# Anti-Bullying Organizations-An Overview

**Dr. Joseph I Thomas**

Post-Doctoral Fellow

Department of Library and Information Science

University of Kerala,

Palayam

Trivandrum

**Dr. Nair Remadevi Appukuttan**

Reference Assistant

Department of Music

University of Kerala

Palayam

Trivandrum

## Abstract

Bullying behavior is present in every one's character. It depends upon a person's discretion whether to exhibit it or not. This chapter gives an overview on the various anti-bullying organizations. It introduces to the reader the various types of bullying, characteristics of bullies and victims, organizations working against bullying.

**Keywords: Bullying, Anti-Bullying, Anti-Bullying Organizations**

## 1. Introduction

Bullying is prevalent in our society and has serious detrimental effects on students. According to Hearn (2016), there are three main components of bullying: the intension to hurt another person physically, verbally or psychologically; its repetition over a period of time and a power imbalance between a powerful bully or group of bullies and a defenceless victim. This broad definition is often used in schools' anti-bullying policies and in studies on bullying using traditional methods such as questionnaires and interviews. According to him, students experiencing bullying at schools are widely considered to happen more often at primary school and to decrease with age. According to Fretwel (2015), the consequences of bullying can manifest immediately and can continue to affect the bully and the victim well into adulthood. Victims may become depressed, have substance abuse problems and/or have difficulties with relationships. In the words of Banks (1997), "bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially".

2. **Definition**

   2.1. **Bullying**

   "Bullying, by definition, is the persistent, intentional harming of another individual" (Pescara-Kovach, 2014).

   "Bullying is most often defined as occurring when one or more students of greater power repeatedly and intentionally harm a weaker student" (Solberg & Olweus, 2003).

   2.2. **Bully**

   "The person or persons who perpetrates the act of aggression toward the victim" (Hilton, Anngela-Cole, & Wakita, 2010).

   2.3. **Victim**

   "Victims are the individuals or groups who are being bullied, or toward whom the aggressive behavior is directed." (Wernert, 2017).

3. **Types of Bullying**

   According to Pescara-Kovach (2014), there are four individual types of bullying. They are physical, verbal, relational, and cyber bullying.

   3.1. **Physical Bullying**

   Swearer and Espelage (2004) define Physical Bullying as "physical, aggressive behavior directed at an individual or group with the primary purpose of maintaining power over the victim. Examples of this include, but are not limited to, punching, hitting, kicking, pushing, shoving, or damaging property."

   3.2. **Verbal Bullying**

   Verbal Bullying is defined as "audible statements directed at an individual or group. Like other forms of bullying, verbal bullying is persistent or repeated in nature with a purpose of creating a power imbalance between the aggressor and the victim". (Espelage, Mebane, & Swearer, 2004).

   3.3. **Relational Bullying**

   Relational bullying is "aggressive behavior concentrated on an individual or group in the form of ostracism, social manipulation or non-physical attacks with the purpose of harming the victim's social relationships and/or status with the intent to maintain a power imbalance" (Espelage, Mebane, & Swearer, 2004).

### 3.4. Cyber Bullying

Raskauskas and Stoltz (2007) define cyber bullying as "attacks that are done through the Internet, cell phone texting, social media, etc. for the purposes of hurting feelings, damaging relationships or friendships, or social manipulation."

## 4. Characteristics of Bullies and Victims

According to Banks (1997), the following are the characteristics of bullies and victims:

1. Students who engage in bullying behaviors seem to have a need to feel powerful and in control.

2. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way.

3. Bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking.

4. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem.

5. Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them.

6. Victims may lack social skills and friends, and they are often socially isolated.

7. Victims tend to be close to their parents and may have parents who can be described as overprotective.

8. Victims tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization.

**5. Organizations working against Bullying**

There are various organizations working towards helping both the victims as well as the bullies for a change in their outlook towards the society. Some of the prominent organizations doing the job above is as follows:

**5.1. PACER's National Bullying Prevention Center**

Founded in 2006, PACER's National Bullying Prevention Center actively leads social change to prevent childhood bullying, so that all youth are safe and supported in their schools, communities and online. PACER provides innovative resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students. (PACER Center, Inc., 2019).

**5.2. Fairfield Special Education Association (SEPTA) Bullying Resources**

The Fairfield SEPTA is a group of parents, teachers, community professionals and community supporters striving to improve the education and social interactions and recreational opportunities of children with special needs. The association's website brings together various information resources related to prevention of bullying, cyber bullying and teen suicide etc. (The Fairfield Special Education Parent and Teachers Association, Inc., 2019).

