

Reflection



- ❑ What is bullying?
- ❑ What is the difference between bullying and an argument/quarrel?
- ❑ What is the difference between traditional (offline) forms of bullying behaviours and cyberbullying?

What is Bullying?

As defined by the DES, Bullying is

“...unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time”

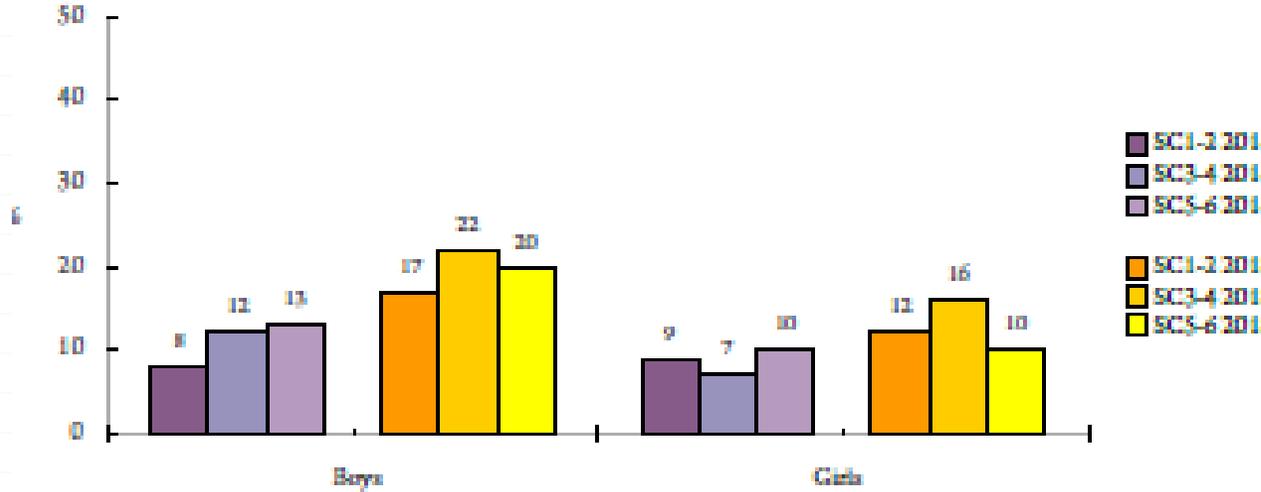
(DES 2013, p. 5)

This definition includes **cyber-bullying** and **identity-based bullying** (homophobic bullying, transphobic bullying, racist bullying, bullying of those with special educational needs)

There are statistically significant gender and social class differences. Overall, boys (19%) are more likely than girls (13%) to report ever bullying others at school in the past couple of months. Children from the middle social class group are more likely to report being involved in bullying others than those from other social class groups.

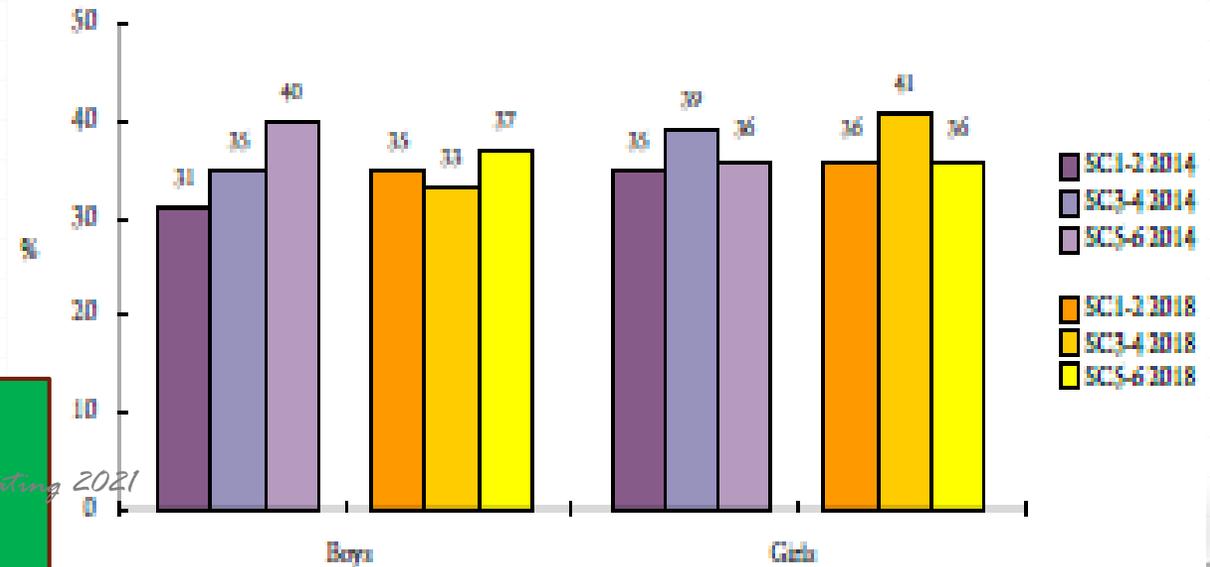
Bullying others

Figure 81: Percentages of 3rd and 4th class boys and girls who report ever bullying others at school in the past couple of months

