



ADMINISTRATIVE PROCEDURES MEMORANDUM

APC034 Bullying Prevention and Intervention

DATE OF ISSUE: January 25, 2008

Revised: February 16, 2010

MEMO TO: Principals, Vice-Principals, Staff, School Council Chairs, Planning & Priorities

FROM: Director of Education

REFERENCES

W.C.D.S.B. Mission and Vision (November, 2009)

The Education Act and Regulation 472/07: Behaviour, Discipline and Safety of Students

Bill 157: Education Amendment Act (Keeping Our Kids Safe at School, 2009)

Policy/Procedure Memorandum 144: Bullying Prevention and Intervention

Policy/Procedure Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct (Ministry of Education)

Ontario Human Rights Code (OHRC)

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Personal Information Protection and Electronic Documents Act (PIPEDA)

Pastoral Care of Learners & Staff, Waterloo Catholic District School Board

Imagine...A School Without Bullying (Resource Binder)

www.bullying.org

PURPOSE

Students and educators have the right to a safe, secure and inviting school environment free from all forms of harassment, bullying, threats and violence of any kind. Bullying (physical, emotional, verbal, electronic) is a particularly insidious form of violence. It is destructive to a person's physical and social-emotional health. It also has a negative impact on the climate and culture of a school. The Waterloo Catholic District School Board believes that all forms of bullying are unacceptable and subject to consequences. The Ministry of Education has now added bullying as an infraction that must be dealt with as part of its review of the safe schools initiative. School districts are required to put policies and programs into place to address this serious issue. Policy/Program Memorandum 144 defines bullying as **"...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"**.

The purpose of this Administrative Procedures Memorandum is to denounce bullying in any form because:

- Bullying adversely affects a student's ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.
- Bullying 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.

RESEARCH

Research and experience show that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. According to the Centre of Addiction and Mental Health, one-third of students are being bullied at school and almost a third of students report having bullied someone else. Research indicates that a clearly articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn effective strategies for interacting positively with others and for promoting positive peer dynamics. Research also shows that administrators and teachers need to be provided with opportunities to acquire the knowledge and skills necessary to address bullying through school-level bullying prevention and intervention strategies.

CONTEXT

Our Catholic Faith - born of God, founded in the model of Jesus Christ, and inspired by the Holy Spirit – offers two fundamental principles that form our understanding of relationship.

First, all people possess an essential dignity whose protection and promotion is the charge of the community. Second, we are social beings who find the fullness of our potential when we meaningfully participate in, and contribute to, the community.

These principles form the basis of all of our relationships however, in a special way, Jesus fought for the weak and the marginalized. The Beatitudes, as proclaimed in Matthew (5.3-12), paints a vivid picture of Jesus' passion and support for those who suffer. Those who are poor, hungry, persecuted, mourn, are pure of heart and work for peace are constantly singled out for special mention in the Gospel.

Furthermore, Saint Paul in his Letter to the Romans (14.17) reminds us that the Kingdom of God - which we seek to make manifest in this world - is a vision of "...*justice, peace, and joy in the Holy Spirit.*" Only when we seek to protect the dignity of all in our communities, to restore and reconcile broken relationships, and actively working to eradicate the injustice of the power imbalance at the root of bullying can we find such a vision of the Kingdom.

This is an enormous charge but if we trust that there is "...*more grace in the world than sin and that hope is essential in facing all challenges* (OCSGE 3.A)" then we can find - in the Spirit - the wisdom to discern right action, the compassion to act in justice, and the fortitude to persevere in God's work.

GUIDING PRINCIPLES

1. The Waterloo Catholic District School Board's policy on the *Pastoral Care of Learners and Staff* reminds us that pastoral care is based on respect and dignity of the human person and utilizes Monsignor Dennis Murphy's description of the Catholic school as "a place where the echoes and presence of God are everywhere" (Murphy, 2007). In such a place bullying must have no opportunity to exist or thrive. The Gospels are replete with examples of Jesus confronting those who misused their power, either for their own purposes or for the purpose of harming others. It is through this lens that we, as a Catholic education system, view bullying and its effects.
2. Bullying prevention and intervention is directly aligned with the Character Development initiative underway in the WCDSB and the development of positive school climates. Bullying tears at the fabric of a healthy school community by adversely affecting personal and professional relationships and negatively impacting a positive, invitational school climate.
3. Research by Debra Pepler has demonstrated that bystanders witness 85% of school-based bullying and contribute to the bullying by passively watching or actively helping the bullying. Bystanders are to be encouraged to report incidents of bullying to teachers or school administration and supported in doing so. School intervention policies and programs must address the significant role played by bystanders in the bullying dynamic.
4. The WCDSB will continue with implementation of the "Imagine... A School Without Bullying" framework in its elementary schools. Secondary schools will build on these successful programs in the development of a secondary school bullying prevention and intervention model.
5. The WCDSB response to bullying is aligned with its commitment to social justice and support for the marginalized.

