

Student voice in bullying prevention and intervention: teachers' perspectives

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Research origin and background



Outline of presentation

- Research Origin and Background
- Main Research Question
- Framework – The Lundy Model of Youth Participation
- Research Process
- Findings
- Conclusions



Research origin and background

Research Origin



Anguish and
Anger



Cineáltas: Action Plan on Bullying
Ireland's Whole Education Approach to
preventing and addressing bullying in schools

December 2022



Taoiseach condemns serious assault on secondary school student in Navan

- Irish Examiner, May
2023



- Ambiguous
 - Buzzword
 - Ambivalence
 - Misinterpreted
 - “Tokenistic”
- (Fleming, 2015, Keddie, 2015)

December
2022

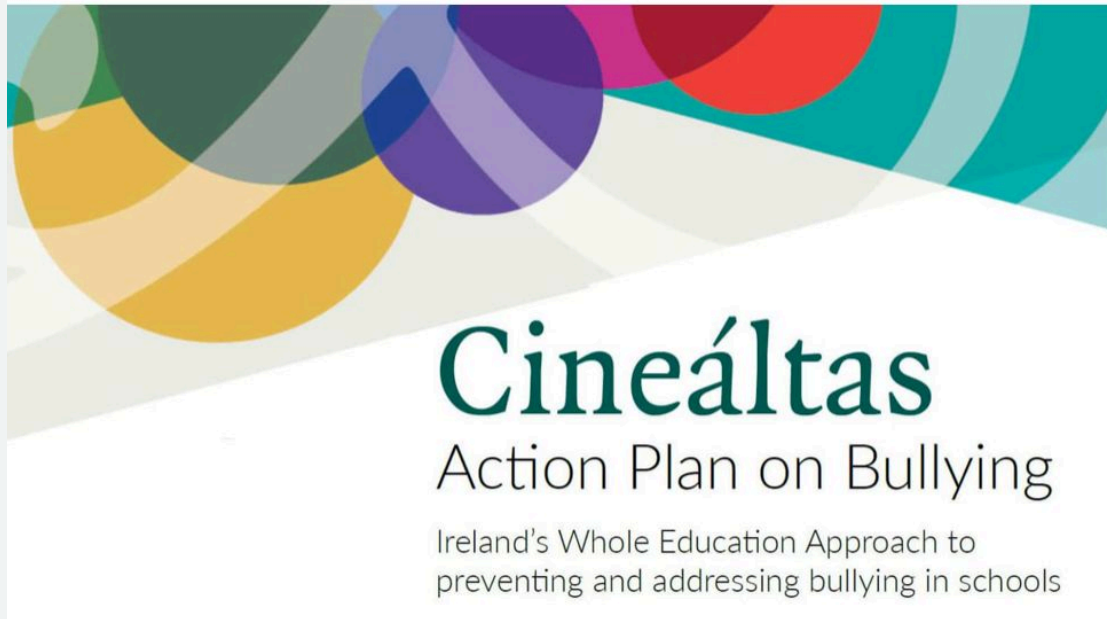


Cineáltas

Action Plan on Bullying

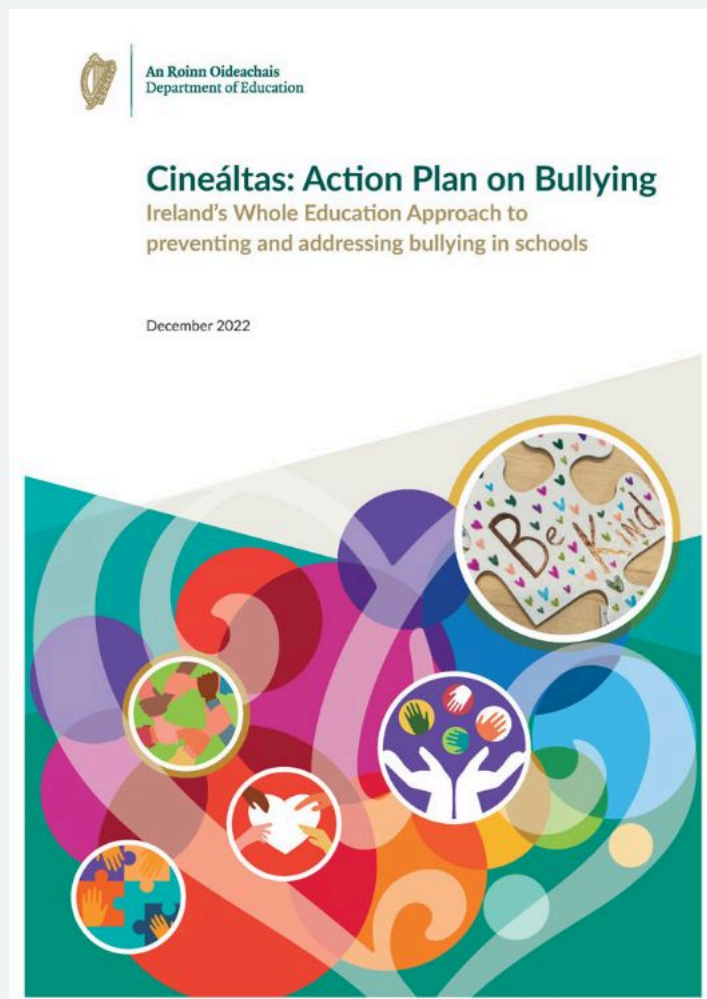
Ireland's Whole Education Approach to
preventing and addressing bullying in schools

Background to research



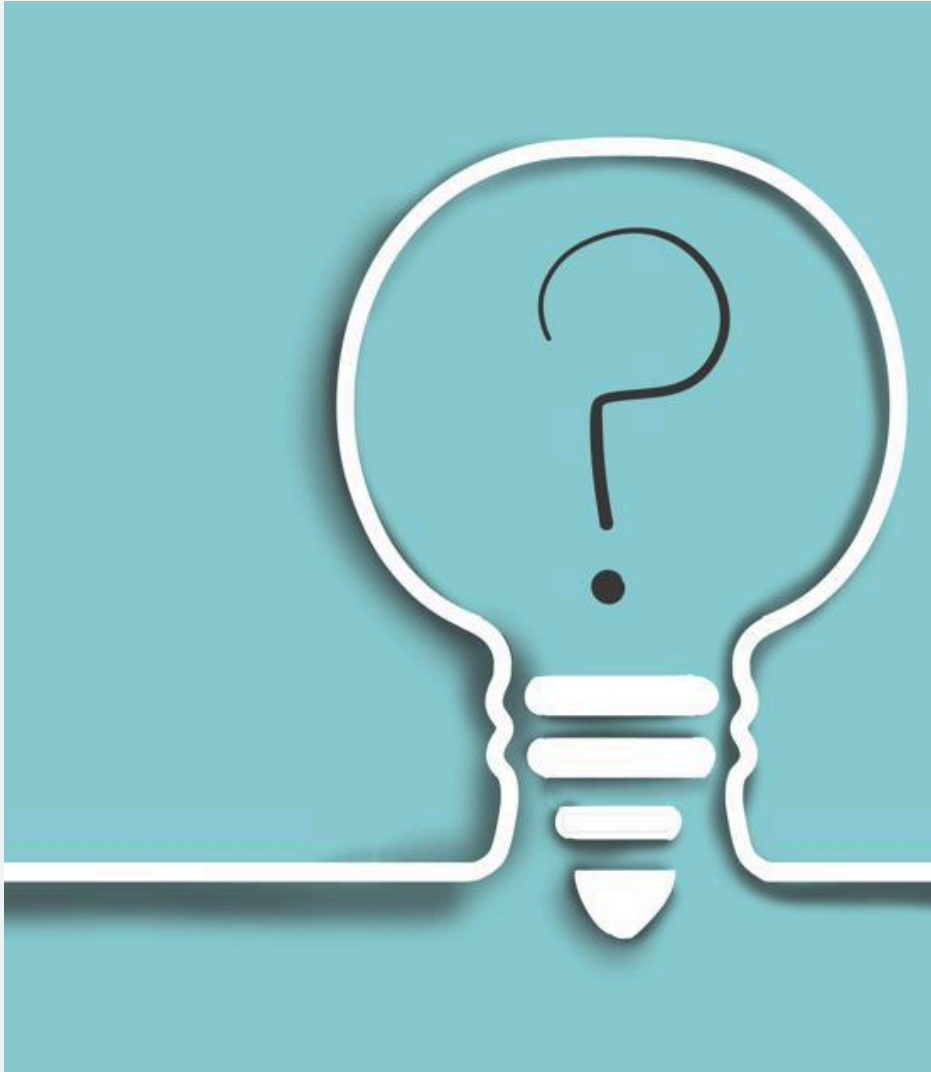
- Cineáltas Implementation Plan, DOE, April 2023

