Preventing and Reducing School Violence and Bullying:

Tools for Administrators

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Ometz

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Icon legend:

indicates a tool

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"Discern what the right thing to do is. Be willing to act when the burden is heavy. Be willing to speak up when it is more comfortable to be silent."

Barbara Coloroso [1]

[1] Frrom *"Kids Are Worth It: Giving your Child the Gift of Inner Discipline"* (2002).

INTRODUCTION

This *Tools for Administrators* booklet has been assembled with you in mind, and the items included were chosen or designed to facilitate easy access to tools Principals and their teams need.

As many studies show, the guiding force behind the process of change and improvement in a school's culture and climate is the administration/leadership team, led by the Principal/Director /Head of School.[1] Improvement in a school, especially in our focus area of bullying and violence, cannot begin to be addressed without the full participation, support, and encouragement of the school's leadership.

"Although in any school a range of leadership patterns exists – among principals, assistant principals, formal and informal teacher leaders, and parents – the principal remains the central source of leadership influence." [2] "And perhaps, most important, they model the behaviours that they expect of students and staff." [3]

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[1] *Note.* From Seashore Louis, K., Leithwood, K., Wahlstrom, K.L., Anderson, S.E. et al. (2010). *Learning from leadership: Investigating the links to improved student learning: Final report of research to The Wallace Foundation.* Center for Applied Research and Educational Improvement/University of Minnesota, Ontario Institute for Studies in Education/University of Toronto.

[2] *Note.* From the Wallace Foundation. (2012). *The school principal as leader: Guiding schools to better teaching and learning.* Retrieved from: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf

[3] *Note.* From Protheroe, N. (2011). A schoolwide, proactive approach to discipline. *Principal's Research Review,* 6(4), 1-7. Retrieved from: http://www.nassp.org/Content/158/prr_july11.pdf

Did You Know That…

- Fewer than **1 in 5** cyberbullying incidents are reported to law enforcement?
- **11%** of teachers experience victimization by students? [4]
- **56%** of students have personally witnessed some type of bullying at school?
- **Girls** are more likely than boys to be involved in cyberbullying? [5]
- Among teachers who were targets of cyberbullying, **72%** of the acts were perpetrated by students, and 25% by parents. **Sixty percent** of teachers targeted for bullying and/or violence are female. [6]

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[4] *Note.* From Teachasafeschools.org. (n.d.) *The Critical Role of the Principal in Bully Reduction Programs.* Retrieved from: http://www.teachsafeschools.org/bully_menu2.html

[5] *Note.* From Bullying Statistics (2009). *Cyber Bullying Statistics.* Retrieved from: http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html

[6] TechVibes "One Third of Teachers are Victims of Cyberbullying; 25 per cent from Parents" - Bryce Tarling; 16 september 2011 Quoted from: http://www.techvibes.com/blog/one-third-of-teachers-are-victims-of-cyber-bullying-25-per-cent-from-parents-2011-08-16

AN ADMINISTRATOR'S ROAD MAP

Quebec Law 56 and Beyond

Using Law 56 *(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))* as our foundation, as well as numerous studies and best practices, we recommend the following as a "road map" forward to address this issue:

Step 1 — Identify a Coordinator from the school community who will coordinate the portfolio for the school, and who will maintain a finger on the pulse of this issue in the school community.

Step 2 — Complete an Assessment of the climate and culture of the school.
This requires taking a hard look at the current state of climate and culture in the school community using measurement tools to get an accurate "snapshot." The results of the report should be shared with school staff and may be shared with parents.
(Suggestions for measurement tools can be found in the list of resources at the end of each section.)

Step 3 — Create an Anti-bullying and Anti-violence Committee for your school community. *Involving educators, parents and students in this committee is a good start to forge links between your school and your parent body; that is, build a "learning community." Students may serve on this committee, or may form their own.*

Step 4 — Develop an Anti-bullying and Anti-violence Policy.

Step 5 — Develop a Code of Conduct, including appropriate disciplinary measures.
Sharing a common vocabulary with all the constituents of your learning community builds bonds, connections, and upholds common values and expectations of behaviour.

Step 6 — Create an Action Plan for your school.

Step 7 — Based on the Action Plan, provide classroom programming to address the issue.

Step 8 — Disseminate information to families and school staff on the Code of Conduct, the Action Plan, and progress made. *Continuous feedback and planning will ensure that this topic stays on your community's agenda.*

Step 9 Present an Annual Report to the School Board (for public schools) or MELS (Ministère de l'Éducation, Loisirs et Sports; for private schools).

Step 10 Review the Action Plan, Policy and Code of Conduct with the school community.

Step 11 Implement a bullying and violence prevention program in your school to help further improve the climate and culture of your school community, and to solidify progress made in the past year.
Prevention education should involve opportunities for educator professional development and parent education.

BULLYING AND SCHOOL CLIMATE

Effective bullying prevention programs involve the whole school and focus not only on reducing incidents of bullying, but also on promoting a positive school climate. School climate (or school ethos) refers to the pervasive atmosphere in the school community. It is determined by the quality of relationships among and between staff and students, social norms for behavior, discipline practices, inclusiveness, and the degree to which feelings of belonging, engagement and pride in the school are experienced by all students and staff members. The school climate reflects dominant community values about what students should learn and how they should learn.

KEY RESEARCH FINDINGS

- Research indicates a reliable association between a positive school climate (i.e., warm relationships and consistently applied high standards for behaviour) and low levels of bullying and aggression.

- Despite their widespread use, there is no empirical evidence linking "zero tolerance" policies and punitive discipline strategies with increases in school safety or reductions in bullying or other acts of violence. Indeed, there is emerging evidence that student suspensions and expulsions from school discriminate against minority students, and that they engender feelings of mistrust and a negative school climate.

- Children involved in bullying often have poor relationships with their teachers, including little or no mutual warmth, caring, or generally positive feelings.

- Whole school bullying prevention programs may be more successful in a school climate founded on the principles of restorative justice than in a school climate founded on punitive policies. In a restorative justice climate, misbehavior is understood as a violation of relationships, not rules; thus, repair of relationships and support (rather than isolation through suspension or expulsion) of the wrongdoer is likely to reduce bullying.

- A key element of restorative justice is the necessity to set right the wrongs that have been committed. This is a critical step to restoring relationships and re-integrating the wrongdoer into the community. This necessarily requires input from those hurt by the misdeeds. Amends can be made in many ways, with the key consideration being that the wrongdoer and those who were victimized or affected all feel that sanctions encourage healing.

- Evaluation of a school-wide conflict resolution program built on restorative principles indicated positive outcomes: students displayed more adaptive conflict resolution skills and respect for others, and participated at higher rates in the activities of the community.

- An evaluation of a restorative justice pilot program implemented in elementary and middle schools revealed reductions over time in behavioural referrals to principals' offices and in school suspensions. Stakeholders were personally satisfied using the restorative approach to deal with bullying and conflict. Additionally, formal peace conferences (or circles) led by adults became less frequent over the 3-year evaluation, as students and teachers integrated restorative principles into their daily interactions with one another.

- A study of 13,921 high school students revealed that a school climate that valued diversity and inclusion was a significant protective factor (that is, it reduced the risk) for depression and drug use among lesbian, gay, bisexual and questioning youth.

- A substantial volume of research shows that sustained, schoolwide Social Emotional Learning (SEL) programs are effective in building students' social competence. Of theoretical relevance to bullying prevention is the enhancement of empathy, communication, assertiveness and coping skills. SEL programs contribute to a positive school climate, and reflect school policies that prioritize the development of each student's capacity for healthy relationships and citizenship in addition to academic success.

Research shows that empathy is positively related to prosocial behavior (e.g., comforting and helping others) and negatively related to aggression. Preliminary research suggests that empathy training may be an important component in addressing bullying problems.

KEY THEMES

- A positive school climate comprises a necessary context for effective schoolwide bullying prevention programs.

- The restorative justice framework has encouraging preliminary results, but more research is required before final conclusions on the effectiveness of the approach in reducing bullying and other forms of violence can be made.

- Social Emotional Learning (SEL) is an important aspect of a positive school climate; as such, a learning program builds relationship skills in children and youth, and communicates the importance of social competence to the entire school community.

Implications

Education	• School administrators need enhanced training on the implementation of effective, educational discipline practices. • Empirically-supported Social Emotional Learning Programs should be implemented in all schools.
Assessment	• In addition to conducting regular surveys on bullying and victimization, schools should regularly assess critical aspects of school climate (e.g., perceptions of safety, the quality of relationships between teachers and students, student engagement in school activities, and feelings of inclusion and belonging).
Prevention and Intervention	• Efforts to enhance school climate are critical to the success of school bullying and violence prevention programs. • A restorative justice framework is a promising approach to intervention for children and youth who bully. A focus on the relationships in the school, rather than the rules and infractions, is understood to be a significant contributor to a positive climate.
Policy	• Zero tolerance policies do not reduce school bullying, and there is evidence that their application (i.e., school suspensions and expulsions) discriminate against minority students. • The creation of positive school climates should be a policy priority. [7]

[7] *Note.* From PREVNet/Networks of Centres of Excellence/U.S. Department of Health and Human Services. (n.d.) *Bullying and School Climate.*
Retrieved from: http://www.prevnet.ca/research/fact-sheets/bullying-and-school-climate

CLIMATE AND CULTURE

In *School Climate and Culture* written by Chuck Saufler, the author makes the connection between the climate and the culture of a school, discusses their inter-relatedness, and goes on to emphasize the importance of recognizing bullying behaviour among all members of a school community:

School climate and school culture are two distinct but highly interrelated and interactive dimensions of school life. The product of good school climate is a strong school culture. School culture is 'the way we do that here,' or the way 'we don't do that here.' The 'that' can reflect any attitude, belief, value, norm, procedure or routine, including 'how we do relationships at this school.' In a school with strong culture, any staff or student will be able to explain and demonstrate 'how we do that here.'

Culture and climate are aspects of an interactive system, in that changes in one produce changes in the other. For example, two schools can have the same stated rules, values and norms. However, the school cultures may be very different because of how the adults in these schools enact those rules, values, and norms. If, in one school, adults demonstrate that all students are valued and academic expectations are high, and the other school demonstrates a lack of caring and concern for some students, the school cultures will differ tremendously and have different effects on the respective school climates. School culture feeds back to climate, and climate to culture. Climate is established by the actions of the adults and sets the 'tone or feel' of the school. Culture is how students and staff behave in the context of the climate created by the adults.

