

# Shield

## Anti-Bullying Programme

### Self-Evaluation Tool



Support for Organisations to  
Proactively Manage Bullying

# Introduction

The self-evaluation tool is a key component of the Shield programme and is designed for any organisation working with children and young people, for example, schools, crèches, clubs, residential settings etc.

There is now a large body of evidence regarding effective approaches to bullying and what has been proven to work.

ISPCC has distilled the latest research into **ten Shield Statements** that are evidenced based. By reflecting on each of the ten statements and associated questions, organisations will identify their areas of strength and those necessitating development in their approach to bullying.

## What support is available?

See <https://www.ispcc.ie/shield-anti-bullying-programme/> and be sure to check out the 'Ideas to Inspire' listed under each Shield Statement on [ispcc.ie](https://www.ispcc.ie)

We are available for any queries you may have and offer support from our Anti-bullying coordinator. Please email [shield@ispcc.ie](mailto:shield@ispcc.ie)

### Supported by



### Collaborators

Self-Evaluation Tool: Developed by ISPCC in collaboration with Dublin City University's Anti-Bullying Centre; and Webwise, the Irish Safer Internet Centre's Awareness Centre



# 10 Shield Statements



## Shield Statement 1

# Stand Up



## We acknowledge that bullying is an issue for all organisations and the wider community.

Research clearly shows children bully other children (Baldry & Farrington 1999; Berthold & Hoover 2000; Olweus 1995). Regardless of the best efforts of advocates, the potential for bullying still exists and a consistent unified approach is required to prevent bullying from occurring and to intervene if bullying occurs. This sociological approach to bullying is reflected in UNESCO's (2020) revised definition of bullying:

'Bullying is in-person and online behaviour between children and young people within a social network that causes physical, emotional, or social harm to targeted young people. It is characterised by an imbalance of power that is enabled or inhibited by the social and institutional norms and context of schools/ organisations and the education system. Bullying implies an absence of effective responses and care towards the target by peers and adults.'

The physical, emotional, or social harm experienced by children and young people who are targeted by bullying is not directly linked to the number of times this young person is bullied. Therefore, repetition is not seen as a main characteristic of bullying anymore. In some instances, one incident of bullying and the implied threat of more instances can be perceived by a young person as equally harmful as several occurrences of bullying, whether this incident involves one or several perpetrators (UNESCO, 2020). Traditional bullying and cyberbullying are known to have not only long-term detrimental consequences on children's physical and mental health but also on social and financial outcomes in their futures (Debby, 2020).



To address this statement please answer the following questions:

**1.1** Do you acknowledge that bullying has the potential to happen in any organisation?

Yes  No

**1.2** Does your organisation have a definition for what bullying is?

Yes  No

**1.3** Do you distinguish between bullying behaviour and normal banter or disputes among children and young people in your organisation?

Yes  No

**1.4** Does your organisation provide examples or definitions of different forms of bullying that occur such as identity-based bullying and cyberbullying, so children and young people are aware of them?

Yes  No

**1.5** Do you work to help young people, personnel, and parents/caregivers understand their role in preventing and addressing bullying behaviour?

Yes  No

**1.6** Do you communicate\* that it is everyone's responsibility in the organisation to reject bullying behaviour?

Yes  No

\*E.g. talk, electronic communication, display posters in public areas, online/in-person sessions