

# Coalhurst Elementary School Anti-Bullying Policy

## Purpose

Coalhurst Elementary School is committed to providing a safe, caring, and inclusive learning environment for all students. This policy outlines our definitions, expectations, and procedures related to bullying, conflict, and inappropriate behavior to ensure clarity for students, staff, and families.

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## 1. What is Bullying?

**Palliser's Administrative Procedure 352: Bullying Behaviour in Schools presents the divisional stance on bullying.**

“Bullying is a form of harassment. The effect of bullying behaviour by students or staff is highly destructive, limiting significantly the right of every person to learn and work in a safe and supportive setting. All members of the school community have a responsibility to create an environment that is characterized by an absence of intimidating or threatening behaviour.

Bullying is a conscious, willful, deliberate, and repeated hostile activity marked by an imbalance of power, intent to harm and/or a threat of aggression. When bullying escalates unabated, it may lead to a feeling of terror on the part of the individual being bullied.

Bullying may include, but is not limited to, physical intimidation or assault; extortion; oral or written threats; teasing putdowns; name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.”

### **Bullying is:**

- **Intentional:** Done on purpose to hurt, embarrass, or harm someone.
- **Repeated:** Happens more than once or has the potential to happen again.
- **Targeted:** Directed at the same person or group.
- **Involves a Power Imbalance:** One person has more power (physical, social, emotional) than the other.

### **Types of Bullying:**

- **Physical:** Hitting, kicking, pushing, spitting, damaging belongings.
- **Verbal:** Name-calling, insults, threats, teasing meant to hurt.
- **Social:** Excluding someone on purpose, spreading rumors, embarrassing someone.
- **Cyberbullying:** Bullying taking place online.

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## 2. What Bullying Is NOT

While all hurtful behavior should be addressed, not all of it is bullying. It is not bullying when:

- Two students have a disagreement or argument.
- A student acts aggressively once due to frustration or impulse.
- Someone says something hurtful once, without intent to target or repeat.
- Students are roughhousing or playing and someone gets hurt accidentally.
- There is equal power and no repeated targeting.

These may still require staff involvement, but they are best addressed through conflict resolution, guidance, or behavioral redirection.

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## 3. Understanding the Difference: Bullying vs. Conflict vs. Inappropriate Behavior

Type	Definition	Examples	School Response
<b>Bullying</b>	Repeated, intentional harm with a power imbalance.	Repeated name-calling, exclusion, threats, online harassment.	Formal investigation, documentation, consequences, and support.
<b>Conflict</b>	A disagreement between peers of equal power or status.	Arguing over a game, friends falling out, minor verbal exchange.	Mediation, problem-solving strategies, relationship repair.
<b>Inappropriate Behavior</b>	Behavior that may be impulsive, reactive, or poorly self-regulated but not meant to harm.	Pushing in line, rough games, yelling or grabbing during play, impulsive outbursts.	Behavior redirection, safety education, teaching self-regulation and empathy.

Note: Inappropriate behavior may not be directed at a specific student. Sometimes, a student acts out due to *impulse or emotional reactivity*, and another student is unintentionally caught in the middle. These situations are addressed with guidance and support rather than discipline alone.

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## 4. Reporting Procedures

Students, staff, or parents can report concerns to:

- Any staff member (teacher, support staff, admin)
- The principal directly

Reports are taken seriously and handled promptly.

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## 5. School Response Protocol

1. **Listen:** Staff member investigates the situation.
  2. **Consult:** Staff member consults with a school administrator or teacher colleague.
  3. **Assess:** Determine whether it is bullying, conflict, or other behavior.
  4. **Investigate:** Interview students involved and any witnesses.
  5. **Respond:**
    - **Bullying** → Principal-led response with documentation and support plans.
    - **Conflict** → Mediation and problem-solving.
    - **Inappropriate Behavior** → Immediate redirection, reteaching expectations.
  6. **Follow-Up:** Check in with involved students to ensure resolution and safety.
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## 6. Responding to Bullying, Conflict, and Inappropriate Behavior

### A. Bullying

- Investigation led by school administration.
- Parents/guardians of all students involved are contacted.
- Incidents are documented using school or district reporting tools.
- Support plans may be developed for the student being bullied.
- The student demonstrating bullying behavior is provided with:
  - Clear consequences based on school discipline guidelines.
  - Reflection and restorative opportunities (as appropriate).
  - Ongoing monitoring and behavior expectations.
- Safety plans and supervised transitions may be put in place as needed.

