

The FIPA Global Educational Series

# THE RESPECT PROJECT

## PART 1: UNDERSTANDING BULLYING



# Understanding Bullying in Caribbean Schools

*From the series:*

*Stop Bullying in Caribbean Schools*

A Guide for Parents, Educators, Students and the General Community

**Angela Ramsay, PhD**

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## Preface

I work with adults to resolve conflicts and to strengthen the quality of their thinking. Over the past several years, I have focused in particular on teaching thinking skills to adults—especially critical thinking, survival thinking, and strategic thinking. These are not simply academic skills; they are essential for navigating everyday life, making sound decisions, and responding thoughtfully under pressure.

My work spans both local and international contexts across areas such as organizational development, human resources, and applied psychology. I have worked and conducted research across seven continents, experiences that have deepened my understanding of how people think and respond to challenges in different environments. A new book on thinking skills, based on over ten years of research, will be released this year.

Many of my private-sector clients come to me not only with professional concerns, but with the bullying situations affecting their children. Some bring their children along, so that I may coach them on how to respond when they are targeted, or guide them toward better ways of managing their own behaviour at home and at school.

Over time, it became clear to me that a practical resource on bullying in Caribbean schools was long overdue. As you will read, students who bully others are themselves at risk—of substance abuse and, over time, more serious forms of violence. Those who are targeted may carry the emotional impact of these experiences for years—sometimes for life. And those who stand by and do nothing may gradually develop a pattern of passivity that follows them into adulthood and community life.

Bullying is not new. It has existed for as long as schools have. However, the rise of digital technology and social media has introduced a powerful new dimension. A student can now be targeted continuously—in the classroom, on their phone, and in their bedroom—without the perpetrator ever being physically present. This booklet addresses that reality directly.

This series of booklets is intended as a practical resource for anyone concerned about the safety and wellbeing of young people in the Caribbean—parents, teachers, principals, students, guidance counsellors, and community members. This first booklet begins with a simple but important question: what exactly is bullying—and why does it matter so much?

## How to Use This Booklet Series

This is the first in a series of three booklets. Together, they form a complete guide to bullying prevention in Caribbean schools. Each booklet stands alone, but readers who engage with all three will gain the fullest picture.

- Booklet 1 — Understanding Bullying in Caribbean Schools (this booklet): What bullying is, who it affects, why it happens, and what the research tells us about its prevalence and impact.
- Booklet 2 — How Schools Stop Bullying: A Guide for Principals, Teachers and Counsellors: Practical strategies, policies, and programmes for school professionals.
- Booklet 3 — What Parents and Students Can Do: A Family Guide to Bullying Prevention: Conversations, role plays, coping strategies, and student empowerment tools.

Ideally, every reader should start here — with this booklet — before moving to the one most relevant to their role. Students over the age of fifteen are encouraged to read Booklet 3, which is written in a style suited to them.

## Definition of Key Terms

The following terms are used consistently throughout this booklet series:

Term	Meaning
Parent	A biological or adoptive parent, or a legal guardian.
Perpetrator	A student who bullies other students.
Principal	The head of an educational institution. Vice Principals and Deputy Heads are included in this term.
School	A primary, secondary, or tertiary educational institution.
Student	A person attending a primary, secondary, or tertiary educational institution.
Target	A student who is bullied by another student. The term 'victim' is deliberately avoided throughout this booklet, because of its connotation of permanent weakness or helplessness. Targets can, and do, recover — and many go on to lead remarkable lives.
Teacher	Educators at all levels in the primary, secondary, and tertiary educational system.
Bystander	A student who witnesses bullying but is not directly involved as either perpetrator or target.

## Introduction: What Is Bullying?

*Bullying is a wrong we can set right.*

Bullying is the repeated verbal, physical, or emotional harassment of any person over a sustained period — days, weeks, months, or even years. In the Caribbean, students describe it in many ways: being 'picked on', 'troubled', or having someone 'get on their case.' Whatever words are used, the experience is the same: unwanted, undeserved, and harmful.

It is important to distinguish bullying from the ordinary conflicts and disagreements that are a normal part of growing up. Children argue. They fall out with friends. They say unkind things they later regret. These experiences, while sometimes painful, are a natural part of social development. Bullying is different in three important ways:

- It is repeated. A single act of unkindness, however hurtful, is not bullying. Bullying involves a pattern of behaviour that persists over time.
- It is intentional. Perpetrators set out to cause harm, humiliation, or distress.
- It involves an imbalance of power. Targets are typically unable to defend themselves — because they are physically weaker, outnumbered, or at a social disadvantage.

