



HARASSMENT & BULLY PREVENTION (BETWEEN STUDENTS) 510

Rationale

The CISDV Board of Directors requires members of each school community to treat each other with respect and courtesy and to conduct themselves in a manner that promotes a safe, caring, orderly and positive school climate free from bullying, harassment, intolerance, and violence.

Policy

All CISDV schools will establish local procedures that specifically address harassment and bullying in terms of definition; and include the roles, responsibilities and procedures for staff and students in dealing with real or perceived incidents of bullying and/ or harassment between students.

Harassment and Bullying between an adult and student is to be addressed via the Responsible Ministry and Safe Environment Policy of the Diocese of Victoria.

Every effort will be made for the protection of students' physical safety, social connectedness, inclusiveness and protection from harassment and all forms of bullying.

Codes of conduct are to include:

- one or more statements about what is:
 - (i) acceptable behaviour, and
 - (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- a commitment that the school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

Definition:

Bullying is a pattern of unwelcome or aggressive behavior, often with the goal of making others uncomfortable, scared or hurt. It is almost always used as a way of having control or power over their target, and it is often based on another person's appearance, gender, culture, race, religion, ethnicity, sexual orientation



or gender identity. (Ministry of Education – ERASE Bullying)

Harassment is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time.

Types of Bullying:

Physical – includes hitting, kicking, tripping, pinching and pushing, or damaging property.

Verbal – includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Social and Emotional – includes behavioural actions designed to harm a child's reputation or cause humiliation, like lying and spreading rumours, negative facial gestures, playing mean jokes to embarrass or humiliate a child, mimicking the child in a mean way, encouraging social exclusion of a child etc.

Cyber – includes taunting or humiliation through social media sites (Facebook, Twitter, etc.) of the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites etc.

Regulation

The Principal of each school will:

1. Develop procedures to address harassment/ bully prevention in consultation with key stakeholders in the school community, which must include the following:
 - Staff and student involvement in a harassment/ bully prevention strategy
 - Development and communication of the Student Code of Conduct to staff, students and parents.
 - Parent involvement through education on bullying in areas such as: newsletters, assemblies, guest speakers, handbooks, and on the school website.
2. Develop response protocols to address and correct behavior as follows:
 - Develop a system to track harassment/ bullying incidents at school,



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and reported incidents of “cyber-bullying”.

- Deal directly and promptly with harassment/ bullying behavior.
- Support students who seek help.
- Determine consequences by considering the following: age and maturity of individuals involved, the degree of harm done, incidences of past or continuing pattern(s) of (mis)behavior, relationship between parties involved and context in which incident(s) occurred.
- Inform and obtain parental collaboration and support in responding to the harassment/ bullying behavior.
- Teach age appropriate social skills to develop healthy interpersonal relationships.
- Educate students on their responsibility to report, and take an active stand against harassment/ bullying acts.
- Ensure that a follow-up occurs, and assess whether the response to the harassment/ bullying incident has led to the desired outcome.
- Increase supervision in identified high-risk areas in the school building.

3. Foster positive classroom environments.

- student oriented methods of teaching;
- opportunities for achievement and success;
- positive teacher/ student relationships;
- clear expectations of behavior and personal responsibility;
- specific classroom lessons devoted to teaching acceptance and tolerance;
- positive teacher role models who display consistently appropriate behaviours and attitudes favouring a culture of respect.

3. Periodically review the Harassment/ Bully Prevention Policy and response protocols of the school based on staff, parent and student input.

	Approved
	Date Approved:
Cross-reference: Responsible Ministry and Safe Environment Policy (Diocesan) 105 Non-discrimination policy	Date(s) Revised: May 2014, December 2016, January 31, 2017