



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2015	<i>Replacing</i> NEW
<i>Review Date</i> 2019	<i>Page</i> 1 of 20
<i>Contact Person/Department</i> Superintendent of Safe and Accepting Schools	<i>Identification</i> OP-6216

BULLYING PREVENTION AND INTERVENTION PROCEDURE

1.0 PURPOSE

Trillium Lakelands District School Board is committed to the safety and well-being of students, staff and all members of the school community and will ensure that programs are in place to prevent acts such as bullying or harm from occurring.

Whenever any member of our school community is feeling bullied by a student, staff at the school and/or board level will respond diligently and appropriately to stop the harm, hold individuals accountable for their actions, support persons involved and restore relationships.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 TLDSB Code of Conduct;
- 2.2 Policy BU-3035 and Procedure BU-3036 Appropriate Use of Information/Communication Technology and Technology Services;
- 2.3 THE EDUCATION ACT, RSO 1990;
- 2.4 Bill 13 Accepting Schools Act;
- 2.5 Bill 212 An Act to amend the Education Act in respect of behaviour, discipline and safety;
- 2.6 Bill 157 An Act to amend the Education Act (Keeping our Kids Safe at School);
- 2.7 MINISTRY OF EDUCATION POLICY AND PROGRAM MEMORANDA;
- 2.8 PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct;
- 2.9 PPM 141 School Board Programs for Students on Long-Term Suspension;
- 2.10 PPM 142 School Board Programs for Expelled Students (revised December 2012);
- 2.11 PPM 144 Bullying Prevention and Intervention (Revised October 2009);
- 2.12 PPM 145 Progressive Discipline and Promoting Positive Student Behaviour (revised December 2012);
- 2.13 The Ontario Human Rights Code;
- 2.14 The Child and Family Services Act;
- 2.15 The Criminal Code of Canada;
- 2.16 MFIPPA: Municipal Freedom of Information and Protection of Privacy Act.

3.0 TERMS AND DEFINITIONS

3.1. ADULT STUDENT

Is a student who is 18 years or older or, for the purposes of this procedure, 16 or 17 years old and has removed him/herself from parental control.

3.2. ASSAULT

Assault is:

- any direct or indirect intentional use of force against another person without his or her consent;
- any attempt or threat by act or by gesture to apply force to another person;
- the act of accosting or impeding another person while openly wearing or carrying a weapon or an imitation thereof.

3.3. BOARD EXPLUSION

An expulsion from all schools of the Board.

3.4. BODILY HARM

Any injury to the complainant that interferes with the health or comfort of the complainant and that is more than merely transient or trifling in nature.

3.5. BULLYING

Subsection 1 (1) of the Education Act is amended by adding the following definition: “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 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 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 expression, race, disability or the receipt of special education; (“intimidation”)

Section 1 of the Act is amended by adding the following subsections:

Bullying (1.0.0.1) For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying (1.0.0.2) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber bullying), 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.

3.6. DAILY CARE

A person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a student, who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

3.7. EXPULSION HEARING COMMITTEE

A maximum of five (5) Trustees designated by the Board to determine recommendations for expulsion.

3.8. EXTORTION

Obtaining or attempting to obtain anything without reasonable justification or excuse by threats, accusations, menaces or violence, inducing or attempting to induce any person, whether or not (s)he is the person threatened, accused or menaced or to whom violence is shown to do anything or cause anything to be done.

3.9. PARENT/ GUARDIAN

The custodial parent or guardian of a minor child who is not an Adult Student.

3.10. HARASSMENT

Harassment can be defined as the following:

- Engaging in vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome and which is linked to a protected ground under the Code;

- In general, persistent comments or conduct may include a single act ;
- The two most common forms of harassment are racial and sexual harassment, but harassment on any ground protected under the Criminal Code is prohibited;
- Racial harassment occurs where a person engages in a course of activity or comment which refers to or emphasizes the race or other race-related characteristics of an individual and where it could be reasonably anticipated that such comment or conduct would be unwelcome;
- Sexual harassment may be broadly defined as unwelcome conduct of a sexual nature based on gender or sexual orientation. Harassment, which is sexual in nature, may occur on its own or be combined with other forms of harassment, such as harassment based on race or disability.

3.11. HATE-MOTIVATED VIOLENCE

Violence involving racism or homophobia, where any person is physically, verbally, sexually or psychologically abused in an act of discrimination based on race, culture, religion, gender, language, disability, sexual orientation or any other attribute.