Background to research



1.5	The Department of Education will <u>provide specific guidance</u> to schools on how Student Support Teams will actively seek the voice and participation of children, young people and their parents.	Q3 2023-Q3 2024 Develop guidance for post-primary school Student Support Teams on <u>how to actively seek the voice and participation of children, young people and their parents.</u>
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- Cineáltas Implementation Plan, DOE, April 2023



Main research question

- How can teachers use student voice in bullying prevention and intervention efforts?

Background to research



CONVENTION ON THE RIGHTS OF THE CHILD

Article 12

Governments “shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY



The Lundy Model of Youth Participation



Professor Laura Lundy,
Queens University,
Belfast

The Lundy Model

Space

C&YP must be given safe, inclusive opportunities to form and express their views

Voice

C&YP must be supported to express their views

Audience

The views must be listened to

Influence

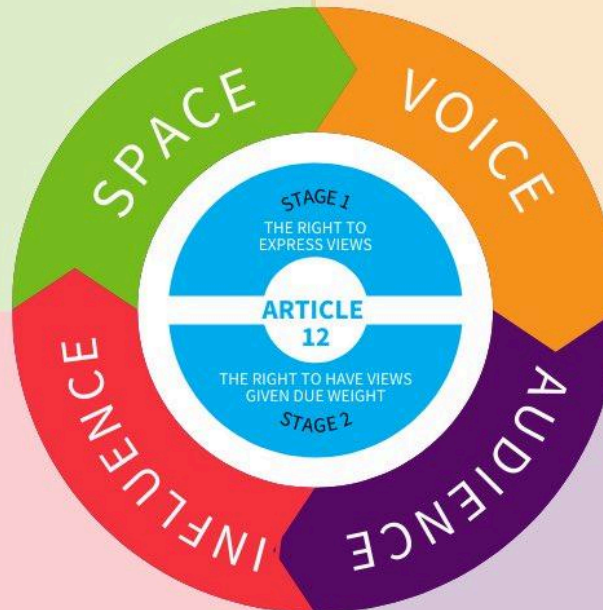
The views must be acted upon, as appropriate

- How can children and young people feel safe to express their views?
- Have you allowed enough time to listen to and hear their views?
- How do you make sure that all children and young people are heard?

- How will children and young people know how much influence they can have on decisions?
- How will you give them feedback?
- How will you share with them the impact of their views on decisions?
- How will you explain the reasons for the decisions taken?

