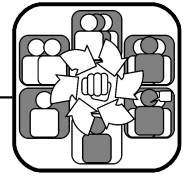


# The Bullying Rule



## Evaluating Rules and By-Laws

Review the “Bullying By-laws” handout. Relate the bylaws to the rules that you have in your classroom and the rules that you have in your school and consider the following questions.

- 1) Why do these rules exist?
- 2) Who do they protect?
- 3) Who do they harm?
- 4) What are the consequences for breaking these rules?
- 5) How are the consequences made meaningful?
- 6) How are future offences prevented?
- 7) How is the offender be rehabilitated?
- 8) How will the offender be reintegrated back into the classroom, school or community?
- 9) How is the public protected?
- 10) How is the offender held accountable for their actions?
- 11) How does the consequence consider the maturity of the youth?
- 12) How is the consequence fair?
- 13) How are the rights and privacy of the offender and the victim being protected?
- 14) How is the response timely? What is an appropriate time frame for beginning and completing the consequence?
- 15) How is the community involved in the consequence?
- 16) How are both the youth and the victim being supported?
- 17) What mental or developmental considerations that need to be made?
- 18) How are any special welfare needs (safety, housing, food) the offender has considered?

\*\* (Questions 4-18 above have been adapted from the basic principles of the Youth Criminal Justice Act)

# The Bullying Rule



## Developing your own rule

1) Review your school's handbook, rules, or rights and responsibilities statement.

a) What kind of environment does your school want to project?

b) How can your school cause any kind of positive behavioural change if a student has a problem living up to these expectations?

c) There may be changes and adaptations to rules and over time in order to respond to arising issues, but a cultural response to any community issue may be the most pervasive and effective response. How does your school or community foster a caring and supportive culture – not just through its rules and policy but through its actions? What are some specific examples that you see?

2) Working in small groups, evaluate your current classroom rules, the school rules and the various bullying bylaws.

a) What do they have in common that relates to bullying or addresses the bullying?

b) What is missing?

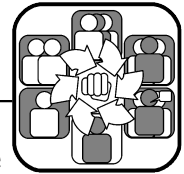
3) Using your answers from question 2 a) and b) above, develop a classroom or school wide anti-bullying rule.

4) How will you implement the rule?

5) What are the consequences of the rule?

6) What are the supports offered within the rule?

# Bullying By-laws



A number of communities in Alberta have instituted a bullying bylaw. Section 7(a,b,c) of the Alberta Municipal Government Act R.S.A 2000, c. M-26 <http://www.qp.gov.ab.ca/Documents/acts/M26.CFM> enables municipalities to regulate issues relating to health, welfare and safety; people and activities in public places; and public nuisances. The following are instances where Municipalities in Alberta have considered this act in addressing bullying:

## Edmonton:

In Edmonton, bullying is addressed in the Public Places Bylaw #7608 <http://www.edmonton.ca/bylaws/C7608.DOC>. Part 4, Article 407(1-2).

This bylaw relates to repeatedly communicating with minors in public places in such a way that the minor may feel harassed. Offences carry a \$250 fine.

## Grande Prairie:

The Article 10 of the City of Grande Prairie's Noise, Nuisance and Public Disturbances bylaw, #C-1103 <http://www.cityofgp.com/citygov/dept/cityclerk/bylaws/bc1103.htm> specifically mentions bullying. It expands the scope to include incidences of bullying in public places and on public property, as well as via written or electronic communication. They identify the scope of bullying to include comments, conduct or displays towards a person that may cause physical or emotional distress. The fine for first offence is \$250, and for a second offence from \$500-2500, however, this charge may be withdrawn if the individual is offered and attends an educational anti-bullying session.

## Rocky Mountain House:

Rocky Mountain House has a comprehensive bullying bylaw, bylaw 04/05V <http://www.rockymtnhouse.com/Word-pdf/By-0405V-Bullying.pdf>, which also applies to those who encourage or cheer on a bully. The bylaw includes communication with a person that makes them feel bullied or encouraging or cheering on a person who is bullying. The definition of bullying includes real or threatened physical abuse, verbal abuse, emotional abuse, and extortion, be it in person, written or electronic.

The fine for a first offence is \$250 and for a second offence up to \$1000 (or six months imprisonment for non-payment). For bystanders the fine is \$100 and \$250 respectively.

## Calgary:

The city of Calgary does not have a bullying bylaw. The decision to not have a bullying bylaw was a conscious and purposeful decision based on consultation with various organizations within the community and informed by current research of bullying prevention. Their intentions actively support anti-bullying programs through other means and strategies which speak to taking a comprehensive approach to correcting behaviour rather than punishment and zero tolerance policies. For more background on this decision visit the Action Committee Against Violence Website <http://www.acav.org/bullyingHarassment.php#background>.