

Sharbot Lake High and Intermediate School  
DRAFT: Bullying Prevention and Intervention Plan

First Draft, August 2011

*Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.*

Taken from PPM 144, pg 4.

**LDSB Administrative Procedure 356 states:**

The Limestone District School Board is committed to building and sustaining a positive school climate for all students enrolled in the Board's schools in order to provide to our students the opportunity to reach their full potential. To that end, the Board has implemented programs and activities that focus on bullying prevention and intervention.

Providing students an opportunity to learn and develop in a safe and respectful environment is a shared responsibility in which the board and schools play an important role. Bullying prevention and intervention strategies contribute to a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

## What is 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. (Mandated by the Ministry of Education; PPM 144, pg.2)*

*Bullying can take many forms: physical (hitting, pushing, tripping), verbal (name calling, mocking, making sexist, racist or homophobic comments) social (excluding others from a group, spreading gossip or rumours) or it can occur through the use of technology (spreading rumours, images or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites or other technology). PPM 144, pg.3*

Barbara Coloroso's definition of bullying does state that a single incident may suffice:

*Bullying is a conscious, willful, deliberate activity intended to harm where the perpetrator(s) get pleasure from the targeted child's pain and/or misery. It can be verbal, physical, and/or relational; have as it's overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyber bullying. It can be and often is continuous and repeated over time, but does not have to be. Once is enough to constitute bullying.*

THE PPM 144 elaborates on the requirement for 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 or peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race. PPM 144, Page 2-3.*

## Prevention and awareness-raising strategies

- Bullying prevention week activities
- 3 Minute strategy for addressing harassment in the hallways
- MEND approach
- Student council Activities: Spirit Days
- Recognition assemblies
- Outreach activities: (e.g. Terry Fox Run, 30 Hour Famine, Food and Toy drive)
- Lunch Hour activities: games room, gym time, study rooms,
- Colour House activities focus on team work and collaboration
- Intramural activities

## Intervention and support strategies, including plans to protect victims

Ontario's Education Act mandates that it is the duty of the Principal to maintain order and discipline in the school, to give assiduous attention to the health and comfort of the pupils, and subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the principal's judgment, be detrimental to the physical or mental well-being of the pupils. (Education Act, R.S.O. 1990, c. E.2, s.265 (a), (j) and (m).)

- Recognize bullying reports and incidents as serious – label the behaviour and act upon them each time
- Teach students the difference between ratting and telling: Ratting: ratting on someone in order to get them in trouble; Telling: getting help when you or someone you know is being hurt or when rights to be safe are taken away
- Reports of bullying must be directed to the administration for tracking and support purposes
- Involvement of community partners: Pathways, OPP, NFCS, KAIROS
- Referral to STAR
- Social skills support by our ACW

Intervention and support will be consistent with our progressive discipline approach (MEND). Strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports and consequences will be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

## Reporting requirements

*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. PPM 144, pg. 5.*

In reporting, the employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day. In cases where an immediate action is required, a verbal report to the principal may be made. A

written report must be made when it is safe to do so, using the “Safe Schools Incident Reporting Form – Part I”.

In addition to all employees of the board, school bus drivers must also report such incidents in writing to the principal of the school. Bus driver reporting requirements will be included in transportation contracts and procedures.

Students will be encouraged and invited to report confidentially through our Student Services office or in the main office.

### Training strategies for members of the school community

- Action Plan to be shared with staff and School Council
- Bullying prevention training moments at Staff meetings
- Guest speakers for students and staff (OPP, Theatre Complete, cyber bullying presentations)
- Training on MEND for staff

The School Board will provide training strategies on bullying prevention and intervention for Administrators, teachers, and non-teaching staff. Training may be available for other adults who have significant contact with students such as bus drivers, yard/lunch supervisors and volunteers.

The training will include strategies for responding to gender-based and homophobic bullying that is consistent with equity training on cultural sensitivity, on respect for diversity, and on special education needs.

### Communication and outreach strategies

- Presentations to parents at School council
- Grade Forum presentations for students
- Communicate initiatives in school newsletter and school web page
- Updated Bullying Prevention brochure (LDSB produced) available in Student Services
- Involvement of outside resources as needed: e.g. OPP community officer

Procedures on bullying prevention and intervention will be communicated to students, parents, teachers and other school staff, school councils, and school bus operators and drivers. Roles and responsibilities of all members of the school (e.g. principals, vice-principals, teachers, student, and parents) will be clearly articulated and understood.

### Monitoring and review processes

- Review plan at staff meetings
- On-going meetings of the Safe Schools Team to review progress and initiatives for plan
- Monitor incidents of bullying based on teacher, student and community feedback, tracking of incident forms
- Review Tell Them From Me data – student feedback