



**ROSEMERE HIGH SCHOOL'S
POLICY TO PREVENT AND STOP
BULLYING AND VIOLENCE**



Anti-Bullying and Anti-Violence Plan

2012-2013

School: Rosemere High School

Rosemere High School is a school that is dedicated to providing a positive and cooperative learning environment that promotes tolerance, self-esteem, respect for others and a strong sense of community. It is located at 530 Northcote in the city of Rosemere, Quebec, approximately 35 kilometers from Montreal. The school is home to almost 1400 students in secondary cycle one and two. It is situated north of Laval and services students from a wide geographic area including: Rosemere, Blainville, St. Therese, Lorraine, Bois des Filion, Mascouche, Repentigny and St. Anne Des Plaines.

Rosemere High School's history can be traced back to the 1960's when the government created polyvalent high schools. This concept provided both academic and vocational opportunities, a variety of course options and numerous extra-curricular activities. Since then, the school has developed into a cornerstone of the English community on the North Shore. Parent participation at Rosemere High School is very important. Whether it is the Governing Board, Parent Participation Organization or volunteers, parents play a vital role in the school and are actively supported in their commitment to the school's improvement. RHS has a vibrant and diverse student body as well as a dedicated faculty.

Coordinator of the Anti-Bullying and Anti-Violence Team:

Mr. Scott Traylen

Members of the Anti-Bullying and Anti-Violence Team:

Mr. Sarmen Jakalian

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POLICY TO PREVENT AND STOP BULLYING AND VIOLENCE



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DEFINITION

The word “**bullying**” means any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, (including in cyberspace*), which occurs in a context where there is a power imbalance between the persons concerned and which causes distress, injures, hurts, oppresses, intimidates or ostracizes.

(*Cyberspace reference means over and above school premises and hours.)

The word “**violence**” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress injures, hurts or oppresses a person by attacking their psychological or physical integrity, well-being as well as their rights or property.

Bullying and violence must not be tolerated and require immediate intervention. Bullying occurs across all social, cultural and socioeconomic contexts. It is a complex phenomenon with multiple origins.

Bullying is aggression (imbalance of power), but does not necessarily involve physicality. The term conflict means a shock, a clash. It suggests differences between two individuals, two groups or an individual and a group. Conflicts restricted to individuals on an equal power footing are not necessarily considered bullying, however they could be considered violent.

The following actions constitute bullying if they meet the above-mentioned criteria:

Direct (Physical):

- Hitting, kicking, punching
- Pushing, shoving, spitting
- Taxing forcing others to hand over money or possessions
- Forcing someone do something they don't want to do.



Direct (Verbal):

- Name calling
- Teasing, insults, putdowns
- Threats of any kind
- Making fun of someone because of their appearance, physical characteristics or cultural background
- Making fun of someone's actions
- Hurting others based on gender, sexual orientation, religion or ethnic background



Indirect: (social and psychological)

- Excluding others from an activity or a group
- Spreading untrue stories about others
- Making inappropriate gestures
- Taking, hiding or damaging something which belongs to someone else
- Sending offensive emails or text messages
- Inappropriately using websites, chat-sites or camera phones

Cyber-Bullying:

- Threats, insults, rumours
- Identity theft
- Harassment, discrimination, denigration, defamation
- Filtering or online blocking
- Inappropriate messages (violent, sexual)
- Posting fights/incidents on YouTube, Face Book or other sites

The lists above are not exhaustive. They are intended to provide examples of the various types of bullying.

The misuse of technology to threaten, ridicule, spread rumours or defame character will not be tolerated and represents a violation of school safety protocols and as such may warrant suspension, police involvement or expulsion.



STOP CYBER BULLYING

BE IT STOPS U

RESPECT FOR OTHERS

ATTITUDE

Students are expected to show respect for all members of the RHS community by being polite and cooperative at all times.

In compliance with the desire to establish a safe school, all forms of harassment such as bullying, cyber-bullying, racial/ethnic harassment or discrimination along with all threats/acts of physical, psychological or verbal violence, vandalism or miscreant behaviour causing harm will not be tolerated. Police may be called and a report may be filed for any one of these behaviours.

