

Information Pack

Bullying

Updated : Winter 2002

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What is Bullying?

“Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another”

-Department of Education **‘Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools** (Dublin:1993)

“Bullying is a behavioural problem which affects the lives of thousands of school children and their families. The humiliation, fear, frustration and social isolation and loss of self esteem which children experience when bullied results in absenteeism from school, poor or deteriorating schoolwork, personality change, illness, depression and unfortunately sometimes suicide. Bullying knows no boundaries of age, sex or socio-economic background. It can take many forms, it can be short term or continue over long periods, even years.”

-Anti-Bullying Centre, **‘Bullying at School; Key Facts’** (Dublin: 2001)

“Cruel, abusive behaviour which is persistent and pervasive and causes suffering to individuals which is severe and sustained”

-K. Rigby, **‘Bullying in Schools and What to do About It’** (London: Kingsley, 1997)

“Isolated incidents of aggressive behaviour, while they indicate a problem that needs to be sorted out, do not constitute bullying. However, where there is an imbalance and abuse of power and the behaviour is systematic and ongoing, it is bullying”

-**Sticks and Stones Theatre Company Handbook**, (Dublin:1995)

“Bullying can cause physical, mental, psychological, emotional and mental harm to a person or group. It is premeditated, pervasive, persistent, and cruel treatment which is meant to hurt or harm, and is enjoyed by the bullying perpetrator.”

- David Fitzgerald, **‘Bullying in our Schools; Understanding and Tackling the Problem’** (Dublin:1999)

Who's doing the Bullying?

While bullies are often stereotyped as large, rough, un-likeable monsters, in actuality there is no distinct set of characteristics that all bullies show. Furthermore, bullies emerge from every range of social, emotional, physical, intellectual, family, and environmental background. It is not uncommon for a bully to also be a victim, redirecting their anger at someone weaker than themselves.

Despite the range of backgrounds that bullies come from, they can generally fall into one of several types:

- **The Reactive Bully:** These bullies are generally crying out for help. They most likely have recently experienced loss or disaster within their family, for example bereavement or a family financial crisis. These bullies are intensely hurt and therefore lash out at others.
- **The Anxious Bully:** These bullies have suffered from a lifetime of low self-esteem as a result of their life circumstances and experiences. They suffer from deep insecurity and emotional distress. They attempt to gain confidence and status by bullying others.
- **The Sadistic Bully:** These bullies show little or no sympathy for their victims, and have a history of intensely aggressive behaviour. Their self-esteem is high and they enjoy causing pain in their victims. The sadistic bully very rarely shows remorse or guilt towards their victim.
- **The Homegrown Bully:** These bullies come from a home where they were bullied or had multiple problems. In the case of the homegrown bully, bullying is a completely learned behaviour. They view physical attack as the only form of control.
- **The Underachieving Bully:** This bully is struggling academically and thus seeks status by bullying others.
- **The Bully/Victim:** These bullies have been bullied and vent their hurt and anger on someone weaker than themselves.

The origins of bullying behaviour are difficult to determine. International research as well as clinical experiences have shown that bullying results in a complex combination of many factors.

- **Genetic Predisposition:** A 1980 study of identical and fraternal twins showed that there is a genetic predisposition to bullying. Also, genetic characteristics such as

‘unattractiveness’ or poor learning potential may contribute to the development of bullying behaviour.

- **Gender:** Girls are generally conditioned by society to be less aggressive than boys. While boys used to bully more often than girls, the trend has changed. However, boys tend to inflict physical pain on their victims while girls tend to cause severe emotional distress. Also, boys are more likely to have their behaviour approved of or encouraged by parents or other authority figures.
- **Parenting Styles and Early Life Experiences:** Warmth of parenting and the degree of affection a child received in their early life has been linked to bullying behaviour. Was there approval, affection, over indulgence or lack of boundaries or guidelines? Also, children who were actively discouraged from aggressive behaviour were less likely to show this behaviour in the future.
- **Family Discipline:** A high proportion of bullies come from homes where discipline was physical and excessively harsh.
- **Physical Status:** Bullies tend to be physically more developed than their victims and peers, especially at the primary school level.
- **Societal Values:** Children are influenced by the values of their society. For example, there is more bullying in areas of political distress or conflict.
- **Role Models:** Children who look up to successful bullies, for example an older sibling or a parent, are more likely to bully.
- **Cultural Influences:** Media violence, video and computer games can encourage aggressive bullying behaviour.
- **School and Class Size:** Studies have shown that larger schools have fewer incidents of bullying. Also, ‘streaming’ or dividing classes by ability can aggravate bullying.
- **School Code and Background of Teachers:** The extent to which a school promotes kindness and tolerance and possesses written acknowledgement on how to deal with bullying discourages bullying. Also, the manner in which authority and power are used in classes and the degree teachers are aware of and confront bullying affects the degree of bullying behaviour.

References:

Colm Keane and Marie Murray, **‘The abc of Bullying’** (Dublin: RTE) 1998.
Department of Education, **Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools.** Dublin: September 1993.

Types of Bullying

There are many different types of bullying that can occur...

- **Verbal Bullying:** can leave children feeling angry, frightened and powerless. If children are unable to share their feelings with someone else, verbal bullying can leave them emotionally bruised and physically exhausted. Their powers of concentration can suffer, adversely affecting their capacity for learning. Verbal attacks can be of highly personal and sexual nature. They can be directed at the child's family, culture, race or religion. Malicious rumour are particularly insidious forms of verbal bullying.
- **Physical Bullying:** often written off as 'horseplay,' 'pretend' or 'just a game' when challenged. While children can and do play roughly, in the case of bullying be aware that these 'games' can be a precursor to vicious physical assaults. Both boys and girls indulge in physical bullying, boys perhaps more so as they have a greater tendency towards physical aggression.
- **Gesture Bullying:** there are many different forms of non-verbal threatening gestures which can convey intimidatory and frightening messages, for example gesturing a gun to a head or gesturing slitting a throat.
- **Exclusion Bullying:** this is particularly hurtful because it isolates the child from his/her peer group and is very hard for the child to combat as it directly attacks their self confidence and self image.
- **Extortion Bullying:** younger children are particularly vulnerable to extortion bullying. Demands for money, possessions or equipment, lunch vouchers or food may be made, often accompanied by threats. Children may also be dared or forced to steal from the school leaving them at the mercy of the bully and open to further intimidation.
- **E-Bullying:** in an ever-more technologically advanced world, a new strain of bullying has emerged amongst children, which utilises web pages, emails and text messaging to abuse, intimidate and attack others, either directly or indirectly (for example rumour mongering).

Taken from '**Bullying at School: Key Facts**' by The Anti-Bullying Centre, Trinity College Dublin, 2001

Who is Being Bullied?

Anyone can become the victim of a bully at some point in their life. Unfortunately, some people are more likely to be abused by a bully than others, though by no fault of their own.

- Someone may be bullied for being 'different.' For example a child may be bullied because of a physical disability or being of a different race or religion.
- Some children are bullied for being very clever because the bully is jealous of them.
- On the other hand, some children are bullied for struggling academically.
- Children might be bullied for coming from a home where there is a problem. For example if they have a family member in jail, if a parent is a known alcoholic, or if a relative has mental health issues.
- A child may be bullied for having an over protective parent or for being too gentle or too kind.
- Children whose hobbies or interests are different than their peers may become victims of bullying.
- Children who react with anger or crying may find themselves bullied. The bully may get a sense of satisfaction out of their reaction.

What are the symptoms of being bullied?

Bullying can cause severe consequences and therefore should be treated seriously. Bullying can inhibit growth and development physically, emotionally, and cognitively. Depending on the duration of the bullying, a child may suffer from both short-term and long-term consequences.

Short-term consequences

- Being physically injured, having teeth broken, requiring medical attention.
- Feeling inadequate, losing confidence and lacking self-esteem.
- Losing trust in friends or in their ability to protect and support.
- Experiencing anger towards the perpetrator and living in fear of them.
- Dreading attending school each day.
- Feeling relieved at the end of the school week and during school holidays.
- Losing appetite because of worry.
- Feeling sick, experiencing pains in the stomach and constantly holding back tears.

- Being unable to sleep at night, particularly on Sundays when the school week is about to begin.
- Experiencing nightmares, frequently involving images of helplessness or being unable to escape.
- Stealing money, sweets or food to placate the bully.
- Being afraid to socialise outside of school in case the bullies may also be there.
- Being angry with the school and with teachers for not preventing the bullying.
- Lying to parents and covering up the problem.

Long-term consequences of being bullied

- Holding negative ideas about oneself throughout life.
- Avoiding conflict at the expense of being appropriately assertive.
- Achieving less academically or at work..
- Experiencing problems forming loving relationships.
- Experiencing intense pessimism, depression, social anxiety or phobia, loneliness and isolation.
- Manifesting an increase propensity to commit suicide.

List of Consequences From:

Marie Murray and Colm Keane, **'The ABC of Bullying.'** (Dublin: RTE) 1998.

What Parents Can Do

Studies have shown that bullying is one of the things parents worry about most in regards to their children at school. However, while up to one-third of parents feel their child might be bullied at school, only 4% intervene if this is the case. Parents are often ambivalent about what to do when their child is being bullied, wondering if it would be better to confront the bully, or if the bullying is a natural part of growing up that will pass in time. Children are often nervous to tell their parents of bullying for various reasons—fear of the bully, fear of their parents thinking they are weak, and fear of their parents playing the situation down. However, if children do tell their parents about an incident of bullying and are not believed or helped by their parents, they may suffer from feelings of anger, disappointment and helplessness. If continually ignored, there can be drastic consequences.

Signs that your child may be bullied.

- Unexplained bruising, cuts or damaged clothes
- Visible signs of anxiety or distress—refusal to say what is wrong.
- Unexplained mood swings or behaviour—
 - Becoming withdrawn
 - Becoming clingy
 - Attention seeking
 - Aggressive behaviour
- Out of character behaviour in class.
- Deterioration in educational achievements.
- Loss of concentration.
- Loss of interest in school
- Erratic attendance.
- Mithing.
- Lingered behind in school after classes are over.
- Increased requests for pocket money or stealing money.
- Loss or damage to personal possessions or equipment.
- Artwork expressing inner turmoil.

List of signs from:

The Anti-Bullying Centre, Trinity College Dublin, **'Bullying at School: Key Facts'**

Bullying can be likened to brain washing, where the victims may eventually feel as though they deserve to be bullied. Bullying can severely damage the self-esteem of a child. If your child is being bullied, it is important that you give them your sincere and unconditional support to build their self confidence.

What to say to your child if he/she is being bullied:

- Tell them to act as confident as possible around the bully - face the bully and tell them to stop, while trying to act calm as you move away.
- Tell them not to attempt to hit or kick the bully. Typically the bully is larger than the victim, and the victim could be seriously harmed by hitting out. Also, the bully could accuse the victim of causing trouble.
- Remind your child that you love them and are 100% on their side.
- Reassure them that the bullying is not their fault. The bully is the one with the problem, not the child.
- Encourage them to discuss how they feel.
- Practice a clever comeback to say to the bully. Many times this catches the bully off guard and he/she will stop temporarily.
- Encourage your child to do something they are particularly good at, thus building their self confidence.
- Praise the child for having the courage to disclose the problem.
- Ensure that a child who has become depressed or unable to cope receives the professional help that they need.
- Most importantly, pursue a solution until it is achieved!

References:

The Anti-Bullying Centre, Trinity College Dublin, **'Bullying at School: Key Facts'** 2001

Marie Murray and Colm Keane, **'The ABC of Bullying.'** (Dublin: RTE) 1998.

David Fitzgerald, **'Bullying in our Schools; Understanding and Tackling the Problem'** (Dublin:1999)

Kidscape, **'Preventing Bullying, A Parents Guide'** (London: Kidscape)

Bullying Research

"Is bullying behaviour and the responses to it a major concern for parents in post-primary schools?"

In 1998/'99, primary research was carried out by distributing 600 questionnaires by post to the members of the Parents Councils associated with post-primary schools in the Carlow, Kilkenny and Tipperary areas, and is the subject of this paper.

Victim Support, a national and international organisation working with victims of crime commissioned this piece of research in association with the National Parents Council (Post-Primary) as a further step in creating an awareness of the victimisation of children resulting from bullying behaviour.

Among the main findings on parents' concerns relating to bullying behaviour are:

- 40.2% of parents stated that they had one or more children who were being bullied
- 85.5% of parents do not have a copy of their school policy
- 80.4% of parents stated that their child/ren told them that they were being bullied.

Prevalence of Bullying Behaviour

- 40.2% of parents stated that one or more of their children experienced being bullied.
- 91.8% of parents stated that their children were being bullied by a member of the same sex and 61.9% stated that bullying behaviour was carried out by more than one person.
- No significant difference was found between the numbers of boys and girls being bullied. (50.5% males, 49.5% females).
- The percentage of 12-13 year olds being bullied is 30.2%, which is the highest percentage with 21.9% of parents reporting that their child/ren were first bullied between the ages of 8 and 9.

Dealing with bullying behaviour

- 79.9% of parents stated that the Gardai should not be involved.
- 67.9% of parents stated that schools should take stronger action.
- 63.1% of parents believe that victims should be given more advice.

Taken from the Victim Support website at www.victimsupport.ie

Advice for Investigating and Dealing with Bullying in Schools

Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by either pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour. In any incident of bullying, the teacher should speak separately to the pupils involved, in an attempt to get both sides with due regard to the rights of all pupils concerned.

- When analysing incidents of bullying behaviour seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a gang is involved, each member should be interviewed individually and then the gang should be met as a group. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.
- If it is concluded that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the Code of Behaviour and Discipline and try to get him/her to see the situation from the victim's point of view.
- Each member of the gang should be helped to handle the possible pressures that often face them from the other members after interview by the teacher.
- Teachers who are investigating cases of bullying behaviour should keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident.
- In cases where it has been determined that bullying behaviour has occurred, meet with the parents or guardians of the two parties involved as appropriate. Explain the actions being taken and the reasons for them, referring them to the school policy. Discuss ways in which they can reinforce or support the actions taken by the school.
- Arrange a follow up meeting with the two parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable. This can have a therapeutic effect.

Taken from the Department of Education's Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools, September 1993

Bullying in Schools – A UK Perspective

History of interest

*School bullying remained a low-key issue in the UK well into the 1980s. Public and media attention became focused on the issue in 1989-1990, when books and articles began to appear and surveys revealed the extent of bullying. Resources for teachers and schools have since been appearing regularly, as books, packs, websites and CD-ROMs. The Scottish Office commissioned **Action Against Bullying** and **Focus on Bullying**, which advised school boards on development of school policy. The Scottish Council for Research in Education published **Supporting Schools Against Bullying**. In 1992 the Scottish Schools Anti-Bullying Initiative was set up to provide advice and training to schools, to work with education authorities and to carry out school-based studies. The Department of Education in London, produced the pack **Don't Suffer In Silence: an anti-bullying pack for schools**. An annotated bibliography and resource guide on anti-bullying materials and strategies documents the volume of materials produced during the previous decade.*

Measurement

Accounts from adults (teachers, parents) are generally considered less reliable than those from children themselves. Large-surveys have used questionnaires. The **Life in School** booklet is a 40-item list of behaviours, and pupils fill in those items which have happened to them during the week. The Olweus anonymous self-report questionnaire is the most widely used internationally. It incorporates a standard definition of bullying and has been modified for the UK. Smaller-scale studies can use interviews, and peer nominations; the latter ask for nominations of classmates who are bullied, or who bully others. A recent development of this technique allows differentiation of participant roles such as ringleader bully, follower, reinforcer, outsider and defender, as well as victim. A few studies have pioneered observations in playgrounds.

Frequency

The first large-scale survey in England, carried out in 1990 with 6,700 pupils, reported 27 per cent of primary school pupils being bullied 'sometimes' or more frequently, including 10 per cent being bullied 'once a week' or more. For secondary schools, these figures were 10 per cent and 4 per cent respectively. Taking part in bullying others was admitted by 12 per cent of primary school pupils 'sometimes' or more frequently, including 4 per cent bullying 'once a week' or more frequently. For secondary schools, these figures were 6 per cent and 1 per cent respectively.

Incidence figures vary by questionnaire details, definition used, age and composition of sample. A Scottish Office study in 1989 found 6 per cent of pupils said that they had been bullied recently, 'sometimes or more often', and 4 per cent said that they had bullied others. Another Scottish study has reported higher figures. There is also some evidence from more recent surveys of a lower incidence in English schools.

Characteristics

General characteristics found in many surveys include the following:

- Age differences: self-reports of being bullied decline rather steadily over the 8 to 16 year period, whilst self-reports of bullying others do not show this decline. There tends to be some shift with age away from physical bullying and towards indirect and relational bullying.
- Sex differences: boys are more numerous in the bully category, but the sexes are more equal in the victim category. Boys practice / experience more physical bullying, girls more indirect and relational bullying.
- For those bullied, most of the bullying is done by pupils in the same class as the victim (in primary schools) or the same year group (in secondary schools). Few are bullied by pupils from years below them.
- Although a majority of bullying relationships involve several bullies, a significant minority involves one-to-one relationships. Boys tend to be bullied by other boys (rarely by girls), but girls experience bullying from both sexes.
- A substantial proportion of self-reported victims say that they have not told a teacher or someone at home about the bullying. This proportion who have not told increases with age, which may reflect the more serious nature of victimisation at older age groups.
- Although most pupils say they do not like bullying, a significant minority do say they could join in bullying. Also, these 'pro-bullying' or 'anti-victim' attitudes tend to increase with age up to ages 14 or 15 years (after which they may start to decline).
- There are variations in the incidence of bullying, but factors such as size of school, class size or rural versus big city setting are usually not related to this. The school ethos, the attitudes of the teachers in bullying situations and the degree of supervision of free activities appear to be of major significance for the extent of bully / victim problems, as is the existence of an effective school policy.

- Children can experience racist teasing and name-calling, and those of non-white ethnic origin have been shown to experience more racist name-calling (though not necessarily other forms of bullying) than white children of the same age and gender.
- In secondary schools, children may be teased about their sexual orientation, and may be physically assaulted or ridiculed by other pupils or teachers.

Risk Factors

In terms of the school peer group, risk factors for one model of victimisation comprise having few friends, especially friends who can be trusted or who are not themselves of low status, and sociometric rejection (dislike by peers). In terms of family background factors, there is some evidence that victims may come from over-protective or enmeshed families. Another risk factor is having a disability or special educational needs. Children with special needs are two to three times more at risk of being bullied. They are also more at risk of taking part in bullying others. They may have particular characteristics which make them an obvious 'target'. In mainstream settings they are less well integrated socially and lack the protection against bullying which friendship gives, and those with behavioural problems may act out in an aggressive way and become 'provocative victims'.

Children who bully others may be hot-tempered and come from families lacking warmth, in which violence is common, and discipline inconsistent. Fathers who were aggressive and bullying at school are likely to have sons who bully at school. Children who are both bullies and victims, or who are aggressive victims, may come from particularly troubled or abusive families. Although some bullying children may lack social skills, ringleader bullies may have good 'theory of mind' abilities (understanding of others' mental states) and be skilled social manipulators.

Consequences of bully / victim status

Bullied children are significantly more likely to report not sleeping well, bed wetting, feeling sad, and experiencing headaches and stomach aches. Symptoms due to bullying may be presented to school medical staff and there are implications for school health services. The experience of being bullied correlates with anxiety and depression. It also relates to low self-esteem. Findings of low self-esteem for bullies are mainly limited to aspects directly related to antisocial behaviour (such as 'behavioural self-worth').

Individual coping strategies

Pupils adopt a variety of coping strategies when bullied. Studies suggest that the success of these varies, and is age- and gender-dependent, but non-assertive strategies such as crying are less successful than ignoring or seeking help. The success of telling teachers will depend on the school ethos.

Peer action against bullying

There is considerable interest in peer support and mediation as an approach to bullying. A survey of peer support schemes in schools found that there were benefits to the users in having someone to talk to about their problems; to the peer helpers in terms of confidence and responsibility; and to the school atmosphere generally. Problems have arisen, however, from some hostility to peer helpers from other pupils, difficulties in recruiting boys as peer supporters, and issues of power sharing with staff.

There are now many resources and packs available to schools and teachers, and specific approaches such as the No Blame approach. Examples of good practice in schools have been documented. The few examples of monitored interventions range from case studies of a particular school with a whole-school programme against bullying to larger-scale projects.

The largest has been the Department of Education's Anti-Bullying Project, which worked with 23 schools in Sheffield. Interventions included the development of a whole-school policy on bullying; curriculum work; working with individuals and small groups; and playground work. In primary school there was an appreciable reduction pupils reporting being bullied and bullying others, and substantial increases in the proportion of bullied pupils who told a teacher about it. There were increases too in the proportion of bullying pupils who said someone had talked to them about it in secondary schools. Schools which put more time and effort into anti-bullying measures, and which consulted widely in whole school policy development, had the best outcomes.

An evaluation of the DFE's anti-bullying pack found it to be useful in developing school policies and anti-bullying strategies. Most approaches were seen positively, with the exception of school tribunals or bully courts. A follow-up of some of the project primary schools suggested the importance of keeping the policy 'alive' once initial project involvement had finished; and that girls' bullying, while less frequent than boys', may be more difficult to tackle.

