

A NEW IMAGE OF VIOLENCE AGAINST CHILDREN – BULLYING TYPE BEHAVIOR

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Abstract

Recently introduced in our specialty literature, bullying behavior is analyzed and studied in relation to other terms of the violence area. Given the institutional type of manifesting: schools, day care centers, educational centers, workplace, etc. but the magnifying glass under which it was viewed and analyzed in this article was that ecosystem perspective. So the focus felt on understanding the phenomenon of atomic perspective and in terms of understanding the more general models. The atomic model is restricted to certain risk factors related to the victim (e.g., age, gender, disability, type of temperament, etc.), aggressor (low empathy, low self-esteem, aggressive pattern, etc.) or observer (low self-esteem, empathy, low overloading the role and status, mentality, education level, etc.) and the relationship among these factors, while more general theoretical models approach the complex risk factors involved in relational factors (control difficulties, difficulties in the exercise of power, pathological triangulation, etc.), social those (poverty, social isolation, lack of enforcement, social stress, etc.), cultural ones (belonging to a religion, an ethnic group, negative publicity, cultural acceptance of violence etc.). The two types of explanatory models are not mutually exclusive, but complement each other in contributing to understanding the phenomenon. Remembering risk factors without mentioning and protective factors too is to forget the other side of the coin. In the absence of risk factors, protective factors have no impact. Intensity of a factor, as the interaction with other factors can cause, in some cases, the quality of risk or protective.

Keywords: bullying type behavior, aggression, risk factors, protective factors.

Résumé

Récemment introduit dans notre littérature spécialisée, le comportement de l'intimidation est analysé et étudié en relation avec d'autres termes de la zone de la violence. Étant donné le type de manifestation institutionnelle: les écoles, les centres de soins de jour, les centres éducatifs, lieu de travail, etc. loupe sous lequel il a été vu et analysé dans cet article est la perspective de l'écosystème. Donc, l'accent a été mis sur la compréhension du phénomène de la perspective atomique et la compréhension des termes utilisés sur plus général. Le modèle atomique est limité à certains facteurs de risque liés à la victime (par exemple, l'âge, le sexe, le handicap, le type de tempérament, etc.), agresseur (faible empathie, faible estime de soi, modèle agressif, etc.) ou d'observateur (faible estime de soi, l'empathie, la faible surcharge du rôle et du statut, la mentalité, le niveau d'éducation, etc.) et à la relation entre ces facteurs, alors que plus de modèles théoriques généraux abordent les facteurs complexes de risque impliqués dans des facteurs relationnels (difficultés de contrôle, des difficultés dans l'exercice du pouvoir, triangulation pathologique, etc.), sociaux (pauvreté,

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isolement social, le manque d'application, le stress social, etc.), culturels (appartenance à une religion, un groupe ethnique, la publicité négative, l'acceptation culturelle de la violence, etc.). Les deux types de modèles explicatifs ne sont pas mutuellement exclusives, mais complémentaires contribuant à la compréhension du phénomène. Indiquer les facteurs de risque sans les facteurs de protection est d'oublier l'autre côté de la médaille. En l'absence de facteurs de risque, les facteurs de protection n'ont aucun impact. L'intensité d'un facteur, comme l'interaction avec d'autres facteurs peuvent provoquer, dans certains cas, la qualité du facteur de risque ou de protection.

Mots-clés: comportement de type intimidation, l'agression, facteurs de risque, facteurs de protection.

