



## DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our November newsletter, you will find updates from the network.

Be sure to check our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

## BRNET NOVEMBER 2023

### NEWSLETTER:

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### Featured Spotlight – Dr. Peter Macaulay

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**Peter Macaulay** is a Senior Lecturer in the School of Psychology within the College of Health, Psychology, and Social Care at the University of Derby, UK. He is also the Deputy Lead for Health, Wellbeing, and Behaviour Change Research Cluster at the University of Derby. In this role he leads a community of researchers to conduct research ranging from lab-based biomedical research to community-based behavioural and experiential research. The aim of this work is to develop new knowledge and understanding, but then also to translate this knowledge into effective applications that can make a difference to peoples lives. Peter is a Chartered Psychologist with the British Psychological Society, and a Fellow of the Higher Education Academy.

Peter's main research interests lie within the area of social developmental psychology. Peter's work focuses on the perceptions and experiences of offline and online bullying, bystander intervention to school bullying, and promoting anti-bullying beliefs. One current area of research explores how teachers and young people perceive and respond to cyberbullying in the school environment. Dr. Macaulay is currently working on projects exploring the role of teachers in the school environment, as well as parent-teacher collaboration efforts in preventing and intervening in offline and online bullying. Dr. Macaulay is



also working on projects examining how young people perceive personal and situational factors in bullying, and how this may impact on their bystander intervention.

In terms of anti-bullying initiatives, Dr. Macaulay is currently working with Dr. Michael Boulton on a CATZ Cross-Age Teaching Zone. It was initially conceived by Dr. Boulton in 2014, and since 2016 Dr. Macaulay has helped refine and test the intervention across several formal evaluations. In essence, CATZ invites older pupils (tutors) to design & deliver a lesson to younger pupils (tutees). Peter has been working on testing the effectiveness and social validity of the CATZ anti-bullying intervention, and previous projects have identified CATZ as a beneficial way for children and young people to learn about anti-bullying beliefs, promoting disclosure intentions of bullying, reducing hostile bias and dealing with peer provocation, and promoting online safety. Dr. Macaulay is working on ongoing projects with Dr. Boulton on the CATZ anti-bullying intervention.

Since 2022, Dr. Macaulay is serving as a Managing Editor for the International Journal of Bullying Prevention. Outside of academia, Peter enjoys spending time with his family, and enjoys recreational running. Peter previously completed the London Marathon UK in 2021 raising money for a national bullying charity to support young people.

Link to staff profile: <https://www.derby.ac.uk/staff/peter-macaulay/>

Twitter: @PJRMacaulay

### **Selected Publications**

**Macaulay, P. J.R.,** & Betts, L. R. (2023). Cyberbullying in school: the role of teachers. In Leung, A. N. M., Chan, K. K. S., & Ng, C. S. M., eds., *Cyberbullying and Values Education: Implications for Family and School Education*. Routledge: London. <http://dx.doi.org/10.4324/9781003314509-13>

Hedda, M., Boulton, M. J., & **Macaulay, P. J.R.** (2023). Predicting Adolescents’ Intentions to Support Victims of Bullying from Expected Reactions of Friends versus Peers. *International Journal of Developmental Science*, 1-14. <https://doi.org/10.3233/DEV-230348>

Boulton, M. J., & **Macaulay, P. J.R.** (2023). Testing the social validity of the CATZ cross-age teaching zone anti-bullying intervention among school students. *Research Papers in Education*, 1-21. <https://doi.org/10.1080/02671522.2023.2189289>

Boulton, M. J., **Macaulay, P. J.R.**, Atherton, S., Boulton, L., Colebourne, T., Davies, M., ... & Turner, C. (2023). Promoting Junior School Students’ Anti-Bullying Beliefs with the CATZ Cross-age Teaching



Zone Intervention. *International Journal of Bullying Prevention*, 5, 38–5 <https://doi.org/10.1007/s42380-021-00111-9>

Boulton, M. J., & Macaulay, P. J.R., (2023). Does authentic self-esteem buffer the negative effects of bullying victimization on social anxiety and classroom concentration? Evidence from a short-term longitudinal study with early adolescents. *British Journal of Educational Psychology*, 93(2), 500-512. <https://doi.org/10.1111/bjep.12573>

Macaulay, P. J.R., Betts, L. R., Stiller, J., & Kellezi, B. (2022). Bystander responses to cyberbullying: The role of perceived severity, publicity, anonymity, type of cyberbullying, and victim response. *Computers in Human Behavior*, 131, 107238. <https://doi.org/10.1016/j.chb.2022.107238>

Macaulay, P.J.R, Betts, L. R., Stiller, J., & Kellezi, B. (2021). ‘The more public it is, the more severe it is’: teachers’ perceptions on the roles of publicity and severity in cyberbullying. *Research Papers in Education*, 36(6), 726-753. <https://doi.org/10.1080/02671522.2020.1767183>

Macaulay, P.J.R., Betts, L. R., Stiller, J., & Kellezi, B. (2020). “It’s so fluid, it’s developing all the time”: pre-service teachers’ perceptions and understanding of cyberbullying in the school environment. *Educational Studies*, 46(5), 590-606. <https://doi.org/10.1080/03055698.2019.1620693>

