

**Toronto Catholic  
District School Board**

**Safe Schools Department**



**Bullying Awareness and Prevention**



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The Toronto Catholic District School Board is committed to the goal of enhancing safe, inclusive and healthy learning environments in all our schools.

This *Bullying Awareness and Prevention* document was prepared to assist our Catholic school communities as they respond to the Ministry of Education of Ontario directive that all schools implement a bullying prevention plan in September 2006.

Included is a template that will enable each school to generate a plan that reflects the unique character and diverse needs of its community.

#### Writing Team

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## **Preface**

The effects of bullying behaviour on students' learning and on their emotional, physical and psychological health are well recognized. Bullying also runs counter to Catholic values of respect, inclusion and celebration of diversity. We believe that all stakeholders within school communities have a collective responsibility to create safe and caring learning environments in which students feel secure, valued and able to develop to their full potential.

Fortunately, there are many bullying prevention and awareness programs in place within TCDSB that promote pro-social and problem-solving skills, anger management and conflict resolution. The goal of this document is to build on existing knowledge and expertise, and to support the development of a comprehensive bullying prevention framework for all school communities.

This document has been designed to assist every school community in addressing bullying and harassing behaviours as part of their Safe Schools Plan. It is recommended that the plan be implemented within the context of a comprehensive school-wide model that builds on current effective practices, as well as identified goals for improvement. The pages can be duplicated and are intended as a working model.

*Harassment, intimidation and bullying* are used interchangeably within this resource, as all three behaviours involve an attempt, whether conscious or unconscious, to exert control over others.

## Key Concepts

- Bullying is a dynamic of unhealthy interaction. It is a form of aggression, often repeated, that is used from a position of power.
- The intention is to control, distress or cause harm to others.
- Bullying is a learned behaviour that, directly or indirectly, can be physical, verbal and/or social in nature.
- Increasingly, the Internet, MSN and text messaging are becoming vehicles for intimidation and harassment.

**Physical bullying** includes hitting, shoving, stealing or damaging property.

**Verbal bullying** includes name-calling, taunting or sexual, racial or homophobic comments.

**Social/relational bullying** involves excluding someone from a group, spreading gossip and rumours or manipulating the social order.

**Cyber bullying** involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites.

- Bullying is neither impulsive aggression toward another child, nor is it synonymous with conflict.
- Bullying is a learned behaviour that is often subtle and difficult to detect.
- Without adult intervention, the lessons of using power and aggression may carry over into future relationship patterns. Students who bully are at risk for delinquency, substance abuse or adult criminality.
- Research indicates that victims are at risk for anxiety, low self-concept, academic problems and depression.
- Peers who witness harassment and victimization report feelings of discomfort and powerlessness. Both passive observation and active responses from peers may increase and reinforce the arousal of bullies.
- Peer interventions have proven to be successful, when safe and effective strategies have been taught.

## **Safe Schools is Everyone's Responsibility**

Bullying awareness and prevention must be approached from a systemic perspective, and as such, is a complex and challenging process. Adults are essential in developing children's capacity for relationships, for shaping the school climate and for serving as role models in creating a respectful and safe learning environment.

A safe schools plan should incorporate the cultural dimension that is inclusive of diverse communities. It is important to recognize that an inclusive school culture is never static. To be successful it requires a constant process of education, examination, reflection and action.

All stakeholders within a school community are responsible for the implementation of bullying and violence prevention policies and programs.

- Principals and Vice Principals provide vital leadership in the administration of bullying prevention programs.
- Teachers and support staff are responsible for daily implementation and monitoring of bullying prevention programs.
- Students play an important role in preventing bullying, and require the confidence and skills to safely intervene and report.
- Parents are necessary partners in modelling consistent expectations.
- Police, neighbours, community organizations, local businesses and agencies must take an active role in supporting safe school initiatives.

For program development and evaluation, it is necessary for all staff to understand the nature and extent of bullying realities within your school community. Clear and consistent interventions, formative consequences and pro-social training must be in place in order to support students who bully, those who are victimized and those who are bystanders.

## **Introduction to The Bullying Awareness and Prevention Template**

The *Bullying Awareness and Prevention Template* follows the guidelines set out by the Ministry of Education of Ontario. It was developed using current evidence-based research, board policies and protocols.

The template is intended to provide schools with a means to:

- *assess* the current extent and nature of bullying and the perceptions around the issue
- *determine* the effectiveness of existing practices
- *identify* needs
- *prioritize* goals and create a bullying prevention action plan
- *evaluate* progress and celebrate successes

## **Timeline for Implementation**

This suggested format is neither exhaustive nor prescriptive in nature, but is intended to allow each school community to develop a local action plan for bullying awareness and prevention. Parent, student and community participation is strongly encouraged as the process evolves.

### **Phase 1 (Mid-September)**

- **Arrange a staff in-service on bullying behaviour to ensure a common and consistent understanding of the dynamics and issues.**

### **Phase 2 (October)**

- **Introduce the Bullying Awareness and Prevention Template to staff.**
- **Divide staff into small working groups to identify current practices for each component that are successfully promoting a safe and caring school climate.**
- **Template worksheets are collected and members of your Safe School Action team compile the information.**

### **Phase 3 (November)**

- **Present the feedback. Acknowledge all successful existing practices and programs.**
- **Undertake a gap analysis to identify needs and goals.**
- **Prioritize identified needs.**
- **Have staff members select initiatives/working groups in which they wish to participate.**
- **Have each team develop an action plan that will be implemented in the current school year. This should include any resources that are required, a timeline for implementation and measures for evaluation.**
- **Use the identified goals and action plans to develop your school's Bullying Awareness and Prevention plan.**

## **Phase 4 (Term 2)**

- **Support your teams as they work to implement chosen initiatives.**
- **Continue to involve your families and school community.**

## **Phase 5 (Term 3)**

- **Address current progress by inviting feedback regarding successes and roadblocks each team has encountered.**

## **Phase 6 (June)**

- **Add to your school's template the goals that have now been reached.**
- **Set goals and action plans for the next year with school staff.**

## **Components of the Bullying Awareness and Prevention Template**

- 1. Spiritual Dimension**
- 2. Code of Conduct**
- 3. Bullying Awareness and Prevention Training for All Staff, Students and Families**
- 4. Parents as Partners**
- 5. Students as Partners**
- 6. Across the Curriculum**
- 7. Classroom Behaviour and Expectations**
- 8. Interventions for Bullies, Victims and Bystanders**
- 9. To and From School Behaviour**
- 10. In School Supervision**
- 11. School Events**
- 12. Entry and Exit Programs for Students**
- 13. Physical Plant, School Grounds and Surrounding Area**
- 14. Community Services**
- 15. Local Issues**

## **Appendices**

**Appendix A- Surveys and Analysis**

**Appendix B- Bullying, Harassment, Intimidation Action Plan Worksheet**

**Appendix C- Resources**

**Appendix D - Bullying Awareness and Prevention Template**

**Appendix E - Staff Response to Bullying Incident(s)**

# **Format of Each Component**

## **Rationale**

**The rationale expresses the importance of each component of the template within a safe schools environment. These statements are based on current research and ministry guidelines.**

## **Expectations and Recommendations**

**The expectations and recommendations are presented in checklist format. This will assist school communities to acknowledge areas of effective practice as well as to identify areas of need.**

## **Resources**

**The resource section suggests materials that may be used to address goals identified for each component. A more comprehensive listing of books, kits, internet sites and audio visual resources is found in the Resource section of this document.**

# 1. Spiritual Dimension

*For your steadfast love is higher than the heavens, and your faithfulness reaches to the clouds.  
Psalm 108:4*

## Rationale

*Our Catholic faith calls us to love one another and live together as a community. Bullying, harassment and intimidation run counter to Christ's message of inclusion and his instruction that we treat one another with caring and respect. In TCDSB gospel values are embedded in every aspect of the curriculum and should receive special emphasis when promoting a safe school ethos.*

## Expectations and Recommendations

- Your school community strives to actualize Gospel values.
- The local parish has an active relationship with your school community.
- Your school's prayers, liturgies, awards and presentations highlight inclusion, respect and appreciation.
- An important goal of your school community is to foster individual and collective acts of service.
- A scripture/prayer table has a place of prominence in your school entryway.

## Resources

- *Born of the Spirit/We Are Strong Together*, Religious Education Programs
- *Fully Alive*, Family Life Program

## 2. Code of Conduct

*God is love, and those who abide in love abide in God, and God abides in them.  
1 John 4:16*

### Rationale

*The code of conduct was initiated by the Ministry of Education with instructions that every board in Ontario develop policies and protocols to deal with safety and behaviour. Every school has developed a code of conduct that articulates behavioural expectations according to board policies and local community codes. A safe school plan for bullying, harassment and intimidation is expected by September 2006.*

### Expectations and Recommendations

- Your school's code of conduct is understood and implemented by all members of your school community.
- Your school has established a safe schools advisory team (SSAT) that includes bullying awareness and prevention in its mandate.
- Bullying awareness and prevention is a part of your school's annual plan and progressive discipline model.
- A member from your school has obtained Safe Schools certification. The Canadian Safe Schools Network (CSSN) offers a safe schools certification program (Part 1, 2 and 3) that addresses awareness, prevention and consequences of bullying, harassment and intimidation. *For more information, contact the TCDSB Safe Schools Department.*

### Resources

- [www.bullying.org](http://www.bullying.org)  
An interactive Canadian private corporation that provides information on bullying.
- [www.cssn.org](http://www.cssn.org)  
The Canadian Safe Schools Network provides bullying resources, instructional information, safe schools certification and conferences.  
Phone 416-977-1050
- *An Educator's Guide to Safe Schools.* Eric Roher & Robert Weir
- *Shaping Safer Schools: A bullying prevention action plan*, November 2005, Safe Schools Action Team, Ontario Ministry of Education
- *The Peaceful School: Models That Work.* H. VanGrup, 2002

### 3. Bullying Awareness and Prevention Training for Staff, Students and Families

*Make me to know your ways, O Lord; teach me your paths.  
Psalms 25:4*

#### Rationale

*The Ministry of Education and the Safe Schools Act have made bullying awareness and prevention a priority. CPCO and safe schools presentations to Principals and Vice Principals must be part of the 2006 administrative safe schools plan. Training must be provided to all stakeholders to enable them to champion the issue in all aspects of school life. Individuals must, in turn, continually support victims as they heal and support bullies as they develop appropriate relationship skills.*

#### Expectations and Recommendations

- All stakeholders have been informed through presentations, in-services, web sites and home/school communications about the nature and dynamics of bullying behaviour.
- Once an understanding of bullying has been established within your community, school climate surveys have been conducted involving all stakeholders.
- Your school is implementing the Bullying Awareness and Prevention Template.
- Your school has a plan for direct teaching of skills and strategies to recognize and deal with issues of victimization and harassment.
- A safe and confidential means for reporting and responding to incidents of bullying and harassment is established for all members of your school community.
- A progressive discipline plan, which is consistent, fair and judicious, has been communicated to administrators, teachers, support staff and families in your school. A documented chronology of events, including dates and interventions is maintained.
- Your school has a communication protocol that informs relevant support service staff regarding student incidents and interventions.
- Your school follows the TCDSB *Surf-Right Policy*.
- Your school informs students, staff and families about the serious nature of cyber-bullying and internet safety.
- All stakeholders are aware that infractions of bullying and harassment can be punishable under the Safe Schools Act and the Youth Criminal Justice Act.

## Resources

- [www.kidsareworthit.com](http://www.kidsareworthit.com)
- [www.nomorebullies.com](http://www.nomorebullies.com)
- [www.cyberbullying.ca](http://www.cyberbullying.ca)
- *Bully-Proofing Your School – A Comprehensive Approach for Elementary Schools.* C. Garrity, K. Jens, W. Porter, W. Sager, N. Short-Camilli, 1994
- *The Bully Free Classroom – Over 100 Tips and Strategies for Teachers, K to 8.* Allen L. Beane
- *Bullying in Secondary Schools: What it Looks Like and How to Manage It.* K. Sullivan, M. Cleary, G. Sullivan
- *Safe Teen: Powerful Alternatives to Violence.* A. Roberts
- *Ready-to-Use Violence Prevention Skills: Lessons & Activities for Elementary/Secondary Schools.* R. Begun, F. Hunt
- Scott Mills, PC TPS - Cyberbullying presentation for small groups and assemblies. Call to make arrangements. 416-808- (no cost)
- [www.bced.gov.bc.ca/sco/resources.htm](http://www.bced.gov.bc.ca/sco/resources.htm)  
A comprehensive website containing bullying and harassment awareness, prevention and surveys. *For copyright information, contact TCDSB Safe Schools department).*

