

Bullying in Schools: Lessons From Two Decades of Research

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Bullying is described as aggressive behavior normally characterized by repetition and imbalance of power. It may be considered as a normative in many group settings, but socially unacceptable within the ethos of a democratic society. The history of research and intervention on bullying in schools during the past two decades is summarized. School bullying emerges as an international issue, and we have increasing knowledge of its nature and effects. There is also growing experience of the effectiveness of a range of school-based intervention strategies. These issues are discussed in relation to the 10 articles from 9 countries that constitute the remainder of this Special Issue on Bullying in Schools, *Aggr. Behav.* 24:1–9, 2000. © 2000 Wiley-Liss, Inc.

Key words: bully; victim; school; intervention

"It is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying." [Olweus, 1999, p 21]

INTRODUCTION

Bullying is usually defined [e.g., Olweus, 1999, Figure 1.1] as a subset of aggressive behavior characterized by repetition and an imbalance of power. The definition "a systematic abuse of power" [Smith and Sharp, 1994, p 2] also captures these two features. The behavior involved is generally thought of as being repetitive, i.e., a victim is targeted a number of times. Also, the victim cannot defend himself or herself easily, for one or more reasons: He or she may be outnumbered, smaller or less physically strong, or less psychologically resilient than the person(s) doing the bullying.

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Received 16 February 1999; accepted 6 March 1999

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