

| ADMINISTRATIVE PROCEDURES | |
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ADMINISTRATIVE PROCEDURE TITLE

Safe Schools - Bullying Prevention and Intervention

1.0 ADMINISTRATIVE PROCEDURE

- 1.1 The board will establish a bullying prevention and intervention plan for the schools of the board, and will require that all schools implement the board's plan in accordance with the Education Act.
- 1.2 When establishing the plan, the board will:
 - (a) solicit the views of students, teachers, principals, and other staff of the board, volunteers working in the schools, parents of the students, school councils, and the local community and
 - (b) consult with the Special Education Advisory Committee and with community partners, including social service agencies, mental health agencies, members of First Nations, Métis, and Inuit communities, and other appropriate community groups.
 - (c) consult with the Parent Engagement Committee.
- 1.3 The board's plan will be made available to the public on the board's website.
- 1.4 Principals will post the board's plan on the school website or, if the school does not have a website, principals will make it available to the public in another appropriate manner.
- 1.5 The Board will review the bullying prevention and intervention plan periodically (e.g., at least once every two years). The Board will solicit the views of those listed above when reviewing the plan.
- 1.6 A Bullying Prevention Program with intervention strategies will be in place in all Catholic schools.

- (a) School staff, under the direction of the principal, will implement a bullying prevention program and implement a continuum of anti-bullying intervention strategies in accordance with the policies of the Board and the Ministry of Education to ensure student cooperation and effective participation in a positive and safe learning environment.
 - (b) Bullying prevention strategies are foundational to the teaching about relationships in the Religious and Family Life Education and the Catholic Virtues in Action programs.
 - (c) Reading material lists and collections at schools will include books which directly address bullying.
 - (d) School staff, under the direction of the principal, will provide opportunities for students to participate in bullying prevention and leadership initiatives within the school.
- 1.7 Intervention Strategies will be used to stop incidences of bullying and to restore positive relationships among students which support their unfettered engagement in learning.
- (a) School staff, under the direction of the principal, will involve community partners. Intervention to stop bullying is a community responsibility including school staff, Board professional staff, parents, parish, police, and community agency support.
 - (b) Anti-bullying intervention will follow the guidelines of progressive discipline up to and including consideration of suspension. Principals will 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 will suspend the student and consider referring the student for an expulsion hearing. Principals will 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).
 - (c) Information about how to report incidences of bullying will be provided to students and parents annually.

- (d) A referral for counselling will be made for students who have been bullied, students who have bullied others, and/or students who have been affected by observing bullying with the consent of the parent or legal guardian.
 - (e) The school resource team (SRT) will review the learning and emotional needs of the victim, bully, and bystander, as applicable. The SRT meeting will outline recommendations for school staff to follow in order to support the student. These recommendations will be communicated to the parent or legal guardian.
 - (f) School staff, under the direction of the principal, will establish a circle of support for a victim and provide positive leadership opportunities for the students.
- 1.8 Where incidents of bullying are observed or reported, the school administration and staff will collaborate with parents to provide the student with the educational and personal supports necessary for the student to re-engage positively in the learning program and the Catholic school community. These supports may include inclusion programs, peer tutoring, counselling, anger management groups, personal self-confidence development, or other in-school support mechanisms as appropriate.
- 1.9 The Principal will notify the parents of students who have been harmed as the result of a serious student incident. Principals will 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
- 1.10 The Principal will notify the parents of students who have engaged in serious student incidents. Principals will 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

- 1.11 When notifying parents of these incidents, the principal will invite parents to have a discussion with him or her about the supports that will be provided for their child.
- 1.12 The principal will not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they will document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals will also, if they determine it is appropriate to do so, inform other board employees of this decision. In addition, principals may refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called. In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act.
- 1.13 The Board will maintain and update the PVNCCDSB Safe Schools Resources and Procedures Manual. This Manual outlines the procedures for school staff to follow for the implementation of bullying prevention and anti-bullying intervention.
- 1.14 The PVNCCDSB Safe Schools Resources and Procedures Manual will be presented and discussed with Catholic School Councils and the Special Education Advisory Committee annually.
- 1.15 Each Catholic school will have a Safe Schools Team comprised of at least one student, one parent, one teacher, one support staff member, one community partner, one parish member, and the principal, chaired by a staff member. An existing school committee may fulfill the functions of this committee.
- 1.16 A school publication of the principal's choice, in consultation with the staff and Catholic School Council, will include the following information annually for the purpose of communicating with students, parents, teachers and other school staff, Catholic School Councils, volunteers, and school bus operators/drivers:

BULLYING PREVENTION AND INTERVENTION

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a

context where there is a real or perceived power imbalance. It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide safe, disciplined, respectful, and purposeful learning communities within the Catholic schools under its jurisdiction. The Board requires all its Catholic schools 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. A Bullying Prevention program is implemented in the school. Anti-bullying intervention will follow the guidelines of progressive discipline up to and including consideration of suspension. Conduct off of school property or outside of school hours might have a related impact on the Catholic school community and become a matter for disciplinary measures by the school. If you have a concern related to bullying, report it to your child's teacher and/or principal. Bullying prevention and intervention is a shared community responsibility.

- 1.17 Each Catholic school will have a section of their Catholic School Improvement (CSI) Plan dedicated to Safe Schools. Each Catholic school will include the following section in its CSI plan:

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

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.

Prevention Strategies

- Bullying Prevention program
- Continuum of anti-bullying intervention strategies
- Religious and Family Life Education and the Catholic Virtues in Action programs
- Reading material lists include books which directly address bullying
- Opportunities for students to participate in bullying prevention and leadership initiatives within the school.

Intervention Strategies

School and Board Team Approach: Intervention to stop bullying is a community responsibility including school staff, Board professional staff, parents, parish, and community agency support.

Progressive discipline up to and including consideration of suspension

Discipline: 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).

Information about reporting incidences of bullying will be provided to the Safe Schools Action Team annually.

Referral for counselling

Training Strategies for Members of the Catholic School Community

Leadership Opportunities for Students

Staff Meetings

Board Professional Development

Community Agency Professional Development Partnerships

Communication and Outreach Strategies

The principal will develop a school publication regarding Bullying Prevention and Intervention as outlined in section 1.6 on an annual basis, and it will reach students, parents, teachers, and other school staff, Catholic School Councils, volunteers, and school bus operators/drivers.

Monitoring and Review Process

Each Catholic school will have a Safe Schools Team comprised of at least one student, one parent, one teacher, one support staff member, one community partner, one parish member, and the principal, chaired by a staff member. An existing school committee may fulfill the functions of this committee.

School climate survey every two years of staff, students, and parents

Supervision, programs, and skill development will address and remedy areas of need.

The committee which functions as the Safe Schools Team will report the outcome of the staff's review and discuss it with the Catholic School Council annually.

- 1.18 The Board will ensure the use of the Safe Schools Incident Report Form referenced in PPM 144 (hereinafter referred to as "the form") as required. The form is used to report serious student incidents to the Principal. The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.
- (a) An employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident will report the matter to the principal as soon as reasonably possible. The employee will consider the safety of others and the urgency of

the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day. In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

- (b) 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 will 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 a negative impact on the nature of the clinical relationship. They will 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.
- (c) All employee reports made to the principal, including those made verbally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form.
- (d) Where the principal is the sole witness to an incident, the principal will use the reporting form to confirm in writing what he or she witnessed.
- (e) The principal will investigate all reports submitted by board employees. Once the investigation is complete, the principal will communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility.
- (f) The principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation. Information that could identify the student(s) involved must not be part of the acknowledgement.
- (g) If the principal decides that action must be taken 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 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 – will be removed from

the form before it is filed in the student's OSR. In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR. In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The form and documentation must be kept in the OSR for a minimum of one year. If no further action is taken by the principal, the principal is not required to retain the report.

- (h) In addition to employees of the board, third parties, specified below, who are under contract or agreement with the board will report such incidents in writing to the principal of the school.
- school bus drivers in their 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 on the school site.

2.0 TERMS AND DEFINITIONS

2.1 PPM

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

2.2 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

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- (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.

2.3 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).

2.4 HARM

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

2.5 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.

2.6 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.

3.0 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

4.0 RELATED ADMINISTRATIVE PROCEDURES

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

5.0 RELATED FORMS

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

6.0 ADMINISTRATIVE PROCEDURE REVIEW DATE

October 2018

7.0 APPROVED BY BOARD

October 22, 2013

8.0 EFFECTIVE DATE

October 22, 2013

9.0 REVIEW BY

Superintendent of Schools - Safe Schools

10.0 LAST REVISION DATE

October 22, 2013