Preventing and Reducing School Violence and Bullying:

A Toolkit for Schools

David-Roger Gagnon
Ometz

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Icon legend:

Indicates a tool

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For all those who suffer in silence….
May you soon come to know that you are NOT alone! And may we ALL find our voice to speak out and say, "NO MORE!"

David-Roger Gagnon, M.A.S.P.

INTRODUCTION

In 2011, Fondation Jasmin-Roy and la Centrale des Syndicats du Québec (CSQ) partnered in a pilot project to work toward reducing the incidence of bullying and violence in four schools in Québec. Based on the positive results of this pilot project, the partnership (led by Mr. Jasmin Roy) was expanded to include Agence OMETZ and the American Consulate. These events were positive steps in the direction of the creation of a Toolkit, or Coffret d'Outils, to help schools address the issue of bullying and violence. To this end, Fondation Jasmin-Roy asked author M. Camil Sanfaçon to undertake the creation of this Coffret d'Outils in French. Agence OMETZ was invited to create the English-language Toolkit, with the collaboration and advice of the Québec Provincial Association of Teachers (QPAT) and writer David-Roger Gagnon.

With this Toolkit, Fondation Jasmin-Roy seeks to help school communities address the issue of bullying and violence. The Toolkit also helps schools respond to legislation in many jurisdictions in North America seeking to transform our schools into places that are safe for everyone. In recent years, many levels of government have enacted laws to help stem the tide of bullying and violence in schools, and to guide school communities toward more proactive responses thereby changing their culture and climate. Because relationships are at the centre of this issue, this toolkit focuses on a holistic approach, with relationship-based solutions as its core. This theme is also the crux of many anti-bullying/anti-violence laws, which invite families, schools and the community as a whole to work in collaboration toward solutions, and to model positive relationships and teach relationship building with those around us.

In an old African proverb, we are reminded that, "It takes a village to raise a child." Through the work of school climate and culture change, we are all called to be "teaching villages" or "learning communities" that guide our young people toward a greater respect for one another and for themselves. No one component of a village can achieve this goal alone. Study after study underlines the essential need to include parents in this ongoing collaborative process.[1, 2, 3, 4] Schools are challenged to enlist the support of parents, and local community groups and leaders, to help in their efforts to turn the tide. It is by involving the "village" in the process that true and lasting school change can happen.

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1 Canadian Public Health Association (prepared by Totten, M. & Quigley, P.). (2005). *Parental Knowledge of Child-reported Bully-victim and Sexual Harassment Problems in Seven Canadian Schools: Implication for Policy and Program Development.* (préparé par Totten, M. & Quigley, P.). Retrieved from http://www.cpha.ca/uploads/progs/_/safeschools/totten_quigley_e.pdf

2 PREVNet/Networks of Centres of Excellence/U.S. Department of Health and Human Services. (2011). *Parenting and bullying.* Retrieved from http://www.prevnet.ca/LinkClick.aspx?fileticket=xxRGghz0FjU%3d&tabid=392

3 Public Safety Canada. (2011). *Bullying prevention: Nature and extent of bullying in Canada.* Retrieved from http://www.publicsafety.gc.ca/res/cp/res/2008-bp-01-eng.aspx

4 Public Safety Canada. (2011). *Bullying prevention in schools: Developing comprehensive community approaches.* Retrieved from http://www.publicsafety.gc.ca/res/cp/res/bully-eng.aspx

In this Toolkit, we will review selected anti-bullying and anti-violence legislation and its implications for schools. We will explore the various facets of bullying, of those targeted, those who witness, and the communal dynamics involved in this reality. But beyond responding to the requirements of a particular piece of legislation, this opportunity (afforded us by the passage of anti-bullying and anti-violence laws) invites us into sociocultural change where all forms of bullying and violence are deemed unacceptable. Bullying and violence are a community problem, not a school problem.[5] The school community is the logical catalyst to take the lead in addressing this issue. Bullying and violence in schools is "a complex problem that requires complex solutions."[6] There are no short-term solutions, and this is not a short-term problem we can tick off on our checklist. Major changes in societal climate and culture require time, sustained effort, and the involvement of all aspects of our community both in and around the school. It is our profound hope that this Toolkit will help you in your part of this shared endeavour.

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5 PREVNet. (2012).
Key messages.
Retrieved from http://www.prevnet.ca/fr

6 PREVNet. (2012).
Workshop 2:2 — Choosing a Bully Prevention Program for your Organization.
Retrieved from http://www.prevnet.ca/Conferences/2012Conference/tabid/395/Default.aspx

ABOUT OMETZ

For 150 years, Ometz (a not-for-profit social service agency in Montreal) has been providing counselling, support, immigration and employment services to the Montreal community. Additionally, Ometz has offered school support services in the form of consultations, professional development, speech therapy, occupational therapy and psychological services to over 100 early childhood programs, elementary schools and high schools throughout the Province of Quebec.

Their competence and expertise has continually been recognized by public school boards (e.g. The English Montreal School Board), private educational boards (e.g. the Quebec Association of Independent Schools) and governmental organizations (e.g. The Ministry of Justice, The Public Health Agency of Canada, and the Canadian Broadcasting Corporation). Each of these institutions has mandated Ometz to develop and deliver programs to their constituencies. Some of these school-based programs include Weight of the World (a program addressing childhood obesity), Kids Can! (an educational prevention program that addresses drug use in children), and Family: Front and Centre (a program and manual for daycare educators). Ometz professionals are called upon to offer cutting edge advice, assessments and assistance to educators, school boards and school administrators. Prevention programs (against drug use, dating violence and bullying) and programs that enhance strong social skill development are offered to over 2000 students annually.

WHY IS THIS TOOLKIT USEFUL TO YOUR SCHOOL?

With this Toolkit, your school can work toward fostering a climate and culture that supports a safer environment for all.

The Toolkit helps administrators:

- Enlist/engage all students, teachers, support staff, and parents.
- Define strategies, tools and resources.
- Provide leadership and develop strategies and best practices.

The Toolkit helps educators:

- Feel empowered to create bullying- and violence-free classrooms.
- Be responsive to those affected by bullying and violence.
- By providing access to resources, references and strategies.
- Enlist/engage all members of the school community to be supportive of a collaborative approach.

The Toolkit helps students:

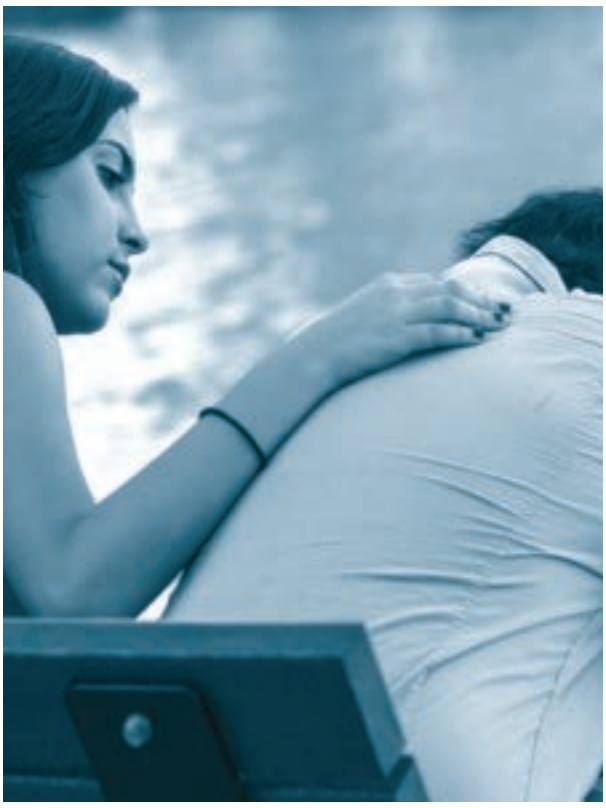
- Feel empowered to be part of the solution.
- Deepen their understanding of bullying and violence.
- Develop personal and group strategies so that they may offer support to their peers in instances of bullying and violence.

The Toolkit helps families:

- Feel empowered in their roles supporting their children in dealing with issues of bullying and violence.
- By encouraging their participation in the building of a safe and secure school community.
- By providing them with information and strategies to use at home.

The Toolkit helps school support and professional staff:

- Feel empowered in their roles as key agents of change in the school environment.
- Enlist/engage all members of the school community to be supportive of a collaborative approach.
- By providing access to templates and strategies to respond to those affected by bullying and violence.



THE CONTEXT

Understanding the rights of young people

In order to place this work in a broader context, we are reminded by PREVNet that, *"Being safe in relationships is a fundamental human right. Every child and youth has the right to be safe and free from involvement in bullying. It affects children and youth who are bullied, those who bully others, and those who know it is going on."* [7]

This perspective is further supported in the United Nations' ***Declaration of the Rights of The Child:***

Article 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. (He) shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that (his) energy and talents should be devoted to the service of (his) fellow (men).[8]

Article 29

The education of the child shall be directed to the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. [9]

[7] Note. From PREVNet (Promoting Relationships and Eliminating Violence). (2012). *Key Messages.* Retrieved from http://www.prevnet.ca/AboutUs/KeyMessages/tabid/103/Default.aspx

[8] Note. From United Nations General Assembly. (1959). *Resolution 1386 (XIV): Declaration of the rights of the child, Article 10.* Retrieved from http://www.un.org/cyberschoolbus/humanrights/resources/child.asp

[9] Note. From United Nations General Assembly. (1959). *Resolution 1386 (XIV): Declaration of the rights of the child, Article 29.* Retrieved from http://www.un.org/cyberschoolbus/humanrights/resources/child.asp

Today we are faced with an increased incidence of bullying and violence and, most tragically, suicides. As more and more studies are done to help us better understand this issue, we are slowly becoming better equipped to recognize and respond to incidents of bullying and violence.

- Canada ranks 26th out of 35 countries in reported bullying and violence among 13-year-olds.[10]
- In an average classroom of 35 students, 4-6 students are engaged in, or are targeted by, bullying and/or violence. [11]
- Only 4% of those targeted by bullying and violence come forward. The rest suffer in silence.[12]

[10] Craig, W.M., Schumann, L., Edge, M.E., & Teske, C. (2012). *Are Bullying and Victimization on the Rise in Canada?* Retrieved from http://www.prevnet.ca/BullyingFacts/BullyingStatistics/tabid/122/Default.aspx

[11] *Ibid.*

[12] PREVNet. (2012). *Workshop 2:2 - Choosing a Bully Prevention Program for your Organization.* Retrieved from http://www.prevnet.ca/events/conferences/2012-conference

WHAT DOES QUEBEC'S ANTI-BULLYING AND ANTI-VIOLENCE LAW 56 MEAN FOR YOUR SCHOOL?

On June 12, 2012, The National Assembly (Quebec) passed Law 56: an act to prevent and deal with bullying and violence in schools. This Law aims to prevent and deal with bullying and violence, and to promote the creation of healthy and secure learning evironments that allow every student to reach his or her full potential.[13] *(Dispositions visant à prévenir et à combattre l'intimidation et la violence à l'école, introduites dans la Loi sur l'instruction publique (RLRQ, chapitre I-13.3))*

- calls on all of us to become proactive and respond to bullying and violence.
- mandates every school community to take concrete and specific measures of action against bullying and violence.
- challenges us to analyse/assess the existing culture and climate of bullying and violence, develop an ongoing process of culture and climate change, and ensure safety and sensitivity when dealing with incidents of bullying and violence.

Among the key features required in Law 56 are:

- Performance of Annual Assessments: Each school community will conduct an annual assessment of the current climate and culture of their school with respect to bullying and violence.
- Designation of a School Coordinator: The school will designate one person on the school staff team to serve as the Coordinator of the school's work on the issue of bullying and violence.
- Creation of an Anti-bullying and Anti-violence Committee (Team): Guided by the Annual Assessment, and in consultation with the school's Principal and School Coordinator, the Anti-bullying and Anti-violence Committee shapes the direction of the school's Action Plan to address the school's climate and culture. Based on the Assessment, the Committee suggests areas of focus to raise awareness of this issue in the school's daily life. This Committee ensures the involvement of administrators, educators, students, parents, and members of the community.
- Development of an Action Plan: Each school is required to develop an Action Plan to address bullying and violence in the school. This Plan is revised annually.

[13] Note. From National Assembly, Second Session, Thirty-Ninth Legislature. (2012, chapter 19). *Law 56: An Act to prevent and stop bullying and violence in schools.* Retrieved from http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2012C19A.PDF

- Development of an Anti-bullying and Anti-violence Policy: Each school is required to develop a policy to deal with bullying and violence in the school, outlining responses for all involved in reported incidents.
- Implementation of a Code of Conduct: Each school is required to develop/revise a Code of Conduct and present it to the student body annually.
- Inclusion of Parents: The school is mandated to inform parents annually of the Action Plan, the Code of Conduct, and the school's Anti-bullying and Anti-violence Policy.
- Submission of Annual Reports: Each Principal/Head of school/ Director is required to submit an Annual Report. This Report is approved by the Governing Board and sent to the School Board (in the case of public schools), or to MELS (Ministères de l'Éducation, Loisirs et de Sports) in the case of private schools. Information from this Report should be shared as needed with parents, teachers, school staff team members, and the School Coordinator. The Report should include:
  - An evaluation of the results of implementing the Anti-bullying and Anti-violence Policy
  - A report of the number of acts of bullying and/or violence, the nature of the acts, and the measures taken to resolve the issue.
  - The offers of support and supervision to those involved.

LEGISLATION IN OTHER PARTS OF NORTH AMERICA

The growing urgency to address bullying and violence in schools has moved a number of legislators across North America to pass new legislation or amend pre-existing legislation requiring schools, and the community at large, to take action to address this concern. Here is a snapshot of legislation on anti-bullying laws in North America.

Ontario – Bill 14

The Bill designates the week beginning with the third Sunday in November each year as Bullying Awareness and Prevention Week in schools.

The Bill also amends the Education Act to deal with bullying by pupils that occurs in schools. It covers bullying that occurs on a school site, or on public property within 50 metres of a school site during an activity conducted for a school purpose, through the use of electronic communications technology provided to pupils by a school or through any technology if it affects the orderly operation of a school. A school board is required to provide instruction on bullying prevention, remedial programs for victims and perpetrators of bullying, professional development programs for teachers, and information for the public.

The Minister of Education is required to develop a model bullying prevention plan to assist school boards. Teachers and other persons who work in a school are required to report to the principal, acts of bullying that they observe in the school. If, after conducting an investigation, the Principal believes that an act of bullying has occurred, the principal is required to take the action specified in the Bill. The Principal must also submit an annual report to the School Board on acts of bullying in the school. The Board must forward the report to the Minister, who is required to include a reference to it in the Minister of Education's annual report to the Legislative Assembly.

Nova Scotia

The Legislature has introduced the *Promotion of Respectful and Responsible Relationships Act* to address bullying, as part of the *Kid's Learning First* comprehensive education program.

In addition to amending the Provincial Education Act, the Province of Nova Scotia has invested heavily in bullying programs modelled after restorative justice initiatives, which are designed to educate bullies on the impact of their actions and the harm done to those targeted by their acts.

New Brunswick

Both Legislatures have made committment to bring forward legislation.

Prince Edward Island and the Northwest Territories

Motions have been presented in both legislatures calling for further investigation on bullying.

Manitoba, Saskatchewan, Alberta, Newfoundland and Labrador, Yukon, British Columbia

These provinces and territories have enacted *Safe Schools and Safe & Caring Schools* programs.

The United States

From 2000 to 2010, over 126 bills have been passed, with all but the state of Montana now having legislation that specifically deals with bullying and/or violence in schools. [14]

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[14] Mitchell, P. J. (2012).
The Limits of Anti-bullying Legislation: A Cross-Canada Assessment of what Legislation Can and Can't Do.
Retrieved from http://www.imfcanada.org/issues/limits-anti-bullying-legislation

UNDERSTANDING CLIMATE AND CULTURE IN YOUR SCHOOL

A variety of things go into making a school what it is. Two of the most important ingredients are its climate and its culture. When we speak of climate and culture in a school, we define them in the following way:

School Climate…

School climate refers to the way the students and the school staff "feel" about being at school every day. Factors that can greatly influence a school's climate include adult and student interactions, the physical plant (building), the classrooms and materials used for education, students' academic achievement, a sense of safety and security, and how students and adult staff perceive their environment. [15]

School climate involves four primary elements:

1. A physical environment that lends itself to learning and feels welcoming
2. A social environment that encourages communication and human interaction
3. An affective environment that instills a sense of self-esteem and belonging
4. An academic environment which inspires learning and self-realization [16]

"Climate is largely created by the adults in a school and has been described as the 'feel' of a school's general atmosphere." [17]

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[15] Note from Tableman, B. & Herron, A. (2004).
Best Practice Briefs: School Climate and Learning. East Lansing, MI: University Outreach & Engagement. Copyright 2004 by University Outreach & Engagement, Board of Trustees of Michigan State University.
Retrieved from http://outreach.msu.edu/bpbriefs/issues/brief31.pdf

[16] *Ibid.*

[17] Note from Saufler, C. (2006).
Maine's Best Practices in Bullying and Harassment Prevention: A Guide for Schools and Communities.
Maine Governor's Children's Cabinet.

School Culture …

School culture refers to the way students and staff interact and inter-relate in the midst of the climate established by adults. Culture includes beliefs, attitudes, and behaviours that characterize a school community, which are especially evident in how people treat and feel about each other, the extent to which people feel included and appreciated, and rituals and traditions reflecting collaboration and collegiality.

"Culture influences everything that happens in a school." [18] Put another way, "school culture is 'the way we do that here' or the way 'we don't do that here.' The 'that' can reflect an attitude, belief, value, norm, procedure or routine including 'how we do relationships at this school.'" [19]

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[18] Note from Wagner, C. (2006).
"The School Leader's Tool for Assessing and Improving School Culture". *Principal Leadership*, 7(4), 41-44.
Retrieved from http://www.tn.gov/education/cte/ad/rubric/doc/sch_culture_triage.pdf

[19] Note from Saufler, C. (2006).
Maine's Best Practices in Bullying and Harassment Prevention: A Guide for Schools and Communities.
Maine Governor's Children's Cabinet.

What is Bullying and Violence?

Bullying and violence present in many forms and may vary from context to context. They are best addressed by using a systemic approach.

For the purpose of this Toolkit, bullying, violence, and systemic are defined as follows:

Bullying

"Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injuries, hurts, oppresses, intimidates or ostracizes." [20]

Violence

"Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injuries, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property."[21]

Systemic

Something that affects or impacts all parts of a group or system (i.e. the many aspects of a community), and that touches all elements that contribute to and connect with any given aspect of that community.

Bullying and violence can take many forms. The most commonly occurring forms include:

Physical bullying

In addition to overt acts of violence, physical bullying can include actions such as pushing, blocking, following closely, taking personal property, and using one's stature to intimidate, among others.

[20] Note from National Assembly, Second Session, Thirty-Ninth Legislature. (2012, chapter 19). *Law 56: An Act to prevent and stop bullying and violence in schools.* Retrievd from http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2012C19A.PDF

[21] *Ibid.*

Ostracization

Ostracization can include actions such as intentionally excluding others from social events, play time, or school group projects; spreading rumours and lies to change public opinion about a person; and encouraging others to exclude a person from their activities, among others.

Socio-cultural-spiritual-based bullying

This form of bullying and violence can include intimidation or violence based on a person's cultural origin, spiritual practice, economic profile, or skin colour. While this kind of abusive treatment is often called racism, it can be (and often is) used as a form of bullying and as a "justification" for violence.

Sexuality/gender-based bullying

This form of bullying can include ridicule, statements, intimidation, or violence based on a person's sexual orientation, gender identity, or relationship choices.

Challenges-based bullying (includes physical; intellectual; emotional; learning and social challenges)

This type of bullying can include intimidation or violence targeting a person who lives with a challenge that may manifest itself in physically or socially evident ways that are different than the majority, and become the focus of ridicule.

Verbal bullying

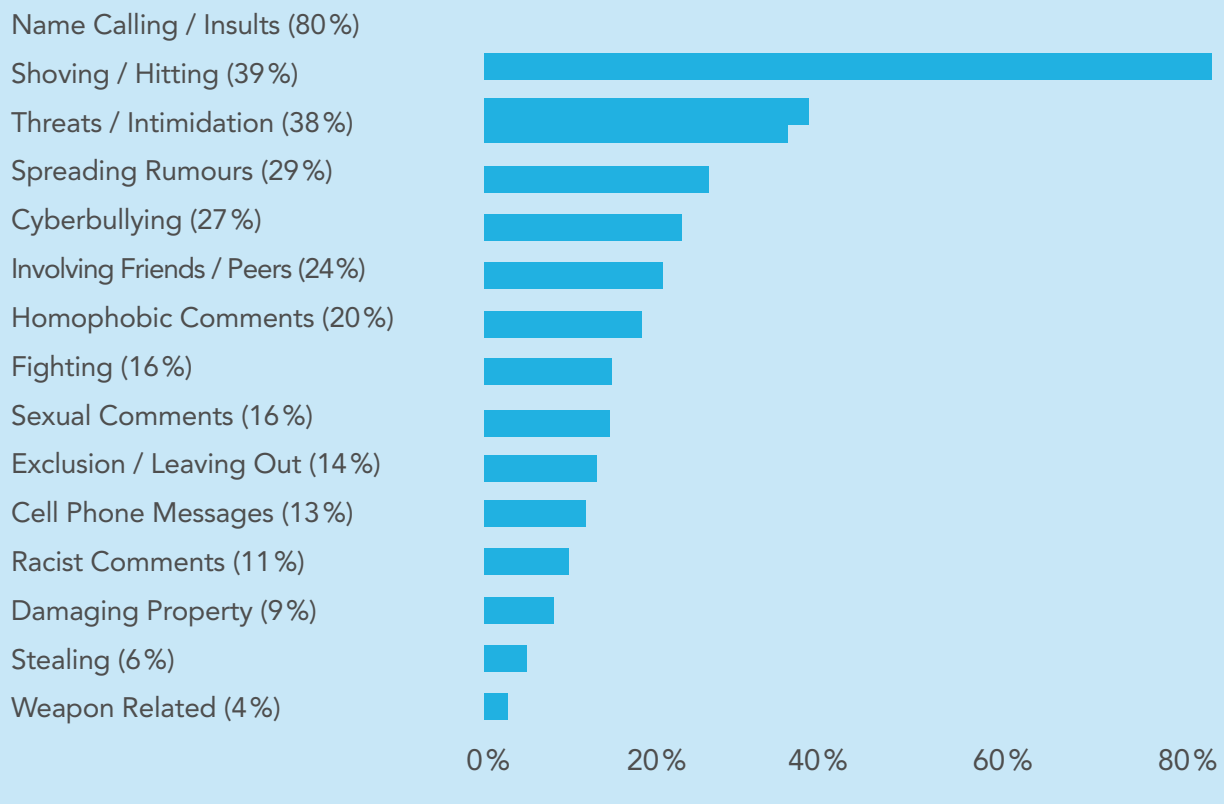
Verbal bullying can include overt insults to a person but can also include more subtle verbal insults in the form of comments that undermine a person's confidence or feelings of self worth.

Cyberbullying

Cyberbullying refers to verbal bullying that occurs via text messaging, e-mails, tweets, Facebook postings, blog postings, or websites, and can also include using photographs of a person without their consent or knowledge, taking photographs of a person without their consent or knowledge, defamation of character, threats, harassment, and degradation, among others.

Table 1 - Types of Bullying Reported*

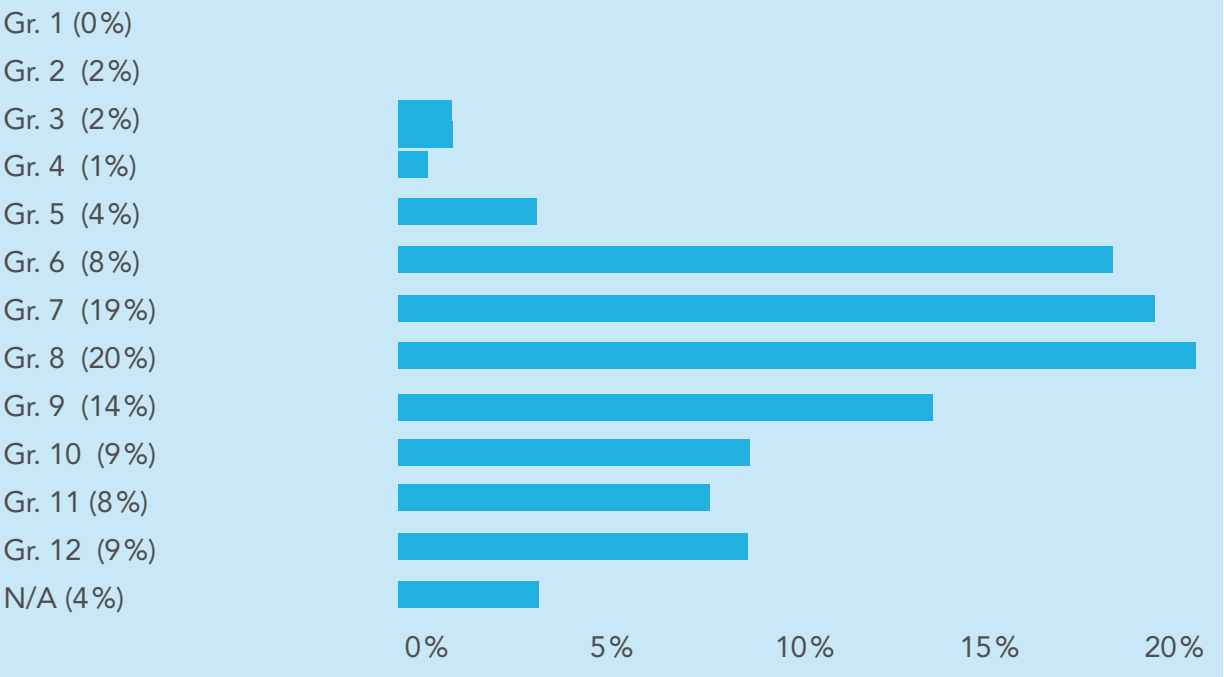
(StopABully School Reports **from september 2011 to april 2012**)



