

# Bullying in Schools: Anti Bullying Policy and Effective Interventions

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# Outline

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# Background

- In Maldives, 38.4% of students were physically attacked one or more times during the past 12 months. Male students (47.6%) are significantly more likely than female students (29.2%) to have been physically attacked.
- 34.0% of students were in a physical fight one or more times during the past 12 months. Male students (47.9%) are significantly more likely than female students (20.1%) to have been in a physical fight.
- Overall in Maldives, 37.7% of students were bullied on one or more days during the past 30 days. Male students (41.2%) and female students (34.2%) are equally likely to be bullied on one or more days

(Global School Based National Health Survey, 2009)

# Objectives

The aim of the present study was to review the extend of implementation of anti bullying policy, suicide prevention guidelines, student behaviour regulations and the Health and Physical Education in the National Curriculum (NCHPE) to better understand the effective prevention methods that are in place for schools to mitigate bullying and ensure students safety.

# Literature Review

**Bullying**—defined as deliberate and repeated exposure to negative acts (e.g. threats, insults, assault, and exclusion from peer groups) carried out by one or more persons

A review of 21 anti bullying programs in Sweden - used directly or indirectly, to reduce or prevent bullying

A key finding was that all available program evaluations, with one exception (The Olweus Bullying Prevention Program), lacked scientific rigor and that knowledge of the theoretical basis and effects of anti-bullying programs was poor among school staff.

# Literature Review

## *(Some) Effective Programs*

- Preventive and Remedial Program,
- Friends (a peer-support model),
- Lions Quest (reinforcing foundation values),
- The Olweus Program (preventive and remedial activities),
- Social and Emotional Training (SET; reinforcing foundation values and hindering degrading treatment),
- School Comet (reinforcing foundation values),
- School Mediation (using mediation and conflict resolution),
- Second Step (reinforcing foundation values)

# Methodology

## Qualitative research approach:

- Review the existing anti bullying policy, suicide prevention guideline and the HPENC.
- Across review with the policy/ guideline and the NCHPE was conducted.

# Results

## Policies

Anti-Bullying Policy

## What is Included

Standard intervention stated in the policy in case of a bullying incident, is to provide psychosocial support via school counselor, however, in the absence of a counsellor the class teacher/ leading teacher/ life skills facilitator needs to intervene.

Suicide Prevention Policy

Include standard procedures and clear instructions on how to go about in such case.

Health and Physical Education in the National Curriculum (NCHPE)

A table titled “resilience” designed for grades 1, 2, and 3. Grade 1 table indicated, “Bullying behaviour”, Grade 2 table indicated, “What bullying looks like and what you can do”, & Grade 3 table indicated, “Types and effects of bullying, Dealing with bullying – rights and responsibilities”

i.e., brief mention, emphasis is not highlighted in the syllabus



# Conclusion

The standard intervention stated in the policy in case of a bullying incident, is to provide psychosocial support via school counselor, however, in the absence of a counsellor the class teacher/ leading teacher/ life skills facilitator needs to intervene.

Analyzing the NCHPE, it was revealed that there is a brief mention of bullying without additional context.

The lack of information regarding bullying in the NCHPE calls for a need to re-evaluate the curriculum.

# References

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# Thank you