

**THE PROTESTANT SEPARATE SCHOOL BOARD  
OF THE TOWN OF PENETANGUISHENE**

**POLICY MANUAL**

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**POLICY TITLE:****SECTION/CODE:**

**Safe and Accepting Schools – Bullying Prevention  
and Intervention**

**School Operations D-51A**

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**APPROVAL DATE:****SUPERSEDES:****NUMBER OF PAGES:****REVIEW DATE:**

**April 3, 2023**

**September 11, 2017**

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**POLICY STATEMENT**

The Provincial Code of Conduct, the Protestant Separate School Board Code of Conduct, the Education Act, Bill 157: Education Amendment Act, (Keeping Our Kids Safe at School Act), 2009 and the Board's discipline policies and procedures create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Board recognizes the primacy of the Human Rights Code of Ontario. Board policies and procedures are subject to and shall be interpreted and applied in accordance with the Human Rights Code of Ontario when addressing issues of discipline with respect to bullying.

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

**POLICY PURPOSE**

The Protestant Separate School Board recognizes that providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the school board and school play an important role. Schools that have bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. A positive school climate is a crucial component of prevention. Bullying adversely affects a school's ability to educate its students, students' ability to learn, as well as healthy relationships and the school climate.

**Definitions**

1. Positive School Climate

Positive school climate is the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable and accepted and actively promote positive behaviours and interactions.

2. Bullying

Bullying is behavior that can be repeated or occur one time and can be carried out by an individual or group of individuals. 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

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bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or 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 indirect. It can take many forms including physical (for example, pushing, tripping) verbal (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

### **Administrative Procedures**

#### **Prevention Strategies**

All students should participate in bully prevention training and leadership initiatives within the school. These include but are not limited to:

1. daily classroom teaching with curriculum links;
2. character education initiatives/grandfather teachings;
3. mentorship programs;
4. citizenship development;
5. student leadership;
6. healthy lifestyles initiatives;
7. social skills development.

#### **Intervention Strategies**

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, shall respond in any incidents of bullying.

Further, incidents of bullying about which a board staff member or a transportation provider becomes aware must be reported to the principal or designate in accordance with the Protestant Separate School Board procedures at the earliest, safe opportunity and no later than the end of the school day or

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transportation run, if reported by a transportation provider. A written report (PPM 145 - Safe School Incident Form) must be completed when it is safe to do so.

Interventions by staff members who work directly with students on a regular basis might include:

1. asking the student to stop the behaviour;
2. identifying the behaviour as inappropriate and disrespectful and why, including if it offends the dignity of the target and/or is contrary to the *Human Rights Code*;
3. explaining the impact of the behaviour on others and on school climate;
4. modeling appropriate communication;
5. asking the student for a correction of his/her behaviour by restating or rephrasing his/her comments;
6. asking the student to apologize for his/her behaviour;
7. Implementing a written contract to not repeat his/her behaviour; and promise to enforce written contract
8. asking the student to explain why or how a different choice with respect to his/her behaviour would have been more appropriate and respectful.

Intervention requires appropriate and timely responses and should be done in ways that are consistent with a progressive discipline approach (Refer to D-51b) and may include early and/or ongoing intervention strategies, such as:

1. contact with parent(s)/guardian(s);
2. review of expectations;
3. written work assignment with a learning component;
4. referral to counselling;
5. consultation.

Progressive discipline may also include a range of interventions, supports and consequences when bullying behaviour has occurred, with a focus on improving behaviour including:

1. meeting with parent(s)/guardian(s), pupil and principal;
2. detentions;
3. withdrawal of privileges;
4. restorative practices;
5. school, board and community support programs.

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**Suspension**

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

**Safe Schools Teams**

The School must have a safe schools team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner, if available, and the principal. The team must have a staff chair. An existing school committee can assume this role.

The team shall be responsible for revising their existing school wide bullying prevention and intervention plan to include awareness raising strategies, prevention strategies, intervention and support strategies. that shall include the requirement to create plans to protect victims and reporting requirements when a pupil has been harmed.

The School is required to develop and implement school-wide bullying prevention and intervention plans as part of its School Improvement Plan. Components of these plans must be consistent with the policies and procedures of the Board and must include:

1. the definition of bullying;
2. analysis of the school climate survey (completed every two (2) years);
3. prevention strategies;
4. intervention strategies;
5. procedures to allow students to report bullying incidents safely;
6. training strategies for members of the school community;
7. communication and outreach strategies;
8. monitoring and reviewing processes.

The Board supports pupils who are victims of serious incidents of bullying causing harm contrary to the provincial, Board, and/or school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who has been harmed and provided the principal is of the opinion that informing the parent/guardian would NOT put the pupil at risk of harm.

The School shall develop appropriate plans to protect the victim. The school shall communicate those plans to the victim and to the victim's parents/guardians as well as communicating a method of identifying dissatisfaction with steps taken to provide support to the victim. Communication with the victim's

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parent/guardian shall only take place in circumstances where to do so would, in the principal or designates opinion, NOT put the pupil at risk of harm.

**School Level Plan**

**Administrative Regulations**

The Supervisory Officer is authorized to establish administrative procedures to implement this policy, which shall be considered guidelines pursuant to the *Education Act* and Bill 157: *Education Amendment Act, (Keeping Our Kids Safe at School Act), 2009*.

**Acknowledgment**

*The Protestant Separate School Board of the Town of Penetanguishene acknowledges and appreciates the contribution of the Simcoe County District School Board in the development of this policy.*