

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.

Bullying Prevention, Intervention & Response SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



School Name	School Year	Date Updated	School Core Programs
Fenelon Falls Secondary School	2021-22	Nov 29, 2021	Grade 9 – 12, regular day school programming

Safe and Accepting School Team Members	
Christa Bradburn – Principal Elizabeth Alton – Vice Principal Martin Gage – Vice Principal Kristy Lindsay – Guidance Dept Head Jennifer Kulz – SSAC	Christian Harrington – Specialized Services Dept Head Mary Mcknight – Guidance Counsellor, School Improvement Lead Sandy Sims – Coop teacher Courtney Jones, Mary McKnight, Michelle Magee, Laura McGinty, Sarah Druce, Tracy Heindl – Student Success Teachers Caroline Fenelius-Carpenter – School Council Chairperson

DATA	
What does our data tell us?	
Data Sources	*School Climate Survey 2017-18 – 41.7% of students surveyed at FFSS reported being a victim of bullying about once per week or more, with higher numbers of girls reporting bullying (48%) versus boys (31.6). The type of bullying reported was: verbal - 31.8%, social - 27.7%, cyber - 14.6% and physical – 11.2%. *Office Referrals – one referral this year to date *Safe @ School Referrals on line – no reports to date - will monitor *Bullying Prevention and bias hate referrals- QR code
Strengths	*Overall office referrals and suspensions have decreased in past years. *School wide focus on School culture and Feed All Four Strategies. *School Improvement and Equity Plan - one of the three pillars is based on Equity and Inclusion *Supportive staff and school community *SBRT – School Based Resource Team *SSAC support, MHAN, Chimo Support Counselling *Extra-curricular activities, activities/clubs at lunch and after school
Goals	*Reduction in the percentage of bullying reports through continued school-wide prevention (student & staff), staff interventions and responses.



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

**A
w
a
r
e
n
e
s
s**

Staff	Students	Parents/ Guardians/Community
<ul style="list-style-type: none"> * SIEP – Equity & Inclusion - plan developed in conjunction with staff, workshops and events to promote student engagement / awareness and knowledge *Inclusion and Equity focus - at each staff meeting *Promotion of positive school culture by all staff in building. *Celebrating Success & Student of the Month *progressive discipline and education/discussions surrounding bullying comments 	<ul style="list-style-type: none"> *Active Social Justice League – increased access to reporting bullying and/or incidents of hate or bias through a QR code - positive messages for inclusion *Promotion of positive school culture by FSU – Falcon Student Union – various events throughout the year. *Pink Shirt Day and Orange Shirt Day *Mental Health Awareness Week *Connect Crew leaders providing a smooth transition to FFSS 	<ul style="list-style-type: none"> *Regular and continual school updates on school website and social media platforms. *School Council Meeting – sharing of school events, issues, SIEP *sharing of SIEP on school website *Supporting community initiatives

Based on our data and goals, what are our targeted prevention strategies for creating and maintaining positive school culture in our daily practices

**Targeted
Prevention**

Staff	Students	Parents/ Guardians/Community
<ul style="list-style-type: none"> *Education – all students – Grade Assemblies – admin *SIEP – Equity & Inclusion - workshops / PD sessions / events to promote student engagement. *Clubs/sports/intramurals –open at lunch & after school (soon to be more opportunities at lunch) *Grade 8 Feeder School Visits by Guidance staff – education on Bullying supports / Gold Collar Program *Spirit of Christmas – support for 25 families *Breakfast Club (snacks throughout the day) *Inclusive Learning Environment – Hoop It Up & Activities, Truth and Reconciliation, Social Justice 	<ul style="list-style-type: none"> *Active Social Justice League – Ally Week and other events / bullying prevention QR code *Promotion of positive school culture by FSU – Falcon Student Union – various events through the year. *Feed All Four Events *Connect Crew leaders answering questions of gr 8 students related to bullying and acceptable behaviour *Truth and Reconciliation - students educating students 	<ul style="list-style-type: none"> *Continued sharing of school information – announcements, events, etc – website and social media. *Parents Nights / virtual presentations *Board Events *high expectations of coop students in the community

Bullying Prevention, Intervention & Response

SCHOOL BULLYING PREVENTION, INTERVENTION AND RESPONSE PLAN



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

	Reporting			Response
	Staff	Student	Parents/ Guardians/Community	Administrators
Reporting	<ul style="list-style-type: none"> Safe Schools Reporting Form Speak to the Principal 	<ul style="list-style-type: none"> Safe @ School Button on website (online tool) Speak to the classroom teacher Speak to the Principal 	<ul style="list-style-type: none"> Safe @ School Button on website (online tool) Speak to the classroom teacher Speak to the Principal 	TLDSB 5 Step Response to Bullying Strategy <ol style="list-style-type: none"> Reporting Investigation Communication Intervention Monitoring

Based on our data and goals, what are our targeted intervention and response strategies for creating and maintaining positive school culture

	Staff	Students	Parents/ Guardians/Community
Targeted Intervention	*To support students who report bullying incidents. *School admin to follow and investigate reported bullying incidents, following Board Code of Conduct procedures. *School staff to use Restorative Practices where possible in Bullying situations. *Guidance staff – Grade 9 check-ins and check-ins with In-Risk Students. *Weekly SBRT meetings – staff referrals. *To educate students as to what bullying is and how students can intervene and raise awareness.	*Report incidents of bullying to school staff. *Take part in restorative practices meetings. *Support their peers if incidents of bullying are witnessed – report.	*Reporting process on School website / QR codes around the school. *Staff / admin contact with parents in bullying situations. *Look for opportunities to educate parents on negative impact of bullying & impact of bully on a victim



