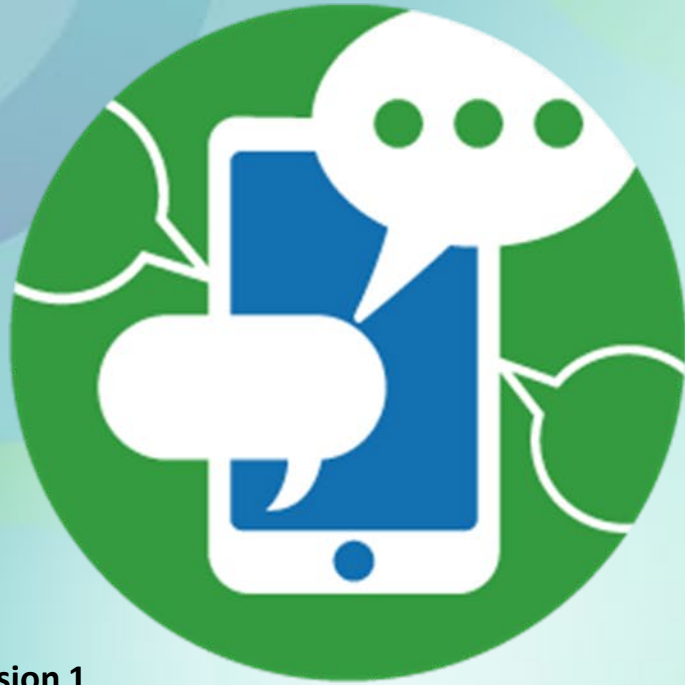# A Leader's Approach to Cyberviolence & Cyberbullying

Healthy Relationships
A Leader's Approach to Cyberbullying and Cyberviolence

Session 1
**Tuesday, December 3, 2024**
10:00 - 11:00 a.m. EDT

Land Acknowledgement

We acknowledge this land on which our work and the work of our partners takes place. It is the traditional land of many nations, including the Mississaugas of the Credit, the Haudenosaunee, and the Anishinaabe. We are thankful to live and work here and share in a spirit of peace, friendship and respect.

Housekeeping Items
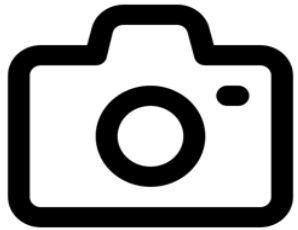
- **Recording**: Today's session will be recorded. Images may be posted on social media, and the recording may be made available for viewing later

- **Interactions:** Please mute your microphones. Raise your hand when you wish to ask a question. Participants will be invited to unmute and speak. We encourage you to turn on your camera when speaking, but this is not necessary.

- **Social Media**: Please share your ideas and key takeaways from today using your social media feeds and invite colleagues to join us in future meetings.

In partnership with

CATHOLIC PRINCIPALS' LEADERSHIP DEVELOPMENT | ONTARIO

LEADERSHIP EN ACTION

PRINCIPAL ASSOCIATION PROJECTS

Victim Services Toronto

A service partner of the

CATHOLIC PRINCIPALS' COUNCIL | ONTARIO

A service partner of the

ADFO
Association des directions et directions adjointes des écoles franco-ontariennes

A service partner of the

Ontario Principals' Council

Funding provided by

Ontario

Goals of the Cyberviolence & Cyberbullying Series

A Leaders Approach to Cyberbullying and Cyberviolence

❖ Share existing resources and partnerships

❖ Increase awareness of cyberviolence and cyberbullying supports and responses

❖ Gather feedback from Principals and Vice-Principals about your thoughts and needs with respect to planning for or responding to incidents of cyberviolence and cyberbullying in your schools

Session 1 -- December 3   What's happening now? What's available for leaders?
Session 2 -- January 23   Who do leaders talk to? What can leaders do?
Session 3 -- March 18   What's new for leaders in the evolving digital landscape?
Session 4 -- May 1   How do leaders plan?

Healthy Relationships In a Digital World Toolkit

CPCO Toolkit

OPC Toolkit

Includes list of Victim Services across Ontario and translated documents.

OPC Website

CPCO Website

Healthy Relationships: Navigating Cyberbullying and Cyberviolence

"This is my commandment, that you love one another as I have loved you." John 15:12

Helping Students Help Students

Principals and vice-principals want to assist you because you are a friend, ally, parent/guardian or witness to a student who has been hurt.

Do you know that principals/vice-principals know that...
- students who have been bullied tend to reach out to their friends first?
- your relationship to someone who has been hurt is important in their healing process?
- you may be the difference for someone who was hurt?
- all incidents of cyberbullying must be taken seriously?
- students may be hesitant to speak up for fear of repercussions, being judged, not being believed, losing their device, being disciplined or even being outed?

Principals and vice-principals are here to help YOU...too!

Did you know...
- most cyberbullies and victims know each other?
- 50% of youth and 30% of parents/guardians say they have witnessed cyberbullying?
- 65% of youth say that they would tell a friend over a parent/guardian or trusted adult?

So what can you do to help?
- Trust your principal or vice-principal to help you!
- Do not respond to the texts or messages
- Block the user
- Adjust your privacy settings
- Report the behaviour through the social media site, to your teachers, your parent/guardian or another trusted adult
- Talk to someone you trust

"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another." John 13:34

Healthy Relationships: Navigating Cyberbullying and Cyberviolence
Listening to What Students Have to Say!

Q&A

What did we learn from students? (Student Survey 2023)
- "Sometimes it's the comments on posts that affect the targeted student more than the post itself"
- Majority of students expressed serious concerns in the cyber world about harassment, bullying and violence
- The most vulnerable student groups identify as female, racialized youth and 2SLGBTQQIA+
- These learnings are prevalent in both elementary and secondary schools

Top reasons students do not report cyberviolence

1 Fear of
- repercussion (being hurt or outed)
- not being believed
- being judged
- losing access to devices

2 Does not want
- personal information disclosed
- family members knowing

3 Feelings of
- shame
- humiliation
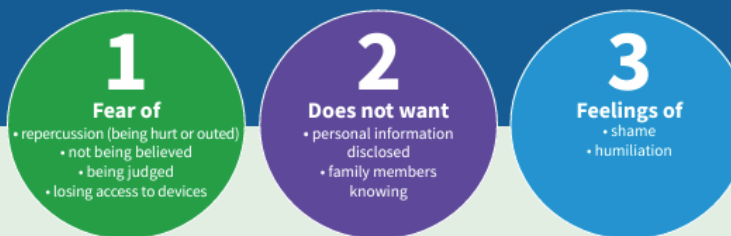
Students also said...
- "Not all cyberbullying is one sided and some students can lash out in response" (retaliation gets the penalty)
- "People often feel ashamed to say anything so discussing it openly and how you can stop it or having anonymous submissions would feel less stressful to young people"
- "The victims may not be the people who you expect"
- Building a relationship before an incident occurs is critical
- All reports are important

- Use discretion with all reports
- Take extra precaution to create safe environments (i.e., no cell phones in change rooms)
- Follow up with all reports
- Consider anonymous options for reporting for fearful victims
- Learn the slang or culture of students
- Never discount an incident and wait for something else to happen

Statistics Canada says...
Online harms faced by youth and young adults: The prevalence and nature of cybervictimization

A Leader's Proactive Approach...

HEALTHY RELATIONSHIPS: Navigating Cyberviolence and Cyberbullying
PROACTIVE PLANNING (DRAFT) (Version March 2021)

THIS TOOL... PROCESS	WHY IS THIS IMPORTANT?	RESOURCES
This tool is designed to support the School Improvement Planning Process and paying specific attention to cyberviolence/bullying. It is to be used in a reflective manner considering the current School Improvement Plan for Student Achievement and Well-Being (SIPSAW) as well as the Board Plan and any Ministry of Education initiatives. Education and addressing the culture of understanding regarding prevention of cyber violence/bullying can lead to powerful effects in school communities. Awareness is powerful and sets the stage for a positive learning atmosphere to emerge.	**Canadian Red Cross:** Canadian teachers ranked cyberbullying the highest concern out of six listed options—89 % said bullying and violence are serious problems in public schools **Stop A Bully Canada:** 1 in 5 Canadian Teens have witnessed online Bullying 25% of kids between 12-15 have witnessed cyberbullying 25% of girls and 17% of boys have witnessed online harassment 51% of all teens have had negative experience with social networking 16% said someone posted an embarrassing photo of them 76% of educators consider cyberbullying as big an issue as smoking (75%) and drugs (75%) 1 in 4 educators have been cyberharassment victims **Ontario's Strategy to End Human Trafficking:** Sex traffickers often recruit and groom by becoming a 'trusted' friend	Statistics Canada: Cyberbullying and Luring Stop A Bully Canada Media Smarts PREVNet Royal Canadian Mounted Police Cyber Bullying Resources Kids Help Phone 1 800 668 6868 Victim Services Toronto: T.E.A.R.™ (Teens Ending Abusive Relationships) Social Media Engagement #TEARtalk
GENERAL GUIDING QUESTIONS	**POLICIES/PROCEDURES/PROTOCOLS**	**CONTACTS**
- What is cyberviolence/bullying? - Is cybersafety being addressed in school/class planning in age appropriate ways in a pro-active manner? - What does my school community need to understand about cyberviolence? - How is information shared? - What is the role of school/community supports? - How might I handle an incident of cyberviolence/bullying? - What are the best or promising practices that need to be explored? - What can I do today to help students avoid pitfalls in our digital world? - How are we creating safe digital citizens in our school? - What is the duty to report?	Download and become familiar with: Education Act – relevant sections Local Board Code of Conduct (online code of conduct) Acceptable use policy and Bring Your Own Device (BYOD) Police and school board procedures and protocol PPM 144 – Bullying Prevention and Intervention PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour Publication of an intimate image without consent (Criminal Code, 1985, c. C-46, S.162.1) Child Protection Laws dealing with cyberviolent/bullying Incidents Child Pornography (Criminal Code, 1985, c. C-46, **163.1**) Child Pornography Reporting Act, 2008, S.O. 2008, c. 21 - Bill 37	**Complete the Name and phone Number in the event of a reportable cyber violent incident, according to board protocols.** School Superintendent: _____ Safe School Personnel cyberviolence: _____ Safe and Accepting Schools Team: _____ Media Relations (public relations) Personnel: _____ Police Division (liaison officer): _____ School social worker/attendance counselor: _____ Crisis Response Team Lead: _____ Victim Services (local): _____ Crime Stoppers: https://222tips.com/ : 1 (800) 222 TIPS (8477) Police Radio Room:_____ Police Provincial/Local:_____

