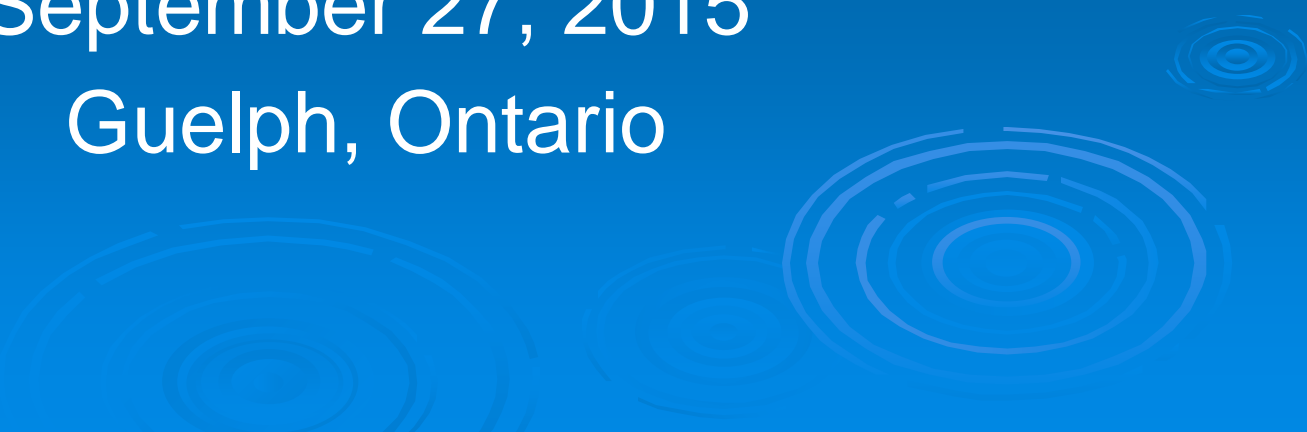



BULLYING

CCNC Training
September 27, 2015
Guelph, Ontario



What is Bullying?

- “Repeated, persistent, continuous behaviour as opposed to a single negative act and is generally associated with a power imbalance between the victim and the perpetrator where the victim feels inferior” (Salin, 2003)

- The Internal Bully
 - Bullying in Relationships – Intimate/Family
 - Bullying in Schools
 - Bullying in the Workplace
 - Bullying in the Ecclesia/Community
- 




The INNER CRITIC STRIKES AGAIN!



The Internal Bully

- Our minds are like school playgrounds that are surrounded by secure high fences – they keep children in, and others out. Our own thoughts can provide the verbal abuse, shouting, shaming, teasing and threats that a playground bully would. We can believe the bully, empowering the bully and enabling the behaviour or . . .

What Else Can I Do?

- We can challenge the bully with evidence that contradicts the bully's claims such that the bully eventually gives up
 - We look at the bully, then walk away and play another game with our friends . . . We can acknowledge the thought, dismiss the thought, then change our focus of attention
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Bullying in Intimate Relationships

- Psychologically abusive relationships, such as those in a marriage, are common because both parties are typically dedicated to keeping the relationship together. The abuser may wish to continue the relationship in order to exercise control over their partner, while the abused may stay in the relationship due to vows taken and esteem that has been worn away due to the abuse.

What Does It Look Like?

- Emotion – "Stop being so emotional all the time."
- Sex – "You should know how to please me by now."
- Finances – "You are going to nickel and dime us to death!"
- Social issues – "Let me talk to them, our friends don't like you."
- Threats – "If you leave here, I'm going to drag you back by your hair."
- Spirituality – "God will find a way to get back at you for that."

Bullying in Families

- Children are often victims of emotional and mental abuse and neglect. According to the Administration for Children and Families (US), the definition of mental abuse is: "a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance."

Effects of Bullying on Children

- **Relationship difficulties** – emotional abuse leads to a lack of trust in the parent and this follows through the rest of the relationships in life. Without a positive early relationship on which to base others, emotionally abused children may choose not to have relationships or continually get into other abusive relationships because they don't know what a non-abusive relationship is like.
- **Feelings of being worthless or damaged in some way** – emotionally abused children are typically told they are no good so frequently that they come to believe it. This can lead to unfulfilling adult roles as the person feels they are not worth a good education or job.
- **Trouble regulating emotions** – because emotionally abused children are often punished for expressing their emotions, they never learn how to express them in a reasonable, safe way. This leads to emotions coming out in unpredictable ways such as in anger, depression or anxiety.

