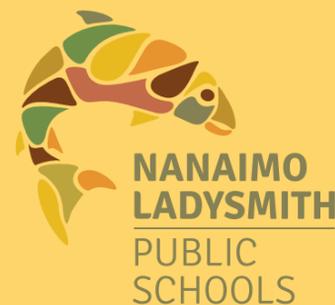


Identifying if Behaviour is Bullying, Conflict or Mean Behaviour



**SD68
DPAC**

1 Identifying Bullying

Is this behaviour reciprocated?

Mean Behaviour
Usually - The teasing is shared equally, but becomes aimed at one child.

Peer Conflict
Usually Not - There is usually only one aggressor.

Bullying
No - There is an individual who bullies and an individual who is victimized.

Do both people look like they are having a good time?

Initially - The behaviour is shared equally until it changes which is not planned.

No - The individuals are equally upset.

No - One individual is in distress or being harmed.

Is the behaviour fun?

Initially - Both individuals enjoy the banter, but it becomes hurtful.

Usually Not - It can be alienating, embarrassing and upsetting.

No - The individual who is bullying intends to cause fear.

Has this happened before with these individuals?

Yes - It occurs when there is familiarity, but can also be a one-time event.

Possibly - It may be a one-time event.

Yes - Bullying is typically repeated behaviour.

Is there a power imbalance?

No - Individuals are of similar age, status and size.

No - Individuals have equal power; both are interested in a resolution with help.

Yes - There is always a power imbalance.

2 Types of Bullying

Physical Bullying

- Hitting, kicking, shoving, spitting, beating up, stealing or damaging property, tripping, pinching, pushing, pulling hair

Verbal Bullying

- Name-calling, mocking, hurtful teasing, insulting, humiliating or threatening someone, racist, homophobic, or sexist remarks

Social Bullying

- Excluding others from the group, intentionally damaging friendships, gossiping, spreading rumours, making others look foolish, giving menacing looks and/or facial gestures, intentional sexual, physical or psychological harm or other forms of dating aggression.

Cyberbullying

- Harassment via digital devices including email, cell phones, text messages, twitter and any other internet sites to threaten, harass, embarrass, socially exclude, or sexually exploit online that could damage reputations and friendships

Harming, Lying

- Cheating and stealing; violating critical bonds of trust and cultivating a sense of entitlement; denying equal rights and failing to support basic human rights

3 Action

Recognize and Respond

- educate students, parents, staff and the community
- identify, monitor and follow-up
- decide if a report to the RCMP is warranted

Create Dialogue

- provide opportunities for open discussion
- get students involved in antibullying initiatives
- discuss at staff meetings, PAC meetings, etc.

Encourage Bystanders to Become Upstanders

- teach and model ways for students to intervene & speak up
- have older students encourage younger students to speak up
- teach students that reporting is not tattling
- remind students to tell an adult (teacher, principal, education assistant, parent) if they feel unsafe

Foster Safety and Inclusion

- connect with students and build trust
- teach lessons on inclusion & human diversity
- listen, observe, respond

Educate School Community

- school-wide pledge (No Bullying)
- sponsor school-wide activities
- obtain, read, distribute and follow district policy and procedures
- promote & educate about ERASE bullying www.erasebullying.ca



Help promote safer schools for everyone!

Policy 3207 - Student Harassment, Intimidation and Bullying (students)
Policy 6770 - Harassment (staff)