



Introduction



Identity-based exclusion

- Exclusion by peers due to stigmatised identities (e.g. race, gender, appearance, disability)(Tippett et al., 2010)
 - taken less seriously than other forms of bullying
 - exacerbates marginalised social positions (Killen et al., 2013)
- High prevalence and more pervasive effects (Price et al., 2019)

Teachers' responses

- Critical role of teachers (Colpin et al., 2021; Yoon & Bauman, 2014)
e.g., promote positive peer norms, effective active bystander, positive role models
- Education and Inspections Act (2006)
requires schools to prevent all forms of bullying
- Equality Act 2010
requires elimination of discrimination or victimisation, considering protected characteristics (e.g., race, gender, age, disability, sexuality)



THEORETICAL BACKGROUND & RESEARCH QUESTIONS



SOCIO-ECOLOGICAL MODEL / SOCIAL DOMINANCE THEORY

(Bronfenbrenner, 1979; Pratto et al., 2006; Swearer & Espelage, 2004, 2011)

- Social inequalities and power imbalances reflected in identity-based bullying originate from multiple levels of a socio-ecological system.

TEACHERS' RESPONSES affected by:

Teacher and School Characteristics

- Higher diversity, equality, or minority social identities at various levels of a socio-ecological system may elicit supportive responses towards the victim of identity based social exclusion (e.g., teachers' own minority identity, affiliations with groups of lower social status, Drescher et al., 2023)

Types of Identity targeted and School level

- Type of identity: different causes, consequences as well as school policies (Görzig et al., 2019; Kidawi & Smith, 2023; Sapouna et al., 2023)
- Type of school (primary vs. secondary): structural (e.g., teacher contact) as well as age group differences (López-Castro et al., 2023; van Aalst et al., 2024)

Research hypotheses

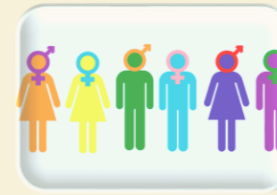
-> more supportive teacher responses for:

Teacher characteristics

- H1. Being female
- H2. Identification as ethnic/cultural minority
- H3. Identification as LGBTQ+
- H4. Higher similarity to their students' ethnic/cultural background

School characteristics

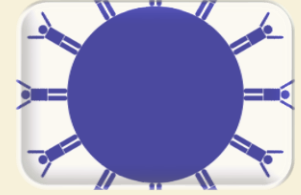
- H5. Higher school diversity
- H6. Higher school SES
- H7. Higher levels of teacher training and school support



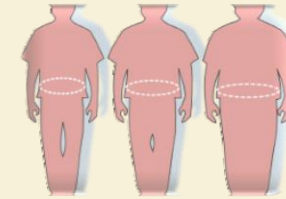
Gender expression
(Elementary/Primary)



Sexual Orientation
(Secondary)



Culture/Ethnicity



Appearance



Academic difficulties

-> differences in supportive teachers' responses by:

Types of identity-based bullying and school type

H8. Identities targeted:

gender expression/sexual orientation, ethnicity, appearance, academic difficulties

H9. School types:

primary vs. secondary

Method

The Bullying Research Network (BRNET) International Study

COUNTRY

AUSTRALIA
CANADA
FINLAND
GREECE
HONG KONG &
TAIWAN
HUNGARY
INDIA
IRELAND
ITALY
JAPAN
POLAND
ROMANIA
RUSSIA
SOUTH KOREA
SWEDEN
TANZANIA
UNITED
KINGDOM
UNITED STATES

- Launched at WABF 2021
- Led by Shelley Hymel, Wendy Craig, Sue Swearer, Daria Khanolainen, Lindsay Starosta, and Jessica Trach
- 18 country teams collaborating
- Standard core survey and shared protocol
- Meetings, updates and data sharing

Teacher Responses to Identity Based Bullying.
Retrieved from osf.io/zjgvu



Online Survey structure

Part 1

- Information sheet and consent form
- **Demographics** (personal characteristics of teacher; school type and demographic; subject; class composition; experience; diversity indicators – teacher and school)

Part 2

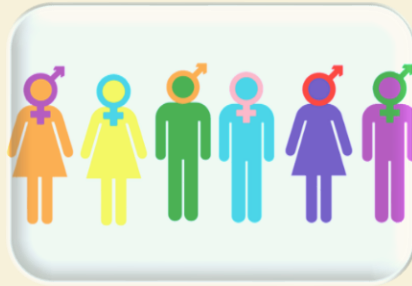
- **Vignette** depicting identity-based exclusion scenario (random allocation to conditions)
- **Teachers' perceptions of the interaction** (manipulation check; how often witnessed & how often reported; perceived seriousness; importance of response/action; victim-blaming;
- likeliness of intervention; nature of intervention (open) and reasons)
- Perceived responsibility towards response, Perceived efficacy towards prevention and resolution
- Teacher empathy towards the characters
- **Likely responses to the incident** (adapted from Troop-Gordon & Ladd's, 2015 Classroom Management Questionnaire & Handling Bullying Questionnaire (Bauman et al, 2008)

Part 3

- Bystander status/bully-victim role at school
- Horizontal-Vertical & Individualist-Collectivist Dimensions of culture (Sivadas et al., 2008)
- Expectations of Social Stigma (adapted from Boyes et al, 2013)
- Debrief



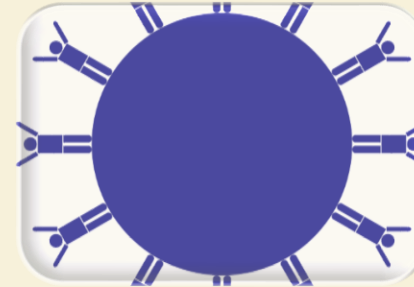
Identity-based Exclusion Conditions



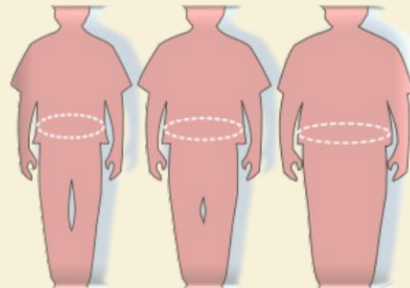
Gender expression
(Elementary/Primary)



Sexual Orientation
(Secondary)



Culture/Ethnicity



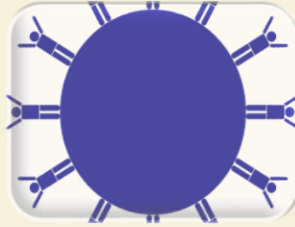
Appearance



Academic difficulties



Vignette example: culture/ethnicity



You tell your students that, for the remaining 20 minutes of the class today, they will be working on a group assignment. After explaining the assignment, you tell them that they are to work in groups of four with the students near them.

Student A, Student B, and Student C, **who are classmates that share the same ethnic/cultural background**, begin working together right away. Student Z, **who comes from a different cultural background**, approaches them and is told that they are not allowed to join the group.

You see Student Z trying to reason with the other students. You overhear Student A saying to Student Z: “Find a different group! **Everyone knows you don’t belong here. We don’t want to be around you people**”.

Student Z still tries to join but Student A says: “**Leave! You don’t fit in!**”.

Student Z leaves and puts their head down on their desk, while Students A, B, and C point and laugh. This, or something similar, happens often to Student Z.



Participants (UK)

Data collection: November 2022-2023

- Different recruitment strategies (social media, personal contacts, LAs)

UK Team additions:

- Student age groups: 5(vs.7) to 18 yrs
- Fulltime teachers (intl. study) + trainee teachers, part-time, former teachers and support staff (TAs)

Sample characteristics

N= 422 (of 495, listwise exclusion)

Gender: 43.4% females

Age= 19-69 years, M(SD)= 35.03(8.20)

- Teaching role (78.9% current teacher, 15.9% teaching assistant, 3.3% trainee teacher)
- Primary (50.2%) and secondary (49.8%) schools in the UK



Indicators of social identity, diversity and equality at teacher and school level



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TEACHER CHARACTERISTICS

- **Gender** (43.4% female)
- **Minority** (ethnic/cultural) (18.5%)
- **LGBTQ+** (32.5%)
- **Ethnic/cultural similarity** with students (1 'not at all' to 10 'highly similar'), $M(SD) = 6.01(2.27)$
How similar is your ethnic or cultural background compared to most of the students that you teach?

