

What Extent Should Laws Be Involved into the Management of School Bullying

Muheng Xu

Tianjin Farragut School, Tianjin,
300051,
Email: 15522709617@163.com

Abstract:

This study investigates how law might more credibly engage with school bullying governance through a mixed-method design: a systematic review of legal and psychological literature, alongside an original survey of minors conducted both online and offline. The findings reveal a worrying proliferation of covert bullying tactics that routinely circumvent existing detection mechanisms. Teachers and administrators appear chronically underprepared to devise proportionate responses, while public awareness initiatives remain superficial and poorly targeted. Meanwhile, the normative case for legal intervention continues to divide educators, parents, and legal professionals, exposing enduring frictions between deterrent and restorative ideals. Against this backdrop, the study advances four complementary proposals. Statutory interpretations and official guidance should be revised to render non-physical and indirect bullying more readily recognisable in both reporting and disciplinary proceedings. Mandatory reporting obligations for school personnel, reinforced by regular, practice-oriented training, would tangibly improve frontline responsiveness. Strengthening community legal literacy through accessible workshops and campaigns could encourage more active bystander participation. Finally, sentencing and disciplinary protocols ought to accommodate both proportionate penalties for serious statutory breaches and rehabilitative alternatives for minor cases—thereby sustaining accountability without foreclosing reintegration, and attending to the interests of harmed individuals and responsible parties alike. Taken together, these recommendations seek to reposition legal intervention not as a blunt or divisive tool, but as a flexible, context-sensitive, and socially grounded response to the evolving dynamics of school bullying.

Keywords: law intervene, school bullying, legal measures

1. Introduction

Recently, school bullying has become a major social and legal concern because of its severe physical and mental harm to the victims and the raising number of reported cases (Ministry of Education of China, 2025). Large-scale studies in China, including the China National Depression Blue Book (2022), indicate that 77.39% of depression among teenagers are related to interpersonal difficulties, with school bullying as a primary source of pressure. At the same time, cyberbullying represents a rapidly evolving form of school bullying, accounting for approximately 10% to 15% of reported cases (Ministry of Education of China, 2025). To further understand the severity of this problem, it is necessary to examine its impacts on victims. One of the most direct harm is physical injury. In severe cases, it may even endanger the victim's life. According to a national survey held by Ministry of China (2025) among 34 provinces in China, physical bullying like hitting occupied between 14.6% and 64.8% of reported incidents, making it a prevalent threat within the school environment. For example, in a school bullying case in Handan, Hebei Province in 2021, a victim was beaten to death by three classmates, indicating the severe harm it brings to the minors (China News, 2021). In addition to physical injury, school bullying can also result in long-term, irreparable psychological harm. However, such consequences are often overlooked by adults and relevant institutions like schools. Report on the Mental Health Development of Chinese Citizens (2022) identifies school bullying as an important risk factor affecting teenagers' mental health. Existing studies show that among middle school students who have experienced bullying, the prevalence of depression ranges from 30% to 40%, which is significantly higher than the national average of juveniles (Report on the Mental Health Development of Chinese Citizens, 2022).

In response to these social problems and the growing public concern, Chinese government issued the Comprehensive Plan for the Governance of Bullying among Primary and Secondary School Students, which represents the first national policy for preventing and controlling school bullying in 2017 (China Law Network, 2017). Three years later in 2020, the revised Law on the Protection of Minors of China provided a legal definition of "student bullying" and established corresponding management mechanisms (China Law Network, 2020). However, in China, there is still no standalone law addressing school bullying, which makes it difficult to reference relevant legal provisions when cases arise. Meanwhile, existing problems such as limited school management capacity, inadequate legal penalties, and insufficient resources in relevant institutions, which influences the authority of law. As a result,

the Dismemberment Case in Handan, Hebei is the only case of severe school bullying have been formally prosecuted under criminal law in China, highlighting how current legislation lags behind in addressing such extreme acts of juvenile violence (China News, 2021).

Therefore, this study aims to examine to what extent the law should intervene in the prevention and control of school bullying in China. It conducts a mixed approach combining primary and secondary research. Specifically, relevant laws and academic literature are examined to identify the deficiencies of the current Chinese law, while a questionnaire is also conducted to collect Chinese students' experiences of school bullying and their attitudes towards legal intervention. Based on legal frameworks from overseas, this study also proposes recommendations for optimizing of Chinese law to facilitate a collaborative response from parents, schools and society.

2. Literature Review

School bullying has become a serious social problem, and an increasing number of studies has discussed from several perspectives like the definition of bullying, its potential reasons, and approaches for prevention and intervention. This section will review relevant researches in China and abroad.

2.1 The situation of domestic research

Compared with international research, research on school bullying in China started relatively late from the 1990s, and initially focused on three areas: conceptual definitions, causes of school bullying, and prevention of school bullying behaviors (Tian, 2024). In the past decade, the number of papers on school bullying on China National Knowledge Infrastructure (CNKI) has increased rapidly, with growing attention to the characteristics and causes of bullying (Tian, 2024).

According to *Article 130 of the Law of the People's Republic of China on the Protection of Minors* (2020), school bullying is defined as an act that occurs among students, where one party intentionally or maliciously uses physical force, verbal abuse, or online means to oppress and humiliate the other party, causing physical injury, property damage or psychological harm to the victim. Building on this legal definition, Li and Wei (2022) further extend it by emphasizing that interpersonal bullying should be involved as well. Hong et al. (2022) further identified cyberbullying as a new form of school bullying, which is anonymous and virtual, enables the bullies to conceal their identities more easily, which may cause greater harm to the victims. However, Chen (2022) shifted the focus by defining school bullying as a violent, destructive, and

