

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Board Approved: October 18, 2022  
September 27, 2016*

*Review by: December 2027*

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## **1. POLICY**

Bullying adversely affects the school's ability to educate students, their well-being and ability to learn but also can lead to violence and more serious social, emotional or psychological problems for those individuals who are the targets of repeated aggression. Bullying is a serious issue that adversely affects the school climate, including healthy relationships.

## **2. BULLYING PREVENTION AND INTERVENTION STRATEGIES**

Bullying prevention and early intervention are critical in supporting student learning and achievement and for maintaining a positive school environment. A positive school environment is established and sustained through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of students in school life.

### **2.1 Character Education**

Good character is modeled, taught, and practiced throughout the Board, and schools, parents, and the broader community are regularly engaged in character development initiatives. System-wide character education provides a solid behavioural foundation upon which bullying prevention and intervention strategies can build.

### **2.2 Positive School Climate**

A positive school climate, essential to the prevention of bullying behaviour, is created when schools:

- promote the development of healthy and inclusive relationships between staff and students and with parents and the broader community;
- provide and support training for students and staff members that raises awareness of the problem of bullying;

- reinforce bullying prevention messages through programs addressing discrimination based on such factors as race, sexual orientation, gender, faith and creed, ability, ethnicity, and family status;
- post, communicate and enforce clear codes of student conduct;
- assess the awareness and scope of the bullying problem at the school through school climate surveys;
- ensure that students are supervised throughout the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem;
- find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders with their peers and within the broader community;
- encourage parents/guardians to participate and become engaged in the life of the school and to volunteer to assist in school activities and projects; and
- involve school councils in the development of anti-bullying initiatives and the ongoing implementation of bullying prevention programs.

The following positive preventive school practices will form the basis of schools' bullying prevention programs, consistent with the establishment of a positive school climate:

- promotion and acceptance of healthy student relationships and healthy lifestyles, including student-led initiatives in this regard;
- student success strategies;
- program modifications or accommodations;
- class placement;
- individual, peer and group counselling;
- conflict or dispute resolution;
- restorative practices;
- mentorship programs;
- behaviour management and safety plans;
- community support programs; and
- culturally responsive and relevant pedagogy.

In addition, staff will provide information to parents/guardians and School Councils about bullying, including ways to support a child who reports being bullied or witnessing bullying. This information will include the dangers of parents'/guardians' encouraging children to be aggressive or to strike back. The school and home can work together 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. School staff will regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

### 2.3 Classroom Prevention Strategies

The following classroom management and instructional strategies reinforce and support schools' overall efforts to address bullying:

- providing and regularly reinforcing clear expectations for appropriate student behaviour;
- focusing on developing healthy relationships in classroom lessons and including teaching resources that deal with related issues;
- providing opportunities for students to talk about bullying and to define unacceptable behaviours, including racism, homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour;
- involving students in establishing classroom rules against bullying and peer harassment;
- engaging students in classroom activities and discussions related to bullying and violence, including critical media literacy and safe internet use;
- regular use of circles in the classroom;
- promoting cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding; and
- varying the grouping of participants in these projects and monitoring the behaviour of participants in each group.

### 2.4 School-wide Intervention Strategies

Schools will consistently take appropriate action to address student behaviours that are contrary to provincial, Board and school Codes of Conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, ancestry, creed, family or socio-economic status, ability, or other grounds protected by the Human Rights Code, as well as any other student behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.

Intervention will occur in a timely, supportive and sensitive manner and be made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration individual student needs (at a level within reason of the students' ability for understanding).

Intervention strategies will include:

- asking the student to stop the behaviour;

- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate
- modelling appropriate communication;
- asking the student for a correction of the behaviour by restating or rephrasing their comments;
- asking the student to apologize for the behaviour;
- asking the student to promise not to repeat the behaviour; and
- asking the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful.

Strategies will range from early and ongoing to more intensive interventions cases of persistent bullying, with possible referral to community or social service agencies. In cases where positive preventive practices may be ineffective or insufficient to address inappropriate student behaviour, the use of progressive discipline consequences, up to and including expulsion, may be appropriate. In circumstances where students receive a consequence for their behaviour, the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and Policy/Program Memorandum 145 (Progressive Discipline) will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students or students with exceptionalities.

School staff will support students in making a confidential report if they are the target of bullying or are aware of other targets(s). Reporting methods will minimize the possibility of reprisal and will record details of the incident(s). Reports will be investigated and resolved expeditiously, consistent with school, Board and Ministry procedures. Parents/guardians who report bullying to teachers/administrators will be listened to, and their reports will be followed by an investigation and resolution of the allegations.

Where appropriate, students and their parent/guardian will receive developmentally appropriate contact information about professional supports such as community agencies, public health facilities, and telecommunications forums, such as a help phone lines or websites.

Principals/Vice Principals are expected to review and amend, as appropriate, Individual Education Plans and Behaviour Management or Safety Plans at regular intervals and, following an incident, to ensure that students with special needs are receiving appropriate accommodation.

### Classroom Intervention Strategies

The following outline the intervention strategies that teachers will generally employ to prevent inappropriate and unacceptable classroom

behaviours:

- oral reminders;
- visual cues to the desired behaviour;
- clear examples of appropriate behaviour;
- review of expectations in the school Code of Conduct;
- written work assignment addressing the behaviour, that has a learning component;
- contact with the student's parent/guardian;
- conflict mediation, consultation and resolution;
- peer mentoring;
- referral to counseling; and
- restorative practices.

