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Children tease because it can be a fun way to provoke a reaction in someone else, and they may want to reciprocate being teased themselves. Teasing can strengthen a relationship by showing closeness and affection with another person. It can help show others what behaviours are appropriate in society: for example, teasing someone for talking with his/her mouth full communicates – without direct confrontation – that this is not a polite and socially accepted behaviour. Teasing also represents an indirect and non-

When conflict arises, children need opportunities to talk and resolve the conflict in a constructive manner.

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Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or

messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals.

The *Education Act* subsection 1(1) defines bullying as follows:

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h pushing, tripping, hitting, damaging or stealing someone's property

† name-calling, hurtful teasing, insulting, humiliating or threatening someone

o excluding someone from "the group" or from an activity, gossiping or spreading rumors about someone, making someone look foolish, making sure others don't associate with someone, displaying images or materials that are offensive or disrespectful

- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone or hurt their feelings; single them out, embarrass them, or make them look bad; or spread rumors or reveal secrets about them

‡ using notes or signs that are hurtful, insulting or harassing

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Racial/Ethno-cultural
Religion-based

Gender role-based
Disability-based

Homophobic
Income-based

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West Ferris Secondary School's comprehensive prevention and awareness strategies, which promote appropriate student behaviour, include:

Using the data and information from the last school climate survey to inform us and to direct changes in our practice to ensure that we are providing a warm and welcoming environment for all

Develop individual intervention plans for students involved in serious incidents
Promote the use of Collaborative Problem Solving
Utilize progressive discipline strategies with students
Involve support staff where appropriate i.e. Mental Health Nurse, Attendance Counselor, Addictions Counselor and other external agencies

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Communicate positive behaviour expectations and consistently enforce school-wide rules on behaviour

All administrators will investigate any reports of bullying, as well as anonymous reports of bullying.

Students or parents can anonymously report incidents of bullying by calling the school at 705-472-2333.

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Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying mitigating factors such as age, circumstances, history, IEP will be considered. Additionally, progressive discipline

Staff Meeting PD sessions

Messages and resources included in the weekly staff communication

School improvement goals developed by, and shared with, staff members

Parent council, website, Twitter, Facebook, and School Connects, in school messages o

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h			Gillian Kajganich
t	h	:	Scot Barons, Julie Price-Martel, Rob Roy
u			Carolyn Samuel, Jasmine Humble, Lisa Miners, Jocelyn Bell, Trisha Bradford
V	u	o	Sue Beaulieu, CDC
h			TBD
#	h		TBD – Police Liaison Officer
o			TBD
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Schools must regularly review their *Bullying Prevention and Intervention Plan* and seek input from their school communities (at least once every two years);

The *Bullying Prevention and Intervention Plan* must be made available to the school community at the beginning of each school year. Schools must post their *Bullying Prevention and Intervention Plans* on their school's website, and if that is not possible, it must be made available to the public in another appropriate manner;

Ontario's Equity and Inclusive Education Strategy
www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation
www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
www.edu.gov.on.ca/eng/parents/policy.html

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