**5.3. Anti-Bullying Pro**

Anti-Bullying Pro is a program run out of the U.K to help students in England, Wales, Scotland and Ireland to stand up against bullying. Anti-Bullying Pro have "trained over 24,000 young people to be Anti-Bullying Ambassadors in the U.K, worked with over 3,000 Primary and Secondary schools, received funding from the Department for Education, held 6 National Anti-Bullying Week events, run 8 School Showcase events to celebrate and share best practice, and been recognized as best practice in Ofsted reports." (The Diana Award, 2019).

**5.4. The Skate Movement K2BK**

The aim of SKATE movement is to reduce the impact of bullying by empowering high school students to lead younger children down a more empathetic path. High school students are trained to demonstrate the concepts of kindness and tolerance to set examples for younger children (SKATEmovement, 2013).

### 5.5. The Trevor Project

Founded in 1998 by the creators of the short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25 (The Trevor Project, 2019).

### 5.6. StompOutBullying.com

STOMP Out Bullying is the leading national nonprofit dedicated to changing the culture for all students. It works to reduce and prevent bullying, cyberbullying and other digital abuse, educates against homophobia, LGBTQ discrimination, racism and hatred, and deters violence in schools, online and in communities across New York (STOMP Out Bullying, 2019).

### 5.7. The Kind Campaign

Kind Campaign is an internationally recognized nonprofit organization that brings awareness and healing to the negative and lasting effects of girl-against-girl bullying through their global movement, documentary film, in-school assemblies and educational curriculums (Kind Campaign, 2019).

### 5.8. The Jed Foundation

The Jed Foundation's mission is to protect emotional health and protect against suicide among college and university students. JED is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults. The foundation is partnering with high schools and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems (The Jed Foundation, 2019).

### 5.9. It Gets Better Project

"It Gets Better" Project is a social media campaign launched by American author and gay rights advocate Dan Savage in an effort to prevent suicide among LGBT youth by encouraging gay adults to spread the message that their lives will improve. Since its foundation in September 2010, the project has grown into an international movement with more than 50,000 video messages and 50 million views. (Literally Media Ltd., 2017). The It Gets Better Project wants to remind teenagers in the LGBT community that they are not alone — and it WILL get better  (It Gets Better Project., 2019).

### 5.10. Born This Way Foundation

The singer Lady Gaga's foundation that is focused on supporting the wellness of young people, and empowering them to create a kinder and gentler world. The foundation leverages innovative programming and partnerships to model, convene, and support healthy conversations about mental wellness to connect youth with resources and services that support their mental health – online and offline, and to encourage and build communities that understand and prioritize mental and emotional wellness (Born This Way Foundation, 2019).

### 5.11. Athlete Ally

Athlete Ally is a nonprofit organization that provides public awareness campaigns, educational programming and tools and resources to foster inclusive sports communities. Their mission is to end the rampant homophobia and transphobia in sport and to activate the athletic community to exercise their leadership to champion LGBTQ equality (Athlete Ally, 2016).

### 5.12. Anti-Defamation League

Founded in 1913, the Anti-Defamation League is now the nation's premier civil rights/human relations agency. Anti-Defamation League offers the following interactive workshops and assembly programs for elementary, middle and high schools on bullying and cyberbullying. Becoming an Ally: Responding to Name-Calling and Bullying (Educator Version), Becoming an Ally: Responding to Name-Calling and Bullying (Youth Version), Understanding and Addressing Cyberbullying, Cyberbullying: Focus on the Legal Issues, CyberALLY , Youth and Cyberbullying: What Families Don't Know Will Hurt Them, and Assembly programs (Anti-Defamation League, 2019).

## 6. Conclusion

This chapter gives an over view on the various types of bullying, characteristics of bullies and victims, and about the various organizations working against bullying. Bullying by any means doesn't sow the seeds of goodness in a child, but the seeds of hatred. For the bullied, it sows the seeds of anti-social behavior and the sense of being overlooked. In order to sow the seeds of goodness in the coming generations, bullying behavior must not be nurtured but must be corrected in the earliest instance of detection.