One example of how this is played out in many schools has to do with harassment. All schools have a policy forbidding sexual harassment by students. If a student reports harassment to one adult at school, they may get a wide variety of responses from the adult, including being told to 'Ignore it,' or 'Tell them to stop,' or worse, 'Boys will be boys.' Or, if they report to another adult, they may get a swift, direct response including intervention with the perpetrator and protection for the victim from further abuse. Inconsistency or lack of staff response creates a climate of uncertainty and undermines trust between students and staff. This message is instilled in the school culture. Undermining trust affects the culture by creating a less dependable environment and less trust between students and staff.

Another example that is all too common in middle schools and high schools is differential behavior on the part of staff toward different subgroups or cliques of students. This is often exemplified by permissiveness on the part of staff toward athletes or other 'preferred' students, and lack of tolerance and rigid adherence to the 'letter of the law' with less 'valued' students. This unfair treatment does not go unnoticed by students and has a powerful detrimental effect on school culture. It reinforces the belief that some students are more valued and privileged than others and it's okay to treat less valued students unfairly.

As damaging to school climate as these examples are, there is another adult behavior that is worse. That behavior is to not respond to obvious aggression. Whenever an adult in

school walks past an obvious act of verbal or physical aggression and does not respond, three very clear messages are sent into the school environment. First, the targeted student is devalued as someone who does not deserve the protection of the adult. Second, the aggressor is given tacit approval by the unresponsive adult thereby empowering the aggressor even more. Third, any bystanders or witnesses to the event are made to feel that school is unsafe because the adults allow aggression and don't protect the students. This lack of response on the part of adults destroys a positive school culture.

The only thing worse than an unresponsive adult is a bullying adult. Adults bullying students is defined as a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear, or causes students substantial emotional distress. Adults modeling this kind of behavior in school create a climate of fear and disrespect. It takes a whole school commitment to a set of common values, with a persistently vigilant and proactive staff, to prevent these dynamics from developing in the school climate or to correct them if they already exist.

At the heart of school culture are the relationships that exist in three specific domains: staff to staff, staff to student and student to student. The nature and quality of these relationships defines the school culture and significantly impacts school climate. If any of these relationship domains are dysfunctional or negatively compromised by climatic issues, the impact reverberates throughout the entire culture of the school, negatively affecting the school climate. This negative cycle is self-perpetuating and requires proactive staff involvement to correct. [8].

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

MAY WE SUGGEST…

Helping your school to host workshops/ presentations for teachers, school staff, and parents/families on the issue of bullying and violence. In addition to sharing information with these groups, events like these provide opportunities to elicit ideas and resource people to help your school community make effective changes. (This may become most helpful in the articulation of an Anti-bullying and Anti-violence Action Plan for your school.)

Collaborating with the committee and the school community as a whole to articulate an Action Plan, and to discern the areas of focus and the timeline in which each issue will be addressed.

Numerous studies encourage the inclusion of parents/family members as part of the Action Plan Committee to help create the most inclusive Action Plan possible, and to draw on the broadest pallet of expertise and experience possible.

A number of successful programs for, and studies on, bullying and violence prevention suggest the establishment of a Student Anti-bullying/Anti-violence Committee. This committee could be asked to coordinate events for the school to further address the issue, such as inviting guest speakers; planning a colour-shirt day in support of a particular minority or vulnerable group; organizing a special music day (anti-bullying/anti-violence theme); or organizing plays/skits on ways to stand up to bullies.

Appointing students/teachers/staff as "safe listeners," to whom targets and witnesses can report incidents of bullying.

Establishing a "Charter of Respect" and inviting the whole school community to sign at an assembly or event.

Ensuring that the Code of Conduct and all expectations are clear and reviewed often. They should also be sent to families at the beginning of each school year with a report to families on bullying and violence, and prevention efforts in place.

Establishing a protocol of support for those who are witnesses to incidents of bullying.

Holding bullying and violence awareness-raising activities throughout the school year, so that the issue of bullying remains foremost in the minds of the school community.

Supporting those who are targets of bullying through peer-support teams, class "friends," or student-life support teams.

Instituting a "Citizen of the Month" program to recognize students who set an example for others in the way they participate in the school's daily life.

Creating a mechanism to support witnesses when they come forward, and building a climate in which they feel safe and empowered to do so.

Establishing a protocol to reach out to the family of the person targeted by bullying and indicating to them what kinds of support are available.

Ongoing staff training on bullying and violence and their dynamics in a school environment. (Teachers are often more likely to respond to physical bullying as opposed to verbal bullying, which can be addressed differently, but is just as harmful.)

Structuring interventions for incidents of bullying and violence based on restorative justice practices that place the priority on the safety of the person targeted, and are implemented by trained facilitators.

Including students in out-of-class community-based activities that raise their sense of belonging and allow for acquiring more interpersonal skills.

GUIDELINES FOR ESTABLISHING A SCHOOL'S CODE OF CONDUCT

(adapted from Larson, 2005)

1 Keep in mind that good school rules are not enough. Strong administrative leadership, good teaching, and long-term schoolwide planning and programs are required to make any Code of Conduct effective.

2 The Code should be developed in a collaborative manner involving teachers, students, parents, and supportive services.

3 The Code should arise legitimately out of official School Board business, so it is recognized as official policy and can obtain legal status for disciplinary due process matters in the school.

4 The Code of Conduct should address the conduct of everyone involved in the school not just the students.
"Code of Conduct for _____ School"

Mention throughout the document that

"Students and staff at school understand that …"

The Code of Conduct should identify, define, teach and support a small set of expected behaviors, rather than presenting a laundry list of unacceptable behaviors. These should be stated in positive terms of what individuals will work to accomplish, rather than those behaviors to be curtailed. For example:

Be safe. Be respectful. Be responsible. Be kind.