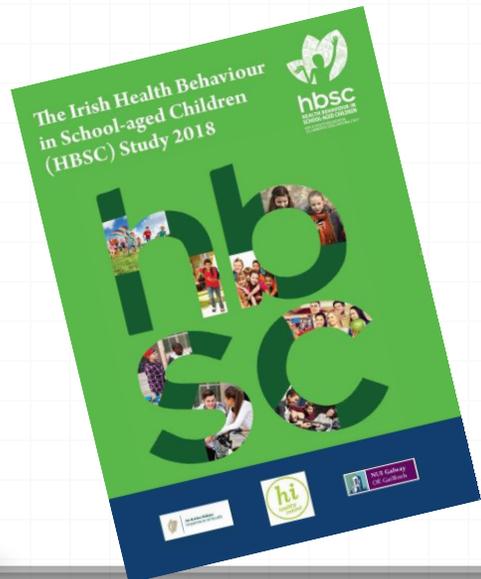


There are no statistically significant gender or social class differences. Overall, 35% of boys and 38% of girls report that they have been bullied at school in the past couple of months.

Figure 82: Percentages of 3rd and 4th class boys and girls who report ever being bullied at school in the past couple of months



Being bullied



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Bullying Behaviours

Direct Bullying

- Verbal
- Physical
- Extortion
- Gesture



Indirect Bullying

- Social isolation/ignoring someone
- Attempting to make others dislike someone
- Spreading malicious rumours
- Deliberate manipulation of friendship groups to make someone unpopular
- Falsehoods/gossip
- Circulation of nasty notes/pictures/graffiti



But it occurs outside of school?

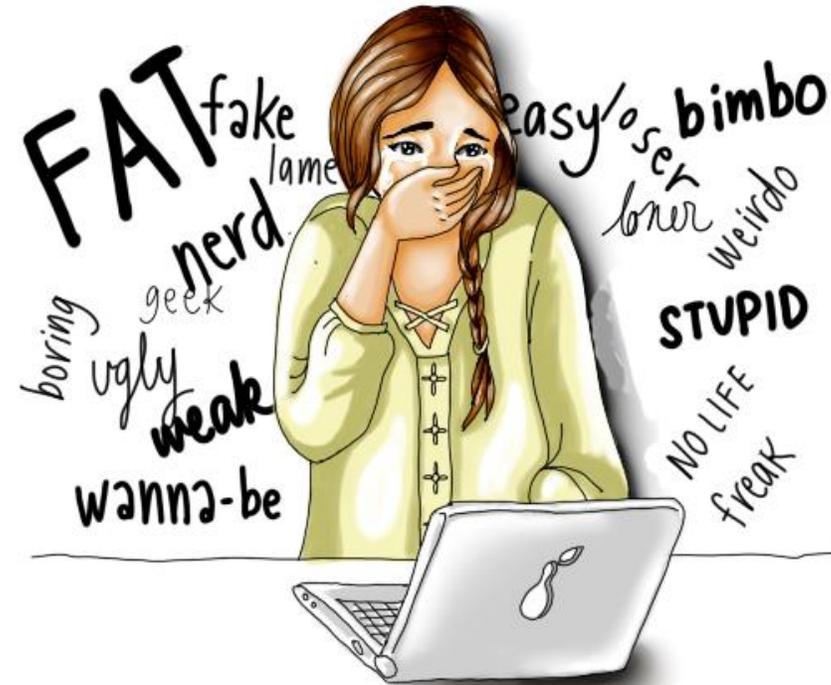
Is it a subset of bullying?

Is it a unique form in its own right?

Repetition?

O'Moore, 2014; Spears & Taddeo, 2021

Offline bullying V Cyber-bullying



Reflection

- ❑ What is the “Bullying Circle”?



*For the strength of the Pack is the Wolf,
and the strength of the Wolf is the Pack*

Rudyard Kipling, 1911



THE

BULLY

BULLYING CIRCLE

DEFENDERS

STOP!

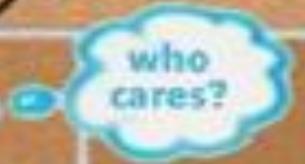


POSSIBLE DEFENDERS



FOLLOWERS

VICTIM



DISENGAGED ONLOOKERS



SUPPORTERS



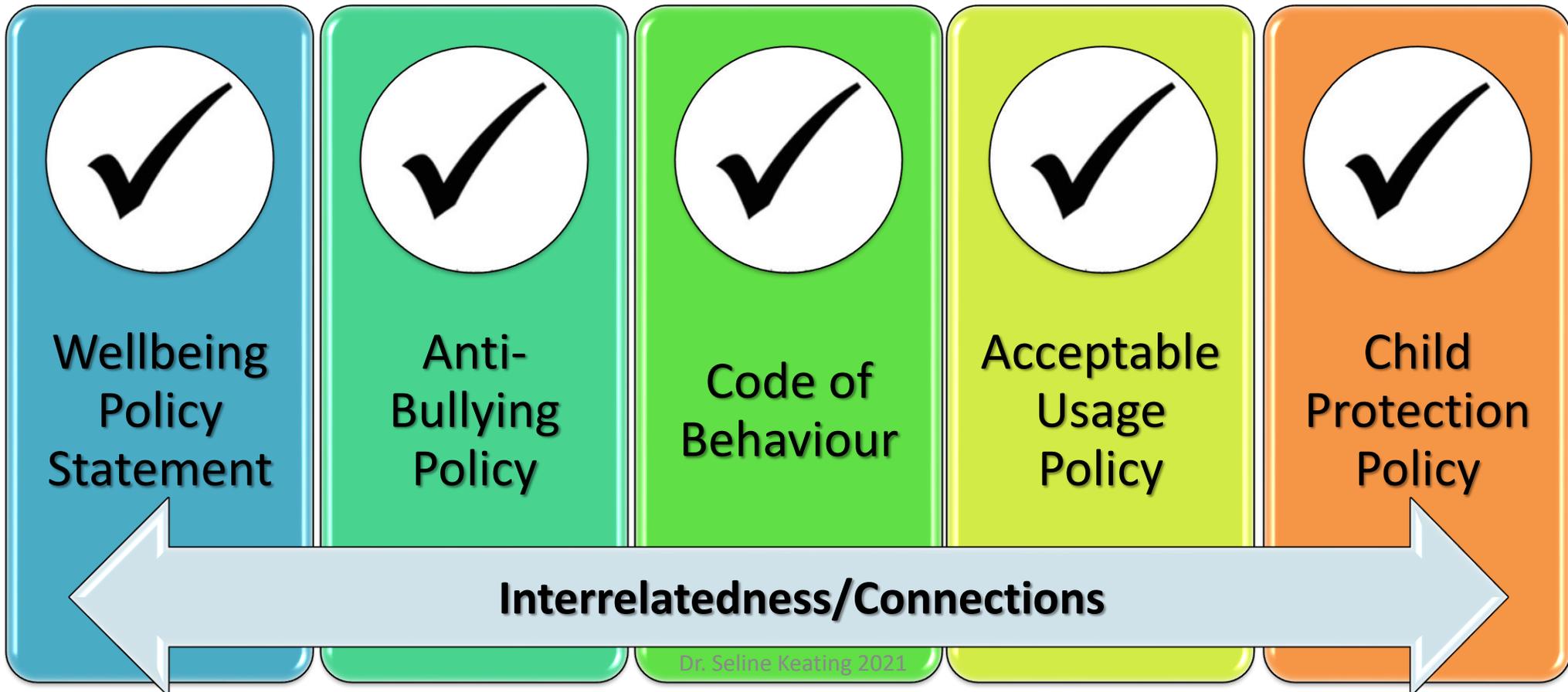
PASSIVE SUPPORTERS





School policies provide the compass by which the school navigates its way

NCCA 2021, p.32



The Anti-Bullying Policy

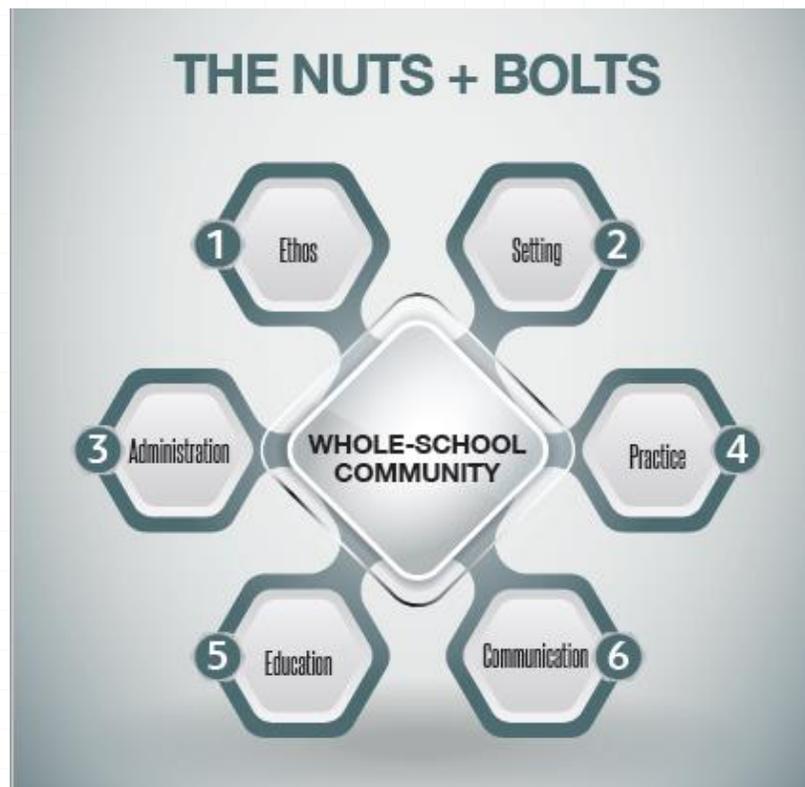
- How **bullying** is defined
- How incidents of alleged bullying are to be **reported, investigated** and **recorded**
- **Support** and **intervention** strategies for those involved
- **Preventative** strategies
- Measures for **dissemination, evaluation** and **review**
- Role of:-
 - School management staff
 - Teachers (classroom; SET)
 - SNAs
 - Parents/guardians
 - Pupils
 - Ancillary staff

