



| ADMINISTRATIVE PROCEDURE | |
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| <i>Approval Date</i> 2019 | <i>Replacing</i> All previous drafts |
| <i>Review Date</i> 2024 | <i>Page</i> 1 of 16 |
| <i>Contact Person/Department</i> Superintendent Responsible for Safe and Accepting Schools | <i>Identification</i> OP-6216 |

BULLYING PREVENTION AND INTERVENTION PROCEDURE

1.0 PURPOSE

Trillium Lakelands District School Board is committed to the safety and well-being of students, staff and all members of the school community, and will ensure that programs are in place to educate the school community about bullying and to respond to incidents of bullying appropriately. Bullying adversely affects students' well-being, ability to learn, and healthy relationships.

Bullying will not be accepted on school property, at school-related activities, on school busses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

Whenever any member of our school community is bullied, staff at the school and/or board level will respond diligently and appropriately to stop the harm, hold individuals accountable for their actions, support persons involved and restore relationships.

2.0 REFERENCES/RELATED DOCUMENTS

2.1 Relevant Legislation, Regulations, Guidelines and Agencies:

- [The Education Act and Regulations](#);
- [Bill 13 Accepting Schools Act](#);
- [Bill 212 An Act to amend the Education Act in respect of behaviour, discipline and safety](#);
- [Bill 157 An Act to amend the Education Act \(Keeping our Kids Safe at School\)](#);
- [PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct](#);
- [PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#);
- [PPM 141 School Board Programs for Students on Long-Term Suspension](#);
- [PPM 142 School Board Programs for Expelled Students](#);
- [PPM 144 Bullying Prevention and Intervention](#);
- [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#);
- [The Ontario Human Rights Code](#);

- [The Child and Family Services Act](#);
- [The Criminal Code of Canada](#);
- [MFIPPA: Municipal Freedom of Information and Protection of Privacy Act](#).
- [Caring and Safe Schools In Ontario](#);
- [Accessibility for Ontarians for Disabilities](#);
- [Achieving Excellence](#);
- [Ontario's Equity and Inclusive Education Strategy](#);
- [Ontario First Nation, Metis and Inuit Education Policy Framework](#);
- [Supporting English Language Learners](#).

2.2 Relevant Board Policies, Procedures and Protocols:

- [Code of Conduct](#);
- [Appropriate Use of Digital Technology, Content and Services](#);
- [Freedom of Information and Protection of Privacy](#).

3.0 TERMS AND DEFINITIONS

3.1. ADULT STUDENT

A student who is 18 years or older or, for the purposes of this procedure, 16 or 17 years old and has removed him/herself from parental control.

3.2. BULLYING

For the purposes of the definition of “bullying”, behaviour includes the use of any physical, verbal, electronic, written or other means. Subsection 1 (1) of the Education Act is amended by adding the following definition:

“bullying” means aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect , 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 individuals 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.

3.3. CYBER BULLYING

Cyber-bullying includes bullying by electronic means (commonly known as cyber bullying), including,

- a) creating a web page or 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 (including but not limited to photos, videos, text, social media etc.) to more than one individual or posting material on a website that may be accessed by one or more individuals.

3.4. EXPULSION

An expulsion from the school or the board that the student was attending at the time of the incident.

3.5. EXPULSION HEARING COMMITTEE

A Committee that hears and determines suspension appeals and expulsion proceedings. Per the BD-2009 Committees for Suspension Appeals and Expulsion Hearings Procedure: A quorum will be achieved with three (3) trustees.

3.6. PARENT/ GUARDIAN

The custodial parent or guardian of a minor child who is not an Adult Student.

3.7. HARASSMENT

Harassment can be defined as the following:

- Engaging in vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome, and which is linked to a protected ground under the Code.
- In general, persistent comments or conduct; may include a single act.
- The two most common forms of harassment are racial and sexual harassment, but harassment on any ground protected under the Criminal Code is prohibited;
 - Racial harassment occurs where a person engages in a course of activity or comment which refers to or emphasizes the race or other race-related characteristics of an individual and where it could be reasonably anticipated that such comment or conduct would be unwelcome;

- Sexual harassment may be broadly defined as unwelcome conduct of a sexual nature based on gender or sexual orientation. Harassment, which is sexual in nature, may occur on its own or be combined with other forms of harassment, such as harassment based on race or disability.

3.8. HARM

Injury or complaint that can be experienced in a number of ways including physical, mental, emotional, and psychological.

3.9. POSITIVE SCHOOL CLIMATE

The sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

School climate also includes student behaviours outside of those physical boundaries that have a direct and significant impact on the moral tone of the school.

3.10. SCHOOL

The term school in this document shall include school property, school buildings, school buses, field trips, athletic trips and all other in-school and out-of-school activities for which the board is responsible.

3.11. SCHOOL COMMUNITY

The School Community includes students, school staff, parents/guardians, community partners and community members in relation to their involvement in the school or school related events, activities or actions. This includes activity or actions that occur outside of the school but have an impact on school climate.