SCHOOL CHARACTERISTICS

- **School diversity** (1 'very similar/homogenous' to 4 'highly diverse'), $M(SD) = 2.02(1.02)$
How similar are the students you teach in terms of ethnic or cultural background?
- **School SES** (1 'worst off' to 10 'best off'), $M(SD) = 6.22(1.87)$
Please think about the community that your school serves
- **Teacher training and school support** ($\alpha = .70$)(1 to 5), $M(SD) = 3.66(.92)$
I have had training and/or professional development regarding best practices in addressing such situations;
My school has clear policies about how teachers should address situations like this.



Teachers' supportive responses to identity-based social exclusion

| Teacher Responses | M(SD) | #items | Example item |
|--|------------|--------|--|
| Victim blaming (less) ($\alpha = .79$) | 3.19(1.18) | 2 | How likely is it that Student Z brought this on him/herself? |
| Perceived seriousness ($\alpha = .60$) | 4.12(.75) | 2 | How serious is this situation? |
| Empathy ($\alpha = .73$) | 3.74(.81) | 4 | I would feel sympathy for Student Z |
| Self-efficacy ($\alpha = .68$) | 3.65(.87) | 2 | I am confident in my ability to resolve this type of situation. |
| Responsibility ($\alpha = .72$) | 3.87(.90) | 2 | I consider it to be part of my professional responsibility to <u>resolve</u> these situations whenever they occur. |
| Likelihood of intervention | 4.22(.83) | 1 | How likely are you to intervene in the situation? |

Scale: 1 to 5

(Craig, Henderson & Murphy, 2000; Starosta, 2022; Trach, Hymel, Craig, Swearer, Khanolainen & Starosta, 2023)



Hierarchical Multiple Regressions

| | Teacher Responses: Step 1 (Hyps. 1-4) | | | | | | Teacher Responses: Step 2 (Hyps. 5-7) | | | | | |
|--|--|-----------------------|---------|---------------|----------------|----------------------------|---------------------------------------|-----------------------|---------|---------------|----------------|----------------------------|
| | Victim blaming | Perceived seriousness | Empathy | Self-efficacy | Responsibility | Likelihood of intervention | Victim blaming | Perceived seriousness | Empathy | Self-efficacy | Responsibility | Likelihood of intervention |
| Constant | Female teachers more 'supportive' | | | | | | | | | | | |
| Gender (0 = female) | .72*** | -.44*** | -.31*** | .02 | -.34*** | -.28*** | .56*** | -.40*** | -.29*** | .02 | -.27*** | -.26*** |
| Minority (0 = no) | -.33* | .03 | .13 | .14 | .35*** | -.07 | -.23 | -.06 | -.01 | .02 | .17 | -.15 |
| LGBTQ+ (0 = no) | .23* | .08 | -.22** | -.16 | -.21* | .15 | .13 | .11 | -.12 | -.04 | -.09 | .19* |
| Ethnic/cultural similarity (10 = high) | Minority NOT more 'supportive' | | | | | | | | | | | |
| | | | | .06*** | .06*** | .07** | -.05* | .07*** | .05*** | .03* | .06*** | .07*** |
| Diversity | LGBTQ+ NOT less 'supportive' & intervene | | | | | | | | | | | |
| | | | | | | | -.34*** | .10** | .05 | -.04 | .15*** | .07 |
| School SES | Similarity to students more 'supportive' | | | | | | | | | | | |
| | | | | | | | .09*** | .01 | -.01 | -.01 | -.01 | .01 |
| Teacher training and school support | | | | | | | | | | | | |
| | | | | | | | .20*** | .15*** | .42*** | .55*** | .41*** | .14*** |
| R ² | | | | | | | | | | | | |
| | | | | .03** | .10*** | .08*** | .24*** | .19*** | .32*** | .36*** | .30*** | .11*** |
| ΔR ² | | | | | | | | | | | | |
| | | | | | | | .12*** | .05*** | .23*** | .32*** | .21*** | .03** |

