Preventing and Reducing School Violence and Bullying

Tools for Educators

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Ometz

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Notes

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Icon legend:

indicates a tool

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“In the end,
we will remember not the words of our enemies,
but the silence of our friends.”

Dr Martin Luther King, Jr.

INTRODUCTION

This Tools for Educators booklet has been written with you in mind. In it, you will find a number of suggestions to help you address the issue of bullying and violence in your classroom. Being on the frontlines of your school's day-to-day life puts you in an advantageous position in the effort to turn the tide of bullying and violence. Working in partnership with administrators, parents, adult volunteers and school professionals, you play a key role in setting the tone of your school's culture and climate.

Not only are teachers and school staff in a unique and influential position to promote healthy relationships and intervene in bullying situations, [1] [2] but students report that they "want teachers to take an active role both in the classroom management of bullying and in promoting problem solving of student conflicts."[3]

Without your effort and support, things will not change.

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[1] *Note.* From Pepler, Animateur. (2006).
«Bullying interventions: A binocular perspective». *Journal of the Canadian Academy of Child and Adolescent Psychiatry,* 15(1), 16-20.

[2] *Note.* From Salmivalli, C., Kaukianinen, A, & Voeten, M. (2005).
«Anti-bullying intervention: Implementation and outcome». *British Journal of Educational Psychology*, 75(Pt 3), 465-454.

[3] *Note.* From Crothers, L. M., Kolbert, J. B., & Barker, W. F. (2006).
«Middle school students' preferences for anti-bullying interventions». *School Psychology International,* 27(4), 475-487.

Did You Know That…

- Stress and anxiety caused by bullying and harassment can make it more difficult for kids to learn?
- In the majority of cases, bullying stops within **10 seconds** when peers intervene or do not support the bullying behaviour? [4]
- Approximately 160,000 teens per year skip school because of bullying?
- 15% of students in grades K-12 either bully, or are targets of bullying?
- **1 in 10** adolescents or teens have had embarrassing or damaging pictures taken of themselves without their permission, often using cell phone cameras?
- Direct physical bullying increases in primary school, peaks in middle grades, and declines during secondary school? Verbal abuse, however, remains constant.
- 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?
- 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. [7]

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4 *Note.* From Hawkins, D.L., Pepler, D.J., Craig, W.M. (2001). «Naturalistic observations of peer interventions in bullying». *Social Development*, 10(4), 512–527.

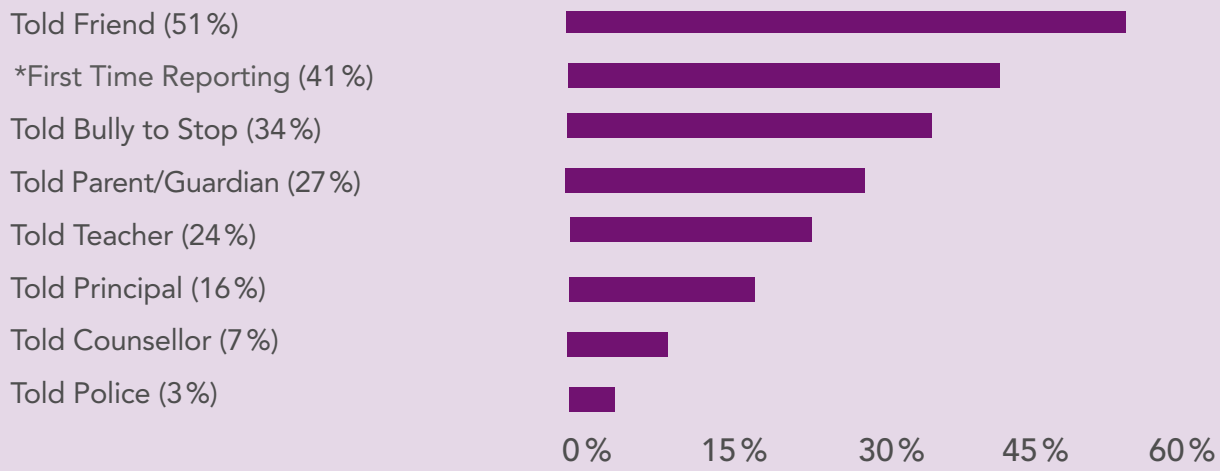
5 *Note.* From Cohn, A. & Canter, A. (2003). *Bullying: Facts for Schools and Parents.* Tiré de http://www.nasponline.org/resources/factsheets/bullying_fs.aspx

