



# Healthy Relationships: Navigating Cyberviolence and Cyberbullying

## Toolkit: Proactive Placemat

*(The information contained in these modules is meant to offer guidance regarding best practices to Principals and Vice-Principals in Ontario. Principals and Vice-Principals should always seek to consult with their board personnel and respect board directives and policy in regards to the management of incidents of cyberviolence and/or cyberbullying).*



This PowerPoint is to be used with school staff and is written through the lens of the Proactive Side of the Healthy Relationships Cyberbullying and Cyberviolence Placemat Tool.

**Throughout the review of this PPT staff will:**

- Develop and understanding of the impact and growth of cyberviolence and cyberbullying in schools
- This PowerPoint can be used as a school self-reflection tool to review: what is known, what is being done, what needs to be known and what need to be done in the future.
- Identify the needs of staff, students and parents in learning about cyberviolence and cyberbullying.

This PPT is a guide for conversation with School Staff that allows users to identify the slides that best fit with the school and staff needs. Slides may be adapted for the school context.

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Funding provided by:



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This project is the result of a partnership between Leadership en action (ADFO), Catholic Principals' Leadership Development (CPCO), Principal Association Projects (OPC) and Victim Services Toronto, funded by the Ministry of Education.

## Proactive and Reactive Placemat Tools

### Proactive Tool

Thought matrix for  
school planning

### Reactive Tool

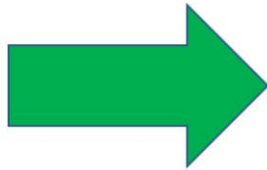
Thought matrix for  
responding to an incident

The Proactive Placemat Tool is a complex thought matrix designed for school planning. It is organized into several columns and rows, with a central section for 'Strategic Planning' and 'Operational Planning'. The tool includes various sections for 'Vision', 'Mission', 'Values', 'Strategic Objectives', 'Operational Objectives', 'Key Performance Indicators', and 'Action Plans'. It is presented in a multi-column layout, with a central section for 'Strategic Planning' and 'Operational Planning'.

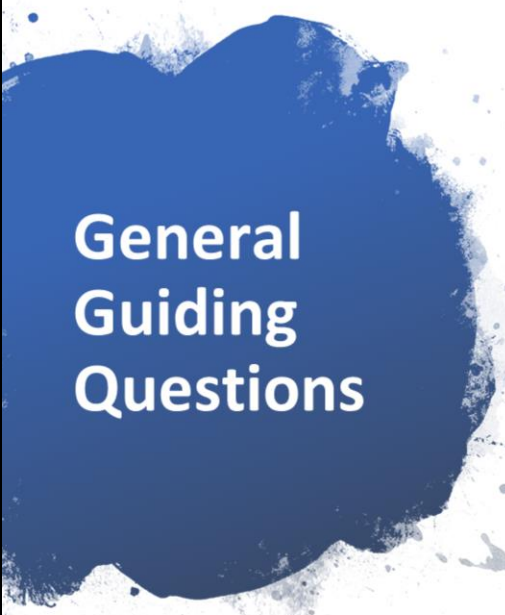
The Reactive Placemat Tool is a thought matrix for responding to an incident. It is organized into several columns and rows, with a central section for 'Incident Response' and 'Recovery'. The tool includes various sections for 'Incident Response', 'Recovery', 'Communication', 'Support', and 'Evaluation'. It is presented in a multi-column layout, with a central section for 'Incident Response' and 'Recovery'.

It is suggested that you have a copy of the Proactive Placemat Tool printed for reference. The placemats print best on "leger size" paper.

