



# ***Kells Academy*** **ACTION PLAN** ***AGAINST BULLYING & SCHOOL VIOLENCE***

## ***What is Aggression or Bullying?***

*“Any use of force-verbal, written, physical, psychological or sexual-against any person, by an individual or a group, with intent to directly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property.” Art.13, LIP 2012*

### **Aggression**

<b>Definition</b>	<b>Interpretation</b>
<i>“Any use of force-verbal, written, physical, psychological or sexual</i>	An aggressor who demonstrates power in terms of Strength and expresses or shows this power.
<i>intentionally enacted against a person,</i>	The aggressor acts purposively, with deliberate will. Acts of violence can be self-directed or be targeted at others.

<i>having the effect of wronging, injuring or oppression that person,</i>	There can be devastating effects on victims, witnesses and classmates. The effects of violence can be felt as an aggression, a domination, an oppression or a destruction.
<i>by attacking his or her integrity, psychological or physical well-being, rights or property.”</i>	There are degrees of violence which can strike a blow at the individual on the physical, social, material and psychological level or do harm to an individual's rights and liberties.

*“Any behaviour, spoken word, act or gesture, whether deliberate or not and of a repetitive character, expressed directly or indirectly, including in cyberspace, in a context characterized by a disparity in the balance of power between the concerned persons, having the effect of engendering feelings of distress, injury, hurt, oppression or of being ostracized.” Art.13, LIP 2012*

## **Bullying**

### **Bullying must not be tolerated and requires intervention**

Bullying occurs across all social, cultural and socioeconomic contexts. It is a complex phenomenon with multiple origins. Like other forms of violence, bullying must not be tolerated and requires intervention if, and when, it occurs.

### **Bullying is not fighting**

Bullying is aggression (imbalance of power) and not necessarily a physical fight. The term conflict means a shock, a clash. It suggests differences that are opposite, i.e., a difference between two individuals, two groups, an individual and a group who are interacting because their interests, their objectives, their values, their way of doing things, their roles or their ideas are in sharp contrast. A jostle, a fight, an insult or another threat restricted to two individuals on an equal power footing is not inevitably considered bullying.

### **Criteria used to determine bullying**

- An act of violence or intimidation, with the intention of doing harm
- **Imbalance of power** between perpetrator and victim
- Feelings of distress and powerlessness experienced by the student being bullied
- The **repetition and persistence of** aggressive acts or verbal abuse.

### **Bullying can manifest itself in other ways**

Bullying can show itself in diverse forms such as homophobia, racial discrimination or violence in relationships. For example, it can be seen in the following behaviours:

- Name-calling, derisive laughter, defiance, to humble or threaten another person, to make racist or sexist comments;

- Hitting, kicking, shoving, spitting, punching, stealing or damaging property;
- Excluded from the group or isolated socially, gossip or rumour-mongering, mockery, ending friendships;
- Use of email, texting, cellphone or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or friendship.

### **Indirect bullying**

Organizing (from within a group) the belittling of the social status or the exclusion of a targeted person from the group

(e.g. making someone less popular, isolating an individual). This type of behaviour and attitude is often difficult to perceive.

### **Some examples of indirect bullying**

- Gossip and spreading of rumours
- Malicious gossip and slander
- Divulging secrets
- Talking about someone 'behind their back' or writing slurs (graffiti, email, etc.)
- Make a fool of someone, denigrating that person or suggesting that he or she be excluded from a group
- Use of non-verbal language (e.g. turning one's back, mumbling or rolling one's eyes) is barely perceptible but can indicate a situation of indirect bullying.

## **Cyberbullying**

### **Bullying that occurs in the virtual world**

- It can occur whenever and from wherever: the virtual world is accessible at any time and from just about any place.
- It can bring together other witnesses, thereby allowing the immediate distribution of the words and images posted, in a way that is both unlimited and irreversible.
- It can occur in a secretive manner and forego the supervision of parents, teachers and other responsible adults.

### **Cyberbullying is particularly insidious because it can:**

- Have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge his or her actions. Without being able to easily prove the actions, any fear of reprisal diminishes.
- Promote depersonalization and lack of empathy: in front of a computer screen, the perpetrator shows less restraint than if he or she was face-to-face with the victim and cannot see the effects of his or her actions.

