# Bullying Prevention and Cyber Safety

# Environmental Scan

# July/September 2020

***Guidelines for Scan Completion***

***Bullying Prevention and Cyber Safety***

Request from Jennifer Munro-Galloway June 2020

(See updated September 2020 request from Brenda Jenner, YT)

Request: June 2020

* To collect information on emerging, promising or evidence-based approaches to preventing and addressing bullying and cyberbullying among students in each province/territory in Canada.
* To identify any cyber safety related initiatives/resources that, for example, provide information on staying safe online
* Information will be compiled and shared with members of the Joint Consortium for School Health (JCSH).

What is in scope:

* Building on the work of [PREVNET](https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf#page=12), the scope is focused on effective bullying prevent and intervention approaches.
* The focus of the scan is on bullying and cyberbullying *among students* in publicly funded schools from Kindergarten to Grade 12.
* *Bullying and Cyberbullying* as defined by publicly-funded school boards and/or local governments in provinces and territories.
* *Cyber Safety such as exploitation and protecting privacy online*
* *Approach* includes:
  + Programs, initiatives or activities that are designed to eliminate or reduce the occurrence of bullying/cyberbullying; and
  + Programs, initiatives or activities that are designed to promote positive school climates as an approach to bullying prevention. These include, but are not limited to, programs that focus on equity promotion (e.g., anti-racism, anti-homophobia) and/or activities focused on social-emotional skills (e.g., promoting compassion, belonging, empathy, mindfulness)
* Approaches can be designed for a range of audiences including, but not limited to:
  + Whole school
  + Targeted (e.g., by gender/grade)
  + Students who Bully
  + Student who is Bullied
  + Bystanders/Witnesses
  + Parents/Guardians
  + Educators (e.g., pedagogy)
* Approaches can be:
  + promising practice
    - Effectiveness demonstrated through evaluation or qualitative data/user experience
    - Holds promise for other organizations to adapt the approaches based on the soundness of the evidence
  + emerging practice
    - New innovative practices that hold promise based on some level of evidence of effectiveness or change
  + evidence-based and/or evaluated
    - Formally evaluated

Out-of-scope:

* Incidents of workplace violence (e.g., student to teacher)
* Incidents involving teachers (e.g., teacher to student)

**Request: September 2020**

In my role at Yukon Education I am looking to develop specific lesson plans and enhance policies related specifically to, cyberbullying and online safety in K-12 settings. We have encountered some interesting online/cyber issues in our high schools and it has brought this issues in lessons and policy to the forefront.

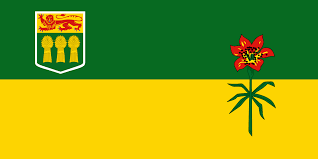
If you have successful lessons or specific online safety policies in this regard, I would be very interested in your suggestions and feedback.

**British Columbia ** (September 2020)

In BC, the bullying initiatives are held by the Ministry of Education. Here is a link to the external facing website of the erase (expect respect and a safe education) program.  The program as a whole takes a community/comprehensive school health perspective but there are resources for specific topics.

<https://www2.gov.bc.ca/gov/content/erase>

**Alberta **

**Saskatchewan ** (June/September 2020)

* Programs, initiatives or activities that are designed to eliminate or reduce the occurrence of bullying/cyberbullying
  + Sasktel Be Kind Online: <https://bekindonline.com/>
  + Report Bullying Saskatchewan Student Online Reporting tool: <https://reportbullyingsk.reportcloud.ca/apps/bullying/>
  + *Digital Citizenship Education in Saskatchewan Schools: A Policy Planning Guide for School Divisions and Schools to Implement Digital Citizenship Education from Kindergarten to Grade 12:* <https://publications.saskatchewan.ca/#/products/74447>
  + *Digital Citizenship Continuum from Kindergarten to Grade 12:* <https://bekindonline.com/wp-content/uploads/2019/02/Digital-Citizenship-Continuum-from-Kindergarten-to-Grade-12.pdf>
* Programs, initiatives or activities that are designed to promote positive school climates as an approach to bullying prevention. These include, but are not limited to, programs that focus on equity promotion (e.g., anti-racism, anti-homophobia) and/or activities focused on social-emotional skills (e.g., promoting compassion, belonging, empathy, mindfulness)
  + - Mental Health Capacity Building:

<https://www.saskatchewan.ca/government/news-and-media/2019/february/27/mental-health-building-pilots>