Key Principles

- A positive school **climate**
- Effective **Leadership**
- A **whole-school** approach
- A shared **understanding** of what bullying is and its impact
- Implementation of education and **prevention strategies** (including awareness raising measures)
- Effective **supervision** and monitoring
- **Supports** for staff (CPD opportunities)
- **Consistent** recording, investigation and follow up of bullying behaviour (including use of established **intervention strategies**)
- Building **collaborative partnerships** between all school staff, parents, pupils, the wider community and external agencies and professional bodies
- On-going **evaluation** of the effectiveness of the anti-bullying policy

NUTS+BOLTS

An Anti-Bullying Policy Audit Tool
by Dr. Seline Keating



**Available to complete as a hardcopy or online via Qualtrics*

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5 Education

Resonator A, B, Cor D



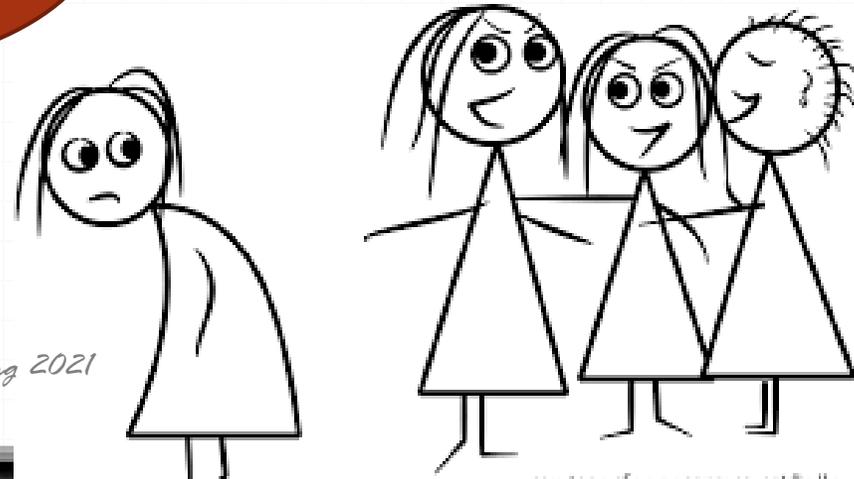
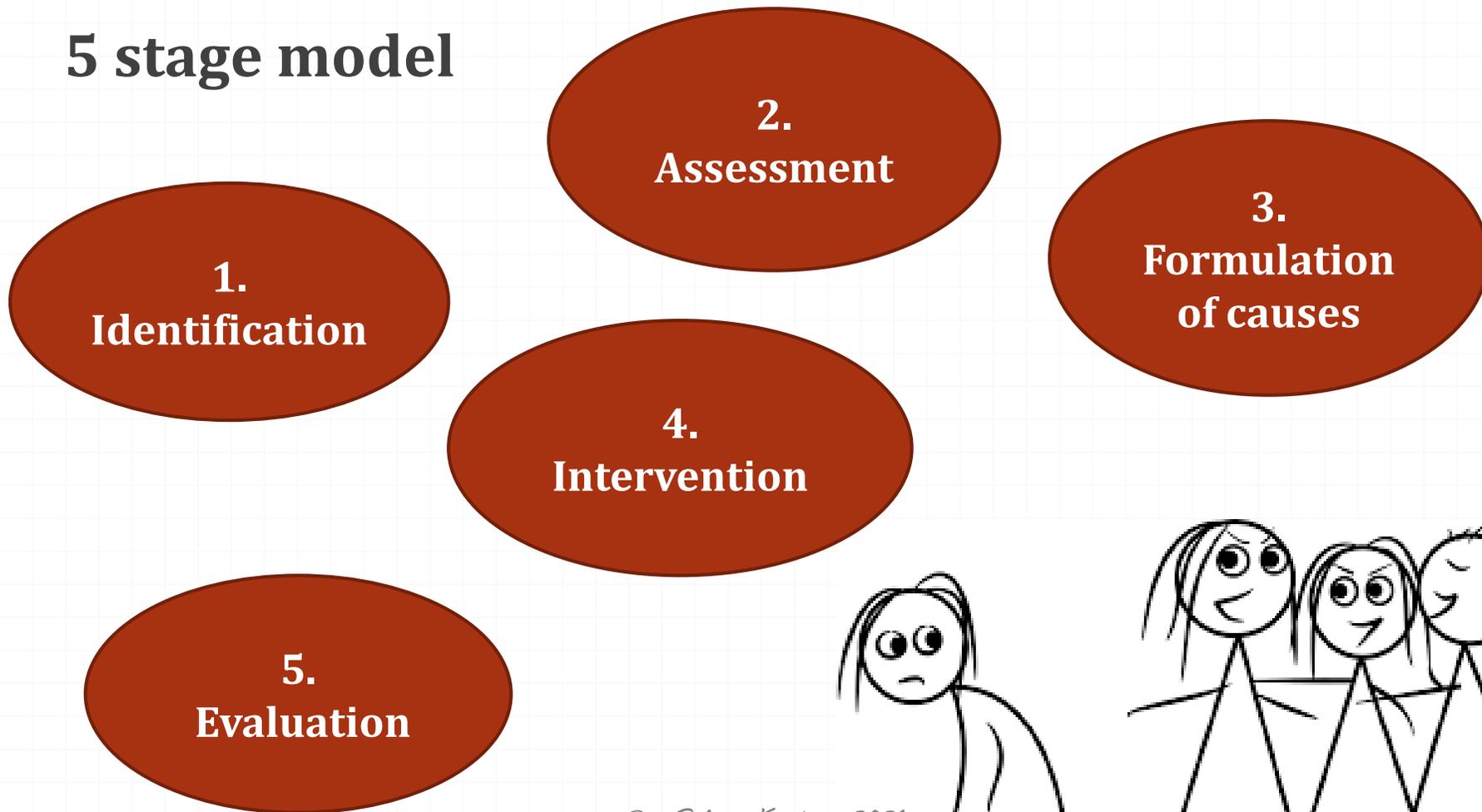
In your opinion

		A	B	C	D
		IN PLACE	PROPOSED	UNSURE	NOT IN PLACE
1	Pupils' education about bullying and its varying types e.g. The Bullying Circle behaviours, consequences and bullying roles is ongoing rather than tokenistic				
2	Parent bullying prevention and intervention information, support and training is offered and provided annually				
3	Teachers are aware of and use existing resources/ programmes which are appropriate in teaching pupils about bullying e.g. All Together Now! Walk Tall, Gender Equality Matters, Webwise materials				
4	Co-operative learning among staff is promoted through CPD. CPD for teachers on bullying prevention and intervention is provided				
5	Feelings and emotion regulation is discussed and taught e.g. alternatives to aggressive behaviours such as anger management strategies				
6	Empathy and the teaching of empathetic skills to pupils is undertaken throughout the school year along with relational and co-operative learning opportunities				
7	Inclusion, respect and the promotion of positive relationships is emphasised where difference and diversity is celebrated acknowledging that each individual is unique and special				
8	The importance and value of the SPHE curriculum is recognised. Discretionary time is allocated to its current 30 minute slot to make lessons more meaningful for pupils				
9	Pupils have a clear understanding of what to do if they are being bullied e.g. whom to tell, how to tell				
10	Pupils have a clear understanding of what to do if they witness someone else being bullied e.g. whom to tell, how to tell				

Notes

Dealing with Bullying Behaviour

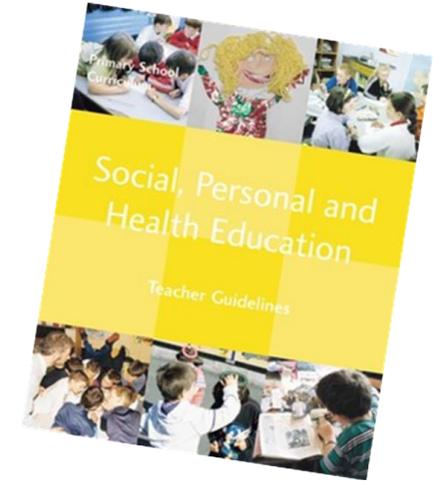
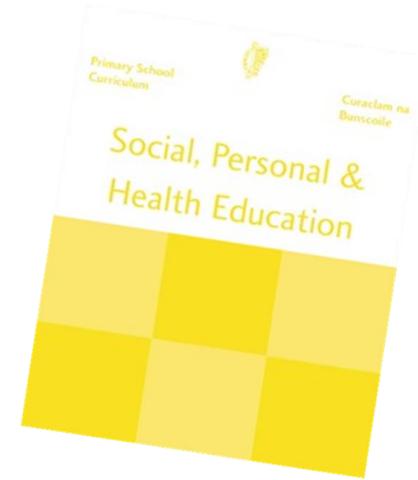
5 stage model



Social Personal and Health Education (SPHE)

SPHE is provided in a combination of three ways within the school:

1. The context of a positive school climate and atmosphere
2. Discrete time
3. Integrated approach



Curriculum Content

1. Myself

2. Myself and others

3. Myself and the wider world

Overview

Strands

Myself

- Self-identity
 - Self-awareness*
 - Developing self-confidence*
- Taking care of my body
 - Health and well-being*
 - Knowing about my body*
 - Food and nutrition*
- Growing and changing
 - As I grow I change*
 - New life*
 - Feelings and emotions*
- Safety and protection
 - Personal safety*
 - Safety issues*
- Making decisions

third and fourth classes

Strand units

Myself and others

- Myself and my family
- My friends and other people
- Relating to others
 - Communicating*
 - Resolving conflict*

Myself and the wider world

- Developing citizenship
 - My school community*
 - Local and wider communities*
 - Environmental care*
 - The sub-unit 'Environmental care' is developed in detail in SESE science and geography*
- Media education

