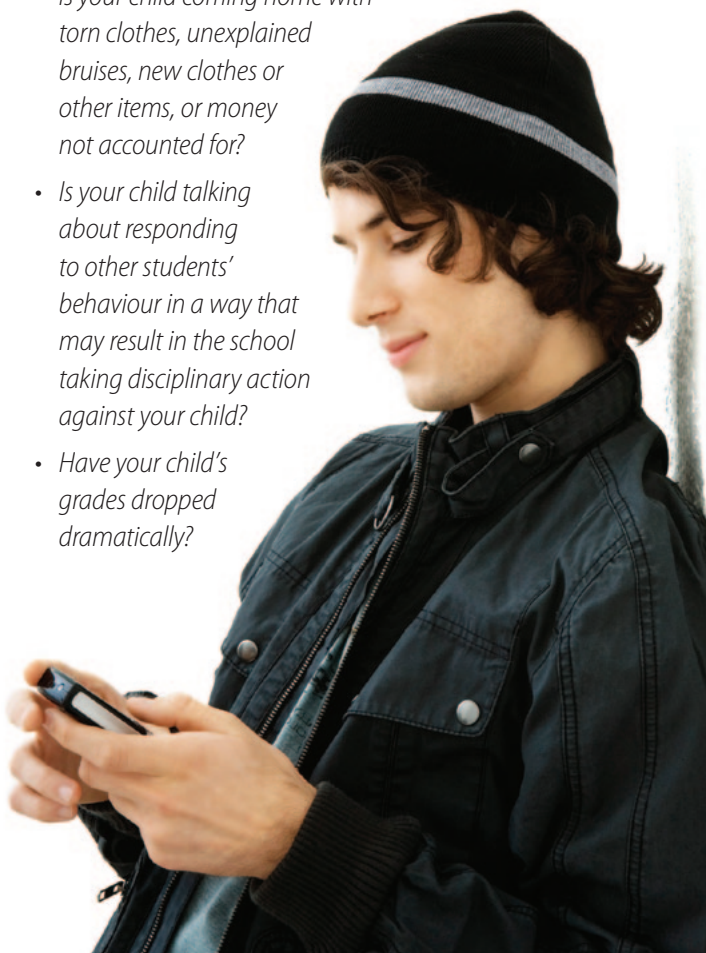## IDENTIFYING BULLYING BEHAVIOUR

Bullying behaviour may be obvious or hidden – it is sometimes difficult to recognize. The following questions may help you determine if your child is being bullied or may be bullying others:

- *Is your child complaining of being poorly treated?*
- *Have you noticed signs of changed behaviour?*
- *Sleeplessness? Anxiety? Loss of appetite?*
- *Angry outbursts? Being sick in the morning?*
- *Being more aggressive towards siblings?*
- *Is your child unwilling/afraid to leave the house, wanting to change their route to school, or skip school?*
- *Is your child talking about dropping out while remaining vague about the reasons?*
- *Is your child coming home with torn clothes, unexplained bruises, new clothes or other items, or money not accounted for?*
- *Is your child talking about responding to other students' behaviour in a way that may result in the school taking disciplinary action against your child?*
- *Have your child's grades dropped dramatically?*

RESOURCES

The Ministry of Education and its education partners have provided a variety of materials to help schools and parents develop strategies to keep British Columbia schools safe.

Safe, Caring and Orderly Schools website:
www.bced.gov.bc.ca/sco/resources.htm

Look for:

- *Safe, Caring and Orderly Schools: A Guide*
- *Diversity in BC Schools: A Framework*
- *BC Performance Standards for Social Responsibility*
- *Provincial Standards for Codes of Conduct*
- *Safety and the Internet*
- *Call It Safe* – *guides for parents developed by the BC Confederation of Parent Advisory Councils (BCCPAC) provide information about how to identify and respond to bullying behaviour.*

The BCCPAC Advocacy Project
BCCPAC provides child and youth advocacy among parents and within the BC school system. *1-888-351-9834* *or* *www.bccpac.bc.ca*

Youth Against Violence Line
YAVLine provides children, youth, parents with confidential support and information. *1-800-680-4264* *or* *info@youthagainstviolenceline.com*

Bullying is learned behaviour that can be replaced with more positive behaviour.

KEEPING YOUR KIDS SAFE
from bullying, harassment & intimidation

Working Together to Create Safe Environments for Learning

A Guide for Parents of Students in Grades K-12

BRITISH COLUMBIA
The Best Place on Earth

EVERYBODY HAS A ROLE TO PLAY

Students can help by taking responsibility for their own behaviour – and also by speaking out when the rights or safety of others are threatened.

Parents and families can help by teaching children to act in a caring way towards others, to get along with fellow students, manage angry feelings, and be assertive without being aggressive in standing up for themselves and others.

Parents can talk to their children about where they can go for help if they don't feel safe or others aren't safe.

Parents can listen actively to their children and encourage them to talk about their concerns. Sometimes children and youth are reluctant to talk about things that are worrying them and may require help to pinpoint what the problem is and to find words to express their feelings about it.

Parents can work together with schools to resolve problems.

Schools can set, communicate and consistently reinforce clear expectations of acceptable behaviour and hold students accountable for their actions.

Teachers can model, teach and encourage socially responsible behaviours, such as contributing to the school community, solving problems in peaceful ways, valuing diversity and defending human rights.

Schools can consistently teach and actively promote the behavioural expectations outlined in their school codes of conduct.

In a healthy school culture, students and adults feel a sense of belonging and relate to one another in positive, supportive ways.

When students feel welcome, supported and safe, they are more engaged in learning.

School Codes of Conduct

School codes of conduct must state behaviour expectations and outline age-appropriate consequences for unacceptable behaviour.

Examples of Acceptable Conduct:

- *Respecting self, others and the school.*
- *Engaging in purposeful learning.*
- *Acting in a manner that brings credit to the school.*
- *Informing a 'tellable' adult, in a timely manner, (in advance if possible) of incidents of bullying, harassment or intimidation.*

Examples of Unacceptable Conduct:

- *Interfering with the learning of others.*
- *Being disruptive.*
- *Creating unsafe conditions in the school or on the school grounds.*
- *Bullying, harassing or intimidating others, either face-to-face or by electronic communication.*
- *Showing physical aggression or retribution against a person who has reported incidents.*

Examples of bullying, harassment and intimidation:

- *Name-calling, unwelcome teasing or taunting.*
- *Slapping, hitting, pinching, punching or kicking.*
- *Locking in a confined space.*
- *Unwelcome touching.*
- *Racist or homophobic slurs.*
- *Threatening notes, letters, emails, phone calls or gossip.*
- *Threatening with words, actions or weapons or graffiti.*
- *Spreading rumours, gossip or excluding from a group.*
- *Threatening or insulting graffiti.*
- *Stalking or extortion.*

Bullying, harassment, and intimidation are rare in a school community where behavioural expectations are explicitly stated and understood.

Schools have a tool to help guide their efforts to enhance social responsibility among students and improve the social climate of their schools. The BC Performance Standards for Social Responsibility provide teachers, students and families with a common set of expectations for student development in four areas:

1 Contributing to the Classroom and School Community

- *Being welcoming, friendly, kind and helpful.*
- *Participating willingly in classroom activities and working cooperatively.*
- *Volunteering for extra responsibilities.*

2 Solving Conflicts in Peaceful Ways

- *Expressing feelings honestly, managing feelings of anger appropriately and listening respectfully.*
- *Showing empathy and considering differing points of view.*
- *Working to solve interpersonal problems calmly and knowing when to get adult help.*

3 Valuing Diversity and Defending Human Rights

- *Treating others fairly and respectfully and trying to be unbiased and ethical.*
- *Showing interest in correcting injustice, and speaking out and taking action to support diversity and defend human rights.*

4 Exercising Democratic Rights and Responsibilities

- *Showing a growing sense of responsibility and following school rules.*
- *Showing a sense of community mindedness and being accountable for personal behaviour.*
- *Taking action to improve the world.*

From the BC Performance Standards for Social Responsibility.