

<p>SCHOOL-COMMUNITY RELATIONS</p> <p>BULLYING PREVENTION AND INTERVENTION PROCEDURES</p>	<p>8000</p> <p>8071</p>
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1. Introduction

It is the policy of Lakehead District School Board (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. These are the procedures to implement 8071 Bullying Prevention and Intervention Policy.

2. Definitions and Clarifications

2.1 Ministry Definitions: Subsection 1 (1) of 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.

2.2 Bullying

For the purposes of the definition of “bullying” as above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

2.3 Cyber-Bullying

- (a) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
 - (i) creating a web page or a blog in which the creator assumes the identity of another person;

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- (ii) impersonating another person as the author of content or messages posted on the internet; and
- (III) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

The definition of bullying includes cyber-bullying and all requirements identified under the Education Act and under this procedure related to bullying also apply to cyber-bullying.

2.4 Types of Bullying Behaviour (may include, but are not limited to the following):

- (a) Physical: repeated hitting, kicking, shoving, or beating up another person;
- (b) Property: repeated stealing or damaging another person's property;
- (c) Verbal: repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment;
- (d) Social: repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships;
- (e) Racial: repeated aggression directed to a person or persons because of their religious beliefs or racial group; repeatedly saying negative things about a religious background or belief; repeatedly calling a person name or making fun of his/her religious beliefs or racial group;
- (f) Sexual: repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, groping, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons inappropriate names because of their sex, sexual orientation, gender identity or gender expression;
- (g) Ability: repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability;
- (h) Homophobic and Gender Identity: the repeated ill treatment of another individual based on their sexual orientation, gender identity or perceived sexual orientation or gender identity, including disclosure of someone else's sexual orientation. Ill-treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment;
- (i) Electronic/Cyber: the repeated use of email, cell phones, text, internet, web sites, social media, and digital gaming platforms to threaten, harass, embarrass, exclude by damaging means, or damage reputations or friendships;

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- (j) Examples of cyber-bullying may also include:
- sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
 - revealing information considered to be personal, private, and sensitive without consent; and
 - making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others.

2.5 Aggressive behavior

May be intentional or unintentional, direct, or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name-calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

2.6 Harm

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

3. Bullying Prevention and Intervention Strategies

Bullying prevention and early intervention are critical in supporting student learning and achievement and for maintaining a positive school environment. A positive school environment is established and sustained through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of students in school life.

3.1 Character Education

Good character is modeled, taught, and practiced throughout the Board, and schools, parents, and the broader community are regularly engaged in character development initiatives. All school members are expected to model the Board's key character attributes of integrity, inclusion, responsibility, empathy, and respect, which transcend race, faith, gender, socio-economic status, or ability. System-wide character education provides a solid behavioural foundation upon which bullying prevention and intervention strategies can build.

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3.2 Positive School Climate

A positive school climate which is the promotion of a climate of understanding and mutual respect, essential to the prevention of bullying behaviour, is created when schools:

- promote the development of healthy and inclusive relationships between staff and students and with parents and the broader community;
- provide and support training for students and staff members that raises awareness of the problem of bullying, and the various forms, and understand the actions that can be taken by those witnessing the behaviour;
- provide opportunities for students and staff to participate in equity and inclusive education, bullying prevention;
- reinforce bullying prevention messages through opportunities such as assemblies, presentations, discussions, programs addressing discrimination based on such factors 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, sex, colour, ability, ancestry, and place of origin;
- post, communicate and enforce clear codes of student conduct;
- assess the awareness and scope of the bullying problem at the school through school climate surveys;
- ensure that students are supervised throughout the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem;
- find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders with their peers and within the broader community;
- encourage parents/guardians/caregivers to participate and become engaged in the life of the school and to volunteer to assist in school activities and projects; and
- involve school councils in the development of anti-bullying initiatives and the ongoing implementation of bullying prevention programs.

The following positive preventive school practices will form the basis of schools' bullying prevention programs, consistent with the promotion of a climate of understanding and mutual respect:

- promotion and acceptance of healthy student relationships and healthy lifestyles, including student-led initiatives in this regard;
- student success strategies;
- program modifications or accommodation;
- class placement;
- individual, peer, and group counselling;
- conflict or dispute resolution;
- restorative practices;

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- mentorship programs;
- behaviour management and safety plans; and
- community support programs.

In addition, staff will provide information to parents/guardians/caregivers and school councils about bullying, including ways to support a child who reports being bullied or witnessing bullying. This information will include the dangers of parent/guardian/caregivers encouraging children to be aggressive or to strike back. The school and home can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims. School staff will regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

3.3 Classroom Prevention Strategies

The following classroom management and instructional strategies reinforce and support schools' overall efforts to address bullying:

- providing and regularly reinforcing clear expectations for appropriate student behaviour;
- focusing on developing healthy relationships in classroom lessons and including teaching resources that deal with related issues (see Appendix B - Resources);
- focusing on equity and inclusive education principles in classroom lessons/discussions;
- providing opportunities for students to talk about bullying and to define unacceptable behaviours, including racism, homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour;
- involving students in establishing classroom rules against bullying and peer harassment;
- engaging students in classroom activities and discussions related to bullying and violence, including critical media literacy and safe internet use;
- promoting cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding; and
- varying the grouping of participants in these projects and monitoring the behaviour of participants in each group.

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3.4 School-wide Intervention Strategies

Schools will consistently take appropriate action to address student behaviours that are contrary to provincial, Board and school Codes of Conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobic behaviour, harassment on the basis of sex, gender, gender identity, gender expression, sexual orientation, race, colour, ethnicity, ancestry, religion, place of origin, family or socio-economic status, ability, or other grounds protected by the Human Rights Code. Schools will also act against any other student behaviour, such as swearing, malicious gossip, name-calling, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a climate that does not promote understanding and mutual respect.

3.4.1 Intervention will occur in a timely, supportive, and sensitive manner and be made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration individual student needs (at a level within reason of the students' ability for understanding). The school and school staff will take these moments of interventions as teachable moments to work through situations with students in a supportive manner.

Intervention strategies can include:

- asking the student to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modelling appropriate communication;
- asking the student for a correction of the behaviour by restating or rephrasing their comments;
- asking the student to apologize for the behaviour;
- asking the student to not repeat the behaviour; and
- asking the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful (see Appendix C).

3.4.2 Interventions will range from early and ongoing to more intensive interventions in cases of persistent bullying, with possible involvement to community members (such as elders), social service agencies or school-based services. In cases where positive preventive practices may be ineffective or insufficient to address inappropriate student behaviour, the use of progressive discipline consequences, up to and including expulsion, may be appropriate. In circumstances where students receive a consequence for their behaviour, schools will follow the direction of the Ministry of Education as it applies to Progressive Discipline and/or suspensions. The principles will be applied, consistent with the Human Rights Code, in the least restrictive manner to be effective, and so as not to add

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to the historical disadvantage of racialized students or marginalized students or students with exceptionalities. Intervention should be curriculum-linked, consistent with a bias-free progressive discipline approach, and consider mitigating factors that influence behaviour.

- 3.4.3 School staff will support students in making a confidential report if they are the victim of bullying or are aware of other victim(s). Reporting methods will minimize the possibility of reprisal and will record details of the incident(s). Reports will be investigated and resolved expeditiously, consistent with school, Board and Ministry procedures. Parents/guardians/caregivers who report bullying will be listened to, and their reports will be followed by an investigation and resolution of the allegations.
- 3.4.4 Where appropriate, students and their parent/guardian/caregiver will receive developmentally appropriate contact information about professional supports such as community agencies, public health facilities, help phone lines and websites.
- 3.4.5 Principals/vice principals are expected to review and amend, as appropriate, Individual Education Plans and Support Plans at regular intervals and, following an incident, to ensure that students with special needs are receiving appropriate supports.

3.5 Classroom Intervention Strategies

- 3.5.1 The following outline the intervention strategies that teachers will generally employ to prevent inappropriate and unacceptable classroom behaviours:
- oral reminders;
 - visual cues to the desired behaviour;
 - clear examples of appropriate behaviour;
 - review of expectations in the school Code of Conduct;
 - written work assignment addressing the behaviour that has a learning component;
 - contact with the student’s parent/guardian/caregiver;
 - conflict mediation, consultation, and resolution;
 - peer mentoring;
 - referral to counseling; and
 - restorative practices.

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3.5.2 In the case of a bullying incident, teachers will:

- take immediate action when bullying is observed;
- report the incident to school administration by filling Safe Schools Incident Report form (see Appendix A) in accordance with 8070 Safe Schools – System Expectations Procedures, Section 7.3 Reporting of Incidents On and Off School Property. This form can also be completed electronically. It can be found at www.lakeheadschoools.ca/staff-resources/ Safe Schools Incident Reporting;
- let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the student doing the bullying, educators support both the victim and the witness(es);
- ordinarily confront the student engaging the bullying in private. Dealing with the student does not necessarily mean confronting them in front of their peers. Challenging them in front of their peers may actually enhance their status and lead to further aggression;
- notify the parents/guardians/caregivers of both victims and the student(s) doing the bullying when a confrontation occurs and seek to resolve the problem quickly at school. Where appropriate, this action will be taken by the school administration. Following a serious incident, a parent must be contacted by the principal as per Ministry direction. Both victims and aggressors will be referred to school and/or community supports whenever appropriate;
- provide protection and support for students who have experienced bullying whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend;
- listen receptively to parents/guardians/caregivers who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken; and
- avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the school administrator who will address the situation as appropriate, including contacting police services where needed.

In cases where ongoing intervention strategies are used, the parent/guardian/caregiver of the student engaging in bullying behaviour will be contacted.

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4. Review

These procedures 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
7030 Human Rights and Workplace Harassment		Policy/Program Memorandum PPM 120 Reporting Violent Incident to the Ministry of Education
		Policy/Program Memorandum PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct
		Policy/Program Memorandum PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
		Education Act Part XIII subsection 302 (3.4)
	<u>Date Revised</u>	Education Act subsection 1
	January 22, 2013	Ontario Regulation 440/20
	May 23, 2017	
	May 24, 2022	