

POSITIVE SOCIAL BEHAVIOUR  
AND DEALING WITH  
CONFLICT AND BULLYING

OTTAWA  CANADA





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## I N T R O D U C T I O N

“Diversity at Ashbury is the presence of a wide range of human qualities and attributes within the school. Support for diversity and inclusiveness in their many forms contributes to academic excellence and institutional success. Students are encouraged to challenge their assumptions, take intellectual risks, and learn to work collaboratively with all people. Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies.”

“It is a basic democratic right for all children to feel safe at school and to be spared the oppression and repeated, intentional humiliation implied in bullying.”

Hara Estroff Marano, 1995

If a child does not feel safe at school, it can affect everything else in his or her life. Children who are anxious or worried about their safety cannot maximize their learning potential. Because all students engage in negative social behaviour at some level, all children may be exposed to intimidation, humiliation, embarrassment, name-calling, labelling, put-downs or written abuse at some time. When constant exposure to the above becomes a problem, the children involved need and deserve adult intervention and help. The problem is too serious for them to solve alone and, without intervention, the problem will not go away.

Ashbury College strives to cultivate an environment free of emotional, psychological and physical threats. It is with a proactive approach that we provide our children with an environment to succeed both socially and academically.

Ashbury College has a clear policy to foster this vision. These Guiding Principles are for all members of the Ashbury community. Not only are we responsible for protecting children and teaching them how to protect themselves, we must also help those who would engage in bullying behaviour to understand the consequences of their actions and to modify their behaviour accordingly. Ashbury does not want to label children as bullies, but rather foster positive social interaction.

In May 2012, Ashbury College introduced the new Ashbury College Youth Mental Health Policy and Program Support. The purpose of this policy is to have a healthy school culture and to raise awareness of mental health issues.

Ashbury College is committed to having a safe and caring school environment where all students and staff can feel free of physical, emotional, psychological and social distress.

# WHAT IS BULLYING BEHAVIOUR ?

## BULLYING DEFINED:

Bullying is typically a form of repeated, persistent and aggressive behavior 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.

Ministry of Education 2011.

“all children are the victims of occasional teasing behaviour or aggression, but some children are repeatedly targeted”  
(short-camilli: bully proofing your school,1994-1998)

There are many definitions of bullying; however, the one that is most quoted is that of Dr. Dan Olweus of Norway: “A student is being bullied or victimized when he or she is exposed repeatedly and over time to negative action on the part of one or more students”.

**Bullying is a serial behaviour. It is never accidental.**

Bullying behaviour can be direct or indirect. Direct bullying includes physical contact, name calling, extortion and acts of violence. Indirect bullying is about exclusion, social isolation, “non-selection” and blackmail. Bullying is not just a childhood problem: it extends to adulthood, the boardroom, shop floor and the dysfunctional family.

- Bullying is repeated behaviour resulting in negative actions.
- Bullying may also take the form of individual incidents.
- Bullying means there is an imbalance of power so that the child being victimized has trouble defending him or herself.
- Bullying is aggression.
- Bullying is when one person uses power in a wilful manner with the aim of hurting another individual repeatedly

## BULLYING TACTICS

**Intimidation** is threatening to reveal personal information, a public challenge to do something, taking possessions, extortion, threats of using coercion against a family member or friends, or threatening with a weapon.

**Physical aggression** is pushing, shoving, spitting, kicking, hitting, defacing property, locking in a closed or confined space, threatening with a weapon, or inflicting bodily harm.

**Social alienation** consists of gossiping, embarrassing, setting up to look foolish, spreading rumours, ethnic slurs, setting up to take the blame, excluding from group, social rejection, revealing personal information, maliciously excluding and threatening total isolation by peer group.

**Verbal aggression** can be name calling, taunting, giving dirty looks, teasing about appearance, intimidating phone calls and e-mails, verbal threats of aggression against property or possessions, or verbal threats of violence or bodily harm.

**Cyberbullying** is using the Internet (via chat rooms, instant messaging, e-mail, websites devoted to insulting and promoting hatred against victims) or cellular phones (via text messaging and photo sharing) to ridicule, hurt or intimidate someone. This bullying tactic allows the persecution to extend within the home of the victim after school hours and on the weekends. It also offers the bully an actual or perceived anonymity and lack of direct contact with the victim. Because the bully cannot see the immediate effects of his or her behaviour on the victim, it could result in a higher level of cruelty.

By requiring students to sign a code of conduct defining computer use, Ashbury can combat cyber bullying. However, parents of a cyber bully need to be accountable for what their child does online at home. If parents give a child a computer or cellular phone with Internet access (especially alone in his/her bedroom), they have to be accountable and be sure to monitor use. An acceptable computer use policy should be put in place at home. Parents can monitor the use of the computer by keeping it in a room shared by all members of the family and loading software to monitor Internet use.

Internet Service Providers (ISPs) also have a role to play in preventing cyber bullying. ISPs have a responsibility to define clearly in their service agreements what constitutes acceptable usage of the Internet and ensure that parents discuss this with their children before allowing them on the computer. Although it is necessary for children to have a certain amount of privacy when it comes to e-mails and other forms of communication, parents still have to take responsibility for their child's actions if they are intentionally harming someone.

