

Definition

Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This includes cyber-bullying and identity based bullying.

To fall within the definition of bullying, the behaviour must normally be repeated, however, it should be noted that placing a once off hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Examples

- * Physical aggression
- * Intimidation
- * Isolation/exclusion and other relational bullying
- * Cyber-bullying
- * Name calling
- * Damage to property
- * Extortion

Exclusions

- * Isolated or once-off incidents of intentional negative behaviour including a once-off offensive or hurtful text message or other private messaging **do not fall** within the definition of bullying and **should be dealt with** in accordance with the code of behaviour.
- * A single incident can have a serious effect & may also constitute **harassment** - related to any of the nine grounds i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveller community.

Who can be bullied?

- * Any pupil through no fault of his/her own
- * Common/'normal' teasing/taunting may become bullying
- * Pupils notice differences in others & these pupils can be more prone to being bullied
- * Pupils who react in a vulnerable & distressed way are most at risk
- * The seriousness & duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression.

Some statistics

- * **12% of pupils aged 10 are bullied weekly**
(International Association for Evaluation of Educational Achievement 2011)
- * **30% of teenagers are bullied on a termly basis**
(TCD 2008)
- * **55% of young people say they were victims of bullying**
(Changing the Future 2012)
- * **60% of boys involved in bullying become involved in crime before age 24 unless the problem is addressed**
(O'Brien 1992)
- * **A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities.**

Characteristics of the people who Bully

Students do not always intend to bully/may not recognise the potential negative impact of their words/actions on others

- * **Can be attention seeking**
(often used to attract attention from other people)
- * **Lack the ability to empathise**
(cannot understand or share the feelings of other people)

Cyberbullies can display less empathy than traditional bullies due to anonymity and/or distance factors

- * **Tend to display aggressive attitudes combined with a low level of self-discipline**
- * **Can lack any sense of remorse convincing themselves that the other person deserves the treatment s/he is receiving**
- * **May also have been bullied themselves or are currently being bullied - 'bully victims'**

Students who engage in bullying

- * Can be at higher risk of depression/an increased risk of developing an anti-social personality, anxiety disorders
- * A likelihood of substance abuse and law-breaking behaviour in adulthood
- * Decreased educational and occupational attainment
- * Display low level of self esteem & lack confidence

Students who are more likely to be bullied/at risk

- * **Tend** to react in a vulnerable and distressed manner
- * Are perceived as different in **some way**
- * Are **less likely to tell**
- * Are **anxious, insecure and lack friends**
- * **React by withdrawing**
- * **Fear reprisals/being "a tell tale"/not being believed**
- * **May be members of specially vulnerable groups**

Effects on students who are bullied

- * Decreased **educational** and occupational attainment
- * Physical injury
- * Exhaustion, anxiety, **stress, depression, loss of self esteem, distracted, lack of confidence**
- * **Reluctance to attend school/participate**
- * **Get into trouble**
- * Cyber bullying **effects can be greater eg greater loss to reputation**
- * In extreme cases, **self-harm and suicide.**

The above signs do not necessarily mean that a student is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the student.

Students who witness bullying

- * Can feel under threat themselves: eg those who witness identity-based bullying & share that identity can experience anxiety & feel under threat themselves
- * Can also feel guilt or distress at not being able to help the person being bullied
- * Can experience difficulties in speaking up

Cyber bullying - effects

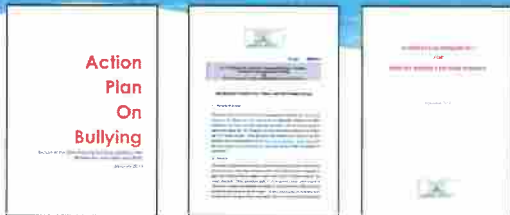
- * Offensive & embarrassing pictures & video clips have the greatest negative effect
- * Identity of the bully not known therefore a sense of powerlessness & fear on the part of the victim
- * Change in attitude to use of media – from being obsessive to avoidance
- * Frustration & high levels of anger
- * Withdrawing from friends leading to greater usage of internet to compensate
- * Feeling unsafe, no safe place, no escape, social anxiety, panic attacks.

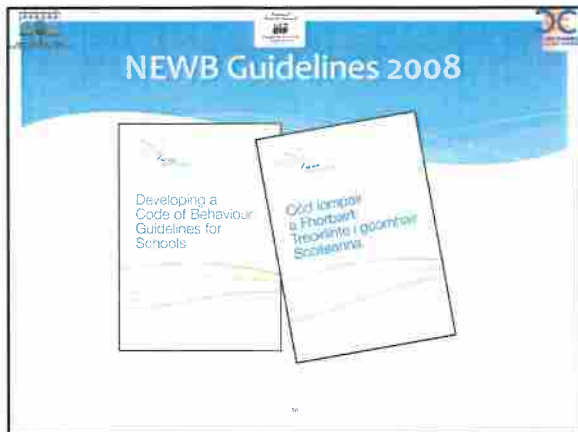
Office for internet safety (OIS)

- The main function of the OIS is to monitor the current self-regulatory model agreed with Internet Service Providers (ISPs) e.g. Facebook, Twitter...
- It has produced a booklet on cyberbullying which advises parents & schools on the making of complaints, blocking & requests for the removal of offending material from the internet.

Department of Education & Skills

Action Plan On Bullying



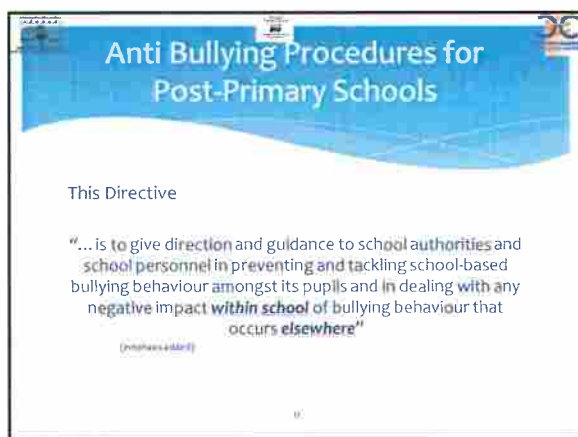


NEWB Guidelines 2008

Developing a Code of Behaviour Guidelines for Schools

Cód Iompar a Phobair Treoirite i gcomhair Scoilanna

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Anti Bullying Procedures for Post-Primary Schools

This Directive

“... is to give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact **within school** of bullying behaviour that **occurs elsewhere**”

(prophesie4444)

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Relevant Law

- * Non Fatal Offences Against the Person Act, 1997
- * Post Office Amendment Act 1951
- * The Communications Regulations (Amendment) Act 2007
- * Criminal Damage Act 1991
- * Criminal Justice (Theft and Fraud Offences) Act 2001
- * Criminal Justice Act 2006
- * Defamation Act 2009

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Relevant Law

- The Constitution
- International Treaties
- Education Acts 1998 & 2012
- The Education (Welfare) Act, 2009
- Education & Training Boards Act, (ETB) Act 2013
- Ombudsman for Children Act 2002
- Health, Safety & Welfare at Work Act 2005
- Data Protection Acts 1988 & 2003
- Equal Status Acts 2000-2011
- Defamation Act 2009
- The Criminal Justice (Withholding of information on Offences against Children and Vulnerable Persons) Act 2012
- The general law eg duty of care, negligence etc

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The BoM must...

- * Adopt & implement an Anti-bullying Policy, within the framework of the school's overall code of behaviour
- * Formulate the policy in co-operation with all staff members under the leadership of the Principal in consultation with parents & pupils
- * Make the Anti Bullying policy available to all

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Communication

- * Particular attention is to be given to incoming pupils & their parents/guardians; to new/temporary staff
- * Pupils, parents & staff members are made aware of the relevant teachers responsible for dealing with bullying concerns
- * School rules & information on bullying is provided in pupil friendly, age appropriate formats & displayed around the school.
- * Records of all incidents must be kept

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Principles of Best Practice

1. A positive school culture & climate which
 - * Welcomes difference & diversity
 - * Encourages disclosure & discussion of incidents in a non-threatening environment
 - * Promotes respectful relationships
2. School-wide approach
3. Shared understanding of bullying & its impact

Modelling Behaviour

Adults... Model what they preach!

- * The NEWB Guidelines specifically recognise the role of all adults, including parents, in modelling good behaviour: Parents should be expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The ways in which parents and teachers interact will provide pupils with a model of good working relationships.

Research Findings

‘Children who bully by any method are not born but made... in addition to... behavioral characteristics there are causal factors at play - home, school, community & societal...’

