

Anti-Bullying & Anti-Violence Plan

for

Howard S. Billings High School

2015-2016

Our Goal:

To prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

Here is our plan...

Our Anti-Bullying & Anti-Violence Committee was formed on:

September 10, 2012

Our Committee members are:

To be determined each year

DEFINITIONS

TERM	DEFINITION
BULLYING	Refers to any repeated direct or indirect behavior, comment, act, or gesture, whether deliberate or not , including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes
VIOLENCE	Refers to any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.
RACISM	Refers to any direct or indirect behavior, comment, act, or gesture, whether deliberate or not , including in cyberspace, which occurs in a context where there is a demonstration of a hatred or intolerance against another race or races.
SEXISM	Refers to any direct or indirect behavior, comment, act, or gesture, whether deliberate or not , including in cyberspace, which occurs in a context where there is a demonstration of a hatred or intolerance against another gender.
HOMOPHOBIA	Refers to any direct or indirect behavior, comment, act, or gesture, whether deliberate or not , including in cyberspace, which occurs in a context where there is a demonstration of a hatred or intolerance against a sexual orientation.
ABLEISM	Refers to any direct or indirect behavior, comment, act, or gesture, whether deliberate or not , including in cyberspace, which occurs in a context where there is a demonstration of a hatred or intolerance against a person or persons with a disability.

The Plan

All Anti-Bullying & Anti-Violence Plans **MUST include the following** elements
(Law 19 Section 75.1):

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1. Analysis of the situation prevailing at the school with respect to bullying and violence:

BULLYING INDICATORS:
<p>Tell Them From Me (TTFM) survey information which includes:</p> <ul style="list-style-type: none"> • Overall school situation • Boys vs. Girls • By Grade • By Grade and Sex • Other breakdown—Aboriginal status, mother tongue, immigrant status and/or grade repetition • Allows for comparison with replica school, TTFM Canadian norm, and comparison to past year(s) results for all indicators above. Provides Board-wide results.
Referrals to office for bullying behavior by students, bus drivers, teachers and /or parents
Number of in-school, out-of-school suspensions and expulsions related to bullying behaviour
GRICS memos re: bullying
Reports (verbal and/or written) of bullying from staff, students and/or parents.
Camera Surveillance

VIOLENCE INDICATORS:
<p>Tell Them From Me (TTFM) survey information which includes:</p> <ul style="list-style-type: none"> • Overall school situation • Boys vs. Girls • By Grade • By Grade and Sex • Other breakdown—Aboriginal status, mother tongue, immigrant status and/or grade repetition <p>Allows for comparison with replica school, TTFM Canadian norm, and comparison to past year(s) results for all indicators above. Provides Board-wide results.</p>
Written and/or verbal reports of violence by students, bus drivers, teachers and /or parents
Number of in-school, out-of-school suspensions and expulsions related to violent behaviour.
GRICS memos re: violence
Referrals to office for violent behavior.
Camera Surveillance

2. Preventative measures to put an end to all forms of bullying and violence in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic include:

Code of Conduct clearly states that all students must behave in a respectful manner towards everyone in the school community. This has to be meaningful to everyone and not just words.
Leadership Program focusing on School Climate
Effective early intervention (Elementary to Secondary School Transitions Program) HATCH DAY!
Sharing of the TTFM survey results with students staff and parents
Student training in public civility, bullying, cyber-bullying, digital citizenship, etc. (Pause Before you Post, Monthly Character Counts Awards, Good Deed Reports)
Staff training, in particular on the definition of bullying and proper intervention
Ongoing education of all students, staff and parents regarding bullying and the roles that various individuals play.
Identification by survey and other student/staff input where “hot spots” for bullying and violence are located and adult supervision of these areas increased at these locations. (Obtained from TTFM survey)
Secondary support (prefects/committees/mentoring program/ student council & leadership) for the development of LGBTQ Alliances, Pink Day etc.
Hand-Out for Students regarding Bullying distributed to and reviewed by all students (See Appendix 3)

3. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment include:

This document is reviewed each year explaining the anti-bullying and anti-violence plan. This document is distributed to all parents. (Law 19 Section 75.1).
Information, links posted on the school’s and MELS websites regarding relevant parent information—symptoms that a child is being bullied, how to talk with their child about the situation, how to help your child if they have witnessed bullying, Internet Safety, cyber bullying, resources such as irightthewrong.com, etc.
Reminder note for parents of victims, witnesses or bullying available on the school’s website (see Appendix 5)
Administrative training on how to communicate with parents on these issues
Parent information sessions for Sec 1 parents regarding specific bullying and violence topics; namely what defines bullying and intimidation, how to deal with it, roles and responsibilities, etc.
Parent meetings with class room teachers (AD-HOCS) to discuss what is currently happening in the classroom, class meeting topics, etc.
Ongoing communication between principal or their designate and parents of children who are being bullied and those who are engaging in bullying behaviours until resolution of the situation. Periodic communication with student bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Possible intervention to establish partnerships with difficult/reluctant parents: Identify students with behavioral concerns and school principal/classroom teacher makes initial contact at the beginning of the school year to discuss how “we” want the year to be successful for the student, how to establish communication etc. (development of behavior contracts)
For students with behavioral challenges call home with good news.
Presentations to Central Parents Committee or SNAC
Positive press releases and articles on school websites.
Resources available to support parents (those who have expressed a need)

4. Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber-bullying purposes:

Reporting Procedure for STUDENTS
Guarantee of confidentiality when reporting. Any student witnessing an act of bullying or violence must tell a staff member at school and should tell an adult at home (if parents have been advised of the procedures they will know how to go forward).
Verbal report to staff. All staff must document the incident report it to the administration.
Online through stopabully.ca.
Reporting Procedure for STAFF
Referral/Written Report to Administrator
Verbal Report to Administrator
Reporting Procedure for PARENTS
When parents have been told of a bullying situation or an act of violence they are expected to contact the school principal, their designate or the classroom teacher. The contact and follow-up must be documented. Following the investigation the parent should be contacted and told the situation has been investigated and appropriate action has been taken. Details are not given to maintain confidentiality.
Online through stopabully.ca.
Possible forms of contact from parents: <ul style="list-style-type: none"> o Phone call o Letter o E-mail
Reporting Procedure for OTHERS
Phone call
Letter
E-Mail
Online through stopabully.ca.

5. Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.

A student or staff member must respond to the situation.
If the situation does not threaten the staff member's (who is witnessing or has been told of an incident) well-being they must intervene immediately.
The student involved in the bullying and/or violent behaviour must be sent directly to the office depending on the severity of the incident. In serious situations the principal is notified immediately
A student may intervene if the situation does not threaten their well-being or they must choose to go seek the assistance of a staff member.
Depending on the severity of the incident the adult involved may investigate the situation and impose a consequence. A follow-up report is sent to the principal or their designate. The student who witnesses an incident must report the incident to the appropriate staff member in the school through predetermined avenues (please refer to #4 of this plan).

6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

The plan is reviewed a minimum of once per year and all staff are reminded that every incident and the follow-up must be kept confidential
Reports of bullying and/or violence are kept in a locked filing cabinet or on a designated site on the internet. (GPI)

7. Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.

Measures for the VICTIM
Determine the severity and frequency of the incident(s) through a discussion with the student –the adult who meets with the student is determined by the severity of the incident and who the student is most comfortable talking with.
Follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student (meetings are documented). (Meetings with behaviour technician, social worker or teacher they are closest to).
Appropriate school staff is made aware of the incident to ensure the student is safe.
Parents informed immediately following the incident and updated regularly until the situation is resolved. Referral for counseling requested if appropriate.
Measures for the WITNESS / BYSTANDER
Following the incident a discussion is held with the bystanders to determine their role in the incident. If the incident witnessed is severe bystanders are met with (in a group or individually) to debrief the Incident, to discuss their role in the incident and to determine future appropriate responses to incidents.
Consequences applied if appropriate (students actively involved in encouraging the incident). Phone call home when appropriate.
Measures for the PERPETRATOR
Depending on the severity of the incident:

Dealt with by staff who intervened and incident reported to the office—"No follow-up required". Adult who intervenes or adult who is told of an incident makes a report to the office (or the person delegated to receive) with a request for follow-up investigation. Once investigation has been completed and the incident is confirmed to be an incidence of bullying and/or violence the principal or their delegate meets with the perpetrator. The perpetrator is told of the report, discusses the incident and informed of the consequence.
Perpetrator's parents are called and informed of the incidence and consequences. If appropriate parents are asked to come in for a meeting
Parents are informed of their right to request assistance from the person specifically designated by the school board. (Law 19 Section 11)
Follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support/training to the student (meetings are documented). (Meetings with behaviour technician, social worker or teacher they are closest to).
In all circumstances the principal must be informed of each incident

8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature include:

Disciplinary measures as outlined in the code of conduct and applicable security measures specifically with regards to acts of bullying or violence according to the gravity or repetitive nature of these acts.
Disciplinary Sanctions for MINOR Incidents
Discussion with the adult who witnesses or is told of the incident. Adult decides no further follow-up required. (report goes to office)
Supervision during free time: i.e. must shadow a supervisor at recess and lunch time.
Detention— discussion with supervising staff about the incident and how better to deal with similar situations should they occur.
Disciplinary Sanctions for MODERATE Incidents
Student immediately sent to the office or designated place. Loss of privileges (lunch hour and recesses)
Participation in restorative practices
Supervision during free time: i.e. must shadow a supervisor at recess and lunch time. Gradually earns free time back (5 minutes each day).
Disciplinary Sanctions for SEVERE Incidents
Alternate to Suspension (PASS) Program.
Out of school suspension with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
Student moved to another school. Expulsion (Council of Commissioners)
Police involvement

9. Required follow-up on any report or complaint concerning an act of bullying or violence include:

Individual meeting with victim to determine validity and severity of incident reported—notes taken.
Meeting with bystanders to gain further information—notes taken.
Meeting with perpetrator to inform of incident reported, to hear the perpetrators side and to impose appropriate consequences—notes taken.
Follow-up phone call to appropriate parents to alert them of the incident and the follow-up provided/ to be provided, to gather further information and to gain parental support. In some circumstances a request for a meeting may be appropriate. In addition parents are advised of their right to request assistance from the person designated by the school board for that purpose—notes taken .
A summary report of the incident and follow-up measures taken sent to the Director General of the school board.
Annual Report to Public and Ombudsman

Appendix 1: Bullying Incident Report Form

Appendix 2: Bullying Further Defined

What Bullying is...

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

What Bullying is NOT ...

When talking about bullying, it is very important for parents (and teachers and kids) to understand what bullying is not. **Many times, a single act or behavior is out of proportion, but it is not considered bullying.** Some people think that bullying is any aggressive behavior and although such behaviors are a source of concern and need attention, it is important to separate them from bullying. Again, bullying is a recurring and deliberate abuse of power.

For an incident to be considered bullying, the aggressor must want to hurt someone and the victim must perceive the incident as a deliberate act of abuse.

It is very important for the victim to know what bullying is not to make sure that when things seem hurtful, they will not fall immediately into the category of bullying, because the way to overcome bullying is different from the way to overcome other hurtful acts.

The incidents on this list are NOT considered bullying:

- **Not liking someone** - It is very natural that people do not like everyone around them and, as unpleasant as it may be, verbal and non-verbal messages of "I don't like you" are not acts of bullying.
- **Being excluded** - Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others. It is very important to remind kids they do the same thing sometimes too and, although exclusion is unpleasant, it is not an act of bullying.
- **A single act of telling a joke about someone** - Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is NOT bullying.
- **Arguments** - Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. The argument itself is NOT a form of bullying, although some people turn arguments into bullying, because they want to win the argument so much. It is very important to distinguish between natural disagreements and bullying during an argument.
- **Expression of unpleasant thoughts or feelings regarding others** - Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behavior. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this", this is NOT bullying but an expression of thoughts and feelings.
- **Isolated acts of harassment, aggressive behavior, intimidation or meanness** - The definition of bullying states that there is repetition in the behavior. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is NOT an act of bullying.

All the behaviors above are unpleasant and need to be addressed, but they

are not to be treated as bullying. Many times, labeling a single act of aggression can turn it into bullying just by perceiving it that way.

Types of Bullying...

Physical bullying - This behavior covers any act of a person (or group of people), which uses physical actions to hurt, humiliate and intimidate others.