3.12. IMPACT ON SCHOOL CLIMATE

Is an incident or activity that has a negative impact on the school community.

3.13. INTIMIDATION

Wrongfully and without lawful authority, for the purpose of compelling another person to abstain from doing anything that the person has lawful right to do, or to do anything that the person has a lawful right to abstain from doing, by:

- using violence or threats of violence to any person or to cause injury to the property of that person;
- coercing or attempting to intimidate any person that violence or other injury will be done to or punishment inflicted on that person, or that the property of that person will be damaged;
- persistently following any person about from place to place.

3.14. SCHOOL

The term “school” in this document shall include school property, school buildings, school buses, field trips, athletic trips and all other in-school and out-of-school activities for which the Board is responsible.

“School” also includes student behaviours outside of those physical boundaries that have a direct and significant impact on the moral tone of the school.

3.15. SCHOOL CLIMATE

The sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

3.16. SCHOOL COMMUNITY

The school community is composed of staff, students and parents of the school and family of schools as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

3.17. SCHOOL EXPULSION

An expulsion from the school of the Board that the student was attending at the time of the incident.

3.18. UTTERING THREATS

Is in any manner, knowingly uttering, conveying or causing any person to receive a threat to cause death or bodily harm to that person.

3.19. VIOLENT ACTIVITY

Violent activity is characterized by:

- verbal, physical or written threats, annoyance, molestation or harassment;
- actual or threatened use of physical force; may have underlying emotional, sexual or racial bias which has the effect of endangering or might have the effect of endangering the health and welfare of students or staff members;
- actual or threatened use of physical force or actual or threatened use of a weapon which has the effect of endangering students or staff members.

4.0 ADMINISTRATIVE PROCEDURE

4.1 SAFE AND ACCEPTING SCHOOL TEAM

4.1.1 Every school in Trillium Lakelands District School Board shall establish a Safe and Accepting School Team.

4.1.2 The team should have the following membership:

- School administrator;
- Staff members;
- Parent(s);
- Student(s);
- Community member(s);
- Other members as determined by the school administration.

4.1.3 The team will meet regularly, as determined by the team.

4.1.4 The team shall be responsible for the following:

- Establishment of a school PRISM plan;

- Implementation of programs outlined in the PRISM plan;
- Coordination of plans for Bullying Prevention Week (third week of November);
- Communication of school processes and plans to the larger school community;
- Implementation of board level programs and processes within the school;
- Monitoring of effectiveness of programs and processes implemented in the school;
- Collection of relevant data at the school level to measure the effectiveness of programs and processes.

4.2 PRISM PLANS

4.2.1 Every school shall establish a PRISM plan and communicate this to the school community and submit to the Superintendent of Safe and Accepting Schools and the area Superintendent. PRISM plans are developed annually each year in the fall.

4.2.2 PRISM is an acronym for the following:

- P – Prevention strategies
- R – Response to incidences of bullying reports
- I – Intervention strategies
- S – support mechanisms for those affected by confirmed incidences of bullying
- M – monitoring strategies

4.3 BOARD WIDE PREVENTION STRATEGIES

4.3.1 Central level staff and/or committees shall produce materials to support schools in their efforts in the area of bullying prevention and intervention. These materials may include but not be limited to:

- Training programs for students, staff and parents;
- Communication materials;
- Support materials for bullying prevention week;
- Resources.

4.4 REPORTING AND RESPONDING REQUIREMENTS

4.4.1 Persons who feel they are being bullied by a student should have a number of options for reporting their concerns to school staff. These options must include the following:

- Talking directly to school staff;
- Talking directly to school administration;
- Reporting electronically via the school website.

4.4.2 Members of the school community will be informed early each school year as to the process for reporting allegations of bullying and their options.

4.4.3 When staff is advised of a bullying situation, they must complete the Incident Reporting Form.

4.4.4 When an allegation of bullying is brought to school administration, the principal or designate is required to investigate the allegation. The principal must respond as outlined in the Accepting Schools Act and amendment to the Education Act.

4.5 PROGRESSIVE DISCIPLINE

4.5.1 If the investigation of the principal confirms an incident of bullying or any other intentional act of harm by a student, the principal shall administer progressive discipline to the level they feel is appropriate. Progressive discipline shall take into account the following:

- The severity of the harm;
- Previous incidences involving the student(s);
- The age of the student(s);
- Any other mitigating factors in regards to the student(s) or the incident.

4.5.2 Progressive discipline is outlined in detail in the TLDSB Code of Conduct.

4.5.3 For specific incidents involving bullying, the principal may utilize the template for progressive discipline for bullying in order to effectively track the progressive discipline steps taken with a student who has been engaging in bullying behaviour (see appendices).

4.6 RESTORATIVE PRACTICES

4.6.1 A classroom and a school is a community. Positive relationships are key in a positive school climate. When harm is done, intentionally or unintentionally, it is imperative to restore or manage relationships in order that the community be able to function in a safe manner and that all persons feel safe and secure so that they may work comfortably to their full potential.

4.6.2 In many instances consequences are required. Schools are expected, where appropriate, to utilize restorative practices at the conclusion of those consequences in order to enhance relationships, give a voice to those who have been harmed or affected by harm and to allow those involved to move forward after difficult events in their lives.

4.7 MONITORING AND DATA COLLECTION

4.7.1 As outlined in the Accepting Schools Act, all schools with students grade 4 and above are required to participate in School Climate Surveys.

- 4.7.2 A climate survey should measure many aspects of school climate with bullying being a prominent topic.
- 4.7.3 The survey will be produced centrally for schools and the data collected will allow TLDSB and individual schools to set direction for future initiatives in regards to Safe and Accepting Schools as well as bullying prevention and intervention.
- 4.7.4 Data regarding school climate and incidences of bullying can also be collected from the report bullying web links on school websites.

4.8 COMMUNICATION

- 4.8.1 District and school initiatives in regards to bullying prevention and intervention will be communicated annually to students, parents, staff and the wider community in order that all involved will be clear on the processes, programs, policies, procedures and protocols that Trillium Lakelands District School Board and individual schools will follow in order to prevent, and respond to reported incidences of bullying that affect our students.

5.0 APPENDICES

- 5.1 Appendix 1 - Supporting a Positive School Climate – Model
- 5.2 Appendix 2 - PRISM plan template
- 5.3 Appendix 3 - 5 Step Bullying Response Template
- 5.4 Appendix 4 - Safe Schools Incident Reporting Form
- 5.5 Appendix 5 - Sample Letter of Notification

SUPPORTING A POSITIVE SCHOOL CLIMATE

BULLYING: Physical, Verbal, Electronic, Written, or Other Means

As per the Ontario Education Act, bullying is: aggressive and typically repeated behaviour directed at an individual or individuals that is intended to cause (or ought to be known to cause) harm, fear or distress, including physical, psychological, social, academic, or reputational harm to another person or their property. Bullying occurs in a context where there is either a real or a perceived power imbalance.

Cyber-bullying:

- (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.

5-STEP RESPONSE TO BULLYING

Step 1: **REPORT BULLYING***
Step 2: **INVESTIGATION**
Step 3: **COMMUNICATION**
Step 4: **INTERVENTION**
Step 5: **MONITORING**

***Report bullying in the following ways:**

Students:

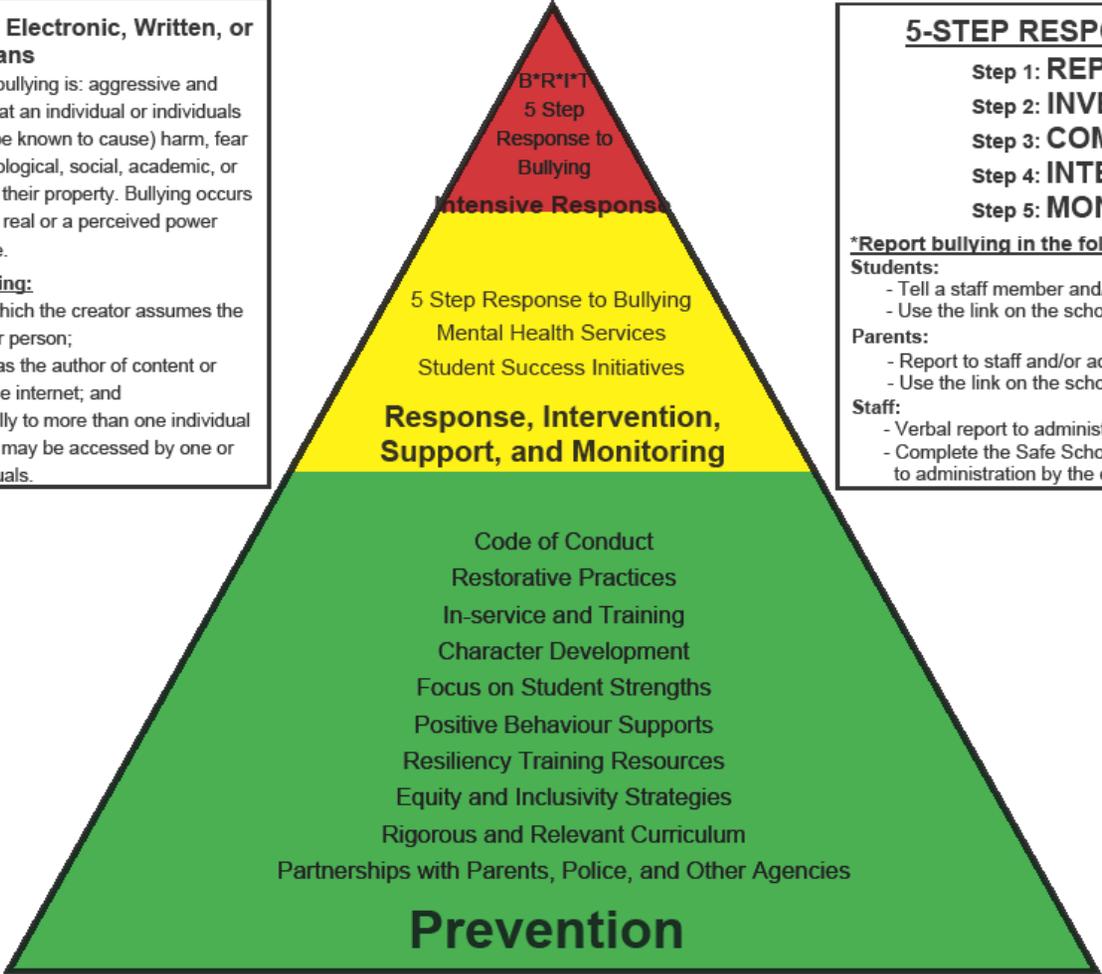
- Tell a staff member and/or administration
- Use the link on the school website to report anonymously

Parents:

- Report to staff and/or administration
- Use the link on the school website to report anonymously

Staff:

- Verbal report to administration *and*
- Complete the Safe Schools Incident Reporting Form and submit to administration by the end of that school day



P*R*I*S*M

Every school implements a PRISM plan:

**Prevention
Response
Intervention
Support
Monitoring**

B*R*I*T

**Bullying
Response
Intervention
Team**

A team of professionals available to administrators to assist with severe or complex bullying situations



1.888.526.5552
www.tlgsb.ca

TLDSB provides training and resources to staff, students, parents and community members to support and engage the entire community in bullying prevention and intervention.

SCHOOL-WIDE BULLY PREVENTION PLAN

PRISM PLAN

NAME OF SCHOOL:

PRINCIPAL:

DATE:

PURPOSE

The purpose of this plan is to outline our school plan for Bully Prevention and Intervention.

It was created collaboratively through our Safe and Caring School Team, our school staff, reviewed with our School Council and available on our web-site for perusal by the larger community

This plan will be reviewed on an annual basis as part of our School Improvement Plan.

DEFINITION OF BULLYING

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- 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, and,
- b) the behaviour 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 expression, race, disability or the receipt of special education; ("intimidation")

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SAFE AND INCLUSIVE SCHOOL COMMITTEE

Our School Committee:

SCHOOL MONITORING AND REVIEW PROCESS

This plan was developed on:

This plan will be reviewed on:

Our most recent school climate survey was conducted on:

PRISM- Please outline your school plan below

P- Prevention Strategies

- Strategies we use to enhance our positive school climate
- Specific strategies we use to prevent bullying from occurring in our school
- Education and awareness strategies for our students
- Education and awareness strategies for our school community
- Training and Inservice for Staff

R- Reporting Strategies

- If a student is being bullied, how should they communicate?
- If a parent wishes to report bullying, how should they do this?
- If another student wishes to report bullying, how should they do this?
- Are there a variety of ways that students and parents can safely communicate incidents to the school?

