

An Intervention Model for School Bullying Based on the UNESCO's Report and Its Application*

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Abstract: UNESCO's "School Violence and Bullying: Global Status Report" provides a comprehensive worldwide overview of violence and bullying and recommends priority action. These suggestions can serve as a reference and guidance for campus bullying. It discusses establishing the corresponding intervention model of School bullying based on the report's content. Especially for the psychological mechanism construction of teachers and students in the model system, it reviews the basis and ways of improving and exerting the effectiveness of the intervention model from the perspective of a case study of school bullying. Bullying incidents within the model ecosystem and the influential groups involved are realized, and psychological analysis is emphasized as part of the model construction and operation mechanism. Thus, a new intervention Model of whole-school participation is constructed.

Keywords: School bullying; Intervention model; Psychological factors; Strategy

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1. Introduction

Bullying is not the same as regular play between students. It is intentional, repeated, and long-term aggressive behaviors carried out by groups or individuals to the victims who cannot easily resist and protect themselves. The most essential and core characteristic is bullying and controlling the victims with the power to satisfy their excessive and unreasonable demands (John et al. et al., 2018). UNESCO defined *bullying* in schools, including physical, psychological, and sexual violence, as a form of intentional and repeated aggressive behavior by a bully against the same victim (UNESCO, 2017). Further, UNESCO released the «School Violence and Bullying: Global Status Report» in 2017, which summarizes lessons learned from campus violence and bullying interventions across countries, pointed out that school bullying interventions should be prevented and responded to in a whole-school approach, and provided analysis and examples of six elements of such an approach, including strong leadership based on legislation, safe school environment, capacity development for teachers and students, effective collaboration, service and support of reporting mechanism, and data-based monitoring and evaluation. Based on the comprehensive approach to prevention and response recommended in this report, the following Model can be built to prevent and intervene in school bullying incidents (see the left of the Figure below).

The model provides specific and feasible codes of practice and operational guidance for preventing and intervening in violence and bullying on campus. For example, the "Guidance on Combating Bullying and Violence in Primary and Secondary School Students" was issued in mainland China that year, strengthening and improving the work with more positive results. Meta-analysis showed that more than half of the interventions were effective (Evans et al., 2014), and school-based bullying intervention programs reduced bullying by 20-23 percent and bullying by 17-20% on average (Ttofi & Farrington, 2011). Of course, studies have also shown

that half of the intervention projects have inconsistent results (Vreeman & Carroll, 2007). For now, the Chinese mainland security situation and the growth environment of minors are still not optimistic. It is also estimated that 246 million children in other countries and regions still experience other school bullying each year (Luo & Liu, 2016).

2. Case Analysis

Given the privacy and ethical issues associated with minors, here cites the case in the movie *Better Days* (少年的你), which was released in October 2019 in mainland China and focused on bullying on campus. It once again aroused the exposure and widespread concern of the whole society about the campus bullying incidents after the film was released. In this case, three students are related to this event worth exploring. First, Nian Chen (female) is a college entrance examination student. Xiaodie Hu (female), Chen's classmate, committed suicide to make Chen's life difficult. Because she knew what happened to Hu but chose to remain silent, she wanted to leave the town as soon as possible by studying hard to get into a good university. After Hu's death, however, Chen was bullied by a three-person group headed by Lai Wei (female), the second student. Although Wei appeared to be a well-behaved superior student, her mind was poisonous. Hu's death had something to do with her. Wei's family was in good shape, but under her parents' high expectations, she developed a distorted character of arrogance, prejudice, violence, fear, and pandering to flattery. Third, Xiang Li (male) was Chen's classmate, a typically good student. He knew Chen was being bullied and wanted to help her, but he was too timid to do anything about it. It showed the psychological complexity of bullies and being forced, the helpless state of bystanders in the actual campus life, and violence and bullying incidents from the three students. Surveys show that 30% of victims of violence do not inform others for fear of discrimination or reprisals, which greatly condones the victims and escalates violence.

The case involved groups that might be interested in a bullying situation. Including, A bully. Such as Wei in the case. They persecute the innocent, tend to have prejudices or stereotypes about specific types of people or things, have excessive self-esteem (saving face is a must), have high levels of narcissism (I am unique), and have intense self-centeredness (I am). Studies have found that children who suffer corporal punishment from their parents or witness violence between their parents are more likely to show aggressive behaviors (Ohene et al. et al., 2006). Students who lack commendable experiences in school, associate with violent peers, or fail to stop bullying they have witnessed are also more likely to become bullies in the future (Hemphill et al., 2014).

Victims of bullying. Such as Chen and Hu in the case. Vulnerable students often differ from their peers in some way (e.g., body shape, voice). The family environment also makes it easy to become a victims. For example, Chen suffered ridicule and even discrimination from her classmates because of her mother's negative image. The study concluded that victimized boys tend to be overly close to their parents or overprotective in family relationships, while girls suffer long-term emotional abuse. Even so, these factors should not be a reason to be bullied. The victim is always innocent.

Bullying witnesses. Such as Li in the case. There are three types of people. The Facilitators and Hecklers may not be the direct initiators of bullying, but they help the bullies perpetrate it and even directly participate in it. Sometimes, witnesses engage in indirect bullying, such as laughing at the bullying scene or showing support for the bully, encouraging the bullying to continue. The Outsiders are "spectators" who do not express any attitude at the bullying scene or may not know how to help the victim. In essence, silence connives bullying—moreover, the rebel will comfort the bullied classmate or even confront the bully directly.

