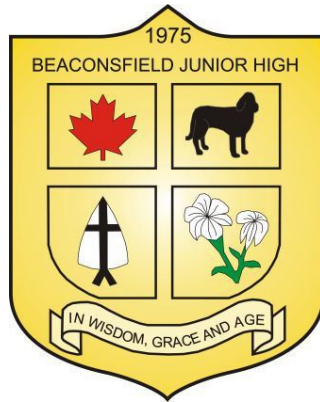


BEACONSFIELD JUNIOR HIGH

Beaconsfield Junior High embraces diversity in a safe and caring environment,
where all students succeed now and in the future.

www.bjhsaxons.com

BULLYING REFERRAL AND INTERVENTION PROCEDURES



An incident of bullying can be reported by anyone to any member of staff.

If an incident is reported:

- The staff member should fill out the “Bullying Incident Referral form” (available at office and on the website)
- The form should be placed in the office mailbox of SACS chair (K. Bussey) for distribution to a member of the SACS committee for Phase 1 Bullying. The tracking document will be kept in the office discipline file.

Phase 1 Bullying:

A member of the SACS committee will speak with the alleged bully and document the conversation using the “Tracking Sheet”. During the conversation the alleged bully will be reminded of what is considered bullying and of appropriate behaviours and responses. Follow-up should also be done with the alleged target of the bullying to verify that the situation has improved.

Phase 2 Bullying:

Home contact is made to the family of the alleged bully by a member of the SACS committee. The student will serve a lunchtime detention with a SACS member during which they will complete a reflective assignment.

Any bullying incident may also be dealt with directly by the administrative team.

Click the following links to jump down to the documents used at each stage of this procedure.

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SAFE AND CARING SCHOOLS

Recognizing Bullying: Some Definitions

The Safe and Caring Schools committee of Beaconsfield Junior High will be committed to ensure the provision of a safe, non-threatening environment conducive to learning whereby each student can realize his or her full potential.

Bullying is:

- A deliberate, hurtful behaviour
- Often repeated

There is often an imbalance of power between a bully and a target.

Forms of bullying:

- Physical contact: hitting, pushing, kicking, shoving, slapping, punching, tripping, poking, or any other form of unwanted, uninvited touching.
- Verbal assault: name calling, teasing, mocking, insulting, racial remarks, sexual comments, threats, etc.
- Cyber bullying: hurtful behaviour online that may or may not lead to face-to-face conflict.
- Non-specific bullying: taking property from others, blocking someone's access, hiding materials, passing notes, vandalizing, threatening gestures or looks, drawing unflattering pictures of someone, being verbally abusive to staff members, etc.
- Psychological violence: gossiping or intentionally spreading rumours about someone, isolating or leaving out specific students.

Beaconsfield Junior High School

Bullying Incident Referral Form

Name: _____ Homeroom: _____

Referred by: _____ Date: _____

Referred to: _____ and _____

Type of Bullying Behaviour (check those which apply):

- Verbal
- Physical
- Social
- Cyber-bullying
- Non-specific
- Psychological

Description of Behaviour:

Location of Incident(s):

- Classroom
- Bus
- Washroom
- Cafeteria
- Assembly
- Gym
- Halls/Stairs
- Other

Time of Incident:

- Instructional Time
- Recess
- Lunch
- After School

Why was the victim(s) targeted by this student(s)?

- Peer group/Social group
- Student new to school
- Appearance
- Male vs Female or Female vs Male
- Economic status
- Gender Identity/Sexual Orientation
- Ability
- Race/Ethnicity
- Disability
- Religion
- Special Education
- Other. Please Specify: _____

Number of Incidents to Date for this Student (including this one): _____

Interventions/Consequences in response to latest incident:

- | | | |
|---|---|---|
| <input type="checkbox"/> Loss of privileges | <input type="checkbox"/> Suspension | <input type="checkbox"/> Phase 1 Bullying |
| <input type="checkbox"/> Detention | <input type="checkbox"/> Referral to School Counsellor | <input type="checkbox"/> Phase 2 Bullying |
| <input type="checkbox"/> Behaviour contract | <input type="checkbox"/> Restricted access to facilities/activities | <input type="checkbox"/> Home contact |
| <input type="checkbox"/> Parent meeting | <input type="checkbox"/> Police Involvement | |
| <input type="checkbox"/> Reduced day | <input type="checkbox"/> Other: _____ | |

Once initial support was given to the victim, was additional follow-up completed/required?

- Yes No

Additional Information:

Signature of SACS Committee Member: _____

Beaconsfield Junior High School

Tracking Sheet: Phase 1 Bullying

I, _____ acknowledge that _____
Name of student Name of teacher

had the occasion to speak to me about my involvement in an alleged incident of bullying.

The above teacher has discussed the definition and forms of bullying with me.

I understand the serious impact that bullying can have on another person and have agreed that I will not be involved in any incidents of this kind.

I am aware that further incidents of alleged bullying will result in my home being contacted by the school, and that I will have to participate in a lunchtime reflective session about bullying.

Student signature

Teacher notes:

Teacher signature

Date of conversation

Beaconsfield Junior High School

Worksheet: Phase 2 Bullying

Name: _____

Date: _____

Please answer all questions. This sheet will be kept on file.

True or false?

- | | | |
|---|---|---|
| 1. Bullying is the same as arguing. | T | F |
| 2. Calling someone "gay" or "retarded" is okay as a joke. | T | F |
| 3. Some people deserve to be given a hard time. | T | F |
| 4. Telling an adult about bullying means you are a rat. | T | F |
| 5. If I have a problem with someone, I talk to them about it. | T | F |
| 6. It's okay to use bad language in the halls. | T | F |
| 7. I feel like I have friends at school. | T | F |
| 8. I am often alone during free time at school. | T | F |
| 9. I should be able to express my opinion. | T | F |
| 10. I think that I treat my teachers well. | T | F |
| 11. I think that I treat other students well. | T | F |
| 12. I usually get my work done in class. | T | F |
| 13. People sometimes give me a hard time at school. | T | F |
| 14. If I make a mistake, I try to fix it. | T | F |
| 15. I take my garbage with me when I leave the cafeteria. | T | F |
| 16. I go the right way during transition in the halls. | T | F |
| 17. People should follow school rules. | T | F |
| 18. If someone is behind me, I will hold the door for them. | T | F |
| 19. I respect people who are different from me. | T | F |
| 20. I am nice to people who I don't know. | T | F |

1. A. In your own words, what do you think 'bullying' means?

B. Based on this, do you think that you have bullied anybody at school? Explain the situation in detail.

2. A. What changes could you make to your behaviour?

B. Do you think you could have an impact on the behaviour of your friends?