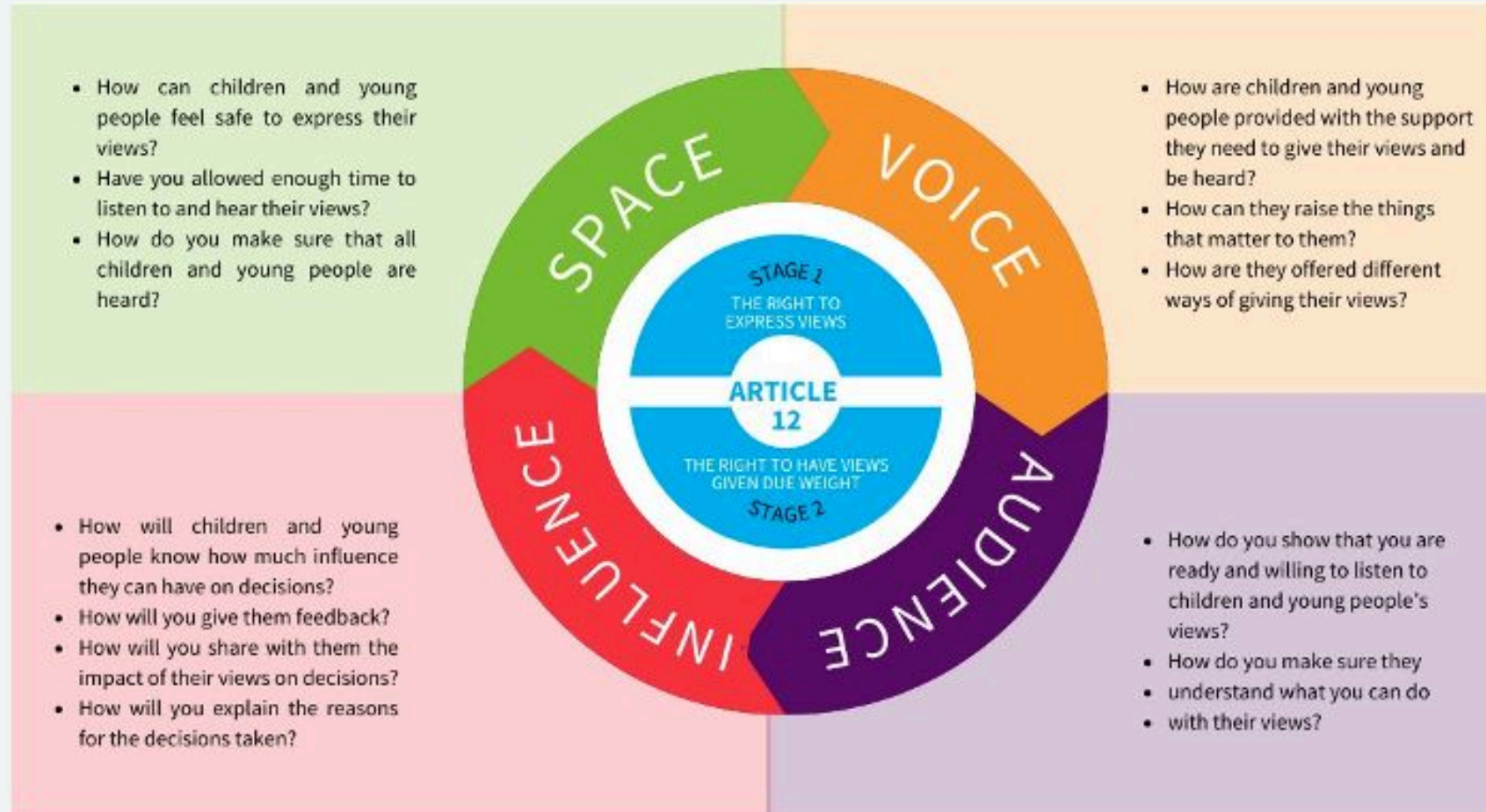
- How are children and young people provided with the support they need to give their views and be heard?
- How can they raise the things that matter to them?
- How are they offered different ways of giving their views?

- How do you show that you are ready and willing to listen to children and young people's views?
- How do you make sure they understand what you can do with their views?