For more information on how to handle cyber bullying issues, please visit [www.bewebaware.ca/english/CyberBullying.aspx](http://www.bewebaware.ca/english/CyberBullying.aspx)

## M I S C O N C E P T I O N S   A B O U T   B U L L Y I N G

**Misconception: Bullying is not a particularly hurtful behaviour.** People who believe this can express a tolerance for bullying behaviour and see no need to intervene. They may argue that bullying has been around for a long time and is a “rite of passage”. The message this misconception conveys to kids is: “You’re on your own...sort it out.” Many young people then keep the information, and the pain, to themselves.

**Misconception: Bullying is the domain of childhood and bullies are boys.** The stereotype is the big, brawny boy who rebels against authority, pushes his weight around and terrorizes all who come near. This myth dismisses the reality that bullying occurs in workplaces and families and involves both males and females. The research is clear: girls

are no less hurtful in their bullying than boys, although they often adopt a different form of harassment than do boys.

**Misconception: Children should mind their own business.** We expect children to report incidents of bullying, yet they are taught not to “tattle”. This creates conflict for children, especially if they report an incident of bullying and are told to mind their own business. For those who may be afraid of the consequences of reporting bullying, this reinforces the code of silence that exists in many schools.

**Misconception: All bullies in school are children.** A teacher or administrator who uses sarcasm, ridicule and embarrassment to manage behaviour or achieve control is a bully. This does not refer to the teacher who may be having a bad day. Rather it is serial behaviour and can sabotage all other attempts to create a bully-free environment.

**Misconception: Teachers fix every problem that comes their way.** This misconception dismisses the responsibility that parents, community organizations and all citizens have to ensure safe and secure communities. Administrators and teachers clearly play an important role but should not be expected to eliminate bullying behaviour on their own.

## WHAT CAUSES BULLYING ?

A number of factors contribute to bullying behaviour.

**Individual factors:** The best-documented individual child factor in bullying is temperament. Temperament refers to personality styles and interpersonal behaviours. Children who are active and impulsive in temperament may be more likely to develop bullying behaviour. With boys, physical strength is associated with bullying, although there are many strong, physically adept boys who never bully.

**Family factors:** A number of child-rearing styles have been found to predict whether children will display bullying behaviour. A lack of attention and warmth toward the child, poor supervision, and modelling of aggressive behaviour (use of physical and verbal aggression toward the child by parents, or by parents toward each other) provide an opportunity for aggressive and bullying behaviour to occur. Studies indicate that aggressive behaviour of all kinds is elevated in children who witness violence by their fathers toward their mothers.

**School factors:** The social context and supervision at school play a major part in the frequency and severity of bullying problems. While teachers and administrators do not have control over the individual and family factors that produce children who are inclined to bully, bullying problems can be reduced in severity by appropriate supervision, intervention and school climate.

Supervision of children is of prime importance. Just as a low level of supervision in the

home is associated with the development of bullying behaviour in individual children, so too is a low level of supervision at school, particularly on the playground and in the hallways. Also, the appropriateness of intervention by adults when they see or are made aware of bullying is important.

The social climate at Ashbury should be warm and accepting of all students, one where there are high standards for student and teacher behaviour. Teacher attitudes toward aggression, and strategies used in supervision and intervention, partly determine how teachers react to bullying situations. Curricula and administrative policies and support are also important.

According to research, bullies have particular behaviour and personality traits described as:

- greater-than-average aggressive behaviour patterns;
- desire to dominate peers;
- need to feel in control and to win;
- no remorse for hurting another child; and
- a refusal to accept responsibility for his/her behaviour.

Another trait common is the way bullies make sense of their place in the world by rationalizing their behaviour. They tend to hold distorted beliefs about themselves and their behaviours. The bully:

- thinks life is a one-way street;
- has a disregard of injury to others;
- has an unrealistic expectation;
- is always looking for the easy way out;
- believes lying is a way of life;
- refuses to accept responsibility for actions; and
- has sense of superiority over others.

Many students who bully continue their style of behaviour in later life. As adults, they are at increased risk for criminality, of committing marital violence, child abuse and sexual harassment.

It is important to know there is help in the form of counselling to address this anti-social behaviour. The aim is to intervene and help change bullying behaviour through effective consequencing, and to teach bullies positive social skills.

## GENDER DIFFERENCES IN BULLYING

Patterns of bullying and victimization are different for boys and girls. Boys are more likely to report being bullies and perpetrating violent acts on others than are girls. Girls are less likely than boys to be victims of bullying.



Olweus (1993) in a study of students in grades 5-7, found that 60 per cent of girls who were bullied were bullied by boys, while another 15-20 per cent were bullied by both boys and girls. Eighty per cent of boys who were bullied were bullied only by boys. This shows that boys are likely to be perpetrators of direct bullying — that is, bullying which involves direct physical or verbal attacks. He has concluded that girls are more likely to use indirect, subtle, social means to harass other girls. He refers to behaviour such as social exclusion, manipulation of friendship relationships, spreading rumours, etc. However, there are few questions in his questionnaires to address this issue.

One question he did include was “How often does it happen that other students don’t want to spend recess with you and you end up being alone?” The results indicated that boys and girls are equally likely to have this problem. Olweus sees this as a measure of “indirect” bullying, but an alternative explanation is that this question reflects socially rejected children who are not liked, but who are not intentionally bullied either. They may simply be less-popular children.

The conclusions that A) boys are more likely to be both the perpetrators and the victims of aggressive physical and verbal bullying by peers; and B) girls are more often a target of bullying by boys than vice versa, indicate that intervention should take into account the higher rates of aggressive behaviour by males.

## UNDERSTANDING THE ROLES

### BULLIES

- Come from all economic, social and ethnic groups.
- Establish a power base by testing the response of less powerful members of the group.
- May come from a family where there is an absence of supervision.
- Often have been bullied themselves by adults.
- Have a circle of supporters who overtly or subtly promote the bullying.
- Will continue to bully if there are no consequences and if the peer group silently or actively colludes.
- Will talk about getting even and complain of unfair treatment.
- May struggle with competition and competitive games.
- May react strongly to the success and accomplishments of others.

### VICTIMS

- May have poor social skills and lack the confidence to seek help.
- May feel that they do not have the support of their teachers or peers.
- May blame themselves and believe it is their own fault.
- Tend to be reserved, shy and quiet.

- Sometimes do desperate things in an attempt to fit in.
- Often report bullying as being a result of their race or sexual orientation.
- May take drastic action if the problem persists (fight back, lash out or attempt suicide).
- Often isolated or alone during the school day.
- May fear the bus ride to and from school and avoid the school washroom.
- May be hesitant to take risks of any kind.
- Have unexplained bruises, torn clothing and complain of headaches and stomach pains.
- Experience fluctuations of mood and academic performance.

## BYSTANDERS

- Support bullying behaviour through passive acquiescence.
- Maintain a code of silence that can sustain or deepen the damage.
- Can provide encouragement and support to the bully.
- May join in by taunting, teasing or ostracizing the victim.
- Sometimes feel less accountable for their individual actions.
- May believe that the target deserves such treatment.
- Are pivotal to the prevention of bullying behaviour.

The four reasons most often given by the bystander for not intervening:

1. fear of getting hurt;
2. fear of becoming a new target of the bully;
3. fear of doing something that will make the situation worse; and
4. not knowing what to do.

## S T U D E N T S

### IF YOU'RE BEING BULLIED

- Don't be bullied into staying silent!
- Tell someone who is in a position of authority that you need help.
- Tell yourself that you do not deserve to be bullied, and that it is wrong.
- Hang out with friends whenever you can. Be part of a group.
- Avoid places or areas in which bullies hang out.
- Be proud of who you are. It is good to be an individual.
- Walk away from the situation so the bully does not have an audience.
- Try not to react to teasing or bullying by showing that you are angry or upset.
- Keep within the sight of a teacher or supervisor.
- Go straight to a teacher or member of staff.

- Fighting back may make the situation worse. It is best to get away from the situation and tell an adult immediately.

#### IF SOMEONE ELSE IS BEING BULLIED

No student at Ashbury should be a bystander to bullying. If you observe the aggressive or passive antisocial activities of a bully and do nothing to intervene, you are condoning the behaviour. Ashbury provides a safe environment in which bullying can be reported and stopped.

According to Barbara Coloroso in her book *The Bully, The Bullied, and The Bystander*, “Actively engaging with the bullying or cheering him/her on causes even more distress to the child who is bullied, encourages the antisocial behaviour of the bully, and puts the bystanders at risk of becoming desensitized to the cruelty or becoming full-fledged bullies themselves”.

Our students should feel that they can help create a healthy school environment where developing empathy, compassion and a sense of belonging takes priority over stereotyping, prejudices and discrimination.

We want our students to show character, to not ignore the pain of the bullied. Being a bystander has a way of infecting the core of our human existence when we do nothing to help others. If we surrender to the bully then we also surrender our moral obligation as human beings to help others in need of support.

“My doctrine is this, that if we see cruelty or wrong that we have the power to stop, and do nothing, we make ourselves sharers in the guilty.”

A man named Wright in Anna Sewell’s *Black Beauty*

Ashbury students must be willing to take a leadership role and encourage others to join them working against negative social behaviour and bullying. We all must help create a positive and healthy school ethos at Ashbury College.

Pledge to be a part of the solution! Eliminate taunting and profanity towards others from your own behaviour and encourage others to do the same. Do your part to make our community a safe place by being more sensitive to others. Set the example of a caring individual. Don’t let your words hurt others.

“Cowardice asks the question: is it safe?

Expediency asks the question: is it politic?

Vanity asks the question: is it popular?

But conscience asks the question: is it right?

and there comes a time when one must take a position that is neither safe, nor politic, nor popular but one must take it because it’s right”.

Martin Luther King Jr

## **Don't be a bystander, take action!**

- Tell someone right away about the situation
- Don't pretend to side with the bully
- Don't play any role in bullying others to please the bully
- Don't be a passive supporter
- Take a stand and don't say it is "none of my business"
- Make it your business by showing disapproval
- Model kindness to others
- Get involved in promoting a healthy school culture for all
- Don't turn your back on people who need your help
- Resist the temptation to help the bully!

