



KENORA CATHOLIC DISTRICT SCHOOL BOARD

300 Student Procedures

AP 306: Safe and Accepting Schools: Bullying Prevention and Intervention Plan

1. Rationale:

Students who are provided with a positive Catholic school climate and are free from bullying are able to give their education the full attention and effort needed for success. Bullying prevention and intervention positively impacts the Catholic learning environment by promoting the development of healthy relationships.

We acknowledge that a positive Catholic school climate, that is based on caring and respectful relationships among and between students, parents/guardians, all school staff, trustees and community partners is a supporting and necessary condition for learning.

The Kenora Catholic District School Board believes that:

1. a safe, inclusive and accepting learning and teaching environment will promote healthy relationships and behaviours that are essential for student achievement and well-being allowing students to reach their full potential;
2. all inappropriate student behaviour, including bullying, must be addressed;
3. responses to behaviours that are contrary to the board's Code of Conduct must be developmentally appropriate;
4. progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours;
5. the range of interventions, supports, and consequences used by the board and all schools must be clear, evidence informed, developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices in a timely manner;
6. information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs;
7. the board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

The foundation of the Kenora Catholic District School Board Bullying Prevention and Intervention Plan will proactively address and the fact that:

1. bullying adversely affects a student's ability to learn;
2. bullying adversely affects the school climate, including healthy relationships;
3. bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (example: on-line) where engaging in bullying will have a negative impact on the school climate.

2. Definition of Bullying

Bullying means aggressive and typically repeated behaviour by a student where:

1. 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, to the individual's reputation or to the individual's property, or
 - (ii) creating a negative environment at a school for another individual, and
2. 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.

Bullying behaviour may include any of the following but is not limited to:

1. physical (example: hitting, pushing, slapping, and tripping);
2. verbal (example: name calling, mocking, insults, threats, and sexist, racist, homophobic, or trans-phobic comments);
3. social (example: gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring);
4. electronic (example: spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Cyber-bullying includes bullying by electronic means, which may include:

1. creating a web page or a blog in which the creator assumes the identity of another person;
 2. impersonating another person as the author of content or messages posted on the internet;
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3. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

3. Prevention and Awareness

In order to promote a positive Catholic school climate and to include the expectations for appropriate student behaviour, based on the Kenora Catholic District School Board Code of Conduct (AP 302), the **Director of Education** will:

1. establish and provide ongoing support to the Safe, Inclusive and Accepting Steering Committee;
 2. implement, review and monitor a comprehensive Bullying Prevention and Intervention Plan annually with input from community stakeholders;
 3. require that all schools implement, review and monitor their own Bullying Prevention and Intervention Plan;
 4. post, communicate and enforce clear codes of student conduct at both board and school level (AP #302 Code of Conduct);
 5. ensure that schools conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment. The board is to inform parents that these surveys are voluntary and that they can choose not to have their child participate. The board shall not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act;
 6. require schools to share their school climate survey results with their Safe and Accepting School Team. These teams will use the information to build strategies into their respective School Improvement Plans;
 7. ensure that each school's Bullying Prevention and Intervention Plan include effective teaching strategies. These plans should focus on the development of healthy relationships; embedded in the delivery of daily classroom instruction and school activities;
 8. require schools to provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school;
 9. provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.
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In order to promote a positive Catholic school climate, the **Principal/Vice-Principal** will:

1. establish, describe the roles and responsibilities of, and provide ongoing support to the Safe and Accepting School Team;
2. implement, review and monitor their own comprehensive Bullying Prevention and Intervention Plan annually with input from community stakeholders (Appendix A);
3. post, communicate and enforce the Code of Conduct (AP #302) and Progressive Discipline Procedure (AP #308);
4. align supervision schedules to address where and when bullying happens, as identified through school climate surveys and other sources;
5. provide opportunities for regular check-ins with students at risk of engaging in bullying, and those who have witnessed or been affected by bullying;
6. conduct anonymous school climate surveys of students, staff, and parents at least once every two years;
7. share their school climate survey results with the Safe and Accepting School Team. This team will use the information to build strategies into their School Improvement Plan;
8. ensure that each school's Bullying Prevention and Intervention Plan include effective teaching strategies. These plans should focus on the development of healthy relationships; embedded in the delivery of daily classroom instruction and school activities;
9. provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school;
10. provide opportunities for all members of the school community to increase their knowledge and understanding of issues such as; bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use;
11. provide programs and activities that focus on the building of healthy and positive relationships, and character development, that provide the foundation for a continuum of effective classroom management strategies, incorporating progressive discipline;
12. develop a method of safely reporting bullying in a way that minimizes reprisal.

In order to promote and foster a positive Catholic School climate, **all staff** will:

1. understand the definition of bullying from the Education Act;
 2. ensure that their teaching strategies support the school wide Bullying Prevention and Intervention Plan. These teaching strategies should show a clear connection to curriculum expectations. The use of innovative literacy strategies should focus on the development of
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healthy relationships and be embedded in the delivery of daily classroom instruction and school activities;

- 2.1 provide opportunities for students to talk about bullying and define unacceptable behaviours;
 - 2.2 involve students in establishing classroom rules to prevent bullying;
 - 2.3 engage students in classroom activities and discussions related to bullying and violence, including awareness of the harm that they cause and strategies to reduce them;
 - 2.4 provide and regularly reinforce clear expectations for appropriate student behavior as per the Code of Conduct (AP #302);
 - 2.5 ensure that students know what to do when they experience or observe bullying.
3. provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives as outlined in the Bullying Prevention and Intervention Plan;
 4. use effective behaviour management strategies, incorporating progressive discipline;
 5. maintain a respectful and caring school community by modeling equitable and inclusive behaviours and language;
 6. identify and support awareness raising prevention strategies for students including social-emotional learning, empathy, and developing self-regulation skills;
 7. regularly check in with students at risk of engaging in bullying, and those who have witnessed or been affected by bullying;
 8. ensure ongoing communication with parents/guardians. When parents/guardians are engaged and involved in their children’s education, everyone benefits, and our schools become increasingly rich and positive places to teach, learn, and grow;
 9. participate in professional development in order to increase their knowledge and understanding of issues such as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use;
 10. be provided the opportunity to voluntarily participate in the school climate survey.

In order to promote and foster a positive Catholic climate, the **students** are expected to:

1. understand the definition of bullying from the school’s Bullying Prevention and Intervention Plan;
 2. participate in the school climate survey with parental permission if required;
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3. be aware of how they can help prevent and address bullying;
4. report bullying incidents safely and in a way that minimizes reprisal;
5. participate in equity and inclusive education, bullying prevention & intervention, and leadership programs;
6. have a clear understanding of, and adhere to the school's Code of Conduct (AP #302) and Progressive Discipline Plan (AP #308);
7. actively support their school's bullying prevention and intervention programs.

In order to promote and foster a positive Catholic climate, the **parents/guardians** are expected to:

1. be aware and understand the definition of bullying from the Board's Bullying Prevention and Intervention Plan, and the school's Code of Conduct (AP 302) and Progressive Discipline Procedure (AP #308);
2. treat everyone with dignity and respect and model caring and respectful interactions in an effort to teach their children to be respectful and caring individuals;
3. report incidents of bullying behaviour and encourage their children to report incidents in a way that minimizes reprisal;
4. in partnership with the school staff, work to address and rectify incidents of bullying behavior;
5. create awareness among their children that bullying is never acceptable;
6. seek appropriate social and emotional support for their child if necessary;
7. support all students in participating in equity and inclusive education, bullying prevention & intervention, and leadership programs;
8. be provided the opportunity to voluntarily participate in the school climate survey.

