IMPLICATIONS

Implications of the positive findings of this project for the development of effective policies and practices in reducing bullying can be drawn. First, the major evidence in this project is that there is scope to be given to school self evaluation in order to develop effective strategies and actions to face and reduce bullying. School self-evaluation promotes the importance of collecting and analyzing data at different stages of a school improvement project and thereby a continuous evaluation model is used. Moreover, schools are expected through reflections to adapt their strategies and actions in order to improve them and thereby the formative purpose of evaluation is achieved. By offering a theoretical framework to schools, it was also possible to help them identify their priorities for improvement (through SSE) and understand why and how by dealing with a school factor reduction of bullying can be achieved. In this way, the use of an evidence-based and theory-driven approach can help schools develop effective strategies and action plans which address important school factors and can contribute in the improvement of the learning environment of schools and classrooms and through that to the reduction of bullying. Support provided by researchers to schools in order to implement their strategies and actions is also critical in reducing bullying since researchers should not only provide schools with the knowledge-base for dealing with the problems that they may face during the implementation but should also help them with their technical expertise to continuously evaluate their strategies and actions to face bullying. In this context, suggestions for further research are drawn in order to investigate the long term effect of the dynamic approach to face bullying and identify contributory and inhibitory factors to the sustainability of this approach.