Revista Românească pentru Educaţie Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 14, Issue 4 Sup.1, pages: 273-287 | https://doi.org/10.18662/rrem/14.4Sup1/672
Submitted: September 6th, 2022 | *Accepted for publication:* September 16th, 2022

Bullying Phenomenon in Schools: Teachers Training Needs and the Romanian New Legislative Provisions

Georgeta DIAC[1],
Tudoriţa GRĂDINARIU[2]

[1] Lecturer, Alexandru Ioan Cuza University, Faculty of Psychology and Educational Sciences, Iaşi, Romania, getad@uaic.ro
[2] Assistant, Alexandru Ioan Cuza University, Faculty of Psychology and Educational Sciences, Iaşi, Romania, tudorita.gradinariu@uaic.ro

Abstract: The professional development of teachers in pre-university education is a priority for political decision-makers in Romania. The new legislative provisions regarding the implementation of programs for professional development bring a plus in the field of increasing the quality of education by including a distinct thematic area, which is violence/bullying.
In this context, this article aims to examine those legislative changes regarding the continuing professional training of teachers that can serve the work of teachers from the perspective of prevention and intervention in bullying incidents.
To achieve this objective, we resorted, on the one hand, to the analysis of the provisions of the new methodology that regulates the quality of continuing professional training programs and of the methodological norms aimed at the application of some provisions of the National Education Law regarding psychological violence-bullying, and on the other hand, we encountered a descriptive reading of the literature and scientific studies related to bullying with the aim of carrying out an interpretive study of the trends in the field of professional upgrading of teaching staff aimed at ensuring an appropriate legislative framework for the training of skills appropriate to the particularities of this type of violence. Our conclusions converge towards the appreciation that the effectiveness of the teaching staff in preventing and combating bullying largely depends on the transposition/operationalization of normative prescriptions in accordance with the scientific literature, in order for the professionals in education to better understand this phenomenon and its prevention.

Keywords: *teachers; competencies; training law; bullying; prevention.*

How to cite: Diac, G., & Grădinariu, T. (2022). Bullying Phenomenon in Schools: Teachers Training Needs and the Romanian New Legislative Provisions. *Revista Românească pentru Educaţie Multidimensională, 14*(4Sup1), 273-287. https://doi.org/10.18662/rrem/14.4Sup1/672

©2022 Published by LUMEN Publishing. This is an open access article under the CC BY-NC-ND license http://creativecommons.org/licenses/by-nc-nd/4.0/

Introduction

The issue of bullying is intensely debated at the level of political and non-governmental bodies in Romania. At the same time, the media does not shy away from presenting cases of violence between students that have a strong emotional impact on parents, the school and society. The few studies carried out in our country reflect an increased rate of bullying that varies between 16%-39% depending on the form of manifestation, according to the national study *Bullying among the Children*, carried out by the *Save the Children Organization* in 2016. On the other hand, the legislative reaction did not take long to appear, which is why important amendments were conceived to the national education law and to the normative framework that regulates the continuous professional training of teachers in pre-university education.

The starting point for the development of this work is the legislator's action to include the issue of bullying in the thematic areas of continuous professional training programs. We note that in the previous legislative prescriptions, bullying did not have a dedicated place, but could be included in one of the thematic areas that referred to education for the respect of children's rights.

Since, currently, there is in force both the *Framework Methodology regarding the quality assurance of programs for the continuous professional development of teachers in pre-university education and the accumulation of transferable professional credits* (Ministry of Education, 2022) and the *Methodological Norms for applying the provisions of art. . 7 para. (1^1), art. 56^1 and point 6^1 of the annex to the National Education Law no. 1/2011, regarding psychological violence - bullying*, we believe that, finally, the legislative framework reflects the reality in schools and can be a viable tool for teaching staff to report to it (Ministry of Education and Research, 2020).

Starting from these premises, in the first part of the paper we proceed to examine the latest methodology that regulates the training of teachers in pre-university education by exposing the most relevant provisions for addressing bullying. Afterwards, we will illustrate the issue of bullying by reviewing the main features and studies that claim prevalence at the global and national level. We appreciate that it is appropriate to discuss the role of the teaching staff in preventing and combating bullying, emphasizing the importance of their psycho-relational professional skills.

