

Preventing Victimization of Bullying in Schools with Emphasizing on the Role of Principals

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Abstract

While bullying in educational settings is widespread, there is a research gap in identifying comprehensive strategies for educational authorities to combat this multifaceted issue. This article bridges that gap by illuminating critical roles and potential strategies school administrators, counselors, and staff can employ to address bullying proactively and sustainably. The overarching purpose is contributing to efforts toward creating safe, inclusive learning environments where students can thrive academically, socially, and emotionally, unburdened by bullying's detrimental impacts. Examining challenges and solutions through an evidence-based lens equips authorities with knowledge and tools for a comprehensive, sustained anti-bullying effort. The research highlights bullying prevention's multidisciplinary nature, emphasizing collaboration among stakeholders within the educational ecosystem. It underscores authorities' pivotal role in fostering positive school climate, clear anti-bullying policies, curriculum integration, and partnerships with parents, organizations, and experts. Key challenges

identified include limited resources, lack of awareness/training, underreporting, and inadequate cooperation. Proposed is a multidimensional approach involving financial support, comprehensive training, safe/supportive environments, and overcoming cooperation deficits. Highlighted strategies include promoting dialogue, confidential reporting systems, victim support, addressing root causes, awareness raising, collaborative culture, comprehensive programs, necessary resources/support, and effective communication channels. Involving stakeholders in an anti-bullying entity could promote cohesion, idea exchange, distributed responsibilities, education/support, and victim assistance. The research emphasizes a proactive, collaborative approach engaging all stakeholders to empower authorities with effective, evidence-based strategies rooted in respect, accountability, and zero-tolerance for bullying.

Keywords: victimology, Bullying prevention, Preventing Victimization, Educational strategies

Introduction

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Bullying within the educational system represents a profound challenge with multifaceted ramifications for students, educational institutions, and society at large. This aggressive pattern of behavior, which can manifest through physical, verbal, relational, or cyber means, poses significant threats to the well-being, academic performance, and overall development of students. Despite heightened awareness and interventional efforts, bullying persists as a pervasive issue across numerous educational settings globally.

The consequences of bullying are far-reaching and well-documented through extensive research. Victims frequently experience adverse psychological effects, including increased risks of depression, anxiety disorders, diminished self-esteem, and suicidal thought. Academic achievement can also suffer due to difficulties in centralization, avoidance of school, and disengagement from the learning process. Furthermore, bullying can foster an atmosphere of fear, mistrust, and hostility within the school environment, thereby undermining the fundamental objectives of education as a catalyst for personal growth and empowerment.

Effectively addressing bullying necessitates a comprehensive, multidisciplinary approach involving various stakeholders within the educational ecosystem. Among these stakeholders, educational authorities such as school administrators, counselors, and staff play a pivotal role in developing, implementing, and sustaining effective bullying prevention and intervention strategies. However, this endeavor is beset by numerous challenges, including limited resources, lack of awareness and training, underreporting of incidents, and inadequate cooperation among involved parties.

The purpose of this article is to elucidate the critical responsibilities and potential strategies that educational authorities can employ to combat bullying in schools effectively. It will explore the multifaceted role of these authorities in fostering a positive school climate, developing and enforcing clear anti-bullying policies, integrating bullying prevention into the curriculum, and cultivating collaboration with parents, community organizations, and relevant experts.

By examining the challenges and potential solutions through a rigorous, evidence-based lens, this article aims to equip educational authorities with the knowledge and tools necessary to spearhead a comprehensive, sustained effort against bullying. Particular emphasis will be placed on the importance of a proactive, collaborative approach that engages all stakeholders, from students and families to educators and community partners. Strategies such as promoting a culture of dialogue, establishing confidential reporting systems, supporting victims, and addressing the root causes of bullying behavior will be discussed in depth.

Ultimately, the overarching goal of this scholarly discourse is to contribute to the ongoing efforts toward creating safe, inclusive, and nurturing learning environments where every student can thrive academically, socially, and emotionally, unencumbered by the detrimental impacts of bullying. By empowering educational authorities with effective strategies rooted in empirical research and fostering a culture of respect, accountability, and zero-tolerance for bullying, we can strive toward a future where all students can reach their full potential, unhindered by this destructive behavior.

