



Respectful and Responsible Relationships: There's No App for That

The Report of the Nova Scotia
Task Force on Bullying
and Cyberbullying

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*On behalf of the Nova Scotia Task Force
on Bullying and Cyberbullying*

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Preface

“Bullying is a major social issue throughout the world and is one of the symptoms of a deeper problem in our society: the deterioration of respectful and responsible human relations.

The magnitude of the problem is daunting and there are no simple solutions on the horizon. There are, however, some effective strategies.”

Wayne Mackay

Chapter 4: Law and Policy: Anchoring Change

“When bullying is widely regarded by students, school authorities and people in general as being unacceptable and ultimately unthinkable, the incidents of bullying and cyberbullying will greatly diminish.

Laws can be one part of a campaign to expose bullying as a behaviour that, to use common parlance, is definitely not cool.”

Chapter 4 Recommendations

Page 64

27. It is recommended that the Department of Education ensure that students who participate in bullying in any form be found to have committed student misconduct, and that as a consequence of this behaviour be provided the opportunity to participate in a restorative approaches program and/or face progressive discipline in the form of suspensions, alternate suspensions (such as the YMCA program) expulsions, or other consequences.

31. It is recommended that section 122 of the *Education Act* and section 47 of the *Ministerial Education Act Regulations* be amended by the Nova Scotia Legislature to define clearly the jurisdiction of school authorities to deal with instances of misconduct including bullying and cyberbullying that take place off school grounds and that have a detrimental effect on the school climate.

Chapter 4 Recommendations

Page 65

34. It is recommended that section 25 of the *Education Act* be amended by the Nova Scotia Legislature to include a provision requiring parents to take reasonable steps to be aware of their children's online activities, at least to the extent that such activities may detrimentally affect the school climate, and to report relevant information to the school principal or other relevant staff.