SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS				
Policy Name	BULLYING PREVENTION AND INTERVENTION STRATEGIES				525
Board Approved:	*June 21, 2005* *September 8, 2008*	*Reviewed:*	*March 25, 2008* *May 26, 2008*	*Review Prior To: December 2013*	

RATIONALE

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment. Bullying adversely affects the school climate. 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 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.

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.

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

3.0 School Level Plans:
The principal of each school shall develop and implement a whole School Anti-Bullying Action Plan to address bullying as part of their School Improvement Plan. The School Anti-Bullying Action 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 strategies
- intervention strategies
- procedures to allow students to report bullying incidences safely
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

4.0 Safe Schools Teams:

Each school must have a Safe School Team that is composed of at least one student (where appropriate, one parents, 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.