

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

---

## School Bullying

Bullying is a socially and culturally complex phenomenon that until now has largely been understood in the context of the individual. This book challenges the dominance of this approach, examining the processes of extreme exclusion that are enacted in bullying – whether at school, through face-to-face meetings or virtual encounters – in the context of group dynamics. Contributors draw upon qualitative empirical studies, mixed methods and statistics to analyse the elements that allow bullying to emerge – the processes that produce exclusion and contempt, and the relations between children, teachers and parents. Introducing a new definition of bullying, the book goes on to discuss directions for future research and action, including more informed intervention strategies and re-thinking methods of prevention. Exploring bullying in the light of the latest research from a wide variety of disciplines, this book paves the way for a new paradigm through which to understand the field.

ROBIN MAY SCHOTT is a philosopher and senior researcher at the Danish Institute for International Studies and formerly professor in the research project eXbus at the Department of Education (DPU), Aarhus University.

DORTE MARIE SØNDERGAARD is a professor of social psychology in the Department of Education (DPU), Aarhus University. She is the director of the research project eXbus and of the research programme for Diversity, Culture and Change.

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

---

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

# School Bullying

*New Theories in Context*

---

Edited by

Robin May Schott

Dorte Marie Søndergaard



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press  
978-1-107-02776-3 - School Bullying: New Theories in Context  
Edited by Robin May Schott and Dorte Marie Søndergaard  
Frontmatter  
[More information](#)

## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Published in the United States of America by Cambridge University Press, New York

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107027763](http://www.cambridge.org/9781107027763)

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in the United Kingdom by Clays, St Ives plc

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-107-02776-3 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

## Contents

---

<i>List of Figures</i>	page vii
<i>List of Tables</i>	viii
<i>List of Contributors</i>	ix
<i>Acknowledgements</i>	xiii
<i>Note on the chapters</i>	xiv
1 Introduction: new approaches to school bullying	1
ROBIN MAY SCHOTT AND DORTE MARIE SØNDERGAARD	
<b>PART I. Definitions and theories</b>	<b>19</b>
2 The social concept of bullying: philosophical reflections on definitions	21
ROBIN MAY SCHOTT	
3 Social exclusion anxiety: bullying and the forces that contribute to bullying amongst children at school	47
DORTE MARIE SØNDERGAARD	
4 Violence and the moral order in contemporary schooling: a discursive analysis	81
CONSTANCE ELLWOOD AND BRONWYN DAVIES	
5 <i>Dispositifs</i> of bullying	97
CARSTEN BAGGE LAUSTSEN	
<b>PART II. Youth experiences</b>	<b>127</b>
6 ‘Who does he think he is?’: making new friends and leaving others behind – on the path from childhood to youth	129
HANNE HAAVIND	

vi	Contents	
7	Non-simultaneity in cyberbullying JETTE KOFOED	159
8	The life and death of bullying ROBIN MAY SCHOTT	185
	<b>PART III. School talk</b>	207
9	New solutions for bullying and harassment: a post-structural, feminist approach ELIZABETH J. MEYER	209
10	Sanctions against bullying and disruptions at school HELLE RABØL HANSEN	241
11	When classroom culture tips into bullying HELLE RABØL HANSEN, INGE HENNINGSEN AND JETTE KOFOED	267
	<b>PART IV. Adult perspectives</b>	299
12	Parental positions in school bullying: the production of powerlessness in home–school cooperation NINA HEIN	301
13	Traces of being bullied: ‘dynamic effectuality’ CHARLOTTE MATHIASSEN	331
14	‘Is something wrong with me?’: a context-sensitive analysis of school bullying EVA SILBERSCHMIDT VIALA	361
	<b>PART V. Moving forward</b>	387
15	From technically standardised interventions to analytically informed, multi-perspective intervention strategies DORTE MARIE SØNDERGAARD	389
16	One size doesn’t fit all: re-thinking implementation research for bullying prevention DONNA CROSS AND AMY BARNES	405
	<i>Bibliography</i>	419
	<i>Index</i>	455

## Figures

---

9.1 Bullying, harassment and gendered harassment	<i>page</i> 219
11.1 The proportion of self-reported victims of bullying in relation to the proportion of self-reported bullies within classes	276
11.2 Statements about classroom culture	277
11.3 Proportion of victims of bullying (a) and bullies (b) within the individual classes in relation to self-reported classroom culture	279
11.4 Average score for 60 statements. Victims of bullying and bullies are classified according to bullying status	280
11.5 Relationships between bullying and positions on self and school life	282
12.1 Parents' composite understanding of their child's reality at school	305

## Tables

---

11.1	Have you been bullied by anyone from school since the summer holidays?	<i>page</i> 275
11.2	Have you participated in bullying someone from school since the summer holidays?	275
11.3	Answers to the question 'Are you afraid of ...' (The numbers in the table indicate the percentage of students who answered 'yes' or 'no' to each item.)	286
11.4	Answers to the question 'Are you afraid of ...' classified by positions of bullying. (The numbers indicate the percentage of students who answered 'yes' to the question.)	286
11.5	Connection between being afraid of being bullied and actually being bullied within the previously elapsed school year	287
16.1	Whole-school indicators to reduce bullying	414
Appendix Table 11.1	The average score from statements about school life as classified by students' bullying status	294

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

## Contributors

---

AMY BARNES is a senior research officer for the Child Health Promotion Research Centre at Edith Cowan University in Perth, Australia. She received a Bachelor of Arts with first class Honours in Psychology from the University of Western Australia, and a Masters of Public Health in Health Promotion from Curtin University of Technology. Her research interests include the social and psychological bases of health behaviour amongst children and young people, including the prevention of bullying behaviour and aggression in primary and secondary Australian schools.

DONNA CROSS is the foundation professor of Child and Adolescent Health in the School of Exercise and Health Sciences and the founding director of the Child Health Promotion Research Centre at Edith Cowan University in Perth, Australia. She conducts applied multi-disciplinary school and family-based research addressing children's and adolescents' health and well-being, including mental-health promotion, injury control and drug-use prevention. She has published widely on a variety of children's health issues, particularly in the areas of bullying- and cyberbullying-intervention research and related methodologies.

BRONWYN DAVIES is a professorial fellow at the University of Melbourne, Australia. She works as an independent scholar and is well known for her work on gender, literacy and pedagogy, and for her critique of neoliberalism. Her most recent books are *Deleuze and Collaborative Writing: An Immanent Plane of Composition* (with Wyatt, Gale and Gannon) and *Place Pedagogy Change* (with Somerville, Power, Gannon and de Carteret). More details can be found on her website, [bronwyndavies.com.au](http://bronwyndavies.com.au).

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

x List of Contributors

CONSTANCE ELLWOOD is an honorary research fellow in the School of Languages and Linguistics at the University of Melbourne, Australia. She is a specialist in writing for academic publications.

HANNE HAAVIND is a professor of psychology at the University of Oslo, Norway. Her research interests are directed at personal trajectories and social pathways of development, with a particular focus on the meanings that become attached to gender and age-related transitions. She has been involved in several studies about interpersonal relationships between men and women, and the interconnectedness of female and male parenting and social changes in how parents tend to and care about their children. Across a range of substantive themes, she has a particular interest in interpretative methods in psychology, and also works part-time as a psychotherapist.

HELLE RABØL HANSEN is an assistant professor at the Department of Education, Aarhus University, Denmark. She received her Masters in Law from the University of Copenhagen, Denmark, in 1998. She has worked as a government official at the Danish National Council for Children, with a focus on the rights of children and intervention strategies against bullying. Her Ph.D. dissertation was entitled 'Teacher life and pupil bullying', and she has written several books about school bullying aimed at practitioners. Her academic work is based on a combination of legal and educational psychology issues, and she is an active lecturer.