For these reasons, we present some aspects from the scientific literature that we consider important for the process of developing continuous professional training programs, such as personal factors that are

involved in intervention actions in cases of bullying. In the last part of this paper, we will focus on the new amendments brought to the national education law regarding bullying aggression, presenting the operational definition of bullying, the method of approach at the school level, highlighting the importance of the professional training of teachers.

1. Professional training of teaching staff

Today's society has to face the most diverse challenges. Whether we are talking about armed conflicts, war, calamities, school violence, unemployment, pandemic, discrimination, for every situation, the school has the role of ensuring a quality education. By virtue of this desire, a professional training of teaching staff is required, first of all, in accordance with the new social imperatives. Currently, the education system in Romania is undergoing a reform process precisely to calibrate the needs of young education to the challenges of the 21st century.

This reforming dynamic can also be observed in the field of professional training of teachers through the approval of a new *Framework Methodology regarding the quality assurance of programs for the continuous professional development of teachers in pre-university education and the accumulation of transferable professional credits* (Ministry of Education, 2022).

As is already known, in the Romanian pre-university education system, continuous professional training is a right and an obligation of every teaching staff, whether they only carry out activities in the department, or whether they also have management, guidance and control duties. Thus, each teacher has the right to participate in the training offers proposed at the local, regional, national level, but at the same time has the obligation to accumulate, through these periodic participations, every consecutive 5-year interval, after passing the exam finalization in education, minimum 90 transferable professional credits (TPC). This obligation covers all types of competences related to this profession, from scientific to methodical, psycho-pedagogical, managerial, technical and technological, communication, including those related to preventing and addressing conflicts, school violence. On the other hand, training for the teaching profession must always be related to European and national strategies and policies, to be based on professional standards, quality and professional competences, on the training needs expressed by teaching staff, but also on daily challenges. In this context, the new methodology brings to attention an extensive and varied thematic list (by reference to the old methodology) which also contains *school violence/ bullying* as a theme.

Another notable aspect proposed by the new methodology and which supports the desire to train any teaching staff is the inclusion of the category "programs for personal development and functional empowerment - which must ensure the development of skills and abilities in fields related to the educational field, but which provides support for pedagogical autonomy and for the development of appropriate social behaviours" (Ministry of Education, 2022, p. 1). This category of programs can be accredited and organized by CCD (Houses of Didactic Corpus / Casele Corpului Didactic), universities/NGOs/social partners, at regional/local or national level. This proposal is very useful for the formation of socio-emotional skills, important in the correct approach to the phenomenon of school violence in all its forms.

Beyond the institutionalized dimension, *training* is an individual process in which each participant wants to benefit from flexible training routes in accordance with his professional and personal needs, the new legislative instrument proposing the methods of organization in a blended-learning and online system. The advantages of introducing the online form with its synchronous and asynchronous components in supporting and developing the professional training of teachers derive from the increased degree of accessibility to contents, teaching materials, the speed and ease of communication with working groups, feedback from colleagues and trainers.

Following the same idea of capitalizing on the resources that the digital world currently provides, the method of *training from alternative sources*, including through open educational resources, is proposed. The latter are "learning resources that are usable, adaptable to the specific needs of the learning process and can be shared for free"(European Commission, 2013, p.8), achieving a continuous transfer of expertise from more experienced teachers to others.

At this moment there are communities of teachers, e-learning platforms, digital libraries that make available to professionals from various fields, including the field of education, education of various degrees, a multitude of educational resources realizing what is called peer learning. For the training of teachers in the field of prevention and intervention in situations of violence, the creation of a legislative framework, an institutional opportunity to exploit the potential of technologies and digital content would represent a step forward in the direction of stimulating innovative learning practices but also connecting with good practices in the field. Beyond the openness and immense formative potential of this variant remains the challenge of standardizing and accrediting it to become a valuable professionalization route.

