HARASSMENT AND BULLYING PREVENTION ORDER

Authority: *Independent School Act,* section 4 (1) (c)

1   Each authority must ensure that each independent school operated by that authority establishes and implements a harassment and bullying prevention policy.

2   The following elements must be included in the policy:

    (a)   a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;

    (b)   a reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity;

    (c)   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;

    (d)   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;

    (e)   a commitment that the authority 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.

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Maple Hill School

SECTION	General School Administration
POLICY NAME	Anti-Bullying and Harassment Policy
POLICY NUMBER	321
DATE CREATED	August 30, 2017
DATE REVISED	
DATE IMPLEMENTED	September 1, 2017

Preamble:
All students deserve the right to study and learn in a safe environment free from bullying and harassment. The Ministry of Education recognizes that these behaviours are not acceptable in schools and has established the *ERASE anti-bullying program* (Expect Respect And Safe Education) as a means of reducing/eliminating bullying, harassment and violence in schools.

Policy:
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, Maple Hill school will ensure that children attending school will experience a learning environment that enables every child to feel safe, accepted and respected.

Maple Hill School will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the independent school's faith-values, cultural perspectives and philosophical values.

Implementation:
All members of the Maple Hill School community will understand what the term Bullying means.

What is Bullying?
Bullying occurs when a student is subjected to repeated unwelcome behavior, often as a result of an imbalance of power. A student is bullied when he or she is repeatedly the target of negative verbal or physical actions by one or more students. The result of bullying is that the victim often feels unsafe or of low self-worth. This impedes the victim's ability to succeed academically and goes against their rights of receiving a safe education. Bullying also includes "cyber-bullying," which is the sending or posting of harmful and/or cruel images or messages via the internet, cell phones or on any other social media, mechanism, or device.

Verbal: This is any type of non-contact attacks on a victim that include but are not limited to name calling, teasing, threats or spreading rumours. This type can easily be mistaken as banter between friends, which can evolve into bullying.

Non verbal: This is any form of non-contact attacks that include excluding, ignoring or leaving out as well as offensive gestures, expressions or non-verbal forms of intimidation. While groups of friends often have falling outs it can become bullying when the students from one group prevent the victim from joining new friend groups, turn away from them when they try to talk to them or give the victim a sustained silent treatment.

Cyber bullying: This is the newest form of bullying and includes any use of communication technology or social media platform to intimidate, threaten, embarrass or otherwise maliciously affect the victim. This type of bullying is hard to detect because it often takes place outside the classroom or the school.

Identity-driven bullying or harassment: This is any combination of the above tactics for the reason of identifying or mark the victim as inferior, different or unwelcome on the basis of: 1) a disability, learning disability or special educational need 2) Gender Identity or sexual orientation including transgenderism 3) Race, religion and culture 4) Sexual orientation or 5) Socio-economic background.

If you are a victim of bullying:
Any student who is the victim of bullying or cyberbullying is strongly encouraged to promptly report the matter verbally or in writing to any other faculty or staff member with whom the student is comfortable. Bullying/harassment will be treated as serious infractions by the school. The School has systems of support for victims of bullying please take the time to talk to a member of the staff with whom you feel most comfortable. They can help or direct you to the support you deserve.

Cyber Bullying
Mobile phone texting and other communication applications, and social media websites are two areas that can be misused for bullying. This often happens at home or outside of school. If you are bullied in this way follow the guidelines below:
- Never reply to an unwelcome texts or 'social media' messages
- Do not delete the message; if possible, save in some form or another.
- Inform an adult at home, or an adult at the school who can give you advice and help solve the problem. Teachers can be especially helpful if you suspect the perpetrator also attends the school
- Contact the police if the messages are threatening or criminal in nature.

If you suspect bullying:
An individual who learns or suspects that a student is being bullied should take appropriate steps to report such information to a faculty member as soon as possible. If you believe it is necessary to intervene, to so to the extent that you can do so without danger or peril to yourself or others.

What the school will do:

The school shall take steps to protect the safety of the alleged victim and shall fully investigate any allegation of bullying. If the allegation is found to be credible, appropriate and severe disciplinary action may be taken, involving the police if necessary.

<u>Anti-Bullying Awareness & Support:</u>
Students, teachers and parents are encouraged to participate in the school's anti-bullying awareness and support programs. Preventing bullying requires support from the whole school community and you can play an important part in making Maple Hill School a safe and caring community. If interested, have a conversation with the principal, one of the school advisors are a classroom teacher.

<u>Building a School Community</u>
There are many strategies and activities that can be employed within Maple Hill School to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

• Engage students in the decision-making process of policies and activities that build community
• Engage parents in the educational program and school life of their children
• Encourage parents to share their culture and expectations
• Promote open communication among administrators, teachers, staff, students, families and communities
• Be proactive in connecting with students that are experiencing academic or social issues
• Communicate expectations, values and norms that support positive health and academic behaviour in the school community
• Acknowledge students by name
• Be visible within the school during class transitions, breaks, before/after school
• Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.

Specifically, Maple Hill School will implement the following at each grade level to make sure students have exposure to the necessary information and skills so that Maple Hill School is a safe place for all students.

Grade 10: Introduce all students to the ERASE bullying website and go through making reports and the various resources that are available.

Grade 11: Create anti-bullying posters and run an anti-bullying campaign for the month of February in order to raise awareness. Plan activities for pink shirt day which takes place in February.

Grade 12: As part of CLC and the capstone project, students are to explore healthy relationships and demonstrate what they have learned about healthy relationships. Students are also to be paired up with younger students in order to help younger students make connections with others in the school building.

Maple Hill School

SECTION	General School Administration
POLICY NAME	Teacher's Guide Anti-Bullying and Harassment Policy
POLICY NUMBER	322
DATE CREATED	August 30, 2017
DATE REVISED	
DATE IMPLEMENTED	September 1, 2017

Preamble:
Maple Hill School believes that:
- everybody should be appreciated and valued for who and what they are,
- any form of bullying is always unacceptable, and
- claims of bullying should always be taken seriously and acted upon.

This Policy is also part of the statutory requirements of the school and all faculty to provide a safe inclusive environment for students.

Policy:
All members of the faculty are responsible for their part of implementing anti-bullying measures because they have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school. In addition, they have the closest knowledge of the students in their care and are expected to build a relationship with students of mutual support, trust and respect.

Implementation:
All members of staff will:
- Provide children with a good role model
- Provide children with a framework of behaviour, including class rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying, following the school's procedures outlined below

Maple Hill School wants its students to feel confident that everything is being done to make school a safe and secure environment in which to achieve and learn. It wants its students to feel that they are supported in reporting incidents of bullying and be reassured that action regarding bullying will take place.

Therefore, teachers must constantly remind students that they:

- will not bully anyone else, or encourage and support bullying by others,
- will tell a member of the staff if they are being bullied or have witnessed bullying,

- will act to prevent and stop bullying, by telling an adult if they know or suspect that someone else is being bullied,
- recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Every teacher should know:

Anti-Bullying Guidance & Procedures

Bullying can take many forms. It can be physical, mental, verbal and can be done by an individual or a group. Anyone can be a bully and anybody can be bullied. Bullying can take place anywhere. Mobile phones and the Internet can be used to bully. Bullying is any behaviour that makes you feel threatened, uneasy, or unhappy.

Four main features of bullying:
- Deliberate aggression
- Unequal balance of power (the recipient feels they cannot defend themselves)
- Aggression results in emotional distress or physical pain
- Repetition over a period of time

Bullying is not:
- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy

Types of Bullying:

Direct & Physical:
This is the most violent form of bullying and includes any form repeated of physical contact used to establish and maintain an unequal balance of power or cause emotional/social distress to the victim. This type of bullying includes less violent actions such as: blocking entrances to classrooms, forcing the student to perform actions they otherwise would not, stealing or hiding the victims possessions, taxing them by forcing them to hand over possessions.

Verbal:
This is any type of non-contact attacks on a victim that include but are not limited to name calling, teasing, threats or spreading rumours. This type can easily be mistaken as banter between friends can evolve into bullying.

Non-verbal:
This is any form of non-contact attacks that include excluding, ignoring or leaving out as well as offensive gestures, expressions or non-verbal forms of intimidation. While groups of friends often have falling outs it can become bullying when the students from one group prevent the victim from joining new friend groups, turn away from them when they try to talk to them or give the victim a sustained silent treatment.

Cyber-bullying:

This is the newest form of bullying and includes any use of communication technology or social media platform to intimidate, threaten, embarrass or otherwise maliciously affect the victim. This type of bullying is hard to detect because it often takes place outside the classroom or the school.

Identity-driven bullying or harassment:
This is any combination of the above tactics for the reason of identifying or marking the victim as inferior, different or unwelcome on the basis of: 1) a disability, learning disability or special educational need 2) Gender Identity, Sexual Orientation including transgenderism 3) Race, religion and culture 4) Sexual orientation or 5) Socio economic background.

Indirect Signs of Bullying or Harassment:
- Changing his/her typical form of transportation to school out of fear
- An unwillingness to come to school or a specific class
- Acute change in class performance
- Becoming withdrawn, start stammering, stop eating
- Becoming easily distressed, anxious or emotional
- Have nightmares, lose sleep,
- Become disruptive or aggressive

Guidelines if bullying or harassment is identified:
- It is important that incidents are dealt with either immediately or at the earliest opportunity.
- All incidents should be recorded and those involved helped.
- Witnesses, the suspected instigator and the victim should be separated where possible before recounting events. Often the unequal balance of power is maintained by witnesses consistently siding with the perpetrator against the victim.
- Listen to the victim and do not try to provide advice.
- No specific recounting of the events should be considered ultimately accurate no matter the number of witnesses.
- Resolutions should focus on restoring an equal balance of power between the victim and the perpetrator.
- Parents where possible should be informed and involved, however this involvement should be through the school and they shall not take things into their own hands.
- Where possible constructive as opposed to punitive disciplinary actions will be used to modify the behaviour of the perpetrator.
- Disciplinary actions should not fall on the victim.
- Perpetrator and Victim should be directed towards appropriate counselling services.
- Perpetrator shall be warned that all forms of retaliation on the victim will be treated very seriously whether on or off school grounds.

Reporting and Recording Incidents of Bullying:
A teacher who believes they have witnessed bullying or has had a student come forward about bullying must give the administration a written report that includes:
- A brief description of the incident or nature of the bullying (if possible from both sides and all witnesses)
- The name of the alleged victim, perpetrator or any witnesses/bystanders
- Description of the level and nature of concern

<u>The Proactive Approach:</u>
Whole school awareness is the first step to preventing bullying. All the students should be made aware of the school's strong position against any form of bullying and harassment. Students should be made especially aware of the bystander effect and how inaction can support bullying.

Recommendations for Teachers:
- Take the time within the class to inform students of the school's and your own personal conviction against bullying.
- Provide all students with resources and information on the different kinds of bullying, the effects of bullying and how they can prevent bullying as a bystander or victim.
- Remind students that they should talk with a teacher or adult with whom they feel comfortable if they are being bullied or suspect another student is being bullied.
- Remind students that nobody gains from bullying even the perpetrator.
- Promote positive interdependence and social emotional learning in classroom activities.
- Communicate with the administration for guidance and resources about preventing and identifying bullying.

<u>Cyber Bullying:</u>
This section refers to the misuse of social technology which results in a student feeling threatened uneasy or unhappy. Mobile phone texting and internet social media platforms are two particular areas that can be misused in this way. This often happens outside the classroom, off campus or while they are at home. As staff we are in a unique position to provide support for students dealing with harassment online. In some cases, we as a school can be directly involved if the perpetrator is another high school student even if such acts take place off school grounds. At no point should a student feel harassed and unsafe without reasonable support from teachers they are willing to confide in.

Recommendations for Teachers:
- Get directly involved if the perpetrator is another student just as you might handle any other situation of bullying.
- Do not make any promises to the student instead listen and provide support
- Avoid giving advice as this might make the student feel that they are to blame for the harassment they are receiving
- If the perpetrator is not a student consider if the harassment constitutes a criminal offense and notifying the police.

<u>Sexual Bullying:</u>
In some special cases the bullying or harassment is of a sexual nature. This makes such bullying a special concern for the well being of the students. Although the lines can be blurred this should not to be mistaken with sexual harassment which has its own separate policy document. At no point should a student have their sexuality, past sexual experiences, who they dated and etc. used as a weapon against them by other students. Both male and female student can be victims of this type of bullying although it is more commonly directed at female students. It can be carried out to a person's face, behind their back or through the use of social technology (cyber bullying). It can range from sexually-charged descriptors to

put another student down or the spreading of rumours about someone's sex life. In more extreme cases is might involve the sharing of sexually explicit material, inappropriate touching, and violence that is criminal and deserves a special concern for the involvement of the police.

Recommendations for Teachers:
- Sexual behaviour of students should never be allowed to be sensationalized.
- Students should not be sexually judged by any member of the staff under any circumstances regardless of what they teacher believes.
- Rumours of a sexual nature that allege sexual acts should be taken seriously and dealt with the student involved privately
- Rumours or conversations about rape and sexual harassment should be reported to administration as this might need a criminal investigation.
- Students who are victims of sexual bullying should be given especially tactful support by the staff. If you feel like you are in over your head please ask the student if they are comfortable involving a better trained professional who can help the student
- At no point should the victim be blamed for the bullying.

Identity Driven Bullying:
Cases where bullying uses the student's culture, race, ethnicity, religion/spirituality, gender, sexual orientation, learning disability, special education needs, physical disability and socio-economic background need to be given special consideration.

Maple Hill School is dedicated to an inclusive and non-discriminatory environment.