infringing behavior against students, teachers and schools on campus, aiming to achieve specific illegal or criminal purposes through coercion and threats to suppress the resistance and intentions of the bullied students. Building upon previous definitions, Yao (2024) specified the spatial scope of school bullying, arguing that it includes intentional attacks by teachers, or outsiders on students, teachers and school properties, which disrupt the teaching and management order of primary and secondary schools, kindergartens, and their surrounding areas. In summary, the core theme of academic research on school bullying is that school bullying encompasses behaviors both on and off campus, which can cause physical, property and psychological harm. Over time, cyberbullying and relational bullying have also been included in the definition. However, these definitions remain highly consistent with the framework established by the *Law on the Protection of Minors in China*, indicating its continued applicability. Through a review of existing studies, it can be found that most scholars attribute the causes of school bullying to issues related to the victims and bullies, the family, the school, and society. Regarding the research on the causes of school bullying, Liu et al. (2022) argued that school bullying is mainly associated with the family environment and the student's personal characteristics, such as an unhealthy upbringing environment and weak empathy. Hong et al. (2023) further pointed out that external factors, such as unstable parental relationships may also contribute to the occurrence of school bullying. Similarly, Chang and Yin (2022) believed that bullying is shaped both by family environment and social networks. For example, guardians with ineffective or neglectful disciplinary methods may reduce external constraints on their child's bullying behaviors. Meanwhile, research is still exploring reasons related to teachers and school rules. Luo et al. (2024) found that the lower the perception of fairness towards teachers among teenagers, the higher the possibility of their involvement in school bullying. Additionally, the legal aspect has also been under scrutiny, particularly regarding the younger age of offenders and legal exemptions. According to *China's Public Security Administration Punishments Law*, those under the age of 14 who violate the law are exempt from punishment and only their guardians are ordered to strictly discipline them. Some minors take advantage of this legal loophole to repeatedly test the limits, leading to recidivism (Chen, 2025).

For the intervention of school bullying, Liu and Hong (2022) pointed out that cyberbullying is a new type of school bullying. Its anonymity and virtuality make it easier for bullies to hide themselves and cause greater harm to the victims. What's worse, the Internet has exacerbated this potential danger by enabling information to spread

rapidly and widely. Another study proposes that to deal with school bullying, it requires following principles: educational guidance should be treated as the main approach (The Ministry of Education of China, 2016). Early prevention and the protection of students' rights are necessary as comprehensive governance methods. All of these require the collaboration of the government, schools, families, and the society. However, legal intervention also has its limitations. He and Qiu (2025) pointed out that covert behaviors such as verbal abuse and social exclusion are difficult to quantify, and minors' awareness of preserving evidence is relatively low. Bullies often choose locations with little surveillance to carry out their actions, leading to insufficient evidence when legal prosecution is pursued. Additionally, legal intervention sometimes conflicts with the principles of juvenile justice. Yao (2025) noted that the public's misunderstanding of intolerance, especially towards the bullies rather than the bullying behavior itself, may lead to excessive punishment. This deviates from the principles of juvenile justice, which emphasize education, reform, and rehabilitation, making subsequent interventions overly harsh and neglecting preventive measures. Li (2024) further argued that rigid legal measures are insufficient to guide students to develop a conscious and rational awareness of resisting school bullying. Although many bullying incidents involve physical or online behaviors, they often do not reach the level of criminality. Instead, due to the cognitive biases and fear of victims, many covert bullying behaviors go unreported, thereby hindering the full effectiveness of the law.

2.2 The situation of international research

International studies on school bullying started earlier and mainly focused on similar areas to those in domestic research. However, Western developed countries differ from China in several environmental conditions, such as educational resource allocation and class sizes. In particular, classes in China typically range from forty to fifty students, while western classes often have fewer than twenty. As a result, some research findings may not be applicable to the Chinese context. For instance, differences have been observed in the causes of school bullying and the implementation of intervention measures.

Regarding the concept of school bullying, several scholars defined bullying as repeated exposure to negative behaviors imposed by others over an extended period, rather than just a one-time violation or insult of human rights (Olweus, 1978; Khan, 1978). Based on this definition, Olweus (1993) further improved it as repetitive negative behaviors conducted by a group or an individual towards a specific target over time. Smith et al. (2011) argued that

bullying behavior is a highly aggressive and deliberate act that can cause severe physical or psychological harm to victims. Foreign studies also recognize the diversity of bullying forms, including physical aggression, property damage, psychology isolation and cyberbullying. The Centers for Disease Control and Prevention (CDC) of the United States (2014) defined school bullying as repetitive, harmful aggressive behaviors among adolescents that occur in a context of power imbalance, resulting in physical, psychological, social or academic harm. The British Department for Education (2017) included sexual bullying in the category of school bullying and expanded the scope of the bullying parties to include both students and teachers, rather than just among students. Overall, international research has consistently defined school bullying as negative behaviors targeting vulnerable groups through physical, psychological, or relational means, thereby causing harm to the well-being of the victims. Over time, the concept has expanded to include cyberbullying and sexual bullying, and it has been recognized that teachers may also be perpetrators. However, legal application remains challenging. Antonis Katsiyannis et al. (2025) point out that students with disabilities are more likely to be victims but are also more likely to be mistakenly identified as bullies and punished. Henry Lee et al. (2025) emphasize that the anonymity and global nature of the Internet complicate the investigation of cyberbullying, making it difficult to identify who the bully is and where they are.

Regarding the causes of school bullying, Pepler et al. (2008) found that teachers' delayed or ineffective responses significantly increased the frequency of bullying incidents. From a family perspective, Saravilla Carlos et al. (2021) proposed that strict disciplinary methods involving corporal punishment or family conflicts are more likely to lead to the formation of antisocial personality traits in children. At the peer level, Demary and Malecki (2002) discovered that peer support and acceptance are related to the frequency of bullying incidents, and children with low peer acceptance and recognition are more likely to become victims.

In terms of intervention of school bullying, foreign studies highlights comprehensive prevention and control measures combining legislation, school-based anti-bullying education, and all-round school-family-community cooperation. Samara and Peter (2008) argued that the American anti-bullying research emphasize the establishment of national laws and regulations as a central strategy. Empirical evidence further shows that to date ,49 U.S. states have enacted relevant anti-bullying laws , and 45 of them have further introduced district - level governance policies to prevent school bullying (Bethany Saxon ,2024). Similarly, in 2017, the British Department of Education

released a national guiding document *Prevention and Handling of Bullying*, providing a legal framework for limiting school bullying. In addition, Northern Ireland also enacted the *School Bullying Handling Act*, which specifically regulates school bullying, aiming at school boarding and strengthened the national legal framework. These legal frameworks empower schools and teachers to take disciplinary actions when bullying incidents occur. As the severity of the incidents increases, the measures taken will escalate from educational approaches to more serious penalties. However, there are still challenges in the application of laws. John Frew (2026) pointed out that the bureaucratic system may undermine the effectiveness of anti-bullying efforts, as institutions are often reluctant to address underlying issues such as the influence of social media and family environments.

