

BULLYING PREVENTION AND INTERVENTION

**AS 29.0
Section B
June 2014**

PREAMBLE

Consistent with our Catholic faith and our commitment to fostering healthy school climates, the Nipissing-Parry Sound Catholic District School Board believes that:

- Bullying adversely affects students' ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Positive School Climate

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach involving all educational and community partners is needed to bring about systemic change.

The following are among the characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

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Suspension/Expulsion

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying is one of the activities for which suspension must be considered.

Principals must suspend a student for bullying and consider referring that student for expulsion if:

- (1) The student has previously been suspended for bullying; and
- (2) The student's continuing presence in the school creates, in the Principal's opinion, an unacceptable risk to the safety of another person.

When both of these conditions are met, the Principal must suspend the student and consider referring the student for an expulsion hearing.

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the *Education Act*, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

DEFINITION OF BULLYING

"Bullying" means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

"Bullying" behaviour includes the use of any physical, verbal, electronic, written or other means.

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Cyber-bullying

Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Harm, as used in this memorandum, means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

In the course of a day, there are many “teachable moments” when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who may be at risk, to develop the skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, vice-principals, their parents, and others, can be used to help them improve their social skills.

Prevention and Intervention

The Board has a comprehensive prevention and intervention strategy that includes the Board Code of Conduct that sets expectations for appropriate student behaviour. The prevention and intervention strategy also includes teaching approaches that support school-wide bullying prevention and awareness. The focus is on healthy relationships that highlight equity and inclusive education principles throughout the Catholic curriculum in daily classroom instruction and school activities. Schools need to provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives.

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<p>In addition to the above, the Board will undertake the following initiatives:</p> <ul style="list-style-type: none"> • <i>School Climate Surveys</i> <p>As per PPM 144 Bullying Prevention and Intervention (December 5, 2012), the Board is required, as part of its monitoring and evaluation of policies, to conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to issues of bias, prejudice or hate.</p> <p>The Board will inform parents that the school climate surveys are voluntary and they can choose to not have their child participate in the process. The Board will ensure that surveys are anonymous.</p> <p><i>Board and School Bullying Prevention and Intervention Plans (Appendix B)</i></p> <p>The Board will establish a bullying prevention and intervention plan for the schools of the Board, and require that all schools implement the board’s plan in accordance with subsection 303.3 (1) of the <i>Education Act</i>. When establishing its plan, the views of students, teachers, principals, and other staff of the Board, volunteers working in the schools, parents, school councils, and the community will be solicited in accordance with subsection 303.3 (3) of the <i>Education Act</i>. The views of the Board Special Education Advisory Committee and District Catholic School Council Parent Involvement Committee will also be solicited, along with other community partners (e.g., social service agencies; mental health agencies; members of First Nations, Metis, and Inuit communities; and other appropriate community groups).</p> <p>The plan must be made available to the public on both the Board and schools websites. The bullying prevention and intervention plan must be reviewed every two years, and be consistent with the policies in PPM 144 (Bullying Prevention and Intervention, December 5, 2012) and all of the policies and procedures of the Board.</p> <p>Programs, Interventions, and Other Supports</p> <p>As per subsection 170(1)7.2 of the <i>Education Act</i>, the Board provides programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. The programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in these fields.</p> <p><i>Strategies in Support of Bullying Prevention and Intervention</i></p> <ul style="list-style-type: none"> • Schools will establish programs, such as bullying prevention and citizenship development, as well as positive activities designed to promote the building of healthy relationships and appropriate behaviour. • Schools will focus on prevention and early intervention as a key to maintaining a positive school environment in which students can learn. 	

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- Schools will develop prevention measures and initiatives that include the whole school and all aspects of school life.
- A positive “school climate” is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school.

Opportunities for Bullying Prevention Training

- All students will have the opportunity to participate in bullying prevention training and leadership initiatives within their own school.

In addition to teachers and administrators, other staff, such as educational assistants, social workers, school support staff, and other members of the community all play an important role in supporting students and contributing to a positive learning and teaching environment.

Teaching Strategies

- Teaching strategies will support the school-wide bullying prevention strategies.
- Teaching strategies will focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.
- In every grade, curriculum expectations will include bullying prevention strategies such as conflict resolution and peer mediation. Teachers must be aware of these links and use them to promote tolerance, respect and empathy, all of which are important components of bullying prevention.

