

Policy 9.06

Category: Welcoming, Caring, Respectful and Safe School

Bullying

BACKGROUND

CAPE believes that children, as a matter of right, should be safe, secure and cared for adequately. While parents have primary responsibility to ensure the welfare of their children, the CAPE Charter Board and staff have a particular responsibility beyond that of the general public. Therefore, the CAPE Charter Board adopts a zero tolerance policy towards bullying.

POLICY STATEMENT

1. Children and students have the right to be safe, secure, and receive adequate care at home, at school, and in the community. The CAPE Charter Board is committed to the maintenance of a welcoming, caring, respectful and safe learning environment.
2. In an effort to ensure the safety of all staff that may be working with students that may present with abusive and/or violent tendencies and to prevent any incidents of verbal violence and of physical violence in particular, the CAPE Charter Board provides all staff with access to counselling and supports as well as professional development initiatives and training.
3. The principal is responsible for ensuring that all those to whom this policy applies are aware of this policy, understand this policy, and have continuous access to it.

DEFINITIONS

4. **Bullying** - defined as repeated and hostile or demeaning behaviour by an individual where the behaviour is intended by the individual to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs, but not limited to circumstances where one party endeavours to maintain power and control over another based upon systemic inequalities within a social setting. Parameters for addressing bullying are outlined within this policy.
5. **Conflict in Relationship** - occurs through single episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress. Parameters for addressing conflict in relationship between students may be dealt with through counselling, and the disciplinary procedures.

Policy 9.7

Category: Safety and Wellness

RESPONSE LEVELS

6. **Universal Support** - Systemic or near systemic teaching/counselling that produces a clear understanding of expectations is developed in a collaborative and respectful culture.
7. **Targeted Support** - Additional support is provided for those students who have not yet internalized appropriate responses to the expectations that they have been expected to follow.
8. **Individual / Intensive Support** - Highly focused support is established for those students who require ongoing adult monitoring in order to engage in appropriate behaviours.

PROCEDURE

9. Any person who has reasonable and probable grounds to believe that bullying is taking place within or outside of the school building, during the school day or by electronic means is to report such behaviour to a person in authority, teacher, educational assistant, principal or designate. If the person in authority is not the principal or designate, the person must report the behaviour to the principal or designate.
10. Any action that contributes to a perception of bullying, whether it occurs during school time, or after school hours, within or outside of the school building, or whether by electronic or other means, will be addressed in accordance with CAPE's discipline guidelines by the principal or designate if it is determined that the actions impact the well-being of the alleged victim within the school community. In establishing consequences for bullying, teachers and the principal or designate will consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.
11. The principal will establish a distinction between those matters of bullying that will be addressed by teachers, and those to be addressed by the principal.
12. Students who are bystanders to an act of bullying have a responsibility to report observed incidences to school staff. Students are expected to either exercise communication dedicated to prevent bullying behaviour, or failing this, immediately report such incidences to school staff.
13. Students do not have a role in disciplining other students who have allegedly participated in bullying behaviour. They are encouraged to discourage these actions by labeling the behaviour through communication to others as bullying, requesting that the behaviour cease, and report the incident to a school official.

CAPE-Centre for Academic and Personal Excellence Policy Manual

Policy 9.06

Category: Welcoming, Caring, Respectful and Safe School

14. If in the opinion of the teacher, principal or designate an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the student victimized about how to address the issue in the future.
15. Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.
16. In order to enhance an overall approach to supporting safe and caring learning environments for students, CAPE may establish co-curricular learning opportunities where an enhanced cause for promoting respect for the human person may be established.
17. In order to enhance an overall approach to supporting safe and caring learning environments for students, CAPE has developed and adopted a student Code of Conduct.

References:

Education Act

Child, Youth and Family Enhancement Act Human Rights Act

Criminal Code of Canada

Freedom of Information and Protection of Privacy Act

Teachers' Code of Professional Conduct

CAPE Code of Conduct for Certificated Staff

CAPE Code of Conduct for Non-Certificated Staff

Adopted: March 14, 2013

Revised: February 24, 2016

Reviewed: July 15, 2018

Reviewed: January 2022

Motion: #2013-3-14-7

Motion:#2016-02-24-8