PLANNING	AWARENESS
STUDENTS What are some opportunities for students to learn about and become aware of cyberviolence/bullying? (integrated into curriculum) Consider: proactive assemblies, invite guest speakers; conduct student safety survey; inserts for student agendas; student council meetings; question and answer forum for students; review acceptable use policy and BYOD; digital leadership among students, online etiquette "see something, say something" responsibility; law Celebration and recognition of inclusive activities (pink shirt, white ribbon, anti-bully, violence against women, mental health awareness month) **STAFF** What are some ways to develop staff awareness of professional obligations with OCT (professional advisory) and with school board? What opportunities are there for staff to access resources to promote awareness and positive learning environments online? Consider: various methods of sharing of information with staff; insert in internal message systems; including agenda items on various committees (health and safety, CCC, etc.); offer support for online training and education; review acceptable use policies. **PARENTS/GUARDIANS** What are some opportunities for parents to learn about cyberviolence/bullying? Are there specific pieces of information that parents/guardian need to promote safe and healthy online interactions for their children? Consider: inviting guest speaker at school council meetings; inserts for school agenda; parent/guardian survey; dedicate portion of the welcome September/Curriculum night to acceptable use policies and BYOD; share strategies to build healthy conversations about the digital world.	The landscape is constantly changing for our students and it requires us to be aware of and monitor the following: - Mental Health and Well-Being - Student Achievement - Noticeable differences in attendance, demeanor, appearance, peer and parental relations etc. - Societal trends (i.e. Human Trafficking, risky behavior) - Technological trends (i.e. social media platforms, evolving social media features)

A Leader's Reactive/Responsive Approach…

HEALTHY RELATIONSHIPS: Navigating Cyberviolence and Cyberbullying

REACTIVE PLANNING (DRAFT) (Version November 2019)

LEADERSHIP EN ACTION · CATHOLIC PRINCIPALS' LEADERSHIP DEVELOPMENT ONTARIO · PRINCIPAL ASSOCIATION PROJECTS

Funding provided by: Ontario

THIS TOOL…	DEFINITIONS (common language across sectors)	BEST PRACTICES
… is designed to assist in dealing with a cyberviolent incident and provides: • Current understandings and definitions • Thought process for IMMEDIATE, SHORT-TERM and LONG-TERM actions • Considerations for students, staff, parents and community members • A critical piece entitled *Best Practices*	**Child:** Individuals under the age of 12 years old **Youth:** Individuals aged 12 – 17 years old **Adult:** Individuals aged 18 years and older **Cyberviolence:** Umbrella term used to describe a wide range of online behaviours which are intentionally done to hurt others. Including but not limited to Cyberbullying, Cyberharassment, Cyber Sexual Harassment, Sextortion, Luring and non-consensual distribution of intimate images.	• Contact police if you believe a criminal offence has occurred • Follow board/school policies/procedures and respective police school board protocols • Turn off/secure/confiscate the personal electronic device from the student and have someone witness when you do so
General Guiding Questions • What has happened? (Identify all definitions that apply to this incident) • School and/or criminal investigation? • What is being done? (Consult Board policies, procedures and practices) • Who needs to be notified? (Consult Board policies, procedures and practices) • What is the potential for escalation?	**Child Pornography:** A photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means, including written and audio recordings (ex. text-based chats, voice messages and video conversations) (i) that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or (ii) the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years.	• **Not recommend** that you search the device unless you believe there is an immediate threat to the safety of a student/child • **Not recommend** that you send, save, share or print any images from the device • Document details of the incident • Inform relevant board personnel
RESPONSE	**Cyberbullying:** Behaviour directed towards another individual or group with the intent to cause emotional harm through the use of technology such as the internet and electronic devices. Including but not limited to hateful/insulting text messages/emails, private and public messages online, non-consensual revealing of an individual's sexual orientation, gender identity or gender expression, making fake accounts on social networking sites to ridicule others, spreading rumours/gossiping about other people online.	**Potential legal repercussions for viewing, possessing and/or sharing child pornography can occur
IMMEDIATE • Are the student(s) in need of immediate support and/or protection? • Criminality? (Is it illegal or is it inappropriate?) Do police need to be called? If so, secure evidence and notify board personnel (see Best Practices) • Consent: was it obtained and mutual? • Who was involved in this incident? Age: identify age of all involved • What transpired? (Incident, time, date, location) • Was the incident captured, recorded, if so how? Does it involve self or others? • Was the recorded incident distributed? How? To whom? • How widely was the image shared? Containment? Are more schools involved? • Securing evidence (see Best Practices)	**Cyberharassment:** Repeated unwanted communication with another individual through the use of technology either directly or indirectly including but not limited to text messages, e-mails, private and public messages online. **Cyber Sexual Harassment:** Repeated unwanted communication of a sexual nature with another individual through the use of technology either directly or indirectly including but not limited to text messages, e-mails, private and public posts. This can include sexual name-calling, sexual putdowns, intimidating sexual jokes, non-consensual revealing of an individual's sexual orientation, gender identity or gender expression, sending, receiving or requesting unwanted sexual images.	**NOTES:**
SHORT TERM • Who needs to be notified? (Superintendent, Parents/Guardians, Board Personnel) • Supports (PSW, child youth worker, children aid society, guidance and student success, victim services, chaplain, community agencies, public health, school based mental health team) • Complete documentation • Consequences (discipline, support and reentry if necessary)	**Human Trafficking:** Recruitment, transportation, transfer, harbouring, or receipt of persons by improper means for illegal purposes including sexual exploitation and forced labour. **Luring:** Any individual who by means of telecommunication, communicates with anyone under the age of 18 yrs old, for the purpose of committing a sexual crime such as but not limited to sexual assault, creating child pornography and sexual exploitation. Telecommunication can include text messages, emails, online private and public posts.	
LONG TERM • Staff meeting • Review content of staff and student agenda • Plan professional development for staff and school council • Investigate other proactive measures (review current practice and process) • Community and Parent outreach	**Sexting:** The act of individuals who consensually create, send and share sexual images and/or videos and/or engage in text-based conversations of a sexual nature with their peers via the internet, electronic devices and/or any other means of communication. **Sextortion:** Anyone who uses another individual's intimate images to threaten them into sending more intimate images and/or videos by means of electronic devices and/or the internet. **Online Grooming:** is when a person builds an emotional connection with a child/young person to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking via social media or internet.	

Victim Services Toronto · CATHOLIC PRINCIPALS' LEADERSHIP DEVELOPMENT ONTARIO · PRINCIPAL ASSOCIATION PROJECTS

Your Thoughts…

HEALTHY RELATIONSHIPS: Navigating Cyberviolence and Cyberbullying
PROACTIVE PLANNING (DRAFT) (Version March 2021)

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GENERAL GUIDING QUESTIONS	POLICIES/PROCEDURES/PROTOCOLS
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PLANNING
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LONG TERM • Staff meeting • Review content of staff and student agenda • Plan professional development for staff and school council • Investigate other proactive measures (review current practice and process) • Community and Parent outreach	**Online Grooming:** is when a person builds an emotional connection with a child/young person to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking via social media or internet.	

Placemat Tool Survey

Follow-up Survey on Proactive and Reactive Place Tools

Reminder:
Session 2 January 23   Who do leaders talk to? What can leaders do?

Session 3 March 18   What's new for leaders in the Evolving Digital Landscape

Session 4 May 1   How do leaders plan?

Contact us

Catholic Principals' Council of Ontario (CPCO)	Ontario Principals' Council (OPC)	Victim Services Toronto (VST)
www.cpco.on.ca	**www.principals.ca**	**www.victimservicestoronto.com**
info@cpco.on.ca	**learning@principals.ca**	**info@vstoronto.com**