

BOARD POLICY	
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POLICY TITLE

Safe Schools - Bullying Prevention and Intervention

1.0 PURPOSE

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to maintaining Catholic schools that provide safe environments for learning and working with programs in place for bullying prevention and procedures to follow when bullying incidents are witnessed and reported.

2.0 POLICY

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to use bullying prevention and intervention strategies which foster a positive learning and teaching environment for all students to help them achieve their full potential.

3.0 GUIDELINES

- 3.1 Bullying adversely affects students' ability to learn.
- 3.2 Bullying adversely affects healthy relationships and the school climate.
- 3.3 Bullying adversely affects a school's ability to educate its students. Principals shall consult with Catholic School Councils about bullying prevention and intervention as a shared community responsibility.
- 3.4 Bullying shall not be accepted on school property, at school-related activities, on school buses, or in any other circumstance (e.g. online) where engaging in bullying will have a negative impact on the school climate.

- 3.5 A bullying prevention program with intervention strategies shall be in place in all Catholic schools by February 1, 2008.
- 3.6 The Board shall maintain and update a Safe Schools Resources and Procedures Manual which includes information and procedures on bullying prevention and intervention.
- 3.7 The Board shall expect and support students to develop healthy relationships with others which support an effective learning environment in accordance with Catholic teachings.
- 3.8 The Board shall maintain a Bullying Prevention and Intervention Plan that is posted on the Board website and reviewed every two years.
- 3.9 The Board shall provide 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, intervention, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board.

4.0 TERMS AND DEFINITIONS

4.1 PPM

A PPM is a Policy/Program Memorandum developed by the Ministry of Education.

4.2 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

For the purposes of the definition of “bullying” in this section, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of “bullying” in subsection (1), 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.

4.3 AGGRESSIVE BEHAVIOUR

Aggressive behaviour is an action that 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).

4.4 HARM

Harm means injury that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

4.5 NEXUS

The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

4.6 SAFE AND ACCEPTING SCHOOLS TEAM

Safe and Accepting Schools Team is a school-based 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 (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

5.0 REFERENCES/RELATED DOCUMENTS

Ontario Education Act

Bill 212, An Act to amend the Education Act in respect of behaviour, discipline and safety, June 4, 2007

Subsection 302(3.4) of Part XIII of the Education Act.

Ministry of Education Policy/Program Memorandum (PPM) 144, October 4, 2007

Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

Municipal Freedom of Information and Protection of Privacy Act

Ontario Human Rights Code

Provincial Code of Conduct

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010;

Ontario’s Equity and Inclusive Education Strategy, 2009;

English Language Learners: ESL and ELD Programs and Services, 2007

Ontario Regulation 298

Ontario Regulation 472/07

PVNCCDSB Safe Schools Resources and Procedures Manual

PVNCCDSB Records Management Manual

Religious and Family Life Education Programs

Catholic Virtues in Action

Special Education: A Guide for Educators

Bill 157, An Act to Amend the Education Act, Keeping Our Kids Safe at School, June 5, 2009

Policy/Program Memorandum No. 128, Provincial Code of Conduct and School

Board Code of Conduct
Policy/Program Memorandum No. 144, Bullying Prevention and Intervention
Policy/Program Memorandum No. 145, Progressive Discipline and Promoting
Positive Student Behaviour

6.0 RELATED POLICIES

Policy 801, Safe Schools - Suspension, Expulsion, and Appeal
Policy 802, Safe Schools - Progressive Discipline and Promoting Positive
Student Behaviour
Policy 709, Safe Schools - Code of Conduct
Policy 706, Valuing Diversity

7.0 RELATED FORMS

Safe Schools Forms (See PVNCCDSB Safe Schools Resources and Procedures
Manual)

8.0 APPROVED BY BOARD

January 22, 2008

9.0 EFFECTIVE DATE

October 22, 2013

10.0 POLICY REVIEW DATE

October 2018

11.0 REVIEW BY

Superintendent of Schools - Safe Schools