- Hitting
- Pushing
- Poking
- Making someone trip intentionally
- Sexual harassment or any physical touch without consent
- Abusing someone else's belongings by taking without permission, stealing, hiding or damaging them in any way

Verbal abuse - This behavior is most common form of bullying and has been around for many years. Any repeated or systematic verbal abuse is considered bullying.

- Name calling
- Insults
- Negative remarks regarding sexual preferences, gender, age, race, ethnic background, religion, physical appearance, family status, economic status, skills, abilities or group affiliation

Social bullying - This form of bullying abuses our desire to be accepted and part of a group in a negative way. Bullies who prefers this way of bullying turn the group against others, mainly because doing it directly and on their own is either too hard or not enough for them. The main idea is to humiliate the victim and make them powerless. Remember, it is a power game, in which bullies feel powerless for some reason and think they will gain power by making another feel inferior somehow.

- Lying about someone (blaming them for a problem)
- Spreading rumors
- Gossiping
- Revealing secrets
- Making a fool of someone by playing a nasty joke
- Mimicking
- Excluding someone from a group or ostracizing them

Cyber bullying - This is the only modern form of bullying. We did not have it in the past simply because we did not have the required technology. Cyber-bullying uses technology to bully others verbally and/or socially. As technology develops and becomes readily available to all, including children and teens, it is very natural that bullies take replicate their abusive forms of communication from real life and in their digital communication.

- Using phone/email/chat/social networking/SMS/text messages to make fun of people
- Using phone/email/chat/social networking/SMS/text messages to threaten or intimidated someone
- Using digital technology to spread rumors on someone
- Using digital communication to insult someone
- Using negative remarks through phone/email/chat/social networking/SMS/text messages
- Revealing secrets without consent using digital media
- Using phone/email/chat/social networking/SMS/text messages to gossip
- Excluding someone from digital group interactions or blocking them from accessing information available to their peer group

Indirect bullying – This type of bullying includes spreading rumors or stories about someone, telling others about something that was told to you in private, and excluding others from groups.

- spreading gossip, lies, rumors,
- name-calling,
- silent treatment,
- staring,
- giggling, laughing or mocking at the victim,
- refusing to socialize with the victim,
- bullying other people who wish to socialize with the victim, and
- criticizing the victim's manner of dress, race religion, disability, appearance height, weight etc.

Appendix 3: Hand-Out for Students

<p style="text-align: center;">A Bystander’s Guide to Stopping Name-Calling and Bullying</p>
<p>Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:</p>
<p>1. Decide if you need to respond immediately or if action can wait until later. Sometimes immediate involvement is necessary. Other times, waiting to talk with the perpetrator can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.</p>
<p>2. Assess the potential safety risks if you take action right away. When intervening in incidents of name calling or bullying, never jeopardize your own safety or the safety of others. If you don’t feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.</p>
<p>3. Determine if the situation requires adult assistance. When a targeted student is in immediate danger or the situation cannot otherwise be resolved among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc. can assist in taking consistent and appropriate action against perpetrators.</p>
<p>4. Assess the targeted student’s needs, including physical and emotional safety. Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.</p>

5. Commit to providing support to targeted student after the incident.

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

Remember that immediate intervention is not always the best course of action. You must assess the safety of the situation and comfort level of the targeted student. Once you have determined the situation is safe, consider the following suggestions for interrupting name-calling and bullying:

Stop the Behavior Immediately

- “Cut it out! Using language like that is no joke.”
“That’s not cool.”
- “Please keep your hands to yourself.”

Ask Questions that Cause Perpetrators to Consider their Actions

- “What did you mean by what you said?”
- “I’m sorry, I don’t understand why you would say that.”
 - “That was really mean. Why did you say that?”

Communicate the Impact of the Behavior on You by Sharing Your Feelings

- “I’d appreciate it if you didn’t say that word around me because I think it’s offensive.”

Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by:

- asking the perpetrator to stop the behavior and apologize to the targeted student
- communicating and reinforcing the school policies or class ground rules on bullying and harassment
 - taking appropriate action and enforcing procedures

outlined in school policies or class ground rules

- creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community

How to Report an Incident of Bullying

Reporting Procedure for STUDENTS

Guarantee of confidentiality when reporting. Any student witnessing an act of bullying or violence must tell a staff member at school and should tell an adult at home (if parents have been advised of the procedures they will know how to go forward).

