



MAC Olive Grove School BULLYING PREVENTION AND INTERVENTION POLICY

MAC Olive Grove School aims to operate a positive school climate and a safe learning environment by applying a combination of Islamic values and Ontario's new approach of progressive discipline. A safe, inclusive and accepting school environment is essential for student achievement and well-being. MAC Olive Grove School's ***Bullying Prevention and Intervention Policy*** is inline with the *Education Act, Accepting Schools Act, 2012* policy requirements. The plan is designed with a 'whole-school approach' to prevent, intervene, and stop bullying using our Islamic values, leadership, conflict resolution, and restorative practices.

MAC OLIVE GROVE SCHOOL POLICY:

- Bullying adversely affects a student's ability to learn
- Bullying adversely affects the school climate, including healthy relationships
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate is essential for student achievement and well-being.
- The MAC Olive Grove School Code of Conduct and the use of Progressive Discipline, including suspensions, supports the implementation of the Bullying Prevent and Intervention Plan to respond to and stop bullying of all types (verbal, physical, and cyber-bullying).

DEFINITION OF BULLYING:

For the purposes of policies on bullying prevention and intervention, school boards must use the following definition of bullying, given in subsection 1(1) of the Education Act:

"bullying" means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,



- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

Bullying

(1.0.0.1) For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

- (a) physical (e.g., hitting, pushing, tripping);
- (b) verbal (e.g., name calling, mocking, or making racist comments);
- (c) social (e.g., excluding others from a group, spreading gossip or rumours);

Cyber-bullying

(1.0.0.2) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Difference between conflict and bullying:

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal.

Characteristics of a bullying situation include:

- an imbalance of power;
- the intent to harm;



- worsens with repetition over time;
- the distress of the child or teen being bullied, often including fear or terror;
- enjoyment of the effects on the child or teen being bullied by the person (people) doing the bullying;
- the threat – implicit or explicit – of further aggression.

PREVENTION STRATEGIES AND AWARENESS RAISING:

Character Education and Leadership Program:

At MAC Olive Grove School we strive to provide the students with an environment that promotes Islamic values and their integration into all aspects of their life. Olive Grove School's Character Education Program continues to grow and develop and stems from the mission of the Muslim Association of Canada (MAC) of building Muslim individuals who are spiritually connected, strongly grounded in their own faith, motivated and enthusiastic, with an understanding of what Islam means in the modern world.

The Character Education Program is a holistic, integrated school program that will focus on a trait each month. The specific attributes will be embedded in lessons and school activities to help students gain a clear understanding of what the attribute 'looks like, sounds like, and feels like'. Every month a theme is focused on using announcements, activities, competitions, workshops/presentations, khutbahs and classroom activities. Examples of themes are Respect, Compassion, Patience, Honesty, Cooperation, Diversity, Cleanliness, Citizenship, and Leadership.

School-wide and classroom prevention strategies:

- Teachers and administrators will provide opportunities for students to discuss bullying through means of collaborative classroom rules, discussions, role-play, etc.
- Teachers should continue to reinforce clear expectations and promote collaboration and cooperative activities, as a means to encourage students to learn how to compromise and how to assert themselves appropriately.
- Teachers should ensure that students know how to report an incident of bullying, whether they experience it themselves or observe bullying happening. Students should be encouraged to make a confidential report to a teacher and/or administrator. Details of the incident should be carefully recorded and tracked.
- Support for students and parents will be provided to create an awareness of bullying, included but not limited to the ***Bullying Awareness and Prevention Week*** during the third week of November.



- Professional development will be provided for teachers and other staff about bullying prevention strategies and how to create a positive school environment.
- Students will be supervised at all times and in all areas of the school, where particular attention is given during recess.
- Recognize students who are positive, display inclusive behaviour and encourage positive leadership in the school.
- Encourage student council to develop and encourage anti-bullying initiatives.
- Teachers and administrators will continue to reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a safe and positive school environment.

INTERVENTION STRATEGIES

Expectations and standards of behaviour are clearly laid out in the **MAC Olive Grove School Code of Conduct** and intervention strategies are provided in a consistent manner with a progressive discipline approach.

- All staff members must take all bullying incidents seriously and must report it to the vice principal as soon as they become aware of a student who may have engaged in bullying behaviour. The vice principal and/or principal will investigate the report and notify parents/guardians of the incident and the steps taken to protect student's safety. Similarly, the parents/guardians of the student who perpetrated the bullying behaviours will be contacted and the disciplinary measures will be discussed, as well the supports that will be provided.
- Students may be required to work with the guidance counsellor to develop skills on how to deal with bullying, develop their self-esteem, and appropriate social interaction.
- Parents will be provided with resources to deal with such incidences, including the Ontario Ministry of Education resource: Bullying – We Can Help Stop It.
- Anonymous surveys will be provided for students to discuss any bullying concerns, and the data collected will assist in further developing strategies and initiatives to promote a positive school environment.