



Regina Roman Catholic Separate School Division # 81

Pupils 9241 Bullying Incidents	Administrative Application	
	Effective:	January 27, 2015
	References:	The Education Act 1995, Sec. 150 – 155 ER-1 Treatment of Students and Parent/Guardians ER-2 Treatment of Staff and Volunteers ER-5 Asset Protection
	Status:	Operational

Preamble

All staff members of the Regina Catholic School Division are responsible for responding to instances of bullying and harassment. All other members of the school community, including pupils, parents/guardians, volunteers, visitors, and community members are asked to report instances of bullying and harassment.

Application

It is of critical importance that all school staff be open to talking with pupils who seek help when they are having problems with bullying and harassment. It is important for children and young people to know they have a right to not be bullied and harassed at school and that it is important to report when it is occurring. Children and young people need to know that all reported and observed instances of bullying will be taken seriously and that the school will do everything possible to put a stop to the harmful behaviour. It is equally important for parents/guardians to be encouraged to talk with teachers when they suspect their child is being bullied or harassed.

Those involved in bullying and harassment must be held accountable for their behaviour. Appropriate discipline will provide a clear message that bullying will not be tolerated combined with reasonable consequences and related to the offence and respectful of the individual. Support for the pupil who bullies or harasses need to learn more appropriate personal and social skills. Supports needed for the bully that will provide more appropriate personal and social skills will be made available.

Those victimized by bullying and/or harassment must be assured that their concerns are being taken seriously and that they have a right to feel safe at school. Children and youth victimized by bullying and harassment need support and strategies to cope with the impact of such instances.

Relationships with parents/guardians of bullies and victims need to be built in order to effectively deal with both the bully and the victim. It is important to always contact the parents/guardians and inform them of the problems in a way that conveys the school's concern and encourages problem solving.

Successful interventions to reduce problems of bullying require the teacher's and principal's commitment to promoting a school climate where bullying is discouraged and where peer processes are supported and include vulnerable children. (Pepler, Smith, and Rigby, 2004). Evidence-based interventions and assessment tools are needed to assess the impact of school-based programs aimed at reducing the problem of bullying and harassment and to improve the well-being of children and young people.

Reducing problems of bullying and harassment is a long-term and ongoing process requiring the commitment of all the adults in the young person's life, including parents/guardians, teachers, community



members and the police. Peers who witness bullying are an essential part of any intervention plan to addressing problems of bullying and harassment.

Regular review of the anti-bullying and harassment administrative application, the measures to determine improvement, and the associated intervention strategies are necessary to ensure that the administrative application and plan to reduce the problem of bullying and harassment remains relevant and responsible over time.

1. The process for dealing with instances of bullying and harassment is:

- a. All school staff will respond when there is a problem with bullying and harassment, provide a clear message that bullying is unacceptable, and apply reasonable, related and respectful consequences in keeping with the school's code of conduct.
- b. The bullying and harassment is to be reported to the teacher(s) directly involved with the pupils.
- c. The teacher(s) in consultation with in-school administration will listen to the concerns, investigate the alleged incident, offer support to those involved, and, together with those involved, determine a course of action.
- d. A brief report documenting the bullying and harassment incident, including those involved and the action taken, will be made and filed with the principal.
- e. The teacher(s) in consultation with in-school administration will contact the parents/guardians in a timely fashion and inform them of the incident and how it is being handled.
- f. The teacher(s) in consultation with their in-school administration will monitor the action plan and update the filed report if the incident has been resolved.
- g. If the bullying or harassment incident is not resolved, the administration will bring those involved together to find a solution and monitor efforts to resolve the problem.

2. Reporting Bullying Behaviour: Roles and Responsibilities:

- a. Pupils: Any pupil who witnesses, or becomes aware of situations involving bullying behaviour shall inform a staff member.
- b. Parents/Guardians: Parents/guardians who are concerned that their child may be bullied or who suspect that their child may be the perpetrator of bullying behaviour are encouraged to contact their child's classroom teacher or school administrator.
- c. Staff Members: Staff members **shall** report any incidents of witnessed or reported bullying behaviour to the principal and/or vice-principal.

3. Investigation of Reported Bullying Behaviour:

- a. The safety and well-being of all pupils involved shall be of primary concern. The pupil(s) allegedly engaging in bullying behaviour shall be separated, be given the opportunity to speak, and shall be dealt with individually.



- b. Information related to bullying behaviours shall be gathered and documented from all pupils involved, including any witnesses.

4. Actions to be Taken if Bullying Behaviour is Evident:

- a. Actions to address incidents of bullying behaviour shall take into account:
 - i. the developmental and maturity levels of the pupils involved;
 - ii. the levels of harm that have occurred;
 - iii. the surrounding circumstances and the context in which the alleged incidents occurred;
 - iv. the nature of behaviours in the past related to similar incidents or continuing patterns of behaviour; and
 - v. the relationships among the parties involved.
- b. All those involved will be informed individually that there will be follow-up to the incident.
- c. The in-school administration or the classroom teacher(s) shall determine whether it is appropriate to contact the parents/guardians of the pupils involved in the incident.
- d. The in-school administrator may request assistance from Student Services personnel or the school resource officer.
- e. Intentionally and falsely accusing another pupil of bullying behaviour shall be considered bullying behaviour and dealt with as such.
- f. In the event that efforts expended by the staff with the pupils involved are unsuccessful and further bullying behaviours are found to occur or in the event that the bullying behaviour experienced is deemed most serious, the formal procedures detailed below shall be followed:
 - i. The principal shall complete a ***Principal's Intervention Committee Referral*** form and submit it to the appropriate senior administrator.
 - ii. The in-school administration shall contact the parents/guardians of every pupil involved and invite them to participate in meetings to discuss their child's involvement in the incident(s) and the implementation of the recommendations of the Intervention Committee. In most instances, separate meetings shall be arranged for the parents/guardians of each pupil involved.
 - iii. A written record shall be kept of the plan of action and strategies, to be undertaken by the school, parents/guardians, and pupils involved.



5. Educational Programs:

- a. The in-school administration shall ensure that all staff members are aware of the provisions of this administrative application and that in-school procedures and strategies are developed to deal with incidents of bullying behaviour.
- b. Pupils shall be provided with educational activities that assist them to prevent bullying behaviours, to recognize bullying behaviours, and to gain an understanding of what to do if they find themselves involved in or witnessing bullying behaviours.
- c. Parents/guardians shall be informed of the details of the administrative application at the beginning of each school year.

6. Resources:

Links:

[Saskatchewan Ministry of Education](#)

<http://www.Saskatchewan.ca/education/Anti-Bullying>