



28TH WORKSHOP ON AGGRESSION



Nottingham Trent
University

Psychology

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Welcome

On behalf of NTU Psychology, members of the Bullying and Aggressive Behaviour research group are delighted to welcome you to Nottingham for the 28th Workshop on Aggression.

The theme for this year's workshop is aggression and bullying across contexts and will be delighted to have had submissions that showcase the latest research and practice in the fields of:

- in person and online forms of aggression
- personal, contextual and situational factors associated with aggression
- prevention and intervention programmes of aggression

We ask that all delegates are mindful of Nottingham Trent University's freedom of speech policy: [Freedom of speech and academic freedom at NTU | Nottingham Trent University](#) . We will also be taking pictures during the Workshop to share on social media, please let us know if you do not want to be photographed.

We wish you a safe and enjoyable time in Nottingham and hope that you find this year's Workshop on Aggression inspiring.

Lucy Betts, Loren Abell, Thom Baguley, Sarah Buglass, and Oonagh Steer

Call for papers: Contribute to a thematic issue of the *International Journal of Developmental Science (IJDS)*

Participants from the 28th Workshop on Aggression are invited to submit a manuscript for publication to a thematic issue in the *International Journal of Developmental Science (IJDS)*.

The thematic issue of IJDS will focus on studies devoted to this year's main topics of the Workshop of Aggression as well as other aggression-related topics from interdisciplinary fields. The thematic issue will seek to showcase the latest research and practice in the fields of (a) in person and online forms of aggression, (b) personal, contextual, and situational factors associated with aggression, and (c) prevention and intervention programmes of aggression.

Key dates:

12th December 2024: Deadline to submit 'Letter of Intent'

20th December 2024: Invitation to prepare full manuscript

17th March 2025: Deadline to submit full manuscript

16th June 2025: Feedback according to reviews (first review)

31st July 2025: Revised manuscript submission due

12th September 2025: Second feedback (second review)

October 2025: Online publication of thematic issue

Submission process:

Authors interested in submitting to a manuscript for the thematic issue should submit a letter of intent (approx. one page) that includes details of the title, the author(s) names and affiliation, the email address of the corresponding author, and a 200-word abstract summarising the content of the manuscript. This should be emailed to bab.research@ntu.ac.uk

Authors invited to submit a full manuscript should use the Journal's Management Submission system [Editorial Manager®](#) and must adhere to the author guidelines (instructions to authors) provided by the IJDS [International Journal of Developmental Science: Sage Journals](#) (Please note: due to the recent transfer of the journal from IOS

Press to Sage, the Sage Online presence of the journal does not include all of the relevant information. Please also visit: [International Journal of Developmental Science | IOS Press](#))

When submitting to the IJDS, please state in the author's letter that you are submitting the manuscript for consideration for the thematic issue.

Thematic Issue Editors: Lucy Betts, Loren Abell, Thom Baguley, Sarah Buglass and Oonagh Steer (Guest Editors) and Herbert Scheithauer (Editor-in-Chief of IJDS).

Programme overview

Day 1: Thursday 21st November Hampton & Windsor Room

9:00-9:30	Registration	
9:30-9:45	Welcome	Daragh McDermott
9:45-10:45	<u>Keynote: Peer-aggression in early childhood</u>	Claire Monks
10:45-11:10	Refreshments	
11:10-12:30	<u>Individual papers: Emotional competencies, attribution and school experience</u> Chair: Sarah Buglass	
11:10-11:30	Papilio-6to9 – Fostering social-emotional competences and universal prevention of emotional and behavior problems in primary school children: Overview of program theory and measures and results of a pilot evaluation	Viola Lechner, Niklas Ortelbach, and Herbert Scheithauer
11:30-11:50	The role of young people's attributions for bullying and perceived social support in the relationship between bullying and poor mental health	Katelynn Wilson and Nathalie Noret
11:50-12:10	How do empathy and aggression relate longitudinally? Reciprocal relation of affective empathy, cognitive empathy, offline aggression and cyber aggression over four measurement points among adolescents	Jan Pfetsch, Rubén Oliveira-Araujo and Hana Macháčková
12:30-1:30	Lunch	
1:30 -2:50	<u>Symposium: Offline and online bullying: Overlap and school and teacher level factors</u>	Symposium organiser: Anke Görzig
	The overlap between school bullying and cyberbullying in Germany: Differences between 2018 and 2022	Saskia M. Fischer, Ludwig Bilz and HBSC Study Group Germany
	How teachers perceive and manage cyberbullying in the school environment	Peter J. R. Macaulay, Lucy R. Betts, James Stiller, and Blerina Kellezi

	The effectiveness of teachers' bullying intervention: A systematic review	Anja Schultze-Krumbholz, Sophia Ettel, and Jan Pfetsch
	The role of social inequality and identity at teacher and school level for teachers' responses to identity-based bullying	Anke Görzig, Lucy R. Betts, Rachel Maunder, Claire Monks, Leyla De Amicis and Samuel Bennett
2:50-3:10	Refreshments	
3:10 -4:30	<u>Symposium: Research and Reality: The Power of Engaged Scholarship</u>	Symposium organiser: Frida Warg
	Challenges and successes: Lessons from the FUSE Anti-Bullying Programme in Ireland	James O'Higgins Norman
	Providing knowledge to practitioners: Insights from an NGO	Frida Warg and Magnus Loftsson
	Being an engaged scholar: partnerships between research, practice and policy	Dorothy L. Espelage
4:30-5:30	<u>Posters</u>	
	From the inside out: co-designing school-based anti-bullying outreach communications – A prosocial technical systems framework	Roderick Sherlock
	'Awful, mentally draining and heartbreaking.' What is the impact on parent mental well-being of having a child bullied?	Karina Milligan and Nathalie Noret
	The role of school policy in supporting parents through experiences of bullying.	Karina Milligan and Nathalie Noret
	The impact of bullying on parents: A scoping review.	Sarah Wild and Nathalie Noret
	Bullying as a traumatic experience: A scoping review	Husna Hejazi and Nathalie Noret
	Exploring moral processing in cyberbullying	Albara Mishkes, Lucy Betts, Belinda Winder, and Oonagh Steer

	How do parents and teachers of adolescents construct their own and each other's responses to disclosures of problematic social media behaviours?	Katie Niven, Sarah Seymour-Smith, Sarah Buglass, and Eva Prikrylova
	Inconsistencies of within-country prevalence rates of (cyber)bullying and (cyber)victimization in large scale cross-national datasets: Which role do different bullying definitions play?	Shan Hu

Day 1: Thursday 21st November Talbot room

11:10-12:30	<u>Individual papers: Trajectories of aggression, psychopathy, and sexual consent</u> Chair: Oonagh Steer	
11:10-11:30	What do we know about psychopathy from the Cambridge Study in Delinquent Development?	Henriette Bergstrøm and David P. Farrington
11:30-11:50	Screening in schools for antisocial development	Gaye Tyler-Merrick
11:50-12:10	Researching sexual consent training at universities	Sarah Seymour-Smith, Pam Alldred, Thom Baguley, Laura Coffrey-Glover, Katrina Daoud, Clare Lushey, Sam Williams, Bailey Foster, and Gabriella Mutale
12:30-1:30	Lunch	
1:30-2:50	<u>Individual papers: School bullying</u> Chair: Gaye Tyler-Merrick	
1:30-1:50	'You get judged for everything... you can't act natural': Pupil's Perceptions of Surveillance in Sexual Bullying	Elizabeth Nasseem
1:50-2:10	Bullying as a traumatic experience: Evaluating the impact of a counselling intervention to support children who have been chronically bullied in school	Nathalie Noret
2:10-2:30	The prevalence of bullying in schools in England and the associations with school experience and pupil wellbeing	Susanne Robinson, Peter, K. Smith, Martha Evans, and Catherine Culbert
2:50-3:10	Refreshments	
	<u>Individual papers: Bystander and school interventions</u> Chair: Sarah Seymour-Smith	
3:10-3:30	FairNetzt: Stand up for each other instead of just watching – Promoting digital moral courage among adolescent bystanders	Felix Paschel and Jan Pfetsch
3:30-3:50	Bystander intervention in social aggression: Racial microaggressions, sexual harassment, cyberbullying, and bullying	Lyndsay Jenkins

3:50-4:10	What affects bystanders' responses towards cyberhate in social media news? An experimental study of hate against plus-size people	Marie Jaron Bedrosova, Nikol Kvardova, Hana Machackova, and Jörg Matthes
4:10-4:30	What works in hate speech intervention and prevention in schools? First results of a systematic review	Ludwig Bilz, Julia Kansok-Dusche, Saskia M. Fischer, and Peter Bartholomäus