2. The issue of bullying in schools

In recent years, we notice that bullying aggression has become a priority in the agenda of education specialists in Romania. Although in our country there is no tradition in researching bullying separately from other forms of violence between students, the few studies undertaken are insufficient for in-depth knowledge of this behaviour in the Romanian socio-cultural context. At the level of the international academic environment, it is stated that in the last half century there has been an important change in the way in which teachers perceive interpersonal relationships between students. Teasing, bullying is "inherited" from previous generations when it was seen as a natural, normal, unchangeable course of student life (Rigby, 2007).

The phenomenon of bullying entered the area of concern of specialists starting in 1970 in Scandinavia, following that in the 1980s and the beginning of the 1990s, bullying among students received some public attention in Japan, England, Australia, the United States and other countries. Currently, both society and academia display an increased interest in perpetrators and victims in all parts of the world (Olweus, 1994). The peak of bullying research is reached between the years 2006-2015 with the increase in awareness of its long-term consequences on victims. (Figure 1).

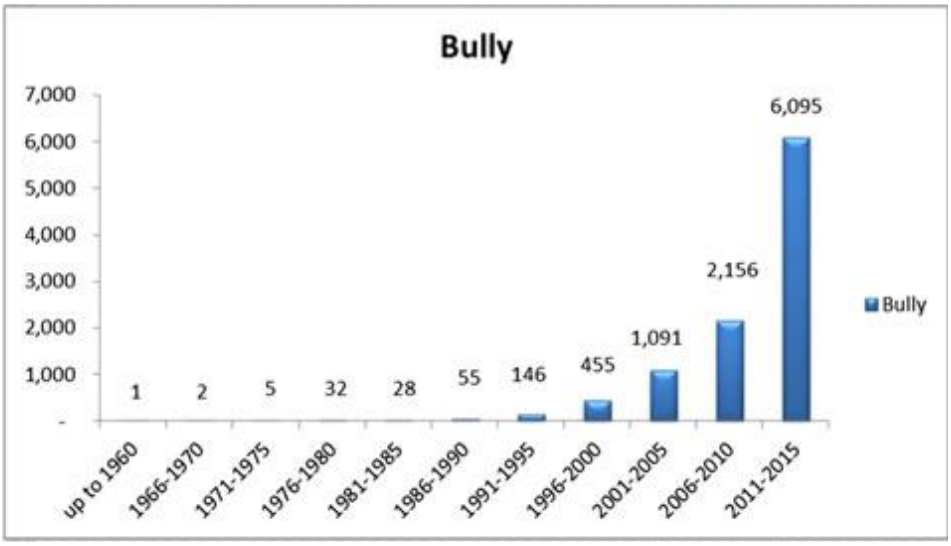


Figure 1. Number of publications with keyword 'bully' from ISI Web of Knowledge, by 5-year periods (Smith, 2016, p.520). Increase in publication [ISI Web of Knowledge "bully"]

Bullying refers to aggressive physical or psychological behaviours that intentionally cause injury or harm to another child, that are repeated over time and are often used to hold dominance within the peer group (Olweus, 2010). The constant investigation of this destructive behaviour led to the identification of the roles of students involved in bullying. The aggressor can play several roles in the aggression: initiator (the one who initiates and carries out the aggression), assistant (the one who joins the aggressor) and reinforcer (the one who encourages the aggression). Apart from the role of victim, students can also have other roles such as aggressor/victim (students who are both aggressors and victims); defender (who defends the victim) and spectator/witness (who witnesses the aggression, is aware of it but ignores it) (Salmivalli et al., 1996).

Aggressions, from a phenomenological point of view, can be classified according to two criteria, resulting in 6 forms of manifestation. Thus, the first criterion concerns the nature of the aggression and in this case, we are talking about physical, verbal and relational bullying, while the second criterion takes into account the possibility of identifying and detecting the aggressor and in this case the aggression can be direct (open) and indirect (hidden), (Postigo et al., 2013). Today, violence between students is seen as a universal scourge (World Health Organization, 2014, p. 1) with considerable victimization costs (Hawker & Boulton, 2000). With an increased frequency of manifestation during childhood and early adolescence (Şahin, 2010) bullying can have serious consequences on the physical and mental health of students (Goodwin et al., 2019).