Time set aside once per week/cycle in homeroom class or in advisory where students are all given a paper to write to the teacher. It can be about anything they choose however it gives students a time to report where they do not stand out.

Locked box outside SOS where students can submit a written communication. It should be strongly encouraged that students sign their name to allow for follow-up.

Verbal report to staff/Administrator. All staff must document and report the incident.

Online or through Apps for iPhones like STOP A BULLY with GPS location

If You Are Being Bullied

GET HELP!!

Talk to an adult you trust

It is every adult's responsibility to help kids stay safe. Unfortunately there are times when some adults won't believe you if you tell them you or someone else is being bullied, or they will tell you to solve the problem yourself. However there will be times when bullying problems need adult help. If you are being bullied, make a list of trusted adults you can go to help. Don't stop looking for help until you find it. Here are some adults you may be able to turn to:

- your teacher
- your parents
- the school principal or vice-principal
- another teacher in your school
- another parent
- the school secretary
- a lunchroom supervisor
- the school guidance counselor
- an aunt, uncle or a grandparent

If you aren't ready or comfortable going to an adult, find someone you trust to talk to about what is going on. Tell a friend, an older student or a sibling. However, if the situation becomes very serious it's important that you try and find an adult you trust to help you.

When you ask for help, be sure to clearly describe:

- Exactly what happened
- When and how often it has happened
- Where the bullying took place
- Who was involved
- Who else saw it happen
- What action you have taken, if any

Rating vs. Reporting - There is a big difference between reporting and rating.

How to Stop Your Bullying Behaviour

Step 1 - Try to identify why you bully. Make a list of those reasons.

- Do you feel insecure about yourself?
- Does the power make you feel good?
- Do you enjoy hurting others?
- Do you enjoy making others cry or visibly feel emotional pain?
- Are you bullying because you are being bullied by someone else?
- Do you need or want money or goods from people you bully?
- Are you afraid that if you don't bully others, you may appear weak and become susceptible to others bullying you?

Step 2 - Explain how this is affecting your life.

- Why does this make you feel good?
- What event in your life could have resulted in your bullying?

Step 3 - Seek help!

- Some things on your list may be too big for you to deal with. If your being a bully results from being abused (at home or anywhere else), you must get help. Talk to a teacher or a school counselor about your problem.

Step 4 - Identify the type of bully you are.

- Physical bullying is when you hit, kick, push, shove, pinch, or physically hurt someone in any other way.
- Verbal bullying is when you tease, mimic, name call, and insult someone.
- Mental bullying is gossiping, backstabbing, isolating, or leaving others out.
- Which one sounds like you? This may help you to solve the problem.

Step 5 - Put yourself in your victims' shoes. How would you like it if you were a bully victim?

Step 6 - Approach your bully victims. Now that you have discovered why and how you bully, it's time to act. In your usual "bully" time, calmly talk to those people privately. Explain that you have decided to change your ways, and that you hope you'll be forgiven. Apologize for being mean, and tell the person that you now realize how wrong you were. This may be quite a shock for the victim and they may not believe you

right away. Give them some time to take it in.

Step 7 - Stay true to your word. Be friendly toward your past targets, and learn to accept other people for who they are. Don't return to bullying others, as it will not only hurt yourself, but the others around you who you formerly bullied.

TIPS

Avoid hanging out with the wrong crowd. They may convince you to go back to bullying, which is something that can happen quickly. Never give up on changing your ways. If your friends do not like your change of heart, then simply tell them you can no longer be friends.

If you see someone lonely at lunch, go sit next to them and be kind. Others will follow your example and make your school a better place. This will also show others how you've changed.

Compliment others, rather than insulting them. Try to always see the best in people, rather than the worsts.

If you feel frustration bubbling up inside you, and don't think that you can let it out without being mean to others, see a school counselor. Going to a counselor does not make you stupid, babyish, or crazy. It means that you're smart enough to identify your bullying, and nice enough to want to stop.

Appendix 4: Parent Handout

My child is being bullied. What should I do?
<ul style="list-style-type: none"> • Listen to your child and assure him that he has a right to be safe.
<ul style="list-style-type: none"> • Be clear on the facts. Make notes about what happened and when it happened.
<ul style="list-style-type: none"> • Help your child see that there is a difference between “ratting” or “telling” and reporting. It takes courage to report. Reporting is done not to cause trouble for another student, but to protect all students.
<ul style="list-style-type: none"> • Make an appointment to talk to your child’s teacher, another teacher that your child trusts or the principal or vice-principal of the school.
<ul style="list-style-type: none"> • Difficult as it may be, try to remain calm so that you can support your child and plan a course of action with him or her.
<ul style="list-style-type: none"> • Stay on course. Keep an eye on your child’s behaviour. If your meetings with school staff haven’t made the bullying stop, go back and talk to the principal. Follow up on the steps for ending the bullying that were agreed to at the meeting.
<ul style="list-style-type: none"> • Speak to the instructor or coach if the bullying is taking place during after-school activities or sports events.
<ul style="list-style-type: none"> • Contact police if the bullying involves criminal behaviour, such as sexual assault or use of a weapon, or if the threat to your child’s safety is in the community rather than the school.

Is it possible that my child is bullying others?
<p>Children who physically bully other students may also come home with bruises, scrapes and torn clothing. They may suddenly have more money to spend than usual or new possessions that they would normally not be able to afford. They may also “talk tough” about other students.</p>
<p>Children who bully sometimes do so at home as well as at school. Look and listen within your own household. Are there signs that one of your children is being bullied by a sibling?</p>
<p>Bullying behaviour can develop over a long period of time or as a result of major changes, losses or upsets in a child’s or teen’s life. Have any of your children recently had this kind of experience?</p>
<p>Think about how problems and conflicts are dealt with in your home. Do you talk through issues positively as a family? An important way to discourage bullying is to be a good role model and show your kids how to sort out difficulties without using power or aggression.</p>
<p>It’s also important to tell your children what bullying is. You should describe the different types of bullying and explain it is hurtful and harmful. Let your child know that bullying is wrong and is not acceptable behaviour under any circumstances.</p>
My Child Witnessed an Act of Bullying – What Do I Tell My Child to Do?

Encourage your child to report the incident. Explain to your child that bystanders are important because:

- Bullying most often takes place in front of peers.
- It almost never happens when adults are watching.
- Most bystanders want to do something to stop the bully.
- Bullies like an audience. If the audience shows disapproval, bullies are discouraged from continuing.

However, bystanders, especially children, need to be empowered to act. Help and support your child in making the right decisions. If child has not reported the incident in a reasonable amount of time, please report the incident yourself.

Reporting Procedure for PARENTS

When parents have been told of a bullying situation or an act of violence they are expected to contact the school principal, their designate or the classroom teacher. The contact and follow-up must be documented. Following the investigation the parent should be contacted and told the situation has been investigated and appropriate action has been taken. Details are not given to maintain confidentiality.

Possible forms of contact from parents:

- Phone call
- Letter
- E-mail
- Online stopabully.ca.

Appendix 5: Reminder to Staff

Top 5 Ways Educators Can Stop Bullies
<p>Below are five tips to help teachers, administrators and other school personnel prevent bullying from occurring in school, as well as how to respond when it happens. The information comes from the recently re-launched federal website www.StopBullying.gov. Visit the new site for even more valuable resources for teachers, parents and students.</p>
<p>1. Create a Safe and Supportive Environment - Establish a culture of inclusion and respect that welcomes all students Monitor bullying “hot spots” in and around the building. Set a tone of respect in the classroom.</p>
<p>2. Manage Classrooms to Prevent Bullying - Develop rules with students so they set their own climate of respect and responsibility, and reinforce the rules by making expectations clear and keeping requests simple, direct and specific.</p>
<p>3. Stop Bullying on the Spot - Intervene immediately. It’s OK to get another adult to help. Don’t talk to the kids involved together, only separately, and don’t make the kids involved apologize or patch up relations on the spot.</p>
<p>4. Find Out What Happened - Get the facts, keep all the children involved separate, listen without blaming and don’t call the act “bullying” while you are trying to understand what happened.</p>
<p>5. Support the Kids Involved - All kids involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. It is important to support all kids involved to make sure the bullying doesn’t continue and effects can be minimized.</p>

Know What Bullying Is and What Bullying Isn’t so the proper supports can be put into place...

Reporting Procedure for STAFF
Referral/Written Report to Administrator
Verbal Report to Administrator

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