### **IF YOU ARE AT RISK OF OR ARE ENGAGED IN BULLYING BEHAVIOUR**

There is help! Please contact the Life Skills Program Coordinator to discuss ways to change your behaviour. You can:

- encourage appropriate social thinking;
- learn anger control;
- change how you think about others;
- learn to develop empathy;
- become part of the solution; and
- talk to someone about your feelings.

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- learn to develop empathy;
- become part of the solution; and
- talk to someone about your feelings.

## P A R E N T S

### IF YOUR CHILD IS BEING BULLIED

It is critical that you contact the school if you suspect your child is being bullied. Please contact the Life Skills Program Coordinator or your child's TAG advisor or form teacher. It is healthy and normal for parents to be advocates for their child. Ashbury strives to set a tone that communicates caring and protection. We want parents to support our efforts as a caring school and feel comfortable that the issue will be handled professionally. The following characteristics can assist you in identifying if your child is being bullied. A bullied child:

- misses a great deal of school;
- makes multiple trips to the nurse's office to avoid a bullying situation;
- avoids the common eating area or playground;
- has sudden academic problems;
- is shy, stands on the sidelines during activity time, appears isolated and/or depressed during school. This is the type of child most likely to be picked on and bullied.

Encourage your child to tell an adult if he/she is being bullied. It is important to understand that victimized children are not likely to tell an adult themselves. Parents and the school must take responsibility for identifying these children and letting them know that someone cares and will listen to them.

As a parent:

- Take an active role in your child's education.
- Talk with your child about Ashbury's policy on bullying.
- Ask how your child's day was at school.
- Encourage the development of friendships with other children.
- Pay attention to sudden dislike for school and marks plummeting.
- Watch for warning signs, such as ripped clothes and missing belongings.
- Never minimize your child's complaints.
- Inform the school's Life Skills Program Coordinator, Form Teacher or Teacher Advisor immediately if your child reports being bullied.
- Support your child and reassure your child that action will be taken to address the matter.

### IF YOUR CHILD IS AT RISK OF OR INVOLVED IN BULLYING BEHAVIOUR

Ashbury and parents must work together to ensure that the school is a safe and caring environment. The school has a responsibility to help stop or address bullying and to protect the victim. Once a bully has been identified, the TAG advisor or form teacher will immediately contact the parents.

The Life Skills Program Coordinator will approach the parents to offer support. The LSP Coordinator will remind the parents of the school's goal of creating a safe and caring environment for all and that solving problems with aggression is not a good solution regardless of the justification.

It is important that the parents know Ashbury's Guiding Principles on bullying and the what the consequences of bullying behaviour will be for their child. (Please refer to Discipline Procedures for Bullying Incidents.)

Ashbury takes a no-nonsense approach to dealing with bullying behaviour: it is not acceptable. At a meeting with parents and a child displaying bullying behaviour, we set clear expectations and outline consequences. As little time as possible is spent discussing the reasons for the bullying; rather, time is invested in developing positive social behaviour.

It is critical that the student and his/her family feel that Ashbury is supportive and will work in collaboration with them in changing the behaviour. The school will explore ideas of practicing and rehearsing appropriate behaviours as a more effective learning tool than punishing the incorrect behaviours.

## T E A C H E R S

- Intervene immediately: stop the bullying behaviour as soon as you see it or become aware of it.
- Talk to the bully and the victim separately. If more than one child is involved in perpetrating the bullying, talk to each of the perpetrators separately, in quick succession.
- Consult with administrators and other teachers to get a wider reading on the problem, and let them know the problem exists. Get advice on how this situation fits with school policies, and refer to these Guiding Principles.
- Expect that the perpetrator will minimize or deny his/her actions and responsibility. Refer to school and class codes of conduct in telling the bully why the behaviour was unacceptable and what behaviour you do expect. Inform the bully of the sanctions which will be imposed and that his/her parents will be involved.
- Reassure the victim that all possible steps will be taken to prevent a recurrence.
- Inform the parents of the bully and of the victim as soon as possible. A call to the home the same day is preferable, followed by an appointment at school if necessary. Better results are obtained when parents are involved early in a bullying situation, before behaviour patterns are entrenched or escalate.
- Involve parents in designing a creative plan of action.
- For victims, involving them in groups and situations where they can make appropriate friends and develop their social skills and confidence is important. For

example, peer support group, new student orientation group, cooperative learning group in class, or special activity group or club. Parents can also arrange for these opportunities outside of school. The goals are to develop the child's peer support network, social skills and confidence. Specific instruction in assertiveness skills may be helpful.

- For the bully, specific education as to appropriate behaviour is important, in addition to sanctions such as removal of privileges, detentions, etc. for inappropriate behaviour.
- Follow up with parents and with other teachers and administrators about the situation until it is clearly resolved.
- Monitor the behaviour of the bully and the safety of the victims on a school-wide basis.
- If the bully does not change his/her behaviour, despite concerted efforts by the school, he/she should be removed from the class or school. Consequences for the perpetrators will be of considerable interest to all students, and will set the tone for future situations.

#### OTHER THINGS TEACHERS SHOULD KNOW

Bullying prevention programs that have the best results are those that create a school climate that encourages respect, trust, caring, consideration and support for others. We believe that it is school culture and ethos, not policies and heavy-handed approaches, that prevent bullying. Students are a critical and often overlooked resource in any anti-bullying program. If a bully-free culture is to be achieved it can only happen with the engagement of students and parents.

Students must have opportunities for discussion, writing, role playing or other suitable activities that clarify the issues of bullying and build coping strategies. Language, drama, health and personal/social curriculum activities lend themselves to this. Also, don't forget those wonderful "teaching moments".

Educators should not use any gesture or expression of a threatening or intimidating nature, or any form of degrading physical contact. Humiliating a student (directly or indirectly) who is academically weak or under achieving, or vulnerable in other ways is not only demeaning, but sends a strong message of endorsement to other students. If it is okay for the adult to do those things, then it is acceptable for everyone!

Every student has the right to feel safe and comfortable and must be assured that verbal and physical attacks are unacceptable. They must know (and feel) that their concerns about bullying will be considered in a timely and serious manner.

## SCHOOL COMMUNITY

- We have adopted a policy for positive social behaviour and bullying and we have a proactive plan in force.
- We must use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g. assemblies, health classes and intervention series classes.
- We must deal quickly, firmly and fairly with any complaints, with parents' involvement where necessary.
- We must review the school policy and its success periodically.
- We must conduct form meetings and discussions and give the students a role in decision making.

These guiding principles must be incorporated into all aspects of school life.

### DEVELOPING A CLASS CODE OF CONDUCT

To help students with conflict resolution and bullying prevention, a class code of conduct promotes and guides positive social behaviours on a daily basis.

A class code of conduct could be started by holding several lessons on awareness of both bullying and friendly, positive social behaviour. A class discussion of the effects of bullying for the victim, for the bully, and for the class as a whole could be the next step. Students can voice the rules for behaviour they would like in class. The teacher may give examples of what other classes have done. The language should be simple and clear for all students.

For example, in the younger classes (Grades 4-6)

- We don't want any hitting, punching or kicking.
- We don't want any name calling or put-downs.
- We want to include everyone when we do group activities.
- We want to have a friendly class, and help other students if they are bullied.

In older groups (Grade 7 and up)

- I accept my peers and do not provoke or discriminate.
- I do not use abusive language and I refrain from taunts and gossip.
- I do not intrude on others or touch their possessions.
- I do what I can to ensure that my peers are not isolated or ostracized.
- If anyone is being obstructive to me, I will request them to stop. If that does not help, I will ask a teacher for help.
- I expect, under all circumstances, that my teachers will help.
- In a fight, I will not act as my own judge.
- I will threaten no one, nor bring weapons and drugs to school.
- I use no violence either at school or outside school.



- I will help others, including the adults in the school, to uphold these rules.

Including violence prevention, anti-racist and anti-sexist measures in the curriculum is important. An important element of an anti-bullying program in class is teacher attention and praise for positive social behaviours. This can be done verbally each day, as well as with special certificates recognizing specific pro-social behaviours. Such awards can also be given at school assemblies, as part of a violence or anti-bullying day or week.

## DISCIPLINE PROCEDURES FOR BULLYING INCIDENTS

The following procedures are in effect for Junior and Senior School students. All class work missed during the suspension is the student's responsibility. The student will not be given a test during these times, but will arrange to take any missed test at a later date.

### FIRST OFFENCE

#### **The student may:**

- Meet with Administration to review situation.
- Serve an in-school detention.
- Write an Action/Education plan.
- Write an apology letter and give it to the victim(s) of the bullying incident.
- If requested by the bullied student(s) and/or his/her family, ask that the student who bullied to meet face to face with the student(s) targeted by the bully to apologize. This process will be facilitated by the Head of Junior School or Assistant Head of Junior School, Head of Senior School, Director of School Life, Coordinator of Life Skills Support Program.

#### **The Junior or Senior Faculty will:**

- Prepare an Incident Report.
- Discuss the Incident Report and Action Plan with parents.
- Forward the Incident Report and Action/Education Plan to Head of Junior School or Assistant Head of Junior School, Head of Senior School.

### SECOND OFFENCE

#### **The student may:**

- Meet with Administration.
- Serve an in-school suspension.
- Write an Action/Education Plan.
- Write a letter of apology and give it to the victim(s) of the bullying incident.
- If requested by the bullied student(s) and /or his/her family, ask that the student who

bullied to meet face to face with the student(s) targeted by the bully to apologize. This process will be facilitated by the Head of Junior School or Assistant Head of Junior School, Head of Senior School, Director of School Life, Coordinator of Life Skills Support Program.

**The Junior or Senior Faculty will:**

- Prepare an Incident Report.
- Send a copy of the Incident Report and Action/Education Plan to the parents for signature.
- Forward the signed copies of the Incident Report and Action/Education Plan to the Head of Junior School, Assistant Head of Junior School or Head of Senior School the next day.
- Arrange an interview with the parents , student, Head and/or Assistant Head (Junior School), Head of Senior School, Housemaster, Teacher Advisor and/or Life Skills Program Coordinator to discuss the Action/Education Plan and the future follow-up with the student. At that time the parents will be given copies of the Incident Report and Action/Education Plan.

**THIRD OFFENCE**

**The student may:**

- Serve a school suspension (out of school).
- Write an Action/Education Plan.
- Write a letter of apology and give it to the victim(s) of the bullying incident.
- If requested by the bullied student(s) and /or his/her family, ask that the student who bullied to meet face to face with the student(s) targeted by the bully to apologize. This process will be facilitated by the Head of Junior School or Assistant Head of Junior School, Head of Senior School, Director of School Life, Coordinator of Life Skills Support Program.

**The Junior School or Senior Faculty will:**

- Meet with the Administration.
- Write an Incident Report.
- Send a copy of the Incident Report and Action/Education Plan to the parents for signature.
- Forward the signed copies of the Incident Report and Action/Education to the Head of Junior and Assistant Head of Junior School or Head of Senior School and Headmaster.

**The Headmaster will:**

For a Junior School student

Attend an interview with the Head of Junior School and Assistant Head of Junior School, form teacher, student’s parent(s), student and /or Coordinator of Life Skills Support Program to discuss the possibility of the student’s immediate expulsion.

**For a Senior School student**

Attend an interview with Head of Senior School, Director of School Life, Housemaster, Teacher Advisor, student’s parent(s), student and/or Coordinator of Life Skills Support Program to discuss the possibility of the student’s immediate expulsion.

**R E S O U R C E S**

You do not need to be alone when dealing with your son or daughter’s mental health issues. Reach out for help. A good place to start is Ashbury’s Life Skills Program office.

**NATIONAL 24 HOUR HOTLINES**

- AIDS Hotline . . . . . 613-563-2437
- Distress Centre of Ottawa and Region . . . . . 613-238-3311
- Kids Help Phone . . . . . 1-800-668-6868
- Parents Help Line . . . . . 1-800-603-9100
- Child and Adolescent Mental Health (CHEO) . . . . . 613- 737-7600
- Children’s Mental Health Centre. . . . . 613-722-6521

**INFORMATION**

- Al-Anon/Alateen . . . . . 613-860-0543
- Alcoholics Anonymous . . . . . 613-237-6000
- Addictions and Problem Gambling Services. . . . . 613-789-8941
- Centre for Addiction and Mental Health. . . . . 613-569-6024
- Canadian Mental Health Association. . . . . 613-737-7791
- Child and Youth Friendly Ottawa. . . . . 613-244-3803
- Drug, Alcohol and Mental Health Info Line . . . . . 1-800-463-6273
- National Clearinghouse for Alcohol and Drug Info. . . . . 1-800-662-4357
- National Institute on Drug Abuse. . . . . 1-301-443-1124
- The Early Intervention Program . . . . . 613-722-6521
- David Smith Centre . . . . . 613-594-8333
- Maison Fraternelle (francophone youth). . . . . 613-562-1415
- Rideauwood Addictions and Family Services. . . . . 613-724-4881

## USEFUL INTERNET LINKS

[www.df.gov.uk/bullying/index.shtml](http://www.df.gov.uk/bullying/index.shtml)  
[www.bewebaware.ca/english/CyberBullying.aspx](http://www.bewebaware.ca/english/CyberBullying.aspx)  
[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.bullyingawarenessnetwork.ca](http://www.bullyingawarenessnetwork.ca)  
[www.colorado.edu/cspv/safeschools/bullying](http://www.colorado.edu/cspv/safeschools/bullying)  
[www.ncb.org.uk/aba/index.asp](http://www.ncb.org.uk/aba/index.asp)  
[www.health.org](http://www.health.org)  
[www.nida.org](http://www.nida.org)  
[www.canadiansafeschools.com/index.asp](http://www.canadiansafeschools.com/index.asp)  
[www.dontlaugh.org](http://www.dontlaugh.org)  
[www.ethosnet.co.uk/index.html](http://www.ethosnet.co.uk/index.html)

## Recommended Reading and Resources for Educators and Parents

Dan Olweus. *Bullying at School: What We Know and What We Can Do*. Blackwell Publishers. This definitive book gives practical advice to school principals, teachers and parents on how to implement a whole school approach to bullying.

Ken Rigby. *Bullying in the Schools and What to Do About It*. Australian Council for Educational Research 2004. The key to reducing bullying lies in schools embracing ethos in which it is impossible for this sort of abuse to flourish.

Carla Garritty, William Porter, Nancy Sager, and Cam Short-Camilli. *Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools (Second Edition)*. Sporis West 2002.

*Focus on Bullying: A Prevention Program for Elementary School Communities*. British Columbia Ministry of Education, Ministry of Attorney General. (Online at: [www.bced.gov.bc.ca/specialed/bullying.pdf](http://www.bced.gov.bc.ca/specialed/bullying.pdf)). The purpose of this manual is to assist schools in developing and implementing a detailed action plan that strengthens the physical, social and psychological safety of schools and reduces incidences of bullying.

*Imagine a School Without Bullying: A School Climate Approach to Bullying*. Prevention by the Region of Waterloo Public Health Department 2004. This resource documents provides numerous tools for school staff and parents as well as an entire set of lesson plans for grades JK-8 that is congruent with the curriculum expectations.

Ken Rigby. *New Perspectives on Bullying*. London: Jessica Kingsley Publishers Ltd., 2002. This book defines the characteristics of bullying, looks at how bullying has been viewed historically, considers the harm that bullying does, and proposes explanations for bullying behavior.

Kim Zarzour. *Schoolyard Bully: How to Cope with Conflict and Raise an Assertive Child*. Harper Collins 1999. Practical ideas for parents and educators to help stop the bullying cycle.

