The Beyond Bullying Program: An Innovative Program Empowering Teachers to Counteract Bullying in Schools

Roberto H Parada, Herbert W Marsh and Rhonda Craven
University of Western Sydney, Australia.

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As with other damaging behaviours, prevention for aggression and violence should begin as early as possible. Bullying may be one early indicator of a group of behaviours that contribute to the development of antisocial and/or aggressive behaviour patterns in late adolescence and adulthood. The 'Beyond Bullying Program' is an entirely new bullying management and prevention program. It has been developed at the SELF Research Centre, University of Western Sydney, Australia in collaboration with Westmead Hospital's Department of Child, Adolescent and Family Psychiatry, and the Marist Education Centre, a psychoeducational and welfare unit for catholic schools in the Parramatta Diocese of Sydney. This novel anti-bullying program takes a multi-modal approach which, unlike previous interventions, not only highlights school climate but also stresses school and teacher empowerment by training school staff in specific techniques to enhance self-concept, create a positive school climate and manage bullying incidents. In this paper we review the rational for the key components of the intervention program, particularly concentrating on the Teacher Interaction Module.

Bullying and victimising behaviours represent a significant problem for schools around the world (Smith, Morita, Junger-Tas, Olweus, & Catalano, Slee, 1999). Bullying incorporates a wide range of behaviours: name calling, extortion, physical violence, slander, exclusion, damage to property, and verbal and physical intimidation (Smith & Sharp, 1994). Bullying is differentiated from other forms of aggressive behaviour in that it involves a more powerful group/individual dominating through violence, aggression or intimidation a less powerful group/individual over an extended period of time (Olweus, 1997). It is estimated that in Australia 1 in 6 students are bullied on a weekly basis and 1 in 10 are active bullies (Rigby, 1996). The impact of bullying in the school years also extends beyond the bully and victim to the peer group, school, and community at large in the form of criminality and mental health problems. Bullying has been identified as a precursor for criminal behaviour, poor mental health and diminished school performance (Smith & Brain, 2000). Australian and overseas research has shown that victims of bullying are likely to suffer significant psychological distress, psychopathology and deteriorating physical health (Slee, 1995a; Slee, 1995b; Hawker & Boulton, 2000). Considering the seriousness of the effects of bullying and victimisation it is not surprising that there have been numerous programs that have attempted to reduce both the impact and incidence of bullying behaviours.

The pioneering work carried out by the Norwegian Government in 1983 and reported upon by Olweus (1991) has influenced the majority of all interventions designed to counteract bullying at the school level. The work in Norway has been the blue print for all other interventions since and is collectively referred to as the whole-school approach to bullying. Table 1, adapted from Stevens, de Bourdeaudhuij andVan Oost (2001), summarises the key components of the Norwegian Program which included measures taken at the school level: Better classroom and playground supervision, staff training by researchers on what is bullying, and establishment of an overall school climate which does not support bullying. At the class level: Class rules against bullying were formulated and displayed, regular class

meetings with students were held. At the individual level: Help for bullies and a victim was obtained (Olweus, 1995; Smith & Sharp, 1994; Rigby & Slee, 1993).

In the Norwegian National Study, a team led by Dan Olweus followed up 42 schools in the county of Bergen. Measures were collected 2 years and 3 years post intervention. In the Bergen County a total sample of 2500 students aged between 11 and 14 years in both primary and secondary schools participated between 1983 and 1985. Self-report instruments developed by the team were used in the evaluation. Reductions in bullying in the magnitude of 20 to 50 % were reported (Olweus, 1991). Follow up eight and 20 months later showed maintenance of these gains. These results suggested that interventions which changed the social milieu of schools are the most appropriate when dealing with school bullying.

There are reasons, however, why interpretations based on this study should also be viewed with caution. Unfortunately, although the Bergen County results are often cited and have become the source of much inspiration for further research, they have never been replicated. A second evaluation led by Erling Roland was carried out in the county of Rogaland. In this trial 7000 students in 37 schools aged between 8 and 16 years were monitored over 3 years: 1983-1986 (Roland, 2000). The results were very mixed. The intervention materials and the measurement instruments used by the pilot schools were almost identical to those used in the Bergen study. The schools in Rogaland however were left to their own devices when it came to the implementation and had no support from research teams. Results indicated that there was a close relationship between the extent of the implementation of the intervention and early results. Not surprisingly, those schools that implemented the intervention package more thoroughly had better results over the short term. However, these reductions in bullying rates were not as high as reported in Bergen. Most schools reported an overall increase in bullying during the period under investigation. Although this increase cannot be attributed to the intervention per se, as will be discussed later, other more recent studies have observed a similar phenomenon.