Day 2: Friday 22nd November Hampton & Windsor Room

9:00-9:30	Registration	
9:30-9:45	Welcome	Duncan Guest
9:45-10:45	<u>Keynote: Risky business: A qualitative analysis of adolescent viewpoints on smartphone bans in schools</u>	James O'Higgins Norman
10:45-11:10	Refreshments	
11:10-12:30	<u>Symposium: Understanding and managing banter in educational settings</u>	Lucy Betts and Martha Evans
	Banter or bullying: Supporting teachers to navigate the line of acceptability	Jessica Alborough and Martha Evans
	Teachers' perceptions of managing banter	Lucy Betts, Oonagh Steer, Sarah Buglass, Loren Abell, Martha Evans, and Jessica Alborough
	Students' experiences of banter in higher education	Loren Abell, Sarah Buglass, Oonagh Steer, and Lucy Betts
12:30-1:30	Lunch	
1:30-2:50	<u>Individual papers: Addressing bullying, violence and aggression</u> Chair: Gaye Tyler-Merrick	
1:30-1:50	Associations between parents' historical experience of bullying and advice given to their child about involvement in bullying	Anastasiia Petrova, Christina Salmivalli, and Claire Garandeau
1:50-2:10	Research-based Anti-Bullying Initiatives: A policy-level perspective from the Nordic countries	Lisen Bergquist
2:10-2:30	Examining the relationship between peer victimisation and sexual offending	Laura Jacobs, Belinda Winder, Lucy Betts, and Rosie Kitson-Boyce
2:50-3:10	Refreshments	
3:10-4:30	<u>Individual papers: Teachers' responses to aggressive behaviour and bullying</u> Chair: Sarah Buglass	
3:10-3:30	What matters for a teachers' response to hate speech in school? Associations between teachers' social dominance orientation and	Julia Kansok-Dusche, Alexander Wettstein, Sebastian Wachs, and Ludwig Bilz

	empathy with their hate speech interventions in school	
3:30-3:50	Teachers' heart rate variability and behavioral reactions in aggressive interactions. Teachers can downregulate their physiological arousal, and progesterone favors social-integrative teacher responses	Ida Schneider, Alexander Wettstein Sonja Krähling, Gabriel Jenni, Fabienne Kuehne, Martin grosse Holtforth, and Roberto La Marca
3:50-4:10	Teachers' responses to bullying: A person-centered approach	Fleur van Gils, Karlien Demol, Karine Verschueren, Isabel ten Bokkel, and Hilde Colpin
4:10-4:30	Diagnostic interactions of teachers related to cyberbullying	Katrin Lietz, Anja Schultze-Krumbholz, and Friederike Schier
4:30-4:40	Close	

Day 2: Friday 22nd November Talbot room

11:10-12:30	<u>Individual papers: Classroom climate and teachers' influences</u> Chair Thom Baguley	
11:10-11:30	Negative Student-Teacher Relationships and Class Climate as Predictors of Traditional and Cyber Bullying Perpetration: A One-Year Longitudinal Study	Björn Sjögren and Robert Thornberg
11:30-11:50	Microaggressions, gender differentiating, and normative responses: A qualitative study on how students experience teachers' school climate work	Camilla Forsberg, Robert Thornberg, and Eva Hammar Chiriac
11:50-12:10	The Impact of Trust in Teachers on Student Responses to School Bullying in the Classroom	Tomas Jungert, Sophie Berjot, Jun Sung Hong, and Robert Thornberg
12:10-12:30	Parent-teacher collaborations in preventing and tackling traditional bullying and cyberbullying: A systematic review	Peter J. R. Macaulay, Dziuginta Baraldsnes, Hannah Brett, Antonia Paljakka, and Saskia M. Fischer
12:30-1:30	Lunch	
1:30-2:50	<u>Individual papers: Defining online aggression and trolling</u> Chair: Sarah Seymour Smith	
1:30-1:50	Exploring the perceptions of cyberbullying and cyber aggression in young people	Emily Smith, Roshan Rai, Mark Scase, and Amanda Wilson
1:50-2:10	Definitions of cyberbullying; the necessity for a common understanding.	Emily Sinclair
2:10-2:30	Emojis to 'soften' online banter: University students' perspectives	Agii Badrakh, Sarah Buglass, Lucy Betts, and Loren Abell

Keynote speakers

Peer-aggression in early childhood

Professor Claire P. Monks, Deputy Director of the Institute for Lifecourse Development, University of Greenwich, UK

Risky business: A qualitative analysis of adolescent viewpoints on smartphone bans in schools

Prof. James O'Higgins Norman, UNESCO Chair on Bullying & Cyberbullying, Dublin City University, Ireland

Smartphones play an increasingly prevalent role in our daily lives, and no less so than among adolescents. The increase in smartphone use has been matched by increased concerns among parents, schools, and policy makers about the likelihood of a negative impact on the education and development of children and adolescents, particularly in relation to bullying and cyberbullying. An increasing number of schools are considering the introduction of smartphone bans, however, there is little evidence that indicates whether the use of smartphone bans have a positive and/or negative impact for students. Furthermore, the voice of children and adolescents has been notably absent from the debate on this issue. This paper will present findings from a qualitative exploration on smartphone use among adolescents in Ireland, and their related experiences with schools restrictions. The findings from this study show a diversity of approach to smartphone bans with varying degrees of implementation by school staff. Participants felt they had not been consulted by schools in relation to the smartphone bans nor did they have an opportunity to have their opinions heard on this issue. Further, there were mixed opinions from participants on how effective the smartphone ban is. The findings have implications for the development of smartphone policies at a school level and national level, as well as highlighting the importance of consulting young people on an issue that directly impacts them.

Oral presentation abstracts

Emotional competencies, attribution and school experience

Papilio-6to9 – Fostering social-emotional competences and universal prevention of emotional and behavior problems in primary school children: Overview of program theory and measures and results of a pilot evaluation

Viola Lechner, Niklas Ortelbach, and Herbert Scheithauer

Freie Universität Berlin, Germany

Schools are an important socialization environment. Accordingly, primary schools have been identified as key settings where any deficiencies in social-emotional, problem-solving skills, or behavioral/emotional problems may be addressed. Children face increased demands for interpersonal as well as learning-related social skills, especially by the vulnerable stage of school entry, due to the more structured setting, new academic requirements, and the fact that children are supposed to interact successfully within a larger and heterogeneous peer group. The developmentally appropriate, school-based prevention program Papilio-6to9 for students aged six to nine, conducted by trained teachers, aims at facilitating the transition from preschool to primary school, improving social-emotional competences and preventing behavior and emotional problems. Program development followed the Intervention Mapping Approach (IMA) in order to provide a theoretical framework, transparency of a theoretical and empirical appropriate program development, implementation, and evaluation plan. Aim of the pilot study was to investigate whether participating in the program would lead to significant changes in social-emotional competences, behavior and emotional problems, executive functions, and teacher-student relationship. Program efficacy was evaluated in a field-based setting by teacher reports using a randomized controlled trial design with an intervention and waiting control group.

The role of young people's attributions for bullying and perceived social support in the relationship between bullying and poor mental health

Katelynn Wilson and Nathalie Noret

University of York, UK

Bullying is a common and damaging experience for adolescents that results in poor mental health (Moore et al., 2017). A recent systematic review identified that attributions for bullying (i.e. victimisation based on appearance) was associated with poor mental health in adolescence (Wilson & Noret, In prep). However, explanations for this relationship are limited. Therefore, the aim of this study is to examine factors that

play a role in the relationship between bullying and poor mental health, particularly the role of attributions for bullying (e.g. why an individual thinks they were bullied, e.g., due to their appearance, or their ethnicity), and social support. Secondary school students (N = 3,517) from one area in Yorkshire completed a questionnaire containing questions relating to bullying, attributions for bullying, perceived social support and current mental health. The data will be analysed to examine the mediating role of attributions for bullying, and the moderating role of perceived social support in the relationship between bullying and poor mental health. The findings of this study will be discussed in the context of research on the mental health impacts of being bullied.

How do empathy and aggression relate longitudinally? Reciprocal relation of affective empathy, cognitive empathy, offline aggression and cyber aggression over four measurement points among adolescents

Jan Pfetsch, Rubén Oliveira-Araujo and Hana Macháčková

Masaryk University, Czech Republic

Does empathy protect adolescents from behaving aggressively offline or online? Or does aggressive behavior lead to a decline in empathy? Former research found negative relations between empathy and aggression, with smaller effect sizes for cyber compared to offline aggression. Nevertheless, prior research is dominantly cross-sectional, longitudinal studies are sparse and seldomly focus on reciprocal effects.

In a 4-wave longitudinal study over two years, Czech 11-16-year-olds reported on affective and cognitive empathy, offline aggression and cyber aggression via online questionnaires. The sample, representative for Czech households with children, consisted of 3,087 adolescents in the first wave (n=1,060 in the last wave) and it was collected by a professional agency.

In our study, we use random intercept crossed-lagged-panel models to distinguish within and between person effects. Concerning within person effects, hypotheses include the negative influence of empathy on aggression over time (protective effect) and negative influence of aggression on empathy over time (desensitization effect). Concerning between person effects, we explore age and gender differences, as both, empathy and aggression typically differ depending on these variables. Analyses are currently underway. Results will be presented at the conference and discussed in light of current research, special characteristics of the analytical approach, and practical implications.

