

# Bullying Prevention, Intervention & Response

## Guiding Principles - DRAFT

### POLICY STATEMENT

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 educate the school community about bullying and to respond to incidents of bullying appropriately. Bullying adversely affects students' well-being, ability to learn, and healthy relationships.

Bullying will not be accepted on school property, at school related activities, on school busses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

### DEFINITIONS

#### BULLYING

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means. Subsection 1 (1) of the Education Act is amended by adding the following definition: “bullying” means aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect , 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 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.

#### CYBER BULLYING

Cyber-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 (including but not limited to photos, videos, text etc.) to more than one individual or posting material on a website that may be accessed by one or more individuals.

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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



School Name	School Year	Date Updated	List of School Core Programs
Macaulay PS	2022-2023	October, 2021	Restorative Practices Zones of Regulation Social Emotional Learning Ontario Mental Health Lessons and Trails lessons Equity and Inclusion lessons

Safe and Accepting School Team Members
Steering Committees: Megan Jones, Brandy Fry, Jennifer Clark Members at Large: All Staff Community Members: School Council

DATA What does our data tell us?	
<b>Data Sources</b>	Office referrals School Climate survey Observations and conversations with students/staff/community
<b>Strengths</b>	Office referrals are minimal - staff are very proactive in the classroom and on the yard in supporting students. Staff are very responsive and skilled in supporting conflicts as they occur and when to refer to the office.

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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

<b>Goals</b>	<p>Classroom teachers are committed to creating positive and responsive learning environments through intentional program planning. Parent communication from classroom teachers is exemplary.</p> <p>Staff are feeling that this year is off to a good start. They have shared that staff and students are happy about being back in the building learning with their peers, but recognize that due to the isolation of the past 18 months some students are needing further support with managing social situations and that stamina throughout the day has been impacted.</p>
	<ol style="list-style-type: none"> <li>1. As a goal to maintain and refine our classroom communities that are responsive to students. We will continue to work toward implementing empathy and identity building through our equity and inclusion learning.</li> <li>2. We will increase our understanding of Social Emotional Learning and Mental Wellness and work towards implementation of this in all classrooms, specifically this year through the math and health curriculum.</li> <li>3. We will gather data that is inclusive of student and parent voice regarding our climate so that we can further refine our goals.</li> </ol>

**Based on our data and goals, how are we embedding strategies for CREATING AWARENESS for maintaining positive school culture in our daily practices**

<b>STAFF</b>	<ul style="list-style-type: none"> <li>-Macaulay staff and students will be celebrating a Week of Kindness</li> <li>-Progressive discipline</li> <li>-Restorative practices</li> <li>-Explicit instruction around social emotional learning throughout the day, and specifically in Mathematics, Health</li> </ul>
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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>-Partnership with our Mental Health Counsellor to provide strategies to promote wellness and dealing with daily stressors</li> <li>-Explicit instruction about equity and inclusion programming - building empathy and identity in age appropriate ways</li> </ul>
	<ul style="list-style-type: none"> <li>-Leadership opportunities where possible</li> <li>-Spirit days</li> <li>-Bullying Prevention and Intervention week activities and announcements</li> <li>-Participation in community circles and team building activities in class</li> <li>-Participation in equity and inclusion lessons, in an age-appropriate way</li> </ul>
<b>PARENTS, GUARDIANS, COMMUNITY</b>	<ul style="list-style-type: none"> <li>-Social media posts linked to student and staff learning/celebrations</li> <li>-Reference to parent/student handbook</li> <li>-Sharing at parent council meetings</li> </ul>

**Based on our data and goals, what are our TARGETED PREVENTION and INTERVENTION strategies for creating and maintaining positive school culture in our daily practices**

