

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLYING PREVENTION AND INTERVENTION STRATEGIES		525
<i>Board Approved:</i>	<i>May 18, 2010</i> <i>September 8, 2008</i> <i>June 21, 2005</i>	<i>Reviewed:</i> <i>Feb 22, 2010</i> <i>May 26, 2008</i> <i>March 25, 2008</i>	<i>Review Before: December 2015</i>

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## **RATIONALE**

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement for all students.

Teaching strategies that focus on the development of a positive school climate and healthy relationships will be a key component of the Superior-Greenstone District School Board's Bullying Prevention and Intervention Policy.

## **POLICY**

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely affects the student's ability to learn.

Bullying 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 has a negative impact on the school climate. This includes all types of cyber-bullying on both on-line and hand held devices such as cell phones, iPods, etc. that negatively impact the school environment. Intervention and support will be consistent with a progressive discipline approach.

## **DEFINITION**

**1.0** 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.

1.1 "Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed." *(Program Policy Memorandum – 145)*

**2.0** A positive school climate exists when all members of the school community are safe and accepted. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members.

### **3.0 Prevention and Awareness Raising**

All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links
- Character Education Initiatives
- Mentoring programs
- Student Leadership
- Citizen Development

- Healthy Lifestyles Initiatives
- Social Skills Development
- Student Success Initiatives

#### **4.0 Intervention and Support Strategies**

All schools must revise their existing school-wide Bullying Prevention and Intervention plans as part of the School Improvement Plan

The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community. Components of these plans must include the following:

- the definition of *bullying*
- analysis of the school climate survey
- prevention and awareness-raising strategies
- intervention and support strategies, including plans to protect victims
- reporting procedures
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

4.1 Strategies could range from early intervention to more intensive interventions in cases of persistent bullying, with possible referral to community or social services.

4.2 For a student with special education needs, intervention supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

4.3 All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social workers and child and youth workers) must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at anytime at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

4.4 Intervention Strategies

Intervention requires appropriate and timely responses and should be done in ways consistent with a progressive discipline approach. This may include early and ongoing intervention strategies such as:

- a) contact with parent(s), guardian(s)
- b) review of expectations
- c) written work assignments with a learning component
- d) referral to counseling
- e) consultation with outside agencies

#### **5.0 Suspension**

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

**6.0 Safe Schools Teams:**

Each school must have a Safe School Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role.

Reference:

PPM 144: Bullying Prevention and Intervention (Revised October 19, 2009)