## 4. Parents as Partners

*May the Lord give strength to his people! May the Lord bless his people with peace!  
Psalm 29:11*

### Rationale

*Parents are the best advocates for their children. Bullying takes place both on and off school grounds and parents need to understand how to identify bullying situations, and what courses of action are available to them. For instance, cyberbullying is on the rise and parents require skills and support to deal with it appropriately.*

*Parents bring an important perspective on student behaviour and play a critical role in developing a more complete picture of the issues. Wider support and understanding from parents and caregivers will help to ensure consistent messaging and implementation of bullying prevention programming.*

### Expectations and Recommendations

- Your school's CSAC and parent community are involved in the implementation of your bullying awareness and prevention plan.
- Your school's bullying awareness and prevention plan is tailored to be responsive to the diversity within your community.
- Bullying awareness and prevention education is communicated through a variety of means, such as the school newsletter, parent information nights and presentations.
- Your school's training sessions cover topics such as, identifying whether a child is involved in bullying and how to intervene safely.
- Clear means of communication and reporting have been established and parents are aware that their concerns are taken seriously.
- Your school has bullying awareness and prevention resources available for parents.
- Your school welcomes parents to attend assemblies and guest speaker presentations.
- Parent volunteers are active in a variety of programs in your school.

### Resources

- Parent Talk (Parenting Workshops)  
Phone (905) 508-5240; Fax (905) 508-4451  
E-mail: [parenttalk@sympatico.ca](mailto:parenttalk@sympatico.ca)  
Website: [www.practicalparenting.ca](http://www.practicalparenting.ca)
- *How To Talk So Kids Will Listen and Listen So Kids Will Talk*. A. Faber, E. Mazlish, 1999.

## 5. Students as Partners

*Beloved, we are God's children now; what we will be has not yet been revealed. What we do know is this: when he is revealed, we will be like him, for we will see him as he is.  
1 John 3:2*

### Rationale

*Students must be aware that everyone is affected when incidents of bullying, harassment and intimidation occur. Studies show that peer support can be tremendously effective when students are taught safe strategies for intervening.*

### Expectations and Recommendations

- Your school's bullying awareness and prevention action team includes student members.
- Classroom activities, programs and extra-curricular activities are intentionally designed to practice pro-social behaviour and problem solving.
- Opportunities to develop and commend positive leadership skills are embedded in all school activities.
- Your school has an active peer mediation program.

### Resources

- ESP
- Peer mediation training programs
- TRIBES
- TCDSB leadership camps
- Mediation for Kids. Grace Contrino Peace Education Foundation. F. Schmidt, A. Friedman, J. Jarvel, 1992
- Peer Mediation: Conflict Resolution in Schools, Program Guide. F. Schrupf, D. Crawford, R. Bodine, 1997

## 6. Across the Curriculum

*...And what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?  
Micah 6 8*

### Rationale

*Bullying, harassment and intimidation awareness and prevention activities must be rooted in the curriculum and interwoven throughout the entire year. A theme of relationship building and caring can be part of any program, especially those that already deal with community living.*

### Expectations and Recommendations

- Your school's Religious Education, Family Life and Chaplaincy programs highlight scripture, teachings and Catholic values, which underscore principles in bullying awareness and prevention.
- Your school recognizes that Safe Schools is everyone's responsibility and the bullying awareness and prevention program is embedded within the curriculum and the classroom ethos.
- Program materials and resources are used to foster and reinforce pro-social skill development.
- Curriculum delivery in your school recognizes various learning needs, learning styles, multiple intelligences etc.
- Teaching strategies include a variety of methodologies, such as cooperative learning, peer mentoring and team learning.

### Resources

- *The Differentiated Classroom: Responding to the Needs of All Learners.* C. Tomlinson
- *Helping Adolescents with ADHD and Learning Disabilities.* J. Grenbaum and G. Markel
- *Integrating Curricula with Multiple Intelligences: Teams, Themes & Threads.* R. Fogarty & J. Stoehr
- *Active Learning Handbook for the Multiple Intelligences Classroom.* J. Bellanca
- *Making Cooperative Learning Work: Students Teams in K to 12 Classrooms.* P. Vermette

## 7. Classroom Behaviour and Expectations

*Above all, clothe yourselves in love, which binds everything together in perfect harmony.  
Colossians 3:14*

### Rationale

*A safe school is one in which a climate of respect is demonstrated throughout all aspects of school life. The classroom is a key area of the school where fairness, positive reinforcement and appropriate discipline begins. Everyone must feel safe and treated in a consistent and Christian manner.*

### Expectations and Recommendations

- All teachers and students have a classroom agreement that encourages a climate of acceptance and inclusion.
- All classrooms provide opportunities to practise pro-social behaviour and positive leadership.
- Classroom recognition is given to students who demonstrate bullying awareness and prevention.
- A consistent application of consequences that align with your school's progressive discipline plan is practised throughout your school.

### Resources

- *Tribes: A Process for Social Development and Cooperative Learning*, Revised 1996, J. Gibbs
- *Second Step: A Violence Prevention Curriculum*. Committee For Children, Seattle, WA, 2<sup>nd</sup> Edition. L. Albert
- *A Teacher's Guide to Cooperative Discipline*. American Guidance Service, 1989
- *Learning Disabilities and Challenging Behaviours: A Guide to Intervention and Classroom Management*. N. Mather and S. Goldstein
- *Social Skills Activities for Secondary Students with Special Needs*. D. Mannix

## 8. Interventions for Bullies, Victims, Bystanders and Allies

*Create in me a clean heart, O God, and put a new and right spirit within me.  
Psalm 51:10*

### Rationale

*The school must obtain support from parents and the caring majority of students in order to counterbalance the negative use of power in peer relationships. A system of meaningful and respectful interventions must be implemented as part of the ongoing safe schools plan.*

### Expectations and Recommendations

- All cases of bullying, harassment and intimidation are taken seriously in your school.
- Your school has a clear and consistent follow up plan for incidents of bullying and harassment.
- There is a network of support for both victims and bystanders.
- Bullies are taught that their actions are unacceptable and will not be tolerated in the school community.
- Your strategies for dealing with bullying situations are formative and constructive.
- Your school provides direct teaching of alternative behaviours and responses to bullies, victims, bystanders and allies.
- Skills training groups are implemented as needed for teaching communication skills, assertiveness, relaxation and stress management, problem solving, anger management, positive decision making, conflict management and friendship skills.
- Your school considers the use of restorative justice programs and other approaches that promote conflict resolution and increase youth responsibility for actions.

## Resources

- Kids' Help Phone 1-800-668-6868
- [www.bullying.org](http://www.bullying.org)
- Canadian Red Cross [www.redcross.ca/respected](http://www.redcross.ca/respected)
- Restorative Justice With Youth [www.youthrestorativejustice.ca](http://www.youthrestorativejustice.ca)
- *The Deal With It Series: Bullying/Arguing/Fighting/Gossip/Racism/Peer Pressure.* E. Slavens, et al.
- *The Bully, the Bullied and the Bystander: From Pre-School to High School, How Parents and Teachers Can Help Break the Cycle of Violence.* B. Coloroso
- *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends & Other Realities of Adolescence.* R. Wiseman
- *A Volcano in My Tummy: Helping Children to Handle Anger.* E. Whitehouse, W. Pudney
- *The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe and Get along.* N. Drew
- *The Schoolyard Bully: How to Cope with Conflict and Raise an Assertive Child.* K. Zarzour

## 9. To and From School Behaviour

*Happy are those who are strong in the Lord, who want above all else to follow his steps.  
Psalm 84:5*

### Rationale

*The Safe Schools Act (2000) states that students may be suspended or expelled if inappropriate behaviour occurs “at school”. Under the Act, a student is considered “at school” when travelling to and from school. If a student acts inappropriately off school property, during, before or after school, and there is a “nexus” or connection with the school community, the Principal has the discretion to deal with this behaviour.*

### Expectations and Recommendations

- Your school has developed and communicated clear expectations of student behaviour before and after school.
- A Safe Arrival Program and/or an attendance procedure is established in your school.
- A bus code of behaviour that reflects the principles of bullying awareness and prevention is operational at your school.
- A neighbourhood safety audit has been conducted at your school.

### Resources

- TCDSB attendance policy ABSENTEEISM S.M.03
- [www.edu.gov.on.ca](http://www.edu.gov.on.ca)
- Ontario School Bus Safety Binder

## 10. In-School Supervision

*And let the peace of Christ rule in your hearts, to which indeed you were called in the one body.  
Colossians 3:15*

### Rationale

*Supervision is a vital ingredient in a safe and caring school. All students and adults in and around the environs of the school must feel empowered to do what they can to ensure a safe and caring community.*

### Expectations and Recommendations

- A safety audit of your school property and 'hot spots' has been undertaken.
- An in-school supervision plan has been created for your school's washroom routines, change rooms, hallways, stairways and any additional 'hot spots'.
- A buddy system/mentor program is in place where needed.
- Staff members are aware of effective supervision strategies.
- Your school has lunchtime and inclement weather supervision plans.
- Your school has a process for informing all staff of the various activities conducted before, during and after school.
- Your school has a visitor identification plan.
- Guests and members of outside agencies and groups are accompanied by a TCDSB staff member to ensure compliance with the school code of conduct and progressive discipline plan.

### Resources

- Duties of Principal, Section 265, Education Act of Ontario
- Duties of Teacher, Section 264, Education Act of Ontario

# 11. School Events

*And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.  
Colossians 3:17*

## Rationale

*A safe and caring school is one in which the principles of respect, inclusion and integrity are demonstrated in all aspects of school life. This extends to school and board sanctioned events, such as liturgies, academic and athletic events, field trips, dances and assemblies. School staff must be vigilant and responsive to both overt and subtle incidents of bullying behaviour that occur at school events.*

## Expectations and Recommendations

- Students at your school understand that the code of conduct pertains to all school and board sanctioned events, both on and off school property.
- Students demonstrate responsible citizenship and respect for self, others, property and authority at school events.
- Students are aware that bullying behaviour will not be tolerated at school events, and that consequences consistent with the school's bullying prevention plan will apply.
- Your school ensures that adequate supervision is in place at all school events.

## Resources

- TCDSB Excursion Handbook Physical/Outdoor/Health Education Department
- [www.tcdsb.org/physicaleducation/excursion\\_handbook.htm](http://www.tcdsb.org/physicaleducation/excursion_handbook.htm)

## 12. Entry and Exit Programs for Students

*This is the message that we have heard from him and proclaim to you, that God is light and in him there is no darkness at all.*

*1 John 1:15*

### Rationale

*A safe school is one in which new students are welcomed in a way that makes them feel part of the new community and secure with new routines and expectations. It is equally important to acknowledge the contributions of students and families that leave through relocation or graduation.*

### Expectations and Recommendations

- Your school has an orientation program for new students and families.
- New students and families are connected with adult and peer mentors.
- Recognition and appreciation is extended to students leaving the school and/or graduating.
- Your school has an established transition plan that incorporates students' anticipated pathways.

### Resources

- *Choices into Action: Guidance and Career Education*; Ministry of Education of Ontario, 1999
- *Ontario Catholic School Graduate Expectations: TCDSB Website*

# 13. Physical Plant, School Grounds and Surrounding Area

*Let us then pursue what makes for peace and for mutual up building.  
Romans 4:19*

## Rationale

*It is important that school staff is aware of the physical plant, school grounds and surrounding area of the school in order to ensure a safe environment. Hallways, washrooms, change rooms, quadrangles, common areas, lunchrooms are all areas that may be hotspots for bullying behaviour. Areas outside of the building such as, school grounds, portables, local parks and malls, should also be regarded as potential hotspots. Recess, lunchtime and before/after school are times when a school community can consider activities that respond to the individual needs, abilities and learning modalities of their students.*

## Expectations and Recommendations

- Your school building and grounds are safe and inviting.
- An assessment of your school grounds has occurred.
- Where possible, landscape enrichment includes green spaces, peace gardens and seating areas.
- School ground activities offer opportunities for your students' diverse interests and abilities.
- Play leaders foster pro-social behaviour and inclusion through traditional and co-operative games.
- Displays of student work reflect a diversity of expression and learning styles.

## Resources

- *Everyone Wins: Cooperative Games and Activities.* S. and J. Luvmour
- *You Can't Say You Can't Play.* V. Gussin Palley, 1992.
- [www.activeontario.org](http://www.activeontario.org)
- [www.ophea.org](http://www.ophea.org)
- *Breaktime and the School*, ed. by Peter Blatchford and Sonia Sharp

## 14. Community Services

*Bless the Lord, mighty angels who fulfill his orders.  
Psalm 103:20*

### Rationale

*The role of the broader community is important, especially when bullying and harassment take place outside of school property. Police, neighbourhood watch groups, community organizations and local businesses must all take an active interest in preventing and reporting bullying behaviour. Many community organizations have expertise that will strengthen ongoing bullying prevention programs.*

### Expectations and Recommendations

- Your school's bullying awareness and prevention plan includes partnerships with outside agencies that provide a variety of in-school interventions including support groups, guest speakers, workshops and assemblies.
- Your school makes referrals to outside agencies and community resources in order to access support for families and individual students.
- Outside agencies and community organizations are aware of your school's bullying prevention program and work in partnership to develop a community prevention plan.

### Resources

- The Blue Book
- Centre for Addiction and Mental Health Foundation (CAMH)  
[www.camh.net](http://www.camh.net)
- Rosalie Hall
- Jessie's Centre  
[www.jessiescentre.org](http://www.jessiescentre.org)
- Toronto Child Abuse Centre  
[www.tcac.on.ca](http://www.tcac.on.ca)
- Central Toronto Youth Services  
[www.ctys.org](http://www.ctys.org)
- RespectED Violence and Abuse Prevention, Canadian Red Cross  
[www.redcross.ca](http://www.redcross.ca)
- Canadian Initiative for the Prevention of Bullying, LaMarsh Research Centre  
E-mail: [cipb@yorku.ca](mailto:cipb@yorku.ca)

## 15. Local Issues

*Let everyone bless God and sing his praises, for he holds our lives in his hands.  
Psalm 66:8-9*

### **Rationale**

*This component of the template has been included so that those concerns and issues that are unique to individual school communities may be addressed. These may pertain to cultural considerations, social dynamics and responses to local crises that impact your students and their families.*

# Appendices

## APPENDIX A

### Surveys and Analysis

1. It is important that before any group completes a survey that the concepts and dynamics of bullying behaviours are understood.
2. If schools develop their own surveys, it is important that questions asked be measurable to assist in developing a local safe schools plan.
3. Parents who feel marginalized may use a survey to speak to the school on safe schools issues.
4. Samples of surveys can be found in the Ministry of Education website indicated below.
  - [www.edu.gov.on.ca](http://www.edu.gov.on.ca)
  - Bullying surveys for students, teachers and parents. *Select Ministry of Education→English or French→Safe Schools→School Climate surveys and Bullying Prevention Programs→"more"→click on survey desired.*

### Types of Surveys

#### Student:

Student surveys can be completed on the CPCO website. During the CPCO presentations in September, the facilitator will give instructions on how to proceed with the delivery, completion and evaluation of student surveys. As students complete and submit online questionnaires, the principal can retrieve the results at anytime and as many times as needed.

#### Parent:

Parent surveys are being translated into ten different languages that are common to the TCDSB. These surveys will be found on the TCDSB website by the middle of October 2006. It will be the responsibility of the school to deliver and evaluate completed surveys.

#### Teachers and Teaching Support Staff:

Teacher surveys can be found on the Ministry of Educations website. Single page short version surveys can be developed by the principal or local safe schools team.

#### Community at Large:

The entire school community (secretaries, caretakers, cafeteria staff, bus drivers, crossing guards, daycare staff, and any other stakeholder that participates in your school) should be surveyed and considered when developing your safe school bully prevention plan.

### Sample Surveys

The following three sample surveys were developed by the TCDSB Safe Schools Department and can be used or modified by any school.

## **Student:**

1. WHAT IS YOUR AGE\_\_\_\_, GENDER\_\_\_\_\_, GRADE\_\_\_\_\_?
2. HAVE YOU EVER BEEN BULLYIED OR HARASSED?\_\_\_\_\_
3. WHAT TYPE OF BULLYING?\_\_\_\_\_
4. HOW LONG HAVE YOU BEEN BULLIED OR HARASSED?\_\_\_\_\_
5. WHAT GRADE ARE THE STUDENTS WHO BULLY OR HARASS YOU?\_\_\_\_\_
6. IN THE PAST MONTH WHAT IS THE FREQUENCY OF BULLYING OR HARASSMENT?\_\_\_\_\_
7. IN WHAT LOCATION\_\_\_\_\_ OR TIME OF DAY\_\_\_\_\_ HAVE YOU BEEN BULLIED OR HARASSED?
8. IS THERE A BULLYING OR HARASSMENT PREVENTION PROGRAM IN THIS SCHOOL THAT YOU ARE AWARE OF?\_\_\_\_\_
9. WHAT DO YOU USUALLY DO WHEN YOU ARE BULLIED OR HARASSED?\_\_\_\_\_
10. HOW OFTEN DO OTHER STUDENTS COME TO YOUR ASSISTANCE?\_\_\_\_\_
11. WHAT HAS YOUR FAMILY OR SCHOOL DONE TO ASSIT YOU AS A VICTIM OF BULLYING OR HARASSMENT?\_\_\_\_\_
12. HAVE YOU EVER BULLIED OR HARASSED OTHER STUDENTS?\_\_\_\_\_

## Parent:

1. WHAT GRADE\_\_\_\_\_OR GENDER\_\_\_\_\_ IS YOUR SON OR DAUGHTER?
2. IS ENGLISH YOUR FIRST LANGUAGE?\_\_\_\_\_
3. DOES YOUR SON OR DAUGHTER FEEL SAFE AT SCHOOL OR IN THE NEIGHBOURHOOD?\_\_\_\_\_
4. HAS YOUR SON OR DAUGHTER BEEN BULLIED OR HARASSED AT SCHOOL OR IN THE NEIGHBOURHOOD?\_\_\_\_\_
5. HAS YOUR SON OR DAUGHTER STAYED AT HOME TO AVOID BULLYING OR HARASSMENT?\_\_\_\_\_
6. IN WHAT LOCATION\_\_\_\_\_ AND TIME OF DAY\_\_\_\_\_ DOES YOUR SON OR DAUGHTER FEEL BULLIED OR HARASSED?
7. HAVE YOU CONTACTED THE SCHOOL WHEN YOUR SON OR DAUGHTER HAS BEEN BULLIED?\_\_\_\_\_
8. DOES THE SCHOOL HAVE A BULLY PREVENTION PROGAM?\_\_\_\_\_
9. HOW WAS THE PROGRAM COMMUNICATED TO YOU?\_\_\_\_\_
10. DO YOU FEEL EMPOWERED TO ASSIST IN DEVELOPING A SAFE AND CARING SCHOOL?\_\_\_\_\_

