Waterloo Region District School Board

STUDENT BULLYING
PREVENTION AND INTERVENTION

Legal References:	*Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils*
Related References:	*Board Policy 6008 – Student Discipline;* *Board Policy 6001 – Code of Conduct.*
Effective Date:	*February 1, 2008*
Revisions:	*June 16, 2008*
Reviewed:	

1. Preamble

1.1 The Waterloo Region District School Board recognizes that providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which school boards and schools play an important role. Schools that have bullying prevention and intervention strategies foster a positive learning and teaching environmental that supports academic achievement for all students and that helps students reach their full potential. A positive school climate is a crucial component of prevention. Bullying adversely affects a school's ability to educate its students, students' ability to learn, as well as healthy relationships and the school climate.

1.2 Bullying will not be accepted on school property, at school-related activities, or on school buses.

1.3 Bullying will not be accepted in any other circumstances (e.g. on-line) where engaging in bullying has a negative impact on the school climate.

2. Definitions

2.1 Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual(s) that is intended to cause (or should be known to cause) fear, 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.

2.2 Positive school climate is 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 the school community feel safe, comfortable and accepted.

3. Guidelines

3.1 Prevention Strategies:

All students should participate in bully prevention training and leadership initiatives within their own school. These include, but are not limited to:

3.1.1 daily classroom teaching with curriculum links;
3.1.2 character education initiatives;
3.1.3 mentorship programs;
3.1.4 citizenship development;
3.1.5 student leadership;
3.1.6 student success strategies;
3.1.7 healthy lifestyles initiatives;

3.1.8   social skills development.

3.2   Intervention Strategies:

Intervention requires appropriate and timely responses and should be done in ways that are consistent with a progressive discipline approach and may include early and/or ongoing intervention strategies, such as:

3.2.1   contact with parent(s)/guardian(s);
3.2.2   review of expectations;
3.2.3   written work assignment with a learning component;
3.2.4   referral to counseling;
3.2.5   consultation.

Progressive discipline may also include a range of interventions, supports and consequences when bullying behaviour has occurred, with a focus on improving behaviour, including:

3.2.6   Meeting with parent(s)/guardian(s), pupil and principal;
3.2.7   Detentions;
3.2.8   Withdrawal of privileges;
3.2.9   Restorative practices;
3.2.10 School, board and community support programs.

3.3   Suspension:

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

3.4   School Level Plans:

Schools are required to develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan. Components of these plans must be consistent with the policies and procedures of the Board and must include:

3.4.1   the definition of bullying;
3.4.2   analysis of the school climate survey (completed every two [2] years);
3.4.3   prevention strategies;
3.4.4   intervention strategies;
3.4.5   procedures to allow students to report bullying incidents safely;
3.4.6   training strategies for members of the school community;
3.4.7   communication and outreach strategies;
3.4.8   monitoring and review processes.

3.5   Safe Schools Teams:

Each school must have a Safe Schools Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal. The team must be chaired by a staff member. An existing school committee can assume this role.