A student who refuses to identify him or herself to a staff member or who refuses to accompany a staff member to the office will be exhibiting insubordinate behaviour and be eligible for sanctions.

Offensive language is never acceptable whether it is directed at someone or not.

Students are expected to obey the designated rules of conduct for those special areas of the school such as labs, wood-shop, library, gym, cafeteria, ping-pong area, and bus ramps. These rules are designed specifically for the safety of students.

Bullying runs contrary to the values of the RHS community. All constituents believe that every student has a right to attend school without being demeaned or abused. Parents, students and staff will do their utmost to protect and ensure the dignity of students. We also understand that the only effective deterrent to bullying is education aimed at the bully, the bullied and the bystander. The bully must also accept responsibility for his/her actions with the full understanding that such contempt for the dignity of others carries swift consequences.

REPORTING BULLYING

Keeping quiet is not an option.

How to recognize a victim of bullying

A student who is being bullied might not have any physical injuries. To be able to make a difference, we need to **listen and be attentive** to recognize the signs. Victims often try to mask the signs because they are scared of reprisals. The indicators can be very subtle and include, but are not limited to the following.

- A change in the student's behaviour during social interactions
- The student seems anxious or depressed (sad, unhappy, irritable)
- A sudden loss of interest in activities he or she liked to do
- Low self-esteem
- A fear of walking in certain parts of the school
- A drop in academic performance for no apparent reason
- The student often says that he or she feels sick
- Talk of suicide, running away or dropping out

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How to recognize a bully

We can often identify bullies by looking for the following traits. This list is not exhaustive.

- A strong desire to dominate
- Poor interpersonal skills
- A belief that aggression is a good way to solve a conflict
- See hostility where there is none
- They feel little remorse and have difficulty showing compassion.

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Students who witness acts of bullying must report them to a trusted adult (e.g., teacher, administrator, guidance counsellor, behavior technician, supervisor, etc.). The false notion that reporting an act labels someone a “rat” or a “snitch” must be dispelled. Students must understand that reporting such incidents makes them better citizens and that they become part of a system aimed at improving everyone's quality of life. **It is everyone's responsibility.**



The Specific Role of the School Administration

- Is responsible for setting up a [plan to prevent and deal with bullying and violence at school, and for ensuring that this plan is carried out](#)
- Is responsible for establishing the rules of conduct that delineate what constitutes acceptable and unacceptable behaviour, as well as disciplinary measures
- Establishes systems for submitting a complaint concerning bullying or violence
- Takes all complaints concerning bullying or violence seriously
- Sets out processes for recourse and reintegration when a student is suspended
- Sends a report summarizing each complaint and its outcome to the principal and the student involved

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The Role of Teachers and Staff

- Evaluate the physical risk and put a stop to the incident. (Seek help if necessary.)
- Explain clearly and firmly that this type of behaviour is unacceptable. If there are witnesses nearby, make sure they also hear you.
- Report the incident to the appropriate authorities and write a report.
- Refer to the school's policy on dealing with bullying and take action according to your position and responsibilities.
- Depending on their respective needs, send the students involved to the administration, guidance counselor, school psychologist or psycho-educator, the social worker, the behavior technician or contact the school's local CSSS.
- Offer your support to the victim. (Be very careful not to make him or her feel more vulnerable by speaking as though he or she is defenseless.)
- NEVER dismiss or downplay a report of bullying or violence.
- NEVER take it for granted that this is an isolated incident.
- Reassure the victim or witness that he/she was right to report the incident.
- If you feel that the victim's safety or your own safety is at stake, do not hesitate to contact the police.
- Make sure that you properly identify the students who are being bullied and those who are the bullies.
- Listen to victims and witnesses of bullying who confide in you, and take them seriously.
- Listen to parents who talk to you and work with them to find solutions.
- Talk to the parents of bullies to make them aware of the situation.
- Organize bullying awareness and prevention activities in the classroom in conjunction with professionals who are specialized in the area.
- Encourage students to report incidents of bullying whenever they witness them.

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Although cyber-bullying takes place in cyberspace (in most cases off school grounds), it often draws upon events that have happened at school. Also, many of the repercussions of cyber-bullying manifest themselves at school.

