



SECTION:	Student Management and Welfare	APPROVAL DATE:
SUBSECTION:	Discipline	February 4, 2008
POLICY NAME:	Bullying Prevention and Intervention	LAST REVISED:
POLICY NUMBER:	R.SMW.E.5	February 4, 2008

- 1. REGULATION:**
The Wellington Catholic District School Board (*here to referred to as the WCDSB*) including staff, students, parents, and trustees is committed to the mission of providing a safe and welcoming learning environment that supports academic excellence and is an example of Christian Community. All parties share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful.
- 2. DEFINITION:**
Bullying in PPM #144 as released by the M.O.E. on October 4, 2007 defines bullying as follows: "a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals 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.
- 3. BACKGROUND INFORMATION:**

 - Students may maintain power over others in the school based on size, strength, age, intelligence, economic status, social status, solidarity of peer group, ethnicity, disability, sexual orientation, family circumstances, gender and race.
 - Bullying can be physical, verbal or social.
 - Bullying may also occur through the use of technology.
 - Cyberbullying via communication technology, like other forms of bullying is about power and control.
 - Bullying prevention is a whole school approach that heightens awareness for a safe, caring and inclusive school climate. It includes shared understandings about the nature and causes of bullying as well as the effects on victims of bullying.
- 4. BULLYING INTERVENTION:**

 - Schools need a responsive and effective response plan. It needs to provide support for victims and include response strategies for students who observe bullying.
 - Intervention to stop bullying is a community responsibility at all levels.
 - The focus needs to be on a positive school climate that is the sum total of all the personal relationships within the school and is a crucial component of bullying prevention.
 - A positive school climate includes the participation of the school community, including parents and the broader community.

5. GUIDING PRINCIPLES:

The Board will:

- Recognize that bullying has adverse affect on the students' ability to learn, to maintain healthy relationships and to achieve and flourish academically.
- Bullying will not be accepted at school, school related activities, on school buses, or in any other circumstances (e.g. online).
- The Board will reinforce bullying prevention messages through programs addressing bias, stereotypes, prejudice and discrimination based on age, race, sexual orientation, gender, faith, disability or ethnicity.
- The Board will continue to support prevention strategies including character development through resources and professional development.

Schools will:

- Focus on prevention and early intervention.
- Develop prevention measures and initiatives that include the whole school.
- Accommodations and safety plans must be developed for students with special needs.
- Ensure appropriate use of Personal Electronic Devices as per Board policy GSA.F.4.
- Avail all students of the opportunity to participate in prevention and training initiatives
- Include teaching strategies that focus on healthy relationships.
- Ensure that interventions in specific instances of bullying will be consistent with progressive discipline that utilizes a continuum of supports and consequences as per Board policy SMW.E.6.
- Develop procedures that allow the reporting of bullying to be done in a safe manner that minimizes the possibility of reprisals.

6. REVIEW

Schools in cooperation with the Board will establish a monitoring and review process to determine the effectiveness of the Bullying Prevention and Intervention Policies and Regulations. In conducting such reviews, input will be sought from all key partners in the immediate and broader school community.