

<b>Procedure Title</b>	<b>Bullying Prevention and Intervention</b>		
<b>Date of Issue</b>	September 21, 2004	<b>Related Policy</b>	BP 6821-D
<b>Revision Dates</b>	January 19, 2010 October 5, 2011	<b>Related Forms</b>	
<b>Review Date</b>		<b>Originator</b>	Administrative Council
<b>References</b>			
BP 6820-D "Safe Schools" and AP 6820-D "Safe Schools"; BP 7520-D and AP 7520-D "Human Rights"; BP 7522-D and AP 7522-D "Assault, Sexual Abuse and Professional Misconduct involving Board Staff"; BP 6301-D "Antiracism and Ethnocultural Equity"; Bill 157 "Keeping Our Kids Safe At School Act"; Policy/Program Memorandum No. 144 "Bullying Prevention and Intervention"; Education Act; Ontario Regulation 472/07			

**Procedure:**

**Rationale:**

Bluewater District School Board is committed to the maintenance of a work and school environment that is free from any form of bullying. This commitment includes dealing promptly and effectively with any incidents of bullying to ensure that the policy on bullying is followed. The following procedure has been developed to assist in dealing with any incidents that may occur.

In all instances mandated by the Criminal Code and the Bluewater District School Board Safe Schools procedure, there will be reporting to the police.

In cases of inappropriate behaviour involving students with special needs, different guidelines may be established. This provision would allow for different rules to be established for exceptional students whose disabilities prompt the prohibited behaviour.

Policy support and education are required in order to promote the elimination of bullying in our work and school environment. Building a culture of mutual support and respect in our school and work environments is key.

**Procedure:**

**Developing a School Bullying Prevention and Intervention Plan**

“Without question the most effective means of addressing bullying is through comprehensive, school wide programs.”

(Atlas & Pepler, 1998, Garrity et al., 1997; Skiba & Fontaninin, 2000)

The most important reason for developing a school wide bullying prevention and intervention plan is to engage and empower the silent majority, the students who are witnesses but don't yet know how to help.

- Establish an bullying prevention and intervention committee which will include the principal and may include, classroom and special education teachers, guidance counsellors, educational assistants, student services

representatives, students, support staff such as office professionals, custodians, child and youth workers, members of the School Community Council, parents, police officers, bus drivers

- Review Bluewater District School Board Safe Schools Policy
- Review School Code of Conduct
- Review Bluewater District School Board Bullying prevention and intervention Policy
- Review Bluewater District School Board Human Rights Policy
- Assess your school's needs and goals through data collection and school climate survey
- Provide in-service for teachers, administrators and other school staff
- Identify resources for bullies, victims and families
- Provide support for victimized students
- Provide increased supervision where bullying tends to occur
- Develop a system to track/monitor incidents of bullying (e.g. School Box)
- Integrate anti-bullying themes and activities into curriculum
- Establish clear school-wide and classroom rules about bullying
- Develop a cycle of on-going review, modification, and improvement of the school-wide bullying prevention and intervention plan and instructional programs

### **Dealing with Incidents of Bullying**

- Intervene immediately: stop the bullying behaviour as soon as you see it or become aware of it (see Appendix A)
- Talk to the bully and the victim separately
- Consult with other staff to get a wider reading on the problem
- Assess the severity of the bullying and follow Safe Schools reporting procedure (see AP 6819-D)
- Expect that the bully will minimize and deny his/her actions and accuse the victim
- Refer to Bullying Prevention and Intervention policy/plan and School Code of Conduct during conferencing with bully and victim
- Inform the bully of the consequences of his/her behaviour
- Reassure the victim that all possible steps will be taken to prevent a reoccurrence and offer support
- Inform parents/guardians of bully and of victim as soon as possible
- Involve the parents/guardians in the resolution plan
- Follow up communication as appropriate
- Monitor the behaviour of the bully and the safety and well-being of the victim on a school-wide basis
- Implement restorative measures

### **Suggestions for Intervention**

#### **Victim**

- Develop the student's peer support network (buddy/peer system)
- Provide adult mentor
- Develop social skills and self-esteem
- Provide assertiveness training
- Train victim to report any bullying
- Offer counselling
- Coach the victim in ways to respond to a bully (e.g. Be Cool programme)
- Work with classmates and family of victim
- Provide a safe venue for reporting incidents
- Hold class meetings
- Provide school problem box
- Stay calm, ignore, don't react and walk away
- Stay in sight of peers and adults on school property
- Provide print or other resources

**Bully**

- Specific re-education in addition to consequences is recommended (e.g. anger management sessions, social skills courses, behaviour modification programs, programs designed to increase empathy and reduce aggressive behaviour)
- Letter of apology
- Reading or reporting a Bullying Story
- Role play (e.g.. bully plays role of victim)
- School community service assigned by principal
- Anger management training
- Social skills training
- Counselling
- Request for intervention by outside agencies
- In-school supervised time-out
- Behaviour contract
- Restitution
- Alternative programming (e.g.. SNAP, Behavioural Support Programme)
- Conflict resolution programme
- Peer mentoring
- Discussion re: behaviour expectations
- Adults dealing with bullies should be calm but firm and avoid labelling
- Remove bully from playground, event, activity, classroom
- Help bully develop other forms of leadership and experience power in a pro-social way
- Suspension
- Expulsion hearing
- Police intervention
- Re-entry plan

**Building a Positive School Climate and Bullying Prevention and Intervention Culture**

- Conduct school climate survey every two years
- Reading lists and books that deal with bullying
- Bullying Awareness Days
- Co-operative activities
- Class presentations (e.g. healthy relationships; bullying prevention)
- Workshops for students/staff/parents
- Mentoring
- Anti-bullying posters
- Thought for the day
- Media study
- Study groups - student and/or staff
- Anonymous report box
- Guest speakers
- Drama presentations
- Positive Conflict Resolution Training
- Bullying Prevention Programmes (e.g. Tribes, First Steps, Stop the Bullying, Bully Beware, Get Real About Violence, Second Steps, Virtues)
- Assemblies
- Social campaigns
- Identify areas in school or on grounds where students feel vulnerable and supervise appropriately
- Presentations to school, staff, School Community Council, students.
- Teaching strategies that support school-wide bullying prevention and intervention policies
- Comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses.

**APPENDIX A**  
**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.