

ÉCOLE PUBLIQUE
JOHN FISHER
PUBLIC SCHOOL

**BULLYING PREVENTION
POLICY AND PROCEDURES
2008-2009**

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Part II: BULLYING PREVENTION PROCEDURES

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PART I: BULLYING PREVENTION POLICY

A. Preamble

This policy and procedure booklet is the third edition to be developed by John Fisher staff, parents and students in order to decrease the incidence of bullying at the school.

As a community, we made a commitment to addressing the problem proactively in order to ensure that all children feel safe and secure at all times and in every part of the school.

This initiative began in Spring 2002 with a student and parent survey that indicated that, while bullying was not a widespread problem at John Fisher, it did affect the lives of a small number of children. A second survey in 2006 indicated that the incidence of bullying had, on the whole, decreased in the school. It gave us greater insight into the kind of bullying that was still occurring, the time and location of incidents, and the kind of intervention that was most effective. As a community, we continue to have a commitment to addressing the problem proactively in order to ensure that all children feel safe and secure at all times and in every part of the school.

B. The Foundation: Our Beliefs

The foundation of this work is our belief in the right of all individuals – children and adults – to feel safe and respected in their environment, and in the responsibility of all individuals to treat others in a safe and respectful manner. Our approach is based on the following principles:

United Nations Universal Declaration of Human Rights

Article 1 - "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood".

The Canadian Charter of Rights and Freedoms

Rights and Freedoms in Canada
Fundamental Freedoms

Ontario Ministry of Education Policy on Bullying Prevention and Intervention

The Ontario Ministry of Education requires all school boards and schools to have policies that ensure school safety, including Codes of Conduct, Bullying Prevention and Intervention policies, and disciplinary approaches that are progressive and promote positive student behaviour. Policy /Program Memorandum 144 (October 2007) on Bullying Prevention and Intervention states that “providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which school boards and schools play an important role. Schools that have bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential”.

The policy requires that **school boards** have plans in place that include the following components:

1. A. policy statement on bullying prevention.
2. Ministry definition of bullying.
3. Prevention strategies.
4. Intervention strategies.
5. Training strategies for members of the school community.
6. Communication and outreach strategies.
7. Monitoring and review procedures.

The policy requires that **schools** adopt the Ministry policy statement, and develop plans that include items #2 to 7 as listed above.

Toronto District School Board Policy

Safe and Caring Schools

The Toronto District School Board (TDSB) provides all schools with a framework within which to developxss Codes of Conduct, **Bullying Prevention and Intervention policies**, and progressive and positive approaches to student discipline.

Equity

In addition, the Toronto District School Board (TDSB) Equity Foundation Statement recognizes that certain groups in our society are treated inequitably because of individual and systemic biases related to race, colour, ability, culture, ethnicity, linguistic origin, socio-economic class, age, ancestry, nationality, place of origin, religion, faith, gender, sex, sexual orientation, family status, and marital status.

The TDSB is committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations, and practices.

Character Education

The TDSB engaged all schools in a consultative process to identify the “Top Ten” positive character attributes. The John Fisher community participated actively in the selection of the TDSB’s character attributes. The ten attributes selected respect, responsibility, teamwork, honesty, empathy, kindness and caring, integrity, fairness, co-operation and perseverance: Character education will certainly be an important additional dimension of ensuring that John Fisher is a safe, respectful and kind environment.

École publique John Fisher Public School

Code of Conduct

In accordance with our beliefs and with Ministry and Board requirements, John Fisher has developed a Code of Conduct which is based on every individual’s **right** to work and learn in an atmosphere of SAFETY, RESPECT AND KINDNESS, and every individual’s **responsibility** to treat others in a manner that is SAFE, RESPECTFUL AND KIND. The Code is the articulation of the beliefs of the staff, parents and students on the manner in which daily interactions at John Fisher are conducted. It is our expectation that all adults will model and teach these values.

The Code of Conduct is supplemented by detailed rules and expectations designed to ensure safety, respect and kindness in all aspects of our busy school life: classroom activities, playground activities, line-ups, lunch routines, assemblies, concerts, athletic events and excursions. The Code of Conduct and school rules are available as separate documents.

Bullying Prevention Policies and Procedures

This booklet contains our school policy, and details the roles and responsibilities of all adults (administration, teachers, support staff, parents) and students in understanding and preventing bullying.

The useful information provided by students in the 2002 and 2006 surveys has been incorporated into our procedures. A summary of these results is on p. .

Guidance Curriculum

Second Step is the major component of the guidance program at every grade level at John Fisher. Teachers use it along with other resources to provide the foundation for developing in students the ability to form kind, respectful and harmonious relationships. The main components of the program are *Empathy*, *Impulse Control* and *Anger Management*.

We have the responsibility to be fair and courteous to others; to be considerate of the feelings, rights and differences of others.

The program is called *Second Step* because it is based on the belief that parents represent the first step in giving their children the skills to build positive relationships. A shared understanding between parents and the school of the importance of these skills and approaches to developing them is crucial to an effective bullying prevention program.

Progressive Discipline

When discipline is imposed, it is done in a step-by-step approach, it takes mitigating factors into account and it is positive.

C. Definition of Bullying

Definition of Bullying

“Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and stress 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.

Students may attain or maintain power over others in the school **through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.**

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, internet websites, or other technology).”

(Ministry of Education Policy/Program Memorandum 144, p.3)

Boys and girls both bully. All types of bullying occur among girls and boys, with some differences in emphasis. Bullying among boys can be more physical, and centred on trying to be superior in activities that are valued by peers, such as sports, games or being “cool”. Bullying among girls is generally more verbal and relational, and is centred on trying to dominate a social group through the use of words and relationships. Any type of bullying can cause long-term damage if not stopped.

Types of Bullying

| | | Examples |
|--------------------------|--|--|
| Social Bullying | <ul style="list-style-type: none"> • Verbal insults: <i>unfair</i> criticism, name calling, taunting, mocking, humiliating • Threatening and obscene gestures • Sexist, racist, homophobic messages • Spreading malicious rumours or gossip through the use of telephone, e-mail, text messages, internet sites or other technology • Telling secrets | <ul style="list-style-type: none"> • Anonymous messages in any paper or electronic form • Disrespectful comments • Persuading others to participate in bullying (getting others to be on your side) • Giggling or laughing behind someone's back • Isolating • Excluding • Ignoring |
| Physical Bullying | <ul style="list-style-type: none"> • Hitting, throwing things, tripping, kicking, pushing, shoving, pulling, spitting • Using a weapon² • Hiding, damaging or grabbing belongings and refusing to return them | <ul style="list-style-type: none"> • Grabbing other people's clothing • Getting another person to physically hurt someone • Threatening violence • Inappropriate touching |

² A 'weapon' is any object that can be hurtful or any object that is used to cause harm. In elementary schools, this could include a pin or a pair of scissors.

Research clearly indicates that bullying stops when adult or peer bystanders intervene.

Bullying stops when bystanders withdraw approval for the bullying behaviour.

D. Some Characteristics: Bully, Target and Bystander

Children who bully have been observed to have a higher than average need to dominate, to win control over others and to have attention centered on themselves. They tend to have relatively poor impulse control and empathy, and might show aggressiveness. They have a limited ability to resolve conflicts, to feel empathy and to take responsibility for their actions.

Children who are targets of bullying tend to be viewed or view themselves as weaker or different in some way. They may show anxiety and be relatively ill-equipped in social skills that allow them to form and sustain relationships. They appear isolated and vulnerable, and are not able to react assertively to being the object of bullying.

By far the largest group is the bystanders and their behaviour is key to bullying prevention. These children are not directly involved and tend to provide an audience for bullies. They may like or enjoy the bullies' behaviour, they may be afraid they will be the next target, or they may not be equipped with the skills to intervene. However, research clearly indicates that bullying stops when adult or peer bystanders intervene.

The Meaning and Importance of Friendship

E. Adult Roles and Responsibilities

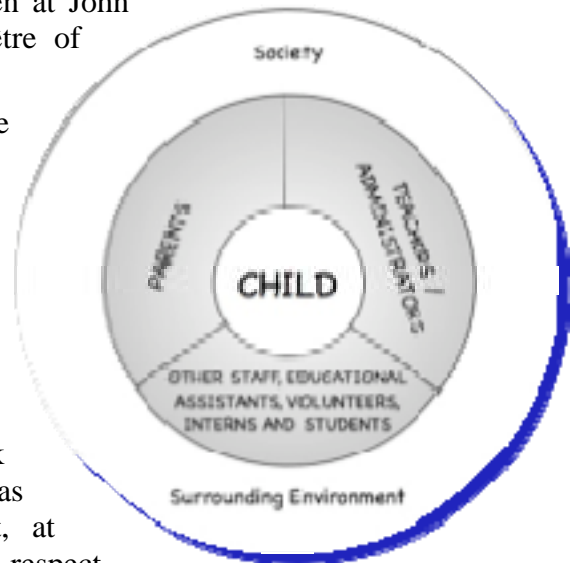
We must work as conscientiously as possible to ensure that, at John Fisher, kindness, respect and caring are valued and practiced in every aspect of school life.

At John Fisher, we firmly believe that it is the responsibility of all adults in the school – staff, parents and volunteers – to create an atmosphere of Safety, Respect and Kindness, the foundation of our Code of Conduct, a foundation that does not allow bullying. This involves: **teaching and modelling respectful behaviour, teaching the nature and negative impact of bullying, supervising students actively, and intervening effectively when bullying occurs.**

Research clearly indicates that bullying happens where there is little or no supervision. Bullying stops when adult or peer bystanders intervene.

The following diagram illustrates our belief that the safety and well-being of the children at John Fisher is the raison d'être of this policy.

Staff and parents are aware that the school exists in a wider culture (video games, magazines, TV, pop music and advertising) that can have both a positive and a negative influence on our children. We must work as conscientiously as possible to ensure that, at John Fisher, kindness, respect and caring are valued and practiced in every aspect of school life.



every

The following will outline the main roles and responsibilities of:

Administration

Reacting positively and assertively to deal with bullying, using the skills and strategies taught by teachers, the principal and the vice-principal.

- Formulating bullying prevention policy and procedures in consultation with staff, parents and students.
- Informing the whole community of the importance of the policy and procedures
- Providing parents with opportunities to become familiar with the policy and procedures
- Modeling the procedures outlined
- Ensuring implementation of the policy and procedures by:
 - Providing staff with professional development and materials,
 - Teaching students how to recognize bullying and how to stand up to it on a daily basis,
 - Monitoring appropriate supervision and intervention by all adults on a daily basis,
 - Informing all volunteers about the policy and procedures
- Dealing with specific bullying incidents as needed, including reporting and discipline.
- Reviewing the effectiveness of the policy and procedures regularly.
- Keeping an accessible collection of up-to-date resources (in the library).

Main roles and responsibilities (continued):

Teachers

- Assisting with the formulation of the policy and procedures
- Teaching *Second Step* and other Guidance Programs to teach students the importance of developing positive and respectful social relations in the school.
- Developing with their students specific classroom rules of respectful behaviour, and reviewing these frequently.
- Teaching students to recognize bullying.
- Teaching students the importance of reporting incidents of bullying (it is not “getting someone into trouble”; it is **getting someone out of trouble.**)
- Teaching students the skills and strategies to stand up to bullying, to provide support for targets of bullying, and to report to adult supervisors if their strategies do not work.
- Modelling the procedures outlined.
- Supervising students actively.
- Intervening immediately when they see a potential bullying situation.
- Reporting to parents as needed.
- Reporting to administration any issues of concern (including those reported by students, parents, or other volunteers).
- Recording incidents factually and confidentially.

Educational Assistants and all Support Staff (Office, Caretaking, Bus Drivers)

Assisting administration and teachers in carrying out the above responsibilities.

Lunchroom Supervisors

- Supervising students actively.
- Intervening immediately when they see a potential bullying situation.
- Reporting to teachers and administration.

Main roles and responsibilities (continued):

Parents

- Assisting with the formulation of the policy.
- Familiarizing themselves with the policy.
- Encouraging their children to understand and respect the policy
- Modelling and supporting the policy and procedures when they volunteer at the school (including excursions).
- Intervening in a positive manner to ensure respectful behaviour.
- Reporting to administration or teachers any issues of concern.

All Volunteers and Visitors

- Familiarizing themselves with the policy.
- Reporting to the teacher or administration any issues of concern.

F. Student Roles And Responsibilities

At John Fisher, we encourage active student leadership and responsibility in recognizing and maintaining a safe, kind and respectful environment.

- Putting forward their best effort to understand and respect the John Fisher Code of Conduct and Bullying Prevention Policy and Procedures
- Paying attention to classroom lessons that teach how to recognize bullying and what to do if they are bullied or if they see someone being bullied.
- Reacting positively and assertively to incidents of bullying, using the skills and strategies taught by teachers, the principal and the vice-principal.
- Reporting to an adult when their efforts to stop bullying are not successful, remembering that reporting is not getting someone 'into trouble', it is getting someone 'out of trouble'.

PART II: BULLYING PREVENTION PROCEDURES

Both the 2002 and 2006 surveys indicate that bullying is not very common at John Fisher. Student responses indicate a slight decrease in its frequency between the two surveys. However it does exist at the school. The most frequent form, both for boys and girls, is social bullying, with some physical bullying mainly among boys. It takes place mainly in the playground, hallways, stairwells, washrooms - unstructured situations with a relatively small adult presence. The rate of intervention and reporting needs to improve as research and experience indicates that they are key to preventing bullying. The surveys show that boys tend to report bullying less than girls do. Adult actions and interventions need to focus on ensuring that students clearly understand the nature of bullying and its negative effects, and develop effective ways of intervening and reporting to adults. Students need to be encouraged to practice the messages and strategies that they are given in situations where adult presence is not as great. (Results of the 2002 and 2006 surveys are available at the school).

A. Adult Actions and Intervention

The actions and interventions of the adults at the school (especially administration and teachers) focus on the following:

- 1. Instruction on what bullying consists of and the importance of preventing it.**
- 2. Instruction on specific ways of preventing bullying.**
- 3. Active supervision and prompt intervention.**
- 4. Addressing situations in which bullying has occurred in a way that supports the target/s of bullying and provides positive discipline for those who have bullied.**
- 5. Keeping parents informed.**

1. Instruction on what bullying consists of and the importance of preventing it.

Staff (mainly administration and teachers) use the guidance program (*Second Step* and other materials), the contents of this booklet, as well as other resources (see list of Resources at the end) to teach students the following critical lessons. The “Empathy” section of the *Second Step* curriculum is used extensively, as is the school’s Code of Conduct (based on Safety, Respect and Kindness), and the 10 positive Character attributes identified by the TDSB.

a. A definition of bullying: - what it is and what it is not

“Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and stress 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.

Students may attain or maintain power over others in the school **through real or perceived differences. Some areas of difference may be size, strength, age, academic ability, athletic ability, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.**

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, internet websites, or other technology).”

(Ministry of Education Policy/Program Memorandum 144, p.3)

Bullying is different from a conflict. Conflict is a misunderstanding between two individuals or groups, and is a common occurrence, especially in a busy and crowded school (e.g., two soccer teams disagree on whether someone scored or not; two friends want to play different games). Conflicts can be serious, but should not cause more than moderate and temporary upset. The Ambassador C-Team (on duty at every recess) and adult supervisors are available to help students resolve conflicts.

Bullying is different from occasional “meanness” or aggressive behaviour. Meanness is never acceptable, but it is important to remember that everybody can have a bad day, and take their bad feelings out by hurting the people around them. This kind of meanness **can become bullying if it becomes deliberate and continues over time.**

The most common forms of bullying at John Fisher, both among boys and girls, are:

- **name calling and teasing**
- **being ignored and left out**
-

In light of this, it is important to note the difference between “innocent teasing” and “taunting or mocking”. As Barbara Coloroso has pointed out, teasing is innocent and good natured – it is often clever and lighthearted and designed to make both parties laugh. The “teaser and person teased” could easily swap roles. It is immediately discontinued when the person teased becomes upset or objects to the teasing.

Taunting or mocking is intended to hurt – it is humiliating and cruel, often disguising demeaning comments as jokes. The teaser does not stop when the person teased is hurt – in fact it often continues and worsens. Laughter is clearly at the expense of the person teased, with no regard for his/her feelings.

b. The types of bullying – classes can discuss and revise this list

| | | <i>Examples</i> |
|---------------------------------|--|--|
| <i>Social Bullying</i> | <ul style="list-style-type: none"> • Verbal insults: unfair criticism, name calling, taunting, mocking • Threatening and obscene gestures • Sexist, racist, homophobic messages • Spreading malicious rumours or gossip through the use of telephone, e-mail, text messages, internet sites or other technology • Telling secrets | <ul style="list-style-type: none"> • Anonymous messages in any paper or electronic form • Disrespectful comments • Persuading others to participate in bullying (getting others to be on your side) • Giggling or laughing behind someone's back • Isolating • Excluding • Ignoring |
| <i>Physical Bullying</i> | <ul style="list-style-type: none"> • Hitting, throwing things, tripping, kicking, pushing, shoving, pulling, spitting • Using a weapon² • Hiding, damaging or grabbing belongings and refusing to return them | <ul style="list-style-type: none"> • Grabbing other people's clothing • Getting another person to physically hurt someone • Threatening violence • Inappropriate touching |

c. The harmful effects of bullying

Bullying leaves deep and long-lasting scars. It is therefore a very important part of life at John Fisher to reduce and prevent it.

Special Presentations and Assemblies: The school, through the Bullying Prevention Committee, will regularly invite speakers and host special events, such as plays or movies, to review the importance of being aware of bullying and preventing it.

2. Instruction on specific ways of preventing bullying.

The following key strategies are used by staff at John Fisher to teach students at all grade levels how to prevent bullying. By emphasizing these messages, it is the expectation of staff that students will behave safely and respectfully towards each other even when adult presence is relatively small.

a. Complete your Helping Hand

Start the year by completing your HELPING HAND. The “Helping Hand” is handed out at the beginning of each year and you are ENTHUSIASTICALLY ENCOURAGED to write down on the five fingers of the hand the names of at least five people that you can trust when you are in trouble or need help and support. These people can be classmates, friends, teachers, parents, other relatives, trusted adults - it would be a good idea to include **at least 2 people who are in the school, and one of them should be an adult.** If you have trouble identifying these people, talk to your parents, friends or teachers. If you can only come up with 2,3, or 4, that’s fine too!. Be sure that the people you have put on your HELPING HAND know about it so that they are ready to help you. Be sure to be there for the people who have *put you* on their HELPING HAND. You should all shake on it!

The HELPING HAND is your support system. Keep it in your agenda or in your desk or at home. USE IT! Talk things over with the people on your HELPING HAND whenever you have questions or concerns about how people treat each other at John Fisher. Don’t forget what we hear on the announcements every morning: *Soyez gentils envers vos amis!*”

b. Think seriously about the meaning of friendship

Remember every day that a good friend can ALWAYS be trusted to treat you with respect and kindness – be and seek that kind of friend! Be sure your true friends are on your helping hand and support each other. Play safely and respectfully!

c. Be a backbone bystander:

Many students at John Fisher will witness a bullying situation. It is important to learn to become a **backbone bystander**, rather than a “passive witness”.

A backbone bystander:

- stands beside the person who is being bullied
- uses a calm and firm voice to stand up to the bully (see below for examples of words that could be used)
- draws the student who is being bullied away from the problem into fun and safe activities
- draws other bystanders away
- does not show any approval of bullying – it is not funny, it is not cool
- helps the student who is being bullied to find someone on his/her Helping Hand or a Reading Buddy or an older sibling or a member of the C-Team
- reports to an adult
- remembers that John Fisher stands for SAFETY, RESPECT AND KINDNESS in every part of the building, in the playground and on excursions
- can put himself or herself into the situation of the person who is being hurt (the ability to do this is called EMPATHY)

We know that bullying stops when the bully loses his/her audience and **backbone bystanders** support the student who is being bullied.

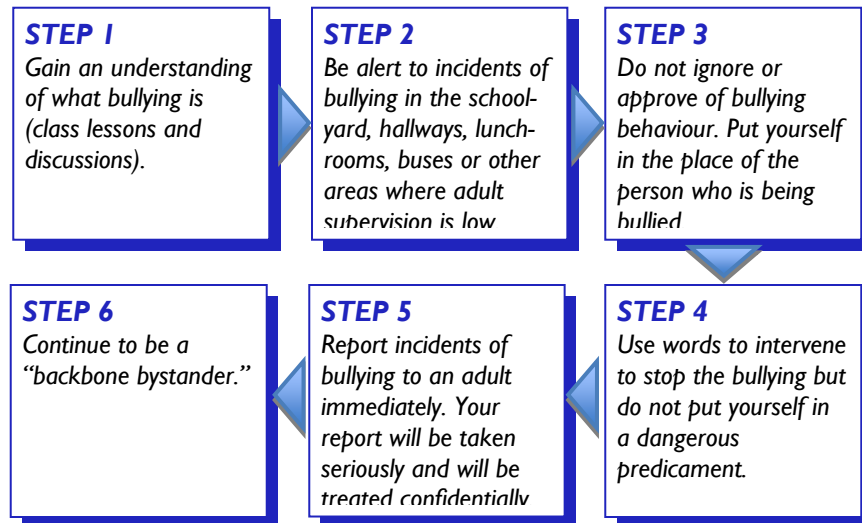
Some of the things a backbone bystander can tell the bully:

- “Come on, that’s not fair”;
- “You don’t need to do that”;
- “It’s not funny”; It’s not cool”;

Some of the things a backbone bystander can tell the person being bullied:

- “Come on, you don’t need to put up with that”;
- “I know how you feel”;
- “Let’s go, let’s get out of here”;
- “Let’s find your friends OR come and play with my friends”.

Here is what every student at John Fisher should do in order to be a backbone bystander:



Students must never use physical force, shouting or anger to stop a bullying situation.

If you can't solve the situation by standing with the person who is being bullied, calmly asking the person who is bullying to stop, and taking the person who is being bullied and other bystanders away from the situation, then go for help to a teacher, lunchroom supervisor, another adult or a member of the C-Team – they are always there for help - you are never alone.

Never put yourself in a situation where you might get hurt.

d. Report to an adult

Always report to an adult either right away because the situation is too serious for you to handle OR after you have handled it. Bullying is serious – adults need to be informed about it.

You may think that the bully will “get back at you” or that people will think you “ratted” or “tattled”. Here are some important thoughts:

- it is not right to stand by and let someone get hurt, so you have to do something;
- if you are really nervous and scared, tell an adult on your Helping Hand, and figure out a strategy so that you can help the person who is being bullied without being identified
- showing strength and confidence is very powerful – much more powerful than you may think – bullies usually back down
- experience shows that, in elementary schools, threats to “get back at” someone almost never happen

A note on the difference between "Reporting" and "Tattling", and the difference between getting someone "into trouble" and "out of trouble".

Students must report on a situation in which they think someone is being bullied. It is an important responsibility and will lead to a solution. The person who is being bullied is probably feeling hurt and unhappy (maybe they feel as if they are "in trouble" of some kind). Once you become aware of this, you must do your very best to be their BACKBONE BYSTANDER.

You are reporting. You are not tattling. You are doing the right thing by helping the person who is being bullied to get "out of trouble", and you are NOT getting the person who is doing the bullying "into trouble"!

Remember, a person who bullies is not a "bad person", but he/she is choosing some disrespectful ways to treat others and that needs to be changed. If you help everybody find different - and BETTER - ways to relate to each other, you are being part of the solution. You're getting everyone "out of trouble"!!!

. e. Use the Ambassador C-Team

Two Grade 6 Ambassadors C-Team members are on duty at every recess to help students with conflict resolution. Their main job is to help you to resolve conflicts, but they will also help you to be a backbone bystander and to deal with a bullying situation.

