

Together Against Bullying

The Influence of Bullying Intervention on the Behaviour of German 5th Graders

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Abstract

The objective of this research is to examine the effectiveness of an intervention program targeting bullying in German fifth-grade students. The study aims to assess the intervention's impact on reducing instances of both being bullied (victimisation) and engaging in bullying behaviour (perpetration), while also measuring the improvement in empathy levels and the overall classroom climate. With this study, the knowledge regarding effective components of bullying is expanded upon and a step towards an education without bullying is taken. Overall, the data of 79 pupils between the ages of 10-12 years was analysed. Based on previous studies, it was hypothesised that a decrease in victimisation and perpetration will be observed after the intervention. Additionally, an increase in empathy and an improvement in the class climate was expected. The hypotheses were partially confirmed, the results show some significant differences between the measures of the pre and post examination. From this it can be said that in the current sample a decrease in perpetration was observed and a surprising worse class climate was detected. No significant difference between the empathy and victimisation scores was observed in the current sample. The social impact of this study lies within gaining more knowledge about the effectiveness of bullying interventions that focus on the class climate and empathy of pupils. Additionally, it is deemed socially important to find out which interventions are effective in reducing bullying, considering the lasting negative impact bullying can have on an individual's life.

Keywords: Bullying, Aggressive Behaviour, Prevention, Adolescence, Classroom, Empathy, Class Climate

During the school year 2022/23, about 8.4 million pupils attended an educational institution in Germany (Statistisches Bundesamt, 2022). Out of these pupils, it is estimated that 36%, which equates to approximately three million individuals, will experience or have experienced bullying in the current school year (Aldridge et al., 2018; Gaffney et al., 2019). The Universal Declaration of Human Rights (UDHR), established by UNESCO in 1948, recognises that every individual has the right to access an educational environment free from any form of aggression or victimisation (Gaffney et al., 2019; UNESCO, 2018). Until today the creation of such educational spaces for all children remains a priority (Gaffney et al., 2019). Thus, a pressing need for effective intervention and prevention programs, which focus on bullying, has been voiced (Gaffney et al., 2019). Especially prevention programs are needed, as they can influence the development of children and foster a supportive learning

environment, in addition to preventing psychological problems (Fischer et al., 2020; Wallner & Kleff, 2021). Concretely, research has shown that all participants of bullying, so victims, perpetrator, and bystanders, can suffer from increased suicidal ideation, generalised and social anxiety, low self-esteem, loneliness, psychotic symptoms, depression, and psychosomatic problems, such as sleeping problems (Gaffney et al., 2021a). Studies show that more research into bullying interventions is required to enhance the effects of these programs on bullying behaviour (Biswas et al., 2022). Therefore, during this study the effectiveness of a self-developed anti-bullying program is tested.

To develop an effective anti-bullying program, it is important to have a clear definition of bullying behaviour and a thorough understanding of the factors that contribute to it. While several definitions exist, one that is widely used was developed by Olweus in 1993 (van Aalst et al., 2022). This definition states that to be considered bullying, a behaviour must fulfil three core elements. The first element is that the behaviour must be done with an intention to harm the other person. The second element is that it must be repetitive in nature and thirdly a power imbalance must exist between the involved parties (Gaffney et al., 2019). This power imbalance may arise from various factors such as physical size, psychological or sociological factors, religious differences, sexual orientation, gender identity, national origin, or ethnicity (Nickerson & Parks, 2021). Once a clear definition of the behaviour is established, one can start to understand, which factors influence an individual to engage in bullying behaviour. To visualise the factors and their influence, a process model was developed, which is based on the ecological system theory (EST) by Bronfenbrenner (2005), the Theory of Planned Behaviour (TPB) by Ajzen (1991) and bullying literature.

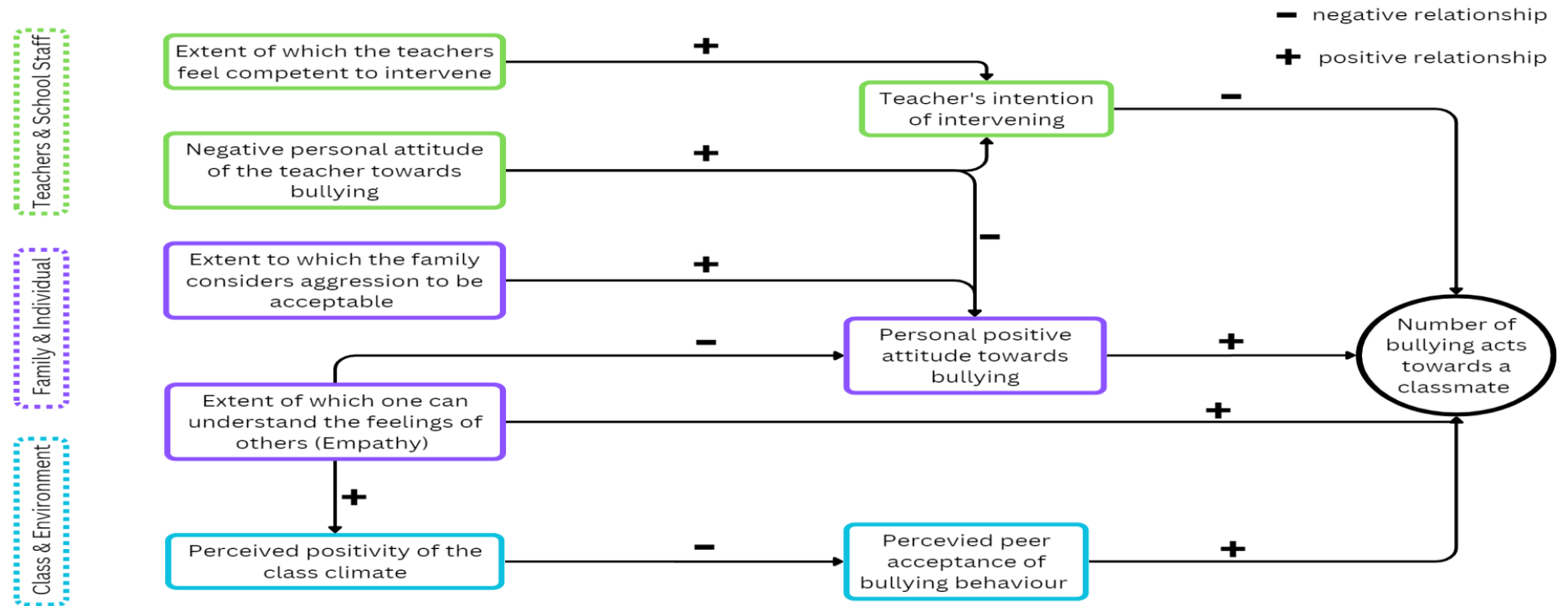
The EST suggests that the development of a behaviour, such as bullying, is not only determined by the interactions between two individuals. Rather, it is influenced by multiple factors and parties (Gaffney et al., 2021a). These factors include the immediate environment, called the Microsystem (e.g., the family, peers, teachers), the broader social and cultural context, the Exosystem, as well as the interaction and relationship between the Microsystem and Exosystem, the Mesosystem (Mazzone et al., 2021). The EST highlights the importance of understanding the complex interplay between these factors. In literature, the EST is often used to explain the role the (social) environment can play in the development of behaviour (Mazzone et al., 2021; Mishna et al., 2021). Therefore, it was decided that not only individuals are considered in this process model but also the teachers, parents and classmates and their role in the development of bullying are included.

The TPB hypothesises that people engage in reasoned behaviour planning (Ajzen,

1991). According to the TPB, the central root of behaviour is an individual's intention to perform a specific action (Ajzen, 1991). The intention is influenced by three key factors: an individual's attitude toward the behaviour, subjective norms, and perceived behavioural control (PBC) (Ajzen, 1991). PBC plays a particular significant role as it not only impacts the intention but also directly influences the behaviour itself (Ajzen, 1991). Ajzen (1991) defines PBC as the belief an individual has to successfully carry out the behaviour and their actual control over its execution. Thus, PBC embraces both the self-efficacy and the opportunities to act (Ajzen, 1991). The TPB framework has proven to be suitable in predicting and understanding bullying and intervention behaviours, due to their planning nature and the influence of TPB's factors (Gaffney et al., 2021a; van Aalst et al., 2022).

Figure 1

Process Model Predicting the Bullying Behaviour of pupils.



Note. Proposed process model predicting the number of bullying acts. The arrows indicate the direction of relation between the variables.

+: Positive relationship, meaning if one variable goes up, the other one goes up as well.

-: Negative relationship, meaning if one variable goes up, the other variable goes down.

The process model considers the influences of teachers, parents, and peers on an individual's behaviour, in line with the EST (Mishna et al., 2021; Wallner & Kleff, 2021)

Teacher's intention of intervening in a bullying situation

Teachers have a profound influence on their students' behaviour and play a crucial role in shaping socialisation and establishing behavioural expectation (Mazzone et al., 2021). By taking a clear stance against bullying, teachers can effectively communicate to their pupils that such behaviour is unacceptable while fostering anti-bullying attitudes among them (Demol et al., 2021; Wallner & Kleff, 2021). Additionally, teachers impact the development of prosocial behaviours such as cooperation and empathy, as they often serve as role models for their pupils (Wallner & Kleff, 2021).

Increased teacher support is associated with a decrease in bullying behaviour observed within a classroom (Aldridge et al., 2018; Lopardo, 2021). Several steps must be fulfilled for teachers to intervene (Salmivalli et al., 2021). Firstly, teachers must notice the bullying situations, which can be challenging considering studies show that 96% of bullying occurs outside of any adult detection (Whitson, 2014). Pupils often select contexts where teachers are unlikely to observe the bullying (van Aalst et al., 2022), further complicating the identification process.

The second step involves the personal attitude of the teacher (Salmivalli et al., 2021). The situation must be perceived as an emergency in which a student requires support (Mazzone et al., 2021). Social psychology introduces the concept of the bystander effect to explain why individuals, including teachers, may fail to intervene when someone needs assistance (Darley & Latané, 1968; Prentice & Miller, 1996). Factors such as diffusion of responsibility, where individuals assume someone else will step in, and pluralistic ignorance, where a lack of intervention by others implies the situation is not serious, contribute to the phenomenon (Song & Oh, 2017). Similarly, teachers may refrain from intervening in bullying situations, if they do not feel personally responsible or believe that a colleague will address the issue (Wallner & Kleff, 2021). Additionally, a lack of confidence in their ability to handle such situations can hinder the intervention (Gaffney et al., 2021b).

Finally, even if all the previous steps are fulfilled, the teacher must personally agree to engage in intervening behaviour. This step highlights the importance of teachers' intention and commitment to act against bullying.

In summary, teachers hold a central role in the development of their pupils, and by adopting a clear stance against bullying and actively intervening, they have the potential to mitigate harmful behaviour. Therefore, it is proposed that the higher the intention of a teacher is to intervene the lower the number of bullying acts that can be observed is. However, various factors, including a failure to notice bullying incidents, a sense of reduced

responsibility, and a perceived lack of competence, often decrease the intention of a teacher to intervene.

Extent of which the teachers feel competent to intervene

Perceived behavioural control (PBC), as described above, helps to predict whether individuals engage in intervening behaviour (van Aalst et al., 2022). In the context of teacher intervention in bullying situations, PBC refers to the competence and confidence to intervene (van Aalst et al., 2022). The self-efficacy of a teacher, or the confidence a teacher has in their ability to successfully intervene, plays an important role in the likelihood of a teacher intervening (Wallner & Kleff, 2021). Many teachers lack this confidence, which is often due to a lack of preparation and training during their education. In the model a positive relationship between self-efficacy and intention to intervene is proposed. This means that the higher the self-efficacy of a teacher, the more likely they are to intervene.

Negative personal attitude towards bullying of the teacher

Next to PBC, the TPB recognises personal attitude as an important influence on the likelihood an individual is engaging in intervening behaviour (Ajzen, 1991). Teachers who hold a more negative attitude towards bullying, demonstrate a greater intention of intervening when observing bullying (van Aalst et al., 2021; see also Craig et al., 2000). Conversely, some teachers perceive bullying as a normative behaviour or a “rite of passage”, which decreases their inclination to intervene (Harrison, 2015; Whitson, 2014). This factor is proposed to have a positive relationship with the intention to intervene, thus the more negative a teacher’s attitude towards bullying is the higher the intention to intervene is.

Personal positive attitude towards bullying of the individual

Pupils likelihood to engage in bullying is related to their personal attitude towards bullying (Demol et al., 2021). A positive attitude towards bullying is associated with an increase in bullying behaviour (Demol et al., 2021). These attitudes are often driven by the feelings of power and pride (Alizadeh Maralani et al., 2019). One factor that can shape personal attitudes are normative beliefs, as they influence whether an individual perceives bullying as acceptable (Machackova & Pfetsch, 2016). These beliefs have been shown to predict engagement in bullying (Demol et al., 2021; Machackova & Pfetsch, 2016). Therefore, a positive relationship of the personal attitudes with the number of bullying acts is proposed. The more positive an attitude of an individual towards bullying is, the more likely they are to engage in this behaviour.

Extent to which the family considers aggression to acceptable

Along with teachers, the family plays a significant role in shaping students' attitudes towards bullying (Kim et al., 2022; Mazzone et al., 2021). Parents as well as the extended family have an essential influence on the socio-emotional development, especially in younger children (Alizadeh Maralani et al., 2019; Lau & Williams, 2022;). Children whose parents hold positive attitudes or perceive bullying as acceptable are more likely to be involved in bullying and have positive attitudes towards it (Yang et al., 2019). Thus, a positive relationship between family attitudes and personal attitudes is proposed. The more the family considers bullying to be acceptable the more positive the individual's attitude is.

Extent to which one can understand the feelings of others (Empathy)

An individual's empathy towards a victim of bullying has been seen to predict whether the individual engages in bullying behaviour towards a classmate (Demol et al., 2021). In accordance with this, many popular bullying programs focus on increasing the empathy students experience towards victims of bullying (Gaffney et al., 2021a). Within these interventions, the students are educated about the feelings and thoughts that are a result of bullying behaviour (Gaffney et al., 2021a). The students are enabled to experience this in a secure environment, in which they receive professional feedback on their experience and are supported by professionals (Enz et al., 2008).

Empathy, which is the ability to understand and share the emotions of others, can be split into two components (Enz et al., 2008). The first component of empathy is called affective empathy (Enz et al., 2008). This part of empathy focuses on the automatic and instinctive response to observing emotions of others, such as sharing and feeling the observed emotions (Enz et al., 2008). The second component of empathy is labelled cognitive empathy and deals with the ability to understand the emotions and perspectives of others, while not necessarily experiencing them (Enz et al., 2008).

Not only does empathy have a direct influence on the bullying behaviour, but literature also shows that there is a link between empathy and attitude towards bullying (van Aalst et al., 2022). Students that have more empathy towards bullying victims also consider bullying to be less acceptable and therefore see bullying as a less normative behaviour (van Aalst et al., 2022). Moreover, an increase in empathy within a class setting has also been seen to positively influence the class environment and climate (Kleff & Wallner, 2021).

In conclusion, empathy is a central factor in bullying and can influence the behaviour in multiple ways. Therefore, it is no surprise that many bullying interventions focus on

increasing empathy. In the presented process model, empathy is suggested to positively influence the class climate and negatively influence the personal attitude. Thus, it is proposed that the more empathy an individual has the more positive the Class Climate (CC) is and the more empathy an individual has towards bullying victims the more negative the individual's attitude towards bullying is. Lastly, a direct negative influence of empathy on bullying is proposed. This means that the more empathy an individual experiences towards bullying victims the less likely they are to engage in any bullying acts.

Perceived peer acceptance of bullying behaviour

Bullying is driven by the desire to gain social status and popularity (Salmivalli et al., 2021; see also Albert et al., 2013). The acceptance of bullying and its association with an increase in social status depends on the social norms within a classroom (Salmivalli et al., 2021). Especially during adolescence, observing friends' behaviours and opinions can influence individuals' attitudes and actions (Shin, 2022). Classroom behaviour is shaped by social norms that vary in the level of approval, which impacts classmates' behaviour even if their personal beliefs differ (Shin, 2022). Acceptance of bullying in a classroom leads to more bullying behaviour, as it is reinforced by classmates' reactions or inaction (Whitson, 2014). In summary, the more bullying behaviour is accepted in a classroom, the more prevalent it becomes. This describes a positive relationship between peer acceptance and the number of bullying acts.

Perceived positivity of the CC

In the UDHR (UNICEF, 1948) a secure and aggression free educational environment for every child is demanded. One such environment in which a student spends a great deal of their day, is their own class (Thronberg et al., 2022). The class can be considered a microsystem, which, just as parents and teachers, shape an individual's social development (Thronberg et al., 2022). Kleff & Wallner (2021) mention in their book that a secure environment can be achieved by focusing on a positive and supportive climate within the class. The classroom climate is a joint measure of each student's perception of their learning environment (Shin, 2022). The perception of this environment includes positive aspects, such as class cohesiveness and satisfaction, as well as negative aspects, such as friction, competition, and difficulties (Pryce & Frederickson, 2013). A positive and caring CC is vital in whether bullying is an acceptable behaviour (Thronberg et al., 2022). Students, who describe their CC as more supportive and positive showed less acceptance towards bullying behaviour and were more likely to intervene and voice their disapproval (Gaffney et al.,

2021a). Due to this, it is proposed that a more positive CC leads to less acceptance of bullying behaviour in the class.

Based on these factors and the process model that emerges from them, an intervention program was thought of. In general, school-based bullying interventions seem to be effective in reducing bullying perpetration by approximately 20-23% and bullying victimisation by roughly 17-20% (Gaffney et al., 2019). It was decided to develop a new intervention as literature shows the great influence the sociocultural context has on the effectiveness of bullying intervention (da Silva et al., 2017). While many of the shown to be effective anti-bullying programs were developed in the US or the Nordic countries, such as Norway (Olweus Bullying Prevention Program) or Finland (KiVa) (Gaffney et al., 2019), a lack of effective interventions can be found in Germany (Gaffney et al., 2019). The culture in Nordic countries and the US (Hofstede, 2003), as well as the school systems, greatly differ from Germany (Orr & Hovdhaugen, 2014). These differences can influence the characteristics bullying has (Bjereld et al., 2020) and alter the effectiveness of interventions (da Silva et al., 2017). Therefore, it is of social and theoretical relevance to develop and implement bullying interventions that are effective in decreasing bullying in German schools (Gaffney et al., 2021b; Salgado et al., 2014).

Within the self-designed intervention the factors of empathy and CC were focused on. Additionally, a short educational aspect was incorporated in the program. The inclusion of empathy as part of the intervention was based on the central factor that empathy seems to play in bullying (Demol et al., 2021), as well as the fact that most popular intervention programs that have been shown to be effective, include this social skill (Gaffney et al., 2019). CC was chosen as a target, as recent literature mentions this factor as an important aspect within the classroom (Thronberg et al., 2022), nevertheless the CC is rarely targeted within interventions (Ferrari et al., 2022). Lastly, an educational part was incorporated as this was also seen in many influential bullying interventions, such as the KiVa (Herkama & Salmivalli, 2018) or the Olweus Bullying Prevention Program (Limber, 2009). Within the educational segment of the intervention, the pupils gained knowledge that was customised for their age group, along with cultural and school context. Within the literature it has become clear that pupils often have a limited knowledge about which behaviours can be considered bullying and regularly interpret teasing or playful fighting as bullying (Fischer et al., 2021). Through the education, it is hoped that pupils learn to recognise bullying situations more easily and gain knowledge about how to act if such a situation is observed (van Aalst et al., 2022).

In conclusion, there is a need for more research into bullying intervention that were

developed specifically for the German school system and cultural context together with research into the effectiveness of bullying interventions that target the CC.

Due to this lack of research, the goal of this study is to gain knowledge regarding the effectiveness of an intervention that takes the sociocultural context into account as well as an intervention that targets the CC. This is of importance as bullying victimisation as well as perpetration is associated with negative mental and physical health outcomes (Gaffney et al., 2019) in addition to a decreased self-esteem and educational performance (Gaffney et al., 2021a). Longitudinal studies show that these negative outcomes often impact an individual's life until late adulthood (Fischer et al., 2021).

