)	2 (100%)	4 (100%)	1 (25%)	3 (50%)	19 (59.4%)
In the hallway/stairways	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	2 (33.3%)	3 (9.4%)
In the class	1 (25%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	3 (9.4%)
In the bathroom	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
In gym class	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
On the way to or from school	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	1 (16.7%)	3 (9.4%)
At the bus stop	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
On the school bus	0 (0%)	1 (33.3%)	1 (20%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (9.4%)
In the bathroom	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (3.1%)

Table 6

Frequency of the different reasons for bullying other students from the perspective of teachers

	RLB*	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
To show off	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5.9%)
To be popular	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
To get things like money or other people's property	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
To feel powerful	0 (0%)	3 (100%)	0 (0%)	1 (100%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	6 (35.3%)
To get attention	0 (0%)	0 (0%)	2 (66.7%)	0 (0%)	2 (100%)	0 (0%)	3 (100%)	1 (100%)	1 (50%)	9 (52.9%)
Because the student is of a different race/ethnicity	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (5.9%)
Because the student lacks athletic ability	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Because the student is small in size	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Because the student is overweight	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Because the student is of a different sexual orientation	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Because of the way the student dresses	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Because the student has a disability	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

* All the teachers gave more than one answer, whereby the answers could not be use

4.2 Qualitative research

4.2.1. Open questions of the questionnaire

In Tables 7 to 14 the different answers are viewed on the question 'What can students/teachers/parents/schools do to prevent or decrease bullying?' A distinction is made between the perspective of the students and the teachers.

Table 7

Most frequent answers from students on the question 'What can students do to prevent or decrease bullying and make the school safer?'

RLB	Tell a teacher
OS	Tell a teacher
LCS	Tell the bully to stop
DMLKJS	Help the victim
SR	Help the victim, tell the bully to stop
SML	Tell the bully to stop
SDA	Tell the bully to stop
ASHCS	Tell an adult about bullying
BFM	Tell the bully to stop
General view	Tell the bully to stop

Table 8

Most frequent answers from students on the question 'What can teachers do to prevent or decrease bullying and make the school safer?'

RLB	Tell the parents
OS	Tell the parents
LCS	Punish the bully
DMLKJS	Talk with the bully
SR	Punish the bully
SML	Punish the bully
SDA	Punish the bully
ASHCS	Call the parents
BFM	Punish the bully
General view	Punish the bully

Table 9

Most frequent answers from students on the question 'What can parents do to prevent or decrease bullying and make the school safer?'

RLB	Talk to your child, call the police, punish your child if it is the bully
OS	Talk to your child
LCS	Talk to your child
DMLKJS	Talk to your child if it is the bully
SR	Talk to your child
SML	Talk to your child
SDA	Talk to your child
ASHCS	Talk to your child
BFM	Talk to your child
General view	Talk to your child

Table 10

Most frequent answers from students on the question 'What can schools do to prevent or decrease bullying and make the school safer?'

RLB	Suspend/expel the bully
OS	Kick the bully out of school
LCS	Suspend/expel the bully
DMLKJS	Talk with the bully
SR	Talk with the bully
SML	Suspend/expel the bully
SDA	Punish the bully
ASHCS	Suspend/expel the bully
BFM	Suspend/expel the bully
General view	Suspend/expel the bully

Table 11

Most frequent answers from teachers on the question 'What can students do to prevent or decrease bullying and make the school safer?'

RLB	Ignore the bully, tell a teacher
OS	Learn conflict management skills
LCS	Tell a teacher or parent, speak out against it, stand up against bullying, talk about it
DMLKJS	Learn conflict management skills, learn to respect others, tell a teacher or parent, stand up against bullying
SR	Participate in activities that discourage bullying, ignore the bully, talk about it with students or other adults
SML	Tell a teacher or parent about it, think before you act
SDA	Learn conflict management skills
ASHCS	Tell a teacher or parent about the bullying
BFM	Learn to respect other students, talk about bullying with others, learn how the victim feels, report the bullying to someone
General view	Tell a teacher or parent, tell the bully to stop

Table 12

Most frequent answers from teachers on the question 'What can teachers do to prevent or decrease bullying and make the school safer?'

RLB	Educate the students about bullying
OS	Teach values and character building, talk with the students about bullying
LCS	Educate the students about bullying
DMLKJS	Educate the students
SR	Talk with each other about it, educate the students, make a policy about bullying, give positive attention in a class and to the bully
SML	Talk with the students, be a good example for the students, make posters about bullying
SDA	Be observant, confidential and consistent, teach values and character building, talk with the students, correct the students, call the parents, and watch a movie about bullying with the students
ASHCS	Approach bullying situations
BFM	Talk with the students (involved)
General view	Educate the students

Table 13

Most frequent answers from teachers on the question 'What can parents do to prevent or decrease bullying and make the school safer?'

RLB	Teach your child values and character building
OS	Talk with your child about bullying
LCS	Educate your child about bullying
DMLKJS	Educate your child about bullying
SR	Guide your child, be more involved in your child's life
SML	Be more involved in your child's life, teach values and character building
SDA	Educate your child about bullying
ASHCS	Be more involved in your child's life, keep in close contact with the school, report bullying incidents to the SCC
BFM	Educate your child about bullying
General view	Educate your child about bullying

Table 14

Most frequent answers from teachers on the question 'What can schools do to prevent or decrease bullying and make the school safer?'

RLB	Organize counseling sessions
OS	Create anti-bullying programmes
LCS	Come up with consequences
DMLKJS	Come up with consequences
SR	Develop a policy about bullying
SML	Develop anti-bullying programmes
SDA	Organize workshops about bullying, come up with consequences
ASHCS	Come up with consequences
BFM	Come up with consequences
General view	Come up with consequences

4.2.2. Focus groups teachers

Teachers answered on the question ‘What do schools do to prevent or decrease bullying?’, writing incident reports, telling the SCC about it, giving the student warnings or suspension. One teacher gave a description of the different stages, which were 1) talking with the students, 2) talking with the SCC, 3) making a contract/rules with the children, 4) call the parents and 5) send the student to the principal. Teachers experience insufficient social control resulting in situations in which students can get away with their actions.

In the perspective of teachers, students can prevent bullying by learning strategies about how to react and deal with different bullying situations, practise these strategies during role plays with other students, participate in class discussions and the buddy system. This means that two students will be matched with each other and they will help and stand up for each other when one of them is bullied.

Teachers should teach the students strategies on how to deal with different bullying situations and create opportunities to practise these strategies through role plays. Moreover, organizing class discussions, educating the students to create more awareness, talking with the bully or sending the bully to the principal when the behaviour is repeated are options to prevent or decrease bullying. Other options mentioned were creating a trusting environment through listening to the students and making time for them, but also counseling the students involved in the incident, finding out what reinforcing systems works for the class and what kind of approach of bullying to prevent or decrease it, is effective. Three effective methods mentioned by the teachers were the ‘court sessions’, ‘key concept’ and ‘compliment box’. The ‘court sessions’ mean that the teacher writes down incidents reported by the students in that week and at the end of the week, these incidents will be discussed so that students can work together to come up with a possible solution or realistic punishment. The ‘key concept’ works as follow: ‘When students want to talk about a problem, they choose a specific key that indicates the size of their problem and then the teacher will discuss the problem in class. The ‘compliment box’ stimulates a positive environment in class. Teachers, in turn, should be consistent on how to address bullying and have to cooperate with other teachers in order to address bullying. They should also be respectful to each other, as students observe the behaviour of the teachers. The role of teachers to parents is to contact the parents about the teacher’s findings at school, give the parents workshops to help them with the possibilities of electronics and promote parental involvement.

Because most parents have more than one job, they have less time for their child. However, it is important that parents talk more with their child and spend more time with their child to teach values and create more control, supervision and discuss the proper use of their expectations about their child’s electronic use. A last advice presented was that parents need to be aware of bullying and the consequences thereof.

Schools also play an important role in preventing bullying. Examples are: calling the parents, talking with the student(s) involved, make a contract with the child(ren) and seeking help at the school

boards or government. Furthermore, schools have to follow the protocol consistently through creating more structures in the school and give the teachers more possibilities to address bullying. Other options are educating parents, teachers and students and promoting active parenting. This can be accomplished by hosting workshops for the parents about the importance of spending time with their child. Furthermore, schools should organize workshops for parents and teach them more about the possibilities of electronics. Lastly, parents should be fined if their child is not behaving.

4.2.3. Focus group parents

In the perspective of parents, children can help decrease bullying by talking about things that bother them. It is also important for the students to learn strategies on how to deal with bullying and practise these strategies through role plays. Younger students should tell someone about the bullying, while older students should stand up for each other and help the victim. A good alternative for standing up for each other is the 'buddy system'. Furthermore, victims should not show to the bully that the behaviour is bothering them, because that increases the likelihood of continuation of the bullying behaviour. A last mentioned option was that bullies have to be aware of the victim's feelings and should think about their behaviour and consequences before they show it.

Parents believed that it is important that teachers make time for their students, listen to them and show empathy instead of prejudgement. Furthermore, teachers have to follow workshops about bullying and learn how to handle bullying situations more effectively. Another option mentioned for teachers is to meet parents on a regular basis to share information about the children. Teachers should also promote the parental involvement. This could be realized, for example, by reading programmes. For these programmes the schools need parents who will voluntarily participate. Teachers should also show television programmes about bullying to the students and let the students write poems. When students write poems they implicitly show their feelings and thoughts, and by reading more poems of a student a teacher knows quicker when something is going on, as the teacher knows the feelings and thoughts of the student better.

Parents also gave options on what they believe parents can do to prevent or decrease the bullying, such as: exchanging information with other parents, talking with their child (about bullying), educating their child about bullying and watching documentaries about bullying. Parents believed that it is also important to encourage their child's self-esteem, support the child by going with them to the school to report the bullying, showing up at school so that other students would know which parent belongs to which child, making guidelines with the child about their purposes in life and how to reach their goals, empower the child on how to deal with the bullying and how to react to it and parents should volunteer more at school.

Schools should, in the opinion of the parents, provide more information about bullying, through letters to parents with links to websites and/or short movies. Schools should also have a social

worker who could help dealing with bullying, organize workshops for parents, teachers and children so they will become more aware of bullying, have substitute teachers, encourage parents' involvement in schools, create more public awareness, show movies about bullying to the students and make programmes about bullying part of the curriculum.

Other suggestions the parents gave were more cooperation between schools and involve parents and children in addressing bullying. A last suggestion was that when addressing the bullying it is important to focus on everybody so that the approach is based on the community and that exclusion has to be prevented in this approach.

5. Conclusion and discussion

5.1 Answering sub questions

5.1.1. *What is the prevalence of children being bullied on Sint Maarten?*

The results show that 58.5% of all the students involved have been bullied. The questionnaire started with a few examples of bullying, so it was clear for the students what was meant by bullying.

5.1.2. *What is the most common bullying form on Sint Maarten?*

Students think that calling mean names was the most common form, while teachers think that calling mean names; making fun of somebody; teasing in a hurtful way is the most common form.

