



## **Montessori in Delta Society**

# **HARASSMENT & BULLYING PREVENTION POLICY**

## **Policy Statement**

School should be safe. We endeavour to provide a school environment that will promote and protect the physical and emotional well-being of our students and staff. Ultimately, we wish for every community member to be willing to accept responsibility for their behaviour, their attitudes, and their experiences. We do not label children negatively. Our focus is on recognizing the root of the behaviour.

In keeping with the true meaning of the word discipline, which is to teach, we prefer to model and we discuss ways to learn appropriate, kind and considerate ways to behave. Rather than focus on rules and the consequences for students breaking them, we prefer to teach students appropriate behaviour proactively. We encourage and model ways to negotiate in conflict situations so that whenever possible everyone can achieve resolution and at the very least, everyone is heard. As necessary we cue and remind students of appropriate behaviour.

## **Scope**

This Policy applies to all children and families registering their children to attend Boundary Bay Montessori School.

## **Policy Procedures**

### **1) Inappropriate Behaviour**

When behaviour is inappropriate and a gentle reminder is not enough, we intervene and respectfully, but firmly, stop the behaviour. Our ultimate goal is to teach students awareness of appropriate behaviour so that they can be self-disciplined.

In order to do this we use the principles of Choice Theory in order to determine class beliefs, social contracts and the roles of teacher and student conduct.

We do this by identifying:

- behavioural needs,
- components of behaviour, and
- quality world.

We do this by asking the four questions:

- What do you want?
- What are you doing to get this?
- Is it working?
- Do you want to make a new plan?

And then we:

- establish core class beliefs,
- create my job/your job lists, and
- establish the bottom line, or consequence, for serious offences.

## **2) Conflict Resolution**

In the event of a problem occurring by a student or between members of the school community, we follow the Restitution Guidelines. The resulting restitution is meant to ensure:

The person who has offended others is strengthened to accept responsibility for actions and change behaviours. This process includes:

- Making satisfactory amends to the victim (not dependent on acceptance by victim),
- Showing an honest effort is required from the offender,
- Ensuring within the process that there is little incentive for repetition of the offense,
- Ensuring that the amends or corrective actions have relevance to the 'offense' where possible,
- Administering mutually agreeable consequences that tie to a higher value, and/or our mission statement,
- Requiring that there is no resentment by the planner/helper, and
- Executing the process with restraint of criticism, guilt, or anger.

### 3) School Bullying

#### i. Definition of Bullying

Bullying is defined as a person expressing their power through the humiliation of another person. It may include:

- Offensive, cruel, intimidating, insulting or humiliating behaviour combined with the misuse of power or position.
- Repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Types of bullying include:

- Physical bullying: such as hitting, kicking, damaging or stealing another's property.
- Verbal bullying: name-calling, hurtful teasing, humiliating or threatening; may happen in person, in notes, over the phone, text messaging, email, chat rooms, web sites.
- Relational bullying: cutting off victims from social connection by convincing peers to exclude or reject an individual. May occur through any of the means listed under verbal bullying, and can include discrimination based on gender, race, culture, religion, sexual orientation or gender identity.

Bullying is NOT:

- conflict or disagreement between friends or peers,
- an argument between people of equal power,
- accidental,
- "normal" challenges in developing relationship skills,
- a one-time event (usually), or
- friendly teasing.

Bullying IS:

- hurting behaviours based on oppression and discrimination,
- based in a power differential,



- intentionally harmful,
- characterized by intensity and duration, and
- generally repeated over time.

ii. Response to Bullying

In the event of a report of bullying or any breach of conduct, the school will respond using its Conflict Resolution and Restorative Justice Process, as outlined in Part E of this document (Student Management and Conduct Policy) and will take the additional following steps:

Any employee of BBMS witnessing or receiving a bullying complaint:

- will gather information from all students and adults involved in the situation,
- will record information and inform the Academic Director of the incident,
- will initiate the Conflict Resolution and Restorative Justice Process,
- will attempt to keep the problem contained to the people involved and invite the support of parents when required to ensure that a peaceful resolution take place, and
- will inform parents when required, or when parents have launched the initial complaint, in order to solicit partnership in problem- solving and promote transparency of the reconciliation process.

Parents are required to be informed when:

- the incident involved teachers with students,
- the incident involves bullying, cyberbullying, intimidation, threatening or violent behaviours,
- the incident results in physical harm, or
- the incident(s) escalate to a point where a student reports feeling unsafe at school.

Information must be shared with parents as soon as possible, specifically, on the same day if it is possible to reach the parent by phone or in person, or by the end of the next school day following the report of the incident.