



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

## **SCHOOL IMPLEMENTATION TEMPLATE TO BE COMPLETED BY HURON-SUPERIOR CATHOLIC SCHOOLS**

### **“Policy 4016 Bullying Prevention and Intervention Plan”**

*“Blessed are the peacemakers, for they will be called children of God”. (Matthew 5:9)*

In keeping with its Mission, Vision, and Values, the Huron-Superior Catholic District School Board is committed to maintaining Christ-centred, safe, inclusive and accepting schools and workplaces, free from bullying and other forms of aggression.

The board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate expectations and the provincial, board and school codes of conduct.

Consistent with the Safe School Act, the provincial, board and school codes of conduct, all students, staff, parents/guardians and community members will demonstrate respect for others and contribute to a shared responsibility to create and maintain Christ-centred, safe, caring schools and workplaces, where everyone feels included, safe and accepted, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

**Insert School Name**

### **EDUCATION, AWARENESS AND OUTREACH**

**[Insert School Name]** recognizes that a positive school climate exists when all members of the school community of students, staff, parents/guardians, volunteers and others are safe, feel safe, are included and accepted, building healthy relationships free from bullying, discrimination and harassment.

**[Insert School Name]** will utilize the following Ministry of Education definition of bullying as stated in board policy No. 4016 in communications with the school community:

#### **Definition of Bullying**

**In accordance with subsection 1(1) of the Education Act;**

Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or a group of individuals, where:

- The behaviour can occur in situations where there are real or perceived power imbalance between individuals or groups and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on factors such as body size, appearance, abilities or other real or perceived factors. Perceptions about differences are based on stereotypes perpetuated in broader society.
- The behaviour, including cyber-bullying, may be intentional or unintentional, direct or indirection. It may take many forms including physical, verbal, social (also known as relational and causing harm to one's property).

Taking action against bullying behaviour requires school staff to consider the root causes(s) and identify the most effective interventions.

Bully has the potential to:

- Negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being.
- Create a negative environment at school or school-related activities for an individual, group or the whole school.

## **Cyber-bullying**

Cyber-bullying is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications. Examples of cyber-bullying may include:

- Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages.
- Revealing information considered to be personal, private, and sensitive without consent.
- Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others.
- Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Bullying, including cyber bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked.

**[Insert School Name]** as per board policy No. 4016 will:

- Foster a safe, inclusive and accepting school climate through the formation of a Safe and Accepting School Team.
- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole-school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents/guardians in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents/guardians and the broader school community.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.

**[Insert School Name]** will actively communicate and share with the school community, board Policies, board/school code of conduct, equity and inclusive education policy and procedures for religious accommodations, procedure to address incidents of discrimination, progression discipline approach, and bullying prevention and intervention plans and strategies.

## PREVENTION

**[Insert School Name]** recognizes that fostering a positive learning environment will help reduce possible bullying, harassment, and discrimination incidents. **[Insert School Name]** is committed to taking steps to strengthen prevention measures.

**[Insert School Name]** using evidence-based analysis will identify and implement as appropriate the following practices and initiatives for bullying prevention:

- Bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board and/or the School.
- Relationship building and community building programs that are present in the school classroom and in the larger community.
- Activities that promote a positive school climate.
- Awareness raising strategies for students, (e.g. social-emotional learning, empathy, developing self-regulation skills).

- Awareness raising strategies to engage community partners and parents/guardians in early and ongoing dialogue.
- Ways to link curriculum and daily learning.
- Ways to support and encourage role modeling by caring adults and student leaders within the school and school community.
- Identify and implement as appropriate the learning and training opportunities for school staff and the school community that are needed.

**[Insert School Name]** will also:

- Provide opportunities for regular check-ins with students at risk or affected by bullying.
- Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- Establish and maintain respectful and caring classrooms.
- Align supervision plan to address where and when bullying happens, as identified through climate surveys.

## **INTERVENTION AND SUPPORT STRATEGIES**

**[Insert School Name]** recognizes the importance of using timely interventions and supports with a school-wide approach.

**[Insert School Name]** will:

- Take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- Respond to any student behaviour that is likely to have a negative impact on the school climate.
- Address behaviours that are contrary to provincial, board and school codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
- Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- Consider interventions, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- Model appropriate language and actions for students.
- Increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.
- Recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

## **SUPPORTS**

**[Insert School Name]** will:

- Provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff, parent/guardians, and all members of the Catholic school community.
- Endeavour to increase education, awareness and outreach by using continuing best practices.
- Consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board that are curriculum-linked and consistent with a progressive discipline approach.
- Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors.
- Have in place processes and strategies to identify and respond to bullying when it happens.
- Identify strategies for supporting all students involved in bullying.
- Communicate the progressive discipline approach to the school community and the procedures in place to support students.
- Use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- Consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- Promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
  - a) activities or organizations that promote gender equity;
  - b) activities or organizations that promote anti-racism;
  - c) activities or organizations that promote the awareness and understanding of, and respect for people with disabilities; or
  - d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

## **SAFE SCHOOL TEAM**

**[Insert School Name]** Safe School Team shall:

- Review the results of the school climate surveys and identify areas to monitor.
- Develop and implement an appropriate action plan to address areas of concern.
- Review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate.

- Involve the school community in the review and/or development of policies and procedures relating to bullying, discrimination and harassment.
- The roles/responsibilities of the school community (students, staff, parents/ guardians and community members) will be continually reviewed in order to implement best practices.
- Reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented.
- Monitor, review, and evaluate the effectiveness of strategies and supports in the school improvement plan using the results from the school climate surveys.
- Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- Promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.