5.1.3. *What are reasons for bullying other students on Sint Maarten?*

Students think that being popular and feeling powerful are the main reasons for bullying other students. However, teachers think that getting attention is the main reason for bullying other students.

5.1.4. *What do parents see as a possible solution to prevent or decrease bullying on Sint Maarten?*

Parents mentioned during the focus group a few options for students, teachers, parents and schools which could contribute to the prevention or decrease of bullying. For example, students have to learn strategies, teachers need to make time for their students, parents should exchange information with other parents and schools have to provide more information about bullying. See the results (focus group for parents) for the other given options.

5.1.5. *What do schools do to prevent or decrease the amount of bullying on Sint Maarten?*

Teachers answered this question with: writing incident reports when a bullying incident occurs, telling the SCC about the incident and giving the bully different warnings or suspension. Some schools have different stages in addressing bullying, which are already clarified in the results (focus groups for teachers).

5.1.6. What do teachers see as a possible solution to prevent or decrease bullying on Sint Maarten?

During the focus groups for teachers a few options are mentioned for students, parents, teachers and schools which were: students have to stand up for the victim, teachers and parents should educate the students, and schools need to come up with consequences. For other mentioned options see the results (focus groups for teachers). The teachers think that these options can help with the prevention or decrease of bullying in elementary schools on Sint Maarten.

5.1.7. What kind of attitude does the school have towards bullying on Sint Maarten?

Most schools indicated to have a zero tolerance attitude. This means that schools do not accept any form of bullying. Other given answers were that the school has a nonchalant or even a positive attitude and that the school's rules are not enforced collectively by all staff. This was also said during the focus group of teachers, while every teacher addresses bullying in another way and prefers more structure to get a consistent addressing of bullying.

5.2 Other striking results

Resemblances between the study of Maccow et al. (2010) and the current research are the high prevalence, the location where the bullying mostly occurs and that most students think that the school does not take the bullying seriously. A difference is that most students in this study experience school as a safe environment, while this was not in the research of Maccow et al. (2010).

Bullying occurs most on locations with a lack of supervision. Thus it is remarkable that bullying in the view of students occurs most in the classroom. However, it is unclear when bullying occurs in the classroom. An explanation for this finding is a negative and unsafe class environment, since this creates a higher risk on getting bullied (Migliore, 2003). Through observations it should be clear when bullying occurs in the different locations. The playground is a more logic location for bullying, since the supervision is lower than in a classroom. Jacobson et al. (2010) confirms this also.

There are mixed results about the social skills of bullies (Bosworth et al., 1999; Veenstra et al., 2005). Bullies answered to the question 'How many good friends do you have?', with six or more. This indicates that the bullies have friends, although the relationship with these friends is unknown as well as the kind of social skills.

Olweus (1993b) mentions that victims have fewer or no friends and that having friends can function as a buffer against bullying (Hong et al., 2012). However, this cannot be concluded from the present study. An explanation for these findings is that the students feel ashamed for not having many friends or the social desirability in answering the questions of the survey. It is also possible that culture influences the contact with other students, because teachers who fill in two answers to the question 'describe the relationship between students', wrote that the students get along with each other, but also that they are rough to each other. So in this culture it might be possible that rough play and getting

along are going together, as well as getting bullied and having friends.

This research showed that boys bully more than girls and boys are getting bullied more physically, while girls are more bullied in a verbal or social way. This is in agreement with other research (Bosworth et al., 1999; Demaray et al., 2003; Veenstra et al., 2005).

This research proves that many students witnessed someone being bullied, but students only try to stop the bullying sometimes. Previous research mentioned the importance of bystanders, since they reinforce the behaviour of the bully by doing nothing for the victim. This behaviour appears most of the time, so this research and previous research are in agreement. Since witnessing the bullying happens most of the time, it is important to use effective anti-bullying interventions to tackle bullying (Fekkes et al., 2005; Vlachou, et al., 2011).

Bullies experience less support from parents and a more disciplined, hostile and rejecting parental style (Demaray et al., 2003; Veenstra et al., 2005). Early research also mentioned that bullies experience more an authoritarian parental style (Baldry, & Farrington, 2000; Espelage, Bosworth, & Simon, 2000; Georgiou, Fousiani, Michaelides, & Stavrinides, 2013; Kaufmann, Gesten, Santa Lucia, Salcedo, Rendina-Gobioff, & Gadd, 2000; Rican, Klicperova, & Koucka, 1993; Rigby, 1993; Smith, & Myron-Wilson, 1998). An authoritarian parental or teaching style means that parents or teachers put external pressure on the child with as consequence that the child will behave in accordance with the requirements and wishes of the parents/teachers. This can be achieved through physical punishment and (threatening of) the deprivation of privileges (Rollins, & Thomas, 1979). Hagan, & McCarthy (1997) mentioned that a warm, accepting relationship in which the child is getting help during difficulties and the child's problems can be discussed, reduces the risk on being a bully. Rican et al. (1993) observed that children who experience an authoritative parental style, were less likely to engage in bullying behaviour. Within an authoritative style, the demands parents/teachers have are adapted to the developmental level of the child. Furthermore, parents/teachers supervise their children and are aware of their actions, create an environment for the child with clear rules and standards and encourage the independence and individuality of the child. Baumrind (1968) indicates that this style creates a supportive and more structured environment and this kind of environment is associated with a decrease in being bullied and bullying others. There are two explanations for the influence of the parental style on bullying. First, the Social Learning Theory (Bandura, 1986), in which parents serve as a model for their children and through observing the parent's aggressive behaviour, the children imitate this behaviour and show this in the form of bullying towards other children (Farrington, 1993). The second explanation is the Attachment Theory (Bowlby, 1973). Troy, & Sroufe (1987) demonstrated that children who were securely attached to their parents were less likely to bully others. The relationship children have with their parents and bullying others was not significant in this study.

Bullies experience a more hostile, punishing and disciplined, and a less involved teaching style. Sullivan, Cleary, & Sullivan (2004) mentioned that classrooms that manage another teaching

style than an authoritative one, increases the risk on the development of a bullying culture. Also a coercive, chaotic, disconnected and uncaring teaching style promotes or permits a bullying culture (Mayer, 2002). Darling, & Steinberg (1993) suggested that an authoritative discipline in schools could offer the right conditions for student cooperation with school rules and safe interactions among students. This influences the decline of bullying indirectly, because an authoritative teaching style is associated with safety, structure and support and this is associated with a decrease in bullying (Gregory, Cornell, Fan, Sheras, Shi, & Huang, 2010).

Victims receive less support from peers and teachers (Demaray et al., 2003). This is in accordance with this research, as bystanders who witness the bullying incident only sometimes try to stop the bullying, but mostly try to help the victim afterwards. An explanation for the help afterwards, is that most bystanders are afraid to get bullied (Smith, 2004). This research also showed that victims experience a more hostile teaching style, which is in accordance with Demaray et al. (2003). Victims also experienced a more hostile and less involved parental style in this study. This is also confirmed through Vlachou et al. (2011). An involved parental style is important in the prevention of bullying, because Rican et al. (1993) showed that a supportive parental style and positive attitude contribute to a decrease in the victimization of bullying. Other parental styles create more confusion in the relevant literature regarding the relationship between other parental styles and the victimization in bullying at schools (Georgiou, 2007). Some studies suggest that a permissive parental style predicts victimization of bullying the best (Baldry et al., 2000; Kaufmann et al., 2000), while other studies suggest that an overprotecting parental style predicts victimization the best (Bowers, Smith, & Binney, 1994; Stevens, De Bourdeaudhuij, & Van Oost, 2002). During this study other parental styles, for example an overprotecting attitude or a permissive parental style were not found. It is unclear whether the type of parental style or teaching style influence being bullied or bullying others, or that this relationship is reversed.

5.3 Conclusion

The main question was: ‘What can schools, in cooperation with students, teachers and parents, do to prevent or decrease bullying?’ Students, teachers and parents mentioned many options that could help with the prevention or decrease of bullying. These options are clarified in the description of the results. The given answers on the open questions of the questionnaire are summarized in Appendix 5.

What schools can do depends on the possibilities of the school in combination with the law, policies, protocols, the possibilities of parents and teachers, the preferences and realizability of the possibilities. To address bullying it is important that everybody cooperates to create a consistent structure in which the children know what is expected from them and what kind of behaviour will (not) be tolerated. This is necessary to pursue an optimal result. Therefore, recommendations should be given on different levels of which the level of the central government, school and class are the most

important ones. The text below the limitations mentions these recommendations which are clarified and these recommendations are based on this current study.

5.4 Limitations

The prevalence in the study is higher than expected, based on earlier research. An explanation could be that the time period was not sufficiently emphasized. When looking at the question how recently the victims had been bullied, most students were bullied in the last week before the questionnaire was conducted. This means that although the prevalence is higher than expected, most students had been bullied in the last school year and thus is this prevalence reliable.

Another limitation is the incompleteness of the focus groups, because at the first focus group for teachers only three teachers showed up. Through personally ringing up the schools the second focus group of teachers consisted of eight teachers. The focus group of parents consisted of only one parent. This means that the focus group for parents had to be done over and it was also possible to conduct a second focus group for parents. After ringing up the schools and the parents concerned twice to remind them of the focus group, 7 parents showed up. The slight incompleteness of the focus groups has not affected the quality of the information obtained, since the information gathered could eventually be collected. This information could still be used for the research and was also very useful to give direction to the recommendations.

The third limitation is the lack of a pilot study to test the reliability and validity of the questionnaires used. By doing a pilot study, unclear or double-formulated questions could be filtered and through adjusting the questionnaires, the questionnaires would have been more appropriate. However, by checking the questionnaires on double or missing answers, the results were still usable and could still be analyzed. In a follow-up study, it is important to first carry out a pilot study to determine the quality of the questionnaires. However, some questions were used from the Olweus Bullying Questionnaire, which already has been tested on reliability and validity. Other questions, e.g. 'how were you bullied?' showed that boys are getting more bullied physically, while girls are getting more bullied socially and verbally and this is in agreement with results from other research (Bosworth et al., 1999; Demaray et al., 2003; Veenstra et al., 2005).

Although only nine out of the eighteen elementary schools were involved in this research, it is still possible to generalize for the groups 6, 7 and 8. By taking a look at the number of schools per school board, and then choose in the same ratio a number of schools each school board, it is possible to generalize the results. From each school board, half of the number of schools were chosen.

Another limitation can be found in the small, not completely randomly taken sample during the focus groups. The schools selected a parent who was willing to participate, i.e. parents who wanted to know more about bullying. Although the sample for the focus groups was not completely randomly chosen, it provided good and sufficient information to give useful recommendations and because the

participants were motivated they also tried their best to give useful information.

A last limitation is the use of self reports. Self report can lead to under or over reporting of being bullied or bullying others, but it can also lead to other doubtful answers. An example of the latter is that one boy wrote down he was born in 1991, which means he should be 22 years old, while he is attending elementary school. However, Garnefski, & Diekstra (1993) have shown that self-reporting is reliable, if the data is collected under the proper conditions, and when anonymity is guaranteed.

5.5 Recommendations

During this research it was remarkable that all participants were pointing at each other when asked what could be done to prevent or decrease bullying. So it is important that there will be a protocol in which all the parties involved are satisfied. So people from the government, schools, parents and other environments in which children participate have to come to each other to figure out what are good solutions for preventing and addressing bullying in elementary schools.

From this research, it appeared that parents and teachers mentioned a lack of knowledge about bullying. Therefore, it is important to create more awareness and knowledge through education. This will be a task for the government, since awareness must be created nationwide. It is therefore important that the prevention of bullying should get more attention, through national campaigns and advertisements about anti-bullying. People on the whole island have to be more aware of bullying and its consequences. Therefore, the government should organize briefings about bullying to educate and inform people, make posters and spread them over the island so people will think of the anti-bullying campaign, and organize workshops for people where they can practise how to prevent bullying or what to do when they see someone being bullied. These workshops and trainings should be offered once a month, or more often if more than 50 people would like to attend. The workshops and trainings should include information about what bullying is, the different types of bullying, features of the bully, victim or bystander, consequences and advice on how to deal with bullying. To learn how to deal with this information, it is important to provide opportunities to put the information into practice to understand better how to deal with bullying. An exercise to learn from the information could be a role play. People can advice each other and they can learn from their strategies and experiences.

The research also proved that teachers find it difficult to address bullying. For them it is important to learn more about how to prevent, identify and tackle bullying. This means that a teaching module about these themes should be a mandatory requirement for all teachers who are getting educated to become a teacher. This training should also be provided to current teachers in the form of continuing education. In this way, teachers are better equipped to identify bullying behaviour and how to address the bullying.

Many teachers, parents and other adults do not know where to go when their child/student is

getting bullied. Therefore, it is important to put on the website/social media of every school where the students, parents, teachers or other persons have to go when a child is getting bullied. This should be written down step by step. So if step 1 does not work, the people who are looking to address the bullying need to follow step 2 and further on. An example is, to first contact the teacher/parent(s), followed by the SCC, the principal, the school boards, another organization for youth (for example the SSSD), the police or the government. The phone numbers, email addresses and visiting addresses should be mentioned on the website. Another possibility is to establish an anonymous phone number children can ring to get more information (about a situation) and advice.

Teachers also mentioned a lack of structure at school. Thus, a bullying protocol can function as a prevention of bullying, and as a structure to address bullying. It is important that the government or the school boards require every school to develop, a bullying protocol. This should provide the school more structures and is also favourable to the teachers, because they have to know what to do in which situation and their handling will be more consistent. The way schools develop the bullying protocol depends on the school, but each school should be required to develop a bullying protocol.

Teachers also gave the advice to schools to develop an anti-bullying programme. However, when the bullying is already manifested, it may be advisable to examine which existing anti-bullying programmes are effective. It can be relevant that the government requires each school to take responsibility to prevent and decrease bullying in elementary schools through the use of an evidence-based school-wide approach. Therefore, frameworks should be established in law, and schools are required to apply an effective school-wide approach to prevent or decrease bullying. See Appendix 7 for some criteria which would help in the set up of an evidence-based school-wide approach. Through consultation with experts and other people from practice, frameworks should be connected with the school practices. When this is required to all the elementary schools it will also be advisable to prepare the inspection on the compliance with the legislation about the use of evidence-based school-wide approaches. Only the programmes known to be effective must be carried out in schools. To know if a school-wide programme is effective, a pilot study needs to be done, consisting of a pre- and post-test design and with an experimental and control group. In this way, the proliferation of anti-bullying program shall be limited to a minimum number of active programs. Also the SCC and SGC need to be informed about these programmes. This can be reached through workshops. These workshops should help them in reacting to the child and be aware of the latest developments regarding bullying. A professional/researcher or policy maker could attend the workshop and practise with the SCC and SGC on how to react when a child comes to them about being bullied and where to go when the bullying escalates.

Some recommendations can also be made at the level of the school. The government is responsible for the requirement of the schools to develop a bullying protocol, while the school itself should be responsible for the development of the bullying protocol. See Appendix 8 for the elements

that must be present in a bullying protocol.

Some parents mentioned a lack of information about bullying provided by the school. They think that the school is responsible for offering information about bullying to the parents, students, teachers and other employees inside school. This could be achieved by giving a training about bullying. Research shows that this information can best be conveyed through video (Farrington, & Ttofi, 2010). Another way to increase awareness about bullying is to present a theme related to bullying, e.g. about respect or sexuality every two months. Children can learn more about the specific theme through lectures, role plays and group assignments.

In the view of teachers and parents, students need to be more involved in addressing bullying. Through involving the students in addressing bullying, their intrinsic motivation will be activated which creates more participation in thinking about rules and consequences and following these rules (Deci, Vallerand, Pelletier, & Ryan, 1991). During the research one teacher told she gave the bully activities that make him proud. An example is peer mediation, while they have to intervene in such situations and are busy with other activities than bullying. Peer mediation means that a few students from the school are getting educated in this function and will practise with it, for example during recess. It appeared that peer mediation is effective in declining bullying (Turnuklu, Kacmaz, & Sunbul, 2009). Another way to involve students in addressing bullying is through supplementing the bullying protocol to the needs of the class. So the school develops a bullying protocol, and it is important to discuss this protocol in the class and discover what the students also think is important. Therefore the next questions can play an important role: *How to deal with each other, How to solve conflicts, When will parents be called, What is bullying, What are the consequences when someone breaks the rules and What kind of reward will follow when a child behaves really good.* Discuss with the children what they consider important to include in the bullying protocol. When the children and teacher are satisfied with the bullying protocol the teacher should put it on the walls of the classroom and remind the children of the bullying protocol on a regular basis.

Promoting parental involvement is also a form of advice mentioned more than once by teachers and parents. Flouri, & Buchanan (2003) showed that when schools increase parental involvement, the risk of being bullied decreases. Schools promote parental involvement by organizing (in)formal activities at least once a month. An example, is a reading programme. That means that the children are put in smaller groups and then parents come to the school to read a story with one group of students. Another example is organizing an evening for parents to come together. It depends on the preferences of the school and the parents what kind of activities should fit for that population.

The last and most important recommendation is the promotion of an authoritative parental and teaching style. A few features which are relevant for the prevention of bullying, are sufficient support and authoritative control and less authoritarian control (Janssens, & Van As, 2008). These features will be influenced through cohesion, support, independency and rules. During the explication of the

rules it is important that parents immediately react in a consistent and contingent way on the (un)favourable behaviour (Baumrind, 1996; Cusinato, 1998; Patterson, Reid, & Dishion, 1992). Within an authoritative style parents/teachers are trying to achieve obedience through inductive control. This means that they give suggestions to the child, explain why they want something, talk with their child and point out the consequences of the child's behaviour for themselves and others (Baumrind, 1996 ; Maccoby, & Martin, 1983; Rollins et al., 1979). Another aspect which is important for an authoritative style is the supervision of parents/teachers and the involvement in the child's life. Parents/teachers first have to supervise, support and accompany the child and create situations in which the child through co-regulation with the parents/teachers learns how to self regulate its own behaviour (Collins, Harris, & Susman, 1995). Other information about a authoritative parenting or teaching style can be found in Appendix 9.

6. References

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7. Appendixes

Appendix 1 Questionnaire for the students

Name of the school.....

Grade.....

Date of birth.....

A student is being bullied when another student, or several other students:

- Say mean/hurtful things, or make fun of others, or call others mean and hurtful names
- Completely ignore or isolate others
- Hit, kick, push, shove around others
- Tell lies or spread false rumours about others, or send mean notes

Please answer each question by filling in the box next to the answer that best describes how you think or feel. If you **fill in the wrong box** you can change your answer like this: Put an 'X' through the wrong box, and then fill in the box where you want your answer to be.

Do not put your name on the questionnaire. No one will know how you have answered these questions. But it is important that you answer carefully and explain how you really feel. Sometimes it is hard deciding which answer to chose, but just try to give your best answer. If you have any questions, raise your hand.

Most questions are about **your life in school in the past couple of months, that is, the period from the start of school after the summer holiday vacation until now**. So when you answer, you should think of how it has been during the past 4 to 5 months and **not only how it is right now**.

1) I am a

- Boy
- Girl

2) Do you like school?

- I dislike school
- I neither like nor dislike school
- I like school

3) How many good friends do you have in your class?

- I have no good friends in my class
- I have 1 good friend in my class
- I have 2 or 3 good friends in my class
- I have 4 or 5 good friends in my class
- I have 6 or more good friends in my class

4) I feel safe at school.

- Yes
- No

5) Have you ever been bullied?

- Yes
- No

If you have never been bullied please go to question 19

6) If yes, how recently?

- This week
- This month
- This year
- Last year

7) Were you bullied by one student or by a group?

- One student
- A group

8) In what grade is/are the student or students who bully you **at your school**?

- In my class
- In the same grade as me, but in a different class
- In a lower grade
- In a higher grade

9) Were other students present to witness this?

- Yes
- No

10) How were you bullied?

- Called names
- Left out / ignored
- Threatened
- Hit, kicked, punched, choked
- Sent nasty messages on phone or via computer
- Forced into doing something you did not want to
- Personal property damaged
- Personal property stolen
- Had rumours spread about you
- Other:.....

11) Where did it happen?

- Classroom
- Hallway/stairway
- Gym
- Playground
- On the way to or from school
- In the bus
- At the bus stop
- Online or mobile phone
- In the bathroom
- Other:.....

.....

.....

12) How did it make you feel?

- Sad
- Angry
- Lonely
- Scared
- Embarrassed
- Other:.....

.....

.....

13) Why do you think that students in this school bully others?

- To be popular
- To get things like money or other student's property
- To feel powerful
- To get attention
- Because the student is of a different race/colour
- Because the student is not good in sports
- Because the student is small
- Because the student is overweight
- Because of the way the student dresses
- Because the student has a disability

14) Did you tell anyone?

- Yes
- No

15) If no, what stopped you from telling someone?

.....

.....

16) If yes, who did you tell?

- Adult at school/teacher
- Adults outside of school
- Friend
- Older boy or girl
- Brother or sister
- Parent(s)
- Other:.....

17) What happened after you told someone?

- The bullying stopped altogether
- The bullying did not stop
- The bullying did not stop and got worse
- The bullying stopped for a bit but then restarted
- Other:.....

.....

18) If you have been bullied this school year, who has tried to help you?

- My mother or father
- My sister or brother
- A teacher or adult at school
- Another student at school
- Nobody

19) What did they do?

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20) Do you feel like the school takes bullying seriously?

- Yes
- No

21) What does the school do to stop bullying?

.....

.....

.....

22) Have you ever bullied anyone?

- Yes
- No

23) Have you ever witnessed someone being bullied?

- Yes
- No

24) If yes, what did you do?

- Tried to help them
 - Told someone
 - Did nothing
 - Other:.....
-

25) How often do other students try to stop the bullying?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost always

26) Describe your relationship with your parents

- My parents yell and shout at me
- My parents hit or kick me
- My parents give me attention and ask how am I doing
- My parents ask me about my day at school and ask questions about other activities I do
- My parents use a lot of rules which I have to follow
- My parents will not let me take any risk during activities. They protect me very much during activities
- My parents support me and give me help when I need it
- My parents give me the possibility to do things I would like to do
- My parents smile and laugh a lot with me
- My parents say yes to things I would like to do, but other times they say no to it
- My parents punish me a lot when I do things they do not like
- Other:

27) Describe your relationship with your teacher

- My teacher yells and shouts at me
 - My teacher hits or kicks me
 - My teacher gives me attention and ask how am I doing
 - My teacher ask me about my activities outside school
 - My teacher uses a lot of rules which I have to follow
 - My teacher will not let me take any risk during activities. The teachers protects me very much during activities
 - My teacher supports me and helps me when I need it
 - My teacher gives me the possibility to do things I would like to do
 - My teacher smiles and laughs a lot with me
 - My teacher says yes to things I would like to do, but other times he/she says no to it
 - My teacher punishes me a lot when I do things he/she does not like
 - Other:
-

28) What can other students do to stop bullying and make the school safer?

.....
.....

29) What can teachers do to stop bullying and make the school safer?

.....
.....

30) What can parents do to stop bullying and make the school safer?

.....
.....

31) What can schools do to stop bullying and make the school safer?

.....
.....

Appendix 2 Questionnaire for the teachers

Name of the school.....

Grade.....

Gender.....

A student is being bullied when another student, or several other students:

- Say mean/hurtful things, or make fun of others, or call others mean and hurtful names
- Completely ignore or isolate others
- Hit, kick, push, shove around others
- Tell lies or spread false rumours about others, or send mean notes

In this questionnaire bullying means repeated and long-term exposure to negative acts performed by one or more persons where there is a power imbalance. Bullying is a form of aggressive behaviour involving a systematic, long-term and deliberately damage to cause to someone else.

But we **do not call it bullying** when the teasing is done in a friendly and playful way. Also, it is not bullying when students of equal strength or power argue or fight.

1) How safe do you think students feel at this school from being bullied by other students?

- Always feel safe
- Usually feel safe
- Feel safe some of the time
- Usually feel unsafe
- Never feel safe

2) How serious do you think the problem of bullying really is at your school?

- Very serious
- Serious
- Moderately serious
- Not very serious
- Not serious at all

3) How frequently has bullying occurred since August last year (2013)?

- It has never occurred
- It has only happened once or twice
- 2 or 3 times a month
- About once a week
- Several times a week
- I do not know

4) What kind of bullying occurs the most in your school?

- Calling mean names, making fun of somebody, teasing in a hurtful way
- purposely leaving someone out of group activities, excluding and/or purposely ignoring someone
- Kicking, pushing, hitting, shoving
- Spreading false rumours about someone or trying to make others dislike someone
- Taking things away from someone else or damaging these things
- Threatening or forcing someone to do things they do not want to do
- Bullying with mean and hurtful messages, calls or pictures, or in other ways on the cell phone or over the internet

5) Do students come to you when they have been bullied?

- Yes
- No

6) What do you do about the bullying?

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7) Where do you think bullying takes place most of the time?

- On the playground
- In the hallway/stairways
- In class
- In the bathroom
- In gym class
- On the way to and from school
- At the bus stop
- On the school bus
- Somewhere else at school:

8) How often do **teachers or other adults at school** try to help a student who is being bullied at school?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost always

9) How often do **other students** try to help a student who is being bullied at school?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost always

10) What kind of attitude does your school have against bullying?

.....

.....

.....

11) Does your school have rules against bullying

- Yes
- No
- I do not know

12) Are you aware of what bullying is and the consequences of it?

- Yes
- No
- I do not know

13) Why do you think that students in this school bully others?

- To show off
- To be popular
- To get things like money or other people's property
- To feel powerful
- To get attention
- Because the student is of a different race/ethnicity
- Because the student lacks athletic ability
- Because the student is small in size
- Because the student is overweight
- Because the student is of a different sexual orientation
- Because of the way the student dresses
- Because the student has a disability

14) Describe your relationship with the parents of the students in your class.

- The parents are involved in the school
- The parents come to parent meetings
- I contact the parents if something is going on with the child
- The parents contact me if something is going on with their child
- The parents know about activities in school
- I talk with parents if they pick up their child
- I can get along with the student's parents
- Other:

.....

15) Describe your relationship with the students in your class.

- I hit or kick the students
- I give the students my attention and ask them how they are
- I ask the students about their activities outside of the school
- I use a lot of rules which the students have to follow
- I will not let the students take any risk during activities
- I support the students in their activities and give them help if they need it
- I give the students the possibility to do things they would like to do
- I smile and laugh a lot with them
- Sometimes I say yes to things the students would like to do, but other times I say no
- I punish the students if they do things I do not like
- Other:

.....

16) Describe the relationship between the students at the school.

- The students play together
- The students use a lot of violence
- The students shout and yell at each other
- The students get along with each other
- The students help each other if there is a need
- Other:

.....

17) What can students do to stop bullying and make the school safer?

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18) What can (other) teachers do to stop bullying and make the school safer?

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19) What can parents do to stop bullying and make the school safer?

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20) What can your school do to stop bullying and make the school safer?

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Appendix 3 Focus groups for teachers

Date:

Total number of teachers present:

Purpose of this focus group: Through interactions between teachers from different schools they can learn from each other in the approach of bullying. Furthermore I hope to gain more insight in the attitude and knowledge from the teachers and what they see as possibilities to prevent or decrease bullying.

Focus group 1

Ruby Labega	Group 1
Oranje School	Group 2
Leonald Connor School	Group 3
Dr. Martin Luther King Jr. School	Group 4
Sister Regina School	Group 5
Sister Marie Laurence School	Group 6
Seventh Day Adventist School	Group 7
Asha Stevens Hills Christian School	Group 8
Browlia F. Maillard Campus School	Group 1

Focus group 2

Ruby Labega	Group 5
Oranje School	Group 6
Leonald Connor School	Group 7
Dr. Martin Luther King Jr. School	Group 8
Sister Regina School	Group 1
Sister Marie Laurence School	Group 2
Seventh Day Adventist School	Group 3
Asha Stevens Hills Christian School	Group 4
Browlia F. Maillard Campus School	Group 5

Time Table Focus Group

Introduction (15 min):

- Welcome and thanking everyone
- Focus group leader introduces herself
- Explanation about what the purpose is of the focus group
- Introduction round
- Explanation about how the focus group works and rules during the discussion

Questions

- What do you know about bullying?
- Is bullying a problem at your school?
- Do you know what to do when a student comes to you about being bullied?
- What would you do?
- What would you like to know about bullying?
- What are your feelings about bullying?
- How would you describe your relationship with your students?
- How would you describe your relationship with your student's parents?
- What does your school already do to prevent or decrease bullying?

- Is this approach effective?
- What advice would you like to give to other schools?
- What can students do to prevent or decrease bullying and make their school safer?
- What can (other) teachers do to prevent or decrease bullying and make their school safer?
- What do you think parents can do to prevent or decrease bullying and make the school safer?
- What can schools do to prevent or decrease bullying and make their school safer?
- Focus group leader gives a summary about the most important points that came up

Finalizing the focus group

- Everybody can give their opinion about the focus group
- Thanks to everyone for contributing to the meeting

Appendix 4 Focus groups for parents

Date:

Total number of parents present:

Purpose of this focus group: to gain more insight in the attitude and knowledge from the parents and what they see as possibilities to prevent or decrease bullying.

Focus group 1

Ruby Labega	Group 6	1 parent
Oranje School	Group 7	1 parent
Leonald Connor School	Group 8	1 parent
Dr. Martin Luther King Jr. School	Group 1	1 parent
Sister Regina School	Group 2	1 parent
Sister Marie Laurence School	Group 3	1 parent
Seventh Day Adventist School	Group 4	1 parent
Asha Steven Hills Christian School	Group 5	1 parent
Browlia F. Maillard Campus School	Group 3	1 parent

Time Table Focus Group

Introduction (15 min):

- Welcome and thanking everyone
- Focus group leader introduces herself
- Explanation about what the purpose is of the focus group
- Introduction round
- Explanation about how the focus group works and rules during the discussion

Questions

- What do you know about bullying?
- Is bullying a problem at your child's school?
- What would you do if your child comes to you about being bullied?
- What would you do if your child is bullying another child?
- What would you like to know about bullying?
- What are your thoughts on bullying?
- How would you describe your relationship with your child?
- How would you describe your relationship with your partner?
- How would you describe your relationship with your child's school?
- What can children do to prevent or decrease bullying and make their school safer?
- What can teachers do to prevent or decrease bullying and make the school safer?
- What can you, as parents, do to prevent or decrease bullying and make your school safer?
- What can schools do to prevent or decrease bullying and make their school safer?
- Focus group leader gives a summary about the most important points that came up

Finalizing the focus group

- Everybody can give their opinion about the focus group
- Thanks to everyone for contributing to the meeting

Appendix 5 Tables with the frequencies of the possible answers of the questionnaire

Table 15

Frequencies on the question 'Do you like school?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
I dislike school	3 (3.5%)	6 (6.7%)	4 (4%)	1 (1.1%)	8 (11.4%)	8 (13.8%)	4 (4%)	3 (1.8%)	1 (0.6%)	39 (4.2%)
I neither like nor dislike school	9 (10.6%)	4 (3.8%)	14 (13.9%)	9 (10.1%)	14 (20%)	10 (17.2%)	22 (21.8%)	21 (12.6%)	23 (14.6%)	126 (13.5%)
I like school	73 (85.9%)	93 (89.4%)	83 (82.2%)	79 (88.8%)	48 (68.6%)	40 (69%)	75 (74.3%)	143 (85.6%)	134 (84.8%)	768 (82.3%)

Table 16

Frequencies on the question 'How many good friends do you have?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
0	6 (7.1%)	5 (4.8%)	7 (6.9%)	7 (8%)	3 (4.3%)	2 (3.4%)	3 (3%)	8 (4.8%)	4 (2.5%)	45 (4.8%)
1	10 (11.8%)	7 (6.7%)	12 (11.9%)	11 (12.5%)	5 (7.1%)	6 (10.3%)	10 (9.9%)	6 (3.6%)	16 (10.1%)	83 (8.9%)
2 or 3	19 (22.4%)	24 (23.1%)	19 (18.8%)	27 (30.7%)	12 (17.1%)	13 (22.4%)	21 (20.8%)	36 (21.6%)	38 (24.1%)	209 (22.4%)
4 or 5	20 (23.5%)	18 (17.3%)	21 (20.8%)	14 (15.9%)	15 (21.4%)	15 (25.9%)	26 (25.7%)	19 (11.4%)	27 (17.1%)	175 (18.8%)
6 or more	30 (35.3%)	50 (48.1%)	42 (41.6%)	19 (33%)	35 (50%)	22 (37.9%)	41 (40.6%)	97 (58.1%)	73 (46.2%)	420 (45.1%)