22* Source : StopABully. (n.d.) *StopABully: Bullying Statistics.*
Tiré de http://www.stopabully.ca/bullying-resources/bullying-statistics – offert en anglais seulement.

Table 2 - Bully Report Grade Level*

(StopABully School Reports **from september 2011 to april 2012**)



* 23Source: StopABully. (n.d.) *StopABully: Bullying Statistics.*
Tiré de http://www.stopabully.ca/bullying-resources/bullying-statistics – offert en anglais seulement.

WHAT IS THE DIFFERENCE BETWEEN PERSONAL CONFLICT AND BULLYING AND VIOLENCE?

It is important to understand the difference between teasing/conflict and bullying/violence, as the differences in actions warrant different responses.

Table 3 - Differences between Normal Peer Conflict and Bullying/Violence *[24]

Normal Peer Conflict	Bullying / violence
Equal power or friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Not serious	Serious with threat of physical or emotional violence
Equal emotional reaction	Stong emotional reacion from the target; little or no emotional reaction from the bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to win/gain something	Attempting to gain power or materials
Instigator feels remorse – will take re-sponsibility	Perpetrator does not feel remorse; blames target
Effort is made to solve the problem	No effort made to solve the problem
Instigator shows empathy for the person injured	Perpetrator shows no empathy for the target
Generally not guided by a need to display aggression	Values aggression as a way to be rewarded

[24] Note from Garrity, C., Jens, K., Porter, W., Sager, N. Short-Camilli, C. (2000). *Bully-proofing your School: A Comprehensive Approach for Elementary Schools.* Longmount, CO: Sopris West. Used with permission www.soprislearning.com.

WHAT IS A "POWER IMBALANCE"?

One of the key elements in bullying and violence is the perpetrator's exploitation of a "power imbalance" or "power differential." Perpetrators will use what they can to intimidate the target.

Perpetrators of acts of bullying and violence seek out targets who are, or are perceived to be, somehow "inferior" or "weaker" than they. Some key consequences of bullying and violence include wearing down the target's personal power, self-esteem and self-confidence.

A power imbalance seriously undermines a target's ability to stand up to (and possibly end) their being targeted. This power imbalance is further entrenched by the deep insecurities that prevent many people who are targeted from coming forward in the first place to denounce bullying and violence.

What the Power Imbalance Might Look Like…

The ***PERPETRATOR*** may be:

- older
- taller
- physically stronger
- psychologically stronger
- more popular
- more socially supported
- academically stronger
- from a different social or cultural background

The ***TARGET*** may be:

- of lesser physical stature or strength than the perpetrator
- living with an emotional, physical or psychological challenge
- introverted/shy
- socially challenged
- academically gifted or challenged
- creative and innovative ("artistic")
- a person with few friends
- from an identifiably different cultural community or social situation

[25] U.S. Department of Education. (1998). *Preventing Bullying: A Manual for Schools and Communities.* Washington, DC.

THE POWER OF WORDS

There exists a growing concern for the disconnect between people and their choice of words when using electronic communication, and the power these words have on the recipient. This challenge in human communication is further underscored by the creation of emoticons, or symbols of expression (i.e. :o) or ;o) or :oP) to convey emotion or sentiment in an e-mail or text message. These emoticons do not always convey the true sentiment intended by the sender.

Another aspect that deserves further attention is the rapidity of electronic communication, and the ability to broadcast a message to many at the same time. Today, sending an angry message does not only reach the recipient instantly; it can be sent to the recipient's entire group of friends just as quickly. Clinical professionals working in the school environment have noticed a number of trends that exemplify these recent changes in communication via electronic devices.

- Communication occurs in cyberspace, a medium lacking in human expression.
- There is an increase in non-face-to-face communication (text messages, e-mails, tweets, blog entries, Facebook posts, etc.) as opposed to face-to-face methods of communication.
- Communication, in general, has become more informal.
- Communication via electronic media is instantaneous. The message reaches the recipient as soon as the sender hits send, giving the sender little time to consider the message before it is delivered to the recipient.
- There is an emotional disconnect between the message sender and the recipient.
- There is an emotional disconnect between the message and the potential consequences it may have.
- A generational gap in technological abilities presents a major challenge for adults to monitor communications via electronic media.
- Because of the global nature of electronic communication, text messages and digital photos can be shared over the Internet, allowing people worldwide to access them.

Frederick Lane, author of *Cybertraps for the Young*, reminds us:

"I think for parents, what they need to grasp is the global nature of the devices that their kids have access to. The Internet has profoundly changed the relationship between kids and the world. Because now kids have a voice that's as large, in some cases, as NBC. And they need to understand what the implications of that are." [26]

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22 Note. From Stop a Bully. (n.d.).
Stop a Bully Bullying Statistics.
Retrieved from: http://www.stopabully.ca/bullying-resources/bullying-statistics

23 Ibid.

26 Lane, F. (2012).
Cybertraps for the Young. Chicago, IL: NTI Upstream.

Did You Know That…

- Less than **9%** of parents whose children are targeted by cyberbullying realize their children are victims of such bullying? [27]
- **25%** of students use cell phones to access social networking sites, which are often not seen by parents? [28]
- Around **50%** of teens have been the victims of cyberbullying?
- Only **1 in 10** teens tells a parent if they have been the target of cyberbullying?
- Fewer than **1 in 5** cyberbullying incidents are reported to law enforcement?
- **1 in 10** teens has had embarrassing or damaging pictures taken without their permission, often using cell phone cameras.
- About **1 in 5** teens have posted or sent sexually suggestive or nude pictures of themselves to others?
- **Girls** are more likely than boys to be involved in cyberbullying? [29]
- Cyberbullying is all-pervasive; can occur 24 hours a day, 7 days a week; and can reach victims anywhere (including at home), thus removing the child's sense of having a "safe haven."

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27 Ricard, M. (2012).
Study: Parents Rarely Aware of Cyberbullying.
Retrieved from http://sanbruno.patch.com/articles/study-parents-rarely-aware-of-cyberbullying

28 *Ibid.*

29 Webster, R. (2010).
From Cyber Bullying to Sexting (stats and videos): What's on your Kids' Cell?
Retrieved from http://www.examiner.com/article/from-cyber-bullying-to-sexting-stats-and-videos-what-s-on-your-kids-cell

BYSTANDERS/WITNESSES may:

- Be afraid to associate with the target for fear of being targeted. This may manifest as suddenly being distant with a particular friend or classmate.
- Show signs of stress or anxiety about reporting what they have witnessed to adults for fear of being identified as a ''snitch'' or an ''informer.''
- Display signs of feeling guilty or helpless (possibly by becoming more withdrawn) for not standing up to the bully.
- Be drawn into bullying behaviour themselves through group pressure.
- Experience general feelings of being unsafe, unable to take action, or losing control. [29]

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29 U.S. Department of Education. (1998).
Preventing Bullying: A Manual for Schools and Communities. Washington, DC.

RED FLAGS

Red flags are symptoms or sudden changes in a child's behaviour that may become more pronounced over time when a child is targeted by bullying.

Children who are *targets* may....

- Be afraid to go to school or participate in other activities
- Appear anxious or fearful
- Exhibit low self-esteem and make negative comments about themselves
- Complain of feeling unwell
- Lose things, need money, report being hungry
- Present with injuries, bruising, or damaged clothing or personal articles
- Appear unhappy, irritable
- Experience trouble sleeping, or have nightmares/sleep disturbances
- Threaten to hurt themselves or others
- Appear isolated from the peer group
- Begin wetting the bed (stress-related)
- Want to take another route to and from school [30-31]

Without the benefit of an appropriate response, long-term *risks* for children who are bullied by others may include:

- Depression (low mood, a sense of hopelessness)
- Social anxiety, loneliness, isolation
- Poor health (e.g. headaches, stomachaches)
- Low self-esteem
- School absenteeism and academic problems
- Aggressive behaviours
- Contemplating, attempting, or committing suicide
- Loss of belief that good things can happen in the future [32]

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30 PREVNet/Networks of Centres of Excellence. (2007).
Making a Difference in Bullying: What Recreation Readers Need to Know.
Retrieved from http://www.prevnet.ca/LinkClick.aspx?fileticket=dq8rWwlhFh4%3d&tabid=391

31 British Columbia Confederation of Parent Advisory Councils (2003).
Call it safe: A parent guide to dealing with bullying in elementary schools. (Page 1.)
Retrieved from http://www.bced.gov.bc.ca/sco/french_elementaire.pdf

32 PREVNet/Networks of Centres of Excellence. (2007).
Making a Difference in Bullying: What Recreation Leaders Need to Know.
Retrieved from http://www.prevnet.ca/LinkClick.aspx?fileticket=dq8rWwlhFh4%3d&tabid=391

Children who are *perpetrators* may…

- Exhibit aggressiveness with parents, siblings, friends and pets
- Display a lack of concern for others' feelings
- Lack compassion or empathy
- Exhibit bossy and manipulative behaviour
- Possess unexplained objects or money
- Be secretive about possessions and activities
- Hold a positive view of aggression
- Become easily frustrated and quick to anger
- Not recognize the impact of his/her behaviour
- Have friends who bully and are aggressive
- Have difficulty standing up to peer pressure [33]

Without the benefit of an appropriate response, long-term *risks* for children who bully others may include:

- Not knowing right from wrong
- Delinquency and substance use
- Antisocial behaviour
- Academic problems
- Difficulty controlling emotions
- Depression
- Adult criminality
- Suicide
- Difficulties in relationships with others
- Being bullied by others
- Domestic violence/intimate partner violence [34-35]

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33 PREVNet/Networks of Centres of Excellence. (2007).
Making a difference in bullying: What recreation leaders need to know.
Retrieved from http://www.prevnet.ca/LinkClick.aspx?fileticket=dq8rWwlhFh4%3d&tabid=391

34 *Ibid.*

35 Storey, K., Slaby, R., Adler, M., Minotti, J. & Katz, R. (2008).
Eyes on Bullying: What Can You Do?
Tiré de http://www.eyesonbullying.org/pdfs/toolkit.pdf

RED FLAGS in preschool-aged children

Bullies most often use methods of direct verbal bullying and physical power to control material objects, territory, or other children.

RED FLAGS in primary school-aged children

Bullies are more likely to use threats, physical force, and direct verbal bullying to make targets do things against their will. In this age group, some children will begin using indirect bullying to exclude peers from their social circle.

RED FLAGS in high school-aged children

Bullies rely mostly on direct verbal bullying (such as name-calling and making threatening remarks), as well as physical bullying (such as pushing and hitting). While boys tend to rely on bullying to enhance their physical dominance, girls tend to use it to enhance their social status. [36]

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[36] *Ibid.*

[37] Note from Kansas Safe Schools Resource Center. (2012). *Exploring the Nature and Prevention of Bullying.* Retrieved from http://www.ksde.org/Default.aspx?tabid=3913

[38] Education Development Center, Inc. (2008). *Bystander.* Retrieved from http://www.eyesonbullying.org/bystander.html

The "Bystander Effect" or "Gevonese Syndrome"

In 1968, John Darley and Bibb Latane were among the first to research the dynamic of the bystander effect. In 1964, the tragic public attack and murder of Kitty Genovese sparked significant public response. Sadly, there were dozens of witnesses who heard the attack, but not one helped the woman as she lay dying, or called the police to intervene. In the aftermath of this tragedy, the lack of response by witnesses prompted researchers Darley and Latane to articulate the principal in their groundbreaking study.