Ken Rigby. *Stop the Bullying: A Handbook for Schools*. London: Jessica Kingsley Publishers Ltd., 2002. Aims to help educators find out what is really happening in their school, develop a sound and well-supported anti-bullying policy, work effectively with children in classrooms to gain their support in stopping bullying, deal appropriately and constructively with children who bully others, support in stopping bullying, deal appropriately and constructively with children who bully others, support and help the children who are victimized by peers at school, and enable teachers and parents to work together to stop bullying.

Sonia Sharp and Peter Smith (Eds.). *Tackling Bullying in Your School*. New York: Routledge, 1994. Fully detailed, practical techniques and interventions for teachers and other educational professionals interested in tackling bullying in schools.

Dan Olweus. *Olweus' Core Program Against Bullying and Antisocial Behaviour: A Teacher Handbook*. Self-published. Available <http://www.clemson.edu/olweus>. This handbook for teachers contains in-depth information about aspects of the program including: classroom meetings, establishing a supervisory system, development of school rules against bullying, and meeting with students and parents.

Allan Beane. *The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Free Spirit Publishing, 1999. Over 100 prevention and intervention strategies to help you create a classroom where everyone feels valued and where the code of silence on bullying is broken.

## Videos

*Bullied, Battered and Bruised*. Canadian Broadcasting Corporation, 2000.

*Bully Beware! Take Action Against Bullying*. Bully B'Ware Productions, 1997.

*Bully Dance*. National Film Board, 2000. Animated film without words where stick people can act in a bullying situation (10 MINUTES).

*One of them*. National Film board, 2000.

*Teasing and how to Stop It*. British Columbia Children's Hospital, 1993.

*It's a Girl's World*. A Documentary About Social Bullying. NFB. What does the social world of girl's look like? An examination of the tumultuous nature of female relationships from girlhood to adulthood; from the playground to office.

*United*. Youth for Human Rights International, TXL Films. An award-winning music video to promote human rights education as a tool to resolve violence and turmoil in the world.

## **Recommended Websites to Learn about Bullying**

*Anti-Bullying Alliance*

[www.ncb.org.uk/aba/index.asp](http://www.ncb.org.uk/aba/index.asp)

*Bully Free Alberta*

[www.bullfreealberta.ca](http://www.bullfreealberta.ca)

*Bullying Online*

[www.bullying.co.uk/pupils.php](http://www.bullying.co.uk/pupils.php)

*Bullying Org (Canadian)*

[www.bullying.org](http://www.bullying.org)

*Canada Safety Council (Canadian)*

[www.safety-council.org/info/child/bullies.html](http://www.safety-council.org/info/child/bullies.html)

*Canadian Initiative for the Prevention of Bullying (CIPB)*

[www.cipb.ca](http://www.cipb.ca)

*Canadian Safe School Network*

[www.cssn.org/index.asp](http://www.cssn.org/index.asp)

*Canada Safe Schools Network (Student Page)*

[www.canadiansafeschools.com/students/students.html](http://www.canadiansafeschools.com/students/students.html)

*Child Line*

[www.Childline.org.uk/Bullying.asp](http://www.Childline.org.uk/Bullying.asp)

*Committee for Children*

[www.cfchildren.orgf](http://www.cfchildren.orgf)

*Concerned Children's Advertisers*

[www.cca-kids.ca/psa/psa.html](http://www.cca-kids.ca/psa/psa.html)

*Cyberbullying*

[www.cyberbullying.ca](http://www.cyberbullying.ca)

*Dealing with Bullies*

[www.kidshealth.org/kid/feeling](http://www.kidshealth.org/kid/feeling)

*Don't Suffer in Silence*

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

*Ken Rigby*

[www.education.unisa.edu.au/bullying](http://www.education.unisa.edu.au/bullying)

*Kids Help Phone*

[www.kidshelp.com.au](http://www.kidshelp.com.au)

*Kids Help Phone* (Canadian)

[www.kidshelpsympatico.ca](http://www.kidshelpsympatico.ca)

*Mix it Up*

[www.mixitup.org/teachers](http://www.mixitup.org/teachers)

*National Film Board*

[www.nfb.ca](http://www.nfb.ca)

*National Youth Violence Prevention Resource Centre*

[www.dontlaugh.org](http://www.dontlaugh.org)

*Public Safety and Emergency Preparedness Canada (PSEPC)* (Canadian)

[www.psepc.gc.ca/res/cp/bully\\_4211-en.asp](http://www.psepc.gc.ca/res/cp/bully_4211-en.asp)

*Scottish Schools Ethos Network*

[www.ethosnet.co.uk.index.html](http://www.ethosnet.co.uk.index.html)

*Stop Bullying Now*

[www.stopbullyingnow.hrsa.gov.index/asp](http://www.stopbullyingnow.hrsa.gov.index/asp)

*Teen Relationship Project* (Canadian)

<http://www.arts.yorku.ca/lamarsh/projects/trp/index.html>

*Teen Health*

[www.kidshealth.org/teen/your\\_mind/problems/bullies.html](http://www.kidshealth.org/teen/your_mind/problems/bullies.html)

*Youthoria*

[www.youthoria.org/issues/bullying/bullying.htm](http://www.youthoria.org/issues/bullying/bullying.htm)

## R E F E R E N C E S

This functional guide was created using the following documents:

Marlies Sudermann, Ph.D., C.Psych.; Peter G. Jaffe, Ph.D., C.Psych. and Elaine Schieck, B.A. (1996) *Bullying: Information for Parents and Teachers*. Centre for Children and Families in the Justice System.