Rezumat

Relativ recent introdus în literatura noastră de specialitate, bullyingul, este un comportament analizat și studiat în relație cu alți termeni din sfera violenței. Având cadrul de manifestare de tip instituțional: mediul școlar, centre de îngrijire, centre educaționale, locul de muncă, etc. lupa sub care a fost privit și analizat în acest articol a fost cea a perspectivei ecosistemice. Accentul a căzut atât pe înțelegerea fenomenului din perspectivă atomară cât și pe înțelegerea lui din prisma modelelor de mai mare generalitate. Modelul atomar se restrânge la anumiți factori de risc ce țin de victimă (de exemplu, vârsta, sexul, prezența unui handicap, tipul de temperament etc.), agresor (empatie scăzută, stimă de sine scăzută, pattern agresiv etc.) sau observator (stimă de sine scăzută, empatie scăzută, suprasolicitare de rol și status, mentalitate, nivel educațional etc.) și la relația dintre acești factori, în timp ce modelele teoretice de mai mare generalitate, abordează complexul factorilor de risc implicați în factori relaționali (dificultăți de control, dificultăți de exercitare a puterii, triangulare patologică etc.), sociali (pauperitate, izolare socială, lipsa sancțiunilor, stres social etc.), culturali (apartenența la o religie, la un grup etnic, mediatizarea negativă, acceptarea culturală a violenței etc). Cele două tipuri de modele explicative nu se exclud, ci se completează reciproc contribuind la înțelegerea fenomenului A aminti factorii de risc fără a aminti și factorii protectivi este a uita cealaltă față a monedei. În absența factorilor de risc, factorii de protecție nu au nici un impact. Intensitate unui factor, ca și modul de interacțiune cu alți factori pot determina, în anumite cazuri, calitatea de factor de risc sau de protecție.

Cuvinte cheie: comportament de tip bullying, agresiune, factori de risc, factori protectivi.

1. Conceptual differences

The concept of bullying has been introduced in the specialty literature in the '70s by Norwegian Dan Olweus, who conducted early research on the subject. From the perspective of the mentioned author, this type of behavior is defined as “repeated and prolonged exposure of a person to negative actions by one or more persons; negative action occurs when an individual is intentionally attempting to damage, brings injury or induces discomfort to another person; negative actions can be achieved through physical contact, words, obscene gestures, by refusing to fulfill a request, etc.; the term bullying should not be used when conflict occurs

between two subjects' forces (physical and psychological) approximately equal". (Tomița 2013, *apud.* Olweus 1996, p. 411)

The term bullying is familiar to Germanic peoples and to those speaking English, and without translation used by Latin speakers. In a study by Smith *et al.* (2002) on the comparison of terms used in 14 languages to describe the behavior of bullying is concluded that there is an imperfect correlation between the popular and scientific definition, used by the same people and also there are differences of nuance in understanding and express bullying in different cultural contexts. (Beldean-Galea, Jurcău 2010, pp. 15-16)

The lack of a proper concept, defining new phenomenon appeared, made the term bullying in our specialty literature to be viewed with double interest, on the one hand trying to find some consecrated terms that can cover this area of manifestation and, on the other hand, the focus was shifted to taking the concept of bullying in understanding and defining its elements. In the literature, there are often questions about the common elements and differentiate among concepts such as bullying, harassment, aggression, violence, hostility, conflict or abuse. On each of these concepts can say that they can be grouped as aggressive behavior with shades of differentiation, useful in studying and analyzing the phenomenon.

Aggression is defined as "an attack against the people" (DEX 1998, p. 21) or "conduct adopted with the intention to harm the other, physically or psychologically". Some authors do not make clear distinction among aggression, violence, aggression, hostility or anger, while others prefer nuances that: violence is limited to physical assault; aggressiveness refers to the personality of an individual who has a habit of behaving aggressively; anger leads to aggression and involves mainly an emotional component; and hostility, rather corresponds to the component related to attitudes towards aggression. (LAROUSSE 2006, p. 42)

Conflict, another term used as a substitute for bullying, is defined in DEX as a "misunderstanding, clash of interests, disagreement, antagonism, strife or violent discussion", in Larousse as a "situation of a subject in which he is subject to cognitive and motivational opposite trends". (LAROUSSE 2006, p. 243)

Abuse is introduced into Romanian legislation that any deliberate action of a person who is in a relationship of responsibility, trust or authority towards it, through which the life, physical, mental, spiritual, moral or social integrity, physical, mental or physical health of the child are jeopardized" (Law 272/2004, art. 89).

2. Bullying type behavior

Bullying type behavior, the subject of our analysis, has a number of sensitive elements similar to those terms before, but also shades of differentiation and separation. Thus, bullying takes the form of aggressive behavior pattern, nature willed, achieved as a triad aggressor-victim-observer (and thus seen as a

relationship issue) on symbolic power or physical difference between perpetrator and victim. Bullying type behavior can occur on one person or on a group through direct or indirect actions; intense feeling helpless victim living, being unable to respond, to defend; aggressor practicing joy, the pleasure, the act of bullying committed as a result of personal decision, and the observer facing the fear of turning into a victim. Bullying type behaviors are not legally sanctioned, only to the extent they conflict with laws on violence, harassment or abuse.

Let's nuance to each of the items above, to answer questions such as: What is bullying?/ How often does it occur? / Who are the stakeholders? / What are the effects of acts bullying?

- Bullying type behavior is aggressive behavior made with some frequency, large enough to produce a pattern of aggressive behavior. In the study, conducted in schools in Timis county in 2013, the frequency of bullying type actions is observed by children at a rate of 14.06% - largely, every day, 25% of children observe bullying actions on a regular basis, 30.62% of bullying actions observed a small extent, and 10.84% of children do not recognize the actions of bullying in their schools. Shares of bullying, as the study suggested, are recognized with greater frequency by middle school students (VIIth and VIIIth grades) to those in high schools; 33% of VIIth grade students recognize the everyday actions of bullying in their school. (Tomita coord. 2013, p. 32) Even if acts of bullying are lower in high school to middle school, they grow in intensity, in terms of severity of effects, and the type of action, from the action of "face to face" specific to pupils in secondary school to actions in cyberspace, with unknown assailant more common in high school.
- Bullying type behavior is aggressive behavior *based on the difference in physical strength* (height, age, disability, difficulties in developing personal skills, etc.) or symbolic (membership of a social class, ethnicity, values, norms etc.) and has results in maintaining control for a period of time. Violence taught through symbolic actions and mediated by film, video games, cartoons supported social and fun, fun for the child. Exposing the child at an early age, when he still cannot distinguish between good-bad, right-wrong, to the violent repetitive of this type creates to him an attraction for heroes, for the victors, on the one hand, and cognitive-behavioral schema with patterns of violence, on the other hand. Deconstruction of such a scheme, funny, socially accepted and re-oriented to ethical and moral values and norms will be more difficult to achieve, especially in adolescence. Loss of power, the control exercised in relation to others like him, will be acutely felt by the child and the return to the episodes of violence, bullying type behaviors is also expected.

Act of bullying, by the power gap created, is offensive, malicious, intimidating, persistent, and lasting event, counted into quantitative studies is at least six months. Analysis of data from the study in Timis county show that subjects, students in secondary and high schools have experienced at least once as victim

of acts of bullying – 57%, or as aggressor – 44%, relative to their peers. (Tomița 2013, p. 72) Power exercised serves and acts (1) coercive, resulting in the emergence of reactive bullying – responsive to frustration or aggression, or (2) reward, resulting in the emergence of proactive bullying – whose aim is social recognition. (Elamé 2013)

- Bullying type behavior is based on the person's *decision* to carry out that act aggressively. Bullying is based on an evaluation of the potential for risk assessment, possible relationship with the victim, the analysis of the effects and potential danger from negative behavior conducted. Bullying has no single character, is not episodic and does not require an impulsive act instinctually. As already stated, the act of bullying needs a large enough time to exercise and a frequency of reinforcements to become aggressive behavioral pattern. Decision to maintain and practice bullying type behaviors is given by the effects on the aggressor, among which we found the lack of legal sanction, the feeling of power and control, increasing the feeling of self-esteem, pleasure, etc., in parallel with the lack of response from the victim, the feeling of fear before the act itself, helplessness, fear of the victim not to be labeled as a snitch, weak plaintiff or who tolerates the act of bullying, to accept it as normal, based on a model family or cultural of tolerate the violence. Decision to achieve bullying type behaviors take on the part of the aggressor, on the other hand the victim, but also by power play created between them.