When there is only one witness to an incident, that one person will often intervene. As the number of witnesses to an incident increases, the likelihood that anyone will intervene decreases. In a group of 3 or more people, no one person feels that it is their sole responsibility to take action to respond to the incident being witnessed. As a whole, they are less likely to intervene and help the target of the incident. [40]

Children who are *bystanders/witnesses* may…

- Be afraid to associate with the target for fear of lowering of their own social status
- Avoid reporting incidents of bullying and violence for fear of being called a "snitch," "tattler," or "informer"
- Experience feelings of guilt and helplessness for not standing up to the bully on behalf of the target
- Fear associating with the bully and/or the bully's friends
- Be drawn into bullying behaviour by group pressure
- Feel anxious about speaking to anyone about the bullying
- Feel powerless to stop bullying
- Feel vulnerable to becoming targets themselves
- Feel unsafe, unable to take action, or feel a loss of control [37-38]

Long-term *risks* for children who are bystanders/witnesses may include:

- Increased levels of stress
- Undermined sense of security
- Academic problems
- Increased general fearfulness
- Increased feelings of guilt [39]

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[40] Gordon, S. (n.d.)
Parenting: Bullying – How Witnessing Bullying Impacts Bystanders. Kids Who Witness Bullying May Be as Affected as Victims.
Retrieved from http://bullying.about.com/od/Effects/a/How-Witnessing-Bullying-Impacts-Bystanders.htm

[39] Note from Cherry, K. (n.d.)
Education: Psychology – The Bystander Effect.
Retrieved from http://psychology.about.com/od/socialpsychology/a/bystandereffect.htm

WHAT DOES A PROTECTIVE ENVIRONMENT FOR CHILDREN LOOK LIKE?

A protective environment for children provides safety, security, acceptance, support and effective parenting. One of the best ways to arm young people against bullying and violence is to affirm in them their sense of self-worth and personal power. A great deal of research has identified key assets or protective factors for children. Families play a foundational role in establishing these factors in a child's life; additionally, educators (in their relationships with students) play a significant role. Some of these protective factors are listed below.

Protective Factors for Children

- Strong social skills
- Problem-solving skills
- Conflict resolution skills
- Self-awareness/understanding
- Empathy
- Motivation
- Self-regulation
- Resilience
- Responsibility
- Integrity and honesty
- A sense of purpose
- A positive view of future

What families can do at home to instill protective factors in children:

- Use an effective parenting style
- Provide a sense of belonging
- Provide time and attention from adults
- Partake in rituals and routines
- Provide safe physical places
- Share common interests
- Partake in celebrations
- Share family history and stories
- Be positive behaviour models
- Model spiritual/ethical/traditional practices
- Engage in play and creative activities
- Provide opportunities for volunteering/ service to others

What schools can do to instill protective factors in children:

- Encourage positive parental involvement
- Provide clear positive expectations
- Display positive role modeling
- Create support networks for children and families
- Teach/expect social and personal competence
- Provide ongoing age-appropriate programs
- Encourage social connectedness
- Foster an individual sense of bonding with one's school
- Build community networks
- Provide positive peer influences

MOVING TOWARD PREVENTION

Your school community will spend a great deal of time and energy addressing bullying and violence. Furthermore, settling into a process of culture and climate change can take time, include its share of ups and downs, and require the energy and collaboration of all in the community. The process of effecting true and lasting change is not a sprint, but a very long marathon.

So, where do we go from here? Any effort to address the issue of bullying and violence with regard to relationships in your school must start with an assessment of your school's climate and culture. In addition, annual measurments are a good way to clearly and consisely assess how plans are progressing, and where further work is still needed.

1. Assessment

The following are recommended survey and measurement tools. Schools are encouraged to explore these and other measurement tool options in order to choose the tool that best suits their needs.

Tell Them From Me School Surveys (From the Learning Bar)
Brief 15-20 minute online surveys for grades 4 to 12 (secondary 5).
Information is collected on bullying and safety in schools, and reports are sent within 48 hours. Reports include school specific types of bullying; frequency of incidents; locations of occurance; student responses; and feelings of safety. Teacher and parent surveys are also available. (Available in French)
http://www.thelearningbar.com

PREVNet – Promoting Relationships and Eliminating Violence Network
Canadian clearinghouse website for anti-bullying resources, tools, ideas for classrooms, and assessments based on relationships. Kindergarden to secondary/high school.
(Available in French)
http://prevnet.ca

Olweus Online Survey
Survey measurement tools designed to be used before and after program implementation, which address a wide scope of bullying issues and ground prevention in relation-

ship strengthening. Include a narrative report to help interpret results. (Available in French)
http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=14432

The Illinois Bully Scale
An 18-item self-report survey for elementary, middle and secondary schools measuring bullying, peer victimisation, and physical aggression. For schools with limited computer facilities, this paper-version measurement is ideal. (Available in English only)
http://www.performwell.org/index.php/component/mtree/outcomes/health-a-safety/aggression-or-violence-perpetration/illinois-bully-scale--victim-subscale-ibs

2. Programs

Based on data obtained from your assessment and reports, identify an anti-bullying or bullying prevention program that suits your school, and begin the process of implementing it in all aspects of your school's daily life.

We recommend the following programs:

Olweus Bullying Prevention Program (A project of the Violence Prevention Works site of Hazelden)
This is one of the most established and trusted programs available. It was developed 35 years ago in Norway for primary, middle, and high school, and focuses on two goals: reducing the number of bullying incidents in the school, and improving peer relationships among students.
http://www.violencepreventionworks.org/public/index.page

Pacific Path Program (A project of the Public Health Agency of Canada)
This program is geared to students 4 to 12 years of age, and focuses on reducing violence and emphasizing the development of social skills that support peaceful behaviour in schools.
http://cbpp-pcpe.phac-aspc.gc.ca/fr/interventions/pacific-path-program/

Steps to Respect Program (A project of the Committee for Children [U.S].)
Primary school curriculum for a school community-wide culture shift toward safer school environments.
http://www.cfchildren.org/steps-to-respect.aspx

Second Step (A project of the Committee for Children [U.S.])
A classroom-based program for students aged 4 to 14 years that encourages conflict resolution strategies.
http://www.cfchildren.org/second-step.aspx

Connect for Respect (A project of the U.S. National PTA)
A bullying prevention program geared to involving parents in school initiatives.
http://www.pta.org/programs/content.cfm?ItemNumber=3003

Programs that focus on pro-social, positive relationships and positive communication:

Kind Campaign
This program for schools focuses on girls teaching kindness as an antidote to aggression.
http://www.kindcampaign.com

Tribes Learning Communities : a New Way of Learning and Being Together
Educational programming teaching collaboration and respect among children.
http://tribes.com

