



World
Anti-Bullying
Forum



Classmates and Teachers Matter

Effects of Class Norms and Teachers' Reactions on Bullying Behaviors

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Symposium

Peers, Teachers, and School Responses to Bullying

Why some students bully?

- Some theories have suggested that bullies are looking for **social dominance** in a group
- During primary school, the **classroom** is an important social group

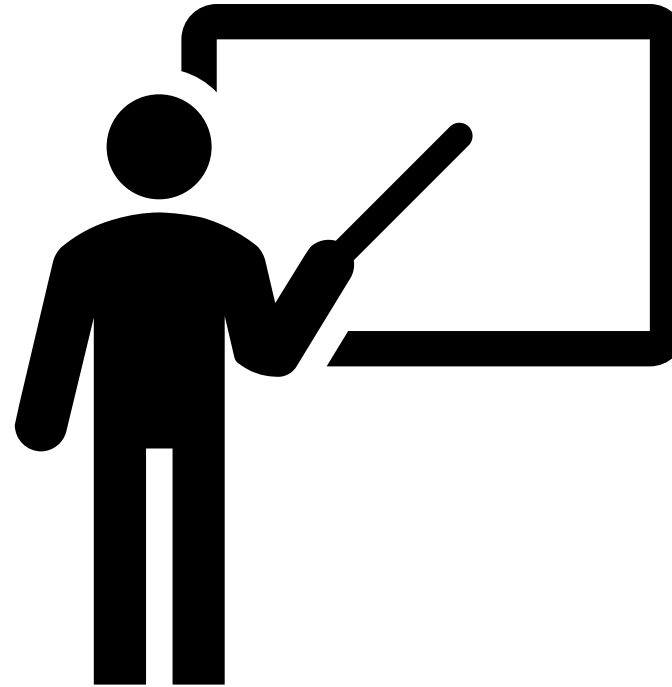


Espelage et al., 2009; Galand & Baudoin, 2015; Salmivalli et al., 2010



Who can influence bullying in a class?

- Teachers
- Classmates





How can **teachers** influence bullying?

