

# **Bullying among Prisoners**

Innovations in theory and research

---

**Edited by Jane L. Ireland**



**WILLAN  
PUBLISHING**

# Contents

---

<i>List of figures and tables</i>	<i>x</i>
<i>Preface</i>	<i>xi</i>
<i>Notes on contributors</i>	<i>xiii</i>

## *Part I: Introduction*

<b>1 Bullying among prisoners: the need for innovation</b>	<b>3</b>
<i>Jane L. Ireland</i>	
Defining prison bullying	3
Overview of prison bullying research	5
Problems with the field: where are the gaps in knowledge?	14
Why innovation is needed: the implications of developing theory and research	18
Conclusion	20

## *Part II: Research*

<b>2 Bullying behaviour among women in prison</b>	<b>27</b>
<i>Nancy Loucks</i>	
Women's offending	28
Prevalence	29
Types of bullying among women	31
Reasons for bullying	33
Who are the bullies?	34
Who are the victims?	36
Implications of bullying	37
Conclusion	39

<b>3</b>	<b>Bullying and suicides in prisons</b>	<b>44</b>
	<i>Eric Blaauw</i>	
	Suicidal behaviour in prisons: definition and prevalence	44
	Suicidal behaviour in prisons: correlates	46
	Bullying in prisons: the link to suicidal behaviour	46
	A Dutch study on bullying and suicidal behaviour in prisons	48
	Conclusion	56
<b>4</b>	<b>Bullying among young offenders: findings from a qualitative study</b>	<b>62</b>
	<i>Alexandra C. Spain</i>	
	The nature and function of bullying among young offenders	63
	Bullying among young offenders: a qualitative study	68
	Conclusion	79
<b>5</b>	<b>Examining bullying among institutionalized young offenders: triangulation of questionnaires and focus groups</b>	<b>84</b>
	<i>Graham Dyson</i>	
	Studies using questionnaire/interview, self-report and official records	84
	What are focus groups?	85
	Focus groups used in penal settings	86
	Comparability of focus groups with other methods	88
	Rationale for using focus groups in the current study	89
	Current study	90
	Strengths of focus groups compared with structured questionnaires	100
	Limitations of focus groups compared with structured questionnaires	101
	Conclusion	104
<b>6</b>	<b>Bullying and anti-bullying policies: a young offender institution and an adult prison</b>	<b>109</b>
	<i>Peter K. Smith, Emma Pendleton and Helene Mitchell</i>	
	Study I: Yardley Young Offender Institution	111
	Study II: Princeton Prison	115
	General discussion and conclusion	120

*Part III: Advancing Theory*

<b>7</b>	<b>Prison bullying and fear: can fear assist with explanations of victim responses?</b>	<b>129</b>
	<i>Jane L. Ireland</i>	
	Risk of being bullied and precautionary behaviours	131
	Defining bullying: involving fear	133
	Fear as a tool for the bully	135
	Reacting to bullying: the role of fear	136
	Conclusion	143
<b>8</b>	<b>Social problem-solving and bullying: are prison bullies really impaired problem-solvers?</b>	<b>150</b>
	<i>Jane L. Ireland and Elizabeth G. Murray</i>	
	Social information processing models: development of approaches	151
	Social information processing models applied to aggression research	152
	Linking social information processing to aggression and bullying in general settings	155
	Linking social information processing to prison bullying	159
	Problems in applying social information processing models to prisons	163
	How social information processing models might be represented in prisons	166
	Conclusion	170
<b>9</b>	<b>Bullying in prisons: an evolutionary and biopsychosocial approach</b>	<b>176</b>
	<i>Paul Gilbert</i>	
	Evolution, bullying and intimidation	179
	Attraction to the threatening dominant	186
	The devaluation of affiliation	193
	Conclusion	195
	<i>Index</i>	<b>201</b>