

What Does A Bully Think?

Motives, Conceptions, and Managerial Strategies in TDSB's Anti-Bullying Policy

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Purpose

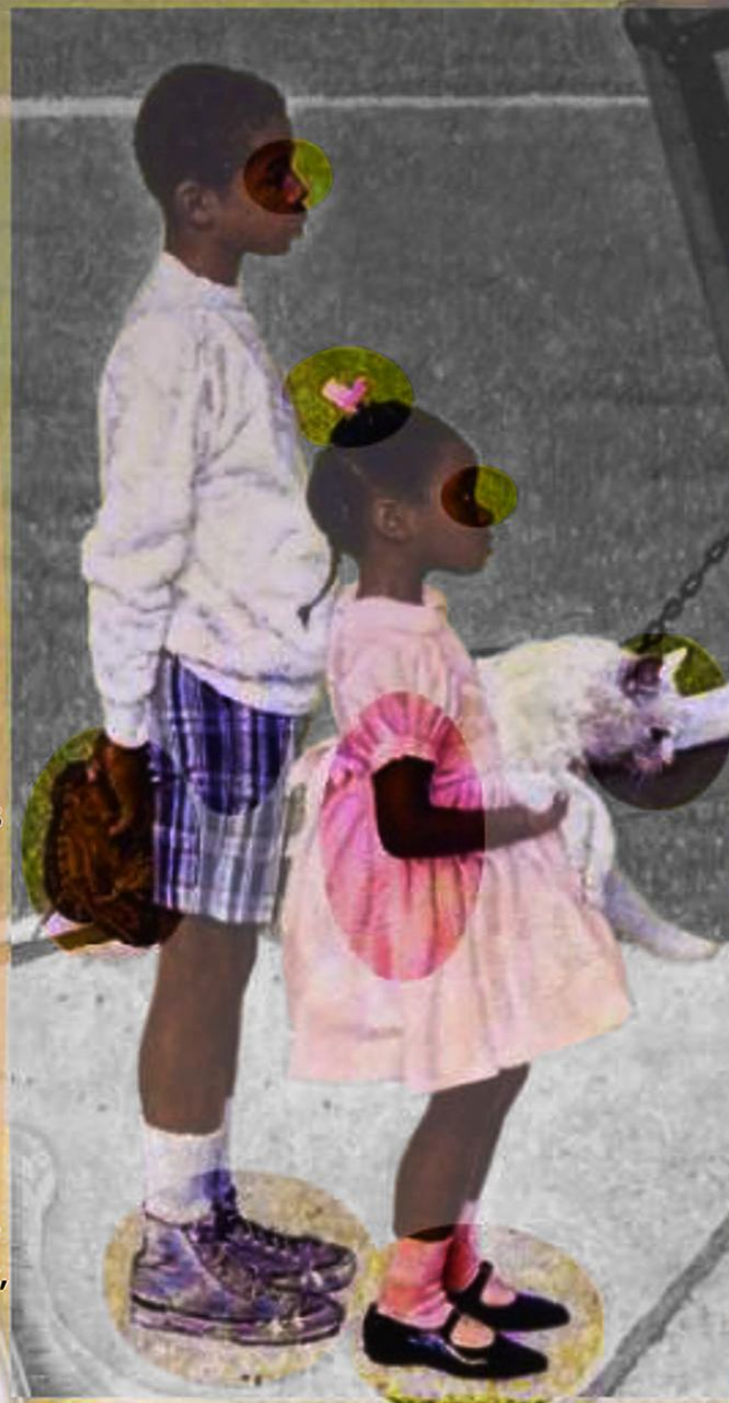
What drives a child to bully? What safeguards are in place? Answers were sought from the Toronto District School Board and their website for questions of equality and accessibility.

Context

The aim was to highlight how a child's subjectivity manifests into the bullying 'object' and to illustrate through the process of a psychoanalytic gaze: **bullying is no more to be managed than to be understood.**

The Issue

The intent was to examine the effectiveness of the TDSB's 'Bullying' website and its strategies for reinforcing anti-bullying attitudes. A main issue with the website was the lack of representation and communicable efforts on the behalf of the bully. Precisely, **the website's target audience limits the degree to which the bully may participate** in, and be inclusive of, restorative efforts. **Current preventative measures are counterintuitive** to the child's equality the TDSB seeks to protect — that of the actual bully. The website pays more attention to a paternalist tone, articulating and establishing safety methods of control, that it **fails to be cognizant of marginalizing the ways a bully may reassess and learn from their behaviour.** The discourse of the website, albeit, a well-constituted support network for the victims of bullying, **superimposes upon the bully's equality and degree of self-determination.** In effect, the TDSB 'Bullying' website affectively hinders interpersonal remediation.



Renowned and beloved for his rendition of Americana, Norman Rockwell's "New Kids in the Neighborhood (Negro in the Suburbs)," (1967) encapsulates the dichotomy, or similarities in supposed differences.

Method

The corresponding literary criticism elucidates segments of the TDSB 'Bullying' website, **furthering dialogue for bully empathy and interpersonal access.** The method of approach applied a critical **interdisciplinary lens** interpreting the **sociological, discursive, and pedagogical** implications.



Black Skin, White Masks (Frantz Fanon)

"With the exception of a few, [we] can say that every neurosis, every abnormal manifestation, every affective ertethism in an Antillean is the product of [a] cultural situation." (117-8)



"My Body, This Paper, This Fire" (Michel Foucault)

"[A] discourse provokes effects within which [one] is caught [and] produces states in [her/him; wherein] mediation implies a mobile subject modifiable through the effect of the discursive events that take place." (406)



A Thousand Plateaus (Gilles Deleuze)

"In linguistics as in psychoanalysis, its object is an unconscious that is itself representative, crystallized into codified complexes, [distributed] within a syntagmatic structure. Its goal is to describe a de facto state, to maintain balance of intersubjective relations, or to explore an unconscious that is already there from the start, lurking in the dark recesses of memory and language." (12)

Results

The TDSB 'Bullying' website predisposes bullying behaviour by marginalizing the child beyond the conceptual bully, and manages, rather than associates with, the bullying identity.

- (i) **Conventional motive which causes harm versus a malicious intent that seeks injury, must be evaluated in bullying**
- (ii) **Conceptional method of defining the bully as exploitive actions causing an imbalance of power, quantifies the child's persona into a 'capslock' bullying identity**
- (iii) **Current preventative measures reinforce a counter-intuitive judiciary platform and negate the potency of interventional practice by marginalizing the bullying child**



Significance

Bullying is the manifest complication of an underlying cause: race, gender, sex, class, disability, etc.
No one self-identifies as a bully: (i) Bullies do not have a universal belief system; (ii) bullying itself is deconstructive, not destructive
Bullies need to see the similarities between their differences

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