## **Teachers, Teaching Support Staff and Community at Large:**

1. **WHAT IS YOUR POSITION IN THE SCHOOL COMMUNITY?**\_\_\_\_\_
2. **HOW MANY YEARS HAVE YOU BEEN IN THIS POSITION?**\_\_\_\_\_
3. **WHAT GRADES DO YOU WORK WITH?**\_\_\_\_\_
4. **IS BULLYING AND HARASSMENT A PROBLEM IN THIS SCHOOL?**\_\_\_\_\_
5. **WHAT TYPES OF BULLYING OR HARASSMENT DO YOU SEE OR HEAR ABOUT?**\_\_\_\_\_
6. **IN THE PAST MONTH WHAT IS THE FREQUENCY OF BULLYING OR HARASSMENT?**\_\_\_\_\_
7. **IN WHAT LOCATION DO YOU WITNESS BULLYING OR HARASSMENT?**\_\_\_\_\_
8. **WHEN DOES BULLYING OR HARASSMENT TAKE PLACE DURING THE DAY?**\_\_\_\_\_
9. **IS THERE A BULLYING OR HARASSMENT PREVENTION PROGRAM IN THIS SCHOOL THAT YOU ARE AWARE OF?**\_\_\_\_\_
10. **WHAT INDICATORS ARE PRESENT THAT THE BULLYING PREVENTIONS PROGRAM IS SUCCESSFUL?**\_\_\_\_\_
11. **IS THERE AN AGE GROUP\_\_\_\_\_ OR GENDER\_\_\_\_\_ THAT THIS PROGRAM TARGETS?**
12. **DO YOU FEEL EMPOWERED TO ASSIST IN MAKING CHANGES TO THE SAFE AND CARING CULTURE OF THE SCHOOL?**\_\_\_\_\_

**APPENDIX B**

**Bullying, Harassment, Intimidation Action Plan Worksheet**

<b>Identified Goal/Need #'s From Above</b>	<b>Team Members</b>	<b>Action Plan/Resources</b>	<b>Timeline</b>	<b>Evaluation Criteria</b>

## APPENDIX C

### Resources

#### Program Materials

- **Second Step Program Materials**
- **Steps to Respect Program Materials**  
Committee for Children  
2203 Airport Way South, Suite 500  
Seattle, WA 98134-2027
- **RespectED**  
**Violence and Abuse Prevention**  
Canadian Red Cross  
Website: [www.redcross.ca](http://www.redcross.ca)  
404-2197 Riverside Drive  
Ottawa, ON K1H 7X3  
Phone: (613) 523-5315  
Fax: (613) 523-1182  
E-mail: [cpra@cpra.ca](mailto:cpra@cpra.ca)  
Website: <http://www.cpra.ca>
- **Stand Together and Stop Bullying**  
Assessment Toolkit  
CPHA's Health Resource Centre  
Phone: (613) 725-3769  
Fax: (613) 725-9826  
Website: [www.cpha.ca/antibullying](http://www.cpha.ca/antibullying)
- **BullySMART Publications**  
Box 746, Sooke, British Columbia, V0S 1N0  
Fax: (250) 642-3648  
E-mail: [bullysmart@home.com](mailto:bullysmart@home.com)

Beane, Allen L., *The Bully Free Classroom – Over 100 Tips and Strategies for Teachers – K to 8*

Garrity, C., Jens, K., Porter, W., Sager, N., Short-Camilli, C., *Bully-Proofing Your School – A Comprehensive Approach for Elementary Schools*. Sopris West, Colorado, 1994.

## **Agencies and Community Resources**

- **Toronto Child Abuse Centre**  
890 Yonge Street, 11<sup>th</sup> Floor  
Toronto, ON M4W 3P4  
Phone: (416) 515-1100  
Fax: (416) 515-1227  
Website: [www.tcac.on.ca](http://www.tcac.on.ca)
  
- **Central Toronto Youth Services**  
65 Wellesley St. E. Suite 300  
Toronto, ON M4Y 2G7  
Phone: (416) 924-2100  
Fax: (416) 924-2930  
E-mail: [mail@ctys.org](mailto:mail@ctys.org)  
Website: [www.ctys.org](http://www.ctys.org)
  
- **CTYS' New Outlook Location**  
425 Adelaide Street West, Suite 301  
Toronto, ON M5V 3C1  
Phone: (416) 504-6100  
Fax: (416) 504-7279  
E-mail: [mail@newoutlook.org](mailto:mail@newoutlook.org)
  
- **Jessie's Centre**  
205 Parliament Street  
Toronto, ON M5A 2Z4  
Phone: (416) 365-1888  
Fax: (416) 365-1944  
Website: [www.jessiescentre.org](http://www.jessiescentre.org)
  
- **Centre for Addiction and Mental Health Foundation**  
33 Russell Street  
Toronto, ON M5S 2S1  
Metro Toronto Phone Number: (416) 595-6111  
Ontario Toll-Free Phone Number: 1-800-463-6273  
Fax Transcripts: (416) 595-6099  
Phone: (416) 979-6909  
E-mail: [foundation@camh.net](mailto:foundation@camh.net)  
Website: [www.camh.net](http://www.camh.net)

- **Parent Talk (Parenting Workshops)**  
Phone: (905) 508-5240  
Fax: (905) 508-4451  
E-mail: [parenttalk@sympatico.ca](mailto:parenttalk@sympatico.ca)  
Website: [www.practicalparenting.ca](http://www.practicalparenting.ca)
- **Canadian Initiative for the Prevention of Bullying  
LaMarsh Research Centre**  
216 York Lanes, York University  
4700 Keele Street  
Toronto, ON M3J 1P3  
Phone: (416) 736-2100 extension 33770  
Fax: (416) 736-5647  
E-mail: [cipb@yorku.ca](mailto:cipb@yorku.ca)

## **Media Resources**

- **Sunburst Visual Media**  
2 Skyline Drive, Suite 101  
Hawthorne, NY 10532  
Customer Service: 1-800-431-1934  
Website: [www.sunburstvm.com](http://www.sunburstvm.com)
- **Bullied, Battered, and Bruised**  
CBC Documentary  
[www.cbc.edf.ca](http://www.cbc.edf.ca)
- **It's a Girl's World**  
National Film Board of Canada
- **Long Lived Kids  
TV and Me**  
Concerned Children's Advertisers
- **Put the Brakes on Bullying**  
Magic Lantern Video Release
- ***Gossiping, Taunting, Bullying, It's All Harassment***  
Sunburst Visual Media

