



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Educative, Preventative and Restorative Approaches to Student Conflict and Bullying

April 7th, 2021

Success For All

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Posters

Types of Bullying



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Racism

- Poor treatment of or violence against people because of their race
- The belief that some races of people are better than others
- Derogatory references regarding any race or uniqueness of any individual or group

Physical

- Hitting *
- Kicking *
- Shoving
- Spitting *
- Beating Up *
- Tripping
- Pinching
- Stalking *
- Actions or weapons *
- Theft or damaging property *
- Pushing
- Pulling hair
- Unwelcome touching *

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

Cyber

- Harassment via digital devices including email, cell phones, text messages, twitter and other Internet sites
- Online sexual exploitation
- Online posting or distribution of embarrassing pictures/intimate images or videos, real or altered without the consent of the person in the image

Social, Emotional, Relational

- Lying and spreading rumours
- Negative facial or physical gestures, menacing or contemptuous looks
- Playing nasty jokes to embarrass and humiliate
- Mimicking unkindly
- Making a person feel unattractive or powerless
- Damaging someone's social reputation or acceptance
- Encouraging others to socially exclude someone
- Threatening with words *

Verbal

- Racial or ethnic slurs
- Name calling
- Insulting
- Teasing
- Intimidating
- Verbal abuse
- Homophobic or racist remarks
- LGBTQ and gender issues must be treated the same as racism

NOTE

* Behaviours such as kicking, hitting, punching, spitting, beating up, stalking, threatening with words, actions or weapons, unwelcome touching, theft or damaging property, or victimization, are **NOT ONLY** considered bullying behaviours - they can be criminal code offenses!

ACTION



Any threat or violence related behaviours should be immediately reported to the principal.

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

Identifying if Behaviour is Bullying, Conflict or Mean Behaviour



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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

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Cinnabar Valley Elementary

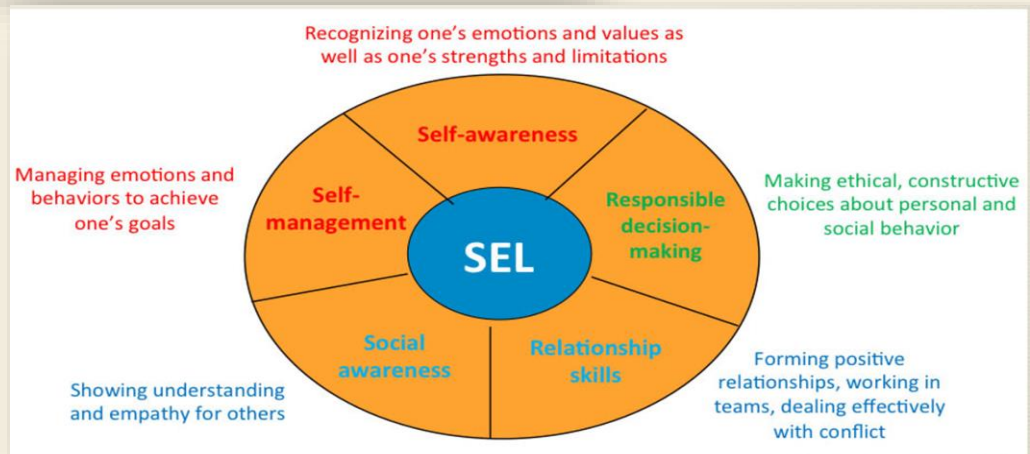


Creating a Culture of Kindness

Student Led virtual assemblies
Daily announcements

SEL programs/ school wide

- Monthly Virtues
- Parents as partners
- Community support



Dover Bay Secondary School



DOVER BAY VISION AND VALUES

VISION

**Education that
inspires our community to be
KIND, CONNECTED and RESILIENT
for a changing world.**



- Lifelong Learning
- Critical and Creative Thinking
- Diversity
- Cooperation
- Empathy
- Perseverance
- Responsibility

*Vision and Values developed with input from Staff, Students and Families in the Fall of 2020.



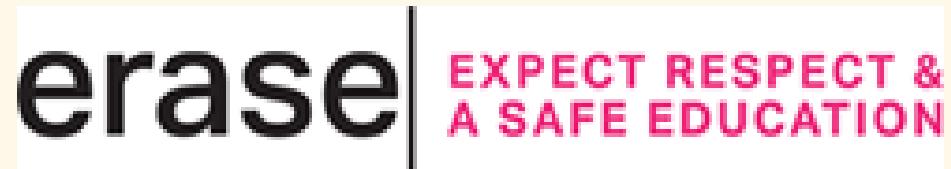
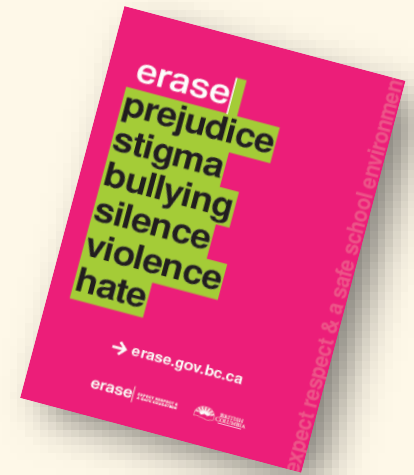


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District Reports

The [erase | Report It](#) tool lets you send a secure, anonymous and confidential message to your school or school district's safe school coordinator, who will follow up on it right away. You do not have to provide your name unless you want to.



Worrisome Online Behaviour Reports (WOB)

The collection of open-source social media content that relates to student and staff safety. It enhances school safety and student welfare by identifying potential risks or threats in near real time and enabling proactive intervention; it is a prevention tool.

Thank you!

