



Policy: Bullying Prevention and Intervention

		Policy Number:	200.27
Adopted:	25/03/08	Former Policy Number:	n/a
Revised:	23/11/10	Policy Category:	Students
Subsequent Review Dates:		Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. As bullying disrupts the learning, teaching, social and spiritual environment in a school community, it will not be tolerated.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board's policy on Bullying Prevention and Intervention will ensure that:

- All members of the school community, including staff, students, parents/guardians, and visitors are respectful to one another and are responsible for helping to create safe, caring, and inclusive environments free from bullying.
- All schools have a Bullying Prevention and Intervention Program which empowers all pupils and the entire school community to create schools free from bullying.
- All Board employees take all allegations of gender based violence, homophobia, sexual harassment, and inappropriate sexual behaviour and bullying seriously and act in a timely manner.
- Disciplinary action is consistently taken to address bullying behaviours.
- Board employees working directly with pupils will support all pupils, including those who disclose/report such incidents by providing contact information about professional supports.
- All Board employees are provided with training strategies on bullying prevention and interventions. The training includes: principals, teachers, and non-teaching staff including staff in social work, child and youth work, psychology, as well as related areas, such as transportation providers.
- Policies and procedures on bullying prevention and intervention be actively communicated to pupils, parents, teachers and other school staff, the Special Education Advisory Council, school councils, and school bus operators and drivers.
- Consideration is given to separate pupils to preserve or protect the safety of a pupil. It is preferable that the victim not be moved in these situations. The principal will co-ordinate a transition meeting with the administration of the new school to support the pupil who is being moved.

Key Policy Terms

Board Employee

An employee who works with pupils is defined to include administrators, teachers, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

Bullying

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is real or perceived power imbalance.



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Pupils may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.S.O. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- PPM 141 School Board Programs for Students on Long-Term Suspension
- PPM 142 School Board Programs for Expelled Students
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
- PPM 119 Developing and implementing equity and inclusive Education policies in Ontario schools

Board Policy

- Safe Schools 200.25
- Student Discipline 200.26
- Bullying Prevention and Intervention 200.27
- Student Attendance 200.29
- Transportation of Students – Expectations and Responsibilities 400.10

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Administrative Procedure - Bullying Prevention and Intervention AP 200.27

Procedure for:	Principals/Vice-principals	Adopted:	March 25, 2008
Submitted by:	Trish Kings, Superintendent of Education	Revised:	November 23, 2010
Category:	Safe Schools		

Purpose

To provide direction for principals/vice-principals regarding bullying prevention and intervention.

Responsibilities

Superintendents of Education will:

- monitor and advise principals and vice-principals regarding bullying prevention and intervention procedures.

Principals/Vice-principals will:

- implement procedures regarding bullying and intervention.

Information

School boards in Ontario are required to have and implement policies on bullying and intervention. All employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

Procedures

1.0 Responsibilities of the Principal/Vice-Principal

Each school principal is responsible for the development and implementation of a Bullying Prevention and Implementation Program.

The Principal/Vice-principal will ensure:

- the program is based on the Ontario Catholic Graduate Expectations, the Religion and Family Life programs, Virtues Education as well as the Ontario Curriculum Documents;
- the school level program is part of the School Improvement Plan, assessed and updated on a yearly basis.

2.0 Incidents of Bullying

2.1 Respond to the Incident(s) of Bullying

All Board employees who work directly with pupils – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants, and staff who are contracted to provide services to the Board) must take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to pupils who disclose or report bullying incidents, and respond to any pupil behaviour that is likely to have a negative impact on the school climate.



Respond to incidents of bullying by:

- asking the pupil to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modeling appropriate communication;
- asking the pupil for a correction of his/her behaviour by restating or rephrasing their comments;
- asking the pupil to apologize for his/her behaviour;
- asking the pupil to promise not to repeat his/her behaviour;
- asking the pupil to explain why and how a different choice with respect to his/her behaviour would have been more appropriate and respectful; and,
- where applicable, identifying the application of the Human Rights Code.

A response by the staff to the incident shall not prevent or preclude the principal or vice-principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools.

2.2 Reporting the Incident(s) of Bullying

All Board employees and the transportation providers must report to the principal or designate at the earliest safe opportunity, bullying behaviours that have a negative impact on the victim and the school climate, whether on school property, on buses, or at school-related events or activities.

When reporting incidents of bullying:

- The report must be accompanied in writing using the Safe Schools Incident Report Form I not later than the end of the school day or end of the transportation route.
- The principal or designate must acknowledge the receipt of the form, in writing, using the Safe Schools Incident Form II.

2.3 Notifying the Parent/Guardian

Following an incident for which the principal is considering imposing a suspension or making a recommendation for expulsion, the principal shall provide information to the victim's parent/guardian. Where the victim is an adult pupil, the principal shall inform the parent/guardian only with the victim's consent.

Principal notification information should include:

- The nature of the incident that caused the pupil harm, the nature of the harm to the pupil and its impact on the pupil.
- An outline of the steps being taken by the school to protect the pupil's safety.
- Contact information with respect to professional supports for the victim.
- Any school wide initiatives or preventative progressive discipline measures that have been or will be implemented as a result of the incident and/or other similar incidents.
- Whether or not formal discipline was imposed on the pupil(s).



- The principal may confirm that the pupil(s) disciplined shall no longer be attending the same school as the victim.
- The principal shall provide a written summary of the supports for the pupils, including a copy of a Safety Plan, if appropriate, to the parent/guardian and the School Superintendent.

Principal notification may include:

- The principal may confirm that the pupil(s) disciplined shall no longer be attending the same school as the victim.

Principal notification shall not include:

- The identify or confirmation of the names of the pupil(s) disciplined nor provide other personal information such that his/her identity might be determined or confirmed.
- Disclose the specific disciplinary measures that might have been imposed.

2.4 Not Notifying the Parent/Guardian

If, in the opinion of the principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the best interests of the pupil, then the principal would not notify the parent.

The principal shall:

- Consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, reporting to the Children's Aid Society, and if in doubt, the principal shall consult with the CAS to inquire about the appropriateness of making a report.
- Document in the Student Information System why the parent/guardian was not notified.
- Inform his/her superintendent that the parent/guardian was not informed and why.
- Inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice principal of the potential for harm, that the parent/guardian was not informed and why.
- Inform other staff working to support the pupil, as appropriate.

3.0 Supports for Students Involved in Bullying Situations

The principal shall inform the victim of the steps being taken by the school to protect his/her safety and may provide contact information about professional supports as appropriate. The principal shall involve the appropriate professional supports for the bully.

4.0 Record Keeping

The principal must ensure that incidents of bullying are recorded and filed as outlined in the Student Discipline Procedures.



Definitions

Administrator

A superintendent, principal or vice-principal with responsibility for the school in question.

Board Employees

An employee who works with pupils is defined to include administrators, teachers, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

Board Expulsion

Expulsion from all schools of the Board.

Disproportionate Impact

Created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

Emergency Administrator

A superintendent or principal identified by the principal of the school to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.

Harassment

Words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s) touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

Immutable Characteristics

Characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

Primacy of the Code

A circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

Progressive Discipline

A non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Racialized

A student who experiences social inequities on the basis of race, colour, and/or ethnicity.

School Expulsion

Expulsion from the school of the Board that the pupil was attending at the time of the incident.



Teacher-In-Charge

A teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

Undue Hardship

The standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

Weapon

Any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.SO. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
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- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

Board Policy

- Student Discipline Administrative Procedure 200.26
- Bullying Prevention and Intervention Administrative Procedure 200.27
- Student Attendance Policy 200.29

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