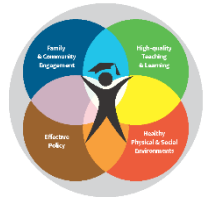




AP 367 – STUDENT BULLYING AND HARASSMENT

BACKGROUND

Our division is committed to creating safe, caring and accepting learning and work environments. It is our goal to work together with parents/caregivers/guardians and community partners to support students as they develop moral values, display ethical conduct, and achieve to the best of their ability. The *Comprehensive School Community Health* framework is foundation to our response to student bullying and harassment.



BULLYING DEFINITION

“Bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person’s appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms: physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.”

Saskatchewan’s Action Plan to Address Bullying or Cyberbullying November 2013

A classroom environment based on respect and rapport is created by teachers through their interactions with students and by the interactions they encourage and model among students. In a respectful learning environment all students feel safe, valued and accepted.

Each school will have a plan that establishes a culture for learning and addresses incidents of student bullying, harassment, racism, discrimination and violence. This plan will consist of proactive and responsive components and procedures.

PROACTIVE EDUCATIONAL PROCEDURES

A key component in creating safe, caring and accepting schools is a positive school climate. “A safe school environment is critical for student engagement, learning and well-being” (*Saskatchewan’s Action Plan to Address Bullying and Cyberbullying 2013*). Positive school climates are created when all stakeholders promote and model appropriate prosocial attitudes and behaviours such as caring, empathy and appropriate interactions.

Positive school climates are created through the following practices:

1. **School-Wide Positive Behaviour Support**
Proactive strategies that invite co-construction, teaching and support of appropriate student behaviours create positive school environments. A continuum of positive behaviour supports for all students is implemented and taught in classroom and non-classroom settings.
2. **High Quality Teaching and Learning**
Within the Saskatchewan curriculum are outcomes and indicators related to the development of healthy and respectful relationships. Using provincial curriculum and recommended resources students are taught how to negotiate disagreements and manage conflict. All staff members will be encouraged to help stakeholders understand the definition of bullying from



Saskatchewan’s Action Plan to Address Bullying and Cyberbullying so that we can work as partners to help our students develop healthy and respectful relationships.

3. Family and Community Engagement

The development of ethical students is a shared responsibility of home, school and community. Saskatchewan’s Action Plan to Address Bullying and Cyberbullying identifies the need to work together in a “comprehensive and collaborative” approach. Partnerships with parents/caregivers/guardians, the Ministry of Education, the Canadian Red Cross (Respect Ed Programs), Saskatoon Police Service: School Resource Officers, the Restorative Action Program (RAP) and other community agencies provide support in creating safe, caring and accepting schools.

Student voice gathered through the “Tell Them From Me” survey also provides informative feedback. This feedback will enable schools to provide learning environments that are safe and respectful.

4. Digital Citizenship

“The integration of effective and ethical use of technology in education is vital to support the teaching and learning environment” Saskatchewan’s Action Plan to Address Bullying and Cyberbullying. Teachers will be given opportunities to learn and model positive digital citizenship to support student learning. The promotion of digital citizenship is a key component in our strategy to address cyberbullying.

5. Healthy Physical and Social Environments and Effective Policy

Student safety in Saskatoon Public Schools is a priority for all stakeholders. School and division policies, procedures and protocols are in place to ensure that learning and work environments are safe, caring, accepting and culturally responsive for students and staff.

6. Communication

All Saskatoon Public Schools strive to be naturally open schools. Naturally open schools facilitate the appropriate sharing of information among administrators, staff, students, parents/caregivers/guardians and community partners. Students and parents/caregivers/guardians are encouraged to contact the classroom teacher, school counsellor, school administrator or other school staff concerning bullying behaviour. It is important that schools use a variety of communication tools to express the shared responsibility of developing safe, caring and accepting classroom and school climates.

RESPONSIVE COMPONENTS AND PROCEDURES

1. *Saskatchewan’s Action Plan to Address Bullying and Cyberbullying* identified the importance of reporting, responding and resolving incidents of bullying.

Reporting

All members of the school community including students, staff, parents/caregivers/guardians – have a “**Duty to Report**” bullying behaviour. Students and parents/caregivers/guardians can report bullying behaviour to teachers, school counsellors, school administrators or other school staff. In addition to working directly with school-based staff, the Government of Saskatchewan has developed an anonymous online reporting tool that can be accessed on the “I am Stronger”



website: (<http://iamstronger.ca>). Online reports are forwarded to school division representatives for follow up.

2. Responding

A “no response” to bullying is unacceptable. Our staff have a “Duty to Respond” to bullying behaviour. Every school has a Safe School Team that has been trained to investigate and respond to bullying and threatening behaviour. This team includes the principal, vice-principal, school counsellor and the School Resource Officer, Saskatoon Police Service.

Reported incidents will receive a prompt response and efforts will be made to involve all parties in resolving concerns.

3. Resolving

Research has found that bullying behaviours are a relationship problem that a relationship solution is necessary. Response to bullying behaviours should consider restorative justice approaches (*Saskatchewan Action Plan to Address Bullying and Cyberbullying 2013*) and should focus on corrective learning.

When bullying behaviours have occurred the following steps will be taken:

- a. The school-based administrator will investigate each incident and will provide a response to all involved parties. A record of each incident will be kept at the school.

- b. The school-based administrator will follow division discipline procedures when consequences for bullying and harassment warrant such action.

Staff members will communicate that bullying and harassment is unacceptable behaviour. When appropriate, proactive and responsive strategies will be implemented.

Reference: Administrative Procedures 350 (Supervision of Students), 354 (Discipline), 357 (–Safe and Caring Schools: Violence Threat Risk Assessment)
Saskatchewan’s Action Plan to Address Bullying and Cyberbullying 2013
PrevNet: Canada’s authority on research and resources for bullying prevention
Comprehensive School Community Health, Saskatchewan Ministry of Education

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