

Bullying and cyberbullying; risks for involvement and potentials for intervention

Co-Chairs: Claire P. Monks (University of Greenwich, UK) and Rachel Maunder (University of Northampton, UK)

Discussant: Dagmar Strohmeier (University of Applied Sciences, Upper Austria, AUSTRIA)

- ❖ *Romera E. M. & Ortega, R. Perceptions of bullying in primary schools: roles and risk factors*
- ❖ *Maunder, R., & Monks C.P. Bullying within friendships among primary school pupils.*
- ❖ *Monks C.P. Who victimises whom and who defends whom; a social network perspective on peer-victimisation among young children.*
- ❖ *Samara, M., El Asam, A., Sherif, M., Smith, P. K., Khattab, A., Morsi, H., & Davidson, J. Characteristics of online and offline bullying and their risk factors: cross-cultural study in the UK and Qatar.*
- ❖ *Thompson, F., Smith, P. K., & Jessel, J. An evaluation of Beatbullying's mentoring scheme in six EU countries.*

This symposium brings together five papers examining bullying and cyberbullying behaviours among young people. Research has consistently shown that bullying and cyberbullying has negative consequences for those involved, therefore it is vital that the potential risk factors for involvement are understood in order to develop evidenced-based interventions (Monks & Coyne, 2011). Furthermore, it is imperative that well-designed evaluations of intervention/prevention programmes are conducted (Smith, Pepler & Rigby, 2004). The research presented here has examined experiences of young people from 7 countries (within and outside of Europe). The first paper (Romera & Ortega) examines Spanish pupils' perceptions of bullying through their drawings and self-reports – identifying the importance of social factors as potential risks for bullying. The second paper (Maunder & Monks) also explores social factors in relation to bullying, studying bullying within friendships among UK pupils using reports of who bullies whom and examining friendship relationships. Building on this, the third paper (Monks) studies how experiences of bullying and defending behaviour in young children relate to aggression, dominance and friendships. The fourth paper is a cross-national study of bullying and cyberbullying in the UK and Qatar (Samara, El Asam, Sherif, Smith, Khattab, Morsi & Davidson). It examines the nature of bullying and cyberbullying and identifies similar correlates for involvement, including psychological, health and behaviour problems. The final paper presents the evaluation of a cybermentoring scheme involving young people to combat cyberbullying in 6 EU countries (Thompson, Smith & Jessel). The paper evaluates perceptions of training for the scheme and the impact on the mentors and perceived changes in school climate. Taken together, these papers explore the risk factors for involvement in bullying and cyberbullying considering both individual and peer group factors, and the importance of socially orientated intervention/prevention work involving young people themselves.