* + - *Deepening the Discussion: Gender and Sexual Diversity:*

<https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing/gender-and-sexual-diversity>

* + - *Deepening the Discussion: Gender and Sexual Diversity Toolkit*: <https://www.edonline.sk.ca/webapps/blackboard/content/listContentEditable.jsp?content_id=_248851_1&course_id=_4640_1>
    - *Ministry of Education Policy Statement: Student Alliances for Gender and Sexual Diversity in Saskatchewan Schools:* <http://publications.saskatchewan.ca/api/v1/products/89505/formats/106357/download>
* Approaches can be designed for a range of audiences including, but not limited to:
  + Whole school
  + Targeted (e.g., by gender/grade)
  + Students who Bully
  + Student who is Bullied
  + Bystanders/Witnesses
  + Parents/Guardians
  + Educators (e.g., pedagogy)
    - *Saskatchewan’s Action Plan to Address Bullying and Cyberbullying-2013*

[*https://publications.saskatchewan.ca/api/v1/products/76373/formats/85652/download*](https://publications.saskatchewan.ca/api/v1/products/76373/formats/85652/download)

* + - *Caring and Respectful Schools 2004 (currently under renewal)*

[*https://publications.saskatchewan.ca/api/v1/products/76795/formats/86084/download*](https://publications.saskatchewan.ca/api/v1/products/76795/formats/86084/download)

(September 2020 update)

(See also National resources later in document for list of non-SK-specific resources)

Saskatchewan Ministry of Education has a policy planning guide -Digital Citizenship Education in Saskatchewan Schools - <https://publications.saskatchewan.ca/#/products/74447> and a digital citizenship continuum - <https://publications.saskatchewan.ca/#/products/74030>.

SaskTel’s Be Kind Online website has a section on cyber safety - <https://bekindonline.com/category/cyber-safety-tips/> and there are also a number of resources on cyber safety for youth, families and educators - <https://bekindonline.com/category/resource/cyberbullying/#category-top>

We don’t provide lesson plans.

**Manitoba  (September 2020)**

In terms of lessons, I would have to recommend Media Smarts (<https://mediasmarts.ca/>) and Common Sense Education (<https://www.commonsense.org/education/>) websites as they have lots of lesson ideas and resources for educators.

In terms of policy, in Manitoba we have the Safe and Caring Schools website (<https://www.edu.gov.mb.ca/k12/safe_schools/index.html>) that lists all the policy and support documents including bullying (<https://www.edu.gov.mb.ca/k12/safe_schools/links.html>)

We also have the LwICT initiative in Manitoba that has the Ethics and Responsibility Guidelines and Health and Safety guidelines infused with the LwICT continuum: <https://www.edu.gov.mb.ca/k12/tech/lict>

**Ontario  (September 2020)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of Program, Initiative and/or Activity** | **Audience**  **(e.g., Whole School, students, parents)** | | | **Short Description**  **(please include relevant links)** | | | **Evidence-based /**  **Promising Practices /**  **Emerging Practices** | **What factors make this program effective?** | **Contact Name or Link** |
| Kids Help Phone | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | 24/7 national support service with counselling, information and referrals by phone/text/online in English and French | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | In 2018   * Each day over 1,000 young people reach out for resources, counselling, live chat or to text across Canada. * 86% of users accessing Kids Help Phone reported feeling better after a texting conversations. * Conduct 4-6 active rescues per day through texting service * 7% of texters say they would have gone to the emergency room without help from Crisis Text Line. | [<https://kidshelpphone.ca/>](https://kidshelpphone.ca/) |
| COPA | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | Offering access to resources and online training in French and English, for educators, families and students about online safety, bullying prevention, mental health, and empathy.  INTERACTIVE WORKSHOPS   * [Safe At School](https://bullying-prevention.safeatschool.ca/): Online training modules for all school staff on bullying and cyberbullying prevention, and building safe and inclusive school environments for all. * [We All Belong](http://copahabitat.ca/en/parents/parent-engagement): Resources to help foster parent/caregiver engagement, prevent bullying, and create safe and inclusive school cultures. * [Joining the Circle](http://copahabitat.ca/en/toolkits/joining-the-circle): Educator tool kit about Indigenous identity, racism and discrimination, strengthening relationships with families, nurturing safe and healthy schools with families. * [A Circle of Caring](http://copahabitat.ca/en/toolkits/a-circle-of-caring): Bullying prevention resources for First Nations, Métis and Inuit Communities, Families, and Schools. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Whole-school educational programs in French and English language. Some are available in Indigenous languages * Innovative, practical programs and multimedia resources are evidence-based, and founded on principles of equity and inclusion. * Collaborated with Ontario’s Teachers’ Federation, Ontario Francophone Teachers’ Association, and Ministry of Education | <https://infocopa.com/copa-in-english/programs> |
| Egale | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | Bullying and cyberbullying prevention resources and webinars for Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), Intersex and Two-Spirit (LGBTQI2S) students, parents and allies, including online GSA groups and mental health tips during the COVID-19 pandemic. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * National leader in promoting safe, inclusive and equitable education. * Resources are grounded in evidence-based data. * Focused on preventing and responding to cyberbullying/violence with LGBTI2S students | www.egale.ca |
| Canada Centre for Gender and Sexual Diversity | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | Youth-oriented programs and resources for LGBTQI2S students and allies including: A Quick Guide to Pronouns, How to spot Homophobic and Transphobic Microaggressions, Queer and Trans Black, Indigenous, and People of Colour (QTBIPOC) History Reference. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Focused on preventing and responding to cyberbullying/violence with LGBTI2S students | https://ccgsd-ccdgs.org/campaigns/ |
| Roots of Empathy/ Seeds of Empathy | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | Roots of Empathy is an international, evidence-based classroom program that has shown significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The program is designed for children ages 5 to 13. Adapted from Roots of Empathy, Seeds of Empathy is for children in 3-5 years old in child care settings. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Whole-school educational programs in French and English language. * Since 2000, there have been numerous independent evaluations of the effectiveness of Roots of Empathy. | <https://rootsofempathy.org/roots-of-empathy/> |
| [Circles/Restorative Practice](https://restorative.ca/wp-content/uploads/2019/12/RESTORATIVE-PRACTICE-RESOURCE-PROJECT.pdf) | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. Contains links to research and evaluation. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Whole-school educational programs in French and English language. * There have been numerous independent evaluations of the program | <https://restorative.ca/wp-content/uploads/2019/12/RESTORATIVE-PRACTICE-RESOURCE-PROJECT.pdf> |
| *Positive Behavioural Interventions and Supports (PBIS) system* | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | Support for Positive Behaviour (SCP) represents, in a French-speaking context, an application of the *Positive Behavioural Interventions and Supports (PBIS) system.* The SCP proposes to set up a support system in terms of behaviour management in order to create an environment conducive to learning. The system advocates the adoption of a whole school approach. It is based on the idea that the behaviours expected in and out of class must be precisely defined, taught explicitly and be recognized during their manifestation. In addition, a continuum of interventions is defined in order to act quickly and effectively with behavioural issues and to support the adoption of behaviours previously taught. The approach has been evaluated. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Whole-school educational programs in French and English language. * Since 2000, there have been numerous independent evaluations of the program | <https://scp-pbis.com/presentation-du-systeme-scp/> |
| WITS (Walk Away, Ignore, Talk it Out, Seek Help) | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | | The WITS® group of programs brings together schools, families and community members to help elementary school children learn effective strategies on how to deal with bullying and peer victimization. | | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * The WITS Programs have been formerly evaluated [in three peer-reviewed longitudinal studies](https://witsprogram.ca/school/wits-research-and-evaluation/). The programs show positive effects in reducing aggression and improving social responsibility (healthy peer relationships) in elementary school children in Grades 1 to 6. | <https://witsprogram.ca/> |
|  | |
| Ontario Principals Associations (OPC) – Cyberbullying Skills Development for Principals and Vice-Principals | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | support the implementation of strategies to prevent and respond to cyberviolence and cyberbullying in schools and social media across the province. Access through Association websites member sections. | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | * Resources and strategies are grounded in evidence and practices in education sector, and delivered by experienced educators and experts | | | <https://www.principals.ca/en/index.aspx> |
| Victim Services Toronto (in partnership with OPC) | Whole school  Targeted (e.g., by gender/grade)  Students who Bully  Student who is Bullied  Bystanders/Witnesses  Parents/Guardians  Educators (e.g., pedagogy) | | support a youth leadership program known as Teens Ending Abusive Relationships (T.E.A.R.) and weekly Twitter chats on topics such as cyberbullying and development of other multimedia resources to increase awareness and provide education on consent, gender equity and related topics. | | Evidence-based practice  Promising Practice  Emerging Practice  Please describe briefly | Peer-to-peer programs are effective tools in terms of engaging young people on difficult topics. Thousands of young people often join their online ‘talks’ are very engaged in these topics. | | | <https://victimservicestoronto.com/programs/t-e-a-r/> |

Additional Questions:

1. STRATEGIC PLAN/POLICY

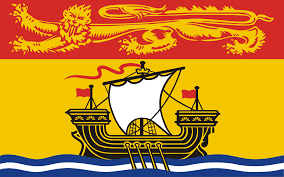
1. Do you have a strategic plan/policy to support bullying prevention programs in your education sector? If yes, please share any available links to plan/policy or attach PDF document.

2. FUNDING

1. Is provincial/territorial funding provided to school boards/schools for bullying prevention?
2. If yes, is the funding annual or grant/proposal-based?
3. Are there performance measures tied to funding?

3. EVALUATION AND OUTCOMES

1. Are there Provincial or Territorial indicators (e.g., rates of bullying amongst students) for bullying prevention?
2. Do school boards/schools report any indicators to the province/territory?

**New Brunswick **

**Nova Scotia ** (September 2020)

In Nova Scotia we have had a long time relationship with the Canadian Centre for Child Protection, and their curriculum resource for grades Primary-high school Kids in the Know: A Personal Safety Program is outstanding.

There is also online training for educators. And they have so many amazing resources for youth and families and community. Schools can’t do this work alone.

This complex issue is best addressed beginning in Primary and reinforced every year through age and developmentally appropriate introduction of new concept and skills around healthy relationships, personal boundaries, how to ask for help and who is a safe adult/grown up, and all things online safety (grooming, luring, coercion, intimate images, consent).

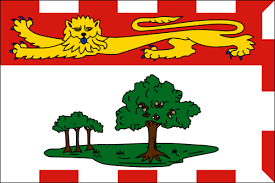
Here is the link to the Canadian Centre for Child Protection (C3P) and their work on their main page:

<https://protectchildren.ca/en/>

Here is a link to info on the Kids in the Know Program

<https://www.kidsintheknow.ca/app/en/>

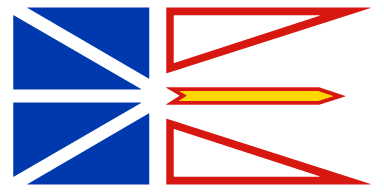
Nova Scotia purchased the 3rd edition digital access with a copy of print resources for every school P-8 in both languages as needed, as our response to the human trafficking – though the resource has long been a key resource for Health Education (over a decade), and has skill building that is cross cutting for many health outcomes –mental and emotional health, safe and healthy relationships, sexual health, injury prevention.

**Prince Edward Island  (September 2020)**

Policy - <https://edu.princeedwardisland.ca/psb/wp-content/uploads/2018/06/20180614_OP_605_SafeAndCaringLearningEnv.pdf>

Procedure - <https://edu.princeedwardisland.ca/psb/wp-content/uploads/2018/08/605.1_Safe_and_Caring_Learning_Environments.pdf>

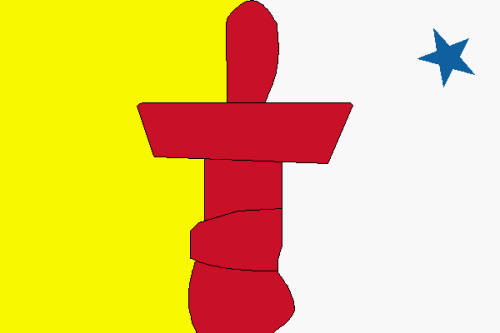
Incident Response Guide - <https://edu.princeedwardisland.ca/psb/wp-content/uploads/2019/02/605.1_Incident_Responses_Safe_and_Caring_Learning_Environments.pdf>

**Newfoundland and Labrador  July/September 2020**

The Department of Education and Early Childhood Development Safe and Caring Schools Policy (revised 2013) provides guidance to educational stakeholders, particularly to schools and districts, in the development and maintenance of a safe, caring and inclusive learning environment. As well, it outlines a structure for the collection and analysis of data to inform school development plans, to shape practice and to ensure accountability.

The policy includes procedures in positive behaviour supports, code of conduct, bullying intervention protocol, nonviolent crises intervention guidelines, and teaching digital citizenship: <https://www.gov.nl.ca/eecd/files/k12_safeandcaring_sacs_policy_procedures.pdf>

The teaching digital citizenship procedure addresses safe, respectable and responsible online behavior.

**Nunavut  June 2020**

Human Resources

* Behaviour and Social Emotional Learning Coordinator position within Student Achievement division to support the development, sharing of resources and to directly support schools.
* Each school has at least one Ilinniarvimmi inuusilirijiit (II) position. This is a position unique to Nunavut, best translated as a cultural counsellor. II providing direct support to students (whole group, small group, 1:1 support), also acting in an advocacy role and as a liason between schools and families. II are members of the school team in Nunavut.

Policy

* District Education Authorities must address the issue of bullying in their Inuuqatigiitsiarniq (Positive School Environment) Policy. All schools must have an Inuuqatigiitsiarniq policy in place.
* Nunavut has a (draft) Inclusive Education Policy which applies to all schools.
* The *Crisis Response Guidelines for Nunavut Schools (2016-2019) & Staff and Principal Manuals* contain guidelines for schools to prevent and address bullying and resulting incidents.

Training

* RespectEd training for staff (ongoing) - training on violence prevention, healthy relationships and bullying prevention. It provides educators with a set of learning resources that they can choose to apply at their discretion within the class but outside the regular school curriculum.
* Annual Youth Conference for students - the conference rotates, each year in one of four geographical regions. Training topics include bullying prevention, healthy relationship building, suicide prevention and positive coping skills/self-care.
* Bullying Prevention Youth Facilitator Training (ongoing) - provides youth with skills that build upon their knowledge and leverage their potential to be positive role models in their community.

Curriculum

Aulajaaqtut is a strand of the Nunavut curriculum and there is a course of the same name. The Aulajaaqtut course is mandatory in grades 10 & 11 (optional in grade 12) focusing on health, emotional and cultural wellness, safety, physical education, goal setting and career exploration and planning. An important component of this course is healthy relationships, self-esteem, tolerance and understanding for others.

Other Programs

The Department of Education has developed social emotional resources for use in Nunavut schools. These resources are optional. Examples includes:

* Northern Zones is a K-9 social emotional curriculum developed for use in Nunavut focused most heavily on self-regulation
* Mindmasters is a mindfulness resource adapted for use in Nunavut to support the overall wellbeing of students

**Northwest Territories **

**Yukon **

**National Resources **

(September 2020)

**Canadian Centre for Child Protection (C3P):** (shared by NS):

and their work on their main page:

<https://protectchildren.ca/en/>

Here is a link to info on the Kids in the Know Program

<https://www.kidsintheknow.ca/app/en/>

**Canada Centre for Gender and Sexual Diversity:**  (shared by ON):

<https://ccgsd-ccdgs.org/>

**Canadian Red Cross**:

Training for Educators: (shared by Nunavut):

<https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention/bullying-and-harassment-prevention-programs>

(RespectEd section of website): Summary of Evaluations of National and International Programs:

<https://www.redcross.ca/crc/documents/What-We-Do/Violence-Bullying/Summary-of-Evaluations_Canadian-Red-Cross-RE-2017.pdf>

**Common Sense Education:** (shared by MB): (<https://www.commonsense.org/education/>) they have lots of lesson ideas and resources for educators.

**Egale:** (shared by ON):

<https://egale.ca/>

**Kids’ Help Phone:** (shared by ON):

<https://kidshelpphone.ca/>

**Media Smarts:** (shared by SK): Media Smarts has a series of four short videos and an accompanying resource called “There’s No Excuse” about sexting and healthy relationships - <https://mediasmarts.ca/teacher-resources/theres-no-excuse>. Aimed for students 14 years and up.

(Shared by MB): In terms of lessons, I would have to recommend Media Smarts (<https://mediasmarts.ca/>)

***Positive Behavioural Interventions and Supports (PBIS) system*** (shared by ON):

<https://pbisscpcanada.wordpress.com/>

<https://scp-pbis.com/presentation-du-systeme-scp/>

**PREVNet** (shared by ON):

<https://www.prevnet.ca/>

**Roots of Empathy/ Seeds of Empathy** (shared by ON):

<https://rootsofempathy.org/roots-of-empathy/>

**WITS** (Walk Away, Ignore, Talk it Out, Seek Help) (shared by ON):

<https://witsprogram.ca/>

**(including) Public Health Agency of Canada**

**International Resources**

**Research**