

## BACKGROUND

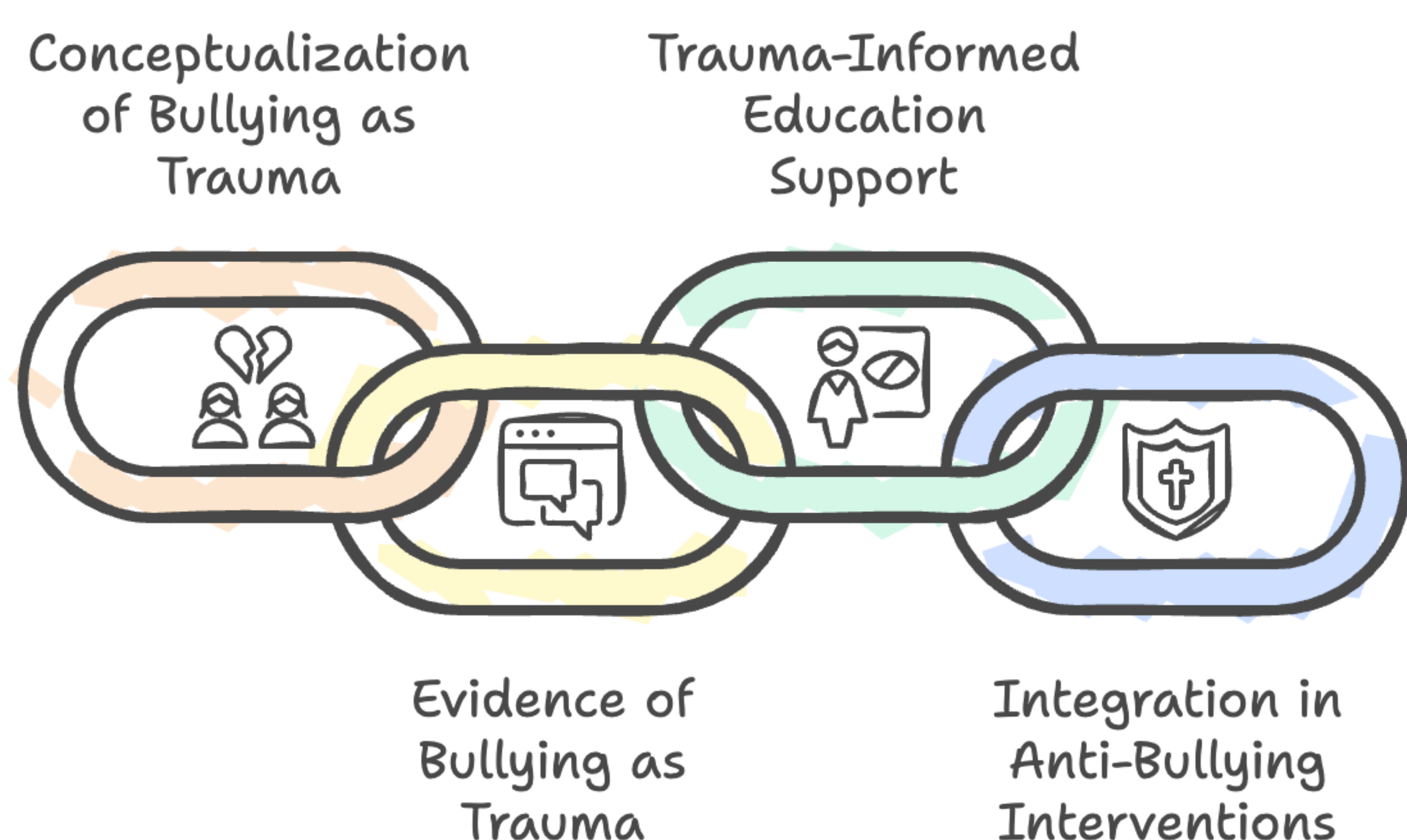
- Bullying is a universal experience that many schoolchildren experience across the globe (Olweus, 2010).
- The UK has the second highest prevalence rate of bullying in Europe (Good Childhood Report, 2025).
- The relationship between being bullied and poor mental health, in both the long and short term, is well established in the research literature, (Smith & Brain, 2000; Rigby, 2003).
- While a range of anti-bullying interventions have been developed, they typically only lead to small to moderate changes in bullying behaviour (Hensums et al., 2023).
- In recent years there have been calls to recognise bullying as a traumatic experience (Idsoe et al., 2021; Jenkins et al., 2022) and while not studied as frequently as other mental health outcomes there is evidence of a relationship between being bullied and symptoms of trauma (e.g., Mateu et al., 2020).
- Recognising bullying as a traumatic experience may lead to the development of new approaches to support those being bullied in school.