4. Interventions and Support Strategies

The Kenora Catholic District School Board:

1. believes that interventions and supports should be evidence-informed, timely and take a whole school approach. Our comprehensive strategies will impact the Catholic learning environment by maintaining and restoring caring and respectful relationships;
 2. will provide information to board employees on completing the Safe Schools Incident Reporting Form (Form 067);
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3. will ensure that our Bullying Prevention and Intervention Plan strategies and supports for students who have been bullied; students who have witnessed incidents of bullying; and students who have engaged in bullying;
4. strategies and supports may be provided through board programs and resource personnel, or through community-based service providers including social service and mental health agencies;
5. for a student with special education needs; strategies, supports and consequences must be consistent with the student's strengths and needs. The program goals and learning expectations should be documented in his or her Individual Education Plan (IEP);
6. employees of the board must take all allegations of bullying behaviour seriously, and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents. Employees must respond to any student behaviour that is likely to have a negative impact on the school climate;
7. the Bullying Prevention and Intervention Plan procedures should clearly define the responsibilities and roles of the Principal/Vice-Principal, teachers, other school staff, parents/guardians and students;
8. the Bullying Prevention and Intervention Plan outlines and communicates supports for students, including the development of specific plans to protect students who have been harmed. The Plan outlines the process for parents/guardians to follow if they are not satisfied with the supports that their child receives (AP #308 Progressive Discipline).

5. Notifying Parents

- 5.1 Principals are required to notify the parents/guardians of students who have been **harmed** as the result of a serious student incident. Principals shall disclose the following information:
 1. the nature of the activity that resulted in harm to the student;
 2. the nature of the harm to the student which can be experienced in a number of ways, including physical, mental, emotional, and psychological;
 3. the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
 4. the supports that will be provided for the student in response to the harm that resulted from the activity.
 - 5.2 Principals are required to notify the parents/guardians of students who have **engaged** in serious student incidents. Principals shall disclose the following information:
 1. The nature of the activity that resulted in harm to the other student;
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2. The nature of the harm to the other student which can be experienced in a number of ways, including physical, mental, emotional, and psychological;
3. The nature of any disciplinary measures taken in response to the activity;
4. The supports that will be provided for the student in response to his or her engagement in the activity.

5.3 When notifying parents/guardians of these incidents, the principal must:

1. Invite parents/guardians to have a discussion with him or her about the supports that will be provided for their child;
2. Offer opportunities for parents/guardians to learn about school safety and school climate;

Under subsection 300.3(3) of the Education Act, a principal shall **not** notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. Under subsection 301(5.5) of the Education Act, when principals have decided **not** to notify the parents/guardian that their child was involved in a serious student incident, as described above.

The principal must in accordance with Ontario Regulation 472/07,

1. document the rationale for this decision;
2. notify the teacher who reported the incident;
3. notify the appropriate supervisory officer of this decision.

Principals shall also, if they determine it is appropriate to do so,

1. inform other board employees of this decision;
2. refer students to board resources or to community-based service provider(s) that can provide the appropriate type of confidential support when his or her parents/guardians are **not** called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line).

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act.

6. Reporting to the Principal:

- 6.1 The purpose of reporting serious student incidents is to ensure that the principal 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. The following must be considered:
1. early childhood educators in board-operated extended-day programs, as well as employees and contractors of third-party operators as described above, must report to the principal as soon as reasonably possible;
 2. individuals who are not employees of the board and who come into direct contact with students on a regular basis, as outlined in subsection 302(3.1) of the Education Act, must report such matters to the principal (AP 605: Visitors and General Public Responsibilities).

Section 300.2 of Part XIII of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible, considering the safety of others and the urgency of the situation. A written report must be submitted to the principal no later than the end of the school day, using the “Safe Schools Incident Reporting 067– Part 1”.