According to the results of the study carried out by the international research network *Health Behavior in School-Aged Children (HBSC),* 11% of children between the ages of 11 and 15 stated that they had been bullied at least two or three times in the last two months (Inchley & Currie, 2016). A few years later, international bodies established and empowered to respect children's rights made an x-ray of the prevalence of bullying in schools around the world. Thus, in the publication *Global status report on preventing violence against children 2020* it is recorded that 1 in 3 students between the ages of 11-15 was the victim of bullying in the last month, with a frequency of 35% among boys and 30% among girls (World Health Organization, 2020; UNICEF, 2020). The publication *Global status report on preventing violence against children 2020* is jointly published by WHO, UNICEF, UNESCO, the UN Secretary-General's Special Representative on Violence against Children, and the Global Partnership to End Violence against Children. This report comes to collate inputs from over 1000 decision-makers in 155 countries who assessed their violence prevention status against the evidence-based

approaches set out in INSPIRE: Seven strategies for ending violence against children. (World Health Organization, 2020)

Similar results are also presented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the publication *Behind the numbers: Ending school violence and bullying* according to which globally 32% of students aged 11-15 have been bullied at least once in the last month by schoolmates. It is also noted that between regions there are significant differences regarding the frequency of bullying in schools. The highest rate of bullying is recorded in schools in Sub-Saharan Africa (48.2%), North Africa (42.7%) and the Middle East (41.1%), and the lowest in Europe (25%), the Caribbean (25%) and Central America (22.8%), (UNICEF, 2019). In Europe and North America psychological aggression predominates, while in the other regions, physical and sexual harassment is more common (World Health Organization, 2020; UNICEF, 2020).

The school reality in Romania is reflected by the results of the sociological study *Bullying among Children* carried out nationally by the *Save the Children Organization* in 2016. According to it, 23% of children are threatened with exclusion from the group, 31% of children are excluded from the group, 29% of children were threatened with hitting or beating, 24% of children were humiliated in the peer group, 37% of children had false rumours spread about them, 32% were pushed or pushed by other children in a way repeatedly, 39% of children were slightly injured, and 16% declare that they were repeatedly beaten at school (Save the Children Organization, 2016, p.51-52).

3. Teachers' role and competencies in preventing bullying

According to the World Health Organization (2015) youth violence is the result of the interaction between individual and social factors, especially relationships with family, peers and teachers. The reactions of the latter are important both for the dynamics of bullying (Fischer et al., 2021) and for stopping it (Fischer & Bilz, 2019). Although the major role that teachers have in protecting students is recognized, little is known about their reactivity towards students involved in bullying (Duong & Bradshaw, 2013). Teachers who are familiar with the issue of bullying intervene and make an effort to stop the aggression, however, there are also teachers who do not have the necessary skills to intervene effectively and, in these cases, the aggression persists or worsens (Fekkes, 2004).

In a study by Keogh and Rigby (1995), in which teachers and students in primary and secondary schools were surveyed about attitudes towards bullying, it was found that teachers reported a pro-victim and anti-

aggression attitude to a greater extent than most students. Teachers unanimously reported that students should tell them about incidents of bullying, while a third of students said otherwise. In the opinion of the authors of the study, the reported differences show that at the declarative level the teachers have a more supportive attitude towards the victims than the students. In addition, the results of the study also showed that 90% of teachers believe that something can be done to stop victimization.

Regarding the personal ability to effectively intervene in bullying, it has been observed that teachers feel the fear of intervening and the desire to avoid this responsibility (Keogh & Rigby, 1995; Rigby, 2007). The results of another study show that more than 30% of students perceived teachers as either uninterested in bullying incidents or only sometimes interested, which indicates that some cases of bullying are not easily managed by teachers (Rigby & Slee, 1995; Rigby, 2007).

By analysing the most popular bullying prevention programs, such as the *Olweus Bullying Prevention Program*, we find that they focus on raising awareness at the individual, classroom, school and community levels by organizing sessions with school staff, students and parents about signs, consequences and ways to intervene. However, these programs do not include what is central to the prevention and intervention process, namely the teacher and classroom relationships (Bouchard & Smith, 2016).