In the case of a bullying incident, teachers will:

- Take immediate action when bullying is observed.
- Report the incident to school administration by filling Safe Schools Incident Report form in eBase (See Appendix C)
- Let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the persecutor, educators support both the target and the witness(es).
- Ordinarily confront the persecutor in private. Dealing with a persecutor does not necessarily mean confronting them in front of their peers. Challenging such a person in front of their peers may actually enhance their status and lead to further aggression.
- Notify the parents/guardians of both targets and persecutors when a confrontation occurs and seek to resolve the problem quickly at school. Where appropriate, this action will be taken by the school administration. Both targets and aggressors will be referred to school and/or community supports whenever appropriate.
- Provide protection and support for bullying targets whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend.
- Listen receptively to parents/guardians who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken.
- 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.

In all cases where ongoing intervention strategies are used, the parent or guardian of the non-adult student engaging in bullying behaviour will be contacted.

## **Sample Resources**

Note: many more resources are available - please research to find most currently available.

### **Tip Sheets**

Bullying Prevention Tip Sheet:

[https://www.prevnet.ca/sites/prevnet.ca/files/for\\_teachers\\_-\\_bullying\\_prevention\\_tip\\_sheet.pdf](https://www.prevnet.ca/sites/prevnet.ca/files/for_teachers_-_bullying_prevention_tip_sheet.pdf)

Teasing vs. Bullying Tip Sheet:

[https://www.prevnet.ca/sites/prevnet.ca/files/teasing\\_vs.\\_bullying\\_tipsheet\\_2018.pdf](https://www.prevnet.ca/sites/prevnet.ca/files/teasing_vs._bullying_tipsheet_2018.pdf)

Bullying and the Brain Tip Sheet:

<https://www.prevnet.ca/sites/prevnet.ca/files/bapw-tipsheet-day2-fnl.pdf>

### **Teacher Resources**

Healthy Relationship Skills:

<https://smho-smso.ca/emhc/healthy-relationship-skills/>

Learning for Justice:

<https://www.learningforjustice.org/classroom-resources>

UNESCO's Scientific Committee - Preventing and Addressing School Bullying/Cyberbullying:

[https://www.prevnet.ca/sites/prevnet.ca/files/recommendations\\_by\\_sc\\_0.pdf](https://www.prevnet.ca/sites/prevnet.ca/files/recommendations_by_sc_0.pdf)

“Dark Cloud” – Documentary on the High Cost of Cyberbullying:

[https://www.telus.com/en/wise/dark-cloud?INTCMP=VAN\\_darkcloud](https://www.telus.com/en/wise/dark-cloud?INTCMP=VAN_darkcloud)

Cyberbullying Resources:

<http://cyberbullying.primus.ca/cyberbullying-resources/>

Students with Special Needs:

[https://www.ocali.org/project/bullying\\_and\\_individuals\\_with\\_special\\_needs/page/anti\\_bullying\\_webcasts](https://www.ocali.org/project/bullying_and_individuals_with_special_needs/page/anti_bullying_webcasts)

### **Websites**

[www.pflagcanada.ca](http://www.pflagcanada.ca)

<https://www.learningforjustice.org/magazine/our-new-name-learning-for-justice>

[www.prevnet.ca](http://www.prevnet.ca)

<http://www.religioustolerance.org/>

[www.egale.ca](http://www.egale.ca)

## **HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN THREE MINUTES**

*(From the Toronto District School Board)*

### **1. 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.*

### **2. IDENTIFY the harassment.**

Label the form of harassment: “You just made a harassing comment/put-down based upon 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 behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

### **3. 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 behaviour.”

Re-identify the offensive behaviour: “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.

### **4. ASK for change in future behaviour.**

Personalize the response: “Chris, please pause and think before you act.”

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.”

Now turn the “spotlight” on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give him/her this responsibility on behalf of others.

## 525 - Bullying Prevention and Intervention Strategies – Appendix C

### **For Staff Reporting Bullying Incidents Via the eBase Platform Using the Safe Schools Incident Reporting Form**

#### **For Access from non-Board computers**

Step 1: Visit <http://www.sgdsb.on.ca/> Look for a Staff menu with a green background and click the 'Resources' link.

Step 2: There are a number of options arranged in a 7x3 grid. Scroll all the way down to the bottom and click the option in the lower left hand corner entitled: eBase Login

Step 3: A new window will open with a login screen to access the eBase platform. In the spaces provided, enter your Board username and password (same as Board email).

#### **For Access from Board computers – click on the eBase icon**

Step 4: In the eBase platform, in the upper left hand corner are small icons: a house, and one that looks like a couple of computer windows, one in front of the other (they are grey and blue). Hover over the computer window icon. A menu will appear with 'Form Logic'. Click on the words 'Form Logic'

Step 5: In the top right hand corner of the new page is a grey button with a green plus sign on it that says: 'Add New Form'. Click on it.

Step 6: Two drop down menus will appear. From the 'Workflow' menu select 'Safe Schools Incident Reporting'. From the 'Facility' menu select the work site.

Step 7: Fill out the form recording the details of the situation in the online form, using the check boxes. Check as many as apply.

Step 8: Keep a copy of the information provided, and document the events of the situation, and the date and time of the report.