ALBERTA'S PLAN FOR PROMOTING HEALTHY RELATIONSHIPS AND PREVENTING BULLYING

Alberta Government

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MINISTERS' MESSAGE

Every Albertan deserves to be treated with respect and dignity, and to feel safe and welcome in their home, community, school, workplace and online. *Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying* is a call to action for all of us to help create a caring, respectful, safe and inclusive province.

We know that when people feel respected and included through healthy relationships, they are more likely to reach their potential, give back to their community and promote healthy relationships with others. Bullying behaviours, on the other hand, accomplish just the opposite. They promote fear and threaten the safety and well-being of individuals, families and our society as a whole. When bullying happens, all of us suffer.

Albertans agree, bullying is unacceptable in any situation or circumstance. They want continued action to prevent bullying and promote healthy relationships. Our latest research shows that nearly 9 in 10 Albertans believe bullying prevention should be an urgent priority for themselves, their community and the provincial government.

Since the release of our first provincial strategy in 2005, we have made important progress to increase awareness of bullying and put resources towards stopping it. However, we have more work to do. This new plan recognizes that bullying affects people of all ages and backgrounds, not just children. Bullying also happens in many different places – including at work and through technology. We also recognize that bullying behaviours impact people's mental health, which is why mental health supports in schools and communities is critical.

We need a comprehensive, collaborative approach to promoting healthy relationships and preventing bullying. This plan supports and builds on the good work happening in communities across the province and aims to turn the corner, moving beyond awareness to permanently changing attitudes and behaviours.

We must work together – parents, students, educators, employers, seniors, coaches, players, government and community leaders – to achieve the change we seek. By committing to the goals and actions in this plan, we will create a respectful and inclusive province for Albertans – now and for the future.

(Original signed by)

(Original signed by)

Honourable Heather Klimchuk
Minister of Human Services

Honourable Gordon Dirks
Minister of Education

ALBERTA'S PLAN FOR PROMOTING HEALTHY RELATIONSHIPS AND PREVENTING BULLYING

EXECUTIVE SUMMARY

Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying builds on the important work already underway within government and the broader community. It draws upon the most current research and insights, with a focus on supporting people to be in healthy relationships and mitigating the risk factors to prevent bullying behaviours.

Healthy relationships consist of a connection between people that increases well-being, are mutually enjoyable and enhance or maintain each individual's positive self-concept.

Alberta was one of the first jurisdictions in Canada to recognize bullying behaviour as a societal issue. In 2004, the Government of Alberta convened the Alberta's Roundtable on Family Violence and Bullying, which led to a number of bullying prevention campaigns and initiatives to increase awareness of bullying behaviours and their negative impacts. These include supports for children and parents, the Bullying Helpline (1-888-456-2323) and the BullyFreeAlberta.ca website. For a list of prevention campaigns and initiatives, please see Appendix A.

A Foundation of Healthy Relationships

This new plan shines a light on the importance of building and maintaining healthy relationships. It draws upon people's inherent capacity and desire to be part of a positive and respectful culture. The focus of this plan is to encourage all Albertans to interact kindly and respectfully with each other, and influence broader societal changes through focused strategies and priorities to create positive and respectful cultures. Bullying issues will be addressed through the development of healthy relationships.

Our Vision

Our vision is bold. To make it happen, we need to focus on relationships between people and extend our influence to create systemic changes that transform how and what people consider to be acceptable human interactions. This is not about adding more programs or creating new initiatives.

We are talking about integrating respectful, healthy behaviours into all aspects of society — families, workplaces, sporting events and schools.

Vision: An Alberta where all individuals thrive in healthy relationships and all environments are bully-free.

We all need to be a part of this change. Building healthy relationships and positive cultures requires fostering an understanding that differences are not something that should set people apart, but rather, an expression of diversity that should be embraced. This plan aims to support the concept that differences enhance our experience as a society. It also strives to inspire collective responsibility for creating welcoming, caring, respectful, safe and inclusive environments. Highlights of how this plan is different:

- Acknowledges that parents, other caregivers and early childhood educators play an important role in modelling and promoting healthy relationship skills, values and acceptable behaviours in young children.

- Draws upon scientific research which indicates that the brain adapts to life experiences and that positive interactions promote healthy brain development.

- Identifies bullying as an unhealthy behaviour that not only affects children and youth, but people of all ages and in multiple environments (e.g., home, school, work, community, sports and leisure).

- Acknowledges the diversity of Albertans and calls for responsive and flexible solutions to meet the unique needs of diverse groups and communities.

- Adopts a primary prevention approach to promote healthy relationships through social and emotional development and learning.

- Uses a socio-ecological approach to address the complex interplay among the different environments that influence attitudes and behaviours.

- Includes the importance of mental health supports and strategies to build resiliency.

Strategic Priorities

The concepts, strategic directions and priorities were developed through research and community engagement. **There are five priorities in this plan:**

1. Enhance public awareness and education.

2. Support increased opportunities for collaboration and knowledge networks.

3. Support welcoming, caring, respectful and safe learning environments.

4. Promote healthy and safe workplace cultures.

5. Establish evaluation and accountability measures.

Outcomes

We will measure our progress every two years using these outcomes:

- Albertans develop and maintain healthy relationships.

- The incidences of bullying behaviours and cyberbullying are reduced.

- Albertans will know how to take appropriate action when they see, experience or engage in bullying behaviours, including cyberbullying.

- Albertans have improved access to resources and mental health supports.

- Albertans feel safe and respected at home, school, in the workplace and throughout all communities.

- Alberta communities promote inclusive, healthy and respectful relationships.

The implementation of this new plan will be guided by both the *Social Policy Framework* and *Inspiring Education*, using a whole-government approach that recognizes the importance of community and stakeholder engagement.

A multi-dimensional approach is essential. This is not simply about change at the relationship level — we need to ensure that change is happening throughout our society.

Healthy

The Government of Alberta is committed to working with our partners to make lasting social change. This kind of large-scale societal change will take time, energy and resources. It requires broad, cross-sector leadership, coordination, collaboration and engaged citizens.

Healthy relationships are important to the health and well-being of all Albertans. We believe that together, we can create an even stronger Alberta, abundant with caring, safe, respectful and welcoming citizens, schools, workplaces and communities.

Protected

UNPACKING THE MATTER

Healthy Relationships = Healthy Development

The experiences that a person has from the day they are born – and throughout their life – impact their development. Interactions with parents, siblings, caregivers and teachers establish the architecture of the developing brain. Positive interactions provide a base for good mental function and better overall health. Conversely, negative or 'toxic' stress, like abuse, neglect or ongoing bullying, weaken the brain structure and open up the possibility for future developmental and behavioural challenges.