Intervention Strategies

- Intervention to stop bullying is a community responsibility including school administrators, teachers, Board professional staff, parents, students, parish teams and community agencies.
- The goal of intervention measures is to stop incidences of bullying and to foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.
- Intervention will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate student behaviour and builds upon strategies that promote positive behaviour.
- Intervention strategies range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies.
- Ongoing intervention may be necessary to sustain and promote positive student behaviour.

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- Information about reporting incidences of bullying safely and in a way that will minimize the possibility of reprisal will be provided to students and parents.

Roles and Responsibilities

Bullying prevention requires input and participation from everyone in the school community. All stakeholders have a role to play to prevent bullying.

1. Principal

In addressing bullying prevention and intervention, the principal will take a leadership role in the school. They will provide leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions and inaction in the face of bullying;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring the communication of local bullying prevention policies includes a communication plan that outlines how these provisions will be made clear to the entire school community.
- providing an example of respect and civility for all members of the school community.

2. Teachers and Other School Staff Members

- Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:
 - help students work to their full potential and develop their sense of self-worth;
 - empower students to be positive leaders in their classroom, school, and community;
 - communicate regularly and meaningfully with parents;
 - maintain consistent standards of behaviours for all students;

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- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibility of citizenship.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school.

In addition, teachers must assist the principals by reporting incidents of bullying and assisting the principal in conducting an investigation.

3. *Parents*

As primary caregivers and original role models for their children, and as partners in Catholic Education, parents play an important role in the education of their children and have a responsibility to support the school community in maintaining a safe, inclusive and accepting learning environment for all members. Parents fulfill their role when they:

- Are actively engaged in their child's learning, social development and faith development;
- Regularly engage in two-way communication with their child's teacher(s) and support staff;
- Read and familiarize themselves with information provided by the school regarding Ministry, Board, and School Policies;
- Support and model behaviour outlined in Ministry, Board and/or School Policy by demonstrating respect for all students, staff, volunteers, the other parents and members of the community;
- Work with the school community to prevent, address, and correct discipline issues involving their child.
- Parents also assist staff and Principals through representation on local Catholic school councils and participation in establishing the school's Code of Conduct and Bullying Prevention and Intervention Plan.

4. *Students*

Ideally, bullying prevention strategies will engage students to examine their own behaviour as perpetrator, victim, or by-stander, and commit to a shared mission of safe and healthy schools free from bullying.

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Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- fulfills the Ontario Catholic Graduate Expectations and lives the Gospel message;
- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

Students are also expected to:

- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- be courteous to fellow pupils and obedient and courteous of teachers and school staff;
- show respect for school property; and
- understand and comply with their school's code of conduct.

5. *Notifying Parents* (see Appendix C – Principal Incident Tracking Form for Student Incidents Involving Bullying)

Section 300.3 of the *Education Act* specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity

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This section of the act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his or her engagement in the activity

Principals must also notify the parents of students who have engaged in serious student incidents, including bullying and cyber-bullying. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to his or her engagement in the activity.

When notifying parents of these incidents, the Principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

Notwithstanding the above, a Principal shall not notify a parent if, in the opinion of the Principal, doing so would put the student at risk from harm from the parent, such that parental notification is not in the student's best interest. In such a case, the Principal must:

- document the rationale for this decision and notify both the teacher who reported the incident, as well as the appropriate supervisory officer;
- inform other Board employees of the decision, if appropriate; and
- refer students to Board resources or community-based service providers that can provide the appropriate type of confidential support when parents are not called.

All Board employees, in those circumstances where there is reason to believe that a student may be in need of protection, must call the Children's Aid Society in accordance with the requirements of the Child and Family Services Act.

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<p>Reporting to the Principal</p> <p>Any employee of the Board, once they are aware of a serious student incident (including bullying and cyber-bullying), he or she shall report this incident to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation regarding the reporting of the incident, but it must be reported before the end of the school day. A verbal report may be made in cases of immediate action, followed by a written report when it is safe to do so.</p> <p>The written report is completed within the context of a locally developed “Safe Schools Incident Reporting Form – Part I” (see Appendix A). The Principal will investigate all such reports submitted by Board employees. Once the investigation is complete, the Principal will provide the employee with written acknowledgement using the “Safe Schools Incident Reporting Form – Part II” (see Appendix A). If no further action is required (i.e. no disciplinary action is undertaken), the Principal is not required to retain these reports. In Part II, information that could identify the student(s) involved must not be part of the acknowledgement to the employee.</p> <p>If the Principal has decided that action must be taken and has taken action as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record (OSR) of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed in the student’s OSR.</p> <p>In the case of the student who has been harmed, no information about the incident must be placed in the OSR, unless the student’s parents expressly request that the Principal do so.</p> <p>In situations where the student who has been bullied has also engaged in a serious student incident, information regarding that specific incident and the action taken will be placed in the student’s OSR.</p> <p>All forms and documentation related to the above must be kept in the OSR for a minimum of one (1) year.</p> <p>In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the <i>Education Act</i>. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student’s doing physical, emotional, or psychological harm to him or herself or to others.</p>	