5 The Code of Conduct should clearly articulate, define and provide examples of desired actions and behaviors, noting distinctions between minor and serious violations.

6 The Code of Conduct should be revisited on a yearly basis for updates and refinements.

7 The Code of Conduct may be supplemented by a statement of a Student Bill of Rights. [9]

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[9] Larson, J. (2005). *Think First: Addressing Aggressive Behaviour in Secondary Schools.* New York, NY: Guilford Press

SAFE LISTENER CAMPAIGN

One of the primary challenges in changing a school's climate and culture on the issue of bullying and violence is the fact that only a small percentage of students actually report incidents that have occurred. Victims may be hesitant to report because they are ashamed. Bystanders may be reluctant to report out of fear that what they witnessed will happen to them if they "tell." Bullies may avoid speaking up because they are embarrassed that they do not know how to effectively express their anger, and turn to bullying and violence as a vehicle. For all these reasons and many more, the silence from students prevents us from addressing and preventing bullying and violence. By sending the message that YOU are there to listen, to understand, and to help address the situation in question, you, the administrator, are helping change the climate and culture in your school by making it a place that is safe for everyone.

In order to help all members of the school staff team become part of this solution, consider a training program to help staff develop active listening strategies. The school staff (administrators, educators, school professionals, lunch monitors, etc.) would then be invited to make a commitment to become a safe listener for students who wish to talk to an adult staff member about an incident of bullying/violence that they experienced, witnessed or committed. A safe listener is someone who is willing to make a commitment to openness, availability, and respect for confidentiality.

The goal is to move toward all adult staff team members having a **Safe Listener** sign posted where they work in the school. As the number of posters grows, the message becomes clearer that the staff are there for the students, and are willing to help address the concern of bullying and violence in the school.

Here's How It Works:

Step 1 — Hold a training session on active listening strategies for the Staff Team to prepare them for the *Safe Listener Campaign*, and to be better able to respond to students' need to be heard.

Step 2 — Distribute the Campaign Information Sheet & Commitment Pledge Form to all adult staff team members. This can be done at a staff meeting or other appropriate gathering to encourage all staff to consider taking part. Consider reviewing the bullying/violence incident reporting practice, and indicate where staff team members can find incident forms, resource ideas, and support.

Step 3 — Staff team members who wish to take part in the campaign are invited to sign the Commitment Pledge Form that follows, and submit it to the school's Anti-bullying/ Anti-violence Coordinator (or other staff team member asked to coordinate this process).

Step 4 Staff team members who have signed the pledge receive a Safe Listener poster to put outside their classroom, office or workspace, letting students know that they are a safe listener.

Step 5 At an appropriate school assembly, share with students the **Safe Listener Campaign** idea and explain that they will begin to see posters where the designated Safe Listeners work. Students will know that they are welcome to speak to that person at any time about bullying/violence and should seek their help if/when an incident occurs.

The Commitment Pledge

I, _____ , make a commitment to be a **Safe Listener** for our school. I promise to do my very best to listen to any student or staff member who wishes to speak with me about bullying and violence. I promise that I will treat the person I am listening to with respect, and will honour the confidence this person has placed in me. I promise to respect confidentiality, and handle any concerns or incidents in a discreet and professional manner. I promise to honour the discretion shown to me by the student/staff person seeking me out as a Safe Listener. I promise to take all concerns seriously, to do whatever I can to resolve them in a positive and appropriate way, and to seek out the help of designated staff colleagues when appropriate.

My signature below serves as my intent to be a Safe Listener.

Signature: _____

Date: _____

(your name)

is a Safe Listener

"THAT'S SO GAY" IS NOT OKAY!

It's time to change our language! *"That's so gay!"* is a common saying among youth. It is often used to denote something that is not in vogue, off-beat, tacky, or not "cool." Yet to the ears of a young person or staff member who identifies as being gay, lesbian, bisexual, transgender/transexual or queer/questionning (GLBTQ), this commonly used idiom can be perceived as a form of harassment, ridicule, or even bullying. As we become more attuned to the impact of our choice of words, we are challenged to change the way we express ourselves. Our society has made some major changes in recent years as we have become sensitized to certain expressions, eventually removing them from daily use. However, many choose to ignore the need to rethink our vocabulary when it comes to negative language related to sexual orientation or sexual identity. Administrators, educators, students, and school staff set the tone and lead by example when they say, "It's NOT okay!

Did You Know That...

- According to a recent study, **90%** of GLBTQ students surveyed were harassed or assaulted during the previous year, compared to **62%** of non-GLBTQ teens?
- Being perceived as lesbian, gay, or bisexual is the **2nd** most commonly cited reason for frequent harassment?
- 22% of GLBTQ students do not feel safe at school, compared to 7% of non-GLBTQ students?
- Gay youth are **two** to **three times** more likely to attempt suicide than other young people, accounting for up to 30% of the estimated 5,000 youth suicides annually?[10-11]

So What Can Be Done?

- Start a "Gay-Straight Alliance" group in your school to send a clear message of inclusiveness.
- Consider the British Columbia button campaign called "That's So Gay Is Not Okay!"
- Put up posters to raise awareness about homophobia; May 17th is International Day Against Homophobia Day.
- Include in your school's anti-bullying and anti-violence policy the statement that sexual orientation and/or identification may not be used as a justification for bullying and violence, and is not tolerated.
- Support and encourage all efforts to send a clear message of inclusiveness throughout your school.