* $p < .05$, ** $p < .01$, *** $p < .001$; $N = 422$

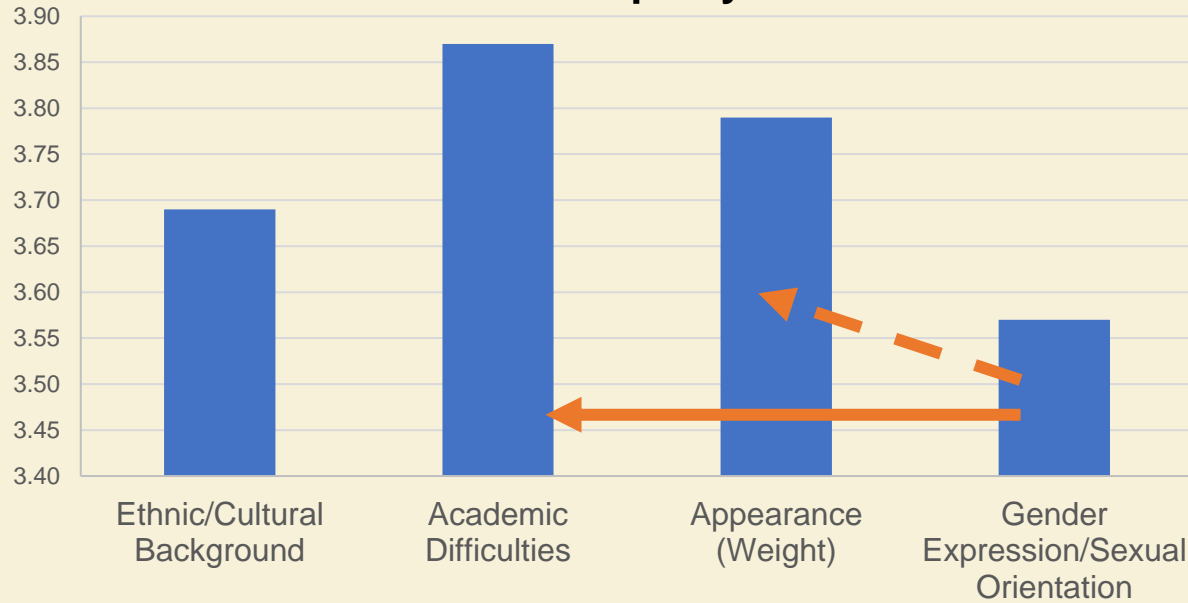
Hierarchical Multiple Regressions

| | Teacher Responses: Step 1 (Hyps. 1-4) | | | | | | Teacher Responses: Step 2 (Hyps. 5-7) | | | | | | |
|--|--|-----------------------|---------|---------------|----------------|---|---------------------------------------|-----------------------|---------|---------------|----------------|----------------------------|---------|
| | Victim blaming | Perceived seriousness | Empathy | Self-efficacy | Responsibility | Likelihood of intervention | Victim blaming | Perceived seriousness | Empathy | Self-efficacy | Responsibility | Likelihood of intervention | |
| Constant | 2.67*** | 4.65*** | 4.28*** | 3.96*** | 4.39*** | 4.70*** | 1.96*** | 3.80*** | 2.58*** | 1.94*** | 2.57*** | 3.98*** | |
| Teacher characteristics | | | | | | | | | | | | | |
| Gender (0 = female) | Female teachers more 'supportive' | | | *** | .02 | -.34*** | -.28*** | .56*** | -.40*** | -.29*** | .02 | -.27*** | -.26*** |
| Minority (0 = no) | | | | .03 | .14 | .25*** | -.07 | -.23 | -.06 | -.01 | .02 | .17 | -.15 |
| LGBTQ+ (0 = no) | Minority NOT more 'supportive' | | | *** | .02** | | .15 | .13 | .11 | -.12 | -.04 | -.09 | .19* |
| Ethnic/cultural similarity (10 = high) | | | | *** | -.06 | .06 | .07*** | -.05* | .07*** | .05*** | .03* | .06*** | .07*** |
| School characteristics | | | | | | | | | | | | | |
| Diversity | LGBTQ+ NOT less 'supportive' & intervene | | | | | High SES some victim blaming | | -.34*** | .10** | .05 | -.04 | .15*** | .07 |
| School SES | | | | | | | | .09*** | .01 | -.01 | -.01 | -.01 | .01 |
| Teacher training and school support | Similarity to students more 'supportive' | | | | | Training/Support more 'supportive' BUT victim blaming | | .20*** | .15*** | .42*** | .55*** | .41*** | .14*** |
| R ² | | | | *** | | | .08*** | .24*** | .19*** | .32*** | .36*** | .30*** | .11*** |
| ΔR ² | | | | | | | | .12*** | .05*** | .23*** | .32*** | .21*** | .03** |

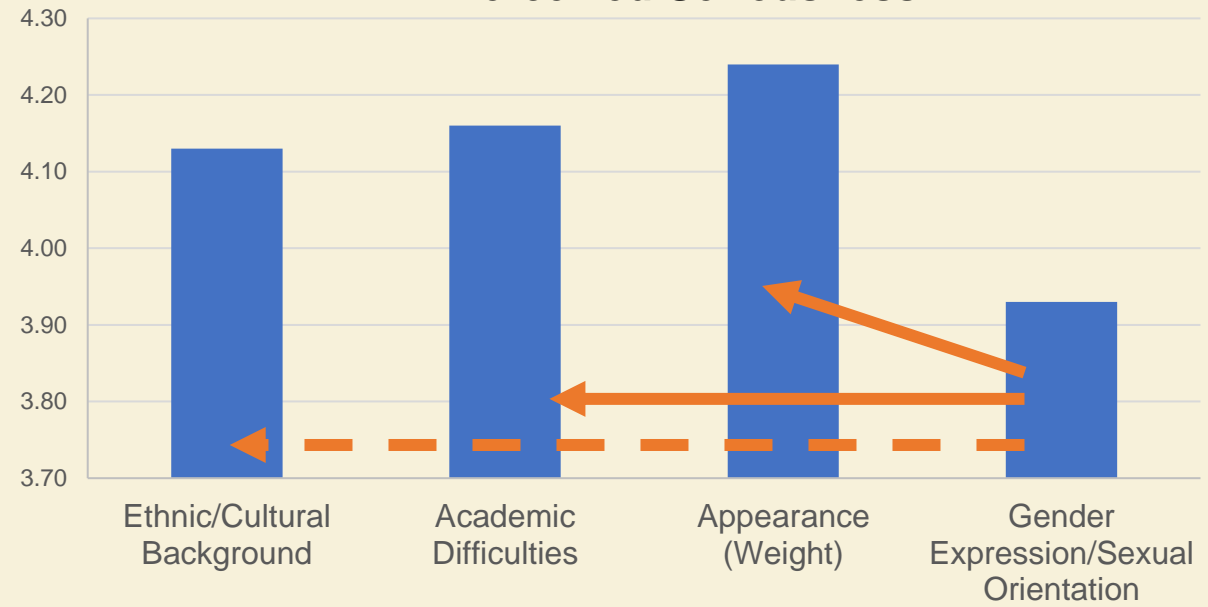
* $p < .05$, ** $p < .01$, *** $p < .001$; $N = 422$

Teacher responses by type of identity-based exclusion

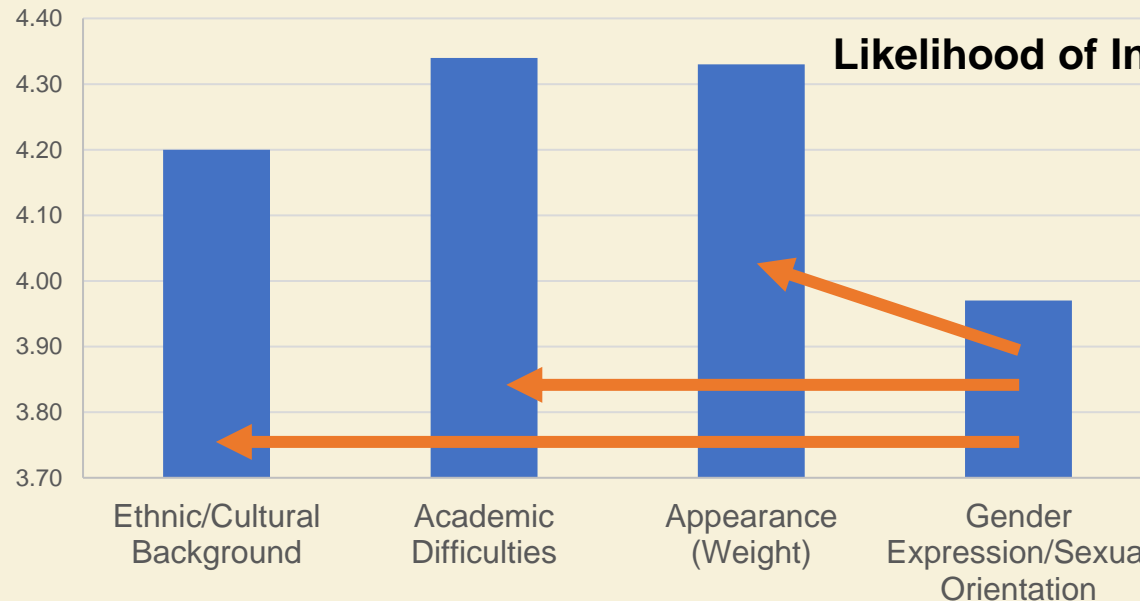
Empathy^{*(+)}





Perceived Seriousness ^{*(+)}



Likelihood of Intervention^{(*)}**



 $p < .05$
 $p < .10$

ANOVAs

* $p < .05$

** $p < .01$

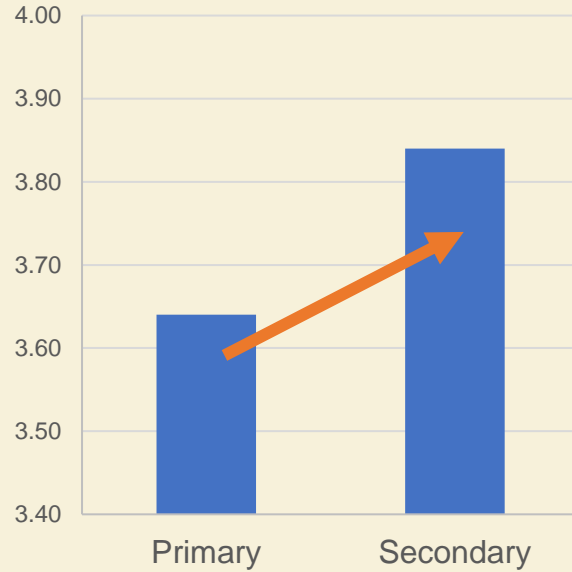
+ $p \leq .10$

*(in brackets)
when controlling for
manipulation check*

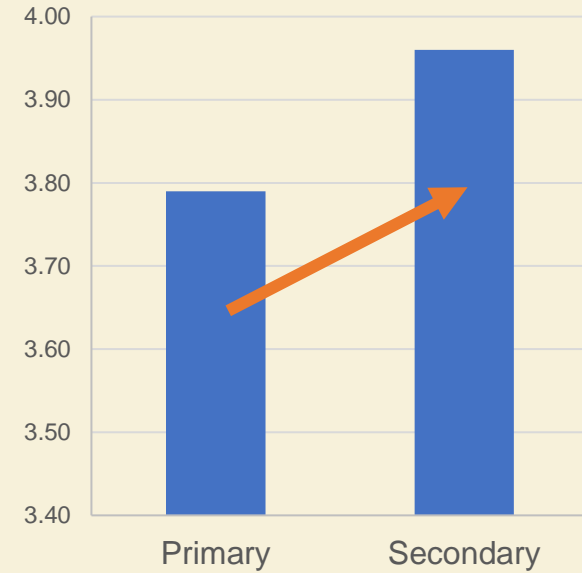
$N = 422, F = 2.70-4.13$

Teacher responses by school type

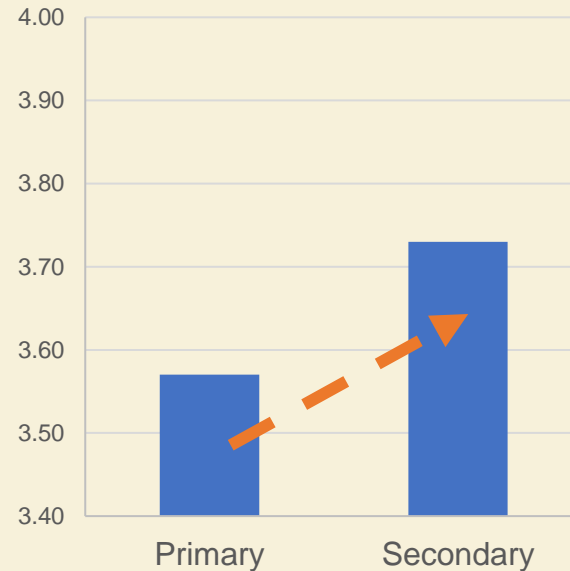
Empathy**



Responsibility*



Self-efficacy+(*)



— $p < .05$
- - $p < .10$

ANOVAs

* $p < .05$

** $p < .01$

+ $p \leq .10$

*(in brackets)
when controlling for
manipulation check*

$N = 422, F = 3.53-6.88$



Discussion Points

SOCIAL IDENTITY, EQUALITY AND DIVERSITY



Teacher characteristics

- Female teachers: more supportive
- Similarity to students: more supportive
- LGBTQ+: NOT less supportive & intervene
school level confounders:
 - SES (higher) and
 - training (lower)
- Minority: NOT more supportive
school level confounders:
 - diversity (higher) and
 - training (higher)

School characteristics

- Diversity: more supportive
- High SES: some victim blaming
- Training/Support: most supportive BUT higher victim blaming

More supportive responses:

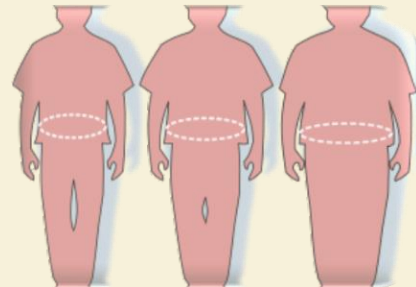
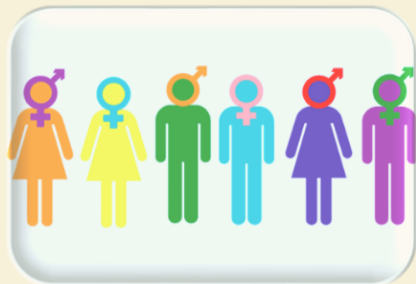
- Victim blaming (less)
- Empathy
- Seriousness
- Responsibility
- Self-efficacy



Discussion Points

TYPES OF IDENTITY-BASED SOCIAL EXCLUSION AND SCHOOL

- **Type of Exclusion:**
- gender expression/ sexual orientation-based vs. academic and/or appearance-based and partially ethnic/cultural background
less supportive responses in:
- perceived seriousness*, empathy*, and likelihood of intervention

