

Is it rough play, conflict or
bullying?

Are these children playing rough, fighting or is it a bullying situation?



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It depends.....

It is important to ask question of all parties and witnesses to determine what is happening.

Start with open ended questions :

Tell me what happened?

What happened before things got physical?

What was your role? How did you help make the situation worse/better?

Have you had any previous problems with this student/these students? Tell me about them?

Rough Play

Usually friends or friendly towards each other. Often repeated. Same players.

Balance of power

Equal, consensual reaction.

Not seeking power or attention.

No intention to harm.

Intention is fun. If goes wrong, then remorseful.

Not regarded as a problem

Not serious unless something goes wrong

Conflict

Acquaintances or friends. Occasional. Usually issue-centred, until resolved; could centre around misunderstanding, misinformation or no common ground.

Power relatively equal

Equal or near equal emotional reaction.

Not seeking power or attention.

Intention to sort out who is right.

Remorse – takes responsibility.

Effort to solve problem

Usually not serious and can be resolved on their own or with aid of third party

Bullying

Typically not friends, however may have had a relationship previously. Intentional target. Repeated and persistent.

Unequal power

Bully's reaction meets own intrinsic need for power and control (consciously or unconsciously). Strong emotional, mental and physical reaction for target.

Attempt to gain power and control, possessions or popularity.

Intentionally harm-doing.

Bully may or may not show remorse. May or may not know what they are doing is wrong. May blame target or believe the target deserves it.

Bully may deny there is a problem. Target may not be able to articulate.

Threats of physical or emotional harm; intent to humiliate, exclude or victimize

How Do We Respond? - Rough Play/Conflict

Model of Progressive Discipline

Progressive discipline is a non-punitive, whole school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviour. Consequences include learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

Our ultimate goal is for the student to understand why their behaviour is a problem for others and to make changes so that the problem doesn't re-occur.

Interventions may include:

Student-student mediation, student-teacher mediation

Letters of apology, think sheets, verbal reminders, review of expectations

Conference with students, contact with parents

Withdrawal of privileges - e.g. walking with an adult outside

Withdrawal from class - work with CYW or at office

Restitution for damages if disrespecting school or other's property

Suspension for repeated ongoing behaviour without an effort to change, if it is within their ability to change

Factors to Consider Before Deciding to Utilize Progressive Discipline to Address Inappropriate Behaviour

- Consider the particular student and circumstances, including mitigating and other factors (Does the child have the ability to control his/her behaviour?; Does the child have the ability to understand the foreseeable consequences of his or her behaviour?; Does the child's presence in the school create an unacceptable risk to the safety of any other individual at the school?)
- Consider the nature and severity of the behaviour
- Consider the impact of the inappropriate behaviour on the school climate

Strategies to help students solve conflicts independently

- 1) Talk it out
- 2) Ignore
- 3) Share/Take turns
- 4) Apologize
- 5) Walk away
- 6) Compromise
- 7) Chance - i.e. rock/paper/scissors
- 8) Ask for help

Bullying

Bullying means aggressive and typically repeated behaviour by a student where, the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,

- Causing harm, fear or distress to another individual
- Creating a negative environment at the school for another individual and,
- The behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual

How do we respond to bullying?

Bullying is an activity for which suspension and possible expulsion must be considered. All staff members have a duty to report bullying behaviour.

The Bully- It is important to provide programs, intervention or other supports to person who have engaged in bullying.

The Victim - inform the parent/caregiver and disclose the nature of the incident(s), the nature of the harm to their child and the steps being taken to keep their child safe, including the nature of the discipline to the other student. We may not share the name of the perpetrator or any identifying information with the parent/guardian.

It is also important to make available programs, interventions and supports to the victim.

Prevention Strategies

Code of Conduct - identifying and reinforcing high expectations for behaviour

Safe, Caring & Inclusive School Teams - to review surveys and recommend appropriate measures to address areas of concern.

Positive school climate - support wellness, inclusion, mutual respect

Work with community supports - Public Health, Front Door, Social Worker, Psychologists