Bullying Perceptions



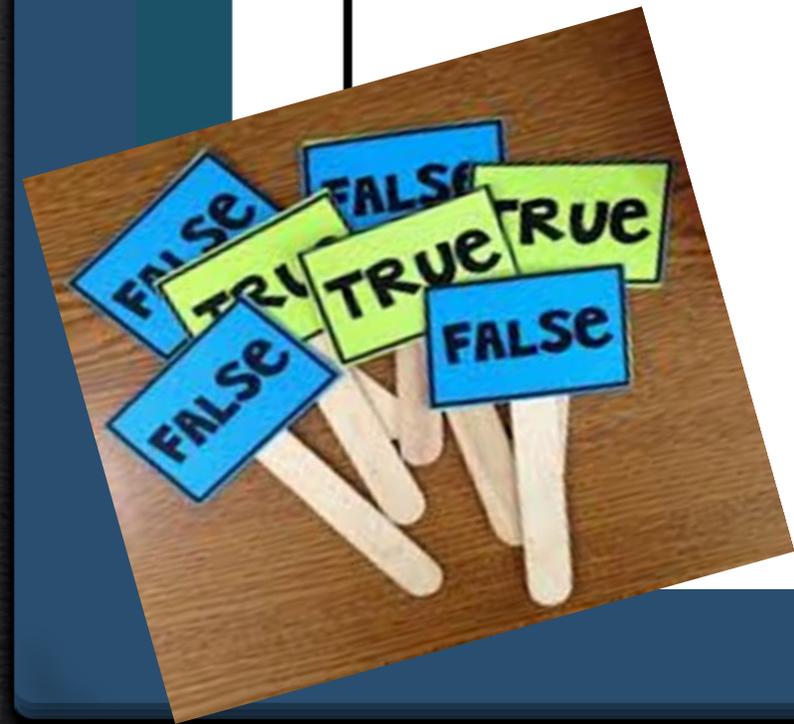
TRUE

FALSE

Ignore the bullying and it will go away. You must be doing something to bring it on yourself.

Bullying only involves the bully and the person being bullied.

Posting only one mean message about someone on *Facebook* is not bullying.



Hurt Scale Activity



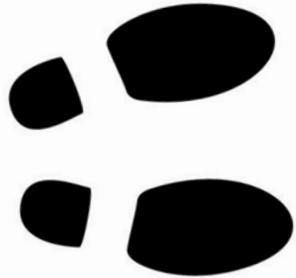
Feeling Footprints

How do I feel?



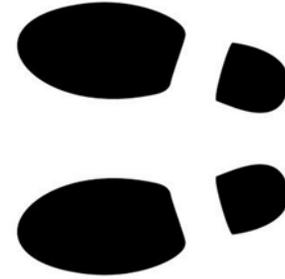
What am I thinking?

?



Ryan

Niall

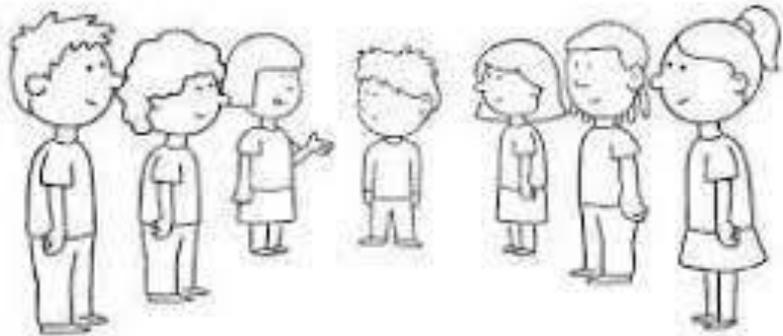
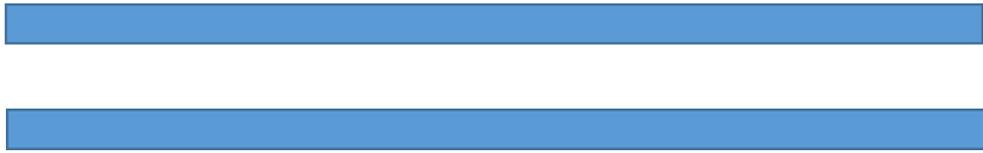


What could I do next?

