Blaydon's
Bullying Prevention
And Intervention Plan

January 2023

Part 1: TDSB Beliefs:

This **Equity Policy** is developed to support the Toronto District School Board's (TDSB) commitment to the elimination of institutional Discrimination and promotion of Fairness, Equity, Acceptance and Inclusion. The Policy is governed by and fully complies with the legislative requirements of the *Constitution Act, 1982*, the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act*, as well as the Ontario Ministry of Education's Policy/Program Memoranda PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, and decisions of the Board of Trustees.

i) Policies & Procedures Referred to:

Bullying Prevention & Intervention PR703

Promoting a Positive School Climate PR697

Board Code of Conduct PR585

Caring & Safe Schools PO51

Equity PO37

ii) Definition of Bullying:

Bullying, as per subsection 1(1) *of the Education Act,* refers to aggressive and typically repeated behaviour (through any physical, verbal, emotional, electronic, written or other means) 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 imbal- ance 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 ex- pression, race, disability or the receipt of special education; ("intimidation").

Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Bullying, including cyber-bullying, may be intentional or unintentional, direct or indi- rect. It can take many forms including physical (for example, pushing, tripping), ver- bal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Bullying, including cyber-bullying, may intersect with other forms of sexual exploita- tion including, but not limited to, sextortion and the non-consensual sharing of inti- mate images. Traffickers and other sexual predators are increasingly using fake ac- counts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked.

Cyber-Bullying, as per subsection 1(1) of the *Education Act,* refers *to* 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 post- ing material on a website that may be accessed by one or more individuals.
 Examples of cyber-bullying may include:
a) sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages
b) revealing information considered to be personal, private, and sensitive without consent
c) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
d) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions
 e) Increasing the use of digital platforms enhances the threat of cyber- bullying as well as other safety risks.

Bullying prevention - a whole-school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

Bullying intervention - a comprehensive and effective response to the bullying inci- dent that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

Part 2: Bullying Prevention Procedures & Strategies: For Teachers and Administrators

1. All teachers co-create classroom expectations and communicate consequences for inappropriate/unsafe behaviour. Regular review of classroom expectations take place throughout the school year.
2. All teachers to implement common classroom management strategies such as Zones of Regulation.
3. Bullying Prevention Intervention and response strategies used will follow trauma-informed approaches and focus on healing engagement strategies to support all students and families.
4. All teachers to regularly review Blaydon's Code of Conduct.
5. Information Gathering: Staff speaks separately to every student involved in the incident. For teachers, this may not always be possible immediately, but individual information gathering should be done as soon as possible. Details are gathered from every individual's point of view in order to gain a full understanding of the overall context and solving bullying situations. We all need to treat each other with respect, and we all need to be part of the solution when someone is not treated with respect. All information will be recorded on an "Office Referral" form.
6. On-going Individual Meetings: Teachers and Administration will meet on a regular basis with students who feel they are being bullied, with those who are bullying or with active bystanders who need advice and encouragement on how to solve the problem. At these meetings, positive future directions are discussed. e.g. What are your strengths and interests? Who are the people you trust? How could you change your recess activities for the better? What other games could you play? What help do you need? What activities are you involved in the school? What activities would you like to be involved in?
7. Discussions: Teachers lead their class in a discussion of incidents, and review the classroom, school and playground safety rules as necessary. The content and the frequency of these class meetings will vary according to the grade level and the incidents involved – some classes will review safety in general terms, some will discuss individual actions and solutions. All discussions will focus on positive reinforcement and future directions.
8. Caring, Safe & Accepting Team: meetings will take place consistently throughout the school year and the team will meet to advise and implement the school Code of Conduct, the Bullying Prevention and Intervention Plan, the Progressive Discipline Plan in efforts to support positive school climate programming throughout the school, to address identified gaps and supports the multi-year TDSB Strategic Plan.
9. The No-Blame Meeting: Students who are being bullied, students who are bullying and bystanders are gathered together with an adult to build empathy. The adult states clearly that a member of the group is feeling unsafe or unhappy, and asks – "What can you do to make things go better in this group?" All suggestions are valued: no blame is assigned to individuals, no specific behaviours are discussed

the emphasis is on feelings. Once the group comes up with suggestions, a plan is made, and the teacher (or administration) follows up with the group on a regular basis to ensure that a change is happening.

10. Special Activities/Presentations. The school, through the Safe, Caring & Accepting Schools Team, will regularly invite speakers and hold special events in order to review the importance of being aware of bullying and preventing it. Include, daily mindfulness activities and messages to reinforce positive behaviour throughout the school. Plan to implement monthly character trait assemblies to reinforce a positive school climate.

