



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### STUDENTS

### HARASSMENT AND BULLYING PREVENTION - 505

#### Rationale

The CISKD Board of Directors requires members of each school community to treat each other with respect and courtesy and to conduct themselves in a manner that promotes a safe, caring, orderly and positive school climate free from bullying, harassment, intolerance, and violence.

The safety and wellbeing of children in independent schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, CISKD will ensure that children attending our schools will experience an orderly learning environment that enables every child to feel safe, accepted and respected.

Furthermore, the Inspector's Order 1/16, effective September 7, 2016 requires that each independent school establishes and implements a harassment and bullying prevention policy.

#### Policy

All CISKD schools will establish local procedures that specifically address harassment and bullying in terms of definition; and include the roles, responsibilities and procedures for staff and students in dealing with real or perceived incidents of bullying and/or harassment between students.

Harassment and Bullying between an adult and student is to be addressed via the *Creating a Safe, Protected and Accountable Parish Community* Manual of the Roman Catholic Diocese of Kamloops.

Every effort will be made for the protection of students' physical safety, social connectedness, inclusiveness and protection from harassment and all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with CISKD faith-values, cultural perspectives and philosophical values.

All schools are required to have a Code of Conduct. The Codes of Conduct are to include:

- a. one or more statements about what is:
  - i. acceptable behaviour, and
  - ii. unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- b. one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity, and special needs, if any;
- c. a commitment that the school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

#### Definitions

*Bullying* is a pattern of unwelcome or aggressive behavior, often with the goal of making others uncomfortable, scared, or hurt. It is almost always used as a way of having control or



power over their target, and it is often based on another person's appearance, gender, culture, race, religion, ethnicity, sexual orientation, or gender identity. (Ministry of Education – ERASE Bullying)

*Harassment* is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time.

### Types of Bullying

**Physical** – includes, but is not limited to, hitting, kicking, tripping, pinching and pushing, or damaging property.

**Verbal** - includes, but is not limited to, name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

**Social and Emotional** - includes, but is not limited to, behavioural actions designed to harm a child's reputation or cause humiliation, like lying and spreading rumours, negative facial gestures, playing mean jokes to embarrass or humiliate a child, mimicking the child in a mean way, encouraging social exclusion of a child, etc.

**Cyber** - includes but is not limited to taunting or humiliation through social media sites (Facebook, Twitter, etc.) of the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message, or texting, posting photos of other youth on rating websites, etc.

### Procedure

The Principal of each School will:

1. Develop procedures to address harassment/bully prevention in consultation with key stakeholders in the school community, which must include the following:
  - i. Staff and student involvement in a harassment/bully prevention strategy
  - ii. Development and communication of the Student Code of Conduct to staff, students, and parents
  - iii. Parent involvement through education on bullying in areas such as: newsletters, assemblies, guest speakers, handbooks, and on the school website.
2. Develop response protocols to address and correct behavior as follows:
  - i. Develop a system to track harassment/bullying incidents at school and reported incidents of cyberbullying.
  - ii. Deal directly and promptly with harassment/bullying behavior.
  - iii. Support students who seek help.
  - iv. Determine consequences by considering the following:
    - a. age and maturity of individuals involved,
    - b. the degree of harm done



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- c. incidences of past or continuing pattern(s) of (mis)behavior, relationship between parties involved and context in which incident(s) occurred.
  - v. Inform and obtain parental collaboration and support in responding to the harassment/bullying behavior.
  - vi. Teach age-appropriate social skills to develop healthy interpersonal relationships.
  - vii. Educate students on their responsibility to report and take an active stand against harassment/bullying acts.
  - viii. Ensure that a follow-up occurs and assess whether the response to the harassment/bullying incident has led to the desired outcome.
  - ix. Increase supervision in identified high-risk areas within the school building and/or property.
3. Foster positive classroom environments by providing:
- i. student-oriented methods of teaching;
  - ii. opportunities for achievement and success;
  - iii. positive teacher/student relationships;
  - iv. clear expectations of behavior and personal responsibility;
  - v. specific classroom lessons devoted to teaching acceptance and tolerance;
  - vi. positive teacher role models who display consistently appropriate behaviours and attitudes favouring a culture of respect.
4. Periodically review the Harassment/Bully Prevention Policy and response protocols of the school based on staff, parent, and student input.

#### REFERENCE

*FISA Policy Aide- Harassment and Bully Prevention (formerly Discrimination Protection)*

*Ministry of Education Resources:*

*"Safe, Caring and Orderly Schools – A Guide"*

*Focus on Bullying – A Prevention Program for Elementary School Committees*

*"Keeping it Safe – A Guide for Parents of Students K-12"*

*"Call it Safe – A Parent Guide for Dealing with Bullying in Elementary Schools"*

*"Call it Safe – A Parent Guide for Dealing with Harassment and Intimidation in Secondary Schools"*

<https://erasebullying.ca>

<https://erasereportit.gov.bc.ca/>

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