The Legal System for Preventing and Correcting School Bullying from the Perspective of Juvenile Delinquency

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Abstract: *School bullying is not only a serious social problem; it has brought a series of bad consequences. Bullying not only affects the physical and mental health of the victims, but also has a direct relationship with juvenile delinquency. This study explores the prevention and correction of school bullying from the perspective of juvenile delinquency, and evaluates its legal system. In terms of research methods, this study adopts a mixed research method of qualitative interview and quantitative questionnaire to comprehensively evaluate the school bullying phenomenon from the effect of the legal system. Research data show that before the legal system responded, the participation rate of bullying prevention education was between 61.6% and 78.9%. After the intervention of the legal system, it rose to between 80.4% and 97.1%. In addition, the recidivism rate of bullying has also dropped significantly, emphasizing the positive role of the legal system in reducing bullying.*

Keywords: *School Bullying; Juvenile Delinquency; Legal System; Bullying Prevention Education*

1. Introduction

School bullying is not only widespread, but also has a growing trend in recent years. It not only has a negative impact on the mental health and academic performance of the victims, but also has a connection with juvenile delinquency.

This paper assesses the current situation of school bullying, its influencing factors, and the effectiveness of the existing legal system through a mixed research methodology, combining qualitative interviews and quantitative questionnaires. It was found that the implementation of the legal system significantly increased the participation rate of bullying prevention education and reduced the recidivism rate of bullying, proving the positive role of legal means in preventing and correcting school bullying. At the same time, it also revealed the problems and challenges that existed in the concrete implementation of the legal system, providing a basis for further institutional improvement and policy adjustment.

The first part of the article is the introduction, which introduces the background, purpose and significance of the study; the second part is the related work, which reviews the current status and main views of domestic and international scholars' research on school bullying and juvenile delinquency; the third part is the research methodology, which describes the research design, data collection and analysis methodology; the fourth part is the results and discussion, which demonstrates the findings of empirical research and analyses them from the perspective of the legal system; the last part is the conclusion, which summarizes the main findings and policy recommendations of the study.

2. Related Work

In exploring the complex and multidimensional social problem of juvenile delinquency and school bullying, many scholars have conducted research from different perspectives. Wang Jing selected a total of 86 students from freshmen and sophomores of several colleges and universities in Gansu Province to conduct the study by questionnaire and experimental methods, and conducted a questionnaire survey with the WSAP-Hostility Scale to measure implicit attitudes towards bullying behaviour. The results showed that there were significant differences in adolescents' hostility attribution bias in terms of age, whether they were only children, and family structure [1]. Zhang Ziling found that positive interventions for adolescents based on social psychological knowledge can help adolescents improve their self-knowledge, master the skills of emotional management and rational interaction, and

cultivate the qualities of respecting life and caring for classmates, thus avoiding the frequent occurrence of bullying in schools [2]. On the basis of analyzing the personal, family and social factors, school factors and legal factors that induce school bullying, Li Ruohan proposed specific measures for preventing school bullying in four aspects: prevention by the abuser, prevention by the potential victim, prevention in time and space, and prevention by law [3]. Based on the student questionnaire data from Pisa 2015, Sheng Yu conducted multiple linear regression data analysis on the impact of School bullying behavior, gender, and country on student satisfaction with campus life, aiming to explore the influencing factors of School bullying behavior and its degree of impact on campus life satisfaction[4]. Wan Liwei used the Childhood Trauma Scale, Patient Health Questionnaire Depression Scale, and Rumination Thinking Scale to explore the impact of childhood trauma experiences of witnesses in School bullying incidents on depression, and to test the mediating role of rumination thinking [5].

Not only that, Dako-Gyeke M drew on Bronfenbrenner's ecosystem theory to explore the experiences and perspectives of juvenile offenders and officers in relation to juvenile delinquency in Accra, Ghana [6]. Akbar A analyzed how the game of football influenced the psychological development and behaviours of young people from the perspective of sport psychology and examined how football, as a preventive measure, can help to reduce juvenile delinquent behaviour [7]. Data from three youth crime survey cohorts were used by van der Laan A M to measure differences in risk exposure and protective factors between cohorts through analysis of variance [8]. Putri N M used a mixed methodology of empirical and normative research aimed at analyzing the phenomenon of juvenile delinquency in the city of Semarang from a sociological-legal perspective [9]. van der Put C E used a three-level meta-analysis to explore the impact of awareness-raising programmes on juvenile delinquency [10]. The above studies provide valuable insights and methodologies, but they focus too much on the analysis of specific factors and ignore the complex interactions and multifactorial realities of school bullying and juvenile delinquency. This paper will pay special attention to the design and implementation of the legal system of prevention and correction, exploring how to prevent bullying in schools more effectively through legal means and to provide effective correction for bullying behaviour that has already occurred.