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<p>In addition to employees of the Board, third parties, specified below, who are under contract or agreement with the Board are required to report such incidents in writing to the Principal of the school. These include reporting requirements for:</p> <ul style="list-style-type: none"> • school bus drivers as expressed in Board transportation policies and contracts; • employees and contractors as a condition in their agreements with third-party operators who are providing before, and/or after-school programs for Full Day Kindergarten on the school site; and • any other individuals who are not employees of the Board who come into contact with students on a regular basis. <p>6. <i>Professional Development Strategies for Administrators, Teachers, and Other School Staff</i></p> <p>The Board is committed to providing annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate. Curriculum-linked training strategies on bullying prevention and intervention will be made available to all administrators, teachers, and other school staff the resources and support they need. The strategies will include ways of responding to all forms of bullying.</p> <p>7. <i>Communication and Outreach Strategies</i></p> <ul style="list-style-type: none"> • This policy will be posted on the Board web site and communicated to principals, students, parents, teachers, committees of the Board, Catholic School Councils, volunteers and school bus operators or drivers and other school staff; • Each member of the school community, including, but not limited to, principals, teachers, parents and students will be made aware of their roles and responsibilities under this policy; • The Board will make every effort to share this information with parents whose first language is a language other than English upon request. <p>Monitoring and Review</p> <p>The Board will establish a monitoring and review process to determine the effectiveness of the Bullying Prevention and Intervention Policy and its related procedures. This process will include the following:</p> <ul style="list-style-type: none"> • an analysis of the school climate through anonymous surveys of students, staff members and parents provided by their schools; and • performance indicators for monitoring, reviewing and evaluating the effectiveness of the Board’s Bullying Prevention and Intervention Policy 	

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SAFE AND ACCEPTING SCHOOLS TEAMS

Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee can assume this role. The chair of this team must be a staff member.

APPENDIX A
SAFE SCHOOLS INCIDENT REPORTING FORMS

Report No: _____	<i>CONFIDENTIAL</i> SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under subsection 306(1) of the <i>Education Act</i></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Persistent truancy <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Habitual neglect of duty <input type="checkbox"/> Wilful destruction of school property; vandalism causing damage to school or Board property located on school Board premises <input type="checkbox"/> Use of profane or improper language <input type="checkbox"/> Use of tobacco <input type="checkbox"/> Theft <input type="checkbox"/> Aid/incite harmful behaviour <input type="checkbox"/> Being under the influence of illegal drugs <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Racial harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Possession or misuse of any harmful substances <input type="checkbox"/> Hate – motivated violence <input type="checkbox"/> Extortion <input type="checkbox"/> Distribution of hate material <input type="checkbox"/> Inappropriate use of electronic communications/media <input type="checkbox"/> Conduct injurious to the moral tone of the school <p>Activities for which expulsion must be considered under subsection 310(1) of the <i>Education Act</i></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student’s continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor
5. Report Submitted By:	Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____
6. FOR PRINCIPAL’S USE ONLY: Check if incident was a violent incident , as defined in Policy/Program Memorandum No. 120.	<input type="checkbox"/> Violent Incident
Information collected is under the authority Part XIII of the <i>Education Act</i> in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.	

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Investigation completed

- Principal to communicate results to the teacher at a mutually convenient time*
- Principal to communicate results to other board employees at a mutually convenient time, as appropriate*

Investigation in progress

- Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

Note: Only Part II is to be given to the person who submitted the report.

*In accordance with s.300.2 of the *Education Act*, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the *Education Act*, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.



**BULLYING PREVENTION AND INTERVENTION PLAN
(Date)**

Name of School:

Date completed (to be reviewed annually):

Members of the Safe and Accepting Schools Committee: (identify members of the committee and their role)

Policy Statement:

It shall be the policy of the Nipissing-Parry Sound Catholic District School Board that all members of the school community are expected to demonstrate a commitment to promoting and supporting positive student behaviour and a healthy school climate.

