

SAFER SCHOOLS TOGETHER



**FOUNDATIONS OF  
SUPPORTING SCHOOL  
SAFETY:**

**ADDITIONAL RESOURCES**



SAFER  
SCHOOLS  
TOGETHER

**erase** | EXPECT RESPECT &  
A SAFE EDUCATION



Ministry of  
Education and  
Child Care

## LEARNING RESOURCES

<b><i>Appendix A – Safe, Caring and Orderly Schools Resource .....</i></b>	<b><i>1</i></b>
<b><i>Appendix B - School Culture Check.....</i></b>	<b><i>3</i></b>
<b><i>Appendix C - Physical and Verbal Bullying Research and Prevention Resources .....</i></b>	<b><i>10</i></b>
<b><i>Appendix D - Relational Bullying Research and Resources.....</i></b>	<b><i>16</i></b>
<b><i>Appendix E -Cyber-Bullying Research and Resources.....</i></b>	<b><i>17</i></b>
<b><i>Appendix F – Bullying Behaviour Checklist.....</i></b>	<b><i>21</i></b>
<b><i>Appendix G - Bullying Behaviour Flow Chart.....</i></b>	<b><i>23</i></b>
<b><i>Appendix H - Restorative Justice.....</i></b>	<b><i>24</i></b>
<b><i>Appendix I - Child &amp; Youth Mental Health Resources.....</i></b>	<b><i>27</i></b>
<b><i>Appendix J - Sexting Flowchart .....</i></b>	<b><i>29</i></b>
<b><i>Appendix K - How to Talk to Youth about Online Extortion.....</i></b>	<b><i>30</i></b>
<b><i>Appendix L - Media, Communication and Critical Incident Response .....</i></b>	<b><i>32</i></b>
<b><i>Appendix M - Section 177 Template.....</i></b>	<b><i>36</i></b>
<b><i>Appendix N- Responding to Problem Behaviour at School/Self-Evaluation Tool for School Teams .....</i></b>	<b><i>38</i></b>
<b><i>Appendix O - Family Law Definitions .....</i></b>	<b><i>39</i></b>
<b><i>Appendix P - Summary of Domestic Violence .....</i></b>	<b><i>44</i></b>
<b><i>Appendix Q - Domestic Violence Resources.....</i></b>	<b><i>46</i></b>
<b><i>Appendix R - Diversity/Discrimination Resource Library.....</i></b>	<b><i>50</i></b>

## Appendix A – Safe, Caring and Orderly Schools Resource

### CODE OF CONDUCT

The Ministry of Education mandates that schools must develop, review, implement and distribute their Codes of Conduct in accordance with the *Provincial Standards Ministerial Order 276/07 (M276/07)*.

**To ensure that this Standard is met, it is required that schools:**

- make codes of conduct available to the public (option: school website);
- distribute the codes of conduct at the beginning of the school year to employees of the board at the school, parents of students attending the school, and students attending the school (option: school handbook);
- provide codes of conduct to employees of the board who are assigned to a school during the school year when they are so assigned;
- provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school (option: school handbook);
- display the codes of conduct in a prominent area in the school which is visible to visitors and ambassadors of the school (e.g.: coaches, volunteers)
- review codes of conduct annually to assess the effectiveness and relevance in addressing current school safety issues, with a cross-section of staff, parents, and students.

**In addition, the following outlines core content must be contained in each schools Code of Conduct:**

- **BC Human Rights Code (SD 36 Policy & Reg. No. 10900; 10900.1)** - *one or more statements that address the prohibited grounds of discrimination, in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment;*
- **Statement of Purpose** - *that provides a rationale for the code of conduct, with a focus on **safe, caring, and orderly school** environments;*
- **Behaviour Expectations** - *one or more statements about what is **acceptable and unacceptable behaviour** while at school, school-related activities or in other circumstances where engaging in the activity will have an impact on the school environment.*
- *Includes a statement to explain that behaviours cited in the code of conduct are **examples only and not an all- inclusive list**;*
- **Rising Expectations for Behaviour** - *as students mature through successive grades;*
- **Consequences of Unacceptable Behaviour** - *must take into account the student’s age, maturity, and special needs (if any - such as an intellectual, physical, sensory, emotional, or behavioural disability),*

*severity and frequency of actions and whenever possible and appropriate, focus on being **restorative rather than punitive** in nature;*

**Reasonable Steps to Prevent Retaliation** - *against a student who has reported a breach of the code of conduct;*

- *an explanation of the school's responsibility to advise other parties of serious breaches (notification).*

**Other recommendations for inclusion based on best practice and the Provincial Standard are:**

**Safe & Caring Schools are *free from*:**

- Bullying, cyber bullying, harassment, and marginalization
- Threat and intimidation
- Violence in any form
- Verbal, physical, or sexual abuse
- Discrimination in any form including race, color, gender, religious beliefs, sexual orientation, ancestry, or national origin

***And do not tolerate the presence of:***

- Theft and vandalism
- Intoxicating substances
- Weapons and explosives
- Intruders or trespassers

**Appendix B - School Culture Check**

**SCHOOL CULTURE CHECK**



# ENSURING SAFE, CARING SCHOOL COMMUNITIES



## SCHOOL CULTURE CHECK

“PN” indicates: Progress Needed

SCHOOL NAME: \_\_\_\_\_

District Administrator  Administrator  Teacher  Staff

Instructions

- Answers should be based on your knowledge and opinions about this school
- On questions with boxes, please check one box to indicate your answer
- On questions with a dropdown box, please choose one only.

**PLEASE BASE ALL ANSWERS ON THIS SCHOOL YEAR (SEPTEMBER– PRESENT DAY)**

### PHYSICAL ENVIRONMENT

*In all questions, “DK means “Don’t Know”*

1. Is there a policy/procedure controlling access to school buildings? Yes  No  DK   
*If yes: Is, it being utilized?* Yes  No  DK   
*If yes: Do you feel that it is effective?* 1  2  3  4  5  6   
Not at all Extremely
  
2. Is there a supervision policy/procedure for the security and safety of the building and grounds? Yes  No  DK   
*If yes: How effective is it?* 1  2  3  4  5  6   
Not at all Extremely
  
3. Does the policy/procedure deal with changing environmental considerations (e.g. weather) or special school events? Yes  No  DK
4. Are there designated hall supervisors? Yes  No  DK
5. Are there designated field/grounds supervisors? Yes  No  DK
6. Are staff required to wear identification? Yes  No  DK   
*l. If yes: Has that policy/procedure been successful?* Yes  No  DK
7. Is there a policy/procedure requiring visitors to wear identification? Yes  No  DK   
*l. If yes: Has that policy/procedure been successful?* Yes  No  DK
8. Are signs posted directing visitors to report to the office? Yes  No  DK

9. Is the inside of the school clean and well maintained? 1---2---3---4---5---6  
Not at all Extremely
10. Is the outside of the school clean and well maintained? 1---2---3---4---5---6  
Not at all Extremely
11. What one word describes the school's physical environment? \_\_\_\_\_

**SCHOOL CLIMATE**

12. Does the school feel safe to you? 1---2---3---4---5---6  
Not at all Extremely
13. Does the school feel comfortable to you? 1---2---3---4---5---6  
Not at all Extremely
14. Does the school feel welcoming to you? 1---2---3---4---5---6  
Not at all Extremely
15. Do you feel your colleagues like working at the school? 1---2---3---4---5---6  
Not at all Extremely
16. What one word describes the climate in the school? \_\_\_\_\_

**SCHOOL CULTURE**

17. Is there a student council and/or other leadership initiatives in the school? Yes  No  DK
18. Does someone greet students at the door of the school each day? Yes  No  DK
19. Is there a process for welcoming new students? Yes  No  DK
20. Is there a process for welcoming new staff? Yes  No  DK
21. Is there a process for welcoming TOCs? Yes  No  DK
22. Are there intra-mural sports activities? Yes  No  DK
23. Do school events reflect the diversity of the student population? Yes  No  DK
24. Are parents included as part of the school community? Yes  No  DK
25. Do parents have meaningful input into school decision-making processes? Yes  No  DK
26. What is the level of participation in school activities by:
- a) Students 1---2---3---4---5---6  
None Very High
  - b) Teachers 1---2---3---4---5---6  
None Very High
  - c) Staff 1---2---3---4---5---6  
None Very High
  - d) Parents 1---2---3---4---5---6  
None Very High
  - e) Community members 1---2---3---4---5---6  
None Very High

**RELATIONSHIPS**

**27. Internal**

What is the quality of the relationship between:

- i. Student peer groups 1---2---3---4---5---6 DK   
Very poor Excellent
- ii. Student grade groups 1---2---3---4---5---6 DK   
Very poor Excellent
- iii. Student ethnic/cultural groups 1---2---3---4---5---6 DK   
Very poor Excellent
- iv. Students and staff 1---2---3---4---5---6 DK   
Very poor Excellent
- v. Students and administrators 1---2---3---4---5---6 DK   
Very poor Excellent
- vi. Older students with younger students 1---2---3---4---5---6 DK   
Very poor Excellent

**28. External**

What is the quality of relationship between:

- i. Students and community 1---2---3---4---5---6 DK   
Very poor Excellent
- ii. School and parents 1---2---3---4---5---6 DK   
Very poor Excellent
- iii. School and community 1---2---3---4---5---6 DK   
Very poor Excellent
- iv. School and local organizations 1---2---3---4---5---6 DK   
Very poor Excellent

**COMMUNICATIONS**

**29. Is there effective and well-defined communication between:**

- i. Students and staff Yes  No  DK 
  - a. Is this communication One way  Two-way
- ii. Students and administrators Yes  No  DK 
  - a. Is this communication One way  Two-way
- iii. Staff/Administration with parents Yes  No  DK 
  - a. Is this communication One way  Two-way

**POLICIES AND PROCEDURES**

**30. Is there a school-based Safety Team? Yes  No  DK**

*If yes:*

- a) Does it meet frequently and regularly Yes  No  DK
- b) Does it have a defined mandate? Yes  No  DK
- c) How effective is it? 1---2---3---4---5---6  
Not at all Extremely

31. Is there a formal Code of Conduct? Yes  No  DK
- If yes:*
- a) Does it clearly define appropriate behaviours? Yes  No  DK
  - b) Does it clearly define inappropriate behaviours? Yes  No  DK
  - If Yes, does it clearly outline consequences?* Yes  No  DK
  - c) Is it displayed where students can see it? Yes  No  DK
  - d) Who participated in its development?
    - i. Students Yes  No  DK
    - ii. Teachers Yes  No  DK
    - iii. Principals/Vice Principals Yes  No  DK
    - iv. Parents Yes  No  DK
    - v. Staff Yes  No  DK
  - e) Is the Code reviewed regularly? Yes  No  DK
32. Does the Code of Conduct include references to sexual orientation and gender identity (SOGI)? Yes  No  DK
33. Are effective intervention strategies in place? Yes  No  DK
- a) Are there defined guidelines for:
- i. Truancy Yes  No  DK
  - ii. Bullying (verbal, physical, emotional) Yes  No  DK
  - iii. Cyber-bullying Yes  No  DK
  - iv. Alcohol/drug possession and/or use Yes  No  DK
  - v. Weapons (including replicas) Yes  No  DK
  - vi. Threats Yes  No  DK
  - vii. Fighting Yes  No  DK
  - viii. Vandalism Yes  No  DK
34. Are school/campus incidents reported? Yes  No  DK
- If yes, for which of the following are records kept:*
- i. Suspensions Yes  No  DK
  - ii. Fights Yes  No  DK
  - iii. Police files Yes  No  DK
  - iv. Threats Yes  No  DK
  - v. Vandalism Yes  No  DK
35. If there was an incident of violence on campus, who would you report it to first? DK
36. Does your school have social media guidelines for students and staff? Yes  No  DK

