

# Research Paper on Stop Bullying

Bullying refers to aggressive behavior of the victim or to create a feeling of fear, physical assaults, physical intimidation, teasing, social isolation, and exclusion from other forms of aggressive behavior. The nature of the bullying act, hence, not all students experience verbal insults by their level of bullying until the student time. The second characteristic that distinguishes bullying from other forms of aggressive behavior is the status inequality between bully and victim. In comparison, the victim is physically, psychologically, and socially more vulnerable, which allows the bully to engage in the behavior with little concern for reprisals or other consequences. For example, physical assaults might be classified as acts of bullying if the victims were selected because they lacked the resources to defend themselves due to their physical stature, psychological profile, or social skills.

intended to harm the physical well-being and intimidation. Bullying includes psychological intimidation, name-calling. Two characteristics distinguish bullying. The first is the repetitive and prolonged name-calling is a form of bullying. Many peers, but the name-calling does not rise to experiences it regularly over a period of

Until the 1970s, the problem of bullying received little attention from educators, researchers, or the general public. Bullying behavior was viewed as almost a rite of passage that most young people experience at some point during their childhood, adolescence, or both. Such a perception led to the belief that bullying behavior had no long-term consequences for either the victim or the bully. Today, the research suggests that neither perception is true. Both bullies and their victims are socially and psychologically different from their peers, and there are lasting implications for both. Not only has the traditional view of bullying as a rite of passage undermined our understanding of the causes and consequences of bullying, it may also have supported a "culture of bullying" within our education system.

Research suggests that the environment within schools is inadvertently supportive of bullying, thus creating a "culture of bullying." For a school's environment to be so described, it must possess two critical components that undermine the school's ability to act as a protector against bullying and instead allow development of a milieu that not only tolerates bullying behavior but also allows bullies to enhance their social standing through aggression without fear of consequences. First, it must possess an administration and faculty that are unaware of the extent of bullying behavior and therefore fail to effectively protect vulnerable students from being victimized or to punish those students who engage in bullying behavior. The research is consistent in suggesting that the schools' response to bullying is often ineffective in curbing the problem. In addition, schools rarely hold bullies responsible for their behavior when their behavior is brought to the attention of the faculty. This lack of effective response may be due to other social

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