11. Regular review of school based data (ie: surveys, Report Cards, incident reports) to identify concerns, to identify and monitor high-risk areas, trends, successes by school staff (ie: administration, teachers, Caring and Safe Schools Committee).

12. Weekly classroom social skills lessons. Achievement to be reported on Ministry Report Cards.

13. Opportunities for Junior student to be leaders, ie: morning announcers, Peer Mediators, reading buddies, etc.

14. Consequences: A student who has caused hurt to another student will always be cautioned and reprimanded for the behaviour. This is done in the context of the Progressive Discipline policy and expectations, and will always be accompanied by positive reinforcement to learn from the incident, to become aware of what led to the hurtful behaviour, and to develop different strategies for handling such a situation in the future.

Part 3 Intervention Strategies

Short-term consequences will include:

· Meeting/conversation with the parents of the student to discuss possible causes of behaviour and future solutions
· Withdrawal from recess or other privileges – time to be determined according to circumstances
· Apology and reparation
· Conflict resolution groups with school Social Worker
· Suspension – if the incident is sufficiently serious; suspension K-3 needs to be improved by Superintendent

All students involved in a bullying situation will be monitored carefully, and teachers and administration will continue to check on a regular basis until it is determined that the bullying has stopped. Supervision and intervention by all adults in the school to prevent bullying is a daily responsibility. With parent support, school social worker will be involved in supporting affected students.

Immediate Intervention: by Teachers, Educational Assistants, Lunchroom Supervisors, ECEs, SNAs.

STEP 1

Approach quickly to
Stop the incident

STEP 2

→ Calmly separate the
parties involved.

STEP 3

→ Assess the situation.

STEP 4A

IF THE INCIDENT SEEMS **MINOR:**

· Separate and get the full attention
of all students involved.
· Remind them of the need to treat
each other with respect.
· Ensure that the caution has been
effective by supervising closely
and intervening again if
necessary.

STEP 4B

IF THE INCIDENT SEEMS **SERIOUS**:

· Immediately provide assistance to
The student who appears to be
hurt – escort to the office, if
necessary.
· Attempt to determine the nature
of the problem, and send all those
involved to the office with incident report.
· Provide the Administrations with
the names of all students involved/bystander.

Follow-Up by Administration on Serious Incidents

STEP 1

Ensure safety of
students who say
they have been
bullied.

STEP 2

Gather additional information,
interviewing students separately,
in the following order if possible:
· Those who say they were hurt
or bullied.
·Observers or bystanders.
· Those who seem to have hurt
or bullied others.

STEP 3

Review the incident
with each student in
the context of the
school's Behaviour Code
Of Conduct and Bullying
Prevention Policy.

STEP 6

Follow up with staff,
students and parents
involved in order to prevent
further incidents.

STEP 5

Contact parents of
involved students, as
appropriate.

STEP 4

Impose
consequences as
appropriate.

Recommended Approaches for Bystanders

STEP 1	STEP 2	STEP 3
Gain an understanding of what bullying is (class lessons and discussions).	Be alert to incidents of bullying in the schoolyard, hallways, lunchrooms, buses or other areas where adult supervision is low.	Do not ignore or approve of bullying behaviour. Put yourself in the place of the person who is being bullied.

STEP 6	STEP 5	STEP 4
Continue to be A "backbone bystander."	Report incidents of bullying to an adult immediately. Your report will be taken seriously and will be treated confidentially.	Use words to intervene to stop the bullying but do not put yourself in a dangerous predicament.

"A **backbone bystander** is a person who lends support to students who seem to be the target of bullying by: standing beside them, drawing attention away from the bully, not showing approval for bullying actions, using a calm and firm voice to stand up to the bully, drawing people into their own safe-games, and reporting to adults."

Students learn to make a point of standing beside a person who seems to be the target of bullying. If the person is your friend, this should be quite easy, but be sure to give your friend your support until the bullying problem has been stopped. If the person is not your particular friend, stand beside them anyway or encourage your friends or his/her friend to stay with this person. Include this person in your games, make the person feel wanted and respected.

Students need to learn to walk away if it seems the best thing to do. Walking away from or ignoring a bullying situation are not complete solutions, but you may need to use these approaches from time to time. As you get to know how to recognize bullying and how to be a "backbone bystander", you will get better and better at finding the right words to stop bullying. You may find that supporting a student who is being targeted – by just being there and showing you appreciate what is going on, will make the bullying stop. There may be times when walking away or ignoring are the right things to do for that moment. If a bully is taunting or teasing a student and you can't stop it, walk away with the student who is being targeted. Encourage others to walk away too. The bully is much more likely to stop if he/she does not have an appreciative audience! Then report to an adult, and talk it over with the students and the adults involved until a solution is found.

The person who is being bullied is probably feeling hurt and unhappy (maybe they feel as if they are "in trouble" of some kind). When you are aware that a student is feeling hurt, unhappy, unsafe or disrespected, you have an important role to play in bringing this situation

to an end. This means finding a solution to the problem. When you report the problem to an adult, you are helping a student who is currently not feeling happy and safe, and you are also helping a student who needs to find different ways to treat others. Remember, a person who bullies is not a "bad person" – he/she is choosing some disrespectful ways to treat others and that needs to be changed. If you help everybody find different and better ways to relate to each other, you are being part of the solution. You are reporting. You are doing the right thing – being a backbone bystander and helping the person who is being bullied to get out of trouble. You are getting someone "out of trouble" not "into trouble".

School/Classroom Strategies for Bystanders

- Talk about it with the class
- Emphasize strength in numbers
- Explain the expectation to take action
- Teach and practice skills and strategies to take a stand
- Empower witnesses to take leadership roles in making the school safe for everyone
- Acknowledge and reinforce caring behaviours
- Clarify the difference between tattling and telling (reporting).

Individual Strategies for Bystanders

- Make a safe choice; consider the level of risk in choosing an action for intervening.
- Teach options for intervening:
  - Choose to not participate
  - Report to an adult
  - Encourage the peer group to take a stand
  - Take an individual stand
  - Be friendly toward the target

Recommended Actions for Students Who Find They May Be Targets

STEP 1	STEP 2	STEP 3	STEP 4
Always be with friends or people you trust.	Tell the person who is hurting you to stop.	Report to a trusted adult or friend (remember your Helping Hand).	Work with your friends, parents and teachers to find a solution to the problem.

Some students will find themselves being the targets of bullying behaviour. Teachers and Administration will give them specific suggestions on how to respond while in the actual situation, and how to use friends and adults to help them stop the bullying. Some specific suggestions include: making a point of always being with trusted friends; trying not to show fear; speaking calmly and slowly to the person who is bullying; telling this person to stop or pointing out the meanness of the behaviour; always reporting to an adult. It is important that all students feel confident that the bullying will end as a result of their reporting it, and working with their friends, teachers and parents to overcome the problem.

School/Classroom Strategies for Targets

- Provide a safe place to report; take all reports seriously
- Post posters of Student Safety Line: 416-395-SAFE
- Assign students-at-risk a buddy
- Assign a caring staff member to "connect" regularly with the students who are potential targets
- Get a caring majority in the classroom; use class meetings/discussion to teach expected behaviours and model value of each person
- Consider how students are grouped so that the targets are not left out and are not paired with someone who bullies them.
- Teach friendship and assertiveness skills.

Individual Strategies for Targets

- Provide options for preventing bullying incidents
  - Avoid the bully
  - Stay in safe areas
  - Share your feelings with someone you trust
  - Play with a trusted group of friends
  - Proximity to adults
- Provide options for responding to bullying incidents
  - Walk away
  - Make an assertive statement, then walk away
  - Tell an adult

Recommended Actions for Students Who Find They May Be Bullying

STEP 1	STEP 2	STEP 3	STEP 4
Listen to what people are saying about your actions.	Think about your own actions.	Discuss the situation with your Friends, parents and teachers.	Work with your friends, parents and teachers to find a solution to the problem.

Some students find themselves in the situation where they are bullying others, or they are seen as bullying others. In this case, staff will work with them in a positive manner to help them look at their own behaviour and understand whether it is indeed bullying. Empathy is a major component of the school's *Character Education program*, and students are encouraged to understand how their actions may be viewed by others, and how they would feel if they were in another's place. Students who are found to be bullying will be firmly reprimanded and reminded of the Topcliff PS Code of Conduct. They will also be helped to understand the causes of this behaviour, and to formulate alternate ways of behaving.

School/Classroom Strategies for Bullying Behaviours/Perpetrators of Bullying

- Equalise the power - work one on one
- Challenge distorted thinking.
- Use consistent, predictable discipline
- Focus on behaviours and expectations
- Use a problem-solving approach
- Forward documentation to a central location to be reviewed regularly
- Reinforce positive behaviours

Individual Strategies for Bullying Behaviours/Perpetrators of Bullying

- State (do not ask) rule violated, feelings of target, and plan of action
- Teach social skills
    - Friendship skills
    - Empathy skills
    - Emotional self awareness
    - Social awareness
    - Self advocacy
- Develop personal management skills
    - Anger and emotion management
    - Assuming personal responsibility
- Provide pro-social consequences

