Rationale for Draft Policy Statement on Bullying

This policy and its accompanying rationale were drafted with extensive input from the Promoting Relationships and Eliminating Violence Network (PREVNet), a network of 58 Canadian researchers and 48 national organizations committed to promoting healthy relationships in the lives of children through collaboration in research.

1. Since Olweus's agenda setting early work on bullying, *bullying* has been defined as a problem in relationships in which power is used to cause distress to another person (Olweus, 1993; Pepler, Craig, Connolly, Yuile, McMaster & Jiang, 2006). Power and aggression can be asserted in different ways: physically, verbally, nonverbally, through exclusion, malicious gossiping, and racial, homophobic or gender-based harassment (Olweus, 1993; Sutton, Smith, & Swettenham, 1999; Salmivalli, Lagerspetz, Björkqvist, Österman & Kaukiainen, 1996; Scheithauer, Hayer, Petermann & Jugert, 2006; Peterson & Ray, 2006; Ybarra & Mitchell, 2004).

2. Bullying is harmful to all involved: A child who bullies is learning to use power and aggression to control others. ((Nansel, Craig, Overpeck, Saluja, Ruan, & the Health Behaviour in School-Aged Children Bullying Analyses Working Group, 2004; Pepler et al., 2006). A child who is bullied becomes trapped in an abusive relationship and needs help to stop the bullying. Being bullied can cause serious negative effects on mental and physical health. Peers who witness bullying can also be negatively affected. (Arseneault, Walsh, Trzesniewski, Newcombe, Caspi, & Moffitt, 2006; Beran & Li, 2005; Campbell & Morrison, 2007; Dao et al., 2006; Delfabbro et al., 2006; Due, Hansen, Merlo, Andersen & Holstein, 2007; Due et al.,2005; Fekkes, Pijpers, Fredriks, Vogels, & Verloove-Vanhorick, 2006; Fekkes, Pijpers, & Verloove-Vanhorick, 2004; Friedman, Koeske, Silvestre, Korr, & Sites, 2006; Glew, Fan, Katon, Rivara & Kernic, 2005; Gruber & Fineran, 2007; Kim, Koh & Leventhal, 2005; Kshirsagar, Agarwal & Bavdekar, 2007; Mitchell, Ybarra & Finkelhor, 2007; Nansel et al., 2004; Newman, Holden & Delville, 2005; Nordhagen, Nielsen, Stigum & Köhler, 2005; Park, Schepp, Jang, & Koo, 2006; Patchin & Hinduja, 2006; Peskin, Tortolero, Markham, Addy, & Baumler, 2007; Raskauskas & Stoltz, 2007; Rivers, 2004); Sourander et al., 2007; Stein, Dukes & Warren, 2007; Ybarra, 2004; Ybarra, Diener-West & Leaf, 2007; Ybarra, Espelage, & Mitchell, 2007; Ybarra & Mitchell, 2004; Ybarra & Mitchell, 2007; Ybarra, Mitchell, Wolak, & Finkelhor, 2006.)

3. Bullying occurs in all places where children and youth live, learn, and play. As the primary institution in children's lives, schools have a key role to play in addressing bullying, but all community organizations and all adults share the responsibility for creating safe and welcoming environments, free of bullying, for children. Adults are essential for children and youth's healthy relationships. All adults are responsible for creating positive environments, promoting healthy relationships, and ending violence in the lives of children and youth. They are

role models and must lead by example and refrain from using their power aggressively. Adults must look for, listen, and respond to bullying. Adults can organize social activities in ways that protect and support children's relationships and stop bullying. (Black & Jackson, 2007; Craig, Pepler & Atlas, 2000; Fekkes, Pijpers, & Verloove-Vanhorick, 2005)

4. Being safe in relationships is a fundamental human right. All children and youth have the right to be safe and free from harm in their relationships. (Kandersteg Declaration, 2007; United Nations, 1989).

5. As a relationship problem, bullying requires relationship solutions. Children and youth need help to understand that bullying is wrong, develop respect and empathy for others, and learn how to get along with and support others. Interventions should begin early and be tailored to children's age, gender, and diverse needs and capacities. They should include all children and youth involved: Those who bully, those who are victimized, and those who witness it must all be involved in solutions to bullying. All of these individuals need to learn alternative strategies to resolve a bullying situation. Responses to bullying should promote healthy relationships. Responding to bullying is an opportunity to provide support and promote healthy relationships, as well as discipline. Discipline should take the form of formative rather than punitive consequences. Formative consequences are activities that not only provide a clear message that bullying is unacceptable, but also promote the development of respect and empathy for others. In describing and dealing with bullying, it is the bullying behaviour that is the problem, not the person. It is important to avoid labeling children and youth as "bullies" and "victims" because these labels limit how they think about themselves and how others think of them. All children and youth have strengths and the capacity for healthy relationships. (Chisholm, 2006; Craig, Pepler & Blais, 2007; Pepler, 2006; Pepler, Craig, Connolly & Henderson, 2002; Pepler, Smith & Rigby, 2004; Olweus, 2004; Olweus & Endresen, 1998; Rigby, 2002; Salmivalli, Kaukiainen & Voeten, 2005; Smith, Pepler & Rigby, 2004; Whitted & Dupper, 2005)

References

Arseneault, L., Walsh, E., Trzesniewski, K., Newcombe, R., Caspi, A., & Moffitt, T. E. (2006). Bullying victimization uniquely contributes to adjustment problems in young children: A nationally representative cohort study. *Pediatrics, 118*, 130-138.