<b>STAFF</b>	<ul style="list-style-type: none"> <li>-School wide activities around bullying prevention and intervention (e.g. Orange Shirt Day, Week of Kindness in December, Stormtastics, celebrating student accomplishments in hallway and on digital display)</li> <li>-School-wide focus on mental health and well-being and Social Emotional Learning</li> <li>-Division-wide focus on Executive Functions</li> <li>-Explicit teaching of bullying vs. conflict language</li> <li>-Explicit teaching of Zones of Regulation - daily consults, support materials, check-ins with at-risk students</li> </ul>
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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>-Participation in IST Meetings to support student success</li> <li>-Explicit teaching of expected behaviour in different locations of the school and with supply teachers (e.g., washrooms, hallways)</li> <li>-Use of Restorative Practices for problem solving</li> <li>-Reinforcement systems for some students</li> <li>-Use of social stories for some</li> <li>-IEP programming pages to support student need</li> <li>-Safety plans with clear staff responses at each stage of intervention</li> </ul>
	<ul style="list-style-type: none"> <li>-Explicit learning about bullying vs. conflict language, as applicable</li> <li>-Using Zones of Regulation strategies to manage emotions and regulate behaviour</li> <li>-Independent use of expected behaviour in different locations of the school and with supply teachers</li> <li>-Opportunities for check-ins</li> <li>-Participation in Restorative Practices for problem solving</li> <li>-Participation Social skills programming, for some</li> </ul>
<b>PARENTS, GUARDIANS, COMMUNITY</b>	<ul style="list-style-type: none"> <li>-Community Police Officer Anti-Bullying and Cyber Safety workshop, as needed</li> <li>-Support meetings with parents/guardians &amp; community agencies</li> <li>-Parents/guardians/community agencies are partners in intervention planning and programming;</li> </ul>

**TLDSB has procedures and practices for staff to report bullying which include, but are not limited to:**

**Reporting & Response**

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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

<b>STAFF</b>	<ul style="list-style-type: none"> <li>● Safe Schools Reporting Form in eBase</li> <li>● Speak to School Principal</li> </ul>						
<b>STUDENTS, PARENTS, GUARDIANS, COMMUNITY</b>	<ul style="list-style-type: none"> <li>● Safe @ School Button on website (online tool)</li> <li>● Speak to the classroom teacher</li> <li>● Speak to the Principal</li> <li>● Use the <a href="#">Safe at School</a> form on the school website to report bullying</li> </ul>						
<b>ADMINISTRATORS</b>	<p>TLDSB 5 Step Response to Bullying Strategy</p> <table border="0"> <tr> <td>1. Reporting</td> <td>4. Intervention</td> </tr> <tr> <td>2. Investigation</td> <td>5. Monitoring</td> </tr> <tr> <td>3. Communication</td> <td></td> </tr> </table>	1. Reporting	4. Intervention	2. Investigation	5. Monitoring	3. Communication	
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**Based on our data and goals, what are our COMMUNICATION & TRAINING strategies to ensure all stakeholders support and understand creating and maintaining positive school culture in our daily practices**

<b>STAFF</b>	<ul style="list-style-type: none"> <li>-Discussions/conversations</li> <li>-Staff meetings</li> <li>-Professional Development Days</li> <li>-E-mails</li> <li>-Ministry and Board Resources</li> <li>-Sharing on Social Media</li> <li>-Classroom communication platforms - SeeSaw, Google Classroom</li> <li>-Staff Modelling</li> </ul>
<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>-Discussions/conversations</li> <li>-Announcements</li> </ul>

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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN

<b>PARENTS, GUARDIANS, COMMUNITY</b>	<ul style="list-style-type: none"> <li>-School and Board Websites/Facebook/Twitter</li> <li>-Student agenda</li> <li>-Classroom and School-Wide activities</li> </ul>
	<ul style="list-style-type: none"> <li>-Review of procedures at Parent Council meetings</li> <li>-Bulletin Board displays</li> <li>-School and Board websites</li> <li>-Parent engagement activities</li> <li>-Twitter, Website, Facebook</li> <li>-Classroom Communication</li> <li>-School Messenger</li> </ul>

**Based on our data and goals, what are our strategies for MONITORING & CONTINUOUS IMPROVEMENT our bullying prevention, intervention and response plan**

<ul style="list-style-type: none"> <li>-Safe and Accepting Schools team meetings</li> <li>-Staff meetings</li> <li>-Parent Council Meetings</li> <li>-Monitoring of Data such as Surveys, Office Referrals, Suspensions</li> </ul>
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## SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



### NOTES

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## Bullying Prevention, Intervention & Response RESOURCES

