



BULLYING PREVENTION AND INTERVENTION PLAN 2023 - 2024
Name of School: St. Alexander Catholic School
Date completed (to be reviewed annually): September 2023
Members of the Safe and Accepting Schools Committee: Parent: Kerri Clark Teacher: Marco Fiorino Non-Teaching Staff: Anne Marie-Gauthier Community Partner: Principal: Richard Cazabon Student Representative: Ryan Clark
Policy Statement: It shall be the policy of the Nipissing-Parry Sound Catholic District School Board that all members of the school community are expected to demonstrate a commitment to promoting and supporting positive student behaviour and a healthy school climate. <i>Please refer to section A of the Board Safe Schools Strategy Section A Safe Schools Manual</i>
At St. Alexander Catholic School we are committed to making our Catholic school a place where: <ul style="list-style-type: none">● Students, parents, teachers and other school staff have the right to be safe, and to feel safe, welcomed and accepted;● Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community;● Students are encouraged to be leaders;● Students, staff, parents and community members are expected to be positive role models and actively engaged;● Positive behaviour is reinforced and celebrated;● The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;● Everyone is respected and valued.

Definition of Bullying (Bill 13)

“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; (“intimidation”)

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means. 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.

Awareness Strategies

- Complete climate survey a minimum of every two years;
- Celebrate Bullying Prevention week beginning the third Sunday in November.
- Quarterly review of the code of conduct (Sept., Nov., Feb., and April), expected behaviours and definition of bullying with students and stakeholders through classroom visits, assemblies, newsletters, announcements, school council meetings, websites etc.
- Posters and Classrooms Resources
- Programs: Religion and Family Life Program,
- Kids Help Line 1-800-668-6868
- Steps to Respect, Second Step, Tools for Life, Walking the Path, International Day for the Elimination of Racial Discrimination, Pink Day.

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with those around you.
- Hold meetings with students and their parents when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- Develop individual intervention plans for students involved in serious incidents.

Classroom Level:

- Communicate positive behavioural expectations and consistently enforce school-wide rules on behaviour.
- Hold regular class meetings/discussions and communicate regularly with parents.

- Give opportunities for social emotional learning to build and practice healthy relationships skills through classroom activities and programs.
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices.

School Level:

- Establish a Safe and Accepting School Committee.
- Provide training for staff.
- Conduct pre-and post-school climate survey results to inform practices.
- Establish and communicate school rules regarding behaviour.
- Develop bullying prevention and intervention plans.
- Review and refine the school’s supervision plan, which should identify ‘hotspots’ or those areas difficult to supervise.

Community Level:

- Foster school-community partnerships to support the school’s programs.
- Communicate the schools’ Code of Conduct and expectations on appropriate behaviour to the school community.
- Engage in community events, initiatives or opportunities that promote diversity, inclusion, and acceptance - Examples: Participation in World Down Syndrome Day, which advocates for inclusion and well-being. Opportunities to learn from local Indigenous Elders or other guest speakers to increase our awareness to prevent discrimination.

Intervention and Supports

Reporting incidents of bullying is the responsibility of all staff.

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying keeping in mind mitigating factors such as age, circumstances, history, IEP, a progressive discipline approach which could include the following:

- contact with the pupil’s parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component relevant to the behaviour;
- peer mentoring;
- detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer.

In some circumstances suspensions and expulsions may result.

Supports and Follow-up

- a) Incidents of bullying will be followed up with the students involved, the parents, the teachers and other school staff and community partners where appropriate.
- b) Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:
 - One on one and/or group meetings;
 - Learning opportunities;

- Restorative justice;
- Contracts or behaviour plans;
- Referrals to board-based supports and services;
- Referrals to community partners.

Suggested References:

- **OPHEA** - <https://www.ophea.net/> - Ophea - great resources in searching for “bullying” for grades 1-6, there are several different classroom resources available.
- **School Mental Health Ontario** - <https://smho-smso.ca/> - You can also search for “[bullying](#)” on the site to find relevant resources. [This section](#) of the “Everyday Mental Health Classroom Resource” is focused on healthy relationship skills (being a good friend, being respectful, conflict resolution, empathy).
- **Health Unit – Positive Spaces and Other Training** - <https://www.myhealthunit.ca/en/health-topics/positive-spaces-and-other-training.asp>. This page has some information and resources on creating safe and welcoming environments for LGBTQ2S+ individuals, including some links specific to schools
- **The Promoting Relationships and Eliminating Violence Network (PREVNet)** prevnet.ca PREVNet works to eliminate violence and promote healthy relationships for youth and is dedicated to working toward addressing the systemic racism and the impacts of colonization that puts marginalized groups at higher risks of violence. PREVNet believes it is our collective responsibility to listen, learn, and act to ensure the rights of Indigenous people are recognized and implemented.
- **Bullying Prevention and Intervention Program Policy** - [Policy/Program Memorandum No.144](#): www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-144
- **Progressive Discipline and Promoting Positive Student Behaviour** [Memorandum No.145](#) - www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145
- **Safe School Tool Kit** [Toolkit](#) (parents) for Safe, Inclusive and Accepting Schools on the Ontario’s Institute for Education Leadership [website](#) <https://www.education-leadership-ontario.ca/en/resources/leading-safe-accepting-schools>
- **Ontario’s Equity and Inclusive Education Strategy** - [PDF](#) www.ontario.ca/page/ontarios-equity-and-inclusive-education-strategy-2009
- **Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools** - [Policy/Program Memorandum No.119](#): www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-119
- **Ontario’s Parent Engagement Policy** - www.ontario.ca/page/parents-partnership-parent-engagement-policy-ontario-schools