### B. Conflict

- Classroom teacher or administrator helps mediate the conflict.
- All students involved are guided through a problem-solving process.
- Emphasis is placed on:
  - Communication skills
  - Listening and empathy
  - Relationship repair and mutual understanding
- Parents may be informed depending on the severity or repeated nature.
- Students may engage in restorative activities (e.g., apology, restitution).

### C. Inappropriate Behavior

- Addressed by the supervising staff member immediately.
  - Focus is on helping the student:
    - Recognize the impact of their behavior
    - Understand safety and boundary expectations
    - Practice emotional regulation strategies
  - Parents are contacted if behavior is repeated or unsafe.
  - If necessary, support plans may be created involving counseling, regulation breaks, or behavioral coaching.
  - IPPs or behaviour plans may be reviewed, if in place
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## 7. Prevention and Education

- Review of this policy with all students.
  - Regular class discussions on kindness, empathy, and digital citizenship.
  - School-wide events such as Kindness Week.
  - Staff support in identifying and responding to bullying.
  - Social-emotional learning embedded in instruction
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## 8. Support Systems

- Support for the student being bullied: Emotional support, safe space, adult check-ins, counselling.
  - Support for the student demonstrating bullying behavior: Reflection, restorative practices, behavior plans.
  - Support for bystanders: Education and empowerment to act safely and supportively.
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## 9. Monitoring and Review

This policy is reviewed annually by staff and the school council. Input from families and students is welcomed.

For any concerns, contact:

**Chris McIntyre, Principal**

*"Stand up. Speak out. Be kind."*

STAND UP-SPEAK OUT-BE KIND

STAND UP-SPEAK OUT-BE KIND

# AT CES WE ARE KIND

## Bullying is when...

- 👤 Mean on purpose
- 🔄 Happens again & again
- 💪 One person has more power

## Types of Bullying

- ✋ Hurting bodies
- 🗣️ Hurting with words
- 🚫 Leaving out
- 💻 Online meanness

## NOT Bullying...

- 😞 One-time argument
- 🤦♂️ Accident while playing
- 💬 One mean comment

## What to do

- 🚶 Walk away
- 🗣️ Say "STOP!"
- 👤 Tell an adult

We encourage you to review our full Anti-Bullying Policy located on our school website.





# CES ANTI-BULLYING PROTOCOL

**STAND UP-SPEAK OUT-BE KIND**

**01**

## What is bullying?

- Intentional – meant to hurt, embarrass, or harm
- Repeated – happens more than once or could happen again
- Targeted – aimed at the same person or group
- Power Imbalance – one person has more physical, social, or emotional power

**02**

## Types of Bullying

- Physical: hitting, pushing, damaging belongings
- Verbal: name-calling, threats, insults
- Social: excluding on purpose, spreading rumors
- Cyber: hurtful messages or posts online

**03**

## What Bullying is NOT

- One-time arguments or disagreements
  - Accidental harm during play
  - Equal-power conflicts
  - One-time hurtful comments without repetition
- These still matter – they're addressed through conflict resolution and guidance.

**04**

## Our Response

- Bullying: Principal-led investigation, documentation, consequences, and support for all involved
- Conflict: Mediation, problem-solving, and relationship repair
- Inappropriate Behavior: Immediate redirection, reteaching, and support

**05**

## How to Report

- Tell:
- Any staff member
  - The principal directly
  - All reports are taken seriously and handled with care
  - Never assume the school staff already know!

**06**

## We Prevent Bullying by...

- Teaching kindness, empathy, and digital citizenship
- School-wide events like Kindness Month
- Empowering bystanders to act safely and supportively

**07**

## Support for Everyone

- For students targeted: Safe spaces, adult check-ins, counselling
- For students who bully: Reflection, behavior plans, restorative practices
- For bystanders: How to help safely and speak out



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