I-Intervention Strategies

- What are our progressive discipline steps and are all stakeholders aware of them?
- What is our process for investigating reports of bullying?
- Strategies for identifying potential bullies and intervening in their behaviour
- Methods for communicating with parents of involved parties
- Methods for documenting incidents and follow up for bullying incidents

S- Support Strategies

- Is there a support plan in place for the victim?
- Process for restorative practices
- Support strategies for bullies
- Strategies for bystanders
- Communication of support plans to parents
- Outside Agencies that can be accessed

M- Monitoring and Communication

- Data collection
- Climate surveys
- Goal setting
- Communication of data

Other:

Date Plan Created: _____

BULLYING RESPONSE STRATEGY

STUDENT DISPLAYING BEHAVIOR:

GRADE:

TEACHER:

Step 1

<p><u>Incident Details</u></p> <p>Date:</p> <p>Reporting Mechanism:</p>	<p>The parent of the bully is contacted by telephone and a letter is sent home indicating that:</p> <ul style="list-style-type: none"> • There has been a complaint against your child for bullying behaviours; • Investigation has confirmed that there is substance to this complaint; • Please talk to your child regarding this behavior; • We are willing to assist in this communication with your child should you wish to come in; • If there is another complaint against your child, or an associate of your child, we will have to move to Step 2. <p><u>NOTES</u> (Time and dates of contact and of the letter sent home):</p>
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Step 2

<p><u>Incident Details</u></p> <p>Date:</p> <p>Reporting Mechanism:</p>	<p>If there is another confirmed complaint, then the consequences may escalate for the student(s) participating in the bullying behavior.</p> <p>Typical consequences at this level include:</p> <ul style="list-style-type: none"> • Contact with the home again as per step 1 <ul style="list-style-type: none"> • Loss of recess or similar privilege for a period of time; • Notice to student and parent that the next confirmed complaint may lead to suspension out of school; • Request to meet with the student and the parent. <p><u>NOTES</u> (Time and Dates):</p>
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Step 3

<p><u>Incident Details</u></p> <p>Date:</p> <p>Reporting Mechanism:</p>	<p>Out of school suspension may be applied (generally duration of less than 5 days), also:</p> <ul style="list-style-type: none"> • Meeting with parent and student; • Involvement in a supportive program to assist the student in dealing with these behaviours; • Notice to student and parent that the next confirmed complaint may lead to lengthier out of school suspension and possible police involvement. <p><u>NOTES</u> (Time and Dates):</p>
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Step 4

<p><u>Incident Details</u></p> <p>Date:</p> <p>Reporting Mechanism:</p>	<p>Depending upon the severity of the behaviours, the next step may be out of school suspension; generally a duration of 6 – 15 days and possible police involvement.</p> <p><u>NOTES</u> (Times and Dates):</p>
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Step 5

<p><u>Incident Details</u></p> <p>Date:</p> <p>Reporting Mechanism:</p>	<p>Depending upon the severity of the behaviours, the next step may be suspension/pending expulsion and possible police involvement.</p> <p><u>NOTES</u> (Times and Dates):</p>
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Report No: _____	CONFIDENTIAL
SAFE SCHOOLS INCIDENT REPORTING FORM – PART I	
Name of School	_____
1. Name of Student(s) Involved (if known)	_____ _____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any Act considered by the Principal to be injurious to the moral tone of the school <input type="checkbox"/> Any Act considered by the Principal to be injurious to the physical or mental tone of the school <p>Activities for which expulsion must be considered under section 310(1) of the Education Act</p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
5. Report Submitted By: Name: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Q Action Taken **Q** No Action Required

Name of Principal: _____

Signature: _____ Date: _____

Note: Only Part II is to be given to the person who submitted the report.

SAMPLE LETTER
(Notification of complaint against perpetrator)

SCHOOL LETTERHEAD

Dear Parent/Guardian;

Per our telephone conversation I am writing to notify you that there has been a complaint against your child regarding bullying behaviours.

Upon investigation of the incident, my findings indicate that there is substance to this complaint.

Specifically, we found (note incident) _____

While we have addressed this issue with your child, in an effort to continue a collaborative relationship between the school, our students and their families, we are asking you to please also talk to your child about this incident. We are willing to assist in this communication with your child should you wish to request a meeting to further discuss this matter.

Please note that should we find an incident of this nature occurs again, we will progress to step two of the TLDSB Bullying Response Strategy. The bullying response strategy can be found as part of the TLDSB Bullying Prevention and Intervention Procedure at www.tldsb.ca under *Policies and Procedures*.

TLDSB is committed to maintaining positive school climate and safe and accepting communities in all of our schools. We appreciate your support in this matter.

Sincerely,

PRINCIPAL

cc: OSR