Based on our data and goals, what are our communication and training strategies to ensure all stakeholders support and understand creating and maintaining a positive school culture

	Staff	Student	Parents/ Guardians/Community
Communication and Training	<ul style="list-style-type: none"> *SIEP – staff development of Equity & Inclusion / Well-being goals (ie. Anti-black racism article) *sharing at staff meetings 	<ul style="list-style-type: none"> *TLDSB G7 – student leadership *To ensure students know how to report bullying – confidential process *Connect Crew leaders speaking to Gr 8 students about related topics 	<ul style="list-style-type: none"> *Continued sharing of school information – announcements, events, etc – website and social media. *School Council – school updates *Parents Nights / virtual presentations *Board Events – Social Networking Safety presentations

Based on our data and goals, what are our strategies for monitoring and continuous improvement of our bullying prevention and intervention plan

Monitoring	<ul style="list-style-type: none"> *Goal – increase our student education around bullying (terminology – bullying vs bugging vs teasing vs joking vs harassing), supports for students, and restorative practices. *Goal – student survey – inquire about next climate survey or look to survey students around their experiences with bullying at FFSS – explore appropriate date of survey. *Goal – consult school staff about bullying awareness and next steps for supporting staff *Goal - embed education related to minority groups into classroom practices *Goal - promote educational materials out out by Social Justice and Truth and Reconciliation committees
-------------------	--




How to identify Bullying, Aggression and Teasing

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

Resource adapted from prevnet.ca



<h3 style="margin: 0;">When does teasing become bullying?</h3> <p>i) Teasing</p> <ul style="list-style-type: none"> • is equal and reciprocated • is fun and not hurtful • often occurs prior to aggression <p>ii) Aggression</p> <ul style="list-style-type: none"> • is conflict • can be intentional or unintentional • could be one time • can lead to BULLYING <p>iii) Bullying</p> <ul style="list-style-type: none"> • a form of typically repeated, persistent, and aggressive behaviour • directed at an individual or individuals that is intended to cause fear. <div style="margin-top: 20px; text-align: center;">  </div>	<h4 style="margin: 0;">MINISTRY OF EDUCATION RESOURCES</h4> <ul style="list-style-type: none"> • PPM 144: Bullying Prevention and Intervention • PPM 145: Progressive Discipline and Promoting Positive Behaviour • Caring and Safe Schools in Ontario • Promoting a Positive School Climate: A Resource for Schools • Creating safe and accepting schools: Guide for Parents • Reporting and Responding to Incidents: A Resource for Board Employees <h4 style="text-align: center; margin: 20px 0;">BOARD RESOURCES</h4> <ul style="list-style-type: none"> • TLDSB Bullying Prevention and Intervention Procedure • TLDSB Well Being Profile • Targeted Interventions: Page 6-7 TLDSB Well Bring Profile • Feed All Four <h4 style="text-align: center; margin: 20px 0;">OTHER RESOURCES</h4> <ul style="list-style-type: none"> • www.prevnet.ca
--	---

Resource adapted from prevnet.ca

TLDSB FIVE STEP RESPONSE TO BULLYING





SUPPORTING A POSITIVE SCHOOL CLIMATE

BULLYING: Physical, Verbal, Electronic, Written, or Other Means

As per the Ontario Education Act, bullying is: aggressive and typically repeated behaviour directed at an individual or individuals that is intended to cause (or ought to be known to cause) harm, fear or distress, including physical, psychological, social, academic, or reputational harm to another person or their property. Bullying occurs in a context where there is either a real or a perceived power imbalance.

Cyber-bullying:

- (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.

5-STEP RESPONSE TO BULLYING

- Step 1: REPORT BULLYING***
- Step 2: INVESTIGATION**
- Step 3: COMMUNICATION**
- Step 4: INTERVENTION**
- Step 5: MONITORING**

***Report bullying in the following ways:**

Students:

- Tell a staff member and/or administration
- Use the link on the school website to report anonymously

Parents:

- Report to staff and/or administration
- Use the link on the school website to report anonymously

Staff:

- Verbal report to administration *and*
- Complete the Safe Schools Incident Reporting Form and submit to administration by the end of that school day

B*R*I*T

5 Step
Response to
Bullying

Intensive Response

5 Step Response to Bullying
Mental Health Services
Student Success Initiatives

**Response, Intervention,
Support, and Monitoring**

Code of Conduct

Restorative Practices

In-service and Training

Character Development

Focus on Student Strengths

Positive Behaviour Supports

Resiliency Training Resources

Equity and Inclusivity Strategies

Rigorous and Relevant Curriculum

Partnerships with Parents, Police, and Other Agencies

Prevention

B*R*I*T

**Bullying
Response
Intervention
Team

A team of
professionals
available to
administrators to
assist with severe
or complex bullying
situations

P*R*I*S*M

Every school implements
a PRISM plan:

**Prevention
Response
Intervention
Support
Monitoring**



1.888.526.5552
www.tlidsb.ca

TLDSB provides training and resources to staff, students, parents and community members to support and engage the entire community in bullying prevention and intervention.