The research question that is investigated within this study is whether the designed intervention significantly influences bullying victimisation, perpetration, empathy, and CC within the target group. The chosen target group consists of German 5th graders attending a rural secondary school. Multiple aspects influenced the decision to select this target group.

Research indicates that bullying behaviour is most prevalent in middle school, which in Germany typically includes grades 5 to 7 (Holt et al., 2017). This peak in bullying has been attributed to the challenges of transitioning into early adolescence and coping with the resulting changes (Armans, 2020). As pupils transition from elementary schools (Grade 1-4) to secondary schools (Grade 5 to 10/13), they face new challenges, including adjusting to larger schools, adapting to new class groups, and establishing new social hierarchies (Salmivalli et al., 2021), as well as experiencing less support from their teachers along with more independence (Armans, 2020). Moreover, during adolescence, belonging and being accepted together with being prominent within one's peer group becomes increasingly important (Shin, 2017). To achieve this, many adolescents use bullying to increase and demonstrate their social status (Salmivalli et al., 2021).

In a general report about a survey conducted by UNICEF in 2019 it was detected that more bullying behaviour was seen in German rural areas (<50.000 residents) in comparison to urban areas. In conclusion, bullying is especially prevalent among pupils in grades 5 to 7. Therefore, German 5th graders attending a rural secondary school were chosen as a specific target group.

It is hypothesised that a reduction in bullying perpetration (H1) and victimisation (H2) will be found. Additionally, it is hypothesised that an increase in the empathy score (H3) and CC score (H4) will be found. These hypotheses are supported by previous studies, who found that school-based programs are effective in reducing bullying victimisation and perpetration (Gaffney et al., 2021b). It was also reported that interventions focused on empathy skills

resulted in an increase in empathy among participants (Gaffney et al., 2019). Lastly, Thronberg et al., (2022) found that interventions that focused on the CC resulted in a more positive CC.

Method

Participants

The study was conducted with a convenience sample of 79 boys and girls attending the fifth grade at a rural secondary school in Germany. The participants were aged between 10 and 12 years. No additional demographic information was collected as these were deemed unnecessary for evaluating the intervention's effectiveness. Participants were recruited with the assistance of the secondary school. Due to this recruitment method the sample is considered a convenience sample. Participation in the intervention was not voluntary since it was part of the school curriculum. However, participation in the data collection was voluntary, and parental consent was collected from all participants. This was necessary, as the participants were all underaged. Out of 86 approached participants, all provided signed consent forms. Additionally, participants were given the opportunity to provide their own consent, here 82 agreed to participate.

An a priori analysis using G*Power indicated that a minimum total sample of 1857 participants was needed for bullying victimisation (*Cohen's* $f = 0.046$, $\alpha = .05$, $1 - \beta = .80$, $rmcorr = 0$), and a minimum total sample of 2337 participants was needed for bullying perpetration (*Cohen's* $f = 0.041$, $\alpha = .05$, $1 - \beta = .80$, $rmcorr = 0$) to achieve sufficient power. The effect sizes used for this calculation were derived from a meta-analysis by Gaffney et al. in 2019. However, it was clear before conducting the research that these sample sizes were not feasible. Nonetheless, the decision was made to proceed with the research, based on the explicit request from the school. To enhance the power, the sample was not divided into control and intervention groups. Additionally, given the interconnection between classes, the risk of contamination was deemed too high.

Procedure

Before the data collection could start, ethical approval had to be required. As the target group of the study was underaged pupils, an application for full ethical approval of the Ethical Committee Social Science of the Radboud University was handed in (Appendix A). This application was accepted, and full ethical approval was gained (Reference Number 23U.005477).

For the data collection the pupils given an online questionnaire made with Qualtrics (Appendix B). This questionnaire was filled in at the school in a computer room, where every pupil had access to a computer workstation.

During the data collection (T1), the pupils were first instructed by the researcher. The link for the online questionnaire was shared with the class and a short introduction was given. After this the pupils read an information letter and filled in a consent form. Next, they received an age-appropriate definition of bullying, which was part of the scale that was chosen. Following that, they started the questionnaire, which lasted 45 minutes.

Once this questionnaire was filled in, the students were allowed to leave the room and return to their usual school day. The intervention program started in the next class teacher lesson after the data collection. This intervention program was implemented in the following three weeks. After these weeks, a second data collection (T2) was carried out, which was implemented in the same way the first data collection was done.

Once T2 was completed the participants received an eraser as a gift, to thank them for their participation.

Materials

Measurements

To measure the effectiveness of the intervention, a questionnaire that surveys the bullying behaviour, the CC as well as empathy was used. All questionnaires were developed for this age group. Additionally, the participants were asked to fill in a code. This code was used to link the T1 and T2 data.

Bullying Behaviour. To assess the bullying behaviour among the students, the Olweus Bully/Victim Questionnaire-Revised (OBVQ-R) (Olweus, 1996) was used. The OBVQ-R is a 43-item questionnaire (Breivik & Olweus, 2015), which anonymously assesses self-reports of bullying victimisation and perpetration. Additionally, to these constructs their actions and reactions to bullying, the attitudes towards this behaviour and the perception of the teachers/parent's effort and attitudes were assessed (Olweus et al., 2019). In the beginning of the questionnaire a general age-appropriate definition of bullying is presented (Solberg & Olweus, 2003). This questionnaire was chosen, as the psychometric properties of the questionnaire are good, and the OBVQ-R is one of the only questionnaires that measures bullying instead of aggression (Breivik & Olweus, 2015). The answer scales of the questionnaire differ according to the questions. Questions about the victimisation and perpetration were answered on a 4-point Likert Scale (1= *I wasn't bullied at school in the last*

four weeks to 4= I was bullied daily at school in the last four weeks). A high score on the victimisation scale is connected to a high bullying victimisation, while a high score on the perpetration scale means that the individual engages in high bullying behaviour. A reliability analysis of the victimisation scale of the OBVQ-R showed a Cronbach's alpha of .69 for T1 and .70 for T2. For the perpetration scale a Cronbach's alpha of .62 (T1) and .72 (T2) was seen. This indicates an acceptable internal consistency of the scales.

Class Climate. CC was assessed by the Classroom Peer Context Questionnaire (CPCQ) (Boor-Klip et al., 2016). The CPCQ contains 20 questions and measures the CC with five dimensions (comfort, cooperation, conflict, cohesion, and isolation) (Boor-Klip et al., 2016). The questions were answered on a 5-point Likert scale (1 = *I do not agree at all* to 5 = *I completely agree*). The internal consistency of each dimension was sufficient to good (Boor-Klip et al., 2016). The higher the score on the scale is the better the CC is perceived by the individual. Within this study the reliability analysis showed a Cronbach's alpha of .86 for T1 and .82 for T2. This indicates a good internal consistency of the scale.

Empathy. Empathy was measured with the EMP questionnaire, which was used in the Kandinsky Longitudinal Study (KLS). The KLS is an ongoing longitudinal study conducted by the Radboud University in Nijmegen. Specific situations and behaviours in specific situations were asked. The EMP consists of 21 questions. The answer scale is a 5-point Likert scale (1 = *Does not describe me at all* to 4 = *Describes me to 100%*). A high score on this scale means that the individual acts more empathetic towards other people. A reliability analysis showed a Cronbach's alpha of .72 for T1 and a .81 at T2. This indicates a good internal consistency of the scale.

Intervention

The intervention was developed specifically for this study and for the above-mentioned target group. The topics and activities within this intervention were based on influential intervention programs, such as the KiVa (Herkama & Salmivalli, 2018) or the Olweus Bullying Prevention Program (Limber & Susan, 2009). In the following a general description of the intervention is presented, a more detailed description (Appendix C) as well as the visual aids (Appendix D) used for the lessons can be found in the Appendix.

In the first lesson the general goal was to educate the participants about bullying. This educational aspect was included as the recognised intervention programs often included an educational aspect in their program (Gaffney et al., 2019). Often individuals have little knowledge of bullying and wrongly interpreted situations wrongly (Fischer et al., 2020). With an education about bullying, it is hoped that students are more likely to recognise bullying

situation and know how to intervene (Gaffney et al., 2019; van Aalst et al., 2022).

The second lesson aimed to increase the empathy the participants experience regarding bullying. It was chosen to include empathy in this intervention as many interventions show the importance of this social skill in the prevention and intervention of bullying (Gaffney et al., 2019). The empathy is targeted by role plays. Role plays have been shown to be a good way to playfully enhance the empathy in students (Gaffney et al., 2019; Wallner & Kleff, 2021). Additionally, a creative activity was chosen, in which the pupils were asked to step into the shoes of an individual of one of the parties that are present during bullying (Appendix E). Art has been seen to be a helpful way to bring up emotions and complex thoughts and feelings regarding bullying (Khanolainen & Semenova, 2020). Therefore, art-based methods are often used to increase in empathy (Khanolainen & Semenova, 2020).

With the third lesson the CC is targeted. This target was chosen as not many interventions have focused on the CC, even though the literature shows that CC is an important determinant for the bullying behaviour seen in a classroom (Thronberg et al., 2022). The CC is targeted with games that increase the cooperation and show that if the participants work together, they can achieve more than if they try to do it on their own.

Data Analysis

The data preparation included the exclusion of participants, who did not complete the questionnaire or gave no identification code, resulting in a final sample of 79 participants. Total scores of the dependent variables were calculated for T1 and T2. Before the hypotheses were tested, the descriptives of the items were calculated and assumptions were checked.

Hypothesis H1-3 were tested using Related Samples Wilcoxon Signed Ranked Tests, as the assumption of normality was not met for these variables. Moreover, as H1 and H2 measure similar constructs a Bonferroni correction was applied, which lowered the alpha value to .025. These analyses were done with the within-subject factor of time (pre and post) and the quantitative dependent variables of the total scores of victimisation, perpetration, and empathy.

H4 was tested using a paired samples t-test, with time as the independent variable and the total score of CC as the dependent variable.

Results

The assumption of multivariate normality of a GLM MANOVA was tested with a Shapiro Wilk Test of Normality for each dependent variable and was not met for victimisation, perpetration, and empathy. Therefore, a nonparametric test was chosen for these

variables. Before these tests were conducted, the descriptive statistic for all dependent variables were computed and are presented in Table 1. An additional correlation table containing the correlation between all main study variables can be found in the Appendix (Appendix F).

Table 1

Summary of Descriptive Statistics

Variable	T1			T2		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Victimisation	12.93	2.355	81	12.88	2.684	79
Perpetration	12.15	1.682	81	11.80	1.620	79
Class Climate	75.20	11.522	81	69.23	12.064	79
Empathy	65.19	9.378	81	65.0122	11.018	79

Three Related Samples Wilcoxon Signed Rank Tests (RSWST) were conducted in order to analysis the data at hand. The RSWST conducted for victimisation and empathy both indicated that the T2 scores were not significantly different than the T1 scores (Victimisation: $Z = -.706$ $p = .480$; Empathy: $Z = -.416$ $p = .677$). This means that the intervention did not change the victimisation or the empathy of the pupils significantly.

The RSWST conducted for perpetration indicated that the T2 score was significantly different than the T1 scores ($Z = -2.383$ $p = .017$). A reduction in the total victimisation score can be observed in the data at hand. The effect size for this test was calculated as described in Fields (2013) by dividing the standardised test statistic Z by the square root of the total number of observations N . Through this calculation an effect size of .19 was found which indicates a small effect.

In order to analyse the development of the CC a t-test for paired samples was conducted. This analysis showed a significant decrease ($t = 4.313$ $p < .001$) in the CC between the T1 ($M = 75.15$, $SD = 11.66$) and T2 ($M = 69.23$, $SD = 12.06$). From this it can be concluded that the T2 score was significantly different than the T1 score. For the CC a significant reduction was seen. The size of this effect is small with a Cohen's d of .49.

To explore whether the CC significantly changed within each separate class, a paired t-test for each class was conducted and are presented in Table 2.

Table 2

Results of Paired T-Test Examining the Development of Class Climate Scores of Each Class

Group	T1		T2		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Group 1	74.75	11.88	73.15	14.28	.444	.331	
Group 2	69.47	10.42	64.06	9.23	2.516	.023.*	.610
Group 3	79.29	9.63	64.24	6.92	8.384	<.001**	1.830
Group 4	76	13.06	74.67	12.75	.701	.492	

Note. * $p < .05$. ** $p < .001$.

From these results it can be concluded that, while all groups show a reduction in CC, merely Group 2 and Group 3 show a significant reduction in the CC scores.

Lastly, in order to check whether the intervention possibly influenced other proposed factors, a paired sample t-tests for the questionnaire items “How often did a teacher intervene when a classmate was bullied?”, “How often did a classmate intervene when a classmate was bullied?”, and “What do you usually do when observing a classmate being bullied?”. The result of the analysis is presented in Table 3.

Table 3

Results of Paired T-Tests Examining the Effect of the Intervention on proposed Factors

Variable	T1		T2		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Teacher Intervention	3.28	1.452	2.86	1.6	2.044	.045*	.254
Student Intervention	2.76	1.337	2.54	1.363	2.516	.246.	
Personal Intervention	4.18	2.123	3.92	2.177	.990	.325	

Note. * $p < .05$. ** $p < .001$.

It can be concluded from these results that the students observed less teacher intervention during the anti-bullying intervention.

All above mentioned tests were conducted without outliers as well. The results of

these analysis did not differ to the ones reported above. Nevertheless, in Appendix G the tables and results of these analysis are presented.

Discussion

This study investigated whether a bullying intervention program can decrease bullying perpetration and victimisation as well as increase empathy and improve CC. Results show that in this study the bullying perpetration decreased significantly after the pupils took part in the intervention. Additionally, a significant difference between the CC was found. Surprisingly, the CC did not improve but worsened after the intervention. In order to find out whether the class climate worsened in all classes, an exploratory analysis was conducted. This analysis showed that two classes showed a significant reduction in CC. No significant differences were observed in bullying victimisation and empathy after the intervention. A second exploratory analysis was conducted to see whether the intervention had an unplanned effect on the bystander behaviour. Here a significant reduction in the perceived teacher intervention was seen.

Effect of the Intervention on Victimisation

Based on the existing literature, it was hypothesised that bullying victimisation would decrease after the intervention. This was not confirmed by the results of the current study, as no significant decrease was seen. While many studies show a decrease in bullying victimisation (Gaffney et al., 2019), around 30% of studies show no significant effects (Evans et al., 2014). Thus, the findings of this study are in line with the existing literature and two main explanations for the observed lack of effect are proposed.

First, it is a possibility that the intervention was simply not effective and did not change the behaviour (Rahey & Craig, 2002). This can be attributed to the length of the intervention (Connolly et al., 2015). Due to time constraints, the self-developed intervention was implemented within three 45 minutes lessons. In comparison the KiVa, one of the most effective interventions, has an implementation period of 20 one-hour lessons (Gaffney et al., 2019). Chaux et al. (2016) compared a short and long version of a bullying intervention and concluded that the effects are significantly greater for the long version. An increased implementation period is beneficial, as children need time to practice learned skills and ways of thinking, before these can change a behaviour as complex as bullying (Trip et al., 2015).

A second reason for the observed lack of effect could be the low power of this study as

well as a ceiling effect (Connolly et al., 2015). Studies that observed a significant reduction in victimisation, generally report a small effect size (Gaffney et al., 2019). Due to a limited sample and the effect size of interventions being relatively small, the current study is extremely underpowered. A low power translates to a reduced chance of detecting an effect within a sample (Myors, 2006). Therefore, it is possible that an existing effect was simply not detected due to the small sample size of the study.

Additionally, a ceiling effect can be proposed as a possible explanation. The ceiling effect refers to a statistical phenomenon, where scores tend to cluster and concentrate around the best possible outcome of a measurement scale (Eckhard et al., 2021). Literature suggests using 15% of participant as a cut-off point for the ceiling effect (Eckhard et al., 2021). Within the current sample, 37% achieved the best possible score on the victimisation scale at T1. Therefore, it is valid to say that a ceiling effect can be observed. According to Connolly et al. (2015), once a ceiling effect is present in a sample, achieving a reduction in victimisation becomes challenging due to the small impact interventions reportedly have.

Effect of the Intervention on Perpetration

The study confirmed the hypothesis that bullying perpetration would decrease after the intervention. However, contrary to expectation, there were no significant changes in empathy and a surprising decrease in the perceived CC. Therefore, an alternative explanation for the reduction must be considered. One possibility is that the educational component of the intervention was effective in decreasing the perpetration, as suggested by Connolly et al. (2015). A majority of school-based bullying programs include an educational component (Gaffney et al., 2019). Research proposes that the explanation why knowledge components seem effective is a link between knowledge and behaviour, mediated by the attitude towards the behaviour (Salmivalli et al., 2021). Through increasing pupils knowledge about bullying a change in attitude is triggered, which can lead to a change in behaviour (Demol et al., 2021).

Additionally to this effect, the pupils might have realised that their behaviour is now actively and closely observed. Occasionally, bullying interventions include an increase in “hot-spot supervision” (Gaffney et al., 2019), which has been proven to be extremely effective in reducing bullying perpetration (Perasso & Barone, 2021). Studies have shown that when people feel observed, they are less likely to act anti-social, as they are more socially aware and perceive less opportunities (Chu, 2022). While this objectively does not correspond with the truth, the perception of opportunity is subjective and can be influenced by increasing social awareness (Chu, 2022). Such a perceived increase in focus is therefore likely to influence the perpetration of the pupils.

A second explanation for the found effect, which was proposed in the literature, is an increase in bystander behaviour (Holt et al., 2017), for example an increase in intervention by classmates or teachers. The OBVQ-R assess both intervention behaviours. Exploratory analyses of these items show that there was no increase in these behaviours. As a matter of fact, the perception of how often teachers intervene decreased significantly. The decrease in teachers' intervention behaviour may be due to a diffusion of responsibility, where individuals are less likely to intervene in a bullying situation, if they expect someone else has already acted. This suggests that the teachers have felt less compelled to intervene, assuming the intervention program had already addressed the issue sufficiently. Consequently, an increased bystander intervention should be dismissed as an explanation.

Fischer et al. (2020) propose an explanation for the observation of a decrease in perpetration but no change in victimisation. According to their findings, a decrease in the overall number of students engaging in bullying may happen, yet the remaining bullies continue to target an increasing number of their classmates. This dynamic results in a small group of bullies generating a large group of victims (Fischer et al., 2020).

Effect of the Intervention on Empathy

In the third hypothesis it was suggested that the intervention would result in an observable rise in empathy among the pupils. The results do not show such a significant increase after the intervention. While many studies declare that an inclusion of empathy in an intervention is of utmost importance due to its central factor in bullying (Mazzone et al., 2021), a meta-analysis by Gaffney et al. (2021b) shows that programs that do not incorporate elements aimed at social-emotional skills, such as empathy, were associated with a greater effectiveness. A study conducted by van Noorden et al. (2017) explored whether empathy is an inherent skill possessed by individuals or if it is influenced by the level of liking towards the person they are prompted to feel empathy for. The results show that pupils' empathy towards a person is significantly influenced by their liking of this person (van Noorden et al., 2017). Therefore, it is not possible to generally increase empathy, but rather increase empathy towards a specific person. Within this intervention, the overall empathy towards victims was targeted with an art-based intervention and a short role play activity, which has been shown to not be effective in increasing empathy. Instead of this, future interventions should focus on helping individuals to increase their empathy towards a specific peer (van Noorden, 2017).

Nevertheless, if interventions include empathy, Gaffney et al. (2021b) and Trip et al. (2015) simultaneously highlight the importance of incorporating components that address all levels of the EST (Bronfenbrenner, 2005) in order to enhance the effectiveness of these

interventions. The studies explain that in order to increase empathy, the pupils need to be supported by their family, teachers, and school community (Trip et al., 2015). The inclusion of these levels can motivate pupils to train their acquired skills in real-life situations (Trip et al., 2015). Such a multilevel implementation was not possible in the present study.

Nevertheless, the findings of the present study indirectly endorse the notion that bullying prevention programs, focusing on socio-emotional skills, such as empathy, conflict resolution, or resilience, should not only include the pupils but also target parties across the socio-ecological levels.

Effect of the Intervention on Class Climate

Lastly, an improvement in the CC after the intervention was expected. This effect was not seen in this study. The opposite was found in the data. In this study, the CC worsened, yet the general literature mentions that an improvement in CC should be observed when targeted with an intervention that focuses on showing the importance of cooperation (Whitson, 2014). As the intervention was self-developed and had no prior testing of its effectiveness, it is possible that the activities that were aimed at showing the importance of cooperation, instead encouraged competition between the pupils. An increase in competition between classmates has been connected to a negative perception of the CC (Lätsch, 2017). Thus, it can be suggested that the activities aimed at promoting cooperation instead promoted competition, which undermined the desired goal.

An exploratory analysis showed that the CC was significantly reduced in two classes, while the other classes showed a small yet not significant decrease in the CC score. Therefore, a possible confounding variable that is not related to the intervention is proposed. As the concept of CC is made up of multiple psychological as well as contextual factors (Capodieci et al., 2019), a change in a contextual factor can lead to an increase in conflict between the pupils. (Khalfaoui et al., 2021). One such contextual factor is the seating arrangement within a class (Hoekstra et al., 2023). During the course of the intervention the seating arrangement within two classes was changed. These two classes were the groups that showed a significant decrease in the CC during the exploratory analysis. Studies have shown that the seating arrangement within a class can affect the CC (Hoekstra et al., 2023). Rearranging the seating cannot only lead to a change in dynamic between two individuals but has an impact on the whole group (Hoekstra et al., 2023). It has been shown that seating two pupils that initially disliked each other closer to one another increases the dyad-level liking (van den Berg et al., 2012) while simultaneously decreasing the CC (Hoekstra et al., 2023). Therefore, it is possible that the change in seating had a negative influence on the CC (Khalfaoui et al.,

2021).

To summarise, the study investigated the effectiveness of a self-developed intervention on bullying perpetration, victimisation, empathy, and CC. Although a decrease in perpetration was observed, which can be attributed to the inclusion of an educational component, no decrease in victimisation was found. The intervention's short duration and small sample size may have limited its effectiveness. Moreover, no significant increase in empathy was found, which may be due to empathy being influenced by an individual's liking towards specific individuals and the activities targeting the general empathy instead of person-specific empathy. A surprise worsening of the CC can be attributed to the intervention promoting competition instead of cooperation and changes in seating arrangements. The study findings align with existing literature, especially emphasising the importance of intervention duration, multilevel implementation, and consideration of contextual factors such as seating arrangement in bullying intervention.

Strengths and Limitations

While the study shows a significant effect in reduction of perpetration despite the small effect size that has been presented in the literature and supports the existing literature that the duration of an intervention plays a role in the effectiveness (Gaffney et al., 2019), the results should be interpreted with regards to some limitations. As the sample of the current study was already extremely small, no control group was implemented to not further decrease the power. Therefore, the design was a non-experimental study and the changes seen in the behaviour are possibly due to factors not related to the intervention, such as a change in seating (Connolly et al., 2015).

Regarding the external validity of this study it has to be considered that the used sample was a convenience sample and consisted of students of one local school. Therefore, it is questionable if the found results can be generalised, as convenience samples lead to an ambiguous generalization (Gallander et al., 2001).

Recommendations for Future Research

In addition to improving the aforementioned methodological limitations as well as an increase in sample size and duration of the intervention, recommendations for future research can be made. For one, the effect of seating arrangement in bullying should be researched in more detail. Hoekstra et al. (2023) propose that the seating arrangement within a class not only has an influence on students' learning but also the development of social skills. Schools have voiced an increasing interest in cheap and easy to implement interventions that can

decrease bullying within a classroom (Gaffney et al., 2019). As the seating arrangement is something that is easy to change, further research could be beneficial.

In addition, long-term effects of anti-bullying interventions should be researched. The effectiveness of interventions is often only reported for a short period of time and is not followed up (Andreou et al., 2007). These short follow-up periods do not provide enough time for schools and pupils to change their behaviour in a sustainable way (Bradshaw, 2015).

To conclude, it can be said that this study adds to previous research examining the effectiveness of antibullying interventions by supporting the evidence that the duration of the intervention, a whole-school approach and an educational component are important factors. The results show a significant decrease in bullying perpetration after the intervention. Additionally, a surprising worsening of the CC was observed. The results add important knowledge to the existing bullying research as they show that bullying interventions can be effective even if the intervention duration is short. Nevertheless, research into interventions and the effectiveness of interventions has to continue. It would be beneficial to see the result of long-term studies that follow the effects of the interventions. Bullying has such a big impact on everyone that is involved; therefore, it is of an immense importance to continue the research into interventions that aim to stop bullying all together.

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Appendix A

Material of the Ethical Application

Ethical Questionnaire Answers

What is the role of the applicant?

Supervisor of a Master Thesis

Who is the project leader/person in charge?

Principal Investigator is Sandra Klaperski – van der Wal.

The project is conducted, and the thesis is written by Jule Meyer

In which language should the letter of the Dean be written?

English

Is this research an individual research project or a research line?

It is an individual research project done within a Master Thesis Project.

Approximate starting date:

01.04.2023

Expected end date:

07.07.2023

Has the proposed research already been reviewed by a scientific/ ethical review committee?

No

What is the funding source?

No funding source?

Are there conflicting interests within the current project?

In the current project there are no conflicting interests.

Choose which option(s) best describe your research population

Children under 16 (10 – 12 years old) & Abroad (according to the decision tree also a reason to do the full ethical track.

Give a brief description of what you would like to research and what the main research question or objective is.

Bullying has been called an epidemic by the UNCESCO (UNESCO, 2018) and has affected many people negatively. Unfortunately, to this day, existing bullying interventions show little effect in reducing bullying (Gaffney et al., 2019). It has been proposed that this lack of effect could be due to the universal design most bullying intervention programs hold (Gaffney et al., 2019). A large amount of research about the effectiveness of such intervention has been done

in the Nordic Countries of Europe (especially Norway) and the US (Gaffney et al., 2019). The school systems in these countries, as well as general culture, hugely differ from other countries such as Germany. Studies have shown that while certain bullying interventions, such as the Olweus Program, show promising effects in the country they were developed in, fewer promising effects were found in others (Gaffney et al., 2019). As we have learned from behaviour change research, the context of the behaviour plays a big role and must be considered when planning behaviour change interventions (Parker, 2004). Due to this, I want to research whether a bullying intervention program, which is specifically made for the context of the specific school and takes the specific needs of the classes into account, can significantly decrease the bullying behaviour seen. This is done with the 5th grade classes of a German Gymnasium in a rural area. A school in a rural area is chosen, as statistics show that bullying is more often seen in schools in rural area than in urban area schools (UNICEF, 2019). A 5th grade is chosen as this grade is the first year that children enter secondary school, the classes are newly formed, and the schools are often bigger than the elementary schools (Salmivalli et al., 2021). The children must figure out social relations again, which can often lead to bullying behaviour (Enz et al., 2008). Additionally, the children are at the start of adolescence, this time is often considered a time in which bullying behaviour is increasingly seen (Salmivalli et al., 2021). The intervention will target the class climate (Toomey et al., 2011; Gaffney, Ttofi, & Farrington, 2021) as well as increase empathy (van Aalst, Huitsing, & Veenstra, 2022) through games and role plays (Gaffney et al., 2019). Education about what is bullying and how to intervene will be covered in the intervention as well (Gaffney et al., 2021). Lastly, the teachers are being taught how to spot bullying and are getting a short training to help them become more secure in their intervening skills (Gaffney et al., 2021; van Aalst et al., 2022).

The main research question will be: Does a targeted bullying intervention program decrease the bullying behaviour seen in German 5th grades in a rural Gymnasium?

What is the relevance of this objective?

Up to 30% of students have experienced bullying at school or on the way to school (Gaffney, Farrington & Ttofi, 2019; Statista, 2022). Bullying has many negative consequences for the victim, such as depression, anxiety and in certain drastic cases, bullying can lead to suicide (Aldrige, McChesney & Afari, 2018). But not only the victim is affected by the unwanted behaviour. The bully as well as the bystanders, who often only observe the behaviour, show an increase in depression and anxiety as well (Enz et al., 2008). As students are relatively young, these consequences are not only affecting them on a short term, but often have a long-term effect, which can influence the entire life of the individual (Gaffney, Ttofi, & Farrington, 2021). Bully perpetrators often become aggressive adults and are more likely to engage in anti-social behaviour later in life. Victims of bullying are shown to be diagnosed with depression more often and struggle with trust and anxiety for most of their life (Smith, 2004). These consequences can be avoided by targeting bullying behaviour and decreasing the number of students that are experiencing this.

What is the study design?

The study will be conducted as a quasi-experiment. Due to the lack of possibility to randomly assign participants to either the control or experimental group an experimental design is not possible.

The control group will simply fill out the questionnaire at two different time points. The

experimental group will take part in a 4 x 45 minutes intervention program. Additionally as with the control group, a pre and post questionnaire will be administered.

Briefly describe what and how you are going to measure/observe.

The OBVQ-R (Olweus, 1996) is a self-report questionnaire, which has been used in different countries, and has adequate psychometric properties to assess the prevalence of victimisation and aggression as well as various forms of bullying worldwide (Fischer et al., 2020). A self-report measurement has been chosen as these have been shown to be better to measure victimisation as reports from teachers or parents (Pryce & Frederickson, 2011). It was chosen to not use an observational measure as indirect aggression, such as exclusion and rumour spreading is hard to observe (Aldrige et al., 2018). The students will fill in the questionnaire online and a teacher as well as the researcher will be present during this in case any students have questions. As bullying is a sensitive topic, the children are made aware that if any questions give rise to unpleasant feelings, thoughts, or insecurities they can contact their class teacher or the school psychologist, who will be able to help them.

The intervention targets the empathy the children have. Therefore, the EMP questionnaire used in the Kandinsky longitudinal study is used to measure whether the intervention influenced the empathy.

Lastly, the class climate is targeted in the intervention as well. To measure whether there is a change in the class climate, the Classroom Peer Context Questionnaire (Boor-Klip et al., 2016)

Will you use custom made equipment, equipment not originally designed for the present purpose, or novel, self-designed questionnaires?

The questionnaire that is used to measure the effectiveness of the intervention is a combination of multiple pre-existing questionnaires. As the questionnaires were only available in either Dutch or English, the items were translated into German by the researcher. The intervention used in the research was custom made and is based on prior research. A detailed description of the intervention can be found in the added document "Intervention".

Do you utilise bodily materials in your research?

No.

How many participants do you think you need, and what is your basis for this estimate?

In a meta-analysis of Gaffney et al. (2019) an effect size specifically for Germany for bullying interventions that focus on either victimisation or perpetration was found. According to this meta-analysis the effect size for interventions that focus on bullying victimisation equals to a Cohen's f of 0.046 and an effect size for interventions that focus on bullying perpetration equals to a Cohen's f of 0.041.

By using G-power a prior power analysis for a MANOVA: Repeated Measures, between factors was conducted. For bullying perpetration, a total sample size of 1170 was calculated, when wanting to achieve a power of 0.8 and using 0.05 as alpha. For bullying victimisation, a total sample size of 930 was calculated, when wanting to achieve a power of 0.8 and using 0.05 as alpha.

These participants numbers are not feasible to be reached within the organisation. This is due to the limited number of students. The likely number of participants is going to be 87 participants. Of these 87 participants, 44 participants will likely be in the experimental group

and 43 will likely be in the control group.

The mismatch between the calculated sample size and the actual likely sample size is accepted as the research is going to be a field study and a larger effect size of the intervention is expected.

What are the inclusion and/or exclusion criteria?

In the study all students are included as long as their parents are consenting to the participation. As the ages of the students vary no specific age range can be used as an inclusion/exclusion criteria

How are the participants recruited?

The participants are students, which attend the Liebfrauengymnasium Büren in Germany. The study is conducted within an internship and is done in cooperation with the school. Due to this the students are available to participate in the study. Nevertheless, the class teachers were asked whether them and their class would want to take part in the study and oral information about the study and the intervention was given to all class teachers. Additionally, the coordinator of the lower grades (5th to 6th grade) was informed about the intervention and study and agreed to it.

As the students are under the age of 18, consent of their parents must be acquired. The parents of the students are addressed by a formal parent letter (See Parent Letter), in which the study is described and some information about the researcher team is given.

The students themselves are asked to consent to taking part in the study prior to the first data collection time point through a short information letter and consent form added to the actual questionnaire (See Students Information Letter & Students Consent Form). This is done, because the students are old enough to have their own opinions about whether or not they want to participate in such a study. Moreover, oral information about the questionnaire and the information given in the information letter is given before the students fill out the online survey.

Do you use an online platform?

Qualtrics is used to gather data in the form of an online questionnaire. For this the licence of the Radboud University Social Science Department was used. It was chosen to use an online questionnaire as access to computers is available and more anonymity can be provided when using online questionnaires, as the children are otherwise sitting close to each other in the classroom and more space between them is given in the computer rooms. Moreover, data management is easier and more secure with the use of online questionnaire.

Do you collect the data/observations (partly) within an external organisation (e.g. school, mental health care institution, company etc) or abroad?

Yes, the data will be collected at an external organisation (school) abroad (Germany).

Do you use an active informed consent procedure?

Yes, an active informed consent procedure is used. For one the parents are asked to sign a consent form which will be collected and stored. Additionally, the students are asked to give their consent before starting to fill out the questionnaire by clicking yes in the online survey. If they click no, they are immediately taken to the end of the questionnaire.

Will you allow sufficient time to reflect/ (re)consider for the participant between information and consent?

The parents of the children will be informed about the study and the intervention. This will be done a week prior to the actual time point of consent. Therefore, the parents will have sufficient time to reflect and consider the participation. Additionally, the consent form will be sent out a week prior to the first data collection point, so that the parents can reconsider the participation as well.

What is the maximum load you impose on the participants?

The intervention will take part in 4 school lessons. The lessons are 45 minutes. It is expected that filling in the questionnaire will take no longer than 20 minutes. This will be done twice.

Is some form of deception used before or during the investigation?

How do you assess the risk of physical/ mental harm or the consequences for the participant's private/ social life, and how will you deal with that?

The intervention is developed with the advice from an expert of the Developmental Department of Social Science at the Radboud University (Yvonne van der Berg). Moreover, during the intervention the class teacher is attending the lessons as well and is instructed to intervene in case of any risk. Additionally, the researcher is supervised by the school psychologist. In case that there are any consequences for the participants, the school psychologist will be informed, and she will deal with the consequences.

A possible risk is that the parents of certain children are denying their children to take part in the research and the intervention. As the intervention is a curriculum-based intervention within the class setting, excluding individual students from these classes might harm them to a great extent. This is because the individual will be singled out and all attention will be on them for being the only one that is not taking part in the intervention. An information letter will be sent to the parent, in which they are informed about the research. Within this letter the possible consequences of not allowing their kid to take part in the intervention is explained. (See Attachment "Parents Information Letter"). Additionally, to the information letter, a separate consent form will be sent out (See Attachment "Parents Consent Form"). In the case that parents do not give consent that their child is allowed to fill in the questionnaire, this individual will be able to play some games in the computer room, while their classmates are filling in the questionnaire in the same computer room. With this the students that are not allowed to fill in the questionnaire are not separated from their classmates but simply are given a different task to do while in the same room as their classmates.

A second possible risk is that students who have been victimised by bullying could get upset when answering the questions as well as during the intervention. If this is the case, the affected student will be asked whether they want to talk about it or rather leave the classroom with a friend or the class teacher. Moreover, the school psychologist will be informed about this, so that she can offer the affected student a conversation.

Incidents. First, choose the institute your working for. If you're an employee of DCC and intend to use the DCC protocol 'adverse events' dated November 2015, you do not have to answer the question below. Other employees respond to the following question: What is the likelihood of incidents occurring, and which protocol will you adopt for dealing with them?

Incidental findings – please answer first if there is a change that incidental findings will occur

No, there is no chance of incidental finding as only items that are relevant to the study are included in the questionnaire.

What feedback will be reported? On individual level or on group level? This includes feedback to the participants but also to others, for example parents, teachers, and schools

It won't be possible to report feedback on an individual or group level as the data will be anonymised. The researcher can therefore not make any conclusions on the individual or group level. The teachers as well as the parents (if they wish to) will be informed about the outcome of the study. It will be made clear in the information letter that no individual or group feedback can be given.

What benefit do participants derive from the study (e.g., financial reward, knowledge)

With taking part in the intervention the students will gain social skills. Moreover, after filling in the second questionnaire the students will be given a little gift (erasers) to thank them for their participation and time.

Will you use a data management protocol like the BSI data management protocol? If not, please describe whether and how and what personal data you will store and for how long. Please describe whether the 'key' and the data are stored in separate places.

Jule Meyer (Msc Student Behaviour Change) jule.meyer@ru.nl

The Data will be stored and accessed in line with the criteria for the Msc program Behaviour Change. In case there is any doubt the program coordinator (Martijn de Lange) or thesis supervisor (Sandra Klaperski – van der Wal) might access the data.

Who has access to the data or recording in the absence of the applicant or principal researcher?

Only the supervisor of the project (Sandra Klaperski – van der Wal) has access to the data in the absence of the researcher (Jule Meyer)

Do you store audiovisual recordings (photos, video and/or audio recordings) of the participant?

No, there won't be any audiovisual recording stored.

Do you have any questions or comments?

Aniek Wols has been informed about this submission. The research is part of a Research Project within the Behaviour Change Master and therefore a certain time pressure and limit is present. Due to this I kindly request that this submission is reviewed as soon as possible.

Ethical Review Answers

Thank you for reviewing our ethics submission and for the comments and questions. Please find below our answers and please let us know if you have any further questions and/or concerns.

Reviewer #1:

The application is for the testing whether a bullying intervention is effective. Students will be given an anti-bullying workshop for 4 sessions of 45 mins each. They will be asked to fill in questionnaires before and after the intervention. Student's who do not give consent will still be able to take part in the workshop, but won't have to fill out the questionnaires. Consent from the parents as well as the students will be asked.

From the application, it is clear that the researcher is taking any trauma into account, there are school psychologists present and students will have the chance to leave the room if necessary. The data is completely anonymous.

The only thing I'm really missing is the content of the intervention. In the information letter there are some examples about role-playing, and team work, but what will the students actually be doing during this workshop/intervention? Especially as the intervention is self-made (as stated in the werving tekst) it would be good to know a little more about what the students are being exposed to.

Lesson 1:

The children will first be introduced to the researcher. To begin with, I will introduce myself and tell them a little bit about myself (age, where I am from, what I am doing here) and then there will be the opportunity for them to ask me any questions if they have some. Afterwards, a game is played. This game is called 'Line Game', the kids are given a category such as a sock length, home village, or the number of siblings. For the category of sock length the children are then asked to stand in line with the person with the longest socks at one end and the person with the shortest socks at the other end. For the category of the number of siblings the one with the most siblings is standing on one end and the one with the least siblings on the other end. In between these two "extremes," the others are standing also in order from most to least. Lastly, for the category home village, the kids are asked to get together in groups with all the other children that are from their home village. With this, I can see who has been together since elementary school. Overall, this game is meant to show that there are similarities within the class and with me. I will also take part in the game so that the children will get to know me better and will hopefully trust me a little more.

After these introductory activities, we will come together in a circle. I will explain to the students again that the reason I am in the class is that I want to talk about bullying. Before the first lesson, the students have already filled in a questionnaire, where a definition of bullying was presented. I will then open the discussion with the question: When do we talk about bullying? After this question, the children are free to discuss and ask their own questions. If no questions are there, I will continue to lead the discussion by prepared questions. These prepared questions will also be answered on the FAQ hand out that the children will receive at the end of the class.

The questions and answers on the FAQ are:

When are we talking about bullying?

Bullying is when a person is repeatedly harassed by several others over a long period

of time. So someone who is teased, pushed, or excluded once or twice is not yet being bullied. Only when it becomes apparent that others are targeting him or her and that these vulgarities happen systematically is it called bullying.

How do we recognise bullying?

In a bullying situation, there is always an imbalance.

In a conflict, two equally strong parties face each other and try to convince or assert themselves. Someone who is being bullied faces several others alone and has no way of getting out of the situation on their own.

How do students bully?

Bullying can take different forms. It can be physical attacks (bumping into, tripping, beating up) or attacks on the soul (excluding, ridiculing, spreading lies). Sometimes things are deliberately destroyed (school supplies, sports equipment) or there are campaigns on the net in which embarrassing photos and films or rumours are spread (see: "Cyberbullying").

Who gets bullied?

In principle, anyone can be bullied. There are no typical victims.

Bullies choose classmates who are different from most others and are not self-confident about it. This can be children who dress differently, listen to different music, are bigger, thinner, or quieter. Even those who are going through a difficult time and are vulnerable can become victims.

Who bullies?

Bullies are usually children or young people who are good at assessing groups and know exactly who is willing to do what. Usually there is one person among the bullies who is the boss and two to three others who attack the victim for him or her. They do the dirty work, so to speak.

Bullies bully because they are bored, because they like to torment others or because bullying helps them to reduce their own fears or anger.

What role do other students play in bullying?

Besides the bullies and the bullied, there are always the bystanders and the silent majority in a group.

The bystanders are usually afraid of becoming the focus of the bullies and prefer to applaud. The silent majority hopes that the bullying will stop if they ignore it. Both attitudes make it possible for the bullies to continue.

But if the others in the class intervene or inform a teacher, the bullying can stop. Even if they simply side with the victim, the bullies lose their power.

Who can help, if someone gets bullied?

If the silent majority does not intervene, it takes adults to stop the bullying.

At school, it is the teachers who need to intervene to enable all students to learn without violence.

Outside of school, parents should be the first point of contact. They can have a conversation with the teachers or the school administration. Other adults such as grandparents, aunts or the parents of friends can also help to sort out the thoughts and look for solutions.

Why is bullying so bad?

Those who are bullied are afraid of new attacks every day and are constantly under stress. This leads to physical complaints such as insomnia, headaches, or stomach aches. Self-confidence is lost, and in the worst-case bullying victims become depressed.

Those who are bullied as children often have difficulties trusting other people and building good relationships with others even as adults.

What happens within a class, if someone gets bullied?

No community can develop in such a class. Everyone has to constantly watch out that he/she does not become the target of the bullies.

That is why there is never a relaxed situation from which everyone benefits. Hardly anyone will enjoy going to school and learning. At the end of the day, bullying harms everyone.

How can we stop bullying?

Bullying can be stopped if it is not tolerated by the majority of the uninvolved classmates. The so-called "bystanders" are therefore very much involved in a bullying situation! They have to take a stand.

Anyone who is being bullied should turn to the neutrals in the class and ask for support.

Those who observe bullying should take the side of the chosen victim and show: He / she belongs to us!

Teachers can and must agree on and enforce clear rules with their classes.

Once the time is over, I am going to ask whether the students have any last questions and hand out the FAQ document, which they can take home. Lastly, I will say goodbye and tell the class that I will return next week for another session.

Lesson 2:

To get the lesson started I am going to welcome everyone and ask how everyone is doing. The students can indicate their mood with their thumbs. Thumbs up means they are doing good, thumb in the middle means they are doing so so and thumbs down means they are not doing so good. I am trying to get a general overview how the class is doing and also seeing who I could ask to be a volunteer for showing how the exercises are supposed to go.

After this short assessment of the mood, we will start with the first exercise which is called "Bodyguard". This is a role play exercise. The kids are split into teams of three. One student is a VIP, one student is their bodyguard, and one student is the aggressor. The VIP is being harassed by the aggressor. The role of the bodyguard is to defend the VIP. The students are instructed to not be physically aggressive, and the teacher and I will make sure that the students are not engaging in the unwanted aggression. Moreover, the students are instructed to immediately stop once any of the other students say a safe word that is determined beforehand and signals that the student does not feel safe anymore. After every student took on the three roles the exercise is finished. I will then ask the students to return to their seat and give the next instructions for the following task. "Roboter Portrait". The class is split into 6 groups.

Two groups are representing a role that is present in a bullying situation (Victim, Perpetrator, Audience). Each group gets a poster and sticky notes. They are instructed to draw a silhouette of a person on the poster. After this they are instructed to write down on the sticky note what this role could think, do, say, or feel. The sticky notes that describe thoughts are put on the head, actions are stuck to the hands, statements are stuck to the mouth and feelings are stuck to the heart. After this is done, the kids get the opportunity to talk about what they wrote down and the question 'How can bullying be avoided?' is asked. Lastly, the class teacher is asked to hang up the silhouettes in the classroom. To wrap everything I will ask the students if there are any burning questions and say goodbye to them.

Lesson 3:

To get the third lesson started I will ask once again how everyone is doing and the previous mentioned thumb method is used to assess the general mood in the class. Once this is done, I will ask if someone wants to be a volunteer. This volunteer will get a task that is impossible to

do by themselves. Some examples of these tasks are lifting a table, lifting a chair with someone sitting in it, touching 3 walls at the same time, touching 4 corners at the same time. The kids need to ask for help by going to a classmate and saying: "Help! I need your help.". This has to be done until they can finish the task.

After the students have done some of the tasks and are starting to get used to asking help we will do a few more rounds and then go to the reflection where the students are asked whether it was hard to ask for help?

The second activity in this lesson is called "Juggler" Here the students are split into groups of 3-4. Each group gets a balloon and has to keep up the balloon for a certain time. If the balloon hits the ground they have to start all over again. Once this starts to work good, some modifications will be done and the game will be made harder. This can for example be done by saying that one student is allowed to only touch the balloon twice before a different student must touch it. Or everyone is allowed to touch the balloon once. Once everyone is allowed to touch the balloon again. Additionally, an addition of obstacles could be making it harder. To reflect on the activity, the students are asked:

Were all students involved equally?

Did the groups that worked together do better?

Did it work because you worked together or because one student did all the work?

What was more fun? Working together or only one student doing anything?

What else could you observe?

To end this lesson, I will ask whether they have any more questions or remarks and say goodbye.

Lesson 4:

During the fourth and last lesson the children will engage in a scavenger hunt. For this the researcher has prepared 8 stations. The children will be divided into 4 groups (depending on class size 5-6 students in one group).

Station 1: What is inside the bag? Guess the objects through touch and remember the first letter of the object. All letters together give you a clue where the next station is.

Station 2: The next clue accidentally fell into the paper shredder. Can you find all the pieces and put the picture back together?

Station 3: The balloon is not allowed to touch the ground. Everyone is allowed to touch the balloon once per round. Once everyone has touched the balloon a new round begins. If the balloon touches the ground, you must go back to the start and begin again. Once you reach the end you will receive the next clue.

Station 4: Solve the crossword puzzle. (Words are Angst (Fear), Ausgrenzung (Exclusion), Einsam (Lonely), Zusammenhalt (Cohesion), Täter (Perpetrator), Opfer (Victim), Mitläufer (Bystander/Follower), Aufklärung (Education), Bullying, Unterdrückung (Oppression))

Station 5: Solve the equation and remember the number. The number might be important later (The numbers are the code the kids need to open the treasure chest. But the numbers of all groups are needed. This means that the kids will get the final treasure only if they work together and not one group gets the treasure but everyone)

Station 6: Fill in the spaces. (A text about Bullying is presented and the children have to fill in the blank spaces with the words that are given)

Station 7: Answer the questions. If you answer them correctly, you will get a new clue.

Q1: You see during the lunch break how a group of girls are pushing and calling a classmate an “idiot”. What do you do?

A1: I try to get the attention of the group of girls.

A2: I wait until the girls are gone and then offer to help the classmate.

A3: I turn around and leave.

A4: I do something different, ...

Q2: You know there is a girl at school that is sitting in a wheelchair. Usually she can get to the cafeteria on the second floor by using the elevator. But today, the elevator is broken and now the girl does not know how to get to the cafeteria. What do you do?

A1: I understand that it is a difficult situation for her, but I can't change anything about this situation.

A2: I go to my class teacher and ask them for help.

A3: I go to the girl and ask how I could help her best.

A4: I do something different, ...

Q3: You find a fake profile of a classmate, where they have been bullied for quite some time already. What do you do?

A1: I report the fake profile immediately.

A2: I talk to a teacher that I trust about this fake profile.

A3: I don't do anything and hope that the situation is not getting worse.

A4: I do something different, ...

Q4: You are sitting in the classroom and see how a classmate is making fun of another classmate because they are wearing fake Nike Shoes. What do you do?

A1: I sit next to the classmate that is getting made fun of and start a conversation with them.

A2: I am scared to say anything and ignore the comments.

A3: I loudly say that it is not ok to make fun of people.

A4: I do something different, ...

Q5: You see how someone is stealing something from another classmate. What do you do?

A1: I am paralysed and don't really know what to do?

A2: I go to a teacher and tell them about it.

A3: I confront the thief and tell them to give it back.

A4: I do something different, ...

Station 8: Oh no, the treasure is locked! Which numbers do you need to open the lock?

At the last station all groups have to work together to open up the chest. This is because I don't want just one group to get the treasure at the end and also make them realise that they have to work together to get to the end goal.

Once the treasure chest is opened, I will ask for questions and remarks and then say goodbye. After this lesson they will see me once more for the last data collection.

I hope this is sufficient information about what the children will be doing during the intervention.

Additionally, in question 11 it is stated that the teacher's will also receive a workshop, but this doesn't come back anywhere (I assume then that it is not a part of the study?)

It was proposed to the school that a short information session for the teachers should be done. But due to the full schedule of the teachers, this was denied. Therefore, the teacher's won't receive a workshop and no measurements will be done with the teachers.

Reviewer #2:

The supervisor proposes a study, to be carried out by a MSc student, investigating a bullying intervention program aimed at enhancing class climate and increase empathy in 5th - 6th grade (children aged 10-12). Both children and teachers will be trained through psycho-education, role playing, games and skills training, in four 45-minutes sessions. Outcome measures is bullying behaviour, measured at two time-points, using self-report questionnaire assessing prevalence of victimisation and aggression and various forms of bullying. In addition, empathy, and class-climate (as putative mediating mechanisms) are assessed. The study is a non-randomized trial, with a non-intervention control group.

I have some points that might benefit from clarification.

on Q14: both children and teachers are trained. do the teachers also report on the effects the intervention has on them?

A training for the teachers was proposed. Due to the time constraints of the study and the full schedule of the teachers at the school, this was denied and no training for the teachers is planned. Therefore, the teachers won't report on the effects of the intervention.

on Q15b-Q26: anti-bullying interventions might have adverse longer-term outcomes (cf. e.g., Ttofi & Farrington, 2011, *J Exp Criminology*, 7, 27-56). the researchers need to consider an approach to navigate this risk. (immediate risks are sufficiently covered)

The class teachers as well as the school psychologist will be informed about the adverse long-term effects. The children will receive the information where to get help and who can get help. With informing the teachers about the possible adverse long-term effects, they will be more sensitive towards the bullying behaviour that possibly could arise.

on Q17: as the researcher acknowledge, the planned study will be dramatically underpowered. Expecting larger effect sizes because it is a field study seems unjustly optimistic. However, they might consider conducting a multiple-baseline single-case research design as an alternative (Epstein et al, 2021, *Health Psychology: Official Journal of the Division of Health*

Psychology, American Psychological Association, 40(12), 858-874).

A multiple baseline single case research would probably significantly increase the power of the study. Nevertheless, it was decided that the research design stays the same as the research has limited time and a multiple baseline single case research is not feasible considering the time constraints.

on Q21: please confirm the statement on the signed IC for the institute.

An informed consent for the institution was added.

on Q29: it is unclear what is meant by 'group'

With group the class is meant. The children will fill in and take part in the intervention within their usual class. Therefore, it could be possible to ask whether the individual is in class 5a or 5b and then find out whether there is a change on the group level so whether the bullying behaviour in class 5a has decreased or increased.

Information Letter for parents:

* The text in the IC on what happens when parents do not give permission to participate does not match the description in Q26

This was added in the informed consent. .

* why is parental gender assessed?

Only the gender of the participant is assessed. The sentence in the IC “for processing the following personal data about me:” was changed to “for processing the following personal data about my child”.

Information Letter for child:

* here it is mentioned that the test will take 15 minutes. elsewhere it is 20 minutes

The information in the information letter was changed from to 15 to 20 minutes.

* how will you ensure that the child remembers its made-up personalized code?

The children get the same questionnaire for pre and post testing. In both cases, the last questions asks the children to fill in the personalised code. Here it is described in detail what the personalised code is which letters and numbers the personalised code entails.

Information Letter for Institute is missing

Information Letter and Consent Form was added.

Editor:

- In Q26 it is described that 'possible consequences of not allowing their child to take part' are explained in the parents information letter. I see this only partly in the 'informal' information letter to parents. Additionally, I would repeat it again in the actual/formal information letter and consent form.

The external supervisor asked that the possible consequences are taken out of the informal information letter as she considered this to be too harsh for the parents to read.

It will be added to the formal information letter and the consent form.

- information letter:

* I think under 'use of your personal data' also the name and signature of the parent should be mentioned, which is needed for the consent. Then the subheader 'your and your child's personal data' would maybe be more appropriate.

This was added and the subheading was changed.

* In Q28 you mentioned that there could be no incidental findings (findings of personal interest for the participant or their caregivers), but in the information letter it is suggested that these may occur (but you will not be able to feed them back). Please elaborate.

I think in general it is of personal (clinical) interest whether a child is bullied or not, considering the many significant mental health problems that can occur when exposed to bullying. But as the questionnaire is assessing bullying behaviour, I would not consider this to be an incidental finding. I will inform the school psychologist about the findings of my study as she is also the external supervisor of my project. So if there are individuals that get bullied or that bully others, the school psychologist will be informed about this. But as I mentioned in the Information Letter, it cannot be said that Student x is being bullied and that Student y is bullying someone.

- consent form:

* the yes/no box where parents give consent for the personal data, should read 'for processing the following personal data about my child'.

This was changed in the consent form.

Informal information letter for the parents



Radboud Universiteit



Liebe Eltern und Erziehungsberechtigten,

jedes dritte Kind in Deutschland wird im Laufe der Schulzeit gemobbt. Aus diesem Grund wird Mobbing als eine der größten Herausforderungen im schulischen Miteinander gesehen. Mobbing zieht oftmals ernste Folgen für alle Beteiligten (Opfer, Täter, Zuschauer) mit sich. Beispiele dieser Folgen sind verschiedene psychologische Probleme. Aber auch das Selbstbewusstsein und die schulische Leistung kann durch Mobbing negativ beeinflusst werden. Langzeitstudien zeigen zu dem auch, dass die Folgen nicht nach kurzer Zeit zurückgehen, sondern viele der betroffenen Personen leiden noch lange darunter. Aus diesen Gründen halte ich es für sehr wichtig, dass Kinder lernen, gut miteinander umzugehen und die Mobbingzahlen durch Präventionsarbeit gesenkt werden.

Aber wer bin ich? Mein Name ist Jule Meyer und seit Februar 2023 bin ich im Rahmen meiner Masterarbeit als Praktikantin der Schulpsychologin Frau Müller am LFG. Das LFG ist für mich kein unbekannter Ort. Bis 2017 bin ich jeden Morgen als Schülerin durch die Gänge des LFG's gelaufen. Nach dem Abitur zog es mich für ein Freiwilliges Soziales Jahr in den Osten Englands, wo ich in einer Einrichtung für Menschen mit Behinderungen gearbeitet habe. Im Anschluss an mein FSJ habe ich ein Psychologie Studium an der Radboud Universiteit in Nijmegen (Nimwegen) begonnen. Mit meiner Bachelorarbeit über Mobbing und Einflüsse verschiedener Faktoren (Geschlecht und Popularität) konnte ich im Januar 2022 mein Bachelorstudium erfolgreich abschließen. Seit September 2022 studiere ich nun Behaviour Change im Master und habe mich im Zusammenhang mit meinem Masterprojekt insbesondere mit der Prävention von Mobbing beschäftigt.



Ein Teil des Projektes ist es, eine eigene Intervention zu erarbeiten und die Wirksamkeit dieser durch eine empirische Studie festzustellen. Als Teilnehmer dieser Studie habe ich die Stufe ihres Kindes gewählt. Diese Entscheidung wurde basierend auf aktuellen Studien getroffen, und nicht weil Mobbing ein Problem in der Stufe ihres Kindes ist. Die erwähnten Studien haben gezeigt, dass Mobbing vermehrt in den Stufen 5 bis 7 auftritt und Kinder in diesem Alter noch sehr von Präventionsmaßnahmen profitieren können. Ein Teil meiner Intervention wird es sein, dass Klassenklima zu verbessern und den Kindern dabei zu helfen mehr Empathie für die Mitschüler zu empfinden. Die Intervention ist in Zusammenarbeit mit dem Klassenlehrer*innen entstanden, und wurde von einer Expertin im Bereich Mobbing und Mobbingprävention der Radboud Universiteit beaufsichtigt.

Nach Absprache mit den Klassenlehrern*innen wurde entschieden, dass die Intervention, während der OS-Stunden stattfindet. Ihr Kind wird also keinen Unterricht verpassen. Um die Wirksamkeit der Intervention zu untersuchen, plane ich die Schüler*innen vor und nach der Intervention einen Fragebogen ausfüllen zu lassen. Alle Antworten im Fragebogen sind vollkommen anonymisiert und es können keine Rückschlüsse auf spezifische Schüler*innen gemacht werden. Da die Schüler*innen der Stufe 5 unter 16 Jahren sind, brauche ich die Zustimmung der Erziehungsberechtigten, dass ihr Kind an der Studie teilnehmen darf. Es ist dementsprechend Ihre Entscheidung, ob ihr Kind an der Studie teilnehmen kann. Ihnen ist freigestellt, die Teilnahme zu verweigern, aber es würde mir sehr weiterhelfen, wenn sie Ihrem Kind die Teilnahme durch eine Zustimmung ermöglichen. In dem Fall, dass sie die Teilnahme ihres Kindes an der Studie nicht genehmigen, wird ihr Kind lediglich nicht an der Datenerhebung teilnehmen, aber dennoch Teil der Anti - Mobbing Intervention sein. Ihr Kind wird während der Datenerhebung kleine Aufgaben bekommen, welches es am Computer bearbeiten kann. Als ein kleines Dankeschön für die Teilnahme bekommt ihr Kind ein kleines Geschenk in der Form eines Radiergummies. In der nächsten Woche werde ich die offizielle Einverständniserklärung verteilen. Dieses Schreiben kommt zusammen mit einem kurzen Info-Schreiben.

Wenn sie Fragen bezüglich der Studie, sprich dem Fragebogen oder dem Anti-Mobbing Programm haben, stehe ich ihnen dafür selbstverständlich zur Verfügung. Sie können mich unter der folgenden E-Mail Adresse erreichen: j.meyer@lfg-bueren.online.

Mit freundlichen Grüßen,

Jule Meyer



INFORMATION LETTER

for participation in scientific research: “Together against Bullying”

Introduction/Aim of the research

This study is conducted within the Internship & Thesis course of the Behaviour Change Master Program of the Radboud University. In this course, students conduct a study on a psychological topic under supervision of a teacher of the Behaviour Change Program.

Within this course, I conduct a study on bullying and the effectiveness of targeted bullying interventions called “Together against Bullying”. The aim of the study is to see whether a targeted bullying intervention is effective in reducing the bullying seen in German middle schools.

The research

This study consists of a bullying intervention, which was designed by taking the specific needs of the students into account. With the study, it will be measured whether the needs focused intervention is effective in reducing the bullying behaviour seen in the classes. This topic was chosen as studies show that universal bullying intervention show little to no effect in the behaviour of the students.

In the course of the study, the participants (your child) will take part in a bullying intervention, which takes the specific needs of the students into account. The intervention will take part during Class Teacher lesson so that no active learning time will be taken away from the students. Participants are learning valuable social skills through playful activities and interactions. For example, empathy will be targeted through role plays and the class climate is planned to be improved through games that focus on cooperation and communication. In order to measure the effectiveness, the participants are asked to fill in a questionnaire before and after taking part in the intervention. In this questionnaire questions about the class climate, empathy as well as bullying will be asked.

The intervention is planned to take part in 4 Class Teacher Lessons. For filling in the questionnaire 20 minutes at both time points are considered to be sufficient.

The study has been reviewed independently by the Ethics Committee Social Sciences (ECSS) of the Radboud University and there is no formal objection to this study.’

2. Privacy

2a. Use of your personal data

To conduct the research it is necessary that personal data of the students are collected, used, and stored. Personal data refers to information with which the participant can be identified directly or indirectly, such as gender and a personalised code.

In order to find out for whom the intervention works best, the participant will be asked about their gender.

Additionally, one purpose of the research is to find out whether the intervention was effective.

Due to this data will be collected once before the participants take part in the intervention and once after the participation. To connect the two data collections, the participant will be asked to fill in a personalised code. With this code I will be able to connect the two data sets and compare the participants individual data.

In the consent form you, the legal guardian, are asked to give explicit permission for the collection, use and storage of the above-mentioned personal data. If you do not agree, your child cannot participate in the research study.

2b. Confidentiality of your data and data processing

The information the participant provide for the current research purposes is treated with the utmost care and is accessible to authorized staff only. Personal data collected by the researcher about the participant will remain confidential throughout the research. In order to safeguard the participants privacy, the researcher saves the participants personal data using a process of pseudonymisation. This means that the participant's name and any other particulars that can identify you directly, are kept separate from the research data. It is only possible to find out which research data belong to which person by means of a code. Only authorized members of the research team have access to this information. No other parties involved in the research shall receive any data that can be traced back to you. In order to disguise the participants identity, only anonymized research data are to be used in reports and publications regarding the research.

2c. Retention period of your data

The consent form signed by you for your child will be kept for 10 years upon completion of the research. The anonymized research data will be stored for 10 years after the research has been completed.

2d Sharing your data

Due to the importance of control, reuse and/or replication of research results, research data (including any anonymous personal data) are increasingly shared with or made available to other researchers. Your child's data will be anonymized prior to this form of sharing. This means that your child can no longer be identified on the basis of these data. The data that will be shared will be the information regarding effectiveness of the intervention, so the scores on the different scales assessing this. If you do not want your child's anonymized data to be shared, you can request to have your child's data deleted up to a maximum of 1 month after completion of the research.

Right of access by supervisory authorities to inspect the research's compliance with ruling guidelines

Some persons and organizations must have access to your child's personal and research data. This is necessary in order to test whether the research has been carried out properly and reliably. These persons and supervisory authorities inspecting your child's data for verification include authorized persons within Behavioural Science Institute. They are held to inspecting your child's data on a strictly confidential basis. You will be asked to grant permission for this access. If you refuse to do so, your child cannot participate in the study.

Additional information on your rights regarding the processing of your personal data

Radboud University is responsible for compliance with the General Data Protection Regulation (GDPR) when processing your child's personal data. The researcher ensures that your child's privacy and the conditions attached to it are safeguarded and he/she adheres to the Dutch code of conduct for scientific integrity and university policy regarding the storage and management of personal and research data when conducting this research. You have the right to withdraw your consent for the processing of your child's personal data at any time. Your child's personal data will then be deleted. You can find the Radboud University Privacy Statement at: <https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>.

If you have any questions about your child's privacy, please contact the Local Privacy Officer Faculty of Social Sciences (enna.lujinovic@ru.nl). For general questions, please contact the office of the Data Protection Officer of Radboud University via privacy@ru.nl. More information about your rights in the processing of your child's personal data can be found at <https://www.ru.nl/privacy/english/protection-personal-data/data-subjects-rights/> and on the website of the Dutch Data Protection Authority (<https://autoriteitpersoonsgegevens.nl/en>).

Findings that may be of personal clinical interest

The research data obtained will not be viewed from a medical and/or clinical perspective. Therefore, your child's participation in the study cannot be considered a medical/clinical test. Since the current study is completely anonymous, any scores that are worrying and/or that may be of personal clinical significance cannot be related back to your child. If you are concerned about your child's health as a result of the questions, we advise you to contact the school psychologist (Johanna Müller).

Voluntary participation

Your child's participation in this study is entirely voluntary. If you decide that your child should not participate, there will be no consequences. If, during the course of the research, you or your child wishes to withdraw your consent and terminate your child's participation, you have every right to do so at all times. Again, there will be no adverse consequences for you or your child.

Compensation or remuneration

As a compensation for the participation, the participant (your child) will receive a small gift in form of an eraser. Moreover, the participants will gain social knowledge and improve their social skills as well as contribute to science.

Contact information

If you have any questions, comments, or concerns about this study, please contact the researcher responsible (jule.meyer@ru.nl)

With kind regards,

Jule Meyer

jule.meyer@ru.nl

Master Student Behaviour Change

CONSENT FORM

for participation in scientific research: “Together against Bullying”

I herewith confirm that:

- I have been satisfactorily informed of the study in writing;
- I have read the written information
- I have been given the opportunity to ask questions about the study;
- My questions have been answered satisfactorily;
- I have been given ample opportunity to think carefully about participating in the study;
- My child participate in the study entirely on a voluntary basis.

I understand that:

- I and my child have the right to withdraw consent at any time without having to state reasons and without fear of adverse
- I have the right to have my child’s research data deleted up until 1 month after the research has been completed
- I have the right to withdraw my consent for the (further) processing of my child’s personal data; my child’s personal data are processed in accordance with the applicable European privacy regulations;
- my personal data are processed in accordance with the privacy statement of Radboud University (<https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>);

I agree that:

- my child’s research data within this research will be obtained for scientific purposes and will be available for verification, reuse and replication for 10 years;
- the signed consent form with my child’s personal data is kept for 10 years;
- my child’s personal data, which are obtained for administrative purposes only, will be kept for a maximum of 1 month after completion of the research;
- supervisory authorities may inspect my child’s personal and research data for the purpose of auditing the research.

In addition, I also give / do not give explicit permission (circle your answer):

- for processing the following personal data about me:
Gender

YES	NO
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I understand that in order to participate in the study, I must answer ‘YES’ to all of the above points using an *asterisk*¹².

I agree to the participation of my child in the study.

Name of the Student:

Name:

Signature:

Date:

To be completed by the researcher:

I, the undersigned, herewith declare that the above-mentioned person has been informed both in writing and orally about the above-mentioned research.

Name: Jule Meyer

Position/research institute: Master Student Behaviour Change

Signature:

Date:

INFORMATIONSSCHREIBEN

für die Teilnahme an wissenschaftlichen Untersuchung: "Gemeinsam gegen Mobbing"

Einleitung/Ziel der Forschung

Diese Studie wird im Rahmen des Praktikums- und Diplomarbeitskurses des Behaviour Change Masterprogramms der Radboud Universität durchgeführt. In diesem Kurs führen Studenten eine Studie zu einem psychologischen Thema unter der Aufsicht eines Lehrers des Behaviour Change Programms durch.

Im Rahmen dieses Kurses führe ich eine Studie über Mobbing und die Wirksamkeit von gezielten Mobbing-Interventionen mit dem Namen "Gemeinsam gegen Mobbing" durch. Das Ziel der Studie ist es, herauszufinden, ob eine gezielte Mobbing-Intervention das Mobbing an deutschen Mittelschulen wirksam reduzieren kann.

Die Untersuchung

Diese Studie besteht aus einer Mobbing-Intervention, die unter Berücksichtigung der spezifischen Bedürfnisse der Schüler entwickelt wurde. Mit der Studie soll gemessen werden, ob die bedürfnisorientierte Intervention wirksam ist, um das in den Klassen beobachtete Mobbingverhalten zu reduzieren. Dieses Thema wurde gewählt, da Studien zeigen, dass universelle Mobbing-Interventionen wenig bis gar keine Auswirkungen auf das Verhalten der Schüler haben.

Im Verlauf der Studie werden die Teilnehmer an einer Mobbing-Intervention teilnehmen, die die spezifischen Bedürfnisse der Schüler berücksichtigt. Die Intervention findet während des Unterrichts des Klassenlehrers statt, so dass den Schülern keine aktive Lernzeit entzogen wird. Die Teilnehmer lernen durch spielerische Aktivitäten und Interaktionen wertvolle soziale Fähigkeiten. So wird beispielsweise das Einfühlungsvermögen durch Rollenspiele gefördert, und das Klassenklima soll durch Spiele, die sich auf Kooperation und Kommunikation konzentrieren, verbessert werden.

Um die Wirksamkeit zu messen, werden die Teilnehmer gebeten, vor und nach der Teilnahme an der Intervention einen Fragebogen auszufüllen. In diesem Fragebogen werden Fragen zum Klassenklima, zur Empathie und zum Mobbing gestellt.

Die Intervention soll in 4 Klassenlehrerstunden durchgeführt werden. Für das Ausfüllen des Fragebogens werden 20 Minuten zu beiden Zeitpunkten als ausreichend erachtet.

Die Studie wurde von der Ethikkommission für Sozialwissenschaften (ECSS) der Radboud Universität unabhängig geprüft und es gibt keine formellen Einwände gegen diese Studie.

2. Datenschutz

2a. Verwendung Ihrer persönlichen Daten

Zur Durchführung der Studie ist es notwendig, dass Ihre persönlichen Daten erhoben, verwendet und gespeichert werden. Personenbezogene Daten sind Informationen, mit denen Sie indirekt identifiziert werden können, wie z. B. Ihr Geschlecht und ein personalisierter Code.

Um herauszufinden, bei wem die Intervention am besten wirkt, werden Sie nach Ihrem Geschlecht gefragt.

Ein weiteres Ziel der Untersuchung ist es, herauszufinden, ob die Intervention wirksam war. Aus diesem Grund werden die Daten einmal vor der Teilnahme an der Intervention und einmal nach der Teilnahme erhoben. Um die beiden Datenerhebungen miteinander zu verbinden, werden Sie gebeten, einen personalisierten Code einzugeben. Mit diesem Code

kann ich die beiden Datensätze miteinander verbinden und Ihre individuellen Daten vergleichen.

In der Einwilligungserklärung werden Sie gebeten, Ihre ausdrückliche Zustimmung zur Erhebung, Verwendung und Speicherung der oben genannten personenbezogenen Daten zu geben. Wenn Sie nicht zustimmen, können Sie nicht an der Forschungsstudie teilnehmen.

2b. Vertraulichkeit Ihrer Daten und Datenverarbeitung

Die von Ihnen für die laufenden Forschungszwecke zur Verfügung gestellten Informationen werden mit äußerster Sorgfalt behandelt und sind nur autorisierten Mitarbeitern zugänglich. Persönliche Daten, die der Forscher über Sie sammelt, werden während der gesamten Untersuchung vertraulich behandelt. Um Ihre Privatsphäre zu schützen, speichert der Forscher Ihre persönlichen Daten in einem Pseudonymisierungsverfahren. Das bedeutet, dass Ihr Name und alle anderen Angaben, die Sie direkt identifizieren können, von den Forschungsdaten getrennt werden. Welche Forschungsdaten zu welcher Person gehören, lässt sich nur über einen Code herausfinden. Nur autorisierte Mitglieder des Forschungsteams haben Zugang zu diesen Informationen. Andere an der Forschung Beteiligte erhalten keine Daten, die auf Sie zurückgeführt werden können. Um Ihre Identität zu verschleiern, dürfen nur anonymisierte Forschungsdaten in Berichten und Veröffentlichungen über die Forschung verwendet werden.

2c. Aufbewahrungsfrist für Ihre Daten

Die von Ihnen unterzeichnete Einverständniserklärung wird nach Abschluss der Forschung 10 Jahre lang aufbewahrt. Ihre anonymisierten Forschungsdaten werden nach Abschluss der Forschung für 10 Jahre aufbewahrt.

2d Weitergabe Ihrer Daten

Aufgrund der Bedeutung der Kontrolle, Wiederverwendung und/oder Replikation von Forschungsergebnissen werden Forschungsdaten (einschließlich anonymisierter personenbezogener Daten) zunehmend mit anderen Forschern geteilt oder ihnen zur Verfügung gestellt. Ihre Daten werden vor dieser Form der Weitergabe anonymisiert. Das bedeutet, dass Sie auf der Grundlage dieser Daten nicht mehr identifiziert werden können. Bei den Daten, die weitergegeben werden, handelt es sich um Informationen über die Wirksamkeit der Intervention, d. h. um die Punktzahlen auf den verschiedenen Skalen, die diese bewerten. Wenn Sie nicht möchten, dass Ihre anonymisierten Daten weitergegeben werden, können Sie die Löschung Ihrer Daten bis maximal 1 Monat nach Abschluss der Untersuchung beantragen.

Recht auf Einsichtnahme durch Aufsichtsbehörden, um die Einhaltung der geltenden Richtlinien bei der Forschung zu überprüfen

Einige Personen und Organisationen müssen Zugang zu Ihren persönlichen Daten und Forschungsdaten haben. Dies ist notwendig, um zu prüfen, ob die Forschung ordnungsgemäß und zuverlässig durchgeführt wurde. Zu diesen Personen und Aufsichtsbehörden, die zu Kontrollzwecken Einsicht in Ihre Daten nehmen, gehören auch autorisierte Personen innerhalb des Behavioural Science Institute. Sie sind zur Einsichtnahme in Ihre Daten streng vertraulich verpflichtet. Sie werden um Ihre Zustimmung zu dieser Einsichtnahme gebeten.

Wenn Sie dies verweigern, können Sie nicht an der Studie teilnehmen.

Zusätzliche Informationen über Ihre Rechte in Bezug auf die Verarbeitung Ihrer persönlichen

Daten

Die Radboud-Universität ist für die Einhaltung der Allgemeinen Datenschutzverordnung (GDPR) bei der Verarbeitung Ihrer personenbezogenen Daten verantwortlich. Der Forscher sorgt dafür, dass Ihre Privatsphäre und die damit verbundenen Bedingungen geschützt werden, und er/sie hält sich bei der Durchführung dieser Forschung an den niederländischen Verhaltenskodex für wissenschaftliche Integrität und die Universitätspolitik in Bezug auf die Speicherung und Verwaltung von persönlichen und Forschungsdaten. Sie haben das Recht, Ihre Zustimmung zur Verarbeitung Ihrer personenbezogenen Daten jederzeit zu widerrufen. Ihre personenbezogenen Daten werden dann gelöscht. Die Datenschutzerklärung der Radboud Universität finden Sie unter: <https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>.

Wenn Sie Fragen zum Datenschutz haben, wenden Sie sich bitte an den lokalen Datenschutzbeauftragten der Fakultät für Sozialwissenschaften (enna.lujinovic@ru.nl). Bei allgemeinen Fragen wenden Sie sich bitte an das Büro des Datenschutzbeauftragten der Universität Radboud unter privacy@ru.nl. Weitere Informationen über Ihre Rechte bei der Verarbeitung Ihrer persönlichen Daten finden Sie unter <https://www.ru.nl/privacy/english/protection-personal-data/data-subjects-rights/> und auf der Website der niederländischen Datenschutzbehörde (<https://autoriteitpersoonsgegevens.nl/en>). Erkenntnisse, die von persönlichem klinischem Interesse sein können

Die gewonnenen Forschungsdaten werden nicht unter medizinischen und/oder klinischen Gesichtspunkten betrachtet. Daher kann Ihre Teilnahme an der Studie nicht als medizinischer/klinischer Test angesehen werden. Da die aktuelle Studie völlig anonym ist, können beunruhigende und/oder klinisch relevante Ergebnisse nicht auf Sie zurückgeführt werden. Wenn Sie sich aufgrund der Fragen Sorgen um Ihre Gesundheit machen, raten wir Ihnen, sich an die Schulpsychologin (Johanna Müller) zu wenden.

Freiwillige Teilnahme

Ihre Teilnahme an dieser Studie ist völlig freiwillig. Wenn Sie sich entscheiden, nicht teilzunehmen, hat das keine Konsequenzen. Wenn Sie im Laufe der Untersuchung Ihre Zustimmung zurückziehen und Ihre Teilnahme beenden möchten, können Sie dies jederzeit tun. Auch in diesem Fall wird es keine nachteiligen Folgen für Sie geben.

Entschädigung oder Vergütung

Als Entschädigung für die Teilnahme erhält der Teilnehmer ein kleines Geschenk in Form eines Gummis. Darüber hinaus werden die Teilnehmer soziales Wissen erwerben und ihre sozialen Fähigkeiten verbessern sowie einen Beitrag zur Wissenschaft leisten.

Kontaktinformationen

Wenn Sie Fragen, Kommentare oder Bedenken zu dieser Studie haben, wenden Sie sich bitte an den verantwortlichen Forscher (jule.meyer@ru.nl)

Mit freundlichen Grüßen,

Jule Meyer

jule.meyer@ru.nl

Masterstudentin Behaviour Change

EINVERSTÄNDNISERKLÄRUNG

für die Teilnahme an wissenschaftlichen Untersuchungen: "Gemeinsam gegen Mobbing"

Ich bestätige hiermit, dass:

- Ich bin schriftlich ausreichend über die Studie informiert worden;
- ich die schriftlichen Informationen gelesen habe
- mir die Möglichkeit gegeben wurde, Fragen zur Studie zu stellen;
- meine Fragen zufriedenstellend beantwortet worden sind;
- Ich habe ausreichend Gelegenheit erhalten, über meine Teilnahme an der Studie nachzudenken;
- Die Teilnahme an der Studie erfolgt auf freiwilliger Basis.

Ich habe verstanden, dass:

- Ich habe das Recht, meine Einwilligung jederzeit ohne Angabe von Gründen und ohne Angst vor Nachteilen zu widerrufen.
- Ich habe das Recht, meine Forschungsdaten bis zu 1 Monat nach Abschluss der Studie löschen zu lassen
- Ich habe das Recht, meine Einwilligung zur (Weiter-)Verarbeitung meiner personenbezogenen Daten zu widerrufen; meine personenbezogenen Daten werden in Übereinstimmung mit den geltenden europäischen Datenschutzbestimmungen verarbeitet;
- meine personenbezogenen Daten in Übereinstimmung mit der Datenschutzerklärung der Radboud Universität (<https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>) verarbeitet werden;

Ich stimme zu, dass:

- meine Forschungsdaten im Rahmen dieser Forschung zu wissenschaftlichen Zwecken erhoben werden und 10 Jahre lang zur Überprüfung, Wiederverwendung und Replikation zur Verfügung stehen werden;
- die unterzeichnete Einverständniserklärung mit meinen persönlichen Daten 10 Jahre lang aufbewahrt wird;
- meine persönlichen Daten, die nur zu Verwaltungszwecken erhoben werden, werden maximal 1 Monat nach Abschluss der Forschung aufbewahrt;
- Aufsichtsbehörden können meine persönlichen Daten und Forschungsdaten zum Zweck der Überprüfung der Forschung einsehen.

Darüber hinaus gebe ich meine ausdrückliche Zustimmung / gebe ich meine ausdrückliche Zustimmung nicht (kreisen Sie Ihre Antwort ein):

- für die Verarbeitung der folgenden personenbezogenen Daten über mich:

Geschlecht

YES	NO
-----	----

Mir ist bekannt, dass ich, um an der Studie teilnehmen zu können, alle folgenden Fragen mit "JA" beantworten muss.

Ich bin damit einverstanden, an der Studie teilzunehmen.

Name:

Unterschrift:

Datum:

Vom Forscher auszufüllen:

Der/die Unterzeichnende erklärt hiermit, dass die oben genannte Person sowohl schriftlich als auch mündlich über die oben erwähnte Forschung informiert wurde.

Name: Jule Meyer

Position/Forschungsinstitut: Masterstudentin Verhaltensänderung (Behaviour Change)

Unterschrift:

Datum:

Appendix B

Questionnaire

Informationstext

Liebe(r) Schüler*in der Klasse 5,
vor ein paar Wochen hat dein Klassenlehrer/ deine Klassenlehrerin ein Informationsschreiben verteilt, in dem es um ein Projekt gegen Mobbing und Gewalt in der Klasse ging.

Vielleicht hast du den Brief ja auch gelesen?

Das Projekt wird von mir, Jule, geleitet und durchgeführt. Ich bin eine ehemalige Schülerin des LFGs und studiere momentan Verhaltensveränderung an der Radboud Universität in Nimwegen (Niederlande).

Die Durchführung dieses Projektes ist Teil meiner Masterarbeit und daher müssen im Zusammenhang mit diesem Projekt ein paar Informationen gesammelt werden.

Deine Eltern wurden darüber informiert und haben deiner Teilnahme an diesem Projekt zugestimmt.

In den nächsten 15 bis 20 Minuten werden dir ein paar Fragen zum Thema Mobbing und Gewalt gestellt.

Du kannst zu jeder Zeit mit dem Beantworten aufhören, ohne das es irgendwelche Konsequenzen für dich hat.

Du musst auch keinem sagen warum, du die Fragen nicht beantworten möchtest.

Alle Antworten sind anonym. Das heißt, niemand weiß, was du geantwortet hast.

Das heißt aber auch, dass dir am Ende der Studie kein persönliches Ergebnis gegeben werden kann.

**Wenn das Beantworten der Fragen unangenehme Gefühle, Gedanke oder Unsicherheiten in dir auslöst, melde dich bitte bei deiner Klassenlehrerin/ deinem Klassenlehrer oder bei Frau Müller (Schulpsychologin).
Dort wird dir geholfen.**

Wenn du eine Frage nicht verstehst oder mehr Informationen zur Beantwortung brauchst, dann melde dich bitte.

Ich werde dann zu dir kommen und versuchen, deine Frage zu beantworten.

Jetzt würde ich dich gerne noch fragen, ob du an der Studie teilnehmen möchtest.

Es steht dir frei, ob du teilnehmen möchtest oder nicht.

In dem Fall, dass du nicht teilnehmen möchtest, dann danke ich dir jetzt schonmal für deine Zeit.

In dem Fall, dass du teilnehmen möchtest, dann bitte ich dich auf der nächsten Seite deine Zustimmung zu geben.

Damit sagst du, dass du ausreichend über die Studie informiert worden bist, und dass du freiwillig an der Studie teilnimmst.

Q25 Hiermit stimme ich zu, dass

1. ich zu Genüge über die Studie informiert worden bin und die geschriebenen Informationen

gelesen und verstanden habe.

2. ich wurde darüber informiert, dass die Studie von einer Psychologiestudentin im Rahmen des Masterkurses "Praktikum & Abschlussarbeit" des Verhaltensveränderungsmaster durchgeführt wird.
3. ich die Chance hatte Fragen zur Studie zu stellen und diese Fragen zufriedenstellend beantwortet worden sind.
4. ich habe genug Zeit bekommen, um über meine Zustimmung nachzudenken.
5. ich nehme freiwillig an dieser Studie teil.

Ich verstehe, dass

1. ich das Recht habe, jederzeit meine Zustimmung zurückzuziehen, ohne einen Grund dafür zu nennen und ohne Konsequenzen für mich.
2. meine Informationen anonym verarbeitet werden.
3. die Ergebnisse der Studie können nicht dafür genutzt werden, etwas zu diagnostizieren, das heißt, jemanden in eine bestimmte Kategorie einzuteilen.
4. ich nicht über meine persönlichen Ergebnisse informiert werde.

Q24 Hiermit stimme ich zu, dass ich an der Studie teilnehmen will.

Ja (1)

Nein (2)

Q23 Wann wird ein(e) Schüler*in von anderen Schüler*innen gemobbt?

Nach diesem Text werden dir ein paar Fragen zum Thema Mobbing gestellt. Während du diese Fragen beantwortest, denk daran was in diesem Text als Mobbing beschrieben wurde!

Ein(e) Schüler*in wird gemobbt, wenn ein(e) oder mehrere Schüler*innen:

- **gemeine** und **verletzende** Dinge über ihn/sie sagen, **lachen** oder sich über ihn/sie **lustig machen**
- **anstößige** oder **gemeine Spitznamen** nutzen
- die Person **vollständig ignorieren**, sie aus der Freundesgruppe **ausschließen** oder sie absichtlich außen vor lassen
- sie **schlagen, treten, schubsen** oder **herumkommandieren** oder sie zum Beispiel im **Klassenraum einsperren**
- versuchen, sie/ihn bei anderen Schüler*innen in **Verruf** zu bringen, indem sie **Lügen** über sie/ihn **erzählen** oder **böse Zettelchen** schicken
- ihm/ihr **andere verletzende Dinge** als die oben genannten antun

Es handelt sich um Mobbing, wenn diese Verhalten **wiederholt vorkommt** und es dem **Opfer schwer fällt, sich zu wehren**.

Es ist auch Mobbing, wenn ein(e) Schüler*in wiederholt in irgendeiner Weise, bösartig und verletzend, belästigt wird.

Was ist kein Mobbing?

Es ist kein Mobbing jemand freundlich und spielerisch zu necken.

Es wird auch nicht von Mobbing gesprochen, wenn Schüler*innen mit **gleicher Stärke** (körperlich oder Gruppenstärke) sich streiten.

Q24 Wie oft wurdest du in den letzten 4 Wochen in der Schule gemobbt?

Ich wurde in den letzten 4 Wochen nicht in der Schule gemobbt. (1)

Ich wurde in den letzten 4 Wochen ein oder zweimal in der Schule gemobbt. (2)

Ich wurde in den letzten 4 Wochen mehrfach in der Woche in der Schule gemobbt. (3)

Ich wurde in den letzten 4 Wochen fast täglich in der Schule gemobbt. (4)

Q25 Wie oft wurdest du im letzten Monat auf eine der folgenden Art und Weisen in der Schule gemobbt?

Denk daran, dass ein Verhalten dann Mobbing ist, wenn Schüler*innen einen anderen Schüler*in absichtlich schlecht fühlen lässt und dieses Verhalten wiederholt.

Q26 Andere Schüler*innen haben mir bösgemeinte Namen gegeben, mich verspottet oder mich auf verletzende Weise gehänselt.

Das ist mir in den letzten 4 Wochen nicht passiert. (1)

Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)

Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)

Das ist mir in den letzten 4 Wochen fast täglich passiert. (4)

Q27 Andere Schüler*innen haben mich absichtlich von ihrer Gruppe oder Klassengemeinschaft ausgeschlossen und haben mich zum Teil komplett ignoriert.

Das ist mir in den letzten 4 Wochen nicht passiert. (1)

Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)

Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)

Das ist mir in den letzten 4 Wochen fast täglich passiert. (4)

Q28 Ich wurde von Klassenkameraden geschlagen, getreten, gestoßen oder im Klassenzimmer eingesperrt.

Das ist mir in den letzten 4 Wochen nicht passiert. (1)

Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)

Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)

Das ist mir in den letzten 4 Wochen fast täglich passiert. (4)

Q29 Mitschüler*innen erzählen Lügen oder verbreiten falsche Gerüchte.
Sie versuchen, dass Mitschüler*innen mich nicht mehr mögen.

- Das ist mir in den letzten 4 Wochen nicht passiert. (1)
- Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)
- Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)
- Das ist mir in den letzten 4 Wochen fast täglich passiert. (4)

Q30 Mitschüler*innen haben Geld oder andere Gegenstände von mir genommen oder haben meine Sachen kaputt gemacht.

- Das ist mir in den letzten 4 Wochen nicht passiert. (1)
- Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)
- Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)
- Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)

Q31 Ich wurde von Mitschüler*innen bedroht oder gezwungen, Dinge zu tun, die ich nicht wollte.

- Das ist mir in den letzten 4 Wochen nicht passiert. (1)
- Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)
- Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)
- Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)

Q32 Mitschüler*innen haben mich mit Kommentaren zu meinem Herkunftsland oder Hautfarbe beleidigt.

- Das ist mir in den letzten 4 Wochen nicht passiert. (1)
- Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)
- Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)
- Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)

Q33 Ich wurde von Mitschüler*innen durch sexuelle Kommentare oder Gesten beleidigt.

- Das ist mir in den letzten 4 Wochen nicht passiert. (1)
- Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)
- Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)
- Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)
- Ich weiß nicht, was das für Kommentare oder Gesten sind. (5)

Q34 Meine Mitschüler*innen haben verletzend und böse Nachrichten oder Fotos von mir über das Handy oder das Internet verbreitet.

(Bitte denk daran, dass es kein Mobbing ist, wenn es scherzhaft oder freundlich war)

Das ist mir in den letzten 4 Wochen nicht passiert. (1)

Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)

Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)

Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)

Q35 Wenn du über das Internet oder dein Handy gemobbt wurdest, wie war das?

Nur über mein Handy (1)

Nur über das Internet (2)

Beide Wege (3)

Q36 Ich wurde auf eine andere Weise gemobbt.

Das ist mir in den letzten 4 Wochen nicht passiert. (1)

Das ist mir in den letzten 4 Wochen ein oder zweimal passiert. (2)

Das ist mir in den letzten 4 Wochen mehrfach in der Woche passiert. (3)

Das ist mir in den 4 letzten Wochen fast täglich passiert. (4)

Q48 Wie oft hast **Du** andere Schüler*innen im letzten Monat gemobbt?

In den letzten 4 Wochen habe ich keine anderen Schüler*innen gemobbt. (1)

In den letzten 4 Wochen habe ich ein oder zweimal andere Schüler*innen gemobbt. (2)

In den letzten 4 Wochen habe ich mehrfach in der Woche andere Schüler*innen gemobbt. (3)

In den letzten 4 Wochen habe ich fast täglich andere Schüler*innen gemobbt. (4)

Q51 Hast **Du** im letzten Monat einen oder mehrere Mitschüler*innen auf einen der folgenden Art und Weisen gemobbt?

Bitte sei ehrlich.

Die Antworten sind **komplett anonym**, das heißt, dass keiner weiß, was du geantwortet hast. Du bekommst also keinen Ärger, wenn du jemandem im letzten Monat gemobbt hast.

Q52 Ich habe ein(e) Mitschüler*innen beschimpft, mich über sie/ihn lustig gemacht oder ihn/sie auf eine verletzende Weise gehänselt.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q53 Ich habe eine(n) Mitschüler*in bewusst aus meinem Freundeskreis ausgeschlossen oder bewusst komplett ignoriert.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q54 Ich habe ein(n) Mitschüler*in geschlagen, getreten, gestoßen oder im Klassenzimmer eingesperrt.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q55 Ich habe falsche Gerüchte über eine(n) Mitschüler*in verbreitet, um andere dazu zu bringen, ihn/sie nicht mehr zu mögen.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q56 Ich habe Geld oder andere Dinge von einem/einer Mitschüler*in genommen oder ihre/seine Sachen kaputt gemacht.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q57 Ich habe eine(n) Mitschüler*in bedroht oder gezwungen, Dinge zu tun, die er/sie nicht tun wollte.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q58 Durch abfällige Bemerkungen über das Herkunftsland oder die Hautfarbe, habe ich eine(n) Mitschüler*in beleidigt

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q59 Ich habe sie/ihn durch sexuelle Kommentare oder Gesten beleidigt.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Ich weiß nicht, was das für Kommentare oder Gesten sind. (5)

Q60 Ich habe andere gemobbt, indem ich böse und verletzende Nachrichten oder Fotos verschickt habe.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q61 Ich habe Mitschüler*innen auf eine andere Art und Weise gemobbt.

In den letzten 4 Wochen habe ich das nicht gemacht. (1)

In den letzten 4 Wochen habe ich das ein oder zweimal gemacht. (2)

In den letzten 4 Wochen habe ich das mehrfach in der Woche gemacht. (3)

In den letzten 4 Wochen habe ich das fast täglich gemacht. (4)

Q62 hat einer deiner Lehrer*innen im letzten Monat mit dir über dein Mobbingverhalten gegenüber deiner Mitschüler*innen gesprochen?

Ich habe im letzten Monat keine Mitschüler*innen gemobbt. (1)

Nein, meine Lehrer*innen haben nicht mit mir darüber gesprochen. (2)

Ja, meine Lehrer*innen haben einmal mit mir darüber gesprochen. (3)

Ja, meine Lehrer*innen haben mehrmals mit mir darüber gesprochen. (4)

Q63 hat ein Erwachsener zu Hause im letzten Monat mit dir über dein Mobbingverhalten gegenüber deiner Mitschüler*innen gesprochen?

Ich habe im letzten Monat keine Mitschüler*innen gemobbt. (1)

Nein, sie haben nicht mit mir darüber gesprochen. (2)

Ja, sie haben einmal mit mir darüber gesprochen. (3)

Ja, sie haben mehrmals mit mir darüber gesprochen. (4)

Q64 Wenn ein(e) Mitschüler*in, den/die du nicht magst, gemobbt wird, glaubst du, dass du am Mobbing teilnehmen würdest?

Ja. (1)

Ja, vielleicht. (2)

Ich weiß es nicht. (3)

Ich denke nicht. (4)

Nein. (5)

Definitiv nicht. (6)

Q65 Was tust du normalerweise, wenn du siehst oder herausfindest, dass ein(e) Mitschüler*in gemobbt wird?

Ich habe noch nie erlebt, dass ein(e) Mitschüler*in gemobbt wurde. (1)

Ich nehme auch am Mobbing teil. (2)

Ich beteilige mich nicht am Mobbing, aber ich denke, dass es am Mobbing nichts auszusetzen gibt. (3)

Ich beobachte einfach was passiert. (4)

Ich mache nichts, aber denke, dass ich helfen sollte. (5)

Ich versuche dem/der Mitschüler*in auf irgendeine Art und Weise zu helfen. (6)

Q66 Wie oft hast du Angst, dass du in der Schule von Mitschüler*innen gemobbt wirst?

Niemals. (1)

Selten. (2)

Manchmal. (3)

Häufig. (4)

Oft. (5)

Sehr oft. (6)

Q67 Was denkst du, wie viel haben deine Lehrer*innen im letzten Monat getan, um Mobbing zu reduzieren?

Nichts. (1)

Wenig. (2)

Etwas. (3)

Ausreichend. (4)

Eine ganze Menge. (5)

Q68 Was hält deiner Meinung nach dein(e) Lehrer*in von Mobbing?

Mein(e) Lehrer*in denkt, dass Mobbing eine gute Sache ist. (1)

Mein(e) Lehrer*in denkt, dass es egal ist, ob Schüler*innen gemobbt werden oder nicht. (2)

Ich weiß nicht, was die Meinung meiner/meines Lehrer*in ist. (3)

Mein(e) Lehrer*in denkt, dass Mobbing falsch ist. (4)

Mein(e) Lehrer*in denkt, dass Mobbing inakzeptable ist. (5)

Q69 Was denken deine Eltern oder Erziehungsberechtigte über Mobbing?

Sie denken, dass Mobbing eine gute Sache ist. (1)

Es ist ihnen egal, ob Kinder gemobbt werden oder nicht. (2)

Ich weiß nicht, was meine Eltern/Erziehungsberechtigten über Mobbing denken. (3)

Sie denken, dass Mobbing falsch ist. (4)

Sie halten Mobbing für inakzeptabel. (5)

Q37 In welcher Klasse oder in welchen Klassen sind die Schüler*innen, die dich mobben?
(Mehrere Antworten möglich.)

Ich wurde im letzten Monat nicht gemobbt. (1)

Die Schüler*innen waren in meiner Klasse. (2)

Die Schüler*innen sind in einer anderen Klasse, aber in der gleichen Stufe. (3)

Die Schüler*innen sind in einer höheren Jahrgangsstufe. Nenne bitte die Jahrgangsstufen.
(4)

Q38 Wurdest du eher von Jungen oder von Mädchen gemobbt?

Ich wurde im letzten Monat nicht gemobbt. (1)

Es war hauptsächlich ein Mädchen, welches mich gemobbt hat. (2)

Es waren mehrere Mädchen, die mich gemobbt haben. (3)

Es war hauptsächlich ein Junge, der mich gemobbt hat. (4)

Es waren mehrere Junge, die mich gemobbt haben. (5)

Es waren Jungen und Mädchen gleichermaßen, die mich gemobbt haben. (6)

Q39 Wenn du gemobbt wurdest, wie viele Schüler*innen haben dich gemobbt?

Ich wurde im letzten Monat nicht gemobbt. (1)

Es war hauptsächlich ein(e) einzelne(r) Schüler*in. (2)

Es war eine Gruppe von 2-3 Schüler*innen. (3)

Es war eine Gruppe von 4-9 Schüler*innen. (4)

Es war eine Gruppe von 10 oder mehr Schüler*innen. (5)

Es waren mehrere Schüler*innen oder Gruppen von Schüler*innen. (6)

Q40 Wie lange wirst du schon gemobbt?

Seit ein oder zwei Wochen. (1)

Seit etwa einem Monat. (2)

Seit etwa 6 Monaten. (3)

Seit ungefähr einem Jahr. (4)

Seit mehr als einem Jahr. (5)

Q41 An welchen Orten wurdest du gemobbt? (Mehrere Antworten möglich.)

- Auf dem Schulhof. (1)
- In den Fluren. (2)
- Im Unterricht, wenn der Lehrer abwesend war. (3)
- Im Unterricht, wenn der Lehrer anwesend war. (4)
- In den Toilettenräumen. (5)
- In den Umkleiden in der Sporthalle. (6)
- In der Cafeteria. (7)
- Auf dem Schulweg. (8)
- An der Bushaltestelle. (9)
- Im Schulbus. (10)
- Woanders in der Schule. (11)

Q42 Hast du jemanden erzählt, dass du in der Schule gemobbt wurdest?

- Ja, ich habe mich jemanden anvertraut. (1)
- Nein, ich habe niemanden davon erzählt. (2)

Q43 Wem hast du es erzählt? (Mehrere Antworten möglich.)

- Einem Lehrer/ einer Lehrerin (1)
- Meinem Klassenlehrer / Meiner Klassenlehrerin (2)
- Einem anderen Erwachsenen in der Schule (3)
- Meiner Mama (4)
- Meinem Papa (5)
- Meiner Schwester / meinem Bruder (6)
- Einem anderen Familienmitglied (7)
- Einem Freund/ einer Freundin (8)
- Einer anderen Person. Und zwar: (9)

Q44 Wie oft sind Lehrer*innen oder andere Erwachsene an der Schule dazwischen gegangen, wenn ein(e) Schüler*in gemobbt wurde?

- Fast nie. (1)
- Von Zeit zu Zeit. (2)
- Manchmal. (3)
- Häufig. (4)
- Fast immer. (5)

Q45 Wie oft versuchen andere Schüler*innen, eine(n) Schüler*in zu stoppen, wenn er/sie andere mobbt?

Fast nie. (1)

Von Zeit zu Zeit. (2)

Manchmal. (3)

Häufig. (4)

Fast immer. (5)

Q46 Hat ein Erwachsener aus deinem Haushalt im letzten Monat die Schule kontaktiert um andere Schüler*innen zu bitten, nicht mehr zu mobben?

Nein, im letzten Monat hat kein Erwachsener die Schule kontaktiert. (1)

Ja, im letzten Monat hat ein Erwachsener einmal die Schule kontaktiert. (2)

Ja, im letzten Monat hat ein Erwachsener mehrmals die Schule kontaktiert. (3)

Q47 Wenn du siehst, wie ein(e) Mitschüler*in in der Schule gemobbt wird, was denkst oder fühlst du?

Dass er/sie es wahrscheinlich verdient hat. (1)

Es berührt mich nicht sehr. (2)

Ich habe Mitleid mit ihm/ihr. (3)

Er/Sie tut mir leid und ich würde ihm/ihr gerne helfen. (4)

Etwas anderes und zwar: (5)

Q71 Die folgenden Aussagen sind über deine Klasse und wie du dich in deiner Klasse fühlst. Bitte sei ehrlich!

	Stimme ich überhaupt nicht zu (1)	Stimme ich nicht zu (2)	Stimme ich weder zu noch nicht zu (3)	Stimme ich zu (4)	Stimme ich voll zu (5)
In meiner Klasse arbeiten alle gut zusammen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse streiten sich viele miteinander. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse mögen sich alle. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gibt es einige, die nicht dazu gehören. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich in meiner Klasse wohl. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klassen helfen wir uns gegenseitig. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q73 Die folgenden Aussagen sind über deine Klasse und wie du dich in deiner Klasse fühlst. Bitte sei ehrlich!

