

**Farrington, D. P. (2013). Origins of bullying and the concept of the bully-victim: A review. In Handbook of bullying in schools: An international perspective (pp. 21-34). Routledge.**

This chapter provides an overview of the origins of bullying, including the influence of genetic and environmental factors. The author argues that bullying is a complex phenomenon that arises from a combination of individual, social, and cultural factors. Additionally, the chapter examines the concept of the bully-victim, which refers to individuals who both bully and are victimized by their peers. The author suggests that understanding the nature of the bully-victim relationship is crucial for developing effective interventions to prevent bullying at grammar schools.

**Rivers, I. (2011). Homophobic bullying and the misuse of legal discourses in English schools. Oxford Review of Education, 37(3), 329-346.**

This article focuses on the influence of legal discourses on the prevalence of homophobic bullying in English schools. The author argues that the misuse of legal concepts, such as the right to free speech, has contributed to a culture of tolerance for homophobic behavior among students. The article also highlights the importance of addressing the issue of homophobic bullying in grammar schools, where students may be particularly vulnerable to discrimination based on their sexual orientation.

**Smith, P. K., & López-Castro, L. (2014). A developmental perspective on bullying. In Handbook of bullying in schools: An international perspective (pp. 35-48). Routledge.**

This chapter provides a developmental perspective on bullying, emphasizing the influence of factors such as age, gender, and cognitive development on the occurrence and perpetration of bullying behavior. The authors argue that understanding the developmental factors that contribute to bullying can inform the design of effective prevention and intervention strategies. Additionally, the chapter highlights the importance of promoting positive social norms and values among students in grammar schools as a means of preventing bullying behavior.