Table 17

Frequencies on the question 'I feel safe at school.'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	68 (81.9%)	88 (84.6%)	66 (65.3%)	62 (69.7%)	46 (67.6%)	42 (72.4%)	56 (55.4%)	138 (83.6%)	132 (83.5%)	698 (75.3%)
No	15 (18.1%)	16 (15.4%)	35 (34.7%)	27 (30.3%)	22 (32.4%)	16 (27.6%)	44 (43.6%)	27 (16.4%)	26 (16.5%)	228 (24.6%)

Table 18

Frequencies on the question 'How recently have you been bullied?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
This week	32 (62.7%)	33 (48.5%)	47 (73.4%)	22 (44%)	29 (55.8%)	10 (33.3%)	26 (45.6%)	65 (72.2%)	48 (58.5%)	312 (57.4%)
This month	6 (11.8%)	12 (17.6%)	9 (14.1%)	13 (26%)	13 (25%)	14 (46.7%)	14 (24.6%)	11 (12.2%)	16 (19.5%)	108 (19.9%)
This year	5 (9.8%)	11 (16.2%)	5 (7.8%)	8 (16%)	3 (5.8%)	3 (10%)	9 (15.8%)	9 (10%)	8 (9.8%)	61 (11.2%)
Last year	8 (15.7%)	12 (17.6%)	3 (4.7%)	7 (14%)	7 (13.5%)	3 (10%)	8 (14%)	5 (5.6%)	10 (12.2%)	63 (11.6%)

Table 19

Frequencies on the question 'Were you bullied by one student or by a group?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
One student	39 (73.6%)	46 (66.7%)	40 (62.5%)	31 (63.3%)	34 (66.7%)	17 (54.8%)	36 (60%)	63 (70%)	63 (75%)	370 (67.2%)
A group	14 (26.4%)	23 (33.3%)	24 (37.5%)	18 (36.7%)	17 (33.3%)	13 (41.9)	23 (38.3%)	27 (30%)	21 (25%)	181 (32.8%)

Table 20

Frequencies on the question 'In what grade is/are the student(s) who bully you at your school?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
In my class	28 (54.9%)	39 (56.5%)	26 (40%)	29 (58%)	23 (44.2%)	15 (50%)	24 (40%)	49 (55.1%)	47 (56%)	281 (51.1%)
In the same grade, but in a different class	7 (13.7%)	8 (11.6%)	10 (15.4%)	6 (12%)	7 (13.5%)	1 (3.3%)	6 (10%)	18 (20.2%)	6 (7.1%)	69 (12.5%)
In a lower grade	4 (7.8%)	9 (13%)	4 (6.2%)	2 (4%)	6 (11.5%)	3 (10%)	1 (1.7%)	5 (5.6%)	4 (4.8%)	38 (6.9%)
In a higher grade	11 (21.6%)	13 (18.8%)	25 (38.5%)	13 (26%)	16 (30.8%)	11 (36.7%)	29 (48.3%)	17 (19.1%)	27 (32.1%)	162 (29.5%)

Table 21

Frequencies on the question 'Were other students present to witness this?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	31 (58.5%)	51 (75%)	34 (52.3%)	39 (83%)	33 (63.5%)	24 (77.4%)	43 (72.9%)	65 (72.2%)	51 (61.4%)	372 (67.9%)
No	22 (41.5%)	17 (25%)	31 (47.7%)	7 (14.9%)	18 (34.6%)	7 (22.6%)	16 (27.1%)	25 (27.8%)	32 (38.6%)	176 (32.1%)

Table 22

Frequencies on the question 'How did the bullying make you feel?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Sad	13 (27.1%)	21 (30.9%)	12 (18.8%)	14 (28%)	24 (48%)	12 (38.7%)	6 (10.3%)	26 (29.2%)	17 (20.2%)	149 (27.6%)
Angry	22 (45.8%)	35 (51.5%)	31 (48.4%)	21 (42%)	16 (32%)	11 (35.5%)	31 (53.4%)	43 (48.3%)	41 (48.8%)	251 (46.3%)
Lonely	3 (6.3%)	7 (10.3%)	4 (6.3%)	3 (6%)	4 (8%)	2 (6.5%)	4 (6.9%)	1 (1.1%)	10 (11.9%)	38 (7%)
Scared	5 (10.4%)	1 (1.5%)	2 (3.1%)	2 (4%)	1 (2%)	1 (3.2%)	7 (12.1%)	5 (5.6%)	5 (6%)	29 (5.4%)
Embarrassed	4 (8.3%)	4 (5.9%)	15 (23.4%)	10 (20%)	4 (8%)	5 (16.1%)	10 (17.2%)	14 (15.7%)	11 (13.1%)	75 (13.8%)

Table 23

Frequencies on the question 'Did you tell anyone about it?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	35 (66%)	51 (73.9%)	36 (55.4%)	41 (85.4%)	39 (76.5%)	23 (74.2%)	48 (80%)	74 (83.1%)	64 (76.2%)	412 (74.9%)
No	18 (34%)	18 (26.1%)	29 (44.6%)	7 (14.6%)	12 (23.5%)	8 (25.8%)	11 (18.3%)	15 (16.9%)	20 (23.8%)	138 (25.1%)

Table 24

Frequencies on the question 'If you told someone about it, who did you tell?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Adult at school/teacher	13 (38.2%)	24 (47.1%)	9 (23.7%)	14 (32.6%)	5 (13.9%)	7 (35%)	18 (38.3%)	19 (25.4%)	13 (20.3%)	125 (30.6%)
Friend	5 (14.7%)	4 (7.8%)	12 (31.6%)	9 (20.9%)	7 (19.4%)	3 (15%)	11 (23.4%)	17 (22.7%)	16 (25%)	84 (20.6%)
Older boy or girl	1 (2.9%)	0 (0%)	0 (0%)	3 (7%)	2 (5.6%)	2 (10%)	3 (6.4%)	3 (4%)	1 (1.6%)	10 (2.5%)
Brother/sister	6 (17.6)	3 (5.9%)	6 (15.8%)	2 (4.7%)	4 (11.1%)	7 (35%)	3 (6.4%)	3 (4%)	7 (10.9%)	36 (8.8%)
Parent(s)	34 (26.5%)	20 (39.2%)	10 (26.3%)	14 (32.6%)	17 (47.2%)	1 (5%)	15 (31.9%)	33 (44%)	27 (42.2%)	153 (37.5%)

Table 25

Frequencies of the possible options on the question 'If no, what stopped you from telling someone about it?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Do not trust	1							1		2
Afraid	2	5	3	1	3	1	3	2	5	25
It will get worse	3	6	7	3	3	2	4	6	3	37
Does not want to betray this friend	1	1	2				2			6
They would hurt my sister	1									1
They will spread it	1	1							1	3
They will not believe me			1	1						2
I am not a snitch/ I do not want to be a snitch		1		1	1	1		2		6
It felt good								1		1
They will not stop		1					2	1		4
I do not want to tell anyone about it		1			2	2	1		4	10
Bully said something about the victim's father				1						1
I thought it was playing				1						1
Thought the teacher wouldn't do anything about it									1	1
It was not that bad		2								2

Table 26

Frequencies on the question 'What happened after you told someone?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
The bullying stopped altogether	8 (20.5%)	21 (41.2%)	16 (41%)	16 (38.1%)	17 (43.6%)	6 (28.6%)	18 (38.3%)	30 (40.6%)	28 (43.8%)	162 (38.9%)
The bullying did not stop	10 (25.6%)	13 (25.5%)	9 (23.1%)	6 (14.3%)	7 (17.9%)	6 (28.6%)	7 (14.9%)	15 (20.3%)	7 (10.9%)	80 (19.2%)
The bullying did not stop and got worse	6 (15.4%)	6 (11.8%)	1 (2.6%)	3 (7.1%)	5 (12.8%)	4 (19%)	5 (10.6%)	5 (6.8%)	9 (14.1%)	44 (10.6%)
The bullying stopped for a bit but then restarted	14 (35.9%)	11 (21.6%)	13 (33.3%)	16 (38.1%)	10 (25.6%)	5 (23.8%)	17 (36.2%)	24 (32.4)	20 (31.3%)	130 (31.3%)

Table 27

Frequencies on the question 'Who has tried to help you?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
My mother/father	7 (15.2%)	11 (17.7%)	9 (14.3%)	4 (9.3%)	11 (22.4%)	6 (21.4%)	11 (19%)	22 (27.5%)	24 (29.6%)	105 (20.6%)
My brother/sister	4 (8.7%)	4 (6.5%)	5 (7.9%)	1 (2.3%)	4 (8.2%)	2 (7.1%)	3 (5.2%)	3 (3.8%)	8 (9.9%)	34 (6.7%)
A teacher/adult at school	9 (19.6%)	16 (25.8%)	9 (14.3%)	15 (34.9%)	6 (12.2%)	8 (28.6%)	11 (19%)	13 (16.3%)	9 (11.1%)	96 (18.8%)
Another student at school	10 (21.8%)	13 (21%)	12 (19%)	9 (20.9%)	15 (30.6%)	6 (21.4%)	8 (13.8%)	22 (27.5%)	12 (14.8%)	107 (33.1%)
Nobody	16 (34.8%)	18 (29%)	28 (44.4%)	14 (32.6%)	13 (26.5%)	6 (21.4%)	25 (43.1%)	20 (25%)	28 (34.6%)	168 (32.9%)

Table 28

Frequencies of the possible options on the question 'What did they do to try to help you?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Total
Tell the parents	6		1				1		1	9
Talking with the bully	4	14	7	10		10	4	19	9	87
Punishing the bully	1		2				1		2	6
Come to the school	1	2			1	1	2		2	9
Parents talked to the school	3				1			1		5
Send the bully to the principal	2							1		3
Parents talk with teacher, principal and/or police officer	2	1					1	1	3	8
Suspension	1		1					1		3
Tell a teacher	2	3		2	2	3	5	5	4	26
Helped the victim	1	2		1			1	2	2	9
Give the bully big words			2							2
Help the victim to feel alright		1	2	2	2		3	1	6	17
Talking with the parents of the bully			1					1		2
Bullied the child back							2	1	1	4
Send the bully a warning letter								2		2
Curse the bully								2	1	3
Learn how the victim can defend him-/herself								1		1
Advise to ignore the bully		1					2	2	3	8
Tell the principal								1		1
Defend the victim					1					1
Seek contact at school					1					1
Email with the government					1		1			2
Talk with the victim and the bully				1	1		1			3

Table 29

Frequencies on the question 'Do you feel like the school takes bullying seriously?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	53 (63.1%)	71 (68.9%)	41 (41%)	45 (53.6%)	37 (53.6%)	35 (60.3%)	36 (35.6%)	108 (65.1%)	92 (59.7%)	519 (56.5%)
No	31 (36.9%)	32 (31.1%)	59 (59%)	39 (46.4%)	32 (46.4%)	23 (39.7%)	64 (63.4%)	58 (34.9%)	62 (40.3%)	400 (43.5%)