37. Does your school have a positive digital presence? Yes  No  DK
38. Are students familiar with the **erose** Report It tool? Yes  No  DK
39. Do you use social media platforms to promote a positive school climate? Yes  No  DK

**PREVENTION**

40. Are there proactive measures aimed at discouraging:
- a) Truancy Yes  No  DK
  - b) Bullying (verbal, physical, emotional) Yes  No  DK
  - c) Cyber-bullying Yes  No  DK
  - d) Alcohol/drug possession and/or use Yes  No  DK
  - e) Weapons (including replicas) Yes  No  DK
  - f) Threats Yes  No  DK
  - g) Fighting Yes  No  DK
  - h) Vandalism Yes  No  DK
41. Are there proactive measures aimed at encouraging:
- a) Volunteerism Yes  No  DK
  - b) Participation Yes  No  DK
  - c) Attendance Yes  No  DK
  - D) Student leadership initiatives Yes  No  DK

**CRITICAL INCIDENT AND TRAUMA RESPONSE**

42. Have you received any training in:
- i. Identifying critical incidents and traumatic events Yes  No  DK
  - ii. Responding to critical incidents and traumatic events Yes  No  DK
- b) Is there a Critical Incident/Trauma Response Protocol? Yes  No  DK
- If yes, does it include sections on:*
- i. Weapons (including replicas) Yes  No  DK
  - ii. Violence Yes  No  DK
  - iii. Intrusions Yes  No  DK
  - iv. Threats Yes  No  DK
  - v. Natural disasters Yes  No  DK
  - vi. Dangerous/Hazardous materials Yes  No  DK
  - vii. Lockdown Yes  No  DK
  - viii. Suicide/death Yes  No  DK
- c) Is it reviewed regularly? Yes  No  DK
- d) How many critical incidents/traumatic events are there each year?  
 Number \_\_\_\_\_ *If don't know: My best estimate is \_\_\_\_\_*

- e) Are critical incidents/traumatic events recorded? Yes  No  DK
- f) How many requests for police services are there each year?  
 Official number \_\_\_\_\_ if don't know: My best estimate is \_\_\_\_\_
- g) Are incidents that involve police recorded/documented? Yes  No  DK
- h) The school's response after a critical incident/traumatic event can be characterized as:  
 Please check one of each pair:
- |      |                             |                          |    |                             |                          |
|------|-----------------------------|--------------------------|----|-----------------------------|--------------------------|
| i.   | Coping                      | <input type="checkbox"/> | or | Denial                      | <input type="checkbox"/> |
| ii.  | Responsive                  | <input type="checkbox"/> | or | Defensive                   | <input type="checkbox"/> |
| iii. | Focus on providing services | <input type="checkbox"/> | or | Focus on restoring "normal" | <input type="checkbox"/> |
| iv.  | Cater only to student needs | <input type="checkbox"/> | or | Cater to needs of all       | <input type="checkbox"/> |
- i) Does the district provide post-incident support? Yes  No  DK
- If yes:*
- |      |                |                              |                             |                             |
|------|----------------|------------------------------|-----------------------------|-----------------------------|
| i.   | For students   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | DK <input type="checkbox"/> |
| ii.  | For teachers   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | DK <input type="checkbox"/> |
| iii. | For principals | Yes <input type="checkbox"/> | No <input type="checkbox"/> | DK <input type="checkbox"/> |
| iv.  | For staff      | Yes <input type="checkbox"/> | No <input type="checkbox"/> | DK <input type="checkbox"/> |
| v.   | For parents    | Yes <input type="checkbox"/> | No <input type="checkbox"/> | DK <input type="checkbox"/> |
- j) Is there a Crisis and Trauma Response Team? Yes  No  DK
- If yes:*
- i. Who is on the team? Check all that apply  
 Principal  Teachers  Staff  Parents  Others  DK
- ii. Does the Team focus primarily on the needs of students? Yes  No  DK
- iii. Are district resources available for critical incident response? Yes  No  DK
- If yes, how effective are these resources?*
- 1—2—3—4—5—6  
 Not at all Extremely
43. Is there a Threat Assessment policy/protocol? Yes  No  DK
- If yes:*
- a) Does it clearly define "Threat?" Yes  No  DK
- b) Does it categorize threat-making behaviours? Yes  No  DK
- c) Is it reviewed on a regular basis? Yes  No  DK
- d) Do you know who is responsible for defining level of risk in a threat?  
 Yes  No  DK

Thank you for the time and thought you have put into answering our questions. If there is something you wish to add, please write below.

## Appendix C - Physical and Verbal Bullying Research and Prevention Resources

### British Columbia Ministry of Education Recognized Resources

<http://www.bced.gov.bc.ca/sco/resources.htm>

- Safe, Caring and Orderly Schools: A Guide [scoguide.pdf \(gov.bc.ca\)](#)
- [Making space : teaching for diversity and social justice throughout the K-12 curriculum. \(gov.bc.ca\)](#)
- [Define discrimination, bullying and harassment - Province of British Columbia \(gov.bc.ca\)](#)

### Other Resources

#### **www.pbis.org**

Positive Behavioural Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

#### **www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention**

A platform created to inspire people who want to make a difference together. On this site you will find bullying prevention tips and videos for youth, parents, and teachers. The focus is on individuals, schools and communities all playing a role in creating healthy, safe, and caring environments.

#### **www.safeteen.ca**

**SAFETEEN** – for preteens this is all about prevention and protection. Preventing unhealthy choices, redefining what is “cool,” coping with peer pressure, and protecting the fragile self-esteem of the young people who are just stepping into the potentially treacherous world of adolescence. Professional Development on verbal violence, emotional violence, sexual assault, and threats of physical violence.

#### **www.prevnet.ca**

Through education, research, training, and policy change PREVNet aims to stop the violence caused by bullying. PREVNet is a national network of Canadian researchers, non-governmental organizations (NGOs) and governments committed to stop bullying. Bullying is wrong and hurtful. Every child and youth have the right to be safe and free from involvement in bullying. It affects children and youth who are bullied, those who bully others, and those who know it is going on.

### **School Culture/Connectedness**

#### Video Resources

**The In Crowd and Social Cruelty / ABC News Productions** Published New York, N.Y.: Films Media Group, [2008], c2002.

In this ABC News special, correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parents and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of *Best Friends, Worst Enemies*, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults.

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

BullyingCanada is Canada's national organization that resolves bullying situations by directly facilitating communication between bullied kids, their tormentors, parents, teachers, school boards, social services, and police.

<https://vimeo.com/43913254>

Put the Brakes on Bullying, Voltta Venture Video Production

**Stand Tall: Teacher's Manual & DVD, Grades 4-6: Lessons That Teach Respect and Prevent Bullying/ Suzanne W. Peck; foreword by Jane Close Conoley** Published Thousand Oaks, Calif.: Corwin, c2012.

**Teaches the following skills:**

1. How to use "stand tall" in your classroom.
2. Your legal responsibilities and school policy.
3. First classroom module: let us talk about respect for individual differences.
4. Second classroom module: let us have a constructive discussion.
5. Third classroom module: let us talk about action and options.
6. Stand tall with your community.

**Let's Get Real: The Powerful Documentary Where Youth Speak Up About Name-Calling And Bullying/ A Debra Chasnoff, Helen S. Cohen, Kate Stilley film**

Published San Francisco, CA: Respect for All Project: Women's Educational Media, (new version on [newday.com/film/lets-get-real](http://newday.com/film/lets-get-real))

Examines issues that lead to taunting and bullying in middle schools, including racial differences, perceived sexual orientation, learning disabilities, religious differences, sexual harassment, and others. Students who have been the targets of bullying, as well as students who do the bullying, describe their experiences and how they make them feel.

**Roots of Empathy**

[rootsofempathy.org/british-columbia](http://rootsofempathy.org/british-columbia)

Designed for school-aged children, this classroom-based program teaches children to develop empathy and reduce acts of violence and aggressive behaviour. As a parent and baby visit the same class once a month, the relationship with "their" baby provides a nurturing, empathic environment in which leaders can identify, discuss and explain with children the feelings they themselves experience with others who are more vulnerable.

**Relevant Research**

**PREVNet**

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

**Promoting relationships & eliminating violence network. Preventing violence through research and practice.**

Fact sheets from PREVNet

- Age Trends in the Prevalence of Bullying
- Assessment of Bullying and Victimization
- Bullying and School Climate
- Bullying in Different Settings
- Bullying Prevention and Intervention

- Bullying Prevention Policies
- Bullying: A Developmental Perspective
- Bullying: A Human Rights Issue
- Parenting and Bullying
- Physical Health Problems and Bullying
- Psychosocial Problems and Bullying
- Tailoring Prevention and Intervention for Different Grade Levels
- The Role of Socializing Adults in Bullying Prevention
- The Role of Teachers and Other Staff in Bullying Prevention
- Bullying from Early to Late Adolescence
- Bullying in Canada
- Children's Perceptions of Bullying
- Day-Care or Homecare: Does One Pose More of a Risk for Developing Aggression?
- Elementary School Bullying: The Frequency and Role of Adults in Helping Kids Feel Safe
- Observations of Bullying in the Playground and in the classroom
- Risk Factors Leading to Victimization
- Straight from the Experts: What Kids, Parents, and Educators Have to Say About Bullying
- Strengths and Weaknesses of the Whole-School Approach
- Temperament, Forms of Aggression, and their Consequences
- The Effectiveness of Project Ploughshares Puppets for Peace Anti-Bullying Program
- The Importance of Teacher Response to Bullying
- The Stability of Bullying Behaviour from Toddlerhood to Pre-Adolescence
- Tracking Disruptive Behaviours in Schools
- What Were They Thinking?

**The WITS Program Foundation** ([witsprogram.ca](http://witsprogram.ca)) brings together schools, families, and communities to help elementary school children deal with bullying and peer victimization.

**WITS** has two components: the WITS Primary Program (K-3) and the WITS LEADS Program (grade 4-6). Almost all of the WITS Programs resources are available free-of-charge, including the resource guide, lesson plans, online training, videos, posters, pamphlets and more.

Implementing the WITS Program - Guide for Schools

WITS Primary Program K-3

WITS Classroom Resources K-3

WITS LEADS Program grades 4-6

WITS LEADS Classroom Resources grades 4-6

Aboriginal, French, and English lesson plans available

Video, audio, and print resources available

### **MindUP Program**

[Our Research – MindUP](#)

As the Hawn Foundation’s signature educational initiative, MindUP™ is anchored in current research in cognitive neuroscience, evidence-based classroom pedagogy, best-practices mindful education, precepts of social and emotional learning (SEL) and guiding principles of positive psychology. MindUP™ is a family of social, emotional, and attentional self-regulatory strategies and skills developed for cultivating well-being and emotional balance. Among the various MindUP™ skills taught to students, focused attention, and non-reactive monitoring of experience from moment-to-moment display the potential to have a long-term impact on brain function and social and emotional behaviour.

The SEL framework guiding MindUP™ was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), a research-focused organization whose mission is to, “establish social and emotional learning as an essential part of education.”

MindUP™ features lessons to improve behaviour and learning for children. The lessons fit easily into any schedule and can be implemented with minimal preparation. Classroom management tips and content-based activities are also provided to assist educators in using MindUP™ throughout their classrooms. Our program provides children with emotional and cognitive tools to help them manage emotions and behaviours, reduce stress, sharpen concentration, and increase empathy and optimism.

