



Our Kids Network School Years Committee Bullying Prevention Task Force: Environmental Scan Results

1.0 Introduction and Objective

Bullying among children and youth has garnered much attention over recent years. Data at a national, provincial and local level have identified the existence of bullying behaviours and victimization. In Canada, 22% of grades 6 to 10 students surveyed identified that they have been bullied and 12% reported that they have bullied others (Public Health Agency of Canada, 2011). According to the Ontario Student Drug Use and Health Survey (Centre for Addiction and Mental Health, 2009), 28.9% of grade 7 to 12 students surveyed reported being bullied since the beginning of the school year in 2009. Local data from the Halton Youth Survey (2009/2010) indicate that 39% of grade 7 students surveyed have been bullied (Our Kids Network, 2011). In comparison, grade 10 students report rates of bullying at 28% (Our Kids Network, 2011).

Bullying presents a public health concern due to many short and long-term impacts to those who are bullied, those who participate in bullying, and those who both bully others and are bullied (i.e. bully-victims). These impacts affect the psychological, emotional, physical, and social health of an individual and include impacts on mental health (Klomek et al., 2009; Rigby, 2003), risk for poor school adjustment (Nansel et al., 2003); risk for engagement in delinquent/criminal behaviour in adulthood (Sourander et al., 2007; Tremblay et al., 2008); physical symptoms (Due et al., 2005) and risk for participation in substance use behaviours (Ebensen & Carson, 2009).

The existence of bullying within Halton Region and the potential for short and long-term impacts on children and youth validate the importance of prevention and intervention activities related to this issue.

Among community stakeholders across Halton Region, there exists a strong shared interest in addressing issues of bullying for children and youth. This has culminated into the emergence of a Bullying Prevention Task Force, a working group of the Our Kids Network School Years Committee. This task force consists of a group of local community organizations committed to facilitating a co-ordinated community approach to address bullying issues for children and youth across the region. One of the primary activities undertaken by the task force was the completion of an environmental scan, and to organize a bullying prevention and support community forum.

The main objective of the scan was to document existing bullying prevention and support programs/services in Halton, to identify gaps in programming/services and highlight potential collaborative opportunities to address bullying within a co-ordinated and comprehensive approach.

The forum was organized to initiate a dialogue about gaps in programs and services and to highlight opportunities for collaborative partnerships in Halton to address bullying issues. The results of the environmental scan were presented at the forum.

2.0 Method

Partner organizations of Our Kids Network (n = 48)¹ were invited by email to participate in a confidential² environmental scan. The survey was available online and respondents were asked to indicate which bullying programs/services their agency provided within the categories of prevention, support or response related to bullying. The survey also included open ended questions about:

- partnerships and collaborative approaches to address bullying in Halton
- gaps in programming/services in Halton
- successful bullying prevention and support programs

Each organization was requested to submit one coordinated survey response.

3.0 Results

This section describes who participated in the scan, the bullying services/programming offered by these organizations, the partnerships and collaborations in Halton, and perceived gaps in programming.

3.1. Organizations participating in the scan

Thirty organizations submitted valid data. The majority of organizations provided service delivery in the city of Oakville (77%), while a smaller number of the participating organizations provided services in Rural Halton Hills (57%). Twenty-one organizations (70%) delivered services in two or more areas of Halton, and 14 organizations (47%) delivered services in all areas throughout Halton Region.

Table 1. Areas of Service

	Number of Organizations	Percent of Organizations
Burlington	18	60%
Oakville	23	77%
Milton	20	67%
Acton	21	70%
Georgetown	20	67%
Rural Halton Hills	17	57%
Total Number of Organizations	30	100%

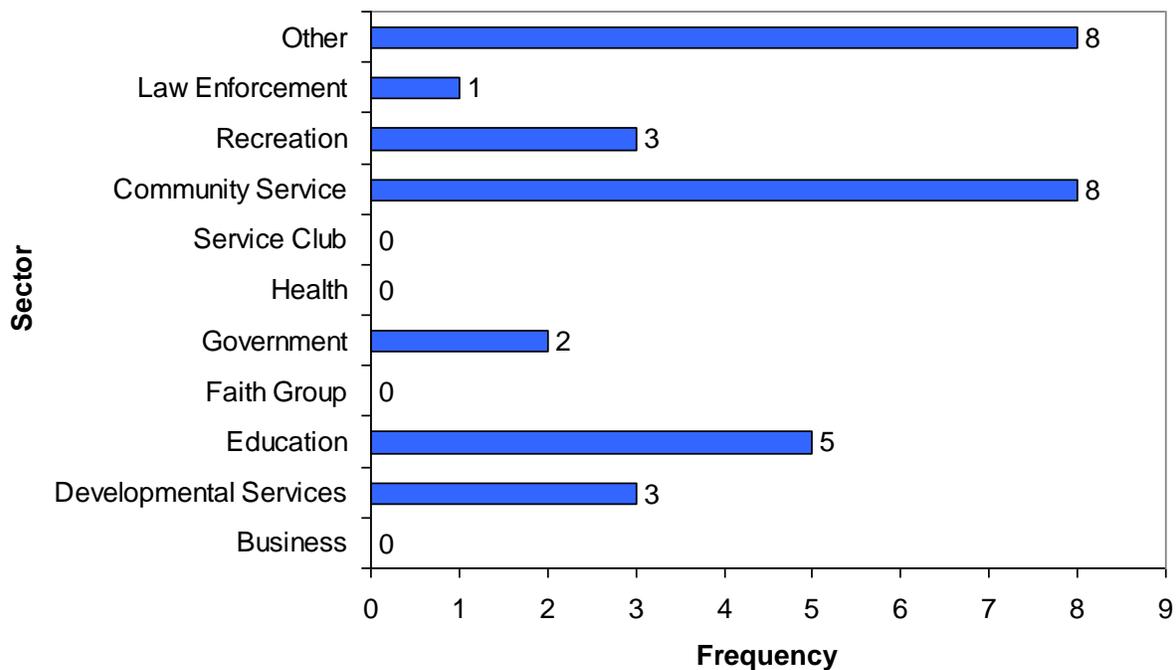
¹ The number in brackets denotes the number of organizations

² Organization/Agency names have been coded to protect confidentiality.

Only one organization did not provide services in English. Other popular languages of service delivery included French (30%), Spanish (17%) Punjabi (10%), Urdu (10%) and American Sign Language (10%). Just over half of organizations provided services in more than one language (53%). Some noted that materials were provided in multiple languages and that interpreter services were used as needed.

A wide range of organizations participated in the survey, representing sectors ranging from Law Enforcement to Community Service³.