1. Crime Prevention in Schools

Schools, as the primary educational institutions where an individual first encounters, are obliged to prevent many crimes that occur within or even outside the school. As a social institution, the school is committed to alerting students to the dangers and elements present in a civil society and must implement special programs to promote social norms and harmony. The result of these efforts is reducing the age of criminality and consequently reducing the duration of criminal behavior. Victor Hugo emphasized the importance and position of schools in crime prevention, stating, "Open a school, close a prison." It can be concluded that with increased preventive measures against crime, prisons become less populated. A direct relationship between schools and prisons is conceivable.

Schools must approach with the understanding that a troubled student today can be a criminal tomorrow, paying special attention to the position of troubled students and considering prevention methods as a focal point. Schools initially identify crimes and deviations, control the factors that lead to crime, and necessarily prevent students from engaging in criminal activities. The fundamental pillar of crime prevention in schools is children and adolescents' involvement in this educational and social institution. It can be deduced that governments should adopt policies so

that attending school is not just a right but a requirement. The United Nations has introduced measures and designed programs to prevent dropout as a fundamental solution to crime prevention, which is why in some countries like Australia, education is mandatory until the age of 15.

Adopting such policies is imperative support for schools because all criminal policies adopted to prevent crime in schools are only effective with the active presence of students. It is worth mentioning that by aggregating students, the occurrence of certain crimes such as bullying increases in schools, necessitating the adoption of a differentiated policy.

2. Bullying Prevention in Schools

Bullying is a crime recognized as a widespread problem in all countries (Andreou et al., 2005). In schools, bullying is a troubling phenomenon that, like a deep wound, exposes students' spirits and minds to harm. Bullying affects success in school, social skills, and psychological well-being both in victims and bullies (Ronald, 2002) (Bolton et al., 2008).

4 Bullying is recognized as a widespread problem in all countries. Bullying in schools inflicts damaging psychological scars on students, affecting them deeply in both the short and long term. This undesirable behavior can have negative consequences not only during schooling but also in the long run for both victims and even bullies themselves.

Bullying in schools is a multifaceted and damaging problem that threatens the health and vitality of society. This phenomenon has its roots in various factors and brings unpleasant and sometimes irreparable consequences for students who are victims of bullying. Bullying in schools can stem from various factors including social, familial, individual, and peer-related issues, which we briefly address in this text. Individual factors can include low self-esteem, poor social skills, emotional and behavioral difficulties, and even mental disorders. Another factor is familial, encompassing domestic violence, parental neglect, and inappropriate parenting styles. Social factors, like peer pressure, group norms, and inadequate supervision at school, also play a significant role. As mentioned, the role of victims is provocative, meaning victims can inadvertently accelerate bullying by their responses.

However, the main reasons for student bullying are aggressive tendencies, where students are accustomed to achieving their goals through overt bullying behaviors. This group of students displays previously hidden thoughts and behaviors openly by committing clear acts such as 1/verbal assaults, 2/physical attacks like kicking or hitting, 3/aggression towards peers, ridicule, spreading rumors, 4/causing harm through gossiping, stealing, instilling fear, 5/defiance of social norms, unwarranted opposition, and refusing to engage in conversation.

Combating bullying as a social problem requires collective determination and the adoption of a comprehensive and multifaceted policy. Active cooperation and participation of all community sectors, including families, schools, educational and social institutions, and conscientious and responsible individuals, play a vital role in preventing and eradicating this phenomenon, with schools holding a particularly special position. In many countries, schools are considered the focal point and center for crime prevention. This approach began in Scandinavia over the past 20 years and has gradually expanded. This approach considers addressing bullying as part of schools' duties. According to this preventive plan, preventing bullying takes precedence over combating it, and achieving this goal requires interdisciplinary research between educational management and criminology sciences.

3. Educational Authorities Related to Bullying of Students and Their Duties

In this article, we will examine the roles and responsibilities of school officials related to student bullying. These individuals include principals, vice principals and Educational Counselor. Each of these individuals has specific duties and commitments to prevent bullying and create a safe and supportive environment for all students.

Next, we will discuss the duties of each of these officials and examine the challenges and solutions associated with them.

The purpose of this article is to provide a deeper understanding of the critical role of school officials in addressing bullying and to provide practical solutions for improving the quality of education and ensuring the mental health of students.