*Steps Towards a Bully Free School*. Information for Educators. Child and Youth Friendly Ottawa. Web: [www.cayfo.ca](http://www.cayfo.ca)

*Not My Child! Some Questions and Answers About Bullying*. Child and Youth Friendly Ottawa. Web: [www.cayfo.ca](http://www.cayfo.ca)

Kim Chao, M.A., Student, Patterson School of International Affairs, Carleton University. Prepared for Senator Landon Pearson. (August 2004) Issue Paper on Bullying and Girls' Aggression

Short-Camilli et al, *Bullying Proofing Your School*. A Comprehensive Approach for Elementary Schools, 1994-1998.

Lajoie, Gesele; McLellan, Alyson; and Seddon, Cindi. *Take Action Against Bullying*, (1997).

Brett Popplewell, 2004. Web: [www.bullyboy.ca](http://www.bullyboy.ca)

Coloroso, Barbara. *The Bully, the Bullied and the Bystander*. Toronto: Harper Collins: 2002.

Rigby, Ken. *Stop the Bullying: A Handbook for Schools*. University of South Australia Acer Press 2001.

Olweus, Daniel. *Bullying at School: What we know and what we can do*. Oxford: Blackwell Publishers: 1993

Rigby, K. *Bullying in Schools and What to do About It*. Pembroke Publishers: 1998

Beane, Allan. *The Bully-free Classroom: Over 100 tips and strategies for teachers*. Minneapolis, Minnesota: Free Spirit Publishing: 1999

Sullivan, Keith. *The Anti-bullying Handbook*. New York: Oxford University Press: 2000

Garbino, James; deLara, Ellen. *And Words Can Hurt Forever: How to protect adolescents from bullying, harassment and emotional violence*. New York: Free Press: 2002

Gianetti, C; Sagarese, M. *Cliques: 8 Steps to Help Your Child Survive the Social Jungle*. New York: Brodway Books: 2001

Zarzour, Kim. *Face the Schoolyard Bully: How to raise an assertive child in an aggressive world*. Toronto: Firefly Books: 2000

Adapted from *Nobody Likes Me, Everybody Hates Me. The Top 25 Friendship Problems and How to Solve Them*. Michele Borba, Ed. D.(2005).

## A C K N O W L E D G E M E N T S

Chapman Uko, Life Skills Program Coordinator, thanks the many people who assisted in creating this handbook.



#### SENIOR SCHOOL CODE OF CONDUCT

1. I will not accept what I know is wrong.
2. I will respect myself and others. I will respect others' privacy, property and beliefs.
3. I will act with courage, class, integrity and politeness.
4. I will use honesty, dedication, and hard work rather than shortcuts to succeed.
5. I will maintain a positive attitude and take challenge in stride.
6. I will encourage others to achieve their maximum potential.
7. I will work cooperatively with those around me.
8. I will strive to care for my body and mind.
9. I will consider my position in the Ashbury community a privilege.

#### JUNIOR SCHOOL CODE OF CONDUCT

1. Shall respect myself, my peers, my teachers, and my school.
2. I shall stand up for myself and others at all times.
3. I will not speak poorly of others.
4. I will do what I can to ensure that my peers are not isolated.
5. I will treat people with kindness and will make all visitors feel welcome.
6. I will not touch the belongings of others without their permission.
7. I will not use abusive language.
8. I will always speak truthfully and strive to earn the trust of others.
9. I will not engage in disruptive or annoying behavior.
10. I will actively participate in classroom activities.
11. I shall not shy away from asking for help when necessary.
12. I will wear my school uniform proudly.

## OUR MISSION

Ashbury College engages students in a dynamic learning environment and inspires them to become intellectually vibrant, compassionate and responsible citizens.

## OUR CORE VALUES

### **Academic Excellence**

Our challenging, broad-based academic program, which promotes critical thinking and creativity, prepares students for success in university and in life.

### **Community**

Ashbury is a caring community offering a safe, structured environment in which students and staff are encouraged to reach their potential. The spirit of Ashbury—characterized by enthusiasm and cooperation—is seen in the strong and productive relationships among day and boarding students, staff, alumni and parents.

### **Ethical and Spiritual Development**

Ashbury fosters ethical and spiritual growth in a community founded upon integrity, mutual respect, environmental stewardship and service to others.

### **Personal Growth**

Athletics, the arts, outdoor education and community service lead to the development of healthy, self-confident individuals by encouraging students to participate, to strive for excellence and to develop strong leadership skills.

### **International Understanding**

Ashbury's unique location in the heart of Canada's bilingual capital city, together with the cultural diversity of our community, fosters international understanding and global responsibility.

362 Mariposa Avenue, Ottawa, ON K1M 0T3 | Tel. 613.749.5954 | [info@ashbury.ca](mailto:info@ashbury.ca) | [ashbury.ca](http://ashbury.ca)

**For more information, please contact:**

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