Most bullying is unprovoked. Perpetrators tend to choose conflicts they are certain to win, and they are often relentless in their approach. This is not a fair fight — and it is never the target's fault.

### What Bullying Is Not

Adults and students sometimes apply the word 'bullying' loosely, which can obscure the seriousness of genuine cases. For clarity, bullying is not:

- Constructive conflict — the healthy kind of disagreement that generates new ideas and allows people to challenge one another respectfully.
- Normal childhood play — even when play gets rough or competitive. Bullying has a specific edge of cruelty, and it is relentless.
- A reflection of the whole child. Perpetrators and targets alike have strengths, capabilities, and redeeming qualities that go far beyond their roles in a bullying dynamic.
- An unsolvable problem. This is perhaps the most important point of all: bullying can be substantially reduced in schools when the right approaches are taken.

## Forms of Bullying

### Direct Bullying

Direct bullying involves overt acts that are visible to others. It includes:

- Physical harm — hitting, kicking, pushing, or any action intended to inflict pain or humiliation. Even acts that cause little physical pain, such as placing a student in a rubbish bin, constitute bullying when the intent is to demean.
- Property damage — deliberately destroying or stealing a target's belongings.
- Verbal abuse — using words with the intent to emotionally wound. This includes name-calling, threats, and persistent mockery.

### Indirect Bullying

Indirect bullying is less visible and therefore harder to detect — but it is no less damaging. Some students fail to recognise it as bullying at all, reasoning that if they have not physically touched anyone or damaged property, they cannot be held responsible. This reasoning is wrong. Indirect bullying includes:

- Social exclusion — deliberately shunning a student or organising others to exclude them from groups and activities.
- Reputation damage — spreading malicious rumours or gossip, whether true or false, with the intent to harm.
- Graffiti and written harassment — posting demeaning messages in physical spaces.

### Specialised Forms of Bullying

Several forms of bullying deserve special attention because of their particular prevalence or impact in Caribbean schools.

#### You're-Different Bullying

This form targets students on the basis of characteristics that set them apart from the majority — their ethnicity, religion, physical appearance, disability, economic background, or any other perceived difference. It is especially common in the Caribbean's highly plural societies, where diversity within schools can be a source of tension if not actively managed. Educators and parents in Belize, Guyana, and Trinidad and Tobago, for example, often describe heightened awareness of this particular dynamic.

## **Sexual Bullying**

Sexual bullying includes unwanted physical contact of a sexual nature, coercion into sexual acts, and the distribution or display of sexual images without consent. This form of bullying is not limited to physical spaces — it has migrated increasingly into digital environments, where images can be shared widely and instantly, compounding the harm to the target.

## **Financial Bullying**

Financial bullying targets students on the basis of their economic circumstances — humiliating those who have less, or in some cases, targeting those who are perceived to have more. In Caribbean schools with wide economic disparities among students, this is a particularly relevant form of harassment.

## **Cyberbullying**

Cyberbullying is bullying that takes place through digital technology — mobile phones, social media platforms, messaging applications, online games, and any other internet-based space. When this book was first written, cyberbullying was a recognised but relatively contained concern. Today, it is one of the most urgent challenges facing schools, families, and communities across the Caribbean and the world.

What makes cyberbullying distinctively harmful is the set of features that distinguish it from traditional bullying:

- It follows the target home. Traditional bullying typically ends when school ends. Cyberbullying does not. A student can be harassed at any hour, in any place — including what should be the safety of their own bedroom.
- It reaches a wide audience instantly. A humiliating image, a threatening message, or a malicious post can be shared with dozens, hundreds, or thousands of people within minutes.
- It is difficult to escape. A target cannot simply walk away. Online content can persist long after it is posted, and removing it is not always possible.
- The perpetrator may remain anonymous. The ability to hide behind a screen or a fake account emboldens some perpetrators who would not bully face to face.

- The roles of perpetrator and target can reverse rapidly. In online environments — sometimes called 'social warfare' — students can shift from being attacked to attacking in a very short space of time.