NINA HEIN holds a Ph.D. in social psychology and is currently an adjunct professor at the Department of Education, Aarhus University, Denmark, where she is part of the eXbus research team. With theoretical perspectives primarily within a post-structural, cultural psychological and discursive analytical field, her current research is focused on parental positions, parents' perspectives and possible agency concerning bullying amongst their children at school.

INGE HENNINGSEN is a senior researcher with the eXbus project at the Department of Education, Aarhus University, Denmark. She was educated in statistics and held a professorship in statistics at the University of Copenhagen. Her present research interests centre on the application of mixed methods in bullying research and on gender studies with special regard to equality at universities and within higher education.

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

List of Contributors

xi

JETTE KOFOED is an associate professor at the Department of Education, Aarhus University, Denmark. Her research interests cover processes of inclusion and exclusion amongst children and youth in educational settings. Her research has three main foci: the subjective becoming in technologically mediated processes of inclusion and exclusion; virtuality and social categories (gender, race, nationality and sexuality); and affectivity. She has published widely within these fields.

CARSTEN BAGGE LAUSTSEN is an associate professor of political sociology at the Department of Political Science, Aarhus University, Denmark. His research interests are social theory, politics and popular culture, terrorism and the politics of security, religion in international affairs and sexualised violence as a weapon of war. His books include *The Culture of Exception: Sociology Facing the Camp* (with Bülent Diken), *Sociology Through the Projector* (with Bülent Diken) and *The Subject of Politics: Slavoj Žižek's Political Philosophy* (with Henrik Jøker Bjerre).

CHARLOTTE MATHIASSEN is an associate professor of psychology at the Department of Education, Aarhus University, Denmark. Her research interests are twofold: bullying with a special focus on adults' recollections of bullying during childhood; and the meaning of these childhood experiences throughout life. Another central interest is prison research and research in prisoners' life-projects both during imprisonment and release; a gendered perspective is also applied in exploring the conditions of incarcerated men and women. She conducts qualitative empirical research, interviews and participatory observations and draws upon socio-cultural and social-psychological theories in her work.

ELIZABETH J. MEYER is an assistant professor at the School of Education at California Polytechnic State University, San Luis Obispo (Cal Poly-SLO) in the United States. She is the author of *Gender, Bullying, and Harassment: Strategies to End Sexism and Homophobia in Schools* and *Gender and Sexual Diversity in Schools*. She is a former high school teacher and completed her Master of Arts at the University of Colorado, Boulder, and her Ph.D. at McGill University in Montreal, Quebec, Canada. She blogs for *Psychology Today*.

ROBIN MAY SCHOTT is a philosopher and senior researcher at the Danish Institute for International Studies in the section for Peace, Risk and Violence. She was previously employed as a professor at the Department of Education Aarhus University, on the eXbus research

Cambridge University Press

978-1-107-02776-3 - School Bullying: New Theories in Context

Edited by Robin May Schott and Dorte Marie Søndergaard

Frontmatter

[More information](#)

xii List of Contributors

project. She is editor and co-author of *Birth, Death, and Femininity; Philosophies of Embodiment* (2010), editor of *Feminist Philosophy and the Problem of Evil* (2007), and has published numerous other books and articles. In addition to her work on school bullying, her research has focused on the concept of evil and issues of conflict, war and gender.

DORTE MARIE SØNDERGAARD is a professor of social psychology at the Department of Education, Aarhus University, and the director of the eXbus research project. She has conducted research in social and subjective becomings amongst young adults and children for many years and published extensively on exclusion and marginalisation in relation to the enactments of sex/gender – including gender and power in academia, and gender and leadership in private organisations – and currently focuses on children and school bullying. Her work is based on qualitative data and her theoretical engagement includes analytics across cultural psychology, post-structuralism, agential realism and new materialism.

EVA SILBERSCHMIDT VIALA is an associate professor of social psychology at the Department of Education, Aarhus University, Denmark. Her recent work is placed within family studies and human development, exploring practices and challenges linked to everyday family life. Her research interests include issues related to gender and gender equality, parenting and the collaboration between home and school. She is currently part of the eXbus research team.

## Acknowledgements

---

We would like to thank the *TrygFonden* (TrygFoundation) in Denmark for supporting the basic research on school bullying carried out by the project ‘Exploring Bullying in Schools’ (eXbus) at the Department of Education (DPU), Aarhus University, Denmark. Several of the contributors to this volume participated in eXbus during the period 2007–12.

We would also like to thank Hans Reitzel Publishers for permission to publish articles that originally appeared in Danish in *Mobning: Sociale Processer på Afveje* (2009) and *Mobning Gentænkt* (2012).

We thank Taylor & Francis ([www.tandfonline.com](http://www.tandfonline.com)) for permission to reprint here in expanded form Søndergaard, D. M. (2012). ‘Bullying and Social Exclusion Anxiety in Schools’ in the *British Journal of Sociology of Education* 33(3): 355–72; and for permission to reprint Ellwood, C. and B. Davies (2010). ‘Violence and the Moral Order in Contemporary Schooling: A Discursive Analysis’ in *Qualitative Research in Psychology* 7(2): 85–98.

We thank our colleagues – both near and far – for ongoing discussions, commentaries and engagement with this research.

And finally, we thank Amy Clotworthy for her superb professionalism and efficiency. Her editorial work in the final preparation of this manuscript has been, quite literally, invaluable.

## Note on the chapters

---

Most of the authors who have contributed chapters to this anthology live and work in the Nordic countries (primarily Denmark and Norway), and others are from Australia, Canada and the United States. This geographical breadth means that the contributors have conducted their empirical research in a variety of countries and, as such, there are both similarities and differences amongst national school systems. To avoid confusing readers – who may come from yet other systems in other countries – the co-editors have decided to standardise certain terminology. This is not to suggest that these school systems are interchangeable or equivalent in any way, but rather, to simplify the text without distracting from the main content and analytical presentation of the chapters.

**Grade** – the different classes where lessons are taught are universally called ‘grades’ (i.e. fourth grade), and this is meant to be equivalent to Year 4, 4th class, etc. in other international school systems. In Denmark, for example, students attend the same school from *0 klasse* until *9. klasse* (some until *10. klasse*). After that, they may choose to attend upper secondary school (*gymnasium*) or enrol in some other kind of youth education (*ungdomsuddannelse*).

Where possible, the authors have specified children’s ages instead of the level of their class/grade/year, and we hope these distinctions are clear.

**Primary school** – this refers to the school attended by younger children (generally between the ages of 6 and 12); there is no use of ‘elementary school’ or similar. Kindergartens, nursery schools and preschools are referred to as such, and typically refer to formalised, preparatory classes with children under the age of 5 or 6.

**Principal** – this refers to the senior administrator of a primary or secondary school (equivalent to headmaster, head teacher or rector); he/she is the director of the school and holds responsibility for budgets, staff, cooperation with the state/municipality,

parents and pedagogical staff. He/she is also responsible for students' well-being, the curriculum, hiring/supervising teachers and other school staff, etc.

**Secondary school** – this refers to the school attended by older children (generally between the ages of 12 and 18) before they might attend university; the term comprises both lower and upper secondary school. There is no use of 'middle school', 'high school', 'college' or similar.

**Student** – preferred by the authors to 'pupil', the term 'student' refers to any child enrolled in a primary or secondary school; a distinction is made only for older students who are attending university.

**Teacher** – this term is used universally to designate a specially educated adult who leads children in their regular classroom lessons and activities (equivalent to a form tutor, professor, etc.).

In addition, the identities of all the informants referred to in this anthology have been made anonymous. Their names have also been anglicised, except in cases where there is a specific reason; for example, for a name to retain its ethnic character.