

Perspectives on Bullying Behaviour 2025

Key findings from surveys and focus groups

Overview



3,949 students participated in a national online survey during Anti-Bullying Week

- Data supported by student focus groups

Primary and special schools

1,981

Post-primary schools

1,968

Bullying behaviour rates



15.5% of students (about one in six) reported being bullied in the past year

- Lower than European average but one child bullied is one child too many
- Higher rates of bullying behaviour for students identifying as 'other' gender

Language and bullying behaviour



- Students who always spoke Irish or English at home reported lower rates of bullying behaviour (14.65%)
- Students who spoke these languages sometimes or never when they were at home reported higher levels (18%)

Wellbeing at school



76% of students feel happy at school

Primary students

82%

Junior post-primary

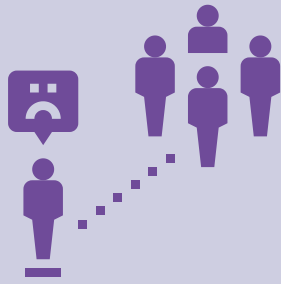
74%

Senior post-primary

66%

- Most students feel safe at school, but students identifying as 'other' gender feel less safe

Types of bullying behaviour



Most bullying behaviour is social or verbal, including:

name-calling

teasing

insults

social
exclusion

talking about someone
behind their back

- **64%** of bullied students experienced verbal bullying
- Social bullying is a particularly harmful form of bullying behaviour

Online bullying



1 in 4 students reported experiencing online bullying behaviour

- Bullying behaviour often moves between school and online spaces

Barriers to reporting



Students often do not report bullying behaviour due to:

Fear of embarrassment

Fear of escalation

Social stigma
(e.g. being called a "snitch")

Fear of losing friendships

- Students emphasised the need for confidential and anonymous reporting options

School belonging



54% (+28% mostly true) of primary students

33% (+37% mostly true) of post-primary students

indicated that they felt like they belonged in school

Supportive adult responses



Students highlighted the importance of adults responding to bullying behaviour with:

Consistent actions –
clear and fair
responses

Empathy –
listening and
understanding students'
feelings

Proportionate
responses – handling
situations in a fair and
appropriate way

Student participation



Students emphasised the importance of students being meaningfully involved in creating safe and inclusive school environments