



Sample Forms and Resource Sheets for Customization

Step 2: Involve Parents

Pg. 48-Parents' Committee Meeting: Draft Agenda
Resource Sheet #14
Resource Sheet #15
Resource Sheet #16

Step 5: Create and/or Amend a School Statement for a Respectful Environment

Pg. 71-No Bullying Strategy Statement
Pg. 72-Letter to Home
Pg. 73-What is Bullying?
Pg. 74-Consequences of Bullying
Pg. 75-Good Kid Sid Says
Pg. 76-We Will...

Step 7: Construct a School Climate Enhancement Plan

Pg. 97-Teacher Information Sheet
Resource Sheet #17
Resource Sheet #18
Resource Sheet #19
Resource Sheet #20

Step 8: Develop a Response Plan

Pg. 115-Student Discipline Report

Step 9: Promote and Implement the School Plan

Pg. 125-What is Bullying?
Pg. 126-Find the Hidden Words

Section 4: Respond Directly to Bullying Situations

Pgs. 162-164-Bullying Case Report
Pg. 165-Student Self –Reflection Activity Sheet (Vancouver)
Pgs. 166-167-Student Self-Reflection Activity Sheet (Ottawa)
Pg. 168- Student Self-Reflection Activity Sheet-Jr. (Ottawa)
Pgs. 169-170- Student Self-Reflection Activity Sheet-Jr. and Int. (Ottawa)

PARENT COMMITTEE MEETING: DRAFT AGENDA
(approximate time: 1.5 hours)

<p>Welcome and Introduction (5 minutes)</p>	<ul style="list-style-type: none"> ▪ review purpose of meeting ▪ set climate or ground rules ▪ talk about why the school is initiating bullying prevention
<p>The Problem of Bullying (40 minutes)</p>	<ul style="list-style-type: none"> ▪ distribute and complete “Bullying Quiz” ▪ discuss answers to each question (For a more complete discussion of the questions and answers, refer to the section “Nature of Bullying” earlier in this resource).
<p>A School Climate Approach to Bullying Prevention (5 minutes)</p>	<ul style="list-style-type: none"> ▪ display overhead, “An Overview of a School climate Approach to Bullying Prevention” ▪ outline each step of the process
<p>Developing the School Plan (20 minutes)</p>	<ul style="list-style-type: none"> ▪ display overhead or poster “Imagine a School Without Bullying” and discuss in large or small groups ▪ record parents’ ideas as input for the development of a school statement for bullying prevention (see Step 4); alternatively, conduct a carousel brainstorm on flip chart paper (one sheet each for role of parents, school staff, and students)
<p>Parent Involvement (15 minutes)</p>	<ul style="list-style-type: none"> ▪ explain how ideas gathered at this meeting will be used ▪ discuss with parents how they can continue to be involved ▪ ask for ideas on how to communicate the plan to all parents ▪ distribute and comment on handout “What Parents Can Do to Support Their Children” ▪ distribute handout “Resources for Parents”
<p>Conclusion (5 minutes)</p>	<ul style="list-style-type: none"> ▪ thank parents for attending ▪ check for questions

Resources for Parents

THE INFORMATION CONTAINED IN THE RESOURCES ON THIS LIST DOES NOT NECESSARILY REPRESENT THE OFFICIAL POSITION OR POLICIES OF THE WATERLOO REGION DISTRICT SCHOOL BOARD, THE WATERLOO CATHOLIC DISTRICT SCHOOL BOARD OR REGION OF WATERLOO PUBLIC HEALTH.

Written Resources

Coloroso, B. (2002). The Bully, The Bullied and the Bystander. Toronto: HarperCollins.
Discusses the environmental context in which bullying may be allowed to thrive and may even be rewarded. Using lots of real examples and practical advice, it provides children, parents, teachers, principals and others who work with children the ways and the means to address and prevent bullying behaviour, both between individuals and in the broader environment.

Fried, S. & Fried, P. (1996). Bullies and Victims: Helping Your Child Through the Schoolyard Battlefield New York: M. Evans and Company.
Aimed at helping parents, teachers, and counsellors understand the dynamics and act effectively when children are bullying or being bullied; gives practical steps to help children prevent and solve the problem.

