Shield Statement 6.

No 'I' in Bully - Our evidence-based intervention strategies are actively implemented on an on-going basis and address the multiple aspects of need that exist in each bullying situation.

Ideas to Inspire:

Because of barriers posed by this perceptual bias (Anderson, 2011), and ineffective intervention strategies (Rigby, 2014), people find themselves in the frustrating position of wanting to change bullying behaviour but are lacking the proper tools and perspective to do so.

Examples of intervention strategies your organisation could already be using are empathy-fostering intervention strategies and awareness-raising activities. Anti-bullying programs have been found to work best when there is a team of at least three people who train and assist other personnel anti-bullying strategies and are committed to raising awareness amongst all personnel, young people, and the community.

Regular communication strategies with personnel, raising awareness of anti-bullying programmes in the organisation, providing encouragement, and training personnel in the use of effective strategies are key.

When deciding on effective anti-bullying intervention techniques that foster empathy and problem-solving rather than prioritizing punishment, the "Restorative" model provides a good guidepost (Brewster-Mercury, 2019, para. 5).

Restorative practice: www.pdst.ie/post-primary/health-wellbeing/restorative-practice. Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with young people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships and provides a focus which allows for the potential growth of positive relationships to become established between young people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye- to- eye with, or even like. Through the fostering of empathy and promoting understanding of perspective- taking, people can learn to respect each other and where another is coming from in terms of their own expression of thoughts and feelings. In our efforts to demonstrate empathy, as human beings we can harness the notion of fairness into our relationships. Therefore, can also account for our own actions and hold others to account for theirs. (Note: Schools can apply for support in Restorative Practice for primary or post primary schools, visit https://www.pdst.ie/schoolsupport)

When a bullying situation occurs and those involved are viewed to be ready, bullies and targets participate in a calm discussion circle where personnel make sure each participant can talk about what happened and listen to the views and feelings of the other participants. In line with most serious anti-bullying efforts, personnel will first need to meet individually with bullies and targets to determine what has happened, decide whether they are ready to meet, and explain the circle process.

Finally, it is time to focus on overcoming problems posed by perceptual bias that can lead personnel to overlook instances of bullying, and to examine how the regular use of awareness-raising activities provides a promising way to tackle these barriers (Anderson, 2011).

In addition, The Childhood Development Initiative (CDI) works to improve outcomes for children, families and communities in Tallaght and throughout Ireland. CDI has recently launched a podcast series outlining current Restorative Practice in Ireland.

"Circles of Connection: Stories from Ireland about using Restorative Practices to Build Relationships".
www.pdst.ie/post-primary/health-wellbeing/restorative-practice