### **Cyberbullying can be manifested via the following behaviours:**

- Threats
- Insults
- Rumours
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation
- Filtering or online blocking
- 'Flaming' (provocative cellphone messaging)

- 'Happy slapping' (posting fights, incidents on YouTube)
- Inappropriate messages or photos
- Incitement to 'out' one or other persons

### **The Cyberbully:**

- Thinks he or she can remain anonymous
- Can pretend to be another person
- Can react spontaneously without taking time to reflect or make a judgment before acting
- Shows less restraint being in front of a computer screen than if he or she was face-to-face with the victim.

# Notes for Students

## Student Victim

### What can be done to make it stop?

- **Report the incident to a staff member**
- **Waiting only makes it worse.** Don't put it off. Turn to an adult you can trust (e.g. a parent, teacher, psychologist, counsellor, coach, caretaker, monitor) and tell him or her of what is happening.
- **Stand firm!** It can be hard, but stay calm and do what you have to do.
- **Stay with your friends.** If it's possible, stay with friends you can count on. As part of a group, you are less likely to be bullied and will be better able to defend yourself.
- **Listen up! Do something!** Bullying is serious, and must NEVER be tolerated.
  - o Don't wait day after day. Find an adult you trust and tell him or her of what happened.
  - o Defending yourself is OK, but sometimes it's not enough.
  - o You're not a 'snitch' if you report bullying; you're someone who deserves respect.
  - o You can always go to the school office to report an occurrence of bullying.
- **If ever you sense an immediate danger to your safety, that you are a victim of a criminal act or that someone is threatening you, don't hesitate one moment – tell a trusted adult (who will help you contact the police, if necessary).**

### Are you being bullied on social media, by texting or by cell phone?

- **Protect yourself.**
  - o Keep your passwords a secret and give your phone number or your email address only to those you trust.
  - o Refuse any invitation or request to be 'friended' that comes from an unknown source.
  - o Keep contact with your friends outside of the online world (young people less than 13 years are not allowed to have their own Facebook account).
- **Act.**
  - o **STOP** immediately any response to threatening messages.
  - o **AVOID** sending an insulting or menacing reply, because it could come back to haunt you.
  - o **BLOCK** the address content information of anyone threatening you. That includes on social networks, email or cell phone. Where you can delete or block individuals, addresses or numbers.
  - o **TALK** about the situation with an adult you trust.
  - o **TRACK** the addresses where the threatening messages originate.
  - o **SAVE** all the threatening messages that you receive, whether by email, text or instant message.
  - o **TELL** an adult confidentially of any threat or situation where you feel your safety has been severely compromised (the adult will decide if you need to go the police).

# ***Notes for Students(cont.)***

## **Student Witness**

### **What do you do if you witness bullying?**

You have a big responsibility if you witness bullying because your reactions can encourage or discourage the aggressor. If you just stand by as a spectator, you are part of the problem and make the situation worse.

- **Bullies are looking for attention.** If you do nothing when someone bullies someone else, you simply encourage the bully who thinks it's OK to continue. Rather than just stand by and watch, do something about the situation. Tell the bully to stop if you feel safe, otherwise, go and look for an adult.
- **Be part of the solution.** Your role is important. You don't have to be part of the problem by staying quiet or by encouraging the bully, which just makes matters worse.
- **You're not a 'snitch' when you report bullying.** A 'snitch' is not someone who steps in when another person is in harm's way. When you tell an adult that a friend or someone you know is being bullied, you HELP victims and you contribute to protecting them.
- **If you feel safe, MAKE YOURSELF HEARD.** If you feel it is safe to do so, confront the bully and defend the victim.
- **Don't stay silent.** Offer assistance to the victim, show your support, and invite the victim to share activities at school or outside of school hours.
- **Never encourage anyone to bully someone else.** Comfort the person being bullied; show the victim that you support him or her, that you're on their side and that you don't agree with what has happened.
- **Even if you're hesitant to step in directly, you can still TAKE ACTION.** Warn an adult whom you trust (e.g. a parent, principal, teacher, psychologist, coach, caretaker, supervisor).
- **At any time you can contact the school office about an incidence of intimidation by filling in a Report Form yourself or by helping the victim make the report.**

### **What do you do if you see a case of cyberbullying?**

- **REACT** when you notice your friends are being harassed by others.
- **PROTEST** every time you see it happen. If you protest, you can help ensure that it stops.
- **REFUSE** at all times to pass along or resend an image, video or message that is offensive to someone.
- **SAVE** any threatening messages as proof of what you have seen.
- **REPORT** incidents to a trusted adult when you come across them.
- **WARN** a trusted adult when you think the cyberbullying is more dangerous and serious (the adult will decide if you should report this matter to the police).