# Proactive Placemat Tool



LEADERSHIP IN ACTION		HEALTHY RELATIONSHIPS: Navigating Cyberbullying and Cyberbullying PROACTIVE PLACEMAT (2014/15) (revised March 2015)		CHRONICLE	
THE TOOL - PROCESS	WHY IS THIS IMPORTANT?	PROGRESS/ACHIEVEMENTS/PROVIDENCE	CONTACTS	AWARENESS	
<p>This tool is designed to support the school improvement planning process and paying specific attention to cyberbullying/bullying. It is to be used as a reflective manner considering the current school improvement plan for Student Achievement and Well-being (SAP) as well as the Board Plan and any strategy of Education Initiatives. Education and addressing the culture of understanding regarding prevention of cyberbullying/bullying can lead to powerful effects in school communities. Awareness is powerful and sets the stage for a positive learning atmosphere to emerge.</p>	<p><b>Canadian Red Cross:</b> Canadian teachers ranked cyberbullying the highest concern out of all forms of bullying – 95% said bullying and violence are serious problems in public schools.</p> <p><b>Stop A Bully Canada:</b></p> <ul style="list-style-type: none"> <li>• 1 in 3 Canadian teens have witnessed online bullying</li> <li>• 30% of kids between 13-15 have witnessed cyberbullying</li> <li>• 20% of girls and 17% of boys have witnessed online harassment</li> <li>• 50% of all teens have had negative experience with social networking</li> <li>• 50% said someone posted an embarrassing photo of them</li> <li>• 70% of educators consider cyberbullying as big as issue as smoking (75%) and drugs (75%)</li> <li>• 1 in 4 educators have been cyberbullying victims</li> </ul> <p><b>Ontario's Strategy to End Bullying and Harassment:</b> "No teachers, educators and grown to becoming a 'bully' being."</p>	<p><b>Download and become familiar with:</b></p> <ul style="list-style-type: none"> <li>Education Act – relevant sections</li> <li>Local Board Code of Conduct (online code of conduct)</li> <li>Acceptable use policy and Bring Your Own Device (BYOD)</li> <li>Police and school board procedures and protocol</li> </ul> <p><b>See 104 – In-Room Procedures and Information</b></p> <p><b>104-101: Procedures (Student and Supporting Student Information)</b></p> <p><b>Procedures of an Information Management Control (104-101, 104-102, 104-103, 104-104, 104-105, 104-106, 104-107, 104-108, 104-109, 104-110, 104-111, 104-112, 104-113, 104-114, 104-115, 104-116, 104-117, 104-118, 104-119, 104-120, 104-121, 104-122, 104-123, 104-124, 104-125, 104-126, 104-127, 104-128, 104-129, 104-130, 104-131, 104-132, 104-133, 104-134, 104-135, 104-136, 104-137, 104-138, 104-139, 104-140, 104-141, 104-142, 104-143, 104-144, 104-145, 104-146, 104-147, 104-148, 104-149, 104-150, 104-151, 104-152, 104-153, 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104-1338, 104-1339, 104-1340, 104-1341, 104-1342, 104-1343, 104-1344, 104-1345, 104-1346, </b></p>			



# General Guiding Questions

- 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?



LEADERSHIP  
IN ACTION

NATIONAL  
ASSOCIATION  
OF PRINCIPALS  
AND ADMINISTRATORS

## Reflective questions

These questions (conversation starters) could be used with school leaders and/or staff responsible for different grades, adapted as appropriate.

## What is cyberviolence /bullying?



**Suggested Activity:** What do I know... what do I need to know

**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.

**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, nonconsensual 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.

DEVELOPING  
POSITIVE  
LEADERSHIP

LEADERSHIP  
IN ACTION

PRINCIPLES  
ACTION PLAN  
TECHNICAL

What is the difference between the two terms? A suggested activity initiates this inquiry with staff.

- These definitions play an integral part in navigating and understanding the varying nuances and thresholds of criminality of cyberbullying and cyberviolence situations and to develop **common language across sectors**.

- The term **cyberviolence** is umbrella term to describe the varying degrees of cyberviolence such as cyberbullying, cyberharassment, cybersexual harassment, distribution of intimate photos, child pornography, etc.

Use the next two slides of definitions with activities for staff to understand the definitions that are relevant and meaningful at age-appropriate levels.

## DEFINITIONS

**Child:** Individuals under the age of 12 years old

**Youths:** Individuals aged 12-17 years old

**Adult:** individuals aged 18 years and older

- **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.
- **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.