### How to identify Bullying, Aggression and Teasing


CRITICAL QUESTION	TEASING	AGGRESSION	BULLYING
Is this behaviour reciprocated?	<b>Usually</b> The teasing is shared equally.	<b>Usually Not</b> There is usually only one aggressor.	<b>No</b> There is a person who bullies and a person who is victimized.
Do both people look like they are having a good time?	<b>Usually</b> It takes place within a strong, positive, relationship.	<b>No</b> One person is the aggressor.	<b>No</b> One person is in distress or being harmed.
Is the behaviour fun?	<b>Usually</b> Both people enjoy the banter.	<b>Usually Not</b> It can alienate and be embarrassing.	<b>No</b> The person bullying intends to cause fear.
Has this happened before with these individuals?	<b>Yes</b> It occurs when there is a familiarity.	<b>Possibly</b> It may be a one-time event.	<b>Yes</b> Bullying is typically repeated behaviour.
Is there a power differential?	<b>No</b> It illustrates closeness and affection.	<b>Possibly</b> It can happen within a weak relationship.	<b>Yes</b> There is always a power imbalance.

Resource adapted from  
prevnet.ca



# **Bullying Prevention, Intervention & Response RESOURCES**

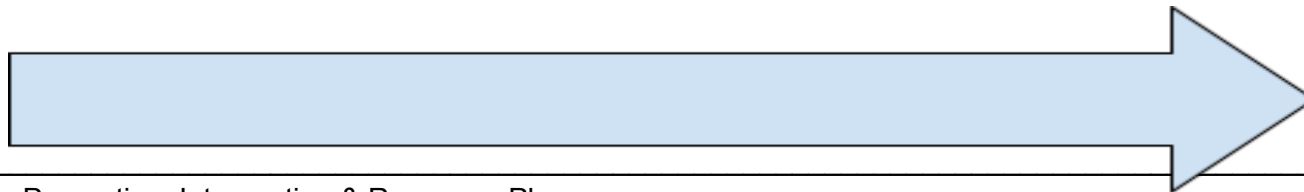
## Bullying Prevention, Intervention & Response RESOURCES

<p><b>When does teasing become bullying?</b></p> <ol style="list-style-type: none"> <li>1) Teasing <ul style="list-style-type: none"> <li>• Is equal and reciprocated</li> <li>• Is fun and not hurtful</li> <li>• Often occurs prior to aggression</li> </ul> </li>   <li>2) Aggression <ul style="list-style-type: none"> <li>• Is conflict</li> <li>• Can be intentional or unintentional</li> <li>• Could be one time</li> <li>• Can lead to bullying</li> </ul> </li>   <li>3) Bullying <ul style="list-style-type: none"> <li>• A form of typically repeated, persistent, and aggressive behaviour</li> <li>• Directed at an individual or individuals at is intended to cause fear</li> </ul> </li> </ol> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;"><b>MINISTRY OF EDUCATION RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PPM 144: Bullying Prevention and Intervention</a></li> <li>• <a href="#">PPM 145: Progressive Discipline and Promoting Positive Behaviour</a></li> <li>• <a href="#">Caring and Safe Schools in Ontario</a></li> <li>• <a href="#">Promoting a Positive School Climate: A Resource for Schools</a></li> <li>• <a href="#">Creating safe and accepting schools: Guide for Parents</a></li> <li>• <a href="#">Reporting and Responding to Incidents: A Resource for Board Employees</a></li> </ul> <p style="text-align: center;"><b>BOARD RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">TLDSB Bullying Prevention and Intervention Procedure</a></li> <li>• <a href="#">TLDSB Well Being Profile</a></li> <li>• <a href="#">Targeted Interventions: Page 6-7 TLDSB Well Being Profile</a></li> <li>• <a href="#">Feed All Four</a></li> </ul> <p style="text-align: center;"><b>OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.prevnet.ca">www.prevnet.ca</a></li> </ul>
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Resources adapted from [prevnet.ca](http://prevnet.ca)

### TLDSB FIVE STEP RESPONSE TO BULLYING

- 1. Reporting      2. Investigation      3. Communication      4. Intervention      5. Monitoring**





# **Bullying Prevention, Intervention & Response RESOURCES**

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## PROGRESSIVE RESPONSE TO BULLYING IN TLDSB