- Be attentive to students in order to detect any type of cyber-bullying.
- Be aware of online activity during computer labs and limit access to social networks.
- Prepare workshops on the use of social networks to remind students how important it is to respect others' privacy. Remind them that they must not snoop around in anyone else's computer files, MP3 players or cell phones.
- Create awareness among students of how far-reaching online activities can be. They must never write something that they wouldn't say to another person face to face.
- Encourage them to **interact with others in a positive way**.
- Teach them to **respect other people's online space**.
- Explain to them that **spreading** rumours, **revealing** personal information and **sharing** photos or videos without someone's permission can be as **harmful** as physical violence.
- Explain to them what will happen if they continue to bully others (suspension, expulsion from school, complaints filed with the police, legal proceedings).

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Acts of bullying, cyber-bullying and violence must be reported. Everyone has a right to feel safe, however everyone has the responsibility to contribute to a safe environment. Walking away or turning a blind eye to bullying is a contributing factor to the propagation of the problem. We must all be a part of the solution. We must denounce the actions *and* the bully in order to protect the victims as well as potential future victims. These acts must not be tolerated. Immediate intervention is necessary.

We must intervene when we witness bullying.

The Role of Parents

Recognize the signs that your child is being bullied

Someone who is being bullied might not have any physical injuries. You need to be attentive and listen to your child in order to recognize the signs of bullying and take action.

- A change in your child's behaviour at home
- Your child seems anxious or depressed (sad, unhappy, irritable)
- A sudden loss of interest in activities he or she liked to do
- Low self-esteem
- A fear of going certain places (e.g., school, mall, movies, park)
- Your child stopped going online.
- A drop in academic performance for no apparent reason
- Your child often complains that he or she feels sick
- Talk of suicide, running away or dropping out

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As a parent, you can do something.

- Stay calm. Your child needs comforting.
- Take the time to **listen** to him or her.
- Ask your child if he/she can describe what has happened in detail.
- Don't blame your child. Reassure him/her that this is not his/her fault.
- Seek support.

How can you intervene on your child's behalf?

- Talk to your child's teacher, to another staff member at school*, to the coach, or to any other individual who might be aware of the situation and can help your child. Take immediate action.
- Encourage your child to **denounce the bully or bullies**. Explain that there's nothing wrong with doing so, and that it shows courage.
- Show your child that you are there for him/her and that you are going to help find a solution.
- Tell your child to **avoid any kind of retaliation or revenge**.
- If possible, encourage your child to stay close to friends he/she can count on. In a group, potential victims are less likely to be bullied and will find it easier to defend themselves.
- **Be aware** of your child's behaviour and, after a few days, call back the individual(s) that you have contacted for help.

If the situation is so serious that it is having an impact on your child's day-to-day activities, ask for help from a psychologist, guidance counselor or social worker at the school or your local CSSS, family services or any other community service.

Don't wait for the situation to get worse. Alert the school staff to the bullying*.

*** Here are the steps to take in order to contact the school:**

This procedure is recommended by Dr. Égide Royer, research professor in the Education Sciences faculty at Université Laval and co-director at the Canadian Observatory on School Violence Prevention.

- Contact the school administration so that they can intervene effectively between your child and the bully, in accordance with the school's policy on preventing and dealing with bullying. They must get back to you within 48 hours to notify you of the steps they've taken to resolve the situation.
- If you don't hear from them, contact the school administration again in writing (email or letter) and send a copy of the correspondence to the school board.
- At any time after 48 hours have passed, you may contact the school board's Student Ombudsman to report the situation and request that he or she intervene at both the school board and the school to stop the bullying. Ask them to contact you within 48 hours.
- A parent or student may complain to the school board (section 220.2 of the *Education Act*).
- A parent or a student may receive help from the school board to draw up the complaint or to take any steps related to it (section 3 of the *Regulation* respecting the complaint examination procedure established by a school board).

If you consider that your child is not safe or that he or she is the victim of a criminal act (harassment, sexual assault, threats, extortion, etc.), do not hesitate to contact the police. You have the right to do so, no matter what the school is doing to deal with the bullying.