## AIMS

- This scoping review will consider what evidence is there to support the notion that bullying is a traumatic experience and how have trauma-informed practices informed anti-bullying programmes?
- Specifically, the following research questions will be addressed:
  - How is bullying conceptualised as a trauma in the literature?
  - What evidence is there that bullying is a traumatic experience?
  - How do trauma-informed education approaches support those who have been bullied/in school?
  - Has trauma-informed education informed or been integrated in anti-bullying interventions?

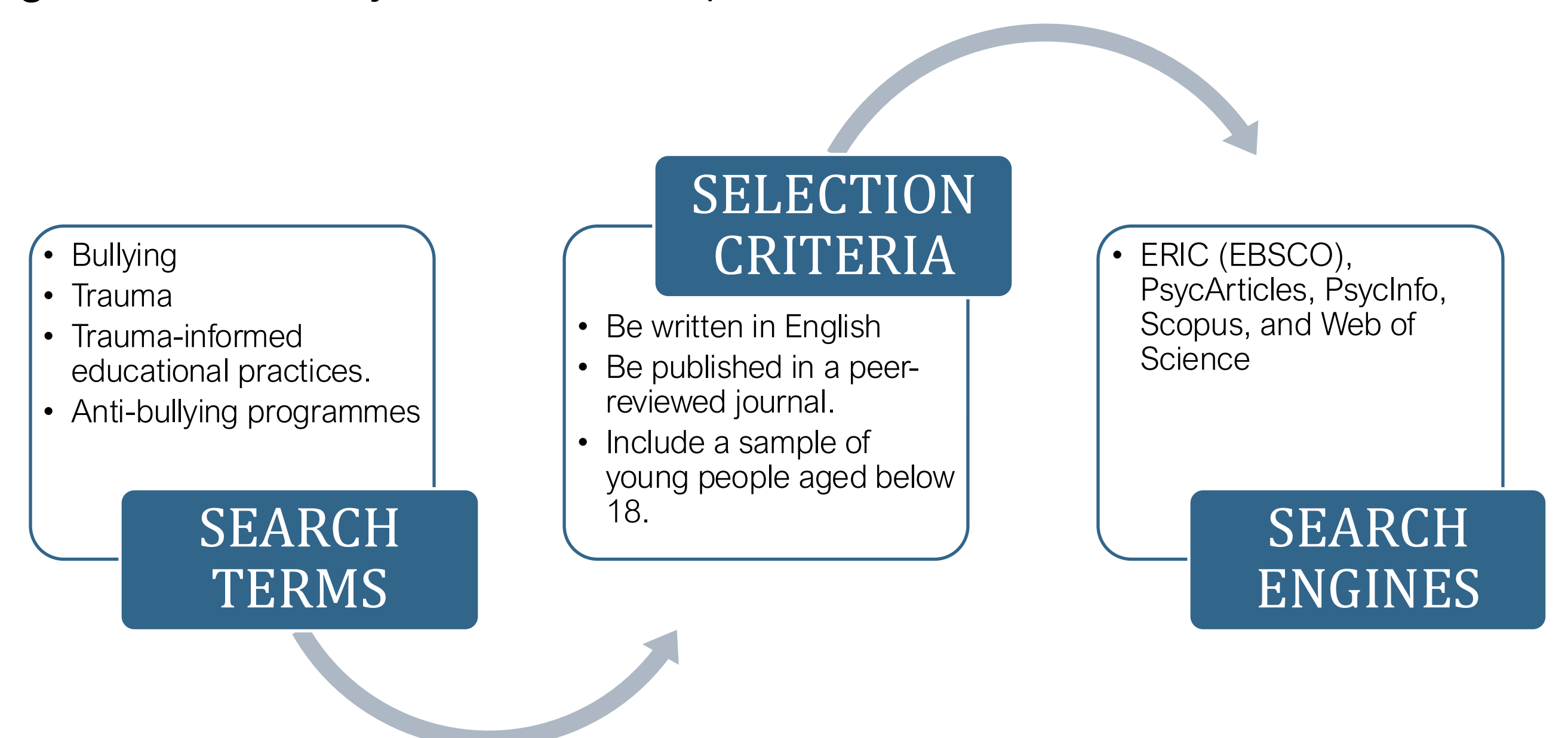
Figure 1: Summary of the research questions



## METHOD

- The study was approved by the Department of Education Research Ethics committee at the University of York.
- A pre-registration was uploaded on Open Science Framework (OSF) and the Joanna Briggs Institute (JBI) for best practice for scoping reviews (Peters et al., 2020) was used to conduct a scoping review.