- Through their reactions towards bullying incidents

Passive reactions

- Ignore the incident

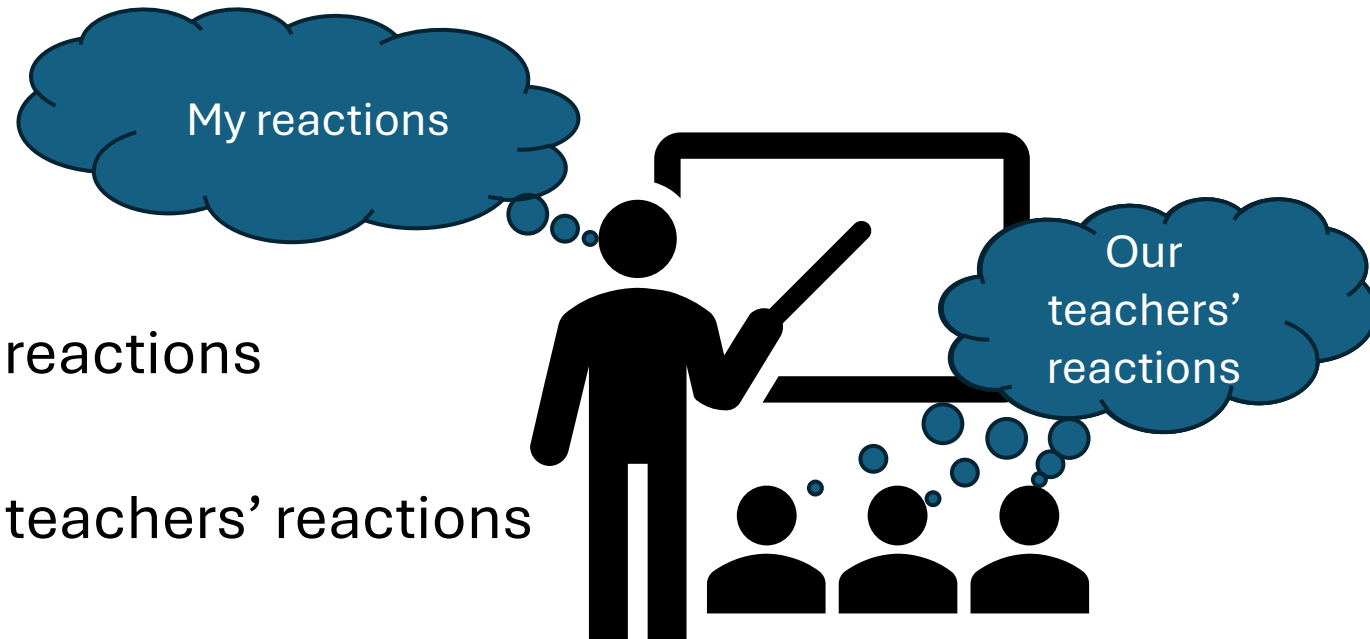


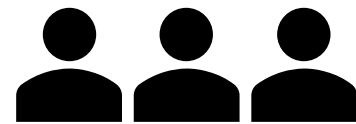


Some questions remain

- Which reactions are most effective?
=> Results from previous studies are inconsistent

- Who reports what?
 - Teachers' perceptions of their reactions
 - Students' perceptions of their teachers' reactions



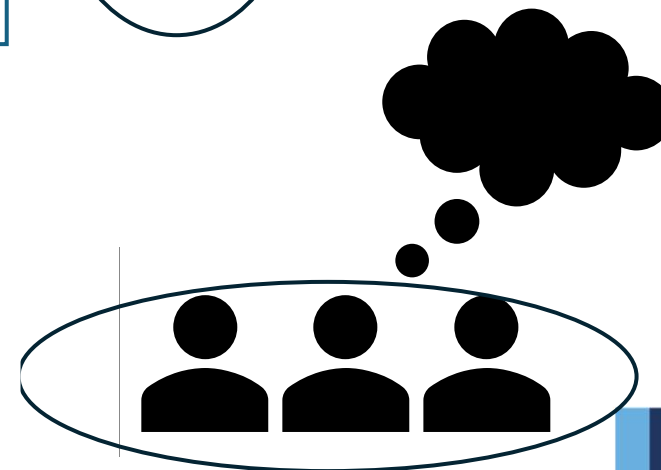
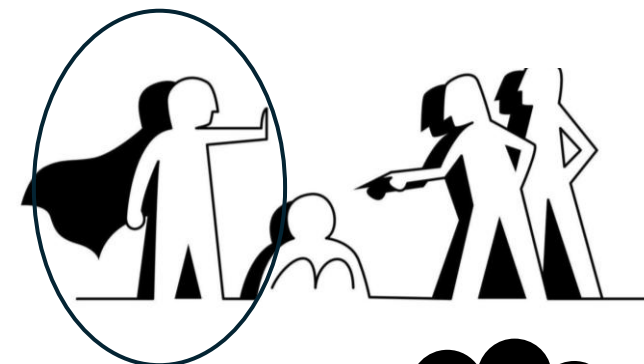


How can **classmates** influence bullying?