Healthy relationships provide:

- security and stability;

- a sense of being valued and belonging;

- support to develop resiliency (e.g., social-emotional learning, bully proofing) and guidance to learn essential skills; and

- protection from excessive stress.

Building Healthy Relationships is Not Just Child's Play

Creating caring and respectful communities stem from a foundation of healthy interpersonal relationships. Research shows that healthy relationship skills begin to form at an early age and continue to develop throughout a person's lifetime. Young children especially need good role models – in every environment – to learn the basics of how to be in healthy and respectful relationships. This type of social and emotional development and learning not only takes place at home and with extended family, but also in schools, daycares, with friends and peers, at community-based activities and places of worship. Essentially, anyone who interacts with an infant, child, adolescent or teen, needs to have the appropriate skills to nurture and support their development. Adults play a key role in helping young people develop the skills to problem-solve and deal with adversity, as well as how to be respectful, caring and compassionate.

> The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born.[1]

The ABCs of Healthy Relationships

Healthy relationships are based on the belief that everyone has value and is equal, and that the power in a relationship is shared. Characteristics of a healthy relationship include respect, trust, support, accountability, honesty, shared responsibility, fairness and non-threatening behaviour. Conflict is a disagreement of opinion or interest between people. Those involved may get frustrated or angry, but healthy conflict is resolved through negotiation rather than the misuse of power.

Bullying is an Unhealthy Behaviour

Unlike conflict, bullying is not a part of healthy relationships. Bullying is a toxic stress that happens between two people, within a peer group or in a group setting. It can also happen between total strangers and spread quickly when acts of bullying are transmitted and retransmitted through the Internet.

Like many social issues, bullying is complex and does not have a single cause. There are many factors that contribute to bullying, including a desire for power or dominance, peer influence, and a negative school, home or work environment.

Exposure to violence or bullying behaviours in the home or in school increases the risk that children might consider this normal behaviour.

Bullying behaviours are a form of aggression and can be:

- verbal (e.g., name-calling, insults, racial, sexual or homophobic comments, put-downs, threats);

- social or relational (e.g., excluding, isolating, spreading rumors, gossiping, ganging up); and

- physical (e.g., poking, elbowing, hitting).

Bullying is defined as repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Cyberbullying

The widespread adoption of new communication technologies has enabled the migration of bullying behaviour into cyberspace — hence the name 'cyberbullying.' What makes cyberbullying different and particularly dangerous is that it can spread instantly, anonymously or through impersonation and can remain online indefinitely.

One particular form of cyberbullying involves the non-consensual distribution of personal or intimate photos or videos. In addition to being a vengeful violation of privacy, it is a degrading form of harassment, causing victims embarrassment and humiliation — not to mention, it is also a criminal act.

Connecting Cyberbullying with Other Issues

The sharing of images also occurs in the context of sexual assault, and the victims of this crime are largely female. Young women are most vulnerable and they are most at risk from young men they know. The consequences can be devastating, and the harm sexual assault victims experience is exponentially intensified when images related to the assault are distributed and retransmitted over and over again. This form of cyberbullying is gaining increasing attention in Canada, due in part to the fact that it has been cited in a number of high-profile teen suicides. However, experts warn against directly linking suicide to cyberbullying. The focus rather needs to be on increasing mental health awareness and mental health resources for young people.

Societal Influences and the Media

The messages communicated through social and cultural norms provide an important backdrop to understanding bullying. Repeated exposure to messages that condone or accept the expression of violence in our society may normalize negative behaviours. This is particularly the case with the media, which plays a significant role in shaping what people consider normal and acceptable. Violence and aggression are often portrayed by entertainment and sports media as glamorous and exciting, having few negative consequences and leading to increased power and attention.

Bullying at Work

Bullying can happen in any workplace — offices, shops, restaurants, factories, etc. Bullying behaviours can be expressed by managers, co-workers, or clients who are furthering their own agenda at the expense of others. Regardless of motivation, people who utilize bullying behaviours in the workplace continue to do so when they get away with it.

Dr. James Garbarino, an expert on causes of violence in children, points out "…bullying is not simply a matter of a few 'bad' kids attacking a few 'weak' kids. Bullying grows out of and feeds into social environments — dyadic (interaction between two people) relationships, systems of peer relations, structures of adult authority, school systems and a larger culture."[2]

Bullying in Sports

Sports can be an emotional, competitive environment, which is not immune to acts of bullying. Bullying before, during or after a sporting event can take many forms, for example:

- spectators verbally abusing players, referees, coaches or other spectators;

- making unreasonable demands related to performance;

- denying or discounting a player's performance; and

- threats or acts of violence.

The Bystander Effect

Another contributing aspect to bullying is the presence of bystanders who witness bullying behaviours, yet do nothing to stop it. When bullying goes unchecked, the implicit message is that it is acceptable behaviour. Lack of intervention gives people who bully more power, and encourages them to continue bullying. Bystander interventions have shown to be effective in reducing bullying by 50 per cent.[3]

The Impact of Bullying

People who are bullied may suffer from loneliness, depression, low self-esteem or chronic stress. They may skip school or work in an attempt to avoid their aggressor. In some cases, they might retaliate aggressively or through self-harm. Children who are bullied often experience chronic stress and are more likely to experience headaches, stomach aches, bed wetting, difficulties sleeping and depressive symptoms. Youth who bully are more likely to engage in substance use and delinquency, engage in physical aggression to dating partners, and be at risk for mental health problems.

Bullying has an impact on all Albertans, including increased costs to:

- health and mental health systems that are called on to respond to the effects of bullying behaviours;

- schools and workplaces through loss of productivity and absences;

- education systems and workplaces that must put mechanisms in place to deal with bullying incidents; and

- justice systems that must enforce laws and apply consequences.

Most importantly, the human cost is immeasurable for people whose lives are impacted by bullying.

Support

A DEMONSTRATED NEED FOR RENEWED ACTION

All Albertans deserve a strong foundation of healthy relationships and positive experiences throughout their lives. People are more productive when their environment is positive. A recent study indicates that when children have a mentor, they do better in school, have higher self-esteem, and are less likely to be involved in crime or drugs.[4] The same study determined the social return on investment was $18 for every dollar spent. According to a 2009–2010 World Health Organization (WHO) survey, Canadian children, aged 11 to 15, indicated their relationships with their parents and peers was of a low quality. Canada ranked near the bottom; between 29th and 34th of 38 countries.[5] These and the following statistics support the need for a comprehensive, province-wide plan.

Canadian Statistics

Of the 38 countries, Canada's rankings on the quality of youths' relationships were generally poor.

- On the ease of communication with parents, Canadian youth ranked poorly, between 21st and 34th.

- On the quality of relationships with classmates, Canadian youth ranked poorly, between 27th and 32nd.

- On rates of bullying, Canadian youth ranked poorly, between 20th and 21st.

- On victimization, Canadian youth ranked poorly, between 24th and 30th.

- On liking school, a measure of school connectedness, Canadian youth ranked poorly, between 15th and 23rd.

A 2010 study funded by the Public Health Agency of Canada[6] found that:

- Of the 26,000 students surveyed, 75 per cent reported being involved in bullying in some way.

- Of the 75 per cent, 22 per cent reported being a target of bullying; 12 per cent reported bullying others; and 41 per cent reported both bullying others and being a target of bullying.

- While the number of children who report bullying others is decreasing, the number of children who were targets of bullying behaviours remains at about one in four students.

Statistics Canada's Self-reported Internet Victimization in Canada, 2009,[7] reported that:

- 7 per cent of Internet users aged 18 or older have been cyberbullied.

- The most common forms of cyberbullying involved receiving threatening or aggressive e-mails or instant messages (73 per cent) and receiving hateful comments (55 per cent).

- Internet users of chat sites and social networking sites were almost three times more likely to experience cyberbullying than Internet users who did not use these sites.

Caring

- Men were more likely to be bullied by a stranger than women (46 per cent versus 34 per cent) and women were more likely than men to be bullied by a classmate or co-worker (13 per cent versus 6 per cent).

A 2013 national survey of Canadian students in Grades 4–11,[8] when asked about mean and cruel behaviours online revealed:

- 23 per cent had said or done something mean or cruel to someone online.

- 37 per cent reported that someone had said or done something mean or cruel to them online that made them feel bad.

- Engagement in mean and cruel online behaviour increased across the grades, from a low of six per cent in Grade 4, to 31 per cent in Grade 8, to a high of 38 per cent in Grade 11. Being the target of mean or cruel behaviour also increased with age.

- Boys were more likely than girls to harass someone in online games, sexually harass someone or make fun of someone's race, ethnicity, religion or sexual orientation.

- Girls were more likely than boys to post embarrassing photos/videos of someone else or call someone a name.

- 55 per cent of students who participated in mean and cruel online behaviours said they were "just joking around." Boys (64 per cent) were more likely than girls (45 per cent) to use this excuse.

- 31 per cent reported being threatened online. Boys and older students were more likely to make online threats. Girls were twice as likely as boys to see online threats as a serious problem.

- Of the 80–90 per cent of individuals who witness bullying behaviours, only 10–25 per cent intervene.[3]

Alberta's Statistics

- A 2009 survey of Alberta children and youth found that 50 per cent had been bullied since the start of the school year and 36 per cent admitted to participating in bullying.[9]

- The 2014 Albertans' Perceptions of Family Violence and Bullying Survey[10-11] revealed:

  - 72 per cent of Albertans have heard, seen or read information on the prevention of bullying in the past year, which is consistent with the 2012 survey. It is an increase of 15 per cent from 2010.

  - 70 per cent of Albertans feel they are better able to help in bullying situations because of the information heard, seen or read. This is an increase of 5 per cent from 2010.

  - 32 per cent of Albertans view bullying as a normal part of growing up; agreement with that statement is significantly higher among males than females (38 per cent versus 27 per cent).

- Studies suggest the range of bullying among workers in Canada is between 10–45 percent.[12-13]

Resilient

CREATING A NEW PLAN TOGETHER

Strengthening our Social Fabric

Social fabric is a term often used to describe the complex relationships and connections among people, organizations and communities. A number of factors and trends have converged over a period of time that has impacted relationships in homes, schools, communities and workplaces. These may include negative uses of technology and social media, isolation of elders and newcomers, discrimination among minorities, limited public spaces, and a general lack of cohesion among people and communities. In order to decrease or eliminate bullying behaviours, we need to work together – holistically – to create a civil society, built on healthy and respectful relationships.

A Collaborative Effort

This plan was developed by the Government of Alberta as a cross-ministry initiative, with significant input from key community stakeholders and leaders. It evolved through consideration of municipal, provincial and federal legislation, research and promising practices. Our inclusive processes brought together a variety of perspectives and voices, including a think tank of leading experts from across Canada and consultations with stakeholders, youth, researchers and academics. The research and collaboration included:

- A comprehensive review of the current research on bullying behaviours and promising practices.

- Key learnings identified from evaluation reports completed on bullying prevention initiatives in Alberta since 2004.

- Consultations, including a think tank, with several field and content experts reflective of the lifespan from government, community and post-secondary institutions.

- Interviews with community partners to learn what is currently happening across the province and to gather perspectives on the most significant priorities.

- Regular input from Alberta's Prevention of Bullying Youth Committee to include a youth perspective.

- Key elements from the new *Education Act* requiring school boards to provide welcoming, caring, respectful and safe learning environments that include the establishment of a code of conduct for students that addresses bullying behaviour.

- An internal review of key Government of Alberta prevention initiatives, frameworks and strategies, including the *Social Policy Framework* and *Inspiring Education*.

Research and Community Informed

Key themes that were identified through the consultations and research include:

- A number of factors contribute to the complex issue of bullying, including individual, relational, community, organizational and societal spheres of influence.

- Individuals working with children and youth, both within schools and beyond, need to be role models for healthy relationships and need to be skilled at addressing bullying behaviours when they occur.

- Preschool enrichment and social development programming that focus on the acquisition of prosocial skills, such as self-awareness and management, moral development, and healthy relationships, can prevent aggression and bullying, improve social skills, boost educational achievement and improve job prospects.

- The advent of the Internet and social media has created a new, often anonymous, form of bullying behaviour known as cyberbullying. This technology can instantly increase the number of people who participate in or witness bullying behaviours.

- The dynamics of bullying behaviours are much broader than the relationship between two people and are strongly influenced by the social environments in which people live, learn, work and play.

- Bullying prevention needs a lifespan approach, focused across multiple settings.

- Bullying prevention strategies need to incorporate practices for societal change (primary prevention). It is not just about creating awareness, but also about shifting fundamental attitudes and beliefs relating to how people interact with one another.

- Bystanders and peers play critical roles in preventing bullying behaviours and supporting healthy, respectful relationships.

- Bullying behaviours can be an early marker for current and future mental health problems. Likewise, mental health issues increase the likelihood of bullying and often are an outcome for those who experience bullying.

For a comprehensive list of consultation and research themes, refer to Appendix C.

Mental Health

PROMOTING HEALTHY RESPECTFUL RELATIONSHIPS TO PREVENT BULLYING

Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying is a comprehensive approach that aspires to prevent, reduce and ultimately eliminate bullying behaviours through the promotion of healthy relationships.

The development of prosocial behaviours leads to strong and healthy relationships, which in turn supports positive cultures in schools, workplaces and other social settings. Healthy development starts at home in the early years of life. Children who grow up in healthy family relationships develop the skills that form the foundation for healthy relationships through adolescence and into adulthood.

Social and Emotional Learning

Social and emotional development and learning encourages the promotion of healthy relationships. It is a process of acquiring and applying core competencies related to:

- self-awareness;

- self-management;

- social awareness;

- relationship skills; and

- responsible decision-making.

Social and emotional learning and competencies provide the following benefits:

- builds protective factors for all children and youth, and consequently for all adults;

- develops cognitive skills in children to help them succeed in school and beyond; and

- improves academic performance, school completion, job attainment and relationships.

Healthy development is contingent on healthy relationships.

Prevention

Guiding Principles

- **Lifespan Approach and Multiple Settings** – Recognize the need to build healthy relationships and prevent bullying behaviours at all stages of life and across multiple settings.

- **Shared Responsibility** – Responsibility for ending bullying is shared among all Albertans – from individuals, families and communities, to the private, non-profit and public sectors.

- **Human Rights Perspective** – Bullying is unacceptable in any form and is a violation of human rights.

- **Culturally Appropriate** – Attitudes, values and diverse social realities are considered through research and in the planning, delivery and implementation of policy and practice.

- **Gender-Analysis** – Policies, programs and initiatives are assessed through a gender lens in order to respond to various expressions of gender identity and diversity.

- **Primary Prevention** – Teach, build and support prosocial behaviours that promote healthy relationships starting in early childhood and throughout the various stages of life.

- **Evidence-Informed** – Strategies and actions are anchored in practices known to be effective and implementation efforts are evaluated.

- **Collaboration** – Prevention and intervention services and supports are jointly planned and delivered in partnership with communities, private and non-profit sectors, and government.

- **Whole Society Approach** – A collective effort of government and communities to promote healthy societies and relationship skills and to prevent, reduce and end bullying behaviours in Alberta.

Strategic Priorities

There are **five priorities** outlined in this plan.

1. Enhance public awareness and education.

2. Support increased opportunities for collaboration and knowledge networks.

3. Support welcoming, caring, respectful and safe learning environments.

4. Promote healthy and safe workplace cultures.

5. Establish evaluation and accountability measures.

The priorities contain goals and strategies that are intended to impact individuals, families, communities, organizations and society at large. They have been designed to leverage the important work already underway in the community and within the Government of Alberta.

How Will We Measure Success?

We will know that we are making a positive change based on these outcomes:

- Albertans have the skills needed to develop and maintain healthy relationships and, as a result, experience positive relationships.

- The incidences and prevalence of bullying behaviours and cyberbullying is reduced.

- Albertans have improved access to resources and mental health supports.

- Albertans will know how to take appropriate action to stop bullying when they see, experience or engage in bullying or cyberbullying behaviours.

- Albertans feel safe and respected at home, school, in their workplace and communities.

- Alberta communities promote healthy relationships.

PRIORITY 1: ENHANCE PUBLIC AWARENESS AND EDUCATION

The Government of Alberta and our partners have undertaken significant work to create public awareness of what constitutes bullying behaviours and how to take personal and collective responsibility to stop them. This plan aims to build on this work by increasing efforts to raise awareness and educate people about how to be in healthy, respectful relationships.

One-third of Albertans believe bullying is a normal part of growing up.

In 2012, an Ipsos-Reid survey[10] found that the majority of Albertans recognize a range of bullying behaviours, are generally well-equipped to identify when a young person is being bullied, and would take appropriate actions if a child or youth in their household was experiencing bullying behaviours. While this reflects positively on government and community efforts, the survey also identified some concerns, particularly that an increasing number of Albertans believe that bullying is a normal part of growing up.

Enhancing investments in public awareness and education that targets all ages and multiple settings is essential to build on the results achieved to date, while addressing specific concerns.

GOAL

Create a common understanding of healthy relationships and bullying behaviours.

Strategies

- Use clear and consistent definitions of healthy relationships and bullying behaviours.

- Create and implement public awareness and educational campaigns, including resources that reflect the diversity of Alberta's communities, including Aboriginal peoples, gender and sexual minorities and ethno-cultural communities.

- Increase the use of social media to promote healthy relationships as a bullying prevention approach.

- Support parent and family engagement to develop and maintain healthy relationships, with a focus on the early foundational relationships between parents and their children.

GOAL

Encourage Alberta communities to promote healthy relationships and take action against bullying and cyberbullying.

Strategies

- Recognize and promote events focused on raising awareness of the importance of developing and maintaining healthy relationships and preventing bullying, such as National Bullying Awareness Week and Pink Shirt Day.

- Support community-based projects or initiatives that implement evidence-informed practices to promote healthy relationships, prevent bullying behaviours and build resiliency.

- Build on the work of the Alberta Prevention of Bullying Youth Committee and other youth committees to inform and educate community practice in the promotion of healthy relationships.

- Promote the Bullying Helpline and the use of social media technology so that Albertans are aware that information and help is available 24-hours a day/365 days a year.

- Work in partnership with community-based organizations to support complementary social media campaigns at the local level.

- Support/develop an awards program for individuals and organizations, including workplaces, to recognize excellence in promoting healthy relationships and preventing bullying.

- Ensure key stakeholders across government and community partners are aware of pertinent programs and know how to link children, youth and families to appropriate services, including mental health supports.

Happy

PRIORITY 2: SUPPORT INCREASED OPPORTUNITIES FOR COLLABORATION AND KNOWLEDGE NETWORKS

Government, stakeholders and community partners have made progress to address and prevent bullying behaviours, yet no one organization has all the knowledge, supports or resources required to prevent bullying and promote healthy relationships. Developing a coordinated and comprehensive approach will help us achieve the desired outcomes and inspire healthy values and behaviours, resiliency, restorative practices and peer mentoring.

GOAL

Develop partnerships and networks where governments, educational institutions, businesses and community partners work together to promote healthy relationships and prevent bullying behaviours.

Strategies

- Support leadership and networks, including those in rural, remote and diverse communities, to promote healthy relationships, prevent bullying behaviours and respond to bullying when it occurs.

- Develop criteria and guidelines to support individuals, organizations, workplaces and communities in identifying evidence-informed services, supports and/or programs to ensure the needs of their unique populations are met.

- Engage with associations, clubs, arts, sports and recreation groups, to ensure coaches, officials and leaders have the knowledge and skills needed to address and prevent bullying behaviours and create environments that promote healthy relationships.