### **Common Forms of Cyberbullying in the Caribbean**

Caribbean students and educators have reported the following patterns with increasing frequency:

- Harassment via messaging apps — sustained, aggressive, or threatening messages sent through WhatsApp, Instagram, Snapchat, and similar platforms.
- Public humiliation on social media — posts, videos, or images designed to shame, demean, or embarrass a target in front of their peer group.
- Non-consensual sharing of intimate images — the distribution of sexual or private images without the consent of the person depicted. This is sometimes called 'revenge porn' and carries serious psychological consequences, as well as legal implications in several Caribbean jurisdictions.
- Exclusion from online groups — deliberately removing or blocking a student from group chats or online communities.
- Impersonation — creating fake profiles in a student's name and using them to post damaging content.
- Online pile-ons — encouraging others to flood a target's social media accounts with hostile or mocking comments.

The following account illustrates how rapidly cyberbullying can escalate and how deeply it can affect a young person's life.

### **What Schools and Parents Can Do About Cyberbullying**

The chapters in Booklets 2 and 3 address cyberbullying in detail, but it is worth establishing three foundational principles here.

- Digital spaces are not consequence-free zones. Schools must make clear — in their policies, in assemblies, and in the classroom — that the same standards of behaviour that apply in person apply online. The fact that an incident occurs outside school hours or off school grounds does not mean the school has no role to play, particularly when it affects the school community.

- Parents must be digitally aware. A parent who does not know what platforms their child uses, or who is unaware of their child's online social life, cannot offer meaningful protection. Open conversations about online activity — without punishment or judgment — are essential.
- Students need to know what to do. Targets of cyberbullying often feel there is nothing they can do. There is. They can screenshot and document what is happening, block the perpetrator, report the content to the platform, and — most importantly — tell a trusted adult. Suffering in silence protects no one.

## **Difficult Questions Adults Ask**

Adults who are trying to understand bullying — and to respond to it appropriately — often ask questions that reveal the genuine complexity of the issue. Three of the most common are explored below.

### **Is Aggressive Body Language a Form of Bullying?**

This question arises frequently, and it is worth taking seriously. A deliberate stare, a threatening posture, an intimidating presence — these can be just as effective as physical contact in making a target feel afraid, humiliated, or powerless.

A useful exercise is to ask the adult to transpose the scenario: how would you feel if a colleague or supervisor directed sustained, aggressive body language at you in the workplace, day after day? Almost every adult who considers this honestly agrees that such behaviour would constitute a form of harassment. The same principle applies to students.

The difficulty, of course, is that body language is subjective. What one person reads as a threatening stare, another may interpret as concentration or worry. This does not mean we should dismiss such concerns — it means we should investigate them carefully and take the student's experience seriously.

### **Is Spreading Truthful Information Still Bullying?**

Consider a student whose parent has been incarcerated for a serious crime. If other students spread this information deliberately in order to humiliate and ostracise the child, is that bullying?

Yes. The fact that information is true does not give anyone the right to weaponise it against a person who bears no responsibility for it. Once again, the workplace analogy is clarifying: virtually no adult believes they should be professionally judged or socially punished for the actions of a relative. Children deserve the same consideration.

### **Does Anyone 'Deserve' to Be Bullied?**

This question surfaces in Caribbean communities more often than one might expect — sometimes in the form of the belief that a student who is perceived as having too many advantages (wealth, beauty, talent, lighter skin) is somehow 'asking for it'.

The answer is unambiguous: no one deserves to be bullied. Every person — regardless of their ethnicity, complexion, physical characteristics, economic circumstances, or level of talent — has

the right to study, work, and live without harassment. This is not simply a moral position; it is the foundation of a functioning, equitable society.

**Every person — regardless of their ethnicity, complexion, physical characteristics, economic circumstances, or level of talent — has the right to study, work, and live without harassment.**

## **Do Boys and Girls Bully Differently?**

Research consistently shows that boys and girls tend to bully in different ways, though the boundaries have become less fixed over time.

Boys are more likely to engage in direct, physical forms of bullying — confrontational aggression that is relatively visible and easier to detect. Girls, by contrast, have historically been associated with what researchers Dellasega and Nixon call 'Relational Aggression' (RA): an indirect, quieter form of bullying that operates through relationships. Relational aggression includes starting and spreading rumours, deliberate social exclusion, and the manipulation of friendships to isolate a target. Because it leaves no physical marks and can be disguised as social behaviour, it is often harder for adults to detect and address.

However, the picture in the Caribbean is shifting. Several teachers have reported a notable increase in physical bullying among girls in recent years — particularly group-based aggression, where girls form tight-knit alliances and engage in collective acts of violence. This trend warrants urgent attention and further research.