Know What to Look For

Warning Signs a Child is Being Bullied

- Unexplainable injuries
- Lost or destroyed belongings
- Frequent headaches, stomach aches, feeling sick or faking illness
- Change in eating habits
- Difficulty sleeping or frequent nightmares
- Declining grades or loss of interest in school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home or talking about suicide

Bullying in School

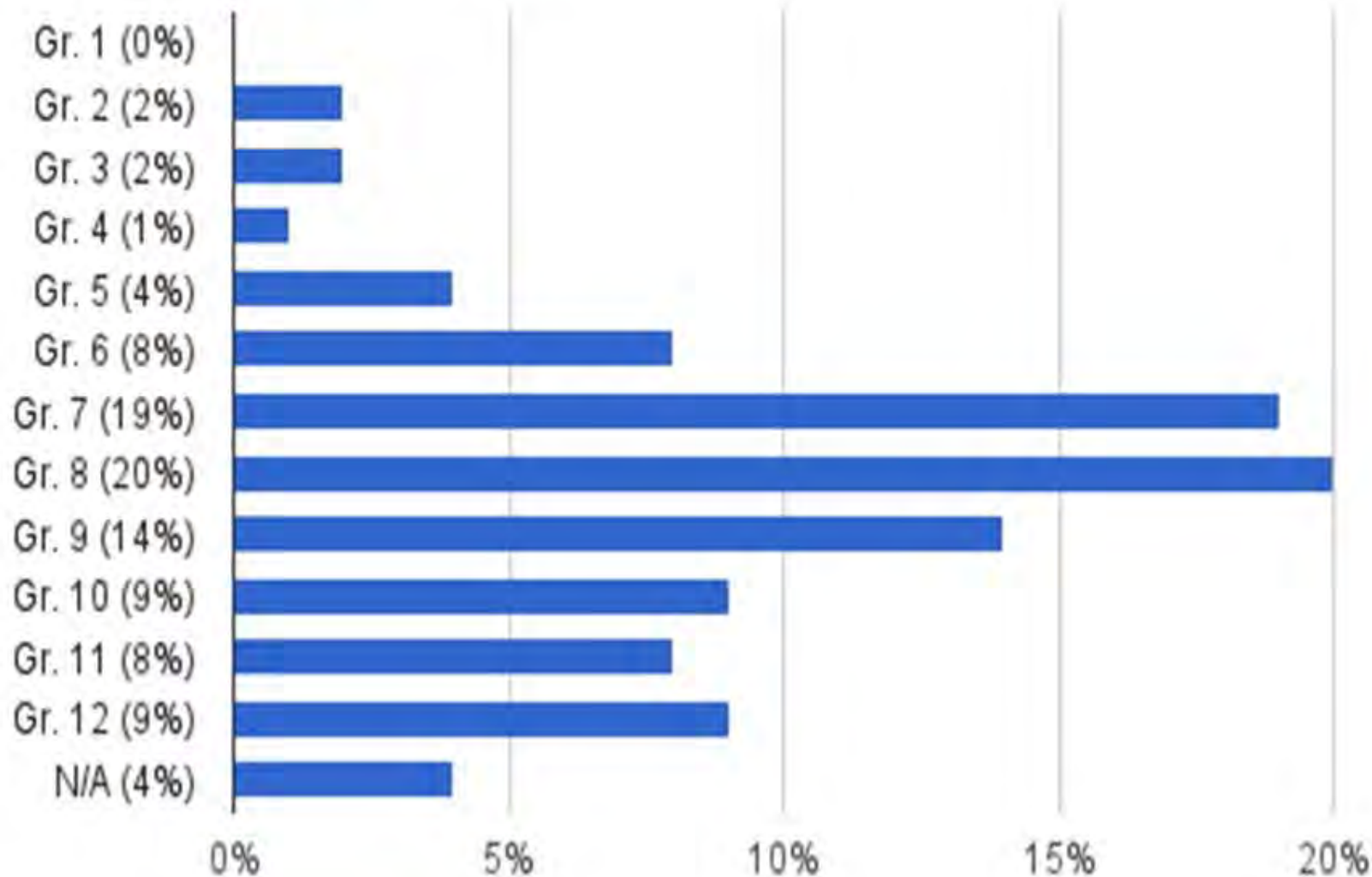


STOP A BULLY

SAFE & ANONYMOUS

BULLY REPORT GRADE LEVEL

(StopABully School Reports from Sept 2011 - April 2012)



Prevalence in Schools

- A study of Toronto (ONT) schools found that a bullying act occurred every 7 seconds, but teachers were only aware of 4% of incidents.
- Seven out of 10 teachers but only one in four students say that teachers almost always intervene. Close to 40% of victims say they have not talked to their parents about the problem.
- Ninety percent of children say they find it unpleasant to watch bullying.
- Peers are present in 85% of bullying episodes on the playground and in the classroom.

(Canada Safety Council, January 2002)

What is Bullying for School Aged Children?

“Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have *serious, lasting problems*.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.” (www.stopbullying.gov)



Types of Bullying

Verbal Bullying:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

(www.stopbullying.gov)

Types of Bullying

Social Bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social Bullying includes:

- Leaving someone out on purpose
- Spreading rumors about someone
- Embarrassing someone in public (www.stopbullying.gov)

Types of Bullying

Physical bullying involves hurting a person's body or possessions.

Physical bullying includes:

- Hitting, pinching, kicking
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

(www.stopbullying.gov)

Where It Can Happen

- During or after school hours
- Bus
- Playground
- Walking to and from school
- In the youth's neighborhood
- Electronic devices (www.stopbullying.gov)

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. (www.stopbullying.gov)

Cyberbullying

Type of bullying that follows you wherever you are because technology is everywhere, you can't escape from it!

Be aware of what your children are doing online!

Check out the following link:

<http://www.stopbullying.gov/cyberbullying/prevention/index.html>

YOU CAN HELP STOP CYBERBULLYING!

What Can I Do?

- Lack of intervention implies that bullying is acceptable and can be done without fear of consequences. Bullies and their accomplices need to understand the harm they cause and that their behaviour will not be tolerated at school.
- Victims are often too fearful to ask an adult to intervene. They can start by calling
Kids Help Phone 1-800-668-6868

New Rules around Bullying

- Whether it happens in person or online, students who engage in bullying, including cyberbullying*, can get suspended from school. These rules apply to both elementary and secondary school students. www.ontario.ca/safeschools
- *spreading rumours and hurtful comments through the use of email, cellphones, and text messaging

13 Point Bullying Prevention Plan for Schools (Anderson, 2013)

1. Full school/community involvement
2. Staff/Community Bullying Prevention Committee chaired by Principal
3. School Climate must be warm, inviting, caring
4. A school climate survey/assessment must be completed
5. Identification of school “hot spots” must be done
6. Teachers must know what to do when bullying occurs
7. Students are taught ways to protect themselves from bullying
8. There must be clear and consistent consequences for bullying behaviour
9. Cyberbullying must be reported and acted on by Principal
10. There must be a bullying tracking system in place
11. There must be a confidential bullying reporting system
12. Support must be provided for victims of bullying
13. New staff members must be immersed in bullying prevention policies and procedures