### **Olweus Bullying Prevention Program**

[Olweus Bullying Prevention Program, Clemson University](#)

The Olweus Program (pronounced OI-VAY-us) is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program’s goals are:

- reduce and prevent bullying problems among school children
- improve peer relations at school.

The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.

### **KiVa Anti-Bullying Program**

[www.kivaprogram.net](http://www.kivaprogram.net)

KiVa is a research-based anti-bullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The effectiveness of KiVa has been shown in a large randomized controlled trial. In Finland, KiVa is a sought-after program: 90% of all comprehensive schools in the country are registered KiVa schools implementing the program. Student lessons and online games focussing on bullying.

KiVa is an antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is evidence-based which means that the effectiveness of KiVa has been proven scientifically. KiVa offers a wide range of concrete tools and materials for schools to tackle bullying.

## The Components of KiVa

The KiVa program involves both universal and indicated actions to prevent bullying and to tackle cases of bullying coming to attention. The universal actions are targeted at all students in a school. They refer to efforts made to influence the group norms and to build capacity in all children to behave in constructive ways, to take responsibility for not encouraging bullying, and to support the victims.

The indicated actions take place when bullying has come to the attention of school personnel. Each particular case is handled in a series of individual and group discussions between the school's KiVa team and the students involved. Several pro-social peers of the victim are challenged to provide support for the victimized classmate. KiVa is not meant to be a one-year project, but a permanent part of the school's anti-bullying work.

KiVa- Program is Effective in Reducing Bullying

Kiva has been evaluated in a large randomized controlled trial including 117 intervention schools and 117 control schools. The program has been shown to reduce both self and peer reported bullying and victimization significantly.<sup>1</sup> It influences multiple forms of victimization, including verbal, physical, and cyber-bullying.<sup>1</sup> In addition, positive effects on school liking, academic motivation and achievement have been reported.<sup>3</sup>

Kiva also reduces anxiety and depression and has a positive impact on students' perception of their peer climate.<sup>4</sup> A remarkable 98% of victims involved in discussions with the schools', KiVa teams felt that their situation improved.<sup>5</sup>

Finally, Finnish data from more than 1000 schools that started the implementation of KiVa in the fall of 2009, showed that after the first year of implementation, both victimization and bullying had reduced significantly.<sup>6</sup> KiVa program won the European Crime Prevention Award in 2009.

## References

<sup>1</sup>Kama, A., Voeten, M., Little, T., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A Large-Scale Evaluation of the Kiva Anti-Bullying Program; Grades 4-6. *Child Development*, 82, 311-330.

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<sup>4</sup> A., Noland, B., Little, T., Kama, A., & Salmivalli, C. (2011). Effects of the Kiva Anti-Bullying Program on Adolescents' Perception of Peers, Depression, and Anxiety. *Journal of Abnormal Child Psychology*.

<sup>5</sup>Garandeau, Poskiparta, E., & Salmivalli, C. (under review). Tackling Acute Cases of Bullying: Comparison of Two Methods in the Context of the Kiva Antibullying Program.

<sup>6</sup>Kama, A., Voeten, M., Little, T., Alanen, E., Poskiparta, E., & Salmivalli, C. (2011).

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<sup>1</sup> Salmivalli, C., Kama, A. & Poskiparta, E. (2011) Counteracting Bullying in Finland: The Kiva Program and its Effects on Different Forms of Being Bullied. *International Journal of Behavioral Development*, 35, 405-411.

Going To Scale: A Nonrandomized Nationwide Trial of the KiVa Antibullying Program for Comprehensive Schools.  
*Journal of Consulting and Clinical Psychology.*

KiVa® antibullying program was developed at the University of Turku, Finland, with funding from the Finnish Ministry of Education and Culture. The Ministry holds the copyright of the KiVa® program. The University of Turku has the access rights, and the right to distribute licenses to third parties. For the rights of use the University of Turku must be consulted separately. Several language versions are available.

## Appendix D - Relational Bullying Research and Resources

### Video Resources

#### **A Girl's Life with Rachel Simmons**

Published Alexandria, VA: Distributed by PBS Distribution, c2009

Rachel Simmons interviews parents, psychologists, teachers, and social workers who are helping nurture girls into capable, resilient adults. Simmons talks with four special girls who tell their own deeply personal tales of dealing with issues like cyber bullying, body image, and violence. With courage and determination, these girls reveal their hopes and dreams for a powerful future.

#### **Mean Girls: Mind Games**

Produced for Discovery Health Channel by DocuCinema. Published Santa Monica, CA: Direct Cinema, 2016. An examination among a diverse group of students of the verbal, psychological and emotional bullying that occurs among girls.

### Relevant Research

#### **PREVNet Fact Sheets**

Prevent.ca

- Early Childhood Maltreatment and Adolescent Dating Violence
- Gender Differences in Bullying
- How Peers Influence Bullying
- Importance of Friendships for Children who are Victimized
- Peer Intervention during Bullying Episodes
- Peers and Bullying
- Predictors of Relationship Abuse among Young Men

### Other Resources

#### **Pan-Canadian Joint Consortium for School Health (JCSH) Positive Mental Health (PMH) Toolkit**

[wmaproducts.com/JCSH/index.php](http://wmaproducts.com/JCSH/index.php)

2017 2<sup>nd</sup> Edition

## Appendix E - Cyber-Bullying Research and Resources

### Ministry of Education Recognized Programs

Stand Up 2 Bullying – Canadian Red Cross

### Web Resources

Eyes – Empowering Youth Engaging Schools <http://www.schoolclimate.org/bully-prevention>

B-Free <http://www.b-free.ca/category/tips>

Bully Lab <http://www.bullylab.com>

Bullying – Find Supports (Alberta) [www.alberta.ca/bullying-find-supports.aspx](http://www.alberta.ca/bullying-find-supports.aspx)

Bullying Intervention Strategies That work -  
[www.educationworld.com/a\\_issues/issues/issues103.shtml](http://www.educationworld.com/a_issues/issues/issues103.shtml)

Cyberbullying, Sexting, Social Networking Tip Sheets <http://www.netismartz.org/TipSheets>

Focus on Bullying: A Prevention Program for Elementary School Communities  
<http://www.llbc.leg.bc.ca/public/PubDocs/bcdocs/325455/FocusonBullying.pdf>

Kids in the Know <http://www.kidsintheknow.ca>

Media Smarts: Canada’s Centre for Digital and Media Literacy <http://www.mediasmarts.ca/>

Ministry of Education: Safe, Caring, and Orderly Schools Guide

[Need Help Now-Practical steps for dealing with Cyber bullying www.needhelpnow.ca](http://www.needhelpnow.ca)

Netismartz [Missingkids.org/NetSmartz](http://Missingkids.org/NetSmartz)

Out in Schools – Brings film into classroom to engage youth in the promotion of safer and more inclusive learning environments free from homophobia, transphobia, and bullying.

<http://outinschools.com/>

PREVNet: Promoting Relationships and Eliminating Violence <http://www.prevnet.ca>

Project Respect [www.yesmeansyes.com](http://www.yesmeansyes.com) [Report Bullying \(BC Residents\)](http://www2.gov.bc.ca/gov/content/erase/help)

[www2.gov.bc.ca/gov/content/erase/help](http://www2.gov.bc.ca/gov/content/erase/help)

School-Based Violence Prevention Programs <http://www.ucalgary.ca/resolve/>

Stop Bullying Now <http://stopbullyingnow.com>

Stop Bullying Before It Starts – School Administrators’ Article

[http://www.educationworld.com/a\\_admin/admin/admin117.shtml](http://www.educationworld.com/a_admin/admin/admin117.shtml)

[Safe Texting Practices Needhelpnow.ca](http://www.needhelpnow.ca)

Teach Safe Schools <http://www.teachsafeschools.org>

### Classroom Videos

#### **Beyond the Schoolyard**

Published [Toronto, Ont.]: CTV, [2014]; Orangeville, Ont.: McIntyre Media Cyberbullying.org

2014 2<sup>nd</sup> edition, authors Sameer Hinduja & Justin Patchin cyberbullying.org

Cyberbullying occurs when three components intersect – teens, technology, and trouble.

## Relevant Research

PREVNet.ca Fact Sheets

- Electronic Bullying: Definition and Prevalence
- Impact and Implications of Electronic Bullying
- The Role of Adults in Electronic Bullying

## Resource Information and Areas for Exploration:

### British Columbia

- [Erasereportit.gov.bc.ca](http://Erasereportit.gov.bc.ca) - **Erase Reporting Tool** - **every child deserves an education free from discrimination, bullying, harassment, intimidation, and violence.** The ERASE (Expect Respect and A Safe Education) Bullying strategy is part of the Province of British Columbia’s efforts to personalize learning and supports for all students.
- [www.westcoastleaf.org](http://www.westcoastleaf.org) – Women’s Legal Education and Action Fund is a non-profit legal group that protect Charter and human rights in strategic test cases as well as deliver public education workshops and materials. An information resource is: “Is that legal? Understanding Canadian Law about issues of online harassment, exploitation, and abuse.”

### Canadian

- [www.mediasmarts.ca](http://www.mediasmarts.ca) **MediaSmarts** has been developing digital and media literacy programs and resources for Canadian homes, schools, and communities since 1996. Through their work they support adults with information and tools so they can help children and teens develop the critical thinking skills they need for interacting with the media they love.
- [Youth Justice Overview | YCJA](#) - for youth wishing to learn about the law

### Canadian Centre for Child Protection:

- [www.Cybertip.ca](http://www.Cybertip.ca) –**Cybertip.ca’s** mandate is to protect children from online sexual exploitation by receiving and processing tips from the public about potentially illegal material, as well as activities regarding the online sexual exploitation of children, and referring any relevant leads to the appropriate law enforcement agency and/or child welfare agency; and providing the public with information and other resources, as well as support and referral services, to help Canadians keep themselves and their families safe while using the Internet.
- **protectkidsonline.ca** - Committed to helping parents, teachers, and anyone else who would like to better understand the good, the bad, and the ugly about the web. **The Door that’s not Locked** website has been created to provide a one-stop-shop on all things related to Internet safety including a variety of resources and tools that will help you keep your child safer while they are exploring and enjoying the online world.

- **www.kidsintheknow.ca**- Kids in the Know is an interactive safety education program for increasing the personal safety of children and reducing their risk of sexual exploitation. Child sexual abuse is a serious problem within our society and occurs more frequently than people realize. It is important to understand what child sexual abuse is and how to recognize behaviours that may signal a child in distress. Adults have an obligation to protect children from sexual abuse.
- **http://www.Needhelpnow.ca**- Provides help for individuals (and their friends, peers, or siblings) who have been involved in a self/peer exploitation incident (otherwise known as “sexting”). This site provides guidance on steps you can take to get through this.

### Other Important Resources

- <http://www.rcmp-grc.gc.ca/cycp-cpcj> RCMP Centre for youth crime prevention page providing Canadians with evidence-informed and age-appropriate crime prevention messages, information, tools, and programs to prevent youth crime and victimization and motivate youth to think critically, build positive decision-making skills and make changes in their lives and communities.
- [www.redcross.ca/how-we-help](http://www.redcross.ca/how-we-help) Provides violence, bullying and abuse prevention programs including Beyond the Hurt, a dynamic online educational program designed to help create and maintain positive, inclusive environments
- [Get Cyber Safe](#) Government of Canada website for Parents and Teens providing information on a range of online topics including cyber bullying, online identity and current scams, frauds, and online threats.
- [www.missingkids.ca](http://www.missingkids.ca) Offering families support in finding their missing child and provide educational materials to help prevent children from going missing.

