

What are some examples of anti-bullying prevention programs?

Roots of Empathy (Grades K-8)

An evidence-based classroom program that has shown significant effect in reducing levels of aggression and increasing empathy by building relationships with a neighbourhood infant and parent throughout the school year.

WITS (K-6)

A literacy-based program that brings together schools, families and communities to help elementary school children deal with bullying and peer victimization.

The Fourth R (Gr. 8-9)

A curriculum that promotes positive, safe youth relationships in collaboration with parents, schools and communities.

Bullying is a relationship problem that requires relational solutions.

How can I learn more?

www.prevnet.ca
www.ontario.ca/safeschools
www.bullying.org
www.cyberbullying.ca
www.cyberbullying.us/
www.glsen.org

Who can I contact?

If you have any additional concerns, please contact your school principal.

Canadian Best Practices Portal for Health Promotion can help in selecting a program suitable for your school. Visit them at: www.cbpp-pcpe.phac-aspc.gc.ca

Further information can be found in *Bullying: We Can All Stop It*, a downloadable publication for parents by the Ontario Ministry of Education.



Published by Communications and Information Services
in collaboration with Inclusive, Safe and Caring Programs
December 2015



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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Bullying Prevention & Intervention

Creating inclusive, safe and caring school environments in the OCDSB



The Ottawa-Carleton District School Board believes that bullying is a serious issue that has far reaching consequences for both the entire school community and the community at large.

What is bullying?

Bullying occurs in a context where there is a real or perceived power imbalance. It is repeated, persistent and aggressive behaviour intended to cause fear, distress and/or harm to another person's body, feelings, self-esteem or reputation.

***Bullying can happen anywhere.
It is not a normal part of growing up.
It can cause serious and lasting harm.***

What can bullying look like?

- **physical** – hitting, shoving, stealing or damaging property, spitting, and other intimidating behaviours
- **verbal** – name calling, mocking, or making sexist, racist or homophobic comments
- **social** – excluding others from a group or spreading gossip or rumours about them
- **cyber bullying** – spreading rumours and hurtful comments through the use of cell phones, email, text messaging and social networking sites

Remember, those who bully:

- are not necessarily maladjusted or marginalized
- may be popular
- report a positive self-concept
- have a high degree of status and power within their peer group

Vaillancourt, Hymel and McDougall, 2003

In the majority of cases, peer intervention stops bullying quickly.

D. Lynn Hawkins, Debra J. Pepler, York University and Wendy M. Craig, Queen's University, 2001

What should I look for?

If being bullied...

- loss of interest or fear in attending school, other activities or social events
- appears sad, moody, anxious or depressed
- significant change in behaviour such as sleep patterns, completion of school work or eating habits
- self-harming behaviours or other physical symptoms (bruising or unexplained injuries)
- damaged clothing or lost belongings

If bullying others...

- aggression: engages in physical or verbal fights with others
- manipulates friendships, excludes others, etc
- lack of empathy, remorse and responsibility
- bossy and manipulative behaviour
- unexplained objects or money
- easily angered, defensive and quick to blame others

What can I expect from my school?

- a Safe Schools Strategy: a safe schools team, resources and training for teachers and principals to equip staff to deal with bullying
- a progressive approach to discipline: choosing appropriate interventions or consequences to address student behaviour and promote a positive school climate
- a Code of Conduct
- bullying prevention and intervention strategies

What are key steps to creating an inclusive, safe and caring school?*

- learn the signs and language of bullying
- understand the importance of power for students
- establish a positive climate where students feel safe and supported by one another and their teachers
- identify hidden bullying behaviours and zones
- involve students in the development of their classroom rights and responsibilities
- team build regularly to create community and belonging
- foster inclusiveness, embrace diversity
- hold students accountable
- teach, model and embed the OCDSB Community of Character traits
- follow a school-wide approach

* Based on *Ten Critical Steps to Creating a Bully-free Classroom*, Dr. Daniels, 2012.

What can I do?

When children become involved in bullying, adults need to help. Parents and educators should:

- take time to process their emotions and offer emotional support
- listen and take reports of bullying seriously
- reassure the child that you will help him/her solve the problem
- keep a detailed record of what has happened
- seek help; make an appointment with the school to develop a plan so the child can feel safe and secure
- if the bullying takes place after school activities or sporting events, speak to the instructor or coach
- check in regularly with the child and the school to ensure that the plan is working and no further incidents have occurred
- help children who bully by exploring what they are trying to gain or achieve
- explore positive ways of achieving their goals and consider how their behaviour harms others

What about the bystander?

In most cases, bullying takes place in front of others. Bystanders often avoid getting involved because they are afraid of becoming a target themselves or making the situation worse. Standing up almost always stops bullying behaviour. The role of educators and parents is to help students understand what they should do when they are bystanders to bullying. Students should be encouraged to:

- assertively and respectfully tell the child who is bullying to stop
- give support to the child who is victimized
- refuse to join in - do not place yourself at risk
- get help
- report the bullying to a responsible adult

