



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**  
**SCHOOL IMPLEMENTATION TEMPLATE TO BE COMPLETED BY**  
**NIAGARA CATHOLIC SCHOOLS**

**Niagara Catholic “Bullying Prevention and Intervention Policy Statement”**  
**Policy No. 302.6.8**

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

The Niagara Catholic District School Board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the Provincial, Board and School Codes of Conduct.

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board’s Bullying Prevention and Intervention Plan.

# Insert School Letterhead

## EDUCATION, AWARENESS AND OUTREACH

**[Insert School Name]** recognizes that a positive school climate exists when all members of the school community of students, staff, parents/guardians, volunteers and others are safe, feel safe, are included and accepted, building healthy relationships free from bullying, discrimination and harassment.

**[Insert School Name]** will utilize the following Ministry of Education definition of bullying as stated in Board Policy No. 302.6.8 in communications with the school community:

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### Definition of Bullying

#### In accordance with subsection 1(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.

#### Bullying (1.0.0.1)

Behaviour includes the use of any physical, verbal, electronic, written or other means.

#### Cyber-bullying (1.0.0.2)

Bullying includes bullying by electronic means including:

- (a) creating a webpage 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 (1) individual or posting material on a website that may be accessed by one (1) or more individuals.
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**[Insert School Name]** as per Board Policy No. 302.6.8 will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole-school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents/guardians in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents/guardians and the broader school community.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.
- **[Insert School Name]** will actively communicate and share with the school community, Board Policies, Board/School Code of Conduct, equity and inclusive education policy and procedures

for religious accommodations, procedure to address incidents of discrimination, progression discipline approach, and bullying prevention and intervention plans and strategies.

## PREVENTION

**[Insert School Name]** recognizes that fostering a positive learning environment will help reduce possible bullying, harassment, and discrimination incidents. **[Insert School Name]** is committed to taking steps to strengthen prevention measures.

**[Insert School Name]** using evidence-based analysis will identify and implement as appropriate the following practices and initiatives for bullying prevention:

- bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board and/or the School.
- relationship building and community building programs that are present in the school classroom and in the larger community.
- activities that promotes a positive school climate.
- awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills.
- awareness raising strategies to engage community partners and parents/guardians in early and ongoing dialogue.
- ways to link curriculum and daily learning.
- ways to support and encourage role modeling by caring adults and student leaders within the school and school community.
- identify and implement as appropriate the learning and training opportunities for school staff and the school community that are needed.

**[Insert School Name]** will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and
- align supervision plan to address where and when bullying happens, as identified through climate surveys.

## INTERVENTION AND SUPPORT STRATEGIES

**[Insert School Name]** recognizes the importance of using timely interventions and supports with a school-wide approach.

**[Insert School Name]** will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- respond to any student behaviour that is likely to have a negative impact on the school climate.
- address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
- encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- consider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- model appropriate language and actions for students.
- increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.
- recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

## **SUPPORTS**

**[Insert School Name]** will:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff, parent/guardians, and all members of the Catholic school community.
- endeavour to increase education, awareness and outreach by using continuing best practices.
- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors.
- have in place processes and strategies to identify and respond to bullying when it happens.
- identify strategies for supporting all students involved in bullying.
- communicate the progressive discipline approach to the school community and the procedures in place to support students.
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
  - a) Activities or organizations that promote gender equity;
  - b) Activities or organizations that promote anti-racism;
  - c) Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
  - d) Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

## **SAFE AND ACCEPTING SCHOOLS TEAM**

**[Insert School Name]** Safe and Accepting School Team shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- develop and implement an appropriate action plan to address areas of concern.
- review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate.
- involve the school community in the review and/or development of policies and procedures relating to bullying, discrimination and harassment.
- the roles/responsibilities of the school community (students, staff, parents/guardians and community members) will be continually reviewed in order to implement best practices.
- reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented.
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.