

Administrative Procedures 352
Student Bullying and Harassment



Adopted: June 28, 2011
Amended: August 11, 2020

External References

- Education Act: Sections 85, 87, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231

Internal References

- AP 167 Respect for Human Diversity
- AP 360 Student Discipline
- AP 432 Prevention of Harassment and Violence
- Form 350-1 Student Positive Behaviour Support Plan
- Form 350-2 Student Positive Behaviour Support Plan Review
- Form 350-3 Referral to Behaviour Intervention
- Form 353-1 Referral for Counselling Services
- Form 353-2 Referral for Counselling Services Parent Information
- Form 353-6 Record of School Visit Counselling Services
- Form 353-7 Monthly Record of Caseload Counselling Services

Background

The Division is committed to creating safe, caring and accepting learning and work environments. It is our goal to work together with parents/guardians and community partners to support students as they develop moral values, display ethical conduct, and achieve to the best of their ability.

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.

Procedures

1. School-Wide Positive Behaviour Support

- 1.1 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

- 2.1 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.

3. Family and Community Engagement

3.1 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/guardians, the Ministry of Education and other community agencies provide support in creating safe, caring and accepting schools. Student voice gathered through the “OurSCHOOL” survey also provides informative feedback. This feedback will enable schools to provide learning environments that are safe and respectful.

4. Digital Citizenship

4.1 “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 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

5.1 Student safety 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

6.1 All Division schools strive to be naturally open schools. Naturally open schools facilitate the appropriate sharing of information among principals, staff, students, parents/guardians and community partners. Students and parents/guardians are encouraged to contact the classroom teacher, school counsellor, principal 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

Saskatchewan's Action Plan to Address Bullying and Cyberbullying identifies the importance of reporting, responding and resolving incidents of bullying.

1. Reporting

1.1 All members of the school community including students, staff, parents/guardians – have a “Duty to Report” bullying behaviour. Students and parents/guardians can report bullying behaviour to teachers, school counsellors, principals or other school staff. In addition to working directly with school-based staff, the Government of Saskatchewan has developed an anonymous online reporting tool called report bullying Saskatchewan Student Reporting Tool that can be accessed at www.bekindonline.com. Online reports are forwarded to school division representatives for follow up.

2. Responding

2.1 A “no response” to bullying is unacceptable. Our staff have a “Duty to Respond” to bullying behaviour. Reported incidents will receive a prompt response and efforts will be made to involve all parties in resolving concerns.

3. Resolving

3.1 Research has found that bullying behaviours are a relationship problem that a relationship solution is necessary. Response to bullying behaviours should consider restorative just approaches (*Saskatchewan's Action Plan to Address Bullying and Cyberbullying 2013*) and should focus on corrective learning. A new resource is WeMatter 2016: www.wemattercampaign.org. When bullying behaviours have occurred the following steps will be taken:

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

3.1.2 The principal will follow Administrative Procedures 360 Student Discipline 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.