St. Paul CHS is committed to addressing inappropriate student behaviour, including bullying and harassment, with a range of measures that are both corrective and supportive and that are progressively more serious. The continuum of interventions in our progressive discipline model begins at the classroom level, between the teacher and the student, and then includes additional resources and partners, including parent/guardian. Interventions may include:

- teacher-student meeting
- written reflective assignment
- office referral
- meeting with parent/guardian
- referral to counselling
- detention
- restitution for damages/Restorative Practices
- peer mediation
- withdrawal from class
- suspension
- expulsion

Visit our school website for more information on this policy https://pah.ocsb.ca/

Bullying Prevention and Intervention Plan

St. Paul CHS recognizes that a whole-school approach to engaging the school community will help the school's efforts to address inappropriate behaviour such as bullying, harassment, and discrimination and to maintain a positive school climate for student achievement and well-being.

To this end, the following Ministry of Education definition of **bullying** is acknowledged:

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, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

  For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" above, 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;

c) and communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

St. Paul CHS has based its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information and continues to seek input from all stakeholders in the school community on the effectiveness of these initiatives.

Our school has identified and implemented the following practices and initiatives for bullying prevention:

a. bullying prevention and intervention programs or activities that address the needs identified by the Safe and Accepting Schools Team;
b. relationship building and community building programs that are present in the school, classroom and in the larger community;
c. activities that promote a positive school climate;
d. awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills;
e. awareness raising strategies to engage parents in early and ongoing dialogue;
f. links in the Religious Education & Family Life curriculum and other courses; and,
g. caring adult and peer assistance programs.

Our school will also:

a. provide opportunities for regular check-ins with students at risk or affected by bullying;
b. provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;

c. establish and maintain respectful and caring classrooms; and,
d. align supervision plans to address where and when bullying happens.

Our school recognizes the importance of using timely interventions and supports.

To this end, we will:

a. use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
b. have in place processes and strategies to identify and respond to bullying when it happens;
c. identify strategies for supporting all students involved in bullying;
d. communicate to the school community the progressive discipline approach and the procedures in place to support students.

To view our school's complete Bullying Prevention and Intervention Plan, visit our school website. http://pah.ocsb.ca/