Two other studies have reported on evaluations of anti-bullying interventions. One was a three-year project in Wolverhampton in 15 schools. Reductions in bullying were very small. Another study was carried out in four schools in two deprived inner city areas. A staff-student anti-bullying working party was set up in each school, and in the primary schools a peer support programme was introduced. In the secondary schools, there was more emphasis on assertiveness training and conflict mediation skills. There were substantial reductions in bullying in both primary schools, some reduction in one secondary school, but an increase in the other, possibly affected by an increase in racial tension in the neighbourhood. The surrounding community may be an important factor in school bullying.

Current perspectives

Regular inspection of schools by OFSTED address the issue of whether bullying is a problem in a school, and what measures are being taken to combat it. The Department for Education's pack is being updated. Since 1996 several successful legal actions have been taken by pupils or their parents against schools in which they were persistently bullied. In England and Wales, since September 1999 Section 61(4)(B) of the School Standards and Framework Act 1998 requires that 'The Head Teacher shall determine measures (which may include the making of rules, and provision for enforcing them) to be taken with a view to... (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'. The difficulties facing schools as they tackle this issue should not be underestimated.

Taken from Highlight No. 174 'Bullying in schools' written by Peter K. Smith, published by the National Children's Bureau, March 2000.

Websites, Contact Details and Resources for further information

Barnardos National Children's Resource Centres:

Christchurch Square, Dublin 8

Tel: 01 4549699

Fax: 01 4530300

Email: ncrc@barnardos.ie

Bowling Green, White St., Cork

Tel: 021 4310591

Fax: 021 4310691

Email: ncrc@cork.barnardos.ie

10 Sarsfield Street, Limerick

Tel: 061 208680

Fax: 061 440214

Email: ncrc@midwest.barnardos.ie

River Court, Golden Island, Athlone

Tel: 090 6479584

Fax: 090 647985

Email: ncrc@athlone.barnardos.ie

41-43 Prospect Hill, Galway

Tel: 091 565058

Fax: 091 565060

Email: ncrc@galway.barnardos.ie

<http://www.barnardos.ie>

The National Children's Resource Centre has produced a list of books children may read on the topic of bullying – it's one of a series called "Children's Books for Special Needs". We are currently out of stock of the 'bullying' list but it may be referenced in any of the centres.

Bullying Behaviour Resource and Research Centre

Department of Teacher Education

Trinity College

Dublin 2

Tel: 01 6081240/6082573

Fax: 01 6777238/6082573

The aim of the centre is to provide a comprehensive service to teachers, parents and others interested in seeking information and advice about bullying behaviour. The centre provides relevant literature and resource material on bullying behaviour. It also organises ongoing in-service programmes and research projects.

Bullying Hotline

Tel: 0502 61666 (10am to 6pm 7 days a week)

0502 20598 (8pm to 9am 7 days a week)

This is a 24 hour hotline run by the National Association of Parents. This helpline is open to victims of bullying and their parents. A drop-in centre is provided in the Royal Dublin Hotel, O'Connell St., Dublin on the first Wednesday of every month from 11am-4pm.

Campaign Against Bullying

72 Lakelands Avenue

Stillorgan, Co. Dublin

Tel: 01 288 7976

*Provides information and advice on dealing with bullying in the home, the community, the school and the workplace. Their **Anti-Bullying Leaflet** can be downloaded from their website at <http://indigo.ie/~odonllb/cabullying/>*

Sticks and Stones Theatre Company

44 St. Agnes Park

Crumlin

Dublin 12

Tel: 01 4099954

Fax: 01 4099954

Sticks and Stones was established to heighten awareness of the problem of bullying in school. The company offers drama workshops aimed at the 11-14 year age group. The workshop consists of exploration through improvisation and in-depth discussion sessions.

Child Abuse Prevention Programme (CAPP)

The Lodge

Cherry Orchard Hospital

Ballyfermot

Dublin 10

Tel: 01 6206347

Fax: 01 6206347

Website: www.staysafe.ie

Aims to prevent child abuse and bullying by providing training for teachers and parents of primary school children and by developing safety skills education programmes for children at primary level.

Victim Support

Haliday House

32 Arran Quay

Dublin 7

Tel: 01 8780870

Fax: 01 8780944

Email: info@victimsupport.ie

Website: www.victimsupport.ie

*Victim Support is committed to the best interests of victims of crime by actively supporting them, identifying their needs and advocating their rights. Their website contains a section on research on bullying, contained here in this information pack, and they also helped publish **“Stop That Bullying – a leaflet for parents”** produced by the Dublin 1/7 Committee in 2002.*