

Procedure Title	Bullying Prevention and Intervention		
Date of Issue	September 21, 2004	Related Policy	BP 6820-D
Revision Dates	January 19, 2010, October 5, 2011, June 12, 2013; May 10, 2022; November 9, 2022	Related Forms	Online Incident Reporting Tool; AF 6410
Review Date	May 1, 2024 (2-year cyclical)	Originator	Administrative Council
References			
Education Act; AP 6820-D “Suspensions and Expulsions”; BP 7520-D “Human Rights”; AP 7520-D “Prevention and Resolution of Harassment, Discrimination, Objectionable Behaviour and Human Rights Violations”; BP 6850-D “Maltreatment of Staff and/or Students”; AP 6850-D “Child Maltreatment (suspected) Reporting”; BP 6303-D “Equity and Inclusive Education”; AP 1604-D “Communications – Addressing Parent/Community Concerns”; AP 6824-D “Anti-Sex Trafficking”; BP/AP 2101-D “Access to Board Premises”; Bill 157 “Keeping Our Kids Safe At School Act”; Policy/Program Memorandum (PPM) 144 “School Board Policies on Bullying Prevention and Intervention”; Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code; Ontario Regulation 472/07; Bill 13 “Accepting Schools Act”; PPM 119 “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”; PPM 120 “Reporting Violent Incidents to the Ministry of Education”; PPM 128 “The provincial code of conduct and school board codes of conduct”; PPM 145 “Progressive Discipline and Promoting Positive Student Behaviour”			

1.0 RATIONALE

- 1.1 Bullying, including cyber-bullying, is a serious issue that adversely affects:
 - 1.1.1 an individual’s well-being and ability to learn; and
 - 1.1.2 the school climate and healthy relationships.
- 1.2 Bullying is not acceptable in the school/work environment (including virtual/remote), in a school/work-related activity, or in any other circumstances that will have an impact on the school/work climate.
- 1.3 Bluewater District School Board is committed to the maintenance of work and school environments that are free from bullying. This commitment includes dealing promptly and effectively with any incidents of bullying to ensure that the board’s commitment to safe and accepting schools, as outlined in BP 6820-D, is upheld. The following procedure has been developed to guide a whole-school approach for the prevention of bullying, while also to assist in dealing with any incidents that may occur.
- 1.4 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and consequences will be consistent with the student’s strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP), Positive Behaviour Safety Plan (PBSP), and Strategies for a Successful Day (SSD).
- 1.5 Policy support and education are required to promote the elimination of bullying in our work and school environments. Building a culture of mutual support and respect is key.

2.0 UNDERSTANDING BULLYING - DEFINITIONS AND CHARACTERISTICS

NOTE: The definition of bullying includes cyber-bullying, as such, all requirements identified by this procedure related to bullying, also apply to cyber-bullying.

- 2.1 Aggressive behaviour** may be intentional or unintentional, direct, or indirect. It can take many forms, including:
- a) physical (e.g., hitting, pushing, slapping, tripping);
 - b) verbal (e.g., name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments; and
 - c) social, or relational (e.g., gossiping, spreading rumors, excluding others from groups, humiliation with public gestures or graffiti, shunning or ignoring). Social aggression may also occur through the use of technology (e.g., through the use of email, text messaging, social networking).
- 2.2 Bullying** means aggressive behaviour that can be repeated or happen one time, and can be carried out by an individual or a group of students where:
- a) 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, 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.
 - b) the behaviour (including the use of any physical, verbal, electronic, written or other means) 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, faith/creed/religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- 2.4 Bullying** has the potential to:
- a) negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being; and
 - b) create a negative environment at school or school-related activities for an individual, group or the whole school
- 2.5 Cyber-bullying** is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications. Examples of cyber-bullying may include, but are not limited to:
- a) sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
 - b) revealing information considered to be personal, private, and sensitive without consent;
 - c) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and
 - d) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.
- 2.6 Harm** can be experienced in a number of ways, including physical, mental, emotional, and psychological.
- 2.7 Characteristics of Bullying**
- a) Bullies may:
 - i. abuse power either physically, psychologically, or sexually;
 - ii. taunt, name-call and put down;
 - iii. threaten and intimidate;
 - iv. exclude others purposefully;
 - v. use a variety of means to spread rumours;
 - vi. pick on the most vulnerable people;
 - vii. manifest different behaviours according to gender or expressions of gender identities.
 - b) Bullying changes its form with age. Some examples include, but are not limited to:
 - i. younger children's playground bullying often involves pushing, shoving, name calling, teasing, and exclusion;