2.3 The gap of previous research

To summarize, foreign research on school bullying started earlier and mainly focuses on the conceptual definitions, its underlying causes, and intervention and prevention measures. In particular, the prevention and control strategies for school bullying in foreign studies emphasize the formulation of legal regulations and implement tiered handling (British Department of Education, 2017). Research on school bullying in China mainly focuses on the physical, psychological and property-related harms suffered by students . In contrast , the international academic community is increasingly treating sexual bullying as an independent category for discussion Additionally, Chinese research tends to emphasize intervention measures involving both schools and families, while foreign research places more emphasis on the internal psychological conditions of children involved in bullying behavior and the underlying factors that lead to these tendencies. However, the analysis of causes and intervention and prevention measures from foreign studies may have limited applicability to the Chinese context. Although domestic research on school bullying started later, there have recently been significant research achievements in its prevalence, causes, and countermeasures, laying a solid foundation for this study. However, several deficiencies remain in the existing domestic research, mainly in the following aspects:

Firstly, there is a lack of background research on school bullying in China. Current domestic academic research often focuses on the direct participants, namely the bullies and the victims, while paying insufficient attention to school administrators and other institutional participants. Secondly, most of the existing studies concentrate on reactive measures to address school bullying, with less exploration of the underlying causes, especially those related

to family and school environments (He & Qiu, 2025). Thirdly, most of the current research in China remains theoretical, with relatively few studies based on empirical evidence from actual court judgments at the grassroots level. In particular, the literature on the systematic study of court cases adjudicated based on criminal law is scarce, and comprehensive case collections are also very lacking (Wu, 2021). Finally, only a limited number of domestic studies link the issue of school bullying with the formulation and improvement of laws, and even fewer integrate relevant judicial precedents.

Based on these gaps, this study draws on existing theories and recent judicial cases, to examine the current situation of school bullying in China. It analyzes the underlying causes of school bullying, and put forward targeted prevention and control strategies. This research seeks to provide solutions for the management and resolution of the current school bullying problem in practice, and to address certain limitations in existing studies. Page Numbers

3. Methodology

3.1 Overview

This dissertation adopts a combination of primary and secondary research approaches. First, through secondary research, background information was collected on the causing factors of school bullying through existing studies and related laws in China and other countries to obtain the views of sectors around the world on school bullying. Meanwhile, a questionnaire was designed to examine students' understanding of school bullying and their awareness and attitudes towards of the current legal management practices in China, in order to reflect the own opinion from students to give more practical advice.

3.2 Literature Research

This study drew upon numerous sources such as academic papers, news reports and court rulings from China National Knowledge Infrastructure and Google Scholar to analyze the different focuses of research on school bullying in China and abroad, the causes of cases, and the solutions. Meanwhile, when searching for articles, the publication year of the articles, the academic background of the authors, and the rationality of the research design would also be taken into consideration to ensure that the article is accurate enough to be quoted.

3.3 Questionnaire Design

A questionnaire with 15 questions was designed, mainly using multiple-choice and ranking questions to facilitate

quantitative analysis. Meanwhile, the students are the major respondents of the questionnaire. First three questions collect basic information (age, gender, grades) from respondents to ensure that the participants are within the intended target group of this study. The questions in the questionnaire are mainly divided into three categories. The first category of questions pertains to the concept and awareness of school bullying to investigate students' understanding of identifying bullying behaviors. The second category relates to students' personal experiences of school bullying to explore whether students have suffered school bullying and how they responded after being bullied. The third category focuses on students' views on relevant legal intervention in school bullying. This questionnaire was distributed through both online platform Questionnaire Star and offline channels. This mixed distribution is adopted to increase the number of valid national data, accommodate students without mobile phones, reduce the risk of proxy responses and improve the analysis accuracy. In addition, ethical considerations were incorporated by allowing participants to withdraw at any time if they felt, and also by revising questions involving sensitive personal information. This improved the ethical acceptability and response quality of the questionnaire.

4. Results

Results

Based on the analysis of 144 valid questionnaire responses in Figure 1, the results indicate that 29.58% of respondents have experienced school bullying, suggesting that the incidence of school bullying is relatively high comparing to other researches. Among the reported types of bullying, verbal bullying (14.08%), psychological bullying (10.56%), and physical bullying (8.45%) were the most common forms experienced by respondents. The action of above types of school includes long term isolation, giving contemptuous nickname, beating and so forth. This finding was further supported by responses to a subsequent question in Figure 2. When asked about their observations and understanding of the common forms of school bullying, verbal bullying was perceived by the largest number of respondents (73.24%) as the most frequent type, while physical bullying ranked third (51.41%), further substantiating the prevalence of these types of bullying. In addition, interpersonal bullying also accounted for the fourth highest proportion (7.04%), and many students (64.08%) also believed that this type of bullying occurred relatively frequently, which demonstrated the prevalence of interpersonal bullying. In addition, sexual bullying and cyberbullying were also mentioned by the participants selecting "others". This shows that some attention has been paid to

the emerging forms of school bullying.

