



Administrative Procedure: Bullying Prevention & Intervention

Table of Contents

[Administrative Procedure: Bullying Prevention & Intervention](#)

[1.0 Definitions](#)

[2.0 Guidelines](#)

[3.0 School-Based Prevention Strategies](#)

[4.0 Classroom Prevention Strategies](#)

[5.0 Intervention Strategies](#)

[6.0 Classroom Intervention Strategies](#)

[7.0 Reporting requirements and Investigation](#)

[8.0 Communication Procedure](#)

[9.0 School Level Plans](#)

[10.0 Implementation Strategies](#)

[11.0 Monitoring & Review](#)

[Appendix A - How to Handle Harassment in the Hallways in three Minutes](#)

1.0 Definitions

1.1 **BULLYING** means aggressive and typically repeated behaviour by a pupil where,

- 1.1.1 the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - a. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
 - b. creating a negative environment at a school for another individual,
and
- 1.1.2 the behavior occurs in a context where there is a real or perceived power imbalance between the person and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;
- 1.1.3 Bullying – For the purposes of the definition of “bullying” in subsection (1) of the Education Act, behavior includes propagating through the use of any physical, verbal, electronic, written or other means.
- 1.2 **CYBER-BULLYING** includes bullying by electronic means (commonly known as cyber-bullying), including:
 - 1.2.1 Creating a web page or a blog in which the creator assumes the identity of another person;
 - 1.2.2 impersonating another person as the author of content or messages posted on the internet and/or social media and/or social media; and
 - 1.2.3 communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
 - 1.2.4 Promoting hate or harassing an individual by use of social media ie. Twitter, Instagram.
- 1.3 Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it

may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, social media or other technology).

- 1.4 **SAFE SCHOOLS TEAM** is a school-based team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. This could be a sub-committee of an existing school committee that can assume this role. The chair of this team must be a staff member.

2.0 Guidelines

- 2.1 Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable and accepted. To help achieve a positive school climate, the Superior North Catholic DSB and its schools, will actively promote and support positive behaviours that reflect the Catholic Gospel Values.

3.0 School-Based Prevention Strategies

- 3.1 A positive climate is developed when administrators and staff:
 - 3.1.1 Promote the development of healthy and inclusive relationships among the staff and student body and with parents and the broader community.
 - 3.1.2 Provide and support training for students, staff members and parents, that raises awareness of the problem of bullying.
 - 3.1.3 Know and follow administrative procedures related to safe, caring and respectful schools.
 - 3.1.4 Reinforce bullying prevention messages through programs addressing discrimination based on such factors as age, race, sexual orientation,

gender, faith, disability, ethnicity and socio-economic disadvantage.

- 3.1.5 Post, communicate and enforce clear codes of student conduct.
- 3.1.6 Assess the awareness and scope of the bullying problem at the school through school climate surveys.
- 3.1.7 Ensure that students are supervised in all areas of the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem in a particular school setting.
- 3.1.8 Find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders in their school community.
- 3.1.9 Encourage parents to participate and become engaged in the life of the school and to volunteer to assist in school activities and projects.
- 3.1.10 Provide ongoing communication with parents, ie. newsletters, about anti-bullying initiatives and resources.
- 3.1.11 Involve school councils in the development of anti-bullying initiatives and the ongoing implementation of prevention programs.
- 3.1.12 Work together with parents to teach children to be assertive and to develop age appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims.
- 3.1.13 Reinforce regularly the message that bullying will not be tolerated and that everyone must work together to create a positive learning environment.
- 3.1.14 Establish procedures for investigating bullying behaviours and use progressive discipline to develop consequences in their own school Code of Conduct.
- 3.1.15 Include an anti-bullying statement in their local Code of Conduct.
- 3.1.16 Have in place, a Safe Schools Team responsible for school safety, composed of at least one student, parent, teacher, support staff, community partner and the principal. Safe School Teams must have a staff chair.

4.0 Classroom Prevention Strategies

- 4.1 All staff provide opportunities for students to talk about bullying and to define unacceptable behaviours. Teachers involve students in establishing classroom rules against bullying and peer harassment. Students are engaged in classroom activities and discussions related to bullying and violence, including awareness of the harm that they cause and strategies to reduce them.
- 4.2 All staff provide and regularly reinforce clear expectations for appropriate student behaviour.
- 4.3 Teachers provide integrated programs that support bullying prevention strategies. All staff focus on developing healthy relationships in classroom lessons and include books that deal with related issues in student reading materials.
- 4.4 Teachers promote cooperation by assigning projects that require collaboration, when appropriate. Such cooperation teaches students how to compromise and how to assert without demanding. Teachers vary the grouping of participants in these projects and monitor the treatment of participants in each group.
- 4.5 All staff ensure that students know what to do when they experience or observe a bullying confrontation. Knowing the process to follow gives the students confidence and a feeling of security.

5.0 Intervention Strategies

- 5.1 School-Wide Intervention Strategies:
 - 5.1.1 All staff, including administrators, encourage students to make confidential reports if they are the victims of bullying or are aware of another victim or victims. Reporting methods are designed to minimize the possibility of reprisal. Details of incidents are carefully recorded and tracked. Such reports are investigated and resolved expeditiously, consistent with administrative procedures.
 - 5.1.2 Parents who report bullying are given a receptive hearing, followed by investigation and resolution of the allegations. Principals at their

professional discretion may follow up with the parents who reported the bullying.

5.1.3 Interventions are conducted in ways that are consistent with a progressive discipline approach. The strategies will range from early and ongoing interventions, to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. A variety of early interventions, ongoing interventions, supports and consequences are described in the [AP-ES 314 Student Discipline](#).

5.1.4 Bullying is one of the infractions for which a principal may consider suspension from school. The principal will take into account any mitigating or other factors which may apply.

6.0 Classroom Intervention Strategies

- 6.1 All staff must take immediate action when bullying is observed and let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the behaviour of a bully, educators support both the victim and the witness or witnesses.
- 6.2 Dealing with the behavior of a bully does not necessarily mean confronting the bully in front of his or her peers. Staff will use their professional judgement to meet with the bully in a confidential manner with regard for the safety of all. Challenging a bully in front of his or her peers may actually enhance the bully's behavior and lead to further aggression.
- 6.3 Teachers or the principal, as appropriate according to the Safe Schools Act, will notify the parents of both victims and bullies, when a confrontation occurs and seek to resolve the problem quickly at school. They refer both victims and aggressors to counselling whenever appropriate.
- 6.4 School staff provide support for bullying victims whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend.
- 6.5 School staff listen receptively to parents who report bullying. When appropriate, the incident will be reported to the principal who will provide direction on the next steps, as soon as possible.

- 6.6 Staff should avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the principal who will address the situation as appropriate, including contacting police services.

7.0 Reporting requirements and Investigation

- 7.1 Please consult Administrative Procedure - Equity & Safety 314 for reporting requirements and investigation procedures [AP-ES 314 Student Discipline](#)

8.0 Communication Procedure

- 8.1 The school principal shall review this policy at the beginning of each school year, with all staff members.
- 8.2 The school principal shall review this policy at the beginning of the school year, with parents and school councils.
- 8.3 Board policy mandates that this procedure will be reviewed every three years.

9.0 School Level Plans

- 9.1 Schools are required to develop and implement school-wide bullying prevention and intervention plans as part of their School Code of Conduct. Components of these codes must be consistent with the policies and procedures of the Board and must include:
- 9.1.1 The definition of bullying.
 - 9.1.2 Analysis of the school climate survey (completed every two (2) years).
 - 9.1.3 Prevention strategies.
 - 9.1.4 Intervention strategies.
 - 9.1.5 Procedures to allow students to report bullying incidents safely.
 - 9.1.6 Training strategies for members of the school community.
 - 9.1.7 Communication and outreach strategies.

9.1.8 Monitoring and review processes.

10.0 Implementation Strategies

10.1 **Training, Communication & Outreach.** The Board will put in place training strategies on bullying prevention and intervention for all administrators and all staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants). The training strategies must include ways of responding to gender-based and homophobic bullying that are consistent with equity training on cultural sensitivity, on respect for diversity, and on special education needs.

11.0 Monitoring & Review

11.1 The Board will monitor and review the prevention and intervention strategies to determine their effectiveness. This process will include a regular cycle of analysis of the school climate through anonymous surveys.

Appendix A - How to Handle Harassment in the Hallways in three Minutes

STOP the harassment.

- Interrupt the comment/halt the physical harassment.
- DO NOT pull students aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.
- It is important that all students, whether onlookers, potential targets, or potential harassers, get the message that students are safe and protected in this school.

IDENTIFY the harassment.

- Label the form of harassment: “You just put someone down based upon perceived race, religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc..”
- DO NOT imply that the victim is a member of that identifiable group.
- A major goal is to take the “spotlight” off the target and turn the focus to the behavior. Students should realize what was said, regardless of what was meant (i.e. kidding).

BROADEN the response.

- DO NOT personalize your response at this stage: “At this school we do not harass people.” “Our community does not appreciate hateful/thoughtless behavior.”
- Re-identify the offensive behavior: “This name calling can also be hurtful to others who overhear it.”
- “We don’t do put-downs at this school” specifically includes those listening, as well as the school community in general. Even if they were “only kidding”, harassers must realize the possible ramifications of their actions.

ASK for change in future behavior.

- Personalize the response: “Chris, please pause and think before you act.”
- Quietly check in with the victim at this time. “If this continues, please tell me, and I will take further action. We want everyone to be safe at this school.”