- **Angel**

A Sir George Ross Secondary School Production

*An Increase the Peace Initiative*

Filmed, Directed and Edited by Kenji Takahashi

*Angel is a powerful video that follows the life of a high school student who is a victim of bullying at school. Empathy is gained as we witness the facial expressions and body language as this student is bullied throughout his school day.*

Video Cost: \$50

Contact: Susan Dale – s.dale@tvdsb.on.ca – (519) 452-8748

- **The National:**

**Bullied, Battered, and Bruised**

**This powerful documentary looks at the significant psychological and physical implications of bullying, and profiles the way two schools are dealing with this difficult and pervasive problem. First, several students, parents and community members in a Manitoba town who, despite the threat of a community backlash, publicly voice their concerns about the bullying in their schools, and participate in candid and emotional discussions about the problem and its effects. In interviews with school administration, the reluctance to acknowledge and address the issue is evident. Next, we visit an elementary school in B.C. that has successfully implemented a zero tolerance policy toward bullying; how the principal and teachers deal with the behaviour is presented. Following the documentary, experts discuss bullying in interview segments interspersed with personal testimonies from bullies and victims of bullying. A six-month update on the Manitoba community concludes the documentary revealing some dramatic changes for both the victims and the community.**

Duration: 58:00 minutes

Price: VHS \$125

- **The Fifth Estate:**

**This Secret Shame**

*This story concerns a terrifying ritual that at one time or another becomes reality in the life of so many Canadian youngsters – bullying. It can go far past teasing and name-calling; it can come to feel like a death sentence. And that's how it felt for Wesley Oleksuk, the constant target of vicious bullying. The summer before his first year of high school, when this **secret shame** became too much to bear, Wesley turned to what he saw as his only way out: suicide. A noted psychologist elaborates on the all too pervasive, often overlooked and seriously harmful behaviour of bullying.*

Duration: 25:00 minutes

Price: VHS \$125

## Books

- **Canada Law Book Inc.**  
240 Edward Street  
Aurora, ON L4G 3S9  
Toll Free Numbers: 1-800-263-2037 or 1-800-263-3269  
Toronto Area Phone: (905) 841-6472  
Fax: (905) 841-5085  
Website: [www.canadalawbook.ca](http://www.canadalawbook.ca)
- **An Educator's Guide to Parental Harassment**  
*Robert G. Keel and Nadya Tymochenko (2005)*  
This valuable resource provides the practical (proactive and reactive) strategies you need to deal with problematic situations, explains the flashpoints that can lead to parental harassment, and discusses the legal issues involved.
- **An Educator's Guide to the Role of the Principal**  
*Eric M. Roher and Simon A. Wormwell (2000)*  
The role of the principal has changed dramatically due to recent changes in legislation, significantly reforming Canada's education system. Quickly learn how these changes impact your legal rights and responsibilities.
- **An Educator's Guide to Safe Schools**  
*Eric M. Roher and Robert W. Weir (2004)*  
Provides complete and practical guidance to all the main legal and practical aspects of safe school issues and student discipline, including the rights and responsibilities of students and educators; suspensions and expulsions; the *Charter of Rights and Freedoms* and the *Youth Criminal Justice Act*.
- **An Educator's Guide to Managing Sexual Misconduct in Schools**  
*Robert G. Keel and Nadya Tymochenko (2003)*  
Equips you with the proactive and reactive strategies to quickly identify and manage potential and actual cases of sexual misconduct in your school. From board and police protocols, to criminal background checks and investigations, this practical resource offers the first and last step towards prevention of this critical problem.

- **Educator's Guide to Violence in Schools**  
*Eric M. Roher (1997)*  
Learn crucial information that every educator and education administrator needs to know about; the basic definition of the problem; liabilities involved; methods of investigation; the issues surrounding records and more.
- **The MISadventures of Bully-Boy & Gossip-Girl**  
Brent Popplewell and Lee H. Wilson  
[www.BullyBoy.ca](http://www.BullyBoy.ca)
- **The Challenge of the Urban School Site**, ed. by D. Martin et al
- **Special Places; Special People: the hidden curriculum of school grounds**, Wendy Titman

## **Internet Resources**

- [www.friendlyschools.com.au](http://www.friendlyschools.com.au)  
An evidence based, Australian made, bullying prevention program
- [www.tcdsb.org/bullyproofing](http://www.tcdsb.org/bullyproofing)
- [www.nomorebullies.com](http://www.nomorebullies.com)
- [www.bullying.org](http://www.bullying.org)
- [www.kidsareworthit.com](http://www.kidsareworthit.com)
- [www.cipb.ca](http://www.cipb.ca)
- [www.bcminofed.ca](http://www.bcminofed.ca)
- [www.stopbullyingnow.com](http://www.stopbullyingnow.com)
- [www.bullybeware.com](http://www.bullybeware.com)
- [www.canadiansafeschools.com](http://www.canadiansafeschools.com)
- **Psychology Foundation of Canada**  
[www.psychologyfoundation.org](http://www.psychologyfoundation.org)

- **Centre for Addiction and Mental Health**  
[www.camh.net](http://www.camh.net)
- **Ontario School Counsellors' Association**  
[www.osca.ca](http://www.osca.ca)
- **Kids' Help**  
[www.kidshelp.sympatico.ca](http://www.kidshelp.sympatico.ca)  
Kid's Help Line: 1-800-668-6868
- **Kids' Health**  
[www.kidshealth.org](http://www.kidshealth.org)
- **BC Education**  
[www.bced.gov.bc.ca/specialed/rci/welcome.htm](http://www.bced.gov.bc.ca/specialed/rci/welcome.htm)

## **Print Resources**

- *Let's Stop the Bullying: A Resource for Elementary School Communities 2003*, TDSB document (Yellow Binder)
- Pepler, D., Craig, W., *Making a Difference in Bullying*. Report #60, April 2000
- *Shaping Safer Schools: A Bullying Prevention Action Plan*, November 2005, Safe Schools Action Team, Ontario Ministry of Education