The Norway National Program's failure to show long-term success has been attributed to difficulties in maintaining the activities in most of the schools (Roland, 2000). The schools in Rogaland lacked any support from the research team. The Bergen schools however met with the researchers and were kept up-to-date with developments of the program on a regular basis. This ongoing support is an aspect of the Norwegian project's intervention that is seldom acknowledged and may well be a key component of the intervention. Olweus (1999) has argued that both studies also differed in data quality, times of measurement and program planning. This should be kept in mind when making any direct comparisons between the studies. However, there have been other attempts to use similar intervention designs in other parts of the world.

Stevens, Van Oost, and de Bourdeaudhuij (2000), reported on a component of a randomised control whole school intervention in 24 schools in Belgium. Both primary and secondary schools participated. Schools were randomly assigned to a control and experimental groups. A single pre-test and two follow up post tests (7 months and 12 months respectively) were carried out with instruments adapted by the researchers. All analyses were made at the student level rather than the school level.

The component reported upon in this publication was one intended to increase pro-victim attitude in non-bully/victim students and promote their likelihood of intervening in bullying situations. The results were totally unexpected. By the first post-test (7 months post

intervention start) there were marginal changes in students' attitudes in the expected direction; that is students had more negative attitudes towards bullies, more positive attitudes towards victims and were more likely to intervene. By the second post-test (12 months) the results had failed to be maintained. There were no significant differences between the two groups. Further analyses revealed that students in the treatment condition amongst primary schools did not differ to controls. Significant differences were found in the secondary schools group but not in the expected direction. Over time the experimental schools showed lower intentions to interfere in a bully situation and had in fact higher pro bullying attitudes when compared to control students who had not participated in the intervention.

Table 1: Overview of the Norwegian anti-bullying intervention Program as reported by Olweus, 1991. Adapted from Stevens et al. (2001).

Program methods and strategies

Methods:
- contingency management by means of clear rules against bullying and non-hostile, non-physical punishment
- better supervision of recess

Strategies:
- staff and parents meetings
- survey service for schools
- more attractive school playground
- teacher group for the development of the 'school climate'
- contact telephone

Program methods and strategies per target population

Teachers
Methods:
- increasing awareness
- information about bully/victim problems
- intensive coaching of school during implementation process

Strategies:
- staff meetings and training sessions

Parents
Methods:
- information about bully/victim problems
- consultation during the development of the whole-school policy
- support for their child when victimized
- advice for parents of bullies on child-rearing aspects

Strategies:
- parents circles (study and discussion groups)
- discussion groups with parents of bullies and victims
- serious talks with parents of involved children
- parent brochure

Peers
Methods:
- class rules (clarification, praise and sanctions)
- praise when the rules have been followed
- classroom discussion on bully/victim problems
- social support to tackle bully/victim problems
- cooperative learning

Strategies:
- regular class meetings
- role playing
- literature
- meeting teachers, parents and children
- common positive activities

Bullies and victims
Methods:
- contingency management in relation with the class rules
- teacher support to make the victim valuable in the eyes of their classmates
- help from 'neutral' students

Strategies:
- serious talks with bullies and victims

Similar paradoxical findings were observed in the Sheffield Project (Smith & Sharp, 1994) one of England's largest anti-bullying school interventions. Although it included 27 schools, there was only one control school and the intervention itself was not standardised across groups or schools as each school chose components from several options to establish a whole-school approach. The range of evaluation tools was also minimal and consisted of only a pre and post survey and teacher and students interviews. There were some schools in which reductions in bullying and victimisation were obtained. Inconsistencies of administration and evaluation procedures make determining what aspects of the intervention worked extremely difficult. In this study many of the gains had also been lost by two years. Some schools within the study failed to significantly reduce the incidence of victimisation, while in others it actually went up (Smith & Sharp, 1994). As with the Bergen study, Smith and Sharp made the observation that those schools that had greater researcher support faired better. These findings highlight the need to adequately evaluate the effectiveness of interventions and monitor developments of program implementation over the long-term. The findings also suggest that there is still an urgent need for the development of further intervention strategies to counteract bullying the Beyond Bullying Program aims to meet such need.