In the study published in 2013 on the sample of children from Timis county, they consider as abnormal actions of bullying in the proportion of 73.59%, and there are gender differences on this issue, so boys tend to normalize the actions of bullying at a rate higher than girls – 28% against 17%. (Tomița 2013, p. 72)

- Aggressive behavior *conducted as a triad* by involvement or non-involvement of the third actor – the observer. Pepler *et al.* (2006) present bullying as a relationship issue, and Hooper *et al.* (2014) bring attention to situations of bullying, the intrinsic, simultaneous and connection existence of the roles of victim, aggressor and observer by creating a pathological relationship, a pathological triangular, repetitive one (for the mentioned author the observer is the savior). Triangulation is a system which they form a part (observer), together with two other parties (victim and aggressor) and which hides a conflict in which one of them is caught. Each party asks the observer to keep them against each other, so that it was caught in their conflict, feels that every time intervenes as a striker either of one or the other.
- *Aggressor*, a first element of the triad can switch the peer group as popular or unpopular. The assailant popular with good social skills, charismatic, with good organizational skills, with good handling capacity, can be an example for other colleagues, observers wishing they become popular. Unpopular abuser is usually neglected in group, ignored, isolated. (Curelaru 2009, p.17)

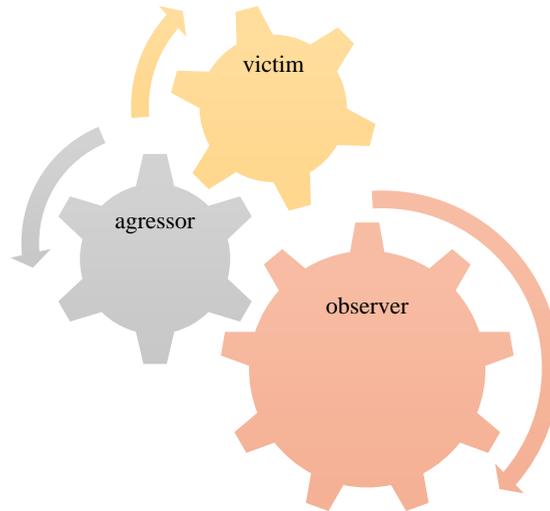


Fig. 1. Relationship victim-aggressor-observer

One child prone to bullying type behavior, to aggression, has a desire to show power, control over peer group, using force, violence in solving problems – as first choice, has low empathetic capacity and low self-esteem, often showing frustration. (Menesini 2000; Tomița 2013, pp. 18-19). Usually, the child comes from a family environment in which disciplinary measures are applied inconsistently, unequally and ineffectively in early childhood, the rules were not presented in the family and physical discipline is commonly used as punishment. At school, the child has underperformed performance, or school performance is not covered by the exigency of the family.

Pearce (2002) identifies three categories of offenders: (1) *initiator*, who carries the act of bullying on any person and does not secure a single victim; (2) *anxious*, who manifest insecurity, withdrawn, emotionally unstable, with a low self-esteem, which has been a victim sometime and (3) *passive aggressor*, one who has a sense of empathy towards the victim and is engaged in acts of bullying on behalf of a cause to defend his status or to defend himself. (Curelaru 2009, pp. 16-17)

According to other authors (Olweus 1996, Menessini 2000, Fideli 2007), one of the most commonly used typologies contains *explosive aggressor* – one that shows a high sensitivity to emotional states such as fear, anger, sadness and exhibit high reactivity in the presence of low intensity of these stimuli. They do not tolerate limits, reacts impulsively and quickly to new situations without analyzing impacts, have poor self-control skills and resort to acts of verbal and

physical bullying type. The second category includes the *planner aggressor*, he analyzes the act of aggression, organizes his action, selects victims, chooses the place and the right time, has better cognitive skills, but great emotional deficiencies, he is not empathetic, does not show shame or blame for the suffering caused.