The need for continuous training is highlighted in order for the teacher to develop both his skills in recognizing and intervening in bullying, as well as his skills in cultivating relationships with students. In this sense, it is advocated for the support and training of teachers in order to optimize the skills of social organization of groups of students, to train effective communication skills to maintain good relationships with students, to develop emotional awareness of oneself and others through mindfulness (Bouchard & Smith, 2016).

An intensively studied competency regarding teacher intervention is self-efficacy. In light of Bandura's social cognitive theory, self-efficacy is defined as "people's beliefs about their abilities to produce designated levels of performance" (Bandura, 1994, p. 71). Self-efficacy, as a personal factor of belief in possessing the necessary capabilities (Bandura, 1994), is an important predictor for teacher intervention (Fischer & Bilz, 2019). Teachers who feel confident in their ability to manage bullying report that they intervene more often in the bullying situations they have observed. Optimizing teachers' confidence through specific anti-bullying strategies could motivate them to use those strategies (Gregus et al., 2017). Moreover, we must not neglect the fact that some teachers have beliefs and attitudes

that limit their effectiveness (Gregus et al., 2017; Troop-Gordon & Ladd, 2013).

In the *European Strategy to Prevent and Tackle School Bullying* (Battaglia, 2010), the European policy makers recommend considering three key factors in bullying prevention efforts: peer influence, teacher attitudes and school bullying prevention policies.

Despite the fact that there is narrow research that investigates the way in which students perceive teachers' intervention, in the scientific literature three types of intervention from teachers are highlighted: authoritarian-punitive in 29% of cases, supportive-individual in 53% of cases and support-cooperation in 18% of cases. From the perspective of the roles that students play in bullying, there is the possibility that their judgments are different. Also, the idea emerges that the victims of aggression, by being directly involved, are the best able to describe the way the teacher intervened and whether the aggression stopped (Cornell & Limber, 2015; Rigby, 2020).

The report *Behind the numbers: Ending school violence and bullying* (UNICEF, 2019) highlights the need to improve the skills of teachers by training and supporting them to prevent and react to bullying. Therefore, teachers should learn effective ways to address and stop bullying (Fekkes, 2004). The active involvement of the school community, namely students, teachers, parents in bullying prevention programs requires a global approach to the school institution (Sharp & Thompson, 1994).

4. Law project for combat bullying in Romania. What measures could be taken?

Amendments to the national education law

The commitment of political decision-makers in Romania as a reaction to the awareness of the seriousness and long-term consequences of bullying is embodied in the elaboration of a legislative framework that regulates the prevention and combating of this phenomenon in the school environment. Focusing efforts on combating bullying is a recognition of the need to ensure students have access to a quality education.

The commitment of political decision-makers in Romania as a reaction to the awareness of the seriousness and long-term consequences of bullying is embodied in the elaboration of a legislative framework that regulates the prevention and combating of this phenomenon in the school environment. Focusing efforts on combating bullying is a recognition of the need to ensure students have access to a quality education.

In Romania, a clear legislative message was required and it came with the issuance of Law no. 221 of November 18, 2019 (Romanian Parliament, 2019) for the amendment and completion of the National Education Law no. 1 of January 5, 2011. Thus, in article 7 para. 1, a new point is introduced that expressly refers to the prohibition of bullying in schools: "In educational units and in all spaces intended for education and professional training, behaviours that consist in psychological violence - bullying are prohibited" (art.7, paragraph 1^1).

At the same time, an amendment is introduced in the annex that explicitly lists and describes all actions that subscribe to bullying behaviour: "Psychological violence - bullying is the action or series of physical, verbal, relational and/or cyber actions, in a social context difficult to avoid, committed with intention, involving an imbalance of power, having as a consequence the loss of dignity or the creation of an atmosphere of intimidation, hostile, degrading, humiliating or offensive, directed against a person or group of persons and aimed at aspects of discrimination and social exclusion, which may be related to belonging to a certain race, nationality, ethnicity, religion, social category or to a disadvantaged category or to beliefs, gender or sexual orientation, personal characteristics, action or series of actions, behaviours carried out in educational units and in all spaces intended for education and professional training" (para. 6^1 d in the Annex to the National Education Law no. 1/2001; Romanian Parliament, 2011).