Recently there have been several attempts to synthesise the key components of anti-bullying interventions (see Glover, Cartwright, & Gleeson, 1998; & Sullivan, 2000). Stevens et al. (2001) after a detailed intervention mapping process have highlighted that all of the published whole-school interventions for bullying have targeted three specific areas: school/class, family and bullies/victims/neutrals. At the school level contingency management procedures are put in place to manage the aggressive behaviour of bullies. Generally these have been made explicit in the form of an anti-bullying policy. Other techniques used at the class level have targeted attitude change in students by having a variety of classroom-based activities including curriculum activities, peer mediation programs and problem solving skills training. Generally the goal has been to allow students to discuss their views on bullying while at the same time educating them more often than not about the consequences of bullying from a victim centred perspective (see Smith & Sharp, 1994). The Beyond Bullying Program incorporates many of these strategies, however is significantly different due to its emphasis on skilling teaching staff to intervene in bullying situations. Table 2 outlines the key components of the Beyond Bullying Program.

Table 2: **Components of the Beyond Bullying Program.**

TARGET AREAS			
School Structure	**Teaching Staff**	**Students**	**Parents**
Consulting Team Training Key School personell Trained to support fellow staff **Awareness Raising** School Newsletter Training of Staff **Detailed School Policy** on Bullying and Relationship Management **Contingency Management Methods** 1. Interviews 2. Behaviour Contracts 3. Thinking Time 4. Parents Involved 5. Referral **Increase supervision** in areas identified as problematic **Visibly Support Staff** in implementing necessary classroom changes **Visibly Support Students** who intervene against bullying **Visibly Support Parents** of bullies and victims All classrooms have relationship management prompts (posters)	**Awareness Raising** **Training in Relationship management in the classroom** Being able to identify bullying and deal with it effectively **Skills to encourage relationship building** 1. Establishing Expectations 2. Modelling 3. Attention to Positive Behaviours 4. Descriptive Feedback 5. Enhancing Feedback 6. Corrective Feedback 7. Structured Conversations **Skills to deal with bullying and misbehaviour** 1. Micro-Techniques 2. Maintaining Focus 3. Expectation Discussion 4. Redirection 5. Shared Control 6. Referral **Personal coping strategies** 1. Recognising negative teacher self-talk 2. Cognitive behavioural model for emotional arousal	**All Students** **Awareness Raising** Recognising the difference between bullying and teasing Recognising what bullying is Recognising the consequences of bullying	**Awareness Raising** How to contact schools if their child is having relationship management issues Supporting the school Recognising bullying Education about bullying

As can be seen from Table 2. The Beyond Bullying Program is designed to empower teachers, students and parents to contribute to addressing bullying in secondary schools. Program resources focus on practical strategies based upon an extensive search of the research literature. The resources are designed to help teachers, students and parents to:

Appreciate the rationale for addressing bullying as a critical social justice issue of our time; Understand and utilise effective practical strategies for preventing and addressing bullying behaviours; and Develop a personal commitment to addressing bullying.

The Beyond Bullying Program is implemented in three main stages. Stage One: Getting Started, involves securing the commitment from the school executive to implement the program in an active and diligent fashion. At this stage the dates for the necessary activities of the program are incorporated into the school's calendar. The personnel for the Consulting Team are selected and training dates and release time are negotiated. In this preliminary stage there is also a pre-intervention evaluation to obtain baseline information about teachers and students before the implementation of the program.

Stage Two: School Implementation, is the point at which the Beyond Bullying Program activities and requirements are implemented throughout the school. The consulting team with the necessary support of the school executive carries this out. Tasks that are accomplished in this stage include: The launch of the Beyond Bullying School Policy; training of all school personnel in Relationship Enhancement and Management; student awareness raising and education about bullying is carried out; parent awareness raising and education; the necessary modifications are made to the school's behaviour management plans.

Stage Three: Maintenance, involves making certain that the program's integrity is maintained and that any issues that have arisen are being dealt with in a consistent fashion. Tasks that make up this stage include training any new staff members that have joined the school; educating any new students and their parents or guardians about the Beyond Bullying Program and conducting a final stage evaluation to assess the benefits gained by the students.

