

# A Multi-Perspective Analysis of School Bullying in China: An Empirical Study Based on Recent News Reports

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**Abstract:** Bullying is a kind of anti-social behavior, which causes physical and mental harm to the victims, and even death in severe cases. Many countries have adopted a "zero tolerance" approach to it and have developed countermeasures early on. In contrast, China's campus bullying incidents are worsening, involving severe and harmful behaviors, the governance has been ineffective, and the whole society has condemned them, and there is limited academic research on the subject. This study analyzes 15 typical incidents reported by news media between 2015 and 2023 using a combination of multiple case studies and literature research. It explores the main characteristics of bullying behavior, the deficiencies in education and laws concerning bullying, etc. The paper proposes intervention measures from four perspectives: governance policy community, family and school education, bystander participation, and laws and regulations. This paper uses many cases to prove that Chinese education needs to learn more from international education experience when dealing with bullying cases, and this is an imperative reform.

**Keywords:** School bullying, media reports, multi-case studies, intervention measures, conflict between family and school, laws and regulations.

## INTRODUCTION

School bullying, a persistent blight marring the landscape of childhood and adolescence, has taken deep root in contemporary China. While many countries have tackled this issue with varying degrees of success, China finds itself navigating a labyrinth of complex challenges, grappling with a form of bullying that seems to evolve even as it escalates. This introduction delves into the grim reality of school bullying in China, examining its alarming prevalence, its insidious forms, and the concerning trends that necessitate immediate and decisive action.

In recent years, headlines have reverberated with chilling accounts of bullying incidents across China: In May 2014, a juvenile brawling case occurred in the suburbs of Beijing. Subsequently, there was a juvenile sexual assault case in Shandong Province in early July, and an 8-year-old child was beaten to death by classmates in Hebei Province in July of the following year. Another distressing incident involved a junior high school girl in Hebei who was stripped and beaten by her peers. Additionally, a 15-year-old boy in Guizhou Province was beaten to death by an alumna on July 4 of the same year. Ten days later, a junior high school student in Jiangsu was beaten to death by a classmate on his way back to school (Yu, 2019), the sheer frequency and severity of these occurrences paint a disturbing picture. The frequency and severity of these

occurrences paint a disturbing picture. Through a Baidu keyword search with "school bullying incident" as the keyword, there were 1.02 million reported cases in 2016 alone (Liu, 2018). According to the China Education Development Report 2016, school bullying is widespread in China, affecting urban and rural areas, as well as different age groups from primary and secondary schools to universities (Ge & Xu, 2021). The 2017 China School Bullying Survey Report revealed that an average of half of Chinese children have experienced school bullying (Wang, 2020). According to the Supreme People's Court, 4,192 cases related to school bullying were concluded in the national court system in 2019 alone, not including those that did not enter legal proceedings (Li & Wei, 2022). These numbers serve as a stark reminder of the widespread suffering inflicted by this harmful phenomenon, demanding immediate attention and concerted efforts to dismantle its grip on the nation's youth.

The face of bullying, however, is not a singular, brutish one. Beyond the realm of physical violence lies a spectrum of more nuanced forms of torment. Cyberbullying, with its venomous anonymity and far-reaching impact, inflicts deep psychological wounds. Relationship-based bullying, a web of social isolation and whispered rumors, tears at the fabric of self-esteem and belonging (Sun & Liu, 2015). Even the hallowed halls of universities, often perceived as sanctuaries of intellectual pursuit, are not immune to the insidious reach of bullying, with subtle forms of exclusion and emotional manipulation finding fertile ground among young adults (Liu, 2018).

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Adding to the challenge is the often concealed nature of bullying. Abusers exploit the shadows of dormitories and the veiled corners of the internet, making detection and intervention a treacherous uphill battle (Yang & Wang, 2016). Victims, burdened by fear, shame, or the misguided notion of protecting their tormentors, remain silent, their suffering hidden from view. This silence, nurtured by the tendency of schools to downplay or even conceal incidents (Fu & Gao, 2017), emboldens bullies and leaves victims feeling powerless and isolated.