Bullying type behaviors and crime and antisocial behaviors are closely linked. Longitudinal studies conducted in diverse cultural environments show correlations between bullying type behavior, manifested in childhood, and antisocial behaviors. So, J. Renda *et al.*, within study published in 2011, make correlations between bullying and anti-social behaviors manifested by the use of violence as a pattern of behavior, hostility, aggression, violence against rules, aversion to others, deviations from accepting and age-specific roles, Olweus in the study conducted in the '90, shows that 60% of boys who have committed acts of bullying in school have committed also delinquent acts around the age of 24 years, and D.P. Farrington and M.M. Ttofi, in the study published in 2011, make correlations between bullying type behaviors and crime, describing a path, a possible way of life for these subjects from bullying to crime. (Lazar 2012, pp. 36-38)

In the absence of protective, of family, group and societal factor, the transformation of bullying behavior, practiced and internalized as an element of power and control in childhood, the antisocial and criminal behavior in adults, can occur through conservation the pattern of aggression.

- *Victims* often feel a sense of anger, frustration, humiliation, isolation, despair and frequently suffer physical injuries; psychological and somatic disorders, there are no longer interested in school and place frequently in failure situations. (Kaltiala-Heino 1999, Lawlor 2002, O'Moore 2003, *apud.* Filipeanu-Sandru 2012, p. 9)

Recent longitudinal studies bring attention to the serious effects that bullying has on victims, namely, depression and suicide attempts. Children exposed to long periods of acts of bullying, in their adolescence can become depressed, with events such as: lack of interest in activities with friends or family, sleep disorders, insomnia, feeling lack of energy, trouble concentrating, poor school results, feeling alone, helpless. (Lazar 2009, p. 37)

The author of the concept of bullying, Olweus, deepened and extended study of the phenomenon, after three children, victims of bullying, committed suicide. Children and adolescents who are victims of a bullying experience feel a permanent state of fear and confusion, and some of them feel they can stop the insults, humiliations, gossip, insults, terror only by resorting to extreme gestures, such as the one to take his own life. (Tomița 2013, p. 16)

Children who are victims of bullying are usually calm, sensitive, lonely and reacts to attack by crying, avoidance, withdrawal. (Curelaru 2009, p. 14, *apud.* Olweus 1996)

Olweus (1983, 1996) speaks in his works about two categories of victims: passive and active. Victims that are passive, fragile, insecure over others, anxious, sensitive, cautious, timid, with a low self-esteem, are disparaging, isolating themselves in front of bullying behaviors and not ask for help, remaining in relation to bullying and self-blaming. By their behavior they fail to make friends and not ask for help from adults, in considering themselves guilty for their condition, living being ashamed of the situation and distrust that adults (parents, teachers) can resolve the situation, on the one hand and for fear that their intervention would be followed by a new act of bullying, on the other hand. Active victims have problems in managing assets emotions, manifesting themselves when anxious when aggressive against bullying acts. They are in the double role of passive, anxious victim, followed by the assailant planner, vengeance for acts of bullying perpetrated on them. Balance between the two states, posting them in the “victim-aggressor” makes support from peers or adults not occur, further dimming their confidence and self-esteem.