Figure 1. Organization Sectors



3.2 Service Delivery

Two organizations did not indicate that they provided services in relation to bullying and victimization and were not included in this part of the analysis. All of the remaining 28 organizations indicated that they provided bullying services related to prevention (i.e. activities to prevent bullying from occurring). Seventeen of the organizations (61%) indicated that they provided bullying response services (i.e. immediate response activities; incident investigation). Twenty of the organizations (71%) indicated that they provided bullying support services (i.e. supportive activities after bullying incidents occur). Almost half of the organizations (46%) provided all three types of services.

³ Responses within the 'Other' category included: Addictions, Children's Services, Community Mental Health, Family Resource Centre, Libraries, Non-Profit, and Recreation and Community Services.

Appendix A provides two tables of the results of the services provided by age group. Table 3 describes the types of prevention services provided by age group, and Table 4 describes the types of response/support services available to each age group. This analysis shows, by age group, the gaps in service delivery in Halton Region. For example, fewer organizations provide response/support services compared to prevention services.

3.2a Prevention Services

Collapsing across age group within prevention services, only a small number of organizations reported holding community events on bullying ($n= 9$)⁴. Similarly, very few organizations had bullying prevention committees ($n = 7$) or youth-led initiatives/campaigns targeting bullying ($n = 7$). Conversely, a large number of organizations reported providing information/resources about bullying ($n = 23$), providing education ($n = 17$), offering pro-social skills development ($n = 20$), and asset building activities ($n = 20$).

3.2b Response/Support Activities

Collapsing across age groups within response/support activities, most organizations ($n = 12$) offered individual counseling services (both for those who have been bullied and those who have bullied others), while fewer organizations additionally offered group or family counseling ($n = 6$). Only three organizations offered mediation services.

3.2c Supplementary Findings from the Bullying Prevention and Support Community Forum

Multi-disciplinary stakeholders working with children and youth in Halton were invited to attend the Bullying Prevention and Support Community Forum in November 2012. Ninety community members attended the forum and represented various professional roles within their organizations. Participants were asked to give examples of programs/services that their organization provides related to bullying prevention, response and support while recorders at each table took notes. Themes were then identified from participant responses and compiled into a document summarizing all the responses to the discussion questions (see Appendix B). A very large number of Halton Region examples were generated by attendees, and this section of the report provides an overview of that work to provide greater detail and context for the environmental scan results.

Findings related to the types of programs/services related to bullying prevention/response/support from the small group discussions at the forum mirrored those of the environmental scan. A few examples of education/information sharing include parent information forums, workshops and parent evenings designed to create awareness or target specific aspects of bullying such as cyberbullying; online resources for parents and

⁴ The number in brackets denotes the number of organizations that indicated offering the specific activity.

professionals; and knowledge dissemination activities ranging from weekly bulletins for parents to community partnerships and events for professionals.

Youth engagement activities were also discussed by forum attendees. Many organizations reported using a peer-to-peer engagement model, both in community and school settings. Examples of some of these activities include: Gay Straight Alliance group; hiring youth, Youth Aiding Youth program; Lunch and Learn Group; teen chat programs; street level outreach.

Service providers at the forum offered examples of policies within their organizations that reflected their bullying prevention and support initiatives. Policies were inclusive and focused on creating safe and equitable spaces, and sometimes integrated bullying prevention/intervention into pre-existing policies. Examples include High Five, Rzone (Respect), Positive space certification.

Examples of skills development and training were also provided by service providers. Skills development included concepts such as Developmental Assets, High Five, and principles of inclusion and healthy child development.

Forum participants were asked to list or describe any programs/services provided by their organizations that may be categorized as personal skill development in children and youth. Participants recounted that personal skill development is fostered in different venues, including community settings and schools. Examples include volunteer training (POSSE), asset building activities, personalized instruction or formal curriculum based activities (e.g., leadership), and targeted workshops or groups (e.g., workshops for specific age groups, or different youth groups such as Go Girls).

Examples of counselling and mediation services were compiled. Some noteworthy findings here include the exploration of peer mentoring/support models by organizations who provide such services, and a recognition that services are provided in supportive environments in both community and school settings. Strength based approaches, such as Developmental Assets, were again described by service providers as frameworks for service delivery and fostering a positive and safe environment. Others described providing space, connections and resources to help reduce barriers to service and support for families (e.g., Acton Hub and Halton Support Services). Some innovative examples of enhancing supportive environments include the development of 'neighbourhood groups' targeting priority populations of parents with children 0 – 6 years of age, and invisible mentors who are described as individual staff attached to students in risk.

3.3 Bullying Prevention and Support as a Broader Framework of Service Delivery

For both prevention and response/support services, respondents were offered the opportunity to “identify additional information to describe your organization’s programming/service if appropriate.” Analysis of the 13 open-ended comments related to **prevention** showed that bullying prevention programs were commonly incorporated into broader strategies, frameworks and programs rather than being a program or service in its own right ($n = 6$).

“We address bullying within the context of our parenting programs and not specifically as a subject on its own.”

“We do offer parents information re: positive parenting, but bullying per se is not specifically targeted. Although we do not have a specific organization-wide policy re: bullying, our organizational values include: a professional, respectful, and accountable work environment.”

“... also provide support to implement whole-school programming and frameworks to build positive school climate to prevent bullying behaviour (e.g. LINK Crew, Safe School Ambassadors, 40 Developmental Assets...”

Another theme found in the open-ended comments related to prevention activities suggested that awareness campaigns were included in organizations efforts to target bullying ($n = 2$).

“Give Respect ~ Get Respect Bullying Awareness Campaign”

“Pink Shirt Day promoted by staff; pink t-shirts are worn, anti-bullying resources displayed, all ages targeted.”

A similar analysis of the nine open-ended comments provided for the **response/support** activities mirrored the findings available in Table 4, in that fewer activities were identified and that response/support activities are typically individualized.

3.4 Programming by Age Group

Tables 3 and 4 in Appendix A show gaps in programming for the age groups specified. For prevention services, the youngest age groups often had the least programming, especially for children zero to three years of age. However, this pattern was not found for asset building activities, pro-social skills development and parental/caregiver education. A similar gap in programming was found with response/support services whereby programming was more commonly directed to children/youth over eight-years of age than to those in the younger age groups.

Finally, respondents were offered the opportunity to “add any additional comments that specifically highlight a success in your service delivery or programming related to bullying prevention and support if appropriate.” Analysis of the nine responses here indicated that success was found through offering individualized support to children and youth that was confidential and supportive.

“Students of the school like the fact that counselling at PAH! is confidential and information will only be shared with their consent.”

“Providing a safe, supportive venue for young people to talk about their experiences and concerns has been very valuable.”

3.5 Gaps and Programming/Service Needs in Halton Region

Analysis of respondents’ open-ended comments showed that respondents believed a more coordinated and comprehensive approach is needed to address bullying because the issue is not isolated to schools or single aspects of an individual’s life.