Trajectories of aggression, psychopathy, and sexual consent

What do we know about psychopathy from the Cambridge Study in Delinquent Development?

Henriette Bergstrøm¹ and David P. Farrington²

¹*University of Derby, UK;* ²*University of Cambridge, UK*

The Cambridge Study in Delinquent Development (CSDD) is a prospective longitudinal study that has studied 411 males (Generation 2; “G2”) from childhood to old age using a wide range of data collection methods. In addition to information about the original G2 males, the study includes information on the G2’s parents (Generation 1; “G1”) and their biological offspring (Generation 3; “G3”). The CSDD has been unparalleled in informing generations of scholars on the development of criminal behaviour across the life-course. Psychopathy is arguably central to this body of knowledge, and the CSDD is one of the few longitudinal studies that have been able to investigate psychopathy from a developmental and life-course (DLC) perspective. The current paper is a review of the knowledge on psychopathy that has been gleaned from the CSDD, and will focus specifically on the development, correlates, and outcomes of psychopathy. Suggestions for future research on psychopathy from a DLC criminological perspective will be discussed as well as implications for interventions.

Screening in schools for antisocial development

Gaye Tyler-Merrick

Nottingham Trent University, UK

Teachers report there is an increased number of students engaging in persistent antisocial behaviour in their classrooms. Teachers need to identify these students early because if there is early identification there is the potential for early intervention, which in turn may prevent negative long-term outcomes as well as long-term costs to society.

The aim of this presentation is to show how the development of a psychometrically sound, cost effective, three-step multiple gating behaviour screening procedure that teachers could use in their setting to identify those students at-risk of antisocial development was effective.

The results of 34 teachers from three kindergartens and 10 primary schools indicated the three-gate screening procedure was easily adapted for kindergarten and primary classroom use with accuracy. All three gates were effective in identifying those students at-risk of antisocial development but Gates 1 and 2 were the most effective in terms of accuracy, time and resourcing. The teachers found the three-gate procedure manageable, required very little training and did not interrupt classroom routine or

schedules. The implications and replication of this study to the English context will be discussed.

Researching Sexual Consent Training at Universities

Sarah Seymour-Smith, Pam Alldred, Thom Baguley, Laura Coffrey-Glover, Katrina Daoud, Clare Lushey, Sam Williams, Bailey Foster, and Gabriella Mutale

Nottingham Trent University, UK

University students are over three times more likely than the wider population to experience sexual assault (Office for National Statistics, 2023). As a consequence, UK universities have begun to address this issue through a range of initiatives designed to reduce sexual violence in the student population. The current talk will briefly overview six interrelated studies which evaluate a sexual consent training programme which was designed to educate students about consent and signpost them to relevant support. Study 1 assessed student levels of consent understanding pre and post the programme; study 2 mapped whether or not more sexual violence incidents were reported over the last academic year; study 3 interviewed programme facilitators about their reflections on the programme; study 4 interviewed student attendees about their views of the programme; study 5 interviewed key stakeholders about the ; and study 6 was a discursive analysis of the context that includes national/local media/ and internal messaging. The talk highlights key findings from the facilitator study (17 participants) and will include a focus on any student resistance and power aspects of the programme from their perspective using thematic analysis.

School bullying

‘You get judged for everything... you can’t act natural’: Pupil’s Perceptions of Surveillance in Sexual Bullying

Elizabeth Nassem

University of Bradford, UK

A report by Ofsted (2021), who inspect schools in England for the government, indicates that sexual bullying is commonplace and highlights the importance of how schools listen to pupils. The aim of this presentation is to examine pupils’ observations of sexual bullying and experiences of surveillance. Data is drawn from four in-depth focus groups with pupils in years nine and ten. A Foucauldian perspective provides a nuanced understanding of how sexual bullying can be experienced through observation whereas traditional approaches tend to focus primarily on direct experiences. Sexual bullying was enmeshed within pupils’ everyday experiences of school such as unwanted touching, sexual comments about physical appearances and sexist name calling. Pupils felt ‘judged’, particularly on their appearances, especially girls. Girls found it difficult to challenge sexually inappropriate interactions. Boys suggested their voice and agency was restricted; and their interactions can be misinterpreted. Through surveillance, power operated over pupils and seeped through their entire bodies. Sometimes pupils exercised resistance, but they risked being targeted and did not feel empowered. Further research is needed into how surveillance in sexual bullying is associated with pupil voice.

Bullying as a Traumatic Experience: Evaluating the impact of a counselling intervention to support children who have been chronically bullied in school

Nathalie Noret

University of York, UK

Approximately 25% of children are chronically bullied and, as such, experience bullying frequently in school. Such experiences can be defined as traumatic, leading to the development of poor mental health, including symptoms of trauma. Trauma-informed practices have developed greatly in recent years, however, there has been little focus on how such practices support those being chronically bullied. Therefore, the aim of this study was to evaluate the use of a trauma-informed therapeutic intervention commissioned by the UK charity Kidscape to support young people experiencing chronic bullying. Participants included 20 families who were offered the therapeutic intervention after contacting the Kidscape parenting line. Parents were asked to

complete a survey before, immediately after completion of the therapy, and finally, three months after. The questionnaire included questions on experiences of bullying, a copy of the Child and Adolescent Trauma Screen questionnaire, and at time points 2 and 3 questions regarding the impact of the therapy. The data were analysed for changes in trauma symptoms following completion of the therapy, alongside parent reports of the impact of the therapy on young people. The findings will be discussed in the context of how best to support young people being chronically bullied in school.

The prevalence of bullying in schools in England and the associations with school experience and pupil wellbeing

Susanne Robinson, Peter, K. Smith, Martha Evans, and Catherine Culbert

Goldsmiths, University of London, UK; The Anti-Bullying Alliance, UK

Introduction: The Anti-Bullying Alliance (ABA) developed the United Against Bullying (UAB) Programme, a whole school approach to bullying, data was collected each academic year from November 2021 to March 2024. The programme's particular focus is on those children who are most vulnerable and more likely to be victims of bullying behaviour. This includes pupils in receipt of free school meals (FSM), and disabled pupils and those with special educational needs (SEN/D).

Method: Data for the first phase was gathered between November 2021 and February 2022 from participating schools across England. The data presented here was collected from 29,308 pupils aged between four/five to 18 years of age who attended 208 schools. Pupils completed self-report Pupil Questionnaire, asking questions about School Experience, Pupil Relationships in relation to bullying experiences and Pupil Wellbeing.

Results: Almost one in four pupils (24%) reported being frequently bullied in the last few weeks. This was higher for SEN/D pupils (31%) and FSM pupils (30%). School Experience, pupils who bullied others reported lower mean score (1.67) than pupils who never bullied others (2.04). Pupil Wellbeing means were lowest for pupils who frequently bullied (1.59) compared to those who never bullied (2.19).

Bystander and school interventions

FairNetzt: Stand up for each other instead of just watching – Promoting digital moral courage among adolescent bystanders

Felix Paschel and Jan Pfetsch

Technische Universität Berlin, Germany

This contribution presents the conceptual development and pilot testing of a comprehensive educational programme from Germany aimed at promoting digital moral courage among students. The programme FairNetzt (Fairly connected) builds on theoretical frameworks and empirical research on online interaction risks, bystander behaviour and effective prevention strategies. The bystander intervention model by Latané and Darley includes five steps for the decision for bystander interventions and possible barriers thereof. The nine sequentially structured modules of FairNetzt are aligned to these steps and progressively increase students' understanding and skills for bystander intervention in instances of cyberbullying, online hate speech and non-consensual sexting. Bystanders are empowered to intervene constructively for a safer digital environment and mitigate potential harm to those involved. Designed for implementation by educational professionals, the programme includes a detailed manual and supplementary materials such as worksheets and slides, and was pilot tested in several workshops with students from grades 6 to 10. An evaluation study is planned to assess its effectiveness. The programme empowers bystanders as they have a high potential to reduce victimisation through dynamic online interaction risks. The process of developing and practical experiences with the programme will be discussed in the light of prevention of antisocial online behaviour.

Bystander Intervention in Social Aggression: Racial Microaggressions, Sexual Harassment, Cyberbullying, and Bullying

Lyndsay Jenkins

Florida State University, USA

The goal of this presentation is to demonstrate how the bystander intervention model can be used to help understand bystander intervention in socially aggressive acts like racial microaggressions, cyberbullying, and bullying. Each has been linked to social, emotional, and academic challenges for children, adolescents, and young adults; therefore, it is essential to mobilize witnesses to help prevent and intervene these aggressive acts. Latané and Darley developed a five-step bystander intervention model that leads to intervention in emergencies: (1) notice the event, (2) interpret the event as

an emergency requiring help, (3) accept responsibility for intervening, (4) know how to intervene or help, and (5) implement intervention decision. This model served as a unifying lens from which bystander intervention in social aggression was examined in several studies. The presentation will demonstrate how a unifying theory can be applied to understand bystander intervention, an array of aggressive acts among youth and adults from diverse racial and ethnic backgrounds. In addition, an evidence-based training (Norms And Bystander Intervention Training, NABIT) for teaching adolescents to intervene in social aggression will be described. The training is associated with increased confidence in intervening, accepting responsibility, knowing what to do, and acting to intervene.