- *Observer/ Monitoring* – participant at the act of bullying may choose to get or not to get involved. Among observers as colleagues, responsible adult supervision in schools, teachers, parents, it is noted: (1) defender – one who does not like acts of bullying and intervenes, as active observer, helping to stop bullying on victim; (2) passive defender – he does not like bullying, but does not show openly to defend the victim; (3) defender unemployed – spectator, distant observer, unengaged, look what happens and does not act, it is one who does not express its opinion on the act of bullying; (4) active supporter – take part in the act of bullying, participates actively; (5) passive supporter – declarative does not agree with act of bullying, but does not involve actively (6) supporter – who participates in the act of bullying. (Filipeanu-Sandru 2012, p.8)

In cases of bullying, observers can try different feelings and can manifest in different ways. They feel implicated in the bullying type either the victim part or of the perpetrator part, pose as defenders of justice or foreign credit dispute, to created conflict and they do not intervene. Boys assume more roles refueling conflict, while the girls take on the role of defender or outsider. (Salmivalli *et al.* 1996, p. 6)

- Bullying type behavior is viewed as a social act with cultural implications. In every society there is a dominant culture, which sets standards for both child rearing and education, as well as standards for other behaviors. At the cultural differences, definitions of the aggressive behaviors on child have a substantial component of relativity, and cultural practices must be understood in their context. All cultures have individuals that deviate from cultural norms and standards, including those relating to parental care and child care. Cultures and ethnic groups are often seen as homogeneous.

Classifications such as African-American, Asian-American, Native American and Euro-American, Northern European, Eurasian etc. do not correspond invariably

or necessarily with reality that every member daily lives. Each of these categories contains multiple and diverse cultures as an intercultural diversity through generations, acculturation, education, becoming, gender, age and past experience.

Bullying occurs between children from different social, cultural and economic characteristics. Children who commit acts of bullying have mental patterns, stereotypes, prejudices, different social representations of the child victims and created individually, depending on the cultural reality to which they were exposed. Coming up with different cultural representations reference and supported by adults who come from the same backgrounds, children can practice acts of bullying backed by the authority argument created by the family cultural model. It examines in recent specialized studies the relationship between cultural identity and bullying, and makes its place alongside other forms of bullying, a new type of action, in the same sphere, interethnic bullying. (Elamé 2013, pp. 6-8)

Studies conducted by the mentioned above author, in countries like Bulgaria, Cyprus, France, Germany, Greece, Italy, Portugal, Romania, Slovakia and Spain bring attention to interethnic bullying seen as acts of bullying, towards an area school, by the native pupils on immigrant students. Kids who declares, in percentages ranging from 70% (Cyprus) and 90% (Portugal) that they have not been victims of interethnic bullying, with one exception, Germany, where only 36.3% of children were not victims of interethnic bullying. The frequency of acts of interethnic bullying recognized by children ranges from sometimes at once or more than once per week, depending on the country. With high frequency (more than once a week ranges Germany (18.3%), followed by Cyprus (4.3%), Italy (3.5%), Bulgaria (3%), Greece (2.9%), France (2.6%), Spain (2.6%), Slovakia (2.2%), Romania (0.7% and a rate of non-responses of 16.6 %), and Portugal (0.5%). (Elamé 2013, pp. 228-229)

Besides the link bullying-migration, the recent studies call into question the relationship bullying-discrimination. The report Wesley (2009), shows several other categories of victims against can commit actions of bullying more frequently. Among those we can mention: bullying based on homophobic reasons, bullying against those with disabilities, bullying based on reasons of race and bullying based on religious grounds. Acts of bullying frequency ranges in the context of cultural diversity, of intercultural dialogue, cultural norms and values known by both sides amid new social models. Cultural practices should be seen in the context of changes taking place in every society.

3. Manifesting forms

Wesley Report (2009) mentions two main ways of bullying: bullying group and individual bullying. Bullying group strongly manifested in high school, a relatively long period of time, it can be physical or emotional, can be done directly (usually without an adult, teacher, supervisor) or in cyberspace. Individual bullying often

met in gymnasium is typically direct – “face to face” and conducted by physical or emotional actions.