Macaulay, P.J.R., Boulton, M. J., Betts, L. R., Boulton, L., Camerone, E., Down, J., ... & Kirkham, R. (2020). Subjective versus objective knowledge of online safety/dangers as predictors of children’s perceived online safety and attitudes towards e-safety education in the United Kingdom. *Journal of Children and Media*, 14(3), 376-395. <https://doi.org/10.1080/17482798.2019.1697716>

Macaulay, P.J.R., Boulton, M. J., & Betts, L. R. (2019). Comparing early adolescents’ positive bystander responses to cyberbullying and traditional bullying: the impact of severity and gender. *Journal of Technology in Behavioral Science*, 4(3), 253-261. <https://doi.org/10.1007/s41347-018-0082-2>

Macaulay, P.J.R., Betts, L. R., Stiller, J., & Kellezi, B. (2018). Perceptions and responses towards cyberbullying: a systematic review of teachers in the education system. *Aggression and Violent Behavior*, 43, 1-12. <https://doi.org/10.1016/j.avb.2018.08.004>

Boulton, M. J., Boulton, L., Camerone, E., Down, J., Hughes, J., Macaulay, P.J.R., & Sanders, J. (2016). Enhancing primary school children's knowledge of online safety and risks with the CATZ Cooperative Cross-Age Teaching Intervention: results from a pilot study. *Cyberpsychology, Behavior, and Social Networking*, 19(10), 609-614. <https://doi.org/10.1089/cyber.2016.0046>



### **BRNET New Members**

BRNET has a current total of 278 members from 30 countries. **Welcome Dr. Lambe!**

### **New Affiliates of BRNET**

BRNET has a current total of 113 affiliates from 19 countries.

Please send recommendations for potential **BRNET members** (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com). Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

*If you have recently joined BRNET and have not yet provided your information, please send the following to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com):*

- 1. contact information that can be posted on the website;*
- 2. a brief biography of you and your work that can be posted on the website;*
- 3. a list of current/ongoing projects in this area;*
- 4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work) or curriculum vitae that can be posted on the website;*
- 5. relevant web-based links you would like to share.*

**Affiliates of BRNET** (formerly known as ‘Friends of BRNET’) is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.



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### **Author Exchange - Member and Affiliate Publications**

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If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

**Dr. Nassem** recently published the following paper in *Pastoral Care in Education*. Please see the citation below. The full-text article can be accessed at the following link:

<https://www.tandfonline.com/doi/full/10.1080/02643944.2023.2271473?src=>

Nassem, E. M. (2023). The application of a Foucauldian approach to analyse school bullying: A critique. *Pastoral Care in Education*, 1-19. <https://doi.org/10.1080/02643944.2023.2271473>

**Dr. Tolmatcheff** and colleagues recently published the following paper in *Prevention Science*. Please see the attached PDF and citation below.

Tolmatcheff, C., Veenstra, R., Roskam, I., & Galand, B. (2023). Examining the link between implementation fidelity, quality, and effectiveness of teacher-delivered anti-bullying interventions in a randomized controlled trial. *Prevention Science*. <https://doi.org/10.1007/s11121-023-01580-8>

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### **Announcements**

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#### **For Students**

##### **(1) Brock Research on Aggression and Victimization Experiences (BRAVE)**

The Brock Research on Aggression and Victimization Experiences (BRAVE) group at Brock University is accepting graduate students pursuing an MA or PhD. Application deadlines are in December and January. For more information, please see the attached PDF and the following website:

<https://brocku.ca/brave/about-us/>

#### **Call for Papers**

##### **(1) Special Issue of *International Journal of Bullying Prevention***

Call for papers for a special issue entitled, “The Role of Teachers in Preventing and Intervening in Offline and Online Bullying” in *International Journal of Bullying Prevention*. Initial expressions of



interest, with an abstract (approx. 500 words), should be submitted to the editors by Friday November 17, 2023. For more information, see the attached PDF. The link to special issue with details can be found here: <https://www.springer.com/journal/42380/updates/26104146>

## (2) Special Issue of *Behavioral Science & Law*

Please see the link below for information on the *Behavioral Science & Law* Special Issue entitled, “School Violence and Bullying, Cyberbullying, and Cyber Deviance: The International and Interdisciplinary Perspectives.” Manuscripts should be submitted by March 1, 2024. Link to Special Issue: [Behavioral Sciences & the Law - Call for Papers - Special Issue on School Violence and Bullying, Cyberbullying, and Cyber Deviance: The International and Interdisciplinary Perspectives \(wiley.com\)](#). See the attached PDF for more information.

## Member Activities

### (1) 2023 Alberti Center Early Career Award

Please join us in congratulating BRNET member, Dr. Hannah Schacter, for being recognized as the recipient of the 2023 Early Career Award! This award recognizes individuals who have made exemplary scholarly contributions to the field of bullying abuse prevention and who conduct research that has the potential to influence practice and policy. For more information, see the following link:

<https://ed.buffalo.edu/alberti/research/early-career-award.html>

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Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) and we will include it in our newsletter and/or on our website.

Most sincerely,

Dr. Susan Swearer  
University of Nebraska – Lincoln  
BRNET Co-Director

Dr. Wendy Craig  
Queen’s University  
BRNET Co-Director