3. Methods

3.1 School Bullying

School bullying is a serious problem that occurs frequently within schools, especially in nine-year compulsory education, and it is a deliberate and persistent negative behaviour between students that causes serious physical and psychological harm to the victim [11-12]. The definition of school bullying encompasses a variety of behavioural patterns, each with its own specific manifestations and harms.

The first is verbal bullying, where the victim is attacked through the use of abusive language, which consists of ridicule, insults, intimidation or threats, with the aim of weakening the victim's self-esteem and emotional state. Such verbal attacks are often made in public, sometimes even in front of other students, increasing the victim's sense of humiliation.

Secondly, physical bullying involves direct attacks on the victim's body, including hitting, pushing, kicking or other forms of physical violence. Such physical attacks not only cause physical injuries to the victim, but also trigger long-term psychological trauma and, in severe cases, fatal incidents.

Relational bullying is carried out by manipulating or damaging the victim's social relationships. It takes the form of deliberate exclusion of the victim, spreading negative rumours about the victim in social circles, causing the victim to feel isolated and excluded, and leaving the victim in a state of "isolation" within the school.

Cyberbullying is a new type of bullying that has emerged with the Internet and social media [13-14]. This type of bullying includes posting humiliating content online, spreading inaccurate information, or revealing the victim's privacy, and this behaviour can spread quickly, with a wide range of impacts, causing severe psychological blows to the victim, and in severe cases, triggering depression in the victim, leading to uncontrollable outcomes.

3.2 The Link between Juvenile Delinquency and School Bullying

The link between juvenile delinquency and school bullying is not only complex, but also profound [15-16]. School bullying not only leads to physical and psychological harm in the short term, but also

triggers a series of chain reactions in the long term, which drives adolescents to crime.

Victims of bullying in schools feel helpless and desperate as a result of prolonged bullying and humiliation, and the accumulation of such emotions drives them to resort to violence or other offences in order to escape or resist. In some cases, victims choose to fight violence with violence because of the lack of effective solutions and support systems, thus falling into the abyss of crime.

The bullies themselves are not properly corrected and educated and gradually develop a wrong pattern of behaviour and values, believing that strength and intimidation are the right way to solve problems. This mentality, if left uncorrected, can evolve into more serious anti-social behaviour over time, eventually leading to criminal acts and imprisonment.

In addition, the existence of bullying in schools also disrupts the teaching order of schools and the normal learning environment of students, affecting the healthy development of young people. In an environment full of fear and mistrust, students are unable to concentrate on their studies and their academic performance declines, which in turn affects their future development and social integration.

3.3 Review of the Existing Legal System

Based on the prevention and correction of school bullying, China has developed a series of laws and regulations to deal with this problem [17]. *The Programme for Strengthening Comprehensive Governance of Bullying among Primary and Secondary School Students* clearly defines bullying among students, sets out four basic principles of education, prevention, protection and the rule of law, and provides for specific governance content and measures. The Ministry of Education has also issued the *Work Programme for Special Control Actions to Prevent Bullying among Primary and Secondary School Students*, which requires localities to map out dead ends and put an end to bullying in schools.

In addition, the *Guidelines for the Prevention and Handling of Bullying among Students (for Trial Implementation)* provides schools with specific operational guidelines, including how to set up a working system, carry out thematic training and education, pay attention to key groups, identify problems in a timely manner, standardize the investigation procedures and categorize education and discipline. *The Law on the Protection of Minors* and *the Law on the Prevention of Juvenile Delinquency* also emphasize the importance of establishing a systematic bullying prevention and control system for students, but it appears that the relevant legislation needs to be further amended and refined in order to provide clearer institutional guidelines.

In order to prevent and correct school bullying more effectively, the Ministry of Education has also issued the *Regulations on the Protection of Minors in Schools*, clarifying the responsibilities of schools in preventing and controlling bullying and sexual abuse of students in schools, and establishing a special system.

However, despite the existence of these laws and regulations, their practical implementation still requires further clarification of the definition of bullying in schools, raising awareness of bullying in schools among teachers and students, strengthening mental health education and teacher training, and improving school security facilities. In addition, the legal regulation of violence in schools needs to be strengthened, including by accelerating the improvement of the education administrative legal remedy system, giving full play to the education administrative reconsideration system, and, where necessary, punishing and educating through judicial channels.

