

B.R.A.V.E.

KEY ELEMENTS OF A SCHOOL BULLYING PREVENTION PROGRAM	Present in Submitted Program	Absent in Submitted Program	Comments
The program defines bullying.	x		Bullying is clearly defined.
The program identifies different forms of bullying.	x		Three types are identified (verbal, physical and social).
The program addresses specific issues identified in schools.	x		The program focuses on issues that are found in schools (i.e., school yard bullying).
The program focuses on healthy relationships, and explains the bullying dynamic.	x		The bullying dynamic is explained and focuses on how to avoid being caught in a bullying situation.
The program includes training materials and guides for educators, students, parents, and school staff on the issue of bullying and on bullying prevention strategies.	x		Issues of bullying and prevention strategies are found in the program.
The program takes a multi-faceted approach: <i>school-wide education</i> (targets the whole school community and is embedded in the curriculum); <i>routine interventions</i> (specifies strategies for students involved in bullying and victims of bullying); and <i>intensive interventions</i> (identifies supports for students involved in repeated bullying and victimization, with possible recourse to community/social service resources).	x		The program is multifaceted in that the school is looked at as a community.
The intervention strategies address peer processes that can promote prevention and stop bullying.	x		The program indicates ways of diffusing potential bullying situations.
The program is <i>systemic</i> (it involves parents, peers, classes, staff, and the wider community), and is ongoing (it is integrated into daily classroom activities in reading, art, and other curriculum elements).	x		
The program includes interventions and support for students who are bullied and those who bully.	x		The program identifies who the bully might be and how they bully seeks out targets. Interventions are clearly indicated.
The program helps to develop protocols for safe reporting of bullying incidents.	x		Safe reporting protocols are indicated in several portions of the resource.
The program has an evaluation component.	x		
The program has safe intervention programs for bystanders.	x		The program clearly identifies the role of the bystander and what part they may fill in the bullying dynamic.
The program promotes a healthy social school environment.	x		
The program promotes development and/or improvement of students' social behaviour.	x		Development of student improvement is found in the program as students learn about what bullies target and how to buddy up and diffuse potential situations.