What affects bystanders' responses towards cyberhate in social media news? An experimental study of hate against plus-size people

Marie Jaron Bedrosova¹, Nikol Kvardova¹, Hana Machackova¹, and Jörg Matthes²

¹Masaryk University, Czech Republic; ²University of Vienna, Austria

Cyberhate, online aggression motivated by intergroup bias, targets people because of their group characteristics. Cyberhate is often present in social media news and discussions, where the crucial role is of bystanders whose appraisals and reactions can influence the whole incident: proliferating the hate, engaging in counter-speech or defending victims. An understanding of the factors that influence these reactions is highly warranted, especially in the case of weight-related hate, which is largely missing in cyberhate research. This study uses a 2×2×2 between-subject experimental design to examine bystanders of such cyberhate in social media news. It manipulates personalisation in media portrayals, valence of user comments, and platform features (presence of AI tools). The focus is on bystanders' intergroup attitudes, cognitive and affective appraisals of cyberhate, and behavioural intentions. The study is part of an ongoing project awarded by MSCA's seal of excellence. Data will be collected in summer 2024 from an online sample of 1,000 Czech youth (aged 16-25). The findings will contribute to the current bystander research by shedding light on processes affecting responses to weight-related cyberhate and their interplay. We will discuss how the findings can inform policymakers or educators addressing intolerance, and journalists reporting on group characteristics.

What works in hate speech intervention and prevention in schools? First results of a systematic review

Ludwig Bilz¹, Julia Kansok-Dusche¹, Saskia M. Fischer^{1,2}, and Peter Bartholomäus¹

¹Brandenburg University of Technology Cottbus-Senftenberg, Germany; ²RheinMain University of Applied Sciences, Germany

Hate speech is a global social problem with a multitude of negative consequences. Derogatory expressions against certain groups of people are not a new phenomenon. However, hate speech has become much more widespread in recent years. After the Internet, the school is a place where hate speech occurs and where children and young people perpetrate, witness, and become victims of hate speech (Castellanos et al., 2023; Kansok-Dusche et al., 2023). Schools represent a suitable location to address hate speech incidents and to prevent future hate speech. To date, there is limited evidence on the availability, quality, and effectiveness of school-based anti-hate speech programs.

The objective of this systematic review is to compile a catalogue of available anti-hate speech programs, that are particularly aimed at children and youth and that can be used to deal with hate speech in schools. Furthermore, their quality and utility are to be evaluated on a criteria-driven basis by two independent reviewers.

The presentation will provide an overview of the 28 programmes identified and the initial results regarding their quality. Recommendations are given for the implementation of these programmes in schools and for their further improvement.

Classroom climate and teachers' influences

Negative student-teacher relationships and class climate as predictors of traditional and cyber bullying perpetration: A one-year longitudinal study

Björn Sjögren and Robert Thornberg

Linköping University, Sweden

Understanding the predictors of bullying behaviors at different levels within the school environment is crucial for developing effective interventions. This study aimed to examine whether negative student-teacher relationships and a positive class climate in fifth grade predict traditional and cyber bullying in sixth grade. Participants were 1,307 Swedish elementary school students (MageT1 = 11.5, MageT2 = 12.6) from 102 classrooms in 67 schools who answered a web-based self-report questionnaire in fifth and sixth grade. Logistic random intercept models showed that negative student-teacher relationships in fifth grade predicted traditional and cyber bullying perpetration in sixth grade, and that a more positive class climate in fifth grade predicted less traditional and cyber bullying perpetration in sixth grade, while controlling for students' gender, immigrant background and their fifth grade levels of bullying perpetration. Whereas negative student-teacher relationship had the strongest effect on traditional bullying perpetration, class climate was more strongly associated with cyber bullying perpetration. Altogether, our findings suggest that addressing negative student-teacher relationships and a positive class climate can be significant factors in preventing bullying behaviors. These insights highlight the importance of targeted interventions at the school class and teacher-student relationship level to mitigate both traditional and cyber bullying among students.

Microaggressions, gender differentiating, and normative responses: A qualitative study on how students experience teachers' school climate work

Camilla Forsberg, Robert Thornberg, and Eva Hammar Chiriac

Linköping University, Sweden

Characteristics of school climate are crucial as they can affect students' academic achievement, well-being, and interpersonal relationships, including peer aggression, at school. Teachers play a significant part of promoting a supportive school climate based on care, fairness, support, and responsiveness. However, there have been limited qualitative research on how students themselves experience and reflect upon their school climate. In this qualitative study, we explored students' perspectives on student-teacher interactions, school climate, gender, and teacher microaggression. Fifty-nine

focus group interviews were conducted with students from two schools in grades 1–9 (i.e., ages 7–15 years) in Sweden and analyzed with constructivist grounded theory. The findings revealed how students experienced a gendered normative teacher practice in everyday student-teacher interactions and in teachers' associated school climate work. This included using microaggressions when commenting on students' relationships, acting normative when intervening in gendered disputes among students, and unfair gender differentiating practice in their classroom management work. The qualitative findings describe, from students' point of view, how taken-for-granted gendered norms may influence teachers to engage in microaggression that constraints gender identities and enforces inequality and further microaggression that, in turn, might fuel a less supportive school climate.

The impact of trust in teachers on student responses to school bullying in the classroom

Tomas Jungert¹, Sophie Berjot, Jun Sung Hong³, and Robert Thornberg⁴

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Given the negative consequences of bullying, it is important to identify teacher approaches and to what degree students trust that their teachers can manage the class. Thus, this experimental study examined whether students' trust in their teacher's ability to manage the class would be positively associated with defending victims and negatively associated with pro-bullying and passive bystanding. 202 ninth-grade students from four lower secondary schools in Sweden participated in their classrooms. Participants were randomized to one of five vignettes describing diverse types of bullying and completed a questionnaire while imagining that they witnessed what happened in the vignette. Regarding the defender role, students with higher trust in their teachers were more inclined to defend victims of bullying, even if there was no main effect for condition. The findings did not indicate that girls are more inclined than boys to defend victims. For the passive role, students reported more passive bystanding witnessing some types of bullying compared to other types of bullying, and there was an interaction effect between type of bullying and trust in the teacher. The study adds valuable insights into the complex dynamics of student reactions to bullying and highlights the importance of students' trust in the teacher.

Parent-teacher collaborations in preventing and tackling traditional bullying and cyberbullying: A systematic review

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The importance of the teacher's actions in addressing bullying has been highlighted, and the need to include teachers in anti-bullying measures is emphasised in meta-analyses (Gaffney et al., 2021; Van Versveld et al., 2019). However, parents have also expressed difficulties working with schools on anti-bullying matters, despite a desire to do so (Hale et al., 2017). The aim of the systematic review is to identify research findings that provide information on the effectiveness and nature of home-school co-operation in bullying and cyberbullying prevention and intervention. Searches were conducted on eight databases using a comprehensive search strategy. Searches were conducted in English, Danish, German, Lithuanian, Norwegian, and Swedish. The Mixed Methods Appraisal Tool (Hong et al., 2018) was used to assess the quality, and inter-rater reliability checks were conducted. 282 studies were identified after duplicates were removed, and 26 studies were included in the final review following screening and eligibility. Data extraction has been completed across all studies by two coders. Findings suggest successful parent-teacher collaboration efforts focus on communication between the school and home, and parent-teacher workshops. The review also highlights different levels of collaboration (e.g., low; teachers providing information to parents, vs high; teachers and parents working together).

Addressing bullying, violence and aggression

Associations between parents' historical experience of bullying and advice given to their child about involvement in bullying

Anastasiia Petrova, Christina Salmivalli, and Claire Garandeau

University of Turku, Finland

Parents play a pivotal role in children's bullying involvement. One way parents can engage with their children regarding bullying is by advising them on how to address it. However, the factors guiding this advice remain largely unexplored, particularly among fathers. This study aims to examine what kind of advice parents give their children regarding their involvement in bullying and whether this advice varies according to parents' role in the family and previous bullying experience. We used data from the CHALLENGE project (N=2,162), which targeted parents of children attending Finnish primary schools. Parents were asked how likely they were to suggest ignoring, help-seeking and retaliation strategies for victims and empathy and confrontation for bullying perpetrators. Parents also answered questions about their historical school bullying experiences. Regarding advice for victimized children, fathers tend to suggest more ignoring and less help-seeking behaviours than mothers. When it comes to advice for children who bully, fathers tend to be less empathetic and confrontational than mothers. Furthermore, parents who were bullying perpetrators during their school tend to suggest more ignoring and less help-seeking behaviours. Additionally, fathers who were victimized in school tend to advise confronting behaviours less than mothers who were victimized in school, and the opposite effect is observed in the case of parent who were not victimized. This research highlights the crucial need to consider parental perspectives and historical bullying experiences when examining parental influence on school bullying.

Research-Based Anti-Bullying Initiatives: A Policy-Level Perspective from the Nordic Countries

Lisen Bergquist

The Foundation Friends

This presentation provides a comprehensive overview of how Nordic countries have implemented research-based anti-bullying initiatives at the policy level during the past decades.

The Nordic region, renowned for its progressive social policies, offers valuable insights into systemic approaches to bullying prevention. This presentation aims to explore the

policy frameworks, implementation strategies, and outcomes of research-based, national initiatives, highlighting best practices and lessons learned.

The study employed a qualitative approach, utilizing policy data and reports as well as interviews and workshops with policymakers, educators and researchers. The concludes success factors as being multi-level collaboration, comprehensive training programs for educators, continuous monitoring, and robust support systems for students.

The Nordic examples underscores the importance of integrating research findings into policy and practice. By adopting similar evidence-based frameworks, other regions can enhance their anti-bullying efforts, fostering safer and more inclusive educational and online environment.

Examining the relationship between peer victimisation and sexual offending

Laura Jacobs, Belinda Winder, Lucy Betts, and Rosie Kitson-Boyce

Nottingham Trent University, UK

Background: This research explores the relationship between peer victimisation and pathways to sexual offending. Previous studies have made clear connections between peer victimisation and future contact with criminal justice services (Farrington et al; 2011; Falb et al, 2011) in relation to general aggression and offending, but not specifically sexual aggression and offending. The aims examine the association between childhood peer victimisation and later sexual offending. It considers the impact of peer victimisation, risk factors for later sexual offending, how individuals have responded to the trauma of peer victimisation, and in turn how this influences decisions to sexually offend.

Method: This qualitative research adopted a flexible semi-structured interview, using Interpretative Phenomenology Analysis (IPA). Previous studies (Sourander et al, 2011) found the strongest association between peer victimisation and offending behaviour was reported by teachers, therefore both those who have experienced peer victimisation and went on to sexually offend (n=10), and those who have worked with people who have experienced peer victimisation and went on to sexually offend (n=11) were included to capture wider perspectives.

Results & Conclusion: The analysis is ongoing; discussions include findings in relation to current literature, implications for future practice, limitations, and highlights future research needs.

Defining online aggression and trolling

Exploring the perceptions of cyberbullying and cyber aggression in young people

Emily Smith, Roshan Rai, Mark Scase, and Amanda Wilson

De Montfort University, UK

Background: Cyberbullying and cyber aggression are conceptually confused terms within the academic literature, which consequently leads to measurement and reporting inconsistencies. It was necessary to use qualitative methods to gain an understanding of how those who are most active online perceive these concepts.

Aim: To understand how young people perceive the concepts of cyberbullying and cyber aggression.

Methods: Three focus groups were conducted with 23 emerging adults (aged 18-25) and a further 3 focus groups with adolescents (aged 14-15). Thematic analysis was used to identify common themes.

Results: For adolescents the themes demonstrated issues with unhelpful and unrelatable education for online behaviours; dealing with cyberbullying and cyber aggression within a school environment; the crossover from cyber aggression to cyberbullying; and social media as a tool for perpetrators.

For the emerging adults, the analysis suggested there was no straight-line answer to defining cyberbullying; a blurry line surrounding offense and cyber aggression; aggression being part of the social media experience; and no support for online aggressive behaviours due to their age.

Conclusions: The results suggest that cyber aggression and cyberbullying are conceptually different. Participants reported that better education and support for online aggressive behaviours is needed in both secondary schools and universities.

Definitions of cyberbullying; the necessity for a common understanding

Emily Sinclair

Nottingham Trent University, UK

Background: To begin my research, I began by reading literature defining cyberbullying. It became increasingly apparent that defining cyberbullying proves significantly problematic. The term cyberbullying first appeared in academic literature in 2003, and since then there have been significant advancements in technology. This evolution has made some of the original definitions redundant.

Aim: Due to the significant implications of inconsistencies in definitions of cyberbullying, the overarching aim of this research is to highlight the necessity of a common definition.

Methods: I have completed a systematic review of existing literature concerning over two hundred definitions of cyberbullying. This involved considering these definitions by looking for commonalities across definitions. Likewise, differences in findings such as prevalence rates were also considered.

Results: Having completed this analysis of definitions the outcome was significant disparities of the definition of cyberbullying. The impact of different definitions is not to be underestimated as there are considerable implications this has. In the context of research, outcomes such as cyberbullying vary considerably. Moreover, another significant implication this has in terms of legislation, educational programs and school policies.

Conclusion: The recommendation I have following this research is to have an inclusive and fluid definition to withstand the ongoing evolution of technology.

Emojis to ‘soften’ online banter: University students’ perspectives

Agii Badrakh, Sarah Buglass, Lucy Betts, and Loren Abell

Nottingham Trent University, UK

The heightened ambiguity in text-based banter due to the absence of non-verbal cues can lead to misinterpretations and escalations. This research explored university students' perspectives of online banter, focusing on the use of graphical cues such as emojis, GIFs, and stickers. The aim was to explore commonly used graphical cues among the age group during/as banter, along with the interpretation of meanings, and general perceptions on the role graphical cues play in online banter. Five focus groups with university students aged 18-25 (N =32) were conducted, followed by a mixed-methods anonymous survey (N = 168) for comprehensive insights. Using Reflexive Thematic Analysis, the qualitative data suggest that participants perceive emojis as facilitators in conveying lighthearted intentions during banter. However, choosing which emojis to use and when to use them requires social understanding, highlighting relational and generational distance. Also, this study found nuanced differences in the use and interpretation of graphical cues within this age group compared to existing literature, particularly in the presence of hidden or double meanings attached to emojis, and avoidance of certain graphical cues, such as GIFs, that are considered ‘old-fashioned’. The research and practical implications will be discussed.

Teachers' responses to aggressive behaviour and bullying

What matters for a teachers' response to hate speech in school? Associations between teachers' social dominance orientation and empathy with their hate speech interventions in school J

Julia Kansok-Dusche¹, Alexander Wettstein², Sebastian Wachs^{3,4}, and Ludwig Bilz¹

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Hate speech is a global issue that requires an educational response. Based on a teacher-competency model (Baumert & Kunter, 2006), this presentation aims to investigate the association between teachers' beliefs (social dominance orientation, SDO) and their motivational orientations (empathy) regarding their hate speech interventions (HI) in school.

We expect (H1) that teachers with lower SDO or higher empathy will more frequently use all kinds of HIs (e.g., working with directly involved students, teaching-oriented strategies, and collaboration). Longitudinal studies revealed that SDO is negatively linked with empathy over time (Sidanius et al., 2013). Thus, we additionally expect (H2) that empathy mediates the associations between SDO and the HIs.

The sample consists of 471 secondary school teachers from 38 schools in Germany (n = 251) and Switzerland (n = 220) (Mage = 42.8 years, 57.7% female; 21.0% with migration status). Teachers voluntarily and anonymously answered a questionnaire (12/2020 - 04/2021). Two-level fixed-effect regressions (teachers nested in schools) will be conducted separately for three intervention dimensions (Bilz et al., accepted).

The results will be presented at the conference. Despite limitations (e.g., self-assessments, cross-sectional data), this study can inform researchers and practitioners on the relevance of teachers' competencies for handling hate speech in school.

Teachers' heart rate variability and behavioral reactions in aggressive interactions. Teachers can downregulate their physiological arousal, and progesterone favors social-integrative teacher responses

Ida Schneider¹, Alexander Wettstein¹, Sonja Krähling¹, Gabriel Jenni¹, Fabienne Kuehne¹, Martin grosse Holtforth^{2,3}, and Roberto La Marca^{1,4,5}

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Aggressive student behavior is considered one of the main risk factors for teacher stress. The present study investigated teachers' physiological and behavioral reactions when facing aggressive student behavior and examined which resources favor adaptive teacher reactions.

The sample included 42 teachers. We assessed (a) teacher self-reports (i.e., resources, risk factors, and vital exhaustion) (b) classroom observations, (c) ambulatory assessment of teachers' heart rate and heart rate variability, and (d) teachers' progesterone concentration in the hair. The present study focused on a subsample of ten potentially very stressful classes with a high density of aggressive behavior with ten teachers (9 females, Mage = 34.70, SD = 11.32). High levels of work satisfaction, hair progesterone, and a low level of work overload fostered social-integrative teacher responses. Moreover, in 75% of the cases, teachers succeeded in downregulating their physiological reaction. Our results support the notion that teachers evaluate stressors in light of their resources. When they perceive their resources as insufficient to cope with the challenging situation, stress arises, and subsequently, they react inefficiently to aggressive behavior. Thus, teacher education seems well advised to strengthen teacher resources and strategies to cope with aggressive student behavior.

Teachers' responses to bullying: A person-centered approach

Fleur van Gils, Karlien Demol, Karine Verschueren, Isabel ten Bokkel, and Hilde Colpin
KU Leuven, Belgium

When teachers are confronted with bullying among students, they may respond in different ways, such as supporting victims or disciplining bullies. Teachers' responses may vary depending on the bullying incident and they may use multiple responses to address one incident. To provide a more comprehensive picture of how teachers respond to bullying, this study examined different profiles of teacher responses and how these profiles predicted bullying across the school year. Students (N = 1026; Mage = 10.57; 52.5% girls) reported their teacher's responses to bullying (Non-Intervention,

Disciplinary Methods, Victim Support, Mediation, and Group Discussion); bullying was assessed with self- and peer-reports. Latent profile analysis revealed three profiles: Highly Active (low levels of Non-Intervention, high levels of active responses), Moderately Active (somewhat higher level of Non-Intervention, somewhat lower levels of active responses), and Passive (higher levels of Non-Intervention, low levels of active responses). Regarding self-reported bullying, the Passive profile was related to higher initial levels and a decrease was found in the Highly Active and Passive profiles. The profiles did not differ regarding peer-reported bullying. These findings suggest that teachers can help to reduce bullying by using a variety of active responses in bullying situations.

Diagnostic interactions of teachers related to cyberbullying

Katrin Lietz, Anja Schultze-Krumbholz, and Friederike Schier

Technical University of Berlin, Germany

The ability to diagnose is a central requirement in the teaching profession, enabling teachers to make informed judgments about student learning and performance. A particular challenge is the assessment of non-performance-related characteristics such as aggression or anxiety. Undetected problems in these areas, as is often the case with cyberbullying, can have long-term negative effects on students' mental health, social behavior, and academic performance. Our qualitative study examines the characteristics of diagnosis-related interactions between teachers in the context of cyberbullying. We focus on the communication of different perspectives and experiences that teachers use in diagnostic exchanges. We analyze the type of information exchanged and identify conditions that facilitate or hinder the diagnostic process. Cyberbullying can be seen both as an expression of aggressive behavior and as a trigger of anxiety in those affected. The aim is to identify success and inhibiting factors that are important for the prevention and intervention of cyberbullying. Our research should help to improve the exchange of observations and assumptions about the causes of behavioral problems. It also aims to promote shared reflection on specific cases in order to facilitate the development of effective prevention and intervention strategies. This will enable teachers to identify cyberbullying at an early stage and deal with it effectively.

Poster presentation abstracts

From the inside out: co-designing school-based anti-bullying outreach communications – A prosocial technical systems framework

Roderick Sherlock

InfoNet Blaise Pascal, Inc. (INBP, Inc)

The INBP UVDBase project phase 4(a/b) currently endeavors to integrate systems thinking in practice. Specific focus is on the practitioner's role as investigator and mediator–communicator -empathizing the user's needs, as recipient of services, via development of system functions providing guiding resources, empowering communication effectiveness and self-advocacy in cases of school-based bullying and aggression.

Drawing from current viable project case records, system platform models will be presented introducing practitioner restorative problem-solving solutions and parental/family supportive communication tools. A participatory co-designing prosocial system development framework addresses:

Preparatory investigative assistance –

- A platform for information gathering - involving instrument outreach tools development, voluntary profiling & feedback mechanisms, gathering socio-historic information – informative briefs of pre-existing personal-social and societally relevant facts and factors, fostering greater contextualized understandings of personal-family and cultural circumstances.

Empowering communication –

- Parental self-advocacy – A supportive platform of qualitative communication tools - involving integration of application programming interface modules (API) allowing spontaneous toggling to supportive mechanisms such as message recall discourse guidance, and simultaneous language translation.

The system's scalability and functional adaptability provides documentation and communication support from relatively minor to severe incident scenarios – serving as a basis for further research designing practitioner training models prioritizing investigative acuity, understanding, and collaborative prosocial outcomes.

‘Awful, mentally draining and heartbreaking.’ What is the impact on parent mental well-being of having a child bullied?

Karina Milligan and Nathalie Noret

University of York, UK

Bullying literature has primarily focused on school and child impact. Less attention has been paid to the effect having a child be bullied has on parent mental wellbeing. Bullying has been linked to a negative impact on parent wellbeing but the extent of this is unknown (Harcourt, Green, and Bowden 2015). This study investigated the impact on parent mental wellbeing of having a child be bullied using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). Parent experience was also considered, with reference to encounters with school systems and support. The research was conducted via an anonymized questionnaire using QualtricsXM and distributed to parents through social media with support from Kidscape and Anti-Bullying Alliance. Results indicated that parent mental wellbeing was negatively impacted by having a child be bullied. Thematic analysis identified key themes of parent action, school action and support and external support that impacted on parents' experiences and how they were then able to support themselves and their family unit. Findings from this study suggest that implementing ecological systems theory into bullying education could support parent wellbeing, improve efficacy of anti-bullying work and therefore impact positively on child outcomes.

The role of school policy in supporting parents through experiences of bullying.

Karina Milligan and Nathalie Noret

University of York, UK

Bullying literature has primarily focused on school and child impact, yet bullying has a negative impact on parent wellbeing (Harcourt, Green, and Bowden 2015). Schools are often seen as an obvious institution for interventions with children as, by their very nature, they interact with children in their daily lives during their formative years. For schools in England, Head Teachers have a legal duty to ensure that within their schools ‘any incident of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively’ (gov.co.uk 2024). What remains unclear is how anti-bullying policies provide support to parents on how to manage their child’s experiences of bullying. Therefore, the aim of this review was to examine secondary school anti-bullying policies in Yorkshire and the Humber to identify what support and guidance is provided in the policies. Based on the approach used by Smith et al. (2008), a review was conducted to examine whether the policies include statements on: directly sharing the policy with parents, the responsibilities of parents if they know of bullying (this can include knowing if their child has a behaviour problem if bullying is included elsewhere), consultation with parents about the policy, gives advice for parents about bullying, and provides clear signposting for further advice and support for parents. The findings will be discussed in relation to parent wellbeing and support offered through schools.

The impact of bullying on parents: A scoping review.

Sarah Wild and Nathalie Noret

University of York, UK

Introduction: When children are bullied, parental support is crucial for mitigating negative effects (Lereya et al., 2013). Research highlights how parents help their children cope, but little focuses on how parents themselves cope with their child's bullying. Research suggests that found parents often feel anger, stress, and sadness, and lack adequate support from schools, turning to chat rooms for help (Harcourt et al., 2014). Further, bullying affects parents' lives significantly, stressing the need for better support systems for parents to manage their own stress and well-being (Noret, 2023) but little more has been explored so far. Therefore the aim of this scoping review is to synthesise evidence examining the impact of a child being bullied on parents and how parents cope with their own feelings.

Methods: This scoping review follows the PRISMA process of conducting and reporting reviews (Tricco et al., 2018). A range of search engines are being used to search for articles relating to a series of search terms relating to “parents”, “bullying” and “mental health”.

Results: A descriptive content analysis will focus on the factors associated with parental mental health in the context of their child being bullied. Results will be discussed focusing on key findings.

Bullying as a traumatic experience: A scoping review

Husna Hejazi and Nathalie Noret

University of York, UK

Introduction: Bullying is a pervasive problem occurring in schools worldwide. Research has highlighted the detrimental effects of bullying on mental, physical, social and emotional health, on a short-term or long-term basis (Smith and Brain, 2000; Rigby, 2003). Recently, researchers have shown interest in the link between bullying and trauma (Idsoe et al, 2021; Jenkins et al., 2022). The predominant definition of bullying states bullying is aggressive or harmful behaviour directed to an individual that falls within the three following components: i) intent to harm, ii) repeated over time and iii) a power imbalance between the parties involved (Olweus, 1993). Therefore, the aim of this study is to synthesise existing research which conceptualises school-based bullying as a traumatic experience to examine the relationship between being bullied and trauma symptomatology, trauma disorders including posttraumatic stress disorder (PTSD).

Methods: Using the following key terms: Pupils, Bullying, Trauma and School and related terms, the JBI methodology for scoping reviews (Peters et al., 2020) will be used to conduct the review.

Results: The results will be analysed to collate articles that state bullying is a traumatic experience and discussed in the context of research defining bullying as a traumatic experience.

Exploring Moral Processing in Cyberbullying

Albara Mishkes, Lucy Betts, Belinda Winder, and Oonagh Steer

Nottingham Trent University, UK

Cyberbullying is a prevalent issue among university students (Abaido, 2020; Faucher et al., 2014; Kokkinos & Antoniadou, 2019), and cyberbullying is a problem that has negatively impacted students' mental health (Cassidy et al., 2017; Faucher et al., 2014; Martínez-Monteagudo et al., 2020). Thus, it is important to study university cyberbullying, including moral processing. In more detail, the research aims to investigate the relationship between cyberbullying involvement (bullies, victims, and bystanders) and moral injury (MI, Litz et al., 2009), with the influence of moral distress (MDIS, Jameton, 1984), collective moral disengagement (CMD, Bandura, 2002) and moral disengagement (MD, Bandura, 2002). The research was conducted with over 400 university students in the UK who completed an online survey to assess their involvement in cyberbullying as a bully, victim, and bystander and their MI, CMD, MDIS and MD. The planned analysis will explore the: (a) direct relationship between cyberbullying involvement and MI and (b) indirect relationship between cyberbullying involvement and MI with the influence of MD, CMD and MDIS using regression and path analysis. The study is at the end stage of data collection and results analysis will start in June. The results will help us understand cyberbullying and morality among university students.