3.4 Research Design

The purpose of this study is to explore the legal system for the prevention and correction of bullying in schools from a juvenile delinquency perspective. The research design adopts a mixed-method approach, combining qualitative and quantitative research, with a view to gaining a more comprehensive perspective and understanding.

First, through qualitative research, this study conducts in-depth interviews and focus group discussions to directly dialogue with stakeholders of school bullying incidents, including victims, perpetrators, educators, legal experts, and parents, to reveal their feelings and perceptions of the current legal system, as well as the difficulties and challenges encountered in its practical application. At the same time, it analyzes the process of handling specific incidents of school bullying and assesses the effectiveness of the legal system in actual situations.

The quantitative study collected information about the prevalence and types of bullying incidents in

schools through questionnaires, as shown in Table 1:

Table 1: Information on bullying incidents

No.	Bullying Type	Incident Rate (times/semester)	Victim Count	Victim Grade Distribution	Victim Gender Ratio (Male/Female)
1	Verbal Bullying	15	30	Grade 7: 10, Grade 8: 20	60%/40%
2	Physical Bullying	8	16	Grade 10: 8, Grade 11: 8	40%/60%
3	Cyberbullying	20	45	Evenly distributed across high school grades	55%/45%
4	Social Exclusion	5	10	Grade 7: 5, Grade 8: 5	50%/50%
5	Property Theft	3	6	Grade 5: 6	40%/60%
6	Online Defamation	10	22	Evenly distributed across college grades	65%/35%

Table 1 reveals the scale and characteristics of bullying through specific information, which was processed through statistical analysis methods to assess the prevalence of the legal system, the knowledge of the legal system by victims and perpetrators, and the level of satisfaction.

During the data collection and analysis process, NVivo was used for qualitative data analysis, along with statistical analysis of quantitative data to help identify themes and patterns more accurately, as well as for data processing.

4. Results and Discussion

4.1 Analysis of the Results of the Legal System

In the analysis of the legal system of bullying in schools, the current law has covered many forms of bullying including verbal, physical and cyber in defining bullying, but the specificity of the legal provisions needs to be enhanced in some bullying behaviours with blurred boundaries, such as social exclusion or subtle cyber behaviours. Figure 1 shows the types of school bullying and their incidence:
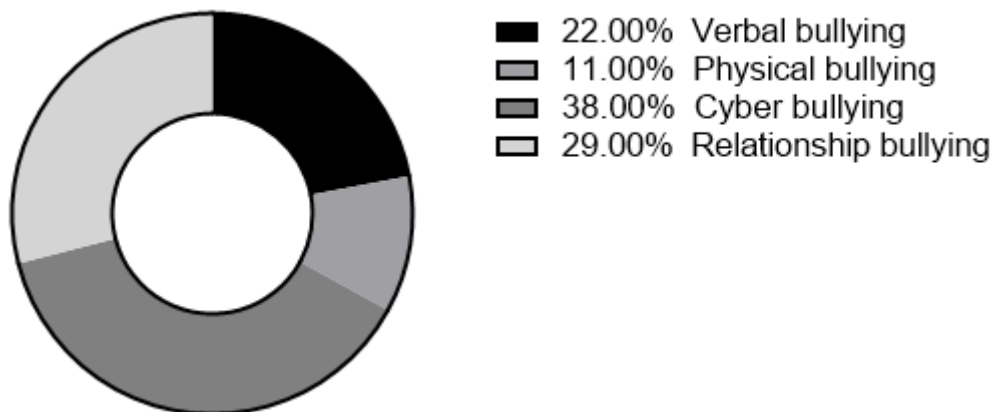

■ 22.00%	Verbal bullying
▨ 11.00%	Physical bullying
▨ 38.00%	Cyber bullying
▨ 29.00%	Relationship bullying

Figure 1: Types of bullying in schools and their prevalence rates

Figure 1 reveals four types of school bullying - verbal bullying, physical bullying, cyberbullying and relational bullying - and their prevalence rates of 22%, 11%, 38% and 29%, respectively, which indicate that cyberbullying is becoming a growing problem in schools due to its anonymity and widespread nature. At the same time, the relatively high prevalence of verbal and relational bullying suggests that non-physical bullying is equally prevalent in schools and requires adequate attention and timely intervention.

In terms of intervention and handling of bullying incidents, the law stipulates that schools are

required to carry out timely investigations and provide the necessary protective measures for the victims, while imposing appropriate disciplinary measures on the bullies. In terms of corrective measures, the law proposes a variety of methods, including psychological counselling and behavioural modification, but the specific operation varies from region to region and from school to school, which leads to inconsistencies in the effectiveness of corrective measures.