“Articulating a comprehensive model that would integrate the supports for both those who have been bullied and those who bully seamlessly in a youth’s environment (social, school, home, etc.)”

“More coordinated response in the community to bullying.”

“Regional development of policies and procedures for implementation. A coordinated approach to supporting children/families.”

Respondents also suggested consistent messaging, and formal supports and strategies that teachers and adults can draw on to better support youth.

“Evidence-based programming/service; ensuring that front-line education staff are aware of and actively implementing board bullying prevention/intervention policy and procedures to ensure consistent message/techniques to address bullying; evaluation of programs and services.”

“I think we need a more formalized approach to both the preventative and response side of bullying issues. We are observing an increase in the number of bullying incidents in some of our programs (ie. summer camp). Resources to share with parents/families on the actual

definition of bullying behaviour and strategies they can use at home with their children if they are getting bullied, bullying others or watching it happen. I think an intentional approach/program we can use with children to equip themselves with the tools and resources to respond effectively if in a bullying situation.”

3.6 Partnerships and Collaborations to address Bullying

Almost half of the organizations (47%) reported that they are currently working in partnership/collaboration with other agencies/organizations to address bullying. A reliable analysis of the types of sectors working in partnership was difficult due to the large number of organizations that elected to identify themselves as “other sector.” However, an examination of the broader pattern of responses to this question suggests that partnerships are most frequently seen in the education sector, where school boards listed partnerships with a number of organizations across a number of different sectors including government and community. Organizations that self-identified as representing the recreation sector also commonly identified working in partnership/collaboration. These collaborations typically included agencies that would be considered to be from the community sector. A possible gap noted in the pattern of responses is collaboration between the education and recreation sectors.

Further, 37% of organizations reported that although they were not currently working in partnership, they would like to partner with other specific organizations to work collaboratively to address bullying. Respondents open-comments indicated that partnering with Halton schools would be particularly beneficial in addressing bullying: *“Need to strengthen local connections with agencies and school boards and health services”*.

Indicating widespread support for addressing bullying, all respondents reported that they would be interested in attending a community forum focused on bullying prevention and support in Halton and the majority (93%) expressed a desire to work collaboratively in the Region toward a coordinated approach to address bullying.

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Appendix A: Tables

Table 2. Service Delivery Coverage in Halton

Organization Name	Area of Service Delivery						Rural Halton Hills	Total
	Burlington	Oakville	Milton	Acton	Georgetown			
Organization AB	1	1	1	1	1	1	6	
Organization AC		1	1	1	1		4	
Organization AD	1	1	1	1	1	1	6	
Organization AE	1						1	
Organization AF	1	1	1	1			4	
Organization AG		1					1	
Organization AH	1	1	1	1	1	1	6	
Organization AI	1	1	1	1	1	1	6	
Organization AJ	1	1	1	1	1	1	6	
Organization AK	1	1	1	1	1	1	6	
Organization AL	1	1	1	1	1	1	6	
Organization AM				1	1	1	3	
Organization AN	1	1	1	1	1	1	6	
Organization AO	1	1	1	1	1	1	6	
Organization AP		1					1	
Organization AQ	1	1	1	1	1	1	6	
Organization AR	1	1	1	1	1	1	6	
Organization AS	1	1	1	1	1		5	
Organization AT			1	1	1		3	
Organization AU		1					1	
Organization AV		1					1	
Organization AW	1	1	1	1	1	1	6	
Organization AX	1	1	1	1	1	1	6	
Organization AY	1	1	1	1	1	1	6	
Organization AZ				1	1	1	3	
Organization BC			1				1	
Organization BD		1					1	
Organization BE			1	1	1	1	4	
Organization BF	1						1	
Organization BG		1					1	
Total	18	23	20	21	20	17		

Organization Name	Provision of Information & Resources about Bullying						Educate parents / caregivers about positive parenting						Hold community events on bullying with guest speakers						Organization-wide policies and rules related to bullying						Bullying Prevention Committee						Staff training on how to prevent and address bullying						Integrate bullying info into curriculum or programming / services						Youth-led initiatives / campaigns						Pro-social skills development						Asset building activities					
	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs	0 - 3 yrs	3 - 5 yrs	6 - 8 yrs	9 - 11 yrs	12 - 15 yrs	16 plus yrs												
Organization BG*			1	1			2	2	1	1									1	1	2	2	2	2													2	2	2	2	2	1	2	2	2	2	2	2												
Total	7	14	19	20	18	15	12	16	15	14	12	8	2	4	6	6	6	7	5	8	11	11	11	9	0	3	4	4	6	7	5	9	14	14	14	10	8	11	17	18	16	12	0	0	2	6	8	7	10	14	17	17	15	14	11	14	15	16	15	16

Notes. Organization BG participated in the survey twice. Both are included in the results.

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Question 2: What are the programs/services that your organization provides related to bullying prevention/response/support?

Category	Halton Region Examples	Themes/Additional Observations
<p style="text-align: center;">Education/Information Sharing</p>	<ul style="list-style-type: none"> • Evaluate programs using High Five Quest 2 (Quality Experience Scanning Tool) • Safe school social workers (HDSB): 1 in North; 1 in Oakville, 1 in Burlington • Safe school action teams in schools • Empowering the Bystander program for Grade 9s in Milton District Highschool • Weekly parental e-blasts regarding bullying • Bullying research and knowledge mobilization • Parent information nights (HCDSB) • Educational programs for students (HCDSB) • Anti-bullying workshop/activities (PAH!) • Staff training on bullying prevention and intervention (HDSB) • Education to parents and community partners on: <ul style="list-style-type: none"> ○ Social/emotional development of children ○ Positive parenting ○ Healthy growth and development ○ Developmental assets • School based workers do education and information sharing on bullying (Woodview) • YODA (Youth Overcoming Depression and Anxiety- Woodview – provides education and info on bullying to youth in program • Education parents/youth/volunteers about bullying through community partnerships (e.g. Linking North Halton) • NYC: Bullying workshops in the community • OEYC (Milton Community Resource Centre): Parent Resource Library: providing bullying resources free of charge to parents on the topic of bullying • Website with bullying prevention information on website for school professionals (HRHD) • MCRC: parenting support; single parenting network • ErinOak: parent support groups for children with disabilities; discuss bullying issues, advocacy skills, how it is being addressed • HDSB: Curriculum connections to bullying prevention: Health & Phys. Ed.; Civics, Social studies, language arts • HDSB: Board wide professional development and learning around equity, diversity bullying, safe schools • Parent evenings: cyberbullying 	<ul style="list-style-type: none"> • Organizations provide education and share information on bullying through various opportunities including: <ul style="list-style-type: none"> ○ On-line channels (e.g. e-blasts, posted resources on webpages) ○ Workshops/presentations for staff development and for community at large ○ Resource library (e.g. Milton Community Resource Centre has parent kits with resources on bullying) ○ Parent support groups ○ Curriculum connections (i.e. in class, broader school initiatives for students) ○ Youth groups (community based) ○ Community events ○ Human resources (e.g. HDSB Safe School Social Workers providing consultation to schools) • Groups that are offered these education and information sharing opportunities include: <ul style="list-style-type: none"> ○ Service providers ○ Parents ○ Children and youth • The topic of bullying prevention/intervention is covered directly within these learning opportunities. Although, the topic of bullying is also indirectly covered by providing education around the following topics: <ul style="list-style-type: none"> ○ Social/emotional development of children ○ Positive parenting ○ Developmental assets ○ Advocacy ○ Equity/diversity