Beran, T. & Li, Q. (2005). Cyber-harassment: A new method for an old behavior. *Journal of*

Educational Computing Research, 32, 265–277.

Black, S. A. & Jackson, E. (2007). Using bullying incident density to evaluate the Olweus bullying prevention programme. School Psychology International, 28(5), 623-638.

Campbell, M. L. C. & Morrison, A. P. (2007). The relationship between bullying, psychotic-like

experiences and appraisals in 14 - 16-year olds. *Behavior Research and Therapy, 45*, 1579-1591.

Chisholm, J. F. (2006). Cyberspace violence against girls and adolescent females. *Annals of the New York Academy of Sciences, 1087*, 74-89.

Craig, W. M., Pepler, D. and Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International, 21*, 22–36.

Craig, W. M., Pepler, D. J., & Blais, J. (2007). Responding to bullying: What works? *International Journal of School Psychology, 28*, 15-24.

Dao, T. K., Kerbs, J. J., Rollin, S. A., Potts, I., Gutierrez, R., Choi, K., Creason, A., Wolf, A., Prevatt, F. (2006). The association between bullying dynamics and psychological distress. *Journal of Adolescent Health, 39*, 277-282.

Delfabbro, P., Winefield, T., Trainor, S., Dollard, M., Anderson, S., Metzer, J., & Hammarstrom, A. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles. *British Journal of Educational Psychology, 76*, 71-90.

Due, P., Hansen, E. H., Merlo, J., Andersen, A., & Holstein, B. E. (2007). Is victimization from bullying associated with medicine use among adolescents? A nationally representative cross-sectional survey in Denmark. *Pediatrics. 120*, 110-117.

Due, P., Holstein, B.E., Lynch, J., Diderichesen, F., Gabhain, S. N., Scheidt, P., Currie, C. & The Health Behaviour in School-aged Children Bullying Working Group. (2005). Bullying and symptoms among school-aged children: International comparative cross sectional study in 28 countries. *European Journal of Public Health, 15*, 128-132.

Fekkes, M., Pijpers, F. I. M., Fredriks, A. M., Vogels, T., & Verloove-Vanhorick, S. P. (2006). Do bullied children get ill, or do ill children get bullied? A prospective cohort study on the relationship between bullying and health-related symptoms. *Pediatrics, 117(5)*, 1568-74.

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2004). Bullying behavior and associations with psychosomatic complaints and depression in victims. *Journal of Pediatrics. 144,* 17-22.

Fekkes, M., Pijpers, F.I.M. and Verloove-Vanhorick, S.P. (2005) Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research, 20*, 81–91.

Friedman, M. S., Koeske, G. F., Silvestre, A. J., Korr, W. S., & Sites, E. W. (2006). The impact of gender-role nonconforming behavior, bullying, and social support on suicidality among gay male youth. *Journal of Adolescent Health, 38*, 621-623.

Glew, G. M., Fan, M., Katon, W., Rivara, F. P., Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. Archives of Pediatrics & *Adolescent Medicine, 159*, 1026-31.

Gruber, J. E., & Fineran, S. (2007). The impact of bullying and sexual harassment on middle and high school girls. *Violence Against Women, 13*, 627-643.

Kandersteg declaration against bullying in children and youth. (2007). Downloaded fromhttp://www.kanderstegdeclaration.com/original-in-english-2007/

Kim, Y. S., Koh, Y., & Leventhal, B. (2005). School bullying and suicidal risk in Korean middle school students. *Pediatrics, 115*, 357-363.

Kshirsagar, V. Y., Agarwal, R., & Bavdekar, S. B. (2007). Bullying in schools: Prevalence and short-term impact. *Indian Pediatrics. 44*, 25-28.

Lee, C. (2006). Exploring teachers' definitions of bullying. *Emotional and Behavioural Difficulties, 11*, 61-75.

Mitchell, K. J., Ybarra, M., & Finkelhor, D. (2007). The relative importance of online victimization in understanding depression, delinquency, and substance use. *Child Maltreatment, 12*, 314-324.

Nansel, T.R. Craig, W., Overpeck, M. D., Saluja, G., Ruan, W. J. & Health Behaviour in School-aged Children Bullying Analyses Working Group. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatrics & Adolescent Medicine. 158,* 730-6.

Newman, M. L., Holden, G. W., & Delville, Y. (2005). Isolation and the stress of being bullied. *Journal of Adolescence, 28*, 343-57.

Nordhagen, R., Nielsen, A., Stigum, H., & Köhler, L. (2005). Parental reported bullying among Nordic children: A population-based study. *Child-Care, Health and Development, 31(6)*, 693-701.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford: Blackwell.

