

Students 9240 Bullying Prevention	Administrative Application	
	Last Reviewed / Approved on:	December 18, 2025
	References:	The Education Act 1995, Sec. 150 – 155 Saskatchewan's Action Plan to Address Bullying and Cyberbullying November 2013 Administrative Application 9220 – Student Duties and Conduct Policy 12 – Role of the Director
	Status:	Operational

### Preamble

Bullying is a provincial and national high-profile issue. Recent tragic deaths have increased public awareness of bullying in Saskatchewan. We can do more to protect our children. (*Saskatchewan's Action Plan to Address Bullying and Cyberbullying November 2013*).

It is almost certain that, in this era dominated by individualism and selfishness, our children and adolescents will be confronted by the reality of bullying or the temptation to bully. How will they react? Will they have the courage to take a firm stance? If they have learned from their parents to recognize that other kids are God's children just as much as they are, they will no doubt ask themselves: "What would Jesus do?" And they will find in their heart the strength to act and react in order to give life as well as to protect, respect and encourage life. (Adapted from *Bullying: A plague to combat together* Copyright © COLF, 2013. page 7)

The Regina Catholic School Division (RCSD) believes that all students have the right to learn and interact in a safe, affirming environment. A safe school environment is critical for student engagement, learning and well-being. Bullying behaviour shall not be tolerated and shall be dealt with in a serious and timely manner. All students shall be accorded respect and dignity.

### Definitions

1. **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 and Cyberbullying November 2013*)
2. **'Physical bullying behaviour'** that may take the form of actions such as hitting, pushing, shoving, kicking, pinching, assault, and other physically harmful acts; taking or damaging belongings; or non-verbal gestures such as eye-rolling, hand blocking, and/or threatening looks.
3. **'Psychosocial/relational/sexual bullying behaviour'** may include intimidation, exclusion and isolation, rejection, humiliation, extortion, damaging or manipulating relationships,

revealing someone's secrets, unwanted physical contact, staring, leering and aggressive gestures, or sexually abusive comments/messages. It may also be communication of oral and written language such as name calling, insults, put downs, threats, taunting, making fun of others; rumours, gossip, graffiti and messages intended to hurt; sending/delivering messages to harass or intimidate, demeaning jokes, disparaging sounds; this includes ethno-cultural, sexist and other discriminatory comments or messages.

It includes intimidation by threats of, or actual, physical violence; the creation by whatever means of a climate of hostility or intimidation, and/or exclusion; the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of stigmatizing an individual. It includes, but is not limited to, such actions that may be based on ethnicity, gender, culture, socioeconomic status, sexual orientation, national origin, religion, family status, or disability.

4. **'Cyber-bullying'**: the use of information and communication technologies to forward or spread hurtful messages and or/ images through, email, cell phones, texting, instant messaging, social media platforms, personal websites to support deliberate repeated and hostile behaviour by an individual or group that is intended to harm others.

## **Application**

1. We share with students, parents/guardians, and community members the responsibility to promote school environments that are caring, respectful, and safe. Consequently, members of the school community including staff, students, parents/guardians and community members have:
  - a. a right to feel emotionally and physically safe;
  - b. a responsibility to contribute to a caring, respectful and safe school environment; and
  - c. a responsibility to assist and support the development of the local anti-bullying and harassment administrative application that is consistent with the school division policy and the Government of Saskatchewan *Saskatchewan's Action Plan to Address Bullying and Cyberbullying 2013*.
  - d. a responsibility to follow expectations outlined in the School Divisions Code of Conduct. *Admin Application 9220 Student duties and Conduct*
2. **The school division is responsible to:**
  - a. support victims of bullying and their families in a caring, compassionate, and confidential manner;
  - b. promote caring, respectful and safe schools where all children and youth, their families, school staff and community members feel welcome, included, and affirmed;

- c. provide educational opportunities for school/community members that develop an awareness of issues relating to bullying and harassment and a commitment to address bullying and harassment problems;
- d. annually inform school staff, students, parents/guardians, and community members about the anti-bullying and harassment administrative application and the division and school-level strategies to reduce problems of bullying and harassment;
- e. support the use of evidence-based practices and tools at the school level to reduce instances of bullying and harassment; and

**3. School staff are responsible to:**

- a. participate in creating a caring, respectful, and safe school and classroom environment;
- b. model, teach, and reinforce appropriate social behaviour that is based upon the Gospel teachings;
- c. involve the students in creating a caring, respectful, and safe classroom and school environment that does not tolerate bullying and harassment in any form;
- d. respond to reported instances of bullying and harassment and affirm the individual's or group's right to feel safe and not bullied or harassed;
- e. talk with parents/guardians about instances of bullying and harassment that involves both the child and parents/guardians in the solution;
- f. report, record, and monitor instances of bullying and harassment and their resolutions;

**4. Students are responsible to:**

- a. respect the safety, well-being, and property of fellow students;
- b. be accountable for their behaviour and responsive to reasonable and respectful consequences;
- c. participate in creating a caring, respectful, and safe school and classroom learning environment;
- d. participate in developing and supporting the school-level anti-bullying and harassment program; and
- e. report instances of bullying and harassment to a school staff member to work to resolve the problem.

**5. Parents/guardians are responsible to:**

- a. model, teach, and reinforce appropriate social behaviour;
- b. participate in creating a caring, respectful, and safe environment at the school and classroom environment;
- c. participate in developing an anti-bullying and harassment program at the school;
- d. work with the school to reduce instances of bullying and harassment;
- e. assert their child's right not to be bullied and harassed;
- f. access resources and programming made available by the school division or Ministry of Education; and
- g. report instances of bullying and harassment to their child's teacher to work with their child and school to address the issue.