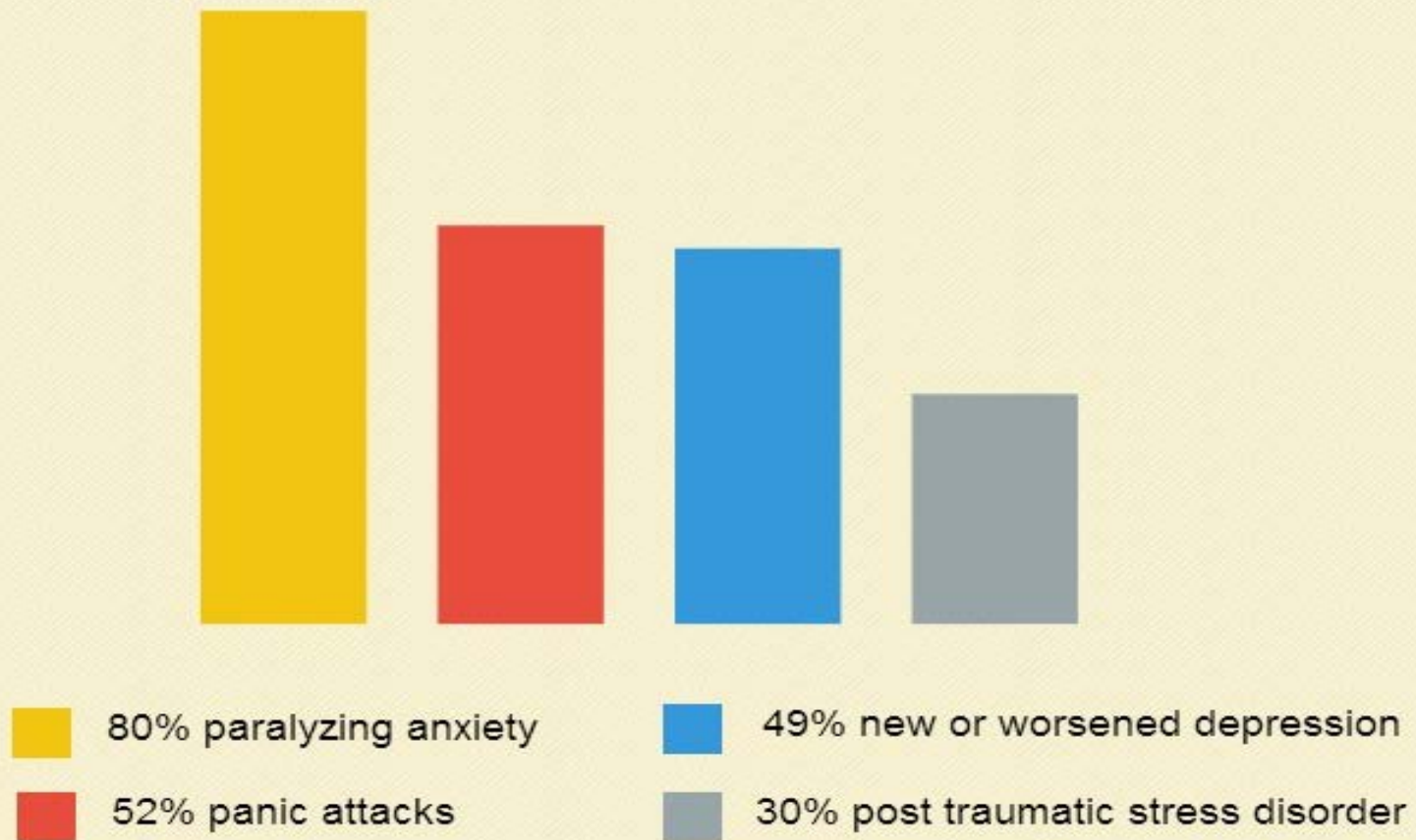
Bullying in the Workplace

- 37% of employees report being bullied at work
- 45% report that stress levels affect health
- Bullying is 4x more prevalent than sexual harassment (US Workplace Bullying Survey, 2007)
- 33% of nurses experience bullying in their first year of practice (Sweet, 2005)

What does Bullying look like in the Workplace?

- Social isolation (silent treatment)
- Rumours
- Personal attack on person's private life and/or personal attributes
- Excessive or unjustified criticism
- Over-monitoring of work
- Verbal aggression
- Withholding information/job responsibility
- Trivial fault-finding
- Replacing proper work with demeaning jobs
- Setting unrealistic goals or deadlines (Salin, 2003; Rowell, 2007)

Impact of Workplace Bullying



What thrives in a culture of workplace bullying?

- Depression
- Anxiety
- Discouragement
- Physical health
- Absenteeism
- Presenteeism
- Turnover
- Vengeful activities
- Customer complaints
- Wasted time
- Office politics
- Workers comp claims
- Health insurance
- Litigation


What disappears in a culture of workplace bullying?

- Quality of work
- Productivity
- Self-esteem
- Job satisfaction
- Company loyalty
- Customer satisfaction
- Number of customers
- Company reputation
- Internal relationships
- Communication
- Decision making abilities
- Innovation & learning
- Employee engagement
- Ability to meet goals
- Bottom line

Bullying in Community



How Does It Look?

- Creating feelings of inadequacy
 - Competition between ecclesial offices
 - In-groups defined by language, dress, behaviour
 - Threats of exclusion, disfellowship
 - Multiplication of rules with a view to controlling others
- 

What Can I Do?

- Identify the Behaviour
- Challenge the Bully
- Reorient Self Congruent with Values
- Take Action




The Disciple's Perspective

- “Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly, defend the rights of the poor and needy”

Proverbs 31:8-9

The background of the slide features several concentric, light blue circular ripples that resemble water droplets or raindrops, scattered across the lower half of the page.



THE WORLD IS A DANGEROUS PLACE,
NOT BECAUSE OF THOSE WHO DO EVIL,
BUT BECAUSE OF THOSE WHO LOOK ON
AND DO NOTHING.

~Albert Einstein

Resources

- Promoting Relationships and Eliminating Violence Network, www.prevnet.ca
- “Bully – STOP NOW! A School Superintendent Tells You How,” Greg Anderson (2013) www.bullystopnow.ca
- Jessica Ribaud, Technology Teacher, Anti-Bully Specialist, District Anti-Bullying Co-ordinator.
Cell: (973) 768-8420
- Bullying in the Workplace: A handbook
www.healthandsafetyontario.ca
- Workers Health and Safety Centre 1-888-869-7950