Many of the whole school practices of other programs have been retained in the Beyond Bullying Program. Aspects of these programs a can be reviewed in Sullivan (2000). In reference to the Beyond Bullying Program a key difference, as previously mentioned, is the support of teachers. Staffs at the school are supported in various ways. First, as part of the adoption of the program by a school, a group of three to five staff members are trained in all aspects of the intervention delivery. This includes training in the specific strategies that may be used by staff to counteract bullying. These staff members become known as the Consulting Team. Their role is to support their colleagues by means of inservices and peer support. The Consulting Team is largely responsible for the implementation of the Beyond Bullying Program in each school. As seen in Table 2, there are four target areas in the Beyond Bullying Secondary Schools Program: School Structure, Teaching Staff, Students, and Parents. To assist the Consulting Team in targeting these groups the key activities and resources needed have been divided into their corresponding target areas and separated into sections. Each section contains all the information and resources needed to carry out the necessary activities for that target group. For this aim the Consulting Team is provided with resources that include:

- An example school anti-bullying policy;
- Inservice facilitator notes and overheads to provide teachers with inservice professional development activities;
- A teachers' handbook that contains materials (copies of overheads, inservice activities, an overview of useful prevention and management strategies, and an overview of what research says about bullying) to support inservice professional development activities;

- Student activities for 3 lessons;
- An educational, inspiring student-oriented videotape;
- An informative, plain English student information brochure.
- Parent information workshop materials; and
- A parent information brochure.

Second, all of the teaching staff in the school take part in an intensive inservice program which aims to provide them with the skills to reinforce positive peer interactions; pro-actively address bullying behaviours and implement curriculum activities that genuinely educate students to address bullying.

Teachers can be both the targets of student bullies (Terry, 1998) and also be considered by the students as bullies themselves (Sullivan, 2000). Teachers, however, may be less reluctant to tell their colleagues about the fact that they may also be the targets of a bully. Establishing a whole school approach will help deal with this issue by empowering staff to take action and seek support if they needed, without feeling that they are alone. It is extremely surprising that none of the interventions where published evaluations are available have concentrated on skilling teachers with specific technologies to reduce and/or intervene in bullying situations. Numerous reports have highlighted that one of the most frequent places where bullying takes place is the classroom (Rigby, 1996), making it an important milieu in which to intervene. It has also been estimated that teachers may only intervene in as little as 4% of bullying incidents observed in the school playground (Sullivan, 2000).

There is ample evidence that teacher classroom management not only promotes or inhibits academic attainment but also contributes to the overall relational climate of the classroom (Keller & Tapasak, 1997). Chang (2003), for example, found that although students as a whole reject aggressive behaviours in school, peer rejection varied across classes as a function of the teacher's attitude towards aggression and teachers being warm and supportive of students overall. Classroom management has been largely ignored in the available studies on bullying. This is despite being consistently referred to in school violence reduction programs (see Goldstein & Conoley, 1997); the recognition that some teachers engage in bullying students (Sullivan, 2000) perhaps as a way of controlling their behaviour (Hepburn, 2000) and; official reports signalling that classroom management skills are one of a key number of competencies which teachers feel they need further training in (Ramsey, 2000).

Figure 1 outlines the various strategies which form part of a "teacher's toolkit" to counteract bullying in their school and classroom. Seven specific strategies for preventing bullying and enhancing prosocial behaviour are brought to the attention of the staff. These are: Establishing Clear Expectations, Modelling, Attention to Positive Behaviours, Descriptive Feedback, Enhancing Feedback, Corrective Feedback Techniques and Structured Educational Conversations. There are six specific strategies for directly intervening and managing bullying situations. These were: Micro-Techniques, Maintaining Focus, Expectation Discussion, Redirection, Shared Control and Referral. These strategies are designed to allow staff to intervene in a bullying episode with both bullies and their targets.
These strategies are taught as a whole system. As can be seen from Figure 1, the strategies have been organised according to the level of intervention that a student may need to help them deal with bullying. The majority of students will need minimal intervention. Establishing expectations and micro-techniques will be sufficient. However, a minority of students, who need the most help with changing their behaviour, will need more intense

strategies such as Enhancing Feedback, Structured Educational Conversations or Shared Control and eventual Referral.