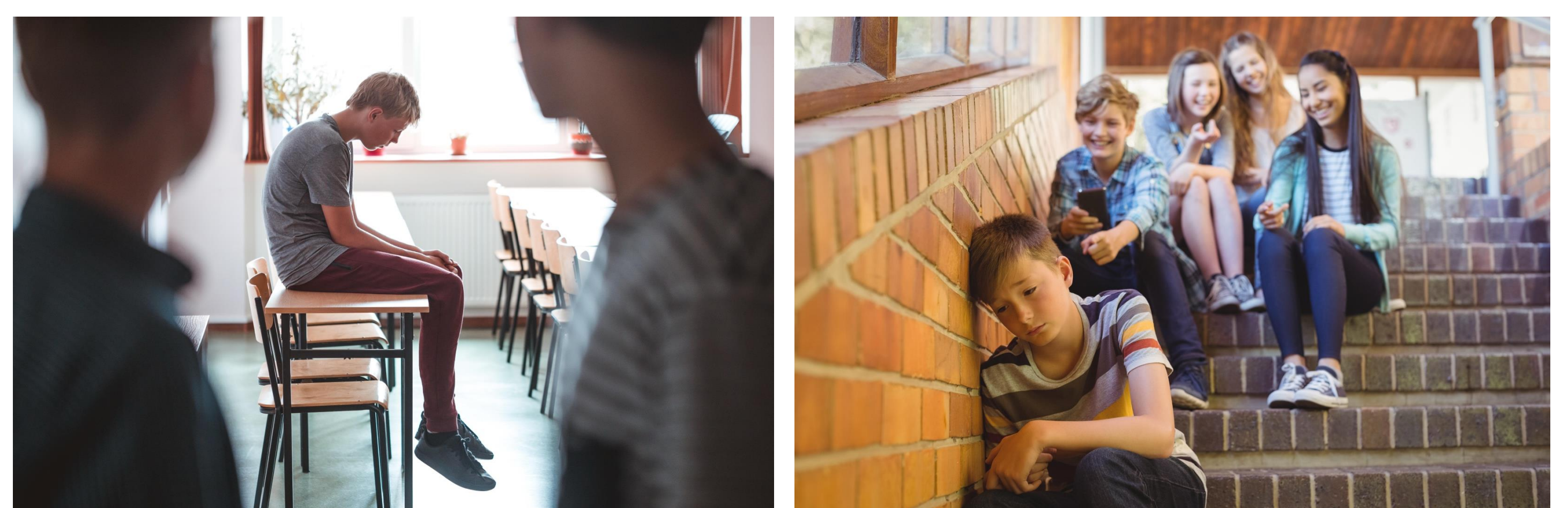
Figure 2: Summary of the search process



- A rigorous database search is currently being conducted and recorded using the web tool Covidence, see Figure 2.
- Search terms were developed using the PCC categories (population, concept, and context) process.
- The results of the search and the study inclusion process will be reported in full in the final scoping review and presented in a Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for scoping review (PRISMA-ScR) flow diagram Data will be extracted from papers included in the scoping review by two independent reviewers using a data extraction tool developed by the reviewers.
- The data extracted will include specific details about the participants, concept, context, study methods and key findings relevant to the review questions.
- The data analysis will be based on a descriptive content approach which will then further categorise the research papers under the respective search terms.

## SUMMARY

- The study aims to highlight the seriousness of bullying.
- While a multitude of research presents the short-term and long-term impact bullying can have on schoolchildren, this study will develop upon the current literature by investigating bullying through a trauma lens.
- A trauma lens is crucial for anti-bullying interventions as this will encourage educators and policymakers to acknowledge the seriousness of bullying events which have been reported to have long-term effects into adulthood.



### References

Please scan this QR code to access the references for this poster and to find out more about the review.