# Notes for Parents

## Parents of a Student Witness

### How do you recognize the signs that your child is being bullied?

A victim of intimidation or bullying will not necessarily show any physical injury. To be able to act, you have to stay attentive and tuned in to your child to recognize the signs of intimidation.

- Does your child seem anxious and depressed (sad, unhappy, vague, easily annoyed, hopeless, etc.)?
- Does he or she suddenly lose interest in favourite activities?
- Is he or she suffering from low self-esteem (doesn't fit in well at school, sees others as better in comparison)?
- Is he or she afraid to go to certain places, such as school, the shopping mall or the playground?
- Has your child suddenly stopped using the Internet?
- Have school marks been lower for no apparent reason?
- Does your child often complain of feeling sick and doesn't want to go to school?
- Has he or she expressed suicidal thoughts, the urge to drop out or to run away?

***These signs can also be present in victims of other forms of violence, like homophobia or racial discrimination.***

**As a concerned parent, you must do something.**

### If you find out that your child is a victim of intimidation:

- Stay calm, your child needs comforting.
- Take the time to listen.
- Ask the child to describe the incident in detail (you can take notes).
- Don't blame your child.
- Be reassuring and show the child you're on their side on this matter.

### How should you intervene on behalf of your child?

- Speak to your child's teacher, school office, a school staff member, a trainer or to any intervener who can be informed about the situation and who can help your child to resolve the problem. Act immediately.
- Encourage your child to identify his or her aggressor(s). Tell your child that there is nothing bad about naming names, that it takes courage to do this, and reinforce that it is necessary to fix the problem and that any report will remain confidential.
- Show that you are on their side and you're going to help your child to find a solution.
- Tell your child to avoid any reprisals or acts of vengeance which could backfire.
- If possible, encourage the child to stick to friends he or she can rely on. As part of a group, he or she is less likely to be bullied and will be better capable of defending himself or herself.
- Whenever possible, recommend avoiding places that are convenient to bullies.
- Remain attentive to the behaviour of your child and after a few days, get back in touch with the interveners you previously contacted.
- If the situation causes distress in the daily functioning of your child, ask for a meeting with the school administration to discuss the situation.
- Don't wait for the situation to degenerate and make matters much worse.

**At any time, you can contact the school administration to report an incident, whether your child is involved or not.**

## ***Notes for Parents (cont.)***

### **Take measures to protect your child from cyberbullying**

With the increased use of cell phones and wide accessibility to the Internet, intimidation very often occurs in cyberspace. You still have to act to help resolve the situation.

- Encourage your child to keep in touch with friends, not just online but in the real world.
- As best as you can, keep an eye on your child's online activities.
- Put the computer in a common area rather than in the child's room.
- Check if the child is afraid to go on the Internet or if his or her online access suddenly stops.
- Recommend that your child avoids places that are convenient for cyberbullies such as chat rooms, online games, etc.
- Keep in mind that children under 13 years have no right to their own Facebook page.

### **If you notice that your child is a victim of cyberbullying, say to him or her:**

- **STOP** immediately responding to any messages of intimidation. Indeed, the cyberbully wants the victim to respond.
- **AVOID** sending an insulting or menacing reply, because it could come back to haunt you.
- **BLOCK** the address contact information of anyone threatening you. That includes on social networks, email or cell phone, where you can delete individuals, addresses or numbers.
- **TALK** about the situation with an adult you can trust (e.g. parent, principal, teacher, psychologist, coach).
- **TRACK** the address(es) where threatening messages originate.
- **SAVE** all the threatening messages that you receive, whether by email, text or instant message.

***If you believe that the safety of your child is threatened or that he or she is a victim of a criminal act (harassment, sexual assault, threats, extortion, etc.), do not hesitate to contact the police. This is a recourse always open to you, whatever the steps the school has taken to counteract the bullying.***



## **REPORTING PROCEDURES**

Procedures for reporting or registering a complaint concerning an act of bullying or violence, and more particularly, procedures for reporting the use of social media or communication technologies used for cyberbullying purposes shall include the following:

- Guarantee of confidentiality when reporting. Any student witnessing an act of bullying or violence must tell a staff member at school and should tell an adult at home (if parents have been advised of the procedures, they will know how to proceed).
- Communication with the school by students.
- Verbal reports to the staff. All staff members must document the report and submit it to administration for follow-up.
- When parents have been told of a bullying situation or an act of violence, they are expected to contact the school principal, their designate or the classroom teacher. The contact and follow-up must be documented. Following the investigation, the parent should be contacted and told the situation has been investigated and appropriate action has been taken. Details are not given to maintain confidentiality.
- A standardized form will be used for the reporting of all incidents of bullying and violence.

### **MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY**

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence shall include:

- Confidentiality of every incident and consequent follow-up;
- Keeping reports of bullying and/or violence in a locked filing cabinet or on a designated site/database on the internet;
- The school principal and/or their designate(s) having access to this information.

### **INTERVENTION PROTOCOL**

Kells Academy is committed to providing a safe, caring and positive environment to maximize the learning experience and opportunities for all students. Every member of this school community must take personal responsibility for the emotional and physical safety of one another and the environment. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

Adult non-intervention establishes a climate of fear, reinforces students' beliefs that bullying/violence is "normal" and must be tolerated, and subsequently enables the bullying or violent behaviour to persist. This Intervention Protocol establishes practices and procedures for handling observed and reported incidents of bullying and/or violence.

#### **For purposes of the Protocol, "Conduct" may include:**

- Physical acts such as inappropriate, unwanted, uninvited or injurious physical contact with another; stalking; sexual assault; destruction or damage to another's property;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant messages text messages and emails);
- Verbal threats made to another including blackmail or demands for protection money;
- Non-verbal threats or intimidation such as aggressive or menacing gestures;

- Direct or indirect relationally aggressive behaviour such as social isolation, rumour spreading or damaging someone's reputation;
- Any of the above conduct which occurs off school grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the school setting and/or at school-sponsored activities and events.

**In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:**

- Stealing, hiding or defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns or demeaning humour relating to a student's race, colour, gender, sexual orientation, ancestry, religion, disability or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

**Conduct that would not ordinarily be considered bullying or violence includes:**

- Teasing
- "Talking trash"
- Trading of insults
- The expression of ideas or beliefs that are protected by the Canadian Charter of Rights and Freedoms, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

**STAFF RESPONSE PROTOCOL**

Any staff member who witnesses an act of bullying or violence must intervene immediately to address the issue.

- The immediate safety and security of all parties must be ensured.
- All incidents of bullying/violence must be reported to the principal as soon as possible.
- A bullying/violence incident form must be filled out, documenting the incident.
- The school principal or their designate must investigate all reports, preferably within 24 hours (when possible) of receiving the initial report.
- The staff member responsible for investigating the behaviour/incident report should:
  - a) Interview student(s) exhibiting bullying behaviour and the target victim(s) separately to avoid further victimization of the target victim.
  - b) Engage the target/victim first.
  - c) Focus on his/her safety.
  - d) Reassure him/her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
  - e) Offer victim counseling (if needed).
  - f) Inform parents of the incident and subsequent intervention (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

**STUDENT RESPONSE PROTOCOL**

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the Kells community, to intervene if the situation does not threaten their well-being or to report the incident to school authorities. The following are means through which a student may do so:

- Inform a staff member.
- Inform administration.
- Tell their parents.

**SUPERVISORY AND SUPPORT MEASURES(FOR THE BULLY, THE VICTIM & THE BYSTANDER)**

It is the responsibility of staff members to use violations of the school rules as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment and understand consequences for poor choices and behaviours.

A clear distinction exists between **remediation** and **consequences**.

- a) **Remediation**, intended to counter or “remedy” a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn positive social skills and make amends to those affected.
- b) **Consequences**, tend to be punitive in nature and should be used only when appropriate and almost always in conjunction with remediation measures. Consequences and remediation should be applied on a case by case basis and take into consideration a number of factors, including the following.

### **Student Considerations:**

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances that may play a role.

### **School Considerations:**

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioural supports;
- Student-staff relationships and staff behaviour toward the student;
- Family;
- Alignment with policies and procedures in existence.

**Examples of remedial measures and consequences may include, but are not limited to, the examples listed below.**

### **Remediation Measures for Student Exhibiting Bullying Behaviour**

- Develop an intervention plan or behavioural contract with the student. Ensure that the student has a voice in the outcome and can identify ways he/she can solve the problem and change behaviours.
- Meet with parents or guardians to ensure that all understand school rules and expectations, as well as the long term negative consequences of bullying or violence. Clearly outline the consequences if the behaviour continues.
- Meet with the school counselor to:
  - o Decipher mental health issues - what is happening and why?
  - o Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
  - o Arrange for apology - written is recommended.
  - o Arrange for restitution - particularly if any personal items were damaged or stolen.
  - o Determine restorative practices (age appropriate).

### **Remediation Measures for Student Bystanders**

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.

- Pro-social skills training.

### **Remediation Measures for Victims**

Meet with counselor, with support from the Principal, to:

- Explore feelings about incident.
- Develop a plan to ensure student's emotional and physical safety at school.
- Ensure student does not feel responsible for the behaviour.
- Ask student to log and report any and all future related incidents.
- Work with school staff to develop skills, tools and strategies to resist bullying and/or violence.

### **PROGRESSIVE DISCIPLINARY ACTIONS**

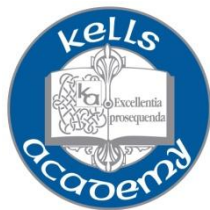
Based on the severity and/or frequency of incidents and at the discretion of the administration, the following disciplinary actions may be taken:

- Admonishment / conference with student (verbal warning);
- Written warning and deprivation of privileges;
- Parental notification - letter sent home / phone call to parent(s);
- Out-of-school suspension;
- Expulsion.

### **FOLLOW-UP PROTOCOL**

The principal or their designate will ensure that each incident was properly followed up and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parents of victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being and that the bullying/violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- A summary report of the incident and follow-up measures taken sent to the Director of Kells Academy.



## Bullying Reporting Form

**Directions:** Bullying and intimidation are serious and will not be tolerated. This is a form to report alleged bullying and intimidation that occurred on school property; at a school-sponsored event off school property; on a school bus; or on the way to and/or from school, in the current school. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, teacher, counselor or other staff member and wish to report an incident of alleged bullying, complete this form and return it to the Principal of the appropriate grade level. Contact the school for additional information or assistance at any time.

According to Kells Policy, bullying is defined as “a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful.” Bullying can take three forms: physical, verbal, and psychological. The school also prohibits Internet bullying (also referred to as cyber-bullying).

<b>Today's date:</b>	
<b>Name of student victim:</b>	
<b>Student Victim's Grade:</b>	
<b>Person Reporting Incident Name:</b>	
<b>Telephone :</b>	
<b>E-mail Address:</b>	

<u>Name(s) of alleged offender(s) if known</u>	<u>Age</u>	<u>Is he/she a student at Kells Academy?</u>
		<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
		<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
		<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

<b><u>Date incident happened:</u></b>	
<b><u>Where did the incident happen?</u></b>	
<input type="checkbox"/> <b>on school property</b>	<input type="checkbox"/> <b>at a school-sponsored activity/event off campus</b>
<input type="checkbox"/> <b>on school bus</b>	<input type="checkbox"/> <b>On the way to/from school</b>

Place an **X** next to the statement(s) that best describes what happened (choose all the apply)

<input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something	<input type="checkbox"/> Demeaning and making the student the victim of jokes	<input type="checkbox"/> Intimidating, extorting, or exploiting
<input type="checkbox"/> Getting another person to hit or harm the student	<input type="checkbox"/> Making rude and/or threatening gestures	<input type="checkbox"/> Spreading harmful rumors or gossip
<input type="checkbox"/> Teasing, name-calling, making critical remarks, or threatening, in person or by other means (including electronic methods)	<input type="checkbox"/> Excluding or rejecting the student	<input type="checkbox"/> Other (specify):

What did the alleged offender(s) say or do? (Attach a separate sheet if necessary):


Is there any additional information you would like to provide? (Attach a separate sheet if necessary):


Signature:	Date:
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**For office use only:**

**Reviewed by:** \_\_\_\_\_