



PROCEDURE PR.659.SCO

TITLE: BULLYING PREVENTION AND INTERVENTION

Date issued: May 2008

Last revised:

Authorization: Senior Staff: 15 April 2008

1.0 OBJECTIVE

To provide direction and to support the implementation of a bullying prevention and intervention program in a safe, caring and nurturing learning environment within the schools of the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this procedure,

2.1 **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.

Students 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, gender identity, 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 (see cyber bullying).

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.

2.2 **Cyber Bullying**

Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant, messages, cell phones and websites and other technology.

3.0 RESPONSIBILITY

3.1 Superintendents of Instruction, principals and teachers and all staff.

4.0 PROCEDURES

4.1 The implementation of bullying prevention and intervention in schools will be in accordance with Board Policy P.123.SCO: Bullying Prevention and Intervention.

4.2 The principal, in consultation with the Safe Schools Team, staff, students, parent/guardians and the school council will develop a school policy on bullying prevention and intervention as part of the School Improvement Plan.

4.3 The principal will ensure that the school policy includes prevention strategies such as the following:

- a) Offering parents/guardians resources and support to prevent bullying by their own children and to assist them, and their children, in recognizing and dealing with this behaviour;
- b) Formulating expectations for appropriate student behaviour and social inclusion in the school;
- c) Focusing on classroom teaching strategies that develop healthy relationships (e.g., cooperative small group activities, character development, conflict resolution, student leadership development);
- d) Equipping staff with consistent practices to help prevent and curtail bullying anywhere in the school, school grounds, buses, and community. Providing staff with resources such as a library of current and appropriate written materials and computerized curriculum information;
- e) Implementing strategies to “Bully Proof” the school (e.g., “Not in My School” campaign, “Athletes Against Bullying” Assemblies, “Character Plus” programs, “Roots of Empathy”, P.A. announcements, and anti-bullying poster displays);
- f) Providing opportunities for all students to participate in bullying prevention training and leadership initiatives (e.g., arrange student focus groups coordinated to generate solutions, engage students from local secondary schools to work with younger students at feeder schools, so that anti-bullying peer support is evident in the school);
- g) Formulating strategies to ensure that members of the school community are involved in anti-bullying practices;
- h) Enhancing supervision in the areas where bullying is most evident (hot spots).

4.4 The principal will ensure that the school policy is developed in conjunction with Board Procedure PR.544.HR: Alleged Harassment/Abuse of a Student by a Student (See Sections 4.1 and 4.2) and includes intervention strategies such as the following:

- a) Review of expectations;
- b) Verbal reminders;

- c) Progressive discipline;
 - d) Contact with parents;
 - e) In-school sanctions;
 - f) Meeting with parent, student and principal;
 - g) Referral to counselling;
 - h) Restorative Justice and practices;
 - i) Referral to community/social service agencies;
 - j) School Resource Officers;
 - k) Short-term suspension;
 - l) Long-term suspension.
- 4.5 The principal will ensure that the prevention and intervention strategies provide support for students who have been bullied, students who have bullied others, bystanders and others who may have been affected by observing bullying.
- 4.6 The principal will develop and communicate to the school community a protocol that allows staff, occasional teachers, students, and parents/guardians and volunteers to report bullying incidents safely, in confidence, and in a way that will minimize the possibility of reprisal.
- 4.7 The principal will ensure that staff, occasional teachers, students, parents/guardians, school council members, volunteers and school bus drivers are made aware of their responsibilities in the school policy on bullying prevention and intervention.
- 4.8 The principal and staff will monitor and review the effectiveness of the bullying prevention and intervention policy and procedures through anonymous surveys of students, staff and parents/guardians on the climate of the school.

5.0 REFERENCE DOCUMENTS

Education Act

Education Amendment Act (Progressive Discipline and School Safety), 2007

Ontario Regulation 472/07, Suspension and Expulsion of Pupils

Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007

Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007.

Board Policy P.032.SCO: Safe Schools

Board Policy P.123.SCO: Bullying Prevention and Intervention

Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour

Board Policy P.125.SCO: School Board Code of Conduct

Board Procedure PR.521.SCO: Safe Schools

Board Procedure PR.544.HR: Alleged Harassment/Abuse of a Student by a Student
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student
Behaviour