



Niagara Catholic District School Board

## **BULLYING PREVENTION & INTERVENTION POLICY**

### STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. *“Blessed are the peacemakers, for they will be called children of God”* (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive, safe and accepting, 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.

The Niagara Catholic District School 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.

A safe, inclusive and accepting learning and teaching environment, where all students feel accepted, is a necessary condition for the success of all students in the Board. This same environment is also a critical component of bullying prevention and intervention strategies supporting equitable and inclusive educational opportunities for all students.

The Board acknowledges that bullying affects a student’s ability to learn, the school climate, including healthy relationships, and will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Consistent with current legislation in the Province of Ontario, the Provincial Code of Conduct, the Codes of Conduct of the Board and Schools all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible to help create a safe, inclusive and accepting school environment free from bullying.

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board’s Bullying Prevention and Intervention Plan.

The Director of Education will issue Administrative Procedures for the implementation of this Policy.

#### **References**

- [Accepting Schools Act, 2012 – Bill 13](#)
- [An Act to amend the Education Act – Bill 157](#)
- [Caring and Safe Schools in Ontario](#)
- [Education Act, s170 \(1\) \(7.2\), s300.0.2\(1\) s 300.3, s301\(5.5\) s302\(3.1\) \(3.4\), s303.3\(1\)\(3\), s306\(1\)](#)
- [Education Act 301.\(1\) Provincial Code of Conduct](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Ministry of Education Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Human Rights Code](#)
- [Regulation 472/07; Behaviour, Discipline and Safety of Pupils Policy/Program](#)

- ***Niagara Catholic District School Board Policies/Procedures***
  - [\*Access to School Premises Policy \(302.6.3\)\*](#)
  - [\*Code of Conduct Policy \(302.6.2\)\*](#)
  - [\*Criminal Background Check Policy \(302.6.7\)\*](#)
  - [\*Dress Code - Secondary Uniform \(302.6.6\)\*](#)
  - [\*Elementary Standardized Dress Code Policy \(302.6.10\)\*](#)
  - [\*Opening and Closing Exercises Policy \(302.6.1\)\*](#)
  - [\*Progressive Student Discipline Policy \(302.6.9\)\*](#)
  - [\*Safe Schools Policy \(302.6\)\*](#)
  - [\*Student Expulsion Policy \(302.6.5\)\*](#)
  - [\*Student Suspension Policy \(302.6.4\)\*](#)



## ***BULLYING PREVENTION & INTERVENTION POLICY***

### ADMINISTRATIVE PROCEDURES

## **POSITIVE SCHOOL CLIMATE**

Staff, students and parents/guardians and the wider community play key roles in creating a positive and safe school climate and learning environment.

The following are some characteristics of a positive school climate:

- Students, staff members, and parents/guardians feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students with all partners actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.
- Students, staff members, parents/guardians, visitors and community members are responsible for promoting a safe, inclusive and accepting school climate by developing an awareness of bullying, reporting incidents of bullying, supporting the school through Catholic School Council bullying prevention initiatives, and communicating an understanding of the factors that contribute to a safe, inclusive, and accepting school climate.

## **DEFINITION OF BULLYING**

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

“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 (1.0.0.1)**

Behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying (1.0.0.1)**

Bullying includes bullying by electronic means including:

- (a) creating a webpage 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 (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

## **BULLYING PREVENTION AND INTERVENTION STRATEGIES AND SUPPORTS**

The Niagara Catholic District School Board will provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying and students who have engaged in bullying.

### **STRATEGIES**

1. The Board and all employees of the Board are expected to:
  - 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 is 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 and, 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.

### **SUPPORTS**

The Board and all employees of the Board are expected to:

- Provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
- 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 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.
- Support students who want to establish and lead 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, 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.
2. The name of an activity or organization must be consistent with the promotion of a positive school climate as clarified in the Act that is inclusive and accepting of all students in consultation with the Principal/Designate of the school.

### **Reporting and Responding to Incidents (Appendix A)**

- All Board employees have a responsibility for reporting student incidents.
- All Board employees who work directly with students have a responsibility to report, respond and support students.
- Principals/designates have the responsibility to report, respond, support students and notify parents/guardians.

### **Reporting of Student Incidents to the Principal/Designate**

The purpose of reporting serious student incidents is to ensure that the Principal/Designate 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.

### **Safe and Accepting Schools Incident Reporting Form (Appendix B)**

The Principal/Designate shall investigate any matter reported regarding bullying. All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the “Safe and Accepting Schools Incident Report Form” (Appendix B). The Principal/Designate is also required to complete the form to confirm an incident.

### **Part I of the Safe and Accepting Schools Incident Report Form (Appendix B) must:**

- be submitted to the Principal/Designate in a timely manner.
- be assigned a number for filing and retrieval purposes.
- be investigated by the Principal/Designate.
- be filed in the student’s OSR “only” if further action is required.

### **Part II of the Safe and Accepting Schools Incident Report Form (Appendix B)**

Once the investigation is complete the Principal/Designate must communicate the results of the investigation to the teacher who made the report or the Board employee if the Principal/Designate considers it appropriate.