- * Lack of warmth & involvement
- * Permissiveness of aggression
- * Physical punishment & violent emotional outbursts
- * Negativism on the part of or between parents

Primary aim

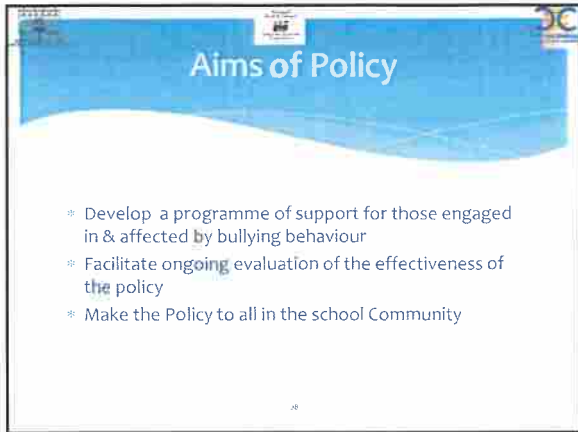
The primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships between the parties involved (rather than apportion blame)

Requirements and Aims for the policy

- * All schools are required to have an anti-bullying policy within the framework of their code of behaviour
- * The policy must be formally adopted by the BoM
- * It must be communicated to all

Aims of Policy

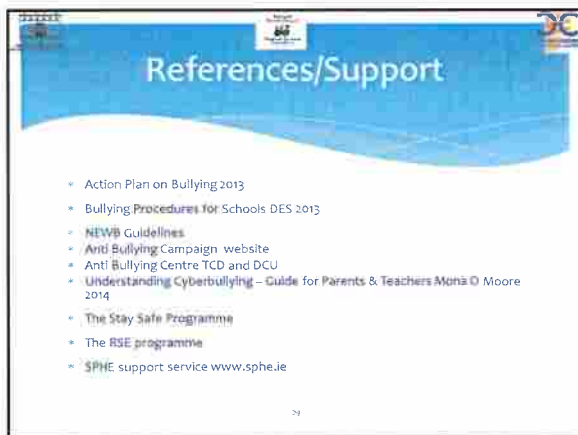
- * Create a positive school culture & climate that is inclusive & welcoming of difference
- * Create a school climate that is open, supportive & encourages disclosure of & discussion of bullying behaviour
- * Raise awareness in the entire school community
- * Provide procedures to investigate & deal with bullying



Aims of Policy

- * Develop a programme of support for those engaged in & affected by bullying behaviour
- * Facilitate ongoing evaluation of the effectiveness of the policy
- * Make the Policy to all in the school Community

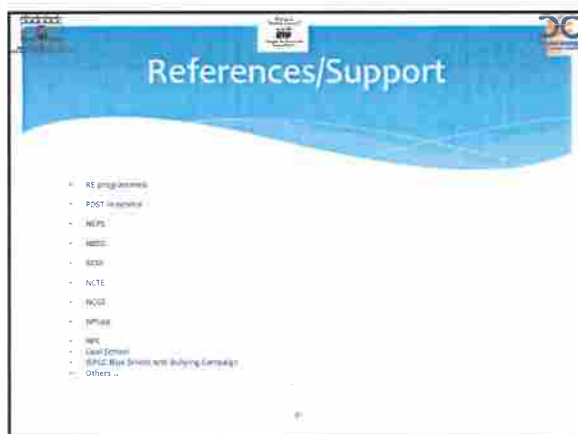
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References/Support

- * Action Plan on Bullying 2013
- * Bullying Procedures for Schools DES 2013
- * NEWB Guidelines
- * Anti Bullying Campaign website
- * Anti Bullying Centre TCD and DCU
- * Understanding Cyberbullying – Guide for Parents & Teachers Mona O Moore 2014
- * The Stay Safe Programme
- * The RSE programme
- * SPHE support service www.sphe.ie

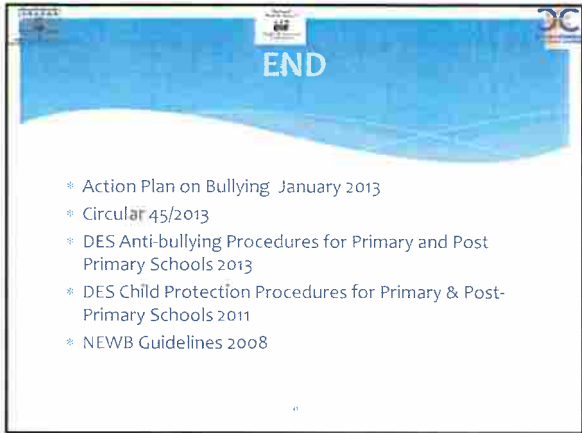
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References/Support

- RE programme
- POST response
- NEPS
- NCCS
- BSEI
- NCTE
- BOD
- SPHE
- HSE
- Good School
- BPALE: Blue Schools Anti Bullying Campaign
- Others ..

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END

- * Action Plan on Bullying January 2013
- * Circular 45/2013
- * DES Anti-bullying Procedures for Primary and Post Primary Schools 2013
- * DES Child Protection Procedures for Primary & Post-Primary Schools 2011
- * NEWB Guidelines 2008

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