	Stimme ich überhaupt nicht zu (1)	Stimme ich nicht zu (2)	Stimme ich weder zu noch nicht zu (3)	Stimme ich zu (4)	Stimme ich voll zu (5)
In meiner Klasse werden Mitschüler gemobbt. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse sind alle miteinander befreundet. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gibt es Außenseiter. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gehöre ich dazu. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse machen wir alle viel zusammen. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse beschimpfen sich Mitschüler*innen gegenseitig. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74 Die folgenden Aussagen sind über deine Klasse und wie du dich in deiner Klasse fühlst.
Bitte sei ehrlich!

	Stimme ich überhaupt nicht zu (1)	Stimme ich nicht zu (2)	Stimme ich weder zu noch nicht zu (3)	Stimme ich zu (4)	Stimme ich voll zu (5)
Während den Pause, spielen wir alle zusammen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während der Pause verbringen wir Zeit miteinander. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gibt es Kinder, die meistens alleine spielen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gibt es Mitschüler*innen, die die meiste Zeit allein verbringen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse kann ich, ich selbst sein. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse sorgen sich alle gut umeinander. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75 Die folgenden Aussagen sind über deine Klasse und wie du dich in deiner Klasse fühlst.
Bitte sei ehrlich!

	Stimme ich überhaupt nicht zu (1)	Stimme ich nicht zu (2)	Stimme ich weder zu noch nicht zu (3)	Stimme ich zu (4)	Stimme ich voll zu (5)
In meiner Klasse sind einige gemein zu anderen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klassen gehört jeder zu der Klassengemeinschaft. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Klasse gibt es Kinder, die oft alleine sind. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin in einer guten Klasse. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q72 Gib an, wie gut die Aussage dich beschreibt.	Beschreibt mich gar nicht (1)	Beschreibt mich nicht (2)	Neutral (3)	Beschreibt mich ein wenig (4)	Beschreibt mich zu 100% (5)
Ich mache mir oft sorgen um andere Menschen, die weniger Glück haben als ich. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mir fällt es manchmal schwer, Dinge aus der Sicht einer anderen Person zu sehen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manchmal habe ich wenig Mitgefühl für andere Menschen, wenn sie Probleme haben. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Notsituationen (z.B. Feuer oder Verkehrsunfall) fühle ich mich ängstlich und unwohl. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich versuche, bei einer Meinungsverschiedenheit alle Seiten zu betrachten, bevor ich eine Entscheidung treffe. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich jemanden sehe, der ausgenutzt wird, will ich die Person beschützen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fühle mich manchmal hilflos, wenn ich mitten in einer sehr emotionalen Situation bin (z.B. einer Beerdigung) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich versuche manchmal, meine Freunde besser zu verstehen, indem ich mir die Dinge aus ihrer Sicht vorstelle. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich sehe, dass jemand verletzt wird, bleibe ich oft ruhig. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Das Unglück anderer
Leute beeinflusst meine
Gefühle normalerweise
nicht sehr. (10)

Wenn ich sicher bin, dass
ich recht habe,
verschwende ich keine
Zeit damit, mir die
Argumente anderer
Mitschüler anzuhören.
(11)

Ich habe Angst vor
angespannten emotionale
Situationen. (12)

Wenn ich sehe, dass
jemand ungerecht
behandelt wird, empfinde
ich wenig Mitgefühl für
die Person. (13)

Normalerweise kann ich
mit Notfällen ziemlich
gut umgehen. (14)

Ich bin oft sehr
emotional bewegt von
Dingen, die ich sehe.
(15)

Ich glaube, dass jede
Situation zwei Seiten hat,
und ich versuche, beide
zu betrachten. (16)

Ich würde mich als eher
sensiblen Menschen
bezeichnen. (17)

Ich würde in einer
Notsituation die
Kontrolle verlieren. (18)

Wenn ich über jemanden
verärgert bin, versuche
ich normalerweise, mich
für eine Weile "in seine
Lage" zu versetzen. (19)

Wenn ich jemanden sehe,
der in einer Notsituation
sehr dringend Hilfe
benötigt, bin ich sehr
traurig. (20)

Bevor ich jemanden
kritisiere, versuche ich
mir vorzustellen, wie ich
mich in dieser Situation
fühlen würde. (21)

Q21 Schreibt hier euren persönlichen Code hin.

(Die ersten beiden Buchstaben des Vornamens deiner Mutter, die letzten beiden Buchstaben des Vornamens deines Vaters, und der Tag des Monats an dem du Geburtstag hast.

Zum Beispiel: Der Name meiner Mutter ist **Renate** und mein Vater heißt **Gerhard**. Mein Geburtstag ist der **02.10**. Mein Code ist dann: **RERD02**)

Q76

Du hast das Ende des Fragebogens erreicht! Danke schön für die Beantwortung der Fragen und deine Ehrlichkeit.

Wenn das Beantworten der Fragen unangenehme Gefühle, Gedanken oder Unsicherheiten in dir auslöst.

Bitte zögere nicht, dich an jemanden zu wenden!

Es gibt Menschen, die dir helfen können und dir auch helfen wollen.

Melde kannst du dich bei deiner Klassenlehrerin/ deinem Klassenlehrer oder bei Frau Müller (Schulpsychologin).

Frau Müller kannst du in ihrem Büro im Zwischenbau (Z 203) oder in den Pausen auch im Lehrerzimmer finden.

Um zu ihrem Büro zu gelangen, gehst du durch die Auszeit zur Glastür und dann den kleinen Treppenabsatz hoch zur 3. Tür links.

Du kannst dich auch über Teams oder E-Mail bei Frau Müller melden (mueller@lfg-bueren.de).

Appendix C

Intervention

General Setting

The intervention is stretched over three 45-minute school lessons and is done during the school day within the class community. The class teacher is present during the lessons, but the intervention is led by an external person (in this case the researcher). A presentation is used to make the activities clearer and give the pupils a reminder about what they are supposed to do. During the lessons the pupils stay in their classroom and are free to participate. The usual seating arrangements are kept. The session leader asked to be called by their first name, in order to become more accessible and more like a friend than a teacher.

General Goals

Lesson 1. The first lesson aims at educating the students about bullying, its consequences and how to act when being involved in bullying or observing it. Such an education has been seen to be important in reducing bullying victimisation and perpetration in other effective interventions, such as the KiVa or the Olweus Bullying Prevention Program (Gaffney et al., 2019). Students often lack a knowledge of what behaviour is bullying and consequently either interpret all situations as bullying or no situations as bullying (Fischer et al., 2020). By giving the students a definition about which behaviours are considered bullying, it is hoped that they are more successful in recognising this behaviour. Additionally, their self-efficacy is targeted as they learn how to react and what they can do when they observe or experience bullying. An increased self-efficacy has been connected to more bystander intervention, which in turn influences the bullying behaviour seen within a class community (Gaffney et al., 2019; van Aalst et al., 2022).

Lesson 2. Increasing or establishing empathy towards bullying victims is the aim of the second lesson. The development and promotion of this important social skill has been shown to be important in the prevention of bullying (Gaffney et al., 2019). Empathy can be promoted through role play and art-based activities, in which the pupils are able to explore how other people safely and playfully might feel in certain situations (Gaffney et al., 2019; Wallner & Kleff, 2021).

Lesson 3. In the third lesson the focus is set on improving the class climate. The possible influence class climate has on bullying has recently gained attention, yet not many interventions have been developed that take this influence into account (Thronberg et al.,

2022). Thus, the intervention at hand includes class climate to find out if and what the influence of class climate on the bullying behaviour within a class might be. Within this intervention, the class climate is targeted through games that ask for cooperation and show that once pupils work together, greater things can be achieved.

Specific Activities

Lesson 1. At the beginning of the first lesson, the leader of the intervention introduces themselves to the class. General information such as age, where they are from and what they are doing there are shared. After this the pupils have time to ask questions. Once the introduction is done, a short introduction game is played, in which the leader gets to know the class a little as well. This game is called “Line Game”. The pupils are given categories, such as height, number of siblings, or home village, and are then asked to stand in a line (tallest/ most siblings → smallest/ least siblings) or group together. The goal of this game is to 1) get an overview of the class and 2) show that there are certain similarities between every member of the class. Showing that there are similarities has shown to be important, as bully victims are often perceived to be “different” by their classmates (Whitson, 2014).

After this general introduction, a group discussion about bullying is started. First the leader informs the pupils that there are no right and wrong answers, and every answer must be treated with respect. The pupils are asked to not interrupt their classmates. The leader of the intervention opens the discussion with the question: When do we talk about bullying? After this the pupils are free to discuss and talk about their own questions or ask the leader some questions about bullying. If there are no questions, the pupils will be presented with a list of questions and are asked to talk about these questions. These questions are summarised and answered on a FAQ, which is handed out at the end of the lesson.

The questions and answers on the FAQ are:

When are we talking about bullying?

Bullying is when a person is repeatedly harassed by several others over a long period of time. So someone is teased, pushed, or excluded once or twice is not yet being bullied. Only when it becomes apparent that others are targeting him or her and that these vulgarities happen systematically is it called bullying.

How do we recognise bullying?

In a bullying situation, there is always an imbalance. In a conflict, two equally strong parties face each other and try to convince or assert themselves. Someone who is being bullied faces several others alone and has no way of getting out of the situation on their own.

How do students bully?

Bullying can take different forms. It can be physical attacks (bumping into, tripping, beating up) or attacks on the soul (excluding, ridiculing, spreading lies). Sometimes things are deliberately destroyed (school supplies, sports equipment) or there are campaigns on the next in which embarrassing photos and films or rumours are spread.

Who gets bullied?

In principle, anyone can be bullied. There are no typical victims. Bullies choose classmates who are different from most others and are not self-confident about it. This can be children who dress differently, listen to different music, are bigger, thinner, or quieter. Even those who are going through a difficult time and are vulnerable can become victims.

Who bullies?

Bullies are usually children or young people who are good at assessing groups and know exactly who is willing to do what. Usually there is one person among the bullies who is the boss and two to three others who attack the victim for him or her. They do the dirty work, so to speak. Bullies bully because they are bored, because they like to torment others or because bullying helps them to reduce their own fears or anger.

What role do other students play in bullying?

Besides the bullies and the bullied, there are always the bystanders and the silent majority in a group. The bystanders are usually afraid of becoming the focus of the bullies and prefer to applaud. The silent majority hopes that the bullying will stop if they ignore it. Both attitudes make it possible for the bullies to continue. But if the others in the class intervene or inform a teacher, the bullying can stop. Even if they simply side with the victim, the bullies lose their power.

Who can help if someone gets bullied?

If the silent majority does not intervene, it takes adults to stop the bullying. At school, it is the teachers who need to intervene to enable all students to learn without violence. Outside of

school, parents should be first point of contact. Other adults such as grandparents, aunts or the parents of friends can also help to sort out the thought and look for solutions.

Why is bullying so bad?

Those who are bullied are afraid of new attacks every day and are constantly under stress. This leads to physical complaints such as insomnia, headaches, or stomach aches. Self-confidence is lost, and in the worst-case bullying victims become depressed. Those who are bullied as children often have difficulties trusting other people and building good relationships with others even as adults.

What happens within a class if someone gets bullied?

No community can develop in such a class. Everyone must constantly watch out that he/she does not become the target of the bullies. That is why there is never a relaxed situation from which everyone benefits. Hardly anyone will enjoy going to school and learning. At the end of the day, bullying harms everyone.

How can we stop bullying?

Bullying can be stopped if it is not tolerated by most of the uninvolved classmates. The so-called "bystanders" are therefore very much involved in a bullying situation! They must take a stand. Anyone who is being bullied should turn to the neutrals in the class and ask for support. Those who observe bullying should take the side of the chosen victim and show: He / she belongs to us! Teachers can and must agree on and enforce clear rules with their classes.

Lesson 2. To get the second lesson started the pupils are welcomed back and are asked how they are doing. The pupils are asked to indicate their mood with their thumbs, with thumbs up meaning their doing good, middle so so and down not so good. With this the general mood in the class is observed.

After this assessment, the first exercise is introduced. The first exercise is a role play exercise called "Bodyguard". The pupils are asked to split into group of three or four. One pupil is a VIP, one (or two) pupils take the role of bodyguard, and lastly one pupil is aggressor. The VIP is being harassed by the aggressor, which the bodyguard is trying to stop and defend the VIP. Before the start of the activity, the pupils are instructed to be respectful with each other and not engage in physical aggression. Additionally, a safe word is established, which can be used if someone feels unsafe or uncomfortable. If this word is used, the group knows to immediately stop with the exercise and the leader of the intervention goes to the group and talks with them why the safe word was used. Once every pupil has taken on each of the three

roles the exercise is finished, and the pupils are asked to sit down again.

The second exercise “Robot Portrait” is being introduced. For this exercise the class is split into 6 groups (often the groups of the earlier exercise work for this). Each group gets assigned to one of the three groups that are present in a bullying situation (Victim, Bully, Audience/Bystander). Posters are handed out on which the group is asked to draw a robot. Additionally, to the poster, sticky notes are handed out on which the pupils are instructed to write thoughts, feelings, or statements that their role might have during a bullying situation. The pupils are instructed to stick the thoughts to the head of the robot, the statements to the mouth and the feelings to the body/heart of the robot. To conclude this activity the groups are asked to present their robot and explain what they have come up with.

To wrap up the lesson, the pupils are offered the chance to ask questions.

Lesson 3. Lesson 3 is started like Lesson 2. Again, the pupils are asked how they are doing. Once this is done, a volunteer is chosen. This volunteer is asked to do a task that is impossible to do by themselves (such as touch all the walls in the room, touch all windows, and so on). The volunteer needs to ask their classmates for help to successfully do the task. After every task a new volunteer is chosen. Once a few tasks are successfully completed, the pupils are asked to sit down again. The question how it was to ask for help is asked. Further, the kids are asked to think about what this exercise might have to do with bullying.

The second activity of the lesson is called “Juggler”. The pupils are once again split into group. Each group gets a balloon and is asked to keep the balloon from falling on the ground by keeping it up. Once the pupils get good at this, the rules are changed. For example, one pupil is only allowed to touch the balloon again once every other pupil has touched it in their group and other similar rules.

After the pupils start to work together for a while, they are asked to sit down again. In order to reflect on the activity, they are asked how they thought the exercise went. And whether the group worked better once everyone worked together. Lastly, they are again asked what this exercise might have to do with bullying.

Wrapping up the lesson, the students are offered the chance to ask questions again and are told that this was the last lesson and that they will be asked to fill in the questionnaire once again. The students are thanked for their participation and will receive a little gift after their last data collection.

Appendix D Intervention Slides

Lesson 1

Slide 1



Slide 2



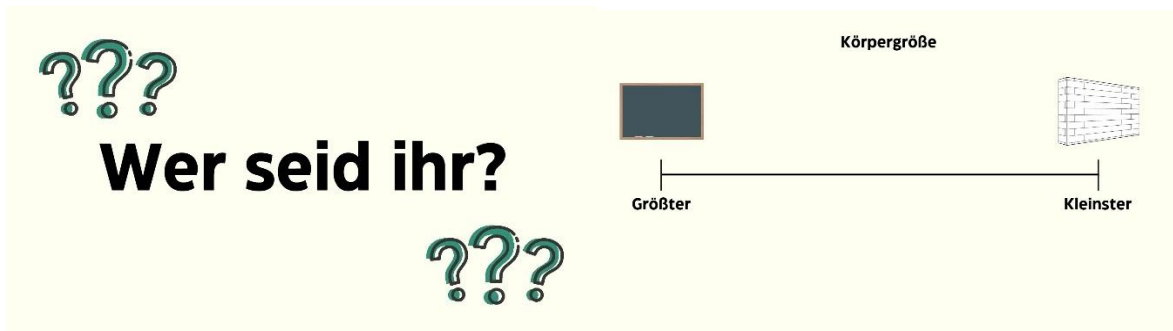
Slide 3



Slide 4

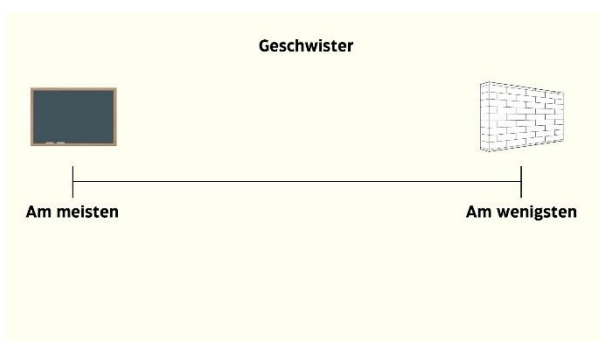


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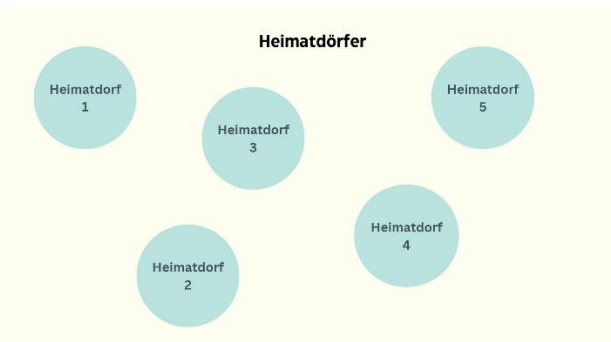


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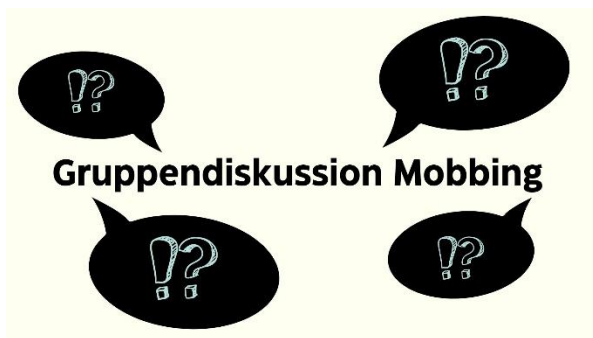
Slide 7



Slide 8



Slide 9



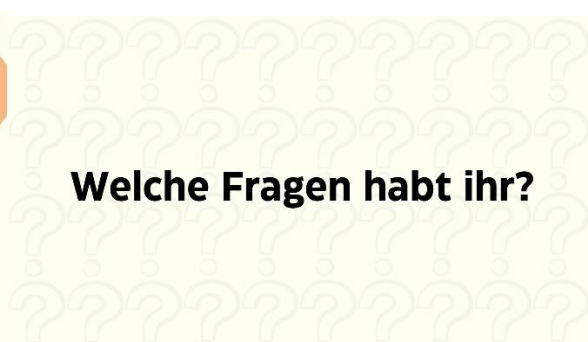
Slide 10



Slide 11



Slide 12



Slide 13



Lesson 2

Slide 1



Slide 2



Slide 3

Bodyguard

10 Minuten

Slide 4

Roboter Portrait

20 Minuten

Slide 5

Zeichnet einen Roboter

Slide 6



Gefühle (Ärger, Angst, Trauer, Freude, Scham, Schuld, usw.)



Gedanken



Aussagen

Slide 7

Wie kann man Mobbing verhindern?

Slide 8

Welche Fragen habt ihr?

Slide 9

Bis nächste Woche!

Lesson 3

Slide 1

Gemeinsam gegen Mobbing

Radboud Universiteit

Slide 2

Wie geht's euch?

Gut Geht so Nicht so gut

Slide 3

Kannst du ...?

du kannst es schaffen

Wie ist es nach Hilfe zu fragen?

Slide 4

Slide 5

Jongleur

Slide 6

Waren alle gleichmäßig beteiligt?
 Haben die Gruppen, die zusammen gearbeitet haben, die Aufgabe erfolgreicher gelöst?
 Wann hat es besser funktioniert?
 Was hat Spaß gemacht? Zusammenarbeiten oder alleine?
 Welche anderen Anmerkungen habt ihr?

Slide 7

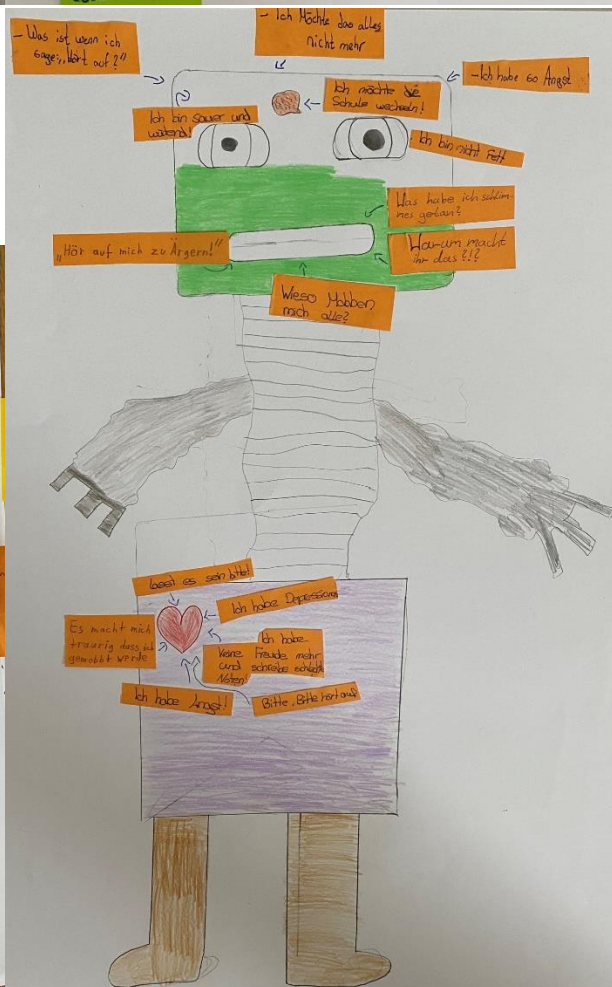
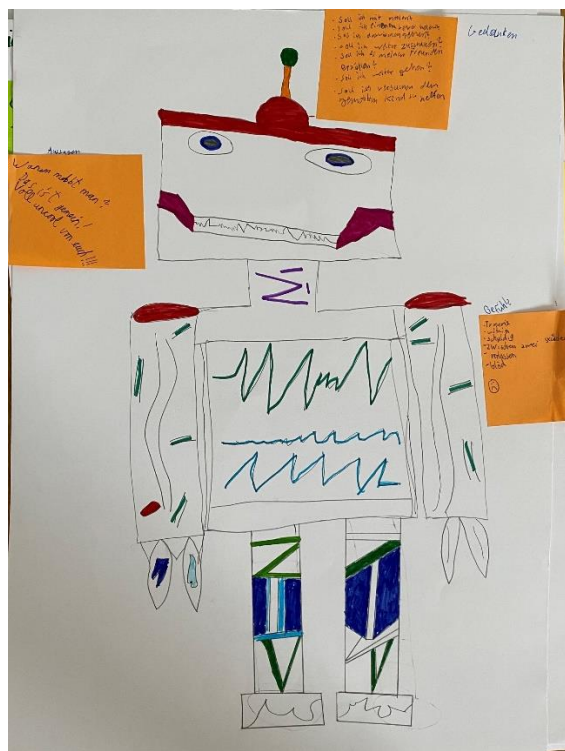
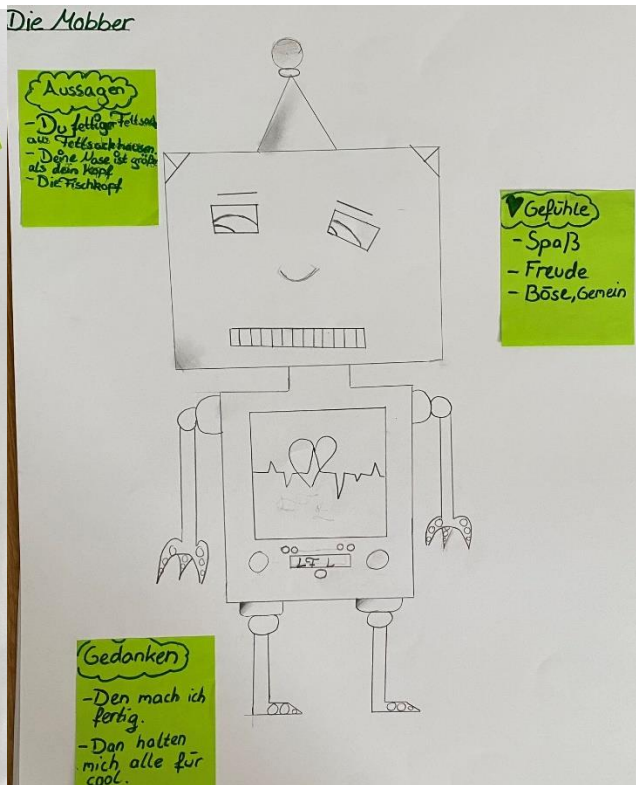
Welche Fragen habt ihr?

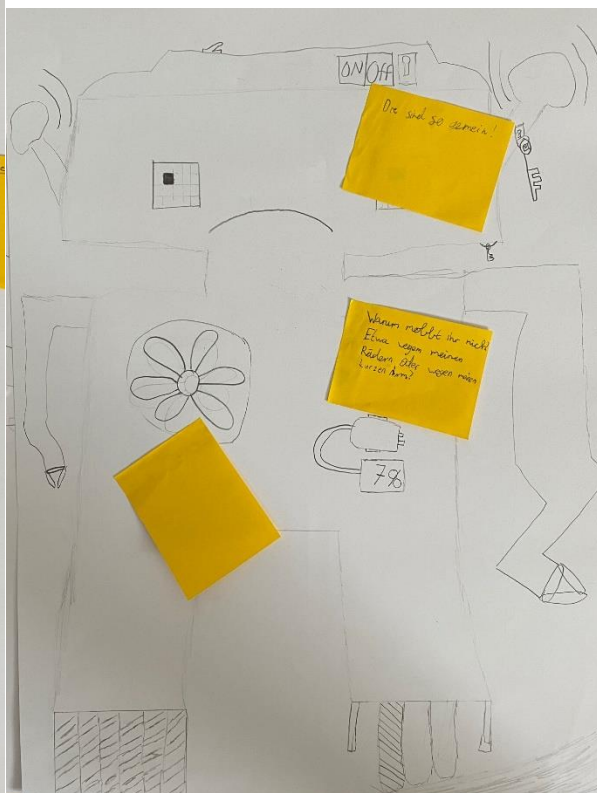
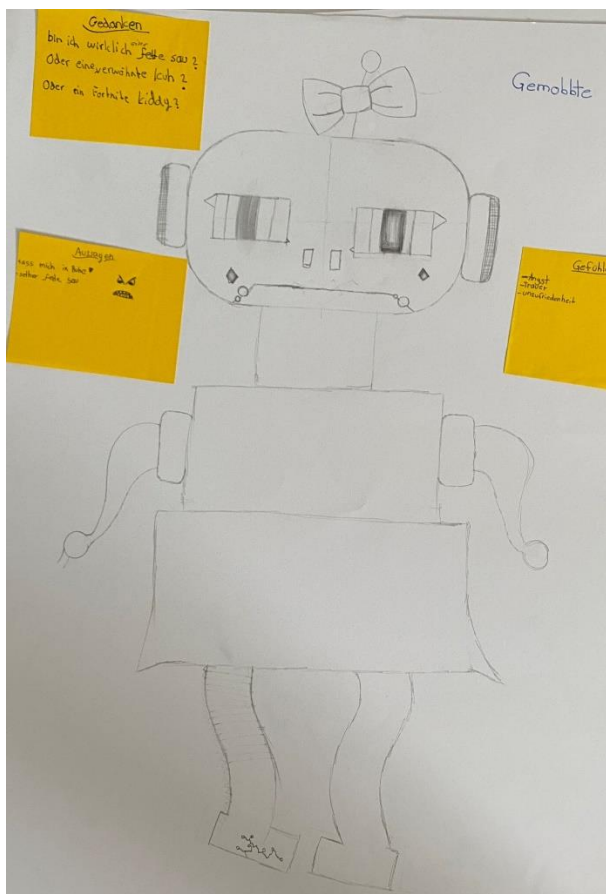
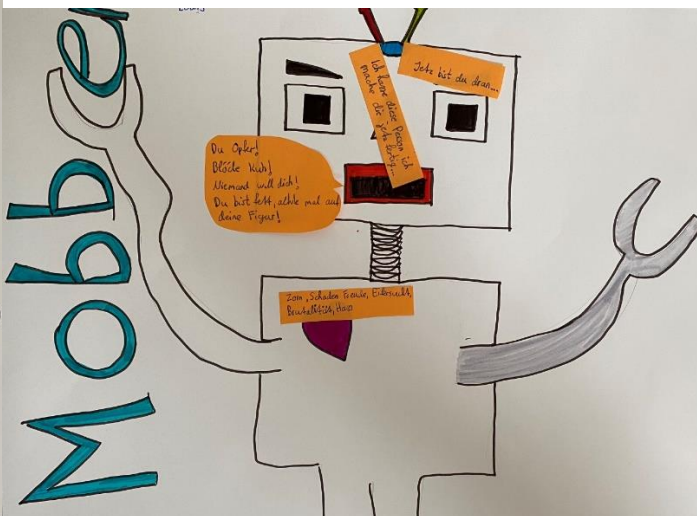
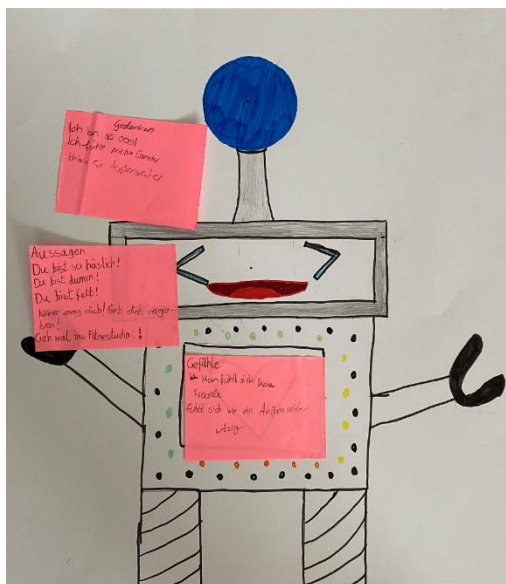
Slide 8

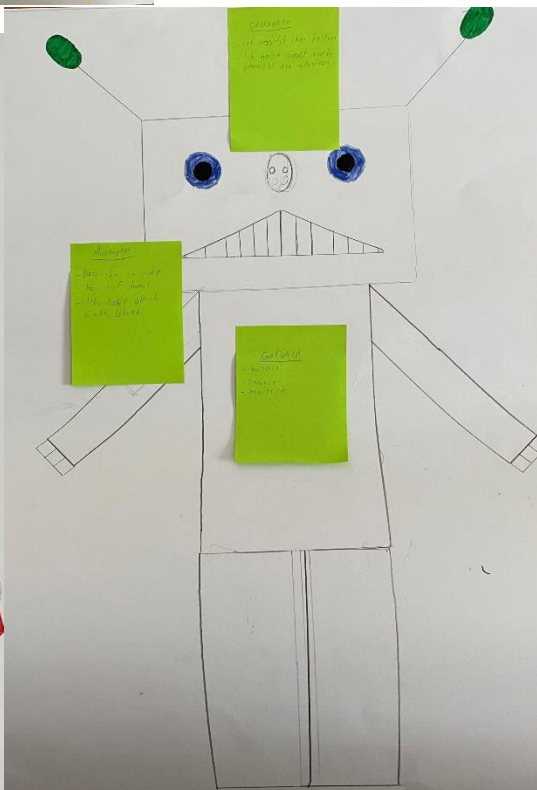
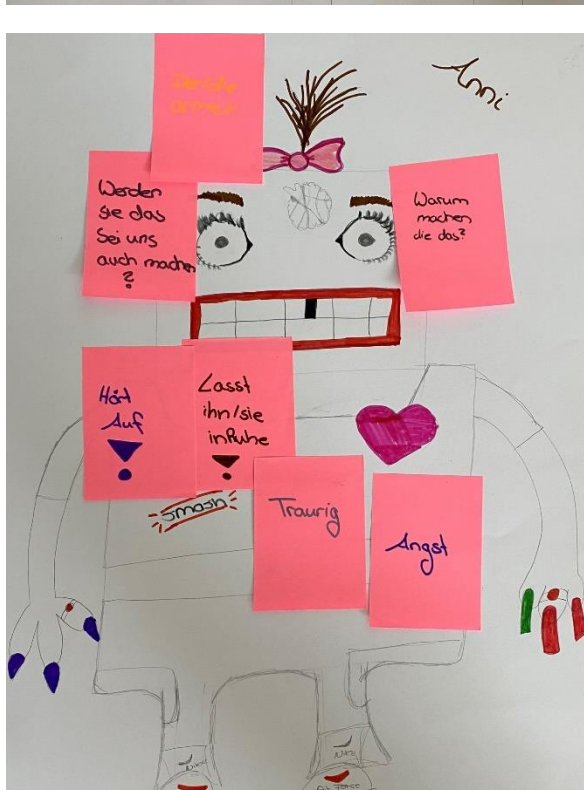
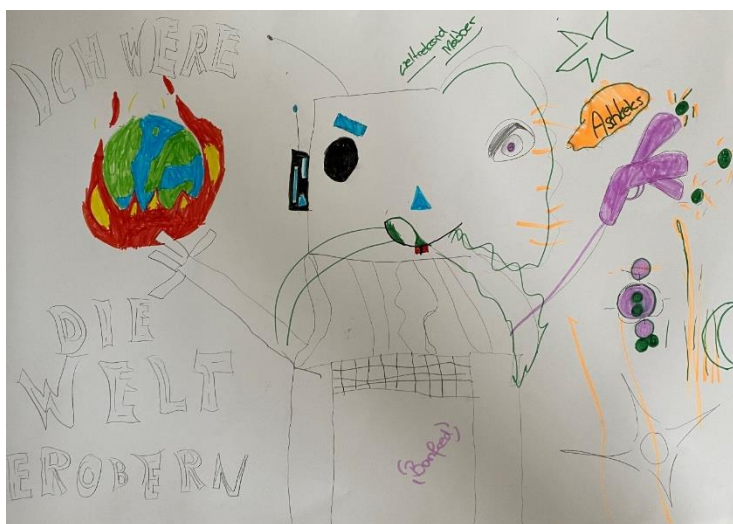
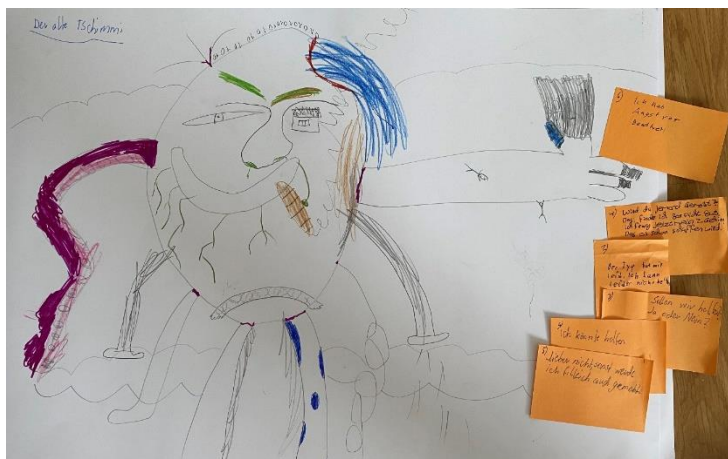
Bis nächste Woche!

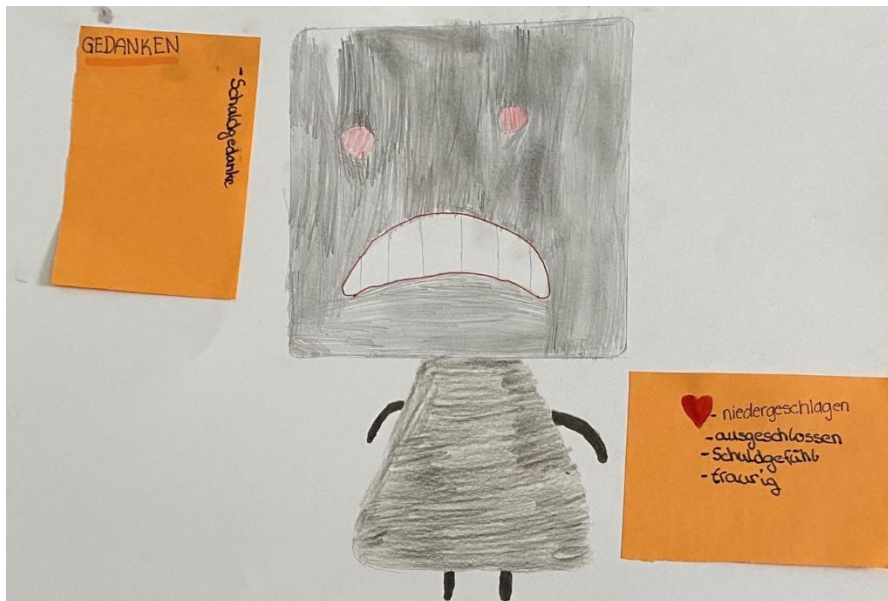
Bye!

Appendix E Robot Portrait









Appendix F

Correlation Analysis of the main variables

Table F1

Correlation table of the main variables T1

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Victimisation	81	12.93	2.355	-			
Perpetration	81	12.15	1.682	.622**	-		
Class Climate	81	75.20	11.522	-.280*	-.328**	-	
Empathy	87	65.19	9.378	.194	.085	-.009	-

Note. * $p < .05$. ** $p < .01$.

Table F2

Correlation table of the main variables T2

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Victimisation	79	12.89	2.684	-			
Perpetration	79	11.80	1.620	.578**	-		
Class Climate	79	69.23	12.064	-.292**	-.392**	-	
Empathy	79	65.01	11.018	.253*	-.024	.128	-

Note. * $p < .05$. ** $p < .01$.

The correlation tables show at both T1 and T2 a significant negative correlation between bullying (victimisation and perpetration) and the CC. A negative correlation means that, if one variable increases the other is likely to decrease. This correlation supports the proposed connection of CC with bullying within a class. The worse a CC is perceived by the pupils the higher the bullying behaviour within this class is.

Surprisingly, no significant correlation between empathy and bullying is observed in the current sample.

Appendix G

Results without Outliers

The assumption of multivariate normality of a GLM MANOVA was tested with a Shapiro Wilk Test of Normality for each dependent variable and was not met for Victimization, Perpetration and Empathy. Therefore, a nonparametric test was chosen for these variables. Before this test was conducted, the descriptive statistic for all dependent variables were computed and are presented in Table 1 for each data collection points.

Table G1

Summary of Descriptive Statistics

Variable	Collection Periode 1			Collection Periode 2		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Victimization	12.7	1.95	76	12.4	2.01	74
Perpetration	12	1.3	73	11.4	0.66	71
Class Climate	75.20	11.522	81	69.23	12.064	79
Empathy	66.1	7.98	75	66.4	7.64	73

Three Related Samples Wilcoxon Signed Rank Tests (RSWST) were conducted in order to analysis the data at hand. The RSWST conducted for victimisation and empathy both indicated that the post-test scores were not significantly different than the pre-test scores (Victimization: $Z=-1.248$ $p= .212$; Empathy: $Z= -.073$ $p= .942$). This means that the intervention did not change the victimisation or the empathy of the pupils significantly.

The RSWST conducted for perpetration indicated that the post-test score was significantly different than the pre-test scores ($Z= -4.035$ $p= <.001$). A reduction in the total victimisation score can be observed in the data at hand. The effect size r for this test was calculated as described in Fields (2013) by dividing the standardised test statistic Z by the square root of the total number of observations N . Through this calculation an effect size r of .34 was found which indicates a moderate effect.

In order to analyse the development of the CC a T-Test for Paired Samples was conducted. This analysis showed a significant decrease ($t= 4.313$ $p= <.001$) in the CC between the pre-test ($M= 75.15$, $SD= 11.66$) and post-test ($M= 69.23$, $SD= 12.06$). From this it can be concluded that the post-test score was significantly different than the pre-test score. For the CC a significant reduction was seen. The size of this effect is small with a Cohen's d of .49.