Cyberbullying has added another dimension to this picture. Online platforms provide both boys and girls with tools for relational aggression that are faster, broader in reach, and harder to monitor than anything available to previous generations. The screen offers a layer of anonymity that can dramatically lower the psychological barrier to causing harm.

## **Why Does Anyone Bully?**

Understanding why students bully is essential to preventing it. The reasons are varied, and they depend on factors including the student's age, family background, school environment, and peer culture.

### **The Search for Status and Power**

Among teenagers, one of the most common drivers of bullying is the desire to maintain or improve social standing. Research from at least two major studies has shown that adolescents use bullying to assert dominance within peer hierarchies — to secure their position among the 'cool kids' and to signal strength to those around them. In this context, the target is less a person than a means to an end.

### **Emotions That Are Not Being Managed**

Many perpetrators bully because they do not know how else to handle difficult emotions — anger, envy, contempt, and humiliation among them. Envy is a particularly common trigger: the target often represents something the perpetrator desires but feels they cannot have. Rather than process that feeling constructively, the perpetrator attempts to diminish the person who arouses it.

### **The Influence of the Home**

Children who witness or experience violence at home are at significantly higher risk of becoming perpetrators — or targets — at school. The cycle of abuse is well-documented: those who are hurt have a greater tendency to hurt others. This does not excuse bullying behaviour, but it does contextualise it, and it matters for how we respond.

It is equally important to note that not every perpetrator comes from a troubled home, and not every child who grows up in a difficult environment becomes a bully. There are many protective factors — a strong relationship with at least one caring adult, positive mentors in the community, a supportive school environment — that can interrupt the cycle.

### **The Influence of the Peer Group**

Peers exert enormous influence over adolescent behaviour. A student who would not bully alone may participate enthusiastically in a group. Bystanders who laugh or cheer reinforce the

perpetrator's behaviour. The school culture, established largely by students themselves, powerfully shapes what is considered acceptable or admirable.

### **Exposure to Violence in the Community**

The Caribbean context matters here. Research indicates that children who regularly witness violence in their communities are more likely to normalise aggression. In some high-crime areas, young people grow up with a diminished sense of future possibility — and where hope is absent, the motivations that restrain violent behaviour are correspondingly weakened.

The Constitutional Rights Foundation has found that levels of violence in schools tend to mirror those in the surrounding society. Teachers across the Caribbean have confirmed this pattern from their own observations.

### **A Note on Small Numbers and Large Impact**

It is important to remember that the number of students who actively bully is relatively small. A UNDP Report on Youth Violence in the Caribbean found that only 1.6% of young people between the ages of 18 and 24 had been accused or arrested for violent crimes involving weapons. That figure is reassuring in one sense — but the same report found that nearly half of all young people in the region (46.8%) live with regular fear of becoming a victim of violent crime.

The lesson is clear: a small number of people can cause a disproportionate amount of harm. This is precisely why early intervention in schools matters so much. Addressing bullying behaviour in a twelve-year-old is not a minor exercise — it is an investment in the safety of an entire community.

## How Common Is Bullying?

### The Global Picture

Bullying is a worldwide phenomenon, but its prevalence varies significantly across countries. A survey of British adolescents found that between 21 and 27 per cent were regularly targeted. In Canada, the estimated rate is approximately 20 per cent. In the United States, during the 2005-6 school year, bullying was the most commonly reported disciplinary problem in 21% of primary schools, 43% of middle schools, and 22% of high schools.

A large cross-national study by Nansel and colleagues, covering 25 countries, found that on average, more than one quarter of students were engaged in school-based aggression — approximately 11% as targets, 10% as perpetrators, and 6% as both. Research across 40 countries in Europe, North America, and Israel found that bullying rates among boys ranged from 8.6% in Sweden to 45.2% in Lithuania, suggesting that context and culture have a significant effect on prevalence. Nations that manage conflict well in schools can teach the rest of us a great deal.

### The Caribbean Picture

Wide-scale, longitudinal research on bullying in the English-speaking Caribbean remains limited — a gap that urgently needs to be addressed. However, the evidence available is concerning. In Jamaica, 79% of students have reported witnessing violent acts at school. Reports from teachers across the region consistently suggest that bullying is common, and that its links to community violence are real and visible.

There have been numerous media reports in recent years of fights between students that have resulted in serious injury — and in some cases, death. These are not isolated incidents. They reflect a pattern that demands a sustained, thoughtful response.

