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

Edited by Robin May Schott and Dorte Marie Søndergaard

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## 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.

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*New Theories in Context*

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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)

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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

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## Acknowledgements

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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

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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.