

Parents' Guide to  
**BULLYING PREVENTION**  
At Fraser Valley Adventist Academy



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***\*Agreement must be signed & returned to school by October 1, 2017***

## **Harassment – Intimidation – Bullying Policy**

All students have the basic right to a supportive and safe environment. We value and promote the development of self-worth and the respect of the dignity and rights of others. We share responsibility for creating an environment, which is characterized by mutual respect and support.

FVAA's harassment policy is designed to promote a school environment free from discrimination against individuals because of their age, race, religion, gender, status, or ability.

### **Definition**

Harassment is any verbal, physical, visual, or sexual behaviour, which infringes on individual rights, threatening an individual's self-worth and dignity. The following behaviours may be regarded as harassment:

#### Physical

- Fighting, threatening (bullying), intimidating gestures
- Invasion of personal space
- Repeated exclusion
- Intentional damaging of others' possessions

#### Verbal

- Derogatory comments about family status, culture, religious beliefs, appearance, or ability
- Intimidating statements, making others feel afraid
- Repeated questioning or remarks about someone's private life
- Discriminatory, derogatory, offensive, threatening language including joking that offends
- Starting rumours or making untrue statements about people

#### Visual

- Any material that causes offence
- Offensive gestures

#### Sexual

- Touching that causes discomfort or uneasiness
- Demanding sexual favours
- Making any unwanted advances of a sexual nature, suggestive looks
- Comments or jokes of a sexual nature

#### Cyber-bullying

Cyberbullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the internet or other digital technologies. It has various forms, including direct harassment and indirect activities that are intended to damage the reputation or interfere with the relationships of the student targeted,

such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion.

### **HIB Consequences:**

*First Offense:* Verbal warning/Policy review/Incident documented

*Second Offense:* Responsibility contract/Consequences given/Parents notified

*Third Offense:* Short-term suspension/ Report filed/Counseling referral & Restitution/Parents notified & meeting

*Fourth Offense:* Long-term suspension/ Report filed/Counselling & Restitution/Parents notified & meeting

*Fifth Offense:* Expulsion/Parents notified

\*\*The Discipline Committee reserves the right to advance the consequences as seen necessary.

### **PREVENTION EFFORTS**

**Question: What does the school do to prevent bullying from negatively affecting students and the school climate?**

**Answer:** We take bullying very seriously at Fraser Valley Adventist Academy and want to make sure that all students and staff know how to respond when bullying occurs. Each year, our teachers instruct their students about the different types of bullying behaviours, how to respond if you are bullied, and how to stand up as a bystander when they witness bullying at our school. Through positively reinforcing good behaviour, each staff MEmber is paying attention to the students making good choices in order to encourage the ones that are treating others poorly to change their behaviour. We regularly visit topics regarding behaviour choices and treating others with kindness and compassion in the regular classroom through class discussions and activities.

**Question: What happens when a student reports bullying to a trusted adult at school?**

**Answer:** When a student reports bullying to an adult, the incident is investigated and then resported to Mrs. Domke, our principal, or Mrs. King, our vice-principal. After the victim and bully are spoken to, appropriate consequences and/or interventions are then administered.

Please refer to the policies and consequences on pages 2 and 3. These measures ensure that the victim feels safe and that the students' bullying behaviours are met with appropriate consequences and interventions based on the frequency of his/her actions. It has been shown through research that as bullying behaviours happen more often, the consequences need to increase in severity to make an impact.

We also provide interventions here at school that will teach and help students change their bullying behaviours. We understand that a child shows bullying BEHAVIOURS and is not necessarily a BULLY. We believe all students can make better choices. These interventions may include:

One-on-one information and teaching sessions with a teacher or trusted adult.

Small group meetings teaching anger management, social skills, etc.

**Question: What can I do to help my child if he/she is being bullied?**

**Answer:** If you suspect your child is being bullied, you can:

1. Talk with your child. Don't encourage your child to fight back – two wrongs don't make a right. Listen to your child with empathy and an open mind.
2. Contact the school. Set up a meeting with your child's teacher and administrator to develop a plan for keeping your child safe, particularly during vulnerable times (class breaks, lunch, recess, etc.)
3. Contact police if the actions are criminal (assault, theft, serious threats, vandalism).

If you suspect your child is bullying others, you can:

1. Talk with your child and never condone bullying behaviours.
2. Encourage empathy for others by reminding your child that everyone has a right to be themselves, to choose their own friends, and to feel safe at school.
3. Review consequences of bullying behaviour (not only discipline but the consequences that come in relationships, like a loss of friends).
4. Reinforce respectful behaviours at home.
5. Help your child deal with feelings in positive ways.
6. Contact the school for help – set up a meeting with the teacher and administrator, and develop a plan to change their behaviour. The school has programs that revolve around behaviour choices, anger management, social skills, etc. that your child may benefit from participating in.

TOGETHER, students, staff and parents are responsible for making our school a safe, respectful and nurturing learning environment for ALL students. THANK You for teaming up with us in these efforts!

Please review the following forms with your child –

**1. Bullying incident reporting form (intermediate and Primary form)**

These forms will be used to make official reports when someone is bullied. Once a report is turned in to Mrs. Domke or Mrs. King, the incident will be investigated. If your child cannot fill out this form on their own, a teacher can help them fill it out. These forms will be available in an accessible location at our school and in the main office.