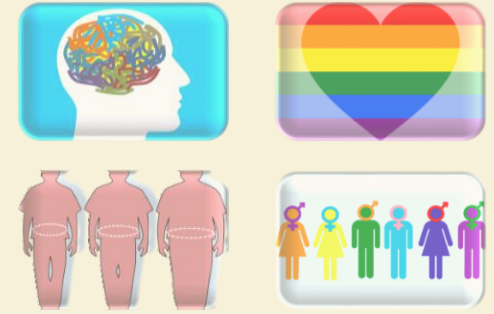


- **School type:**
- secondary *more* supportive responses than primary in:
empathy, responsibility, and self-efficacy*

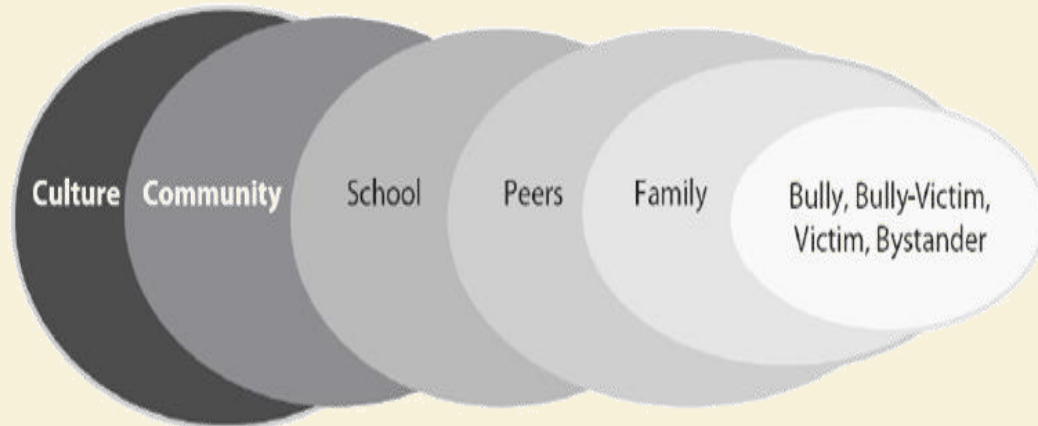
*marginal sign. for some comparisons.



Limitations, Future directions & Conclusions



- **Sampling:** e.g., school-based recruitment rather than with a self-selecting strategy
- **Hypothetical scenario,** type of bullying (direct, relational)
- **Cross-country comparisons**



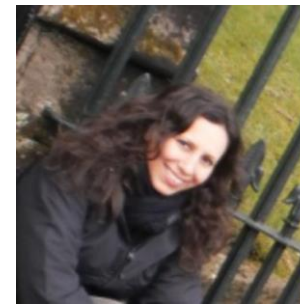
Source: Swearer, S. M., & Espelage, D. L. (2011).
Expanding the social-ecological framework of bullying among youth.

- **Highlight individual and school-level factors** for teachers' responses to identity-based bullying
- **Importance of training** for school staff in dealing with the complexity of these forms of bullying, incl.:
 - **Teachers' own background** as well as their similarity to their students'
 - **School-level factors** which influence school culture or climate
 - **Type of identity targeted** and potential associated sensitivities (e.g., homophobic and transgender)

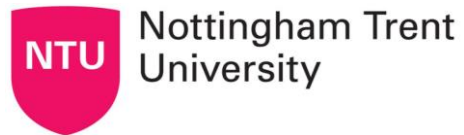
- Teacher responses to identity-based bullying benefit from being viewed within a socio-ecological model (Bronfenbrenner, 1979; Swearer & Espelage, 2004, 2011) and taking into account wider contextual level social inequalities (Görzig et al., 2021; Pratto et al., 2006)



THANK YOU!



**ANKE GÖRZIG; LUCY BETTS; RACHEL MAUNDER; CLAIRE MONKS;
LEYLA DE AMICIS; SAMUEL BENNETT**



SCAN ME

UK team project website:
<https://mypad.northampton.ac.uk/teacherresponses/>



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Teachers' responses to identity-based bullying:
Social inequality, identity and diversity at teacher and school level.
International Journal of Bullying Prevention.

