

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

1. Rationale

Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

2. Policy

It is the policy of Lakehead District School Board that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on Lakehead District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At Lakehead District School Board we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

3. Definitions & Clarifications

Bullying - 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 who bully are learning to use power and aggression to control and distress others.
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.
- Students use power in many ways:
  - size, strength, intelligence, age;
  - social status;
  - economic status; and
  - knowledge of another person's vulnerability.

# SCHOOL-COMMUNITY RELATIONS

8000

## BULLYING PREVENTION AND INTERVENTION PROCEDURES

8071

### Ministry Definitions:

“Bullying” means aggressive and typically repeated behaviour by a pupil where, (a) 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, (i) 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 (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil 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;

Bullying - For the purposes of the definition of “bullying” as above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying - For the purposes of the definition of “bullying” as above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### Types of Bullying Behaviour (may include, but are not limited to the following):

- Physical: Repeated hitting, kicking, shoving, or beating up another person.
- Property: Repeated stealing, or damaging another person’s property.
- Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment.
- Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person’s friendships.
- Electronic/Cyber: The repeated use of email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.
- Racial: Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person names or making fun of his/her religious beliefs or background.
- Sexual: Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons’ sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

- Ability: Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.
- Homophobic and Gender Identity: The repeated ill treatment of another individual based on their sexual orientation, gender identity or perceived sexual orientation or gender identity, including disclosure of someone else’s sexual orientation. Ill-treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

Aggressive behavior - 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, or other technology).

Harm - means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

#### 4. 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.

##### 4.1 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. All school members are expected to model the Board’s key character attributes of integrity, acceptance, responsibility, empathy and respect, which transcend race, faith, gender, socio-economic status or ability. System-wide character education provides a solid behavioural foundation upon which bullying prevention and intervention strategies can build.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

#### 4.2 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; and
- community support programs.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

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.

#### 4.3 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 (see Appendix B - Resources);
- 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;
- 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.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

4.4 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.

- 4.4.1 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 (See Appendix C).

- 4.4.2 Strategies will range from early and ongoing to more intensive interventions in 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.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

- 4.4.3 School staff will support students in making a confidential report if they are the victim of bullying or are aware of other victim(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 will be listened to, and their reports will be followed by an investigation and resolution of the allegations.
- 4.4.4 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.
- 4.4.5 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.

4.5 Classroom Intervention Strategies

- 4.5.1 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.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

4.5.2 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 (Appendix A) in accordance with Safe Schools – System Expectations Procedures 8070, Section 7.3 Reporting of Incidents On and Off School Property.
- Let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness(es).
- Ordinarily confront the bully in private. Dealing with a bully does not necessarily mean confronting the bully in front of his or her peers. Challenging a bully in front of his or her peers may actually enhance the bully's status and lead to further aggression.
- Notify the parents/guardians of both victims and bullies 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 victims and aggressors will be referred to school and/or community supports whenever appropriate.
- Provide protection and 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.
- 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.



<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>BULLYING PREVENTION AND INTERVENTION PROCEDURES</b>	<b>8071</b>

5. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<b>Equity and Inclusive Education 1020</b>  <b>Safe Schools – System Expectations 8070</b>	<b>September 28, 2010</b>         <u>Date Revised</u>  <b>January 22, 2013</b> <b>May 23, 2017</b>	<b>Policy/Program Memoranda PPM 144 Bullying Prevention and Intervention</b>  <b>Policy/Program Memoranda PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</b>  <b>Education Act Part XIII subsection 302 (3.4)</b>