4.0 ADMINISTRATIVE PROCEDURE

4.1 SAFE AND ACCEPTING SCHOOL TEAM

4.1.1 Every school in Trillium Lakelands District School Board shall establish a Safe and Accepting School Team.

4.1.2 The team should have the following membership:

- School administrator;
- Staff members;
- Parent(s);
- Student(s);
- Community member(s);
- Other members as determined by the school administration.

4.1.3 The team will meet regularly, as determined by the team.

4.1.4 The team shall be responsible for the following:

- Establishment of a school Bullying Prevention, Intervention and Response Plan;
- Implementation of programs, initiatives or commitments outlined in the Bullying Prevention, Intervention and Response Plan;
- Coordination of plans for Bullying Prevention Week/TLDSB Week of Kindness (third week of November);
- Communication of school processes and plans to the larger school community;
- Implementation of board level programs and processes within the school;
- Monitoring of effectiveness of programs and processes implemented in the school;
- Collection of relevant data at the school level to measure the effectiveness of programs and processes.

4.2 SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

4.2.1 Every school shall establish a school Bullying Prevention, Intervention and Response Plan, and communicate this to the school community and submit to the Superintendent of Safe and Accepting Schools and the area Superintendent. Plans are developed annually each year in the fall (see template in Appendix 5.1).

4.3 BOARD WIDE BULLYING PREVENTION STRATEGIES

4.3.1 Central level staff and/or committees shall produce materials to support schools in their efforts in the area of bullying prevention and intervention. These materials may include but not be limited to:

- Training programs for students, staff and parents;
- Communication materials;
- Support materials for bullying prevention week;
- Resources.

4.4 REPORTING AND RESPONDING REQUIREMENTS

4.4.1 Persons who feel they are being bullied by a student should have a number of options for reporting their concerns to school staff. These options must include the following:

- Talking directly to school staff;
- Talking directly to school administration;
- Reporting electronically via the school website.

- 4.4.2 Members of the school community will be informed early each school year as to the process for reporting allegations of bullying and their options for reporting incidents of bullying.
- 4.4.3 When staff is advised of a bullying situation, they must complete the Safe Schools Incident Reporting Form in eBase.
- 4.4.4 When an allegation of bullying is brought to school administration, the principal or designate is required to investigate the allegation. The principal must respond as outlined in the Accepting Schools Act.

4.5 FIVE STEP RESPONSE TO BULLYING

- 4.5.1 TLDSB's five step response framework for responding to reports of bullying behavior includes:
 - a) Reporting;
 - b) Investigation;
 - c) Communication;
 - d) Intervention;
 - e) Monitoring.

4.6 PROGRESSIVE DISCIPLINE

- 4.6.1 If the investigation by the principal confirms an incident of bullying or any other intentional act of harm by a student, the principal shall administer progressive discipline to the level they feel is appropriate. Progressive discipline shall take into account the following:
 - a) The severity of the harm;
 - b) Previous incidences involving the student(s);
 - c) The age of the student(s);
 - d) Any other mitigating factors in regard to the student(s) or the incident.
- 4.6.2 Progressive discipline is outlined in detail in the TLDSB Code of Conduct.
- 4.6.3 Under the Education Act, principals *must* suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended; 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.
- 4.6.4 For specific incidents involving bullying, the principal must utilize the log notes in the electronic student information system for bullying in order to effectively track the progressive discipline steps taken with a student who has been engaging in bullying behaviour.

4.7 RESTORATIVE PRACTICES

- 4.7.1 When harm is done, intentionally or unintentionally, it is imperative to consider what needs to be done to restore or manage relationships in order that the community be able to function in a safe manner and that all persons feel safe and secure so that they may work comfortably to their full potential.
- 4.7.2 Schools are expected, throughout the progressive discipline process and where appropriate, to utilize restorative practices in order to enhance relationships, give a voice to those who have been harmed or affected by harm, and to allow those involved to move forward after difficult events in their lives.

4.8 MONITORING AND DATA COLLECTION

- 4.8.1 As outlined in the Accepting Schools Act, all schools with students grade four and above are required to participate in School Climate Surveys at minimum every two years.
- 4.8.2 A climate survey should measure many aspects of school climate with bullying being a prominent topic.
- 4.8.3 The survey will be produced centrally for schools and the data collected will allow TLDSB and individual schools to set direction for future initiatives in regard to safe and accepting schools as well as bullying prevention and intervention.
- 4.8.4 Data regarding school climate and incidences of bullying can also be collected from sources such as the report bullying web links on school websites, the *Safe Schools Incident Reporting Form* in eBase and other data sources.

4.9 COMMUNICATION

- 4.9.1 District and school initiatives in regard to bullying prevention and intervention will be communicated annually to students, parents, staff and the wider community in order that all involved will be clear on the processes, programs, policies, procedures and protocols that Trillium Lakelands District School Board and individual schools will follow in order to prevent, and respond to reported incidences of bullying that affect our students.

5.0 APPENDICES

- 5.1 School Bullying Prevention, Intervention and Response Plan Template

POLICY STATEMENT

Trillium Lakelands District School Board is committed to the safety and well-being of students, staff and all members of the school community, and will ensure that programs are in place to educate the school community about bullying and to respond to incidents of bullying appropriately.

