

voice. The author includes an impressive range of poetry prompts and examples to spur creativity. These prompts are wide-ranging from ‘A Poem to my Teenage Self’ to ‘Fragile Friendships’. The different contexts the book can be used in are noteworthy. From a therapeutic or familial one-to-one setting a road to recovery may be enabled. In a classroom context, once a safe environment is ensured the book provides the means to discuss issues potentially focusing on the importance of emotional well-being. The power of poetry transcends addressing anyone directly but still can connect on a visceral level promoting healing.

This is an inspiring book that explores a myriad of emotional states and mental health issues. In so doing Dr. Knightsmith gives a valuable resource to therapists, teachers and family members. Poetry, as demonstrated, acts as a profound means to enable empathy and through powerful imagery and metaphors personal healing can be promoted.

Chink of Light (p.189)

She listened and she held him,  
On this dark and failing day.  
And as he poured his heart out  
He found his problems didn't weigh  
Quite so heavy on his heart now  
And he thought he saw a way,  
That he could make it to the end  
Of this dark and dismal day.

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## ***2. School bullying: Teachers helping students cope. London: Routledge.***

**Author:** Phillip T. Slee  
**Publisher:** Routledge, London  
**Year of Publication:** 2017  
**ISBN:** 978-1-1389-1193-2

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Educators' and parents' as well as policy makers' concerns about bullying of children have increased significantly. There is increasing awareness of its pervasiveness in schools and classrooms, particularly of the victimisation of marginalised students, as well as of its new form in cyberbullying. There is also higher awareness of the harmful effects of a lack of feeling of safety and social wellbeing on children's learning. On the other hand there is a growing understanding of how bullying can be effectively addressed (e.g. Downes and Cefai, 2016).

Those who are seeking up-to-date, evidence-based, clearly outlined and critically evaluated information on all the above issues about bullying should make use of Slee's (2017) book under review on School Bullying. Slee has been a frontrunner in researching bullying in Australian schools (Rigby and Slee, 1991). He has also been a long time practitioner in supporting schools to reduce bullying (Slee, 1996). In his new publication, he shares both his deeper and wider understanding of the nature, extent and impact of bullying as well as effective ways for addressing it. The book is full of descriptions of instruments used to investigate the nature, prevalence, and impact of bullying as well as of the relevant findings. These are complemented with descriptions of programmes for enabling schools to reduce bullying. The book's greatest value is that it gives a comprehensive account of school bullying, while still remaining grounded in the evidence and providing an opportunity to grasp the essential elements and practicalities of each issue.

Modelling one of the ways in which bullying should be addressed, Slee opens the book with a chapter on 'Promoting positive peer relations at school'. Here he describes the nature and healthy impact of pro-social behaviour and friendships as well as strategies for the development of prosocial skills including empathy and conflict resolution. This is complemented with another chapter on building friendships and social networks, including through the use of ICT.

The next three chapters present a detailed account of the nature and extent of both 'traditional' and cyberbullying, as well as how psychology has tried to explain its occurrence particularly in relation to the biopsychosocial development of aggression, anger and violence. An account is also given of developmental and gender aspects of bullying, including the impact of parental style on trajectories of bullying behaviour.

The author's systemic perspective is presented in Chapter 6 with an account of the importance of whole school and classroom climate and the nature and impact of teacher, school and community strategies for reduction of bullying. This is supported by another chapter on students who are more at risk of being victimised, including students with SEN, autism spectrum condition, or LGBTQ.

The final three chapters describe how bullying can be addressed. Firstly, a detailed account is given of how to assess the existence of bullying. This is followed by another detailed account of how students can be helped and supported to cope with bullying, including the importance of teacher intervention and whole school programmes, and the relevant issues that have been raised regarding the effectiveness of intervention programmes.

Each chapter is greatly enhanced by boxes containing 'Points for reflection', 'Trends and issues', 'Ideas for schools and classrooms', 'Guidelines for school practice', an 'Activity', as well as a set of questions to review 'What have you learnt?' and an exhaustive reference list.

This is a book that educators need to consult and will enjoy reading and using. It exceptionally combines the rigorousness of scholarly research and clear presentation with meaningful and practical accounts that enhance educators' awareness and understanding of bullying behaviour as well as provide them with evidence-based ideas and confidence for supporting children's wellbeing, learning and healthy development.

*Prof Paul A. Bartolo*

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## References

- Downes P., & Cefai, C. (2016). *How to Prevent and Tackle Bullying and School Violence: Evidence and Practices for Strategies for Inclusive and Safe Schools, NESET II report*. Luxembourg: Publications Office of the European Union.
- Rigby, K., & Slee, P.T. (1991). Bullying among Australian school children: reported behaviour and attitudes to victims. *Journal of Social Psychology, 131*, 615-622.
- Slee, P. T. (1996) The PEACE Pack: a programme for reducing bullying in our schools. *Australian Journal of Guidance and Counselling, 2*, 63–74.

### ***3. How to Prevent and Tackle Bullying and School Violence: Evidence and Practices for Strategies for Inclusive and Safe Schools, NESET II report***

<b>Author:</b>	<b>Paul Downes &amp; Carmel Cefai</b>
<b>Publisher:</b>	<b>Publications Office of the European Union, Luxembourg</b>
<b>Year of Publication:</b>	<b>2016</b>
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<b>DOI:</b>	<b>10.2766/0799</b>

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As the authors strongly and powerfully note with regard to school bullying “It is an affront to the common values of freedom, tolerance and non-discrimination. Its effects are serious and may be long-term. It is not only a problem for education policy to address. It is also a health and welfare issue relevant to child protection”. The stated purpose of the report is to engage and inform policy-makers and practitioners at EU, national, regional and local levels regarding strategies and practices for prevention of bullying and violence in schools across the EU.

What sets this report apart from the myriad of other texts and resources available on the topic is an identifiable focus with regard to developmental trends, ethnicity and migrants, disability, social inclusion, sexual orientations and gender. Moreover while the report is focused on the issue of bullying in the European Union its outreach is an international one. The breadth of scope of the report is reflected in its situating the issue of bullying in relation to key principles from a policy and legal perspective eg. The Paris Declaration on Promoting Citizenship. Importantly the review is based on evidence-based best practice with regard to bullying prevention.

The report is presented as 7 chapters with abstracts provided in French and German. Chapter one outlines the aims, method and scope of the report. Chapter Two provides a very comprehensive and informative breakdown of the prevalence of victimization and bullying behaviour. Very significant sections are provided examining issues associated with young people and special educations needs and disability

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