On June 9, 2023, Sohu News reported the incident of Beijing Vocational College: a male student was abused and falsely accused by three female students out of enthusiasm to stop their bullying behavior, so he exposed their bullying video online in anger, which triggered heated discussion in the whole society. A number of media rushed to interview, the school on the grounds of "campus incidents handled by the school" declined to be interviewed. A month later, the boy was suddenly dropped out of school (Sohu News, 2023). The case faced public scrutiny, with strong condemnation directed at the school. The university's refusal to engage with the media and its opaque handling of the incident highlight a systemic issue that urgently requires rectification. This stands in sharp contrast to the "zero tolerance" policies embraced by many nations, which prioritize open communication, mandatory reporting, and collaborative intervention (Ge & Xu, 2021), China's approach remains shrouded in secrecy and reactive measures.

Despite this dire reality, the field of academic research on school bullying in China is woefully inadequate. A significant portion of existing research focuses on the recent years of 2019-2022 (Li & Wei, 2022). A search on CNKI reveals only 322 articles in the 13-year period from 2010 to 2023. Among these, 173 are news reports. Within the remaining 149 academic studies, only 45 have been publicly published on domestic school bullying. Among these, 41 pertain to primary and secondary school bullying, with a mere 4 focusing on university school bullying, this suggests that academic research on China overlooks crucial earlier incidents and the unique vulnerabilities of university settings. This selective focus hinders a comprehensive understanding of the problem and impedes the development of effective solutions.

The British media reported an article exposing the reality in China, titled "Chinese parents rely on the

Internet to solve school bullying, faster than litigation." The report highlights that "in China, resorting to social media is considered an effective means to provoke public anger and urge relevant departments to take action" (Wang, 2016). Notably, it was the strength of public opinion that propelled school bullying onto the policy agenda (Liu, 2018). Regrettably, although relevant departments in China have acknowledged the harmful nature of school bullying, they have not translated this recognition into detailed punitive measures. In instances of major vicious incidents, judicial organs and schools often refrain from relying on stringent measures, opting for a "soft handling" approach. Simultaneously, there exists a notable tolerance for juvenile crimes (Xie & Zhang, 2020).

From news reports and academic literature on school bullying, we know that most of them are not once, but twice or even multiple times (Zhang & He, 2021). The rising juvenile crime rate not only affects the physical and mental health of teenagers, but also affects their learning progress and family happiness, and has a serious impact on the reputation, image of schools, normal teaching order and education management, as well as social harmony and social atmosphere. Therefore, the researcher believes that it is urgent and important to face school bullying calmly, analyze it from multiple angles and put forward preventive measures through case perspective.

## REVIEW OF LITERATURE

### Concepts and Types of Bullying

School should be a haven for learning and growth, a place where minds blossom and connections flourish. Yet, for far too many students, this ideal is marred by the dark reality of school bullying. Defined as a persistent pattern of negative behaviors directed at a student by one or more peers (Olweus, 1978), bullying isn't simply an occasional scuffle or harmless teasing. It's a sustained assault on the victim's physical and emotional well-being, a toxic power imbalance that casts a long shadow over their childhood (Fu & Gao, 2017).

This shadow manifests in diverse forms, each inflicting its own brand of pain. Physical bullies unleash their power through punches, kicks, and shoves, while verbal bullies wield harsh words like weapons, spewing insults, taunts, and cruel rumors (Sun & Liu, 2015). Social bullies weave webs of exclusion, isolating victims from their peers and leaving them adrift in a sea

of loneliness (Yang & Wang, 2016). The insidious reach of cyberbullying extends beyond the physical schoolyard, bombarding victims with hateful messages and digital torment even in the supposed safety of their homes. And even seemingly subtle acts of indirect bullying, like persistent eye-rolls or deliberate shunning, can chip away at a victim's sense of self-worth (Li & Wei, 2022).

This relentless barrage leaves deep scars, both visible and invisible. The immediate consequences can be devastating, with victims experiencing fear, anxiety, depression, and even physical harm. But the long-term effects can be even more crippling, potentially shaping the trajectory of their entire lives. Bullying can foster feelings of inferiority and isolation, hinder social development, and even trigger the onset of mental health conditions like autism or depression (Fu & Gao, 2017). In the most tragic cases, it can even drive victims to the brink of despair, with suicide a horrifying yet all-too-real possibility (Ge & Xu, 2021).

This is not just a personal tragedy; it's a societal one. Bullying disrupts the very fabric of our communities, poisoning the well of trust and empathy that we need to thrive. It demands our immediate and collective attention, a concerted effort to break the cycle of violence and nurture environments where respect and compassion reign supreme. Only then can we truly guarantee that school becomes the safe heaven it should be, where every child can learn, grow, and flourish without fear.

### **School Bullying: A Global Epidemic with Varied Approaches**

While school bullying often grabs headlines in China, it's far from a localized issue. In fact, it's a widespread problem affecting students across the globe (Chang *et al.*, 2017). However, different countries take vastly different approaches to tackling this complex issue. Let's delve into some of the key strategies employed in various nations:

#### **United States: A Legal Mandate for Change**

The United States stands out for its stringent legal framework surrounding school bullying. All 50 states have enacted anti-bullying laws, providing a clear legal basis for addressing incidents. From verbal abuse to physical harm, each type of bullying has corresponding penalties outlined in the law. Schools are also mandated to establish anti-bullying policies and disciplinary measures (John *et al.*, 1992).

One notable example is New Jersey, which requires every school to report bullying incidents to the state department. Schools are then graded based on their bullying rates, policies, and response to cases. The U.S. Department of Education actively supports anti-bullying efforts by offering resources and training for schools and teachers. Additionally, a national movement against bullying thrives in the US, with initiatives like "Stop Bullying" website and "Anti-Bullying Month" garnering widespread participation (Zhong, 2016).

#### **United Kingdom: Zero Tolerance at its Core**

The UK has also embraced a "zero tolerance" policy towards school bullying. As early as 1986, the Local Government Act placed the responsibility for developing anti-bullying mechanisms on local authorities and schools. Recognizing the gravity of the issue, the British Ministry of Education emphasizes student safety and preventing bullying as top priorities for schools. Similar to the US, clear guidelines and strict repercussions form the backbone of their approach (Yang & Wang, 2016).

Interestingly, the UK's "zero tolerance" policy focuses on the type of violation rather than the severity of its consequences. In other words, any prohibited behavior, regardless of outcome, warrants strict consequences to deter future occurrences. The effectiveness of this strategy is evident in the falling number of bullying incidents reported in recent years (Xie & Zhang, 2020).

#### **Germany: Nurturing Kindness at the Root**

German schools adopt a unique approach that delves into the psychological and social roots of bullying. They prioritize "kindness education" starting from kindergarten, teaching children empathy and compassion through activities like caring for animals. This focus on fostering prosocial values aims to prevent bullying behavior at its core;

Germany also employs a strict disciplinary system for repeat offenders. Two demerits can lead to forced enrollment in a juvenile detention center, highlighting their seriousness about addressing bullying. This combination of nurturing positive values and enforcing consequences distinguishes the German approach (Teng, 2017).

#### **Japan: A Societal Network for Protection**

Japan tackles school bullying through a comprehensive, society-wide network. Their 2013

"School Bullying Prevention Countermeasures Promotion Law" clearly outlines a "zero tolerance" stance and legal repercussions for juvenile offenders. Furthermore, Japan leverages the collaborative efforts of local education committees, schools, families, media, and experts to create a robust support system for vulnerable students (Huang, 2017).

Contrastingly, the legal framework in China surrounding juvenile delinquency is often deemed lenient and ineffective (Chen, 2015). Schools lack clear guidelines for handling bullying, parental involvement is limited, and media scrutiny is discouraged (Fu & Gao, 2017). This disparity highlights the need for China to refine its legal framework and adopt a more proactive, societal approach to combating school bullying.

## METHODOLOGY

Based on the news reports that have aroused strong social repercussion in recent years and combined with references, this paper analyzes 15 typical Chinese school bullying incidents from multiple perspectives, it includes the distribution of demographic variables of different bullying modes, the causes and ways of campus bullying, and the ways of school handling, and probes into the main characteristics of campus bullying behavior, the lack of education and legal frameworks addressing the bullying phenomenon, and puts forward specific intervention measures.

The advantage of using multiple case studies and literature review is that when the existing literature is not enough to explain and answer the research question, the best way is to adopt the exploratory research paradigm and summarize relevant theoretical frameworks, conceptual models, or practical insights (Dyer & Wilkins, 1991). To discuss school bullying, it is more representative to use multiple case studies. Multiple case studies can more comprehensively understand and reflect different aspects of cases, thus forming a more complete theoretical basis (Eisenhardt, 1989) and increasing the reliability and validity of the research (Robert, 2004).

At the same time, fact-based qualitative research focuses on the extraction of typical events rather than the number of cases. When typical cases are representative and reach saturation, it indicates that the cases are sufficient. There have been many incidents of bullying in schools between 2015 and 2023, but the researchers concluded that these 15 cases are typical, so the number is enough.