## Speaker's List

- **Toronto Police Services**
  - i) **Community Liason Officer** in Your School's Division (416) 808-Division # 00
  - ii) **Crime Stoppers:** Vince Langdon (416) 808-7254
  - iii) **Cyberbullying Presentation:** Scott Mills (416) 808-1523
  
- **Huddle Up Against Bullying**  
Toronto Argonauts  
Jason Colero  
(416) 341-2711  
[www.huddleup@argonauts.on.ca](mailto:www.huddleup@argonauts.on.ca)
  
- **"In the Crease"**  
Toronto Marlies:  
Jason Watkins  
(416) 263-3902
  
- **Central Youth Services**  
RSVPC Relationship Skills for Violence Prevention  
(416) 924-2100
  
- **Centre for Mental Health and Addiction (CAMH)**

## APPENDIX D

# Bullying Awareness and Prevention Template

<b>1. SPIRITUAL DIMENSION</b>	<b>2. CODE OF CONDUCT</b>	<b>3. TRAINING FOR ALL STAFF, STUDENTS AND FAMILIES</b>
<b>4. PARENTS AS PARTNERS</b>	<b>5. STUDENTS AS PARTNERS</b>	<b>6. ACROSS THE CURRICULUM</b>
<b>7. CLASSROOM BEHAVIOUR AND EXPECTATIONS</b>	<b>8. INTERVENTIONS FOR BULLIES, VICTIMS AND BYSTANDERS</b>	<b>9. TO AND FROM SCHOOL BEHAVIOUR</b>
<b>10. IN SCHOOL SUPERVISION</b>	<b>11. SCHOOL EVENTS</b>	<b>12. ENTRY AND EXIT PROGRAMS FOR STUDENTS</b>
<b>13. PHYSICAL PLANT, SCHOOL GROUNDS AND SURROUNDING AREA</b>	<b>14. COMMUNITY SERVICES</b>	<b>15. LOCAL ISSUES</b>



# Applying Social Learning Interventions and Restorative Intervention Strategies

**A Social Learning Intervention** is an adult-guided activity that encourages the student to think about his/her behaviour and its impact on others.

It may facilitate the student who engages in bullying behaviours to:

- take action to make reparation for any harm done
- reconcile with the student she or he bullied
- learn and practice pro-social behaviour
- make a positive contribution to the climate of the school

Social Learning Activities may include, but are not limited to the following:

- a self reflection activity
- a restorative intervention strategy (e.g., repairing or replacing property, personal items...)
- peer problem solving group
- a letter or card of apology
- a verbal apology that includes taking responsibility for the behaviour and saying what he/she will do to make the student who was victimized feel better
- an oral presentation on what it is like to be bullied and how students can help others who are being bullied
- acts of kindness
- pro-social activity that is a logical consequence, appropriate for the specific school setting

**Applying Restorative Intervention Strategies** that are broadly based on the restorative justice principle in bullying situations appears to make a difference in school-based bullying prevention plans. There is often a reduction in levels of aggression and an improvement in the overall tone of the school.

This intervention usually works best at the early stages of bullying incidents. The goal is to bring both parties together to talk about the bullying situation and to find resolution. **Both parties must be willing to be involved.** Caution must be exercised to ensure that the student who has been victimized is ready to participate in this problem-solving model.

# Other Strategies for Dealing with Bullying Situations

## The No-Blame Approach

This method seeks a constructive, non-punitive solution to the problem of bullying behaviour. The intent of this process is to acknowledge and build students' capacity for resolving student conflict.

The steps in this **No-Blame Approach** are as follows:

- **interview the student who has been bullied** – talk about his/her feelings; try to establish who was involved; don't question the student directly about the incident; explain the No-Blame Approach and determine if the student wants to be involved
- **arrange a meeting for all students involved** including the bystanders
- **explain the process and outline the problem** – explain how the student who was bullied is feeling; do not discuss the incident or lay blame; intent of this meeting is to convey the impact that this incident had on the student who was bullied
- **share responsibility** – state clearly that you know the group has been involved in a bullying incident and they can do something about it; focus on resolving the situation by having each state how they might help the victim feel safer and less anxious about being in the school
- **identify solutions** – ask each students to suggest ways in which they could help the student who has been bullied feel happier in school – acknowledge each idea but do not ask for a commitment at this point
- **let the students take action** – end the meeting by giving responsibility to the group to solve the problem; arrange another meeting to discuss ways in which they have been successful
- **meet with the group again** – after about a week, follow-up with each student; find out what happened – may be best to meet with each student individually to avoid any accusations about who did and didn't help. The important thing is to determine that the bullying has stopped and the student who was bullied is feeling better.

## The Problem-Solving Circle

This is a useful approach when the issues in a bullying situation are unclear. One advantage of this approach is that by clarifying everyone's social responsibility, there is a reduction of shame and guilt, resulting in a reduction of anger and feelings of revenge.

In this resolution model, the following principles are key:

- every member of a group has responsibility for the well-being of all group members
- problems can be addressed without assigning blame
- acceptable solutions are those that will not cause more anger or revenge.

The procedure for the **problem-solving circle** is as follows:

- **establish the ground rules:**
  - only one person talks at a time
  - no one speaks out of turn or interrupts
  - participants speak respectfully and calmly
  - no insults or put-downs of persons or ideas are allowed
- **seat all parties involved in a circle** – the group is not left unattended, no discussion is allowed before the group leader is present and outlines the rules
- **leader explains the process and purpose** – to solve a problem, not to lay blame
- leader asks about the incident – each person adds a piece of the story; may need to go around the circle several times before the story becomes clear and each person feels heard
- **leader acknowledges** each contribution in a respectful and non-judgmental way
- **leader poses the questions:** *What could have been done differently so that this would not have happened?* and *What could be done now to make things better?*
- **schedule a brief follow-up meeting** to monitor individual commitment to the resolution

## Reverse Role Playing and Writing

This is an effective strategy where it is **not** appropriate to bring both sides together. It helps to develop empathy in the student who is responsible for the bullying.

**Reverse Role Playing** allows the bully to practise new pro-social behaviours. The student who bullied plays the victim and a staff member takes the role of the bully. Following the reverse role play, the staff member discusses the incident and questions how the student felt. The meeting is closed with a summary of the activity, lessons learned and a restorative activity.

**Reverse Role Writing** is similar to reverse role playing and used in similar circumstances. The student who bullies writes about the situation from the perspective of the victim. The staff member discusses the incident and questions how the student felt. The meeting is closed with a summary of the activity, lessons learned and a restorative activity.