3.1. Vice Principals

In schools and high schools, there are often three sectors which deputies perform disciplinary, educational, and upbringing duties. Each of them, according to their specific methods and policies, can either propagate or control violence and bullying within the school. Essentially, the presence of several deputies is to organize discipline and education among students, whether in personal and social skills or academic skills. Every moment in life is a learning opportunity, and each learning experience can either improve or deteriorate life. In fact, if the deputies foresee specialized education and handle students without trial and error, they can transform the skill of "learning" into insight and belief within children and adolescents, which through practice and repetition can turn this insight and belief into a habit that ultimately leads to individual satisfaction in life. One of the main reasons for violence and bullying among students is "hidden anger," which is one of the common ways of expressing anger through "passive violence." This means expressing anger indirectly, like not doing work when asked, or secretly opposing something. For example, a student uses fatigue as an excuse not to answer the teacher's question. Another student is consistently late, pretends to be sick the night before an exam, or cries alone frequently. It's

important that disciplinary, educational, and upbringing deputies can reduce violence and bullying among students in two ways. The most important method for combating bullying, which is very important and vital, is to prevent bullying by detecting and recognizing its signs in a timely manner. These signs are divided into four main categories.

Category One: Clear Words and Thoughts

1. Hatred
2. Insult
3. Strictness
4. Doubt
5. Blame
6. Grudge
7. Mild but clear(Najafipour,2006)

Category Two: Semi-hidden Behaviors

1. Non-cooperation of the student with the teacher, meaning the individual angrily strives to avoid completing assigned tasks both at school and at home, even when the teacher asks them questions despite their mastery of the subject.
2. Jealousy [or envy]
3. Anger and sullenness
4. Blocking
5. Mockery and ridicule
6. Unfair judgment(Najafipour,2006)

Category Three: Hidden Behaviors mean that the individual tries to avoid performing assigned tasks both at school and at home, even when the teacher asks them questions despite their knowledge of the subject matter.

1. Withdrawal, isolation, silence, speaking less

2. Psychosomatic illnesses: fatigue, anxiety, hypertension, heart discomfort
3. Depression and feelings of guilt
4. Excessiveness in certain activities
5. Excessive [or extreme] humility
6. Hidden crying (Najafipour, 2006)

Category Four: Hidden Words

1. "I just don't want to talk."
2. "I have no hope in relationships with others."
3. Self-blame and self-criticism
4. Denial of anger
5. Feeling of dissatisfaction [or displeasure] (Najafipour, 2006)

It should be noted that all three disciplinary, educational, and behavioral deputies should oversee and categorize all negative and noteworthy behaviors and discussions of students with the help of teachers, both inside classrooms and in school corridors and yards, as prevention is prioritized over treatment. The smallest clue can lead to identifying an angry individual for timely intervention. Deputies should gather all collected information from students in writing at least once a week, exchange and analyze them in a confidential session, and file them so that parallel efforts are not duplicated, and individuals of interest are referred to the relevant specialist under the supervision of the institution's manager. The role of deputies is crucial because they are at the forefront of student interaction and can obtain the most accurate and firsthand information through these daily interactions.

3.2. Principal

Managing educational environments like schools and universities is entirely different from managing other organizations. If the school principal is unaware of their critical role, they can unintentionally propagate violence from top to bottom within the school structure through an improperly forceful and domineering management style. A principal who does not believe in participation in decision-making and runs the school dictatorially cannot expect the environment under their command to be healthy, compassionate, and free of violence. The damage worsens when the school leader views violence and coercion as key management tools and believes that

the more fearful teachers and staff are, the better the school will be managed. This situation worsens when deputies collaborate and align their thinking, transforming the educational environment into a chaotic space.

3.3. Educational Counselor

After continuously gathering information about students' behaviors and speech in home, classroom, and even school life, the three-fold deputies should categorize and report their findings weekly promptly to the educational counselor. It's worth mentioning that an educational counselor is a psychologist and specialist familiar with the educational environment, playing a crucial role in reducing violence by offering suitable solutions.

Some of the most important duties of an educational counselor include:

1. Privately inviting troubled students outside school hours for follow-up and treatment.
2. Inviting the parents of errant students to identify and address the root of the child's problem and provide suitable solutions for dealing with the student at home.
3. Parental education in group settings.
4. Providing effective and timely suggestions to the school principal to enhance students' creativity and reduce violence in the school environment. For example, launching camps and group games where creativity, participation, and teamwork take precedence. When a child or adolescent gains tangible experience with the environment and peers through play, they not only learn constructive interaction but also develop skills in using various tools and equipment during camping, which significantly contributes to enhancing creativity and self-confidence. The more creative a person becomes, the less likely they are to resort to violence because they have found more suitable solutions to their problems.