The Principal/Designate must provide the employee who reported the incident with written acknowledgement, using the “Safe and Accepting Schools Incident Reporting Form-Part II”.

### **Ontario Student Record**

If the Principal/Designate has decided 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.

- Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each 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 - must be removed from the form before it is filed.

- In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student's parent/guardian expressly requests 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 (1) year.

If no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

### **Principal/Designate Notification to Parents/Guardians**

The Principal/Designate are required to notify the parents/guardians of students, who have been harmed as the result of a serious student incident.

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

The Principal/Designate shall 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.

The Principal/Designate is also required to notify the parents/guardians of students, who engaged in serious student incidents.

The Principal/Designate shall 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 their engagement in the activity.

When notifying parents/guardians of these incidents, the Principal/Designate shall:

- invite parents/guardians to have a discussion with them about the supports that will be provided for their student.
- not disclose the name of or any other identifying or personal information about the student who has been harmed as a result of the activity.

The Principal/Designate shall not notify a parent/guardian of a student if, in their opinion, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. If the Principal/Designate decides not to notify a parent/guardian that their student was involved in a serious student incident, the Principal/Designate shall:

- document the rationale for this decision and notify both the teacher who reported the incident and the appropriate Family of Schools' Superintendent of Education of this decision.
- if they determine it is appropriate to do so, inform other Board employees of this decision.
- refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support.

## SAFE AND ACCEPTING SCHOOLS TEAMS (SASTS)

Each school must have in place a safe school team responsible for fostering a safe, inclusive and accepting school climate that is composed of at least one (1) student, parent, teacher, support staff member, community partner, and the principal. The Chair of this team must be a staff member.

Safe and Accepting School Teams shall:










- review the results of the School Climate Surveys and identify areas to monitor.
- develop a bullying prevention and intervention plan using the Board Bullying Prevention and Intervention Plan School Template (Appendix C).
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

### *Appendices*

- *Appendix A - Keeping our Kids Safe at School: Reporting and Responding to Incidents*
- *Appendix B - Safe and Accepting School Incident Reporting Forms*
- *Appendix C - Board Bullying Prevention and Intervention Plan School Implementation Template*

**APPENDIX A**

**KEEPING OUR KIDS SAFE AT SCHOOL:  
REPORTING AND RESPONDING TO INCIDENTS**

	Reporting	Responding	Supporting Students	Notifying Parents of Victims	Delegating Responsibility/ Authority
All Board employees					
All Board employees who <u>work directly with students</u>					
Principals					





SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM

Report No: _____	<b>CONFIDENTIAL</b> SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-Part I
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time/Date of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p><b>Activities for which suspension must be considered under subsection 306(1) of the Education Act</b></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs. <input type="checkbox"/> Being under the influence of alcohol. <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct. <p><b>Activities for which expulsion must be considered under section 310(1) of the Education Act</b></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm. <input checked="" type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input checked="" type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input checked="" type="checkbox"/> Committing sexual assault. <input checked="" type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery. <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person). <input type="checkbox"/> Any activities listed in subsection 306(1) that is motivated by bias, prejudice, or hate. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a student may be expelled under the board policy. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct.
5. Report submitted by: Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____	
6. <b>FOR PRINCIPALS' USE ONLY:</b> Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> <b>Violent Incident</b> Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collect on this form shall be directed to the school Principal.	



SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No. \_\_\_\_\_

Report Submitted by: Name: \_\_\_\_\_

Date: \_\_\_\_\_

Investigation completed

Principal to communicate results with the teacher at a mutually convenient time\*

Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate\*

Investigation in progress

Once investigation is completed, Principal to communicate results with the teacher at a mutually convenient time\*

Once investigation is completed, Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate\*

Name of Principal: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Note:** Only Part II is to be given to the person who submitted the report.

In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the Principal shall communicate the results of the investigation to the teacher or other Board employee, who is not at teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the Principal shall not disclose more personal information that is reasonably necessary for the purpose of communicating the results of the investigation.



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

**SCHOOL IMPLEMENTATION TEMPLATE**  
**TO BE COMPLETED BY NIAGARA CATHOLIC SCHOOLS**

**“Bullying Prevention and Intervention Policy Statement”**  
**Policy No. 302.6.8**

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive and accepting, 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.

The Niagara Catholic District School 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.

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board’s Bullying Prevention and Intervention Plan.

# Insert School Letterhead

## 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. 302.6.8 in communications with the school community:

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### Definition of Bullying

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

“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 (1.0.0.1)

Behaviour includes the use of any physical, verbal, electronic, written or other means.

#### Cyber-bullying (1.0.0.2)

Bullying includes bullying by electronic means including:

- (a) creating a webpage 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 (1) individual or posting material on a website that may be accessed by one (1) or more individuals.
- 

**[Insert School Name]** as per Board Policy No. 302.6.8 will:

- 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 promotes 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; and
- 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 is 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 and, 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.
- support students who want to establish and lead 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, 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 AND ACCEPTING SCHOOLS TEAM**

**[Insert School Name]** Safe and Accepting 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.