



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

<p>Date Approved: September 5, 2013</p>	<p>Date of Next Review: September 2018 2029</p>	<p>Date of Amendments: January 23, 2008 April 4, 2013 November 19, 2015- Board April 2, 2024</p>
<p>Responsible Department: Safe Schools</p> <p>Cross References:</p> <p>Legislation <i>Education Act</i> Part XIII, Behaviour, Discipline and Safety O.Reg 472/07 Behaviour Discipline and Safety O.Reg 440/20 Suspension of Elementary School <i>Ontario Human Rights Code</i> <i>Child and Family Services Act, 2017</i> <i>Municipal Freedom of Information and Protection of Privacy Act</i></p> <p>Ministry of Education Policy/Program Memorandum PPM 119, Developing and implementing equity and inclusive education policies in Ontario schools PPM 128, The Provincial Code of Conduct and School Board Codes of Conduct PPM 144, Bullying Prevention and Intervention PPM 145, Progressive Discipline and Promoting Positive Student Behaviour PPM 149, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals</p>		



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TCDSB Policy /Procedure

A.33 Guidelines for Trustees, Parents/Guardians and Staff in Addressing School Related Concerns

H.M. 24 Catholic Equity and Inclusive Education Policy

S.S. 09 Code of Conduct Policy

S.S. 01 Suspension and Expulsion Policy

**S.S. 01 Suspension and Expulsion Policy Operational Procedures –
Section H: Principal Investigation Guidelines**

S.S. 10 Progressive Discipline Policy

Police/School Board Protocol

TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan

TCDSB Pastoral Plan

TCDSB Mental Health and Well-Being Strategy

**A.33 Guidelines for Trustees, Parents/Guardians 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
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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

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

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

Purpose:

~~This Policy affirms the need for students to feel safe at school. A whole school approach is required to raise awareness about inclusion, respect and bullying behaviours in order to provide strategies to intervene and prevent bullying for the target, the witnesses and bystanders, as well as the perpetrator of bullying behaviours. A safe and positive learning environment is essential for student~~



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achievement and well-being, supporting students to reach their full potential.

Policy:

Bullying, including cyberbullying, is a serious issue that adversely affects a student's well-being and ability to learn, and adversely affects the school climate, including healthy relationships, and is not acceptable in the school environment (including virtual), in a school-related activity or in any other circumstances that will have an impact on the school climate.

This policy aims to provide students with a safe and supportive school climate, where school communities can respond to all forms of bullying, educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, address instances of bullying, and connect with students.

This policy addresses behaviours that occur at school, during school-related activities, on school buses, as well as behaviours that occur off school premises, outside schools hours, online, and in other circumstances where the behaviour will impact the school.



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~~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.~~

~~Bullying adversely affects a student's ability to learn, and adversely affects the school climate, including healthy relationships.~~

~~Bullying behaviour will not be accepted on school property, at school-related activities, on school buses, or in other circumstances where engaging and bullying behaviours will have an impact on the school climate~~

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

The policy is a requirement under Policy/Program Memorandum 144, Bullying Prevention and Intervention, is in alignment with the Toronto Catholic District School Board's (TCDSB) Multi-Year Strategic Plan (MYSP), the Ontario Human Rights Code, and reflect Catholic values rooted in the love of Christ.



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Scope and Responsibility:

The policy extends to all students of the TCDSB and assigns specific duties to principals, **all** employees of the **B**oard to ensure compliance with **the Education Act, the Human Rights Code, all legislation listed and the TCDSB's Code of Conduct.**~~the 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~~

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



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~~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 and that promotes the prevention of bullying. There may be liability associated with failure to provide appropriate prevention and intervention strategies to address bullying behaviours occurring at schools.~~

Regulations:

1. Each TCDSB school will have a Safe and Accepting Schools Team. This Team will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools



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Plan **and that strives to be representative of the diversity of the student population.**

2. All Board employees must treat all allegations of bullying behaviour seriously. They must act in a timely, sensitive and supportive manner when responding to students or to parents, guardians and others who disclose or report bullying incidents

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 **bullying incident or** learn of a student who may have engaged in bullying behaviour ~~or any other activity 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 by students will be investigated and addressed promptly by the principal, and supports will be provided to the student(s) harmed by the bullying behaviours, the individual(s) responsible for the bullying**



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behaviours, and the witnesses and bystanders of the bullying behaviour.

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

- ~~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 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~~



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~~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 taking into account any mitigating**
factors or other factors in the Education Act and Ontario Regulation
472/07. ; a principal shall consider suspension for a student who
 engages in bullying behaviours.

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



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~~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. When addressing bullying involving a student with special education needs, principals will ensure that any interventions, supports and consequences for the student, are consistent with the student's strengths and needs, and with the program goals and learning expectations in the



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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 that promote 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 others to report incidents of bullying to school staff 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



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activities and organizations that promote a safe and inclusive 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; the awareness and understanding of, and respect for people with disabilities; or awareness and understanding of, 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 Bullying Interventions and Prevention Policy and associated procedural guideline will be communicated to all TCDSB staff, families, Catholic School Parent Councils, other parent/guardian groups, Advisory Committees, school bus operators and drivers.**



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

Definitions:

Bullying

Section 1 (1) of the *Education Act* defines bullying as follows:

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

- 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



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status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber Bullying

Refers to bullying by electronic means as defined by s. 1 (1.0 0.2) of the *Education Act*, and includes:

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;
- 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



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accessed by one or more individuals;

- e) sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages
- f) revealing information considered to be personal, private, and sensitive without consent
- g) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
- h) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions

Reporting to the Principal

Individuals that report to the principal must follow this policy. These “reports” include TCDSB employees, bus drivers, third-party operators, and individuals who are not employees of the board and come into direct contact with pupils on a regular basis (e.g. volunteers).



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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*, or as otherwise referenced in in this Policy. All members of school 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.~~



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