Applying the Lundy Model to this study

How can teachers use student voice in bullying prevention and intervention efforts?





Research process

- Qualitative study
- Interviews with 7 post-primary teachers from 3 schools
- Thematic Analysis – Space, Voice, Audience, Influence

Space

C&YP must be given
safe, inclusive
opportunities to form
and express their views

Key Findings

- Space (physical)

Space

C&YP must be given safe, inclusive opportunities to form and express their views

Participant	Comment
Participant 6	<i>'Teachers move quite quickly...it's quite hard to find someone. With my schedule someone would have to come to the staff room to find me'</i>
Participant 4	<i>'Often it's the end of class or you're moving on...you probably need to facilitate the space...one of the reasons why people don't report is they're afraid of a lack of confidentiality. It has to be the...most confidential place you can find'</i>

Key Findings

- Space (curriculum)

Space

C&YP must be given safe, inclusive opportunities to form and express their views

Participant	Comment
Participant 2	<i>'It's counter-productive. What they feel the most pressure about is exam performance and grades. So, now you're giving them less time to achieve all of that'</i>
Participant 7	<i>'I think all of this is taking too much time out of the curriculum...there does need to be space for it, but not at the expense of the curriculum'</i>
Participant 5	<i>'It takes up time from the curriculum'</i>

Key Findings

- Space (cyber)

Space

C&YP must be given
safe, inclusive
opportunities to form
and express their views

Participant	Comment
Participant 2	<i>'You can't get away from the thing, you can't get any break'</i>
Participant 4	<i>'It worsens the pain enormously because it never goes away'</i>
Participant 5	<i>'It's worse for the victim because there's no escaping it'</i>

Key Findings

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Participant	Comment
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Voice

C&YP must be
supported to express
their views

Key Findings

Voice

C&YP must be supported to express their views

- Voice (LGBTQ+)

Participant	Comment
Participant 1	<i>'Schools are not particularly safe spaces for transgender students... I think if student voice were heard, there might be more progress on things like bathrooms with transgender kids'</i>
Participant 2	<i>'We've had...a lot of conversation about LGBTQ+ students over the last couple of years and wanting to set up a group in the school...and it's a murky waters kind of one, with being a Catholic school'</i>
Participant 4	<i>'If there was a very strict religious ethos in a school that might be a barrier to inclusion, maybe in terms of LGBTQ issues... particular groups might feel excluded'</i>

Audience

The views must be
listened to

Key Findings

Audience

The views must be
listened to

- Audience (SNAs)

‘Very often issues have come to me through SNAs and their contact with the students... and these aren't students with learning needs, these are just general student body’ [Participant 3]

‘They're sitting with the students, so they hear a lot of things that the students are talking about...a lot of the SNAs...offer a very maternal presence’ [Participant 4].

Key Findings

Audience

The views must be listened to

- Audience (Parents)

Participant	Comment
Participant 4	<i>'Parents complicate it usually...They're not a good audience because they're hugely emotionally involved and they have no perspective'</i>
Participant 7	<i>'They're always going to take the side of their own child... so it can be very problematic'</i>
Participant 2	<i>'The relationship between parents and their children has changed...a lot of parents...they're not in the traditional role of parent as...heads of the household...there's almost more of a friendship. And I don't like it'</i>

Influence

The views must be
acted upon, as
appropriate

Key Findings

- Influence

Influence
The views must be
acted upon, as
appropriate

‘Because there’s good collaboration between the teachers, then there's more influence, because...you have human contact, you can communicate things’ [Participant 5].

I think you need different parties to try and create it...parents, staff, and students...to create a very clear easy policy to use [Participant 2]

Conclusions

- Safe, confidential physical spaces
- Limitations of curriculum
- The challenge of tackling Cyberbullying
- Minority students – overlooked?
- Whole-school Approach (SNAs, students, parents)
- Collaboration