### International

- [www.netsmartz.org](http://www.netsmartz.org) - **NetSmartz Workshop** is an interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on, and offline. The program is designed for children ages 5-17, parents and guardians, educators, and law enforcement. With resources such as videos, games, activity cards, and presentations, NetSmartz entertains while it educates.
- Words Wound ([cyberbullying.org](http://cyberbullying.org)) - Cyberbullying specific prevention for youth.
- **http://twloha.com/get-involved** - free online space for supporters who want to spread the message by doing their part. It is a practical, effective way for supporters to make a difference every day, in whatever way they can. It does not matter where they are, street team members can help out in their schools, neighborhoods, local venues, even from behind your tablet or phone.

- **www.safesurf.com** SafeSurf is an internet voluntary rating standard devoted to building a safe Internet. It provides a wide variety of products, services and information and an opportunity to get your own website content rated for free.
- **www.common sense media.org** **Common Sense Media** is an independent advocate for improving the media landscape for kids and families. They work with lawmakers and other policymakers nationwide in support of policies that empower parents, teachers, and young people to harness the power of technology safely and responsibly, while keeping personal information private and protected.

### **Resources for Victims of Cyberbullying:**

Removal of posts/images: [www.needhelpnow.ca](http://www.needhelpnow.ca)

Canadian Centre for Child Protection

<http://www.victimlinkbc.ca>

Education to prevent further victimization:

[http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet\\_Think\\_Before\\_You\\_Share.pdf](http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet_Think_Before_You_Share.pdf)

Media Smarts, Canada's Centre for Digital and Media Library.

## Appendix F – Bullying Behaviour Checklist

Incident Intervention		
	Yes	No
Will student discipline be required?	<input type="checkbox"/>	<input type="checkbox"/>
Are alternatives to discipline appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
Have school-based resources been accessed?	<input type="checkbox"/>	<input type="checkbox"/>
Have district resources been accessed?	<input type="checkbox"/>	<input type="checkbox"/>
Have community resources been accessed?	<input type="checkbox"/>	<input type="checkbox"/>
Is school or classroom education required?	<input type="checkbox"/>	<input type="checkbox"/>

- Check in #1  2 Days after reported incident
- Check in #2  7 Days after reported incident
- Check in #3  14 Days after reported incident
- Check in #4  1 Month after reported incident
- Check in #5  As required
- Check in #6  As required

## School-Based Bullying Incident Checklist

Checklist Completed By:

Name:

Date:

Students Involved:

Target(s)	Offender(s)	Helpful Bystander(s) Upstanders	Hurtful Bystander(s)

Indicate the section of School District policy that has been breached:

School Act - Preamble, Sections 2, 6(1), 75(1), 76(2)(3), 85(1)(1.1)(2), 169(3), and 177.

### Incident Synopsis

Physical Bullying

Verbal Bullying

Social-Diversity-Relational Bullying

Cyberbullying

Narrative

### Incident Management

Do parents need to be notified?

Yes

No

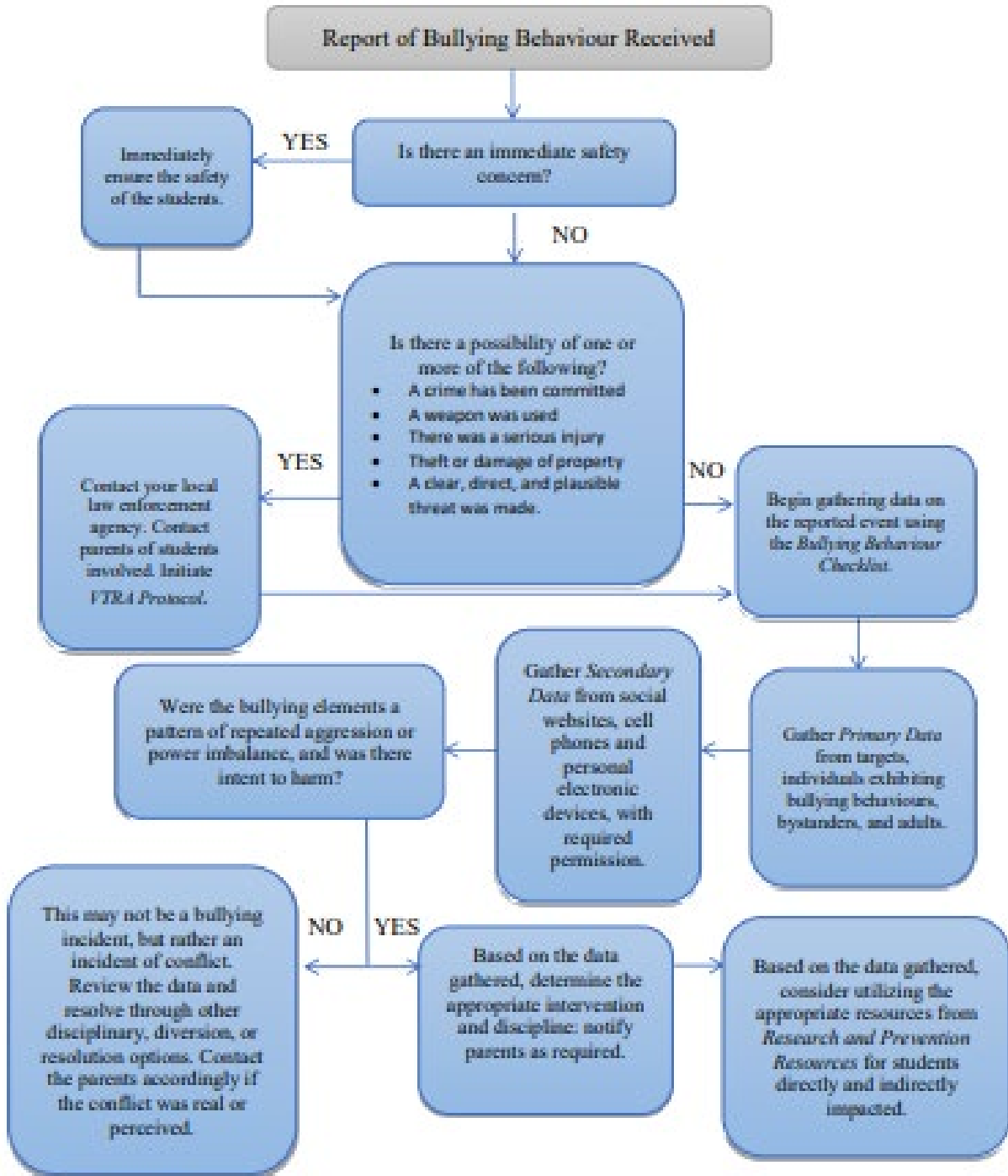
Do Superintendents need to be notified?

Do police need to be notified?

Have cell phones been checked for pictures, videos and text?

Have social media sites been checked for pictures, video, and text?

## Appendix G - Bullying Behaviour Flow Chart



## Appendix H - Restorative Justice

### Definition and Understanding the Goals

Restorative justice seeks to create just outcomes by repairing the harm done by crime and violence. Typically, this happens through facilitating a process that addresses victims' needs and holds offenders meaningfully accountable for their actions. In this approach, crime is understood not only as breaking the law, but as a violation of people and relationships and a disruption of the peace in a community.

Restorative justice is based on an understanding of wrongdoing. The social expectation that follows is that when someone is violated, there is an obligation to put right the wrongdoing. (Adapted from Howard Zehr, Little Book of Restorative Justice, 2002)

### Benefits of Restorative Justice

*Victims of crime, conflict or wrongdoing have an opportunity to:*

- discuss the personal impact an incident has had on them;
- gain a greater understanding of the incident;
- actively participate in a process of determining appropriate reparation; and
- obtain resolution and sometimes closure.

*Youth who have caused harm to have an opportunity to:*

- take responsibility for their actions within the community;
- participate in developing a fair and reasonable agreement with those who were harmed; • repair harm and make things right with the help of a supportive community; and
- potentially avoid a lengthy court process and criminal record.

*For the community, the process provides:*

- a more expedient and cost-effective alternative to court;
- an opportunity for community involvement and active participation in the judicial process; • a greater sense of justice defined by accountability, understanding and healing; and
- an opportunity to build stronger and safer communities.

*The following are some keys to effective restorative justice practices:*

- offender must take responsibility for his/her actions (admit)
- offender must show some level of remorse for their behaviour
- offender must be ready and willing to make efforts to repair the harm
- need to be genuinely interested in the process (not feel like it is their only option)
- need to be represented (either in person, by representative or by proxy with a victim impact statement/letter/video)
- all parties must freely consent to the process and understand that it is voluntary and that they may withdraw or take a break from the process at any point;
- there needs to be supports in place for each party (offender and victim)

- there needs to be a reintegration plan regarding how each party will move forward from this process and how other people might support the reintegration plan.

**RJ is not Appropriate When:**

Questions continue to be raised regarding the appropriate use of restorative justice (meaning, community justice forums, healing circles, etc.) when dealing with cyberbullying cases. Broader research is divided on the risks and benefits of using restorative justice in power-based crimes. Interviews with a variety of victim services personnel and restorative justice experts indicated the following situations should NOT be handled via restorative practices at this time:

- Domestic violence
- Power-based crimes
- Hate crimes
- Sexual assault
- Serious harassment, intimidation, or severe threats

Each case is unique and will require careful consideration of how to proceed. It is imperative that the school or community where the offence takes place is working collaboratively with experienced restorative justice practitioners and victim service agencies.

The term “Restorative Justice” is often used to describe diversion or a community-based program that accepts EJM referrals directly from the police. Many of the community agencies that accept referrals from the police in B.C. use a Restorative Justice approach, but it is important to know that Restorative Justice is used throughout the continuum of the youth justice system from community-based agencies to youth probation, and in youth custody centres.

**Extrajudicial measures**

The *Youth Criminal Justice Act* (YCJA) provides the legislative framework for dealing with youth accused of criminal offences. It includes specific provisions for dealing with youth outside of the formal court system (diversion). The YCJA places great importance on using non-court processes when addressing youth crime if appropriate. This could include taking no further action; a warning, caution, or referral; or extrajudicial sanctions. All of these are, in fact, extrajudicial measures in the YCJA (Sec 4-12). All of these are, at times, also referred to as “diversion.”

**When to use extrajudicial measures:**

- Extrajudicial measures should be used in all cases where they would be **adequate to hold the young person accountable**.
- Extrajudicial measures are presumed to be adequate to hold first-time, non-violent offenders accountable.
- Extrajudicial measures may be used if the young person has previously been dealt with by extrajudicial measures or has been found guilty of an offence. As amended in 2012, the YCJA requires police to keep records of any extrajudicial measures used with a young person. These

records will better inform police so that they can take appropriate action in respect of subsequent alleged offences.

The YCJA requires police officers to consider the use of extrajudicial measures before deciding to initiate formal proceedings against a young person. There is a common belief that many police members think that they *must* use EJM for all youth cases. In reality, they are obligated to *consider it*, but they do not have to *use it* unless they feel it is appropriate to hold the young person accountable for their actions. The YCJA also states that failure to consider these options does not invalidate a subsequent charge on the same offence.

### **EJM-Referrals to Community Agency:**

A referral may be made to a community agency for the purposes of understanding the underlying causes of the behaviour, providing counsel, education, and support to prevent further incidents. The primary goal of these programs is to assist youth in understanding how their behaviour affects their family, victim, themselves, and the community at large. The focus of the intervention is to encourage personal responsibility and accountability for their actions.

Young people may complete any/all of the following as part of this process:

- Short-term counselling and/or referral
- Apology letter to the victim
- Attend an education program
- Personal or community service hours
- Restitution
- Community Justice Forum (or other restorative justice format)

## Appendix I - Child & Youth Mental Health Resources

### Additional Resources:

Anxiety BC: [www.anxietybc.com](http://www.anxietybc.com)

Free on-line resources include:

- Digital videos, DVDs, and information for each of the anxiety disorders
- Overview of basic CBT management strategies including self-help toolkits
- Special resources for youth and young adults: <http://youth.anxietybc.com>
- Mindshift - mobile app - <http://www.anxietybc.com/mobile-app>

Collaborative Mental Health Care: Easy-to-navigate website with Etools, You Tube videos, Phone Apps, Websites, and Interactive Games. <http://www.shared-care.ca/toolkits>

F.O.R.C.E. Society for Kids Mental Health: Empowering parents who have children with mental health challenges. 1-855-887-8004 or 604-878-3400 [FamilySmart – PLAN -Y](#)

KUU-US Crisis Line Society for BC – 1-800-588-8717-- Includes Aboriginal-focused risk assessment and safety monitoring until individual is able to be seen by mental health professional. Also, a source of provincial-wide aboriginal resource information.

Learning Disabilities Association of British Columbia: The right to learn, the power to achieve. LDABC's mandate is to be the Provincial network and voice for persons with Learning Disabilities (LD) and those who support them. [LDAV](#)

Mindcheck.ca: An interactive website designed to help youth and young adults in BC check out how they are feeling and quickly connect to mental health and substance use resources and support <http://mindcheck.ca> Foundry Centres equipped with care providers for any health need.

Representative for Children and Youth: Improving services and outcomes for children in B.C. through advocacy, accountability, and review. 1-800-476-3933 <https://www.rcybc.ca/>

Ementalhealth.ca. Mental Health Services, Help & Support in your community

### ACCESS TO MENTAL HEALTH PROVIDERS

(For most up-to-date information visit <http://keltymentalhealth.ca> or call 1-800-665-1822) **Private**

#### Clinical Providers:

- Private psychiatrists or pediatricians by referral. Requires referral from Family or Clinic Doctor.
- BC Psychological Association: [www.psychologists.bc.ca](http://www.psychologists.bc.ca) , 1-800-730-0522.
- BC Association of Clinical Counsellors: [www.bc-counsellors.org](http://www.bc-counsellors.org) , 1-800-909-6303.
- BC Division for Marriage and Family Therapy: <http://www.bcamft.bc.ca/> , 1-778-884-6844 • BC Association of Social Workers: <http://www.bcasw.org/> 604 730 9111 | 1 800 665 4747 (BC only).

#### Health Authority Services:

- First Nations Health Authority – <http://www.fnha.ca/>  
604-693-6500

- Fraser Health – <http://www.fraserhealth.ca/>
  - Interior Health - <http://www.interiorhealth.ca/YourCare/MentalHealthSubstanceUse/Pages/default.aspx>  
Crisis Line 1 800-353-2273
  - Northern Health Authority – <http://www.northernhealth.ca/services/mental-health-substanceuse>
  - Vancouver Coastal Health Authority – <http://www.vch.ca/locations-services>
  - Vancouver Island – [Learn About Health | Island Health](#)
  - Provincial Health Services, BC Mental Health & Substance Use Services – <http://www.bcmhsus.ca>
- 
- **Employee Assistance Programs:** Check with your employer/human resources department to see if such services are available for you.
  - **Extended Health Coverage:** If you have extended health coverage, check on the plan coverage to see if this option is available to you/your family members.

**Schools:**

- Schools offer a variety of supports and services in relation to child and youth mental health issues and the promotion of positive mental health. Check with your local school to find out about specific supports.

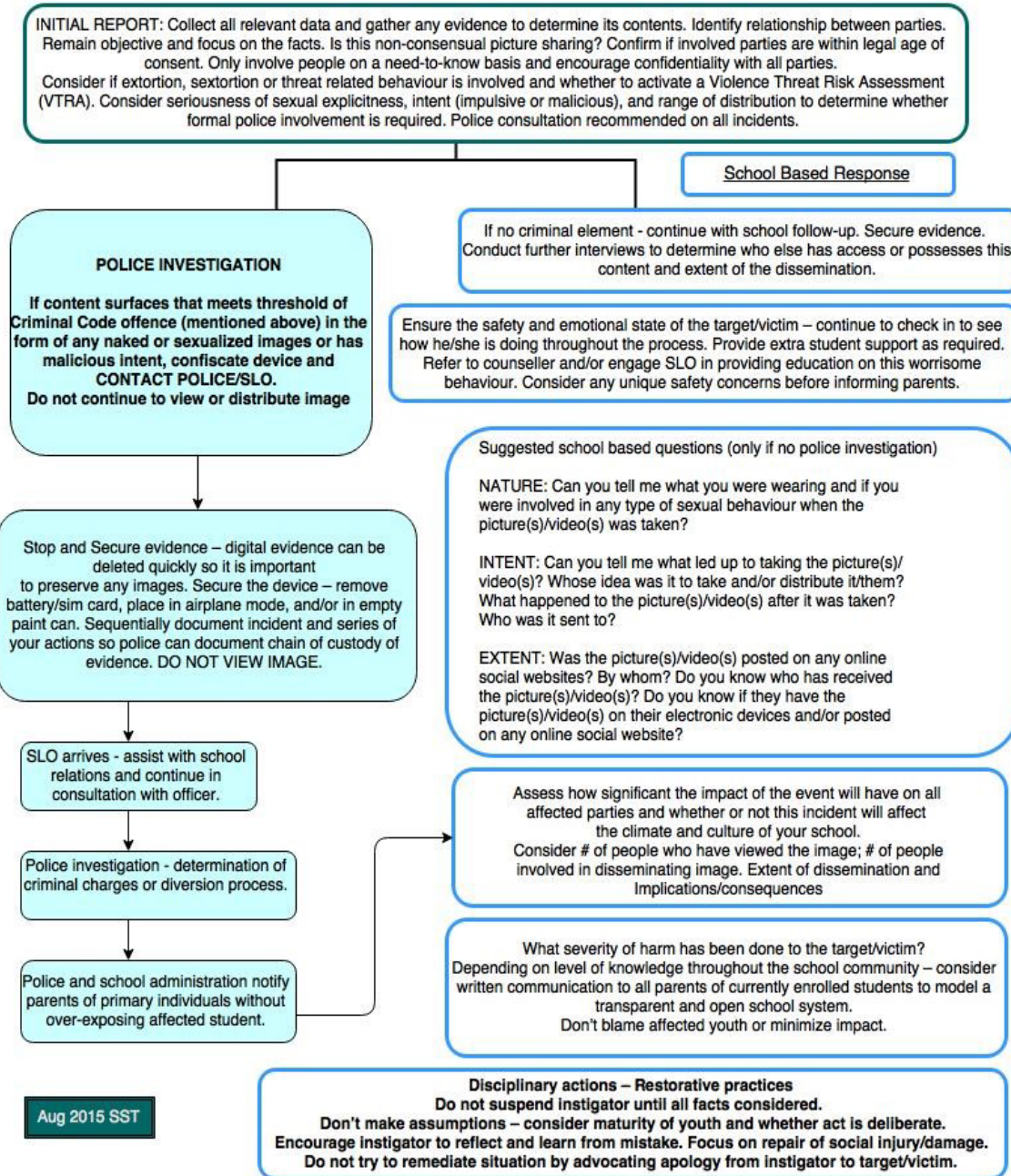
## Appendix J - Sexting Flowchart

### DEALING WITH A REPORT OF "SEXTING" A Guide for School Administrators

Sexting is defined as the sending or receiving of sexually explicit or sexually suggestive images or video via cell phone, social networking, instant messaging or email. It is important that any adult who is made aware of naked or semi-naked images of minors act quickly to limit the extent of harm that may result.

Potential Criminal Code Violations: Section 163.1 relate to Child Pornography charges. There are criminal code offences for making, distributing, accessing or possessing child pornography of youth under the age of 18.

Bill C-13 legislation update (March 2015): Section 162.1(1) states that "Everyone who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or is being reckless as to whether or not that person gave their consent is guilty of an indictable offence and liable for jail time of maximum 5 years. "Intimate image" - a visual recording of a person where they are nude, exposing his/her genital organs or anal region, or her breasts, or engaged in explicit sexual activity; where there is a reasonable expectation of privacy



Aug 2015 SST

## Appendix K - How to Talk to Youth about Online Extortion



### How to Talk to Youth about Online Extortion

The following information is meant to help parents and educators speak to youth about an emerging issue of sextortion. Cybertip.ca, Canada's tipline for reporting the online sexual exploitation of children, has identified a new trend where youth are being exploited through sextortion.

**Sextortion involves individuals who coerce youth into sending sexual images or engaging in sexual acts via webcam and then blackmail them with the threat of distributing the sexual images/videos if they do not pay money or provide more sexual images/videos.**

### Why Youth are Vulnerable

Teens' brains are wired for social interacting and bonding with others. Their need for acceptance and belonging strongly drives their decisions. Puberty increases experimentation, sexual curiosity and sexually arousal. These hallmarks of adolescence increase their vulnerability towards sexual exploitation.

### Risks to Youth

Online conversations that may initially appear as friendly banter can easily progress to sexual conversations. Understandably, youth may feel intrigued and flattered by these conversations and continue to engage thinking it's harmless. In other instances, the young person may really believe that she or he is in a relationship with the person they are communicating with online. Live chat, videos or webcams are commonly introduced for the purpose of receiving non-sexual pictures, but can progress to sending nude or partially-nude pictures, and possibly sexually-explicit content. This content may later be used to blackmail or extort the teen.

### What You Can Do

Have conversations with youth about the risks associated with using technology to experiment sexually and the potential risk of blackmail/extortion. Conversations with youth are necessary as:

- Youth will often comply with threats received online in effort to try to manage the situation on their own.
- Situations escalate quickly and youth find themselves in over their heads.
- It is often very difficult for them to seek adult assistance as they are so embarrassed and terrified that the sexual pictures will be distributed to people they know.
- Youth require supportive responses from adults to help them manage serious situations they encounter online.
- Youth need practical steps for how to get out of harmful situations and to understand that they can come to adults for help.
- Adults have an obligation to be responsive and supportive when youth make mistakes.

© 2014, Canadian Centre for Child Protection Inc. All rights Reserved. "Cybertip.ca" is a registered trade-mark of the Canadian Centre for Child Protection Inc. The safety tips and other information provided herein is intended as general information only, not as advice. Readers should assess all information in light of their own circumstances, the age and maturity level of the child they wish to protect and any other relevant factors.

## How to Speak to Youth about the Issue

### 1 Consider starting the conversation with the following dialogue:

"I want to talk to you about a serious situation that I have heard is happening to some youth in Canada.

There have been a few situations where youth have been threatened by individuals online to send money to them or else their sexual pictures would be distributed to all of their friends.

There was a serious situation where an incident like this happened to a 15-year-old boy. He was chatting with someone he thought was 15-year-old girl. They moved their chat to a video site and he exposed himself to the girl, thinking it was all in fun. Two days later, the boy received a message from a man who had been posing as the 15-year-old-girl. The man threatened the boy, telling that he must pay \$250 within the next two days or the man would send the sexual pictures of the youth to all his friends on his social networking accounts. It was discovered that the man was also blackmailing 20 other youth. Everything worked out safely for this youth, but many other kids sent the money.

If you ever find yourself in a situation where something goes wrong, it is important for you to know that you can always come to me or another safe adult for help. Your safety and protection is always the number one priority."

