



TO BE REPEALED
Circulating until March 4, 2019

Administrative Regulations

HEALTH AND SAFETY

3160

PERSONAL SAFETY

It is expected that all individuals - adults and students - will treat each other with respect and courtesy and conduct themselves in a manner that will promote safety and security for all.

One of the responsibilities of the individual school community is to enhance personal skills for health including:

- problem solving
- leadership skills
- conflict resolution

A. Definition of Bullying

How you define and describe bullying is of great practical importance because it determines what you focus on and ultimately what you do about it.

You need to be clear what it is and what it is not. To do justice to what bullying is, you need to recognize that:

1. It begins when somebody (or a group of persons) wants to “hurt” (emotional, physical) someone or put that person under pressure.

Such a desire is a necessary but not sufficient condition for bullying to occur. Remember that a desire to hurt or pressure somebody may not be expressed in hurtful action, in which case bullying may not take place.

2. Bullying involves a desire to hurt + hurtful action.

There may be actions of different kinds: physical or verbal or gestural, direct or indirect, or commonly a combination of these. But, in addition, there is an imbalance of power, at least in the situation in which the bullying takes place.

3. Bullying involves a desire to hurt + hurtful action + a power imbalance.

Although you may reasonably want to stop it, fighting or quarreling between people of equal strength or power is not bullying. But in addition, bullying is conceived as behaviour that is not just.

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Focus on Bullying – Ministry of Education
• Bullying Incident Reports (pgs 82&83)

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3160

PERSONAL SAFETY (continued)

A. Definition of Bullying (continued)

- Bullying involves a desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition.

It is characteristic of bullying that the perpetrator enjoys the domination that is being demonstrated and the victim feels oppressed.

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

B. The Means of Bullying

- The ways people bully can be classified (with examples) as follows:

	Direct	Indirect
Verbal abuse	<ul style="list-style-type: none"> • Verbal insults • Unfair criticism • Name calling 	<ul style="list-style-type: none"> • Persuading another person to criticize or insult someone • Spreading malicious rumours • Anonymous phone calls and e-mails
Gestural abuse	<ul style="list-style-type: none"> • Threatening or obscene gestures • Menacing stares 	<ul style="list-style-type: none"> • Deliberate turning away or averting one's gaze to ignore someone
Relational bullying	<ul style="list-style-type: none"> • Forming coalitions against someone 	<ul style="list-style-type: none"> • Persuading people to exclude someone

Page 2 of 7

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PERSONAL SAFETY (continued)

B. The Means of Bullying (continued)

- 2. For all groups of persons--students, teachers and parents--**verbal means** are the most common form of bullying. The means may vary in sophistication or subtlety, from crude name-calling and up-front insults more common among children, to the use of cruel sarcasm, innuendo and rational-sounding (but knowingly unfair) criticism employed by older students and adults. **Indirect verbal bullying** may occur when the perpetrator seeks to hurt someone without revealing his or her identity. **Gestural bullying**, again, may vary in subtlety from finger signs and tongue poking to rolling of the eyes and a deliberately inappropriate poker face. In most school communities, **physical means** are the least commonly practised, but occur more frequently among boys and among younger students. Although not physically hurtful, the continual removing of belongings is common in many schools. The effectiveness of **relational bullying** depends on deliberately reducing the enjoyment a victim may have through satisfying personal relationships, and appears to be practised more among girls.
- 3. A further distinction is between bullying perpetrated by **individuals** and bullying by **groups**. The distinction is sometimes difficult to make because individual bullies are often sustained by groups or associates. But some bullying is exclusively one to one, while another type may consist of group against an individual who may be a student, a teacher or a parent.
- 4. In practice, bullying may involve several or all of these means, but remember that it is not just the actions themselves that constitute bullying. One must also take into account the power imbalance and whether the actions were justified or not.

C. Rights and Responsibilities of Individuals in the School Community

- 1. All members of the school community - students, teachers, other workers and parents have the right to be free of bullying and if they are bullied, to be provided with help and support.
- 2. All members of the school community - students, teachers, other workers and parents have the responsibility to abstain personally from bullying others in any way, to actively discourage bullying when it occurs and to give support to those who are victimized.

Page 3 of 7

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D. Program Support

- 1. Every school in the district must have a means of teaching/supporting social responsibility, including the use of the social responsibility performance standard.

E. Administrative Procedures

- 1. When a principal is informed about an act of bullying that has occurred within the jurisdiction of the school, the principal shall conduct a thorough investigation or the circumstances, documenting all pertinent details. The severity and seriousness of the bullying will be assessed and appropriate action taken. this may include the use of counselling practices, the imposition of sanctions, interviews with parents and, in extreme cases, suspension from school.
- 2. When a principal has suspended a student for an act of bullying and considers the offence to be of exceptional severity, the principal shall make an oral report of the situation immediately to the Superintendent or designate.

F. Review

- 1. This administrative regulation will be reviewed on an annual basis.

G. What Students Can Do About Bullying

These are suggestions to show how students can actively participate:

- 1. **Take part in the development of the school policy against bullying.** Student representatives can make useful contributions and help to evaluate suggestions.
- 2. **Speak up at school assemblies against bullying.** Students who take a stand against bullying are far more influential than staff members who may simply make speeches.
- 3. **Form a welcoming committee** for new students when they start school.

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G. What Students Can Do About Bullying (continued)

- 4. **Help in the development of an orientation package for new students.**
- 5. **Visit feeder schools to reassure students** who will be coming to their school that they can count on being helped if they encounter any troublesome students.
- 6. **Help in publicizing anti-bullying policies** by designing posters and writing about bullying in school magazines.
- 7. **Make it known that they will help fellow students** who have problems related to bullying. Students may be informed about how particular student-helpers can be contacted.
- 8. **Give advice to students** on how they might handle conflict constructively, avoid being bullied and get help if needed.
- 9. **Look out for students** who are having problems in their relationships with others and offer them support.
- 10. **Provide staff with information** about ongoing bully/victim problems, for example, where problems may be arising, and which students are involved.
- 11. **Help directly in the resolution of bully/victim problems.** Depending on the readiness of the school to approve the involvement of students in counselling or dispute resolution roles, selected students may act to resolve bully/victim problems under the general supervision of a staff member. For such work, the school may decide to provide special training and access appropriate resources.
- 12. **Help monitor changes in student behaviour** as a consequence of anti-bullying initiatives.

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H. What Parents Can Do to Support Their Children

1. Children learn how to get along by watching adults.
 - a) Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
 - b) Monitor your child’s television watching and video/electronic game use. Discourage TV programs and video/electronic games that model antisocial and aggressive behaviour.
 - c) Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.

2. Children learn by doing.
 - a) Help your child develop interpersonal skills by providing opportunities for practice.
 - b) Help your child think of and practice quick verbal comebacks to use when peers are teasing or being verbally abusive.
 - c) Teach your child how to stick up for herself through assertive, not aggressive, behaviour.
 - d) Encourage and expand your child’s interests and abilities.
 - e) Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child’s friends to your home and have lots for them to do. Boredom can breed bullying.
 - f) Discuss with your child examples of bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of bullying.
 - g) Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
 - h) Help your child understand the value of accepting and celebrating individual differences.

3. Children need adults.
 - a) Ask your child about his or her relationships with friends and peers.
 - b) Encourage your child to tell you or another adults if she or he is bullied or sees another child is being bullied.

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H. What Parents Can Do to Support Their Children (continued)

- 3. Children need adults (continued).
 - c) Keep lines of communication open with your child. Encourage your child to always to let you know where and with whom he or she will be. Get to know your child’s friends.
 - d) Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
 - e) Inform school staff if your child tells you about bullying happening at school.
 - f) Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local library.
 - g) Talk with other parents.
 - h) Get involved in bullying-prevention efforts at your child’s school.
 - i) Foster your child’s self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
 - j) Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g. angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counselor or teacher.
 - k) Talk with your child about the school’s discipline policy and the school plan for bullying prevention. Talk to your child about what she or he is learning in school about bullying.

I. Where Bullying is Found to Have Occurred

- 1. If considered appropriate by the principal, the parent(s) of every child found to be responsible for bullying shall be notified, and the parent(s) of every child found to have been a victim of bullying shall be notified.

Attachments:

- *Bullying Incident Report: Steps Taken to Support Student(s) Being Bullied*
- *Bullying Incident Report: Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour*

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