The strength of the law's implementation has shown inconsistencies across cases, partly because the mechanisms for identifying and reporting bullying behaviour are not yet well developed. In addition, the law provides a framework for cooperation between different sectors, such as education, public security, justice and health, to form a joint mechanism to tackle bullying in schools. Figure 2 shows the rate of timely investigations between departments for different bullying cases:
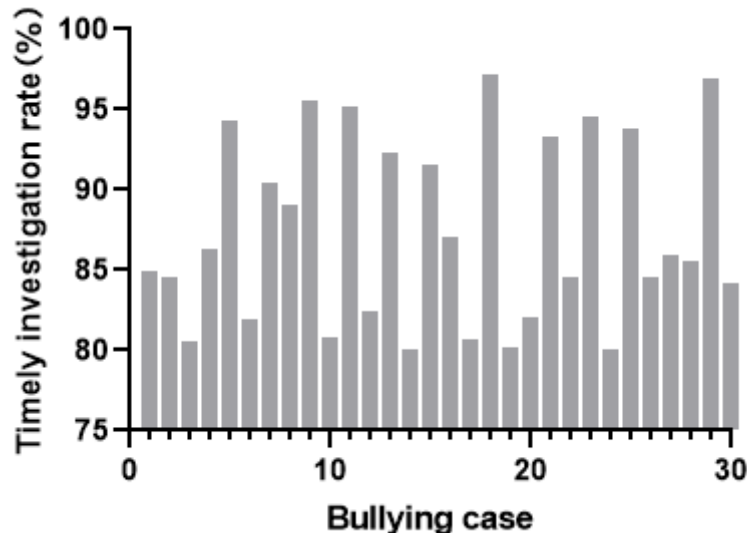

Figure 2: Timely investigation rates

Analyzing the data on the timely investigation rate of bullying cases in Figure 2, among the 30 groups of cases, the lowest timely investigation rate was only 80.1%, and the highest reached 97.2%. The high timely investigation rate of 97.2% indicated that in most cases, schools and relevant departments were able to respond quickly to bullying incidents and carry out timely investigations. This reflects the importance that the school management attaches to the problem of bullying in schools and the establishment of a more effective reporting and response mechanism. However, the 80.1% timely survey rate also points to delays in dealing with bullying incidents in some cases. Such delays are caused by a variety of factors including, but not limited to, inadequate reporting systems, insufficient identification of bullying behaviour by teachers or administrators, and the allocation of school resources.

On legal education, schools are encouraged to enhance legal literacy to raise students' awareness of their rights and legal protection. For victims, the law provides for support measures, including psychological counselling and legal assistance, to help them recover from incidents of bullying.

4.2 Effectiveness of the Legal System

When analyzing the link between juvenile delinquency and bullying in schools, assessing the effectiveness of the existing legal system is crucial for improving preventive measures and corrective strategies. Through quantitative analysis, this study aims to measure the effectiveness of the legal system in preventing and correcting bullying in schools in its practical application, thereby providing data support and empirical evidence base for the optimisation of relevant policies. In this paper, the participation rate in bullying prevention education before and after the implementation of the legal system within the 25 districts as well as the recidivism rate of bullying were counted, and the results are shown in Figures 3 and 4, respectively:
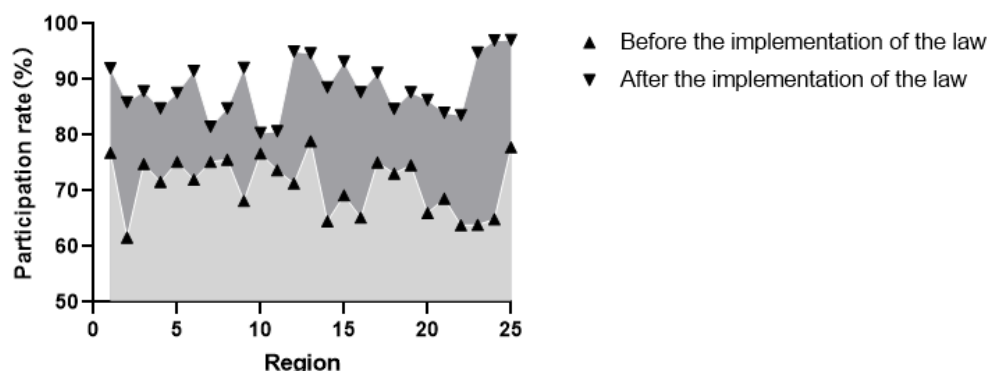
Figure 3: Participation rate in bullying prevention education