Abdullah

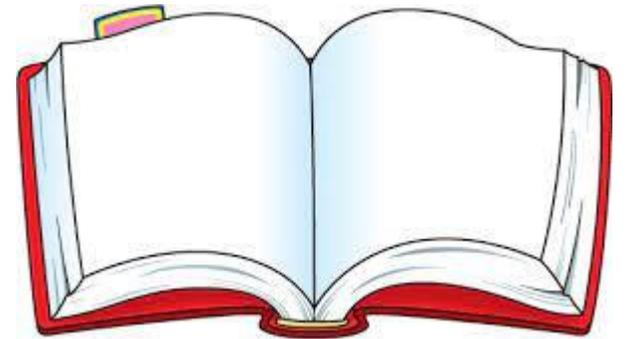
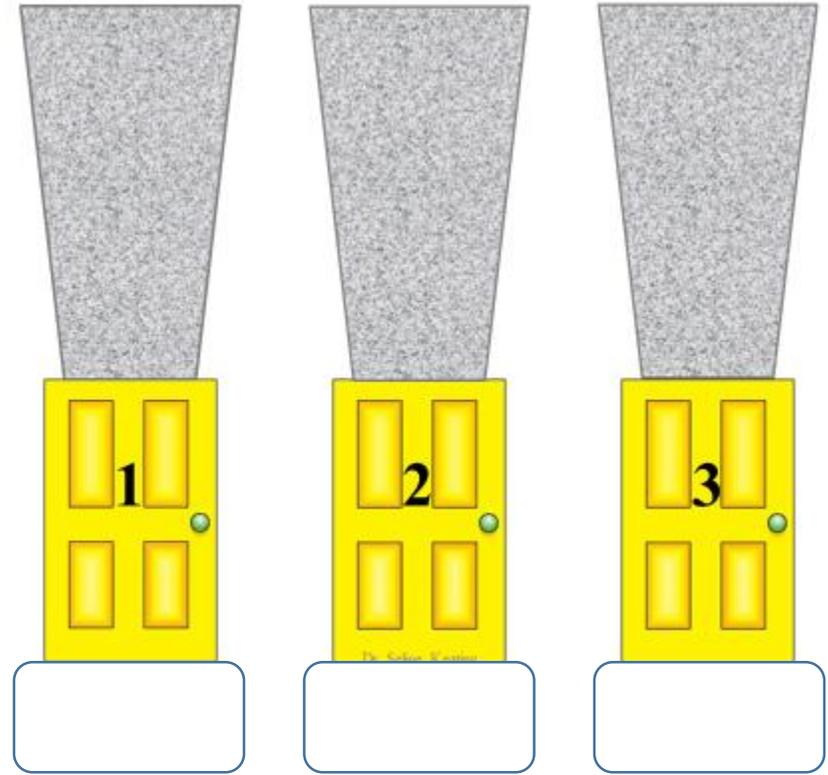


Who could help me?



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Decision Doors



1.

2.

5.

What would you do?

3.

4.

Sample Situation

**What would I think?*

**What would I feel?*

**What might I do?*

**How might my actions affect me?*

**How might my actions affect others?*



Situation	What would I think?	What would I feel?	What might I do?	How might my actions affect me?	How might my actions affect others
Your friends ignore you...	<i>They are trying to upset me</i>	<i>Hurt, confused,.....</i>			

NCCA SPHE/RSE Toolkits

Social, Personal and Health Education

- > SPHE / RSE use tools
- > Junior and Senior Infants
- > First and Second Class
- > Third and Fourth Class
- > Fifth and Sixth Class

ADD TO
CLIPBOARD

CHECK OUT MY
CLIPBOARD

SPHE / RSE use tools

[NCCA Home](#) » [Primary](#) » [Curricular Areas](#) » [Social, Personal and Health Education](#) » [SPHE / RSE tools](#)

These tools are being developed to support teachers in Relationships and Sexuality Education (RSE) as part of the current SPHE curriculum. They aim to support teachers in preparing and teaching SPHE / RSE classes. They are divided into three sections: Preparing for Teaching, Teaching SPHE / RSE and Resources for Use in Teaching SPHE / RSE.

To get you started, you may find this document helpful:

[General Information on Relationships and Sexuality Education \(RSE\) in primary and post-primary schools](#)

For more information, click on the use tools section below.

