



**Bullying Prevention and Intervention**

**Board Received:** November 25, 2013

**Review Date:** December 2016

**Accountability:**

- 1. Frequency of Reports — As needed
- 2. Severity Threshold — As needed
- 3. Criteria for Success
  - Enhanced student safety
  - Increased opportunity for students to continue their education
  - Improved student performance

1. **Definition of Bullying**

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.

Persons may attain or maintain power over others 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
- race

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. **Prevention and Awareness-Raising Strategies**

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12/Administrative Procedure SO131).

Each school should strive to develop a positive school climate. A school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.”

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training, and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

### 3. **Intervention and Support Strategies**

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

All employees of the Board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who discloses or reports bullying incidents.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies ranging from counselling to suspension up to possible expulsion.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

### 4. **Reporting to Principals**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal. Will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal should inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim’s parents. Contact with parents should always be made as soon as possible.

#### 5. **Notifying Parents**

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

#### 6. **Training Strategies**

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of and intervention in bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g. parent night, newsletters, pamphlets) in order that parents/guardians can best support their child(ren) and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations (e.g. ESL, Special Education and Aboriginal populations).

This training will include ways of responding to gender-based, homophobic and any other types of bullying which are related to a student’s race or disability. This training will also be available to other adults who have significant contact with students (e.g. school bus drivers).

## 7. Communication and Outreach Strategies

### (a) **Communication as Prevention**

This procedure, related policies, and all related procedures will be communicated to parents/guardians, students, staff, and community members in the following ways:

- school agendas
- school newsletters
- Board website
- pamphlets delivered to parents/guardians
- introduction and review at school assemblies

All communication will include roles and responsibilities of all members of the school community, particularly for students, parents/guardians, and school staff.

As bullying is a community concern, our community is viewed as our partner in helping to diminish bullying. Working with community services to promote safe schools (e.g. Police Services, Victim Services, Children's Aid Society) ensures ongoing community involvement.

All Grand Erie employees (present and new hires) will be provided with information outlining policies and procedures related to Safe Schools, in addition to training opportunities as they arise.

### (b) **Communication as Intervention**

#### (i) **Monitoring and Review**

All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years. Haldimand and Norfolk Counties one year, Brant County and Brantford schools the next. Surveys offer opportunities for input to students from grade two to twelve. The survey results will identify specific safety issues related to bullying.

Safe Schools Teams will use information from school climate surveys, as well as other data, to determine prevention, intervention, and training activities for their school.

#### (ii) **School Level Plans**

School staff, in collaboration with parents, will develop and/or review:

A School Code of Conduct and Progressive Discipline and Bullying Intervention plan, which will include:

- intervention and support strategies, including plans for the victims and referral to community agencies for further support
- prevention and awareness-raising strategies
- definition of bullying
- procedure for students and parents to report bullying and harassment

All Annual School Improvement Plans in Grand Erie will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

**(iii) Safe Schools Teams**

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

Safe School Teams will be responsible for the creation and inclusion of a specific bullying prevention plan as part of the School Improvement Plan. The Grand Erie Safe Schools Team will act as a resource and support for school teams.

**SAFE SCHOOLS INCIDENT REPORTING FORM**  
— PART I —

***CONFIDENTIAL***

<b>Report No:</b>		
<b>Name of School</b>		
<b>1. Name of Student(s) Involved (if known)</b>		
<b>2. Location of Incident (check one)</b>	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
<b>3. Time of Incident</b>	Date:	Time:
<b>4. Type of Incident (check all that apply)</b>	<b>Activities for which suspension must be considered under section 306(1) of the Education Act:</b>	
	<input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal or restricted drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community	
	<b>Activities for which expulsion must be considered under section 310(1) of the Education Act:</b>	
	<input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor	
<b>5. Report Submitted By:</b>		
Name:		
Signature:		Date:
<b>Contact Information:</b>		
Location:		Telephone:

**SAFE SCHOOLS INCIDENT REPORTING FORM  
— PART II —**

***ACKNOWLEDGEMENT OF RECEIPT***

<b>Report No.</b>		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		