	<ul style="list-style-type: none"> • Speaker presentations to parents and school staff about DA • Student workshops provided by outside organizations that give hands on learning opportunities and create awareness about bullying (e.g. plays, literacy workshops, etc.) • Classroom “character education” classes/emotional intelligence • Parent information forums (education parents/creating awareness) • ErinOak: Online parent resources about bullying prevention and strategies; supports education of staff in area of bullying prevention and shares information with colleagues to better support the inclusion and acceptance of clients • Parenting workshops at OEYC: Kids Have Stress Too! Fun Friends • Halton CAS: consultation between ‘abuse’ or ‘bullying’ 	
<p style="text-align: center;">Community Partnerships</p>	<ul style="list-style-type: none"> • Give Respect Get Respect campaign: partnership with school boards and police • DA strategy table • Reconnecting Youth (Nelson Youth Centre) • Our Community Cares (ROCK) • Bullying Committee (NYC) • HDSB partners with HMC to support newcomer students • Community partnerships related to: <ul style="list-style-type: none"> ○ Positive parenting ○ Developmental assets ○ Early identification of developmental delays (HRHD) • Acton Hub: provides referral to support services for children, youth, and families • MCRC: representation of community committees (e.g. OKN, education care) • Parent education networks • HPAC: Halton parent advisory committee • Community living North Halton: family and child behaviour services; behaviour consultant at after school program – consultant for group • Provides education and awareness to other community organizations on LGBTQ issues/inclusion • Halton CAS – referral to community services • ADAPT: referral to appropriate support services • YMCA: inviting other organizations for workshops/presentations • SAVIS: referrals • Bullying prevention task force support 	<ul style="list-style-type: none"> • Many community partnerships exist that include diverse representation from school boards, mental health services, health department, early years organizations, youth centres, parents, HMC, police services. • Some organizations have a role in generating referrals to other appropriate organizations for follow-up or consultation on bullying issues. • Would be helpful to have more clarification around the role/terms of reference for the community partnerships to help identify opportunities for collaboration, instances of duplication, areas of gaps.
	<ul style="list-style-type: none"> • Gay Straight Alliance group for students to address bullying around sexual orientation • POSSE educates and empowers youth: Provides personal 	<ul style="list-style-type: none"> • Organizations provide youth engagement opportunities for diverse populations of youth. Some of these diverse groups include:

<p>Youth Engagement</p>	<p>support for youth with personal issues</p> <ul style="list-style-type: none"> • Beyond the Hurt Student ambassadors • Hiring youth • Youth Aiding Youth Program (ROCK) • Lunch and Learn Group: PAH! provides mental health services to Deaf and hard of hearing children and youth, and their families. PAH! and is a partnership between Bob Rumball Association for the Deaf (BRAD) and Reach Out Centre for Kids (ROCK). Services are client centred and strength based. The services offered include individual and family counselling, group programs, Art and Expressive therapy and consultation to agencies and professionals. • Teen Chat (BBBS): encourages youth to decide which issues are important to them, what they want to discuss; they drive the program • After school therapeutic program (NYC) • ErinOak: Youth Advisory Committee • Off the Wall: Georgetown; codes of conduct; counselling with child and youth workers • “Buddies” program • Students clubs have element on bullying prevention built into their action plan for the year • Facilitate LGBTQ youth in different regional committees/conferences/projects • Peer support youth doing street level outreach to other youth • Youth mentor for LGBTQ youth • Youth run, youth focused magazine giving youth a voice and healthy creative outlet • Summer camp bullying pledge: Town of Milton • Halton CAS: role in recognizing abuse, reporting any type of harm including bullying and referral to appropriate resources • ADAPT: substance use education; “know the deal” 	<ul style="list-style-type: none"> ○ LGBTQ ○ Deaf or hard of hearing ○ Those with mental health issues <ul style="list-style-type: none"> • Many organizations use a peer-to-peer model for their youth programs/services. • Youth engagement activities exist both in the community and school-based setting. • Some unique examples of youth engagement: <ul style="list-style-type: none"> ○ Youth run, youth focused magazine ○ Summer camp bullying pledge (Town of Milton) ○ Teen Chat (Big Brothers Big Sisters) ○ Beyond the Hurt Ambassadors
<p>Policy Development</p>	<ul style="list-style-type: none"> • High Five: Child centred policies and procedures for all programs • Inclusive policies • Policies related to bullying, safe schools, equity and inclusion (HCDSB) • Healthy Schools Approach: activities based on individual school priorities • Policies aimed at bullying prevention strategies: board-wide, school wide, classroom, student (HDSB) • Integrating bullying prevention/intervention into pre-existing policies (HDSB) • Policy development around bullying legislation in polices to ensure that no bullying among staff, children, youth or families 	<ul style="list-style-type: none"> • Policies exist in both school boards (HDSB and HCDSB) related to bullying, safe schools, equity, inclusion. The level of policy implementation takes place board-wide, school-wide, in classrooms and at the student level. • Community organizations (e.g. early years organizations, mental health services, parks and recreation) have existing policies that focus on: <ul style="list-style-type: none"> ○ Inclusivity ○ Behaviour management ○ Bullying prevention among staff, children,

	<p>(Woodview)</p> <ul style="list-style-type: none"> • Legislation for staff and clients re: bullying/treatment (NYC) • Have developed policy/guidelines related to early identification and infant/child mental health which has included community partnerships (Halton Health Dept.) • HCDSB: Board developed policy on bullying prevention (review of old policy) • HDSB: development of equity/diversity policy development and review tool • Accepting schools mutual respect policy (how adults treat other adults including parents and how parents treat staff) • Policy and procedures around code of conduct; focus on accreditation; complaints process • Youth drive project: youth vote on policy/hiring • Positive space certification; policy development for agencies • Behaviour management policy – references bullying behaviour – no actual policy Town of Milton • Rzone (Respect): interaction guidelines for public spaces • Ministry of Education: Legislation – Education Act: Bills 212, 157, 13; school climate surveys; expert panel, public awareness 	<ul style="list-style-type: none"> ○ youth or families, parents ○ Respectful interaction within public places <ul style="list-style-type: none"> • A unique example of policy development related to bullying includes positive space certification for agencies/organizations.
<p>Skill Development/Training (internal and external)</p>	<ul style="list-style-type: none"> • Mental Health Awareness module for all staff (early years) • Train all program staff working with children in: <ul style="list-style-type: none"> ○ High Five ○ Principles of Healthy Child Development • DA training for professionals • Staff training related to conflict resolution and diversity • Infant attachment (HRHD) • Triple P and other parenting activities (HRHD) • Embedding bullying prevention strategies in the curriculum for student skill development • YMCA: social skill instruction training; conflict resolution training; professional development conference yearly with bullying topic covered • Woodview Managers and some staff have participated in external anti-bullying training • HDSB: staff training about responding and reporting • Parent evening/bullying events (HDSB) • Training in DA (NYC; BBBS) • Training youth mentors from Homework club in DA • HCDSB: groups for students (e.g. social skills, anxiety, peer support, respecting difference) • ErinOak: social skills group for latency age children • MCRC: agency wide training and use of developmental assets as part of curriculum; introduction to families on DA; resources 	<ul style="list-style-type: none"> • Skill development or training has a focus on: <ul style="list-style-type: none"> ○ Developmental assets ○ High Five ○ Principles of healthy child development ○ Infant attachment ○ Parenting ○ Social skill instruction ○ Anti-bullying ○ Suicide prevention ○ Inclusion (LGBTQ, special needs children, racism, sexism) ○ Conflict resolution • Training occurs at management and frontline staff level, including staff who are youth. • Professional development opportunities exist within organizations that serve both early years and school aged years populations.

	<p>available</p> <ul style="list-style-type: none"> • Schools: Tribes, Beyond the Hurt • Second Step • Nobody's perfect • LGBTQ inclusion training: how to be an ally; certification for agencies • Education and training around issues related racism, sexism, homophobia • Suicide prevention trainer with focus on prevention, intervention, post intervention for LGBTQ youth, adults, and children • Summer camp training on bullying: Town of Milton • Bullying training with camp and childcare staff • ErinOak: sometimes supports schools in providing resources to educators in the area of inclusion for special needs clients 	
<p>Personal skill development in children and youth</p>	<ul style="list-style-type: none"> • Training for volunteers to educate and empower youth (POSSE) • Curriculum based activities that address social/personal skills • Restorative practice: PAH! • Developmental/building assets with staff (HCDSB) • Go Girls/Game On (BBBS) • Saturday Social Skills (NYC) • Therapeutic youth group; parent support group; family counselling (NYC) • YMCA: personalized instruction and incentives based on social skills and open communication • Asset development, social skill development through activities and games • HDSB: build bystander skills in groups/classroom/curriculum • Schools: Character Education monthly trait focus • DA: virtues program • Roots of empathy • Leadership: life skills program: homework peer tutoring • Community Living North Halton: Rights and Responsibilities of group (staff clients); voice committee for self-advocates • SAVIS: workshops for K-gr. 12; youth groups in Oakville; youth groups for deaf youth • BBBS: Girls retreat/reflection: gr. 6/7 girls; Go girls 	<ul style="list-style-type: none"> • Personal skill development is fostered among children and youth through different venues including: <ul style="list-style-type: none"> ○ Community: <ul style="list-style-type: none"> ▪ Therapeutic youth groups ▪ Parent support groups ▪ Family counselling ▪ Life/social skills programs ▪ Incentive programming ▪ Restorative practice circles ○ School: <ul style="list-style-type: none"> ▪ Character education programs ▪ Roots of empathy ▪ Classroom activities related to social skills ▪ Bystander skill development built into youth group, classroom, curriculum activities
<p>Counselling and mediation services</p>	<ul style="list-style-type: none"> • Restorative justice approaches: strategy utilized to address bullying (schools) • Group and individual therapy (ROCK – PAH!) • Anxiety group (ROCK – PAH!) • Mental Health Liaison PHN (HRHD) • CYC Support; Chief Social Worker (HCDSB) 	<ul style="list-style-type: none"> • Diverse counselling services offered both in the community and within schools in both individual and group settings for children and youth. • Some organizations do offer support for parents in the form of:

	<ul style="list-style-type: none"> • Woodview: community case conferences (HIP – Halton Intensive program) • YMCA: group problem solving; reactive social skill instruction • HDSB: Child and youth counselors • NYC: working with school personnel with particular students being bullied • Provide 1:1 and group counselling for parents with children 0-6 years re: positive management of challenging behaviours (e.g. aggressive behaviour) HRHD • Nelson Youth Centre and Acton Hub: provides programming in the Hub – support group and individual support for children 10-12 years • ErinOak: Workshop on “advocacy” for parents • HDSB: Safe and inclusive schools social work services (SISSW): counselling (group and individual) for students impacted by bullying (bullying others, targeted, witnessing); restorative practices (response/support; e.g. circles) • Open door youth centre • Individual brief counselling and support for parents and children • Peer mentoring program under development • Community Living North Halton: self-advocates peer support group; hot line phone –in • LGBTQ youth support groups • Individual support for LGBTQ youth, employees, volunteers, board members • ADAPT: individual counselling • SAVIS: individual counselling in office and at school • Youth Net program HRHD 	<ul style="list-style-type: none"> ○ Advocacy workshops ○ Workshops and 1:1 counselling on positive management of challenging behaviours • Peer mentoring/support model being explored by organizations. • In schools, approaches used include: <ul style="list-style-type: none"> ○ Restorative practice ○ Support for students who are targeted, who bully others and who witness bullying
<p style="text-align: center;">Enhancing Supportive Environments</p>	<ul style="list-style-type: none"> • Safe school social workers train teachers (HDSB) • Parenting program (NYC) • Developmental Assets approach (HRHD) • YMCA: Inclusive/positive environment set up training for staff: High Five evaluations and bucket filling system • Creation of ‘neighbourhood groups’ targeting priority population of parents with children 0-6 years • PHNs working on Healthy School committees/SSATs for bullying prevention work (HRHD) • Halton Support Services: Connecting families with programs/services that can assist with bullying prevention/supports • Acton Hub: provides space for services to provide training (e.g. positive space training); to send the community the message that the Hub is inclusive • HDSB: SISSW services: support to safe school action teams 	<ul style="list-style-type: none"> • Supportive environments are fostered in diverse ways including: <ul style="list-style-type: none"> ○ Community: <ul style="list-style-type: none"> ▪ Professional development of staff to educate them on asset building and using it in practice ▪ Creation of neighbourhood groups to support priority populations of parents ▪ Provision of service co-ordination and linking families to bullying prevention/supports ▪ Reducing barriers to service and support for families ▪ Youth groups focused on positive relationships/friendships