ROLES AND RESPONSIBILITIES

Board Level

1. The board will develop a consistent approach to gathering and reporting information on the perceptions of stakeholders regarding bullying at their site, will regularly gather this information, analyze it, develop or adjust interventions in response to it and report the information to the Ministry of Education upon request and others at the discretion of the Director of Education.
2. The board will create a system-level committee to further develop and implement bullying prevention and intervention strategies and programs for use in all schools of the board.
3. A board committee will review and develop professional development resources and programs for use in all schools (i.e. Imagine... A school without bullying) but with a particular focus on developing a consistent model for all secondary schools.
4. The board will ensure that components of the bullying prevention and intervention program will be addressed as part of scheduled professional development.
5. The board will support schools in the implementation of this administrative procedures memorandum.
6. The board will communicate its bullying prevention and intervention policy and strategies to students, parents and school/system staff as well as to the community.
7. The board will provide support for students who have been bullied and for students who have been affected by observing bullying.
8. The board will make available the "Safe Schools Incident Reporting Forms" to all employees and third party service providers.

School Level

1. School principals will inform students, families and staff of the bullying prevention/intervention policy.
2. School principals will regularly assess the school climate through approved information gathering tools.
3. School principals will implement the bullying awareness and prevention programs developed or recommended for use by a system level committee.
4. School principals will provide a mechanism for the safe reporting of bullying incidents (including those reported anonymously) and will act upon these in a timely manner.
5. All schools must revise their existing school-wide bullying prevention and intervention plans as part of School Improvement Plans. School Plans must include the following: the definition of bullying identified above (*see Purpose section*), prevention and awareness-raising strategies, intervention and support strategies, including plans to protect victims, reporting requirements, training strategies for members of the school community, communication and outreach strategies, and a monitoring and review process.
6. School principals will inform all employees that they must report a matter to the principal, as soon as reasonably possible, if they become aware that a student at a school of the board may be engaged in an activity for which suspension or expulsion must be considered.
7. School principals will ensure all incidents are reported using the Ministry “Safe Schools Incident Reporting Form Part I” by staff and third party providers and ensure each school report has a specific number.
8. After a report is submitted, the principal must provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported and identify whether “Action Taken” or “No Action Required” (*i.e. Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspension, expulsion*).
9. Principals will ensure that information that could identify the student(s) involved will not be part of the acknowledgement (Safe Schools Incident Reporting Form – Part II).
10. Principals will file reporting forms with suspension and/or expulsion letters in Ontario Student Records (OSR) when the “action is taken” is a formal suspension or expulsion.
11. Principals will retain reporting forms that did not result in a suspension or expulsion in the principal’s office for a minimum of three years if “bullying” is the incident identified and for a minimum of one year for all other incidents.
12. School principals will take measures to address the safety of those reporting bullying incidents.
13. School principals will create a Safe Schools Team to address bullying prevention and intervention as part of its mandate. The Safe Schools Team must be composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community member/partner, and the principal. The chair of this committee must be a staff member and an existing school committee can assume this role.
14. School principals will address the issue of bullying and the reporting of it to school administrators or staff in school newsletters and as part of the regular communication with students, families, staff and the community.
15. School principals will record the incidents of bullying and the interventions used as part of the reporting process to the system. They will evaluate their interventions and adjust them based upon this review.
16. School principals will keep parents/guardians of bullying victims aware of the nature of the incident that resulted in harm to the student, the nature of the harm to the student and the steps taken to protect the student’s safety, including the nature of any discipline in response to the incident and work with the perpetrator(s).

