_____(school name) Bullying Prevention and Intervention Plan

Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are fee from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:
- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

Bullying means aggressive and typically repeated behaviour by a pupil where,
   a) The behaviour is intended by the pupil to have the effect of, or the puil ought to know that the behaviour would be likely to have the effect of:

   i.   Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

   ii. Creating a negative environment at a school for another individual.

b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.

Bullying

(1.0.0.1)   For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written or other means of aggression.

Cyberbullying

(1.0.0.2)   For the purposes of the definition of bullying in section (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

   a) Creating a web page or a blog in which the creator assumes the identity of another person.

   b) Impersonating another person as the author of content or messages posted on the internet; and

   c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social.

Aggressive behaviour may include:		
Physical	Verbal	Social/Relational
• Hitting • Pushing • Slapping • tripping	• name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments	• gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur through the use of technology

_____(school name) Bullying Prevention and Intervention Plan

_____(School Name) Safe and Accepting School Team:

Name of team member	Position
	Principal
	Vice-Principal & SET
	Other member of staff
	Parent
	Community member
	Student

Goal/Goals: (based on data and information collected within the school)

Actions: (specific actions that will be implemented in response to the goal/goals identified)

Bullying Awareness and Prevention Strategies: (list strategies that are used with staff, students and parents to support bullying awareness and prevention)

Reporting Bullying: (Outline how bullying can be reported at your school)

_____(school name) Bullying Prevention and Intervention Plan

<u>Intervention Strategies:</u> (List the intervention strategies/responses to bullying that are used at your school)

<u>Capacity Building:</u> (list all of the types of training that will occur for students, staff and parents in relation to bullying prevention and intervention/school climate)

Staff	Students	Parents

<u>Communication Strategies:</u> (list all of the means by which you are communicating the plan, strategies, interventions, and resources to staff, students, parents…in relation to bullying intervention and prevention and school climate).