

<p><b>SCHOOL-COMMUNITY RELATIONS</b></p> <p><b>BULLYING PREVENTION AND INTERVENTION POLICY</b></p>	<p><b>8000</b></p> <p><b>8071</b></p>
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1. Rationale

Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour adversely affects a student's well-being and ability to learn. Bullying adversely affects the school climate, including healthy relationships. Bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and for those who see it happening.

2. Policy

- 2.1 Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful working and learning environment. Lakehead District School Board promotes and supports the human rights of all individuals. There is a strong commitment to safety, human rights, and equity for student well-being and success. The Board has an important role to play in keeping all students including those who identify as Indigenous, Black, racialized, people of colour, having disabilities, members of Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (2SLGBTQIA+) communities and other marginalized groups safe from bullying behaviour.
- 2.2 Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning (Ministry of Education). (2021) [Parent Engagement: Encouraging Parent Involvement in Schools](#). Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention, promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of bullying, they will be better equipped to identify the cues and assist a student.
- 2.3 It is the policy of LDSB that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on LDSB property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At LDSB, we believe that it is everyone's responsibility to stop bullying behaviour within the school community

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### 3. Guiding Principles

#### 3.1 Board, School, Staff, Student, Parental/Guardian/Caregiver Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have a responsibility to provide leadership in specific areas/ situations.

##### 3.1.1 Board

Lakehead District School Board will:

- establish a Board bullying prevention and intervention plan;
- require its schools to implement the plan and require schools to develop a school plan within the framework of the Board's prevention and intervention plan;
- make its bullying prevention and intervention plan available to the public
- review periodically the bullying prevention and intervention plan and solicit input from community stakeholders;
- develop a process to track and monitor incidents of bullying and cyber bullying to guide and inform school and Board planning;
- at least once every two years, conduct anonymous school climate surveys of students, staff, and parents;
- yearly collect and analyze data of violent incidents to support the development of Board policies and school improvement plans and to comply with Ministry reporting requirements;
- establish and provide annual professional development programs to educate school staff about bullying prevention and strategies to promote a climate of understanding and mutual respect;
- put in place curriculum-linked culturally responsive and relevant training on bullying prevention and intervention for administrators and school staff. The training will support the dismantling of systemic barriers and addresses all forms of bullying; and
- communicate policies and procedures on bullying prevention and intervention to administrators, school staff, school councils, all Board advisory boards and appropriate community partners.

##### 3.1.2 School

The principal of the school will:

- make the Board's and the school's bullying prevention and intervention plan available to the public;

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- lead the development and reviews of the school's bullying prevention and intervention plan using any collected data and stakeholders' input; and
- lead the development and reviews of the school's Code of Conduct.

### 3.1.3 Staff

All staff members within LDSB will:

- model caring, respectful interactions;
- treat everyone with dignity and respect;
- raise awareness of bullying and cyber-bullying behaviour and its long-term effect on all students;
- recognize that creating a climate of understanding and mutual respect is key in the prevention of bullying behaviours in schools;
- develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition;
- include bullying prevention as a regular item on staff meeting agendas;
- provide support to new students to ensure that they understand expectations and routines;
- provide opportunities for positive student leadership for all students;
- encourage students to report bullying behaviours;
- teach students the difference between tattling/ratting (getting someone into trouble) and telling (helping someone who is in trouble);
- consider mitigating and other factors before applying progressive discipline;
- develop a safe and anonymous way for students to report bullying
- take every report of bullying seriously; and
- engage bystanders – teach skills needed to deal with bullying situations positively and safely;
- label and intervene quickly in any bullying behaviour of which they are aware;
- work with students and parents/guardians/caregivers to resolve bullying issues in a timely and developmentally appropriate manner;
- teach students pro-social behaviours, prompt, and reinforce them throughout the school day; and
- communicate to students and parents that a student who is engaged in bullying will be subject to a range of interventions, including suspension.

### 3.1.4 Students

All students within LDSB are expected to:

- treat everyone with dignity and respect;
- raise their awareness and understanding of bullying behaviour and its long-term effects. Realize that bullying behaviour is never acceptable;
- report incidents of bullying behaviour whenever they see it;
- engage in positive leadership opportunities;

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- provide support to new students or to students who have difficulty finding a peer group;
- endeavour to disengage from being a bystander to bullying behaviours;
- actively support their school's bullying prevention and intervention programs;
- support a climate of understanding and mutual respect; and
- follow Board and school Codes of Conduct.

### 3.1.5 Parents/Guardians/Caregivers

All parents/guardians/caregivers of students within LDSB are expected to:

- treat everyone with dignity and respect;
- report incidents of bullying behaviour whenever they see it;
- raise their awareness and understanding of bullying and cyber-bullying behaviour and its long-term effects;
- in partnership with the school staff, work to address and remedy incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents);
- create awareness among their children/youth that bullying is never acceptable;
- endeavour to get appropriate social/emotional help for their child, if necessary;
- support their school's anti bullying initiatives;
- encourage their children/youth to report incidents of bullying behaviour;
- model caring and respectful interactions; and
- teach their children/youth to be respectful and caring individuals.

## 3.2 Prevention/Intervention Strategies

### 3.2.1 Positive School Climate

A climate of understanding and mutual respect is defined by the Ministry of Education as "the sum total of all the personal relationships within a school." When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect LDSB's Character Education development initiatives.

### 3.2.2 Teaching Strategies

Teaching strategies will be used that focus on developing healthy relationships including bullying and cyber-bullying prevention in daily classroom teaching.

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3.2.3 Character Development/Education

Prevention and intervention strategies should be aimed at developing and promoting the Board's identified character traits of inclusion, empathy, integrity, respect, and responsibility.

3.2.4 Progressive Discipline

Incidents of bullying should be addressed with an appropriate and timely response. Intervention should be done in ways that are consistent with a progressive discipline approach.

3.2.5 Code of Conduct

All members of the school will become familiar with and demonstrate an understanding of the Board's and school's Code of Conduct, which sets out expected standards for behaviour.

3.2.6 Safe School Committee (an existing school committee can assume this role)

Each school shall have a Safe Schools Team. The school's Safe Schools Committee shall be composed of at least one student, where appropriate, parent, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate and recommends appropriate interventions/preventions as needed. The committee will review the school Code of Conduct and provide input. The chair of the committee must be a staff member. The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

3.2.7 Training

Lakehead District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide information for parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and accessibility.

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4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education	September 28, 2010	Policy/Program Memorandum PPM 144 Bullying Prevention and Intervention
8070 Safe Schools – System Expectations		Policy/Program Memorandum PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
8072 Sexual Orientation and Gender Identity		<i>Policy/Program Memorandum PPM 120 Reporting Violent Incident to the Ministry of Education</i>
7030 Human Rights and Workplace Harassment		<i>Policy/Program Memoranda PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct</i>
		<i>Policy/Program Memoranda PPM 145 Progressive Discipline and Promoting Positive Student Behaviour</i>
		Education Act Part XIII subsection 302 (3.4)
		Ontario Regulation 440/20
		Ministry of Education. (2021). <u>Parent Engagement: Encouraging Parent Involvement in Schools.</u>
	<u>Date Revised</u>	
	January 22, 2013 May 23, 2017 May 24, 2022	