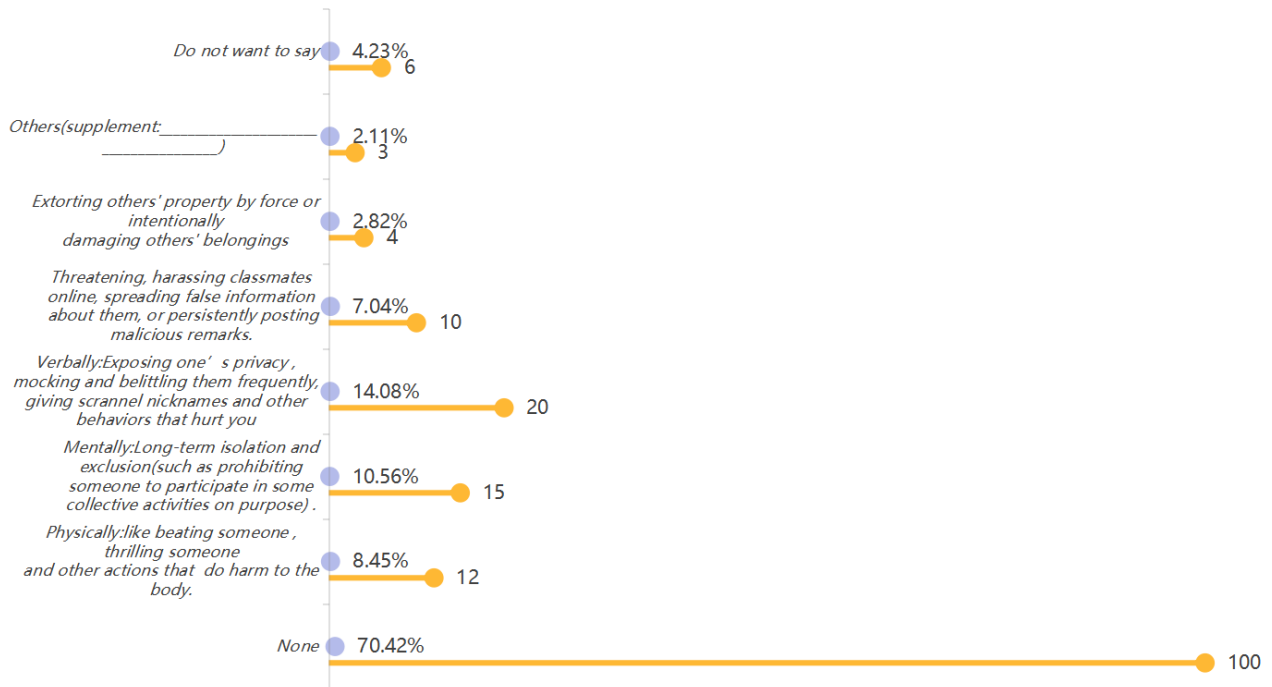


Figure 1. Which of the above types of bullying have you suffered? (multiple choice)

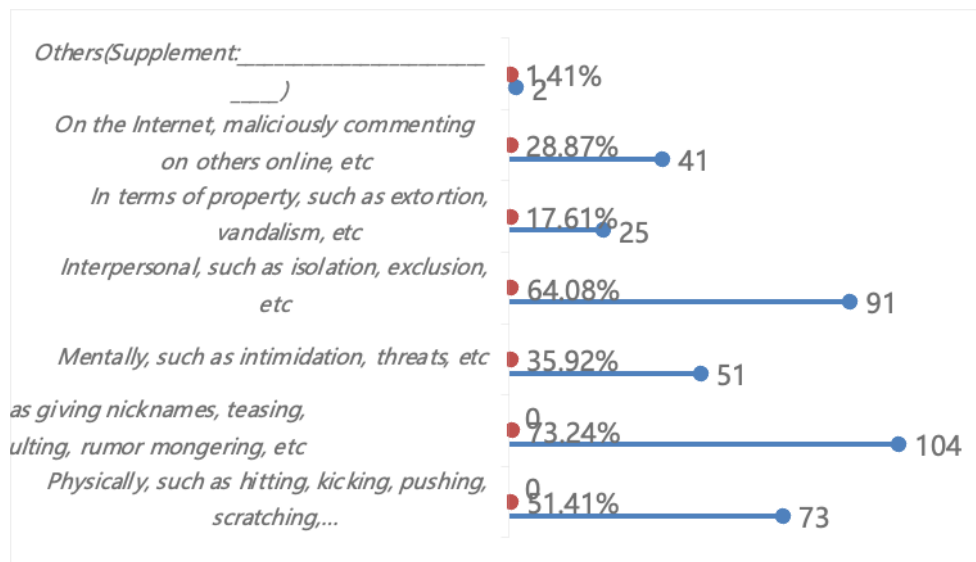


Figure 2. According to your knowledge, which of the following types of school bullying occur more frequently? Please select the top three most frequent (multiple choice: at most three)

Regarding the responses to school bullying, the results in Figure 3 and 4 show that among the participants who had experienced school bullying, 17.61% chose to endure it alone without disclosing the situation to anyone, indicating that some students are lack of relevant means of rights protection. In contrast, 60.57% of respondents indicated they would seek help from parents, teachers, or other adults, or report the incident to institutions such as

schools or police station, suggesting that most children will choose to seek help from adults when they encounter relevant situations. Among the 86 participants who chose to report the issue to adults or institutions, 24 of them (approximately 28%) stated that although the problem had been somewhat alleviated, it had not been completely resolved, indicating that the existing solutions are ineffective.

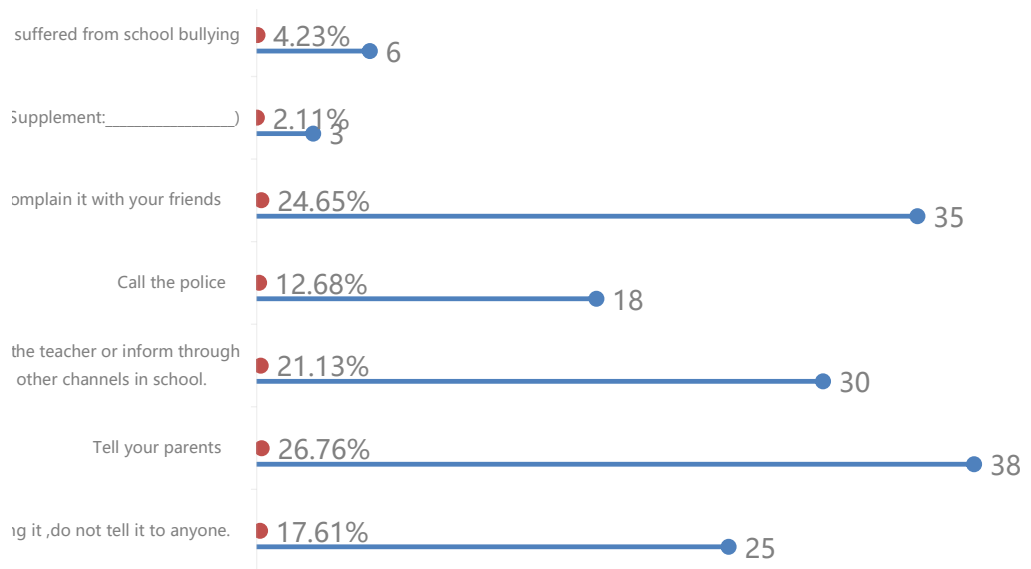


Figure 3. If you are suffering from actions above ,what will you do?