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[10] *Note.*Gay, Lesbian & Straight Education Network. (2005). *Teasing to torment: School Climate in America - A National Report on School Bullying)*
Retrieved from: http://glsen.org/learn/research/national/from-teasing-to-torment

[11] *Note.* Committee for Children (2012). *"That's so gay is not okay!"*
Retrieved from: http://www.cfchildren.org/advocacy/bullying-prevention/thats-so-gay.aspx

BULLYING AND YOUTH SUICIDE: BREAKING THE CONNECTION

How school leaders respond to the suicide of a student will help determine the depth and duration of its impact on the school community.
"Bullying is predatory and antagonistic behaviour that contributes to the silent misery of millions of students and puts some at increased risk for suicidal thoughts and behaviours."[1]

Ideas for Prevention

- Establish a positive, supportive school culture in which bullying and harassment of any type is unacceptable.
- Strengthen the connections between students and adults.
- Train staff members.
- Educate and empower students.
- Reinforce positive behaviours to replace bullying behaviours.
- Ensure access to mental health services and supports.
- Protect particularly vulnerable student populations.
- Improve school, family and community collaboration.
- Create a specific plan for suicide prevention, intervention, and postvention.

[1] Excerpt from the October 2011 issue of Principal Leadership from the National Association of School Principals

The Unthinkable

Even the most comprehensive and caring bullying and suicide prevention plan may not prevent a tragedy. The following steps can serve as a checklist for schools when the unthinkable happens:

- Activate the school crisis team.
- Verify the death and assess its impact on the school community (including staff members and parents).
- If possible, inform staff members personally in a staff meeting before informing students.
- Contact the victim's family to offer support and determine their preferences for students' outreaches, expressions of grief, and funeral arrangements and attendance.
- Determine what and how information is to be shared, conferring with the family and law enforcement officials. Never speculate. Always tell the truth.
- Inform students through discussions in classrooms and smaller venues, not assemblies or schoolwide announcements.
- Identify youth who are at risk for suicidal behavior. The suicide of a peer can trigger other suicides. Work with mental health staff members to identify students who may be at risk. At particular risk are students who might have facilitated the suicide, who failed to recognize or ignored warning signs, or who had a relationship or identify with the victim. Provide support and referral when appropriate.
- Focus on survivor coping and efforts to prevent further suicides. This is a time for key prevention information. Emphasize that no one thing or person is to blame and that help is available.
- Memorials are not recommended for deaths due to suicide, but if there is strong consensus to do so, advocate for appropriate expressions of remembrance. Do not dedicate a memorial (e.g. a tree, a plaque, or a yearbook). Do contribute to a suicide prevention effort in the community or establish a living memorial (e.g. a student assistance program).
- Excessive media coverage of a suicide can lead to copycat behaviors. Reporters should be encouraged to follow the advice in Recommendations for Reporting on Suicide, which was developed by the American Association of Suicidology, the American Foundation for Suicide Prevention (AFSP), and the Annnenberg Public Policy Center, among others. The recommendations include not making the suicide front page news or publishing a picture of the deceased, but instead emphasizing suicide prevention, recognition of warning signs, and where to go for help.

- Evaluate the crisis response. A toolkit is available from the AFSP and the Suicide Prevention Resource Center that will help schools in the aftermath of a suicide. It includes an overview of key considerations, general guidelines for action (both what to do and what not to do), and templates and sample materials (www.sprc.org/afterasuicideforschools.asp).[12]

[12] *Note.* De Lieberman, R. & Cowan, K.C. (2011). "Bullying and Youth Suicide: Breaking the Connection". *Principal Leadership*, 12(2), 12-17. Retrieved from: http://www.nasponline.org/resources/principals/Bullying_Suicide_Oct2011.pdf

TOOL #1: Anti-Bullying Pledge for Students

*The information in this document is strictly confidential.

We, the students of _____ , agree to join together to stamp out bullying at our school.

We believe that everybody should enjoy our school equally, and feel safe, secure, and accepted regardless of colour, race, sexual orientation, popularity, athletic ability, intelligence, religion and nationality.

Bullying can involve pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, or excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying.

By signing this pledge, we the students agree to:

1. Value student differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of the school's policies and support system with regard to bullying.
4. Report honestly and immediately all incidents of bullying to a faculty member.
5. Be alert in places around the school where there is less adult supervision such as bathrooms, corridors, and stairwells.
6. Support students who have been, or are subjected to, bullying.
7. Talk to teachers and parents about concerns and issues regarding bullying.
8. Work with other students and faculty to help the school deal with bullying effectively.

9 Encourage teachers to discuss bullying issues in the classroom.

10 Be good role models for younger students and support them if bullying occurs.

11 Participate fully and contribute to assemblies dealing with bullying. [13]

I acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty.

Signed by: _____

Date: _____

Print name: _____

[13] *Note.* From Dr Phil. *Anti-Bullying/Cyberbullying Pledge – Faculty*. Retrieved from: http://drphil.com/shows/page/facultypledge/#

TOOL #2: Anti-Bullying/Cyberbullying Pledge for Educators and School Support Staff

*The information in this document is strictly confidential.

We, the Educators and Staff of _____ , agree to join together to stamp out bullying/cyberbullying at our school.