Through the normative determination of the definition of bullying, the legal-psycho-pedagogical circumstances are offered to those responsible for education both for the understanding of this behaviour and for signalling the urgency of its prevention and combat. In order to achieve this goal, the legislator considered it imperative to train specific skills in the eradication of bullying, adding in addition to art. 56, a sub-point that specifies: „in the continuous training programs for teaching staff, information sessions/homework/improvement courses will be introduced on issues related to psychological violence - bullying, in order to acquire skills in identifying them and the ability of applying appropriate educational strategies" (art. 56^1).

A year later, the Romanian Ministry of Education issues the Order no. 4.343/2020 regarding the approval of the Methodological Norms for the application of the provisions of art. 7 para. (1^1), art. 56^1 and point 6^1 of the annex to the National Education Law no. 1/2011, regarding psychological violence - bullying. These rules aim to increase the degree of safety of students in school, provide a working tool for educational staff and those responsible for education, as well as prevention in a multidisciplinary

team. At the beginning of each school year, school formations have the responsibility to develop their own plans and strategies for maintaining a positive school climate (art. 4).

An increased degree of responsibility for teaching staff results from the directive on the creation of the anti-bullying action group (art. 5). Depending on the specifics of each school, prevention measures aim at implementing a school plan to prevent and combat bullying, developing information and awareness activities through partnership with other institutions and specialists, promoting a positive school climate and democratic relations between adults and students, increasing the degree of safety of students in school, ***training teachers along the lines of personal development and positive discipline techniques*** (art. 1). The teachers designated as antibullying reference persons will benefit from training through various programs accredited by the Ministry of Education and Research (art. 10).

Since the important role of teachers in preventing bullying is recognized, the rules in force provide a section dedicated to professional skills. Thus, the importance of psycho-pedagogical training through participation in courses, seminars, personal development programs regarding the management of emotions, the development of nonviolent communication skills, knowledge of aspects of child and age psychology is emphasized. It is also recommended ***to include the topic of bullying in the initial and continuing professional training programs of teachers in order to optimize the skills of relating to students*** (art.3).

At the level of the scientific literature, it is recorded that there is a lack of comprehensive training that covers all aspects related to bullying, whether it is for teachers in training or in practice (Holt & Keyes, 2004). At the same time, it is also highlighted that the reactivity/intervention of teaching staff can also be affected by the type of training they received (Fischer & Bilz, 2019).

Conclusions

Concerned about improving the skills of pre-university teachers who face the exacerbation of school violence, we tried to offer a possible solution to this problem. The analysis of the new methodology in the field of continuous training brought us to the situation of finding that for the first time in the legislation of this type the topic regarding bullying is introduced, a sign that there is an acute need, a necessity in this field. Expanding the area of analysis, we find that the trajectory of the new methodology encourages training programs with a supporting role towards teacher empowerment,

towards introspection and reflection on one's own personal and professional development needs.

The new legislative frameworks give the teacher freedom in professional development by correlating his professional training needs with the new digitalized resources and tools. The new legislative instrument brings added value by offering flexible training routes, blended-learning and online training methods, with synchronous and asynchronous components, alternative sources such as open educational resources, the continuous transfer of expertise from more experienced teachers to others, the functioning communities of teachers, eLearning platforms, digital libraries and peer learning.

All these proposals come in the context in which the scientific literature in the field notices that the dynamics of bullying are complex, difficult to capture for an "unpolished" eye and require a very wide palette of certain skills and professional competences (such as self-efficacy) on the part of teaching staff possible to acquire through coherent and systematic personal and professional development efforts.

Authors note: The authors have equal contributions to this article.

References

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior* (pp. 71–81). Academic Press.

Battaglia, A. (2010). Strategy to Combat School Bullying. *European Commission, European Strategy to Prevent and Tackle School Bullying 2010*. I am not scared. https://iamnotscared.pixel-online.org/files/strategy_european/EuropeanStrategy_EN_doc.pdf

Bouchard, K. L., & Smith, J. D. (2016). Teacher–Student Relationship Quality and Children's Bullying Experiences With Peers: Reflecting on the Mesosystem. *The Educational Forum, 81*(1), 108–125. https://doi.org/10.1080/00131725.2016.1243182

Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist, 70*(4), 333–343. https://doi.org/10.1037/a0038558

Duong, J., & Bradshaw, C. P. (2013). Using the Extended Parallel Process Model to Examine Teachers' Likelihood of Intervening in Bullying. *Journal of School Health, 83*(6), 422–429. https://doi.org/10.1111/josh.12046

European Commission. (2013). *Opening up education: Innovative ways of teaching and learning for all, facilitated by new technologies and open educational resources. Communication from the Commission to the European Parliament, the Council, the*

European Economic and Social Committee and the Committee of the Regions, Brussels, 25.9.2013, COM(2013) 654 . European Commission. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=LT

Fekkes, M. (2004). Bullying: who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research, 20*(1), 81-91. https://doi.org/10.1093/her/cyg100

Fischer, S. M., & Bilz, L. (2019). Teachers' self-efficacy in bullying interventions and their probability of intervention. *Psychology in the Schools.* https://doi.org/10.1002/pits.22229

Fischer, S. M., Woods, H. A., & Bilz, L. (2021). Class teachers' bullying-related self-efficacy and their students' bullying victimization, bullying perpetration, and combined victimization and perpetration. *Journal of Aggression, Maltreatment & Trauma*, 1–20. https://doi.org/10.1080/10926771.2021.1933290

Goodwin, J., Bradley, S. K., Donohoe, P., Queen, K., O'Shea, M., & Horgan, A. (2019). Bullying in Schools: An Evaluation of the Use of Drama in Bullying Prevention. *Journal of Creativity in Mental Health, 1–14.* https://doi.org/10.1080/15401383.2019.1623147

Gregus, S. J., Rodriguez, J. H., Pastrana, F. A., Craig, J. T., McQuillin, S. D., & Cavell, T. A. (2017). Teacher self-efficacy and intentions to use anti-bullying practices as predictors of children's peer victimization. *School Psychology Review*, *46*(3), 304–319. https://doi.org/10.17105/SPR-2017-0060.V46-3

Hawker, D. S. J., & Boulton, M. J. (2000). Twenty years research on peer victimisation and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, 41, 441-455.

Holt, M. K., & Keyes, M. A. (2004). Teachers' attitudes toward bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 121–139). Lawrence Erlbaum Associates Publishers.

Inchley, J., & Currie, D. (2016). *Growing up unequal: gender and socioeconomic differences in young people's health and well-being. Health Behaviour in School-aged Children (HBSC) study: international report from the 2013/2014 survey* (No. 7). World Health Organization.

Keogh, L., & Rigby, K. (1995). *Teachers' attitudes to peer victimisation among school children.* Unpublished paper.

Ministry of Education and Research. (2020). *Ordinul nr. 4.343/2020 din 27 mai 2020 privind aprobarea Normelor metodologice de aplicare a prevederilor art. 7 alin. (1^1), art. 56^1 și ale pct. 6^1 din anexa la Legea educației naționale nr. 1/2011, privind violența psihologică – bullying* [Order no. 4.343/2020 of May 27, 2020

regarding the approval of the Methodological Norms for the application of the provisions of art. 7 para. (1^1), art. 56^1 and point 6^1 of the annex to the National Education Law no. 1/2011, regarding psychological violence - bullying]. Ministry of Education and Research. https://www.edu.ro/sites/default/files/_fi%C8%99iere/Legislatie/2020/OMEC_4343_2020_norme%20antibullying.pdf

Ministry of Education. (2022). *OME Nr. 4224/06.07.2022, Metodologia-cadru privind asigurarea calităţii programelor pentru dezvoltarea profesională continuă a cadrelor didactice din învăţământul preuniversitar şi de acumulare a creditelor profesionale transferabile* [OME No. 4224/06.07.2022, Framework methodology regarding the quality assurance of programs for the continuous professional development of teachers in pre-university education and the accumulation of transferable professional credits]. Ministry of Education. https://www.edu.ro/sites/default/files/_fi%C8%99iere/Legislatie/2022/OME_nr_4224_6.07.2022_Metodologie_programe_formare_in%20cariera_didactica.pdf

Olweus, D. (1994). Bullying at school. In *Aggressive behavior* (pp. 97-130). Springer.