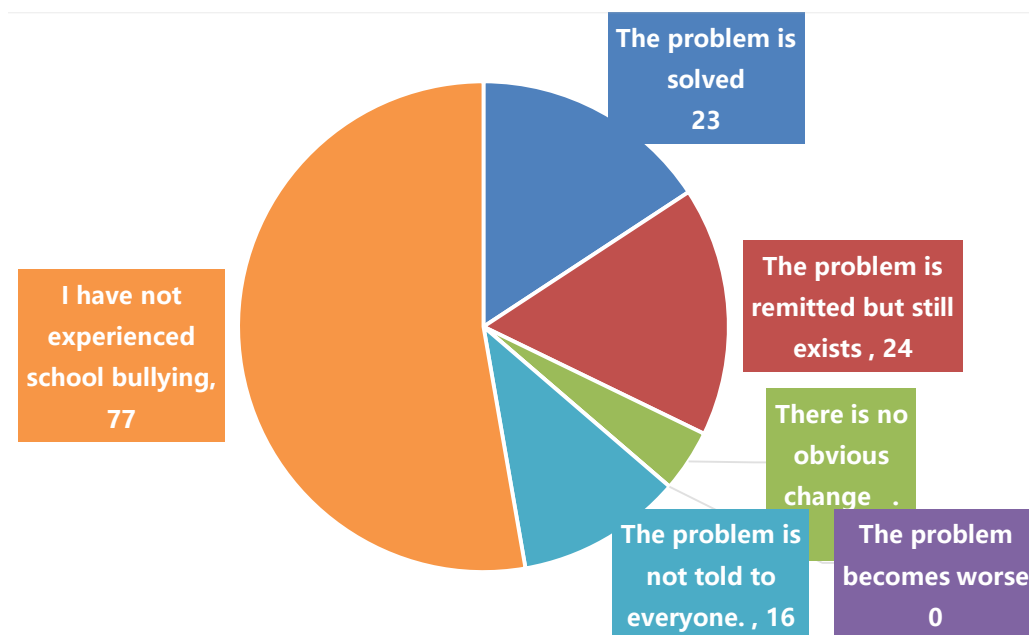


Figure 4. After telling the problem to your teachers or other adults, how is the situation?

Furthermore, regarding existing measures to address bullying, the primary data in Figure 5 to 7 reveal that more than half of the respondents either reported that their schools had no specific regulations regarding campus bullying or were unaware of the existence of such regulations. This phenomenon indicates that the absence and ambiguity of relevant school regulations and rules are rather serious. In a subsequent question regarding coping strategies, the two most widely known methods among participants were informing parents (66.90%) and notifying teachers or the school (65.49%). This indicates that students have a relatively high awareness of involv-

ing adults in problem-solving. Regarding the channels through which these methods were learned, most of the respondents indicated that their knowledge related to campus bullying came from parents (43.66%), school curriculum activities (47.18%), and various media channels (40.85%), such as social media. In contrast, community legal education activities were mentioned less frequently. However, some participants indicated that they were not aware of any relevant methods, to some extent revealing the deficiency in related education.

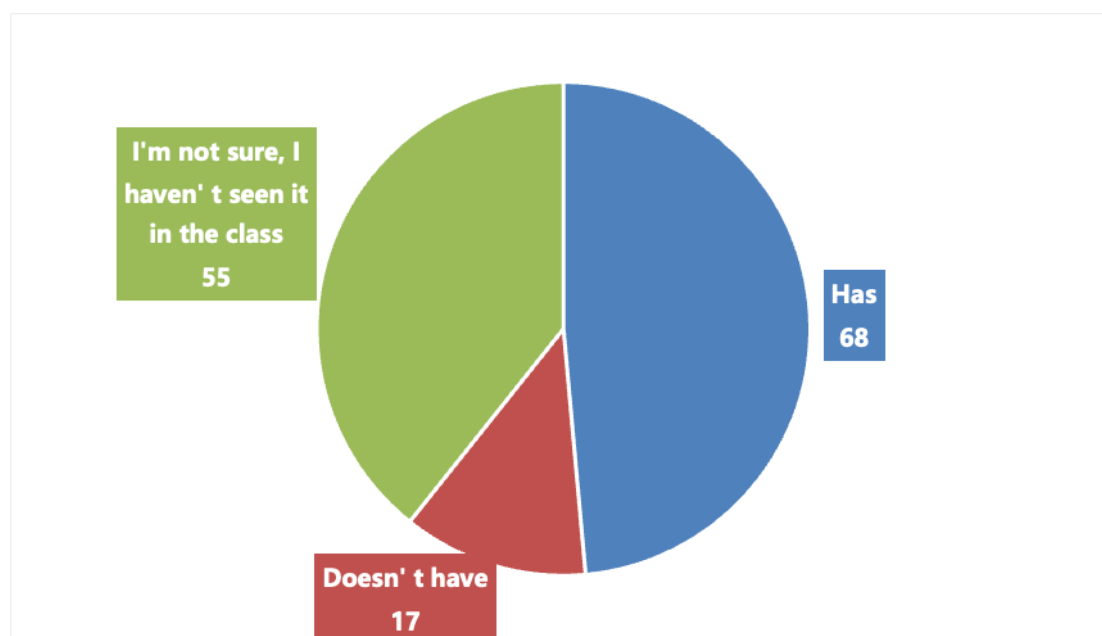


Figure 5. As far as you know, does your school make school rules and regulations regarding school bullying?