A study carried out in our country, in schools in Timis county, students identify rather actions of bullying such emotional-psychological (51% threat, 50% isolation, 75% mockery (75% gossip) compared to the physical those (pushing 71%, 43% slapping, kicking 40%, 52% bites, scratches). (Tomița 2013, p. 73)

Curelaru *et al.* (2009) propose a bullying classification, based on two different criteria of differentiation: physical / non-physical and direct / indirect and submit the following bullying acts.

Table 1. Forms of bullying

		<i>Direct</i>	<i>Indirect</i>
Physical		Hitting, kicking, slapping, challenge, throwing stones or objects, pulling hair, pushing, crowding (assault), property damage, dispossession of objects (theft), the threat of arms, touching of a sexual nature, etc.	Convincing another person to act on your behalf through direct actions
	<i>Verbal</i>	Insulting, name-calling, insulting, verbal threats, using sarcasm	Convincing another person to insult, racist insults, malicious spreading rumors, manipulating friendly relations etc.
Non-physical	<i>Non-verbal</i>	Obscene gestures, intimidation, humiliation, teasing, to pervert, to stick out your tongue, roll his eyes, etc.	Hiding or move different objects belonging to the victim, deliberate exclusion from an activity or a group, rejection, social exclusion, ostracism, not communicating, not to talk with the victim, etc.

Source: Curelaru *et al.* 2009, p. 13

Directly bullying – actions in this category involves verbal acts (humiliating, annoying) physical (acts that are aimed injury victim) or social (acts that have the purpose of exclusion from the group of friends, denigration in front of friends / colleagues, social exclusion) made in face-to-face meetings.

Indirectly bullying – actions in this category are the same as for bullying difference directly with the gunman not act directly but indirectly by persuading, manipulating another person to act for him.

Cyber-bullying – actions of this category occurred recently in range type events bullying involve the use of virtual space (Internet, SMS messaging, email, social networks) and other digital communication technologies to cause personal injury.

Another question that arises now after we have analyzed the behaviors of bullying in terms of causality, relationship, cultural environment is why some children fail to integrate acts of bullying that experiences growth, adapting to hostile situations, while others resort to extreme acts? To better understand these issues I will introduce another category of concepts: *protective factors*, *resilience* and *coping*.

4. Protective factors

Protective factors are constitutional and environmental factors that make the child to be resilient, able to change himself for own recover when he is faced with difficult situations. In epistemological, *resilience challenge* is to understand the mechanisms that allow better adaptation to the difficult situations that we encounter in life (Ionescu 1999).

Jourdan-Ionescu *et al.* (1998, 2001) have revealed a number of factors for child protection, but not before analyzing Garmezy's research (1985) which identified the following variables as protective factors: characteristics of biological, psychological and socio-emotional of the child: to health, self-esteem, temperament, level of development; characteristics of parents, family environment and parent-child interactions: discipline, support etc.; characteristics of the social environment: resources available, social support, etc.; as on those of Kimchi and Schaffer (1997) showing a picture of protective factors divided into two broad categories: *individual factors* and *social factors* they in turn divided into family factors and factors of external support.

The above mentioned she-author identified protective factors for children (1) child characteristics: superior intellectual abilities (measured by an intelligence test or determined during a meeting with a specialist who knows well the child); good social skills (child fall very easily into contact with others, both children and adults, is able to maintain good social relationships); positive self-esteem (the child shows a great confidence and demonstrates safe behavior); (2) parents characteristics: adequate educational structure (parents apply clear rules, according to the child's age and abilities); positive interaction with the child (parents live agreeable moments with the baby, realizing various activities together); warm family environment (ambience agreeable family) and (3) characteristics of the environment where the child lives: the presence of a rich network of children like him (measured by the number of children that attend his child: friends, neighbors, colleagues, children of relatives); significant adult in the child environment (the child regularly sees an adult other than their parents, the child can count on this relationship, which is useful); support to parents for the education of the child (parents have easy access to the support provided by grandparents, other relatives, friends, neighbors, colleagues).

