



OP-6216 Bullying Prevention and Intervention Procedure

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1. 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 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.

Whenever any member of our school community is bullied, 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. References and Related Documents

TLDSB Procedures and Reference Documents

- [OP-6021 Code of Conduct Procedure](#)
- [BU-3036 Appropriate Use of Technology and Technology Services Procedure](#)
- [BD-2121 Privacy and Information Management and Access to Information Procedure](#)
- [BD-2101 Equity and Inclusive Education Procedure](#)

External Reference Documents

- [The Education Act and Regulations](#)
- [Bill 13 Accepting Schools Act](#)
- [Bill 212 An Act to amend the Education Act in respect of behaviour, discipline and safety](#)
- [Bill 157 An Act to amend the Education Act \(Keeping our Kids Safe at School\)](#)
- [PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct](#)
- [PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
- [PPM 141 School Board Programs for Students on Long-Term Suspension](#)
- [PPM 142 School Board Programs for Expelled Students](#)
- [PPM 144 Bullying Prevention and Intervention](#)
- [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)
- [The Ontario Human Rights Code](#)
- [The Child and Family Services Act](#)
- [The Criminal Code of Canada](#)

- [MFIPPA: Municipal Freedom of Information and Protection of Privacy Act](#)
- [Caring and Safe Schools in Ontario](#)
- [Accessibility for Ontarians for Disabilities](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario First Nation, Metis and Inuit Education Policy Framework](#)
- [Supporting English Language Learners](#)

TLDSB Forms for Internal Use

- [School Bullying Prevention, Intervention and Response Plan Template](#)
- Disciplinary Decision Worksheet: Consideration of Mitigating and Other Factors

3. Terms and Definitions

Adult Student: 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.

Bullying: Aggressive and typically repeated behaviour by a pupil that includes the use of any physical, verbal, electronic, written or other means, where,

- 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,
 - 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,
 - Creating a negative environment at a school for another individual, and,
- 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,

- Creating a web page or blog in which the creator assumes the identity of another person;
- Impersonating another person as the author of content or messages posted on the internet; and,
- Communicating material electronically (including but not limited to photos, videos, text, social media etc.) to more than one individual or posting material on a website that may be accessed by one or more individuals.

Expulsion: An expulsion from the school or the board that the student was attending at the time of the incident.

Expulsion Hearing Committee: A Committee that hears and determines suspension appeals and expulsion proceedings. Per the BD-2009 Committees for Suspension Appeals and Expulsion Hearings Procedure: A quorum will be achieved with three (3) trustees.

Harassment: Engaging in vexatious comments 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.

Harm: Injury or complaint that can be experienced in a number of ways including physical, mental, emotional, and psychological.

Parent/Guardian: The custodial parent or guardian of a minor child who is not an adult student.

Progressive Discipline: Progressive Discipline is a series of increasingly serious measures that the Principal utilizes in order to correct a student's unacceptable conduct or behaviour to meet TLDSB's expected standards. The measures may be verbal or written reprimands, suspension or expulsion.

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

School Community: The School Community includes students, school staff, parents/guardians, community partners and community members in relation to their involvement in the school or school related events, activities or actions. This includes activity or actions that occur outside of the school but have an impact on school climate.

Teasing: Provoking or making fun of someone in a playful way.

Violent Incident: The occurrence of any one of the following or the occurrence of a combination of any of the following:

- Possessing a weapon, including possessing a firearm
- Physical assault causing bodily harm requiring medical attention
- Sexual assault
- Robbery
- Using a weapon to cause or threaten bodily harm to another person
- Extortion
- Hate and/or bias motivated occurrences

4. Administrative Procedure

4.1. Bullying Prevention and Awareness

- a) The week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week. During this week, TLDSB will promote awareness and understanding of bullying and its consequences in the school community.
- b) District and school initiatives and resource materials in regard 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 TLDSB and individual schools will follow in order to prevent, and respond to reported incidences of bullying that affect our students. These materials may include but not be limited to:

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

4.2. Safe and Accepting School Team

Every school in Trillium Lakelands District School Board shall establish a Safe and Accepting School Team who will meet regularly, as determined by the team.