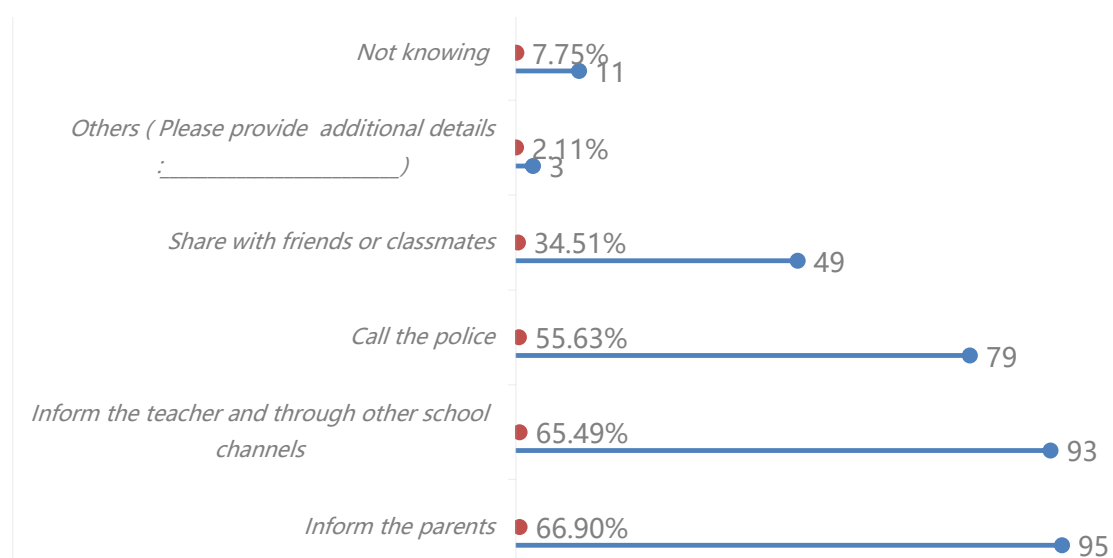


Figure 6. When a campus bullying incident occurs, what feedback and problem-solving channels do you know? (Optional)

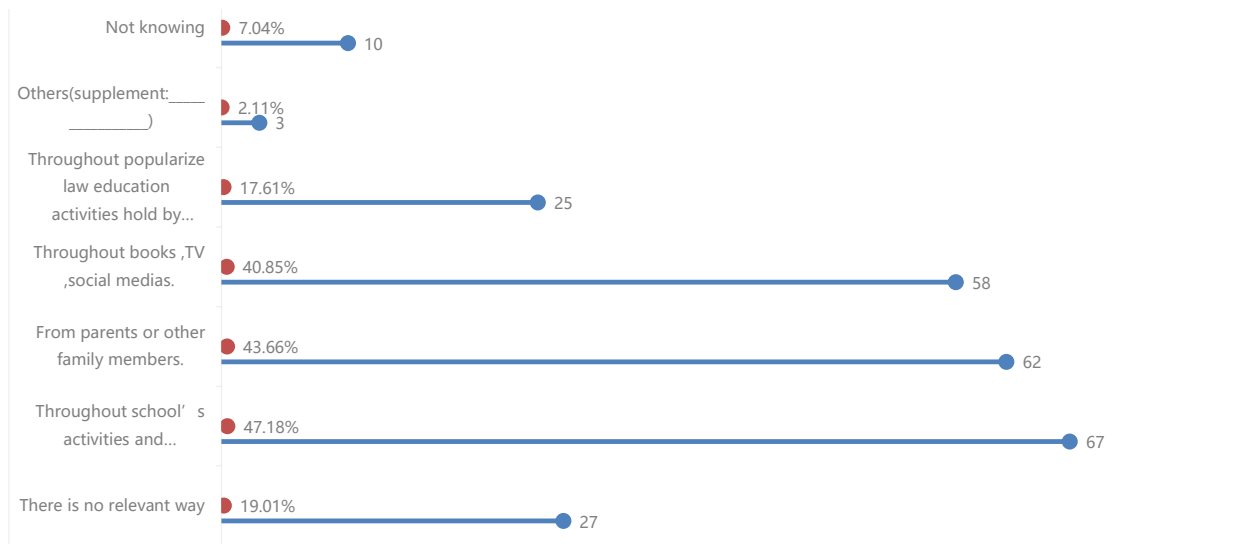


Figure 7. How do you know these channels?

In the final section of the survey, Figure 8 to 10 focuses on participants' level of familiarity with existing Chinese laws related to school bullying and their attitudes toward the existing legal measures to address school bullying. Figure 8 shows that nearly half of the participants had only a general understanding of the relevant laws, but lacked knowledge of the specific details. Approximately 30% had merely heard of the laws and about 10% even had no knowledge of them at all. A total of 82.39% of respondents expressed either complete or partial support,

while 4.22% indicated complete or partial opposition, which indicates that students have different views of legal intervention. Among those who supported legal intervention, 45.77% held the view that legislation could provide normative guidance for the actions of schools, parents, and other relevant institutions, which was the rationale that received the highest level of endorsement. Among respondents who opposed legal involvement, the most frequently cited concern, accounting for 14.79%, was that legal penalties might be excessively severe.

