


<b>Administrative Procedure Student Bullying and Harassment</b>	
	<b>Department:</b> Student Services
	<b>Approved by:</b> Leadership Council
	<b>Date Approved:</b> March 4, 2024
	<b>Revision Date(s):</b>
	<b>Review Date:</b>
	<p><b>External References</b></p> <ul style="list-style-type: none"> <li>• <i>The Education Act, 1995</i></li> <li>• Government of Saskatchewan: Saskatchewan’s Action Plan to Address Bullying and Cyberbullying</li> <li>• Government of Saskatchewan: Comprehensive School Community Health</li> </ul> <p><b>Internal References</b></p> <ul style="list-style-type: none"> <li>• Respect for Human Diversity AP</li> <li>• Student Discipline AP</li> <li>• Prevention of Harassment and Violence AP</li> <li>• Form – Referral to Social Worker</li> </ul>

**Purpose**

- This administrative procedure outlines the steps and guidelines for addressing and preventing bullying and harassment among students at Saskatchewan Distance Learning Centre (Sask DLC).

**Scope**

- This procedure applies to all students enrolled in Sask DLC programs and courses. It covers all forms of bullying and harassment, both in-person and online.

**Policy Statement**

- Sask DLC is committed to creating safe, caring and accepting learning and work environments. It is our goal to work together with parents/guardians and community partners to support students as they develop moral values, display ethical conduct and achieve to the best of their ability.
- Sask DLC has a zero-tolerance policy for bullying and harassment. Any act of bullying or harassment, regardless of the medium or location, will be taken seriously and dealt with promptly.
- Sask DLC will implement a plan to promote a positive learning environment and address any incidents of student bullying, harassment, racism, discrimination or violence. The plan will include proactive and responsive measures.

## Procedures:

1. School-Wide Positive Behaviour Support
  - a) Proactive strategies that invite co-construction, teaching and support of appropriate student behaviours create positive school environments. A continuum of positive behaviour supports for all students is implemented and taught in the online setting and non-online settings.
2. High Quality Teaching and Learning
  - a) Within the Saskatchewan curriculum are outcomes and indicators related to the development of healthy and respectful relationships. Using provincial curriculum and recommended resources students are taught how to negotiate disagreements and manage conflict.
3. Family and Community Engagement
  - a) The development of ethical students is a shared responsibility of home, school and community. [Saskatchewan's Action Plan to Address Bullying and Cyberbullying](#) identifies the need to work together in a “comprehensive and collaborative” approach. Partnerships with parents/guardians, students, the Ministry of Education and other community agencies provide support in creating safe, caring and accepting schools. This feedback will enable schools to provide learning environments that are safe and respectful.
4. Digital Citizenship
  - a) “The integration of effective and ethical use of technology in education is vital to support the teaching and learning environment”, *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*, p. 21). Teachers will learn and model positive digital citizenship to support student learning. The promotion of digital citizenship is a key component in our strategy to address cyberbullying.
5. Healthy Physical and Social Environments and Effective Policy
  - a) Student safety is a priority for all Sask DLC stakeholders. Policies, procedures and protocols are in place to ensure that learning and work environments are safe, caring, accepting and culturally responsive for students and staff.
6. Communication
  - a) Sask DLC strives to be a naturally open learning environment. Naturally open learning environments facilitate the appropriate sharing of information among campus principals, staff, students, parents/guardians and community partners. Students and parents/guardians are encouraged to contact the classroom teacher, campus principal, social workers or other school staff concerning bullying behaviour. It is important that campuses use a variety of communication tools to express the shared responsibility.

### **Responsive Components and Procedures:**

*Saskatchewan's Action Plan to Address Bullying and Cyberbullying* identifies the importance of reporting, responding and resolving incidents of bullying.

#### 1. Reporting

- a) All members of the school community including students, staff, parents/guardians – have a “Duty to Report” bullying behaviour. Students and parents/guardians can report bullying behaviour to teachers, campus principals, social workers, or other school staff.
  - i. In addition to working directly with school-based staff, the Saskatchewan Ministry of Education provides *Respect in School* online training available for all Sask DLC employees.
  - ii. Additional resources recommended by the Saskatchewan Ministry of Education is SaskTel’s [Be Kind Online](#)

#### 2. Responding

- a) A “no response” to bullying is unacceptable. Our staff have a “Duty to Respond” to bullying behaviour. Reported incidents will receive a prompt response and efforts will be made to involve all parties in resolving concerns.

#### 3. Resolving

- a) Research has found that bullying behaviours are a relationship problem and that a relationship solution is necessary. Response to bullying behaviours should consider restorative justice approaches (*Saskatchewan's Action Plan to Address Bullying and Cyberbullying, 2013*) and should focus on corrective learning.
  - i. The Campus Principal will investigate each incident and will provide a response to all involved parties. A record of each incident will be kept at the campus.
  - ii. The Campus Principal will follow Administrative Procedures for Student Discipline when consequences for bullying and harassment warrant such action. Staff members will communicate that bullying and harassment is unacceptable behaviour. When appropriate, proactive and responsive strategies will be implemented.

### **Definitions:**

**Bullying:** Bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person’s appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms: physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.” *Saskatchewan's Action Plan to Address Bullying or Cyberbullying November 2013, p.10.*