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SUPPORT FOR VICTIMS

The Role of the Victim

Victims of bullying at Rosemere High School have many resources and allies. However, their best advocate is themselves. Taking a stand, reporting incidents and being proactive about their own safety and wellbeing are crucial elements in curtailing bullying. When students speak up, they become an integral part of the solution.

- **REPORT! REPORT! REPORT!**
- Bullying is serious and should NEVER be tolerated. Don't put it off. Turn to an adult you can trust (e.g. a parent, teacher, administrator, counselor, coach, janitor, monitor) and tell him/her what's happening. Standing up for yourself is great, but sometimes it's not enough. You're not being a snitch if you report bullying – you need to do it if you want it to stop.
- Don't wait!
- If it has been going on for a while, don't allow it to get worse.
- Take a stand!
- It isn't easy, but try to stay calm.
- If you can, stay close to the friends you can count on. In a group you're less likely to be bullied and you will find it easier to defend yourself.
- Speak up!
- If you ever feel that you are in immediate danger, that you are the victim of a crime or that someone is threatening you, don't hesitate – contact the police.
- You are not to blame. No one deserves to be bullied.

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The Role of the School

Upon receiving information, the administration shall act promptly to ensure that all parties and their families have the best possible support.

- Investigate community resources (e.g., C.S.S.S., police, D.Y.P, Kids Help Phone).
- Information meetings for parents
- Offer resources to parents.
- Provide strategies to student to prevent/handle future incidents.
- Share step-by-step process that was followed (while respecting anonymity).
- Determine assistance/services that may be needed.
- Outline conditions of return (both perpetrator and victim).
- Academic support to be provided if necessary
- Switching schedules if necessary
- Allow student to express worries, concerns and fears.
- Provide victim with support (staff, guidance counselor, psychologist).
- Monitor situation after it has been dealt with – long-term response
- Making specific staff members aware, so they can monitor/and support the student.
- Follow up with victim to make sure everything is still going well.
- Meeting with witnesses
- Examination of student dossiers
- Consult with student services.
- Communicate with parents and appropriate authorities.
- Communication with school board/directorate if necessary.
- Arrange meetings for victims with behavior technician, guidance counselors, psychologists, CSSS, nurses.
- Peer mediation (training needed for students)
- Development of teacher-student mentoring program



The school shall provide counseling for victims. RHS has many resources to help students through difficult times. They may meet with the following staff members who will either directly help them or guide them toward someone who will.

- Guidance counselor (3)
- Psychologist (1)
- Nurse (1)
- Behavior Technician (1)
- Attendants (3)
- Student Supervisors (3)
- Teachers (74)
- Administration (5)
- Secretaries (4)
- Caretakers (2)
- Librarian (1)
- T.O.S. (1)



Everyone at RHS has a responsibility to ensure a safe environment for our students. Although each staff member has a specific role, we all have the obligation to act in situations of bullying.

Each victim is different and requires individualized attention. While one student may need several sessions of intervention over a long period of time, another may require none. A case-by-case assessment is needed to provide each individual with the appropriate intervention.



PREVENTION

Being proactive is the key to preventing acts of bullying in school. The entire staff at RHS is committed to a safe and positive environment.

In order to reduce incidents of bullying, Rosemere High School has put in place the following measures:

- Its Governing Board approves the Rules of Conduct and reviews them yearly.
- The participation in the Tell Them From Me survey
- The participation in a longitudinal McGill study on the contextual influences on bullying behavior and victimization in high schools
- Professional development offer for staff
- Internet awareness
- In class activities in ERC classes researching and discussing different facets of bullying
- Assemblies to educate students on bullying
- Anger management sessions for targeted students
- Social skills programs with our behavior technician
- Discussions, prevention, reminders, sensitization during staff meetings
- Teacher presence and intervention during recess and lunch (active supervision)
- Student supervisor presence and intervention during recess and lunch
- Administrators being visible and accessible during recess and lunch
- Contacting parents for support before situations degenerate
- Guidance counselor intervention when a problem is detected
- Psychologist intervention when a problem is detected
- Administration intervention when a problem is detected
- At risk students being identified early and working closely with appropriate support
- Lunch time activities (e.g., weight room, gyms, intramural sports, art club, math club, drama, music room and more)
- Morning check-in with administration and/or behavior technician
- Visits and discussions with local police



DISCIPLINARY SANCTIONS

Every single case of reported bullying is examined at RHS. Though some instances are far more severe than others, each case is handled with due diligence and compassion.

Specific disciplinary sanctions result from the nature, severity and repetitiveness of the acts. The particular context of each situation will determine the consequences. Some examples to consider are intent, age, age difference between bully and victim, special needs of victim (if any), cooperation from bully, remorse and understanding, and many others.

Minor Incidents

- Discussion with the adult who witnesses or is told of the incident.
- Reflection time— discussion with supervising staff about the incident and how better to deal with similar situations should they occur
- Reflection sheets
- Social skills program (proactive)
- Phone call to parents
- Detentions
- Meeting with bully and victim

Moderate Incidents

- Student immediately sent to the office or designated place.
- Loss of privileges, community work (lunch hour and recesses)
- Loss of privileges (ECA's, social activities, sports)
- Social skills groups (targeting specific skills)
- Phone call or meeting with parents
- In-school suspensions
- Out-of-school suspension
- Meeting with bully and victim

Severe Incidents

- Out-of-school suspension more than 5 days (need board approval) with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
- Student moved to another school.
- Expulsion
- Police involvement
- Community service

FOLLOW-UP

In order to have successful interventions, it is crucial for the school to follow up on every case. To help prevent further acts of bullying, a proper follow-up must be made.

This may be done through a variety of methods.

- Communication with parents
- Finding appropriate in-school support services for both bully and victim (guidance counselor, psychologist, behavior technician)
- Finding appropriate services in the community (e.g., CSSS, police, drug counseling, therapist, etc.)
- Anger management and social skills training sessions
- Counseling depression and anxiety
- Drug intervention
- Signaling Youth Protection
- Developing strategies to prevent future incidents through a team approach (i.e., guidance counselor, behavior tech, school psychologist, social worker)
- Suggest outside resources when necessary.
- Meeting with parents
- Follow up with bullies to make sure they are still on track.
- Daily meetings with bullies and/or victims
- Daily sign-ins for bullies with our behavior technician
- Changing student schedules to avoid conflict
- Transfer to another school (extreme cases)
- Temporary loss of privileges
- Permanent loss of privileges
- Psychological intervention for victim and parents
- Discussions with witness and parents
- Ensuring that disciplinary sanctions are upheld
- Meet with guidance counselor, behavior technician, psychologist, social worker to formulate a plan
- Ensure that amends are made (e.g., apology, community service, financial restitution if property was damaged, positive action toward victim.)

RESOURCES FOR STUDENTS



MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

SCHOOL OMBUDSMAN

www.mels.gouv.qc.ca

Tel: 1 866 277-3553 - Suicide is not an option.

Unfortunately, bullying and violence are factors in the risk of suicide. If you're concerned, **call 1-866 APPELLE (277-3553)**.

This free, confidential helpline will connect you with a suicide prevention resource in your area any time, day or night, 7 days a week.

TEL-JEUNES
www.teljeunes.com
1 800 263-2266

TEL-JEUNES is a free, confidential resource for young people throughout Quebec, available 24 hours a day, 7 days a week. Whether by telephone or via the Internet, professional counsellors establish a relationship of trust with young people, answer their questions, and help them through whatever problems they are facing.

<http://en.teljeunes.com/home>

KIDS HELP PHONE'S telephone counseling is anonymous, confidential, immediate and ~~staffed by professional counselors.~~

Available 24 hrs. a day

Toll free. **Tel: 1 800 668-6868**

<http://www.kidshelpphone.ca/en/home.asp>



ALATEEN

Hope and Help for Young People who are the relatives
and Friends of a Problem Drinker

ALATEEN is part of Al-Anon, which helps families and friends of alcoholics recover from the effects of living with the problem drinking

Tel: 450-434-1657

<http://www.ga-al-anon.org/Library/alateen.html>



9-1-1 Emergency Centre

For all urgent situations requiring immediate help, dial 9-1-1.



RESOURCES FOR STUDENTS (cont'd)

Directory for Québec police services (in French only)

<http://www.securitepublique.gouv.qc.ca/police/bottin-services-police.html>

The Sûreté du Québec

<http://www.suretequebec.gouv.qc.ca>

Infocrime (in French only)

<http://www.infocrime.org>

Parents Line : 1 800 361-5085

<http://www.parentline.net>

CSSS Health and Social Services

Located in every region across Quebec, the *Accueil psychosocial des CSSS* can help parents deal with situations in which their children are being bullied.

<http://www.msss.gouv.qc.ca/en/repertoires/csss/>

Public Safety Canada

www.publicsafety.gc.ca



Public Safety Canada
Sécurité publique
Canada



Canadian
Red Cross

RespectED: Violence & Abuse Prevention

<http://www.redcross.ca/article.asp?id=5&tid=003>

C.L.S.C Thérèse-de-Blainville

Tel : 450 430-4553

Le Petit Patro – Adolescent in difficulty

Tel : 450 430-5482

S.O.S. Violence conjugale

Tel : 1 800 363-9010

Suicide Action

Tel: 514-723-4000

Youth Protection

Tel: 1-800-361-8665



5 QUESTION FORMULA*

When we interview victims and witnesses, it is sometimes difficult to accurately ascertain pertinent information about specific incidents. Inaccurate information, lack of details or distortion of actual events can have a tremendous impact on the course of action needed to resolve the conflict.

Before completing a “Bullying Report”, it is crucial to take the time that is necessary to obtain accurate information. This process can be made easier by following the “5 Question Formula” presented below. This simple and effective method can help improve the precision with which we report bullying incidents.

Sample opener might be:

“Before we begin, I would like to ask you to answer the next few questions with a one word answer before we go into any detail.”

OR

“Before we begin, I would like to get some simple questions out of the way. And I will need only one word answers before we go into more detail.”



5 QUESTION FORMULA

QUESTION 1:



WHO was involved? Record and Document Names

Did anyone else see this abuse? Record and Document Names

Reason: This question relates to the presence of bystanders. As the reporting progresses you will be able to ascertain if the bystanders were henchmen, or skilled and tried to help.

QUESTION 2:



WHEN did this happen? Record and Document the Time/Date

Reason: allows you to check on who was on duty at the time and to verify with them regarding any unusual behaviour.

QUESTION 3:



WHERE did this happen? Record and Document the Location

Reason: You are now addressing the repetitiveness of the action and intent to harm.

QUESTION 4:



HOW did this happen? Record and Document in Entirety

Reason: you are now beginning to address the **Bully Formula** which requires you to review whether this is considered normal conflict or abnormal conflict. Apply the **four questions** at this time (**imbalance, intent, repetitive and terror**).

QUESTION 5:



WHAT else would you like to add at this time that we may have not touched upon? Record and document

Reason: Opportunity for victim to reflect, or to share something intensely painful, or to share new feeling and fears.

WHAT would you like to do about this situation before I get involved? Record and document

Reason: This allows the individual to calmly review their situation and offer a consequence. It also offers the individual an opportunity of personal growth, in that, they are actually “owning their problem and owning the solution.” Sometimes it may be as simple as, “I think I am going to talk to him/her”. However, the severity of the behavioral incident will dictate if this is a wise remedial measure for the victim to take.

*The 5 Question Formula was developed by Gina Lennox Shapiro (B.Ed., B.S.W., M.S.W.) as part of an anti-bullying plan for the Portage Treatment Center.



BULLYING REPORT

Date: _____ Referred to S. Traylen (Sec. V) G. Spillane (Sec. III & IV)
 S. Jakalian (Sec. II-WOTP, IPL-C) T. Miscio (Sec. I)

Name of Victim(s) and Level: _____

Name of Aggressor(s) and Level: _____

Reported by: _____

Nature of Incident:

- Physical
- Emotional
- Verbal
- Legal (extortion, stealing, damaging personal property)
- Other (specify): _____

Place of Incident:

- Classroom
- Common Areas (cafeteria, school yard, washroom, library, corridor, locker room)
- Bus
- Off school property
- Online (Facebook, Twitter, texts, emails)

Frequency of Incidents:

- Isolated Act
- Happens on Occasion
- Happens Repeatedly

Description of Incident:
