

School level contextual factors predicting bullying

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Contextual factors that affect bullying

- The DMEE would suggest that bullying is influenced by school factors
- Context factors may matter
 - Weak relations with SES and ethnicity (Wolke et al, 2001)
 - School norms related to bullying (Payne & Gotfredson, 2004)
 - Few relationships with pupil-level achievement (Wood et al, 2003)
 - Little research on other characteristics

This study

- Data from English Daphne project schools
 - Olweus bullying measures
- Data from OFSTED
 - Teaching quality
 - Leadership
 - Overall school quality
- National data
 - School type
 - School intake

This study

- Question: do contextual factors influence the prevalence of bullying in school
- Methodology:
 - Linking of Daphne data with national and Ofsted data
 - MLM

Results

Initial model:

13.8% variance at school level

Variables entered:

FSM percentage

SEN percentage

School achievement level

Ethnic minority percentage

Faith school

Teacher quality rating

Leadership quality rating

Overall school rating

Results

Variable	Coefficient
FSM percentage	NS
SEN percentage	NS
Ethnic minority percentage	NS
School Achievement level	-.18 (.07)
Faith school	.06 (.02)
Teaching quality	-.11 (.05)
Leadership quality	NS
Overall quality	-.13 (0.6)

Conclusion

- Less bullying in:
 - Faith schools
 - High achieving schools
 - High quality teaching schools
- No effect:
 - Pupil background

Conclusion

- School characteristics affect bullying prevalence, and can therefore be seen as part of SE models
- What is the faith school effect?