CHARTERED  
SCHOOL  
ASSOCIATION

LEADERSHIP  
IN ACTION

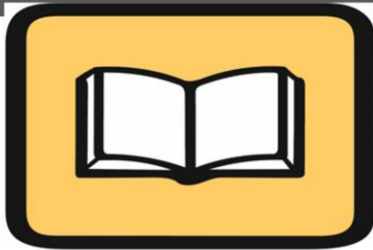
PRINCIPAL  
ASSOCIATION  
INSTITUTE

**NOTE:** The ages of child, youth and adult are provided at the top for reference regarding determine criminal and individual involvement in incidents.

●The education and social service sector often label all negative online interactions as cyberbullying; however, it is very important to be able to identify the nuances in order to understand when an incident becomes criminal.

●For example, if there is one negative comment online this could be considered cyberbullying and goes against the school code of conduct. However, if the negative comments are ongoing and the individual has asked to not be contacted anymore and the behaviour continues, it could be considered harassment and therefore a chargeable offense and have stricter consequences.

## DEFINITIONS



- **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.
- **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 years 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 but is not limited to text messages, emails, online private and public posts.
- **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.

EDUCATION  
MINISTRY  
ONLINE  
SAFETY

LEADERSHIP  
IN ACTION

PRINCIPAL  
ASSOCIATION  
ONTOARIO

**Human trafficking** is happening in schools throughout Ontario and majority of the recruitment happens through social media apps. This is something to be aware of as students are disclosing; there could potentially be a deeper issue going on.



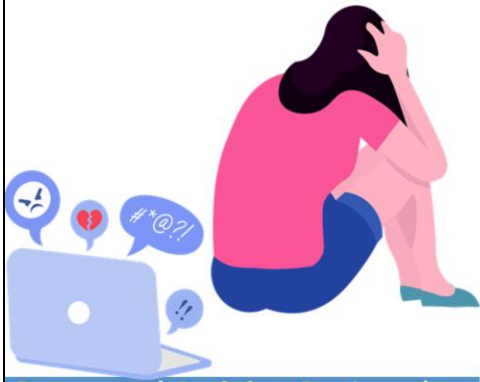
Is cybersafety being addressed in school/class planning in age-appropriate ways in a proactive manner?



**Suggested Activity:** Today, as a snapshot in time, examine school documents (school plan, code of conduct, agenda etc.). How is CYBER SAFETY being addressed? Is there an area that needs to be improved upon? Are there more resources/supports required?

Bring your school plan, school agendas, code of conduct for review.

## What does my school community need to understand about cyberviolence?



**Suggested Activity:** Review the following statistics...what stands out for you? What stands out for our school community?

**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 victims of cyberharassment

**Ontario's Strategy to End Human Trafficking:** Sex traffickers often recruit and groom by becoming a 'trusted' friend.

LEARNERS  
LEADERSHIP  
EN ACTION

LEARNERS  
LEADERSHIP  
EN ACTION

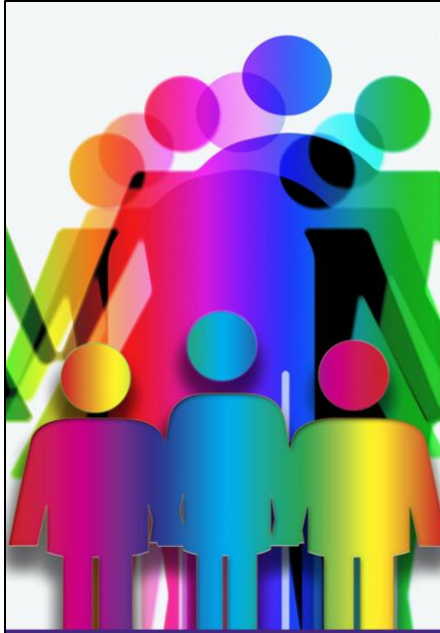
LEARNERS  
LEADERSHIP  
EN ACTION

## How is information shared?



**Suggested Activity:** Review current school practices for sharing information with students, staff and parents. Are there new methods we may wish to consider?

Inquiry question for provocation.



## What is the role of school/community supports?

**Suggested Activity:** Brainstorm the community supports available to us. What is their role in navigating cyberviolence and cyberbullying?

What is my role?

**Suggested Activity:** examine different documents...find out my responsibility within my role?

LEADERSHIP

LEADERSHIP  
IN ACTION

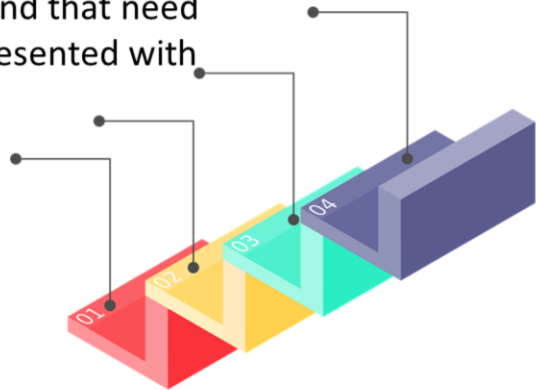
PRINCIPALS  
ADVANCING  
EDUCATION

VST have created a placemat for community connections for support...share Excel spreadsheet [here](#).

## How might I handle an incident of cyberviolence/bullying?

**Suggested Activity:** Working with a partner, discuss the steps that come to mind that need to be addressed when you are presented with an incident of cyberviolence and cyberbullying?

As a large group, debrief steps.



STUDENT  
PROTECTIVE  
COUNCIL

LEADERSHIP  
IN ACTION

PRINCIPAL  
ASSOCIATION  
OF ONTARIO

This dialogue moves toward the reactive placemat.

## What are the best or promising practices that need to be explored?

**Suggested Activity:** What best practices does our school community need to further investigate? ...to build upon? ...to initiate?

How might you take these practices to the next step?



LEADERSHIP  
IN ACTION

LEADERSHIP  
IN ACTION

LEADERSHIP  
IN ACTION

Based on response from the prior slide...what best practices does our school community need to further investigate? ...to build upon? ...to initiate?

## What can I do today to help students avoid pitfalls in our digital world?

**Suggested Activity:** Are we aware of the digital world in which are students live? If so...what are the pitfalls? If we are not aware, how do we address this?

How do we find out the pitfalls?  
...suggestions???

Where is student voice? How do we balance leading and learning of our own knowledge?

EDUCATION  
NATIONAL  
INSTITUTE

LEADERSHIP  
IN ACTION

TEACHING  
TECHNOLOGY  
TECHNOLOGY

Where is student voice? How do we balance leading and learning of our own knowledge?

Does your current Student Voice Survey capture anything about cyberviolence and cyberbullying? Does it need to be updated?

Bring a copy of your student voice survey to review/discuss...are there any edits needed after this discussion?

**How are we  
creating safe  
digital citizens  
in our school?**

**Suggested Activity:** What supports are currently being offered to students, staff and parents?

What is a digitally responsible citizen? What is our role in digital citizenry?

The principal associations have developed several resources that could be used with parent/guardians. See HR document that provides links to download these resources.



# What is the duty to report?

**Suggested Activity:** What is the law? What is our duty within the law?  
What are our board's Policies/Procedures/Protocols?

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  
Protocols

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  
Cyberviolence/Bullying  
Incidents

Child Pornography  
(Criminal Code,  
1985, c. C-46,  
163.1)

Child Pornography  
Reporting Act,  
2008, S.O. 2008, c.  
21 - Bill 37



LEADERSHIP  
IN ACTION

LEADERSHIP  
IN ACTION

PRINCIPALS  
ASSOCIATION  
ONTARIO

Jigsaw each and share back to large group.

## CONTACT US

- ADFO [www.adfo.org](http://www.adfo.org)
- CPCO [www.cpco.on.ca](http://www.cpco.on.ca)
- OPC [www.principals.ca](http://www.principals.ca)



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