How do parents and teachers of adolescents construct their own and each other's responses to disclosures of problematic social media behaviours?

Katie Niven, Sarah Seymour-Smith, Sarah Buglass, and Eva Prikrylova

Nottingham Trent University, UK

This poster outlines my research surrounding parent and teacher responses to adolescent problematic social media behaviours, including cyberbullying and sexting, issues that are increasing concerns for parents and educators due to prevalence and frequency of social media and potential negative consequences (Gassó et al., 2019). Parents and teachers are reported as having less knowledge and confidence than responding to traditional bullying (Monks et al., 2016), and infrequently implement collaborative strategies with one another despite collaboration featuring heavily in policy and recommendations (Palailogou & Male, 2017). This study consists of three complementary studies: focus groups with educators, dyadic interviews with parents and carers, and a two-phase study entailing story completion followed by collaborative strategy meetings. The final study was designed to orchestrate opportunities for parents and teachers to hear and discuss each other's strategies and to envisage and produce alternative collaborative strategies. In order to design and distribute effective recommendations for parents and teachers, it is essential to conduct research with individuals who have experienced managing problematic social media and through employing a social constructionist informed reflexive thematic analysis, it is anticipated that a greater understanding of the factors and discourses informing and influencing parents and teachers' responses will be facilitated.

Inconsistencies of within-country prevalence rates of (cyber)bullying and (cyber)victimization in large scale cross-national datasets: Which role do different bullying definitions play?

Shan Hu¹, Dagmar Strohmeier^{2,1}, Takuya Yanagida^{3,1}, and Simona Carla Silvia Caravita¹

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To protect children from bullying, it's crucial to understand its prevalence rates in both in-person and online environments. Previous research documented substantial within-country discrepancies in prevalence rates of (cyber)bullying victimization when comparing the results of different cross national large-scale surveys. One explanation for these discrepancies are the use of different measurement approaches across these surveys. This study examines whether the type of bullying definition can shed light on the observed within-country discrepancies. Data gathered from 19 overlapping countries in two large scale datasets: EUKO (EU Kids Online) and HBSC (Health Behaviour in School-aged Children) will be used. EUKO and HBSC differ in their definitions of bullying. The sample sizes are approximately 19.000 students aged 9-17 in EUKO and 85.500 students aged 11, 13, and 15 in HBSC. This study is pre-registered, and the multi-level analyses of the data is currently ongoing. By controlling for as many variables as possible that systematically varied between surveys, this study will elucidate the effect of the definition. The conclusions will help researchers recognize how different approaches of measurement influence the reported rates of (cyber)bullying and (cyber)victimization and aid policies and programs in getting an accurate understanding of the prevalence across various countries.

Symposium abstracts

Offline and online bullying: Overlap and school and teacher level factors

Anke Görzig

University of Greenwich, UK

Bullying and cyberbullying are serious concerns for schools and can have severe consequences for children and young people. By understanding how these behaviours may be related to each other, appropriate intervention and prevention programmes can be developed. Furthermore, teaching staff are often at the forefront of addressing these issues with children and young people in schools. It is therefore vital to understand how they feel about these behaviours, how they respond and what influences their responses, and how effective these responses may be.

The papers in this symposium address these important issues. The first paper (Fischer et al.) examines cross-sectional data from two different years (2018 and 2022) exploring the association between bullying and cyberbullying. The second paper (Macaulay et al.) explores how teachers deal with cyberbullying and their perceptions of these behaviours, noting that teachers feel they would benefit from more training to address the issue. The third paper (Schultze-Krumbholz et al.) presents the findings of a systematic review of teacher bullying interventions and investigates how effective these different approaches are. The final paper in the symposium (Görzig et al.) explores teachers' responses to identity-based bullying, highlighting the role of individual and school level factors as having an influence on how they view these behaviours and how they may respond to them.

Taken together, the papers presented in this symposium provide further insights into the nature of bullying and cyberbullying as well as the ways in which teaching staff may view them and respond.

The overlap between school bullying and cyberbullying in Germany: Differences between 2018 and 2022

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Analyses of the prevalence of bullying in Germany have shown that bullying at school has remained stable while cyberbullying experiences among pupils have increased in recent years (Fischer & Bilz, 2024). There is usually a high overlap between experiences

of cyberbullying and school bullying (e.g., Estévez et al., 2020). Therefore, the question arises as to whether the increase in cyberbullying can be explained by changes in the size of the group of pupils who experience both school bullying and cyberbullying.

Based on the data from the HBSC study 2017/18 and 2022, the overlap between school bullying and cyberbullying in Germany will be examined. To this end, role affiliation (as victims, bullies, and bully-victims) is assessed using the Olweus Bully-Victim Questionnaire (Olweus, 1996) and combined for the two forms of bullying. This results in roles that reflect the experiences with school bullying and cyberbullying in combination (e.g., victims of school bullying only, victims of cyberbullying only, victims of both school bullying and cyberbullying). The portion of students in all combined roles of school bullying and cyberbullying is assessed for both 2018 and 2022. Additional analyses of the internet use of children and adolescents are planned to create first ideas of possible explanations for the increase in cyberbullying.

How teachers perceive and manage cyberbullying in the school environment

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Teachers play a key role in the management of cyberbullying in the school environment. While there is a call for teachers to play more a central role in cyberbullying prevention, research needs to consider how teachers themselves view and manage cyberbullying. The aim of the study is to explore how teachers perceive and manage cyberbullying in the school environment. Participants were recruited from 10 schools in the United Kingdom, across primary (5 focus groups, 31 teachers), secondary (2 focus groups, 11 teachers), and college (3 focus groups, 21 teachers) educational levels. A total of 63 teachers (10 males) participated across the 10 focus groups. Three themes were identified from the reflexive thematic analysis: (a) nature of cyberbullying, (b) responsibility to address cyberbullying, and (c) management strategies. The initial findings suggest teachers across different educational levels are aware of cyberbullying in the school environment and their responsibility to address it. Teachers tailor their intervention efforts and management style based on the nature of different bullying roles and widely used school-based strategies. However, teachers' confidence to manage cyberbullying is a cause for concern, with teachers expressing a desire for training in this regard.

The effectiveness of teachers' bullying intervention: A systematic review

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Bullying is a prevalent problem in schools around the world. The consequences have been shown to be severe, including depression, anxiety, suicidal thoughts, somatic complaints, and lower life satisfaction. School plays a significant role as a context in which bullying takes place. Especially younger students are dependent on the support of significant adults to protect them from potential harm in this context. Also, negative consequences of bullying affect dimensions of class and school climate. Therefore, teachers play an important role in intervening in bullying, but it is difficult to determine which teacher interventions stop or reduce the incidence or impact of bullying. The present study is a systematic review of literature assessing the effectiveness of teachers' bullying intervention from the perspective of involved students. Five major databases were searched using the search terms bullying AND intervention AND stop OR tackle AND effectiveness OR effective AND well-being OR coping OR school adjustment OR well-being AND school OR teacher in various combinations. The systematic review followed the PRISMA scheme and the program Covidence was used. In total, 1002 studies were found of which 425 duplicates were removed. After title and abstract screening, 83 studies remained for full-text screening, which is currently underway. Analytical results of the included studies as well as theoretical and practical implications will be discussed at the meeting.

The role of social inequality and identity at teacher and school level for teachers' responses to identity-based bullying

Anke Görzig¹, Lucy R. Betts², Rachel Maunder³, Claire Monks¹, Leyla De Amicis⁴ and Samuel Bennett⁴

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Teachers play a key role in preventing and responding to school bullying. Identity-based social exclusion, where children are excluded by peers due to their stigmatised identities, is a distinct form of bullying that can be particularly challenging for teachers to address. This study investigates teachers' responses to identity-based peer exclusion accounting for social identity, inequality, and diversity at teacher and school levels. Using an online survey design, educators from UK primary and secondary schools (N=422) were randomly allocated to an identity-based social exclusion vignette targeting different identities (i.e., ethnicity, appearance, disability, gender expression/sexuality) and asked about their responses (i.e., victim-blaming, perceived

seriousness, empathy, self-efficacy, responsibility, intervention likelihood). Characteristics of teachers' (gender, LGBTQ+, ethnical/cultural minority, ethnic/cultural similarity to students) and their schools (diversity, socioeconomic status, teacher training and school support) were also assessed. Regression analyses showed significant effects of teacher and school characteristics on teachers' responses to the vignettes, and ANOVAs revealed some differences in teachers' responses by type of school and targeted identity. The findings highlight some of the teacher and school level characteristics that contribute to how teachers respond to different types of identity-based bullying amongst students. Practical implications for teacher training and school-level conditions will be discussed.

Research and Reality: The Power of Engaged Scholarship

Frida Warg

Friends

This symposium covers the importance of bridging the gap between research and practice. The discussions will emphasize the need for long-term commitment in creating effective interventions, the strategies in transferring research-based knowledge to practitioners, and the significance of engaged scholarship where research informs practice and policy, and vice versa.

The first presentation will be by Prof. James O'Higgins Norman from Dublin City University, who will share insights from a five-year process of developing and implementing the FUSE program in Irish schools. He will share the lessons learned during the program's development and rollout, providing valuable takeaways for other researchers, educators and program developers.

The second presentation, will be by representatives from the Swedish NGO Friends, focused on their nearly three-decade-long experience in transferring research-based knowledge to bullying prevention practitioners. The discussion will focus on strategies for navigating research results and the world of academia, detailing the challenges faced in the process acting as the “middleman” dedicated to bridge the gap between research and practice.

The final presentation by Dorothy L. Espelage, professor at the University of North Carolina at Chapel Hill, will highlight the importance of engaged scholarship, where research informs practice and vice versa. She will discuss the necessity of disseminating research findings through various channels and illustrate this through her three decades of research on youth violence, advocating for strong partnerships between researchers and practitioners.

Challenges and successes: Lessons from the FUSE Anti-Bullying Programme in Ireland

James O'Higgins Norman

Dublin City University, Ireland

Recent research has pointed to the limited success achieved through many interventions designed to tackle bullying and cyberbullying among school aged children and young people (Gaffney, Ttofi, & Farrington, 2019; Gaffney, Ttofi & Farrington, 2021). Furthermore, while there have been several progressive developments at an international and national policy level, for example at UNESCO, as well as in Ireland, Denmark, and Australia, translating these policies into practice has not always been as successful as expected. This is partly explained by the fact that most existing interventions have been rooted in a conceptualisation of bullying that is focused on

explicit behaviour, highlighting the role of those who bully, those who are targeted and those who observe this behaviour. Such a focus is limited in what it can be achieved in that it neglects the influence of wider contextual and societal norms on individual behaviour. From 2019 to 2023 we developed and implemented the FUSE Anti-Bullying Programme in schools in Ireland. Drawing on Rothberg's (2019) idea of the "implicated subject" the programme reflected a shift in how we conceptualise bullying, moving towards a more nuanced understanding that understands bullying as a social process deeply connected to networks, structures, ideologies, roles, actors, and forms of agency which contribute to bullying and related forms of violence. The challenges and successes of the intervention will be discussed.

Providing Knowledge to Practitioners: Insights from an NGO

Frida Warg and Magnus Loftsson

Friends

Friends, an NGO dedicated to bullying prevention, has for almost three decades undertaken significant efforts to transfer research-based knowledge to practitioners in the field.

The primary aim of this presentation is to discuss the strategies Friends employed to navigate research results, educate and train practitioners, identify the barriers encountered in this knowledge transfer process, and evaluate the outcomes achieved.

This presentation will highlight the critical strategies that facilitated the transfer of knowledge, as well as the obstacles that needed to be overcome – both in academic circles and in schools. By showcasing their successes and setbacks, Friends aims to provide a roadmap for other NGOs and organizations striving for effective bullying prevention. The presentation will foster a deeper understanding of the research-practice gap and share practical strategies for bridging this divide, ultimately contributing to more effective bullying prevention efforts.

Being an engaged scholar: partnerships between research, practice and policy

Dorothy L. Espelage

University of North Carolina at Chapel Hill, USA

Significant progress has been made in understanding and preventing school-based bullying in schools across the globe. School-based research, meta-analyses, and large-scale studies have provided much needed guidance to school administrators, community members, program developers, and policymakers in the last few decades.

Scholars have emphasized that bullying involvement among youth is multi-determined with risk and protective factors embedded in the complex systems where youth reside. For these reasons, faculty in higher education who conduct research in schools and communities need to reflect upon how they already are or can be functioning as engaged scholars. As an engaged scholar, I am committed to putting research into practice and am also committed to ensuring practice and policy informs research iteratively. While it is important to publish in journals, it is equally important to transfer research knowledge to practice spaces (e.g., schools, communities, families) through national webinars, professional development trainings, keynote addresses, and a presence on social media to maximize reach to diverse communities of practice. In this presentation, I will discuss models of research practice policy partnerships in the context of my three decades of youth violence research.

Understanding and managing banter in educational settings

Lucy Betts¹ and Martha Evans²

¹*Nottingham Trent University, UK;* ²*The Anti-Bullying Alliance, UK*

Banter represents a common interactional style characteristic of close relationships (Clark et al., 2018) and has been defined as an in “interactional bonding game” (Dyner, 2008 p.246). Between friends banter can promote social cohesion (Alexander et al., 2012) but banter behaviours often appear aggressive manifesting as reciprocal exchanges of insults and teases. A fine and subjective line exists between banter behaviours and bullying (Betts & Spenser, 2017) which must be adhered to for banter to be a positive experience for all (Buglass et al., 2021). The ambiguity and often contradictory nature of the apparent aggressive nature of banter likely impacts the management of banter type behaviours and bullying in schools and educational settings. Across three talks, we will showcase how banter manifests in educational settings and make some recommendations about the managing the distinction between banter and other aggressive behaviours. The first paper will explore how teachers can be supported to develop a whole school/setting strategic approach to managing banter and bullying behaviours that seeks to empower children and young people. The second paper will present data from nearly 900 UK teachers and explore how teachers conceptualise and manage banter and bullying in school settings. The final paper will discuss three studies that have explored university students’ experiences and perceptions of banter in general and in extracurricular settings.

Banter or bullying: Supporting teachers to navigate the line of acceptability

Jessica Alborough and Martha Evans

The Anti-Bullying Alliance, UK

The Anti-Bullying Alliance’s mission is to reduce bullying of all children and young people and improve responses to bullying by uniting the sector against bullying. Given that 83% of 9- and 10-year-olds reported that it was hard to tell the difference between banter and bullying (Natterhub, 2024), this talk will outline some of the issues relating to banter and bullying that are faced by teachers and those working with children and young people. We will make suggestions for how adults can equip children and young people with the skills to understand banter and bullying including empowering children and young people to make mistakes and set their own boundaries and how adults can model these behaviours. To support teachers with the management of bullying and banter, the Anti-Bullying Alliance recommends adopting a whole school/setting strategic approach and we will outline this approach. We will also showcase resources we have developed to support the management of banter and bullying.

Teachers' perceptions of managing banter

Lucy Betts¹, Oonagh Steer¹, Sarah Buglass¹, Loren Abell¹, Martha Evans², and Jessica Alborough²

¹*Nottingham Trent University, UK;* ²*The Anti-Bullying Alliance, UK*

This study explored UK teachers' perceptions of banter versus bullying and the characteristics of banter. The final dataset comprised 884 (163 male, 715 female, 4 non-binary, 2 other) teachers (M age = 39.54, SD = 10.17). Participants provided definitions of banter and bullying and rated characteristics that may distinguish banter from bullying. Teachers' conceptualisation of banter and bullying varied. Banter was regarded as jokes exchanged between friends with a shared understanding and no harm occurred. Bullying was characterised as repeated one-sided behaviours intended to harm with a possible power imbalance. A 2 (gender) x 4 (school type) x 7 (characteristic) mixed ANOVA, indicated variation in responses according to characteristic, $F(5.11, 4272.98) = 314.227$, $p < .001$, $\eta^2 = 2.62$, and gender, $F(1, 821) = 5.37$, $p = .001$, $\eta^2 = .013$. Intent was rated significantly higher than all the other characteristics and females showed significantly greater agreement when rating the characteristics than males. The results provide further evidence that banter can be distinguished from bullying and characteristics such as intent are important in this distinction. The findings have implications for how teachers manage, and support children to engage in appropriate, banter that promotes positive relationships.

Students' experiences of banter in higher education

Loren Abell, Sarah Buglass, Oonagh Steer, and Lucy Betts

Nottingham Trent University, UK

Drawing on focus group data from three recent studies with university students, this talk will explore the commonalities of students' experiences of banter in higher education settings. Study 1 presents data from 190 students who provided definitions of banter and bullying with banter conceptualised as a humorous and positive exchange between friends. Study 2 draws on data from focus groups undertaken with 21 (15 female, 5 male, 1 non-binary) students that identified themes of characteristics, social context, intent, and self-preservation. Study 3 presents data from focus groups undertaken with 24 (19 female, 5 male) students that identified themes of "it's all part of the culture", "banter to excuse inappropriate behaviour", and a question of boundaries. Common across all studies was that while banter was seen as something that could be positive for relationships in the right context there was the potential for banter to mask harmful behaviours and the need to have boundaries around banter.

The 29th Workshop on Aggression

The 29th Workshop on Aggression in 2025 will be held at Masaryk University in Brno, Czech Republic. On behalf of all organizers, Hana Machackova cordially invites you to this beautiful Moravian city renowned for its rich history, innovative spirit, and thriving coffee culture.

More information about the specific dates and key conference theme will be shared next year. In the meantime, you can contact Hana at hmachack@fss.muni.cz