
POLICY P.123.SCO

TITLE: BULLYING PREVENTION AND INTERVENTION

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Authorization: Board: 13 May 2008

1.0 OBJECTIVE

- 1.1 The Board believes that bullying is a serious issue that has far reaching consequences for both the entire school community and the community at large and that bullying:
- a) adversely affects students' ability to learn and function as well-adjusted individuals;
 - b) adversely affects healthy relationships and the school climate;
 - c) adversely affects a school's ability to educate its students;
 - d) can have long-term effects on individuals;
 - e) will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.
- 1.2 The Board believes that providing students with an opportunity to learn and develop in a safe and respectful society is a responsibility in which schools play an important role; and therefore; the Board shall:
- a) provide bullying prevention and intervention programs consistent with a progressive discipline approach in all schools in the District;
 - b) support the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying prevention and intervention programs;
 - c) provide training to all administrators, teachers, occasional teachers and all support staff to acquire the knowledge and skills necessary to address bullying, and ensure that others (e.g., school bus drivers, school bus operators, support staff, and volunteers) are trained and made aware of the policy.

2.0 DEFINITIONS

In this policy,

2.1 Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (see cyber bullying).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

2.2 Cyber Bullying

Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant, messages, cell phones and websites and other technology.

3.0 **SPECIFIC DIRECTIVES**

- 3.1 Each school shall develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan.
- 3.2 Each school's prevention and intervention plan shall include appropriate and timely responses to address incidents of bullying.
- 3.3 Each school shall have in place procedures to allow staff, occasional teachers, students, parents/guardians and volunteers to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- 3.4 Each school's prevention and intervention plan shall provide strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.
- 3.5 Each school shall establish a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one

support staff member, one community partner, and the principal or designate. The team must have a staff chair.

- 3.6 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 REFERENCE DOCUMENTS

The Education Act

Education Amendment Act (Progressive Discipline and School Safety) 2007

Ontario Regulation 472/07 Suspension and Expulsion of Students

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007

Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007

Board Policy P.032.SCO: Safe Schools

Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour

Board Policy P.125.SCO: School Board Code of Conduct

Board Procedure: PR.521.SCO: Safe Schools

Board Procedure: PR.543.HR: Alleged Harassment of a Student

Board Procedure: PR.659.SCO: Bullying Prevention and Intervention

Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour