



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

<b>Date Approved:</b> September 5, 2013	<b>Date of Next Review:</b> September 2018	<b>Date of Amendments:</b> January 23, 2008 April 4, 2013 November 19, 2015- Board
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**Cross References:**Education Act Part XIII, Behaviour, Discipline and **Safety****A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns****Canadian Charter of Rights and Freedoms****Child and Family Services Act, 2017****Education Act O.Reg 472/07 Behaviour Discipline and Safety Education Act O.Reg 440/20 Suspension of Elementary School****Ontario Human Rights Code****Pupils Education Act, Sections 1 (4), 169.1, 301****H.M. 24 Catholic Equity and Inclusive Education Policy****Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct**

Policy/Program Memorandum (PPM) No. 119, "Developing and implementing equity and inclusive education policies in Ontario schools,"

Program/Policy Memorandum 144, 2012 Bullying Prevention and

Intervention Program/Policy Memorandum 145, 2012 Progressive Discipline and Promoting Positive Student Behaviour

Policy/Program Memorandum 149, 2009 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals

**S.S. 01 Suspension and Expulsion Policy****S.S. 01 Suspension and Expulsion Policy Operational Procedures – Section H: Principal Investigation Guidelines****S.S. 09 Code of Conduct Policy****S.S. 10 Progressive Discipline Policy Police/School Board Protocol****TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan**



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TCDSB Pastoral Plan

TCDSB Mental Health and Well-Being Strategy

### Appendix A: Bullying Prevention and Intervention Policy S.S.11 Procedural Guideline

~~Appendix A: Investigation and Reporting of Student Bully Behaviours~~

#### Purpose:

**This Policy recognizes and respects the inherent dignity and worth of all human beings, consistent with applicable laws the Ontario Human Rights Code and in accordance with Toronto Catholic District School Board (TCDSB) values, rooted in the love of Christ.**

**Through our Gospel values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy, and compassionate environment. This Policy affirms that all are created in the image of God, deserving of love, dignity and respect and the that all students need for students to feel safe, included and welcomed at school. A whole-school approach is required to raise awareness about human rights, non-discrimination, inclusion, respect and bullying behaviours and to provide strategies to intervene and prevent bullying for the target student(s) harmed, the witness(es) and bystander(s), as well as the perpetrator of student(s) who engage(s) in bullying behaviours. A safe and positive learning environment**



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~~is essential for student achievement and well-being, supporting students to reach their full potential.~~

### Scope and Responsibility:

The policy extends to all students of the TCDSB. **It** assigns specific duties to principals and employees of the **Board and those reporting to the principal** to ensure compliance with **related legislation and the TCDSB's Code of Conduct** policy ~~and legislation.~~

The Director of Education, the Superintendent of Safe Schools, and ~~school~~ principals are responsible for this policy.

### Alignment with **Multi Year Strategic Plan (MYSP):**

~~Living Our Catholic values Strengthening Public Confidence Fostering Student Achievement and Well-Being~~

**Learning – Growing in Knowledge**

**Continue to develop a Christ-centered learning organization in pursuit of knowledge,**

**innovation, and responsiveness.**

**Equity – Growing in Knowledge with Justice**



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Apply Catholic social justice to nurture a community focused on equity, diversity, inclusion, anti-racism, and anti-oppression.

Well-Being – Growing in Knowledge with Justice and Hope

Strengthen an environment rooted in Gospel values that nurtures hope and wellbeing and to better support a work-life balance for all staff that nurtures spiritual, emotional, physical, and social well-being.

#### **Financial Impact:**

~~The TCDSB Safe Schools Department provides professional learning for TCDSB staff, students and parents in a variety of ways. There would also be costs associated with services provided by external agencies.~~

#### **Legal Impact:**

~~The *Education Act* requires school boards to develop goals for promoting a positive school climate that is inclusive and accepting of all pupils **students** and that promotes the **awareness and** prevention of bullying. There may be liability associated with failure to provide appropriate prevention and intervention strategies to address bullying behaviours occurring at schools.~~

~~The *Ontario Human Rights Code* requires that students not be discriminated against or harrassed based on certain protected grounds.~~



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**Policy:**

The Toronto Catholic District School Board is committed to providing safe, healthy, inclusive, equitable and Christ-centered learning environments that support student achievement and well-being. **The Education Act requires school boards to develop goals for promoting a positive school climate that is inclusive and accepting of all students and that promotes the awareness and prevention of bullying.**

Bullying adversely affects a student's **well-being and** ability to learn, and adversely affects the school climate, including healthy relationships. Bullying behaviour of **all forms (including verbal, physical, social, electronic or cyber-bullying)** is a serious matter that is not acceptable in any school environment (including virtual). Bullying that is based on grounds protected by the Ontario *Human Rights Code* is especially serious. **Bullying behaviour** will not be accepted on school property premises, at school-related activities, on school buses, or in other circumstances where the behaviour will impact the school climate **(including, but not limited to, behaviours that occur off school premises, or outside school hours, or online)**. Bullying behaviours by students will be investigated and addressed promptly by the principal, and supports will be provided for the target(s) of the bullying behaviours, the individual(s)



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~~responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.~~

### Regulations:

1. Each school in the TCDSB will have a Safe and Accepting Schools Team that will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools Plan **and that strives to be representative of the diversity of the student population.** ~~The Plan will be posted on each school's portal page.~~
2. Employees of the board must treat all allegations of bullying behaviour seriously. They must act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents **or when responding to reports of bullying received from other sources (e.g., parents, guardians, etc.).**
3. **TCDSB** ~~Employees, bus drivers, third-party service providers, and other individuals identified in the TCDSB Code of Conduct~~ **third-party operators, and any individuals who are not employees of the board and come into direct contact with pupils on a regular basis** will report to the Principal, as soon as reasonably possible, if they become aware of a student who may have engaged in bullying behaviour ~~or any other activity~~



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~~for which suspension or expulsion must be considered. The Safe Schools Incident Reporting Form Part I must be completed and submitted to the principal by the end of the school day.~~

**4. Bullying behaviours by students will be investigated and addressed promptly (i.e., immediately and as soon as reasonably possible) by the principal, and supports will be provided to the student(s) harmed by the bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.**

**5. When dealing with a bullying allegation, the principal will communicate with parent/guardian and the employee(s) as outlined in the Procedural Guideline. Principals will contact parents/guardians regarding a bullying allegation by the end of the same day as the allegation is received, absent exceptional circumstances.**

~~1. The Principal will communicate the results of the investigation to the employee who made the written report. Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form Part I and accompanying documentation will be filed in the student's OSR.~~

~~2. Principals will investigate any report of bullying and will notify the~~



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~~parent/guardian of the student who was harmed and provide information about the activity that led to the harm, and the steps taken to protect the student's safety. The principal will invite parents/ guardians to discuss the supports that will be provided for their child.~~

- ~~3. Principals will notify the parent/guardian of students who perpetrated the bullying behaviours and provide information about the activity that lead to the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.~~
- ~~4. If dissatisfied with the supports in place by the principal in response to the complaint, parents are encouraged to contact the area superintendent. If the matter remains unresolved, parents may request that the superintendent inform and consult with the Associate Director or Director in order to reach a resolution.~~
- ~~5.~~ **6. The principal will address incidents of bullying consistent**  
 Consistent with progressive discipline approaches for correcting inappropriate behaviour **and in consideration of mitigating and other factors.**, a principal shall consider suspension for a student who engages in bullying behaviours.





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~~6. A student will be suspended pending possible expulsion for bullying behaviour if,~~

~~i. The pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unreasonable risk to the safety of another person.~~

~~ii. The bullying was motivated by hate, prejudice or bias.~~

~~7. The principal will ensure resources, programs, intervention and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practising pro-social behaviours. The programs, intervention and other supports will be provided by school-based employees of the board, and may be provided, by external, third-party providers as per the TCDSB Protocol.~~

**8. 7. Principals must ensure that any interventions, supports and consequences for students with special education needs, are consistent with the child's strengths and needs, and with the program goals and learning expectations documented in their**



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**Individual Education Plan (IEP).**

9. 8. The Board will provide annual **culturally responsive** professional development programs to educate teachers and other school staff about bullying prevention strategies for promoting a positive school climate.

Schools will provide opportunities for students **and staff** to participate in **equity and inclusive education**, bullying prevention and leadership initiatives within their own school. **Bullying prevention includes learning to recognize the various forms of bullying (for example bullying based on race, or gender, or creed or other grounds) and understanding the actions that can be taken by those witnessing the behaviour.**

10. 9. The Board **and Principals** will identify **and communicate** safe reporting procedures in bullying awareness, prevention and intervention plans that allow students, parents, guardians, and other persons to report incidents of bullying to staff of a school in a way that minimizes the possibility of reprisal and that ensures incidents of bullying are addressed in a timely, sensitive, and supportive manner.

11. 10. Principals will support students who want to establish and lead activities and organizations that promote a safe and inclusive



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learning environment, the acceptance of and respect for others and the creation of a positive school climate. These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.

12. Anonymous surveys will be conducted at least once every two years to collect information from students, staff, parents/guardians in order to develop strategies and initiatives that promote a positive school climate and the prevention of bullying.

13. The TCDSB will proclaim the week beginning on the third Sunday in November in each year as Bullying Awareness and Prevention Week.

### **Definitions:**

#### **Bullying**

Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,



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- a) the behaviour is intended by the student to have the effect of, or the student 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 student 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**”).

### Cyber-bullying

This is a form of bullying ~~that~~ occurs through the use of technology **or by electronic means**, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities. Cyber-bullying involves, **but is not limited to** any of the following:

- a) creating a web page, blog **or social media presence** in which the creator assumes the identity of another person;



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- b) impersonating another person as the author of content or messages posted on the internet **or sent digitally;**
- c) **inappropriate digital communication including posts online or on social media platforms; and**
- d) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals;

### **Reporting to the Principal**

**Those reporting to the principal are also bound to follow this policy; these reports include TCDSB employees, bus drivers, third-party operators, and other individuals who are not employees of the board and come into direct contact with pupils on a regular basis (e.g. volunteers).**

### **Positive School Climate**

**A positive school climate exists when all members of the school community respect each other and no members of the school community are discriminated against, contrary to the Human Rights Code, based on personal characteristics protected by the Code and other similar grounds referenced in this Policy. All members of school**



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**communities will value and respect the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.**

### 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. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member. ~~At TCDSB, members of the safe and accepting schools teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.~~

### Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. ~~Annual~~ Safe School Climate surveys administered to representative groups of TCDSB students **at least once every two years as per**



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**Ministry requirement.**

2. Anonymous school climate surveys conducted with Parents/**Guardians** and Staff at least every two years.
3. Analysis of Safe Schools Data: Reporting Forms-Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions, **and Exclusions.**