

Quincy Mack (#11)

| KEY ELEMENTS OF A SCHOOL BULLYING PREVENTION PROGRAM | Present in Submitted Program | Absent in Submitted Program | Comments |
|--|-------------------------------------|------------------------------------|---|
| The program defines bullying. | √ | | |
| The program identifies different forms of bullying. | √ | | |
| The program addresses specific issues identified in schools. | √ | | |
| The program focuses on healthy relationships, and explains the bullying dynamic. | √ | | |
| The program includes training materials and guides for educators, students, parents, and school staff on the issue of bullying and on bullying prevention strategies. | | √ | |
| The program takes a multi-faceted approach: <i>school-wide education</i> (targets the whole school community and is embedded in the curriculum); <i>routine interventions</i> (specifies strategies for students involved in bullying and victims of bullying); and <i>intensive interventions</i> (identifies supports for students involved in repeated bullying and victimization, with possible recourse to community/social service resources). | √ | | |
| The intervention strategies address peer processes that can promote prevention and stop bullying. | √ | | |
| The program is <i>systemic</i> (it involves parents, peers, classes, staff, and the wider community), and is ongoing (it is integrated into daily classroom activities in reading, art, and other curriculum elements). | √ | | Integrated into activities through follow-up to presentation |
| The program includes interventions and support for students who are bullied and those who bully. | | √ | |
| The program helps to develop protocols for safe reporting of bullying incidents. | | √ | |
| The program has an evaluation component. | | √ | |
| The program has safe intervention programs for bystanders. | | √ | |
| The program promotes a healthy social school environment. | √ | | |
| The program promotes development and/or improvement of students' social behaviour. | √ | | |

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