McNamara, B. & McNamara, F. (1997). Keys to Dealing with Bullies. New York: Barrons Educational Series.
Profiles children who bully and children who are bullied, describes patterns, underlying causes and longterm effects of bullying. Offers specific suggestions for dealing with bullying.

Pearce, J. (1989). Fighting, Teasing and Bullying: Effective Ways to Help Your Child to Cope with Aggressive Behaviour . London: HarperCollins Publishers.
Aimed at parents, this book makes suggestions for activities parents can do with their children to prepare them to deal with bullying and teasing.

Sheridan, S. (1995). The Tough Kid Social Skills Book. Colorado: Sopris West.
Practical ideas and resources for improving social skills.

Simmons, R. (2002). Odd Girl Out-The Hidden Culture of Aggression in Girls. New York: Harcourt, Inc.
Raises adult awareness of the types of bullying that girls are involved with, either directly or indirectly.

Stones, R. (1993). Don't Pick on Me. Markham, Ontario: Pembroke Publishers.
A thorough look at the issue of bullying. It is designed to provide young people with information and strategies for coping with and preventing bullying. The book offers specific games and strategies that can be used to boost the self esteem of those being bullied.

Zarzour, K. (1994). Battling the Schoolyard Bully: How to Raise an Assertive Child in an Aggressive World . Toronto: HarperCollins Publishers Ltd.

A good overview with practical tips and ideas for parents and teachers. Offers information about stopping the bully/victim cycle, preventing bullying and victimization, and encouraging assertive behaviour.

Internet Resources **for Parents**

London Family Court Clinic

London, Ontario, CAN

This page of the LFCC site gives very helpful, practical information about bullying to parents and teachers. It is an excerpt from A.S.A.P., A School-based Anti-Violence Program.

<http://www.lfcc.on.ca/bully.htm>

Bully B'ware

Coquitlam, BC, CAN

Bully Beware website offers general information, tips & strategies, stories about bullying, media articles, materials for sale, and workshops.

<http://www.bullybeware.com/>

Live Violence Free

BC, CAN

Put out by the British Columbia Ministry of Education, this site outlines programs, and gives helpful tips to parents for what to do if their student is bullied, or is bullying others. Also gives facts about bullying, a chart of progressive bullying behaviours, and a violence continuum chart.

http://www.bced.gov.bc.ca/live_vf/

What Makes Kids Care?

Washington, DC, USA

An article from the American Psychological Association about promoting caring and altruism in children, mainly geared towards parents.

<http://www.apa.org/pubinfo/altruism.html>

No Bullying Strategy Statement

We recognize violence as any word, look, sign or act that inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body, feelings or possessions. We also recognize bullying as a type of violence that occurs when a student intentionally, repeatedly and over time inflicts or threatens to inflict injury or discomfort on another student.

TO MAKE OUR SCHOOL VIOLENCE-FREE AND SAFE FROM BULLYING, WE PLEDGE TO:

1. tolerate no bullying in our school
2. intervene in bullying behaviours and strictly enforce rules against bullying
3. empower students to report bullying behaviour and to treat one another with respect

SAMPLE

Letter To Home

ST. JOSEPH SCHOOL GOOD KID SID BULLYING PREVENTION PROGRAM

At St. Joseph's Catholic School we believe every student has the right to be safe. **BULLYING VIOLATES THIS RIGHT!** We need **EVERYONE'S** help to continue to **STOP** bullying.

PARENTS' ROLE:

Parents play an important role in counteracting bully/victim problems. By clearly communicating that bullying is not acceptable behaviour, school and home will support and mutually strengthen one another. Parents and teachers will work together to help all children learn appropriate positive social behaviours.

GOOD KID SID RULES:

- 1. We will not bully other students.**
- 2. We will try to help students who are bullied.**
- 3. We will make it a point to include all students.**
- 4. When we know somebody is being bullied we will tell a teacher and an adult at home.**

What Does Our Program Involve?

Our bully prevention program involves the total effort of all school staff (teachers, principals, support staff, custodians, bus drivers, etc.), as well as students, parents and other members of the community to reduce bullying and other forms of violence.

The School's Efforts will include:

- identifying students who exhibit bullying behaviour and supporting those who have been bullied in order to address their individual needs
- applying consistent consequences against bullying
- promoting the GOOD KID SID Rules
- holding regular classroom meetings to discuss problems of bullying and violence with children
- increasing supervision of children at school
- rewarding children for exhibiting the GOOD KID SID Rules (Student of the Month)
- holding school-wide assemblies
- making use of videos, books and other resources on bullying

MANY OTHER CREATIVE EFFORTS WILL BE INITIATED BY THE TEACHERS AND STAFF AT OUR SCHOOL

SAMPLE

WHAT IS BULLYING?

Bullying is when one child or a group of children repeatedly hurt another child through words or actions. Bullying may involve physical aggression such as fighting, shoving, kicking, verbal aggression such as name calling, or more subtle acts such as socially isolating a child.

WARNING SIGNS THAT YOUR CHILD IS INVOLVED IN BULLYING OTHERS:

- taunts, threatens, kicks other children
- is hot-tempered, impulsive, has a hard time following rules
- is aggressive towards adults
- is tough, shows no sympathy towards children who are bullied
- has been involved in other antisocial activities such as vandalism or stealing

If your child shows several of these warning signs, it's possible that he or she is bullying one or more children. You may want to spend some extra time talking with your child about his or her behaviour and schedule a conference to talk about these issues with school staff.

WARNING SIGNS THAT YOUR CHILD IS BEING BULLIED:

- comes home from school with torn or dirty clothing, damaged books
- has cuts, bruises, scratches
- has few, if any, friends to play with
- seems afraid to go to school, complains of headaches, stomach pains
- doesn't sleep well, has bad dreams
- loses interest in school work
- seems sad, depressed or moody
- is anxious, has poor self-esteem
- is quiet, sensitive, passive

If your child shows several of these warning signs it's possible he or she is being bullied by other children. You may want to talk with your child to find out what is troubling him or her and schedule a conference to discuss your concerns with school staff.

SAMPLE

CONSEQUENCES OF BULLYING FOR STUDENTS AT ST. JOSEPH'S SCHOOL

1. The incident will be reported on a blue form.
2. The form will be submitted to the principal, who will in turn contact the parent/guardian.
3. All students involved in the incident will meet with the principal.
4. The student who has been involved in bullying will serve a detention and will attend a series of social skills workshops at lunch if the behaviour persists.

I have read the above information and understand the expectations of the St. Joseph School Bullying Prevention Program. I have discussed this with my child.

Date: _____

Parent's Signature:

Student's Signature:

SAMPLE



Good Kid Sid Says...

1. We will not bully other students.
2. We will try to help students who are bullied.
3. We will make it a point to include ALL students.
4. When we know somebody is being bullied, we will tell a teacher and an adult at home.

SAMPLE

Good Kid Sid



It is important that as a community we decide to do something to stop bullying from happening. Bullying has both short term and long term effects for those who are bullied, the bystanders, and even the people who bully. Even if a person is not directly involved in a bullying incident they are still affected by the events that take place.

As a community it is our duty to come together and decide to take action against bullying.

AS ADULTS...

- We will...help our children build self confidence.
- We will...try not to bully children ourselves when we are disciplining them.
- We will...ask questions about what our children do when they are with friends.
- We will...encourage our children to talk to us about what is happening in their lives.
- We will...give our children praise when they cooperated with or are kind to other people
- We will...teach our children how to solve problems without using violence or aggression.

AS CHILDREN...

- We will...accept others for who they are.
- We will...try to help students who are being bullied.
- We will...get to know about the other people around us.
- We will...tell adults about any bullying that has happened.
- We will...not pick on anyone because they are different from us.
- We will...include everyone in the group when we are participating in an activity.

(adapted from a statement of one of the *Good Kid Sid* pilot project schools)

SAMPLE

Teacher Information Sheet

Students of the Month--Criteria:

- The student will consistently demonstrate application of the *Good Kid Sid* rules #1,2,3,4
- Please discuss Student of the Month during classroom meetings. Share examples of times you or others in the class have seen someone following the rules.
- The teacher and students nominate several students to be eligible for Student of the Month, write their names on pieces of paper and place them in the designated box. The teacher will then choose a student based on the nominations. At the end of the month, the top 3 or 4 names are selected and those people are the Students of the Month. The students' names and reason for being chosen is to be written on a ballot (see attached) and given to the duty person. A schedule will follow with the dates for submission. The students will be mentioned on the announcements and their names will be written in the newsletter.

Awards:

- Each Student of the Month will be given a certificate to take home and a treat (chocolate bar). A second certificate will be posted in the bulletin board in the hallway along with a picture of all the students of the month.
- Each student will be given a *Good Kid Sid* magnet. Each student nominated for Student of the Month will receive 50 colour house points. At term assembly, students who have won Student of the Month for that term will be recognized.

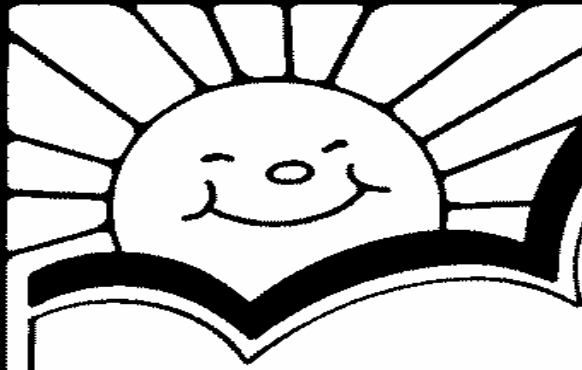
Duties:

- **Bulletin Board:**
- **Treats:**
- **Newsletter:**
- **Ballots:**
- **Pictures:**
- **Certificates:**

SAMPLE

Gotcha Tickets

	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>



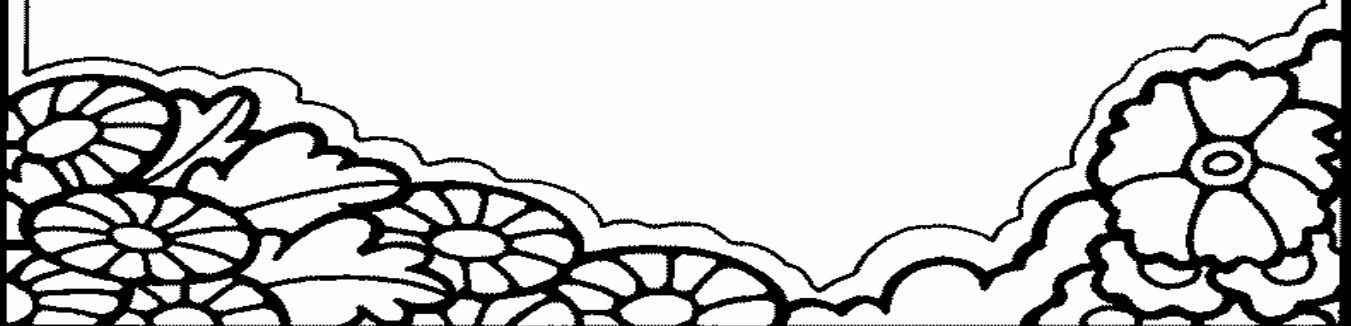
THIS CERTIFICATE IS PRESENTED TO



FOR DISPLAYING QUALITIES THAT
SHOW RESPECT!

School

Principal



Student Discipline Report

Name of Student: _____

Reporting Teacher/Supervisor: _____

Classroom Teacher: _____ Rm# _____

Problem: (check all that apply)

- _____ Physical Abuse (wrestling, hitting, fighting)
- _____ Throwing Objects (snowballs, stones, etc)
- _____ Disrespectful Behaviour (disobedience)
- _____ Disrespectful Language (verbal abuse, swearing)
- _____ Disrespect toward environment (vandalism, graffiti)
- _____ Sexual, Racial, Ethnic Harassment
- _____ Leaving School Property
- _____ Other (eg. Play fighting) _____

Description: _____

Time: (circle one) Before 8:55 A.M. Recess Noon P.M. Recess On the Bus
During Class Time

Location of Incident: _____

Bullying Behaviour Flag

Name of Injured Party: (if applicable) _____

1. Was there an evident or likely imbalance of power between the two parties, either socially or physically? **Circle:** Yes No Unsure

2. Was there an intent to harm the target of the aggression (physically, socially or emotionally)?
Circle: Yes No Unsure

3. Was the injured party obviously upset? **Circle:** Yes No Unsure

4. Is there a history of negative behaviour towards the injured party from this student or his peers?
Circle: Yes No Unsure

***If yes or unsure in all four responses, please have second responder follow up as per bullying situation response protocol.**

Date and Time of Detention: _____

Parent's Signature: _____ **Student's Signature:** _____

SAMPLE

What is Bullying?

Bullying is ongoing, negative, and intentional actions where the one person uses some type of power over another person to hurt them. Bullying is a word that can be used to describe many different actions. Some of these include:

- yelling at someone,
- calling someone names,
- talking behind someone's back,
- taking someone's things,
- hitting someone,
- repeatedly leaving someone out of a peer group,
- bossing someone around,
- making someone feel uncomfortable on purpose.

It is important to recognize these potential situations and to talk with children about them. It is also important to ask your children about bullying. Keeping the lines of communication open is a good way to keep kids talking about what is happening because a lot of bullying happens without the knowledge of parents or teachers.

Some strategies that can be used to help stop bullying are: providing adequate and interactive supervision for children; providing effective consequences for bullying behaviour; using good communication between teachers and parents about any situations that may be happening; providing children opportunities to develop good relationship skills; creating an environment that is supportive and inclusive where aggressive behaviour is not tolerated.

SAMPLE

Bullying Case Report (Page 1)

Responsibility/Instructions

First Responder(s):

1. Describe incident in space below on page 1.
2. Complete steps 1 and 2 on page 2 (Steps Taken to Support Students Being Bullied).
3. Complete appropriate section on page 3 (Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour).
4. Alert second responder(s).

Second Responder(s):

1. Complete steps 3 to 5 on page 2.
2. Complete appropriate section on page 3.
3. File report in a separate binder or file in the school office.

Report of Situation (To be completed by First Responder)

Date: _____

Name of Student(s) Being Bullied: _____

Name of Student(s) Who Bullied: _____

Name of First Responder: _____

What Has Been Happening?

Comments :

SAMPLE

Bullying Case Report (Page 2)

Steps Taken to Support Student(s) Being Bullied

Name of Student(s): _____ **Date:** _____

First Responder: *(Complete the first two steps only and initial each)*

1. Acknowledge/Affirm

“You were right to tell me”

“I’m sorry this happened to you.”

“Has this kind of thing happened before?”

2. Gather Information

“What else happened?”

“Who is doing it?”

“What have you tried?”

Second Responder:

- Gather more information as needed
- Complete and initial the remaining steps

3. Make a Plan

Date: _____

- Where will the student play and with whom? (i.e., How will you help student avoid further encounters with students who bullied?)
- What will he or she will do if bullying continues?
- Who will the student tell?

For each aspect of the plan consider:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Assure the student that action will be taken with the student(s) responsible.

4. Follow-up **Date:** _____

- Contact Parents

Outcome(s): _____

SAMPLE

Bullying Case Report (Page 3)

Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour

Date: _____

Name of Student(s) Responsible for Bullying Behaviour: _____

First Responder:

Describe initial interventions undertaken:

- Forward this Case Report to second responder**

Second Responder:

- Talk to student(s) involved: gather more information as required**
- Determine appropriate level of intervention**
- Record below**
- Refer to principal as necessary**
- Place form in tracking binder or file in office**

Level of Intervention Applied: (check one)

- Level I Response** — Describe and Respond
- Level II Response** — Describe, Respond, Confront, Prohibit
- Level III Response** — Describe, Respond, Confront, Prohibit, Report/Refer

Comments:

Record any Social Learning Interventions:

Strategies Required to Respond to Students Who Witnessed Bullying Behaviour:

SAMPLE

Student Self-Reflection Activity sheet

(adapted from McKechnie Elementary, Vancouver)

Name: _____ **Grade:** _____

Class: _____ **Date:** _____

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents it is important for you to tell us, in your words, what happened.

1. When did this happen? **Date:** _____ **Time of Day:** _____

2. Where did this happen? _____

3. Who was there? _____

4. What happened? _____

5. Why did it happen? _____

6. What could have been done differently? _____

Student's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____

SAMPLE

Student Self-Reflection

Activity (Page 1)

(adapted from St George's Catholic School in the Ottawa-Carleton Catholic District School Board)

Primary

Note: This exercise, when complete, should be discussed with an appropriate adult.

Student's Name: _____ **Grade:** _____

What did I do? hit kicked slapped pushed
 said something mean or called someone a name
 told students not to play or work with this person
 something else (describe) _____

How do I think the other student felt?
 scared upset frustrated weak embarrassed
 other (describe): _____

How did I feel when this was happening?
 powerful good upset angry frustrated
 other (describe): _____

Why did you feel that way? _____

It is ok to have feelings or thoughts. It is not ok to act out those feelings or thoughts by hurting someone else's body or their feelings. No matter what we are feeling, we need to respect other people in our actions.

If you are feeling that way again, what action could you take that would be more respectful?

SAMPLE

Student Self-Reflection

Activity (Page 2)

Here are some things for you to think about and respond to:

1. Johnny is 7 years old and he does not like going to school. This is because the grade 5's follow him around calling him names and pushing him. They told him that if he tells the teacher they will beat him up.

Is this: bullying tattling a problem that needs to be worked out

How do you think Johnny feels? _____

What could he do? talk to a person he trusts
 forget about it, the grade 5's only have 1 more year at this school
 learn martial arts get some bigger friends

2. Mary is 6 years old. Shel likes to play fun jokes on her classmates. Today, she played a joke on Alice who is also 6 years old and it did not go very well. Alice got mad and yelled at Mary, then she pushed her down.

Did Alice try to bully Mary by pushing her? yes no

What should Alice have done? _____

3. Peter is 8 years old and he keeps taking Allen's lunch. Allen is 5 years old and he is afraid of Peter because Peter is bigger than him. Allen has been going home hungry every day because he does not want to tell on Peter.

Is Peter bullying Allen? yes no

What could Peter do about this?

Parent's Signature: _____

SAMPLE

Student Self-Reflection Activity

(adapted from St George's Catholic School in the Ottawa-Carleton Catholic District School Board)

At Home Assignment (Jr)

Student's Name: _____ **Grade:** _____

I am required to prepare this assignment due to my behaviour at school. It must be completed, signed by my parent(s) and returned to the principal in order to return to my regular classes.

What did I do? _____

What definition does the dictionary give for "respect": _____

It is ok to have feelings or thoughts. It is not ok to act out those feelings or thoughts by hurting someone else's body or their feelings. Even when we are upset, we need to respect other people in our actions.

What else could you have done in this situation, that would have shown respect for the other person?

1. _____

2. _____

What should you say to the person that you hurt? _____

Why do we not tolerate bullying at our school?

Parent(s) Comments: _____

Parent(s) Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

SAMPLE

Student Self-Reflection Activity (Page 1)

(adapted from St George's Catholic School in the Ottawa-Carleton Catholic District School Board)

In-School Assignment (Jr. and Intermediate)

Student's Name: _____ **Grade:** _____

As a result of my behaviour towards another student I am required to complete this report, have it signed by my parent(s) and return it the principal.

What did I do? _____

At the time that I did this, how did I feel? _____

How do you think the other student felt?

Why was it wrong to do this?

What is the dictionary definition of violence?: _____

What is the dictionary definition of bullying? _____

What is the dictionary definition of respect?

What could I do next time that would be respectful to the other person? _____

SAMPLE

Student Self-Reflection

Activity (Page 2)

Why do we not tolerate bullying at our school? _____

Here are some situations for you to think about and respond to:

1. Eric is 12 years old and Jonny is 8 years old. Eric finds Johnny annoying and he decides he will scare him. Everyday he follows Johnny on to the school bus and he sits beside him. Each time Eric sits beside him, he tells Johnny (very quietly) that if he does not give him the dessert in his lunch that he will beat him up.

Is this considered bullying?: yes no

Why or Why not? _____

2. Sarah is a grade 4 student. She noticed that one of the other grade 4 students was picking on a grade 1 student. She spoke to the grade 4 students and told them to stop treating the younger student so badly. She told her that this was scaring the little girl and it wasn't fair.

What report should be made to an adult? _____

Did Sarah make the right decision and why or why not? _____

I will act respectfully to other members of my school community from now on.

Parent(s) Signature: _____ Date: _____

Student's Signature: _____ Date: _____

SAMPLE