## Case Description and Analysis

The reason why school bullying elicited a significant societal response, in addition to its own nature is bad, frequent occurrence is also the direct factor of its wide concern by the public. In this study, 15 typical cases reported in the press from 2015 to 2023 were selected and summarized and analyzed (Refer to Tables 1-3).

Based on the tabular analysis of the above cases, it can be summarized as follows:

1. **Expanding Victim and Perpetrator Profiles:** Traditionally, bullying narratives often focused on boys targeting girls. However, recent incidents like the 2023 Beijing case, where five girls bullied one boy, challenge this simplistic view. Additionally, Li and Wei (2022) identified two other types of co-bullying, where both males and females target either boys or girls. This diversification in bullying dynamics necessitates broader awareness and intervention strategies.
2. **Age-Spanning Problem:** Bullying is not confined to any specific age group. From primary school to university, students across different ages experience bullying. Notably, the 2023 case highlights the prevalence of severe bullying on university campuses, an area often overlooked in research. With only four academic studies on university bullying in the published literature from 2010 to 2023, compared to 41 on primary and secondary schools, this crucial area demands more scholarly attention.
3. **Diverse and Evolving Forms:** School bullying goes beyond physical and verbal aggression. In both rural and urban areas, students face a multitude of forms, including cyberbullying, relationship-based bullying (exclusion, isolation, rumor-spreading), and sexual harassment. The prevalence of indirect and relational bullying in college suggests perpetrators' increased focus on psychological harm. While primary and secondary schools often witness direct physical and verbal bullying, cyberbullying remains a common thread across all age groups. This demonstrates the evolving nature of bullying, fueled by the digital age. Ji (2019) believed that taking photos or videos of bullying and uploading them to the Internet expressed the abuser's showing off psychology and caused mental harm to the victim.

**Table 1: List of Typical Bullying Incidents from 2015 to 2023**

Time	Locations	Incident
2015/ 4/21	Yongxin County, Jiangxi Province	During the lunch break, 13-year-old girl Huang stopped her classmate Liu from speaking, and Liu held a grudge, and gathered 8 girls to violently beat Huang on the rooftop of Jinding Building for nearly two hours, and forced her to kneel and apologize
2016/ 4/23	Jiangxian County, Shanxi Province	A 15-year-old boy, Zhang, was beaten to death in an Internet cafe by six classmates
2016/ 6/3	Haidong City, Qinghai Province	A 14-year-old boy committed suicide by drinking pesticide because he could not stand the bullying of his classmates
2017/ 2/28	Xicheng district of Beijing	Zhu, an 18-year-old female student, summoned four classmates to beat up two female classmates who had no quarrel with her in the dormitory building, stripped one of them naked, and filmed the video and uploaded it to the Internet
2017/ 3/30	Chengdu City, Sichuan Province	Due to a dispute at school, two female middle school students were intercepted and beaten by four minors on their way home from school, and one girl was slapped 14 times in just half a minute
2022/ 11/10	Hebi City, Shanxi Province	A 16-year-old girl was physically assaulted by three female classmates for a long time, including stripping naked, kicking her chest, and grabbing her genitals with chopsticks. She's out of her mind now
2023/ 6/9	Datong City, Shanxi Province	A 10-year-old boy was bullied by two boys in the same dormitory for more than a year, including verbal abuse, forcing him to lick their genitals and anus, and sexually assaulting him
2023/ 12/13	Jingdezhen City, Jiangxi Province	A 12-year-old girl suffered a ruptured eardrum after three classmates took turns slapping her for three hours
2023/ 12/4	Yangchun City, Guangdong Province	A 14-year-old boy was beaten by three classmates and sent to the intensive care unit with a lung infection and serious brain injury. He is in a coma and has not yet woken up
2023/ 9/19	Nanning Yinhai City	A 13-year-old girl was punched and kicked by a classmate, her head, face, and chest were all injured, and she fainted on the ground. After the school mediation, the parent of the abuser did not apologize, but also posted on the circle of friends to show off her daughter's prowess
2023/ 10/30	Longyan City, Fujian Province	A 12-year-old boy was forced to eat feces by his classmates, and his abuser filmed it and posted it online
2023/ 11/9	Cangzhou City, Hebei Province	A 20-year-old female college student sat down to read a book in a vacant seat in the library and was verbally abused, scolded and threatened by another female student. The abuser had been talked to many times by the teacher, and she showed no repentance
2023/ 11/3	Ningbo City, Zhejiang Province	A 22-year-old female college student who had been bullied by her roommates in the dormitory for a long time, she had repeatedly cried to the counselor and asked to change the dormitory, but was ridiculed by the counselor. She wrote a 3,000-word suicide note and then jumped to her death
2023/ 10/31	Jiamusi City, Heilongjiang Province	A 21-year-old female college student, who served as the deputy secretary of her class's league branch, faced a situation where her classmates wanted her to be removed from this position. Following a series of insults, she broke down in tears and, in a moment of desperation, attempted suicide.
2023/ 12/8	Shanghai Art Institute	A 21-year-old male college student accused five girls of not cleaning up after using the studio, being beaten and abused by them, and reported to the police after being injured. The leading girl refused to apologize, and lied that the boy wanted to kill her. The school repeatedly advised the boy to reconcile with the girls, "If you continue to do things that damage the reputation of the school, your student status may be cancelled."

4. **Concealed Nature and Challenges in Evidence Gathering:** Abusers often exploit hidden locations like toilets, dormitories, or outside school premises, making it difficult for authorities and schools to detect and gather evidence. This reliance on victim testimony poses challenges in defining and proving instances of bullying.
5. **Repetitive and Organized Pattern:** Bullying rarely occurs as a single, isolated incident. It's often

organized and sustained over time, leaving victims feeling silenced and powerless. Unfortunately, schools frequently resort to methods like negotiation, compensation, or avoidance, failing to effectively address the issue. This approach not only undermines students' trust in their supposed protectors but also emboldens bullies to continue their harmful behavior.

**Table 2: Distribution of Demographic Variables of Different Bullying Patterns**

Gender	Place of birth	Age stage	The Only Child	Caregiver	Left-behind children	relocation	Resident student	Transfer student	Difficult family	Interpersonal relationship	Academic performance
male	city	Middle school	yes	parent	yes	yes	In residence	yes	yes	good	good
female	village	college	no	intergenerational	no	no	Attend a day school	no	no	ordinary	ordinary
				foster care						unsociable	bad

**Note:** 1. Left-behind children refer to minors under the age of 16 whose parents are migrant workers or one of whom has no guardianship ability; 2. The bold part means that the bullying is relatively serious.

**Table 3: School Bullying and how Schools Deal with it**

<b>Forms of bullying</b>	Beating, abuse, abuse, scolding, sexual assault, exclusion, stripping, taking nude photos, uploading videos to the Internet, mocking, forced to eat feces, forced to kneel
<b>Place of occurrence</b>	Building roof, Internet cafe, dormitory, classroom (the teacher is absent), toilet, school nearby
<b>The frequency of bullying</b>	Once a week or more, once a month or more, more than a year
<b>Reasons for bullying</b>	There are no reasons, family conditions, academic performance, personality reasons, left-behind children, transfer students, relocation
<b>School attitude</b>	Negotiation, let the parents solve the problem by themselves, avoidance, indifference or ridicule, apology or pay for medical expenses, kick the parents out of the group chat, threaten the whistleblower to "cancel the school registration"

6. **Lack of Transparency and Awareness:** The 2023 university case, where the institution refused media interviews and handled the situation internally, exemplifies the secretive attitude often exhibited by Chinese campuses. Such practices stand in stark contrast to the "zero tolerance" policies embraced by many countries, which involve mandatory reporting, teacher training, and collaboration with parents, media, and other stakeholders. This gap in awareness and proactive measures highlights the need for China to reconsider its approach to school bullying.
7. **Vulnerability Factors:** Certain groups, such as left-behind children, students from poorer families, those with unsociable personalities, and transfer students, are statistically more susceptible to bullying. Lawrence Cohen's daily activity theory supports this observation, suggesting that these characteristics make them appear as "suitable victims" to bullies (Yang & Gong, 2012).
8. **Complex Motivations:** Not all bullying has a readily discernible reason. Similarities (Yang & Gong, 2012) and differences between perpetrators and victims can play a role, as evidenced by the 10-year-old boy who was bullied due to a wealth disparity with his classmates. Understanding the multifaceted motivations behind bullying is crucial for developing effective prevention and intervention strategies.