## Sign-up to receive Cybertip.ca Alerts

Cybertip.ca Alerts are notifications sent out to inform the public of concerning technology trends and new resources designed to increase children's personal safety. As Canada's national tipline for reporting the online sexual exploitation of children, the information reported to Cybertip.ca enables us to identify the online risks children and youth are facing. Recognizing that it can be difficult to keep up with technology, signing up for these alerts provides you with important information to help keep your family safe while using the various popular platforms on the Internet. [cybertip.ca/app/en/signup](http://cybertip.ca/app/en/signup)



## 2 Explain that what happened to the youth is called extortion and it is illegal.

Extortion is when a person trying to get another person to do something might:

- threaten the person (through words or actions)
- accuse the person of something
- be violent or scare another person through words or actions (such as pushing, yelling, throwing things, breaking things, etc.)

## 3 Reassure youth that if they ever end up in a problem situation, adults are there to help them.

4 Visit [needhelpnow.ca](http://needhelpnow.ca) to show them the resources available. For more help they can also go to [cybertip.ca](http://cybertip.ca).

## REMINDERS for Youth:

Steps to take if you are dealing with blackmail/extortion online:

- 1 Never comply with the threat
- 2 Stop all forms of communication with the individual (block from accounts)
- 3 Deactivate all accounts used to communicate with the individual
- 4 Speak to a safe adult about what is happening
- 5 Contact [Cybertip.ca](http://Cybertip.ca) at [cybertip.ca](http://cybertip.ca)

## Appendix L - Media, Communication and Critical Incident Response

Many schools and districts have comprehensive critical incident response plans and teams. We found, however, a gap in staff knowledge as to what it was and what it actually looked like. It is important for staff to have this information as it increases their sense of safety and lowers their anxiety when incidents occur. This also includes awareness of Employee Assistance Programs.

It is important to get good information to staff as quickly as possible when responding to a crisis or traumatic event. This demonstrates transparency and bi-directional information sharing and reflects a Naturally Open School System.

### Proactive Communication with Media and the Community

When there is a bad news development for a school or school district, intuitively, we want to contain it. Your school is like a family, and few people like to share sensitive or negative family matters. However, while there can be good reasons to restrict the release of information, there are also good reasons to share it; even *announcing* it to the media.

#### 1. *The opportunity to prepare*

The key advantage in proactively notifying the media of something negative is the opportunity to prepare a communication plan to thoughtfully manage an issue, rather than simply reacting. This approach helps *you* to influence the public narrative and protect sensitive and personal information.

The plan should address which communication method to use; news media may be one tool, while parent letters and staff meetings may be another. Determine the audience for the communication and the key messages to communicate.

It is important that contact is made with the Ministry of Education prior to information being released to media.

#### School Staff

It is important to share as much information as possible with school staff prior to any information being shared with media. Though it depends on the circumstances, staff can usually be told there is nothing preventing them from speaking to the media if that is what they want to do. However, staff can also be advised there are sensitivities, often including student privacy, and potentially facts and details they are not aware of or are still to be confirmed, and that is generally why a single school/district spokesperson is designated.

#### 2. *Manage the Media*

##### Media on site

For some incidents, unfolding events or issues that involve or affect a school, media will attend the site to get photos/video of the school and to try to talk to the principal, staff, students and parents for information and reaction. If possible, have a district official on site to manage the media and allow the principal to manage the incident.

There are two initial, primary concerns when media arrive:

- Student privacy
- Safety/disruption

**Student Privacy:** Privacy concerns are different for elementary students and secondary students. Elementary students are generally not allowed to provide their own informed consent to appear in the media while generally, secondary students can.

**Elementary Schools:** One or two school staff members should approach reporters and camera people, even off school property, to ask for a business card and request that they respect the need for some children to not appear in the media for safety reasons. If a reporter wants to speak to or photograph a student, inform the reporter they need to wait until parents arrive to pick up the children to provide consent.

**Secondary Schools:** Staff can make a request not to photograph students who are on school property; however, secondary students usually are permitted to go off the school property during breaks. During this time, students are approached to be on camera. If the students do this, they are providing their own consent and the school is not obliged to interfere, except if there is a need to address traffic safety.

If it does not generate safety issues, reporters and camera people should be asked to stay on the sidewalk or property outside the school, even if they are parked on the school site to minimize perceptions that the reporters are in some way working on behalf of the school.

## **Proactive Information Release to Media**

There are occasions when you have an urgent need to get out a warning or instructions to all parents of a school as soon as possible. Notifying the news media, particularly radio stations, can be an efficient and effective tool to reach parents.

It is important to prepare prior to speaking to any media. The Ministry of Education and Safer Schools Together can help you prepare. All media have deadlines; it is important to meet their deadlines, if possible, but you never need to respond to media until you are ready. The following steps will help guide you in dealing with media in a crisis situation:

- Identify one person to answer all media calls in the district. This person is responsible for taking media phone numbers, names, and deadlines—they are not the spokesperson.
- Identify one spokesperson to handle all media inquiries. This person must be confident in speaking to media but also able to stick to the key messages identified.
- Develop three key speaking points that can be shared publicly. Media can assist in clarifying facts and providing information you need delivered to your parent community.

If there are a number of media calls received or if reporters are from outside of your community, consider holding a news conference or conference call.

### ***Pre-Planning for News Conference:***

- Prior to the news conference, identify key spokespeople for the district and ensure their roles and speaking points are clearly defined.
- Anticipate and prepare responses for a potential question or questions that have already been received.
- Coordinate all potential media messages with local police and, if possible, have police involved in the news conference to answer any policing questions.
- Your role is to speak strictly from a school perspective and protect the privacy of your students.
- Do not answer questions prior to the news conference. This allows for one consistent message to be delivered to all media at the same time.

***Logistics Planning for News Conference:***

- A news conference should not last longer than 45 minutes, but plan for a question and answer period. If you will not be answering questions and only making a statement, tell media that up front.
- Invite all media to the news conference allowing for travel time.
- Consider holding the news conference at the school site if possible; this helps to ensure minimal disruption to a school or facility site over the days and weeks ahead.
- It is important to assist the media to get photos and videos they need right away so they can exit the site as quickly as possible.

If you are not holding a news conference, consider issuing a news release. A news release accomplishes clarifying facts and provides one source of information on behalf of the school district. A media contact must be identified to manage requests for follow-up interviews or clarification.

**Post Initial Release of Information:**

Keep websites up to date with any new information as it becomes available.

***3. Credibility***

A school district gains instant credibility with media by proactively communicating information, even if the information is sensitive.

In many cases, the tendency is to feel ownership of or blame for a negative incident or development. It is not so much the incident itself; it is how you respond to it that is being judged by parents and others.

If a parent letter is going home at the end of the day with information about an incident and, in the meantime, you are responding to media inquiries about it, the media often ask for a copy of what is being sent home. It is reasonable not to release the letter to media until 6 p.m., allowing parents enough time to read the letter prior to hearing its content through the media.

Consider holding a community meeting to address parent questions and concerns. Include community supports like police, mental health, and counsellors as part of the meeting. Expect media to show up at

the meeting. Have a plan and someone identified to manage any media that arrive and stay with them throughout the meeting. Allow photographs of the meeting opening, but do not allow media to stay for the entire meeting as it will change the tone, especially when dealing with a traumatic event. Ensure participants in the meeting know if media are outside at the end and that media will be looking for comment from them; assure participants they should only provide interviews if they want to. Update websites with information for parents on services and supports available in their community.

## Appendix M - Section 177 Template

*(District Letterhead)*

Date

To the Parent / Guardian of: *(Student/ Perpetrator Name), (Address)*

Dear Parent / Guardian *(or perpetrator name)*:

On *(Date)*, *(Name of Student/Perpetrator)* was requested by the Principal and/or Board authorized designate of *(Name of School)* to leave *(Name of School)* property.

I am informing you of *Section 177* of the *School Act* which states:

- (1) No person shall disturb or interrupt the proceedings of school or an official school function.
- (2) A person who is directed to leave the land or premises of a school by an administrative officer or a person authorized by the Board to make that direction:
  - (a) shall immediately leave the land and premises, and
  - (b) shall not enter on the land and premises again except with prior approval from the administrative officer or a person who is authorized by the board to give that approval.
- (3) A person who contravenes subsection (1) or (2) commits an offence.
- (4) An administrative officer of a school or a person authorized by the Board may, in order to restore order on school premises, require adequate assistance from a peace officer.

In accordance with the above, *(Name of Student/Perpetrator)* is directed to not trespass upon *(Name of School)* school property from this date forward until *(Date)* except by appointment. A copy of this letter will be given to the *(local police jurisdiction)*. *(Name of Student/Perpetrator)* should be aware that if *(he/she)* chooses to come on the school grounds, a complaint will be laid, and charges pursued by the *(local police jurisdiction)*.

I regret that *(Name of Student/Perpetrator)*'s actions have made this letter necessary.

Yours truly,

Principal Name of School cc: *(Name)*,  
Assistant Superintendent Cst. *(Name)*,  
*(local police jurisdiction)*  
*(Name)*, Manager, Safe Schools *(or responsible department)*  
Principal of Student's School if applicable

## Intruder Warning

"Pursuant to Sec. 177 of the *School Act* you \_\_\_\_\_, are hereby directed to immediately leave the lands and premises at this school and you are not to enter upon these lands and premises again before \_\_\_\_\_ (enter date - last day of school). Failure to comply with this order constitutes an offence under the *School Act*."

## Appendix N- Responding to Problem Behaviour at School/Self-Evaluation Tool for School Teams

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>SCHOOL BASED TEAM (Overseeing delivery of services to students)</b>	We have no SBT; it is not clear who is coordinating and overseeing the delivery of services to students at our school.	Our SBT consists of whoever is interested or available, not necessarily a consistent group of people; the team meets as needed in order to coordinate and oversee the delivery of services to students.	We have a consistent, multi-disciplinary SBT, which meets on a regular basis to coordinate and oversee the delivery of services to all students.	We have a consistent, multi-disciplinary SBT consisting of at least an administrator, resource teacher and counsellor; the SBT meets on a regular basis to coordinate and oversee the delivery of services to students. This includes students with social and emotional issues.
<b>SCHOOL CODE OF CONDUCT</b>	Our school code of conduct is written and easily referenced throughout the school and on key documents (e.g., student planners)	Our school code of conduct has been collaboratively developed with input from staff, parents and students. The code of conduct is displayed throughout the school and referenced throughout key school documents.	Our school code of conduct has been collaboratively developed with input from staff, parents and students. Input and review of the code of conduct is invited from the district level. The code of conduct is displayed throughout the school and referenced throughout key school documents.	Our school code of conduct has been collaboratively developed with input from staff, parents and students. The code of conduct is displayed throughout the school and referenced throughout key school documents. The code of conduct is referenced regularly and explicit teaching of expectations takes place on a regular basis throughout the school.
<b>ALTERNATIVES TO SUSPENSION PROGRAMS</b>	Our staff has little or no knowledge of available alternatives to suspension programs to support students who are experiencing behavioural or social challenges.	Our school and school district staff are gaining awareness of the effectiveness of alternative suspension programs but only pilot programs are available and not necessarily accessible on a regular basis.	Our school district supports the establishment of school-based alternatives to suspension programs and coordinates a range of alternatives to suspension programs and resources available at the district level (e.g. IR3, Restorative Justice Facilitators)	All schools have access to a wide range of alternatives to suspension resources and programs both at the school and district level. Our school's formal discipline process is clearly connected to interventions and alternatives to suspension that are evidence based.
<b>FORMAL SUSPENSION PROCESS</b>	Suspension is used regularly as a response to progressive discipline issues.	Our school community, inclusive of students, are aware of our School District's suspension process. Efforts have been made at our school to ensure 'procedural fairness' in the suspension process.	Our school community, inclusive of parents and students, has an understanding of our School District's suspension process. 'Procedural fairness' has been built into the process of suspension, with a focus on seeking resolution collaboratively. Alternatives to suspension are given consideration for most situations.	All stakeholders in our school and district have an understanding of the suspension process. 'Procedural fairness' has been built into the process of suspension, with a focus on seeking resolution collaboratively. Alternatives to suspension are always given consideration and suspension is always paired with a plan of support for the student.
<b>VTRA* PROCEDURES AND KNOWLEDGE (VTR-A*: Violence, Threat, Risk Assessment)</b>	Our school personnel are aware of our School District's Threat Assessment Protocol.	Teachers and Support Staff are aware of our School District's Threat Assessment Protocol. Our administration and counsellors have a minimum of Level 1 VTRA Training.	Teachers, Support Staff, students and parents are aware of our School District's Threat Assessment Protocol. Our administration, counsellors and school police officers have Level 2 VTRA Training. District resource personnel highly trained in VTRA are available to assist as part of a Comprehensive Response Team in situations where an individual is deemed 'moderate to high risk'. Key community agency personnel are trained in VTRA and follow a signed, community VTRA Protocol. Training is collaborative and ongoing.	Teachers, Support Staff, students and parents are aware of our School District's Threat Assessment Protocol. Our administration, counsellors and school police officers have Level 2 VTRA Training. District resource personnel highly trained in VTRA are available to assist as part of a Comprehensive Response Team in situations where an individual is deemed 'moderate to high risk'. Key community agency personnel are trained in VTRA and follow a signed, community VTRA Protocol. Training is collaborative and ongoing.
<b>SCHOOL &amp; DISTRICT COORDINATION OF RESOURCES TO SUPPORT STUDENTS WITH BEHAVIOURAL &amp; SOCIAL / EMOTIONAL ISSUES</b>	There are no clear school and / or school district support structures to coordinate interventions plans for students who are 'at-risk' or experiencing emotional pain.	School and school district support structures exist, but are not seamlessly coordinated across the school district. Some school-based efforts to coordinate intervention and support plans for students at-risk or in emotional pain are successful.	Some schools and school district support structures are modeled after a "wrap-around" approach to supporting students. Coordinated efforts are made to ensure school and community resources are coordinated in establishing intervention plans for students who are engaging in high-risk behaviours or experiencing emotional pain.	Our school and school district are committed to establishing "wrap-around" support structures for students at both the school and district level. These support structures exist to ensure students who are high-risk and/or in emotional pain receive timely and effective risk reducing interventions. Community agency partners work collaboratively at the highest level to ensure appropriate resources are available. School and agency partners play a shared role in supporting professional learning in this regard.

## Appendix O - Family Law Definitions

### Family Law Act (FLA)

The *Family Law Act* came into force on March 18, 2013. It replaces the Family Relations Act. The *Family Law Act* puts the safety and best interests of the child first when families decide not to live together anymore. The Act also:

- Encourages families to resolve their disputes out-of-court;
- Clarifies parental responsibilities and the division of assets when couples separate and divorce;
- Addresses family violence; and
- Provides a framework to determine legal parentage.

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### Parenting Orders (Formerly Custody, Guardianship, Access)

As of March 2013, the following terms are used under the Family Law Act in BC.

- Parents who have lived with a child or have played a meaningful role in a child's life are the child's guardians. When one parent moves out, it does not matter who the child lives with:  
both parents continue to be guardians. Only a court order or agreement can change guardianship. Guardians have parenting time and parental responsibilities.
- Parenting time is the time a guardian spends with the child.
- Parental responsibilities are the responsibilities you have when raising a child, including:
  - making the daily decisions when you are taking care of the child;
  - making important decisions about things like the child's education, religion, and medical treatment;
  - receiving information about the child from others, including about the child's health and education, and
  - protecting the child's legal and financial interests.
- Contact with a child is the time a person who is not a guardian spends with the child.

The terms custody and access are used under the federal *Divorce Act*.

When a family is living together, the parents share both custody and guardianship of their children. That means the parents together are responsible for providing food, shelter, and clothing, for making decisions about how the children will be brought up, and for managing any money or property the children may own. Once they separate, however, the responsibilities may

be carried out by just one parent or shared between the parents. After separation or divorce, the parent who has "custody" is the parent who lives with the children and provides daily care.

- Custody means who a child lives with and who has the rights and responsibilities to make decisions about the child. Custody can be sole, joint, shared, or split.
  1. Sole custody is when only one parent has custody of a child or children.
  2. Joint custody is when both parents share custody responsibilities.
  3. Shared custody is similar to joint custody, but where each parent spends at least 40 percent of their time with the child.
  4. Split custody occurs where there is more than one child, and each parent assumes custody for different children. It is rare in Canada for a court to recommend split custody.
  
- Access is the time children spend with the parent they do not usually live with. Other people (including grandparents, aunts and uncles, and other relatives) can apply for access to a child.

## **Interim Supervision/Custody Order**

If there is enough evidence at the presentation hearing to suggest the child needs protection, a judge will make an interim custody order, which covers the time between the end of the presentation hearing and when a decision about a subsequent order is made at the end of the protection hearing. An interim order may be a "supervision" or "custody" order.

There are two types of interim supervision orders:

1. Child stays with parent but under the supervision of the ministry or delegated Aboriginal agency. The supervision order will include terms that must be followed in order for the child to remain with the parent.
  
2. Child is placed in the custody of a person other than a parent under the supervision of the ministry or delegated Aboriginal agency. This second type of interim supervision order is also a type of interim custody order, for the person granted interim custody of the child has the same rights and responsibilities towards the child that would have been exercised by the ministry or delegated Aboriginal agency if the child were in the interim custody of the ministry or delegated Aboriginal agency. The order will state how the child will be cared for and whether visitation is allowed.

## Protection Orders (formerly Restraining Orders)

There are three types of protection orders:

1. **Peace bond (criminal court):** A judge in criminal court can make a protection order called a peace bond that says the applicant's partner must "be of good behaviour and keep the peace" for up to 12 months. This means the applicant's partner must not harass (contact often) or threaten the applicant (and/or their children).
2. **No contact order (criminal court):** A judge in criminal court can make a protection order called a no contact order when an applicant's partner has been arrested, charged with threatening or assaulting them, and put in jail. The judge can let the applicant's partner out of jail with a no contact order that says the partner cannot see or talk to the applicant or his/her children and must stay away from his/her home and work. The applicant and partner cannot phone or write to each other or ask someone to pass messages between them.
3. **Family law protection order (family court):** A judge in family court (Provincial or Supreme Court) can make a family law protection order when there is a risk of family violence.

Family violence includes when:

- the applicant or a family member are abused physically, emotionally, psychologically, or sexually;
- the applicant is followed or stalked;
- the applicant's property is damaged; and/or • the applicant's child is exposed to family violence.

The protection order can be to protect the applicant or any other family member who is at risk of family violence. When a judge makes a protection order, the applicant receives a copy and is expected to always keep it with them. If the order includes children, applicants are encouraged to give a copy to anyone who takes care of the children — such as their teachers, childcare providers, coaches, or other instructors. Protected individuals are encouraged to tell caregivers to call the police if their partner does not follow the conditions in the order.

Breaches of a family law protection order will be a criminal offence and may be enforced under section 127 of the Criminal Code.

## Amendments to the Family Law Act

The Justice Statutes Amendment Act came into effect May 26, 2014. It amends the Family Law Act to clarify sections related to the division of property at the end of a spousal relationship, including the division of the interests of spouses in trusts and gifts received during a

relationship, as well as the choice of rules for property division court proceedings. Additionally, the amendments made by the act strengthen the protection order provisions of the Family Law Act by defining “weapon” and “firearm,” and by specifically authorizing judges to prohibit individuals from possessing documents necessary to legally own or possess a weapon or firearm.

The Justice Statutes Amendment Act also makes corrections and clarifications to the legislation that was affected when the FLA was enacted.

## **BC Protection Order Registry**

In BC, the central Protection Order Registry (POR) has records of protection orders made by BC family and criminal courts. Law enforcement officers can access these records upon request.

## **Bail-Family Law Act**

Bail is a court order releasing an accused from custody while they are awaiting trial and requiring them to obey certain conditions and return to court on a specific date. A bail order sets out what the accused may or may not do while the charges are outstanding. Violation of a bail order is a criminal offence and leads to an automatic forfeiture of bail and the potential for further fines and imprisonment. The bail order may be made by a Judge, a Justice of the Peace, or a Police Officer. If the bail order states an individual is to have no contact with a person or persons, directly or indirectly (called a *no contact order*), then that individual:

- Cannot contact them in person (he/she cannot see them, gesture to them, speak to them or phone them).
- Cannot write them a letter or send them a message.
- Cannot ask another person to contact them on behalf of the individual or give them a message.
- Cannot contact them in any other way.

## **Resources**

### **BC Society for Transition Houses**

[BC Society of Transition Houses \(bcsth.ca\)](http://bcsth.ca)

### **Family Law - Legal Services Society**

<http://www.familylaw.lss.bc.ca/>

[Legal Aid BC - Free legal help for BC residents](#)

**For Your Protection Brochure**

[www.lss.bc.ca/pdfs/publications/pub/your-protection](http://www.lss.bc.ca/pdfs/publications/pub/your-protection)

**Justice BC**

<http://www.justicebc.ca>

**Representative for Children and Youth Report – Honouring Kaitlynn, Max, and Cordon:  
Make Their Voices Heard Now** (March 2012)

[Reports Archives | Office of the Representative for Children and Youth - RCYBC](#)

[www.rcybc.ca](http://www.rcybc.ca)

**VictimLink BC** (family violence phone service for confidential help and information)

1-800-563-0808 (call no charge, 24 hours every day) TTY Accessible by calling 604-875-0885;  
text

604-836-6381; email [victimlink@bc211.ca](mailto:victimlink@bc211.ca)

[VictimLinkBC - Province of British Columbia \(gov.bc.ca\)](#)

**Violence Against Women in Relationships (VAWIR) Policy (Updated 2010)**

[What is violence against women? - Province of British Columbia \(gov.bc.ca\)](#)

## Appendix P - Summary of Domestic Violence



### SUMMARY OF DOMESTIC VIOLENCE RISK FACTORS














This icon indicates the risk factors that Police Officers must be aware of when conducting evidence-based, risk -focused Domestic Violence investigations.









This icon indicates a risk factor associated with the greatest potential for LETHAL violence.













This icon indicates a risk factor that if present must be included (at a minimum) in the documentation for a Bail Hearing.