## The Effects of Bullying

*Bullying harms the brain. It accelerates the biological ageing of a child. And its effects — without intervention — can last a lifetime.*

One of the most persistent misconceptions about childhood bullying is that children 'get over it' — that the rough-and-tumble of school life leaves no lasting mark. Hundreds of studies tell a different story. Most adults do not fully escape the emotional consequences of sustained abuse or trauma experienced during childhood, even when they appear, on the surface, to be functioning well. The encouraging side of this finding is that, with the right support — counselling, coaching, and other targeted interventions — even those who experienced serious bullying or displayed significant aggression as children can become highly capable, caring, and fulfilled adults.

### How Bullying Harms the Brain

The neurological effects of repeated abuse are real and measurable. Research using functional MRI imaging compared children aged 11 to 13 who had been exposed to violence at home with a matched group from stable, non-violent families. Children who had experienced violence showed heightened activity in the brain regions associated with threat perception — a pattern similar to that seen in soldiers with combat experience.

This heightened alertness may offer short-term protection in a dangerous environment, but over time it creates serious problems: increased stress, anxiety, and risk of post-traumatic stress disorder and depression. Chronically elevated stress hormones have also been linked to greater risk of obesity, heart disease, stroke, diabetes, and addiction. The body keeps the score, even when the child appears outwardly fine.

### The Immediate Effects on Targets

The most visible, immediate effects of bullying include:

- Physical injuries — wounds, bruises, and related harm.
- Stress-related health complaints — persistent headaches and stomach aches.
- Sleep disturbances — insomnia and nightmares.

- Emotional distress — low self-esteem, depression, and in the most serious cases, suicidal thoughts or actions.
- Academic impact — loss of interest in attending school, declining quality of schoolwork.
- Distrust of adults — particularly those perceived as having allowed the bullying to continue.

## **The Words of Children Who Have Been Bullied**

No research finding conveys the reality of bullying as vividly as the words of the children who have lived it.

*"It makes you feel small. It makes you hate other people. I dream of killing him every day. You feel as if nobody is helping you."*

**— A secondary school student**

*"Some children bully you when you are bright because they are jealous. Somebody should teach people that when they are jealous, they mustn't take it out on others. They don't want anybody else to get along in life, especially if they feel they are going nowhere themselves."*

**— A student bullied for being academically strong**

*"It was the worst experience of my life. Even now, I still don't like small children — even if they are cute — because I know what they can do."*

**— A fifteen-year-old, reflecting on primary school**

These accounts are not unusual. They represent experiences shared by children across the Caribbean every day. The emotional residue of bullying — the distrust, the hypervigilance, the diminished sense of one's own worth — does not simply dissolve when the school bell rings.

## **Long-Term Consequences for Targets**

Research suggests that children who are repeatedly bullied are more likely to become targets again in adulthood — as if the role itself becomes internalised. Studies have also found a sobering link between sustained bullying and later involvement in the criminal justice system: approximately 14% of those who experienced repeated bullying in childhood and adolescence spent time in adult correctional facilities, compared to 6% of those who were not bullied.

## **Why No One Should Want to Be a Perpetrator**

The consequences of bullying behaviour extend well beyond the schoolyard — and they are serious for the perpetrator as well as the target.

Uncontrolled bullying is frequently the first step in a trajectory that leads to juvenile and adult criminal activity. A longitudinal study in Finland found that bullying behaviour among boys significantly increased the risk that those boys would become criminals in adulthood. A separate study found that 60% of boys identified as perpetrators between the sixth and ninth grades had at least one criminal conviction by the age of 24, and 40% had three or more arrests. By contrast, only 10% of boys who had not bullied had criminal records.

Perpetrators are also more likely to struggle with forming positive relationships in adulthood, and to experience problems with substance abuse. The impact extends outward — to their families, to their own children, and to the wider community.

In my own experience working with adult perpetrators who have not entered the criminal justice system, many are outwardly successful by conventional measures — they hold prestigious jobs and have accumulated material wealth. Yet the content of their conversations and the microexpressions they reveal suggest that almost all of them live with persistent episodes of very dark thoughts. Success, in this narrow sense, does not equal happiness.

It is worth holding this thought when we think about bullying prevention: helping a child stop bullying is not only about protecting the target. It is about protecting the perpetrator too.

## **The Bully-Target: The Most Anxious of All**

Some students occupy both roles simultaneously — they bully others, but are also bullied themselves. These 'bully-targets' tend to display the highest levels of anxiety, and research has found that their adjustment problems can be worse than those of either perpetrators or targets alone. They are also more likely to carry weapons to school and to become involved in physical fights. This group requires particular attention and care from both counsellors and teachers.

## **What About Bystanders?**

Bystanders — students who witness bullying without being directly involved — are often overlooked in discussions of bullying's impact. Yet they are affected in significant ways, and their response (or lack of it) shapes the entire dynamics of bullying in a school.

Research shows that bystanders witness approximately 85% of bullying episodes, making them the largest group of students affected. The experience of witnessing bullying can:

- Teach students that aggression brings rewards — and encourage imitation. In Canada, approximately 30% of bystanders have been found to actively support perpetrators.
- Generate fear that the perpetrator will one day turn on them.
- Cause sadness, anger, and a sense of helplessness among those who empathise with the target.

Caribbean bystanders often express their dilemma honestly:

*"I see it. I don't like it. But he's bigger than me."*

— **A student**

*"Daddy tells me not to get involved in things that are not my business."*

— **Another student**

*"It's bad, but life is hard, Miss."*

— **A third student**

These responses are understandable — but they are not inevitable. Research has found that most perpetrators will stop their actions within ten seconds of being told to do so by a group of bystanders. Bystanders, acting together, hold enormous power. The challenge is helping them understand and use it.

## **The Age Group That Needs Special Attention**

Research consistently identifies children aged 11 to 13 as the most active participants in school-based aggression. This is a critical transition period: it marks the onset of adolescence and, in most Caribbean countries, the shift from primary to secondary school. Students at this age are navigating new social hierarchies, new peer groups, and significant changes in their own bodies and identities. The combination of these pressures creates both heightened vulnerability and heightened risk. Targeted support at this stage can have a transformative impact.

## Chapter Summary: Key Points

✓ Bullying is the repeated, intentional harassment of a student who is unable to defend themselves. It is different from ordinary conflict.
✓ Bullying takes direct forms (physical, verbal, property damage) and indirect forms (exclusion, gossip, reputation damage).
✓ Specialised forms include You're-Different bullying, sexual bullying, financial bullying, and — increasingly — cyberbullying.
✓ Cyberbullying is qualitatively different from traditional bullying: it follows targets home, reaches wide audiences instantly, and is difficult to escape.
✓ Boys and girls tend to bully in different ways, though these distinctions are becoming less fixed, particularly in digital environments.
✓ Bullying causes significant harm to targets — neurological, emotional, physical, and academic — and its effects can persist into adulthood.
✓ Perpetrators are also harmed: bullying behaviour in childhood is strongly associated with criminal activity, substance abuse, and relationship difficulties in adulthood.
✓ Bystanders witness the majority of bullying episodes and are themselves affected. When they act together, they can stop bullying quickly.
✓ The research is clear: bullying can be substantially reduced in schools where the right approaches are consistently applied.
✓ Caribbean schools face particular challenges linked to wider patterns of community violence — but they also have enormous resources, including dedicated educators and resilient communities.

## A Final Word: There Is Good News

This booklet has covered difficult ground. It has described harm — to targets, to perpetrators, to bystanders — and it has situated that harm within the broader context of Caribbean communities that are sometimes under significant strain.

But this booklet series would not exist if there were no good news, and there is.

The research is unambiguous: bullying can be substantially reduced in schools. There are programmes, policies, and approaches that have been proven to work — in Norway, in the United States, in Japan, and increasingly in the Caribbean itself. Schools that commit to a whole-community approach — involving principals, teachers, counsellors, parents, and students — see real and lasting reductions in aggression.

The Caribbean has something else that many other regions lack: a tradition of community strength, resilience, and solidarity. The challenge of bullying is not beyond our capacity to address. It requires commitment, consistency, and the willingness of every stakeholder to play their part.

Booklet 2 sets out exactly how schools can do that. Booklet 3 gives parents and students the tools they need to act. This booklet is the foundation.

*Bullying is a wrong we can set right. We can. And we must.*

## About the Research

This booklet draws on a wide body of published research, including cross-national studies by Nansel and colleagues, Craig and colleagues, and the Olweus Bullying Prevention Programme. It also references a UNDP Report on Youth Violence in the Caribbean, reports from the Constitutional Rights Foundation, and neurological research on the impact of childhood exposure to violence. Full references are available upon request..

— End of Booklet 1 —