In conclusion, it is essential that all school personnel adhere to two fundamental principles. First, they must keep all personal information about students and their families confidential. Second, they should never view a troubled student as a criminal.

4. The role of the school principal in preventing the crime of bullying

Bullying is one of the contemporary social issues that is evident through social media and schools. From one perspective, bullying is the most common form of violence in schools. (Swearer, 2007) This phenomenon, considering its adverse effects on social relationships, has become one of the main challenges of society. Among various environments encompassing bullying, schools, as one of the most important social environments with a profound influence on the formation of students' personalities and behaviors, play a vital role in preventing and combating this phenomenon. In the

current era, where information and communication technology has increasingly penetrated society, bullying has emerged as one of the major and complex problems. This phenomenon, particularly noticeable in virtual spaces and schools, has raised serious concerns among stakeholders, families, and community leaders. In this scenario, the role of principals as the primary supervisors of these educational environments is very vital and sensitive. On one hand, school administrators can have a significant and effective intervention in preventing bullying and creating healthy and positive learning environments by providing solutions and effective programs, but on the other hand, in some cases, their behaviors and decisions can negatively impact the progress of efforts to prevent bullying.

One of the fundamental roles of school administrators in preventing bullying is to create and maintain a safe and friendly environment in the educational setting. By fostering a psychologically and socially enriching environment and promoting positive ethical values, they can prevent bullying from occurring in the school environment. Additionally, organizing comprehensive educational programs for students and families in areas such as positive communication, conflict resolution, and social skills enhancement can also help reduce the likelihood of bullying.

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School administrators are attentive to their students, have a playful demeanor, acknowledge students as individuals, and treat them with fairness and respect. They are content-related in their management approach. When teachers and staff see their leaders as motivating, they are more inclined to work and implement their directives. A professional administrator can employ various techniques to combat bullying in schools, one of which is the "fishbowl" technique. By promoting group cohesion within the school, administrators help teachers design learning spaces aligned with the school's goals and encourage students to participate in problem-solving brainstorming sessions.

However, in some cases, school administrators may also play a negative role that exacerbates issues related to bullying. For example, ignoring reports of bullying incidents, failing to create a safe and trustworthy environment for students to report bullying cases, or neglecting the psychological and social needs of students may increase the likelihood of bullying incidents.

Additionally, in some cases, administrators may refrain from adopting effective strategies to prevent bullying due to reasons such as insufficient resources or political pressures.

Therefore, the role of school administrators in preventing bullying is a very serious and complex responsibility that requires attention and collaboration from all members of the educational community, including teachers, parents, and other stakeholders. Given that every decision and behavior by principals has a profound impact on the learning environment, the need to provide adequate support and training to these individuals for carrying out their duties with greater care and depth is undoubtedly more important than ever before.

4.1. Leadership and the promotion of school culture:

As mentioned, bullying is a pervasive issue in educational environments, with research indicating that around 69% of students experience bullying during their schooling years. (Sanders, 2004).

Schools, as centers of education and upbringing, play a vital role in preventing crime. In this regard, the school principal, as the leader of this center, has a central role in creating and promoting the school culture. School culture refers to the set of values, beliefs, norms, and behaviors prevalent in the school that influence the behavior of students and other stakeholders. Through supervision and leadership, the school principal increases the cultural awareness of the students, especially high school students who have more interaction with the community, and this increase in culture among high school students can also impact the culture of society and lead to a reduction in crime in the community. School crime is linked closely to community crime rates.

Therefore, controlling bullying in schools can also prevent crimes related to bullying outside of schools.

10 4.2. Educational planning and implementation:

As mentioned, bullying is a pervasive issue in educational environments that affects the safety and well-being of students. School administrators play an important role in prevention and intervention strategies through strategic planning and implementation of educational programs. This article examines the multifaceted role of school administrators in creating safe and inclusive school environments by reviewing preventive measures and various intervention strategies.

1. Policy development: School administrators are responsible for developing clear policies and procedures for effectively addressing bullying incidents. By developing comprehensive anti-bullying policies in collaboration with stakeholders, administrators set clear expectations and guidelines for behavior and intervention.