- Work with Alberta's Promise to engage the business, non-profit and community partners to recognize and promote healthy relationships in their communities.

- Support the efforts of the Alberta Mentoring Partnership so that every child or youth who needs a mentor has access to one.

- Strengthen our work with federal, provincial, territorial and municipal governments on the legislative aspects of bullying and cyberbullying.

- Work with government and community partners to implement *Addressing Elder Abuse in Alberta: A Strategy for Collective Action*.

- Develop research and academic partnerships to further understand bullying and to increase the impact of promoting healthy relationships.

- Work with Internet service providers (industry), police and related stakeholders to develop response protocols regarding cyberbullying.

GOAL

Ensure stakeholders have access to relevant and meaningful research, information, tools and resources.

Strategies

- Work with community organizations, municipalities, post-secondary institutions, schools, businesses and other partners to host conferences, think tanks, communities of practice, and knowledge mobilization events focused on building the capacity of communities, practitioners, academics, researchers and policy makers to promote healthy relationship development and address bullying behaviours.

- Ensure information, tools and resources are culturally relevant (including Aboriginal peoples, ethno-cultural and sexual and gender minorities) and support families and practitioners in promoting healthy relationships and addressing bullying behaviours.

- Support the development and provision of coordinated and integrated services across the lifespan and in multiple settings.

- Promote the importance of seamless navigation for children, youth and families across systems to support optimum access to services.

- Align with *Creating Connections: Alberta's Addiction and Mental Health Strategy* to ensure both the impact of bullying on mental health and the mental health issues that may be precursors to bullying behaviours are identified and addressed.

- Align with health partners to ensure mental health supports, such as web- and telephone-based supports, are available for people who experience and engage in bullying behaviour.

- Support professional development for educators, parents and other caregivers, social workers, community agencies and workplaces, that is focused on trauma-informed practices and the importance of early brain and biological development as a protective factor in the development of healthy relationships.

Safe

PRIORITY 3: SUPPORT WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

A comprehensive, coordinated approach that connects learners, families, learning environments and the larger community is the best way to promote healthy relationships and prevent bullying behaviours. Much of the work done in schools to date has been program-based. A shift to creating learning environments that are inclusive, welcoming, caring, respectful and safe, requires a comprehensive approach in schools. Modelling of healthy and respectful relationships must be integrated into all school activities and curriculum on a daily basis. The following three goals were developed in consideration of the distinct learning environments and learners (preschoolers, children and youth in Kindergarten to Grade 12, and adults in post-secondary programs).

GOAL

Enhance the capacity of early learning providers and caregivers to create welcoming, caring, respectful and safe learning environments for children (birth to age six) that promote social and emotional learning, mental health and healthy relationships.

Strategies

- Implement practices that promote the skills of young children to develop healthy relationships through the *Early Learning and Child Care Curriculum Framework* and *An Alberta Approach to Early Childhood Development*.

- Work with the Early Childhood Development Community Coalitions to build the capacity of communities to support parents and caregivers and their young children's development of healthy relationship skills.

GOAL

Enhance the capacity of Kindergarten to Grade 12 schools and school authorities to create welcoming, caring, respectful and safe learning environments that promote school connectedness, mental health and healthy relationships.

Strategies

- Support school communities to identify the extent to which the learning environment is welcoming, caring, respectful, safe and inclusive for students, families, staff and community partners. Based on this assessment, support school communities to determine which services, supports and/or programming will best meet their needs.

- Promote Alberta's Kindergarten to Grade 12 wellness-related programs of study focused on supporting children and youth to develop relationship and communication skills, personal and social responsibility and resiliency, through a whole-school approach.

- Support implementation of social and emotional learning outcomes in Kindergarten to Grade 12 programs of study.

- Work with post-secondary institutions and the education community to ensure pre-service and practicing teachers, as well as others who work in classrooms and schools, have the knowledge and skills to create learning environments that promote healthy relationships and prevent bullying.

- Support schools and school authorities to develop and communicate policies, including a student code of conduct, which promote welcoming, caring, respectful, safe and inclusive learning environments, for all students and staff.

- Enhance the ability of school staff to promote positive mental health and to use evidence-informed prevention, problem-solving and restorative practices to address bullying behaviours through a comprehensive whole-school approach.

- Support mentoring initiatives to promote healthy, respectful behaviours and resiliency.

- Ensure support is provided to students impacted by bullying behaviours and those who engage in bullying behaviours.

- Support schools and school authorities to collaborate with community partners to provide meaningful, inclusive and evidence-informed supports and services.

GOAL

Increase capacity within post-secondary institutions to create welcoming, caring, respectful and safe learning environments that promote mental health and healthy relationships.

Strategies

- Work with post-secondary institutions to support awareness, knowledge and supports for promoting healthy relationships and preventing bullying behaviours.

Respectful

PRIORITY 4: PROMOTE HEALTHY WORKPLACE CULTURES

A healthy workplace culture is respectful, safe, supportive and values diversity. People are valued and respected; communication is polite and courteous; conflict is handled in a positive and respectful manner; and disrespectful behaviour and bullying are effectively addressed.

To prevent bullying, employers need to establish a strong organizational stance on creating a healthy workplace, beginning with the development of guiding principles that reflect desired workplace behaviour. Expectations of behaviour are articulated and supported through policies, protocols and modeled by senior leadership. People also need to be informed on how to respond to conflicts in the workplace.

Healthy workplace cultures are the responsibility of both employer and employees, committed to creating and sustaining an environment where bullying behaviours, workplace incivility and workplace violence are not accepted, and ultimately, do not exist.

GOAL

Support Albertans to work in positive, healthy and respectful workplaces.

Strategies

- Define healthy, respectful workplace cultures through consultation with human resource organizations and experts, educational institutions, employees and employers.

- Promote strategies to attract, develop and retain staff that model promoting healthy, respectful relationships and positive corporate values.

- Provide and promote tools and resources to support healthy workplace cultures, including fact sheets, information sessions and examples of codes of conduct.

- Support research that substantiates promising practices for promoting healthy workplaces, preventing and addressing bullying in the workplace, and the impact of unhealthy workplace cultures.

- Encourage the development of policies and procedures for:

  - reporting and investigating incidents related to bullying behaviours in the workplace;

  - addressing incidents related to bullying behaviours in the workplace, including workplace incivility and workplace violence; and

  - supporting the advancement of psychologically healthy and safe workplaces.

- Support employers and employees to promote positive mental health and to use prevention, problem-solving and restorative practices to respond to bullying behaviours and incidents.