6 *Note.* From Webster, R. (2010). *From cyber bullying to sexting: What's on your kids' cell?* Tiré de http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html

7 *Note.* From Tarling, B. (2011). *One third of teachers are victims of cyberbullying; 25 per cent from parents.* Retrieved from: http://www.techvibes.com/blog/one-third-of-teachers-are-victims-of-cyber-bullying-25-per-cent-from-parents-2011-08-16

BULLYING NOTIFICATION*

(StopABully School Reports from Sept 2011 - March 2012)



*41% used STOP A BULLY to report scool bullying for the first time.

* Source: StopABully. (n.d.) *StopABully: Bullying Statistics.* Tiré de http://www.stopabully.ca/bullying-resources/bullying-statistics

Statistics such as these highlight one of the most striking things about children who are bullied : their fear of , disinterest in, or refusal to tell an adult of their situation. Educators and parents alike need to make both their accessibility and their interest known to students so that they will know that the adults in their lives can and will protect them.

TEACHER CHECKLIST

This is a good list of questions to ask when assessing training needs of educators, school resources, and policies and procedures to address bullying and violence.

- ✓ Have you received training on the various forms and impact of bullying, sexual harassment, and racial discrimination?
- ✓ Have you received information on the influences of gender, age, ability and role (target, bully, bystander, witness)?
- ✓ Is there a shared set of values and beliefs amongst staff regarding these problems?
- ✓ If there are staff who bully, harass or discriminate, can you address these issues safely?
- ✓ Are there quality resources (literature, videos) accessible for you, your students and their parents/families?
- ✓ Is there an opportunity to advocate effectively for quality resources to support this program?
- ✓ Is there a zero tolerance policy, is there flexibility to provide individualized responses?
- ✓ Is there a safe and confidential way for students to report incidents?
- ✓ Is there individual counselling at school for targets? Is there a parenting component?
- ✓ Is there an individualized tracking system at school for students who are frequently involved as targets and/or perpetrators?
- ✓ Will the school administer assessments/surveys to students and parents this year, adhering to proper procedures and protocols? Did you receive a teacher survey?
- ✓ If you have peer-led interventions, are they closely supervised by trained staff?
- ✓ Are there psycho-educational groups for students at school? Is the safety of students prioritized?
- ✓ Have you participated in training on the issues of bullying, violence, harassment and discrimination this year?
- ✓ Does the school provide an anti-bullying/harassment program? Do you feel you have a meaningful role?
- ✓ Does the school have an anti-bullying/harassment committee? Do you feel you have a meaningful role?
- ✓ Will survey data be used to enhance student supervision inside and outside of the school?

- ✓ Are common definitions posted in each classroom? The school policy? The code of conduct?
- ✓ Have you engaged your students in a dialogue about this policy?
- ✓ Have you, your students, and their parents/families received information on school policies and rules related to bullying, violence, harassment and discrimination?
- ✓ Are the consequences of violations dealt with in a fair and consistent manner?
- ✓ Do expelled students and those on extended suspensions have the opportunity to engage in academics and counselling to prepare for re-integration?
- ✓ Will activities and the physical space of classrooms be organized to reduce victimization?
- ✓ Will you have student-led activities (presentations, conferences) this year?
- ✓ Is there individual counselling at school for students who bully/harass/discriminate? Is there a parenting component? [8]

[8] Note. PREVNet. (n.d.)
Teacher Checklist.
Retrieved from: http://www.prevnet.ca/LinkClick.aspx?fileticket=Jk0gCR6ZG%2fE%3d&tabid=391

IS IT BULLYING AND VIOLENCE, OR PERSONAL CONFLICT?

There are a variety of factors that define the line between personal conflict and the various forms of bullying and/or violence. Teachers can use the following key questions to differentiate between the two. If the answer to one or more of the following questions is "yes," it is likely a case of bullying/violence, not interpersonal conflict.

- Is the act done in a way to intentionally intimidate, scare or hurt someone?
- Is the act done repeatedly? (Note that bullying and violence can also be perpetrated once on a particular target, but there might be many targets for the one perpetrator.)
- Does the act involve the use of force or intimidation?
- Is there a power imbalance between the perpetrator and the target (i.e. is the perpetrator older, bigger, stronger, of a different social or cultural situation….)?
- Is the act followed by threats of further acts?
- If repeated, is there an escalation in the severity of the acts?
- Does the perpetrator fail to show any remorse, and does he/she blame the target?

- Does the perpetrator use a form of extortion? (I.e. the perpetrator suddenly has new possessions; or, the targeted student suddenly and frequently "forgets" their lunch money, or frequently "loses" items of minor value…)

TEASING AMONG CHILDREN: THE GOOD AND THE BAD

Teasing can be positive because it shows closeness, affection, and familiarity with another person, which may strengthen the relationship. On the other hand, teasing can alienate, criticize, and embarrass the other person, which may weaken the relationship. Teasing is common among children, with 96% of elementary school children reporting involvement.

Why do children tease?

Children most often report one or more of the following reasons:

- It's fun
- They want to provoke someone to see their reaction
- To reciprocate being teased themselves.

How do we know when the teasing is POSITIVE?

- It takes place within a strong relationship among two people who appreciate the teasing as affectionate.
- The teaser is using a "joking" (rather than aggressive) tone of voice and smiling.
- The person being teased does not look distressed.

Benefits of POSITIVE teasing:

- Teasing helps to show others what behaviours are appropriate in society, by indirectly communicating that some behaviours may not be appropriate. For example, teasing someone for talking with his/her mouth full communicates (without direct confrontation) that this is not a polite and socially accepted behaviour.
- Teasing represents an indirect and non-threatening (perhaps even playful) method for resolving conflicts, by providing an outlet for expressing frustration or disapproval.
- Teasing communicates affection,

since you would only tease someone with whom you are familiar and to whom you feel closeness. If someone is teasing another person, it is assumed that these two people have a strong and close relationship that can handle, and may benefit from, teasing.

When does teasing become BULLYING?

- Teasing is hostile when the person being teased is distressed by the teasing.
- Teasing becomes bullying if/when:
- There is a power imbalance between the two children involved, such that the person teasing has more power among peers compared to the person being teased.
- The child who is teasing intends to upset or hurt the child being teased.
- The child being teased is upset or hurt by the interaction.
- The teasing occurs repeatedly.

What can leaders do to prevent BULLYING?

Role of Adults:

- Be aware of your own use of teasing.
- If you are teasing children within the group you lead, make sure that the impact is positive.

Keep in mind that younger children may not understand teasing, especially sarcasm, and may experience your teasing as hurtful.

- Think about your own experiences with bullying, and how those experiences and associated feelings and/or opinions may impact the way you handle bullying situations.

Among Children:

- Talk with the whole group of children about bullying and treating others with respect.
- It can be helpful to create a list of group rules that focus on treating others with respect (e.g., respect an individual's physical space, encourage others as they try new things, listen to others when they are speaking).
- Talk with the whole group about how to repair a relationship after being disrespectful.
- This will likely include a discussion of apologies (both giving and receiving), as well as acting respectful in the future to show the person you hurt that you have learned from your mistakes.

What can leaders do when HOSTILE teasing or BULLYING is happening?

- Be sure to acknowledge that the bullying is unacceptable and will not be tolerated.
- Talk with the child who is teasing about why he or she is teasing, and use that information to inform a discussion of alternate ways of connecting with peers.
- Perhaps this child has learned to use power to hurt others by observing similar dynamics at home, in which case it will be important to discuss that those behaviours are not tolerated in the group, and must be adjusted.
- Talk with the child who is being teased to find out how they are feeling, and ensure they know that you believe they deserve to be treated with respect.
- If the child has trouble asserting himself/herself, then it may be helpful to discuss and practice ways to assertively tell a child who is teasing or bullying to stop.
- Discuss alternate actions the child can take if the teasing or bullying continues (e.g. tell the child to stop, talk to a trusted adult, or talk to supportive peers).

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[9] PREVNet. (2011).
Teasing among children: The good and the bad. (Utilisé avec l'autorisation de l'auteur.)
Tiré et adapté de http://www.prevnet.ca/LinkClick.aspx?fileticket=pO3RFEsBL2o%3d&tabid=391

WHAT CAN TEACHERS DO TO EMPOWER BYSTANDERS IN THEIR CLASSROOMS?

When it comes to empowering bystanders, simply telling students to "tell an adult" is not enough. They need ideas on how to handle a variety of situations. Sometimes bystanders don't come forward because they don't have the confidence that adults will respond. In some environments, kids feel like reporting the problem will only make it worse, rather than better.

Therefore, schools must have a good anti-bullying policy in place before bystanders can be expected to report a bullying situation. If your school doesn't have an anti-bullying policy, develop one for your classroom. It's important for all kids to know that bullying behavior is unacceptable. Once you have a policy in place, here are some ways to empower bystanders in your classroom:

- Send the message that bullying is a serious matter and will not be tolerated.
- Be sure everyone is aware of the specific disciplinary measures for bullying.
- Provide kids with the names of teachers and staff that they can talk to about any bullying they witness, in case you are not available.
- Have your class perform a skit involving bullying. This activity will help the kids learn to recognize bullying, and identify positive ways to respond.
- Start a conversation after the skit to allow kids to share their thoughts, feelings and ideas.
- Help students find ways to reach out to targets of bullying and isolated peers. Sometimes having just one friend can keep a target from feeling alone.
- Assure students that reporting bullying is safe and that their names will be protected.
- Give them the option of speaking about the bullying in general terms without mentioning names. For example, when they report bullying, it might be easier to make general statements like, "You might want to watch what happens in the main hall after school."
- Be approachable when it comes to bullying. Kids tend to form strong relationships with their teachers; therefore, you are likely the person withwhom they will feel most comfortable discussing the bullying. Going to the principal or a counsellor may feel too "extreme" when they only witness the bullying and don't actually experience it themselves.
- Be available and open to conversations about bullying; don't confuse "reporting" with "tattling."
- Watch your tone and your attitude when a child reports bullying. Avoid being condescending or acting annoyed. You want kids to have confidence that you will handle the situation.

- Use encouraging statements when a bystander reports bullying. Say something like, "Thanks for telling me. It took a lot of courage to talk to me about this. I will make sure the situation is addressed."

- Respond to bullying quickly and consistently when it is reported. Never ignore bullying, and don't expect kids to "work it out."

- Keep the bystander's name out of the discussion when talking with the bully. You need to protect bystanders from possible retaliation by the bully. If you don't protect bystanders, no one will feel safe reporting bullying behaviour. [10]

10 *Note.* From 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

BULLYING PREVENTION IN THE CLASSROOM

An interview with Barbara Coloroso, author of *The Bully, the Bullied, and the Bystander*

One of the positive outgrowths of recent school violence is a greater recognition of the problem of bullying in schools. As a result, many schools have begun to draft anti-bullying policies. The question on many educators' minds is exactly what steps to take to begin to address the problem.

Educational consultant and best-selling author Barbara Coloroso spends most of her time on the road addressing parents' and educators' concerns about discipline and the school environment. Her newest book, *The Bully, the Bullied, and the Bystander,* was published by HarperCollins in 2009.

When asked for advice on how to deal with bullying, Coloroso often quotes an anonymous Holocaust survivor who said, "Pay attention, get involved, and never, ever look away." The lessons we must take from school tragedies over the past several years are the same. Pay attention—bullying occurs in all schools. Get involved—with the bully, the bullied, and the bystander; each has a role. And never look away—grown-ups tend to dismiss bullying, which, according to Coloroso, is a grave mistake.

To build a positive school climate, Coloroso recommends schools take the following eight steps:

Intervene with Discipline

Communicate clear discipline policies. Every student should know that unkind acts will result in immediate discipline. Create policies that give children who bully ownership of the problem, and ways to solve it via restitution, resolution, and reconciliation. When dealing with children who bully, it is important to leave their dignity intact.

Create Opportunities for Students to "Do Good"

Promote activities that encourage students to extend themselves to others. Get children who bully involved in serving as crossing guards or reading to a group of younger students. To foster "do good" habits, leave sponges at the ends of lunch tables to encourage children to clean up their area for the next person.

Nurture Empathy

Help children see the perspectives of others. Study historical events in which people have stood up for values and against injustices. Read "Jack and the Beanstalk" and ask students to take an unconventional point of view—the Giant's. Lead them in some role-playing with questions like "How would you feel if somebody kept taking your belongings?"

Teach Friendship Skills

There are three antidotes to bullying: a strong sense of self, being a good friend, and having friends. Many who bully or are bullied lack

friendship skills. Educators, parents, and other leaders can help break the bullying cycle by both teaching and modeling skills about how to be a friend and make friends.

Monitor Children's Exposure to Media

Schools can help raise parents' awareness of the importance of monitoring their children's exposure to violence through television, music, video games, and so on. Schools can also teach children to be media-wise and to discern between fact and fiction.

Teach Ways to "Will Good"

In the book Integrity, Stephen Carter defines "willing good" as "speaking and doing what is right even when the burden is heavy." Sticking up for a peer means taking a risk, and children must be inspired to do so. Reading stories such as Number the Stars by Lois Lowry can help children understand what it means to "will good."

Teach Empathy and Perspective-taking

Since those who bully tend to have poor perspective-taking skills, developing their sense of empathy is critical to turning bullying around. "Empathy is the core virtue. [In some children] it may be covered by a lot of garbage, but it's there," Coloroso says.

Empathy and perspective-taking help children do what Coloroso refers to as "meeting another human being as a human" a skill that prevention programs can help foster. Taking the time to research programs and their various components is important. There is no such thing as a one-size-fits-all quick fix.

Coloroso favors programs that, like the Committee for Children's Steps to Respect: A Bullying Prevention Program, work on four levels: the individual, relationships, schoolwide implementation, and integration into the curriculum.

See School as a Safe Harbor

Teachers often shrink back from the idea of adding one more curriculum to their list of initiatives, but according to Coloroso, the Steps to Respect program helps support some of the critical needs that schools already face. "We have to relate to one another—let's do it consciously. We have to read books—let's get kids reading conscience-raising books [that deal with] getting along with others and problem solving."

Today more than ever, educators, parents, and community members alike recognize the necessity of making school a safe harbor. Coloroso maintains that by teaching children the skills they need to navigate social interactions successfully, educators can help bring children up to "do good" and to make positive contributions to the school culture. "[It's] good if they get this from elsewhere," Coloroso says, "but it must happen in school."[11]

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11 *Note.* From Committee for Children. (2012). *Bullying prevention in the schools: An interview with Barbara Coloroso, author of* The Bully, the Bullied, and the Bystander. Retrieved from: http://www.cfchildren.org/advocacy/bullying-prevention/bullying-prevention-in-the-schools.aspx

IT'S ALL A MATTER OF PERCEPTION

We all see the world through our own eyes and experiences. Teachers can help their students learn to be flexible and adaptive in their perceptions or undersandings of people and events. The picture on the following page is a well-known exercise used to explore the issue of perception. It can also be used to explore how perceptions can change with influence.

* Source : Mighty Optical Illusions. (n.d.) *Young Lady or An Old Hag?*
Retrieved from: http://www.moillusions.com/2006/05/young-lady-or-old-hag.html

Ask your class to look at the picture for a few moments. Then, ask them, "Do you see a young woman or an old woman?"

Then, proceed to either Plan A or Plan B.

Plan A (exploring the influence of a group)

- Take a "secret ballot" vote of the students' impressions, and then count the vote results.
- After the vote tally is announced, invite students who wish to share their answer to do so, and explain why they feel that this picture represents their choice.
- Once the discussion seems to be dying down, take another secret ballot vote.
- Tally the responses and see what changes occur.
- Without indicating what they chose, by show of hands, ask the students how many of them changed their minds.
- Invite students who wish to share why they changed their minds to do so.

Plan B (exploring individual perceptions

- By a show of hands, ask your class to identify who saw the young woman, and who saw the old woman.
- Ask how many find it difficult to see the drawing from the other perspective. (You can explore this further with your students.)
- After hearing both perspectives, has yours changed?

Questions for discussion:

- How does the opinion that someone else has of a person affect how you feel about that same person?
- What are some of the subtle ways we try to influence others to think the same way we do about a person?
- Once we see a person one way, is it easy or difficult to change our perception of them?
- What might prevent us from changing our perspective or mind about someone?
- What does it take to convince us that our impression of a person is perhaps different from the reality?
- Is it difficult or easy to see the drawing from another perspective? Why?
- What are the challenges of seeing things from someone else's perspective?

Why Don't Kids Report Bullying?

There is good evidence that young people often do not report bullying to adults. Children are adept at hiding bullying-related behaviors and the unequal "shadow" power dynamics that can exist among them. Because of this secrecy, adults underestimate the seriousness and extent of bullying at their schools.

Schools cannot help if children do not entrust them with information. So why don't children report bullying?

Research Shows that Adults Rarely Intervene

There is a catch-22: Students don't tell because they don't see adults helping, but adults can't help if students don't tell them what is going on in their peer groups. The perception that adults don't act may lead students to conclude that adults don't care, or that there are different standards for adults' behavior than for young people's. In the workplace, shoving co-workers in the hallway would not be tolerated. Yet many adults believe that young people need to "work out" bullying problems like these on their own. This belief may promote a "code of silence" about abusive behavior. A logical consequence would be the failure of students to report other dangers, such as knowledge about a weapon at school.

Students Fear Retaliation and a Reputation as a "Rat"

Fear of retaliation might exist, especially in the case of reporting popular students who bully. There is evidence that well-liked and successful children can be the most skilled at bullying and at escaping detection.

They Don't Want to Lose Power

Students may not report that they or their friends bully because they don't want to lose the power they gain through controlling others.

They Don't Recognize Subtle Bullying

Students may not report more subtle, indirect, and relational types of bullying (such as deliberately excluding peers or spreading rumours) because they don't realize that these are unfair, unequal ways to treat others.

They Feel Ashamed, Afraid, or Powerless

Students may not report being victims of bullying because it makes them feel ashamed, afraid, and powerless. Over time, they may come to feel they deserve to be bullied. This may be particularly true of children in fourth grade and up.

When adults rarely intervene, young people may come to believe they can bully without any consequences. Many believe that "acting bad" pays off. In fact, it may win them status with others, as children do act more friendly and respectful toward those who bully.

What Can Adults Do?

If we want children to talk to us and ask for help, we need to invite them to report. And effective adult follow-through is critical. This means "walking the talk" of bullying prevention, and addressing the power imbalances that put children who bully, those who are bullied, and bystanders at risk of perpetuating abuse. Bringing

children who bully and those they bully into the same room to talk is not advisable. Intervening, making plans for behavior change, and continuing to check in on an individual basis with the students involved is best.

Adults can also give young people tools to help them evaluate when and how to report. Teaching about the distinction between reporting (telling to keep someone safe) and tattling (telling to get someone in trouble), for example, can help students make responsible decisions. This, in turn, can empower everyone in the school to help prevent inequity and suffering. [12]

[12] *Note.* Committee for Children. (2012). *Why Don't Kids Report Bullying?* Retrieved from: http://www.cfchildren.org/advocacy/bullying-prevention/why-kids-dont-report-bullying.aspx

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 teacher, 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 : _____

Printed name : _____

(your name)

is a SAFE LISTENER

TOOL #1 : 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 ☐ or a girl ☐ 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 you answered "No" to the previous question, can you please 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? Grade _____ or Class _____

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 #2 : 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 _____ Homeroom class _____

Are you a boy ☐ or a girl ☐ 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 _____

Homeroom _____

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

_____

In which grade is she/he? Grade _____ or Homeroom class _____

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!

"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? [13-14]

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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[13] Note. From Gay, Lesbian & Straight Education Network. (2005). *Teasing to torment: School climate in America - A national report on school bullying*). Retrieved from http://www.glsen.org

[14] Note. From Committee for Children. (2012). "That's So Gay Is Not Okay!" Retrieved from http://www.cfchildren.org/advocacy/bullying-prevention/thats-so-gay.aspx

TOOL #3 : Anti-Bullying/Cyberbullying Pledge for Educators and School Support Staff

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. Train faculty in appropriate handling of incidents.
2. Develop or adopt a curriculum that educates students about bullying/cyberbullying.
3. Teach students about less obvious forms of bullying/cyberbullying, like gossiping and exclusion.
4. Discuss pro-active anti-bullying/cyberbullying measures (such as having lunch with a student who has been excluded in the past).
5. Establish support systems for pupils involved in incidents, such as peer counselling and mediation.
6. Establish a system to support and inform parents when incidents of bullying/cyberbullying occur.
7. Offer counselling to students who bully/cyberbully.
8. Ensure a culture where students feel safe reporting incidents of bullying/cyberbullying, and confident they will be dealt with and not ignored.
9. Report all incidents of bullying/cyberbullying immediately to the principal.
10. When an incident is reported, all students involved will be given the opportunity to relate their version of the incident.

11 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.

12 Monitor cases of persistent of bullying/cyberbullying, and be fully informed of all incidents and their progress. [15]

Signature : _____ Date : _____

Print name: _____

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

MAY WE SUGGEST…

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.

Establishing a protocol of support for witnesses to incidents of bullying.

Creating a special folder/envelope in your classroom for anonymous notes to teachers to report incidents of bullying.

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

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

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.

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

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

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.

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.

RESOURCES FOR EDUCATORS

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

"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

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

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

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

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

Addressing Bullying from the Bystander's Point of View – Teacher's Guide for Grades 4 to 6
(A project of the Family Channel)
An educational resource for Bullying Awareness Week.
http://www.bullyingawarenessweek.org/pdf/Teachers_Guide_Family_Channel_Bullying.org.PDF

Imagine… A School Without Bullying: A School Climate Approach to Bullying Prevention – Teacher's Handbook
(A project of Region of Waterloo Public Health)
http://chd.region.waterloo.on.ca/en/childFamilyHealth/resources/PartK.pdf

Bullying and Cyberbullying
(A project of the Royal Canadian Mounted Police)
Ideas for teachers on "how to" in anti-bullying and anti-violence programming.
http://www.rcmp-grc.gc.ca/yorc-crpe/res/pres/bull-intimi/index-eng.htm

The Cyberbullying Game
(Deal.org)
Online game to help young people learn strategies to respond to cyberbullying.
http://deal.org/fr/the-knowzone/internet-safety/cyberbullying-game/

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

Cyberbullying: Identification, Prevention and Response
(A project of the Cyberbullying Research Center)
Une brochure contenant des informations pour les parents et les écoles.
A cyberbullying fact sheet with information for parents and schools.

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

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/

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

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! to bullying!
(Anti-bullying programming and resources by the Family Channel)
Family and school ideas and resources to address bullying and violence.
http://www.family.ca/standup/index.php

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

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

Bully Proofing Your School: Working with Bullies and Victims Elementary Schools
By 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.

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

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

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

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

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

Assessment 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

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

Resources for Educators
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

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