

Bullying Prevention and Intervention

Procedure Number:	4008j
Procedure Owner:	Learning Support Services - Safe Schools
Effective Date:	
Amendment Dates:	
EIE Review Date:	
Resources:	<ul style="list-style-type: none"> • <i>The Education Act, RSO 1990, c E.2</i> • <i>Human Rights Code, R.S.O. 1990, c. H.19</i> • <i>Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56</i> • Policy and Programs Memorandum 120: Reporting Violent Incidents to the Ministry of Education • Policy and Programs Memorandum 128: The Provincial Code of Conduct and School Boards of Conduct • Policy and Programs Memorandum 144: Bullying Prevention and Intervention • Policy and Programs Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour • Provincial Model for a Local Police/School Board Protocol 2015 • TVDSB Creating Safe and Caring Schools Policy (4008) • TVDSB Equity and Inclusive Education Policy and Procedures (2022, 2022a and 2022b) • TVDSB Harassment Policy and Procedure (3004)

- TVDSB Health and Safety Policy and Procedures (2005 and 2005A through M)
- TVDSB Violence in the Workplace Policy and Procedure (3011)
- TVDSB Anti-Sex Trafficking Protocol
- TVDSB School Councils Policy and Procedure (3016)

1. Intent

- 1.1. This procedure operationalizes TVDSB Creating Safe and Caring Schools Policy (4008), and the Ministry of Education's Policy and Programs Memoranda (PPM) 120, PPM 128, PPM144, PPM145.

2. Definitions

- 2.1. Due to the number of key terms requiring definitions all definitions can be found in Appendix B.
- 2.2. Throughout this document, all defined terms will be capitalized to indicate they have a procedure-specific definition.

3. Objective of the Procedure

- 3.1. The procedures below outline TVDSB's Bullying prevention plan, which focuses on preventing and reducing Bullying. To accomplish these objectives TVDSB will;
 - 3.1.1. Focus on nurturing healthy relationships within the School Community;
 - 3.1.2. Maintain awareness that explicit and implicit Bias impacts our decisions and responses and
 - 3.1.3. Proactively develop capacity within the School Community to restore and repair relationships.
- 3.2. TVDSB recognizes that the work of Bullying prevention and intervention intersects with other areas, such as mental health, well-being, Equity and community engagement. As such, TVDSB will address concerns of Bullying on both an individual and systemic level.
- 3.3. In developing TVDSB's Bullying prevention plan, intervention and reduction strategies, emphasis will be placed on Culturally Inclusive and accessible communication, as well as active participation from all members of the School

Community.

4. Roles and Responsibilities

4.1. **All TVDSB Employees** are responsible for:

- 4.1.1. Supporting and prioritizing relationships, safety, connection and regulation to create safe and Inclusive environments;
- 4.1.2. Addressing Student behaviour that may negatively impact another person's sense of safety and belonging, including Bullying and Cyber-Bullying;
- 4.1.3. Supporting, modeling and promoting respectful and healthy relationships for all identities;
- 4.1.4. Following the requirements for reporting and responding to Serious Student Incidents, using the electronic Safe Schools Incident Reporting Form and
- 4.1.5. Promoting and adhering to the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements.

4.2. **The Director of Education** and **Superintendents** are responsible for:

- 4.2.1. Providing opportunities for all members of the School Community to increase their knowledge and understanding of Bullying prevention and intervention, in ways that are Culturally Inclusive;
- 4.2.2. Providing communication and information in a Culturally Inclusive and accessible manner;
- 4.2.3. Sharing this plan and additional bullying prevention resources on the TVDSB website;
- 4.2.4. Conducting the School Climate Survey, at least once every two years, and using the results to inform future planning;
- 4.2.5. Supporting and monitoring school-based Safe and Inclusive School Plans (Appendix A).

4.3. **School Administrators** are responsible for:

- 4.3.1. Addressing concerns of Bullying and harm in a way that takes into consideration and supports each Students' Intersecting Identities, in alignment with the *Ontario Human Rights Code*, and when the information is available, supports and aligns with a Student's Individual Education Plan

(IEP);

- 4.3.2. Conducting thorough investigations related to Safe Schools Incidents, including Bullying;
- 4.3.3. Reviewing and responding to reports that are received through TVDSB's Anonymous Reporting Tool;
- 4.3.4. Following the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k), as it relates to Bullying and
- 4.3.5. Providing opportunities for Students to participate in or lead school-based prevention and awareness activities. Establishing a Safe and Inclusive School Team, that must be chaired by a staff member and include the principal, at least one Parent or caregiver, teacher, non-teaching staff member or community partner, and ideally at least one Student;
- 4.3.6. Implementing and monitoring the school-based Safe and Inclusive School Plan (Appendix A), actively soliciting input from the School Council and posting it to the school website;

4.4. **School-based Staff** are responsible for:

- 4.4.1. Addressing concerns of Bullying and harm in a way that takes into consideration and supports each Students' Intersecting Identities, in alignment with the *Ontario Human Rights Code*, and when the information is available, supports and aligns with a Student's IEP;
- 4.4.2. Participating in training to increase their knowledge and understanding of Bullying prevention and intervention;
- 4.4.3. Supporting the development of healthy relationship skills through curricular activities;
- 4.4.4. Contributing to the Safe and Inclusive School Plan (Appendix A), and considering being a part of the Safe and Inclusive School Team and
- 4.4.5. Providing opportunities for Students to participate in or lead school-based prevention and awareness activities.

4.5. **Parents and Caregivers** are responsible for:

- 4.5.1. Adhering to the TVDSB Code of Conduct (4008i);

- 4.5.2. Encouraging and assisting their child(ren) in following the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements;
 - 4.5.3. Supporting, modeling and promoting respectful and healthy relationships for all identities, to create safe and Inclusive school communities;
 - 4.5.4. Engaging in TVDSB learning opportunities to increase their knowledge and understanding of Bullying prevention and intervention;
 - 4.5.5. Considering being a part of their Safe and Inclusive School Team and
 - 4.5.6. Reporting concerns of Bullying.
- 4.6. **Students** are responsible for:
- 4.6.1. Adhering to the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements.;
 - 4.6.2. Participating in, or leading school-based Bullying prevention and awareness activities;
 - 4.6.3. Reporting concerns of Bullying and
 - 4.6.4. Considering being a part of their Safe and Inclusive School Team.

5. Prevention and Awareness

- 5.1. TVDSB will utilize the principles of Equity and Inclusion throughout their efforts in Bullying prevention and awareness by:
- 5.1.1. Prioritizing relationships, safety, connection, regulation, and well-being to create safe and Inclusive environments, in support of student achievement;
 - 5.1.2. Clearly outlining expectations for appropriate Student behaviour in the TVDSB Code of Conduct (4008i);
 - 5.1.3. Providing opportunities for Students to participate in, or lead school-based prevention and awareness activities;
 - 5.1.4. Supporting the development of healthy relationship skills through curricular and non-curricular activities;
 - 5.1.5. Ensuring that all schools have a Safe and Inclusive School Plan (Appendix A), which is updated annually and posted on the school's website;
 - 5.1.6. Providing training to School-Based Staff so they can recognize and act

when they observe Bullying and

- 5.1.7. Sharing information and resources related to Bullying prevention and awareness on the school board website.

6. Members of the Public Reporting Concerns of Bullying

- 6.1. For Students, Parents and caregivers, reports of Bullying can be made:
 - 6.1.1. Through verbal or written communication;
 - 6.1.1.1. When reporting through verbal or written communication, the first point of contact should be the Student's teacher when applicable;
 - 6.1.1.2. If the issue is not resolved after speaking with the teacher, the next point of contact should be the School Administration;
 - 6.1.2. Or through the Anonymous Reporting Tool
- 6.2. If unsatisfied with the school's response, members of the public should follow the TVDSB Resolving Public Concerns and Complaints Procedure (2031a).

7. When TVDSB Staff Witness Safe Schools Incidents

- 7.1. TVDSB staff will respond to Safe Schools Incidents, including Bullying, that occur:
 - 7.1.1. On School Property;
 - 7.1.2. Off School Property when the actions have a significant impact on the overall well-being of members of the school and the School Climate;
 - 7.1.3. At any School-Related Event and/or
 - 7.1.4. In Virtual Learning Environments.
- 7.2. If safe to do so, TVDSB staff will respond to any Student behaviour that may negatively impact another person's sense of safety and belonging in a manner that is timely, Trauma-Informed, Culturally Safe, and Bias-Aware.
 - 7.2.1. When aware that any Student involved has an IEP, staff are expected to respond in a way that is consistent with the child's strengths and needs, and in alignment with the IEP goals and learning expectations.
- 7.3. When addressing Safe Schools Incidents, TVDSB staff will use Co-regulation and De-escalation Strategies to re-establish safety and connection.
- 7.4. If the Safe Schools Incident is an activity that could result in suspension or expulsion, therefore considered a Serious Student Incident, as set out in

Paragraphs 1 or 3 in Section 5 of the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k), all staff, including Third-Party Contractors, shall report the matter to the principal as soon as reasonably possible, considering the safety of others and the urgency of the situation in reporting the incident.

7.4.1. In cases where immediate action is required, a verbal report may be made.

7.4.2. All reports are to be confirmed in writing using the electronic Safe Schools Incident Reporting Form.

7.4.2.1. For TVDSB staff, the electronic Safe Schools Incident Reporting Form must be submitted before leaving for the end of their day.

7.4.2.2. For Third Party Contractors, the electronic Safe Schools Incident Reporting Form must be submitted as soon as reasonably possible.

8. Investigating Concerns of Bullying

8.1. Upon receiving a report of Bullying, School Administration will complete a thorough and Bias-Aware investigation, with appropriate communication throughout.

8.1.1. If the investigation determines that the threshold for Bullying has not been met, then School Administration will consider:

8.1.1.1. Restorative Approaches,

8.1.1.2. Progressive Discipline and,

8.1.1.3. School, system and/or community support for those involved.

8.1.2. If the investigation determines that Bullying has occurred, then School Administration will follow the steps outlined in TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k).

8.2. Upon completion of the investigation, the principal must provide the employee who reported the incident with a written acknowledgement using the electronic Safe Schools Incident Reporting Form, indicating whether the investigation has been completed or is still in progress.

9. Bullying Supports

9.1. When addressing incidents of Bullying, TVDSB will ensure that all those involved and impacted will receive appropriate supports that meet their physical, mental and emotional needs.

9.1.1. When determining what supports are offered, School-Based Staff will collaborate with Parents and caregivers and engage system and community-based resources, as appropriate.

9.2. As School Administration determines Bullying supports, they will:

9.2.1. Respond in a manner that is consistent with a Progressive Discipline approach;

9.2.2. Take measures to address the issue of protection, in a way that will minimize the possibility of reprisal for those who report incidents;

9.2.3. Ensure that, for Students with special education needs, interventions, supports and consequences are consistent with the Student's strengths and needs as well as with the program goals and learning expectations in their IEP;

9.2.4. Encourage an open and ongoing dialogue between the School Administration, Parents and caregivers, staff and Students;

9.2.5. Offer supports to Parents and caregivers that are school-based, through TVDSB or community partners.

9.2.5.1. If unsatisfied with the supports offered Parents and caregivers should follow the TVDSB Resolving Public Concerns and Complaints Procedure (2031a).

10. Monitoring and Effectiveness

10.1. TVDSB will use the Safe and Inclusive School Plan, Safe School Incident Reporting forms, School Climate Survey, and Progressive Discipline information to monitor, review and evaluate the effectiveness of this procedure and TVDSB's Bullying prevention plan.

11. List of Appendices

11.1. Safe and Inclusive School Plan (Appendix A)

11.2. Definitions (Appendix B)

Appendix A - Safe and Inclusive School Plan

School Name

2024-2025 Safe and Inclusive School Plan



Our school is committed to providing all students with a safe, caring, and inclusive learning environment free from bullying and harassment that promotes respect, acceptance, and empathy.

Staff, students, parents and caregivers, and community partners will work together as a team to help make our school safe and welcoming for everyone.

The Safe and Inclusive School Plan highlights some of the key actions that our school community will put in place as part of our bullying prevention and intervention efforts.

Key Priorities and Goals

This year we are focusing on <insert priority/goals>

We are doing this to/because <insert purpose/desired outcome>

Key Actions or Strategies

- <insert key action, strategy, initiative>
- <insert key action, strategy, initiative>
- <insert key action, strategy, initiative>

Community and Home Connections

- Ask your child about <insert idea here>
- Try <insert idea> at home with your child.
- Check out this resource <insert resource> about <insert topic>

Appendix B – Definitions

1. **Anonymous Reporting Tool** refers to an online tool for Parents, caregivers and students to advise staff of non-emergency incidents of bullying and other school safety issues.
2. **Bias** refers to an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements. Biases can be both implicit and explicit.
3. **Bias-Aware** refers to the conscious recognition and understanding of biases that individuals possess, including implicit biases that may operate on a subconscious level.
4. **Bullying** refers to aggressive and typically repeated behaviour by an individual where,
 - a. The behaviour is intended by the individual to have the effect of, or the individual 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
 - iii. The behaviour occurs in a context where there is a real or perceived power imbalance between individuals based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation").
 - b. For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.
 - c. **Cyber-Bullying** refers to bullying by electronic means, including,
 - i. Creating a web page or a blog in which the creator assumes the identity of another person;
 - ii. Impersonating another person as an 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.

5. **Co-Regulation** refers to a supportive, interactive, and dynamic process through which an individual supports someone else in regulating their emotions, behaviours and stress, in order to return to a calm state.
6. **Culturally Inclusive** refers to recognizing and valuing the diverse cultural backgrounds, language and contributions of individuals. It aims to create environments where everyone feels respected, valued and able to fully contribute, regardless of their cultural background.
7. **Cultural Safety** or **Culturally Safe** refers to when people feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive.
8. **De-escalation Strategies** is a collective term for a range of interventions comprising of verbal and non-verbal techniques that focus on calming situations.
9. **Equity** refers to a condition or state of fair, inclusive and respectful treatment of all people. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.
10. **Inclusion** or **Inclusive** refers to the principle of acceptance, in which diversity is honoured and all individuals are accepted.
11. **Individual Education Plan (IEP)** refers to a written plan that describes special education programs, accommodations and services that a school board will provide for a student. IEPs are based on a thorough assessment of a student's strengths, needs and ability to learn and demonstrate learning.
12. **Intersecting Identities** is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances.
13. **Parents** refers to parent(s) and guardian(s) and can also include caregivers or close family members who raise the child.
14. **Progressive Discipline** refers to a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences, which may include

suspension and expulsion, to address inappropriate student behaviour, while accounting for individual circumstances. This approach builds upon strategies that promote and foster positive behaviours to create safe, inclusive, and accepting schools.

15. **Restorative Approaches** refers to an approach that centres relationships, community, accountability and finding collaborative solutions in order to build and strengthen relationships, and restore and repair relationships after harm has occurred.
16. **Safe and Inclusive School Plans** refers to the yearly plan developed by the Safe and Inclusive School Team which sets goals and actions in order to create a safer school community. This plan replaces the former Bullying Prevention and Intervention (BPIP) and Safe and Accepting School Plan.
17. **Safe and Inclusive School Team** refers to a team established at every TVDSB school that is responsible for fostering a safe, inclusive, and accepting school climate through the implementation of the Safe and Inclusive School Plan. Each team is chaired by a staff member and includes the principal, at least one parent or caregiver, teacher, non-teaching staff member or community partner, and ideally at least one student.
18. **Safe Schools Incident** refers to any incident in which a negative action or behaviour impacts the sense of safety or belonging of others, including Serious Student Incidents.
19. **School Administration** refers to a school's principal, vice-principal or designate.
20. **School Council** refers to a group of parents, students, staff and principal that represent the perspectives of the school community. All schools are required to have one, based on the *Education Act*.
21. **School Climate** refers to the learning environment and relationships found within a school and school community.
22. **School Climate Survey** refers to a voluntary and anonymous survey administered to students, parents and caregivers and school staff at least every two years. The survey is used to help schools: assess perceptions of safety, inform planning decisions about programs to help prevent bullying and promote safe and inclusive schools, determine effectiveness of programs and build and sustain positive school climate.
23. **School Community** refers to the collective group of individuals who are connected to and interact within a school environment. This includes students, teachers, administrators, staff, bus drivers, volunteers, parents and caregivers, neighbours of the

school, visitor and local community organizations.

- 24. **School-Based Staff** refers to TVDSB staff working in the school building.
- 25. **School-Related Event** refers to any activity held at school or related to school. They may include time commitments outside of the regular school day and may occur off school property.
- 26. **School Property** refers to TVDSB school buildings and surrounding property.
- 27. **Serious Student Incident** refers to any activity listed in Paragraphs 1 or 3 in Section 5 of the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k).
- 28. **Student** or **Pupil** refers to a person enrolled at the school.
- 29. **Third-Party Contractors** refers to independent professional or organizations that provide services to TVDSB under a contractual agreement.
- 30. **Trauma-Informed** refers to an approach that acknowledges and accounts for the impacts of stress and or trauma on a person's well-being and ability to stay regulated.
- 31. **TVDSB's Cares Anonymous Reporting Tool** refers a tool, by the same name that is located on the TVDSB website, for parents and students to advise staff of non-emergency incidents of bullying and other school safety issues.
- 32. **Virtual Learning Environments** Virtual Learning Environments refers to the digital spaces where students engage in learning with TVDSB staff, using a TVDSB virtual learning platform.