- ii. bullying may escalate to include ostracism, sexual harassment, gang attacks, and cyber-bullying; and
 - iii. adult bullying may take the form of verbal abuse, control, and manipulation and/or physical assaults, marital violence, child abuse, workplace harassment, and senior abuse.
- 2.8 Increasing the use of digital platforms enhances the threat of cyber-bullying as well as other safety risks.
- 2.9 Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked (please refer to AP 6824-D “Anti-Sex Trafficking” for more information).

3.0 GENERAL DUTIES AND RESPONSIBILITIES

3.1 Every member of the school community:

- a) has an obligation to treat each other with respect and dignity at all times, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, BP 7520-D “Human Rights” (and its related procedures); and
- b) is responsible for actively discouraging bullying, reporting incidents of bullying immediately (when it is safe to do so), and giving support to those who are victimized.

3.2 Bluewater District School Board will:

- a) involve school communities in the development, implementation, and maintenance of positive school climates and bullying prevention and intervention environments;
- b) develop and maintain (reviewed every two years) a board-level Bullying Prevention and Intervention Plan; and
- c) consult with school councils, Home and School Associations and parents, the Parent Involvement Committee (PIC), administrators, teachers, non-teaching staff (including, but not limited to, staff in social work, child and youth work, psychology, and related areas, and educational assistants), as well as students, Special Education Advisory Committee (SEAC), Indigenous Education Advisory Committee (IEAC), community partners, social service agencies, members of Indigenous communities (e.g., Elders), and other appropriate community groups as part of the cyclical review of this procedure.

3.3 School administration will:

- a) develop and maintain a school-level Bullying Prevention and Intervention Plan;
- b) support and endeavour to maintain a positive school climate in their schools;
- c) model and promote a school culture of mutual respect;
- d) provide leadership and support for bullying prevention and intervention culture;
- e) regularly and meaningfully communicate with the school community about bullying prevention and intervention, by:
 - i. encouraging community partners to participate in the planning, development, and implementation of school bullying prevention and intervention plans; and
 - ii. holding everyone in the school community accountable for their own behaviour.
- f) ensure that people feel safe and confident when reporting bullying;
- g) investigate all reports of bullying submitted as Safe Schools Incident Reports, in accordance with AP 6819-D “Safe Schools Incident Reporting”;
- h) investigate all other reports of bullying (e.g., verbally received, anonymously received etc.);
- i) record and track incidents of bullying to determine frequency;
- j) provide consequences consistent with AP 6825-D “Progressive Discipline”;
- k) provide opportunities for bullying prevention and intervention education; and
- l) require all staff and bus drivers to report all incidents of bullying.

3.4 School staff will:

- i) support and maintain a positive school climate in their schools;
- ii) model and promote a school culture of mutual respect;
- iii) be represented on the school Safe and Accepting Schools Team;
- iv) model, promote, and participate in the school's bullying prevention and intervention plan;
- v) demonstrate leadership in recognizing and discouraging bullying;
- vi) actively supervise and intervene to stop bullying and report any incidents; and
- vii) take seriously all allegations of bullying behaviour, and act in a timely, sensitive, and supportive manner.

3.5 Students will:

- i) support and maintain a positive school climate in their schools;
- ii) model and promote a school culture of mutual respect;
- iii) be represented on the school Safe and Accepting Schools Team;
- iv) participate in the school's bullying prevention and intervention plan;
- v) take responsibility for their own behaviour;
- vi) discourage and report any incidents of bullying; and
- vii) demonstrate positive leadership in their school community.

3.6 Parents/Guardians will:

- i) support and maintain a positive school climate in their schools (please see the board's Bullying Prevention and Intervention webpage for more information regarding positive school climates and bullying prevention, intervention, and reporting);
- ii) model and promote school culture of mutual respect;
- iii) be actively represented on the school Safe and Accepting Schools Team;
- iv) participate in and support the school's bullying prevention and intervention plan;
- v) discourage and report any incidents of bullying; and
- vi) communicate with the school regarding questions or concerns (following the processes outlined in AP 1604-D "Communications – Addressing Parent / Community Concerns");

3.7 School Council will:

- a) support and maintain a positive school climate in their schools;
- b) model and promote school culture of mutual respect;
- c) be represented on the school Safe and Accepting Schools Team;
- d) help develop and implement the bullying prevention and intervention plan; and
- e) communicate with the school and the wider community regarding bullying.

4.0 SAFE AND ACCEPTING SCHOOLS TEAMS

4.1 Each school shall establish a Safe and Accepting Schools Team which will include the principal, and at least one student, one parent, one teacher, one non-teaching staff member, and one community partner. The chair will be a staff member.

- a) In addition to the required members listed above, the team may also include (but are not limited to) the following roles, special education teachers, guidance counsellors, educational assistants, early childhood educators, student services representatives, child and youth workers, members of the school council, police officers, bus drivers etc.

4.2 This team will be responsible for fostering a safe, inclusive, and accepting school climate, and will:

- a) develop a cycle of on-going review, modification, and improvement of the school-wide bullying prevention and intervention plan and instructional programs.
- b) assess the school's needs and goals through data collection and school climate surveys;
- c) provide professional development for teachers, administrators, and other school staff;
- d) identify resources for bullies, victims, and families;
- e) provide support for victimized students;
- f) provide increased supervision where bullying tends to occur;

- g) develop a system to track/monitor incidents of bullying;
- h) integrate anti-bullying themes and activities into curriculum;
- i) establish clear school-wide and classroom rules about bullying; and
- j) annually review:
 - i) board policy BP 6820-D “Safe and Accepting Schools” and its related procedures;
 - ii) the school code of conduct;
 - iii) board policy BP 7520-D “Human Rights”;

5.0 BULLYING PREVENTION AND INTERVENTION PLANS

5.1 BOARD LEVEL BULLYING PREVENTION AND INTERVENTION PLAN

5.1.1 Bluewater District School Board will establish and maintain a Bullying Prevention and Intervention Plan that is consistent with the requirements and strategies outlined in this procedure. During development and review of the plan, the board will consult with:

- i) students;
- ii) teachers;
- iii) principals;
- iv) other board staff;
- v) volunteers;
- vi) parents;
- vii) school councils;
- viii) PIC;
- ix) members of the community;
- x) SEAC;
- xi) IEAC; and
- xii) community partners (e.g., social service agencies, mental health agencies etc.)

5.1.2 The board plan will serve as a reference for the development of school-based Bullying Prevention and Intervention Plans and will be made available to the public through the board website.

5.2 SCHOOL LEVEL BULLYING PREVENTION AND INTERVENTION PLANS

5.2.1 All schools in Bluewater District School Board District School Board will develop, and annually update, a school-wide Bullying Prevention and Intervention Plans (see sample in Appendix C, which is also available as an editable document in the ‘Bullying Prevention and Intervention’ folder in the Administrators’ handbook) as part of the work of the Safe and Accepting Schools Team (see section 4.0).

5.2.2 Each school plan will reflect the uniqueness of the school, align with the board plan, and be actively communicated to students, staff, parents/guardians, the community, and posted on the school website.

5.2.3 Components of these school-level plans will include the following:

- i) definition of bullying (including cyber-bullying);
- ii) members of Safe and Accepting Schools Teams;
- iii) prevention and awareness-raising strategies;
- iv) programs, intervention, and other supports;
- v) reporting requirements;
- vi) communication and outreach strategies;
- vii) monitoring and review processes.

6.0 PREVENTION AND AWARENESS STRATEGIES**6.1 BUILDING A POSITIVE SCHOOL CLIMATE AND BULLYING PREVENTION AND INTERVENTION CULTURE**

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention

6.1.1 The School Environment

- i) The school environment must be safe so that learning can take place. It is the obligation of all members of the school community to establish a safe, supportive learning community in accordance with Bluewater District School Board's Multi-Year Strategic Plan.
- ii) The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., field trips, school buses), extracurricular activities and the school climate. The school climate can be affected by student activities that occur both inside *and* outside of the school and could include such things as internet harassment or cyber bullying or deliberate acts of bullying against persons who are affiliated with the school environment.
- iii) To establish and maintain a safe and secure school environment:
 - a) the school staff will teach by example, will design activities to provide a positive, inviting school atmosphere and will maintain a safe school culture for all people in Bluewater schools;
 - b) discipline strategies will be consistent with AP 6825-D "Progressive Discipline – Students";
 - c) guidelines for supervision will be developed by individual schools to ensure the safety of staff and students at school-sponsored activities. These guidelines will be consistent with the school's code of conduct;
 - d) principals, in partnership with school staff, will uphold their responsibilities to address inappropriate behaviour and maintain a safe and accepting school/work environment that takes into consideration the processes outlined in BP/AP 2101-D "Access to Board Premises", BP 7520-D "Human Rights", BP 7523-D "Workplace Violence", as well additional policies, procedures, and considerations that they believe are appropriate.
 - e) students with a record of violence or who have been found in possession of weapons and who wish to transfer from one school to another will be identified by principals. This information will be communicated to the appropriate supervisory officer and to the students so identified;
 - f) schools will follow the safety alert process, outlined in AP 7523-D "Workplace Violence";
 - g) principals will co-operate with bus operators to ensure that school buses, as extensions of the school environment, are safe and secure;
 - h) schools will establish Safe and Accepting Schools Teams; and
 - i) schools will operate Joint Health and Safety Committees.

6.1.2 Supporting Appropriate Student Behaviour

- i) Schools will ensure that students, staff, and the school community are aware of the requirements of AP 6822-D "Code of Conduct" and their own school code of conduct, when defining what is considered appropriate behaviour.
- ii) Schools will implement evidence-informed bullying prevention and citizenship development programs, as well as provide positive activities designed to promote the building of healthy relationships and appropriate behaviour. Through each school's Safe and Accepting Schools Team, students may have opportunities to participate in bullying awareness and prevention training and leadership initiatives within their own schools.

- iii) Schools will focus on prevention and early intervention as a key to maintaining a positive school environment in which students can learn. Schools will develop prevention measures and initiatives that include the whole school and all aspects of school life.

6.1.3 Provide Learning Opportunities Related to Bullying Prevention and Intervention

- i) Teaching strategies will support the integration of bullying prevention and intervention strategies into the curriculum. Teaching strategies will focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching. Teachers promote inclusion, respect, and empathy, all of which are important components of bullying prevention. Bullying prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, gender identity and expression, creed, disability, place of origin, ethnicity, family circumstances, and other immutable characteristics. Through their own actions, all staff will model inclusion, respect, and empathy for all students.
- ii) Bullying prevention is the shared responsibility of school, home, and community, to work together to guide students to become good citizens in a society that promotes an equitable, bullying-free environment for all. Bullying prevention curriculum is intended to educate and promote the identification and handling of circumstances which are contrary to a safe, inclusive, and accepting learning environment, through skills such as appropriate conflict resolution.
- iii) Prevention is promoted through learning activities designed to build healthy relationships and appropriate behaviours, such as:
 - a) bullying prevention; and
 - b) citizenship and character development.
- iv) Prevention is achieved through:
 - a) early exposure to appropriate social skills to be used in different situations; and
 - b) early identification of bullying behaviours and support for learning appropriate behaviours. Strategies may include role play, social stories etc.
- v) The Ontario Curriculum, for example, all recently updated curricula including 2016 Kindergarten, 2018 Social Studies and Geography and History, and Health and Physical Education, Grades 1 to 8 (2019) and secondary (2015), includes expectations that relate to bullying prevention and the creation of a safe, inclusive, and accepting environment.
- vi) Lessons will be free of bias, reflect the diverse groups that compose our society, and provide opportunities for social emotional learning (SEL) in order to:
 - i) identify and manage emotions, so they can express and manage their feelings, and show an understanding of the feelings of others;
 - ii) recognize the sources of stress and cope with challenges, so they can work through challenges, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience;
 - iii) maintain positive motivation and perseverance, so they can recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope;
 - iv) build relationships and communicate effectively, so they can work collaboratively on problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships;
 - v) develop self-awareness and sense of identity, so they can see themselves as capable learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging; and
 - vi) think critically and creatively, so they can make connections between everyday contexts to help them make informed judgements and decisions.
(Ontario Mathematics Curriculum Expectations, Grades 1 to 8, 2020)

6.1.4 Opportunities for Bullying Awareness and Prevention - Staff Development

- i) Staff development is an essential component of safe and accepting schools.
- ii) Bluewater District School Board will provide ongoing opportunities for all staff to acquire the knowledge and skills necessary to teach appropriate conduct and develop and maintain a welcoming and safe school environment. This includes bullying awareness, prevention, and intervention training opportunities to build capacity to support students and contribute to a positive learning and teaching environment.

For those working in education, areas of focus should be:

- a) providing opportunities to reflect, to learn, and to collaborate with others.
- b) preparing for their responsibility as role models of appropriate interaction, bullying prevention, and as facilitators and promoters of conflict resolution. They will also know how and when to call upon the support of others, within both the school and the community, including appropriate community agencies.
- c) providing awareness/information opportunities for the purpose of applying school board and school procedures in a fair and consistent manner. Staff development topics may include, but are not limited to, information about:
 - school-based programs that address conflict resolution, mediation, self-esteem, decision-making;
 - bullying prevention strategies that include expectations for appropriate student behaviour, teaching strategies that support the school-wide bullying prevention program and opportunities for all students to participate in bullying prevention training and leadership initiatives in their school
 - community services that provide counselling, anger management, parenting skills, management of disturbed behaviour, etc.; and
 - programs that focus upon identification and elimination of bias and discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or other attributes such as income or appearance.

7.0 INTERVENTION AND SUPPORT STRATEGIES**7.1 Intervention Program – General Expectations**

- i) The board will build on its early identification practices and procedures to help children at risk of being bullies, victims, and/or bystanders. As much as possible, this assistance will take place within the classroom and with the involvement of parents or guardians.
- ii) Intervention programs, as well as helping students to reduce their teasing or bullying, should attempt to discover and document the underlying cause(s) of the student's behaviour. As well as addressing, or helping students address, the cause(s), intervention should build on their strengths, enabling them to develop a healthy self-concept and appropriate interpersonal skills. Intervention programs will take into account the different learning needs of all students (See Appendix B: Prevention, Intervention, and Support Considerations).
- iii) The board will implement progressive discipline programs (see AP 6825-D "Progressive Discipline – Students") utilizing a continuum of interventions, supports and consequences, including opportunities to reinforce positive behaviour while assisting students to make appropriate choices. Progressive discipline programs will model a framework that shifts the focus from a purely punitive to a corrective and restorative model.
- iv) Intervention programs and supports will be designed to consider mitigating factors.

- v) Teachers will have the opportunity to consult with parents about students whose behaviour and/or choices have caused harm, and students that are impacted negatively by the choices of others, whether directly or as witnesses. Where appropriate, an offer of available resources, such as in-school counselling will be made.
- vi) The board will continue to develop partnerships with community organizations and agencies which can provide support to students in need.

7.2 Responding to and Reporting of Bullying Incidents

- 7.2.1 Those working in education will take seriously all allegations of bullying behaviour, or any behaviour that is likely to have a negative impact on school climate, and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.
- 7.2.2 In addition to the requirement to respond, all staff who work directly with students have a duty to report incidents of bullying to an administrator. This includes all teaching and non-teaching staff in the school. Third parties (and their employees) such as bus drivers and daycare providers also have this duty to report. Reporting will be done as soon as possible after the incident, in accordance with AP 6819-D “Safe and Accepting Schools Incident Reporting”.

7.3 Reporting of Bullying Incidents by Students

- 7.3.1 Students are encouraged to report instances of bullying not only for themselves, but on behalf of those who bully, victims or bystanders in a timely manner, to a teacher, guidance counsellor, principal, vice-principal, or another adult that they trust, either by phone, email, or in person.
- 7.3.2 When confronted with situations involving bullying, students are encouraged to advocate for themselves and others if it is safe to do so.

7.4 Reporting of Bullying Incidents by Parents/Guardians

- 7.4.1 When a parent/guardian/caregiver suspects their child is being bullied, or when their student discloses a bullying situation to them, they are encouraged to contact the school immediately to speak with their student’s teacher, the principal, and/or another trusted staff member either by phone, email, or in person.

7.5 Principal’s/Vice-Principal’s Response to Reports of Bullying

- 7.5.1 If school staff are made aware of an incident or incidents of bullying, they will ensure that they follow the requirements of AP 6819-D “Safe Schools Incident Reporting”, making the school principal aware of the incident(s) as soon as possible, but no later than the end of the school day.
- 7.5.2 The school principal will investigate and respond to all reports of serious school incidents, including bullying, whether initially received through the board’s Online Incident Reporting Tool, or by another method of communication. The school principal will follow the requirements of AP 6819-D “Safe Schools Incident Reporting”, and AP 6820 “Suspensions and Expulsions”, and AP 6825-D “Progressive Discipline – Students”.
- 7.5.3 If the bullying incident(s) is reported by a parent/guardian, the school principal will follow-up with the parent/guardian regarding their report as soon as possible following the receipt of information. If the parent/guardian is not satisfied with the follow-up provided by the principal, the principal will refer them to the communication guidelines described in AP 1604-D “Communications – Addressing Parent/Community Concerns”, which provides multiple steps to ensure that concerns are addressed.

8.0 MONITORING AND REVIEW

8.1 Conducting school climate surveys

- 8.1.1 To obtain input from students, staff, and parent/guardians with respect to positive school climate and bullying prevention and intervention, each school will conduct anonymous school climate surveys of students, staff, and parents every two years.
- 8.1.2 Participation in all surveys is voluntary and anonymous; parents may choose not to have their child participate.
- 8.1.3 Results of school surveys are to be shared with the Safe and Accepting Schools Team and used to build strategies into the School Improvement and Equity Plan and Bullying Prevention and Intervention Plan regarding issues identified in the climate surveys.

8.2 In addition to school climate surveys, the board will:

- i) monitor, review, and evaluate the effectiveness of BP 6820-D “Safe and Accepting Schools” and its related procedures through consultation with teachers, other school staff, students, parents/guardians, and school councils; and
- ii) develop or enhance existing strategies and processes to track and monitor instances of reported bullying (including cyber-bullying), to guide and inform school and board strategic planning.

APPENDIX A: BULLYING INTERVENTION



Bullying Intervention

Employees of the board will take seriously allegations of bullying behaviour, or any behaviour that is likely to have a negative impact on school climate, and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

RECOGNIZE, INTERVENE and STOP

- bullying stops in fewer than 10 seconds – 57% of the time – when someone intervenes¹



¹Espalage, D., Pigott, T., Polanin, J. (2012) A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behaviour. School Psychology Review, Volume 41, No. 1, 47-65

SUPPORT

- ensure the immediate safety of the individual, and ask how you can support
- provide assistance and support to reduce the likelihood of further incidents
- monitor the behaviour, safety and well-being of the students involved



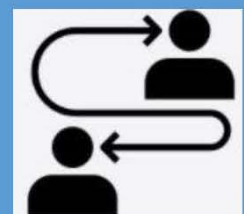
EXPLAIN

- describe why the behaviour is harmful, fearful, or distressful; and/or creates a negative environment at school
- principals will refer to AP 6819-D, "Safe and Accepting School Reporting", AP 6821-D-"Bullying Prevention and Intervention", and the school code of conduct when conferencing with students impacted by the bullying behaviour, and students demonstrating the bullying behaviour
- inform the student of the consequence of their behaviour, and the expectation for a change in behaviour



REPORT

- document the incident using the board's internal Safe Schools Reporting Tool
- report incidents of bullying to the school administrator as soon as possible
- follow up from teachers and/or administrators to all parties impacted by this incident



APPENDIX B: PREVENTION, INTERVENTION, AND SUPPORT CONSIDERATIONS

Please note, these are not exhaustive lists; schools/classrooms are encouraged to create their own list of methods/considerations during the development of their school plan.

SUGGESTED METHODS OF PREVENTION

- b) Reading lists and books that deal with bullying;
- c) Co-operative activities;
- d) Culturally responsive and relevant activities, (e.g., class presentations, assemblies, guest speakers regarding healthy relationships, bullying prevention etc.);
- e) Workshops for students/staff/parents;
- f) Mentoring;
- g) Bullying prevention posters and media;
- h) Media study, reading lists, drama presentations;
- i) Study groups - student and/or staff;
- j) Anonymous report box;
- k) Bullying prevention programs
- l) Social campaigns (e.g., bullying awareness day);
- m) Identify areas in school or on grounds where students feel vulnerable and supervise appropriately;

SUGGESTED METHODS OF INTERVENTION**Students that are Impacted by Bullying Behaviours**

- a) develop the student's peer support network (buddy/peer system);
- b) provide adult mentor;
- c) develop social skills and self-esteem;
- d) provide assertiveness training;
- e) offer counselling;
- f) coach the victim or witness in ways to report on and/or respond to a bully (e.g., stay calm, ignore, do not react, and walk away);
- g) work with classmates and family of victim or witness;
- h) provide a safe venue for reporting incidents;
- i) hold class meetings;
- j) provide print or other resources.

Students that Demonstrate Bullying Behaviours

- a) specific education in addition to consequences is recommended (e.g., behaviour expectations, anger management sessions, social skills courses, behaviour modification programs, programs designed to increase empathy and reduce aggressive behaviour);
- b) letter of apology;
- c) school community service assigned by principal;
- d) counselling;
- e) request for intervention by outside agencies;
- f) behaviour contract;
- g) restitution;
- h) alternative programming
- i) conflict resolution program;
- j) peer mentoring;
- k) adults dealing with bullies should be calm but firm, and avoid labelling;
- l) remove bully from playground, event, activity, classroom;
- m) help bully develop other forms of leadership and experience power in a pro-social way;
- n) progressive discipline (in accordance with AP 6825-D "Progressive Discipline – Students")



APPENDIX C – SAMPLE SCHOOL-BASED BULLYING PREVENTION AND INTERVENTION PLAN TEMPLATE (editable version available in the ‘Bullying Prevention and Intervention’ folder in the Administrators’ handbook)

Bullying Prevention and Intervention School Plan - Click or tap here to enter text.

Bluewater District School Board is committed to the maintenance of work and school environment that is free from any form of bullying. This commitment includes dealing promptly and effectively with incidents of bullying to ensure the board’s mission to provide a quality education for every student in a safe, accepting and caring environment.

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

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would 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.
- b) the behaviour (including the use of any physical, verbal, electronic, written or other means) 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 express, race, disability or the receipt of special education.

Bullying has the potential to:

- b) negatively affect students’ learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being; and
- c) create a negative environment at school or school-related activities for an individual, group or the whole school

Cyber-bullying is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications. Examples of cyber-bullying may include, but are not limited to:

- a) sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- b) revealing information considered to be personal, private, and sensitive without consent;
- c) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and
- d) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Reporting of Bullying Incidents – please refer to [AP 6821-D “Bullying Prevention and Intervention”](#):

- 7.2 Reporting of Bullying Incidents by Board Staff
- 7.3 Reporting of Bullying Incidents by Students
- 7.4 Reporting of Bullying Incidents by Parents/Guardians

Safe and Accepting Schools Team	Safe and Accepting Schools Team Members – <Enter Year>
As outlined in Policy/Program Memorandum (PPM) No. 144, “Bullying Prevention and Intervention”, schools must have in place a Safe and Accepting Schools Team. This team is responsible for fostering a safe, inclusive and, accepting school climate that must be chaired by a staff member and include the principal, at least one parent, teacher, non-teaching staff member, or community partner. It should also include at least one student.	School:
	Chair: <i>(must be a school staff member)</i>
	Principal/Vice-Principal:
	Teacher:
	Non-Teaching Staff:
	Student:
	Parent:
	Community Partner:
	Other(s):

Bullying Prevention and Intervention School Plan

The information in the each of the sections are suggested/potential ideas that school teams may wish to consider when developing their plan. Please add other ideas, and remove ideas that do not apply.

Our Goal:	
<p>Need(s) (identified through data analysis) Examples:</p> <ul style="list-style-type: none"> • school climate survey data • suspension data • achievement data • ISNT referrals • office referrals • incident reports • anecdotal reports 	<p>Prevention and Awareness Raising (students, staff, parents/guardians, community)</p> <ul style="list-style-type: none"> • integrate bullying prevention and equity and inclusion into classroom instruction (i.e., health, media, drama) • teach, model, embed citizenship and character development in classroom instruction • display Code of Conduct • engage parents/guardians and community partners in school initiatives (e.g., assemblies, guest speakers, workshops) • participate in Bullying Awareness Week and other year-round activities to promote awareness and inclusion (e.g., pink shirt day) • promote resources for students, parents, staff • promote a variety of clubs and groups (e.g., GSA) • engage in professional learning opportunities (e.g., staff meetings) • other
<p>Programs, Interventions and Other Supports (students who are impacted, and students who are involved in bullying behaviours)</p> <ul style="list-style-type: none"> • use of progressive discipline and consideration of mitigating factors • collaborative problem solving • address bystander behaviour • co-constructed class agreement focusing on inclusion • establish follow-up plan when incidents occur • other 	<p>Communication and Outreach Strategies (reaching students, parents/guardians, community)</p> <ul style="list-style-type: none"> • post school Bullying Prevention and Intervention Plan on school website • share information during school assemblies as well as on daily announcements • include information on school website, SchoolMessenger messages, and social media • share information at school council and other parent meetings • share information at staff meetings • other
<p>Monitoring and Review (schools will monitor, review, and evaluate the effectiveness of their Bullying Prevention and Intervention Plan with staff through school improvement planning)</p>	

NOTES:

The Bullying Prevention and Intervention Plan will be consistent with the policies and procedures of the board and will be updated annually.

The school's Bullying Prevention and Intervention Plan will be made available to the public through the school's website.