



Dare to Care Bully Prevention    www.daretocare.ca  
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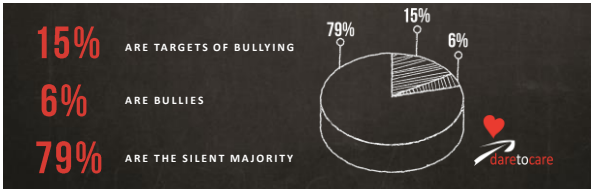
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## SCOPE OF THE Problem

ON AVERAGE, IN ANY SCHOOL  
(PREVNetCanada)



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## THE SHAPE OF BULLYING



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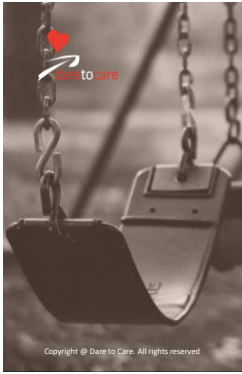
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# FACTS

160,000 students miss school each day because of anxiety and bullying. (Lund, Blake, et al. 2012)

Of boys identified as bullies in grades 6-9, 60% had a criminal record by age 24. (Olweus, 1993)

Without a clear school policy on bullying and a strong commitment to ensuring its implementation, students will learn the primary lesson of bullying: Those who have power have the right to use it aggressively.



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# DEFINITION OF BULLYING

- Targeting an individual or group with repetitive and intentional negative actions.
- Imbalance of power between the bully and their target. Targets feel helpless to defend themselves.
- Unequal levels of affect.

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# IS IT BULLYING?

Not everything that's mean is actually bullying. Use the chart below to understand the difference between bullying, conflict, and a mean moment.

●●●●●●●● MEAN MOMENT ●●●●●●●●	
• One Time	• Hurtful
• On Purpose	• One Sided
●●●●●●●● CONFLICT ●●●●●●●●	
• Occasionally	• Hurtful
• On Purpose	• Both parties involved
●●●●●●●● BULLYING ●●●●●●●●	
• Repeatedly	• Hurtful
• On Purpose	• One Sided

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## STEPS TO TAKE IF YOUR CHILD IS BEING Bullied

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- 1 LISTEN:** Take whatever your child says seriously and find out exactly what has been going on. Document what happened, when it started, who was involved.
- 2 TELL THE SCHOOL:** Work with the school immediately to make sure your child is safe. If the incident(s) has been going on for more than a week, please report to the homeroom teacher. Document that you have reported the ongoing bullying behaviour.
- 3 FOLLOW UP:** Check with the classroom teacher in the next few days to make sure your child and the perpetrator(s) are being monitored. If nothing is being done, tell the administration and document the report. Also, continue to document bullying behaviour.
- 4 WORK WITH OTHER PARENTS:** Bullying is a community problem, not just a school issue. DON'T BE A SILENT MAJORITY! Get Involved!!

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## TYPES OF Bullying

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## TYPES OF Bullying

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### PHYSICAL AGGRESSION

Pushing, grabbing, hitting, spitting, tripping, etc. It also includes the destruction of property and threatening.

### VERBAL AGGRESSION

Name-calling, put down, swearing etc.

### INTIMIDATION

To frighten or threaten someone usually in order to persuade them to do something they don't want to do.

### SOCIAL ALIENATION

Spreading rumors, gossiping, excluding from group.

### RACIAL AND CULTURAL (ETHNIC) HARASSMENT

Offensive comments, jokes or behaviors that disparage or ridicule an individual's race, ethnic, or religious background/beliefs.

### SEXUAL HARASSMENT

Any comments or actions of a sexual nature that are unwelcome and make the recipient uncomfortable. This includes derogatory and or hurtful comments about an individual's gender, gender identification, or sexual orientation.

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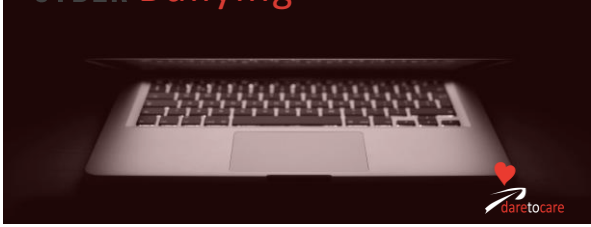
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# CYBER Bullying



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# CYBER Bullying

## CYBERBULLYING

Under Canada's Criminal Code, the offence of cyberbullying is defined as sharing intimate images of the person without the consent of the person in the image. The law applies to everyone, not just people under 18. The intent of this act is to protect the privacy of a person. [www.getcybersafe.gc.ca](http://www.getcybersafe.gc.ca)

## ONLINE ABUSE

Online abuse covers any type of behavior on the internet, using any type of device or technology, that intentionally harms a person(s). This behavior may or may not be considered criminal in nature.

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**"KIDS ARE GROWING UP ON A  
DIGITAL PLAYGROUND  
AND NO ONE IS  
ON RECESS DUTY."**

-Kevin Honeycutt, Educator



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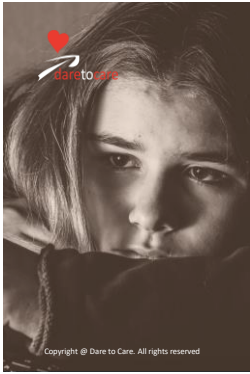
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## WHAT CAN PARENTS Do?

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- Keep your home computer in a busy area of your house.
- Take all internet access out of your child's bedroom.
- Set up accounts with your children: FB, Instagram, Snapchat, etc.
- Keep a list of all their screen names and passwords.
- Regularly go over their 'buddy-list' with them and ask who each person is and how your child knows him or her.



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## WHAT CAN PARENTS Do?

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- Contact the internet service provider and set up each home device on a time out schedule.
- Establish a two-way contract with your child that includes in the agreement that they will tell you if they are experiencing cyberbullying.



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## BEFORE YOU SEND ANYTHING ON-LINE ASK YOURSELF THESE THREE Questions:

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- DOOR #1**  
Could I say this to the person's face?
- DOOR #2**  
How would I feel if someone said this about me?
- DOOR #3**  
Could I stand up in front of everyone in the gym, including all of my teachers, my peers, my parents, and the police and read this out loud to everyone? Or show this picture to everyone?



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### PROVOCATIVE TARGETS

- Often very bright
- Restless children who irritate and tease others and don't know when to stop.
- Fight back in bullying situations but end up losing with frustration and distress.
- Often difficult to recognize as targets.
- May be diagnosed with ADD, Gifted, Autism Spectrum, Non-Verbal Learning (NVLD), etc.
- Tend to make adults feel like they deserve it.

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### STEPS TO HELP A PROVOCATIVE Child

- 1) Observe child for a week
- 2) Make a list of social skills that need improvement
- 3) Pick one social skill at a time (work with school)
- 4) Seek outside resources and support
- 5) Reframe

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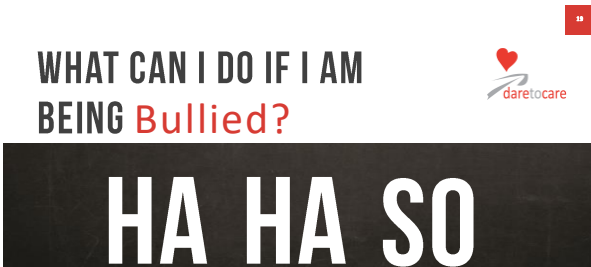
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### WHAT CAN I DO IF I AM BEING Bullied?

HELP  
ASSERT YOURSELF

HUMOR  
AVOID

SELF TALK  
OWN IT

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Bullies are best identified by their personality style rather than by outward manifestations based on appearance, number of friends, or achievements.

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## CHARACTERISTICS OF A Bully

A bully is a child who values the rewards that aggression can bring.

A bully is a child who lacks empathy for his or her victim and has difficulty feeling compassion.

A bully tends to lack guilt. He or she fully believes that the target provoked the attack and deserved the consequences.

A bully likes to be in charge, to dominate, and to assert with power. A bully likes to win in all situations.

A bully's parent(s), or other significant role model(s), often model aggression.



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