## DISCUSSION AND RECOMMENDATIONS

This study discusses the current and increasingly fierce problem of school bullying in China. Based on the reference literature and 15 typical cases reported by the media from 2015 to 2023, it adopts multiple perspectives to analyze and concludes that school bullying is associated with family dynamics, school education, and the absence of anti-bullying laws. Therefore, proactive measures, legal improvements, and addressing the root causes are essential to combat school bullying.

In addition, the main body responsible for learning bullying is not only the school or family, but a multi-party responsibility community including experts, scholars, governments, schools, parents and students, and the media, which should promote the effective governance of school bullying from the level of the whole society. The researcher's recommendations are as follows:

First, establish a community of governance policies for school bullying. At present, school bullying occurs frequently in China, but academic research is few, legislation is imperfect, schools do nothing, parents strongly condemn, and social impact is relatively bad. Therefore, the multi-party responsibility community should be fully mobilized to express their opinions on the issue of school bullying, and different perspectives have different positions. Even if there are differences in these proposals, it can promote the effective discussion on the governance of school bullying, through

continuous discussion and choice, an effective policy agenda will be formed, and then the effective governance of school bullying will be promoted (Refer to Table 4).

Second, prioritizing legislation, severely punish the abuser, and remedy problems in a timely manner. The case proves that the soft handling methods adopted by the school such as negotiation and avoidance can not effectively solve the problem, and it is easy to be condemned. Therefore, it is necessary to learn from the "zero tolerance" approach of foreign countries. We can learn from the mature and perfect pre-legislative evaluation system in the United States, develop an objective and scientific evaluation framework, and comprehensively use a variety of evaluation methods to evaluate the acceptability and actual effectiveness of laws, regulations and policies, so as to have an accurate expectation of the implementation effect of laws and ensure its necessity, operability, foresight and effectiveness (Xi, 2012). Refer to Table 5:

Third, eliminate secrecy and mobilize onlookers to participate actively. The case shows that the four places with the highest frequency of bullying incidents are: dormitories, classrooms (where teachers are not present), toilets, and outside the school. These are places where school monitoring is relatively weak, so schools should design and implement better monitoring methods, such as engaging bystanders. According to Zhang & He (2019), bystanders are not merely passive observers; their behavior choices significantly influence the occurrence and nature of bullying. Therefore, to

**Table 4 Views of the Community on Governance Policy of Campus Bullying**

Representative	Policy propositions/views/suggestions
<b>Government</b> (education department, Public Security Bureau, Procuratorate, court, etc.)	KeqiangLi , Premier of The State Council: We must improve laws and regulations, strengthen legal education for students, and resolutely curb acts that disregard human dignity and life.
<b>Representatives of public opinion</b> (Education Committee, NPC deputies, etc.)	Li Guangyu, Deputy to the National People's Congress: It is necessary to clearly stipulate the relevant provisions to deal with school violence, and the judicial organs should intervene in a timely manner to convict and sentence the perpetrators according to the circumstances, so as to effectively reduce the occurrence of school violence by legal means.
<b>Experts and scholars</b>	Shi Dingguo, professor of Humanities College of Beijing Language and Culture University: No matter what, schools should not tolerate campus bullying, and the treatment of students should be based on benign guidance and moderate punishment.
<b>Schools</b>	"So far, China's legislation on the punishment of school bullies is scattered in various laws and regulations, but there is no specific document on school bullying."
<b>Parents and students</b>	"Parents are the children's first teachers, to do 'lead by example', to play the right direction for children, teach them to be kind."
<b>Medium</b>	Global Times: The legitimate rights and interests of bullied students should be protected, and the perpetrators should never be tolerated.

**Note:** Refer to Wu Guangyun and Huang Xiaolong's policy suggestions on school bullying governance - Policy source list.

**Table 5: Evaluation Operation Table before Anti-Bullying Legislation**

Operation procedure	Focus of pre-legislative assessment
Definition of problem	The necessity, legality, coordination and operability of legislation
Goal setting	Determination and refinement of general objectives and specific operational objectives
Develop evaluation plan	Formulate effective legislative programs and evaluation index systems
Impact analysis of the scheme	Consider the influence of the choice of legislative scheme, possible difficult problems and obstacles to the implementation of the rule of law
Comparison of schemes	Evaluate the positive and negative effects of the legislative program, choose the most ideal program, and reflect the balance between efficiency and benefit
Design of programmatic institutional framework	Through the design of the index system, the key targets are selected for prediction and evaluation, and the institutional framework with decision-making reference and empirical value is provided

protect victims, schools can establish management hotlines and websites dedicated to addressing school bullying. Encouraging bystanders to report anonymously and introducing psychological intervention mechanisms can provide support for bullies, victims, and bystanders.

Fourth, attach importance to family and school education. Only one of the 15 cases saw the victim choosing to confide in the teacher. According to the study of Bai *et al.* (2020), 66.7% of parents only regard their children's bullying as a simple classmate conflict after learning about it. Even when parents report incidents to the school, over half of the bullying issues remain unresolved. For a long time, schools have considered reputation far more than the treatment of problems (Fu & Gao, 2017). In this case, the female college student repeatedly asked the counselor for help but was mocked, so she committed suicide. Her parents complained to the school, and the school representative said that no bullying was found, and the parents could not stand it, and reported Jiamusi University in their real name online. This shows that there are serious problems in both family and school education in our country. In recent years, there have been constant conflicts between the two sides, and they should find more reasons from themselves.

Schools or families should take the cultivation of students' sound personality and fine character as the first. Chen (2017) believes that more than 50% of school bullying is related to family education. As parents, it's crucial to establish an open and democratic family cultural atmosphere. Recognizing that spiritual companionship holds more significance than material gifts for children's growth, communication and attentive care become essential. They should realize that too coarse, authoritarian and indulgent parents will lead to children's ideological bias and

emotional loss, resulting in loneliness, indifference and selfishness, which is not conducive to the healthy growth of children;

As a school, it should be aware of the importance of three-party interaction, strengthen cooperation with families and society, advocate a warm, friendly and healthy social atmosphere, do a good job in anti-bullying publicity work, strengthen moral construction, cultivate students' love, impose consequences for malicious bullying, and establish a complete set of prevention plans and management measures to ensure students comprehend and reject school bullying.

Fifth, improve students' cognitive level, and the proactivity of having the courage to defend their own rights. First of all, from the perspective of bullies, their bad behavior is mostly due to the influence of bad information, such as media, communication among peers, and negative role models in school, etc. They regard aggressive behavior as an individual's processing and implementation of social information and lack correct cognition. In fact, Most bullies do not realize that their behavior has caused profound harm to others, in their deep cognition, they think that the aggressive behavior is "just a normal interaction between peers", in a sense, some people want to get the recognition and respect of their peers, the younger they are, the more limited their cognitive level. Therefore, schools and families should find and correct their wrong cognition in time, guide them to correctly manage their emotions, master the knowledge, skills and behaviors of conflict resolution, and avoid emotional satisfaction caused by violence against others.

Secondly, from the perspective of the victims, such students are generally introverted, shy and timid. When they are bullied, most of them will not take the initiative



to talk to their teachers or parents, which is also the reason why many bullying behaviors are not discovered until the situation is very serious. In fact, many bullying behaviors can be nipped in the bud. The school should clearly express its clear attitude towards campus bullying to students, so that every student can realize that bullying is wrong, and only when the school provides a positive environment for students, students will bravely express their views and defend their rights and dignity. In other words, the willingness and ability of victims to take the initiative to seek help are closely related to the effective prevention and intervention of school bullying. He (2017) also expressed a similar view, "Whether students are willing to seek help is one of the key factors in the success of anti-bullying programs."

## CONCLUSION

While school bullying remains a persistent global challenge, different countries are implementing diverse strategies to address it. From stringent legal frameworks and social movements to fostering kindness and societal collaboration, various approaches offer valuable insights for building safe and inclusive learning environments for all students. It's crucial to continue exploring and innovating in this fight against bullying, ensuring that every child feels protected and empowered to thrive in school.

This study selected 15 typical cases to paint a concerning picture of school bullying in China. Its evolving nature, concealed forms, and lack of effective response mechanisms necessitate swift and decisive action--turning a blind eye to school bullying is no longer an option. The time for silence has passed. We must confront this issue head-on, dissecting its diverse forms and unraveling the complex threads that weave its fabric. Open communication, a collaborative effort between schools, authorities, and families, diverse research efforts, and evidence-based prevention strategies are critical tools in creating safe and inclusive learning environments for all students. Only by absorbing and drawing on international experience can we hope to banish the shadow of bullying and ensure that China's classrooms become nurturing grounds for growth, not battlegrounds for suffering.

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