2. Integration into the curriculum:

Incorporating anti-bullying education into the school curriculum to promote awareness, empathy, and conflict resolution skills among students is essential. Administrators can collaborate with educators to embed anti-bullying topics into existing lessons, such as social studies, health education, and character development programs.

3. Training and Professional Development: Providing training and professional development opportunities for staff members is vital for equipping educators with the knowledge and skills to recognize, prevent, and respond to bullying effectively. Administrators can facilitate workshops, seminars, and ongoing training sessions focused on bullying prevention strategies, crisis intervention, and creating safe spaces for students.

4. Collaboration and Community Engagement: Building partnerships with parents, community organizations, and law enforcement agencies enhances the effectiveness of bullying prevention efforts. Administrators can engage stakeholders in collaborative initiatives, such as community forums, awareness campaigns, and resource sharing, to foster a united front against bullying.

5. Data Monitoring and Evaluation: Regular monitoring and evaluation of bullying incidents and intervention outcomes enable administrators to assess the effectiveness of prevention efforts and identify areas for improvement. By collecting and analyzing data on bullying trends, administrators can tailor interventions to address specific challenges and allocate resources strategically.

In conclusion, school administrators play a pivotal role in preventing bullying and creating safe, supportive learning environments for all students. Through proactive program planning, curriculum integration, staff training, community collaboration, and data-driven decision-making, administrators can address the root causes of bullying and cultivate positive school cultures characterized by respect, empathy, and inclusivity. By prioritizing bullying prevention as a core component of their leadership responsibilities, administrators contribute to the overall well-being and academic success of students.

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4.3. Improving collaboration with parents:

Enhancing the collaboration between schools and parents through educational programs and communication processes can play a significant role in preventing bullying. This article discusses the importance of school administrators' collaboration with parents and families in this regard and provides solutions for strengthening these collaborations.

From one perspective, bullying is the most common form of violence in schools (Bosworth et al., 1999). Given that bullying is a severe and violent crime, it requires special attention from school administrators, parents, and families. Enhancing collaboration between schools and parents can be considered an effective strategy in preventing bullying because such collaborations can increase awareness, improve communication skills, and foster a positive social culture within the school community. Research indicates that children who are victims of bullying have a correlation with academic decline (Hart, Malmood, Brodsky, & Gianta, 2001) and with a lack of willingness to participate in school among middle and high school adolescents (Boon & Boon, 1999). In this context, the school principal has three main duties, briefly outlined below:

Promoting collaboration: School administrators are responsible for promoting collaboration with parents and families. This includes organizing informative meetings, workshops, and collaborative activities between the school and families.

Providing resources and guidance: School administrators can provide resources and guidance related to bullying prevention to parents and families so that they can be more effective in the upbringing and education of their children.

Establishing working groups: Creating joint working groups between school administrators and parents and families to address bullying-related issues and provide recommendations.

The most important point regarding educational tools such as online training, book printing, posters, comics, or online tutorials is the method of selecting these tools, where the school principal should strive to achieve the greatest efficiency with the least financial cost.

Non-reporting of crimes and victimization

5. Challenges and preventive policy solutions in preventing bullying crimes

Bullying in schools is a common problem with destructive consequences for victims, bullies, and the entire school community. Ignoring bullying is a violation of students' fundamental rights to feel safe at school, and disregarding their humiliation and abuse (Olweus, 1999).

Bullying in schools is a common problem with destructive consequences for victims, bullies, and the entire school community. Preventive criminal policies can play an effective role in addressing this challenge and improving the safety and well-being of students. Preventive criminal policies can be effective tools in combating bullying in schools and enhancing the safety and well-being of students. By considering the forthcoming challenges and adopting appropriate solutions, it's possible to more effectively prevent bullying in schools and create a safe and supportive environment for all students.

5.1. Lack of resources

One of the main challenges in implementing preventive criminal policies to prevent children from becoming victims in schools is the lack of financial resources. This challenge may arise due to reduced government budgets, lack of prioritization of bullying prevention, and lack of awareness of the importance of this issue. The consequences of the lack of financial resources include the inability to implement prevention programs, hire specialized staff, and use educational tools.

5.1.1. Securing financial support

School administrators can secure financial support for preventing bullying crimes in schools using various methods. School management can maximize the use of potential resources by identifying available resources. These resources can include government funding through the Ministry of Education, which is considered an ideal source due to its financial support from the budget. Other sources include non-governmental organizations, where school administrators should take

necessary actions to cooperate with them. Additionally, parental associations can also provide assistance in combating bullying crimes, although this may require explanation and convincing to obtain services and cooperation.

5.1.2. Utilizing existing capacities

School administrators can take actions to prevent bullying crimes by utilizing existing capacities in schools. They can use existing human resources such as teachers and supervisors to identify perpetrators and victims for intervention and prevention of bullying crimes. School administrators can also use school staff to monitor students' behavior and identify bullies.

5.2. Lack of awareness

Lack of awareness about the nature of bullying, its types, consequences, and ways to combat it, is one of the biggest challenges in preventing this crime in schools. This lack of awareness can exist at various levels, including students, teachers, school staff, and even parents, each of whom has a special role that requires special attention.

5.2.1. Comprehensive training for school members

Comprehensive training for school members, including teachers, staff, and students, is one of the most important pillars of preventing bullying crimes in schools. These trainings should be designed and implemented to provide the necessary knowledge, skills, and attitudes for identifying, dealing with, and preventing bullying. Providing comprehensive training requires the involvement of community experts, child and education specialists, psychologists, and criminologists. Students should be taught the concept of bullying and its negative effects on victims and bullies. Legal consequences should also be mentioned. As the leader of a group, the school principal should encourage maximum cooperation from all school members and create a safe environment by promoting a culture of respect and support for victims. The school principal can communicate their policies to school members through various tools such as meetings, seminars, or online training.

5.2.2. Use of diverse educational tools

Using diverse educational tools can help school administrators provide attractive and effective prevention programs for students, teachers, and staff. The variety of tools provides learning opportunities for all learning styles and helps deepen understanding of bullying concepts and countermeasures.

5.3. The lack of reporting crimes and victimization

The lack of reporting crimes and victimization is one of the biggest challenges in preventing bullying in schools. This occurs due to various reasons such as fear of retaliation, shame, lack of awareness, and distrust in the reporting system. Non-reporting of bullying prevents timely identification and intervention to solve the problem and has negative consequences for victims, bullies, and the entire school community.

5.3.1. Creating a safe and supportive environment:

School administrators can significantly reduce the challenge of non-reporting of crimes and visibility of bullying by creating a safe and supportive environment. Increasing supervision by school authorities is crucial due to the inverse relationship between the level of school authorities' supervision and the prevalence of bullying. (Clarke,1997)This environment should be built on trust, respect, and camaraderie, where students feel secure and comfortable to report bullying without fear of judgment or retaliation. School administrators have several strategies to advance this issue, which will be discussed in detail in this article.

14 Promoting a culture of dialogue:

Encouraging students to talk about their experiences, including bullying, in a non-judgmental and safe space.

Education and awareness:

Educating students about the nature of bullying, its consequences, and how to report it.

Establishing confidential reporting systems:

Creating various channels for reporting bullying, such as suggestion boxes, reporting websites, and confidential phone lines.

Supporting victims:

Providing support services and counseling to bullying victims and assisting them in coping with psychological harm.

Dealing with bullies:

Using appropriate disciplinary methods to address bullies and helping them change their behavior.

By creating a safe and supportive environment, school administrators can assure students that they will receive support and assistance if they report bullying. This will help increase reporting and, consequently, timely intervention and prevention of bullying in schools.(Non-reporting essays like the black number)

5.3.2. Ensuring confidentiality:

As mentioned, fear of retaliation, shame, and distrust in the reporting system are factors that prevent students from reporting bullying. To increase reporting, school administrators must ensure that reports remain confidential. This assures students that their identities will not be disclosed if they report bullying and they will not be subjected to harassment or victimization. Confidentiality is a key element in increasing reporting of bullying and preventing this problem in schools. By committing to confidentiality and implementing appropriate measures, school administrators can provide students with a safe and supportive environment to report bullying without fear of retaliation or judgment. This will help create a safe and healthy environment for all students and promote their well-being and safety.

5.4. Lack of cooperation:

Preventing bullying in schools is a collective effort that requires active collaboration and participation of all stakeholders, including administrators, teachers, staff, parents, and students. However, in some cases, lack of cooperation can hinder efforts to prevent bullying and solve this problem. Lack of cooperation can have significant negative effects, some of which are highlighted in this article.