Please refer to section A of the Board Safe Schools Strategy

http://www.npsc.ca/media/70001/a_-_promoting_and_supporting_positive_student_behaviour.pdf

At (name of school) we are committed to making our Catholic school a place where:

- Students, parents, teachers and other school staff have the right to be safe, and to feel safe, welcomed and accepted;
- Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community;
- Students are encouraged to be leaders;
- Students, staff, parents and community members are expected to be positive role models and actively engaged;
- Positive behaviour is reinforced and celebrated;
- The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;
- Everyone is respected and valued.

Definition of Bullying (Bill 13)

“bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means. Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Awareness Strategies

- Complete climate survey a minimum of every two years;
- Celebrate Bullying Prevention week beginning the third Sunday in November;
- Quarterly review of the code of conduct (Sept., Nov., Feb. April), expected behaviours and definition of bullying with students and stakeholders through classroom visits, assemblies, newsletters, announcements, school council meetings, websites etc.
- *School to list other strategies in use in their school.

Programs and Prevention**Individual Level:**

- Foster respectful relationships and understanding with those around you.
- Hold meetings with students and their parents when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- Develop individual intervention plans for students involved in serious incidents.

Classroom Level:

- Communicate positive behavioural expectations and consistently enforce school-wide rules on behaviour.
- Hold regular class meetings/discussions and communicate regularly with parents.
- Give opportunities for social emotional learning to build and practice healthy relationships skills through classroom activities and programs.
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices.

School Level:

- Establish a Safe and Accepting School Committee.
- Provide training for staff.
- Conduct pre- and post-school climate survey results to inform practices.
- Establish and communicate school rules regarding behaviour.
- Develop bullying prevention and intervention plans.
- Review and refine the school's supervision plan, which should identify 'hotspots' or those areas difficult to supervise.

Community Level:

- Foster school-community partnerships to support the school's programs.
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community.

Intervention and Supports

Reporting incidents of bullying is the responsibility of all staff.

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying keeping in mind mitigating factors such as age, circumstances, history, IEP, a progressive discipline approach which could include the following:

- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component relevant to the behaviour;
- peer mentoring;
- detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer.

In some circumstances suspensions and expulsions may result.

Supports and Follow-up

- a) Incidents of bullying will be followed up with the students involved, the parents, the teachers and other school staff and community partners where appropriate.
- b) Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:
 - One on one and/or group meetings;
 - Learning opportunities;
 - Restorative justice;
 - Contracts or behaviour plans;
 - Referrals to board-based supports and services;
 - Referrals to community partners.

Suggested References:

The Promoting Relationships and Eliminating Violence Network (PREVNet)
www.prevnet.ca/

Policy/Program Memorandum No.144: Bullying Prevention and Intervention
www.edu.gov.on.ca/extra/eng/ppm/144.pdf

Policy/Program Memorandum No.145: Progressive Discipline and Promoting Positive Student Behaviour
www.edu.gov.on.ca/extra/eng/ppm/145.pdf

Toolkit for Safe, Inclusive and Accepting Schools on the Ontario's Institute for Education Leadership website
<http://live.iel.immix.ca/safeandacceptingschools/>

Ontario's Equity and Inclusive Education Strategy
www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Policy/Program Memorandum No.119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
www.edu.gov.on.ca/extra/eng/ppm/119.html

Ontario's Parent Engagement Policy
www.edu.gov.on.ca/eng/parents/policy.html



PRINCIPAL INCIDENT TRACKING FORM FOR STUDENT INCIDENTS INVOLVING BULLYING

1. Date of Incident _____
2. Name(s) of Student(s) involved _____

3. Who provided the information? _____
4. Describe the incident _____

A) Reporting to parents of victims

1. I advised the parent
2. I included the nature of the activity
3. I included the nature of the harm
4. I included the nature of the disciplinary measures taken
Describe: _____
5. I included the supports that will be provided
Describe: _____

B) Reporting to parents of student who engaged in the incident

- 1. I advised the parent
- 2. I included the nature of the activity
- 3. I included the nature of the harm
- 4. I included the nature of the disciplinary measures taken

Describe: _____

- 5. I included the supports that will be provided

Describe: _____

C) Supports for witnesses (where applicable)

- 1. Supports were offered

Describe: _____