Olweus, D. (2004). The Olweus bullying prevention programme: design and implementation issues and a new national initiative in Norway. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 13-36). Cambridge: Cambridge University Press.

Olweus, D., & Endresen, I. M. (1998). The importance of sex-of-stimulus object: Age trends and sex differences in empathic responsiveness. *Social Development, 7,* 370-388.

Park, H. S., Schepp, K. G., Jang, E. H., & Koo, H. Y. (2006). Predictors of suicidal ideation among high school students by gender in South Korea. *Journal of School Health, 76(5)*, 181-188.

Patchin, J. W. & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at
cyberbullying. *Youth Violence and Juvenile Justice, 4*, 148-169.

Pepler, D. J. (2006). Bullying interventions: A binocular perspective. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 15*, 16-20.

Pepler, D., Craig, W., Connolly, J., & Henderson, K. (2002). Bullying, sexual harassment, dating violence, and substance use among adolescents. In C. Wekerle & A. M. Wall (Eds.), *The violence and addiction equation: Theoretical and clinical issues in substance abuse and relationship violence.* (153-168) Brunner/Mazel: Philadelphia.

Pepler, D. J., Craig, W. M., Connolly, J. A., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behaviour, 32*, 376-384.

Pepler, D., Smith, P. K., & Rigby, K. (2004). Looking back and looking forward: Implications for making interventions work effectively. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 307-324). Cambridge: Cambridge University Press.

Peskin, M. F., Tortolero, S. R., Markham, C. M., Addy, R. C., & Baumler, E. R. (2007). Bullying and victimization and internalizing symptoms among low-income Black and Hispanic students. *Journal of Adolescent Health, 40*, 372-375.

Peterson, J. S., & Ray, K. E. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly, 50,* 148-168.

Raskauskas, J. & Stoltz, A. D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology, 43*, 564-575.

Rigby, K. (2002) *A meta-evaluation of methods and approaches to reducing bullying in preschools and in early primary school in Australia.* Canberra: Commonwealth Attorney-General's Department.

Rivers, I. (2004). Recollections of bullying at school and their long-term implications for lesbians, gay men, and bisexuals. *Crisis: Journal of Crisis Intervention & Suicide, 25(4),* 169-175.

Salmivalli, C., Kaukiainen, A., & Voeten, M. (2005). Anti-bullying intervention: Implementation and outcome. *British Journal of Educational Psychology, 75*, 465-487.

Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 24*, 205-218.

Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior, 32*, 261-275.

Smith, P.K., Pepler, D., & Rigby, K. (Eds.) (2004) *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.

Sourander, A., Jensen, P., Ronning, J. A., Niemela, S., Helenius, H., Sillanmaki, L., Kumpulainen, K., Piha, J., Tamminen, T., Moilanen, I., & Almqvist, F. (2007). What is the early adulthood outcome of boys who bully or are bullied in childhood? The Finnish "From a Boy to a Man" study. *Pediatrics, 120*, 397-404.

Stein, J. A., Dukes, R. L., & Warren, J. I. (2007). Adolescent male bullies, victims, and bully-victims: a comparison of psychosocial and behavioral characteristics. *Journal of Pediatric Psychology, 32(3)*, 273-82.

Sutton, J., Smith, P. K., & Swettenham, J. (1999). Social cognition and bullying: Social inadequacy or skilled manipulation? *British Journal of Developmental Psychology, 17*, 435-450.

United Nations. (1989, November). *The convention on the rights of the child UNCRC.*

Whitted, K. S., & Dupper, D. R. (2005). Best practices for preventing or reducing bullying in schools. *Children and Schools, 27*, 167-174.

Ybarra, M. L. (2004). Linkages between depressive symptomology and internet harassment among young regular internet users. *CyberPsychology and Behavior, 7*, 247-257.

Ybarra, M. L., Diener-West, M., & Leaf, P. J. (2007). Examining the overlap in internet harassment and school bullying: Implications for school intervention. *Journal of Adolescent Health, 41,* 542-S50.

Ybarra, M. L., Espelage, D. L., & Mitchell, K. J. (2007). The co-occurence of internet harassment and unwanted sexual solicitation victimization and perpetration: Associations with psychosocial indicators. *Journal of Adolescent Health, 41*, S31-S41.

Ybarra, M. L. & Mitchell, K. J. (2004). Youth engaging in online harassment: associations with

caregiver-child relationships, Internet use, and personal characteristics. *Journal of Adolescence, 27*, 319-336.

Ybarra, M. L. & Mitchell, K. J. (2007). Prevalence and frequency of internet harassment instigation: Implications for adolescent health. *Journal of Adolescent Health, 41*, 189-195.

Ybarra, M. L., Mitchell, K. J., Wolak, J., Finkelhor, D. (2006). Examining characteristics and associated distress related to Internet harassment: Findings from the Second Youth Internet Safety Survey. *Pediatrics, 118*, 1169-1177.