Analyzing the specific data on the participation rate in bullying prevention education in Figure 3, the participation rate prior to the implementation of the law was in the range of 61.6% to 78.9%, which indicates that although a certain percentage of students, teachers and parents participated in the relevant educational activities, there is still much room for improvement. The participation rate after the implementation of the law, on the other hand, is between 80.4% and 97.1%, a change that not only reflects the driving force of the legal system, but also indicates a significant increase in the awareness of bullying among schools, teachers, students and parents. High participation rates mean that more school members are receiving training and education on bullying prevention, which contributes to a safer and more supportive school environment.
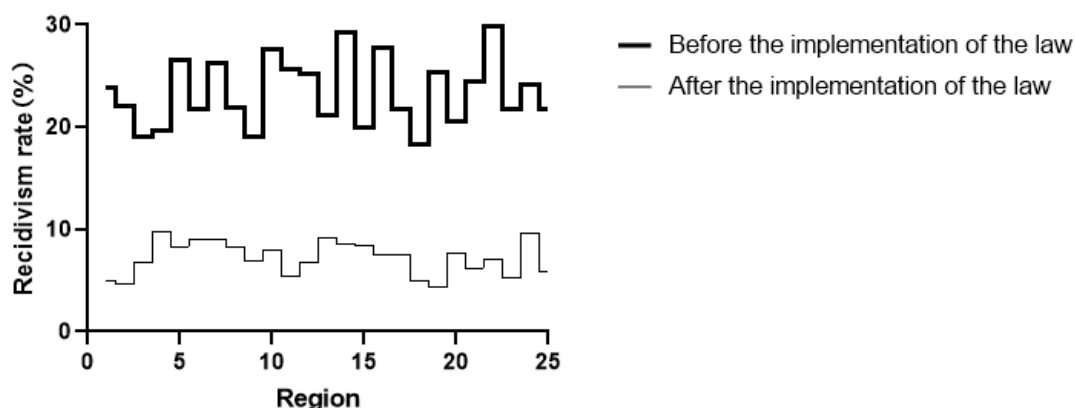

Figure 4: Bullying recidivism rates

In Figure 4, the recidivism rate of bullying before the implementation of the legal system is significantly higher than the recidivism rate of bullying after the implementation of the legal system. In the first district, the recidivism rate was 23.9% before the implementation of the legal system, but only 4.9% after the implementation of the legal system, a reduction of 19%, a change that confirms the effectiveness of the legal system in preventing the recurrence of bullying. In addition, the implementation of the legal system is accompanied by the education of victims and witnesses, increasing their awareness and ability to report incidents of bullying. It helps to detect and deal with bullying behaviour in a timely manner and prevent it from evolving into a chronic or recurring problem.

4.3 Discussion

The empirical findings above point directly to specific points of improvement in the legal system of school bullying. Firstly, legal texts need to specifically define bullying behaviour and provide clear criteria for identification and response. Secondly, legal education must be strengthened in school curricula, and students' understanding of the legal consequences of bullying must be enhanced through case teaching.

The law also needs to provide teachers with a clear definition of their responsibilities and guidance

on discipline so that they can act confidently and appropriately when dealing with bullying. At the same time, the design of the legal system should incorporate family guidance and resource support for the impact of the family environment, especially for students in special circumstances.

The introduction of surveillance and intelligent monitoring systems can enhance the ability of schools to prevent bullying. In addition, the establishment of a cross-sectoral collaboration mechanism integrates the strengths of the education, public security and judicial sectors to form a unified prevention and control strategy. Not only that, the international experience, especially the successful legislation and prevention strategies of foreign countries, has brought innovative elements to the improvement of China's legal system.

5. Conclusion

This study has analyzed school bullying and the legal system for its prevention and correction from the perspective of juvenile delinquency, providing a quantitative assessment of the effectiveness of the existing legal system through an empirical research methodology. The research results indicate that the implementation of the legal system has significantly increased the participation rate in bullying prevention education and reduced the recurrence rate of bullying, indicating that legal measures have played a positive role in preventing and correcting school bullying.

Although this study provides valuable insights and suggestions, it also has some limitations. The research scope of this paper is mainly limited to specific regions and schools, which has regionality and limitations. In addition, there is no follow-up study on the long-term influence and correction effect of bullying behavior. Future research should be expanded to cover more regions and schools, so as to improve the universality and applicability of research. At the same time, it is necessary to strengthen research on the long-term impact of bullying behavior, evaluate the long-term effects of different prevention and correction measures, and jointly promote the resolution of campus bullying problems, striving to build a bullying free campus environment.

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