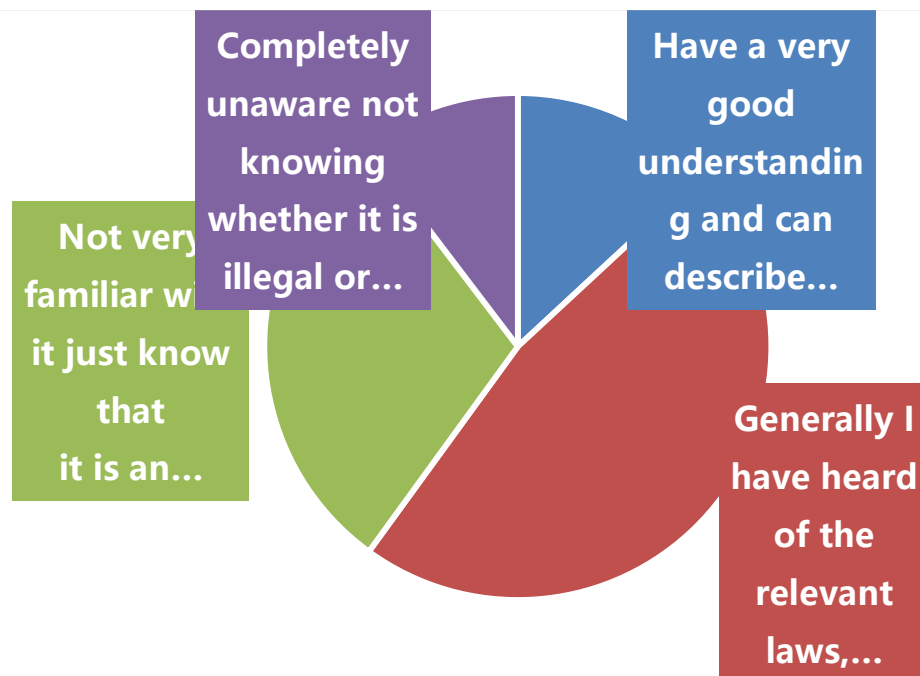


Figure 8. Do you think you are familiar with the laws and regulations in China regarding school bullying?

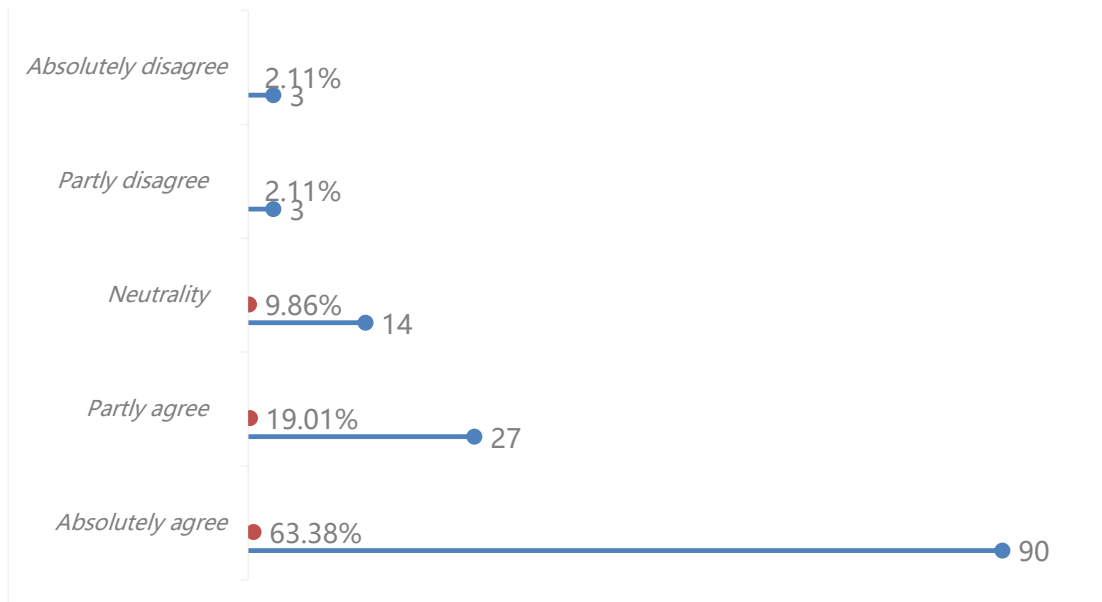


Figure 9. Agree or Disagree: Laws should be involved into school bullying management.

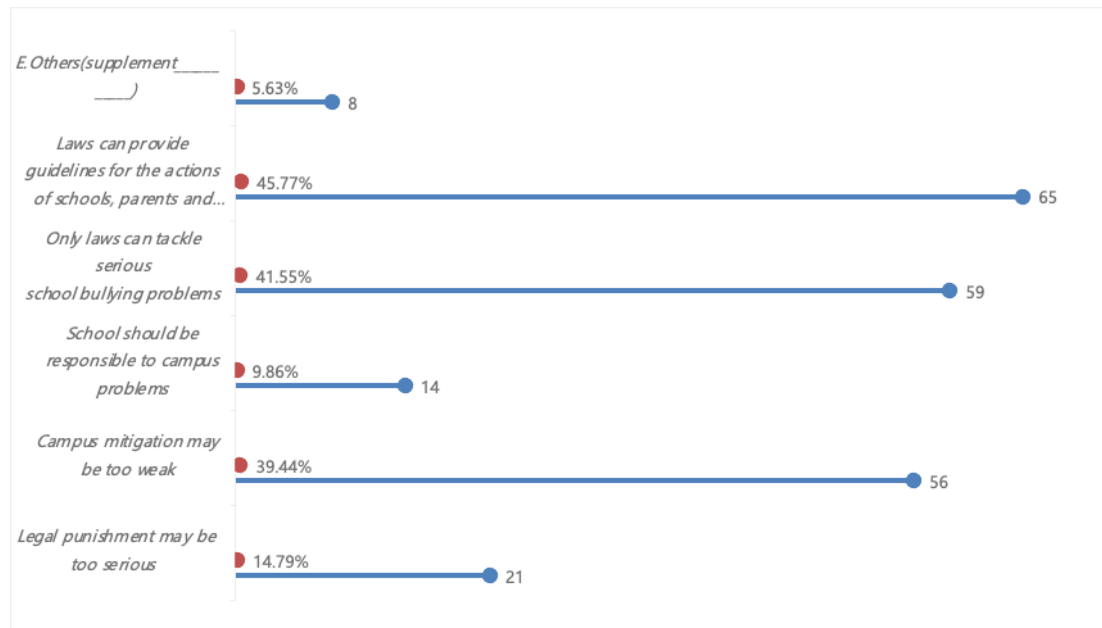


Figure 10. Why do you agree or disagree?

5. Discussion

School bullying, as a serious social issue, attracts widespread attention when it occurs. This behavior not only causes physical and mental harm to both the bullies and the victims, but also disrupts normal educational activities, posing a threat to of society (Chen et al., 2025). This section analyzes the causes of school bullying by integrating the results of questionnaire surveys and literature reviews, and proposes possible solutions. First, the manifestations of school bullying have become more covert. The survey

results show that the most common forms of bullying experienced by students are not physical, but verbal bullying (14.08%) and psychological bullying (10.56%). These behaviors are often regarded as ordinary conflicts among classmates, so that neither the bullies nor the victims may realize that this is bullying (Fang, 2025). Moreover, means such as verbal abuse and social exclusion are often difficult to record, making such incidents hard to verify due to the lack of evidence (Fang, 2025).