**References**

Anti-Defamation League. (2019). *Bullying and Cyberbullying Workshops*. Retrieved
December 21, 2019, from Anti-Defamation League:
https://www.adl.org/education/resources/tools-and-strategies/bullying-and-
cyberbullying-workshops

Athlete Ally. (2016). *About - Athlete Ally*. Retrieved December 21, 2019, from Athlete Ally:
https://www.athleteally.org/about/

Banks, R. (1997, April). *ERIC - ED407154 - Bullying in Schools. ERIC Digest., 1997-Apr.*
Retrieved December 21, 2019, from ERIC:
http://files.eric.ed.gov/fulltext/ED407154.pdf

Born This Way Foundation. (2019). *Our Work- Born This Way foundation*. Retrieved
December 21, 2019, from Born This Way Foundation:
https://bornthisway.foundation/support-our-work/

Espelage, D., Mebane, S., & Swearer, S. (2004). Gender differences in bullying: Moving
beyond mean level differences. In D. Espelage, & S. Swearer (Eds.), *Bullying in
American Schools: A Social-Ecological Perspective on Prevention and Intervention*
(pp. 15-36). Mahwah, NJ: Lawrence Erlbaum Associates.

Fretwell, Q. (2015). *"Addressing Bullying in Schools: The Perceptions, Thoughts and Beliefs
of Middle-School Principals.* Georgia State University, Educational Policy Studies.
Georgia: Georgia State University. Retrieved December 21, 2019, from
https://scholarworks.gsu.edu/eps_diss/132/

Hearn, H. (2016). *An investigation of bullying of and with primary school girls: a pupil
research project.* University of Nottingham, School of Education. Nottingham:
University of Nottingham. Retrieved December 21, 2019, from
http://eprints.nottingham.ac.uk/31845/1/An%20investigation%20of%20bullying%2
0of%20and%20with%20primary%20school%20girls%20PhD%20Helen%20Hearn.pd
f

Hilton, J. M., Anngela-Cole, L., & Wakita, J. (2010). A cross-cultural comparison of factors
associated with school bullying in Japan and the United States. *The Family Journal,
18*(4), 413-422. doi:10.1177/1066480710372919

It Gets Better Project. (2019). *About the It Gets Better Project*. Retrieved December 21,
2019, from It Gets Better Project.: https://itgetsbetter.org/about-it-gets-better-
project/

Kind Campaign. (2019). *About Kind Campaign*. Retrieved December 21, 2019, from Kind
Campaign: https://www.kindcampaign.com/

Literally Media Ltd. (2017). *It Gets Better Project*. Retrieved December 21, 2019, from Knowyourmeme.com: https://knowyourmeme.com/memes/it-gets-better-project

PACER Center, Inc. (2019). *About Us - National Bullying Prevention Center*. Retrieved December 21, 2019, from PACER: https://www.pacer.org/bullying/about/

Pescara-Kovach, L. (2014). Parenting: The Front Line of Bullying Prevention in a Socioecological Perspective. *eHearsay: Electronic Journal of the Ohio Speech-Language Hearing Association, 1*(4), 44-51.

Raskauskas, J., & Stoltz, A. D. (2007). Involvement in Traditional and Electronic Bullying Among Adolescents. *Developmental Psychology, 43*(3), 564-575. doi:10.1037/0012-1649.43.3.564

SKATEmovement. (2013). *Spreading kindness & Teaching Empathy | S.K.A.T.E. MOVEMENT*. Retrieved December 21, 2019, from SKATEmovement: http://www.skatemovement.org/

Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29*, 239-268. doi:10.1002/ab.10047

STOMP Out Bullying. (2019). *Home*. Retrieved December 21, 2019, from STOMP Out Bullying: https://www.stompoutbullying.org/

The Diana Award. (2019). *About Us*. Retrieved December 21, 2019, from The Diana Award Anti-Bullying Programme: https://www.antibullyingpro.com/about

The Fairfield Special Education Parent and Teachers Association, Inc. (2019). *SEPTA - Fairfield Special Education, PTA Inc.* Retrieved December 21, 2019, from The Fairfield Special Education Parent and Teachers Association, Inc.,: https://fairfieldsepta.org/

The Jed Foundation. (2019). *Who We Are*. Retrieved December 21, 2019, from Jed: https://www.jedfoundation.org/who-we-are/

The Trevor Project. (2019). *About*. Retrieved December 21, 2019, from The Trevor Project: thetrevorproject.org/about/

Wernert, S. P. (2017). *The Socio-ecological Influences of College Bullying Behavior: A Phenomenological Study of Student Perceptions.* The University of Toledo. Toledo: The University of Toledo.