We believe that everybody should enjoy our school equally, have a peaceful life at home while on the Internet, and feel safe, secure and accepted regardless of colour, race, sexual orientation, popularity, athletic ability, intelligence, religion and nationality.

Bullying can involve pushing, shoving, hitting, and spitting, as well as name-calling, picking on, making fun of, laughing at, or excluding someone. Cyberbullying occurs when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies, or mobile phones. Bullying/cyberbullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing," or any other rationalization. The victim is never responsible for being a target of bullying or cyberbullying.

By signing this pledge, we the school staff and faculty agree to:

1. Develop a clear school policy on bullying/cyberbullying and display it prominently in classrooms and around the school.
2. Train faculty in appropriate handling of incidents.
3. Develop or adopt a curriculum that educates students about bullying/cyberbullying.
4. Teach students about less obvious forms of bullying/cyberbullying, like gossiping and exclusion.
5. Discuss pro-active anti-bullying/cyberbullying measures (such as having lunch with a student who has been excluded in the past).
6. Establish support systems for pupils involved in incidents, such as peer counselling and mediation.
7. Establish a system to support and inform parents when incidents of bullying/cyberbullying occur.
8. Offer counselling to students who bully/cyberbully.
9. Ensure a culture where students feel safe reporting incidents of bullying/cyberbullying, and confident they will be dealt with and not ignored.

10 Report all incidents of bullying/cyberbullying immediately to the principal.

11 When an incident is reported, all students involved will be given the opportunity to relate their version of the incident.

12 Enact sanctions for bullying/cyberbullying such as verbal warnings, removal from a classroom or school grounds, a verbal or written apology to the victim, a parent teacher meeting, and detention or expulsion for repeat offenders.

13 Monitor cases of persistent of bullying/cyberbullying, and be fully informed of all incidents and their progress. [14]

Signed by: _____

Date: _____

Print name: _____

[14] *Idem*

TOOL #3 : Anti-Bullying/Cyberbullying Pledge for Families

*The information in this document is strictly confidential.

We, the family of _____ , agree to join together to stamp out bullying/cyberbullying at our school.

We believe that everybody should enjoy our school equally, have a peaceful life at home while on the Internet, and feel safe, secure and accepted regardless of color, race, sexual orientation, popularity, athletic ability, intelligence, religion and nationality.

Bullying can involve pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, or excluding someone. Cyberbullying occurs when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies, or mobile phones. Bullying/cyberbullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying or cyberbullying.

By signing this pledge, we, the family, agree to:

1. Keep ourselves and our children informed and aware of school bullying/cyberbullying policies.
2. Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
3. Discuss regularly with our children their feelings about schoolwork, friendships and relationships.
4. Inform faculty of changes in our children's behavior or circumstances at home that may change their behavior at school.
5. Alert school faculty if any bullying/cyberbullying has occurred.[15]

Signed by : _____

Date : _____

Printed name : _____

[15] *Idem.*

TOOL #4 : Report of an Incident of Bullying and/or Violence Made by a Teacher, Staff Member, Administrator or Volunteer

*The information presented on this form is held strictly confidential.

Name of person reporting the incident (optional): _____

Are you a: Teacher ☐ Administrator ☐
Member of the support staff ☐ Other ☐
Volunteer at the school ☐ _____

Are you: Male ☐ Female ☐ Rather not say ☐

Years at this school? _____

When did the bullying happen? _____(day) of _____ (month)_____(year)

Did this bullying happen to you personally? Yes ☐ No ☐ Rather not say ☐

Who perpetrated the incident? A student ☐ A parent ☐
A member of the administration ☐ A teacher ☐
A member of the staff ☐ Other ☐
A volunteer at the school ☐ _____

Name of the person who perpetrated the bullying or violent act:

_____

Is this the first time this has happened to you, or that you have seen it happen to someone else?
Yes ☐ No ☐

If you answered "No" to the previous question, can you please tell us how many times it happened before today? About _____ times.

If you were not bullied, but saw someone being bullied, can you share his or her name with us?

Person's name: _____

Their role in the school: _____

In your own words, please tell us what happened:

Is there another teacher, administrator, staff member or volunteer at this school with whom you feel safe discussing this incident?

Yes ☐ No ☐ If yes, who would that be? _____

By coming forward, you have shown real courage.

Thank you for helping us make this school a safer place for everyone!

TOOL #5 : Report of an Incident of Bullying and/or Violence Made by a Student (Primary School)

*The information presented on this form is held strictly confidential.

Name of student reporting the incident (optional):_____

Grade : _____ Teacher's name: _____

Are you: A boy ☐ A girl ☐ Rather not say ☐

How old are you? _____

When did the bullying happen? _____ (day) of _____ (month) _____ (year)

Did this bullying happen to you personally? Yes ☐ No ☐ Rather not say ☐

If you were not bullied, but saw someone being bullied, can you share his or her name with us?

Student's name : _____ Grade : _____

Teacher : _____

Is this the first time this has happened to you, or that you have seen it happen to someone else?
Yes ☐ No ☐

If this is not the first time this happened to you, or that you saw it happen to someone else, can you tell us how many times it happened before today? About _____times.

If you know the name of the bully, can you please share it?

_____

In which grade is she/he? _____

In your own words, please tell us what happened :

Is there an adult at this school with whom you feel safe discussing what happened?

Yes ☐ No ☐ If yes, who would that be? _____

It is very brave of you to share this information with us!

Thank you very much for coming forward and saying something!

TOOL #6 : Report of an Incident of Bullying and/ or Violence Made by a Student (Secondary School)

*The information presented on this form is held strictly confidential.

Name of student reporting the incident (optional):_____

Grade : _____ Teacher's name: _____

Are you: A boy ☐ A girl ☐ Rather not say ☐

How old are you? _____

When did the bullying happen? _____ (day) of _____ (month) _____ (year)

Did this bullying happen to you personally? Yes ☐ No ☐ Rather not say ☐

If you were not bullied, but saw someone being bullied, can you share his or her name with us?

Student's name : _____ Grade : _____

Teacher : _____

Is this the first time this has happened to you, or that you have seen it happen to someone else?
Yes ☐ No ☐

If this is not the first time this happened to you, or that you saw it happen to someone else, can you tell us how many times it happened before today? About _____times.

If you know the name of the bully, can you please share it?

_____

In which grade is she/he? _____

In your own words, please tell us what happened :

Is there a teacher or staff member at this school with whom you feel safe discussing this incident?

Yes ☐ No ☐ If yes, who would that be? _____

By coming forward, you have shown real courage.

Thank you for helping us to make this school a safer place for everyone!

TOOL #7 : Report of an Incident of Bullying and/or Violence Made by a Parent or Family Member

*The information presented on this form is held strictly confidential.

Name of person reporting the incident (optional): _____

Are you a: Parent ☐ Grandparent ☐
Member of the family ☐ Other :
Caregiver or Guardian ☐ _____

Are you: Male ☐ Female ☐ Rather not say ☐

When did the bullying happen? _____ (day) of _____ (month) _____ (year)

Did this bullying happen to you personally? Yes ☐ No ☐ Rather not say ☐

Did this incident happen to your son/daughter/family member?
Yes ☐ No ☐

Who perpetrated the incident? A student ☐ A parent ☐
A member of the administration ☐ A teacher ☐
A member of the staff ☐ Other: ☐

Name of the person who perpetrated the bullying or violent act?

_____

Is this the first time this has happened to you, or that you have seen or heard about this happening to someone else? Yes ☐ No ☐

If this is not the first time it happened to you, or that you saw or heard about it happening to someone else, can you please tell us how many times it happened before today? About _____ times.

If you were not bullied, but saw someone being bullied, can you share his or her name with us?

Person's name and grade? _____

Teacher? _____

In your own words, please tell us what happened:

Is there a teacher, administrator, staff member or volunteer at this school with whom you feel safe discussing this incident?

Yes ☐ No ☐ If yes, who would that be? _____

By coming forward, you have shown real courage.

Thank you for helping us to make this school a safer place for everyone!

RESOURCES FOR ADMINISTRATORS

PREVNet – Promoting Relationships and Eliminating Violence Network
A Canadian network of 65 leading researchers, 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

TAssessment Toolkit for Bullying, Harassment and Peer Relations at School
(A project of the Canadian Public Health Association)
A free, comprehensive resource including survey tools that will need to be tabulated in-house.
http://www.cpha.ca/en/activities/safe-schools.aspx
French language version: ***Trousse d'Évaluation de l'Intimidation, du Harcèlement et des Relations Entre Enfants du Meme Âge en Milieu Scolaire (ressource gratuite)***
http://www.cpha.ca/fr/activities/safe-schools.aspx

Cyberbullying Hurts: Respect for Rights in the Digital Age
(Guide for Parents)
Helps parents explore ways that they can help their child understand cyberbullying and problem solve, and how they can work with the school and the community to encourage positive relationships and promote inclusive cultures.
http://fr.scribd.com/doc/116568800/CyberBullyingParentGuide-e-pdf

Cyberbullying Hurts: Respect for Rights in the Digital Age
(Youth guide)
A guide for youth from the Senate of Canada about what cyberbullying is, and how to deal with it.
http://fr.scribd.com/doc/116568774/Cyber-bullying-youth-guide

Cyberbullying: Identification, Prevention and Response
(A project of the Cyberbullying Research Center)
A cyberbullying fact sheet with information for parents and schools.
http://www.cyberbullying.us/Cyberbullying_Identification_Prevention_Response_Fact_Sheet.pdf

LA FONDATION WALLACE (2012)
The school principal as leader : Guiding schools to better teaching and learning.
Tiré de http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf
(offert en anglais seulement)

« Bullying and Youth Suicide: Breaking the Connection ». Lieberman, R. & Cowan, K.C. *[2011], Suicide Research, 14[3], 206–221)* From the October 2011 issue of Principal Leadership from the National Association of School Psychologists (U.S.))
Research article on the connections of suicide and bullying, and best practices on how to deal with such a tragedy in your school. Study cites helpful strategies and statistics such as: 7%–28% of students engage in bullying behavior; 11%–33% were victimized by bullies, etc.
http://www.nasponline.org/resources/principals/Bullying_Suicide_Oct2011.pdf

The Bully Dance
A project of the National Film Board of Canada) Animated short on the dynamics of bullying.
Video : http://www.nfb.ca/film/bully_dance
A Teacher's Guide :
http://canadasafetycouncil.org/sites/default/files/PDF_fr/french_teachers_guide.pdf

SpiritClips Originals and Red
Excellent 3-minute videos on bullying and people standing in solidarity with those targeted.
SpiritClips Originals on YouTube (free):
http://www.youtube.com/user/spiritclips/videos?view=0
SpiritClips Originals on Hallmark (paid):
http://www.hallmarkspiritclips.com
The ***Red*** video:
http://www.youtube.com/watch?v=jL9CSuKfeoM

YouTube videos connected to the #No More Bullies movement
http://www.youtube.com/watch?v=6JexB-QZL-4
http://www.youtube.com/watch?v=9yjE5Kt-mEE
http://www.youtube.com/watch?v=nu3kY9WDVfE

Risk [within] reason
(A project of Dr. Alissa Sklar, Ph.D.)
Website with tips, tools, and information for parents, educators and teens to set boundaries related to Internet and electronic media technology use, with a focus on high risk behaviours.
http://www.risk-within-reason.com

Define the Line
(A project of Dr. Shaheen Shariff, Ph.D., of McGill University)
Web site that provides clarifying information on the difference between cyberbullying and digital citizenship.
http://definetheline.ca/dtl

Kids Help Phone
A toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth.
1-800-668-6868
http://www.kidshelpphone.ca/teens/home/splash.aspx

TEL-JEUNES
1-800-263-2266
http://teljeunes.com/accueil

Ami Québec
A Montréal-based organization that supports families of people suffering with mental illness.
http://amiquebec.org

Facebook's ***Be Bold: Stop Bullying Canada***
Facebook page dedicated to raising awareness of simple yet powerful actions that parents, teens, and teachers can take to stop bullying.
https://www.facebook.com/beboldstopbullyingca

Imagine… A School Without Bullying: A School Climate Approach to Bullying Prevention – Teacher's Handbook
Ideas for teachers on "how to" in anti-bullying and anti-violence programming.
http://chd.region.waterloo.on.ca/en/childFamilyHealth/resources/PartK.pdf

Bully Proofing Your School: Working with Bullies and Victims Elementary Schools.
Carla B. Garrity, Kathryn Jens, William Porter, Nancy Sager, Cam Short-Camilli (2003).
A team of educators, psychologists and social workers in the Cherry Creek Schools in Colorado developed this comprehensive program designed to make the school environment safe for children, both physically and psychologically.

A Framework for School-Wide Bullying Prevention and Safety
(A project of the National Association of School Psychologists [U.S.])
A comprehensive resource to ensure school safety and promote positive behaviour.
http://www.nasponline.org/resources/bullying/Bullying_Brief_12.pdf

That's So Gay" Is Not Okay!
(A project of the Committee for Children)
Article addressing some GLBTQ issues, and ideas on how to address them in the school context.
http://www.cfchildren.org/advocacy/bullying-prevention/thats-so-gay.aspx

Beyond The Hurt
(A project of the George Street Middle School in Fredrickton, N.B.)
Award-winning ideas on how to start an anti-bullying program in your school.
http://georgest.nbed.nb.ca/clubs/beyond-hurt

Committee for Children
Website with ideas and resources for teaching about bullying, child safety, and social-emotional skills.
http://www.cfchildren.org/advocacy/about-us.aspx

Deal.org
Website with ideas and resources to deal with a number of youth issues. Includes a downloadable presentation on bullying.
http://deal.org

Eyes on Bullying – What Can You Do?
(A project of Education Development Center, Inc.)
A U.S.–developed toolkit to help schools prevent bullying in the lives of young people.
http://www.eyesonbullying.org/pdfs/toolkit.pdf

***Wallace** Foundation*
A U.S. foundation that serves to help improve educational leadership.
http://www.wallacefoundation.org

Common Sense Media
Information and resources for educators, families and children on bullying and cyberbullying.
http://www.commonsensemedia.org/educators/parent-media-education

Bullying at School and Online
(A project of education.com)
Resource for parents with information on a variety of bullying- and cyberbullying-related topics.
http://www.education.com/topic/school-bullying-teasing

Don't Laugh At Me
(A project from Operation Respect)
Website with resources geared to helping build respectful, safe and compassionate climates of learning for all students.
http://www.operationrespect.org/index2.php

Stand Up! Be a Friend!
(A project from Bullying.org)
Website with ideas for administrators, educators, students, families and school professionals on Bullying Awareness Week and other ideas from the Bullying.org website.
http://www.bullyingawarenessweek.org/pdf/BAW_2006.pdf
Homepage: http://www.bullying.org

Théâtre Parminou
A Montreal-based theatre company performing a "Face It" production of "intervention theatre" on violence in schools. Presentations are also available in French and Spanish.
www.parminou.com/en/now_showing.php?CatID=9&SpectacleID=59

Pan-Canadian Joint Consortium for School Health
A partnership of Canada's federal, provincial and territorial governments supporting comprehensive school health.
http://www.jcsh-cces.ca

Pennsylvania Bullying Prevention Toolkit
(A project from the Center for Safe Schools)
Online resource for parents, educators and professionals serving children, young people and families.
http://www.safeschools.info/bullying-prevention/bullying-prevention-news/216-pennsylvania-bullying-prevention-toolkit

Best Practices in Bullying Prevention and Intervention
(A project of the DuPage County Regional Office of Education and State's Attorney's Office)
Comprehensive review of major aspects of the bullying and violence concerns in schools.
http://www.dupage.k12.il.us/main/anti-bullying/pdf/BestPracticesManual.pdf

TASSI: Teen Advice Suggestion Support Information
An online resources especially for teens for discussion and information
http://tassi.ca