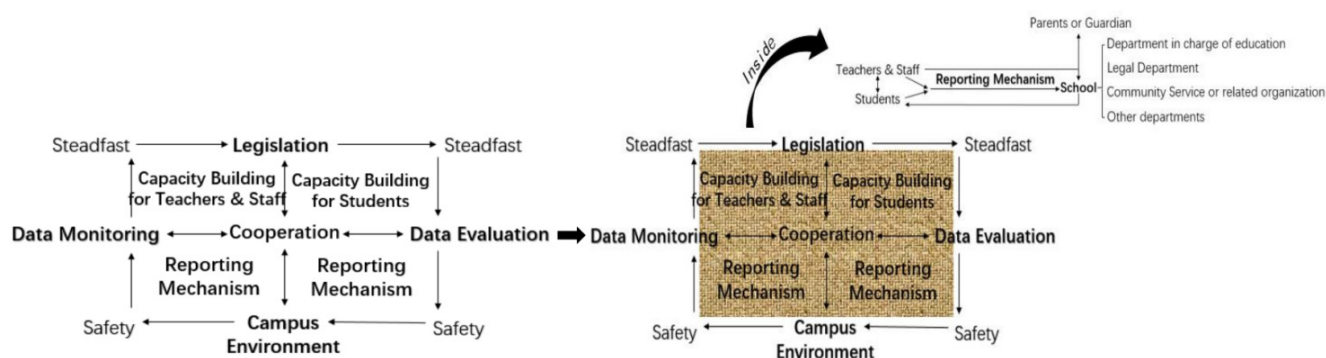
Whether the UNESCO-reported Model of campus bullying intervention can be effectively applied in practice, from the case study, the critical problem lies within the system (the inner heart of teachers and students). It is necessary to examine the causes of events from psychological mechanisms and then explore practical interventions. Because untrained teachers generally do not accurately detect bullying incidents and identify bullies and victims (Veenstra et al., 2014). Children and adolescents need to face their concerns when reporting such incidents. Once the teacher's lack of ability to intervene is detected, the bully will be fearless and further increase the aggressive behavior. The victims will continue to flinch, unwilling to tell the teacher or ask for help, and other bystanders will not be willing to help (Veenstra et al., 2014). In the meantime, teachers' punishments for bullies may need to be more effective. The latter and teachers often have serious conflicts; punishment only deepens hostility between the two sides and does not play an educational role. Instead, bullies use the example of teachers who impose punitive measures to reinforce assault and coercive behavior (Troop-Gordon, 2015).

3. Strategies for Effective Application of the Model

There is a need to step up the establishment of safe and reliable internal reporting mechanisms that take complete account of the age and gender characteristics of children and adolescents, as well as to make victims and witnesses willing to report promptly and to strengthen advocacy to ensure that all children and adolescents are aware of how to write safely and to establish support services

to provide safe and reliable counseling and other support to victims, bystanders, and victims. When bullying occurs, the help of an onlooker may be able to stop it in time. Even if the protection of others does not protect the victim from bullying, the rescued victim adapts relatively better than the isolated individual (Sainio et al., 2011). Suppose others encourage, coax, or even stand by the bully or do nothing. In that case, it will exacerbate the victim's traumatic experience and subsequent maladjustment, reinforce bullying, and encourage bullying in school. The result is that other individuals their peers reject and are socially anxious become further victims of bullying (Karna et al. et al., 2010).

Based on UNESCO's report, the Model of campus bullying interventions should essentially be crisscrossed and interactively effective within the system. It is similar to Renzulli's theory of Operation Houndstooth (2006). It is a fabric pattern, that 45-degree two-up-two-down weave and Renzulli used it as a metaphor for the interaction of various factors. The background represents the interaction between people and the environment and highlights the performance of teachers and students in personal, psychological, and environmental factors; the concept of intervention, which was primarily concerned with school management, is extended to cover a broader range of perspectives, both psychological and social, including schools, education management departments, legal departments, communities, professional services. Accordingly, the Model (see the right of the Figure below) should be revised.



4. Discussion and Conclusion

The characteristic of cognitive interweaving needs to adopt potential courses or external support. For instance, it is combined with existing student activities or campus service organizations to encourage students to give play to their thinking, action, and service spirit to solve the problem of bullying on campus. Further, students will learn and apply relevant prevention or rescue (mutual aid) methods through such practices, which can fully protect themselves and those around them and gradually internalize the cognitive interweaving traits (Renzulli et al., 2006). It is the critical strategy to activate the entire Model for practical application. The pattern system mentioned above includes integrating cognitive factors, cognitive interwoven traits, and gifted behavior, a systematic view.

Moreover, Renzulli's theory mainly supports the cultivation of creativity and initiative. It conforms to the actual needs of management and operation of a school-wide model and can also stimulate the creativity of various groups in the system. An adequate internal power to constantly improve the model mechanism ensures its application effect. These are the biggest inspirations of this paper and the feasibility of improving and constructing the Intervention Model based on the UNESCO report.

Finally, it is essential to emphasize that the internalization of shared cognitive attitudes, beliefs, values, and behaviors cannot be achieved through any of these interventions alone. Therefore, schools should adopt a combination of the above methods. Suppose the goal is for more students to be proactive, promote harmony, and resist and prevent bullying. In that case, schools need to provide more opportunities for them to achieve higher levels of participation and gradually recognize that they can be agents of change.

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