Suspect History		
 	<b>Suspect's Criminal Violence History</b>	<ul style="list-style-type: none"> <li>Does the Suspect have a history of threats, violence, sex assaults, and criminal harassment?</li> </ul> <p><b>Note:</b> One of the most common research findings is that Offenders with a history of violence are much more likely to engage in future violence than those with no such history.</p>
 	<b>Previous Domestic Violence History</b>	<ul style="list-style-type: none"> <li>Is there a history of violence or abusive behaviour in a previous Intimate Partner Relationship?</li> <li>Is there any history of threats or actual violence or abusive behaviour against other members of the household including children, other family members or family pets?</li> </ul>
	<b>Court Orders</b>	<ul style="list-style-type: none"> <li>Has the Suspect ever violated a Court Order?</li> <li>Is the Suspect presently bound by any Court Orders?</li> <li>Is the Suspect in a reverse onus situation for bail?</li> </ul>
	<b>Alcohol/Drugs</b>	<ul style="list-style-type: none"> <li>Does the Suspect have a history of drug or alcohol abuse?</li> </ul>
	<b>Employment Instability</b>	<ul style="list-style-type: none"> <li>Is the Suspect unemployed or experiencing financial problems?</li> </ul>
 	<b>Mental Illness</b>	<ul style="list-style-type: none"> <li>Does the Suspect have a history of mental illness (e.g., Depression or paranoia)?</li> </ul>
 	<b>Suicidal Ideation</b>	<ul style="list-style-type: none"> <li>Has the Suspect threatened or attempted suicide? (If <b>YES</b>, when and how?)</li> </ul>

Access to Weapons/Firearms		
	<b>Weapons/Firearms (Used or Threatened?)</b>	<ul style="list-style-type: none"> <li>Has the Suspect used or threatened to use a firearm or weapon against the complainant, family member, children or an animal?</li> </ul>
	<b>Access to Weapons/Firearms</b>	<ul style="list-style-type: none"> <li>Does the Suspect have access to weapons/firearms?</li> </ul>

Complainants Perceptions of Risk		
 	<b>Complainant's Perception of Personal Safety</b>	<ul style="list-style-type: none"> <li>Does the complainant believe the Suspect will disobey terms of release particularly a no contact order?</li> </ul>
 	<b>Complainant's Perception of Future Violence</b>	<ul style="list-style-type: none"> <li>Does the complainant fear further violence if the Suspect should be released from custody?</li> <li>What access is there to the Victim and what is the basis of the Victim's fear?</li> </ul>

Relationship History		
 	<b>Current Status of the Relationship</b>	<ul style="list-style-type: none"> <li>Is there past, recent or pending separation in the relationship? <b>Note:</b> Social science experts say that where there are controlling coercive behaviours, the intensity and lethality of violence often escalates after the victim leaves the relationship.</li> </ul>
	<b>Escalation in Abuse</b>	<ul style="list-style-type: none"> <li>Is there escalation in the frequency/intensity of violence or abuse towards the complainant, family members, a pet, or another person?</li> </ul>
	<b>Children Exposed</b>	<ul style="list-style-type: none"> <li>Are there children, under 19 years of age, in the family who are living in the home?</li> <li>Who are the parents and is there a custody dispute? (<b>Note:</b> Contact the Ministry of Children and Families.)</li> </ul>
	<b>Threats</b>	<ul style="list-style-type: none"> <li>Has the Suspect ever threatened to kill or harm the complainant, a family member, another person, children, or a pet?</li> </ul>
	<b>Forced Sex</b>	<ul style="list-style-type: none"> <li>Has the Suspect ever forced sex on the complainant?</li> </ul>
 	<b>Strangling, Choking or Biting</b>	<ul style="list-style-type: none"> <li>Has the Suspect ever strangled, choked, or bit the complainant?</li> </ul>
	<b>Stalking</b>	<ul style="list-style-type: none"> <li>Has the Suspect displayed jealous behaviours, stalked, or harassed the complainant or a previous intimate partner?</li> </ul>
	<b>Information on Relative Social Powerlessness</b>	<ul style="list-style-type: none"> <li>Are marginalization factors present (i.e., drugs, alcohol, pregnancy, etc.)?</li> <li>Are cultural factors present (i.e., family pressures, religious beliefs, gender inequality, etc.)?</li> </ul>

## Appendix Q - Domestic Violence Resources

### Domestic Violence Resources

Child, Family and Community Services Act (CFCSA) *amendments and changes – Effective June 1, 2014*

#### Support services for families

- 5 (1) A director may make a written agreement with a parent to provide, or to assist the parent to purchase, services to support and assist a family to care for a child.
- (2) The services may include, but are not limited to, the following
- (f) services to support children who witness domestic violence

#### When protection is needed

- 13 (1) A child needs protection in the following circumstances:
- a. if the child has been, or is likely to be, physically harmed by the child's parent;
  - b. if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
  - c. if the child has been, or is likely to be, physically harmed, sexually abused, or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
  - d. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
  - e. if the child is emotionally harmed by
    - i. the parent's conduct, or
    - ii. living in a situation where there is domestic violence by or towards a person with whom the child resides;
  - f. if the child is deprived of necessary health care;
  - g. if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
  - h. if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
  - i. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
  - j. if the child's parent is dead and adequate provision has not been made for the child's care;
  - k. if the child has been abandoned and adequate provision has not been made for the child's care;

- i. if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force
- (1.1) For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
    - a. encouraged or helped to engage in prostitution, or
    - b. coerced or inveigled into engaging in prostitution.
  - (1.2) For the purpose of subsection (1) (a) and (c) but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with who the child resides.
- (2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates severe:
    - (a) anxiety,
    - (b) depression,
    - (c) withdrawal, or
    - (d) self-destructive or aggressive behaviour

### **Custody**

When a family is living together, the parents share both custody and guardianship of their children. That means the parents together are responsible for providing food, shelter, and clothing, for making decisions about how the children will be brought up, and for managing any money or property the children may own. Once they separate, however, the responsibilities may be carried out by just one parent or shared between the parents. After separation or divorce, the parent who has "custody" is the parent who lives with the children and provides daily care. These are the four types of custody awarded in Canada:

1. **Sole custody** is when only one parent has custody of a child or children.
2. **Joint custody** is when both parents share custody responsibilities.
3. **Shared custody** is similar to joint custody, but where each parent spends at least 40 percent of their time with the child.
4. **Split custody** occurs where there is more than one child, and each parent assumes custody for different children. It is rare in Canada for a court to recommend split custody.

### **Interim Supervision/Custody Order**

Interim orders are orders that cover the time between the end of the presentation hearing and when a final decision is made at the end of the protection hearing. An interim order may be a "custody" or a "supervision" order. A judge will give interim custody to the ministry if there is enough evidence at the presentation hearing to suggest the child needs protection. There are two types of interim supervision

orders:

1. Child stays with parent, but the ministry will supervise. The order will include terms that must be followed in order to keep the child.
2. Child is removed and stays with relatives or in foster care. The ministry will supervise the child's care in the new home. The order will state how the child will be cared for and whether visitation is allowed.

### **Restraining Order**

When a couple separates, sometimes one spouse harasses or annoys the other spouse, particularly if the other spouse ended the relationship because of abuse. In these circumstances, the spouse and their family lawyer may seek personal restraining order that acts to restrain one spouse from harassing the other spouse. This type of order can simply prohibit one spouse from having any contact with the other spouse or have specific conditions such as forbidding contact with the other spouse except to allow access to the children at a certain time.

### **Bail**

Bail is a court order releasing an accused from custody while they are awaiting trial and requiring them to obey certain conditions and return to court on a specific date. A **bail order** sets out what the accused may or may not do while the charges are outstanding. Violation of a bail order is a criminal offence and leads to an automatic forfeiture of bail and the potential for further fines and imprisonment. The bail order may be made by a Judge, a Justice of the Peace, or a Police Officer. If the bail order states an individual is to have no contact with a person or persons, directly or indirectly (**called a no contact order**), then that individual:

- Cannot contact them in person (he/she cannot see them, gesture to them, speak to them or phone them).
- Cannot write them a letter or send them a message.
- Cannot ask another person to contact them on behalf of the individual or give them a message.
- Cannot contact them in any other way.

### **Domestic Violence Web Resources**

#### **Gender-based violence, sexual assault, and domestic violence**

<http://www.domesticviolencebc.ca/>

BC Society for Transition. <http://bcsth.ca>

Ending Violence Association of BC – Be More Than a Bystander Program (school-based workshops). <http://endingviolence.org/prevention-programs/be-more-than-a-bystander/>

Representative for Children and Youth Report – Honouring Kaitlynne, Max, and Cordon: Make Their Voices Heard Now (March 2012). <http://www.rcybc.ca/reports-andpublications/reports/cid-reviews-and-investigations/honouring-kaitlynne-max-and-cordon>

### **Student Mental Health Web Resources**

Kelty Mental Health Resource Centre.. [keltymentalhealth.ca](http://keltymentalhealth.ca)

It is important to recognize that mental health challenges are common. At some point in our lifetime, most of us will either struggle with a mental health challenge ourselves or know someone who is affected by on. Many people with mental health challenges live happy and productive lives and create many meaningful relationships.

## Appendix R - Diversity/Discrimination Resource Library

### Web-Based Resources

**Gay, Lesbian, and Straight Education Network (GLSEN).** Tools and Tips [www.glsen.org](http://www.glsen.org)

**AMSSA** (The Affiliation of Multicultural Societies and Services of BC).  
[www.amssa.org](http://www.amssa.org)

**Immigrant and Multicultural Services Society,** [www.imss.ca](http://www.imss.ca)

**Qmunity Gab Youth,** [www.qmunity.ca/get-support/youth/](http://www.qmunity.ca/get-support/youth/)

### Video Resources

#### **Apples and Oranges/National Film Board of Canada**

[www.nfb.ca/film/apples\\_and\\_oranges](http://www.nfb.ca/film/apples_and_oranges)

Produced by Tamara Lynch; Directed by Lynne Fernie; Written by Lynne Fernie, Laura Koterski  
This program is designed to raise children's awareness of the harmful effects of homophobia and gender-related name calling intolerance, stereotyping, and bullying. During an in-class discussion among elementary students and an equity educator, children's paintings magically dissolve into two short, animated stories. These stories will help students of all elementary grades explore name calling and bullying

#### **Making Friends When You Have a Learning Disability**

The National Center for Learning Disabilities

[Making Friends When You Have a Learning Disability](#)

2013 Anne Ford and Allegra Ford Thomas Scholars discuss their experiences with making friends and offer tips to make social life easier for kids with learning disabilities and their parents.

#### **In Other Words/ by Jan Padgett**

Published Montreal, Quebec: National Film Board of Canada, c2001.

[www.nfb.ca/film/in\\_other\\_words](http://www.nfb.ca/film/in_other_words)

Name-calling and cruel language hurt, say the teens who speak in this documentary video. Homophobic language is a common verbal put-down among young people, but many adults are uncomfortable responding to it. 'In Other Words' speaks directly to teens and offers a valuable tool to teachers, counsellors and community youth leaders who want to explore the homophobic language heard both in and out of schools -- the words themselves, their origins, how young people feel about them, and how to overcome the hurt and anger they cause.

## Classroom-Based Resources

### **Rainbows and Triangles; A Curriculum Document for Challenging Homophobia and Heterosexism in the K-6 Classroom by Toronto District School Board**

This is a compilation of lesson plans, definitions, FAQs, resource lists and community contact. Age-appropriate teaching strategies are given to present concepts of diverse family structures, human rights, discrimination, homophobia and how to challenge discrimination. To obtain copies, contact the Toronto School Board.

**egale.ca**

[http://egale.ca/wp-content/uploads/2015/09/MyGSA\\_ON\\_Resource\\_CompleteKit.pdf](http://egale.ca/wp-content/uploads/2015/09/MyGSA_ON_Resource_CompleteKit.pdf)

**GLSEN**

**Glsen.org**

Our research and experience have shown that there are four major ways that schools can cultivate a safe and supportive environment for all of their students, regardless of sexual orientation, gender identity or expression. [These Four Supports](#) are the focus of GLSEN's programs, advocacy, research, and policy work.

**The Laramie**

**Project by Moises**

Kaufman.

[Laramie Project](#)

[\(knpr.org\)](http://knpr.org)

Play (text) or DVD

For a year and a half, following the murder of Matthew Shepard, Moises Kaufman and his Tectonic Theater Project conducted hundreds of interviews with the citizens of Laramie, Wyoming, to create this portrait of a town struggling with a horrific event. The savage killing of Shepard, a young gay man, has become an international symbol of the struggle against intolerance. But for the people of Laramie, both friends of Matthew and those who hated him without knowing him, the tragedy was personal. In a chorus of voices, The Laramie Project allows those most deeply affected to speak, and the result is a brilliantly moving theatrical creation.

Obtain copies at [www.amazon.ca](http://www.amazon.ca)

