

---

Paper Session FA-2  
Friday, July 28, 2006

## **Bullying, social identification and coping**

**Derek Heim**  
**University of Central Lancashire, Preston, UK**

**Simon C. Hunter, Christine J. Howe, Kevin Durkin, &  
Dermot Bergin**  
**University of Strathclyde, Glasgow, UK**



With about a quarter of all primary school children being bullied, and victims frequently experiencing negative psychological and social adjustment it is important to better our understanding of how different forms of coping may mediate adverse effects of bullying. Moreover, despite being at a particular risk of marginalisation, little research has examined whether current cognitive stress and coping theories are applicable to minority ethnic pupils.

The study reported here builds on previous work, which demonstrates that a strong sense of ethnic identity can act as a buffer against the negative effects of racism, and explored whether social identities may help buffer adverse effects of bullying. The research was carried out in primary schools in Scotland and the north of England with the aim of expanding theoretical models of coping and adjustment.

*Communicating author:*  
**Derek Heim**  
*Department of Psychology*  
*Darwin Building*  
*University of Central Lancashire*  
*Preston*  
*PR1 2HE*  
*Tel: +44 (0)1772 89 3432*  
*Fax: +44 (0)1772 89 2925*  
*Email: [sdheim@uclan.ac.uk](mailto:sdheim@uclan.ac.uk)*