Preparing for Teaching

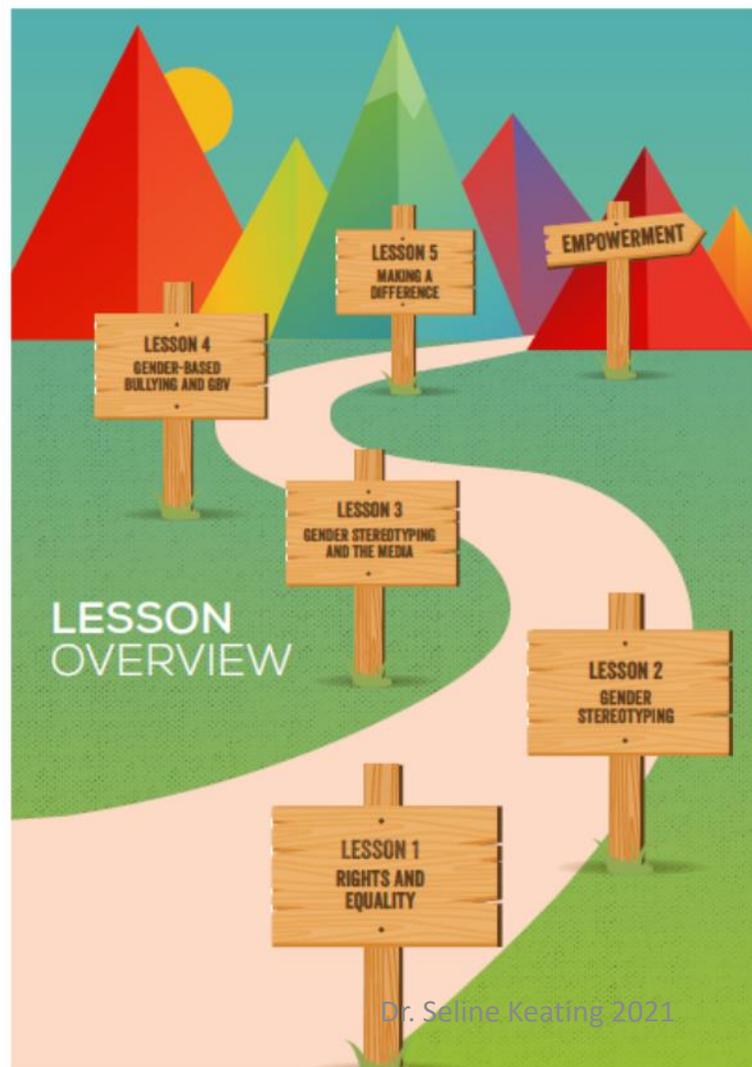
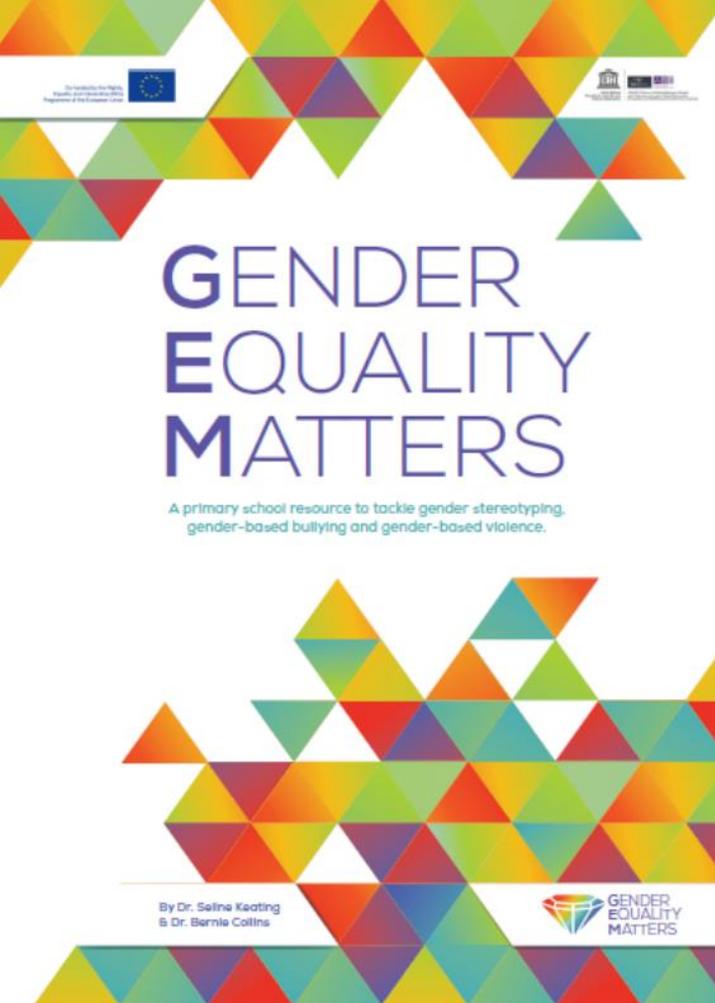


Teaching SPHE / RSE



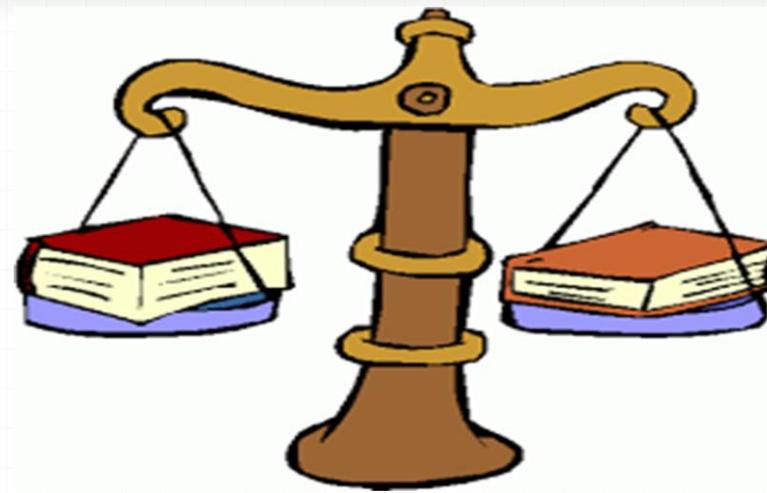
Resources for use in SPHE / RSE Teaching





Roles...Responsibilities

- o BOM
- o School Management
- o Teachers
- o SET
- o SNA
- o Home School Community Liaison Teacher (HSCLT)
- o Care Team/Anti-Bullying Team (if appropriate)
- o Pupils (student council)
- o Ancillary staff
- o Parents (PA)
- o Wider Community



Primary School Context

Ethos/School Climate

Leadership

SPHE Curriculum

Awareness-raising

School Policies

Thank you for your attendance!

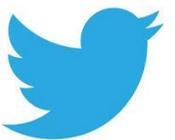
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