Olweus, D. (2010). *Understanding and researching bullying. Some critical issues*. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *The handbook of bullying in schools: An international perspective* (pp. 9–33). Routledge.

Postigo, S., González, R., Montoya, I., & Ordoñez, A. (2013). Theoretical proposals in bullying research: a review. *Anales de psicología*, *29*(2), 413-425. http://dx.doi.org/10.6018/analesps.29.2.148251

Rigby K., & Slee, P.T. (1995). *Manual for the Peer Relations Questionnaire* (PRQ). University of South Australia.

Rigby, K. (2007). *Bullying in schools: And what to do about it*. Aust Council for Ed Research.

Rigby, K. (2020). How Teachers Deal with Cases of Bullying at School: What Victims Say. *International Journal of Environmental Research and Public Health, 17(7), 2338*. https://doi.org/10.3390/ijerph17072338

Romanian Parliament. (2019). Legea nr. 221 din 18 noiembrie 2019 pentru modificarea şi completarea Legii educaţiei naţionale nr. 1 din 5 ianuarie, 2011 [Law no. 221 of November 18, 2019 for the amendment and completion of the National Education Law no. 1 of January 5, 2011]. *Monitorul Oficial* [Official Gazette], *929*, November 19, 2019. https://legislatie.just.ro/Public/DetaliiDocumentAfis/219895

Romanian Parliament. (2011). Legea educaţiei naţionale nr. 1 din 5 ianuarie 2011 [National Education Law no. 1 of January 5, 2011]. *Monitorul Oficial* [Official Gazette],*18*, January 10. https://legislatie.just.ro/Public/DetaliiDocument/125150]

Şahin, M. (2010). Teachers' perceptions of bullying in high schools: A Turkish study. *Social Behavior and Personality: an international journal*, *38*(1), 127-142.

Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996*)*. Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior,* 22, 1–15. https://doi.org/10.1002/(SICI)1098-2337(1996)22:1<1::AID-AB1>3.0.CO;2-T

Save the Children Organization. (2016). *Bullying-ul în Rândul Copiilor. Studiu sociologic la nivel national* [Bullying among children, sociological study at the national level]. Save the Children. https://www.salvaticopiii.ro/sci-ro/files/10/10551dfa-f0b2-4cb0-a103-08d811dc31a9.pdf

Sharp, S., & Thompson, D. (1994). The role of whole-school policies in tackling bullying behaviour in schools. In P. K. Smith, & S. Sharp, (Eds.), *School Bullying: Insights and Perspectives* (pp. 57–83). Routledge.

Smith, P. K. (2016). Bullying: Definition, types, causes, consequences and intervention. *Social and Personality Psychology Compass*, *10*(9), 519-532. https://doi.org/10.1111/spc3.12266

Troop-Gordon, W., & Ladd, G. W. (2013). Teachers' victimization-related beliefs and strategies: Associations with students' aggressive behavior and peer victimization. *Journal of Abnormal Child Psychology, 43*(1), 45–60. https://doi.org/10.1007/s10802-013-9840-y

UNICEF. (2020). *Global status report on preventing violence against children 2020*. UNICEF. https://www.unicef.org/sites/default/files/2020-06/Global-status-report-on-preventing-violence-against-children-2020.pdf

UNICEF. (2019). *Behind the numbers: Ending school violence and bullying*. UNICEF. https://www.unicef.org/documents/behind-numbers-ending-school-violence-and-bullying

World Health Organization. (2014). *World report on violence and health* (WRVH). World Health Organization. https://www.who.int/violence_injury_prevention/violence/world_report/en/

World Health Organization. (2015). *Preventing Youth Violence: An Overview of the Evidence*. World Health Organization. https://apps.who.int/iris/handle/10665/181008

World Health Organization. (2020). *Global status report on preventing violence against children 2020*. World Health Organization. https://www.who.int/teams/social-determinants-of-health/violence-prevention/global-status-report-on-violence-against-children-2020