Intervention Strategies for Level 1 Incidents (safety is not threatened):

-intervene quickly to stop the incident;
-describe the behaviour to all the students involved in terms that are clear and direct;
-point out the impact of the individual's behaviour;
-remind the students of school's Code of Conduct;
-use "How to Handle Harassment in the Hallways in Three Minutes;
-monitor the student's behaviour;
-positively reinforce safe play and interaction;
-after stopping the incident, check in with student to see if they are alright;
-offer support to the student and let them know staff, guidance, or administrators are there if necessary;
-offer support if any student feels uncomfortable, upset, or frightened

Intervention Strategies for Level 2 Incidents (bullying continues or safety is threatened):

-calmly separate the parties involved;
-send the students responsible for bullying to a predetermined location and tell them there will be follow-up. Student may need to be escorted by another staff;
-gather information from the students and why they were behaving in such a hurtful manner;
-assure student that there will be follow-up with the student who was bullied;
-make a plan to prevent bullying with all students involved, (ie: what can you do if you feel this way?)

-follow-up on the plan-let student know you will continue to check in with her/him that the student who was bullied to ensure he/she is feeling safe;
-contact all parents involved and review incident with involved teachers
-explore referrals (ie: social worker, special education, guidance, etc);
-acknowledge the student who has been bullied and assure him/her that action will be taken;
-assure bystanders are feeling safe

Part 4 Resources and Training for Staff, Parents and Students:

- Offer staff development opportunities on the underlying causes of bullying from a safe, caring, and inclusive schools perspective
- Discuss classroom management/bullying prevention strategies at staff meetings, through staff memos, etc
- Include Safe School Climate as a topic on each Caring and Safe School's monthly agenda
- Involve social work, behaviour resource team, Caring and Safe Schools, special education as necessary throughout the school year
- Provide professional development on Culturally Relevant and Responsive Pedagogy and Trauma-Informed strategies.

Part 5 Communiction and Out Reach Strategies:

- School may hold monthly assemblies to promote the TDSB Character attributes The student planners will have inserts which discuss Bullying and Harassment and TDSB policies on bullying prevention
- The school newsletter and website will be used to communicate information on bullying prevention
- Part of every School Council meeting will be devoted to School Safety
- Morning announcements will make reference to character attributes and messages/strategies about bullying awareness periodically throughout the school year
- Guest speakers and performances will be organized to support bullying prevention and intervention
- Outside agencies will be consulted as needed.

Part 6 Monitoring and Review Processes:

- School climate, bullying prevention, positive discipline will be discussed monthly at staff meetings and Caring, Safe & Accepting schools committee meetings
- Communication on bullying prevention, progressive discipline, safe school climate will be communicated regularly in the school newsletter and website
- Morning announcements will include a quote/statement that reinforces the monthly character traits and reinforcing positive behaviour
- Bullying prevention as a topic will be discussed/taught as part of the Physical Education/Health program
- School based data will be collected and shared with school staff and parent community throughout the school year
- All bullying incidents will be recorded and tracked in the office
- All parents will be informed of reported bullying incidents.

Part 7: Role of Staff:

- School wide focus on healthy relations, by including Bullying Prevention and Intervention programming in the classroom throughout the school year
- Offer opportunity for students to report incidents of bullying anonymously
- Staff are responsible to intervene when being informed or observing an incident of conflict and/or potential bullying, staff to gathering information, document information and assist students in resolving conflict
- If incident is serious, staff are to inform the school office/administration who will further investigate the incident
- All staff are to communicate and inform parents about incidents
- Staff are to participate in professional development on topics of bullying prevention & intervention, positive school climate, progressive discipline, etc
- Staff are to engage in Culturally Relevant and Responsive pedagogy
- Staff are to review and update knowledge regarding TDSB policies and procedures that support student/school safety, mental health and well-being

Part 8 Definitions and Glossary:

Discrimination: Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, gender, Gender Identity, Gender Expression, Sexual Orientation, Age, Marital Status, Family Status, Disability/ level of ability or Socio-Economic Status.   Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, services or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Fairness: Impartial and just treatment or behaviour without favouritism or Discrimination.

Equity: Ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing others and therefore focuses on redressing Disparity - meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of Oppression. Equity honours and accommodates the specific needs of individuals/ groups.

Acceptance: An affirmation and recognition of people whose Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Age, Gender Identity and expression, Marital Status, Family Status, abilities, or other, similar

characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

Inclusion: A way of thinking and acting that demonstrates universal Acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces Diversity and learner differences and promotes equitable opportunities for all learners. (Alberta Education Principles of Inclusion) <education.alberta.ca/inclusive- education>