Continuation of bullying:

Lack of cooperation can lead to the continuation of bullying and exacerbate its consequences for victims, bullies, and the entire school community.

Lack of progress:

Prevention programs against bullying without effective cooperation of stakeholders will not yield the desired results.

Unsafe environment:

Lack of cooperation can lead to creating an unsafe and anxiety-filled environment in schools.

5.4.1. School administrator solutions to address lack of cooperation:

Creating Awareness: Providing education and information to all stakeholders about the nature of bullying, its consequences, and prevention strategies.

Promoting a Culture of Cooperation: Establishing a school environment where all individuals feel committed to solving the issue of bullying and are encouraged to collaborate with each other.

Developing Comprehensive Programs: Formulating and implementing comprehensive bullying prevention programs that involve all stakeholders.

Supporting Stakeholders: Offering necessary resources and support to stakeholders for active participation in bullying prevention programs.

Effective Communication: Establishing effective communication with stakeholders and encouraging dialogue and exchange of ideas regarding the issue of bullying.

5.4.2. Participation and Establishment of an Anti-Bullying Entity

Lack of stakeholder cooperation is one of the fundamental challenges in preventing bullying in schools. It can hinder the implementation of prevention programs and effective resolution of this issue. To address this challenge, school administrators can take a significant step towards increasing cooperation and promoting a culture of bullying prevention by involving stakeholders in establishing an anti-bullying entity.

16 The anti-bullying entity plays various roles, such as:

Creating cohesion: The anti-bullying entity can act as a platform to create cohesion among different stakeholders, including administrators, teachers, staff, parents, and students.

Exchange of ideas: This entity can provide a space for exchanging ideas and opinions on bullying prevention strategies and their effective implementation.

Division of responsibilities: The anti-bullying entity can distribute responsibilities related to bullying prevention among different stakeholders and monitor their proper execution.

Providing education and support: This entity can offer necessary education to stakeholders about the nature of bullying, its consequences, and prevention strategies.

Supporting victims: The anti-bullying entity can support bullying victims and provide them with counseling services and support.

Establishing an anti-bullying entity with stakeholder participation is an effective solution to address the challenge of lack of cooperation in bullying prevention in schools. This entity can help promote collaboration, raise awareness, and provide necessary education to achieve more effective bullying prevention and create a safe and healthy environment for all students.

Conclusion

Combating bullying within educational institutions necessitates a multifaceted and collaborative approach involving various stakeholders. Educational authorities, including school administrators,

counselors, and staff, play a pivotal role in developing, implementing, and sustaining effective bullying prevention and intervention strategies. However, this endeavor is beset by numerous challenges, such as limited resources, lack of awareness, underreporting of incidents, and inadequate cooperation among involved parties.

To address these challenges effectively, educational authorities must adopt a proactive and multidimensional approach. This includes securing financial support from government agencies, non-governmental organizations, and parental associations, as well as utilizing existing human resources and capacities within schools. Additionally, providing comprehensive training to all school members, including teachers, staff, and students, is crucial for raising awareness, imparting knowledge, and fostering the necessary skills and attitudes to identify, address, and prevent bullying incidents.

Furthermore, creating a safe and supportive environment is paramount to encouraging reporting and addressing the root causes of bullying behavior. This can be achieved through promoting a culture of dialogue, establishing confidential reporting systems, supporting victims, and addressing bullies through appropriate disciplinary measures and counseling. Ensuring confidentiality and fostering a sense of trust among students is essential to increase reporting and enable timely intervention.

Overcoming the lack of cooperation among stakeholders is another critical aspect. Educational authorities can address this challenge by raising awareness, promoting a culture of collaboration, developing comprehensive programs, providing necessary resources and support, and establishing effective communication channels. Notably, involving stakeholders in establishing an anti-bullying entity can promote cohesion, facilitate the exchange of ideas, distribute responsibilities, provide education and support, and assist victims.

Ultimately, combating bullying in educational settings requires a sustained, collaborative effort that encompasses legal, organizational, and technological dimensions. By empowering educational authorities with effective strategies rooted in empirical research and fostering a culture of respect, accountability, and zero-tolerance for bullying, we can strive toward creating safe, inclusive, and nurturing learning environments where every student can thrive academically, socially, and emotionally.

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