- a) The team should have the following membership:
 - a. School administrator;
 - b. Staff members;
 - c. Parent(s);
 - d. Student(s);
 - e. Community member(s);
 - f. Other members as determined by the school administration.
- b) The team shall be responsible for the following:
 - a. Establishment of a [School Bullying Prevention, Intervention and Response Plan](#);
 - b. Implementation of programs, initiatives or commitments outlined in the Bullying Prevention, Intervention and Response Plan;
 - c. Coordination of plans for Bullying Prevention and Awareness Week / TLDSB Week of Kindness (third week of November);
 - d. Communication of school processes and plans to the larger school community;
 - e. Implementation of board level programs and processes within the school;
 - f. Monitoring of effectiveness of programs and processes implemented in the school;
 - g. Collection of relevant data at the school level to measure the effectiveness of programs and processes.

4.3. School Bullying Prevention, Intervention and Response Plan

Every school shall establish a [School Bullying Prevention, Intervention and Response Plan](#), and communicate this to the school community. Plans are developed annually each year in the fall by the Safe and Accepting Schools team

4.4. Responding to Reports of Bullying

TLDSB's framework for responding to reports of bullying behavior includes the following five steps ([Appendix 5.3, 5-Step Response to Bullying](#)).

- a) Reporting
 - a. Students who feel they are being bullied have a number of options for reporting their concerns to school staff. Members of the school community will be informed early each school year as to

the process for reporting allegations of bullying and their options for reporting incidents of bullying. These options include the following:

- i. Talking directly to school staff;
 - ii. Talking directly to school administration;
 - iii. Reporting electronically via the school website.
 - b. Staff who feel they are being bullied must complete the Safe Schools Incident Reporting Form in eBase.
- b) Investigation
- a. When an allegation of bullying is brought to school administration, the principal or designate is required to investigate the allegation.
 - b. For guidance, see [Appendix 5.1 The Difference Between Teasing and Bullying](#), and [Appendix 5.2 Investigating Accusations of Bullying Flow Chart](#). The principal must respond as outlined in the [Accepting Schools Act](#).
- c) Communication
- a. When harm is done, intentionally or unintentionally, it is imperative to consider what needs to be done to restore or manage relationships in order for the community to function in a safe manner and that all persons feel safe and secure so that they may work comfortably to their full potential.
 - b. Schools are expected, throughout the progressive discipline process and where appropriate, to utilize restorative practices 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.
- d) Intervention
- a. If the investigation by 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 (refer to [OP-6021 Code of Conduct Procedure](#)).
- b) Monitoring
- a. For specific incidents involving bullying, the principal must utilize the log notes in the electronic student information system for bullying in order to effectively track the progressive discipline steps taken with a student who has been engaging in bullying behaviour.

4.5. Data Collection

- a) As outlined in the Accepting Schools Act, all schools with students grade four and above are required to participate in School Climate Surveys at minimum every two years.
- b) A climate survey should measure many aspects of school climate with bullying being a prominent topic.
- c) 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 regard to safe and accepting schools as well as bullying prevention and intervention.
- d) Data regarding school climate and incidences of bullying can also be collected from sources such as the report bullying web links on school websites, the Safe Schools Incident Reporting Form in eBase and other data sources.

4.6. Requirement to Report Violent Incidents

PPM 120 requires that schools report all violent incidents that occur on school premises during school-run programs regardless of whether the incident resulted in a suspension/expulsion. If the bullying incident is violent in nature, there is a prompt to 'check' if the incident is a violent incident in PowerSchool which will facilitate OnSIS reporting. Please see PowerSchool documentation for detailed instructions on how to complete these entries.

5. Appendices

5.1. [The Difference Between Teasing and Bullying](#)

5.2. [Investigating Accusations of Bullying Flow Chart](#)

5.3. [5-Step Response to Bullying](#)

If you require this information in an accessible format, please contact Communications Services at info@tlds.on.ca.