

Bullying Prevention Guide for School Staff



SD68
DPAC

Bullying, conflict or mean behaviour?

For a situation to be considered bullying, three indicators are usually present:

Power Imbalance

Individuals who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the group.

Frequency

Bullying is not a random act. Bullying is usually characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the individual being bullied that can be so detrimental and have the most debilitating long-term effects.

Intention to harm

Individuals who bully generally do so with the intent to either physically or emotionally harm the other child.

Supporting the bully and the victim

Individuals who bully need support to understand that bullying is wrong. They may need focused coaching to learn about:

- The impact of their behaviours.
- The importance of relating positively to others.
- Ways of achieving power and status through positive leadership rather than through bullying, conflict or mean behaviour.

Individuals who are victimized need first to be protected and may need some support to deal with their experiences within the peer group. These people may require focused coaching to learn:

- Their right to be protected from bullying.
- Coping skills (neither submission nor fighting back is effective).
- Support in developing social confidence and skills for building positive relationships.
- Support in developing their strengths.

More information on bullying prevention is available at www.erasebullying.ca.



Help promote safer schools for everyone!
Policy 3207 - Student Harassment, Intimidation and Bullying (students)
Policy 6770 - Harassment (staff)

Ways to intervene

Stop the bullying, conflict or mean behaviour

It is important all individuals understand the school's commitment to ensuring their safety.

- Interrupt the bullying in front of anyone who witnesses it. Say, "Stop it. That's bullying."
- Make sure all the children and youth in the area hear your comments, but finish any further conversation in private.

Identify the behaviour as bullying, conflict or mean behaviour

Take the spotlight off the individual being targeted.

- Label the form of bullying (physical, verbal, racist, homophobic, social or cyber).
- Identify the problem behaviour with reference to the school's **Code of Conduct and/or PBIS Matrix**.
- Use the Nanaimo Ladysmith Public Schools and SD68 DPAC poster series for classroom or small group discussions.

Broaden your response

Help the individual who bully realize the negative impacts of their actions.

- Identify the aggression and bullying behaviour in the context of the impact on other people at the school.
- Identify the behaviour, not the person, as negative and indicate the expectations for everyone.

Ask for positive change in future behaviour

Speak directly to the individual who is bullying and personalize the response.

- Pause and think before you act.

Ways to be supportive to the person who was victimized.

- Check in with the individual who was bullied.
- Ask counsellor, CYFSW or principal to check in with the victim.

Follow-up

- Record the incident and report it to the principal.
- Ensure both bully and victim receive support.
- Inform parents.