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Bullying Prevention, Intervention & Response

SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



| School Name | School Year | Date Updated | School Core Programs |
|-------------|-------------|--------------|----------------------|
| | | | • |

| Safe and Accepting School Team Members | |
|--|---|
| • | • |

| DATA | |
|-----------------------------|---|
| What does our data tell us? | |
| Data Sources | • |
| Strengths | • |
| Goals | • |

Bullying Prevention, Intervention & Response

SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



Based on our data and goals, how are we embedding strategies for creating and maintaining positive school culture in our daily practices

Awareness

| Staff | Students | Parents/ Guardians/Community |
|-------|----------|------------------------------|
| • | • | • |

Based on our data and goals, what are our targeted prevention strategies for creating and maintaining positive school culture in our daily practices

Targeted Prevention

| Staff | Students | Parents/ Guardians/Community |
|-------|----------|------------------------------|
| • | • | • |

Bullying Prevention, Intervention & Response

SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



TLDSB has procedures and practices for students, parents and staff to report bullying which include, but are not limited to:

| Reporting | Reporting | | | Response |
|-----------|---|---|---|--|
| | Staff | Student | Parents/ Guardians/Community | Administrators |
| | <ul style="list-style-type: none"> Safe Schools Reporting Form Speak to the Principal | <ul style="list-style-type: none"> Safe @ School Button on website (online tool) Speak to the classroom teacher Speak to the Principal | <ul style="list-style-type: none"> Safe @ School Button on website (online tool) Speak to the classroom teacher Speak to the Principal | TLDSB 5 Step Response to Bullying Strategy <ol style="list-style-type: none"> Reporting Investigation Communication Intervention Monitoring |

Based on our data and goals, what are our targeted intervention and response strategies for creating and maintaining positive school culture

| Targeted Intervention | Staff | Students | Parents/ Guardians/Community |
|-----------------------|-------|----------|------------------------------|
| | • | • | • |

Bullying Prevention, Intervention & Response RESOURCES



Based on our data and goals, what are our communication and training strategies to ensure all stakeholders support and understand creating and maintaining a positive school culture

Communication and Training

| Staff | Student | Parents/ Guardians/Community |
|-------|---------|------------------------------|
| • | • | • |

Based on our data and goals, what are our strategies for monitoring and continuous improvement of our bullying prevention and intervention plan

Monitoring

| |
|---|
| • |
|---|




How to identify Bullying, Aggression and Teasing

| CRITICAL QUESTION | TEASING | AGGRESSION | BULLYING |
|---|---|--|--|
| Is this behaviour reciprocated? | Usually The teasing is shared equally. | Usually Not There is usually only one aggressor. | No There is a person who bullies and a person who is victimized. |
| Do both people look like they are having a good time? | Usually It takes place within a strong, positive, relationship. | No One person is the aggressor. | No One person is in distress or being harmed. |
| Is the behaviour fun? | Usually Both people enjoy the banter. | Usually Not It can alienate and be embarrassing. | No The person bullying intends to cause fear. |
| Has this happened before with these individuals? | Yes It occurs when there is a familiarity. | Possibly It may be a one-time event. | Yes Bullying is typically repeated behaviour. |
| Is there a power differential? | No It illustrates closeness and affection. | Possibly It can happen within a weak relationship. | Yes There is always a power imbalance. |

Bullying Prevention, Intervention & Response RESOURCES



Resource adapted from prevnet.ca

| | |
|---|--|
| <h2>When does teasing become bullying?</h2> <p>i) Teasing</p> <ul style="list-style-type: none"> • is equal and reciprocated • is fun and not hurtful • often occurs prior to aggression <p>ii) Aggression</p> <ul style="list-style-type: none"> • is conflict • can be intentional or unintentional • could be one time • can lead to BULLYING <p>iii) Bullying</p> <ul style="list-style-type: none"> • a form of typically repeated, persistent, and aggressive behaviour • directed at an individual or individuals that is intended to cause fear. <div data-bbox="121 846 1087 959">  </div> <p>BOARD RESOURCES</p> | <h2>MINISTRY OF EDUCATION RESOURCES</h2> <ul style="list-style-type: none"> • PPM 144: Bullying Prevention and Intervention • PPM 145: Progressive Discipline and Promoting Positive Behaviour • Caring and Safe Schools in Ontario • Promoting a Positive School Climate: A Resource for Schools • Creating safe and accepting schools: Guide for Parents • Reporting and Responding to Incidents: A Resource for Board Employees <h2>BOARD RESOURCES</h2> <ul style="list-style-type: none"> • TLDSB Bullying Prevention and Intervention Procedure • TLDSB Well Being Profile • Targeted Interventions: Page 6-7 TLDSB Well Bring Profile • Feed All Four <h2>OTHER RESOURCES</h2> <ul style="list-style-type: none"> • www.prevnet.ca |
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Resource adapted from prevnet.ca



TLDSB FIVE STEP RESPONSE TO BULLYING

1. Reporting

2. Investigation

3. Communication

4. Intervention

5. Monitoring

PROGRESSIVE RESPONSE TO BULLYING IN TLDSB

