

A Leader's Approach to Cyberviolence & Cyberbullying



Healthy Relationships

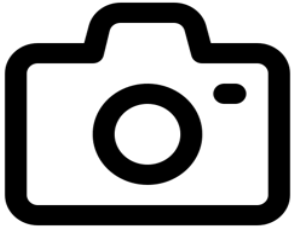
A Leader's Approach to Cyberbullying and Cyberviolence

Session 2 of 4
Thursday, January 23, 2025
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.



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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

Session 2 -- January 23

Session 3 -- March 18

Session 4 -- May 1

What's happening now? What's available for leaders?

Who do leaders talk to? What can leaders do?

What's new for leaders in the evolving digital landscape?

How do leaders plan?

Healthy Relationships In a Digital World Toolkit

CPCO Toolkit



<https://bit.ly/cpcohrcyber>

OPC Toolkit



<https://bit.ly/opchrcyber>

Who do leaders talk to? What can leaders do?



❖ **Steffanie Pelleboer**

Mental Health Leader DDSB

❖ **Carolyn Ussher**

Senior Manager and Clinical Lead of Social Work

❖ **Sara Schleien**

Senior Manager and Clinical Lead of Psychology

Cyberbullying....or any bullying; impact on mental health.

What can leaders do?

Cybervictimization and bullying

- Bullying= power imbalance, real or perceived
- Permanency of images, including screenshots adds to complexity for victim
- Lack of control on part of victim- don't know when the next post or text will come
- Boundary violation (explicit images for example)
- Shame, embarrassment
- Isolation and social withdrawal- bystanders/friends worry for their safety so they pull back

Stress & mental health

- Prolonged periods of heightened stress; impact on health
- Central nervous system doesn't have a chance to reset, make sense of what's happening
- Perception is impacted; cannot think through the issue as survival mode is turned on for too long
- Victims are at greater risk of anxiety, depression
- Increased risk for suicidal ideation
- Social thinning, isolation
- Protective factors; relationships

Relationships matters

- Multiple things can be true: emotions, reactions, compassion for victim and feelings around the person doing the bullying
- Must start with ourselves: we have steps we must take but we can do them in a way that builds relationship and minimizes harm
- Ensuring safety while honouring choice
- Not linear
- Assume there is more occurring than what is being shared and more people involved including victim
- Building rapport, choice, trust, transparency
- Amplify actions that signal a regaining of control

Interactions Matter

- Shaming involves degrading, humiliating, insulting, embarrassing, and even dehumanizing others
- It is the very tactic used in bullying, so we want to act in ways that avoid shame
- The 'bully'- possibly behaving in hurtful ways to cover own sense of shame and hurt
- Need to meet all parties in a way that leaves everyone better for the interaction
- Avoid judgmental language (why, should)- lean into open ended questions
- What do we mean by building trusting relationships?
- What do we mean by meaningful choice?

Reflections

Before, during, after- what can we do?

Before

- School climate- a place where we can care for each other and that can include having conflicts and working them out
- Openness and willingness of adults to hear from students about struggles they may be having with peers or in relationships
- Checking our own bias and emotions
- Transparent about bullying, cybervictimization
- Transparent about steps that will be taken- for both victims and the person who is hurting their peer
- Demonstrate a respect for privacy and choice- for everyone
- Focus on process and skill building rather than outcome

During

- Preserving the dignity of the person who is hurting peers- empathic use of process
- Quite possible that nervous system will be heightened and activated- impact on memory, narrative, perception, reinforces feelings of shame, embarrassment
- Wait until the person indicates that they are ready to have the conversation- assess for immediate safety
- Pacing, slow down, check understanding in a meaningful way
- Meaningful choice

During

- Actively examine steps and interactions where there is a risk of enhancing shame-lean into transparency, trust, compassion
- Process over product will get you where you want to go
- Help label emotions and normalize them- it's ok to have emotions and the adults may need to open the door for this
 - "I feel really sad about this situation and I'm hoping we can talk more about it" or "sometimes kids tell me that they feel really embarrassed by what happened- do you feel that way too? Sounds like a pretty natural response".
- Conducting your steps in a manner that enhances a sense of safety, control, involvement, privacy
- Encourage relationship building- friends and circle of community is important-enlisting friends and providing language for young people

After

- We cannot redistribute the balance of power, that is up to the participants
- Some power imbalances are insurmountable-adults need to ensure not replicating or multiplying harms through process
- Repair is important but may not be first step- timing and consent- victim led
- Restorative practices; need to consider what we are restoring
- Perhaps ending the harm is all that can be achieved- the person impacted gets to decide
- Do not make a focus on the solution the process

Reflections

Next Steps



Thank you for attending...

Upcoming Learning Opportunities

Session 3 -- March 18

What's new for leaders in the Evolving Digital Landscape

Session 4 -- May 1

How do leaders plan?

Contact us



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