

SPS Bullying and Harassment Statement / Procedures
September 26, 2006

I. Statement:

Saskatoon Public Schools is committed to providing students and staff with a safe and secure learning and working environment. This means our schools are committed to being:

- leaders in the development of ethical citizenship
- welcoming
- peaceful
- constructive in our approach when dealing with negative behaviours (bullying, racism, discrimination, harassment and violence)

II. Definitions:

“While there is no universally agreed upon definition of bullying” (Ribgy, Smith and Pepler (2004)), the Saskatoon Public Schools defines bullying behaviour as follows:

Bullying Behaviour:

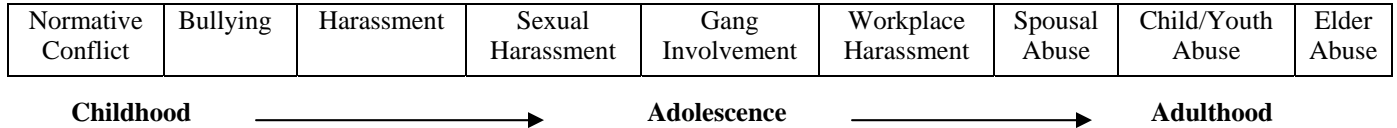
- Involves an individual/group targeting an individual/group
- Is intentional, harmful and repetitive
- Is physical, verbal, and/or social/relational
- Is overt or subtle
- Involves an imbalance of power
- May involve the inappropriate use of technology (“cyber”)

It is important to differentiate between bullying and conflict which is expected to be a normal occurrence during any social interactions. Conflicts are natural and enable individuals to develop appropriate problem solving and social skills. Play-fighting, rough and tumble play and playful teasing among friends of equal power should not be considered bullying. Such behaviour should be looked upon as part of normal growth and development. It is through such interactions that children learn the skills necessary to make friends, resolve conflicts, and develop positive relationships with others (Sullivan, 2000).

Normal Conflict	Bullying
Disagreements between friends	Repeated hurtful/harmful aggressive behaviour
Disagreement between people of equal power/strength	Based on a power/strength difference
Accidental	Intentional
Playful teasing	Cruel actions that isolate the target
Effort to resolve the problem	No effort to resolve the problem

Bullying is a destructive relationship problem and is often seen as a precursor to harassment and other forms of violence.

Developmental Continuum of Bullying: Power and Aggression (adapted by Pepler and Craig, 2000, p.5)



III. Roles and Responsibilities:

At the COMMUNITY level, we are all responsible for:

- Taking an active role in creating and maintaining caring, safe and respectful schools and communities.
- Planning for the prevention of bullying and harassment through school strategic planning processes.
- Participating in workshops, inservices and learning opportunities that promote caring, respectful, culturally responsive and safe learning environments.
- Reporting instances and the knowledge of potential instances of bullying and harassment to appropriate adults (school staffs, parents, police)
- Working together to reduce instances of bullying and harassment.
- Building and restoring healthy relationships.

At the DIVISION level, our established priority of creating and maintaining caring, safe and respectful schools is reflected in the following responsibilities:

- Allocating resources to support safe and caring learning environments.
- Establishing a strategic committee whose mandate, in part, is to provide direction in addressing bullying and harassing behaviors.
- Developing protocols with human service partners that relate to bullying and harassment.
- Creating and providing administrative procedures for schools to follow when responding to bullying and harassment.

At the SCHOOL level, continuous commitment to creating and maintaining caring, safe and respectful schools is reflected in the following responsibilities:

- Communicating administrative procedures and expectations.
- Encouraging the participation of school staff, students, parents/caregivers and community members in developing and supporting a comprehensive school-wide bullying and harassment

prevention program.

- Keeping a record of bullying incidents and action plans undertaken by the school, parents/caregivers, and student involved.
- Delivering an intentional, proactive educational program that helps students to understand what bullying and harassment behaviours are.
- Building bullying and harassment prevention into daily instruction.
- Building healthy personal and social skills through intentional, daily character education and modeling by staff.

At the STUDENT level, each individual is responsible for:

- Respecting the safety, well-being and property of other students and school staff.
- Taking a personal stand against bullying and participating in bullying and harassment prevention activities at the school and classroom level.
- Reporting instances and the knowledge of potential instances of bullying and harassment to appropriate

At the FAMILY level, students and their parents/guardians are responsible for:

- Maintaining open, honest and respectful communication so that bullying and harassment issues may be addressed in a timely manner.
- Modelling positive problem-solving/conflict resolution skills.

IV. Procedures:

All members of the school community (students, staff, parents/guardians and the larger community) have a responsibility to report incidents of bullying and harassment to a school-based administrator. School-based administrators and staff have a responsibility to respond to instances of bullying and harassment when they occur.

When bullying and harassment occurs the following steps will be taken:

1. All staff members will provide a clear message that bullying and harassment will not be tolerated and will respond in a firm but fair manner when such behaviour occurs.
2. The school-based administrator will investigate each incident and inform the classroom teacher and parent/guardian of the students involved in the incident. A record of each incident will be kept at the school level.
3. The school-based administrator will follow division discipline procedures when consequences for bullying and harassment warrant such action.

4. The school-based administrator will conduct an annual review of bullying incidents and revise the school plan accordingly.

Note: Consequences should be corrective rather than punitive with a focus on progressive discipline should there be further incidents.

V. Action Plan:

School-based administrators will involve the school community in a regular review of bullying and harassment prevention procedures and practices to determine what is working and what needs to be strengthened.