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f. Try to notice where and when the bullying happens because this information will be helpful to everybody in stopping it

Does it happen mainly during recess? Does it happen mainly when adults are not around? Does it happen in the hallways or

A Note on Walking Away and Ignoring

Walking away from or ignoring a bullying situation are not very good solutions, but you may need to use them from time to time. As you get to know how to recognize bullying and how to be a "backbone bystander", you will get better at finding the right words to stop bullying. You may find that supporting a student who is being targeted - by just being there and showing you do not appreciate what is going on - will make the bullying stop. But there may be times when walking away or ignoring are the right thing to do for that moment. If a bully is taunting or teasing a student and you can't stop it, walk away with the student who is being targeted; encourage others to walk away too - the bully is much more likely to stop if he/she does not have an appreciative audience! Then report to an adult, and talk it over with the students and the adults involved until a solution is found. Walking away is a temporary solution only.

washrooms? What kind of bullying is it? Is the person being physically hurt or emotionally hurt? How often is it happening? How is the person feeling? Can you think of a cause behind why the person is being bullied? Can you think of any ways that this person could change some of the things they do in order to stop the bullying? Do you feel you could talk to the bully to explain that he/she is being mean and disrespectful?

Suggestions for students who think they may be being bullied

Some students will find themselves being the targets of bullying. Remain calm, find the people on your Helping Hand, find the nearest adult. Teachers and administration will review all the strategies listed above and will give them specific suggestions based on the facts of their particular situation. It is important that all students feel confident that the bullying will end as a result of their reporting it, and working with their friends, teachers and parents to overcome the problem.

STEP 1

Always be with friends or people you trust.

STEP 2

Tell the person who is hurting you to stop.

STEP 3

Report to a trusted adult or friend (remember your Helping Hand).

STEP 4

Work with your friends, parents and teachers to find a solution to the problem.

Students may "walk away" from a bullying situation sometimes - if it seems the best thing to do at the time.

Suggested Actions for Students Who Find They May Be Bullying

Some students will find themselves in the situation where they are bullying others, or they are seen as bullying others. In this case, staff will work with them in a positive manner to help them look at their own behaviour and understand whether it is indeed bullying. They will be encouraged to understand how their actions may be affecting others, and how they would feel if they were in another's place. They will be counseled to understand the possible causes of their behaviour. Consequences will be imposed in accordance with the practice of progressive discipline (see section).

Some John Fisher students will find themselves in the situation where they are bullying others, or they are seen as bullying others. If you find yourself in this challenging situation, you need to think carefully about what you are doing and why you are doing it... Try to look at your actions through that person's point of view, and if you can see that they might feel hurt, then you need to stop what you're doing. Here are some suggestions to help you deal with this difficult situation:

- be sure you start every school year with your **HELPING HAND** filled out with the names of 5 people (adults or students – at least two at the school) that you can count on when you feel you are in trouble.
- think about your own actions, look at the chart on the different types of bullying on p. 4 of our *Bullying Prevention Booklet*, and honestly think about whether you might not be doing some bullying.
- try to think about the situation from the point of view of the person who seems to be getting hurt by your actions
- discuss with your friends and trusted adults how your actions are being seen, and how you could change them so that everybody – including you – will feel safe and respected.

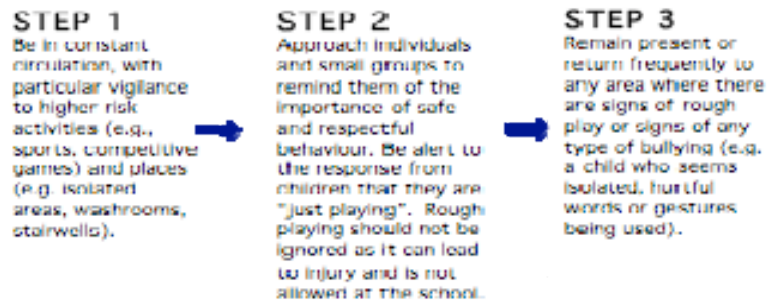
Other temporary solutions are:

- humour
- not reacting to being provoked or “having your buttons pushed”.

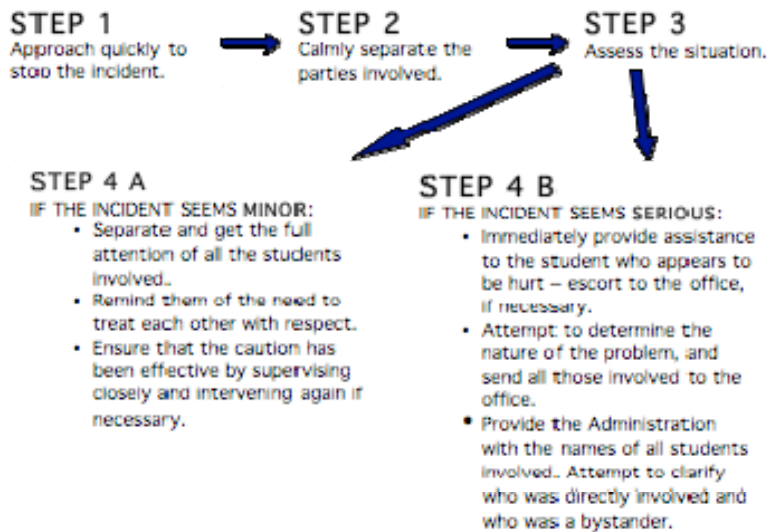
3. Active supervision and prompt intervention .

