



# Let's Beat Bullying

An Anti-Bullying Resource for those Working  
with Young People in Youth Work Settings



# Acknowledgements

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## Foreword

In recent years, we have become very aware of the issue of bullying. We have seen the enactment of The Employment Equality Act, 1998 (amended 2004), the establishment of the Taskforce on Workplace Bullying in 1999, and the continued research, training and publishing on bullying by the Anti-Bullying Centre, School of Education, Trinity College Dublin.

I am delighted to present *Let's Beat Bullying* with my colleague Gearóid Ó Maoilmhichíl. This resource has been written for the Youth Work sector and stems from a recognition by the National Youth Health Programme and the Child Protection Unit (in the National Youth Council of Ireland) that we have a shared responsibility to respond to the issue of bullying in this sector as a matter of priority. The issue of bullying has arisen repeatedly through the work of the National Youth Health Programme and the Child Protection Unit, highlighting the extent to which organisations are faced with this issue.

We have endeavoured to put together a resource manual which is practical, informative and comprehensive in relation to the issue of bullying. One important reference made throughout the resource is the 'Whole Organisational Approach' to bullying, which proposes that organisations should offer a comprehensive approach to bullying at all levels and to all key stakeholders in terms of prevention and intervention. This ensures consistency across the organisation and shows that it takes cognisance of the issue as it pertains to young people and workers.

This resource also offers a range of options in relation to the prevention of bullying and the development of an anti-bullying environment. The resource outlines a variety of responses which may be used to intervene in situations involving bullying. It also provides a framework and process for devising an anti-bullying policy.

Anti-bullying work may be challenging, however, this resource outlines responses and proposes good practice guidelines and as such should go a long way to provide organisations with support for this work.

By working in partnership, sharing resources and building on expertise, the National Youth Health Programme and the Child Protection Unit have produced this resource in the hope of positively impacting on the lives of young people and others involved in the Youth Work sector. Nadine Crotty Health Promotion Project Officer (National Youth Health Programme) with responsibility for the writing of this resource, is to be congratulated for her enthusiasm, dedication and commitment. She has demonstrated leadership and an understanding of bullying which were vital to the formation of this resource – *Let's Beat Bullying*. I urge all Youth Work organisations to incorporate anti-bullying practices and avail of the information and guidance outlined in this resource.

*Lynn Swinburne*

Health Promotion Co-ordinator  
National Youth Health Programme



## Foreword

*Lets Beat Bullying* is a most appropriate title for the first anti-bullying resource to be published for the Youth Work sector in more than 12 years. Society has changed during this period of time and Youth Work has evolved in order to respond to these changes. It is, perhaps, because of new developments and the broader engagement of youth services with so many young people of various age groups, that we now examine more closely the manner in which we work with young people. As one of the primary aims of Youth Work is to assist all young people in their personal and social development, we are, therefore, obliged to provide this service in a safe and trusting environment.

A recent report published by the Anti-Bullying Centre, School of Education, Trinity College Dublin, found that more than 26% of children said they had taken part in bullying other children at school. Furthermore, in research conducted by the Child Protection Unit in NYCI, youth organisations themselves reported that bullying is a significant concern within the sector. Due to the nature of the trusting relationship between young people and youth workers the Youth Work sector is ideally placed to address the issue of bullying.


The expanded nature of Youth Work services has resulted in us becoming more professional in the implementation of our work and in promoting new and positive approaches in working with young people. This has, in turn, led us to put procedures in place to counteract any unacceptable behaviour that may occur within Youth Work settings.

In the past, certain types of unacceptable conduct were often dismissed as harmless incidents and unfortunately, were excused in certain situations as being part of normal boisterous behaviour. However, we now hear and read far too frequently about the impact of such unacceptable conduct.

Our own day-to-day work in youth work organisations has, however, assisted us in recognising bullying for what it is – unacceptable behaviour, regardless of whether the perpetrator is an adult, young person, acting as an individual or as part of a group. Furthermore, bullying is always unacceptable, regardless of who is the target for this behaviour.

This new resource challenges the myth that bullying is solely a Child Protection issue and should be dealt with accordingly. The facts about bullying, unfortunately speak for themselves, in that instances can happen anywhere and anytime and I believe that the Youth Work sector, with its ever expanding range of activities and programmes, which positively impacts on the development of young people in Ireland, is ideally placed to deal with and counteract such behaviour in a proactive manner.

In addition to the issuing of this resource, the Child Protection Unit and the National Youth Health Programme, in NYCI, are both committed to the provision of training to integrate our anti-bullying strategies into existing Youth Work programmes. Our aim is to proactively engage with our young people, workers and parents in order to establish a healthier, safer and developmental environment in which we can all work together.



A number of people have assisted in the research and writing of this resource for which we are extremely grateful. Representatives of a number of youth organisations freely gave of their time as part of a consultative group which was established at the outset of this initiative.

A special word of appreciation and gratitude goes to Nadine Crotty (National Youth Health Programme Project Officer), who researched and compiled the resource and consulted with key practitioners working in the area of anti-bullying.

*Let's Beat Bullying* would not have progressed to this stage were it not for the vision and co-operation of my colleague Lynn Swinburne (National Youth Health Programme Co-ordinator), who ensured that the National Youth Health Programme joined forces with the Child Protection Unit in enabling this to happen.

*Gearóid Ó Maoilmhichíl*  
National Co-ordinator  
Child Protection Unit (NYCI)

### Background to 'Let's Beat Bullying'

Arising out of ongoing work carried out by both the National Youth Health Programme (NYHP) and the Child Protection Unit (CPU), it was apparent that the issue and levels of bullying was causing considerable concern to workers, young people and their parent(s)/ guardian(s) within the Youth Work sector. The NYHP had previously been involved with the issue for a number of years, mainly through the provision of training as part of its' Youth Health Promotion Training Calendar.

The Child Protection Unit, on its establishment in December 2004, conducted a needs analysis with youth organisations. Feedback indicated the need for and the desire to develop capacity that would address the issue of bullying. In light of these developments, the two programmes joined forces to pool their expertise in the implementation of this initiative.

At the outset the following objectives were identified to assist us in delivering upon this initiative:



- To conduct a literature review of good practice in bullying prevention and intervention;
- To identify a range of responses currently used by the Youth Work sector in addressing the issue of bullying;
- To establish a consultative group comprising of representatives from the Youth Work sector;



- To develop a user-friendly anti-bullying resource for a Youth Work audience that would be complimented by the NYHP anti-bullying training;
- To inform the Youth Work sector of the NYHP complimentary training and to develop this area of training as necessary;



- To identify good practice guidelines in relation to bullying prevention and intervention for the Youth Work sector

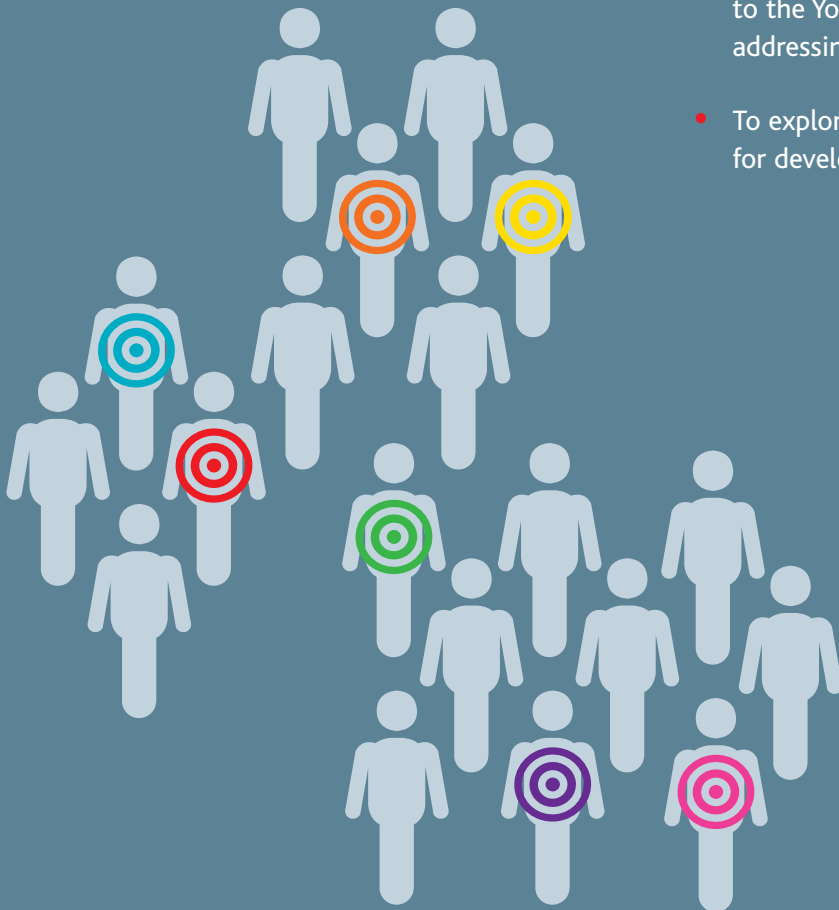


## Aim of the Resource

- To provide youth organisations with a comprehensive framework within which to address the issue of bullying from a whole organisational approach.

## Objectives of the Resource

- To explore a rationale for addressing the issue of bullying from a whole organisational approach;
- To examine the links between the principles of youth work, health promotion and child protection as a foundation for this work;
- To develop an understanding of the key concepts and definitions relevant to the issue of bullying;
- To provide a summary of the research in relation to various aspects of bullying, including prevention and intervention;
- To identify a range of responses available to the Youth Work sector in relation to addressing the issue of bullying;
- To explore a rationale, purpose and process for developing an anti-bullying policy.



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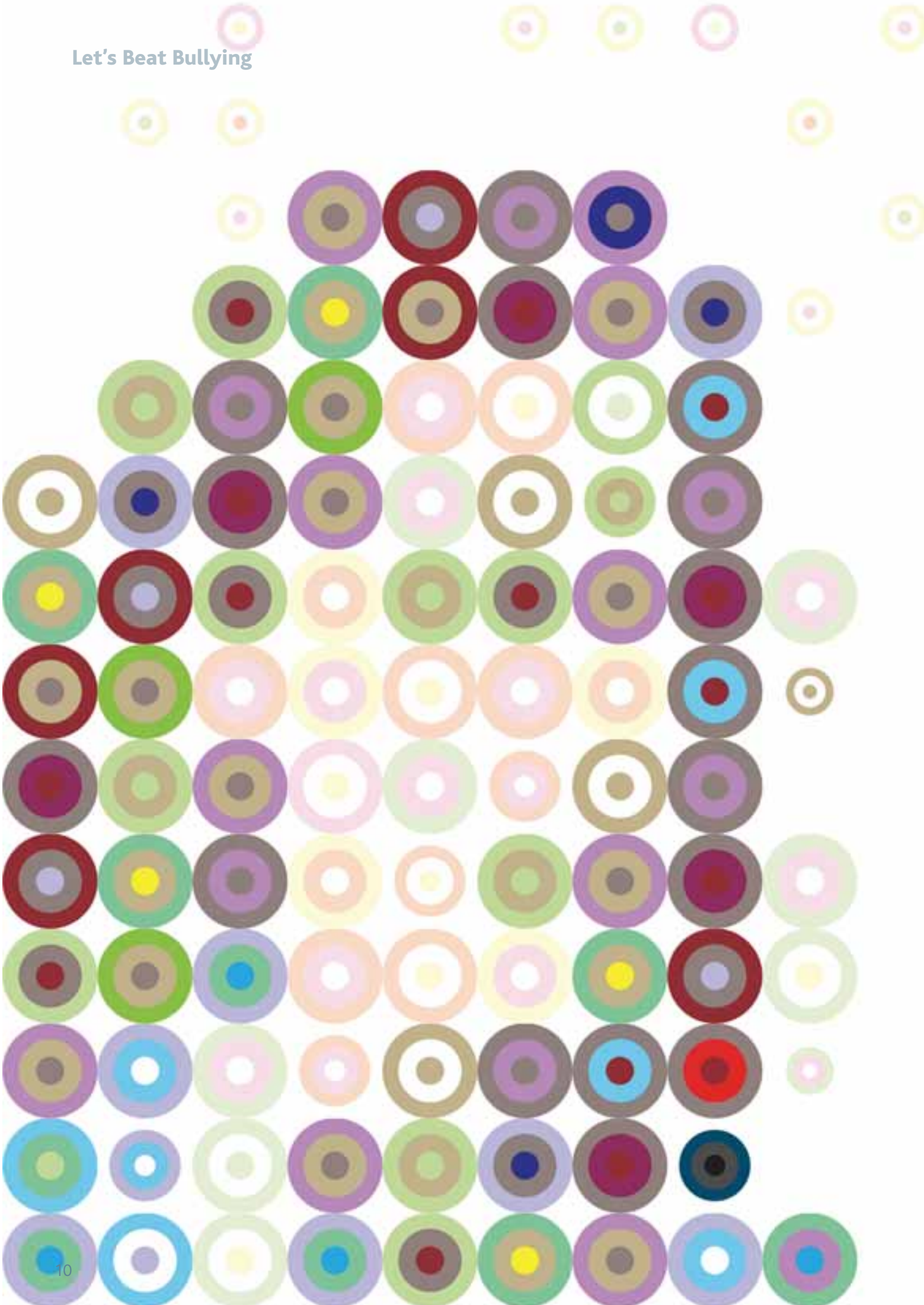
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# 1 Introduction



Let's Beat Bullying



# Introduction

## In this section:

- Glossary
- Bullying and Youth Work
- Health Promotion and Youth Work
- Child Protection and Youth Work
- A Whole Organisation Approach to Dealing with Bullying



## Glossary of Terms

### **Bullying** (see pg 30)

Repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.

### **Bystander**

Those who are not perpetrators or targets of bullying but know that bullying is occurring. The term is often associated with those who witness bullying, yet appear to condone it by allowing it to continue.

### **Child Protection**

The term Child Protection is used throughout this resource as it refers to the measures taken or proposed by organisations and individuals who seek to implement legislation, codes of practice, policies, or good Youth Work practice in ensuring the best possible welfare and protection for young people and adults working within the Youth Work sector.

### **Dignity at Work**

Organisations can implement a dignity at work charter to contribute to preventing workplace bullying. Its objective is to create and maintain a positive work environment where the right of each individual to dignity at work is recognised and protected.

### **Harassment** (see pg 35)

Any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that have the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

*(The nine grounds are gender, marital status, family status, age, disability, sexual orientation, race, religion and membership of the traveller or travelling community.)*

### **Health**

The extent to which an individual is able on the one hand, to realise aspirations and satisfy need; and on the other hand, to change or cope with their environment. Health is therefore seen as a resource for everyday living, not an object of living; it is a positive concept emphasising social and personal resources as well as physical capacities.

### **Health Promotion**

The process of enabling people to increase control over, and improve their health.

### **Incident**

A single distinct event or action.

### **Inappropriate Behaviour**

Any behaviour that is unacceptable, that may be carried out from one person to another in an organisation.

### **Intervention**

A strategy put in place in response to an incident of bullying.

### **Mental Health Promotion**

Any action taken to maximise mental health and well-being among populations and individuals.

### **Ottawa Charter**

International conference on health promotion held in Ottawa, Canada on 17–21 November, 1986. This conference outlined five main areas for action, which became known as the Ottawa Charter for health promotion.

### **Perpetrator**

The person carrying out the bullying behaviour (the bully).

## Glossary of Terms

### Policy

A policy is a statement of the ethos and values of an organisation. Policies define boundaries within which issues are accepted. They also clarify roles, relationships, and responsibilities and they can serve as a basis for decision-making. Policies guide people on what to do in any given situation.

### Prevention

Interventions that occur before the initial onset of a difficulty, to prevent the development of that difficulty.

### Sexual Harassment

Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

### Settings

Settings are specific places/contexts/structures where people live, work and play. In the settings approach, efforts are concentrated on working to make the setting itself a healthier place for people to live, work and play.

### Target *(see pg 41)*

The person who is experiencing the bullying behaviour. In the past, the term 'target' has been referred to as the 'victim' of bullying. It is important to note that the term target means that anyone can be bullied. The bullying is instigated by the perpetrator.

### Workplace Bullying *(see pg 40)*

Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a one-off incident is not considered to be bullying.

### World Health Organisation

The World Health Organisation (WHO) is the United Nations specialised agency for health. It was established on 7 April 1948. The World Health Organisation's objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health

### Young Person

A young person is defined as a person who has not attained the age of 25 years of age.

### Youth Work

A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is complimentary to their formal, academic or vocational education and training; and provided primarily by voluntary youth work organisations.



The term 'worker(s)' is used throughout this resource to refer to all those working with young people in Youth Work settings in either a paid or voluntary capacity.



## Bullying and Youth Work

Much research has been conducted in the area of bullying and young people, helping to identify the scale of the problem. Recently, in a study of students (n=2,354) from 33 Primary schools throughout Ireland undertaken by the Anti-Bullying Research and Resource Centre, Trinity College Dublin, it was found that one in four girls and one in three boys had been bullied within the last three months. Other findings from this particular study indicate that new forms of bullying are evolving. For example, approximately one in ten primary school children had received nasty text messages within the last three months. Homophobic bullying has also been identified as a key area of concern within the Youth Work sector. (Minton, 2006)

Bullying is a conscious act which affects everyone involved. (Rigby, 2001) It can take place in any setting, including schools, in the home or the youth work sector. Therefore, there is a need for a concerted effort in order to challenge this behaviour.

The effects of bullying can be either short-term or long-term and can impact on the target, the perpetrator and the organisation in which the bullying occurs. Effects may range from low self-esteem and depression in both the target and perpetrator to low morale and reduced productivity within the organisation.

Bullying can have destructive effects on the lives of young people in terms of their social, emotional and educational development. However, with structured prevention and intervention strategies, the Youth Work sector is, by its very nature, ideally placed to create, promote and maintain a culture that values and practices an anti-bullying ethos.

### Youth Work is defined as:

*"A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is –*

*a) Complimentary to their formal, academic or vocational education and training; and  
b) Provided primarily by voluntary youth work organisations."* (Youth Work Act., 2001)

In excess of 50 national and regional youth organisations operate in the Republic of Ireland, with a combined membership of approximately 500,000 young people and providing services to 250,000 others. It is estimated that 40,000 voluntary adult leaders are involved as the main educators, with support from approximately 1,000 full-time staff. Each organisation has its own philosophy, programmes and structures, but all have the following characteristics:

- An active model of learning  
– 'learning by doing';
- Involvement on a voluntary basis;
- Beneficial and enjoyable experiences;
- A partnership approach between youth leaders and young people;
- A community context;
- A recognition of inequalities in the lives of young people;
- Active participation of young people in the processes of decision-making, planning, organisation and evaluation.



The diversity of approaches taken by youth organisations offers young people a wide choice in how to get involved. The three main categories of youth organisations are:

- Specialist Youth Organisations (environmental, arts based, young political, Irish language, etc);
- Uniformed Organisations (Scouts, Guides, etc);
- Youth Club/Youth Service Organisations.

The membership of youth organisations varies considerably. Some organisations specialise in involving particular age groups, some cater for just one gender, e.g. Girl Guides, while others are aimed at particular groups of young people, e.g. young Travellers.

Youth Work has developed and expanded its range and scope of activity over the last number of years. With the implementation of the Youth Work Act (2001) and the National Youth Work Development Plan (2003–2007), alongside Ireland's changing socio-economic environment, this work has become not only more complex but central to the development of young people in membership of youth organisations. It has also become central to the many others who benefit from the services provided by their youth organisations in terms of young people's development .

A primary objective of Youth Work is the education of young people in non-formal settings. The methods used to achieve this have been identified in the National Youth Work Development Plan 2003–2007 as follows:

- 1** Recreational and sporting activities and indoor/outdoor pursuits, uniformed and non-uniformed;
- 2** Creative, artistic and cultural or language based programmes and activities;
- 3** Spiritual development programmes and activities;
- 4** Programmes designed with specific groups of young people in mind (including young women or men, young people with disabilities, young Travellers, lesbian, gay, bisexual, transgender and questioning young people);
- 5** Issue-based activities (related to, for example, justice and social awareness, the environment, development education);
- 6** Activities and programmes concerned with welfare and well-being (health promotion, relationships and sexuality, stress management);
- 7** Intercultural and international awareness activities and exchanges.

Given the broad nature of Youth Work, youth organisations have to constantly develop their work to ensure that they can meet the ever evolving needs of young people.

## Health Promotion and Youth Work

In recent times there has been a concerted movement towards regarding health in its' broadest terms, emphasising mental and social as well as physical aspects of health. Health is a multifactorial state. It is a *'positive concept emphasising social and personal resources as well as physical capacities'*.

*(UK Mental Health Foundation, 1999)*

The World Health Organisation views health as being *'the extent to which an individual is able on the one hand, to realise aspirations and satisfy need; and on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday living, not an object of living; it is a positive concept emphasising social and personal resources as well as physical capacities'*.

*(WHO, 1984)*

Bullying can have an effect on an individual's health on a number of levels. In particular, it can seriously affect an individual's mental health.

### Mental health is defined as:

The UK Mental Health Foundation (1999), states that children and young people who are mentally healthy:

- Develop psychologically, emotionally, creatively, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Play and learn;
- Become aware of others and empathise with them;
- Develop a sense of right from wrong;
- Resolve/face problems and setbacks and learn from them.

Research indicates that bullying impacts on the mental health of the target (the person experiencing the bullying) leading to stress, anxiety, depression and in some cases suicide. *(UK Mental Health Foundation, 1999)* In order to create an anti-bullying environment, where the health of both the young people and the workers is protected and promoted, a whole organisation approach to dealing with this issue is needed.



### Health promotion is defined as:

*'the process of enabling people to increase control over and improve their health.'*

*(WHO, 1984)*

In order to fully appreciate the potential role of the Youth Work sector in anti-bullying, it is important to identify the close links between the role of Youth Work and the cornerstones of Health Promotion as identified by the Ottawa Charter (*WHO 1986*):

 Health Promotion	Youth Work
<b>Developing Personal Skills:</b>	Youth organisations, through the broad range of programmes and activities delivered to young people, positively influence the development of personal skills e.g. self-esteem, self-efficacy, communication, negotiation, lifeskills and motivation. The development of these skills has a positive impact on health.
<b>Creating Supportive Environments:</b>	Through creating safe and secure physical and social environments, youth organisations provide young people and staff with opportunities to discuss and explore health issues and practice health-enhancing behaviours, thus supporting health education and 'making the healthier choice the easier choice'; e.g. providing healthy food options in the tuck shop; providing healthy snacks for after schools clubs;
<b>Strengthen Community Action:</b>	Through developing partnerships and alliances with other organisations and sectors in the community, youth organisations can build capacity and positively influence health within the wider community, which in turn, can continue to support the health of their target groups who live in the community e.g. delivering programmes with a parental component;
<b>Developing Healthy Public Policy:</b>	Through the development of health-related policy internally, youth organisations demonstrate evidence-based practice indicating the importance of having policy in place to support practice e.g. anti-bullying policy, child protection policy. Additionally, youth organisations have a key role to play in awareness raising and advocating for public policy change and development in order to support their health-related work and the health of their target groups e.g. national alcohol policy; national sexual health strategy.
<b>Re-orient the Health Services:</b>	Advocating for the development and provision of health services that can respond to the health needs of young people is a key role of youth organisations e.g. youth organisations have a role in creating awareness and advocating for the provision of an adolescent-friendly health service for young people.

## Let's Beat Bullying

Furthermore, youth organisations, in their day-to-day work encapsulate the WHO Principles of health promotion which are:

- **Empowerment**  
(i.e. a way of working to enable people to gain greater control over decisions and actions affecting their health);
- **Participative**  
(i.e. where people take an active part in decision-making);
- **Holistic**  
(i.e. taking account of the separate influences on health and the interaction of these dimensions);
- **Equitable**  
(i.e. ensuring fairness of outcomes for service users)
- **Intersectoral**  
(i.e. working in partnership with other relevant agencies/organisations);
- **Sustainable**  
(i.e. ensuring that the outcomes of health promotion activities are sustainable in the long term);
- **Multi-strategy**  
(i.e. working on a number of strategy areas such as programmes, policy etc)

These principles are particularly pertinent in addressing the issue of bullying.



The core concepts of enablement, mediation and advocacy in the Ottawa Charter are also central to the role of Youth Work.



## Child Protection and Youth Work

On a daily basis Youth Work personnel are entrusted with the care and welfare of young people and placed in the traditional *loco parentis* role whether it is in the local youth club, in youth centres and cafes, drop in centres, youth information points, on trips abroad, at training events or at their own organisation's internal events. This duty of care applies to paid and unpaid youth workers alike, and it is a major responsibility that youth workers and their organisations take very seriously as they aspire at all times to deliver vital developmental services to the best of their ability in a high quality, safe and healthy environment.

The Youth Work services that we experience today have grown and expanded beyond what many thought was possible even ten years ago. In that time not only has the level and range of our services expanded but so also has the manner in which we deliver this work.

As youth organisations developed and expanded their services at local level the Youth Work sector duly developed at national level. By working in partnership with government agencies, state bodies and with statutory and voluntary groups the Youth Work sector has become more professional and responsive in their work with young people. Throughout this period of expansion the sector continued to retain one of its most basic aims – '*to enhance the personal and social development of young persons through their voluntary participation*' (in Youth Work).

At national level new legislation, policies and procedures were adopted to assist organisations working with children and young people. In particular the *Youth Work Act (2001)* and the *Youth Work Development Plan (2003–2007)*, have had a significant influence on the future role and direction of Youth Work in Ireland. With

the experience of these developments, it enabled practitioners to look more closely at how they delivered their services and in particular the nature of their work and the responsibilities they have as leaders and carers, not withstanding their traditional in *loco parentis* role.

While youth organisations can justifiably say that over a period of years they had incorporated good child protection practices into their work and that by their very nature good Youth Work practices had in most cases also ensured safe child protection practices, national guidelines were proposed by government that required a more formal approach to child protection matters. These new guidelines and procedures applied to all groups working with children including the Youth Work Sector.

The publication of *Children First, National Guidelines for the Protection and Welfare of Children* in 1999 (*Dept. of Health and Children*), significantly changed approaches to child protection issues and led to most organisations, both statutory and voluntary, adopting their own child protection strategies and agreeing policies and practices that were tailored to the needs, structure and ethos of these same organisations.

The subsequent publication of the *Code of Good Practice for the Youth Work Sector* in 2002 (*Dept. of Education and Science*), assisted youth work organisations in clarifying their responsibilities and was a welcome initiative in that it assisted in bringing clarity to roles and responsibilities and outlined how organisations could and should deal with child protection and child abuse matters. Similarly, as a follow up to the Code, training provided for Youth Work personnel assisted them in addressing child protection needs. This contributed to youth workers (both paid

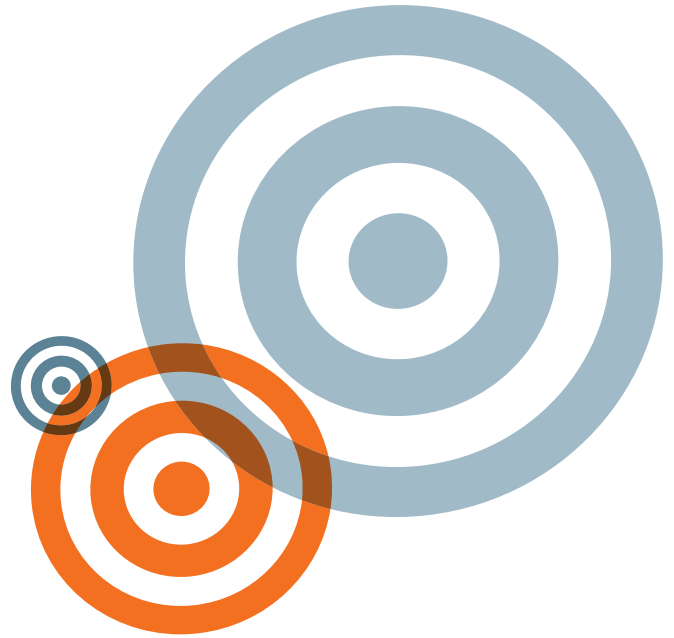
## Let's Beat Bullying

and non paid) benefiting from the outcome of such training programmes and also assisted them in the implementation of safe and sound child protection practices in their daily work.

The Code of Good Practice was specifically designed so as to give direction and guidance to youth workers and their organisations in protecting the young people under their care. It specifically identified the manner in which they deal with allegations of abuse and how they design their own policies and their internal codes of good practice.

Both Child Protection and Youth Work practitioners share a common goal that the best interests of the child should be paramount. It is, therefore, unfortunate at times, that a lack of knowledge, or indeed a lack of specific training, coupled at times with an over zealous approach to child protection, may have imbalanced the manner and approach taken or recommended, when dealing with child protection issues in a Youth Work context to the detriment of the Youth Work experience for young people.

As Child Protection procedures are gradually incorporated into our day-to-day practice, it should add to our ability to work in a safer environment with the children entrusted into our care. These Child Protection practices will, of course, influence the manner in which we continue to expand our work, raise our standards and contribute to a greater level of understanding and trust between youth workers, young people, organisational management and parents. Child Protection and Youth Work are intrinsically linked and should be encouraged to compliment each other as we seek to provide the safe and developmental environment that we desire for all children and young people we work with.



## A Whole Organisation Approach to Dealing with Bullying

Settings are specific places/contexts/structures where people live, work and play. Youth Work settings are places, programmes, projects, services or organisations where young people come together, outside of the school environment. The unique characteristic of these settings is that they are young people's spaces i.e. their territory where they feel safe and operate on their own terms with adults they know and trust. This type of setting offers good potential for addressing the issue of bullying. (*Youth Health Promotion in Youth Work Settings Manual, 2006*)

By linking the areas of Youth Work, health promotion and child protection, a whole organisation approach to bullying is possible.

It must, however, be recognised at the outset that bullying is a whole organisation matter. Any anti-bullying approach should step beyond those young people and workers who are directly involved and take account of everyone in the organisation as they all have a part to play in countering bullying. Addressing the issue also provides an opportunity to review the values that an organisation holds as central to its existence, its aims and its ethos.

### Rationale for a Whole Organisation Approach to Creating an Anti-Bullying Environment

A whole organisation approach aims to create a supportive environment where it is not acceptable to bully and where the ethos of the organisation is that it is 'ok to tell'. In creating this type of environment, the cycle of silence in relation to bullying can be broken.

A whole organisation approach entails:

- A recognition that bullying can be tackled by the young people, parents, youth workers and community members in a consistent and systematic manner;
- A shift from a focus on individuals directly involved in the issue, to that of creating healthy systems in order to prevent problems in the first instance and to intervene in situations where necessary;
- A shift from a problem based focus to a solution based focus;
- An acknowledgment that the well-being of the worker is critical, i.e. the issue needs to be addressed from a worker's perspective as well as from that of the young person.



# Let's Beat Bullying





## What this means for Youth Organisations:

A whole organisational approach entails addressing the issue of bullying at a number of levels i.e.

- Ethos and environment;
- Programmes, activities and events;
- Partnerships and services
- Policies, procedures and guidelines;

## Ethos and Environment;

### *Ethos is defined as:*

The tone, character and quality of an organisation, specifically its spiritual, moral and aesthetic mood and the quality of the relationships there.

### **Ethos also:**

- Takes care of individuals, is fair and promotes respect for self, others, the wider community and the environment
- Promotes a sense of responsibility in individuals for their own actions
- Encourages and empowers young people and workers to give of their best and to build on their achievements.

Environment can be considered in terms of both the physical and social environment and is very much linked to and influenced by the organisation's ethos.

A whole organisation response in relation to ethos and environment involves promoting an ethos of respect, where diversity is valued and celebrated leading to a positive organisational climate. The work of the organisation is strongly influenced by youth participation, where young people have a say in the running of the organisation. Furthermore, there is an awareness of the organisation as a 'telling organisation' where young people and workers feel that they will be supported and taken seriously if and when they report incidents of bullying. All of these help ensure that support is provided to young people and workers who are affected by bullying, whether as targets, perpetrators or bystanders.



### Programmes, Activities and Events

Dealing with bullying from a whole organisational perspective entails having general programmes and activities that provide appropriate challenge, participation and support for all young people and workers and have a positive effect on their overall health and well-being. This implies that a holistic approach to health is understood and accepted within the organisation.

Specifically, young people and workers need to be aware of and understand the key issues and concerns in relation to bullying. They need to have knowledge of the language of bullying to be able to tell what is happening to them. They also need to recognise that behaviours often carried out under the cover of harmless joking may have negative long-term effects on targets of bullying and that perpetrators themselves are often victims of such action. This can be achieved through the provision of awareness and training programmes on bullying which are tailored to meet the needs and abilities of those concerned.

Activities, such as mentoring or teambuilding enable individuals and groups to further develop their personal and social skills, thereby reducing the likelihood of bullying occurring in the first instance, and enabling people to address it in an appropriate manner if it does occur.

### Partnerships and Services

In order to effectively address the issue of bullying from a whole organisational approach, youth organisations need to have a strong commitment to partnership working and collective responsibility that actively involves and reflects the views of young people, workers, parents, the wider community and key agencies. Circumstances may arise that require specific advice or expertise which is beyond the remit of the organisation and this may involve referral to another agency/ organisation to avail of certain specialist services such as counselling. In the case of young people, the organisation needs to take account of parental involvement in relation to targets and/or perpetrators of bullying.



## Policy, Procedures and Guidelines

A policy is a statement of the ethos and values of an organisation. It defines a boundary within which issues are accepted. It also clarifies roles, relationships, and responsibilities and can serve as a basis for decision-making. Policies tell people what to do in any given situation while procedures and guidelines tell them how to do it.

### In relation to this area, a whole organisation approach could include:

- The development of specific anti-bullying policy, procedures and guidelines for young people and workers including both prevention and intervention strategies;
- The development of an overall Dignity at Work Policy for workers, which also addresses issues such as harassment and sexual harassment;
- The implementation of good practice in relation to policy development taking account of consultation, awareness raising, training and monitoring followed by consistent implementation of the policy;
- The development and implementation of a Code of Behaviour as part of both a prevention and intervention strategy;
- The provision of support for both targets and perpetrators of bullying;
- The identification of links with other relevant policy areas such as child protection, discipline etc.



In conclusion, bullying is an issue which can affect anyone in an organisation. Therefore, it makes sense to address the issue using a whole organisational approach. To do otherwise risks a fragmented, inconsistent response leading to the creation of an environment which may be more conducive to bullying. A whole organisational approach involves taking account of everyone involved and ensuring that appropriate responses are applied consistently leading to the creation of an environment where both young people and workers can safely learn, work and play.



Some of the issues referred to above will be addressed in greater detail in the following sections of the pack.

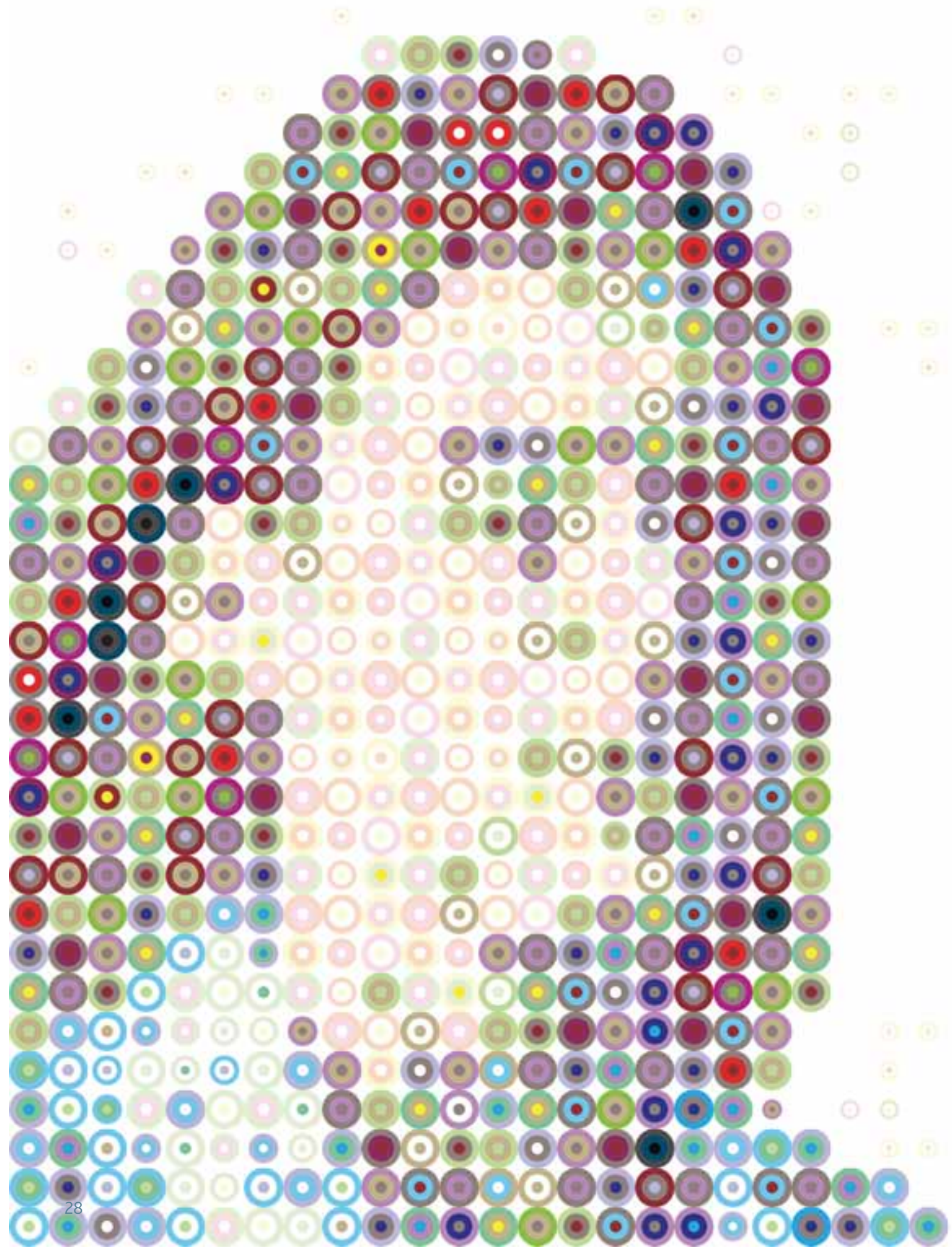




## 2 About Bullying



# Let's Beat Bullying



# About Bullying

## In this section:

- Bullying Defined
- Bullying and Bystanders
- Bullying and Power
- Bullying v's Harassment
- Types of Bullying involving Workers and Young People
- Types of Workplace Bullying
- Targets of Bullying
- Perpetrators of Bullying
- Impact of Bullying

## Bullying Defined

Bullying has been formally defined by a number of agencies and organisations and in a number of contexts.

