

## Role of the Bystander

Research states that approximately 60% of students are not directly involved in bullying incidents (they are not the bully or victim), but they are indirectly involved because they are bystanders. **Bystanders** are aware of what is happening and can therefore help.

## When peers intervene, 57% of bullying incidents stop within 10 seconds

(Pepler & Craig, 2000)

The following is a diagram which outlines the dilemmas that confront a bystander and how the choice a bystander makes can determine whether or not the victim will get help.

### To Help or Not to Help?

1. Is the person really being hurt? → NO: There's isn't a problem (Hurt can take the form of verbal, physical, or emotional abuse)  
Yes

2. Does the person deserve to be helped? → NO: Let it happen  
(Every child has the **right** to be safe at school)

Yes

3. Is it my responsibility? → NO: Ignore it and move on  
(Ask yourself: Would I want someone to help me if I was being bullied? and WWJD?)

Yes

4. Do I have the ability to help? → NO: Leave it to someone else  
(You, do not have to get involved directly, but you can get involved indirectly e.g. inform the principal or a teacher.)

Yes

5. Are the benefits of helping greater than the costs? → NO: It's not worth it

Yes

**Help is given.**  
1996:165)

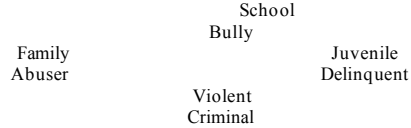
**Help is not given.**  
(Rigby,

## Reasons Why We Must Take Action against Bullying

School bullying is a serious problem that affects all people involved – the bully, bullied and bystander. Therefore, it should be everyone's business.

- Bullying increases after age 8 – grade 3
- Bullying reaches a peak between grades 6 & 8 and during the school transition – grades 7 and 10
- The emotional scars from bullying can last a lifetime
- It may be the start of a vicious cycle:

## Cycle of Violence



## Consequences of Victimization:

- \*school absenteeism
- \*depression
- \*low self-esteem
- \*academic problems
- \*school phobia
- \*aggressive behaviour
- \*withdrawal / isolation
- \*social anxiety/loneliness

## Consequences for Students who Engage in Bullying Acts:

Based on the severity of the bullying incident, different levels of disciplinary action can take place:

- 1<sup>st</sup> time** \* formal meeting with student(s)  
\* detention – behavioural report completed
- 2<sup>nd</sup> time** \* parental awareness – a parent will be contacted via phone call by the principal, classroom teacher or school support personnel
- 3<sup>rd</sup> time** \* removal from classroom – temporary withdrawal
- 4<sup>th</sup> time** \* suspension – in school or at home

## Action that needs to be taken by all involved:

### The Victim → ACT

Avoid being alone with the bully

Call for help (e.g. Teacher, principal, lunch/recess supervisor)

Take a stand (e.g. Be firm/assertive)

### The Bully → STOP

Stop the behaviour immediately

Take responsibility for your actions and think of how you can make peace with the victim

Open your mind to new ways of behaving (e.g. What can you do to help others, rather than hurt?)

Prevent situations that may lead you to start bullying again (e.g. Don't get involved with the wrong crowd)

### The Bystander → Be a FRIEND

Be a **friend** by not joining in with the bullying and immediately reporting the incident to a teacher or an adult who can intervene.

<http://www.nfb.ca/nomorebullies/action.html>

### Pope John Paul II

To work for peace is the concern of all individuals and of all people. And because everyone is endowed with a heart and with reason and has been made in the image of God, he or she is capable of the effort of truth and sincerity which strengthens peace.

☺ Let's WORK TOGETHER to make a BULLY-FREE school! ☺



## ANTI-BULLYING POLICY

for  
St. Louis

## Catholic Elementary School

Principal: L. DiGiambattista



**NO BULLIES ALLOWED**

2009-2010



Putting a **STOP** to BULLYING  
is a  
**SHARED RESPONSIBILITY**



*Blessed are the peacemakers;  
they shall be called the  
children of God.*

*Matthew 5:9*

### Mission Statement

*We, the community of St. Louis School, in partnership with family and church will provide safe, supportive and challenging learning*

**environment that will form, inform, and transform lives. Through on going communication, best practices, assessment and evaluation, we will provide an education based on gospel values, diverse community, social responsibility and individual learning styles.**

At St. LouisSchool ,we believe that every child has the right to learn in a safe and stimulating catholic environment that is:

- nurturing, caring and respectful of all individuals
- encouraging of sensible risk taking and
- bully-free (<http://www.bullybeware.com/moreinfo.html#two>)

Action that is being taken by staff to cease bullying incidents:

- increasing student awareness through assemblies
- involving community helpers such as police officers
- implementation of P.A.L.S. program during recess
- active patrolling during supervision to avoid occasions for bullying
- establishing rapport with students so they feel comfortable to confide
- enforcing strict and consistent consequences for all offenders

### Our Pledge

We, the students at St. Louis Catholic Elementary School, agree to join together to **cease** bullying incidents at our school. We will:

Create a warm and inclusive environment where everyone feels safe and comfortable to be themselves

Encourage respect and equality for all, regardless of age, gender, colour, race, appearance, or intellectual and physical ability

Acknowledge and appreciate one another's differences

Support those who have been subject to bullying

Eliminate bullying by not joining in and taking action

We don't like bullies! They think they're tough, but they're really just MEAN!

From today on, I will not stand by and watch someone get picked on, instead I WILL STAND UP and help a friend.

I will do this for me, my friends today, and my friends tomorrow.

### Definition of Bullying

Bullying is a pattern of repeated behaviour that is planned and organized. It is an abuse of power. It is directed at causing embarrassment, pain, or discomfort on another. It can take various forms such as: physical, verbal, social, or electronic (commonly known as cyberbullying) (<http://www.bullybeware.com/moreinfo.html#two>).

### Forms of Bullying

There are various forms of bullying. The most basic distinction is between **direct** and **indirect** bullying. Both

forms include: non-verbal, verbal/social, and physical bullying. Refer to the chart below for a more detailed classification (Rigby, 1996:20).

	Direct	Indirect
<b>Non-Verbal Bullying</b> (occurs frequently, but difficult to detect)	* Body language such as obscene gestures that convey a threatening message (e.g. the index finger going across the neck sends the message, "You're dead!")	* Removing or hiding one's belongings  * Deliberate exclusion from a group or activity
<b>Verbal/Social Bullying</b> (occurs 70% of the time)	* Insults * Taunting * Threatening * Name-calling * Racist comments	* Persuading someone to: insult, taunt, threaten, or call another person a name * Spreading malicious rumours and hurtful comments via e-mail, cellphones and text messaging
<b>Physical Bullying</b> (occurs 30% of the time)	* Can range from a punch to assault with a dangerous weapon. Most obvious forms include: * hitting * kicking * pushing * spitting It can also include sexual assault.	*Persuading someone to assault another person. For example, * hitting * kicking * pushing * spitting

### The Difference between Teasing and Taunting

Teasing, unlike taunting, is not a type of bullying behaviour. Students often tease one another in a playful manner. The chart below provides a clear distinction between teasing and taunting.

Teasing
The teaser and person being teased both swap roles
There is not an imbalance of power
There is no intent to hurt the other person
Students make fun of one another in a clever, but light-hearted way
All people involved laugh
Innocent in motive
People know when to draw the line (e.g. when a person gets upset)

Taunting
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One-sided: the bully taunts, and the bullied is taunted
There is likely to be an imbalance of power (e.g. 2 or more people against 1; an older person picking on a younger person..)
There is an intent to hurt/harm the other person
The victim is made fun of in an attempt to undermine his/her sense of self and esteem
Laughter is directed <b>at</b> the victim, not <b>with</b> the victim
Sinister in motive
It continues even when a child gets upset

2002:32-33)

(Coloroso,

### The Difference between Telling and Tatting

Telling is to get someone **out of** trouble.

Tatting is to get someone **into** trouble (Coloroso, 2002: 135).

### Gender Differences in Bullying

Both boys and girls can be bullies, and both boys and girls engage in all types of bullying behaviours. However, the frequency and the type of bullying behaviour they engage in more often are very different. Girls are more likely to engage in indirect forms of bullying such as social bullying (e.g. gossiping, teasing, spreading malicious rumours, and exclusion). Boys, on the other hand, are more likely to engage in physical and verbal bullying. But, as we often hear in the news, there is an increase in the number of females involved in direct forms of physical bullying (Geffner, Loring, Young, 2001:27). Regardless of the form or the gender of the bully, **bullying is unacceptable**.