



MENTAL HEALTH AND WELLNESS – SAFE SCHOOLS

November 2018

Bullying Awareness and Prevention Week November 18 – 24, 2018

Bullying Awareness and Prevention Week is November 18th through 24th. While we work continuously in our schools to reduce bullying, the recognition of this week enables us to raise awareness of the characteristics of positive relationships, conflict and bullying, and their impact on student learning and well-being.

In the Avon Maitland District School Board we are committed to raising awareness of the differences between conflict and bullying, working with students to support cases of conflict or bullying, and reducing the number of these incidents overall.

How do we recognize bullying versus conflict?

In cases of conflict, children:

- usually choose to play or hang out together;
- have equal power;
- are equally upset;
- are both interested in the outcome, and/or,
- will be able to work things out on their own or with adult help.

If it is mean behaviour such as making fun of others or leaving someone out, the behaviour is usually:

- not planned and happens spontaneously or by chance;
- aimed at any child nearby; and,
- corrected because the child being mean may feel badly when an adult points out the harm he/she caused.

Bullying behaviour has three main characteristics:

- power imbalance of one child over another;
- intention to is harm and is not accidental; and,
- repeated over time and gets worse with repetition.



[http://mschilling.sd73.bc.ca/pluginfile.php/1876/mod_resource/content/0/Peer_conflict vs Mn Behaviour vs Bullying.pdf](http://mschilling.sd73.bc.ca/pluginfile.php/1876/mod_resource/content/0/Peer_conflict_vs_Mn_Behaviour_vs_Bullying.pdf)

Types of Bullying



Bullying is defined as a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Parents and caregivers can learn more about bullying from the Ontario Ministry of Education's web site at www.edu.gov.on.ca/eng/safeschools/prevention.html.

Schools are encouraged to explain the different forms bullying can take. These include:

1. Physical – hitting, shoving, stealing or damaging property.
2. Verbal – name calling, mocking, or making sexist, racist or homophobic comments.
3. Social – excluding others from a group or spreading gossip or rumours about them.
4. Electronic (commonly known as cyberbullying) – spreading rumours and hurtful comments through the use of cellphones, e-mail, text messaging and through social media.

What is a Bystander?

A bystander is anyone who witnesses bullying when it happens. There are several types of bystander:

1. Assistants: who help the bully and join in the bullying.
2. Re-enforcers: who provide support to the bully.
3. Outsiders: who stay away, not taking sides, and provides the bully with silent approval.
4. Defenders: who comfort the victim, and try to actively stop the bullying.
5. Passive defenders: who are uninvolved, but dislike the bullying.

Bystanders often fear being bullied themselves (<http://tacklebullying.ie/what-is-bullying/>).

What can staff do when they see conflict and/or bullying?

Educate students about the issues:

- Teach tolerance, kindness, acceptance, respect and other AMDSB valued character attributes.
- Use the common vocabulary found on school posters to discuss conflict, bullying, teasing and aggression.
- Discuss the meaning of morals, ethics, mutual respect and responsibility.
- Discuss differences: cultures, weight, sexual preferences, different ways kids and teens act and dress, disabilities or special needs and other differences. Talk about the fact that it is okay to be different and it is not okay to make fun of or harass someone who is different.
- Increase understanding and create safe plans of how to respond to bullying and cyberbullying.
- Raise awareness. Start a dialogue with students about their role in addressing bullying and cyberbullying.
- Discuss various forms of bullying, why students bully and have students interact in the conversation.
- Discuss ways students can be proactive in stopping bullying and cyberbullying.
- Talk about how everyone can prevent bullying and cyberbullying in your school.
- Stop the drama from both the victim and the bully.
- Educate students about being UPSTANDERS and helping others.
- By role playing real life situations with your students, you can create a real-life lesson that students can use when situations arise.

(<https://www.stompoutbullying.org/get-help/about-bullying-and-cyberbullying/stomp-out-bullying-student-participation-toolkit/>)



Students wishing to access help can contact the following:

<https://kidshelpline.com.au/teens/issues/bullying>

or text: 686868 and enter “connect”

or dial 211 for Connect Youth Perth-Huron or visit connectperthhuron.ca

These are free calls/texts and the service is confidential.

QUALIFIERS	CONFLICT	RUDE	MEAN	BULLYING
Frequency	Occasional	Occasional	Once or Twice	Frequent; repeated
Intent	Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Planned; intentional
Who is hurt?	All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
Cause	All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
Taking Responsibility	All parties will accept responsibility	Rude person accepts responsibility	Behavior is often regretted	The bully blames the target
Who wants resolution?	An effort is made by all parties to resolve the problem	--	--	The target wants to stop the bully's behavior, but the bully does not
Resolution	Can be resolved through mediation	Building social skills could be of benefit	Needs to be addressed; should NOT be ignored	CANNOT be resolved through mediation