



**Brainstorming
Session**

Adult Volunteers: Bullying and Harassment within School Communities

*Finding Unity amongst the education community in addressing adult
bullying and harassment.*



Manitoba Association of Parent Councils

Adult Volunteers: Bullying and Harassment within School Communities

Finding Unity amongst the education community in addressing adult bullying and harassment.

1. Who should be involved and what should be their role?

- All parties directly involved (everyone): parents, grandparents, all school community i.e. administrators, principals, teachers, superintendents, bus drivers, caretakers, school trustees, students, school boards, education authorities, community
- Counselor/Social Worker - Role: experts relating to conflict issue and support, assess need to involve children
- Psychologists, guidance counselor, resource teacher - Role: neutral third party (mediation)
- Manitoba Education for provincial strategy, to set direction
- Administrators – Role: educates, act as mediators
- Parent councils – Role: act as mediators, advocates, establish protocol policies
- General population, School community – Role: be educated, aware of what a “safe” school is, whatever possible roles they may find themselves in
- Winnipeg Police Services in extreme cases
- Peer support groups
- Media
- Curriculum developers to include workshops

2. Identifying challenges in dealing with adult bullies

- Canadian politeness
- Fear of reprisal
- Lack of process – no knowledge of what the process is
- Fear of further conflict or conflict escalating

- Too time consuming
- Very emotionally tiring
- Costs career, mental and physical health, family relationships
- A code of silence
- Self-confidence: Feeling alone and self-blame
 - Maybe the problem is me
 - Might think we are the only one targeted and we're not
 - Embarrassed of being bullied
- Communication
- Bully in position of power, no middle person
- Lack of skills: How do I do this? Do I have a disability that might affect how I do this?
- Ego of bully, bullied, bystander
- Conflict of interest: small town, employee of school
- History: how we were brought up, past experience, cultural beliefs
- Sense of isolation: as the one who was bullied, am I the only one?
- Sense of powerlessness
- Uncertainty about reactions: violence, defensive behaviour, offensive behaviour
- Concern about mental health
- Unaware of impact of behavior: words chosen (hurtful, offensive), lack of respect for privacy
- Power of authority: who is responsible to address the incident
- Dismissing feelings of victim
- “Bully” language shuts down open conversation about bully’s perspective

3. Identifying the available resources

- Facilitated Solutions by Barbara Coloroso
- “Unethical Behaviour in the Workplace” handbook
- Women’s Centres
- Professional Development for staff about several aspects of bullying
- Faith-based organizations
- MLA/ elected official
- Conflict coach
- Counseling services
- Immigration/newcomer services

- Community/cultural associations
- Local neighbourhood resources
- Red Cross Respect Education – companion piece for adults in a school community
- Rainbow Resource Centre
- Human Resources department of different companies
- Manitoba and Canadian Human Rights Commission
- Profiling inclusive cultures in school
- MAPC/MAPC Advocacy Project
- Community Living Manitoba/Winnipeg
- Family Resource Centre in schools
- Asperger Manitoba Inc.
- Manitoba Education working together document: people resources that can be consulted
- School Division administration
- School Trustees
- Resources officers and police service
- Mediation services and resolution skills centres
- Advocate, peer to peer, family, colleagues, community mental health, resource teachers, guidance counselors
- Healthy PAC, books, research, movies, internet, Safe School Manitoba, spiritual leaders

4. What preventative measures can be taken?

- Education on:
 - define adults within respectful school guidelines, define adult bullying
 - dealing with difficult people, power, bullies
 - assertive communication
 - strategy if and when bullying occurs; support both parties, listen, be curious and non-judgmental, neutral third party (mediation)
 - raise awareness
- Educators and administration teams, all levels including parents and students, need education about adult bullying, need inter-connectedness
- Training (school division) including parents and community in positive communication strategies
- Respect for people first: language consideration
- Establish ground rules for acceptable behaviour and policies

- Assess how community members are feeling periodically: don't wait for a crisis
- Empower self and others: Conflict Resolution Skills
- Healthy conflict resolutions
- Person of authority/ leader/person who has influence
- Take ownership of your actions
- Apologize
- Create safe environment
- A policy with consequences
- Being part of the health curriculum