

Est.
1841

YORK
ST JOHN
UNIVERSITY

Mierzwinski, Mark ORCID logoORCID:
<https://orcid.org/0000-0002-9751-5865> (2014) Bullying in male Physical Education: A sociological perspective. In: International Sociology of Sport Association conference, 9-12th July 2014, Peking University, Beijing, China. (Unpublished)

Downloaded from: <https://ray.yorks.ac.uk/id/eprint/2684/>

Research at York St John (RaY) is an institutional repository. It supports the principles of open access by making the research outputs of the University available in digital form. Copyright of the items stored in RaY reside with the authors and/or other copyright owners. Users may access full text items free of charge, and may download a copy for private study or non-commercial research. For further reuse terms, see licence terms governing individual outputs. [Institutional Repository Policy Statement](#)

RaY

Research at the University of York St John

For more information please contact RaY at ray@yorks.ac.uk

Bullying in physical education: a sociological perspective

Mark Mierzwinski (York St John University)

Education policies, such as the White Report on Education (2010), have been explicit in denouncing bullying. Yet, despite intolerant attitudes towards bullying, the problem still exists. Most research examines bullying interactions and refers to 'the school' as the social setting for where it takes place. Rivers (2012) calls for researchers to consider how bullying exists in different educational contexts. Sympathetic of Rivers' (2012) considerations, this study recognises that schools are social settings that are comprised of multiple social sub-settings. This presentation discusses findings from a review of literature on bullying in physical education. Research questions were 'what forms of bullying exist in physical education?' and 'what are the social processes that enable bullying to exist in physical education?' Bullying was widely accepted as a social process that involves imbalances of power and power relations were evident in physical education settings. Practices within physical education, such as changing clothing, provided pupils with challenging experiences. Physical education was identified as one of the few school subjects that centralises the body and performance. The body was frequently cited as a central topic of ridicule and reason for bullying incidents. These included representations of body dichotomies such as the aggressive/passive body, the athletic/non-athletic body and the abled/disabled body.

Key words: physical education, bullying, bodies, power