- Through the development of class norms

Descriptive defending class norm

- Aggregated score of defending behaviors in a class

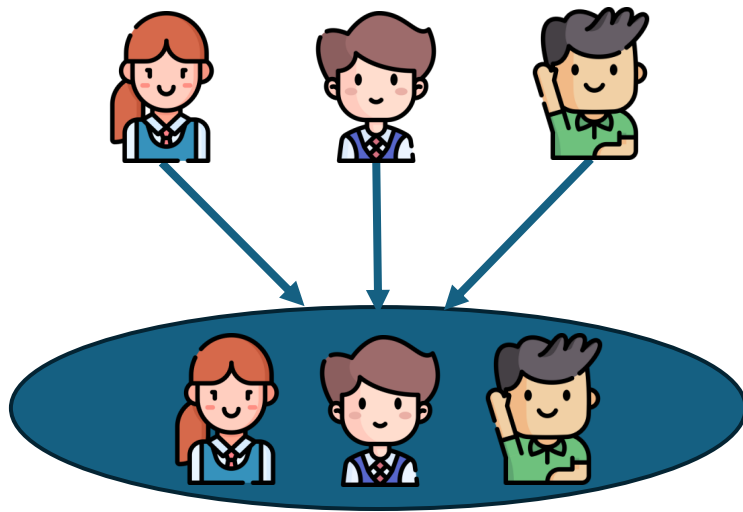




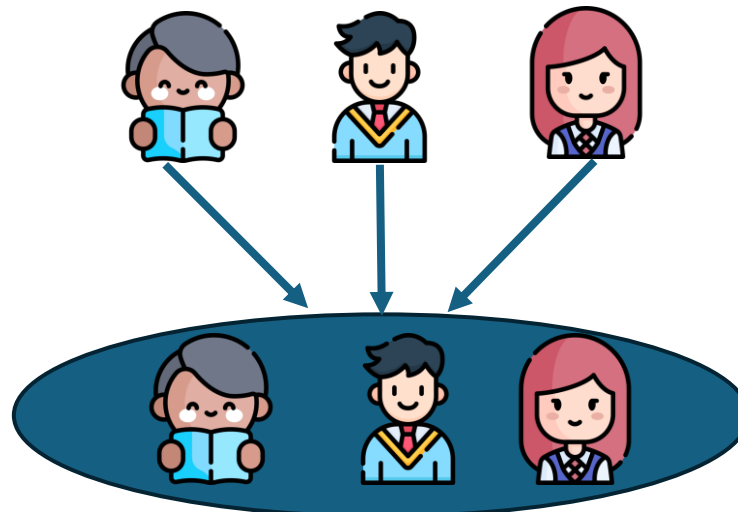
Analyzing the impact of class norms

Require two statistical considerations

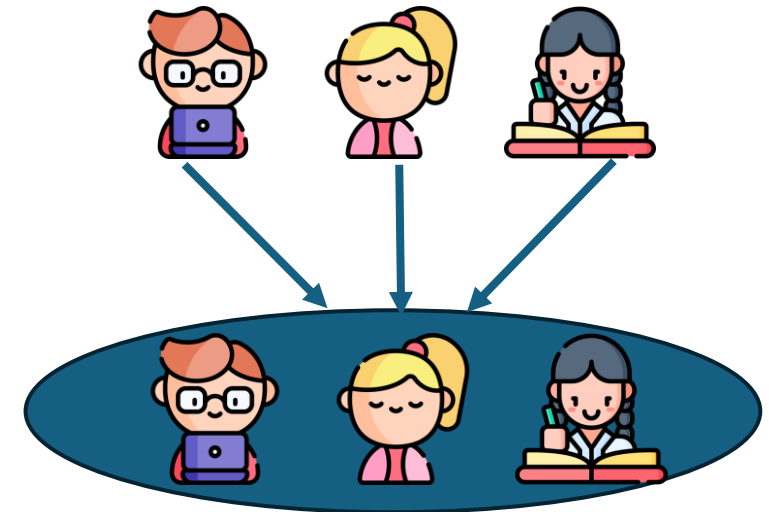
1. Multilevel analyses to consider the nested structure of the data



Class 1 norms



Class 2 norms



Class 3 norms

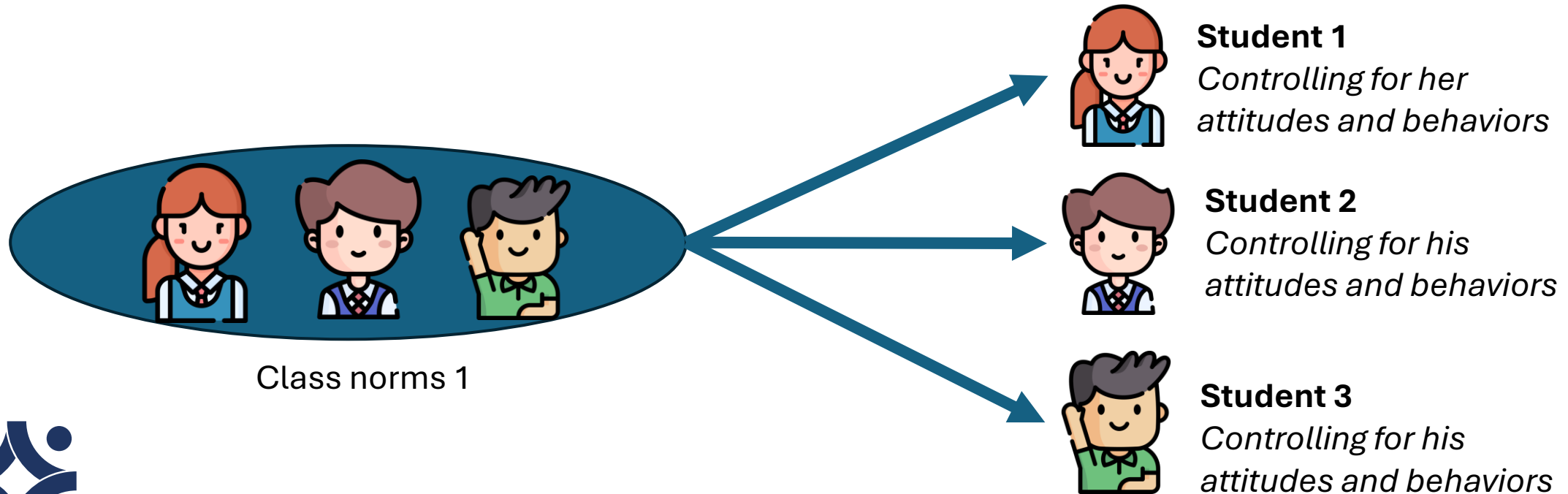




Analyzing the impact of class norms

Require two statistical considerations

2. Individual scores need to be integrated into the model to estimate the effect of class norms.





Some questions remain

What are the effects of **descriptive defending** and **injunctive anti-bullying** class norms on bullying?

- Not all studies have followed the two statistical recommendations
- Results are inconsistent across studies



In summary

Teachers' reactions

- No studies have integrated both students' and teachers' perspectives in the same model
- Results are inconsistent across studies



Class norms

- Few studies have followed statistical recommendations
- Results are inconsistent across studies



No studies have integrated teachers' reactions and class norms in the same model



The present study

- Sample
 - 1626 students nested in 79 classes
 - Two times points
- Measure
 - Student-level: control variables
 - Class level: teachers' reactions and class norms
- Analyses
 - Multilevel longitudinal structural equations (Mplus)



The present study

Time 1

Time 2

Teacher-reported variables

Ignore
bullying

Enlist other
adults

Work with the
bullies

Discipline
the bullies

Work with the
victims

Student-reported variables

Perceived teachers' reactions

Descriptive defending
class norm

Injunctive bullying
class norm

Student-reported control variables

Age, gender,
Bullying,
Defending,
Antibullying attitudes

Class-level

Student-level

Bullying

Results

Time 1

Time 2

Teacher-reported variables

Work with the
bullies

Work with the
victims

Student-reported variables

Perceived teachers' reactions

Injunctive bullying
class norm

Student-reported control variables

Bullying

Class-level

Student-level

Bullying

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Results

Teachers

- Work with the bullies and the victims **altogether**
- Show **responsiveness** when a bullying incident occur



Classmates

- **Injunctive anti-bullying norm** have more effect than the descriptive defending norm



Teachers & classmates

- **Independent effects** on bullying



Discussion

- **Question the relevance** of only focusing on defending behaviors to prevent bullying
- **Classmates and teachers matter!** Both should be integrated into bullying prevention efforts
 - Change the perception of the class towards bullying
 - Help teachers work with involved students in a non-punitive way
- Further research is needed to understand **how the class exerts its normative influence** on bullying





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Thanks for your attention!

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