Belonging

PRIORITY 5: ESTABLISH EVALUATION AND ACCOUNTABILITY MEASURES

Promoting healthy relationships and bullying prevention requires a sound understanding of what works, for whom, when and where. Developing a strong analytical framework will allow us to gauge the magnitude of the impacts of bullying on our society and the benefits of initiatives to promote healthy and respectful relationships. Such a framework will also allow us to monitor and evaluate the effectiveness of strategies aimed at promoting healthy relationships and interventions for those who engage in bullying behaviours and those who experience bullying.

GOAL

Establish a comprehensive evaluation system that will monitor and evaluate the implementation and success of this plan and collect outcomes data for funded programs and strategies.

Strategies

- Engage evaluation experts to establish an evaluation framework for the plan.

- Align and coordinate community-based evaluations with an overarching evaluation framework.

- Link data to other Government of Alberta strategies, plans, frameworks and initiatives.

- Monitor the use and effectiveness of public awareness, education and resources, and report back to Albertans.

- Ensure funded projects are based on best practices and utilize outcome-based evaluation and reporting measures for the three-year funding cycle.

- Utilize the Albertans' Perception of Family Violence and Bullying Survey and/or other provincial surveys to inform policies, legislation and programs.

Community

MOVING AHEAD

Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying outlines the vision and priorities needed to create an Alberta where everyone is thriving in healthy relationships and all environments are bully-free.

Over the past decade, we have seen an increase in awareness about bullying behaviours and the negative impact on individuals and society. But we need to go further. We are expanding our focus to ensure all Albertans are resilient and able to develop and sustain healthy relationships and that as a society, we are welcoming, caring, respectful and inclusive — of everyone, regardless of race, religion, age, gender, sexual orientation, physical or mental ability.

The Government of Alberta and our partners will build on this plan's priorities and emphasize the development of leadership, role modelling, resiliency, prosocial skills, social and emotional learning, conflict resolution, problem-solving skills and a greater understanding and respect for diversity — key elements of *Inspiring Education* and *Alberta's Social Policy Framework*.

We are also committed to establishing a leadership table responsible for leading the implementation of the plan and a collaborative leadership approach for public and non-public stakeholders, who will share in the implementation, evaluation and success.

Adopting a whole-government approach will ensure alignment with these other initiatives:

- *Alberta's Strategic Approach to Wellness*
- *Creating Connections: Alberta's Addiction and Mental Health Strategy*
- Early Learning and Care Practice Framework
- An Alberta Approach to Early Childhood Development
- Aboriginal Engagement Strategies
- *Addressing Elder Abuse in Alberta: A Strategy for Collective Action*

- *Family Violence Hurts Everyone: A Framework to End Family Violence in Alberta*
- Information Sharing Strategy
- Alberta Mentoring Partnership
- Alberta's Promise

Healthy relationships are critical for the healthy development of children and youth, and for the well-being of all Albertans. It is going to take all of us to create a caring, respectful and welcoming society.

Together, we can build a more caring Alberta.

Trust
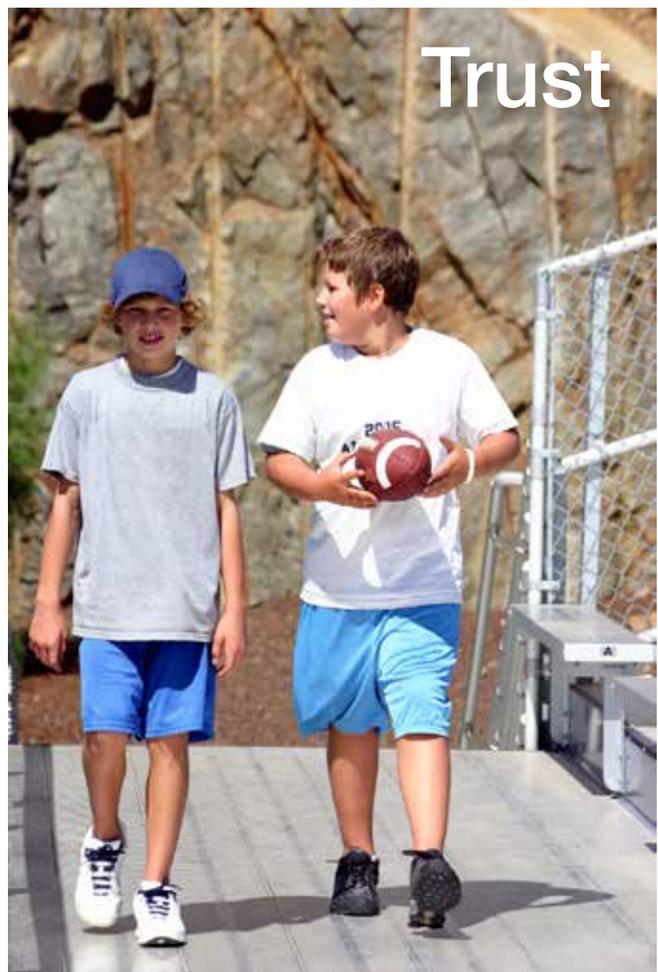
APPENDIX A:
ALBERTA'S ACTIONS TO
ADDRESS BULLYING

Since the 2004 Roundtable on Family Violence and Bullying, the Government of Alberta has worked with community partners on the following initiatives to raise awareness and identify measures to address and stop bullying behaviours. Moving forward, we will build on many of these initiatives to promote healthy relationships with a focus on reducing and eliminating bullying behaviours.

- Develop print and online resources (e.g., fact sheets, tip sheets, posters, videos, vignettes and webcasts) for children, youth, parents and educators. Resources are hosted on five government websites:

  - BullyFreeAlberta.ca

  - B-free.ca

  - Teamheroes.ca

  - Alberta Education

  - Alberta Human Services

- Host a 24-hour/365 days per year Bullying Helpline (1-888-456-2323). Support is provided in over 170 languages.

- Provide school- or community-based supports, such as community forums, which bring together organizations working in the area of bullying prevention; supporting social learning by bringing infants into the classroom; Taking Action on Family Violence and Bullying initiatives in which Parent Link Centres and schools are partnered in teaching strategies to address bullying; and Family Violence and Bullying Coordinators working with Child and Family Services.

- Support and/or partner with community- or provincially-based organizations to promote children or youth leadership, resiliency, conflict resolution or positive mental health. Organizations include, but are not limited to, the Society for Safe and Caring Schools & Communities, TAPWE Warriors, Edmonton and Calgary Police Services, Canadian Red Cross, Camp fYrefly, and the Institute for Sexual Minority Studies and Services.

- Support 37 mental health capacity-building projects in 151 schools and 55 communities, where school jurisdictions, health professionals, parents, community agencies and service providers work together to deliver mental health promotion programming.