Figure 1: **Levels of Intervention**
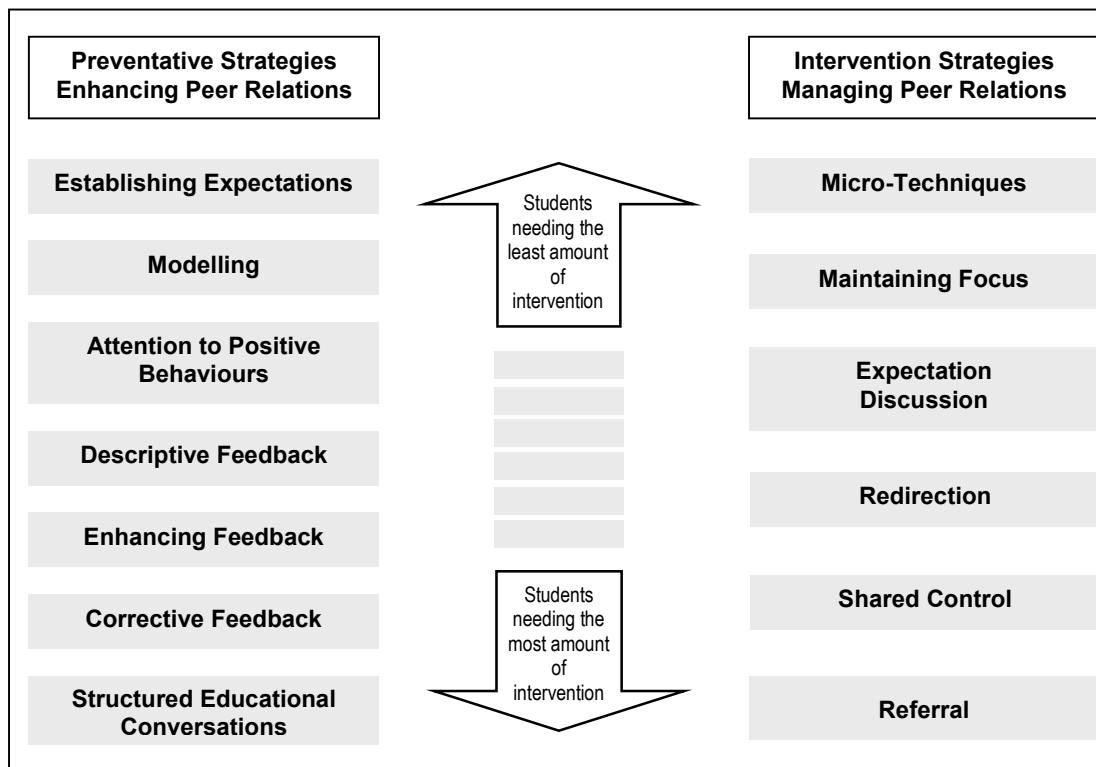
It is beyond the scope of this paper to exemplify and discuss the rationale behind all of these activities readers are referred to Craven and Parada (2002) for further explanation of these techniques. Briefly, Establishing Expectations is a whole school initiative in which clear positive expectations regarding social relations are placed in every classroom in the form of a poster. Teachers and students may then refer to these when prompting students to consider their behaviour. Modelling and attending to students positive social behaviours are highlighted as strategies to maintain and enhance existing prosocial skills. Specific feedback techniques: Descriptive feedback, enhancing feedback (which comprises of internally focused and attributional feedback), corrective feedback and structured educational conversations are offered as means to teach and correct student *in situ* with regards to their social skills. Internally focused Enhancing Feedback is used to make students feel good about having a particular skill, Attributional feedback is used to encourage students to recognise that their social success is due to their own effort and ability and not to luck or other external agents.

Table 3: **Enhancing Feedback- Internally Focused.**

What's Involved	*Example*	Why
Step 1 Describing the Prosocial Behaviour (skill or strategy used)	*You are really not letting Mario get to you, because you are ignoring the things he says and keeping calm.*	Research shows that it is important to advise the student what the actual behaviour was that has attracted the teachers' praise to encourage the repetition of such behaviours in the future. Stating the exact behaviour also ensures that teacher reinforcement is contingent upon performance and therefore credible. This type of feedback known as performance feedback has been shown to be more effective than general praise.

Step 2
Generalising the Feedback
	Knowing how to keep calm is a smart thing to do to help you to get along with other people.	Generalising the feedback beyond the specific behaviour observed ensures that:
		
		    the broader area of self-concept is reinforced,
		
		    the broader type of behaviour is valued and therefore similar behaviour types might be repeated, and
		
		    that the feedback is not dismissed as isolated to a 'one-off' behaviour and therefore seen as not important for future reference.