### Common definitions used include:

*'Repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.'*

*(Department of Education and Science, 1993)*

*'Bullying can be defined as repeated aggression be it verbal, psychological or physical which is conducted by an individual or group against others. It is behaviour which is intentionally aggravating and intimidating and occurs mainly among children in social environments such as schools. It includes behaviours such as teasing, taunting, threatening, hitting or extortion by one or more pupils against a victim. The more extreme forms of bullying behaviour, when perpetrated by adults rather than children, would be regarded as physical or emotional abuse. However other major forms of child abuse such as neglect and sexual abuse are not normally comprehended by the term bullying.'*

*(Children's First; 1999)*

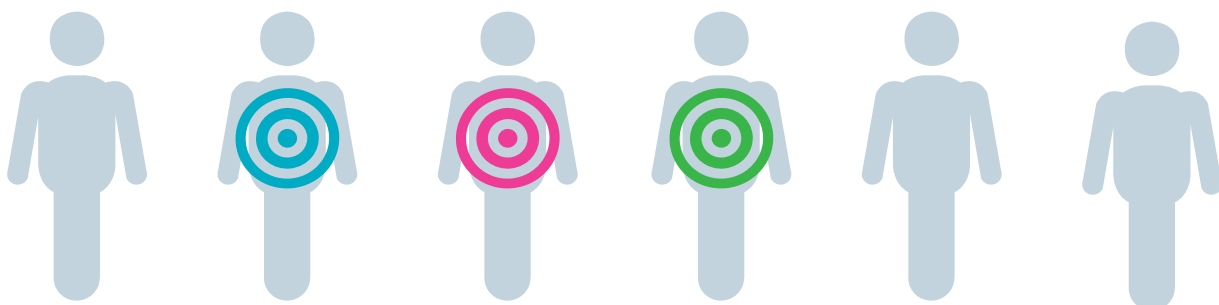


### Bullying contains 7 key features:

these are –

- 1** An intention to be hurtful
- 2** This intention is carried out
- 3** The behaviour harms the target
- 4** The bully overwhelms the target with his or her power
- 5** There is often no justification for the action
- 6** The behaviour repeats itself again and again
- 7** The bully derives a sense of satisfaction from hurting the target

*(Rigby, 1996)*





## Bullying and Bystanders

### Definition of Workplace Bullying:

*'Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once-off incident is not considered to be bullying'.*

*(Report of the Taskforce on the Prevention of Workplace Bullying, 2001)*

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*'Bullying can be defined as offensive, abusive, intimidating, malicious or insulting behaviour, or abuse of power conducted by an individual or group against others, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress. Bullying behaviour is generally persistent, systematic and ongoing.'*

*(The Civil Service Bullying Policy, 2000–2005)*

Bystanders can be described as those who are neither perpetrators nor targets but are aware that bullying is taking place. Bystanders may choose to ignore the bullying behaviour as they themselves do not want to become a target for the perpetrator.

Bystanders may take on various roles while witnessing bullying behaviour; they may:

- Assist the perpetrator and join in with the bullying behaviour;
- Reinforce the bullying behaviour – these bystanders may not be physically involved in bullying but may provide positive reinforcement to the perpetrator by observing the bullying, making encouraging gestures or laughing;
- Outsiders – those bystanders who stay away and do not take sides. By doing this they are condoning the perpetrators behaviour;
- Defenders – those bystanders who provide comfort to the victim and support them while trying to make the bullying behaviour stop.

*(Salmivalli, C. 1999)*

As bystanders have a critical role to play in creating an anti-bullying environment, it is important for an organisation to acknowledge the power of the bystander and create a supportive environment in which encouragement is given to reporting an incident of bullying.

Bystanders need to feel empowered to speak out when they are aware of an instance of bullying. By using sections 3 and 4 of this resource, an organisation may highlight the involvement of the bystander in the bullying behaviour.

## Bullying and Power

This section will explore the ways in which people can use power to make the bullying of others possible. Youth organisations are comprised of workers and young people of different ages, different levels of maturity and different personal and social circumstances. This factor, alongside the structure in youth organisations, is where the differences in power can be exploited to bully others.

**Power may be defined generally as**

*"the capacity to produce an intended effect. It may be used or abused".*

*(Rigby., 2001)*



Below is a list of different ways in which power can be exploited among the workers and young people in a Youth Work setting.

- 1 The power to dominate others physically:**  
this may be related to size, strength and fighting skills;
- 2 Sharpness of tongue:**  
related to verbal skills, especially quickness of wit. These qualities become a more common way of bullying as young people get older;
- 3 Ability to call on others for support:**  
related to popularity, social skills and the capacity to manipulate others;
- 4 Status in a group:**  
related to having valued accomplishments, such as sporting ability, being personally attractive, being a member of a majority mainstream group as opposed, for example, to having a disability, to being in a minority ethnic group, or an LGBT (Lesbian, Gay, Bisexual, Transgender) young person;
- 5 Institutionalised or ascribed authority:**  
related to position in an organisation, for example, manager to youth worker, youth worker to young person and, in some youth organisations, senior as opposed to junior. *(Rigby, 2001)*
- 6 Reward power:**  
when desired resources are allocated unfairly or withheld in order to control or humiliate someone;
- 7 Coercive power:**  
when people are forced to do something against their will;
- 8 Expert power:**  
when an expert uses his or her superior knowledge to dominate or mislead;
- 9 Referent power:**  
when an individual or group with which a person identifies induces this person to do something they really don't want to do;
- 10 Legitimate power:**  
when a person in authority, such as a youth worker or teacher, is able to impose unfairly on someone by virtue of their position;
- 11 Informational power:**  
when one is deprived of access to what one has a right to know, e.g. information about a grievance procedure.

*(Adapted from; French et al., 1959)*



Outlined below are some of the ways in which power can be used either positively or negatively.

USE OF POWER	ABUSE OF POWER
Uses power carefully	Abuses their power over others
Respects confidentiality	Has no respect for confidentiality
Values people's contributions	Devalues or ignores people's contributions
Encourages innovation and creativity	Stifles innovation and creativity
Respects the individual	Has no respect for anyone
Utilises skills for the common good	Uses people's skills for their own ends
Encourages self-development	Discourages all development
Rewards people's efforts	Ignores people's efforts
Supports staff in times of concern	Has no concern for staff at any time
Accepts the occasional weakness	Sees weakness as unacceptable
Accepts that humans make mistakes	Punishes people for mistakes
Listens to staff concerns and acts on them	Ignores staff concerns
Encourages team work	Likes to isolate individuals
Motivates experienced staff	Ridicules inexperienced staff
Rejoices in people's success	Is envious of others' success
Respects people's personal space	Intrudes in personal space
Looks for solutions to problems	Looks to blame
Plans ahead	Exercises little vision
Is a forward thinker	Is a reactive thinker
Encourages change	Is frightened of change
Is able to accept criticism	Rejects all criticism
Works towards organisational goals	Works to their own agenda

## Bullying v's Harassment



Outlined below are the differences between bullying and harassment as identified by Tim Field 1999

BULLYING	HARASSMENT
See definitions of Bullying (pg 30)	"any act or conduct including spoken words, gestures or the production, display or circulation of written words, pictures or other material. If the action or conduct is unwelcome to the employee and could reasonably be regarded as offensive, humiliating or intimidating." ( <i>Employment Equality Act, 1998</i> )
Generally begins with psychological aggression which may become physical later.	Has a strong physical component.
Anyone can be bullied.	Tends to focus on the individual for what they are (e.g. female, black, traveller, LGBT or a person with a disability).
Bullies may be prejudiced but usually discriminate on the basis of competence.	Harassment is usually linked to sex, race, prejudice, discrimination etc.
Bullying is rarely a single incident and tends to be an accumulation of small incidents, each of which, when taken in isolation and out of context, seems trivial.	Harassment may consist of a single incident or a few incidents or many incidents.
The person being bullied may not realise they are being bullied for weeks or months – until there is a moment of enlightenment.	The person who is being harassed knows almost straight away they are being harassed.
Few people recognise bullying.	Everyone can recognise harassment, especially if there is an assault, indecent assault or sexual assault.
Workplace bullying tends to fixate on trivial criticisms and false allegations of under-performance; offensive words rarely appear, although swear words may be used when there are no witnesses.	Harassment often reveals itself through use of recognised offensive vocabulary.
Bullying takes place mostly in the organisation.	Harassment takes place both within the organisation and outside of the organisation. Racial harassment is when the behaviours are linked to a persons skin colour, race, cultural background, etc. Sectarian harassment is often used if the behaviours are linked to a person's religious beliefs or perceived religious origin or inclination. Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature. ( <a href="http://www.equality.ie">www.equality.ie</a> )

### Steps for Agreeing a Definition of Bullying

Every organisation is different and faces different situations in relation to bullying. Therefore, it is recommended that each organisation, through a process of consultation, should define for itself what bullying is and what bullying is not, with reference to their particular situation. This process will involve consulting with the young people, workers, management and other key stakeholders in order to develop a definition of bullying for the organisation.

An organisation may adapt, modify or re-create their own definition of bullying based on definitions outlined on *page 30*.

#### Some points to consider when developing a definition of bullying:



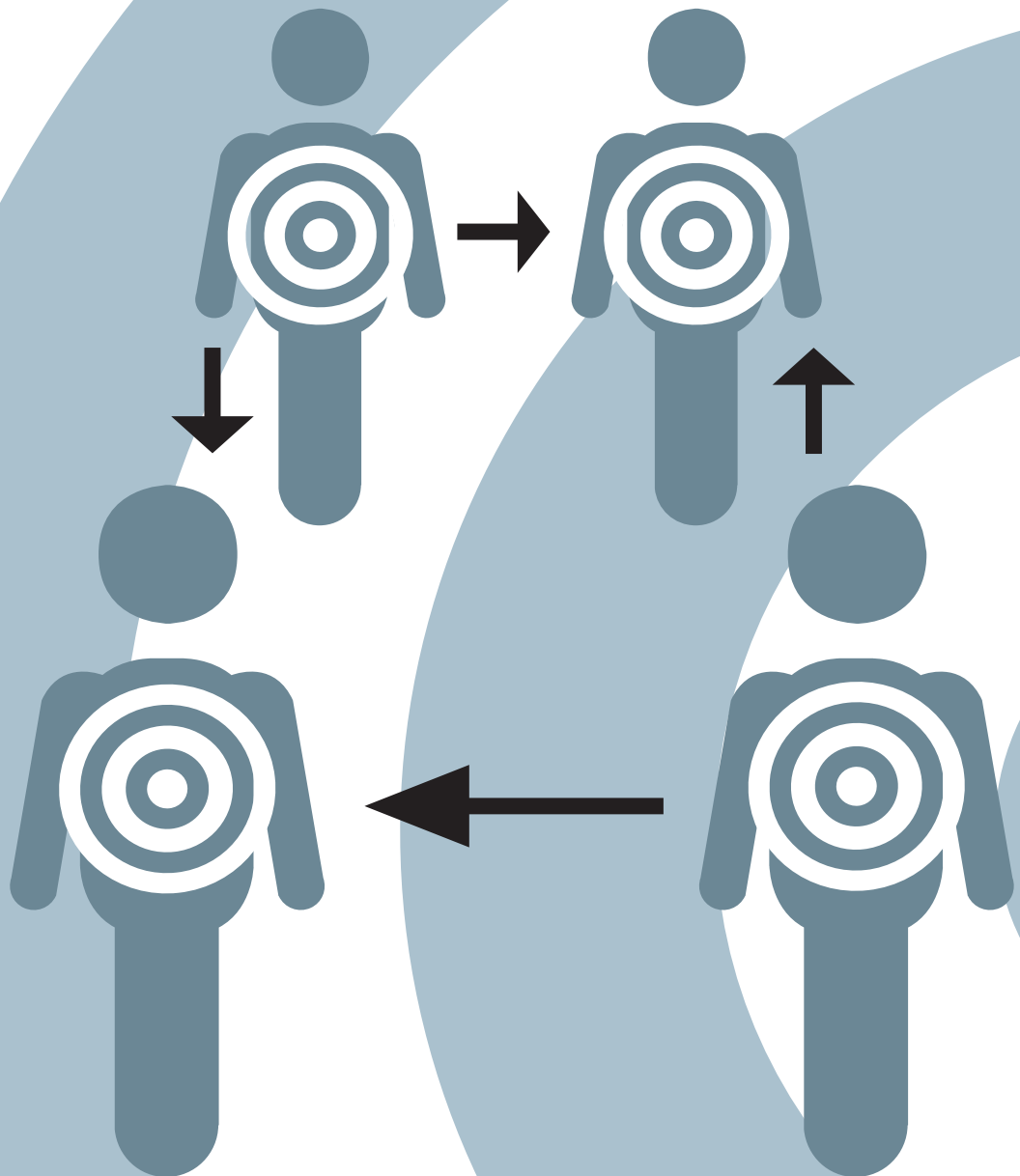
- Ask the group to think about the issue of bullying and what it means to them;
- Read over some definitions of bullying in order to generate some discussion and debate on the topic;
- Ask the group to consider any incidents that they may be aware of and to identify whether or not these incidents should be considered to be bullying or another type of behaviour (e.g. harassment?);
- Make the group aware of the different types of bullying. Make sure to include these in the definition;
- Discuss the possible effects of bullying on the target, perpetrator and the outcomes for the organisation;
- Facilitate discussion on thoughts and observations, noting any disagreements;
- Continue discussion until there is a consensus on a definition of bullying for the organisation.

*(Clifton, et al., 2000, Rigby, 2001)*

Bullying can Happen from:

YOUNG PERSON **TO** YOUNG PERSON  
YOUNG PERSON **TO** ADULT

ADULT **TO** YOUNG PERSON  
ADULT **TO** ADULT



## Types of Bullying involving Workers and Young People



It is important to be aware of the many forms or types of bullying that can occur within an organisation.

<p><b>Direct bullying:</b></p>	<p>When people are asked to describe bullying this is normally the type of bullying that they will describe. With direct bullying the behaviour is obvious and bystanders will be aware of it. Types of direct bullying include physical or verbal bullying;</p>
<p><b>Indirect bullying:</b></p>	<p>This type of bullying is more difficult to recognise. Types of indirect bullying include intimidation or isolation;</p>
<p><b>Verbal bullying including:</b></p>	<p>Slandering or ridiculing an individual;</p> <p>Using a person as the butt of jokes;</p> <p><b>Slagging:</b> this behaviour usually refers to the good natured banter which goes on as part of the normal social interactions between people. However, when this slagging extends to very personal remarks aimed <i>again</i> and <i>again</i> at the same target then it may be described as bullying;</p> <p><b>Abusive telephone calls:</b> the abusive and/or anonymous telephone call is also a form of verbal intimidation or bullying;</p> <p><b>Name calling:</b> persistent name calling directed at the same target(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Most name calling of this type refers to physical appearance. Accent or distinctive voice characteristics may attract negative attention and academic ability can also provoke name calling;</p>
<p><b>Physical bullying including:</b></p>	<p>Pushing, shoving, kicking, poking, and tripping people up;</p> <p>Assaults or threats of physical assaults;</p> <p>Damage to a person's work space or property;</p>
<p><b>Gesture bullying:</b></p>	<p>Non-verbal gestures/glances which can convey threatening or frightening messages/intent;</p>





<b>E-bullying:</b>	this newest strain of bullying has emerged through the use of web pages, emails and text messaging to abuse, intimidate and attack others, either directly or indirectly e.g. rumour mongering;
<b>Relational bullying:</b>	this type of bullying is most common among girls. It is any behaviour that sets out to deliberately damage another person's friendships or feelings of inclusion in a friendship group. Behaviours involved in this type of bullying include exclusion, isolation, subtle verbal aggression, gossip and rumours; <i>(Suckling and Temple., 2001)</i>
<b>Extortion:</b>	The deliberate extraction of money or other items of property accompanied by threats;
<b>Homophobic bullying:</b>	Homophobic bullying is a kind of bullying that is typically aimed at young people who are gay, or who are perceived to be gay. This can involve name-calling, isolation and violence. Homophobic bullying is very common and demeaning; <i>(Belong to., 2006)</i>
<b>Racial bullying:</b>	racial bullying can be expressed physically, socially or psychologically when one is labelled negatively as being different from others according to one's race;
<b>Mobbing:</b>	this is another word for bullying. Mobbing generally means that the target is being bullied by a group of perpetrators and not just one perpetrator.



## Types of Workplace Bullying

In addition to the above there are a number of forms of bullying specific to the workplace. These include:



### ORGANISATIONAL BULLYING

- where an organisation struggles to adapt to changing priorities, reduced funding, cuts in budgets, imposed expectations and other external pressures and responds negatively to this by engaging in the following:
  - Where workers are made to work unreasonable overtime on a regular basis, and anyone who objects finds life is made very uncomfortable for them, or they are even dismissed;
  - When workers suffering from stress are labelled as weak and inadequate which may result in the eventual departure of the worker;
  - Where 'absence management' is on-going, i.e. where the manager is absent from the organisation for significant periods of time, and this is used to deny employees annual or sick leave to which they are genuinely entitled
  - When 'micro management' is used, such as regularly checking up on employees, e.g. by listening into telephone conversations, and asking leading questions of colleagues.

### BULLYING BY SUBORDINATES

- where managers and supervisors are bullied either by subordinate individuals, or groups. However, within this category, group bullying is more common. In this form, the bullying is directed upwards to make the supervisor feel useless and out of control. This form of bullying is often found when a newly recruited or promoted manager is put in charge of a stable and strong group of workers. Because they have little experience, the manager may rely on part of the workforce to enforce some of the discipline. Unfortunately, this can be at the expense of the target's own authority. The group may gossip about them, sowing seeds of doubt and suspicion in the minds of others, or they may simply refuse to co-operate and follow instructions. This may result in the target having to respond more forcefully as a manager, giving the impression that he/she is actually bullying their subordinates.

### CORPORATE BULLYING







- where the culture is one of fear and blame. In cases where there is a lack of awareness in relation to legislation and good practice and where jobs are scarce, an employer can abuse, or allow workers to be abused as a consequence. This can promote learned behaviour, where workers who have been bullied or who have witnessed bullying, use that as their model of behaviour and may, in turn, bully others.

*(Clifton, et al., 2000)*

## Targets of Bullying

The term target is used to describe the person experiencing the bullying behaviour.

Targets of bullying may be categorised as follows:

-  **CLASSIC TARGET**
  - one who is not responsible for being bullied and has done nothing to merit this behaviour;
-  **PROVOCATIVE TARGET**
  - one who provokes and antagonises and then is quick to complain when his or her peers retaliate;
-  **PASSIVE TARGET**
  - one who is afraid and feels helpless. This young person or worker is sometimes on the edge of friendship groups as he or she has difficulty gaining support from peers;
-  **COLLUDING TARGET**
  - one who takes on the role of victim to gain acceptance and popularity;
-  **FALSE TARGET**
  - one who complains unnecessarily about his or her peers;
-  **PERPETRATOR/TARGET**
  - one who takes on the behaviour of either the perpetrator or the target, depending on the circumstances.

*(Salmivalli., 1999)*





## Characteristics Associated with Targets of Bullying;

- Being popular with people;
- Being incorruptible, having high moral standards;
- Being honest and having integrity;
- Being giving and selfless;
- Being imaginative, creative, and innovative;
- Being successful, determined, and courageous;
- Standing up for a colleague who is being bullied;
- Being sensitive;
- Having a strong, forgiving streak;
- Having a low self-worth and low self-esteem;
- Being non-assertive/ low assertiveness;
- Having poor social skills;
- Being psychologically introverted;
- Being physically less strong than others;
- Being relatively un-co-operative;
- Not being group oriented;
- Not being competitive;
- Being less stable than others;
- A tendency to self-depreciation, indecisiveness and approval seeking;
- A need to feel valued;
- An inability to value oneself;
- A higher than average level of dependency.

*(Report of the Taskforce on Workplace Bullying, 2001/Field,2001)*

## Perpetrators of Bullying

Perpetrator is the term used to describe the person carrying out the bullying behaviour.

**Perpetrators of bullying may be categorised as follows:**



### THE REACTIVE PERPETRATOR

- these perpetrators may lash out at others because they are hurt and are crying out for help. This may be due to circumstances such as a family crisis, or bereavement.



### THE ANXIOUS PERPETRATOR

- these perpetrators may have low self-esteem, emotional distress and insecurity. By bullying others they are attempting to gain confidence and status.



### THE SADISTIC PERPETRATOR

- these perpetrators have little or no sympathy for their targets, are very aggressive, have high self esteem and they enjoy inflicting pain on their targets. The sadistic perpetrator rarely shows remorse or guilt towards their target.



### THE HOMEGROWN PERPETRATOR

- here the perpetrator may come from a background where they were bullied and bullying is a learned behaviour. They see this type of behaviour as their only form of control.



### THE UNDERACHIEVING PERPETRATOR

- this perpetrator may be struggling academically/socially and seeks status by bullying others.



### THE PERPETRATOR/TARGET

- this perpetrator may have been bullied and takes their frustration out on others who are perceived to be weaker, by bullying them.

*(Keane, C., & Murray, M., 1998)*



## Characteristics Associated with Perpetrators of Bullying;

Some perpetrators of bullying may show specific characteristics, some of which are outlined below:

- **Insecurity**

- it has been said that perpetrators are also cowards. As the psychology of bullying is based on insecurity, the typical perpetrator may feel inadequate or insecure and bully others to compensate for these perceived short-comings. The perpetrator may then project their own faults onto the target.

- **The Jekyll & Hyde character**

- one aspect that is reported by people experiencing or witnessing bullying is that perpetrators often show one face to the target while appearing charming to others. This compounds the problem for the target who may find it difficult to convince others that they are being bullied.

- **Over-sensitivity to criticism**

- the perpetrator may dislike being shown to be wrong and may try to blame the target for their mistakes or rearrange responsibilities so that the target is set up to fail and thus take responsibility for the perpetrator's action.

- **Dishonesty**

- perpetrators are often devious people who like to deny their behaviour either to themselves or others.

- **Aggression**

- this feeds on humiliation and embarrassment. The perpetrator may be unaware that they are behaving in this way and believe that they are simply exhibiting 'strong management'. However, this is a classic behaviour to keep people 'in their place' by exhibiting aggressive tendencies.

- **Dominance**

- the perpetrator must keep the target at arm's length. To let the target close is to let them realise that the perpetrator is insecure and frightened, and they feel that if people get too close, they will be able to see through them.

- **Guilt**

- the perpetrator makes the target feel guilty for something they have or have not done. Punishment for some perceived transgression may be the withdrawal of affection or privileges. This may be an issue in voluntary sector bullying, where the target is often made to feel guilty by asking for rights like time off for medical appointments or even wanting to leave work at the correct time at the end of the day.

- **Power**

- as knowledge is power, the perpetrator may keep useful information to themselves, thus making it impossible for the target to do a good job. The perpetrator may also be unwilling, or unable, to delegate but simply dumps work on their subordinates.

- **Threats**

- the perpetrator may use threats to control the target and others around the workplace. These can be either sanctions or major ones such as sacking.

- **Self-esteem**

- Perpetrators of bullying have low self-esteem, the more often a perpetrator bullies the lower their self-esteem. *(O'Moore, Kirkham, 2001)*

*(Adapted from; Wheatley., 1999)*

## Impact of Bullying

Bullying can affect the target, perpetrator and the organisation in a variety of different ways. Below is a list of effects which may be short or long-term, depending on the extent of the

bullying. It is important to note that this is not an exhaustive list and that indicators of bullying can go beyond this list.

### Impact of Bullying on the Target

#### **Physiological symptoms can include:**

Headaches/migraines; sweating/shaking; palpitations; feeling/being sick; stomach and bowel problems; raised blood pressure; disturbed sleep; loss of energy; loss of appetite.

#### **Psychological symptoms include:**

Anger; anxiety/worry/fear; panic attacks; depression; loss of confidence and self-esteem; tearfulness; loss of concentration; forgetfulness; lack of motivation; thoughts of suicide; feeling isolated/helpless.

#### **Behavioural changes:**

Becoming aggressive; becoming irritable; becoming vengeful; becoming withdrawn; greater use of tobacco, alcohol and drugs; obsessive dwelling on the aggressor; becoming hypersensitive to criticism; becoming emotionally drained.

### Impact of Bullying on the Perpetrator:

- The perpetrator may be socially excluded by peers;
- Feelings of isolation;
- The perpetrator may find it hard mixing with other individuals and this may compromise their personal and career development;
- Lack of empathy;
- Low self-esteem;
- The perpetrator's behaviour may cause them to get into trouble with the law.


*(Minton., 2004/Rigby., 2001)*

### Impact of Bullying on the Bystander:

- Fear that they too, will become a target of bullying;
- Feelings of guilt, anger and helplessness that they cannot stop the bullying;



### Possible Indicators that someone is being bullied at work:

- 
- Reduced efficiency;
  - Reduced quality and quality control;
  - Low morale among staff;
  - Suffering from physical illness due to stress;
  - Atmosphere of tension;
  - High rates of absenteeism;
  - Drop in productivity and profits;
  - Depression among the workers;
  - High staff turnover;
  - Low levels of motivation and creativity.


NB: EVEN FOR EXPERTS, IT IS DIFFICULT TO IDENTIFY INDICATORS OF BULLYING.

Young people may vote with their feet



### Negative Impact of Bullying on the Organisation

Aside from the specific effects of bullying on young people and/or workers, the organisation as a whole can also be affected when the issue is not addressed properly. Youth organisations are places where people come to learn, work and play. An atmosphere of bullying may greatly inhibit people's ability to engage in and enjoy these activities.

- 
- Effects on the organisation may include the following:**
- Reduced efficiency;
  - Reduced quality of work;
  - Reduced quality of service provided to young people;
  - Young people/workers choosing to leave service as a result of bullying behaviour;
  - Parents choosing to remove their young people from the service;
  - Low morale among workers;
  - Low morale among young people;
  - Increase in cases taken to court;
  - Atmosphere of tension;
  - High rates of absenteeism;
  - Negative perception of the organisation.

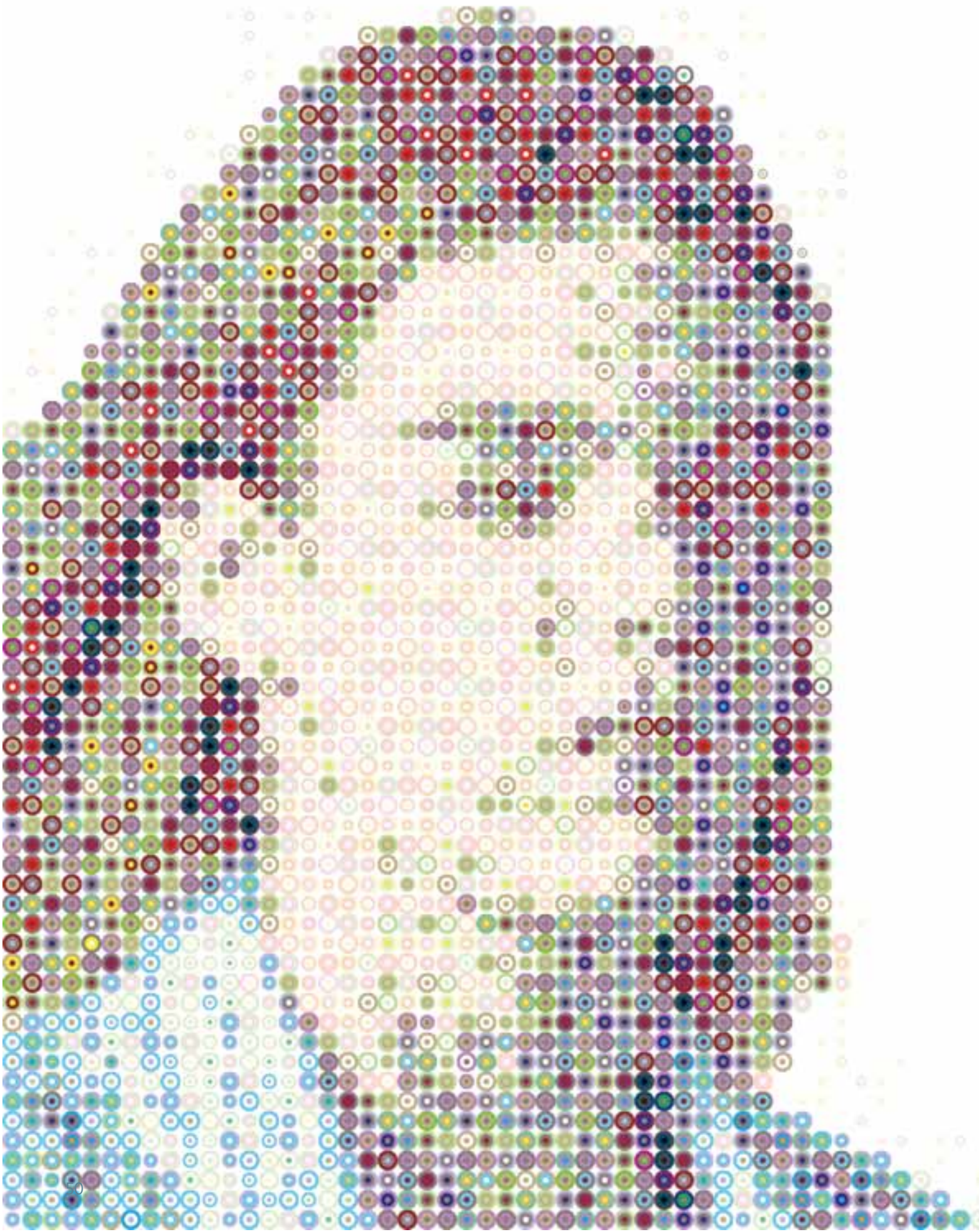




# 3 Preventative Strategies for Bullying



# Let's Beat Bullying



# Preventative Strategies for Bullying

## In this section:

- Preventative Strategies for Bullying
  - Workers and Young People
  - Young People
- Anti-Bullying Education Programme
- Framework for an Anti-Bullying Education Programme

## Preventative Strategies for Bullying

A whole organisational approach to dealing with bullying means that all parties in the youth organisation are involved and are responsible for creating an anti-bullying environment.

Outlined in this section are prevention strategies that can be implemented with young people and/or workers

 <b>Workers and Young People:</b>	
<ul style="list-style-type: none"> <li>• <b>Devising and implementing an anti-bullying policy</b></li> </ul>	<p>By having an anti-bullying policy in place an organisation can be secure in knowing that, should bullying occur, there are procedures in place, that are supported by all in the organisation to deal with it. <i>(See Section 5 – 'Developing an Anti-Bullying Policy').</i></p>
<ul style="list-style-type: none"> <li>• <b>'Telling organisation'</b></li> </ul>	<p>An organisation can adopt an ethos of a 'telling organisation'. This means that everyone in the organisation is made aware that if they witness an incident of bullying that they have a responsibility to report it. The telling organisation approach supports bystanders and is a deterrent for the perpetrator as s/he knows that the bullying will not be tolerated in the organisation. <i>(Field., 2001)</i></p>
<ul style="list-style-type: none"> <li>• <b>Teambuilding</b></li> </ul>	<p>This provides an opportunity for all members of the organisation who may not know each other particularly well to work together in accomplishing an 'out of office' task. Teambuilding is an effective way of breaking down barriers in the organisation and can be run on a session or full day basis.</p>
<ul style="list-style-type: none"> <li>• <b>Awareness Raising</b></li> </ul>	<p>Repeating anti-bullying messages to all members of the organisation is an effective way to prevent bullying from happening in the first instance. This may take the form of talks, posters, newsletters, e-mails, text messages, videos or any other form of engaging your audience. The messages should be clear and concise, spelling out the organisations stance on bullying, what bullying is and the different forms it can take, that it is 'OK' to tell and what the organisations policy and procedures are in relation to bullying. <i>(Kirkham &amp; O'Moore., 2001)</i></p>



<ul style="list-style-type: none"> <li>• <b>Awareness workshops</b></li> </ul>	<p>Bullying needs to be highlighted at staff meetings and workers and young people need to be reminded of the fact that the organisation supports a 'zero tolerance' attitude to bullying. Workers and young people also need to be made aware on a regular basis of the anti-bullying policy that is in place in the organisation. An organisation can incorporate life skills and strengthening diversity programmes into their anti-bullying education programme (<i>see pg 55</i>).</p>
<ul style="list-style-type: none"> <li>• <b>Newsletters bulletin boards</b></li> </ul>	<p>By displaying the anti-bullying policy where everyone can see it (both workers and young people) is a constant reminder of the no bullying ethos that the organisation wishes to achieve.</p>
<ul style="list-style-type: none"> <li>• <b>Code of behaviour</b></li> </ul>	<p>The code sets out the guidelines for young people in terms of boundaries in relation to appropriate behaviour. (<i>See Section 5 – 'Developing an Anti-Bullying Policy'</i>)</p>
<ul style="list-style-type: none"> <li>• <b>Annual questionnaires</b></li> </ul>	<p>By administering annual/bi-annual questionnaires to both workers and young people in the organisation the level of bullying in the organisation can be monitored. This approach will also give an organisation an indication whether it's long term strategy to combat bullying and the anti-bullying policy are effective. (<i>For a sample questionnaire see appendix A</i>)</p>

## Preventative Strategies in Bullying



### Young People:

#### • GROUP ACTIVITIES

An activity based session is an effective way of getting an organisations anti-bullying message across. Group sessions for young people need to be carefully planned and may include:

- **Visual arts:** whether it is posters, pictures, sculpture or a media based activity, both young people and adults can create an anti-bullying message using these mediums. This activity may be useful in helping an organisation to define bullying (*See About Bullying*);
- **Performance arts:** activities such as music, drama, film script and role play can be effective in helping to raise young people's awareness and understanding of issues around bullying. Workers need to be aware of good practice guidelines in relation to setting up a role play, managing it and deroleing the participants afterwards; (*Kirkham & O'Moore., 2001*)
- **Friendship week:** this may be part of the organisations ongoing anti-bullying programme. This involves enabling young people to work in pairs in order to strengthen relationships within the organisation.

#### • PEER MENTORING (*See appendix E for full process*) (*Cleary et al., 2004*)

This is a practical and effective anti-bullying strategy (*Cowie and Sharp, 1996*). It involves, more experienced young people using their skills and energy to help stop bullying by giving support to younger peers (*Smith, 2002*). They can do this by:

- Assisting victims to recover from and avoid bullying;
- Helping perpetrators develop more useful ways of acting; and
- Supporting bystanders to find the strength to resist and oppose bullying.

#### • THE ANTI-BULLYING COMMITTEE

- The anti-bullying committee is comprised of young people who have volunteered to work together under the leadership of a staff member/volunteer to help reduce bullying in the organisation. (*Rigby., 2001*). The committee is ideally gender and age balanced. It may include young people who have previously been perpetrators of bullying but who have now committed themselves to help stop bullying in the organisation. The role of the worker is to provide a sounding board that will assist young people as they identify how bullying can be prevented and/or responded to within the organisation.

#### • GENERAL HEALTH EDUCATION PROGRAMMES:

Including self esteem, life skills, assertiveness skills, anger management, stress management, relationship building, coping skills. Enabling young people to develop their personal and coping skills is an essential part of creating a whole organisational approach toward dealing with bullying.

#### • SPECIFIC HEALTH EDUCATION PROGRAMMES.

Organisations should develop a specific anti-bullying programme which may form part of their mental health programme or may operate as a stand alone programme.



# Anti-Bullying Education Programme

## Key Components & Elements of an Anti-Bullying Education Programme



# Anti-Bullying Education Programme



Components	Contribution of Components to an Anti-Bullying Education Programme
<p><b>Acquisition of Knowledge</b></p>	<p>This component helps individuals to do the following:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge that is appropriate to their level of development, and directly relevant to their own personal and social health needs, including information about prevention of bullying problems and enhancement of social health;</li> <li>• Integrate personal values and relevant information to create a personal behaviour plan;</li> <li>• Recognise the behaviours and resources that can help them to avoid engaging in bullying behaviour;</li> <li>• Identify strategies for dealing with bullying behaviour;</li> <li>• Learn how to apply their new knowledge to behaviour that will lead to positive interpersonal behaviour outcomes and prevent negative ones;</li> <li>• Learn how to share their knowledge and promote healthy interpersonal relationships with family, friends, members of the organisation and their community.</li> </ul>
<p><b>Development of Motivation &amp; Personal Insight</b></p>	<p>This component:</p> <ul style="list-style-type: none"> <li>• Offers opportunities for clarification of personal values;</li> <li>• Fosters self-esteem and helps individuals to become aware of and understand their own behaviour;</li> <li>• Helps individuals to recognise that information on bullying is directly relevant in their lives;</li> <li>• Fosters the development of positive attitudes that can lead to actions and values that promote healthy interpersonal behaviour;</li> <li>• Raises an individual's awareness of the personal benefits of taking action to prevent bullying;</li> <li>• It also raises an individual's awareness that there is social support (e.g. peer group approval) for taking action to promote social and mental health.</li> </ul>



Components	Contribution of Components to an Anti-Bullying Education Programme
<p><b>Development of Personal &amp; Social Skills</b></p>	<p>This component:</p> <ul style="list-style-type: none"> <li>• Provides individuals with the developmentally appropriate skills to establish goals in relation to personal and social behaviour. This involves a personal decision-making process in which individuals integrate information with their own values and make conscious decisions about their interpersonal behaviour</li> <li>• Helps individuals learn to evaluate the potential outcomes of their interpersonal behaviour and to modify their behaviours as necessary;</li> <li>• Helps people to learn how to create an environment that can promote anti-bullying behaviour;</li> <li>• Teaches individuals to feel positive about themselves. This will assist them in being more effective in negotiating conflict. The intent is to encourage consistent practice of behaviours that enhance personal and social well-being and to help individuals learn appropriate ways of communicating with others.</li> </ul>
<p><b>Creation of an Environment Conducive Valuing Diversity</b></p>	<p>This component:</p> <ul style="list-style-type: none"> <li>• Provides opportunities to develop awareness of the ways in which the environment can help or hinder individual efforts to accept and value diversity;</li> <li>• Establishes an atmosphere where participants feel safe to ask questions, discuss values and to share their views with others;</li> <li>• Encourages respect for diverse views, norms and values;</li> <li>• Helps people to empower themselves with the knowledge and skills used to identify sources of support in their community and to act both individually and collectively to create an environment conducive to acceptance of diversity;</li> <li>• Helps individuals to assess a group's social health needs and to note the availability or lack of resources to meet those needs;</li> <li>• Provides an opportunity to organise, support and promote anti-bullying education programs and related services such as counselling that may be needed;</li> <li>• Increases the impact of anti-bullying education through consistent health-promoting messages and services from governments, social service agencies, employers, media, religious organisations and other institutions and agencies.</li> </ul>
<p><b>Enhancement of Self-esteem</b></p>	<ul style="list-style-type: none"> <li>• Provides individuals with opportunities to develop a positive self-image and a sense of self-worth;</li> <li>• Examines the characteristics of positive relationships;</li> <li>• Helps individuals to apply the skills in relationship building;</li> <li>• Provides opportunity to support and promote the development of healthy levels of self-esteem.</li> </ul>

## Framework for an Anti-Bullying Education Programme

Over the years, youth organisations have adopted a variety of ways in which to respond to the social and personal health education needs of young people. Some organisations have devised their own programmes, drawing on a variety of resources (both national and international), and have trained their workers to deliver these programmes directly to the young people. Other organisations have chosen to enlist the support of external expertise in this area e.g. *'Sticks and Stones'*. ([www.sticksandstonesireland.com](http://www.sticksandstonesireland.com)) Irrespective of the approach chosen, it should be recognised that there is a considerable amount of foundation work ongoing within youth organisations, particularly within the realm of life skills.



The assumption is sometimes made, that in order to respond to the anti-bullying education needs of young people, programmes must focus exclusively on the technical aspects of bullying. However, a comprehensive anti-bullying education programme is developmental in nature and is also based on a holistic exploration of personal, social and life skills.

It should be remembered that anti-bullying education is a strong feature of both health education and child protection and can be easily cross-referenced through a range of other issues addressed by youth organisations.



### Some examples include:

- Mental and emotional wellbeing;
- Social health;
- Spiritual health;
- Physical Health;
- Personal development;
- Oppression and discrimination;
- Body image and self-esteem;
- Adopting and implementing child protection policies;
- Developing a child welfare approach;
- Delivering child protection training to all workers in the organisation;
- Developing agreed codes of practice with young people and workers.



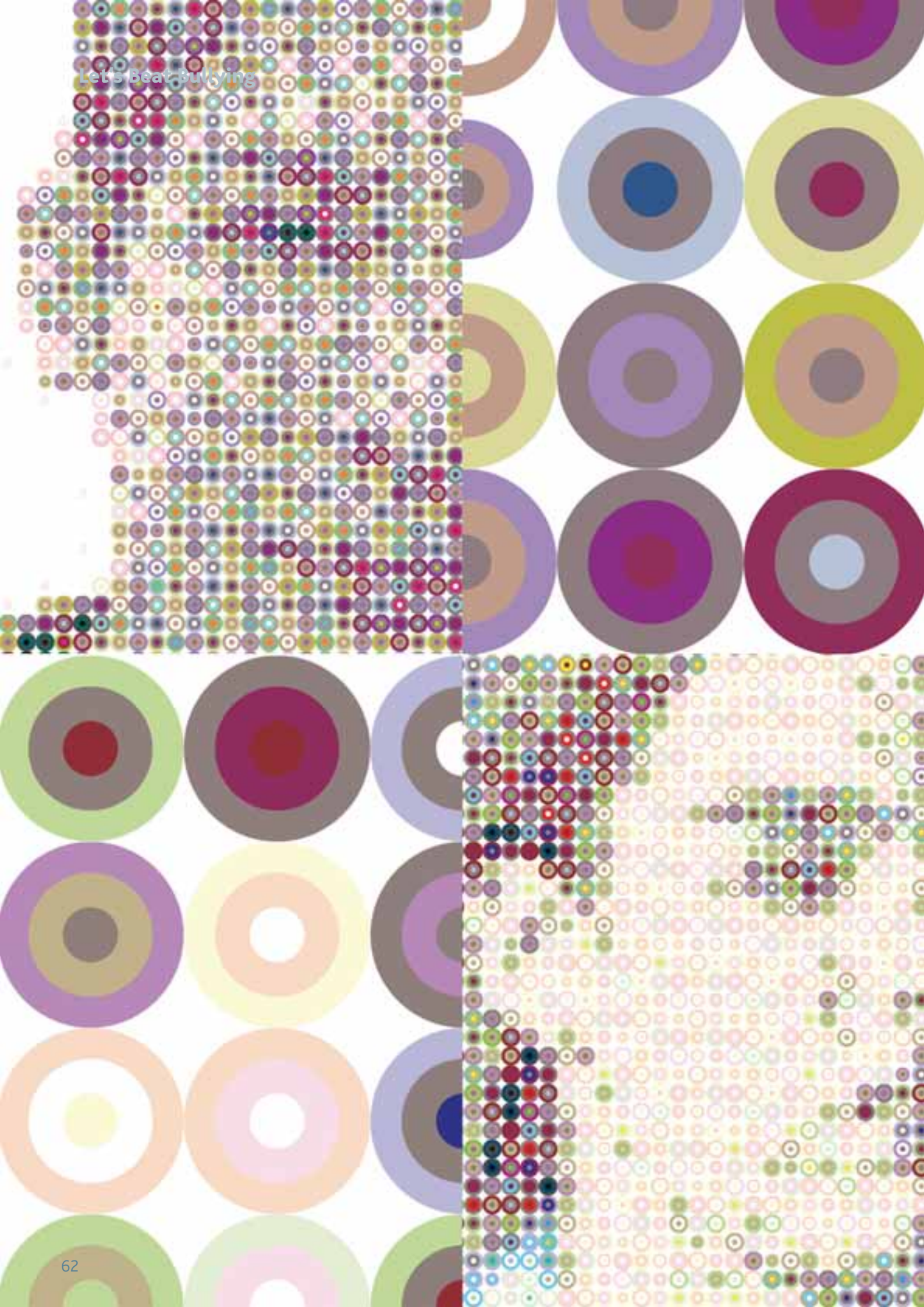




## 4 Responding to Bullying in the Organisation



Let's Beat bullying





# Responding to Bullying in the Organisation

## In this section:

- Intervention Strategies for Bullying
  - Workers and Young People
  - Workplace
- Bullying Records
- Dealing with Parent(s)/Guardian(s) of a Target of Bullying
- Dealing with Parent(s)/Guardian(s) of a Perpetrator of Bullying

## Intervention Strategies for Bullying

Once an incident of bullying has been highlighted in the organisation the following are a list of strategies that can be used to address the bullying behaviour.



### Anti-Bullying Designated Persons:

It is recommended that a person be nominated as the 'anti-bullying designated person' and that this person be recognised as the appropriate person to whom allegations of bullying may be reported by the young people in the organisation. This person should be of good moral standards, have a good relationship with their co-workers and young people and be committed to highlighting the issue of bullying in the organisation and be keen to combat the problem.

#### **It is this designated person's responsibility to:**

- Highlight the organisations policy in relation to anti bullying;
- Make all members of the organisation aware of procedures in relation to reporting an incident of bullying;
- To make workers in the organisation aware of the strategies in place to respond to an incident of bullying.



Where instances of bullying may occur among workers, it is recommended that the organisation designate a person with responsibility for dealing with workers. In the absence of this workers should use the line management structure.



A worker or young person can ask themselves these four questions to confirm that the behaviour that has been highlighted is indeed bullying:

*(Cadwell., 2003:5)*

### Acid Test

- 1 Targeted:**  
Is the behaviour targeted at a group or individual?
- 2 Duration:**  
Has this behaviour been happening over a period of time?
- 3 Frequency:**  
How frequent is the behaviour and is there a pattern occurring?
- 4 Intention:**  
Is the intention of the behaviour to cause pain to an individual or group?

Once you have confirmed that you are dealing with bullying and the matter has been reported, the person responsible for dealing with the issue can then go on to assess the seriousness of the situation.



### How Serious is the Bullying?

*(Rigby., 1996)*

In order to assess the impact of the bullying on the target, these questions need to be answered and will give a good indication of the next appropriate steps to take to address the issue.

- How distressed is the target?
- How long has the bullying been going on?
- How aware is the perpetrator in relation to the impact of their behaviour?
- How willing is the perpetrator to acknowledge the hurt that has been caused?
- To what degree is the perpetrator ready to work towards resolution?
- How ready is the target to work towards resolution?



### Workers and Young People

The following are strategies that can be used to respond to an incident of bullying with both workers and young people in an organisation.

Depending on the group and the seriousness of the bullying, a choice of ten methods are outlined below to respond to the incident of bullying.

#### 1 MEDIATION – (See Appendix G)

Mediation is the process of assisting people to find a common solution to a common problem. (Doherty, 1998) defines mediation as follows: *'To intervene between parties in order to reconcile them'*.

The process of mediation requires a voluntary agreement that all parties will abide by the course of action and the agreed solution. It is without prejudice and all notes of individual cases must be destroyed when it ends. Confidentiality is paramount in both the agreement and in the independent and joint meetings with the parties involved.

The process also requires the willingness of both parties to cooperate as it will not work if people refuse to compromise.

#### 2 NO BLAME APPROACH

A common reaction to bullying is to blame and punish the perpetrator. The *'no blame'* approach takes a different focus by not concentrating on who did what to whom (Cleary et al., 2004) but instead, focusing on the feelings of the target and what the group involved in the bullying (perpetrator and bystanders) and the target can do to make this situation better.

The *'no blame'* approach allows the group involved in the bullying behaviour to think about the action that has taken place and the effect it has had on the target. It promotes the perpetrator and the rest of the group involved in the bullying behaviour with an opportunity to redeem themselves.

##### Steps involved in the *'no blame'* approach:

- Interview the target of the bullying – let the target explain his/her feelings to the action that has taken place, this can be done through talking, drawing or writing down feelings e.g. in the form of a poem;
- Explain the *'no blame'* approach to the target and ask their permission to allow the feelings of the target towards the bullying be shared within the group;
- Convene a meeting with the other young people involved - perpetrators and bystanders;
- Share with the group the targets feelings;
- Hand over responsibility to the group;
- Ask the group for their ideas and solutions to overcome the bullying and to stop it from happening again;
- Let the young people implement their plan;
- Follow-up interviews with each young person.

### 3 METHOD OF SHARED CONCERN *(Cowie, Sharp & Smith., 1994)*

- This approach uses a non-confrontational counselling style, with the primary focus being to find a solution. The aim is to enable the target and the bully to function peacefully within the same group, and not to develop a friendship if they do not wish to do so. It comprises of three stages:
- Individual interviews with the perpetrators followed by an interview with the target;
- Follow – up discussions with each of the young people to evaluate progress;
- Group discussion with all young people concerned.

### 4 ACTIVELY DISCOURAGING BULLYING *(Rigby., 2001)*

- Publicly discouraging bullying behaviour and putting in place appropriate measures to combat instances of bullying among the workers and young people in the organisation.

### 5 TIME-OUT

- By providing some space and time between the perpetrator and target and allowing both parties involved to think about the incident that has taken place, time apart may aid the process of resolving the bullying e.g. removal of the perpetrator away from the target to another group.

### 6 DENIAL OF PRIVILEGES WITH THE OPPORTUNITY TO REDEEM ONE'S SELF

- Loss of certain privileges in the youth organisation, e.g. withdrawal of permission to participate in any events or trips organised by the youth group. By using this response, it is hoped that the perpetrator may realise the impact of their actions on the target and the consequences for themselves.

### 7 PARENTAL/GUARDIAN INVOLVEMENT

- Parents of both the target and the perpetrator may need to be made aware or called on to intervene in the incident of bullying. *(see pg 70/71 for guidelines on dealing with a parent(s)/guardian(s) of a perpetrator or target of bullying)*

### 8 CODE OF BEHAVIOUR

- The code sets out the guidelines for young people regarding boundaries and appropriate behaviour. *(See section 5 – 'Developing an Anti-Bullying Policy')*

### 9 SUPPORT PEER BYSTANDERS

- Encourage people witnessing the bullying to speak up about it and to befriend the target of the bullying. *(see pg 31 for information on bystanders)*

### 10 SUSPENSION OR EXPULSION OF THE PERPETRATOR

- Suspension or expulsion may be used as a last resort in dealing with the bullying. *(See section 5 – 'Developing an Anti-Bullying Policy')*

## Workplace

When dealing with an incident of bullying in the workplace, there are three ways in which complaints can be taken forward; personally, informally and formally. They do not have to

be followed in sequence. The objective with all forms of action is to get the unacceptable behaviour to stop.



### Personal Action:

Consideration should be given, in the first instance, to resolving complaints personally. It may be sufficient for the target to raise the matter with the perpetrator, pointing out that their conduct is causing a personal or work related concern.



### Informal Action:

If personal action is difficult or embarrassing, the complainant may wish to seek informal help from the designated person with responsibility for dealing with incidents of bullying or relevant line manager, who can then advise on the options within the policy and the possible outcomes.

This meeting may be held away from the normal workplace, if this is felt to be necessary or desirable. Following this meeting, the complainant may wish to talk to the perpetrator, to explain that their behaviour is unacceptable. Strategies in responding to bullying in the organisation may be put in place (*see pg 63*). The designated person/line manager can provide assistance and advice for this action. If the treatment continues or it is not appropriate to resolve the problem informally, it should be dealt with through the formal procedure.



### Formal Action:

Where informal methods fail or are inappropriate to the situation, the complainant should be advised to bring a formal complaint. This may involve the line manager/ designated person bringing the complaint forward in line with policy procedures.

The complaint should be made in writing and where possible include the name of the perpetrator, the type of behaviour complained about, the dates or duration of the behaviour or incidents, names of any witnesses to the behaviour, and action already taken to stop the behaviour.

([www.hsa.ie](http://www.hsa.ie))

# Bullying Records

It is important that any disclosed incidences of bullying are recorded and kept on file. The record should be completed by the worker or young person who is the target of bullying

### What you need to document when keeping a record of the bullying behaviour:

- Exactly what was said or done;
- The date, time and location;
- All relevant background information;
- Record how you felt, before, during and after the incident;
- Identify who was involved and what part they played in the incident – including bystanders;
- Retain all copies of memos, e-mails etc. that support evidence of the bullying behaviour.

### For workplace allegations the following also apply:

- Obtain a copy of your job description and see if it accurately matches the job you do;
- Record, or keep, all instances and evidence of positive feedback from other managers and supervisors etc. ask for evidence of their experience of your work performance.

## Dealing with Parent(s)/Guardian(s) of a Target of Bullying

Below are some points to keep in mind when dealing with the parent(s)/guardian(s) of a perpetrator or target of bullying.



### Guidelines for talking to Parent(s)/Guardian(s) of a Young Person who is the Target of Bullying:

- 1** Invite the parent(s)/guardian(s) to meet to discuss what has happened based on the information available;
- 2** Assure parent(s)/guardian(s) that you are pleased that they have taken time to see you;
- 3** Allow the parent(s)/guardian(s) to express their feelings, uninterrupted;
- 4** Accept their feelings (they are real for that parent, even if they might seem excessive to you). Use calm supportive language;
- 5** State categorically that bullying is unacceptable and that you intend to act positively. Assure the parent(s)/guardian(s) that you will keep in touch to update them on progress;
- 6** Keep a record of any meetings and action taken in response to the issue.



## Dealing with Parent(s)/Guardian(s) of a Perpetrator of Bullying



### Guidelines for dealing with Parent(s)/Guardian(s) of a Young Person who is a Perpetrator of Bullying:

- 1** Invite the parent(s)/guardian(s) to meet to discuss what has happened based on the information available;
- 2** Assure parent(s)/guardian(s) that you are pleased that they have taken the time to see you;
- 3** Inform the parent(s)/guardian(s) in a clear and objective manner about their child's behaviour;
- 4** Ask the parent(s)/guardian(s) if they know of any reason for this alleged behaviour e.g. a recent bereavement or home circumstances;
- 5** Begin with a summary of the group's anti-bullying policy and emphasise the parent(s)/guardian(s) agreement to it;
- 6** Seek the parent(s)/guardian(s) help in communicating the seriousness of the incident to the perpetrator and enlist their co-operation;
- 7** Where necessary and based on the seriousness of the bullying behaviour inform the parent(s)/guardian(s) of the consequences that the group considers appropriate and enlist their co-operation.

In some cases of bullying, workers in the organisation may need to meet with the parent(s)/guardian(s) of the perpetrator and the parent(s)/guardian(s) of the target of bullying to try and help resolve the problem. In instances where you suspect that excessive discipline could result from notifying parent(s)/guardian(s) of their child's behaviour take advice from those

with greater expertise and experience in this area eg. Anti Bullying Centre(A.B.C.), Trinity College Dublin, Barnardos, Irish Society for the Prevention of Cruelty to Children (ISPCC) or the Garda Juvenile Liaison Officer (JLO) or if deemed necessary the Health Services Executive (HSE).

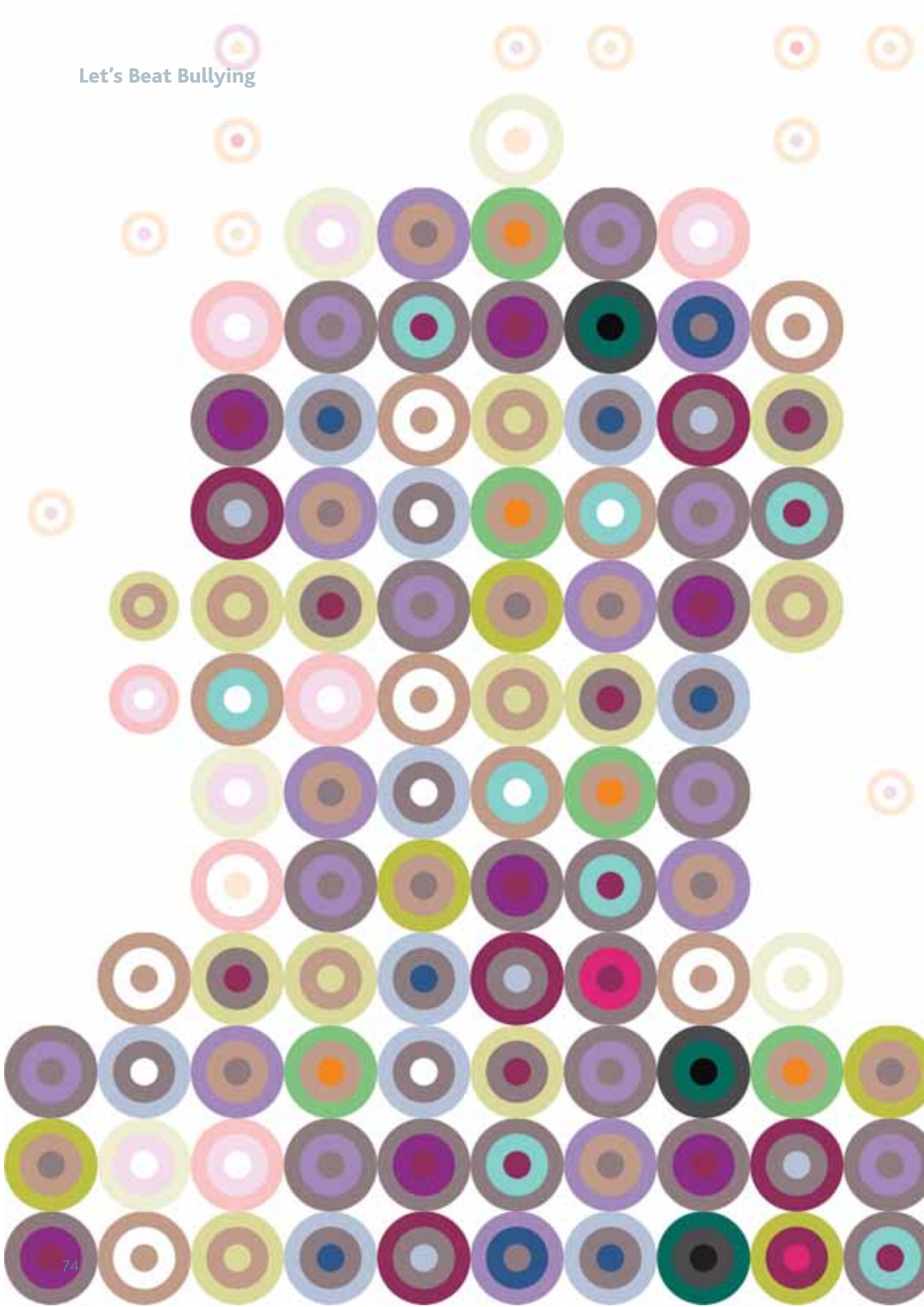




## 5 Developing an Anti-Bullying Policy



Let's Beat Bullying



# Developing an Anti-Bullying Policy

## In this section:

- Rationale for an Anti-Bullying Policy for the Organisation
- Legislation in Relation to Bullying
- Steps in Developing an Anti-Bullying Policy
- Framework for Policy Development
- Dignity at Work Policy for the Organisation
- Code of Behaviour for Young People

## Rationale for an Anti-Bullying Policy for the Organisation

A policy is a statement of the ethos and values of an organisation. Policies define boundaries within which issues are accepted. They also clarify roles, relationships, and responsibilities and they can serve as a basis for decision making. Policies guide people on what to do in any given situation; procedures give instruction on how to do it.

Some organisations may wish to address the issue of bullying through the development of an anti-bullying policy. Others may wish to develop a dignity at work policy which includes bullying, harassment and sexual harassment and promotes dignity at work. (See pg 81)

Organisations need to be aware of the guiding principles of *The UN Convention on the Rights of the Child* ([http://www.unicef.org/crc/files/Guiding\\_Principles.pdf](http://www.unicef.org/crc/files/Guiding_Principles.pdf)) which was ratified and signed by the Irish Government in 1992. Bear in mind when developing policy and procedures in relation to anti bullying that:

- No child should be treated unfairly on any basis;
- The best interests of children must be the primary concern in making decisions that may affect them;
- Respect the views of the child – Children should be consulted on any decisions that are being made for them by adults.





### Policy Development is Necessary for the Following Reasons:

- To enable organisations to reflect their ethos and position in the work they do;
- To encourage good practice;
- To support young people, workers and management within the organisation;
- To meet the specific needs of the organisation's target groups;
- To encourage an organisation to think strategically and act professionally;
- To ensure continuity and consistency over time;
- To provide a framework for inter-agency co-operation;
- To enable organisations reflect on the needs and aspirations of the community in which they work;
- To make sure there is less chance of misinterpretation.

The policy development process outlined overleaf is such that it can be adopted and followed at all levels within an organisation, i.e. at local, regional and national level. This means that a whole organisation approach is required in the policy development. In taking this approach, organisations will ensure that the policy has been contributed to and therefore supported by the whole organisation. Involving all members of the organisation, especially young people in policy development, will make them more aware of bullying and give them the confidence to report issues.

### Legislation in Relation to Bullying

Organisations need to be aware of current legislation and guidelines in relation to bullying and take these into account when devising their own anti-bullying policy. **Appendix D** briefly outlines the current pieces of legislation in relation to bullying and where the legislation can be sourced.

## Steps in Developing an Anti-Bullying Policy

The following is a step by step approach to developing an anti-bullying policy in your organisation.



### STEP 1: Clarify the present position within the organisation

- Review the current ethos of the organisation, policy and procedures for dealing with bullying and the attitude to bullying in the organisation.

### STEP 2: Carry out a needs assessment

- Identifying the needs of the whole organisation in relation to bullying will give a good insight into the guidelines and procedures that should be included in the policy.
- A needs assessment should be carried out with:
  - The workers in the organisation.
  - The young people in the organisation.

### STEP 3: Draft the policy

- In conjunction with management, staff, volunteers, young people and parents etc an anti-bullying policy should be drafted.
- See page 80 for a framework for policy development.







### STEP 4: Pilot the policy

- This stage involves communication, consultation and feedback about the draft policy with the whole organisation. The members within the organisation (both workers and young people) must have an opportunity to consider and comment on its usefulness and appropriateness. This stage of policy development should not cause any problems if there has been consultation throughout the process. Those involved in developing the document need to consider the feedback in a constructive way and ensure appropriate changes or adjustments are made where necessary.

### STEP 5: Disseminate the policy & provide training

- Once the draft policy has been revised, it is important that the organisation as a whole becomes familiar with the policy. The written anti-bullying policy statement should be constructed as a matter of public record and available in a user friendly form for consultation by anyone in the organisation. It should be displayed on all notice boards and given to all members of staff; young people and workers, especially to workers and young people who are new to the organisation. This can be done through staff meetings, induction training, notice boards, newsletters etc. *(See section 3 – 'Preventative Strategies for Bullying')*

### STEP 6: Monitor and evaluate

- Once the policy is in place it needs to be monitored to make sure that it is working effectively.
- Organisations should assign someone to continuously:
  - Monitor (look at how the policy is being implemented whether it is reaching the target audience);
  - Evaluate (look at the outcomes of the policy, i.e. is it having an effect on bullying in the organisation? Are the workers and young people more aware of procedures when addressing bullying? etc.);
  - Update the policy accordingly;
  - Highlight the policy to workers and young people who are new to the organisation.

## Framework for Policy Development



- Mission/Vision of the organisation;
- Aims and objectives of the policy;
- A statement of the organisations stance on bullying;
- Clear definition of what bullying is and what bullying is not (*see pg 30*); **harassment, sexual harassment, racism?**
- Types of bullying (*see pg 30*) and other behaviours which constitute bullying;
- A declaration of the rights of the individuals in the organisation to be free from bullying and if bullied, and to be provided with help and support;
- Laws in relation to bullying; (*see Appendix D*)
- A statement on who the policy addresses e.g. management, volunteers, young people etc.;
- Procedures to follow if a bullying incident takes place
  - Who to tell – A named person who is responsible for implementing the policy and who has been designated to handle complaints of bullying;
  - An assurance that complaints will be dealt with seriously, quickly and confidentially;
  - How to record the incident (*see pg 69*);
  - Ways of responding to bullying for both young people and workers; (*See section 4 – 'Responding to Bullying in the Organisation'*)
  - An assurance that a person who makes a complaint, or anyone who helps in the investigation of that complaint, will be protected from victimisation and retaliation;
- An assurance that appropriate disciplinary measures will be taken if the complaint is proven. Sanctions of bullying for perpetrator and bystander (for both young people and workers) should be stated. This point may state that expulsion from the organisation is a possibility as a last resort; (*See section 4 – 'Responding to Bullying in the Organisation'*)
- Staff development, training and support issues;
- The policy should also state that it is a working document and that it will be reviewed regularly and updated as necessary.

## Dignity at Work Policy for the Organisation

The Taskforce on the Prevention of Workplace Bullying, 2001, recommends that organisations should develop a dignity at work policy.



Under legislation and guidelines dignity at work states that the organisation is committed to a safe working environment free from all forms of bullying, sexual harassment and harassment. It focuses on the prevention of incidents and identifies the rights of employees to be treated with dignity and respect as well as the responsibility of employees to treat colleagues with dignity and respect. It puts an obligation on managers and supervisors to set out procedures (that are both prompt and sensitive) to follow in the event of an incident of bullying, harassment or sexual harassment.

*See Appendix E for a sample dignity at work charter.*



## Code of Behaviour for Young People

There is a need for guidelines for young people in relation to boundaries and appropriate behaviour. Young people are more likely to adhere to a code of behaviour if they are given more positive reinforcement and decision making authority. Young people should have the

opportunity to learn from their mistakes and make choices about behaviour rather than stopping the inappropriate behaviour simply to have an easier life. Effective codes of behaviour emphasise the use of rewards alongside the identification of consequences.



### A code of behaviour should contain the following elements:

- The general aims of the organisation;
- A description of the rights and responsibilities of all members of the organisation;
- The elements of the code of behaviour;
- A description of the ways in which the organisation encourages good behaviour;
- Rewards for good behaviour;
- A description of unacceptable/inappropriate behaviour;
- The consequences for unacceptable/inappropriate behaviour;
- Mechanisms for achieving a supportive culture and positive environment;
- A description of the organisation's approach to behaviour management;
- Strategies to embrace diversity and difference within the organisation;
- Strategies for the prevention of bullying and other serious misbehaviour;
- Processes for managing conflict;
- Procedures for informing and involving parents;
- Details of support available to young people, workers and parents;
- Mechanisms for monitoring and reviewing the policy;
- Links to other policies, e.g. Bullying, Substance use, Child Protection etc



### The elements of a code of behaviour:

The elements of a code of behaviour are effective when they are:

- Few in number;
- Reasonable and fair;
- Drawn up in collaboration with the young people.



### The elements should address:

- The way people treat each other;
- The management of difficulties and conflict;
- General issues of health and safety.



### Consequences are required:

- To encourage young people to recognise that their actions have logical effects on others;
- To encourage an awareness of personal choice around behaviour and the notion of taking responsibility for one's actions;
- To try to build and maintain a positive relationship.

*(Adapted from Achieving Positive Behaviour. A Practical Guide. Dwyer, P. 2003 Centre for Education Services, Marino Institute)*



### The issue of rights & responsibilities

These should be based on the values and ethos of the organisation.

They might include:

- Mutual respect;
- Respect for property;
- Self-respect;
- Fairness and honesty;
- Care and consideration for others;
- Self-discipline.



### Rights implicit in such a set of values would include:

- The right to be safe;
- The right to a fair hearing;
- The right to be heard;
- The right to be treated with respect;
- The right to be able to work, learn and play without unnecessary disruption.



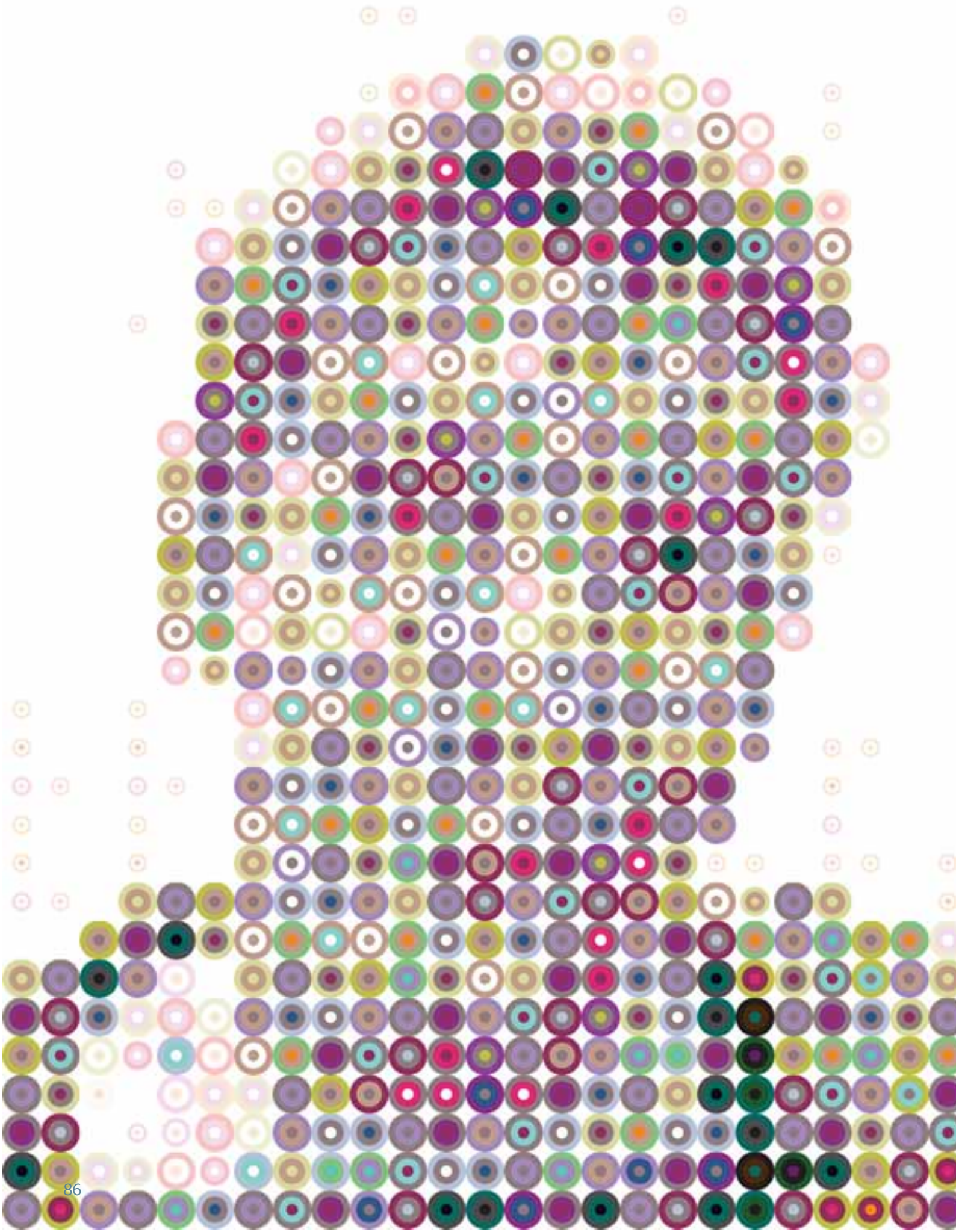




## 6 Good Practice Guidelines for Workers in Organisations



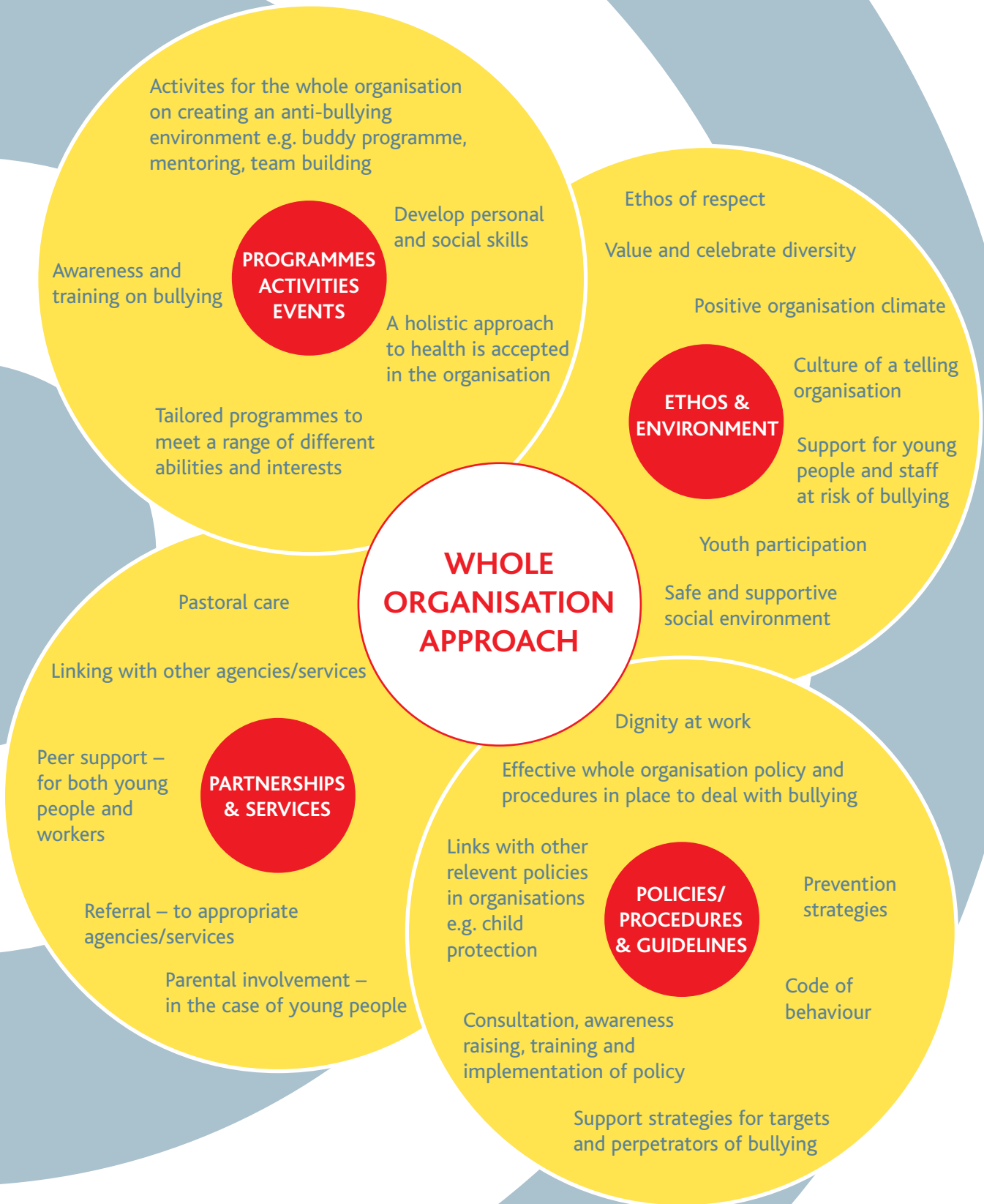
# Let's Beat Bullying





# Good Practice Guidelines for Workers in Organisations

# Let's Beat Bullying



## Good Practice Guidelines

The following good practice guidelines are presented under the headings in relation to a whole organisational approach.



### ETHOS AND ENVIRONMENT

- Ensure that action taken contributes to the development of an organisational ethos that encourages non-bullying behaviour and that views bullying as unacceptable;
- Ensure that there are adequate supervision arrangements in place, particularly at times and in places where bullying is likely to take place;
- If there are narrow corridors or inaccessible corners, ensure that special supervision arrangements are made;
- Encourage young people to participate in the running of the organisation;
- Encourage an ethos where diversity is valued and celebrated;
- Ensure that young people and workers are alert to the possibility of bullying taking place;
- If young people, workers or parents report bullying, the report should be taken seriously and appropriate action taken;
- Ensure that adequate support is available to young people and workers at risk from bullying;
- Seek to bring about the situation in which young people and workers themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'squealing' - i.e. a 'telling organisation' (*see section 3 – 'Preventative Strategies for Bullying'*).



## POLICIES, PROCEDURES AND GUIDELINES

- Ensure that young people, workers and the other relevant stakeholders are consulted as part of the process of developing policy in this regard;
- Ensure that the policy addresses the issue of prevention as well as intervention;
- Ensure that workers are aware of the relevant legislation and guidelines underpinning this work;
- Ensure that a code/s of behaviour for young people and workers has been developed, through a process of consultation;
- Ensure that there is an emphasis on acknowledging positive behaviour rather than on the use of sanctions and that there are positive expectations regarding young people's behaviour;
- Ensure that all workers and young people are actively committed to the anti-bullying policy and ethos that underlines it;
- Ensure that steps are taken to provide awareness of and training in the anti-bullying policy/dignity at work policy;
- Ensure that steps are taken to publicise the policy to young people and parents and to enlist their support;
- Ensure that young people and workers are aware of how to and to whom they make a report of bullying;
- Ensure that there is an adequate system for monitoring and recording incidents of bullying;
- Ensure that links are made with other relevant policy areas such as Health and Safety and Child Protection etc.
- The outcome of action taken in response to a report of bullying should be made known to those involved;



### PARTNERSHIPS AND SERVICES

- Consider the issue of parental involvement in relation to preventing and dealing with incidents of bullying involving young people;
- Ensure that appropriate communication systems are in place in this regard;
- Where appropriate make links with other relevant agencies/services in order to access information/expertise and/or to share good practice in relation to this issue; *(see useful links section)*
- Identify relevant referral agencies/services, e.g. counselling which may be accessed if required. Be aware of any protocols in relation to referrals.



### CURRICULUM – PROGRAMMES/ACTIVITIES/EVENTS

- Ensure that health education programmes are provided, based on a holistic approach to health which is accepted and understood by the organisation;
- Ensure that personal and social skills development is a core component of the education programmes provided by the organisation;
- Ensure that programmes delivered are needs based and tailored to meet a range of different abilities and interests;
- Where possible, methodologies should be participative and creative to engage the interests of those involved;
- Ensure that general health education/life skills programmes address the issue of bullying;
- Where possible, provide specific anti-bullying education programmes for both young people and workers;
- Provide a range of activities for the whole organisation which can help create an anti-bullying environment, e.g. buddy programme, mentoring, team building etc. *(see section 3 – 'Preventative Strategies for Bullying')*

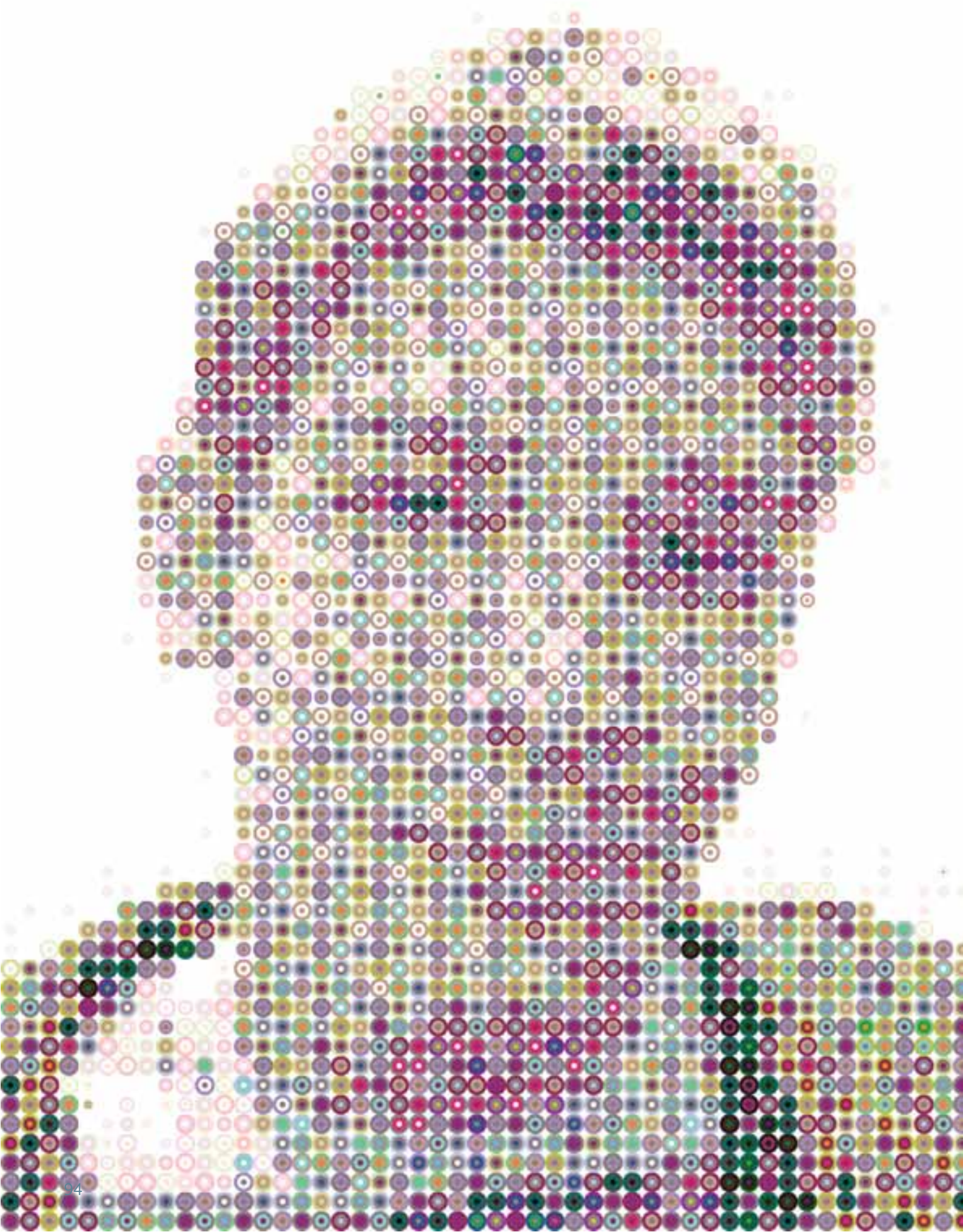




# 7 Appendices



# Let's Beat Bullying





# Appendices

## In this section:

- Appendix A: *Questionnaire*
  - Appendix B: *Steps for Developing an Anti-Bullying Policy*
  - Appendix C: *Peer Mentoring*
  - Appendix D: *Law in Relation to Bullying*
  - Appendix E: *Dignity at Work Charter*
  - Appendix F: *Mediation*
- 
- References
  - Useful Resources
  - Useful Web Addresses

# Appendix A

## Questionnaire

Outlined below are some questions for organisations to think about when beginning to address the situation of bullying in their organisation:

### (A) Ask yourself:

- 1** What has been your experience of bullying among the young people in your groups? i.e.  
Where?  
\_\_\_\_\_  
When?  
\_\_\_\_\_  
Who?  
\_\_\_\_\_  
How?  
\_\_\_\_\_
  
- 2** In general, how has the issue been dealt with to date?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3** Has this approach proven to be effective?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4** If not, what do you need in order to respond to the issue more effectively?  
\_\_\_\_\_  
\_\_\_\_\_

**(B) For organisations:**

**1** Is bullying seen to be a problem by staff?

- Do they recognise that it occurs?

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- Do they think anything should be done about it?

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**2** Do the physical characteristics of the organisation contribute to bullying?  
If so, how could they be altered?

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**3** How and by whom are rules determined in your organisation? How are rules communicated?  
Are they applied consistently by workers in the organisation?

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**4** Is there an efficient communication system between different parts of the organisation?

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## Let's Beat Bullying

**5** Are topics such as bullying looked at in training/programmes?

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**6** Are there incidents of bullying and how are they dealt with? Recorded, discussed and evaluated?

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**7** Are there agreed procedures for dealing with bullying? Are they followed?

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**8** Does the organisation inform the parents of bullying incidents? How is this done?

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**9** Are young people encouraged to 'tell' if they have been bullied or have witnessed bullying?

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**10** If the organisation has a policy on discipline, is bullying mentioned specifically?

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# Appendix B

## Steps for Developing an Anti-Bullying Policy

	<b>Step 1:</b> Clarify the present position	<b>Step 2:</b> Carry out a needs assessment	<b>Step 3:</b> Draft the policy	<b>Step 4:</b> Pilot the policy	<b>Step 5:</b> Disseminate the policy & provide training	<b>Step 6:</b> Monitor & evaluate
Who should be involved at this stage & what are their roles?						
What is your role at this stage?						
What work already done can inform this process?						
How will this step be completed?						
What resources will be required? E.g. physical, financial, personnel?						
What is the time frame for completing this stage?						

## Appendix C

### Peer Mentoring

Peer mentoring is a practical and effective anti-bullying strategy (Cowie and Sharp, 1996). It involves older, more experienced students using their skills and energy to help stop bullying by giving support to younger peers (Smith, 2002).

#### They can do this by:

- Assisting targets to recover from and avoid bullying;
- Helping perpetrators develop more useful ways of acting; and
- Supporting bystanders to find the strength to resist and oppose bullying.

Those who have been targeted by bullying need help and support in dealing with what has been happening to them. The first step in dealing with the bullying is to stop it taking place. The second step is to assess the level of seriousness of the bullying (see pg 65). After the level of seriousness has been identified and the 'no blame approach' and/or the 'method of shared concern' has been used to deal with the targets and perpetrators of bullying the next step in dealing with the bullying may be to recommend that a peer mentoring relationship be set up to provide support and develop strategies to assist in the recovery of the target.

Peer mentoring normally includes the following four components:

#### 1 BEFRIENDING

– being a friend, providing companionship, sharing ideas and activities, perhaps meeting outside of the youth organisation.

#### 2

– sometimes those who have been bullied may benefit from coaching about how the youth organisation culture works.

#### 3 PROBLEM-SOLVING

– *whereas it is not the responsibility of the person being bullied to stop the bullying, it is important for them to learn how to avoid unsafe places and situations, and who they can go to if the bullying recurs.*

#### 4

– the mentor provides a safe point of contact and a sense of constancy and reliability. The mentor can give practical help with an organisations needs assessment.

## Peer Mentoring

The following is a template for organising a peer mentoring programme.

The stages and steps are as follows:

### Stage 1: Initial Preparations

- |                |   |
|----------------|---|
| <b>Step 1:</b> | Creating a programme                      |
| <b>Step 2:</b> | Making the young people and workers aware |
| <b>Step 3:</b> | A call for volunteers                     |
| <b>Step 4:</b> | Choosing the peer mentors                 |
| <b>Step 5:</b> | Contacting those chosen                   |

### Stage 2: Training the Mentors

- |                |           |
|----------------|-----------|
| <b>Step 1:</b> | Training  |
| <b>Step 2:</b> | Follow-up |

### Stage 3: Running the Programme

- |                |  |
|----------------|--|
| <b>Step 1:</b> | Matching the mentor and mentored   |
| <b>Step 2:</b> | Carrying out the mentoring <ul style="list-style-type: none"> <li>a) starting off</li> <li>b) the middle period</li> <li>c) finishing off</li> </ul> |
| <b>Step 3:</b> | Mentoring support <ul style="list-style-type: none"> <li>a) supervision</li> <li>b) Mentoring ethics</li> </ul>                                      |
| <b>Step 4:</b> | Maintaining the programme  |

### Peer Mentoring *cont...*

#### Stage 1: Initial Preparations

##### Step 1: Creating a Programme

In order for a programme to be accepted and supported a whole organisational approach should be taken when developing the programme. Staff members, volunteers and management should be involved in discussing concerns about the programme and any other issues arising in this step. From this discussion it should be decided:

- The worker(s) that are to be involved in the programme. The worker(s) should be motivated and enthusiastic.
- A time line for the programme should be developed and adhered to.
- A procedure for selection of young people who may be suitable candidates to be mentors.
- A method of internal evaluation of the programme.

##### Step 2: Making the Young People & Workers Aware of Peer Mentoring & its Purposes.

Before the programme starts the worker(s) and young people need to be told about the peer mentoring programme. What the worker(s) already know needs to be reinforced and built on. Those running the programme need to discuss the progress of the programme and update all other workers on this.

The peer mentoring programme needs to be discussed with the young people and issues covered should include;

- The nature of bullying can be explained,
- The organisation's policy toward bullying,
- The peer mentoring scheme described as a response developed to provide assistance to targets, perpetrators and bystanders and to help solve this ongoing problem within the youth organisation.
- A call to the older young people to consider becoming peer mentors.

##### Step 3: A Call for Volunteers & Nominations for Volunteers

After everyone has been made aware of the programme, a group of potential mentors need to be established. A box can be put in a central place so that the young people can volunteer or nominate mentors. The workers may also identify young people who they think would be suitable as a peer mentor.



## Peer Mentoring *cont...*

### Step 4: Choosing the Peer Mentors

A small group of workers should examine the nominees and create a shortlist. All candidates need to be carefully screened.

Characteristics to look for in a peer mentor:

- A good role model;
- A young person who is several years older;
- A young person who is prepared to take an interest in others;
- Someone who is available, warm and empathic;
- Someone who is non judgemental
- Someone who has a stable personality and lifestyle

### Step 5: Contacting those Chosen & Developing Active Reserve Lists

Once the final list has been drawn up the young people should be told that everyone who applied is worthy to be a mentor but that for this process to occur a careful matching process needs to happen. This means that some young people will become mentors quicker than others.

## Stage 2: Training the Mentors

### Step 1: Training

Training can consist of a series of sessions during lunch hours, afternoons or evenings spread over a two or three week period. A full day workshop can be held, at which the young people will get to learn about bullying and skills and structures for effective mentoring in a group situation over a short period of time. A series of sessions spread out will allow for more time to 'digest' the information, reflect on the learning and provide time for any questions arising on the programme.

### Step 2: Follow-Up

Workers need to make sure that the mentors receive on going support. Mentors need to meet regularly with a supervisor for a debriefing and with other mentors in order to improve their skills.

### Peer Mentoring *cont...*

#### Stage 3: Running the Programme

##### Step 1: Matching the Mentor & the Mentored

Workers should know from being in regular contact with the young people whether the relationship between the mentor and the young person will work out.

Things to remember when matching the mentor and the mentored:

- Some young people are just good at mentoring; they have a high degree of empathy and problem-solving skills.
- Every mentor will have different needs, strengths and weaknesses.
- Some mentors who are unsure of themselves at first can, with a bit of experience, become very good at mentoring.

##### Step 2: Carrying out the Mentoring

###### Starting off

Establishing relationships can be difficult and it is important that the mentor is taught to be encouraging and non-threatening. At the beginning of the mentoring programme trust needs to be established and basic information gathered.

###### The middle period

After building trust and forming a relationship the mentor now works on identifying some main issues, working on empowering ideas, deciding what actions to take and putting solutions and strategies in place.

###### Finishing off

It's important to structure the mentoring process and indicate well in advance when the mentoring will take place. The mentor needs to support the mentored in making their own decisions rather than tell them what to do and also needs to be aware that there is a chance that the mentored may become over-reliant on the mentor. Having a finish is important and symbolises the mentored person being in charge of his or her life

##### Step 3: Mentoring Support

The mentoring will have been given training on how to deal with situations. Doing the mentoring in a practice situation and in a real situation is very different. Because of this the mentor will need support in dealing with these real life situations. This can be done through having regular 'information and maintenance' meetings with a supervisor through a mentors support meeting. This may need to be done once a week.

###### Mentoring ethics

Mentors need to be clear on the rules of mentoring, especially the rule of confidentiality. A contract should be drawn up between all mentors and supervisors on the rules governing the mentoring process.

## Peer Mentoring *cont...*

### Stage 4: Maintaining the Programme

**Suggested rules are as follows:**

- Any matters discussed in the peer mentoring support group are confidential to the group and must not be discussed outside the group.
- Matters that relate specifically to the person being mentored must be kept confidential for the safety of that individual and the integrity of the process. Issues of concern that arise in a mentoring session can and should be discussed confidentially with one of the programme coordinators but should not be part of mentor support group discussions.
- Mentors will allocate time to attend and take part in peer mentoring support meetings
- Mentors agree to arrive on time for all meetings
- Mentors will be encouraging and supportive of each other. No put-downs are allowed.
- The group will follow the direction of the facilitator (worker)
- Mentors will take turns being facilitator (worker)

On a yearly basis both the peer monitoring and the supervisors involved in the process may change, it is important that new mentors and supervisors are put through the same process in becoming part of the peer mentoring programme.

## Appendix D

### Law in Relation to Bullying

#### 1. Industrial Relations Act 1946-2004

<http://www.irishstatutebook.ie/ZZA26Y1946.html> 1949  
<http://www.irishstatutebook.ie/ZZA14Y1969.html> 1969  
<http://www.irishstatutebook.ie/ZZA15Y1976.html> 1976  
<http://www.irishstatutebook.ie/ZZA19Y1990.html> 1990  
<http://www.irishstatutebook.ie/ZZA11Y2001.html> 2001  
<http://www.entemp.ie/publications/employment/2004/indrelmiscprivact.pdf> 2004

The intention of the Industrial Relation Acts, 1946 to 1990 was to establish the basic institutional machinery of the Irish system of industrial relations, namely, the Labour Relations Commission, the labour Court, the Rights Commissioners, Joint Labour Committees and Joint Industrial Councils.

The 1990 Act reformed the institutional framework by establishing the Labour Relations Commission and redefining the role of other bodies in relation to it. This Act regulates the right to take industrial action and the manner in which that right can be exercised. It lays down the legal provisions regarding picketing, details the protective immunities which apply during the taking of industrial action, sets out the rules governing secret ballots and the requirements necessary when seeking injunctions to restrain industrial action. The 1990 Act also empowers the Labour Relations Commission to draft Codes of Practice concerning industrial relations.

There are three sections under the Industrial Relations Acts 1946-1990 which allow and employee to bring a claim for bullying before the court. They are:

- **Section 13 (9) of the Industrial Relations Act, 1969**

The labour Court has power to hear appeals from decisions of the Rights Commissioners in relation to trade disputes. The parties to the dispute are bound by the recommendation of the Court. The recommendation, while binding on the parties, is not legally enforceable.

- **Section 20 (1) of the Industrial Relations Act, 1969**

This applies where a worker involved in a trade dispute may request the Court to investigate the dispute. The worker must agree to be bound by the recommendation. The recommendation is not enforceable against the employer. The vast majority of bullying cases taken to the Court are taken under this section.

- **Section 26 (1) of the Industrial Relations Act, 1990**

This section applies where the Labour Relations Commission has investigated a dispute and is satisfied that no further efforts on its part will advance a resolution and both parties to the dispute request the court to investigate the dispute and issue a recommendation. The recommendation is not legally enforceable.

## Law in Relation to Bullying *cont...*

### 2. Employment Equality Acts 1998 & 2004

<http://www.equality.ie/index.asp?locID=60&docID=205>

The Act states:

*"The duty of an employer towards his employee is not confined to protecting the employee from physical injury only; it also extends to protecting the employee from non – physical injury, such as psychiatric illness or mental illness that might result from negligence or from harassment or bullying in the workplace."*

### 3. Unfair Dismissals Act 1977–2001

The intention of the Unfair Dismissals Acts, 1977 to 1993, is to provide for redress for employees unfairly dismissed from their employment. For the Acts to apply there must be a dismissal.

Dismissal is defined in Section 1 of the 1977 Act and dismissal occurs, where:

- The contract of employment is terminated by the employer, whether notice is given or not
- The employee has no option but to terminate the contract of employment because of the conduct of the employer (constructive dismissal) or
- A fixed term or fixed purpose contract was not renewed.

<http://www.irishstatutebook.ie/ZZA10Y1977.html>

### 4. Protection of Employees (part time work) Act, 2000

This act protects part time workers from being treated less favourably than part time workers. It aims to provide for the removal of discrimination against part-time workers and to improve the quality of part time work. It also intended to facilitate the development of part-time work on a voluntary basis and to contribute to the flexible organisation of working time in a manner which takes into account the needs of both employees and employers.

<http://www.entemp.ie/publications/employment/2001/protectionparttimeworkersguide.pdf> - part time

<http://www.entemp.ie/publications/employment/2003/protectionofemployees.pdf> full time

### 5. Safety, Health and Welfare at Work Act 2005 (No.10 of 2005)

<http://www.oireachtas.ie/documents/bills28/acts/2005/a1005.pdf>

[http://www.hsa.ie/publisher/site\\_search.jsp](http://www.hsa.ie/publisher/site_search.jsp)

- Section 8 of the 2005 Act refers to the employer's responsibility to ensure, as far as is reasonably practicable, that the working environment is free from danger to the health, safety and welfare of the employee.

**1** It shall be the duty of every employee to ensure, as far as is reasonably practicable, the safety, health and welfare at work of all his employees.

### Law in Relation to Bullying *cont...*

- 2** Without prejudice to the generality of an employer's duty under subsection (1), the matters to which that duty extends include in particular –
- a) As regards any place of work under the employers control, the design, the provision and the maintenance of it in a condition that is, so far as is reasonably practicable, safe and without risk to health;
  - b) So far as is reasonably practicable, as regards any place of work under the employers control, the design, the provision and the maintenance of safe means of access to and egress from it;
  - c) The design, the provision and the maintenance of plant and machinery that are, so far as is reasonably practicable, safe and without risk to health;
  - d) The provision of systems of work that are planned, organised, performed and maintained so as to be, so far as is reasonably practicable, safe and without risk to health.
  - e) The provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the safety and health at work of his employees;
  - f) In circumstances in which it is not reasonably practicable for an employer to control or eliminate hazards in a place of work under his control, or in such circumstances as may be prescribed, the provision and maintenance of such suitable protective clothing or equipment, as appropriate, that are necessary to ensure the safety and health at work of his employees;
  - g) The preparation and revision as necessary of adequate plans to be followed in emergencies;
  - h) To ensure, so far as is reasonable practicable, safety and the prevention of risk to health at work in connection with the use of any article or substance;
  - i) The provision and the maintenance of facilities and arrangements for the welfare of his employees at work; and
  - j) The obtaining, where necessary, of the services of a competent person (whether under a contract of employment or otherwise) for the purpose of ensuring, so far as is reasonably practicable, the safety and health at work of his employees.
- 3** For the purposes of this section, a person who is undergoing training for employment or receiving work experience, other than when pursuing a course of study in a university, school or college, shall be deemed to be an employee of the person whose undertaking (whether carried on by him for profit or not) is for the time being the immediate provider to that person of training or work experience, and employee, employer and cognate words and expressions shall be constructed accordingly.

## Law in Relation to Bullying *cont...*

- In Section 13 of the 2005 Act, the duties are conferred on employees to protect their own health, safety and welfare and that of their co-workers or those who might be affected by another's actions, or omissions, while at work.

- 1 It shall be the duty of every employee while at work –
  - a) To take reasonable care for his own safety, health and welfare and that of any other person who may be affected by his acts or omissions while at work;
  - b) To co-operate with his employer and any other person to such extent as will enable his employer or the other person to comply with any of the relevant statutory provisions;
  - c) To use in such manner so as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or other means or thing provided (whether for his use alone or for use by him in common in others) for securing his safety, health or welfare while at work; and
  - d) To report to his employer or his immediate supervisor, without unreasonable delay, any defects in plant, equipment, place of work or system of work, which might endanger safety, health or welfare of which he becomes aware.

- 2 No person shall intentionally or recklessly interfere with or misuse any appliance, protective clothing, convenience, equipment or other means or thing provided in pursuance of any of the relevant statutory provisions or otherwise, for securing the safety, health or welfare of persons rising out of work activities.

### 6. Equal Status Acts 2000-2004

The Equality Act 2004 amended the Employment Equality Act 1998 and Equal Status Act 2000 for the purpose of making further and better provision in relation to equality of treatment in the workplace and elsewhere;

(<http://www.oireachtas.ie/viewdoc.asp?fn=/documents/bills28/bills/2004/0104/default.htm>)

**OTHER CODES OF PRACTICE & GUIDELINES MAKE UNDER THE ABOVE LEGISLATION:**

### 7. Children's First Guidelines (1999)

[http://www.dohc.ie/publications/children\\_first.html](http://www.dohc.ie/publications/children_first.html)

### 8. Code of Good Practice – Child Protection for the Youth Work Sector Guidelines (2003)

<http://www.education.ie/home/home.jsp?pcategory=29271&ecategory=29283&language=EN>

### 9. Report of the Taskforce on the Prevention of Workplace Bullying (2001) – Dignity at Work – The Challenge of Workplace Bullying

[http://www.hsa.ie/files/product\\_20050224105505bullyrep\\_task1.pdf](http://www.hsa.ie/files/product_20050224105505bullyrep_task1.pdf)

### Law in Relation to Bullying *cont...*

#### 10. Code of Practice on the Prevention of Workplace Bullying 2002

The National Authority for Occupational Safety and Health (by virtue of section 60 of the Safety, Health and Welfare at Work Act, 2005) has issued a "Code of Practice on the Prevention of Workplace Bullying".

The Code came into effect on the 1st March 2002.

[http://www.hsa.ie/publisher/storefront/product\\_detail.jsp?dir\\_itemID=53](http://www.hsa.ie/publisher/storefront/product_detail.jsp?dir_itemID=53)

#### 11. Code of Practice Safety, Health and Welfare at Work Act 2005 – Code of Practice detailing Procedures for Addressing Bullying in the Workplace made under the Industrial Relations Act, 1990

<http://www.hsa.ie/publisher/index.jsp?alD=965&nID=326&pID=267>

#### 13. Code of Practice on Guidance, Prevention and Procedures for dealing with Sexual Harassment and Harassment at Work made under the Employment Equality Act, 1998 & 2004

<http://www.hsa.ie/publisher/index.jsp?alD=965&nID=326&pID=267>

#### 14. Code of Practice Detailing Procedures for Addressing Bullying in the Workplace 2002

<http://www.entemp.ie/publications/sis/2002/si17.pdf#search=%22code%20of%20practice%20detailing%20procedures%20for%20addressing%20workplace%20bullying%22>

An order (S.I. No. 17 of 2002) declaring this code to be a code of practice for the purposes of the Industrial Relations Act 1990 was made by the Minister for Enterprise, Trade and Employment on 25 January 2002.

The main purpose of this Code of Practice is to set out, for the guidance of employers, employees and their representatives, effective procedures for addressing allegations of workplace bullying. The Code sets out both an informal and formal procedure.



## Appendix E

### Dignity at Work Charter

[http://www.hsa.ie/files/product\\_20050628031512dignitycht.pdf](http://www.hsa.ie/files/product_20050628031512dignitycht.pdf)

**HSA**  
HEALTH AND SAFETY  
AUTHORITY

# Dignity

## IN THE WORKPLACE

“ WE at

commit ourselves to working together to maintain a workplace environment that encourages and supports the right to dignity at work. All who work here are expected to respect the right of each individual to dignity in their working life. All will be treated equally and respected for their individuality and diversity. Bullying in any form is not accepted by us and will not be tolerated. Our policies and procedures will underpin the principles and objectives of this Charter.

All individuals, whether directly employed or contracted by us, have a duty and a responsibility to uphold this Dignity at Work Charter.

Supervisors, Managers and Trade Union Representatives where applicable in the workplace have a specific responsibility to promote its provisions.

”

Nothing in this Charter overrides a person's legal and statutory rights.  
This Charter is endorsed by

See [www.hsa.ie](http://www.hsa.ie) for more information on the dignity at work charter for your organisation.

## Appendix F

### Mediation

The mediator is an objective facilitator whose aim is to enable people in conflict to reach their own solutions with a win-win outcome.

#### The Advantages of Mediation

- All parties in the conflict have equal power. They are all given the space to speak and be heard, listen, reflect on their own values and exchange their views;
- The parties themselves negotiate and participate fully in making decisions;
- Because the result being aimed for is a win-win situation, there is no loss of dignity involved;
- The procedures are aimed equally at all levels of the organisation;
- Mediation is confidential;
- The facilitator is an impartial person, with no vested interest and remains neutral;
- Mediation can be used to change disrupting behaviour and other destructive behaviour patterns.

#### Situations in which mediation may not be an appropriate way forward include:

- When the conflict is between manager and worker;
- When the conflict is between peers;
- When all parties are willing to attend voluntarily;
- When the problem is equally balanced;
- Where it is important to maintain relationships;

- Where it is early in the process of the conflict;
- Where there is a history of good relationships in the past;
- When the parties are willing to keep the process confidential;
- Where all parties involved want to remain in control of the outcome;
- Where the issues are solvable;
- Where the parties need the space to let off steam and then move on;
- Where neither party sees this as a form of revenge on the other.

#### Situations in which mediation is not an appropriate way forward include:

- Where one person is intimidated and afraid of the other person;
- When one person is refusing to communicate or is not attending voluntarily;
- Where there are threats of physical violence;
- Where there are threats of emotional abuse;
- Where there is a power imbalance;
- Where there is a long history of fixed attitudes;
- Where previous attempts at mediation have failed;
- Where one of both parties has/have issues with drugs, alcohol or mental health;
- When criminal legal action is underway;
- Where a legal or tribunal decision has been handed down on the same issue;
- Where one or both parties is /are not competent to negotiate.

## Mediation *cont...*

### Skills of the mediator

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Many of the skills used in mediation are similar to those used in counselling and include the following:

- Active listening;
- Summarising;
- Building rapport;
- Assertiveness;
- Facilitation;
- Problem-solving;
- Conflict management;
- Management of the mediation process.

The specific qualities needed to be a mediator include:

- Understanding people and situations;
- Ability to learn from experience;
- Genuineness;
- Acceptance;
- Respect;
- Impartiality;
- Self-awareness;
- Flexibility;
- Commitment to equal opportunities;
- Analytical ability;
- Creativity;
- Professionalism.

### The Process

The following are, in general, the steps in the mediation process. In practice, some may not apply to specific cases, while in others some steps should be combined.

- 1.** Identify what is expected from the mediation process. Decide whether mediation is appropriate or not. Establish that all parties are attending the process voluntarily.
- 2.** Agree a contract for the mediation process and decide where the interviews are going to take place. Mediation requires a level of privacy and this must be taken into account when agreeing a venue;
- 3.** Begin with a comprehensive introduction to the issues, on paper and without interruption, followed by a broad private meeting with the separate parties to gauge feelings, moving on to concerns from the past and towards the future.
- 3.** The mediator will be looking for solutions and trying to find common ground. At this stage the parties need to think about how they viewed the situation then and now. This may need to be done with each party separately or together. The common feature should be that they are seeking common ground.

In order to provide clarity on the process, the mediation procedure should be incorporated into the anti-bullying / dignity at work policy.

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[www.education.ie](http://www.education.ie)

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- *Bullying – A Whole School Approach* (2001)  
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- *Bullying in Secondary Schools, What it looks Like & How to Manage it* (2004)  
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Paul Chapman Publishing
- *Bullying, A Resource Guide* (1998)  
Vivette O'Donnell & the Campaign Against Bullying  
The Campaign Against Bullying, 72 Lakelands Avenue, Stillorgan, Co.Dublin. Tel: (01) 2887976
- *Code of Practice on Sexual Harassment & Harassment at Work*  
The Equality Authority  
2 Clonmel Street, Dublin 2. Tel: (01) 4173333  
www.equality.ie / info@equality.ie
- *Dealing with Bullying – Guidelines for Youth Workers* (1995)  
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Irish Youth Work Press. Youth Work Ireland,  
20 Dominick Street, Dublin 1. Tel: (01) 8729933  
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- *Dealing with Bullying in Schools – A Training Manual for Teachers, Parents & Other Professionals* (2004)  
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- *Guidelines for Equal Status Policies in Enterprises* (2005) The Equality Authority  
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www.equality.ie / info@equality.ie
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- *Stop it! – Steps to Address Bullying*  
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- *Stop the Bullying – A Handbook for Schools* (2001)  
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- *Straight Talk – Researching Gay & Lesbian Issues in the School Curriculum* (2006)  
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- *The Cool Schools Programme* (HSE NE)  
Regional Child and Family Care  
St. Mary's Hospital, Dublin Road, Drogheda,  
Co.Louth. Tel: (041) 9800474/9800476
- *Words Hurt Too – Young People & Bullying* (2003)  
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UK Youth, the Network for Quality Work with Young People  
2nd Floor, Kirby House, Kirby Street, London,  
EC1N 8TS. Tel: (0044) 2072424045  
www.ukyouth.org

## Useful Web Addresses

- [www.abc.tcd.ie](http://www.abc.tcd.ie)  
(Anti-Bullying Centre, Trinity College Dublin) – *this is an independent research centre targeting the area of bullying.*

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- [www.antibullying.net](http://www.antibullying.net)  
(Anti-Bully Network, Edinburgh) – *this website is dedicated solely to bullying and covers topics such as 'current research' and 'new publications'.*

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- [www.belongto.org](http://www.belongto.org)  
– *this Dublin based youth organisation is for lesbian, gay, bisexual and transgender (LGBT) young people.*

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- [www.bullyonline.org](http://www.bullyonline.org)  
– *this is Tim Fields website and is dedicated to workplace bullying.*

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- [www.childprotection.ie](http://www.childprotection.ie)  
– *this is the website of the Child Protection Unit in NYCI.*

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- [www.drcc.ie](http://www.drcc.ie)  
(Dublin Rape Crisis Centre) – *an organisation which provides support to women and men who have experienced rape, sexual assault, sexual harassment and/or childhood sexual abuse.*

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- [www.equality.ie](http://www.equality.ie)  
(Equality Authority) – *this organisation was set up under the Employment Equality Act 1998 which some cases of bullying may fall under.*

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- [www.healthpromotion.ie](http://www.healthpromotion.ie)  
(Health Promotion Department) – *this Health Services Executive site provides up to date information on a variety of health issues.*

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- [www.hsa.ie](http://www.hsa.ie)  
(Health and Safety Authority) – *this is the national body in Ireland which is responsible for ensuring health and safety in the work place.*

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- [www.ispcc.ie](http://www.ispcc.ie)  
(Irish Society for Prevention of Cruelty to Children)

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- [www.kidscape.org.uk](http://www.kidscape.org.uk)  
– *a UK based charity which aims to prevent bullying and child sexual abuse.*

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- [www.spunout.ie](http://www.spunout.ie)  
– *this youth based website allows young people to find out information about health issues and to communicate with other young people through the site.*

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- [www.sticksandstonesireland.com](http://www.sticksandstonesireland.com)  
– *this Dublin based organisation works with groups of young people exploring the issue of bullying through the medium of drama.*

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- [www.stoptextbully.com](http://www.stoptextbully.com)  
– *this website deals with all forms of bullying that can be done using text, such as chat room and website bullying.*

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- [www.youthhealth.ie](http://www.youthhealth.ie)  
– *this is the website of the National Youth Health Programme in NYCI.*

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