If you want a child at risk to become resilient, concludes Ionescu (2001), is necessary for him to “practice” protective factors, factors that offers resistance to risk. In the absence of protective factors, the child may find himself failing at school (Scott 1988; Ensmiger and Slurorcick 1992; Matzicopolos and Morrison 1994), may have mental health problems (Rutter 1985; Bearslee 1989), or more generally, a development issue (Hauser *et al.* 1985; Bradley *et al.* 1994). Protection elements will enable the child to the risk reorientation trajectory. The quality factor is given by way protection that the factor interacts with other factors. Practicing protective factors lead to increased resilience. Based on the concept of resilience, intervention cannot be limited to a specialized environment, but must take place in the natural environment, the common life of those involved, being one of partnership with the family, by which seeks to prevent situations of risk, development individual factors and environmental protection. (Ionescu 2001, pp. 98-102).

5. Conclusions

One of the sad experiences that can mark childhood is chronic exposure of a child to bullying type behaviors. During childhood and school route, many children will experience bullying situations. Some of them will perceive as normal and will valorize and integrate in their behavior towards others (originally schoolmates subsequently coworkers), others will seize and will respond appropriately by creating and developing mechanisms to copying effective, others will suffer in silence, becoming long-term victims of depression or worse, showing suicide attempts.

Nuisance of bullying type behavior involves a complex of factors, from the individual to the family, group and society, and the maintenance and development of such conduct is involving the presence of a little or lack of protective factors, factors present at the same action levels as those triggers. We cannot speak for bullying, as in the case of child abuse, about the presence of linear causal factors, but about the balance between risk and protective factors makers.

Analysis of the causes of bullying type behavior occurrence can join either an atomic model (individual) or one more general (familial and social). The atomic model is restricted to certain risk factors related to the victim (e.g., age, gender, disability, type of temperament, etc.), the aggressor (low empathy, low self-esteem, aggressive pattern etc.) or observer (low self-esteem, empathy, low overloading the role and status, mentality, education level, etc.) and to the relationship among these factors, while *more general theoretical models* approach the complex risk factors involved in relational factors (control difficulties, difficulties in the exercise of power, pathological triangulation, etc.), social (poverty, isolation social, lack of enforcement, social stress, etc.), cultural (belonging to a religion, an ethnic group, negative publicity, cultural acceptance of violence, etc.). The two types of

explanatory models are not mutually exclusive, but complement each other contributing to understand the phenomenon.

Remembering risk factors and protective factors without mentioning them means forgetting the other side of the coin. In the absence of risk factors, protective factors have no impact. Intensity of a factor, as the interaction with other factors can cause, in some cases, the quality of risk or protective factor.

Present at different ages, children, adolescents, adults, bullying type behavior takes different forms, from physical and verbal frequently in childhood, to the cyber bullying identified frequently in adolescence and up to mobbing exercised by adults at their sites work.

Bullying can be understood as a group process involving the participation of at least three actors, who are related through direct participation (victim-aggressor-observer) or indirectly (through made influences) in triads as type of victim-aggressor-schools / victim-aggressor-peer group / victim-aggressor-family / victim-aggressor-job / victim-aggressor-community.

Bullying type behavior by its extreme effects, depression and suicide attempts, raises an alarm signal on the seriousness of these acts. Acts of bullying type considered by some stakeholders as accepted in the sphere of normality, a social game, are classified by others as unacceptable, dangerous, devastating in terms of emotional development of the child, but not any aggressive behavior can be labeled as bullying, but only those which meet the following characteristics: are intentional, conducted for a period of minimum 6 months, at a high rate enough to create a pattern of behavior, are based on a difference in physical strength or symbolic connotations of social and cultural nature.

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