The second issue is the lack of effective intervention

mechanisms among adults and relevant institutions. According to the survey, although many students indicated that they would ask for help from adults or specialized agencies after experiencing bullying, some (16.4%) reported that while the intervention remitted the situation to some extent, still existed. This finding is similar to the studies by Liu and Hong (2022) as well as Pepler et al. (1979). It suggests that the capacity of teachers and relevant organizations to deal with bullying incidents is still insufficient. Due to the concealment of contemporary school bullying, some educators and officials may misidentify such behaviors as ordinary student conflicts, then failing to implement effective resolutions (Fang, 2025). Regarding this issue, a viable solution is addressing the problem from both external and internal perspectives. Externally, the establishment of mandatory reporting obligations is recommended. When minors are suspected of being subjected to violations such as school bullying, relevant parties should be required to report the matter immediately to related departments. Failure to obey this reporting obligation would be considered dereliction of duty and subject to corresponding penalties. Internally, teachers could be required to receive anti-bullying training and gain systematic instruction aimed at improving their capacity to identify, intervene in, and resolve such incidents. In addition to these measures, third-party specialists such as psychologists and legal advisors could be assigned to dispose severe cases of school bullying (Ma, 2021). In the previous section, it was found that the school governance mechanism was ineffective and students were not familiar with relevant laws. Regarding these issues, He and Qiu (2025) pointed out that a large number of covert bullying cases could not be included in the legal scope due to the difficulty in quantifying their consequences. Moreover, schools themselves lack clear differentiation standards, leading to a tendency of ambiguous judgment. As for the next issue, Yuan (2025) noted that the current one-way indoctrination-style legal education is inconsistent with students' cognitive habits, weakening their preventive and intervention capabilities and making them unfamiliar with relevant laws. Regarding the last problem, the model that focuses on punishment while neglecting psychological correction has, in effect, increased the possibility of recidivism (He & Qiu, 2025). As for the part of legal improvement, it can be referred to South Korea's practice of taking school bullying into account in the admission process, which has a long-term impact. Regarding the current ineffective management mechanism, strengthening community legal education might offer an effective solution. Questionnaire data indicates that the majority of respondents have varying degrees of unfamiliarity with legal provisions concerning school bullying. This has led

to two phenomena: first, people often cannot determine whether their own or others' behaviors constitute bullying, or whether they themselves are being bullied; second, even if the victims are aware that they are being bullied, they often lack the ability and knowledge to protect their rights through appropriate legal means. Meanwhile, Shen and Yao (2025) also pointed out that the lack of legal knowledge decelerates the discovery and disposal of school bullying cases. As a possible solution, legal education, by elaborately explaining relevant laws, can enhance the public's understanding of the specific content and operational logic of legal provisions, thereby better helping individuals protect themselves and regulate their own behaviors, and thus promoting the management of school bullying.

Through first-hand research, many people advocate for legal intervention in the management of school bullying, believing that the law provides guidelines and direction for handling bullying. However, opponents argue that legal punishments are too severe. In response, He and Qiu (2025) as well as Yao (2025) point out that the law often takes lenient measures towards minors under the age of 14, which to some extent weakens its deterrent effect. But overly strict punishments can also lead to a lack of protection for minors. Therefore, a possible approach could be to impose sentences based on the severity of the incident rather than the age of the offender. For severe cases, bullies would be sentenced as what adults do, while education is still maintained for less serious cases. This way, it can ensure that bullies do not take advantage of their age, while also preventing punishments from being too harsh. For the issue, one possible approach is a careful examination of sentencing practices. Nowadays, China's laws on the minor protection and the prevention of juvenile delinquency do not hold bullies under the age of 14 responsible for their behaviors (He & Qiu, 2025). For minors aged 14 and above who engage in bullying, tolerant treatment is generally applied to some extent, it equals to tacit indulgence. One possible approach is to introduce a "willfully exceeded the age" provision, under which perpetrators who have not yet reached the age of criminal responsibility but knowingly commit serious acts despite being aware of their gravity could still be sentenced according to criminal law. This clause would help ensure that younger offenders receive appropriate consequences while also providing a guidance for other social institutions and administrators. For those who oppose this approach due to concerns about overly severe punishment, establishing a tiered intervention system for campus bullying offers an alternative solution. Under such a system, minor offenders whose behavior is less severe would be subject to mandatory school intervention, including necessary education

and psychological guidance. For those whose behavior is more serious, the procuratorate could approve arrest and initiate legal proceedings. This dual-track approach would help prevent leniency toward serious lawbreakers while also avoiding overly harsh punishments for minor infractions (He and Qiu, 2025)

6. Conclusion

This research has both strengths and the number of Chinese papers read is greater than that of foreign ones. As this research is more based on the educational environment in China, some previous studies in China need to be read. However, with the increase in the number of international schools in recent years and the exchange of educational concepts, some relevant theories from abroad also need to be referred to. Secondly, to ensure the accuracy of the results, a large part of the questionnaires distributed this time were paper-based, which has limitations in terms of dissemination compared to online questionnaires. This limits the universality of the results. However, the feature of this research lies in drawing conclusions more from minors and reading articles from multiple fields such as law and psychology to analyse contemporary issues, demonstrating the uniqueness and diversity of the research.

In conclusion, this study has identified the following issues: the increasing concealment of school bullying behaviors, the lack of effective intervention strategies by relevant individuals and institutions, the ineffectiveness of existing management measures, and the limited applicability of the legal framework. The research indicates that these problems can be addressed through certain measures, including updating legal interpretations, introducing mandatory reporting systems, organizing relevant training, enhancing community legal education, and improving sentencing mechanisms. In response to the core research question, it is suggested that the law should intervene in the prevention, identification, and punishment of severe school bullying behaviors. Ultimately, it is hoped that this study can provide possible suggestions for the appropriate integration of legal mechanisms into the governance of school bullying. It is also hoped that through these efforts, school bullying can be effectively controlled.

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