Active supervision and prompt intervention by adults are the most effective methods of preventing bullying. They are explained in the accompanying charts: [charts to be revised]

Supervision by Teachers, Educational Assistants, Lunchroom Supervisors and Volunteers during non-instructional time.

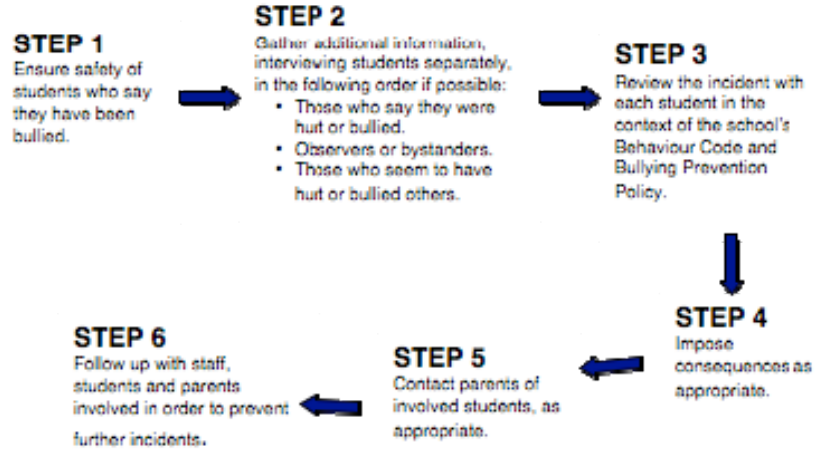


Immediate Intervention – by teachers, educational assistants, lunchroom supervisors



4. Addressing situations in which bullying has occurred in a way that supports the targets of bullying and provides positive discipline for those who have bullied. [chart to be revised]

Follow-Up by Administration On Serious Incidents



a. Information Gathering

Administration speaks separately to every student involved in the incident. Teachers will also try to do this, but it may not always be possible. Details are gathered from every individual's point of view in order to gain a full understanding of the overall context and of the particular incident. Being very clear and impartial are crucial to understanding and solving bullying situations. This information gathering is always done in the context of the John Fisher Bullying Prevention Policy - *we all need to treat each other with respect, and we all need to be part of the solution when someone is not treated with respect.*

b. Meetings and on-going counselling

- with individuals and small groups

Teachers and administration will meet on a regular basis with students who feel they are being bullied, with those who are bullying or with active bystanders who need advice and encouragement on how to solve the problem. At these meetings, positive future directions are discussed: What are your strengths and interests? Who are the people you trust (your HELPING HAND)? How could you change your recess activities for the better? What other games could you play? What help do you need? What activities are you involved in the school? What activities would you like to be involved in?

- with classes

Teachers lead their class in a discussion of incidents, and review the classroom, school and playground safety rules as necessary. The content and the frequency of these class meetings will vary according to the grade level and the incidents involved – some classes will review safety in general terms, some will discuss individual actions and solutions. All discussions will focus on positive reinforcement and future directions.

- The “No-Blame” Meeting

Students who are being bullied, students who are bullying and bystanders are gathered together with an adult to build empathy. The adult states clearly that a member of the group is feeling unsafe or unhappy, and asks "what can you do to make things go better in this group?" All suggestions are valued; no blame is assigned to individuals; no specific behaviours are discussed - the emphasis is on feelings. Once the group comes up with suggestions, a plan is made, and the teacher (or administration) follows up with the group on a daily basis to ensure that a change is happening.

c. Imposition of Consequences

In accordance with Ministry and Board policy, schools practice “Progressive Discipline” to promote positive student behaviour. **“Progressive discipline is a whole school approach that utilizes a continuum of interventions, supports and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices.** When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus: from solely punitive to both corrective and supportive.” Ontario Ministry of Education Policy/Program Memorandum No. 145).

The purpose of the John Fisher Code of Conduct and Bullying Prevention Policy/Procedures is to build an environment in which all members of the community are committed to safety, respect and kindness. Within this context, incidents of inappropriate behaviour are addressed through early and on-going intervention, opportunities for students to learn from the choices they have made, and parental awareness and involvement.

Progressive Discipline: Short-term consequences will include:

- meeting the parents of the student to discuss possible causes of the behaviour and future solutions

- withdrawal from recess or other privileges - time to be determined according to circumstances
- apology and reparation
- suspension - if the incident is sufficiently serious

d. On-going Monitoring

All students involved in a bullying situation will be monitored carefully, and teachers and administration will continue to check on a regular basis until it is determined that the bullying has stopped. Supervision and intervention by all adults in the school to prevent bullying is a daily responsibility.

B. Student Actions (to be revised for consistency with section above)

Leadership Actions by Ambassadors

John Fisher provides all students in Grade 6 with the opportunity to develop leadership roles in Conflict Resolution and Bullying Prevention. Grade 6 students are all trained in conflict management strategies, and some are on active duty during recess to help with dispute resolution and are known as the “C-Team”.

Student members of the Bullying Prevention Committee do presentations in classes, show films and are available to support students involved in specific bullying situations.

Pay attention to and use the lessons provided by teachers:

Insert pp 15-26 here They will be developed into lessons for every grade level..

SUPPORT STAFF

Actions and interventions by support staff will support those of the administration and teaching staff as outlined above:

- becoming familiar with the policy;
- modeling its values
- reporting any concerns to teachers and administration

Lunchroom Supervisors

- becoming familiar with the policy
- modeling its values

Insert p. 27

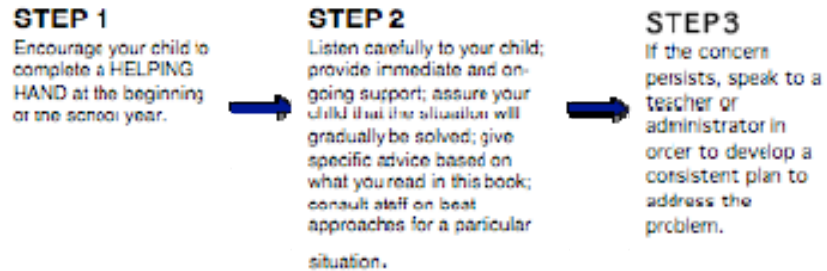
Parents (needs revision)

- becoming familiar with the policy
- encouraging their children to understand and respect it
- following policy when at the school
- bringing issues of concern to the attention of the school staff

The TDSB provides support to schools in dealing with bullying situations through Social Workers in Student Support Services and through Guidance Instructional Leaders in Program Services. The guidance Instructional Leader provides

Recommended Actions for Parents Who Are Concerned That Their Child Is Being Bullied or Bullying Others

[chart to be revised]



L

A word of caution: It is generally not a good idea to call another parent to express concern about a perceived bullying situation. If you have a concern, please speak to a staff member, and we will solve it together

School Support Team, Social Work, Guidance Dept.
First Step.

VOLUNTEERS

Administration and teaching staff will ensure that volunteers at the school are aware of the Code of Conduct and Bullying Prevention Policy, and support it.

PART III: MONITORING AND REVIEWING POLICY

1. Feedback on our Bullying Prevention Policy and Procedures is welcome at any time to the school administration or to the Chair of School Council. The booklet is posted on the school website (www.jfps.ca) and is available in hard copy on demand.

2. The Bullying Prevention Committee (parents, staff and students) meets regularly to discuss:

- the most effective ways of implementing the policy and procedures
- feedback received
- issues as they arise
- planning activities for Bullying Prevention Week

3. The policy and procedures booklet is reviewed at the end of every year and a new version published.

4. Broader and more formal feedback (in the form of student, staff and parent surveys) is sought out as required and as determined by the Bullying Prevention Committee. Surveys were conducted in 2002 and 2006. Results are available through the school administration or the Chair of School Council.

Part IV. Resources for Staff and Students

The following books, publications and Web sites provide a good starting point for anyone seeking more information on dealing with bullying.

Books/Publications

The Bully, the Bullied and the Bystander, Barbara Coloroso, kids are worth it, inc., 2002

Bullying: Information for Parents and Teachers, Marlies Siudermann, Peter G. Jaffe, Elaine Schieck, London Family Court Clinic, 1996

Dealing with Bullying: A Bullying Prevention Handbook for Elementary Schools, Guidance and Social/Personal Skills Development Department, Toronto District School Board, 2003

Dealing with Bullying: A Collection of Support Material for School Administrators, Guidance and Social/Personal Skills Development Department, Toronto District School Board, 2002

Making a Difference in Bullying, Debra J. Pepler & Wendy Craig, Report #60 of the LaMarsh Centre for Research on Violence and Conflict Resolution, York University, 1998

Stop the Bullying: A Handbook for Teachers, Ken Rigby, Pembroke Publishers Ltd., 2001

Odd Girl Out. R. Simmons, Harcourt. 2002

Video

It's a Girl's World.

Web Sites

www.yorku.ca/lamarsh/
www.kidsareworthit.com
www.lfcc.on.ca/bully.htm
www.kidshelp.com
www.leaveoutviolence.com
www.actagainstviolence.org
www.mcgruff.org

Related Materials

The following materials are available in the school library or the school office:

- Copies of the spring 2002 and 2006 Survey questionnaire and results
- Summaries of research articles and family flyers prepared by the Bullying Prevention Committee
- Books, articles and other resources
- John Fisher Code of Conduct and related rules and routines

Feedback is welcome.

Please provide your comments to the principal or vice-principal at 416-393-9325 or at JohnFisher@tdsb.on.ca

We all need to treat each other with respect, and we all need to be part of the solution when someone is not treated with respect.

Thank you for taking the time to read this.

*The Bullying Prevention Committee
Friends not foes/ Amis pas ennemis*