	<p>(developing whole school plan, implementing school-wide programming, staff PD, DA, evaluation and data)</p> <ul style="list-style-type: none"> • Safe schools action team advisory group – board level group of community/school partners to promote positive school climate and prevent bullying • Acton hub: reducing barriers to service and support for families (e.g. Linking North Halton event) • SOAR: student outings • Boy/girl groups help with positive relationships/friendships • Bullying prevention week: highlight key resources for students, staff, student clubs, etc. • Program for girls called ‘smart moves’ – student clubs that are teacher guided • Common sense media awareness programme • Halton CAS: strategies through family intervention • Invisible mentors: individual staff attached to students in risk 	<ul style="list-style-type: none"> ○ School: <ul style="list-style-type: none"> ▪ Use of developmental assets approach with staff, students, parents ▪ Service provision by social workers, child and youth workers ▪ Safe School Action Teams that implement school-wide action plan to address bullying ▪ Diverse partnership on Safe School Action Team Advisory committees that support individual schools with their safe school action plans ▪ Staff mentoring for students
Other	<ul style="list-style-type: none"> • HRHD: promotion of parent-child relationships, screen for at risk children; mitigate risk factors related to maternal mental health and optimal health outcomes 	

3. From your agency’s perspective, what are the gaps in programs/services in addressing bullying across Halton Region?

Theme	Raw data from recorder notes	Summary
Inventory of existing services	<ul style="list-style-type: none"> • Knowledge of what is out there – need know what is available • Who does what – create inventory of services • Lack of support/mediation and/or a lack of awareness of supports for those who are bullied and the bullies • Resource of where to go, what to do about bullying – we can identify bullying but need those resources to be readily available for easy action – easy to access, list of contacts/programs/resources 	<p>There is a need for understanding and easy access to bullying prevention and intervention services, programs, and contacts that are available across Halton Region through a central mechanism.</p>
	<ul style="list-style-type: none"> • Involvement of parents – within the community and not just the school • Barriers for parents • Parents put responsibility on residential school - look at parent involvement – also an issue in mainstream school – if it is happening at school then it is a school issue • Parents are busy with other things 	<p>Parent involvement is necessary both within a school and community context. There needs to be more understanding about how to engage parents and more action in terms of encouraging parental involvement.</p>

<p>Parent Involvement/Engagement</p>	<ul style="list-style-type: none"> • How to reach out to parent community • Need open communication with parents – they are the primary caregivers of parents • Underscore need to get parent involved • How do we engage all members of the community? Parents? 	
<p>Common understanding/language/messaging</p>	<ul style="list-style-type: none"> • Common message approach – common language – systematic and timed messaging to begin to raise awareness • Need similar messaging for parents and youth • Messaging into recreational agencies/broader community involvement • Consistent language • Community policy (Rzone) • What does bullying look like and sound like at different ages • Larger issue of culture shift in terms of equity, power, privilege • There is a culture of entitlement and parents/adults don't talk to their kids about power • Societal standard that comes from the top • Basic comprehension: knowledge about bullying programs are offered in schools and it is therefore perceived as a school problem • Bullying based on ethnic diversity should be better addressed – this is a human rights issue; falls under discrimination/racism. Calling it bullying devalues that experience. Do we need to change the terminology? Teachers are scared to address this type of violence. Does that inaction reflect fear or lack of knowledge? No one wants to be politically incorrect. Imagine how much harder this is for children to step up if it's already so hard for adults. Should just jump in and try your hardest regardless of politics. • Consistent messages or interventions – often given conflicting information. What is the right thing to do or say? Do you have children come together to talk it out or not? • Need to include YMCA (and other programs servicing schools) with what is happening in the school so they can work together. Often the bullying incidents that happen in school setting spill over to the after care program. Need to address it in the same way. 	<p>There needs to be common messaging throughout all community organizations in Halton Region that identifies:</p> <ul style="list-style-type: none"> -Definition(s) of bullying that are relevant to all ages of children and youth -How to intervene/respond if bullying occurs -Accountability (it is not just a school problem, but a community problem) <p>The messaging around bullying that both parents and children/youth receive needs to align.</p> <p>Common understanding across service providers about how bullying is situated within the context of power, inclusion, diversity, equity.</p>

<p style="text-align: center;">Youth engagement</p>	<ul style="list-style-type: none"> • Youth engagement • Kids need engagement not lecturing. Innovative, fun programs to target bullying and the message; need to make it ok for our social icons to address this (e.g., Toronto Marlies came and gave a great talk) – people that kids look up to 	<p>Acknowledgement that youth need to be involved in addressing bullying in a way that is purposeful.</p>
<p style="text-align: center;">Knowledge sharing/exchange and utilization</p>	<ul style="list-style-type: none"> • Evidence based practice – having a systematic way of knowing responses of what works based on evidence – getting the information out • How do we know what works and what doesn't • How can we share information about evidence with each other in a respectful way • Maybe we need to provide more education and training • Looking at root cause of bullying • Work with research data/evaluations – selection of programs • How does the info get filtered down to the frontline staff about bullying programs/information • would like for more presenters on the topics. More so who teaches programs, activities that could be delivered to children. • Speakers with actual strategies to pass on, not just passing on statistics • Hard to gage how big the problem is in primary ages (0-6 years), lack of stats in this area. When is aggressive behaviour, no longer normal? • Want actual strategies, how can we implement skills and strategies • Broader training on acceptance, morals, values, respect • Lack of research, interest in diversity, equity, ESL students, and how it relates to bullying. How do we support these kids? • Skills training for bystanders – teach kids what they do when they see it happening • Teaching youth about differences, acceptance, tolerance, inclusion – practical strategies • Peer mediation programs are lacking (even though proven effective), peer support - teaching kids to support one another • Programs such as Kelso – make a detailed manual on how to teach staff to teach students to step in and be there to support them when they do start intervening • Teaching the difference between bullying and conflict 	<p>Need to have access to evidence based interventions for all ages and stages.</p> <p>There needs to be an organized process in place in which this information is filtered to all levels of staff in an organization (i.e. Management AND frontline staff) in a way that is practical to use. That is, information on best practices needs to be interpreted in a way that allows for practical implementation.</p> <p>Need for more information about the early years in terms of statistics on aggressive behaviour and bullying intervention appropriate for this age group.</p> <p>More information needed on diverse populations and bullying and how to support them (e.g. ESL).</p> <p>More professional development opportunities needed on raising awareness/knowledge about context of bullying and effective strategies to address it.</p>