6.2 Responsibilities of the Principal

The principal must:

1. investigate all reports submitted by board employees, as outlined in subsection 300.2(3) of the Education Act;
 2. communicate the results of the investigation to the reportee as per Safe Schools Incident Reporting Form – Part II (Form 068) who made the report;
 3. not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2(5) of the Education Act;
 4. provide information in a timely manner so that school staff can work best to meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place;
 5. use the reporting form to confirm in writing what he or she witnessed if the principal was the sole witness;
 6. assign a number to each Safe Schools Incident Reporting Form for filing and retrieval purposes;
 7. information that could identify the student(s) involved must not be part of the acknowledgement;
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8. file a copy of the reporting form with documentation in the OSR, if action was taken. The names of all other students that appear on the form must be removed from the form before it is filled in the student's OSR;
9. retain the form and documentation in the student's OSR for a minimum of:
 - i. one year if the student's suspension was quashed or withdrawn and the record of suspension expunged;
 - ii. three years, if the student was suspended for the violent incident;
 - iii. five years, if the student was expelled for the violent incident.

If no further action is taken by the principal, the principal is not required to retain the report.

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 parents expressly request that it be placed in the OSR.

6.3 Responsibilities of the Board:

Boards are expected to:

1. follow the direction of the Police/Board Protocol;
2. provide information to board employees, including third parties who are under contract or agreement with the board, on completing the Safe Schools Incident Reporting Forms, such as:
 - o school bus drivers, in their transportation policies and contracts;
 - o employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs for Full-Day Kindergarten on the school site in accordance with Ontario Regulation 221/11, "Extended Day and Third Party Programs", made under the Education Act.
3. ensure that third parties, who rent or use space are provided the Kenora Catholic District School Board Code of Conduct.

In certain situations, employees who are members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

6.4 Responsibilities of Third Parties:

Bill 13 requires third parties, such as sports leagues and community groups, to follow standards of behavior that are consistent with the Kenora Catholic District School Board Code of Conduct, when

they use space in our facilities. This Code of Conduct helps ensure that all members of the school community are treated with respect and dignity.

8.0 Professional Development Strategies for Administrators, Teachers and Other School Staff

Boards are required to:

1. establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with subsection 170(1) of the Education Act.
2. put in place curriculum-linked training strategies on bullying prevention and intervention to give all administrators, teachers, and other school staff the resources and support they need;
3. make resources available when necessary to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers);
4. recognize the ongoing need to support training for new teachers;
5. implement a school-wide progressive discipline policy that is consistent with the code of conduct;
6. ensure that members of the school community are aware of the board's policy on progressive discipline, including students, parents, school secretaries, custodians, volunteers, community-based service providers, school bus operators and drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting the Full-Day Kindergarten program on the school site;
7. work with their local Children's Aid Societies to develop and implement annual training for board staff concerning their duty to report under the Child and Family Services Act.

8.0 Communications and Outreach Strategies

To support a whole-school approach, boards must actively communicate their policies and guidelines on bullying prevention and intervention to:

- Principals
 - Vice Principals
 - Teachers
 - Support staff
 - Students
 - Parents/Guardians
 - Special Education Advisory Committee
 - School Councils
 - School bus operators and drivers.
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- Catholic Parent Involvement Committees and
- other relevant groups.

Reasonable efforts will be made to ensure that this information is available to parents in their first language.

9.0 Monitoring and Review

Kenora Catholic District School Board will continue to:

1. monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents, school councils, their Special Education Advisory Committee, and community-based service providers;
2. consult with their Catholic Parent Involvement Committee.
3. conduct a cyclical review of their policies and guidelines in a timely manner;
4. evaluate and monitor safe and accepting school policies and programs, and direct schools to address serious student incidents in their school improvement plans;
5. direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys of students, parents, and staff, which must be undertaken every two years at a minimum.

Legal References:

1. Education Amendment Act (Progressive Discipline and School Safety) 2007
2. Education Act (sections 265 (l) (m), 302 (1) (3) (4), 305 and 306.
3. Ontario Regulation 298, 427/07.
4. The Human Rights Code
5. PPM #'s 128,141,142,144,145

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