This form is also available online through our website. You can help your child fill out the report at home or you can also report a bullying incident. Once this form is submitted, the same investigation begins at school.

**2. School bullying policy agreement**

This form will be used when a student has been reported as showing bullying behaviours. Each time the student meets with the principal, a review of this policy and the definition of bullying is done before proceeding with interventions and consequences.

The first step in this policy agreement is that YOU review the rules and policy with your child and sign it together. Please have your child return this form to their classroom teacher by September 15. This is to ensure proper communication with you, the parent, about our school policy regarding bullying behaviours.

If you have concerns regarding this policy, please contact Mrs. Domke by phone call or in person.



**Bullying REPORT Form  
(Grades K-3)**

What is your name? \_\_\_\_\_

What grade are you in? \_\_\_\_\_

Your teacher's name: \_\_\_\_\_

Today's Date \_\_\_\_\_

Have you told anyone about this bullying incident? YES NO

Who did you tell? \_\_\_\_\_

What is the name(s) of the boy or girl who bullied you?

\_\_\_\_\_  
\_\_\_\_\_

Where did it happen? (circle any or all)

Classroom Restroom Playground Bus

Gym Cafeteria

Other place: \_\_\_\_\_

What did they do to you? (circle all that happened)

Hit me      Kicked me      Shoved me      Spit on me

Teased me      Called me a name      Left me out on purpose

Spread a rumour about me \_\_\_\_\_

Did anyone else see/witness this happen? YES    NO    I DON'T KNOW

Who? \_\_\_\_\_

Is there anything else you need to report? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

***Thank you for reporting! You made a great choice!***

Please turn this form into the office as soon as you can.



# Bullying REPORT Form

Reporting person: \_\_\_\_\_

Targeted student/victim: \_\_\_\_\_

Today's date: \_\_\_\_\_

Name of school adult you've already contacted (if any): \_\_\_\_\_

Name(s) of students showing bullying behaviour:

\_\_\_\_\_

\_\_\_\_\_

On what date(s) did the incident happen (if known):

\_\_\_\_\_

Where did the incident happen? (circle all that apply)

- Classroom    Hallway    Restroom    Playground    Cafeteria    Bus
- Internet/Cell phone    Off school property    School activity
- Gym    Music room    Other: \_\_\_\_\_

Please check the box that best describes what the bullying behaviour was. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling or threatening in person, by phone, by e-mail, etc.
- Putting the student down and making the student a target of jokes
- Making rude and/or threatening gestures

- Excluding or rejecting the student
- Making the student fearful, demanding money or a specific action
- Spreading harmful rumors or gossip
- Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- Other

If you select other, please describe: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Why do you think the harassment, intimidation or bullying occurred?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Were there any witnesses? YES NO If yes, please provide their names:  
 \_\_\_\_\_  
 \_\_\_\_\_

Did a physical injury result from this incident? If so, please describe:  
 \_\_\_\_\_

Was the target absent from school as a result of the incident? YES NO  
 If yes, please describe: \_\_\_\_\_  
 \_\_\_\_\_

Is there any additional information? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**THANK YOU FOR REPORTING!** Please turn this form into the office as soon as possible. The incident will be investigated by your school administration and action steps will be determined in order to make sure you are safe and comfortable here at school.



## Parent/Student Anti-Bullying Policy Agreement

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

I have reviewed the FVAA rules against bullying with my child, and we understand the rules and regulations established by the school.

**Bullying behaviours are intentional (done on purpose), repeated (happens more than once), and could involve using an imbalance of power (9<sup>th</sup> grader teasing a 2<sup>st</sup> grader, for example).**

*Physical bullying - an action using one's body or harming another's body.*

*Verbal bullying – using words (or gestures) to intentionally intimidate or hurt someone's feelings.*

*Friendship/Leaving Out bullying – excluding someone on purpose or controlling one's friendships.*

*Cyber-bullying – bullying done through the internet, cell phones, or video games*

**Harassment, intimidation or bullying will NOT be allowed.** Harassment, intimidation or bullying means any intentional written, verbal, electronic or physical act, including but not limited to one shown to be motivated by **race, colour, religion, ancestry, national origin, gender, sexual orientation, any kind of mental or physical disability or other distinguishing characteristics when the intentional written, verbal or physical act:**

- Physically harms a student or damages the student's property or;
- Has the effect of substantially interfering with a student's education or;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or;
- Does not require the affected student to actually possess a characteristic that is a basis for harassment or;
- Has the effect of substantially disrupting the ordering operation of the school

The following discipline steps will be followed for any incident regarding harassment, intimidation or bullying. Each step includes policy review and clarification.

- Policy review and clarification and...
- 1<sup>st</sup> offense: Verbal warning/Policy review/Incident documented
- 2<sup>nd</sup> offense: Responsibility contract/Consequences given/Parents notified
- 3<sup>rd</sup> offense: Short-term suspension/ Report filed/Counseling referral & Restitution/Parents notified & meeting
- 4<sup>th</sup> offense: Long-term suspension/ Report filed/Counselling & Restitution/Parents notified & meeting
- 5<sup>th</sup> offense: Expulsion/Parents notified

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_