	<ul style="list-style-type: none"> • Teacher training re: interventions – how to deal with bullying incident • Digital Citizenship teaching with children – what is appropriate to post on FB/photos 	
Co-ordination of services	<ul style="list-style-type: none"> • Co-ordination – where does everyone fit it – in terms of prevention, intervention – where do the pieces fit • Barriers to getting programs into schools from outside agencies • Engagement between school and community – community agencies is important • Need to engage the medical community – family physicians • Siloed nature of how to address bullying • Gap between both school boards and other community • Need to include YMCA (and other programs servicing schools) with what is happening in the school so they can work together. Often the bullying incidents that happen in school setting spill over to the after care program. Need to address it in the same way. • 	<p>More co-ordination and communication needs to occur between school boards and external community organizations in terms of addressing bullying.</p> <p>Community engagement could include family physicians.</p>
Inclusion of diverse populations	<ul style="list-style-type: none"> • Language and cross cultural issues – need to look at eg. Students of E.C. Drury use ASL at school and then go home and parents to not use ASL and cannot communicate with their child/youth • Service co-ordination in relation to developmental disabilities: staff accessing information and students not understanding developmental disabilities that may lead to bullying • Creating awareness of those children with special needs – Community Living has gone to classrooms to talk about this • Talking about LGBTQ issues in all schools separately - not just lumping them in with bullying 	<p>Increase awareness about diverse populations (i.e. special needs. LGBTQ) that may counter bullying.</p> <p>Service provision related to bullying prevention/intervention needs to consider diverse populations.</p>
Funding	<ul style="list-style-type: none"> • Funding • funding/budgeting • costs for staffing 	
Equitable access	<ul style="list-style-type: none"> • Lack of equality in access (transit) – restricted to what is offered in the immediate community (e.g., Acton has very little) • Workshops are offered during the day and people cannot get to it 	<p>Ensuring equal access to programs and services (i.e. geographic considerations and timing).</p>

4. Findings presented from the environmental scan identified a need for a comprehensive and co-ordinated approach to bullying. If your group was tasked with developing this comprehensive and co-ordinated approach to bullying prevention and support/response, what would it look like?

Theme	Raw data	Summary
Parent involvement	<ul style="list-style-type: none"> - Parent involvement is important and necessary - Parents need to be involved - Parent engagement strategy 	
Communication	<ul style="list-style-type: none"> - Communication amongst providers is key - Need to coordinate information and make it accessible - Communication is key – need to look at embracing social media –esp. for parents for peer support - Co-ordinate communication; point person at each agency - Once a year conference: where we feature one organization to learn about what they are doing/what they can offer - Consistent communication among organizations - Role of OKN committee: information sharing; place where the info comes from and then disseminate and filter down to frontline staff from different organizations 	<p>OKN identified as a point of access for information sharing to other community organizations across Halton.</p> <p>Increasing communication among service providers about what different organizations are doing.</p> <p>Communication about services and programs also needs to be increased to the greater community, including information being filtered down to parents (i.e. through social media).</p>
Multi-tiered approach (Primary prevention, intervention, response/support)	<ul style="list-style-type: none"> - Different tiers of bullying – need to coordinate all players & get info from all players - Need circles of strategies for kids, parent, community and service providers – research needs to be in the middle - need an encompassing strategy that looks at all aspects of community - looking at tiered approach - Need to start before the problem/intervention – creating an environment where it doesn't happen to start with - Tiered approach – prevention upwards (i.e. individual programs, universal programs) - Agreed upon framework - address bullying that takes place by teachers, adults - Work with school bus drivers since this is where many incidents occur 	<p>Important that a tiered community approach be included in strategy development for moving forward, looking at different levels of prevention (i.e. primary, secondary, tertiary).</p> <p>Different strategies need to be identified for engaging children/youth, parents, larger community, service providers with guiding research/evidence within an agreed upon framework for action.</p>
	<ul style="list-style-type: none"> - Bullying is a mental health issue - Common language – mission/vision 	<p>Need more dialogue about the use of the word bullying and the connotations that come along with the term. Many commented</p>

<p>Common language and framework (use of positive language)</p>	<ul style="list-style-type: none"> - -common language/terms/definitions to be used - -stigma to word BULLYING, especially to most recent events in news - -need to restructure term – BULLY - -same overall consistent definition for schools/camps/programs - consistency across the board, so students hear consistent messages from all adults, service providers - Common language to parents/consistency - Different education/awareness programs: Start looking for inclusive behaviours and praising those (what does a caring neighbor look like; model positive behaviours); Kids are tired of hearing about ‘Bullying’ and the ‘Environment’ – for example, talk instead about “Respect” - Common definition – in preschool aged kids they don’t call it bullying, they call it aggression - Messaging needs to be positively framed rather than negatively - A ‘healing program’ beyond bullying – how to move on from incident - Move past the label the label “he’s the bully” - Be careful of word choice – “victim of bullying” can reduce self esteem - Focus on positive messages... instead of calling it Anti-Bullying week call it Make a difference/Be the Change - Have consistent wording among different situations (schools vs. camps) - More work on empowering the bystander - focus on the positive, what they can do instead of disempowering them 	<p>on the need for more positive terminology when trying to address bullying. That is, using language related to inclusion, diversity, respect, healing, making a difference, being a change agent.</p> <p>Need common language related to:</p> <ul style="list-style-type: none"> -Mission/vision -Definition of bullying -Emphasis on the use of positive behaviours rather than negative behaviours (positively framing how to address bullying) <p>Common language around bullying needs to be communicated to and used by larger community, children/youth, parents, service providers, across community organizations.</p>
<p>Conduct an inventory of services (what is happening now, is there duplication happening, how can we use the strengths of each organization)</p>	<p>Inventory of services – what works where – for whom</p> <ul style="list-style-type: none"> - Recognize each other’s strengths – who does what well - No duplication of services – need to consider geography though 	<p>Need to identify existing resources and the strengths of each organization in order to prevent duplication.</p>
	<p>Pool of resources made available</p> <ul style="list-style-type: none"> - Halton region website <ul style="list-style-type: none"> o To share programs that every organization is doing 	<p>Consider the development of a hub of information (e.g. Halton Region website). The hub’s purpose would be to provide easy access to a list of resources/organizations/service providers</p>

