

Mecca Glen Bully Prevention Policy

In accordance with Wolf Creek's Safe and Caring Schools Administrative Procedure and Mecca Glen's Discipline policy, all Mecca Glen students are expected to model and reinforce socially responsible and respectful behaviors so teaching and learning can take place in a safe and healthy environment. In order to achieve this, **bullying type behaviour will not be acceptable at Mecca Glen School**. Those who exhibit bullying type behavior will be subjected to disciplinary action. This policy applies to students on school grounds, while traveling to and from school or school-sponsored events, during recess times, whether on or off campus, and during school-sponsored events.

The Purpose of the Mecca Glen School Anti-Bullying Program

- To prevent and reduce, existing bullying type behavior at Mecca Glen.
- To prevent the development of new bullying problems at Mecca Glen.
- To achieve better peer relations at school and to create conditions that allows all students to achieve at school at its related activities.
- To create a safe school environment for all.

Mecca Glen Anti-Bullying Rules:

1. We will not bully others.
2. We will ~~try to~~ help students who are bullied.
3. We will ~~try to~~ include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Definition of Bullying

Bullying is when a student or a group of students engages in any gesture or written, verbal, or physical or electronically transmitted act, or threat that:

- 1) Will have the effect of physically harming a student, damaging a student's property or reputation, or placing a student in reasonable fear of harm; or
- 2) is sufficiently severe, persistent or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

In short, "Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

The definition of bullying includes both **direct** (hitting, kicking, shoving, taunting, name calling, threatening, obscene gestures, degrading comments) and **indirect** (spreading rumours, social isolation, getting another person to bully someone else, cyberbullying) acts of bullying.

Bullying is not the same as being:

- Rude = Inadvertently saying or doing something that hurts someone else.

- Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

There are three key components of bullying:

- Involves aggressive behavior
- Typically involves a pattern of behavior repeated over time. (However, one act alone may constitute bullying behavior if the intent is there to intimidate another.)
- Involves an imbalance of power

Bullying will be divided into the following categories:

Category	Definition	Example behaviors
1. Physical	Harm to a person's body or property.	<ul style="list-style-type: none"> • Pushing/shoving • Theft • Threats • Making gestures • Vandalism • Hitting/punching
2. Verbal	Harm to a person's self-esteem or feeling of safety	<ul style="list-style-type: none"> • Name calling • Insults/put downs • Teasing • Intimidating • Harassing phone call/texts/messages
3. Social/ Relational	Harm to a person's group acceptance.	<ul style="list-style-type: none"> • Gossiping • Exclusion/isolation • Spreading rumors • Public humiliation • Teasing about appearance • Interfering in making friends • Form of discrimination
4. Sexual Harassment/ Gender	Harm of a sexual nature to a person's self-esteem, feeling of safety, or property.	<ul style="list-style-type: none"> • Inappropriate sexual act • Touching • Innuendos or comments • Spreading rumors • Suggestive sounds or gestures

*Cyberbullying: Occurs when a person is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the Internet and/or digital technologies.

**This list should be used by way of example only and is by no means an exhaustive list of bullying type behavior. Actions may be deemed bullying if they meet the definition with regard to intent and reasonable foreseeable effect.

Consequences of Bullying Type Behaviour

Consequences should take into account:

1. Nature and severity of the behaviours
2. Degrees of harm
3. Student's age, size, and personality (including development and maturity levels)
4. Surrounding circumstances and context in which the incidents occurred
5. Past incidences or past or continuing patterns of behavior

Positive Consequences:

- Students typically respond well to positive consequences. As such, ensuring students receive positive consequences for positive behaviour will be important for the anti-bullying rules to change behaviour and norms. Positive consequences can be given to an entire class, a smaller group, or for individual students. These consequences may include:
 - enthusiastic, concrete, behaviour specific praise
 - small gift items
 - class/group activity
 - student input
 - once per term
- The following are types of behaviour to reinforce:
 - telling a student to stop teasing or kidding another student in a hurtful way
 - taking the side of and supporting or defending a student who is being bullied
 - initiating activities that include all students in the class
 - initiating activities that draw lonely students into activities with others
 - being helpful and friendly to students who are often left out or made fun of
 - students NOT joining in on bullying when an opportunity might have presented itself
- Positive Consequences should be
 - Specific
 - Timely
 - Regular
 - Enthusiastic
 - Consistent
 - Creative
 - Honest
 - Student relevant

Negative Consequences:

- See Appendix 1: Mecca Glen Bullying Behavior—Guidelines and Consequences.

Reporting

Reporting Procedures:

- Teachers are to use the Mecca Glen Bullying Incident Collection Form (Appendix 2) for reporting all bullying behaviours.
- Students who believe they have been the target of bullying type behaviour should inform a teacher or the school principal.
- Parents who believe their child has been the target of bullying type behaviour should contact the child's classroom teacher or the school principal.
- To the extent possible, reports of bullying type behaviour will be treated in a confidential manner.
- Limited disclosure may be necessary in order to complete a thorough investigation.
- Students or adults must not fabricate allegations or falsely accuse other students of bullying type behaviour, nor withhold information or otherwise hinder an investigation.

Staff Guidelines

- Be familiar with and follow the Mecca Glen School Bully Policy.
- Be familiar with and understand the Olweus Bullying Prevention Program.
- Participate in staff discussion groups in order to reinforce the OBPP initiative.
- Continue to educate students, staff members, and parents.
- Hold weekly classroom meetings that achieve that are aligned with the intent of such meetings.
- Establish and reinforce class and school rules prohibiting bullying type behaviors.
- Enforce negative consequences of bullying type behavior and reinforce positive behavior by using positive consequences.
- Communicate in a timely manner with parents of the student exhibiting the bullying type behaviours and the target student when bullying type behavior has been witnessed and/or reported.
- Promptly recording bullying incidents using the Bullying Incident Form.

Classroom Meeting Guidelines

Classroom meetings are an essential part of the Mecca Glen School anti-bullying program. The overall goal of these meetings is to establish communication and build and foster relationships among all members of the class. These meetings will be held once per week for 15-30 minutes. The teacher will be the facilitator of these meetings and will guide the discussion. Classroom meetings are an opportunity for students to share their feelings and opinions, and to suggest solutions, as they learn to follow the rules and handle bullying situations appropriately. While initially these meetings will focus on the topic of bullying, class meetings may be used as a forum to discuss any issues that come up at school, to build class cohesiveness and community, and to recognize achievements and successes of the class.

In relation to the program the purposes of the classroom meetings are as follows:

- To teach students what bullying is, the meaning of the four anti-bullying rules and ways of reacting to bullying; and to build a commitment among students to follow these rules.
- To build a sense of community and belonging and to develop a set of norms about bullying.
- To help the teacher learn about the classroom culture, power struggles, and relationships among classmates.
- To provide a forum for dealing with bullying problems in the classroom.
- To provide a forum for discussing and following up on decisions regarding individual interventions.

District level policies for handling disputes and incidents that cross the line into illegal behaviors. (e.g. assault, sexual harassment, disability harassment, hazing, discrimination)

- Admin Procedure 308: Sexual Orientation and Gender Identity
- Admin Procedure 165: Sexual Harassment
- Admin Procedure 105: Safe and Caring Schools
- Admin Procedure 106: Protocols for Schools Dealing with Threat and Risk Assessment