



## Process for Dealing with Reports of Potential Bullying

1. Principal will meet with student(s) with potential bullying behaviours and victim(s) to:
  - a. Identify where on the Peer Conflict -Mean Behaviour - Bullying Behaviour continuum (see page 5) the behavior is currently and historically at;
  - b. Specify which of type(s) of bullying are potential involved (*physical, verbal, social/emotional/relational, and cyber*)
  - c. Review our District Code of Conduct ([https://www.sd8.bc.ca/sites/default/files/310%20Code%20of%20Conduct\\_4.pdf](https://www.sd8.bc.ca/sites/default/files/310%20Code%20of%20Conduct_4.pdf)); and
  - d. Understand the details involved in the current challenging relationship.
2. From conversation above, Principal will determine who else needs to be involved in a conversation to gather more information. This could include other students, staff, parents, and community members.
3. Principal will develop an *Action Plan* for each student, according to the template attached. Each student will be involved in developing his/her plan and will meet regularly with the Principal for follow up. 'School Based Team' meetings take place weekly and will address *School Climate*, including following up on details of student action plans.

Knowing that each student has a different history with a diversity of needs and challenges, specific details of each *Action Plan* could include:

- a. Increased direct supervision
- b. Referral to counselling
- c. Referral to social skills groups with counsellors
- d. Ongoing conversations with Principal
- e. Ongoing conversations with parents
- f. Conflict resolution sessions
- g. Student missing activities where there is a safety concern

Actions in our school to address building a positive school culture and potential bullying behaviours:

- Ongoing development of a *Naturally Open System*, where information about behaviours flows to the Principal from students, staff, parents, and community members;
- Ongoing relationship building among students and adults so that each student has at least one significant and trusted adult he/she can go to for help;
- Building self-efficacy and social skills through classroom programming, school-based counselling, district-based mental health supports & trainings;
- Daily and ongoing group sharing sessions in classes with a focus on developing empathy and self-regulation;
- Implementation of programs that support social-emotional development;
- Ongoing School-Based Team meetings for/with specific students;
- Individual Education Plan meetings for/with specific students;
- Ongoing meetings amongst staff in relation to challenging behaviours;
- Ongoing development of learning experiences that engage learners, build on strengths, foster curiosity, and challenge our student to grow.

**SNES Elementary School Process for Dealing with Reports of Bullying**

***Action Plan for:*** \_\_\_\_\_

**Description of situation...**

**Determination of where this situation currently fits on the Peer Conflict - Mean Behaviour - Bullying Behaviour continuum (see attached document for details) and which potential type(s) of bullying may be involved...**

**Actions student intends to take to help fix this situation**

**Actions student would like others to take to help fix this situation**

**Description of how this situation has changes since last check-in**

**Peer Conflict - Mean Behaviour - Bullying Behaviour Continuum - Version 1.0**

<u>Peer Conflict</u>	<u>Mean Behaviour</u>	<u>Bullying Behaviour</u>
<p>If it's peer conflict you will be aware that these children:</p> <ul style="list-style-type: none"> <li>• Usually choose to play or hang out together;</li> <li>• Have equal power (similar age, size, social status, etc.);</li> <li>• Are equally upset;</li> <li>• Are both interested in the outcome; and</li> <li>• Will be able to work things out with adult help (after calming down).</li> </ul>	<p>If is mean behavior, usually:</p> <ul style="list-style-type: none"> <li>• It is not planned and seems to happen spontaneously or by chance;</li> <li>• It may be aimed at <u>any</u> child nearby;</li> <li>• The child being mean may feel badly when an adult points out the harm they've caused.</li> </ul>	<p>Bullying has three key features - all three must be present for the situation to be considered bullying:</p> <ul style="list-style-type: none"> <li>• Power imbalance - One child clearly has power over the other(s), which may be due to age, size, social status, and so on.</li> <li>• Intention to harm - The purpose of the bullying behavior is to harm or hurt other(s) - it's intended to be mean and is clearly not accidental.</li> <li>• Repeated over time - Bullying behavior continues over time, and gets worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious.</li> </ul> <p>The effect on the child who is bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on his/her own.</p> <p>Adults must address the bullying behavior and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behavior that the adults are taking care of it.</p> <p>When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behavior. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a</p>

		<p>sense of safety. Staff may follow up with the students who observed the behavior to help them learn what to do when they see bullying.</p> <p>The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.</p>
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*From 2012-13 Social Responsibility & Diversity Team - Vancouver School District #39*