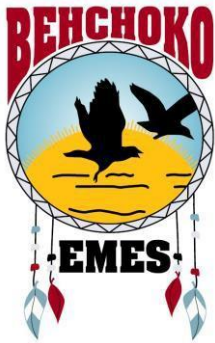


## Appendix 8



### Elizabeth Mackenzie Elementary School

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# Elizabeth Mackenzie Elementary School Bullying Policy and Procedure

## Definition of Bullying:

*The Education Act defines bullying as follows:*

*“Bullying” means aggressive and typically repeated behavior by a student where,*

*(a) they should know the behavior would be likely to,*

- *cause harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s property, or*
- *create a negative environment at school for another individual*

*(b) there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, race or disability*

*Bullying is defined as “typically a form of repeated, persistent and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear, distress and/or harm to another person’s body,*

*feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived power imbalance.*

## **What are the types of Bullying?**

### **1) Physical bullying can be:**

- ☒ hitting, kicking, shoving, spitting, beating up, stealing or damaging property

### **2) Verbal bullying can be:**

- ☒ name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist or sexist comments and harassment

### **3) Social bullying can be:**

- ☒ excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships
- ☒ treating people badly because of their identity, saying bad things about a culture, calling someone racist names, telling racist jokes
- ☒ treating people badly because of their religion or beliefs, saying bad things about a religion or belief, calling someone names
- ☒ leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sexual orientation/gender identity, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making rude comments or calling someone names based on their sexual orientation
- ☒ leaving someone out or treating them badly because of a disability, making someone feel uncomfortable because of a disability (e.g., mental or physical), making comments or jokes to hurt someone with a disability
- ☒ treating someone badly because of his/her appearance (e.g., weight-based teasing) or social class (e.g., not having name brand clothing or possessions)

### **4) Electronic bullying:**

Electronic communication lets youth connect with each other in all kinds of ways. Youth use social media to create relationships with others. Healthy face to face and online relationships mean that interactions are respectful. Disrespectful interaction become bullying. Cyberbullying:

- ☒ is electronic communication used to upset, threaten or embarrass another person;
- ☒ is using email, cell phones, text messages and internet sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships;
- ☒ includes put-downs, insults, spreading rumours, sharing private information, photos or videos or threatening to harm someone
- ☒ is always aggressive and hurtful

## The Difference between Teasing and Bullying

It is important that we compare the above stated definition and examples of bullying to incidents of teasing. It is important to understand the differences because not all conflict between students can be called bullying. However, it is possible for teasing to lead to incident of bullying if not addressed properly.

### **Teasing**

Teasing can be positive or negative.

#### **Positive Teasing:**

- ☐ shows closeness, affection and familiarity with another person
- ☐ person being teased is not feeling bad
- ☐ takes place within a strong relationship
- ☐ strengthens the relationship

#### **Negative teasing:**

- ☐ causes someone to feel left-out or embarrassed
- ☐ the person being teased is feeling bad
- ☐ takes place in a weak relationship
- ☐ weakens the relationship

## When does teasing become bullying?

- ☐ There is a power imbalance between the children involved. The person teasing has more social power or social value among peers compared to the person being teased.
- ☐ The child who is teasing intends to embarrass or harm the child being teased.
- ☐ The child being teased is embarrassed or hurt by the interaction.
- ☐ The negative teasing occurs repeatedly.

It is **important to remember** that **bullying always involves aggressive behavior** from a person with “**power**” towards another who feels in a less powerful position and must be **repeated over a period of time**.

**Conflict between students is not considered bullying if there is not a power imbalance or repeated incidents.**





## **School Procedure for Incidents of Bullying**

Bullying is a very serious issue that can be extremely damaging and it must be dealt with promptly and consistently in order to minimize the harm that it does to our students/children.

Elizabeth Mackenzie Elementary School is committed to maintaining a safe positive learning environment and will continue to provide exercises/activities to support our students. We are committed to teaching our students the importance of healthy peer relationships. We use a school wide program called Second Step. This program helps our students with develop the proper skills required to deal with any incidents of bullying. It also focuses on the importance of strong, healthy and respectful relationships as well as teaching our students how to develop such relationships

### **PROCEDURE:**

1. Teachers and supports staff will address & document all potential signs of bullying.
2. Parents will be contacted by phone, letter, or email if your child is involved in a bullying incident.
3. Identified bullies will undergo a disciplinary procedure which may include counseling, one-on-one conference, peer conferencing/programming, prepared activities/lessons, specialized workshops, and/or loss of privileges (scheduled breaks, field trips, dances, and extra-curricular activities). Parents of the identified bully and the child being bullied will be required to be active participants in order to ensure a positive resolution.
4. Serious violent behavior will result in an Out-Of-School Suspension and may result in the contacting of proper authorities: health services, wellness services, social services, and/or RCMP.
5. These decisions are at the discretion of administration in consultation with the safe schools committee and any individuals deemed appropriate.

### **Students Guide To Bullying**

In creating an environment where students and other individuals feel safe and confident about reporting bullying behavior, students are encourage to report any instance of bullying that they are aware of.

1. Tell a teacher or a person on staff
2. Recognizing that not all individuals are comfortable doing so in person, they may access an anonymous reporting mechanism.

- a. Located in the library and the elementary foyer- these are high traffic areas where students can place their reports without being singled out by their peers.
- b. Students can place reports of bullying in the anonymous “I care” boxes. “I care” forms will be located throughout the school and in each classroom.

## **POSSIBLE SIGNS OF BULLYING (What to Look for?)**

A child may indicate by their behavior that he or she is being bullied. If your child shows some of the following signs, bullying **may** be responsible and you might want to ask if someone is bullying or threatening them.

Children may:

- ☐ be frightened of walking to and from school
- ☐ not to go on the school bus
- ☐ beg you to drive them to school
- ☐ be unwilling to go to school (or be 'school phobic')
- ☐ feel ill in the mornings
- ☐ begin doing poorly in their school work
- ☐ come home regularly with clothes or personal belongings destroyed
- ☐ become withdrawn, start stammering, lack confidence
- ☐ become distressed and anxious, stop eating
- ☐ attempt or threaten suicide
- ☐ cry themselves to sleep, have nightmares
- ☐ have their possessions go missing
- ☐ ask for money or start stealing (to pay the bully)
- ☐ continually 'lose' their pocket money
- ☐ refuse to talk about what's wrong
- ☐ have unexplained bruises, cuts, scratches
- ☐ begin to bully other children, siblings
- ☐ become aggressive and unreasonable

## **PARENTS/GUARDIANS GUIDE TO BULLYING**

### **Get the story of the bullying as correct as possible from your child**

Listen very closely to your child. Let your child know they have done the right thing by coming to talk to you and that you will find a way to help solve this problem. Get your child's ideas on what they think is the best action to take. Your child is feeling like they have lost control of their school life and that someone else, the bully, is controlling them. Let them know that you will help them find a solution. Ask for their cooperation if there needs to be minor changes on their part, (i.e. a few changes in behavior, dress, or social skills).

### **Think about how you will approach the school**

**If you believe your child is being bullied please phone the school and ask to speak directly to the Principal or Vice-Principal.**

Please keep in mind that every adult in the school has a priority to help keep EMES a safe and caring environment for all students. We are committed to working closely with you to help resolve any potentially threatening incidents involving your child.

If the school has no knowledge that your child is being bullied, then it is fair to give the school a reasonable amount of time to work out any problems to your satisfaction. A reasonable amount of time might be three days to one week.

Request a regular updates from your school administration or your child's classroom teacher. It is important that there is open communication between the school and the family.

### **Document everything!**

If you believe your child is being bullied it is very important that you document everything. Take pictures of injuries or evidence of injuries.

Enough cannot be said about documentation. Getting the dates, times, locations, and names, not only of the bullying incidents, but also those you talked to at the school. Write down any information that you feel important for reference later.

Try hard to control the anger you may be having over the bullying. We all have the best interests of your child in mind and need to work together to come to a positive resolution. Administrators will be more willing to help if you act and write statements about your child's bullying situation in a mature and diplomatic way. Keeping and sharing detailed documents will help the school deal and intervene on your child's case.

### **Online Bullying or Cyberbullying**

If your child is being bullied online, copy EVERYTHING. Save all emails or instant-message conversations.

You may feel that you cannot do anything about online bullying because you cannot find the cyberbully. This may not always be true. If your son or daughter is getting threatening email, your local police department may be able to help you.

### **Some Bullying Must Require Immediate and Swift Action**

It is not the job of school administrators or teachers to act as police officers when a serious bullying incident occurs. In cases of a major harassment situation such as a physical or sexual assault, call the police immediately. Age is not an issue.

Serious offenses must be handled by the police and entered on the abuser or perpetrator's police record or Juvenile Record. School Administrators can take some actions against bullies and perpetrator(s) but they are not police officers.

Do not wait. Tell the police right away and have a report written up.

With the proof you have collected, especially when there has been physical violence, obtain a restraining order.

### **How to reassure your Child**

There are countless stories of life threatening injuries bullied children and teens have suffered without the parent or school even knowing about the bullying. A child may feel that if a parent intervenes the bullying will get worse. They think they can be quiet and endure bullying/abuse for the short run thinking things will change, but doing nothing ensures that nothing will change.

There is a feeling of empowerment, and healing, that comes to people who tell their stories. The same is true for bullied kids. Encourage your child to write their stories and begin to talk about what they are going through. They can tell a parent, counselor, teacher and/or administrator. Help your son or daughter make decisions that will be proactive and work towards a positive solution to their bullying problem.

### **Adults can make a Difference**

Do not blame bullying on your child, a victim of the bully. The blame is always on the bully and the reason for the bullying is that adults allow it to happen. Bullies bully because they can, and because they can get away with it. If there is adult intervention in a bullying situation then it is likely to stop.

### **In the aftermath – (how to help your child heal)**

Keep listening and communicating with your child. Ask them questions about how they are doing in school, like, “Did you play with anyone on the playground today?” or “Did you sit with during snack time today”. You are checking to see if your child is spending any time with friends. A lonely child is at great risk for depression. Continue to ask your child about the bullying and whether the situation has improved.

Consider getting your child in to see a Counselor or Therapist. Check with the school district to see if they have any qualified counselors, who have dealt with bullying and the conditions it may cause, like depression, anxiety and post traumatic stress disorders. Follow up frequently with the school