

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section*           SCHOOLS AND STUDENTS

*Policy Name*     BULLYING PREVENTION AND INTERVENTION  
STRATEGIES  
*Management Guidelines Apply*

The [Education Act](#) defines “bullying” as aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil 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, and (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; (“intimidation”).

Bullying, for the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-

Daily classroom teaching with curricular links,  
Character Education Initiatives,  
Mentoring programs,  
Student Leadership Activities (either school based or board wide e.g. Student Senate),  
Student Voice initiatives,  
Citizen Development,  
Healthy Lifestyles Initiatives,  
Social Skills Development,  
Student Success Initiatives.

## 1.2 Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within the school”. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members creating a culture of respect.

## 1.3 Equity and Human Rights Promotion

Initiatives that support marginalized populations, building understanding of identity, culture, race and difference.

## 2.0 Intervention and Support Strategies

### 2.1 School Based Bullying and Intervention Plan

All schools must review and if required revise their existing school-wide Bullying Prevention and Intervention plans and protocols **must** be referenced in the School Improvement Plan. The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community.

Components of these plans must include the following:

- The definition of *bullying*,
- Analysis of the school climate survey,
- Prevention and awareness-raising strategies,
- Intervention and support strategies, including plans to protect targets of bullying behaviour,
- Reporting requirements,
- Training strategies for members of the school community,
- Equity and inclusive education strategy,
- Communication and outreach strategies,
- Monitoring and review processes.

### 2.2 Climate for Learning and Working Team (Safe School Teams)

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher one non-teaching staff member, one community partner and the principal. An existing school committee

interventions in cases of persistent bullying, with possible referral to community or social services.

For a student with special education needs, intervention supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational

