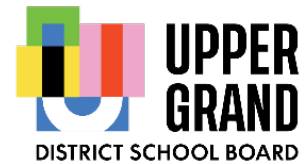


# Safe Schools – Bullying Prevention and Intervention Procedures Manual 503-A



<b>Category:</b>	Students
<b>Administered by:</b>	Safe and Inclusive Schools Superintendent
<b>First Adopted:</b>	June 2010
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## 1. General

It is the policy of the Upper Grand District School Board (UGDSB) to provide students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate. As part of this mandate, the board will strive to eliminate all forms of bullying through prevention and intervention strategies which foster positive learning environments, support academic achievement, and help students to reach their full potential.

This procedures manual outlines the continuum of bullying prevention and intervention strategies used in the UGDSB.

## 2. Definitions

### Bullying

As defined in section 1 of the [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 (“intimidation”).<sup>1</sup>

For the purposes of this definition of “bullying”, behaviour includes the use of any physical, verbal, electronic (“cyber-bullying”), written or other means.

### **Cyber-bullying**

As defined in section 1 of the [Education Act](#), “cyber-bullying” is bullying by electronic means, including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.<sup>2</sup>

## **3. Positive School Climate**

3.1 A positive school climate is:

- 3.1.1 inclusive and accepting of all students
- 3.1.2 based on multiple strategies that have a unifying purpose and reflect a common set of values
- 3.1.3 essential to student achievement and well-being
- 3.1.4 a whole-school approach to positive, healthy behaviour, and monitored and evaluated for effectiveness

3.2 Characteristics of a positive school climate:

- 3.2.1 students and staff feel safe and are safe

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<sup>1</sup> *Education Act*, Section 1(1)

<sup>2</sup> *Education Act*, Section 1(1.0.0.2)

- 3.2.2 healthy and inclusive relationships are promoted
- 3.2.3 all partners are actively engaged
- 3.2.4 students are encouraged to be positive leaders in their school community
- 3.2.5 bullying prevention and awareness-raising strategies are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, gender expression, religion, marital status, citizenship, culture, disability and socio-economic status
- 3.2.6 learning outcomes for all students is emphasized
- 3.2.7 professional development for staff is provided
- 3.2.8 students who have been bullied, engage in bullying, and witness bullying receive support

#### **4. Prevention and Awareness**

- 4.1 The board will ensure that bullying prevention and positive school climate initiatives are reflected in its multi-year strategic plans, including the Board Improvement Plan for Student Achievement (BIPSA) and its operational plans.
- 4.2 The board's Safe, Equitable and Inclusive Schools Steering Committee will receive feedback from community groups on the board's policies related to Safe Schools (503) and Equity and Inclusive Education (504) and be advised of any changes to these policies as a result of ministry initiatives.
- 4.3 Schools will establish a Safe and Inclusive Schools Committee that will be chaired by a staff member. An existing school committee can assume this role.
  - 4.3.1 A school's Safe and Inclusive Schools Committee will be composed of:
    - at least one school administrator
    - parent(s)
    - teacher(s)

- student representative, where appropriate
  - support staff member(s)
  - community partner(s)
  - school equity representative
- 4.4 Schools will develop a School Bullying Prevention Plan, and Safe, Equitable and Inclusive School Strategy in consultation with their Safe and Inclusive Schools Committee and post their plan to their school's website.
- 4.5 Schools will analyze the school climate through anonymous surveys of students, staff members and parents at least every two years.
- 4.6 Schools will update their School Bullying Prevention Plan, and Safe, Equitable and Inclusive School Strategy based on the climate surveys.

## 5. Programs, Interventions, and Other Supports

The School Bullying Prevention Plan, and Safe, Equitable and Inclusive School Strategy will be reviewed annually, and will include:

- 5.1 a definition of bullying as outlined in this policy
- 5.2 bullying prevention and equity and inclusive strategies and education programs and activities throughout all grades that focus on developing healthy relationships and provide leadership opportunities for students within the school
- 5.3 prevention and equitable strategies for staff and students to deal with bullying
- 5.4 strategies for supporting and educating students who have been bullied, students who have bullied others, and students who have been affected by witnessing and/or encouraging bullying (bystanders)
- 5.4.1 School administrators will coordinate and consult with parents, community agencies (e.g., Dufferin Child and Family Services, Services and Housing in the Province, police services, etc.), superintendents, in-school Child and Youth Worker, in-school Social Worker to create a supportive plan to ensure students feel safe at school, as needed.

- 5.4.2 Schools will provide referrals to community-based service providers, including social service agencies and mental health services for students, when needed.
- 5.5 procedures for students, parents, school staff, and school volunteers to report incidents of bullying
- 5.6 procedures to address the issue of protection from retaliation for those who report incidents of bullying
- 5.7 steps the school will take in response to all incidents of bullying through a Progressive Discipline approach
- strategies could range from early intervention to more intensive intervention in cases of persistent bullying, with possible referral to community or social service agencies
  - ongoing interventions may be necessary to sustain and promote positive student behaviour
- 5.8 the responsibility and roles of teachers, parents and students towards bullying, prevention and intervention
- 5.9 training strategies for members of the school community

## 6. Bullying Prevention Strategies

- 6.1 Bullying prevention strategies will be provided to students, staff and parents throughout the year. This information may be outlined in:
- school/student handbook
  - school's Code of Conduct
  - school newsletters, handbooks and other in-house publications
  - assemblies and announcements
  - bulletin board postings
  - school council meetings and publications
  - staff meetings
  - integration into classroom instruction
  - the school website

- school activities
- social media

## 7. Reporting

### 7.1 Staff

All bullying incidents must be reported using the online Safe Schools Incident Reporting Form. Bullying incidents must be reported by the end of the school day and as soon as possible after the incident. Where immediate action is required, the report can be made verbally to the principal, with submission of the written form by the following day.

### 7.2 Students and Parents

An online bullying reporting tool is available to UGDSB students in every grade – victims or witnesses – to report incidents at any time, from anywhere. The tool makes it easy for kids to reach out and let an adult in authority know when there's a problem. Parents are also welcome to use the tool, either to report incidents they have witnessed themselves, or by passing on second-hand accounts from younger children. Reports go directly to the school principal for follow-up.

7.2.1 Students and parent(s)/guardian(s) should follow the school's Code of Conduct to ensure incidents of bullying are reported and investigated.