Table 30

Frequencies of the possible options on the question 'What does the school do to stop the bullying?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Tell each other	2		1							3
Suspension	13	1	9	7	2	4	6	14	28	84
Punishing and warning	9	24	11	31	3	6	39	21	34	178
Call the parents	10	23	29	13	7	5	11	33	30	161
Tell the bully to stop	5	1	1	6	6	4	7	2	18	50
Talk with the students about bullying	1	2	3	3	7	4		13	1	34
Send a letter to the parents	1		1			11		1	2	16
Talk with the bully	9	16	9	11	8		11	22	21	107
Call the police	1	2	1	3	2			5		14
Keep an eye on the children	1				1			1	3	6
Call the social worker	1					20				21
Send the bully a warning letter								44	3	47
Take the bully out of school				1				1		2
Put posters about it		2				2	1	1		6
Show videos about bullying		15			3					18
Bring the bully to the principal					2		1		2	5
Talk with the victim and the bully				4	1				5	10
Called the education department				1						1
Discuss it with the counsellor		1		1						2
Create awareness about bullying						1			2	3
Talk with the victim		3							2	5
Called other school where the bullies were		1								1
Presentation about bullying		2								2
Let the bully apologize to the victim							1			1
Call the police						1				1

Table 31

Frequencies on the question 'Have you ever bullied anyone?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	22 (25.9%)	53 (51.1%)	35 (34.4%)	29 (32.6%)	26 (37.1%)	17 (30.9%)	37 (36.6%)	62 (37.3%)	45 (29.2%)	326 (35.4%)
No	63 (74.1%)	40 (48.5%)	64 (64.6%)	60 (67.4%)	44 (62.9%)	38 (69.1%)	63 (62.4%)	104 (62.7%)	109 (70.8%)	596 (64.6%)

Table 32

Frequencies on the question 'Have you ever witnessed someone being bullied?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	57 (56.1%)	92 (88.5%)	78 (77.2%)	70 (78.7%)	63 (90%)	48 (82.8%)	83 (82.2%)	141 (84.4%)	126 (79.7%)	759 (81.3%)
No	28 (32.9%)	12 (11.5%)	23 (22.8%)	19 (21.3%)	6 (8.6%)	10 (17.2%)	18 (17.8%)	26 (15.6%)	31 (19.6%)	174 (18.67%)

Table 33

Frequencies on the question 'If you ever witnessed someone being bullied, what did you do?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Tried to help them	37 (62.7%)	49 (51%)	54 (67.5%)	33 (47.1%)	36 (54.5%)	27 (56.3%)	44 (51.8%)	70 (49.6%)	74 (58.3%)	425 (55%)
Told someone	10 (16.9%)	26 (27.1%)	13 (16.3%)	21 (30%)	13 (19.7%)	12 (25%)	18 (21.2%)	37 (26.2%)	29 (22.8%)	182 (23.6%)
Did nothing	12 (20.3%)	21 (21.9%)	12 (15%)	16 (22.9%)	15 (22.7%)	9 (18.9%)	23 (27.1%)	34 (24.2%)	24 (18.9%)	165 (21.3%)

Table 34

Frequencies on the question 'How often do other students try to stop the bullying?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Almost never	16 (20%)	25 (24%)	21 (20.8%)	15 (17.6%)	16 (24.2%)	12 (20.7%)	23 (22.8%)	26 (16.4%)	26 (16.7%)	180 (19.8%)
Once in a while	18 (22.5%)	28 (26.9%)	20 (19.8%)	25 (29.4%)	18 (27.3%)	11 (19%)	19 (18.8%)	47 (29.6%)	45 (28.8%)	231 (25.4%)
Sometimes	32 (40%)	37 (35.6%)	40 (39.6%)	28 (32.9%)	19 (28.8%)	24 (41.4%)	44 (43.6%)	52 (32.7%)	52 (33.3%)	331 (36.3%)
Often	8 (10%)	5 (4.8%)	7 (6.9%)	5 (5.9%)	6 (9.1%)	3 (5.2%)	7 (6.9%)	14 (8.8%)	17 (10.9%)	72 (7.9%)
Almost always	6 (7.5%)	9 (8.7%)	11 (10.9%)	12 (14.1%)	7 (10.6%)	8 (13.8%)	8 (7.9%)	20 (12.5%)	16 (10.3%)	96 (10.5%)

Table 35

Frequencies of the possible options on the question 'What can other students do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Helping the bullied child	12	16	11	12	11	9	12	28	25	136
Tell parent(s)	4	1	4		1	2	3	3	4	22
Stop the fighting/bullying or tell the bully to stop		23	26	13	11	16	19	18	26	152
Sharing your feelings	9		2					4		15
Tell the principal	1	3	4	9	3	1	2	11	13	47
Be nice/respectful to other students	3	5	7	10	8	3	15	13	9	73
Tell the teacher	15	17	19	12	6	10	17	28	25	149
Tell an adult	13	21	13	10	3	4	11	35	25	135
Talk with the bully	9	1	4	3	3		1	2	2	25
Bring to police officer or social worker	2							1		3
Beat the bully up	1		1	3			1	1	3	10
Do it back to the bully		1	2	2			2	2	3	12
Teach the bully other the feelings of the victim			2							2
Teach the bully other the feelings of the victim		1	1						3	5
Make a report			1							1
Stand up against bullying		8	1	2	1	4	1	2	12	31
Start a bullying campaign			1						3	4
Stay away from the bully		4		3	1		4	4		16
Show others how it feels like					1		1			2
Tell the government				1						1
Ignore the bully									1	1
Keep an eye on each other							2		4	6
Tell the police							2			2
Behave yourself							1			1
Help the victim							2			2
Make posters about bullying							1			1

Table 36

Frequencies of the possible options on the question 'What can teachers do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Punishing	13	30	25	18	15	15	40	28	44	228
Behaving yourself	1									1
Keep an eye on the child	6	7	8	3	5	4	7	8	27	75
Talk about it	5		1		1				1	8
Give the book in their hands	1			1						2
Tell the principal	7	9	11	11	2	3	8	18	22	91
Call parents	14	16	23	11	7	3	12	33	19	138
Talk with the bully	8	10	7	22	5	11	12	18	26	119
Correcting the students	1			1			2	2		6
Talk with the victim	5	1		8	1	2	3	6	10	36
Talk to the students	3	3	7	9	9	5	2	15	14	67
Taking the problem serious	1						2			3
Tell the bully to stop	1	1		7	5		4	7	4	29
Call the police			2					7		9
Keep the child away from the bully		1		2		1		6		10
Warning letter to the bully						1		11		12
Tell the government				1				2		3
Show others what it feels like									1	1
Put posters about it									1	1
Stand up against bullying									1	1
Make anti bullying zones									1	1
Make the bully visit a psychologist									1	1
Get information and help the children		1					1			2
Show documents about bullying		2								2
Help the victim		1				4	1			6
Discipline the students						1	1			2
Tell the school board about it						1	1			2
Be nice to the students						1				1

Table 37

Frequencies of the possible options on the question 'What can parents do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Calling the school	3	1	8	2	3			4	11	32
Stop accusing people	2							1		.
Take their child out of school	2	8	2	1	2	4	12	4	6	41
Come to the school	2	8	9	20	3	8	13	31	19	113
Talk with the child	2	26	22	30	21	14	27	40	44	226
Tell the teacher	7	15	10	15	10	5	14	26	7	109
No tv or games	3									3
Beat the child up, if it is the bully	1	1	3	1		2	3	4	2	17
Parents speak to the bully of their child	4	3	1	1	2	1	7	10	10	39
Calling the bully parents	4	3	3			3	6	6	3	28
Punish their child if it is the bully	4	9	13	9	1	3	5	7	18	69
Call the police	1	4	4	2	1	1		4		17
Keep an eye on the child	2		2			2	3	3	5	17
Ask for security guards			1							1
Go to the principal		11	4	8	4	4	11	18	10	70
Learn how the victim can defend him- or herself			1				3	1	2	7
Talk nice to your child			1	2	2		4	2	3	14
Keep the children away from the bully		2		3	1		1	3	2	12
Make rules for the bully to understand								1		1
Support the school		1						1		2
Be more involved in the life of your child				1			2	2	13	18
Teach your child good manners		2						1		3
Stand up against bullying									1	1
Give positive attention to the bully		1								1
Find a solution with the child(ren)							1			1
Educate your child(ren)							1			1
Tell the government							1			1
Do not beat your child						1				1
Discipline your child						1				1

Table 38

Frequencies of the possible options on the question 'What can schools do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Expel/Suspend the student	8	5	19	7	3	9	11	19	42	123
Cameras in school	1	4	1		4	2		1	6	19
Call the parents	5	6	15	4	4	1	7	7	8	57
Talking with the child	2	5	5	15	12	5	2	7	9	62
Behave yourself	1		12						2	15
Be friendly to each other	1		1	1		1	5			9
Make a letter for care home	1									1
Get help from other	1	1	1		1	1	1	3	1	10
Cooperation between parents and school members	2	1	1		3			1	4	12
Kick them out	6	10		3	1	5	8	8	3	44
Call the police officer	5	2	1	3			5	11	3	30
Make a programme bout bullying	1	3	3	2			4	3	12	28
Send the bully to jail	1	1						2		4
Talking with the students about it	1	2		7	2		2	8	4	26
School meetings	3	2		2	2		2	1	3	15
Rules or other way they will get punished	1									1
Discuss it together in the school	1									1
Stop taking them to trips	1									1
Ask for security guards			3	2	1	1	1		3	11
Make a rule		3	2	3	3		4	3	4	22
Send the child to a place where it can change		3	4					1	1	9
Let the bully give a presentation about bullying		1	1							2
Punishing		10	5	13		4	20	11	10	73
A place to support the victims			1					2		3
Keep an eye on the child		1				2	1	2	2	8
Warning letter to the bully						2		20	4	26
More supervising teachers					1			3		4
Scare the bullies								1		1
Tell the government								3	1	4
Zero tolerance policy								1		1

Separate victim and bully									2	2
Taking the problem serious									1	1
Come up with consequences			1						1	2
Showing videos about bullying to the children	1					1				1
Go to the principal									3	3
Put posters about it	2					1		1		2
Apologize to the victim			1							1
Create more awareness about bullying			1					1		2
Tell the government			1					2		3
Go to the counselor			1							1
Teach the children to be nice to each other							1			3
Discipline the children										2
Tell the bully to stop										2
Stand up against bullying	1									1
Organize fighting classes in the school								1		1
Tell the school boards								1		1

Table 39

Frequencies on the question 'How safe do you think students feel at this school from being bullied by other students?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Always feel safe	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (16.7%)	1 (2.7%)
Usually feel safe	2 (40%)	3 (60%)	4 (80%)	3 (100%)	1 (33.3%)	1 (50%)	4 (100%)	2 (50%)	5 (83.3%)	25 (67.6%)
Feel same sometimes	1 (20%)	1 (20%)	1 (20%)	0 (0%)	1 (33.3%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	6 (16.2%)
Usually feel unsafe	1 (20%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (5.4%)
Never feel safe	1 (20%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	3 (8.1%)

Table 40

Frequencies on the question 'How serious do you think the problem of bullying really is at your school?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Very serious	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2.7%)
Serious	2 (40%)	3 (60%)	0 (0%)	0 (0%)	2 (66.7%)	1 (50%)	1 (25%)	1 (25%)	1 (16.7%)	11 (29.7%)
Moderately serious	0 (0%)	2 (40%)	1 (20%)	2 (66.7%)	1 (33.3%)	1 (50%)	1 (25%)	3 (75%)	0 (0%)	11 (29.7%)
Not very serious	2 (40%)	0 (0%)	4 (80%)	1 (33.3%)	0 (0%)	0 (0%)	2 (50%)	0 (0%)	4 (66.7%)	13 (35.1%)
Not serious at all	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (16.7%)	1 (2.7%)

Table 41

Frequencies on the question 'How frequently has bullying occurred since August last year (2013)?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
It has never occurred	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	1 (2.7%)
It has only happened once or twice	1 (20%)	0 (0%)	2 (40%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	2 (33.3%)	6 (16.2%)
2 or 3 times a month	0 (0%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	2 (33.3%)	5 (13.5%)
About once a week	1 (20%)	2 (40%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	5 (13.5%)
Several times a week	3 (60%)	1 (20%)	0 (0%)	1 (33.3%)	2 (66.7%)	2 (100%)	1 (25%)	1 (25%)	0 (0%)	11 (29.7%)
I do not know	0 (0%)	0 (0%)	3 (60%)	1 (33.3%)	0 (0%)	0 (0%)	2 (50%)	1 (25%)	2 (33.3%)	9 (24.3%)

Table 42

Frequencies on the question 'Do students come to you about being bullied?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	3 (60%)	5 (100%)	5 (100%)	3 (100%)	3 (100%)	1 (100%)	4 (100%)	3 (75%)	6 (100%)	33 (91.7%)
No	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	2 (5.6%)
Sometimes	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2.8%)

Table 43

Frequencies of the possible options on the question 'What do you do about the bullying?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Dialogue with involved students	3	4	3	2	2	2	5		3	24
I went to the Student Care Coordinator	1	1	1		2			1		6
Talk to the bully	2		1				1	1	1	6
Talk with the victim	1									1
Punish the bully	1		1						1	3
Inform the school			1					1		2
Call the parents		3	1		1		1			6
Make a report of the incidents								1		1
Educate the students					1			2	1	4
Do role plays with the students				1						1
Encourage students to express fear and anger with words				1						1
Encourage the students to choose alternative solutions									1	1
Call the police officer		1								1
Punish the students		1				1				2
Let the bully apologize to the victim							1			1
Send them to the social worker						2				2
Warning letters						1				1

Table 44

Frequencies on the question 'How often do teachers or other adults at school try to help a student who is being bullied at school?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Almost never	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Once in a while	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	1 (16.7%)	2 (5.4%)
Sometimes	2 (40%)	1 (20%)	1 (20%)	1 (33.3%)	0 (0%)	1 (50%)	1 (25%)	0 (0%)	0 (0%)	7 (18.9%)
Often	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	1 (16.7%)	7 (18.9%)
Almost always	1 (20%)	2 (40%)	4 (80%)	2 (66.7%)	3 (100%)	1 (50%)	3 (75%)	1 (25%)	4 (66.7%)	21 (56.8%)

Table 45

Frequencies on the question 'How often do other students try to help a student who is being bullied at school?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Almost never	1 (20%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (5.4%)
Once in a while	2 (40%)	1 (20%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	1 (25%)	1 (16.7%)	6 (16.2%)
Sometimes	2 (40%)	3 (60%)	4 (80%)	2 (66.7%)	1 (33.3%)	2 (100%)	1 (25%)	2 (50%)	5 (83.3%)	22 (59.5%)
Often	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	1 (33.3%)	0 (0%)	3 (75%)	0 (0%)	0 (0%)	5 (13.5%)
Almost always	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	2 (5.4%)

Table 46

Frequencies of the possible options on the question 'What kind of attitude does your school have against bullying?'

Attitude	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Zero tolerance	2	4	3	2	2	1	5	2	4	26
Rules are not enforced collectively as a staff	1		1		1	1				4
Nonchalant								1		1
Positive attitude								1		1

Table 47

Frequencies on the question 'Does your school have rules against bullying?'

	RLB	OS	LCS	DMLKJS	SRS	SML	SDA	ASHCS	BFM	Total
Yes	2 (50%)	4 (80%)	3 (60%)	2 (66.7%)	3 (100%)	2 (100%)	3 (75%)	3 (75%)	4 (66.7%)	26 (72.2%)
No	1 (25%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (5.6%)
I do not know	1 (25%)	1 (20%)	1 (20%)	1 (33.3%)	0 (0%)	0 (0%)	1 (25%)	1 (25%)	2 (33.3%)	8 (22.2%)

Table 48

Frequencies of the possible options on the question 'What can students do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Participate in activities that discourage bullying	1				1					2
Learn other students are special	1						1		1	3
Learn that others have rights and privileges	1			2						3
Learn conflict management skills	1	2		2			2			7
Ignore the bully	2				1					3
Tell teacher and/or parents	2	1	1	2		1		2	1	10
Speak out against it	1		1				1		1	4
Stand up against bullying		1	1	2		1			1	6
Talk about it			1		1	1			1	4
Learn how to say nice things		1					1	1		3
Learn how somebody else feels in a bully incident							1	1	1	3
Better communication					1					1
Look at yourself instead of others					1					1
Report it		1							1	2
Encourage students to talk about their feelings							1			1
Think before you act						1				1

Table 49

Frequencies of the possible options on the question 'What can teachers do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Talk to each other about it	1	1	1		1					4
Educate students	2		2	2	1		1		1	9
Be observant and confidential	1									1
Teach values and character building among students	1	2					1			4
Consistent about educating/punishing about bullying	1		1				1		1	4
Approach situations where they see bullying happening	1		1					1		3
Report it	1		1						1	3
Counseling sessions		1	1							2
Making a policy					1					1
Give positive attention to the bully					1					1
Encourage students to talk about their feelings				1						1
Talk with the students/victim/bully about it		2				1	1		2	6
Seek for help									1	1
Correct the children							1			1
Let the children watch a movie about bullying							1			1
Call the parents							1			1
Be a good example for the students						1				1
Make posters about bullying						1				1

Table 50

Frequencies of the possible options on the question 'What can parents do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Host anti bullying day	1									1
Educate students	2		2	2			3	1	3	13
Be observant and confidential	1									1
Teach values and character building among children	3		1			1	2		1	8
Guide the children	1		1		1					3
Be more involved in the life of the children		1	1		1	1		2		6
Keep in close contact with the school		1		1				2	1	5
Report incidents to the SCC				1				2		3
Talk with the children		2			1		1		2	6
Encourage your child to practice kind									1	1
Intervene immediately		1								1

Table 51

Frequencies of the possible options on the question 'What can schools do to stop bullying and make the school safer?'

Behaviour	RLB	OS	LCS	DMLKJS	SRS	SMLS	SDA	ASHCS	BFM	Totaal
Workshops	2		1				2			5
Encourage care, compassion and cooperation	1									1
Counseling sessions	3			1					1	5
Educating staff	2									2
Consistent in dealing with bullying	1		1		1			1		4
Policies	1				2				1	4
Come up with consequences			3	1			2	2	3	11
Educating students			1				1		1	3
Get help from outside								1		1
Constant feedback				1						1
Encourage students to talk about their feelings				1					1	2
Cooperation between parents and schools							1		1	2
Hold parents responsible for the behaviour of the children		1								1
Anti-bullying programmes		1				2				3
Have discussions with the students about bullying							1			1

Appendix 6 Quantitative results of the different schools separately

7.6.1. Ruby Labega Primary School

Of the 85 students, 60% wrote down to have been bullied. The most common forms of bullying are calling mean names and hitting, kicking, punching or choking (Table 1), while the classroom and the playground are the most popular locations (Table 2). Getting attention is the main reason for bullying (Table 3). The differences between boys and girls, for being bullied ($T = 1.887, p > 0.05$), the form ($X^2 = 11.251, p > 0.05$) and bullying others ($T = -0.908, p > 0.05$) were not significant. The relationship between the relationship students have with their parents ($X^2 = 4.148, p > 0.05$) and teacher ($X^2 = 3.242, p > 0.05$) and being bullied was not significant as well as the relationship between the relationship the students have with their parents ($X^2 = 4.842, p > 0.05$) or teacher ($X^2 = 1.735, p > 0.05$) and bullying others.

Three teachers think that calling mean names is the most common form (Table 4) and the playground the most popular location (Table 5). The main reason for bullying others is to feel powerful (Table 6).

7.6.2. Oranje School

During the questionnaire it appeared that 66.3% of the students involved indicated they were bullied. The most common forms are calling mean names and hitting, kicking, pushing or choking (Table 1). The classroom and the playground are popular locations for bullying others (Table 2). Feeling powerful and getting attention are the main reasons for bullying (Table 3). It appeared that the differences between boys and girls for being bullied ($T = 1.174, p > 0.05$), the form ($X^2 = 8.947, p > 0.05$) and bullying others ($T = -0.497, p > 0.05$) were not significant. The relationship the students have with their parents ($X^2 = 6.115, p > 0.05$) or teacher ($X^2 = 6.413, p > 0.05$) and being bullied was not significant, as well as the relationship the students have with their parents ($X^2 = 3.721, p > 0.05$) or teacher ($X^2 = 3.397, p > 0.05$) and bullying others.

Calling mean names, making fun of somebody and teasing in a hurtful way are the most common forms of bullying in the perspective of the teachers (Table 4). The playground is the most common location (Table 5) and the most important reason for bullying others is to feel powerful (Table 6).

7.6.3. Leonald Connor School

At this school 64.4% of the students has been bullied. The most common forms are calling mean names and hitting, kicking, pushing or choking (Table 1). Popular locations are the classroom, the playground and the bathroom (Table 2). The main reasons for bullying others are to feel powerful, be popular and get attention (Table 3). Also at this school the differences between boys and girls do

not appear to be significant for being bullied ($T=-0.398, p > 0.05$) and the form ($X^2 = 6.434, p > 0.05$), but bullying others was significant ($T=-2.098, p < 0.05$). This means that in this school boys bully more than girls do, although the effect is small ($d = -0.426$). When looking at the relationship between the relationship students have with their parents and being bullied it appeared that this is significant ($X^2 = 12.930, p > 0.05$) for the parental style 'hostile' (Std. Residual = 1.4 for yes and Std. Residual = -1.9 for no). This relationship is also significant for the teaching style 'hostile' ($X^2 = 12.729, p < 0.05$; Std. Residual = 1.3 for yes and Std. Residual = -1.8 for no). This means that victims experience more a 'hostile' parental and teaching style. It appeared that the relationship between the relationship students have with their parents ($X^2 = 7.199, p > 0.05$) and their teacher ($X^2 = 4.135, p > 0.05$) and bullying others was not significant.

In the view of the teachers, calling mean names, making fun of somebody and teasing in a hurtful way are the most common bullying types (Table 4), the playground the most common location (Table 5) and getting attention the main reason (Table 6).

7.6.4. Dr. Martin Luther King Jr. School

Of the students involved 55.1% has been bullied. The most common bullying types are calling mean names, hitting, kicking, pushing or choking and spreading rumours about others (Table 1). The location where it happened the most is the classroom (Table 2) and the main reasons for bullying other students are getting attention and feeling powerful (Table 3). The differences between boys and girls were not significant for being bullied ($T = 1.777, p > 0.05$) or the form ($X^2 = 12.545, p > 0.05$), but was significant for bullying others ($T = -3.001, p < 0.05$). This means that boys bully more than girls. This is a moderate effect ($d = -0.630$). The relationship the students have with their parents ($X^2 = 7.462, p > 0.05$) or teacher ($X^2 = 2.684, p > 0.05$) and being bullied was not significant as well as the relationship students have with their parents ($X^2 = 3.753, p > 0.05$) and their teacher ($X^2 = 4.974, p > 0.05$) and bullying others.

One teacher said that calling mean names, making fun of somebody or teasing in a hurtful way is the most common form (Table 4). All the teachers think that the classroom is the most common place to bully (Table 5), and that feeling powerful is the main reason for bullying others (Table 6).

7.6.5. Sr. Regina Primary School

Of the students involved 74.3% has been bullied. The most common form of bullying is calling mean names (Table 1). Bullying occurred the most often in the classroom and the playground (Table 2). Getting attention and being popular are the main reasons for bullying others (Table 3). The differences between boys and girls were not significant for being bullied ($T = 0.156, p > 0.05$), the form ($X^2 = 6.667, p > 0.05$) and bullying others ($T = -0.564, p > 0.05$). The relationship between the relationship students have with their parents ($X^2 = 2.153, p > 0.05$) or teacher ($X^2 = 4.388, p > 0.05$)

and being bullied was not significant as well as the relationship students have with their parents ($X^2 = 4.430, p > 0.05$) and teacher ($X^2 = 8.403, p > 0.05$) and bullying others.

In the perspective of teachers, calling mean names, making fun of somebody and teasing in a hurtful way are the most popular types of bullying (Table 4), while the classroom is the most popular location (Table 5). Getting attention is the main reason for bullying other students (Table 6).

7.6.6. Sr. Marie Laurence School

At the Sr. Marie Laurence School, 50% of the students has been bullied this school year. Calling mean names is the most popular bullying form (Table 1), the classroom and the playground are the main locations (Table 2) and being popular is the main reason for bullying others (Table 3). It appeared that the differences between boys and girls were not significant for being bullied ($T = 0.778, p > 0.05$), the form ($X^2 = 6.844, p > 0.05$) and bullying others ($T = -0.956, p > 0.05$). The relationship students have with their parents ($X^2 = 10.822, p > 0.05$) or teacher ($X^2 = 6.854, p > 0.05$) is not significant with being bullied. This also appeared for the relationship the students experience with their parents ($X^2 = 3.278, p > 0.05$) and bullying others, as well as for the relationship with the teacher ($X^2 = 6.057, p > 0.05$).

Both teachers believe that calling mean names, making fun of somebody or teasing in a hurtful way are the most common types of bullying (Table 4) and the playground the most popular location (Table 5). The main reason for bullying others is to feel powerful (Table 6).

7.6.7. Seventh Day Adventist

Most of the students involved (58.4%) have been bullied. Hitting, kicking, punching or choking and calling mean names are the most common forms (Table 1). The classroom and playground are popular locations (Table 2) and getting attention and feeling popular are main reasons for bullying others (Table 3). The differences between boys and girls for being bullied ($T = 0.250, p > 0.05$), the form ($X^2 = 8.884, p > 0.05$) or bullying others ($T = 0.184, p > 0.05$) were not significant. The relationship between the relationship the child has with the parents and being bullied is significant ($X^2 = 13.953, p < 0.05$), for the parental style 'hostile' (Std. Residual = 1.5 for yes and Std. Residual = -1.8 for no). This means that victims experience a more 'hostile' parental style. The relationship with the teacher is not significant ($X^2 = 9.16, p > 0.054$). The relationship the students experience with their parents ($X^2 = 4.741, p > 0.05$) and bullying others was not significant, as well as the relationship with the teacher ($X^2 = 5.162, p > 0.05$).

In the perspective of the teachers calling mean names, making fun of somebody or teasing in a hurtful way is the most popular type of bullying (Table 4), the playground the most common location (Table 5) and getting attention is the main reason for bullying others (Table 6).

7.6.8. Asha Stevens Hillside Christian School

At this school 53.3% of the students have been bullied. The most common form is calling mean names (Table 1), a popular location is the classroom (Table 2) and main reasons for bullying others are to be popular and get attention (Table 3). There were no significant differences between boys and girls in being bullied ($T = 1.673, p > 0.05$) or bullying others ($T = 0.162, p > 0.05$). The forms 'hitting, kicking, punching or choking' (Std. Residual = 2.4 for male and Std. Residual = -2.0 for girls) and 'had rumours spread about you' (Std. Residual = -1.5 for boys and Std. Residual = 1.3 for girls) were significant ($X^2 = 20.142, p < 0.05$). This means that boys are being bullied more physically and girls were being bullied more socially. The relationship between the students and their parents ($X^2 = 4.803, p > 0.05$), as well with their teacher ($X^2 = 4.724, p > 0.05$) and being bullied was not significant. This also appeared for the relationship the students experience with their parents ($X^2 = 5.128, p > 0.05$) or teacher ($X^2 = 12.082, p > 0.05$) and bullying others.

Teachers think that calling mean names, making fun of somebody and teasing in a hurtful way in the most common form (Table 4), while playground, hallway/stairway, classroom and on the way to or from school are mentioned locations (Table 5). Get attention is the main reason (Table 6).

7.6.9. MAC Browlia F. Maillard School

51.9% of the students involved have been bullied this school year of which calling mean names and hitting, kicking, punching and choking are the most common forms (Table 1), the classroom is the most popular location (Table 2) and feeling powerful and being popular are the main reasons for bullying others (Table 3). The difference in being bullied was not significant for boys and girls ($T = 0.578, p > 0.05$), while the form ($X^2 = 20.831, p < 0.05$) and bullying others ($T = -3.083, p < 0.05$) were significant. The form 'calling mean names' was significant (Std. Residual = -1.5 for boys and Std. Residual = 1.2 for girls), as well as 'left out/ignored' (Std. Residual = -1.6 for boys and Std. Residual = 1.3 for girls) and 'hit, kicked, punched, choked' (Std. Residual = -2.3 for boys and Std. Residual = -2.0 for girls). This means that boys are bullied more physically while girls are bullied more verbally or socially. Furthermore, it appeared that boys bully more than girls do, although this effect is small ($d = -0.488$). The relationship between the parents and being bullied is not significant ($X^2 = 5.280, p > 0.05$) just like the relationship with the teachers ($X^2 = 9.305, p > 0.05$). It also appeared that the relationship the students experience with their parents ($X^2 = 10.746, p > 0.05$) and bullying others was not significant. The relationship between the relationship the student has with the teacher and bullying others was significant ($X^2 = 12.791, p < 0.05$), for the teaching style 'hostile' (Std. Residual = 1.5 for yes and Std. Residual = -1.0 for no), 'involved' (Std. Residual = -1.3 for yes and Std. Residual = 0.8 for no) and 'punishing' (Std. Residual = 1.9 for yes and -1.2 for no). This means that students who bully other students experience a more hostile and punishing teaching style and a less involved teaching style.

In the perspective of teachers, calling mean names, making fun of somebody, or teasing in a hurtful way are the most common forms (Table 4). The bullying occurred most of the time on the playground (Table 5) and getting attention and the student is of a different race/colour are main reasons for bullying other students (Table 6).

Appendix 7 Useful criteria for the set up of an evidence-based school-wide approach

Table 52

Effect ladder

Effect status	Type of intervention	Level
Proven effective	Working	4
Indicative effective	Effective	3
Theoretically effective	Promising	2
Descriptive effective	Potential	1
Opinionated effective	Uncertain	0

0-level:

At level 0 of the effect ladder, there is an intervention that is ‘in the minds of the performers. Within this level the method and the results are not clear for outsiders. This also hinders the transferability of the intervention to colleagues.

1-level:

At this level, the nature and the intervention are specified. The focus is mainly on the purpose of the intervention, the targets, the approach and the preconditions for implementation. Through this explication it is possible to understand the process of the intervention, to estimate the probability of the effectiveness and the approach more portable.

2-level:

At level 2 there is a plausible theory about the possible working of the intervention. This means that the theory explains why this intervention might work and how it works. When referred to generally accepted theories the intervention has a stronger basis.

3-level:

A good description at level 1 and a good supporting theory at level 2 explain more about the ‘what’ and ‘why’ of an intervention. For the determination of the reaching of the formulated goals or favoured changes, and it is established that the intervention is provided to the intended targets, the evidence of the effective intervention will be stronger. In order to establish this, all needs have to be measured. The core element of level 3 is the measuring, which is explicated in figures. These measures show the effectiveness of the intervention for the targets, the reaching of the goals, the number of clients who dropped out and the satisfaction of the clients. These data provide the first indications of the effectiveness of the intervention. However, if the goals have been achieved, it is not certain that the effect is due to the intervention.

4-level:

Interventions with sufficient causal evidence have been called proven effective. This means that the effectiveness is due to the used intervention. This is the highest level of the effect ladder, but the intervention also has to be ~~good~~ described and developed well on the other levels. At level 4, there is a well-defined, theoretically grounded and field-tested approach, which demonstrated that this intervention is better than no-intervention or another intervention. Therefore, a comparison is needed with a group of people who did not receive the intervention, although they get another form of help. So for the level a control group is used as well as an experimental group.

Appendix 8 Required elements in a bullying protocol

- 1) An explanation about the importance of a bullying protocol
- 2) What are the principles of the school when it comes to bullying?
- 3) What is meant by bullying? It is therefore important to include a clear definition of the issue 'bullying'.
- 4) An explanation of the distinguished roles (bully, victim, bystander, etc).
- 5) What are signs to recognize a bullying situation?
- 6) What does the school already do to prevent or decrease bullying?
- 7) How does the school give daily attention to contribute to a positive atmosphere?
- 8) What kind of social rules does the school have?
- 9) What steps are taken when someone is being bullied, or is bullying another student?
- 10) What kind of arrangements are made?
- 11) What are the consequences for the bully?
- 12) Which problems are to be expected when dealing with bullying within the school and how does the school handle these problems?
- 13) Mention the contacts and agencies dealing with bullying, both inside and outside the school.
- 14) Mention information for parents: What signals are to observe, what can parents do about the bullying, publications and websites.

State in the protocol that the school will approach the police when someone commits an offence

Appendix 9 Literature about an authoritative style

7.9.1. Parents

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7.9.2. Teachers

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