Step 3 Encourage Internalisation	*You should congratulate yourself that you kept calm despite what was being said.*	Encouraging students to internalise the feedback by feeling good about what they have accomplished ensures that students are being encouraged to internalise and transfer the praise to their self-concept.
Step 4 Model Internalisation	*I know I would feel very pleased with myself if I had kept calm after all that.*	Modelling the internalisation encourages students to internalise the feedback.

As can be seen from Table 3, there are 4 steps involved in enhancing feedback: Praising skill/strategy used; Generalising skill/strategy to other Areas; Encouraging internalisation and Modelling internalisation. Corrective Feedback allows a teacher to correct a student when they have done something incorrectly eg. Dealt with criticism in a negative way, while still promoting the enhancement of a particular prosocial skill. Table 4 shows the key steps in using Corrective Feedback. It can be seen from Table 4 that this form of feedback is designed to separate failure from lack of ability or skills and link failure to a lack of effort or the use of the wrong strategy by the student. This allows the maximisation of learning while keeping threat to the students self-system at a minimal.
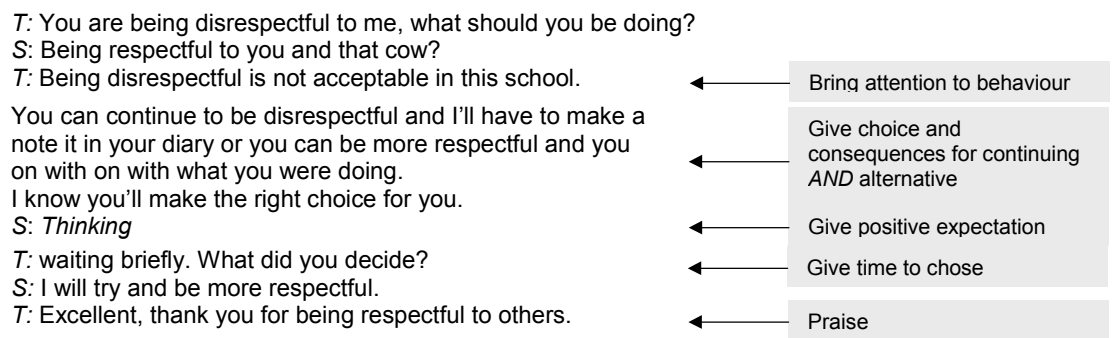
Table 4: **Corrective Feedback.**

What's Involved	*Example*	Why
Step 1 Identifying Failure	*No it is not appropriate to hit John when he teases you.*	Research shows that it is important to advise the student what the actual behaviour was that was inappropriate to discourage the repetition of such behaviours in the future.
Step 2 Identify the child has ability	*I know you have the ability to control yourself.*	This component reinforces to the child that you are not criticising them personally and know that they are capable of the appropriate behaviour.
Step 3 Attribute future success to effort and use of the right strategy.	*You will be able to control your temper when you try hard to ignore silly comments.*	Encourages students to try harder to persist in implementing the skill at a future date. Focussing on using the right strategy depersonalises the failure feedback and encourages future behaviour to be based upon learning and utilising a skill.

The feedback techniques were derived from work by Craven, Marsh and Debus (1991). They were chosen based on a key assumption of the intervention, the relationship between bullying and self-concept. Marsh, Parada, Yeung and Healey (2000) and Parada, Marsh & Yeung (1999) have proposed that a paradox occurs when bullying and associated violent behaviours are accepted by the school community as natural phenomena. Bullies in particular achieve a personal sense of power and may receive social reinforcement through their peers for bullying behaviours and the intimidation of their victims. Within this social context, bullying behaviour and self-concept may be positively correlated. So long as the school ethos allows bullies to enhance their self-concept through this behaviour, interventions aimed at individual students are unlikely to be successful. By creating an environment in which self-concept is enhanced only through pro-social activities it is hoped that the incidence of bullying in schools will be much reduced.