<p align="center">Create a database/hub to access information about services</p>	<ul style="list-style-type: none"> with a discussion section <ul style="list-style-type: none"> o Section for children and youth o Child help line o Programming divided into geographic areas within Halton - The approach should consist of a central “hub” where all service providers in Halton could contact to obtain the following info: <ul style="list-style-type: none"> o A list of suggested agencies who could provide best intervention given identified needs of client o A list of resources that could assist a service provider with a particular client 	<p>that can support particular populations with bullying issues.</p> <p>Information could be organized according to geographic area and population (e.g. parents, children, youth).</p>
<p align="center">Use of data and evidence</p>	<ul style="list-style-type: none"> - Data driven/evidence based practice – multi level data - Evidence/best practices: what are they? - Build an OKN data baseline: measurement of what we are doing <ul style="list-style-type: none"> o Ensure programs are evidence based o Goals that are measureable – evaluation 	<p>Incorporate evidence into our approach moving forward. Need a better understanding of what the best practices are around bullying prevention and intervention.</p> <p>Incorporate an evaluation component into our strategy moving forward. Need to develop goals and measurement indicators that measure what we are doing.</p>
<p align="center">Common Training/Professional Development</p>	<p>Capacity building and education</p> <ul style="list-style-type: none"> - Training many disciplines around bullying prevention and intervention 	<p>Consistent training across community organizations and disciplines.</p>
<p align="center">Standardized protocols around reporting, responding, intervening to bullying incidents</p>	<ul style="list-style-type: none"> • As a group, How to report? When to report? • If a child is being bullied, parents should tell other agencies where their child interacts – good for them to know so they can proactively watch out for this repeated behaviour • Consistent protocol/policies for all agencies to follow (regulations) • Consistency across the board, so students hear consistent messages from all adults, service providers 	<p>Consistent protocols/policies in place across community organizations that stipulate reporting, response, and intervention expectations in bullying incidents.</p>
<p align="center">Collaboration and seamless transition across all sectors (i.e. from school to community and vice versa)</p>	<p>School/community/home involvement combined</p> <ul style="list-style-type: none"> • Would have to be a seamless transition eg. From school to agencies that work with the child over the summer – everybody would be educated in the common approach • Education from parents • an awareness campaign - recognition that bullying is not just in schools or amongst students, implications of media • inclusive approach – involve faith based organizations, Halton Multicultural Council • schools need to open their doors to agencies 	<p>Accountability from all sectors in terms of addressing bullying (i.e. HMC, faith institutions, education, parents, summer camps).</p> <p>Collaboration among school, home, and community in addressing bullying (i.e. takes a village) throughout the year, not just during school year.</p>

	<ul style="list-style-type: none"> Schools aren't the only place to get this work done (not just curriculum; teaching social skills – but limited time to give – what do we focus on); the work should be multi-site and collaborative (takes a village) 	
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5. Given what was identified in question #4, what do you believe are the next steps and how do we get there?

Theme	Raw data	Summary
<p align="center">Implement structure</p>	<p>Sub-theme: Lead group Sub-groups/committees that have a different focus (e.g. research)</p> <ul style="list-style-type: none"> - Sustainability piece – perhaps have a lead organization - -need to look at structure of community - may need to build groups/committees to look at different focus areas – don't forget research - -need to have an overarching group that pulls strategy together - Sustainability – funding; where is it coming from - Diverse voices; marginalized voices at the table, specifically youth - Our team felt that OKN should be the starting place for the creation of “hub”. As well, must align themselves with an expert in field how could assist us in doing this work. - centralized team that arranges these events, looks up best practices and shares these with all agencies - There needs to be a liaison between the groups to fill the gaps and connect the information. - Invite Early years perspective to Bullying Task Force, huge gaps in representation and research - Creating relationships/building relationships 	<p>Need for a lead organization in moving action forward. Responsibilities/role could include: -Co-ordinating professional development/education events -Collecting and sharing best practice information</p> <p>Representation needs to include: -Early years perspective -Diverse voices (marginalized populations, youth)</p> <p>Formulate smaller sub-groups/committees each with a different focus (e.g. research).</p> <p>Consider sustainability (i.e. funding sources)</p> <p>Enlist the support of an expert in the field of bullying to help guide our work.</p>
	<ul style="list-style-type: none"> - Sharing board plans/other agency's plans - Looking at legislation – who is mandated to do what - Commitment to share regularly – 4 times a year? - Brainstorming in terms of what comes next - Protocol for our community in how to consistently address these issues - *Early Years – huge missing link because bullying is happening in early years <ul style="list-style-type: none"> o Focus on self-regulation (0-7 years) o Focus on building relationships and assets - Develop a Regional Bullying Prevention Strategy similar to the Suicide Prevention Strategy - Bullying prevention on the school bus can be part of the 	<p>Need to develop a regional bullying prevention strategy (similar to Suicide Prevention Strategy).</p> <p>Important considerations for a developed strategy: -Include early years perspective -Inclusion of evaluation component -Set of agreed upon principles that service providers sign off on -Addresses the home-school-community connection -Acknowledges accountability of children/youth, parents, service providers</p>

<p>Strategy development</p>	<ul style="list-style-type: none"> - Regional strategy – get bus drivers on board - provide people in community with resources – to get information and to provide social and peer support - continued opportunities for groups to share situations and connections - A consistent approach was needed, so that everyone starts from same page. A set of principles was needed for all service providers to agree and then sign off. - The Y programme has a ‘Full value contract’ which is a document that has been agreed between child/parent/Y/School and it is printed off and signed by everyone. This was felt to be a valuable resource as the child gets the same message in their various environments. Each child is asked how they want to be treated and then it is a public agreement. If the child behaves negatively the agency can then go back and refer the child to the relevant point in their ‘contract.’ - They felt that any strategies needed to be evaluated and then held accountable. 	
<p>Raise Awareness</p>	<ul style="list-style-type: none"> - build awareness in community – let people know that this is a coordinated effort - Parent awareness and education 	<p>Awareness raising needed about co-ordinated effort and also about the context of bullying for parents.</p>
<p>Youth involvement</p>	<ul style="list-style-type: none"> - Give youth a voice (e.g. CtK – developmental assets leadership class linked grade 8/9 students with older students for support and mentoring) - Need to understand/obtain more info from youth about what they are experiencing - Ask students what they want. 	<p>Incorporate youth voice by looking to them to lend insight about their experiences and what would be supportive in addressing bullying.</p>
<p>Data collection, utilization</p>	<ul style="list-style-type: none"> - Research/best practice sharing - How to use info and make it applicable (Safe Schools Act) - compile data - -review common areas of concern, gaps, highlight things that are being done well, how can they be improved upon - Inventory of programs that are evidence based - How effective are we? No follow up. 	<p>Collect information about what we are currently doing and about our own effectiveness in addressing bullying.</p> <p>Create an inventory of evidence-based programming/services.</p>
	<ul style="list-style-type: none"> - Develop common language - Consistent messaging for broader community/recreation sector - Same language needed to be used every time from everyone. So the child gets the same message from school, the Y programme etc as the same language is 	<p>Review the messages/language currently being used across Halton Region in relation to bullying and what would be the most appropriate to use moving forward.</p> <p>Develop common language about the context of bullying that is used across organizations in Halton Region.</p>

Develop common language	used. <ul style="list-style-type: none">- Have consistent messages- As there are many different agencies involved in this, there are many layers and therefore messages. Research needed to be done to look at the different messages and work out where the best fit is. To ensure the relevant information gets to the relevant person.	
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