Teaching Tolerance (A project of the Southern Poverty Law Center)
A place for educators to find thought-provoking news, conversation, and support for those who care about diversity, equal opportunity and respect for differences in schools.
http://www.tolerance.org

Character Counts! (A program of the Josephson Center for Youth Ethics)
Educator-designed program to teach character to young people.
http://charactercounts.org

Fluppy (A program of the Agence de la Santé et Services Sociaux de l'Estrie – available in French)
This program teaches pro-social behaviours to preschool-aged children.
http://www.santeestrie.qc.ca/sante_publique/promotion_prevention/fluppy.php

PATHS : Promoting Alternative Thinking Strategies Program
(A project of the Channing Bete Company)
Social and emotional learning program for children in preschool/kindergarden through grade 6. Offers grade-specific learning modules, as well as a counsellor's package.
http://www.channing-bete.com/prevention-programs/paths/detailed-look.html

Peace Builders
Violence prevention curriculum and professional development program for children in pre-K through grade 12.
http://www.peacebuilders.com

Peaceful Schools International
International program focused on building peace at home and overseas.
http://peacefulschoolsinternational.org

Resources for Creating a Plan to Move Forward:

PREVNet – Promoting Relationships and Eliminating Violence Network.
A Canadian network of 65 leading reserchers, 90 graduate students, and 52 youth-oriented and youth-service organizations focused on the prevention of bullying and the promotion of healthy relationships.
http://prevnet.ca

Special Needs at the Bullying Project.com - Bullying Free World
Website with an online toolkit to help parents, educators and students focus on addressing bullying and violence in the special needs student population.
http://specialneeds.thebullyproject.com

Preventing Bullying : A Manual for Schools and Communities (1998)
Washington, DC: U.S. Department of Education.

U.S. State-based Anti-bullying programs – A Sample Bullying Prevention Program List
(From the Kansas Safe Schools Resource Center)
http://www.ksde.org/Default.aspx?tabid=3902

3. Disciplinary Measures

Most schools have a Code of Conduct that includes some form of disciplinary measure. When considering disciplinary measures to address bullying and violence in your school, we strongly recommend the restorative justice approach to resolution. A restorative justice approach is a philosopy or guiding principle (not a program or activity) that is based on the foundation that appropriate community behaviour is achieved by also supporting children who act out, bully, and otherwise harm their peers. In a restorative approach, relationships above an individual's behaviours are the primary focus, and discussions revolve around how relationships are harmed through bullying, rather than who broke which rules. Restorative practices hold children who hurt others accountable for their actions through meaningful consequences that restore damaged relationships, repair hurt feelings and help children re-integrate into the social group. [42]

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[42] Note from Saufler, C. (2009).
Bullying Prevention and the Restorative Approach.
Retrieved from http://www.safeschoolsforall.com/bullyingPreventionResorativeApproach.html

For additional information on restorative justice:

International Institute for Restorative Practices
http://www.iirp.edu/restorative-justice-landing.html?gclid=CIfpxK2GirUCFegWMgodAhcACg

Restoring Justice for Safer Schools
(A project of the Ontario College of Teachers)
http://pourparlerprofession.oeeo.ca/decembre_2007/justice.asp

Canadian Inventory of Restorative Justice Programs and Services
http://www.csc-scc.gc.ca/text/rj/crg-eng.shtml

SOME OTHER IDEAS TO KEEP IN MIND…

- Develop social education/regular curriculum programming on the issues of compassion; empathy; the celebration of diversity; an understanding what other people experience in their life's challenges; and demystifying how we use our own personal power for positive and negative.

- Perform an Annual Assessment to measure the school community's climate and culture, and revise the school's Action Plan goals accordingly

- Further sensitize the school community to diversity by inviting guest speakers to discuss different life experiences (cultural, socio-economic, spiritual, sexual, gender, etc.). Exploring diversity enables us to take the strange out of stranger; numerous studies show that we often ridicule what we do not know, or what makes us most uncomfortable about ourselves.

- Create a repertoire of preventative measures that work in the school community context.

- Create a forum for sharing learned experiences and best practices among local schools and at a regional level.

- Involve police dedicated to community work in reaching out to schools. The RCMP (Royal Canadian Mounted Police) as well as many provincial, state, and municipal/regional police forces have programming on bullying and violence, and make important community partners.

CONCLUSION: IT DOESN'T TAKE MUCH TO START!

The task of changing a school's climate and culture might come across as overwhelming and therefore, immobilizing. After all, bullying has potentially serious implications and involves complex inter-relationships between psychological, inter-personal and societal factors. Additionally, current anti-bullying and anti-violence legislation and research have ensured a proliferation of reading materials, programs for schools, recommendations, and expectations of school communities and their leaders.

However, it is important to recognise that there has been significant research to show that climate and culture change is actually quite easy to start!

Studies at the University of British Colombia and elsewhere indicate that individual acts of "kindness" are contagious, that individual acts of "kindness" can contribute to children's overall feelings of happinesss, and finally that happy children actually achieve more academically.[43]

So, one of the first steps toward moving to a safer, more supportive and more effective learning community may be to recognise individual acts of "kindness." Children have an innate capacity for empathy and kindness that may be encouraged, supported, and enhanced by the adults in their communities. Schools are incredibly well placed to take the leadership and a modelling role in this endeavour.

This Toolkit is the result of an extensive review of current research and literature in the area of bullying and violence. What has been presented here is considered to be a collection of the best resources and best practices available. With these tools and strategies, it is hoped that you will feel empowered and equipped to create a plan for your school.

The Fondation Jasmin Roy, in collaboration with Ometz and the Quebec Provincial Association of Teachers (QPAT) , continues to work at the forefront of efforts to stem the tide of bullying and violence and their ramifications in Quebec. It is hoped that administrators, educators, students, parents and school professionals can use it as a guide to "pay it forward," to ensure that kindness, acceptance, generosity and safety will define our school communities in the future.

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43 Layous, K., Nelson, S.K., Oberle, E., Schonert-Reichl, K.A., & Lyubomirsky, S. (2012). "Kindness Counts : Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-being." *PLoS ONE 7*(12) : e51380. doi:10.1371/journal.pone.0051380

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Research article on the connections of suicide and bullying. Includes helpful strategies and statistics, as well as best practices on how to deal with such a tragedy in your school.
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TASSI: Teen Advice Suggestion Support Information
An online resources especially for teens for discussion and information
http://tassi.ca