The techniques for confronting students directly when a bullying situation arise (the right hand side of Figure 1) where largely influenced by the work of Wheldall and Merrett (1989) and Glasser (1991). Who emphasised the use of techniques that are non-threatening and allow, for the most part, for the student to correct their own behaviour. This ethos was considered consistent with our approach to maintain and enhancing student's self-concepts. Micro-techniques are brief, quick, effective techniques to prevent situations from escalating into full bullying episodes. Rather than ignoring what may be the beginning of a bullying episode, micro-techniques (such as standing near by, calling the student's name and using pre-negotiated secret signals) can be used to diffuse the situation quickly and avoid having to deal with a more difficult bullying situation. Maintaining focus are a set of skills designed to keep the teacher on track and not pay attention to any ploys by the student to scape a request to change their behaviour. Expectation Discussion can be used when there is a need to speak individually to a student about the way they have been treating other students. The purpose of Expectation Discussion is to remind the student of the expectations regarding the treatment of other students. It can be used for minor violations of these expectations. Expectation Discussion is a positive strategy because it allows the student to internalise the expectations and correct their own behaviour with minimal intervention on the teacher's behalf.

Redirection consists of clearly and firmly signalling to the student what their behaviour is and redirecting them to swap to a more appropriate behaviour. Making certain that the student knows what it is that they are doing is very important. Asking students 'what are they doing?' (Even if it is plain obvious) rather than 'why' they behaved in a particular way ensures that you are both concentrating on the same thing and it clarifies to the student that the issue of concern is their behaviour and not anything personal about them. Shared Control consist of creating an opportunity for the student to chose how they will respond to a request while being fully aware of the consequences which their response will have. This technique can be used with more agitated students who may feel threatened by direct requests or students who can easily escalate or have escalated into a more difficult behaviour. Figure 2, shows an example of Shared Control where the student complies with the request. As can be seen from Figure 2, Shared Control can be used to signal to the student that continuing to behave in a certain way will have specific consequences. There are five steps involved: Bringing attention to the behaviour, providing choices and consequences for continuing and ending the behaviour, giving a positive expectation that the student will make the best choice, giving time to chose and proceeding with praise for compliance or appropriate consequences for lack of compliance. The student is therefore given the opportunity to change their behaviour and be praised for cooperation. On the other hand, if the student fails to comply with instructions the administration of the consequence is seen directly linked to what they have chosen to do after the request is made.

Figure 2: **The Use of Shared Control.**

T: You are being disrespectful to me, what should you be doing?
S: Being respectful to you and that cow?
T: Being disrespectful is not acceptable in this school. ← Bring attention to behaviour

You can continue to be disrespectful and I'll have to make a
note it in your diary or you can be more respectful and you
on with on with what you were doing. ← Give choice and consequences for continuing AND alternative
I know you'll make the right choice for you.
S: *Thinking* ← Give positive expectation

T: waiting briefly. What did you decide? ← Give time to chose
S: I will try and be more respectful.
T: Excellent, thank you for being respectful to others. ← Praise

The final strategy, Referral, is taught as a positive strategy which teachers should consider at any reasonable point where they feel that the situation has escalated beyond their what may be dealt with the strategies just mentioned. Referral in the Beyond Bullying Program is usually done to one of the members of the consulting team. Referral takes place for most bullying behaviours other than serious physical assaults. These are handled immediately by the school and dealt with through their own mechanisms. The purpose of including referral as a strategy for teachers to use was to de-stigmatise asking for help. If all staff were presented with the knowledge that a referral was a strategy rather than an admission of incompetence, it would be more likely that situations would be reported and action could be taken at the appropriate time. It was also designed to promote in-school collegial support.

This paper has briefly outlined the key aspects of The Beyond Bullying Program an intervention designed to allow schools to manage and reduce the incidence of bullying in their school. Many aspects of the program emulate best practice parameters that have been acquired from previous research expanding the last two decades. These include a whole school approach through the support of key stakeholders: students, school and parents/caregivers. It has been noted, however, that although many programs have been developed around the world there is still room for progress. Based on a thorough review of

the literature expanding not only bullying but also self-concept, behaviour management and school effectiveness research two underlying assumptions inform the Beyond Bullying Program. Self-concept research, in particular the ability of feedback to influence and teach students and the possible link between self-concept and bullying/victim roles per se. Second, the need to provide teachers and schools with the necessary tools to counteract bullying. In this paper we concentrated specifically on the relationship management technologies that teachers might use to enhance their students pro-social skills. These skills form part of best pedagogical practise and may play a pivotal role in reducing not only bullying but also enhancing the educational outcomes of students.

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