The present article focuses on school social work practice aiming at prevention and early intervention of school bullying. Systems theory and strength's based model consists of the main theoretical framework while group social work was the methodology of practice. The social work theories, values and methodology of intervention where the main framework of consideration and coping with bullying within the context of the present article.

The phenomenon of bullying among students is being studied in four cross culture primary schools, while based in the result of the study, an intervention is been designed, implemented and evaluated. The main purpose is the adaptation of social work action - intervention aiming at the students’ psychosocial inclusion and empowerment through their participation in the group. Group is conceived as a mean of prevention and early intervention concerning the school bullying phenomenon.

The aim of the intervention was the student's empowerment through the development of social skills and reinforcement of personal, psychological, social and environmental factors which enhance wellbeing and lead to healthy life choices. It is an action research that combines research with active participation of students and intervention aiming at conflict resolution and provoke change. The thorough qualitative and qualitative data analysis reports acknowledgment of the phenomenon existence and participation of students in bullying incidents from multiple - non static roles.

A before- after evaluation of the social work intervention reported student's positive impact concerning factors such as: life in the school and classroom, relationships in the family and among classmates and friends, pointing out that they had the opportunity to cope with conflict in alternative ways and felt appreciated.