- Promote bullying awareness events, such as National Bullying Awareness Week and Pink Shirt Day, through activities including flash mobs, webcasts, media campaigns, news releases, banners and posters. Archived records of several of these activities are available at BullyFreeAlberta.ca.

- Develop legislation, such as the new *Education Act*, which clearly states that in order for children to be successful, schools must be welcoming, caring, respectful, safe and free from physical and emotional harm. The Act also instructs school boards to create a student code of conduct that addresses bullying. Boards must also ensure support is provided to students who are impacted by bullying behaviours, as well as those who engage in such behaviour.

- Conduct the biannual Albertans' Perceptions of Family Violence and Bullying Survey.

- Develop a provincial youth committee focused on the prevention of bullying, which provides leadership on addressing and preventing bullying in their communities.

APPENDIX B: RISK AND PROTECTIVE FACTORS FOR BULLYING BEHAVIOURS

The following risk and protective factors provide a snapshot of what may cause or prevent a person from engaging in bullying behaviours or from being the target of bullying.

These risk and protective factors also offer guidance on how prevention and support initiatives may best be developed and structured. It is important to note that the simple presence of a particular risk factor does not necessarily mean that a person will engage in, or become a target of bullying. Similarly, the presence of protective factors does not necessarily prevent a person from engaging in, or being the target of, bullying behaviours. Individual factors may independently or interdependently describe conditions under which bullying might occur.

Risk Factors for Engaging in Bullying Behaviours	Risk Factors for Being a Target of Bullying
Individual Level	**Individual Level**
• Ineffective communication and regulation of emotions and behaviours. • Limited problem-solving skills in social situations. • Marginalized social, racial, sexual or gender minorities. • Gender (e.g., research indicates girls are more often involved in social or relational bullying behaviours, whereas boys tend to engage more frequently in physical bullying behaviours). • Being a victim of bullying. • Declining cognitive ability. • Need for power and control. • Anger and hostility (including lack of respect for authority figures). • Anti-social behaviours, such as lack of empathy and compassion; sense of entitlement; intolerance for differences. • Affiliation with delinquent peers or gangs. • Violence against animals.	• Internalization of emotions and problems. • Low self-esteem. • Emotional responses that are passive or aggressive may lead to continued bullying. • Marginalized social, racial, sexual or gender minorities. • Appearance (being overweight, height, facial features, body shape, etc.). • Physical, behavioural, developmental or learning disability. • Minority sexual orientation (lesbian, gay, bisexual, two-spirited and transgendered groups). • Socially isolated (don't feel like they fit in). • Gender (e.g., girls are more likely to be the target of social bullying, whereas boys are more likely to be the target of physical bullying. As well, girls are more often targeted in the non-consensual distribution of intimate (sexual) images).

Risk Factors for Engaging in Bullying Behaviours	Risk Factors for Being a Target of Bullying
Relationship Level	**Relationship Level**
• Witnessing or experiencing family violence (girls who witness violence between their parents are more likely to engage in bullying behaviours whereas boys are more likely to become victims of bullying). • Parents with histories of trauma, substance abuse or mental health issues. • Highly conflictual households. • Loss of extended family. • Ineffective parenting practices, such as lack of caring, lack of supervision, use of aggressive punishment or reinforcement of aggressive behaviours. • Limited positive peer relationships.	• Witnessing or experiencing family violence. • Experienced child maltreatment by parent/family member. • Lack of caring child-parent relationships. • Lack of parental supervision and support. • Use of aggressive punishment. • Overly permissive or protective parenting, including not requiring or enabling the demonstration of mature behaviour and self-control. • Low social status or stigmatization by peers. • Lack of peer support.

Organizational/Community Level
• Lack of structure and limited adult supervision. • Inconsistent or mild measures used to address incidents of bullying. • Feeling disconnected (from school, workplace, residence, community, etc.). • High level of pressure/stress. • Lack of tools and supports for managing or responding to bullying behaviours. • Use of punitive consequences rather than restorative practices.

Societal Level
• Bullying is seen as a normal part of growing up. • Acceptability of prejudices such as homophobia, sexism, classism and/or racism. • Limited recognition of core social values. • Media messages promoting violent or aggressive behaviours. • Limited legislation on bullying. • Cultural values, norms and beliefs that perpetuate bullying behaviours as acceptable.

Protective Factors for Bullying
Individual Level
• Prosocial behaviours. • High number of developmental assets/strengths. • Positive outlook on social situations. • Aware of consequences for negative behaviour (such as bullying). • Resiliency (empathy, feeling safe and empowered, self-esteem, self-control, self-efficacy, and cultural sensitivity).
Relationship Level
• Engaged and supportive parenting, where rules and guidelines are established, while also being responsive, listening and attentive. • Maximum cognitive stimulation and emotional support from parents or other caregivers in early childhood. • Positive communication with parents. • High quality friendships. • Being part of a sports team, organization, or a close group of friends. • Positive role models who demonstrate prosocial behaviours. • Positive extended family relationships. • Positive mentoring relationships.
Organizational/Community Level
• Positive role models. • Awareness and implementation of policies and programs that promote prosocial behaviours and healthy relationships. • Positive culture and climate that promote positive self-expression, cooperation, connectedness and equity. • Modelling of prosocial behaviours. • Restorative approaches focused on accountability. • Strong, supportive and caring community and political leadership.
Societal Level
• Cultural values, norms and beliefs promote prosocial behaviours and the unacceptability of bullying behaviours. • Consistent messaging across all societal venues. • Media messages promoting prosocial behaviours. • Legislation promoting healthy and respectful behaviours.

APPENDIX C:
KEY THEMES FROM THE RESEARCH AND COMMUNITY ENGAGEMENT PROCESSES

- A number of factors contribute to the complex issue of bullying, including individual, relational, community and societal spheres of influence.

- The dynamics of bullying behaviours are much broader than the relationship between two people and are strongly influenced by the social environments in which people operate.

- Bullying prevention requires the engagement of stakeholders across the lifespan and in multiple settings.

- Bullying prevention strategies need to incorporate practices for societal change. It is not just about creating awareness, but also about shifting fundamental attitudes and beliefs relating to interactions with one another.

- A socio-ecological model is the best model to consider diverse factors influencing behaviour and societal change. The socio-ecological model demonstrates how bullying is the result of a dynamic interplay between individuals and their broader environments.

- The effectiveness of organizations working to address bullying behaviours can be hampered by a limited focus, operating in isolation, or lacking the tools and resources needed.

- The advent of the Internet and social media has created a new, often anonymous and more aggressive form of bullying behaviours known as cyberbullying. This technology can instantly increase the number of people who participate in or witness bullying behaviours.

- Bullying is manifested in a variety of behaviours. Consistent definitions of bullying and cyberbullying, will create shared understandings of the issues and aid in gathering and reporting accurate data.

- A shift from punishing to restorative practices, which includes educating those who engage in bullying behaviours, is more effective in preventing a recurrence of bullying.

- Individuals working with children and youth, both within schools and beyond, need to be role models for healthy relationships and need to be skilled at addressing bullying behaviours when they occur. Mentoring approaches have shown strong success and can support educational efforts.

Inclusive

- Preschool enrichment and social development programs that focus on the acquisition of prosocial skills, such as anger management, moral development, and healthy relationships, can prevent aggression and bullying, improve social skills, boost educational achievements and improve job prospects.

- Consistency of messages across multiple communication platforms is critical. Public awareness and engagement is essential.

- Public awareness and education messaging should emphasize bullying behaviours are not a normal part of growing up.

- Parents and families have a strong influence on preventing bullying behaviours, and every effort should be made to better support and engage them.

- While bystanders and peers play critical roles in preventing bullying behaviours, there has been limited intervention by these parties and a renewed focus on engaging bystanders is important.

- Bullying behaviours can be an early marker for current and future mental health problems. Likewise, mental health issues increase the likelihood of bullying behaviours and often are an outcome for those who experience bullying.

- Mental health issues often underlie suicidal behaviour in children and youth. Access to mental health supports for young people is critical.

- Research is required to develop promising practices to address both the impact of bullying on mental health and the mental health issues that may be precursors to bullying behaviour.

- Strong leadership from government, business and community leaders, educators, researchers, parents, coaches and mentors is key. Individuals in these roles have an opportunity to model healthy relationship skills and support environments where individuals can thrive. It is necessary to ensure that people in these roles feel confident about their abilities to be effective role models.

Bystander

APPENDIX D: GLOSSARY OF TERMS

Aboriginal: Inclusive of First Nations, Métis and Inuit peoples.

Bullying: Repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying Behaviours are a form of aggression and can be:

- verbal (name calling, homophobic slurs, put downs, threats);
- social or relational (exclusion, gossip, ganging up); and
- physical (hitting, poking, jabbing).

Conflict: A disagreement or struggle over opposing beliefs, needs, feelings or actions.

Cultural Norms: The shared, sanctioned and integrated systems of beliefs and practices that are passed down through generations and which characterize a cultural group.

Cyberbullying: The use of technology to support deliberate, hostile and hurtful behaviour towards an individual or group of individuals.

Discrimination or Harassment: Any unwelcome comment, behaviour or practice, whether intentional or not, which targets these characteristics: age, ethnic origin, religion, race, colour, gender, sexual orientation, gender identity and expression, marital status, mental or physical disability, or source of income.

Ethno-cultural: Shared characteristics that are unique to, and recognized by, the group. Characteristics may include cultural traditions; ancestry; language; national identity; country of origin; or physical traits. A group may have its origins in many countries or link its distinct identity to a geographic region within a country. Religion may also be a defining characteristic because, in some cases, it may be completely tied into a group's racial or cultural identity.

Evidence-Informed: Strategies that consider and incorporate knowledge related to the scope of work being addressed.

Family Violence: The abuse of power within relationships of family, trust or dependency, that endangers the survival, security or well-being of another person.

Gender: The socially constructed role assigned to males and females.

Gender Identity: Linked to a person's sense of self and the sense of being male or female. A person's gender identity may be different from their birth-assigned sex, and may include transgender, transsexual, intersex and two-spirited.

Healthy Relationships: Those that consist of a connection between people that increases well-being, are mutually enjoyable and enhance or maintain each individual's positive self-concept.

Learner: A child, youth or adult who is gaining knowledge, comprehension or mastery through experience or study.

Mental Health: Mental health is an integral and essential component of health. The World Health Organization constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important consequence of this definition is that mental health is described as more than the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community.

Primary Prevention: Focuses explicitly on action before the condition of concern develops. Primary prevention of bullying builds and supports the prosocial behaviours that promote healthy relationships starting in early childhood and continuing throughout the lifespan.

Promising Practice: A structure with at least preliminary evidence of effectiveness in small-scale interventions or for which there is potential for generating data that will be useful for making decisions about taking the intervention to scale and generalizing the results to diverse populations and settings.

Prosocial Behaviour: Voluntary actions, such as sharing, comforting and helping, intended to benefit another individual or group of individuals. Prosocial behaviours are characterized by a concern about the rights, feelings and welfare of others.

Psychologically Healthy and Safe Workplaces: A workplace that promotes workers' psychological well-being and actively works to prevent harm to worker psychological health including negligent, reckless or intentional ways.

Restorative Practices: Emphasize the importance of positive relationships as central to building community and involves processes that restore relationships when harm has occurred. The underlying premise of restorative practices rests with the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them.

Sexual Harassment: Any unwelcome conduct, suggestion, advance or request of a sexual nature, as well as any threats or acts of revenge as a result of any sexual conduct, suggestion, advance or request. Sexual harassment can be verbal, non-verbal or physical.

Sexual or Gender Minority: Those who constitute a minority population due to differences in their sexual orientation and/or gender identities. These include lesbians, gay men, bisexuals, transsexuals, intersexuals, transgenders and Two-Spirit.

Social and Emotional Learning: The process of acquiring and applying core competencies related to self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Social Norms: Group-held beliefs about how members should behave in a given context.

Socio-Ecological Approach: The dynamics of bullying behaviours are much broader than the relationship between two people. They are the result of interactions between people, the environments in which they participate, the communities in which they live and society. This approach is based in an understanding of the conditions that establish and maintain individual bullying behaviours.

The socio-ecological approach includes the following dimensions:

- **Individual**: knowledge, attitude, experience and personal history.

- **Interpersonal and Relationship**: family dynamics, and interactions with peers, workmates and others.

- **Organizational**: environment, workplace and ethos.

- **Community**: geographical neighbourhoods and communities of interest.

- **Societal**: cultural norms, structures and processes, laws and policies.

Toxic Stress: Can occur when a child experiences strong, frequent, and/or prolonged adversity, such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence and/or the accumulated burdens of family economic hardship.

Trauma-Informed Care: An approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives.

Workplace Bullying: The tendency of individuals or groups to use persistent aggressive or unreasonable behaviour against a co-worker or subordinate. Bullying is characterized by a repeated pattern of behaviour that negatively impacts a person.

Workplace Incivility: Persistent negative behaviour that affects or prevents the way work is done, but is not violent in nature.

Workplace Violence: The threatened, attempted or actual conduct of a person that causes or is likely to cause physical injury.

Welcoming

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