17. A principal shall not notify a parent or guardian of a pupil (victim) if in their opinion doing so would put the pupil at risk of harm from a parent or guardian. In these cases the principal will document the rationale for the decision, inform the school superintendent of the decision, if a teacher reported the incident, inform the teacher of the decision to not notify the parent/guardian, and if appropriate, inform other board employees.
18. School principals will use a restorative justice model as one strategy of intervention.
19. School principals will adjust their school's Code of Conduct and the school's response to reported incidents to address the issue of bullying in all of its forms.

Staff

1. All school staff will be vigilant in identifying possible incidents of bullying.
2. All board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate.
3. All board employees must report activities leading to possible suspension and activities leading to suspension pending possible expulsion must be reported to the principal and when reporting, board employees must confirm all reports to the principal in writing using the Ministry "Safe Schools Incident Reporting Form Part I" and ensure each school report has a specific number.
4. When reporting, board employees must consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day.
5. Teachers will address the issue of all aspects of bullying as part of their regular classroom orientation process and outline to students what they can do if bullied. They will help students identify and respond appropriately to bullying incidents. Where appropriate, teachers will also incorporate bullying prevention awareness into lesson planning and classroom meetings.
6. All staff will participate in professional development at the school level related to the bullying prevention and intervention initiative.
7. Teachers will incorporate strategies/resources from "Imagine..." or other bullying prevention programs into regular classroom activities.

Students

1. Students will conform to the standards of appropriate behaviour outlined in school and system policies related to Safe Schools.
2. Students will report incidents of bullying to their classroom teacher, other school staff or to school administrators.
3. Students will be discouraged from participating in bullying as direct perpetrators or in the role of bystanders. They will be made aware of the consequences of such actions.
4. Students who are victims and/or participants in bullying will actively engage in restorative justice activities as part of the school-based solution to incidents.
5. With the guidance and support of their teachers and parent/guardians, students shall recognize bullying by being able to:
 - Identify the various forms of bullying
 - Understand the role of unequal power in bullying
 - Understand the role of the bystander in both prevention and escalation of bullying
 - Understand the impact of bullying.
6. Students will work to prevent bullying from happening by being able to:
 - Demonstrate healthy relationship skills with others
 - Resolve conflict in a non-violent way
 - Intervene when bullying happens

- Recognize the signs of bullying
- Prevent bullying from happening.
- Work to do their part in contributing to a positive school climate.

Parents

1. Parents will understand the positive role they can play in monitoring their son/daughter's Internet use to ensure online bullying is prevented.
2. Parents will work with their son/daughter to reinforce and support the school and board policies related to Safe Schools.
3. Parents will participate, as appropriate, with restorative justice activities to remediate bullying behaviours.

Review Process

This Administrative Procedures Memorandum will be reviewed every three (3) years unless otherwise required by legislative changes.



Safe Schools Incident Reporting Form – Part I

Report No: _____	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1
1. Name of Student(s) Involved (if known)	_____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (Check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> act considered by the principal to be injurious to the physical or mental well-being of any member of the school community <input type="checkbox"/> Any act considered by the principal to be contrary to the Board or school Code of Conduct <p>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others <input type="checkbox"/> A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board <input type="checkbox"/> Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property <input type="checkbox"/> The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper <input type="checkbox"/> Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct <input type="checkbox"/> Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct.
5. Report Submitted By: Name: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____	



Waterloo Catholic
District School Board



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Safe Schools Incident Reporting Form – Part II

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Action Taken No Action Required

(Principal): Name: _____ Signature: _____ Date: _____

Note: Only Part II to be returned to the person who reported.



No Parent/Guardian Notification of Victim Form

Reporting Form Incident #: _____

Student Name: _____

School Name: _____

Principal Name: _____

Date: _____

Please explain the rationale for the decision not to notify a parent/guardian of the pupil (victim).

1. Informed the School Superintendent of decision not to contact a parent/guardian of the victim.

Superintendent Name: _____ Date: _____

2. If a teacher reported the incident, inform the teacher of the decision to not notify the parent/guardian of the victim.

Teacher reported incident: Yes No

If yes, the teacher has been informed of the decision to not notify the parent/guardian of the victim. Yes No

Date Teacher Informed: _____

3. If appropriate, inform other board employees:
Document names and dates of other board employees that were informed of the above decision:
