Huron-Perth Catholic District School Board			
POLICY: Safe Schools			
Adopted:	**October 26, 1998**	Policy #:	**3D:7**
Revised:	**October 22, 2012**	Policy Category:	**Student Services**

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to working with families, parishes, and community partners in maintaining safe and orderly Christ-centred learning environments. We believe that Safe schools are a prerequisite for student achievement and that students should feel safe and be safe in school and on school grounds. The Board promotes a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Bullying adversely affects students' abilities to learn and the school's ability to educate its students. It adversely affects healthy relationships and school climate. It is not acceptable on school property, in school-related activities, or in other circumstances resulting in a negative impact on school climate.

DEFINITIONS

Healthy Eating Environment: A healthy eating environmental exists when a school promotes healthy eating through words and actions. Students are taught healthy eating lessons, and are given plenty of opportunities to practice what they learn.

Bullying: Is aggressive and typically repeated behavior by a pupil where,
   a) the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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 behavior 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.

Cyberbullying: includes bullying by electronic means which is the use of information and communication technologies such as e-mail, cell phone, pager text messages, instant messaging, defamatory personal web-sites, and defamatory on-line personal polling web sites to support deliberate behaviour by an individual or group that is intended to harm others. It includes, but is not limited to:

   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;

   c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

PROCEDURE:

1. The Board will facilitate annual professional development opportunities for staff on bullying prevention and promoting positive school climates, to support the work of each school's Safe and Healthy School Team.

2. School principals will establish a Safe and Healthy School Team. It will be composed of: student(s), teacher(s), principal, parent(s), support staff member(s) and community partner(s). The team will advise the principal on the bullying prevention their school will use, based on unique needs of their school culture.

3. School principals will work with their Safe and Healthy School Team to implement a Bullying Prevention and intervention program that is part of the School Improvement Plan. It must:
   - define bullying and identify different forms of bullying;
   - address specific or unique issues identified in their school;
   - focus on healthy relationships;
   - include training and information for educators, students, and parents on bullying and bullying-prevention strategies;
   - take a multi-faceted approach including: school-wide education; specific and well-known interventions for bullies, victims, and by-standers;
   - be integrated into the curriculum;
   - have protocols for safe reporting of bullying incidents;
   - include intensive interventions and progressive discipline for repeat bullies.

4. School principals will work with their Safe and Healthy School Team to conduct regular evaluations of their school's Bullying-prevention program including the use of bi-annual surveys of students, staff, and parents/guardians, to determine the extent to which all aspects of step 3 (above) have been achieved.

5. The Safe and Healthy School Team will support a healthy eating environment by implementing and compiling with School Nutrition 3D:14 and PPM 150.