

Bullying Prevention and Intervention Plan

Revised February 2025

Introduction

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which the Durham Catholic District School Board and its schools play an important role. Schools that have bullying prevention and intervention plans foster a positive learning and teaching environment that supports student achievement and well-being and helps students reach their full potential.

A positive school climate exists when all members of the school community feel safe, included, accepted and actively promote positive behaviours and interactions. Principles of equity and inclusive education, as well as our Catholic Graduate Expectations and Catholic School Teachings, are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

The purpose of this plan is to provide purposeful and explicit strategies and resources to promote bullying prevention and intervention awareness across all schools in the DCDSB. Additionally, the plan is intended to provide tools and resources to educators across the system to combat bullying and promote safety and acceptance in schools.

The 2025 review of this plan involved consultation with the DCDSB Safe Schools Steering Committee (comprised of administrators, teachers and central staff), the Special Education Advisory Committee (SEAC), the Indigenous Education Circle (IEC), the Student Senate, The Anti-Black Racism/Black Excellence (ABR/BE) Committee, the 2SLGBTQ+ Advisory Committee and the Durham Catholic Parent Involvement Committee (DCPIC).



DCDSB Commitment to Bullying Prevention and Intervention

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach involving all education and community partners is needed to bring about necessary systemic change.

Bullying is a serious issue and 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 will have a negative impact on the school climate and the healthy relationships we develop within our schools. Bullying has an adverse effect on a student's well-being and ability to learn. Employees of the DCDSB will take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents. As Catholic Learning Communities, we weave the Catholic Graduate Expectations and our valued Parish partners into all that we do, including preventing and intervening in bullying incidents. We call upon students to embody these faith-based expectations to ensure the safety and dignity of all students.

Ontario Catholic School Graduate Expectations – A Vision of the Learner



2. AN EFFECTIVE COMMUNICATOR who speaks, writes and listens honestly and sensitively responding critically in light of gospel values.



3. A REFLECTIVE, CREATIVE AND HOLISTIC THINKER who solves problems and makes responsible decisions with an informed moral conscience for the common good.



4. A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER who develops and demonstrates their God-given potential.



5. A COLLABORATIVE CONTRIBUTOR who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



6. A CARING FAMILY MEMBER who attends to family, school, parish and wider community.



7. A RESPONSIBLE CITIZEN who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



1. A DISCERNING BELIEVER formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through work, sacrament, prayer, forgiveness, reflection and moral living.

Prevention and awareness raising

DCDSB is committed to providing education, strategies and tools to assist its students and staff with bullying prevention. Key messages, planning tools and resources are included in, or attached to, this strategic plan to support our board-wide efforts. Our efforts to combat bullying may be found on our website (www.dcdsb.ca) and are highlighted through our social media outlets regularly.

Twice per year, DCDSB provides system-wide resources (e.g. PREVNet, School Mental Health Ontario - SMHO) and activities (e.g. poster, digital contests that promote the Report it button, Pink Shirt day etc.) that raise awareness and provide explicit instruction on the topic of bullying prevention and intervention. Bi-annually, DCDSB staff administer a School Climate Survey to students in grades 4-12. School climate surveys are also made available to staff and parents/guardians to measure their perceptions of student safety and well-being. Administrators, with guidance from the DCDSB central staff, analyse their school-based data and embark upon a gap analysis to determine their community's strengths and areas of improvement vis a vis bullying prevention and intervention.

Engaging Parents/Guardians

Parents/Guardians have a key role in preventing and responding to bullying.

In addition to engaging parents/guardians in school climate surveys, parents/guardians are kept informed of DCDSB efforts to prevent and intervene in bullying behaviours through regular communication (letters, board website, social media platforms). The Bullying Prevention and Intervention Plan, FAQs about bullying and who to contact, along with supports and information for parents/guardians may be found at dcdsb.ca under parents – safe and accepting schools.

Parents are encouraged to learn what bullying is and what it is not. Understanding the definition of bullying is the first step in discussing bullying prevention with children and youth. 'Bullying' is a word that is sometimes used for behaviours that are conflictual in nature. These other behaviours can be just as serious but may require different responses. School responses to reports of bullying can be much more effective when parents/guardians report bullying and support the efforts of school staff to respond to it. If a child/youth reports that bullying is occurring at school, or the bullying is occurring outside school hours and involves students from the school, parents should let the school know about the situation. For more information regarding disciplinary measures for bullying incidents, and notifying parents about incidents of bullying involving their child/youth, please see the DCDSB Bullying Prevention and Intervention Administrative Procedure (612-1) [AP 612-1](#) and/or the DCDSB Student Discipline Administrative Procedure (611-1) [AP 611-1](#)

Programs, Interventions and Other School Supports

There are many different resources, programs and practices that educators can reference and implement to support the Board's BPIP. These may include, but are not limited to:

- **Seconds Steps:** a research-based Social-Emotional Learning program that fosters safety and respect within the school community.
- **Roots of Empathy:** classroom programs (for youth aged 5-13) aimed at reducing aggression and enhancing social-emotional competence with goal of skill development that supports student success, mental health and well-being
- **Restorative Practice:** constructing positive, inclusive, and safe school cultures by fostering respectful and responsible relationships among school community members that are rooted in mutual respect, care, concern, and dignity.
- Resources (made available by central staff) from organizations such as Big Brothers and Big Sisters, Victim Services of Durham Region
- Connecting students to Kids Help Phone
- Youth Symposium through Victim Services Durham Region – classroom modules available to educators of grades 7-9 students on the topics of youth safety and violence prevention
- Timeline of bullying prevention activities (sample template of activities – see appendix A)
- There are many other resources and programs provided by Child and Youth counsellors (CYCs) – staff are encouraged to solicit the expertise of their school-based CYC.
- Dr. Cook's 3Rs (Regulate, Relate, Reason graphic and lanyards provided for all staff)

Definitions

Bullying: For the purposes of policies on bullying prevention and intervention, school boards must use the following definition of bullying, given in subsection 1(1) of the Education Act.

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- 1) 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,
 - a) 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

- b) creating a negative environment at a school for another individual; and,
- 2) 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.

According to PPM 144, bullying may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. PREVNet (www.prevnet.ca) is a national not-for-profit organization dedicated to preventing youth interpersonal violence. According to PREVNet, bullying occurs in the following ways/for the following reasons: physical, verbal, social, electronic, and religion, race, sex, or disability. Definitions of each form of bullying are below:

Electronic or Cyberbullying

Includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage a person's reputation and friendships.

Social Bullying

Includes actions that exclude others from the group, getting others to ignore or exclude, gossiping or spreading rumours, and damaging reputations and friendships.

Physical Bullying (Aggression)

Physical bullying involves aggressive behaviour including hitting, kicking, shoving, spitting, beating up, stealing or damaging property. While physical bullying causes harm to a child's body or property, the below forms of bullying cause psychological harm.

Verbal Bullying

Includes name-calling, mocking, hurtful teasing, insults, slurs, humiliating or threatening someone, racist comments, or sexual harassment.

Race and Identity-based Bullying

Racial and Identity-based bullying happens when someone is bullied because of their identity. A person's identity is multi-faceted and includes intersectionality based on a combination of race, gender, ability, sexual orientation, religion, ethnicity, body size and shape and other factors.

Access the two links below for more information about identity-based bullying and how microaggressions can play a role in this type of bullying:

https://www.prevnet.ca/wp-content/uploads/2025/05/IDBBTipsheetforEducators_Feb26.pdf

<https://www.queensu.ca/hreo/resources/information-and-commentary-about-discrimination>

Religious Bullying

Includes treating people negatively because of their religious background or beliefs. This could involve making negative comments about a certain religious background or belief or using derogatory language and name-calling related to religious beliefs.

Disability Bullying

Includes leaving someone out or treating them negatively because of a disability, making someone feel uncomfortable, or making jokes to hurt someone because of a disability.

Principles for Bullying Prevention and Intervention

Bullying awareness and prevention strategies should focus on fostering learning environments that promote a positive sense of self, spirit and belonging where social, emotional, physical, and cognitive needs are met (Ontario's Well-Being Strategy, 2016.)

Positive mental health, safe and accepting schools, healthy schools, and equity and inclusive education are all interconnected components at the foundation of *Ontario's Well-Being Strategy* and provide context for the development of a Bullying Prevention and Intervention Plan (BPIP).

There are many bullying prevention programs on the market. It is important to recognize that implementing a bullying prevention program in a school takes a significant investment of time and resources. If a school is looking to select a bullying prevention program, the school should choose a program that is evidence-based, evidence-informed, or a promising practice (see www.prevnet.ca.)

Bullying prevention strategies provide children and youth with awareness and skills to:

- initiate and engage in positive relationships;
- prevent from bullying others; and
- cope effectively with being bullied (e.g., walk away or tell someone).

All children and youth need this awareness and social-emotional skill to be successful in school and in their relationships with peers. All adults involved with children and youth need to know how to provide support for developing social understanding and responsibility.

Principles for Bullying Prevention and Intervention (Evidence-based)

- Principle 1: Bullying is a relationship problem.
- Principle 2: Bullying interventions require a developmental approach.
- Principle 3: Bullying interventions require a systems approach.
- Principle 4: Leadership is the Foundation for Systems Change.

Principle 1: Bullying is a Relationship Problem

Bullying prevention and intervention are not just about eliminating bullying – it is also about promoting the development of healthy relationships. The goal is to help ensure that all students and staff within the Durham Catholic District School Board have healthy, safe, respectful, and caring relationships with everyone in their lives.

Relationship problems require relationship-based solutions. Students who bully require interventions to teach them that bullying is unacceptable. Students need to learn about social skills, empathy, and positive leadership. Interventions focused on the peer group have the potential to shift power dynamics and promote positive relationships. Students' positive peer relationships depend on positive relationships with adults. Teachers, parents/guardians, and other adults not only model relationship skills, language, and attitudes, but are also active in creating positive experiences in which students interact with each other.

Principle 2: Bullying Interventions Require a Developmental Approach

Bullying and victimization can start in early childhood and persist through the school years, peaking during school transitions. The use of power and aggression in relationships generally drops off as children and youth learn that this is an ineffective means of maintaining relationships.

Understanding the complexity and diverse developmental pathways of bullying and victimization is critical for recognizing and responding to the use of power and aggression in relationships.

Principle 3: Bullying Interventions Require a Systems Approach

A positive school climate means that students, parents/guardians, staff, and community members feel safe, welcome, and respected in each Durham Catholic school.

Everyone has a role to play in promoting healthy relationships and a school climate which encourages appropriate student behaviour. The promotion of a positive school climate requires communities to:

- collaboratively promote positive student behaviour through the code of conduct;
- build healthy and respectful relationships throughout the whole school community;
- prevent inappropriate behaviour through initiatives like bullying prevention programs; and
- address inappropriate behaviour through progressive discipline, in alignment with requirements for student discipline outlined in the Education Act.

Using progressive discipline, principals determine appropriate consequences and/or support to help students improve their behaviour, while considering individual circumstances, such as:

- the students' stage of growth and development;
- the nature and severity of the behaviour; and
- the impact of the behaviour on the school climate.

Therefore, bullying interventions and strategies should be evidence-informed, timely, developmentally appropriate, and take a whole-school approach.

Effective bullying interventions and strategies:

- Use “teachable moments” within a progressive discipline approach to address inappropriate behaviour. Consider mitigating factors like the student’s age, the circumstances of the behaviour, and the student’s history before determining the most appropriate way to respond to each situation. Consider a range of options to address the behaviour and help the student learn from their choices.
- Have in place processes to identify and respond to bullying when it happens.
- Include practices to follow up after bullying incident(s) with students, parents/guardians, teachers, and other school staff, where appropriate. Supports must be offered to students who are impacted by the bullying.
- Identify strategies for supporting students who engage in bullying, who have been bullied, and others who may have witnessed or been affected by bullying while respecting privacy. These strategies could include school-based resources and/or referrals to community agencies such as mental health services or public health.
- Should communicate to the school community the progressive discipline approach to address inappropriate behaviour and the procedures that are

in place to support students, as well as their parents/guardians, who have been harmed or who have engaged in serious behaviour incidents.

- Outline what schools are required to do to support students, including the development of specific plans to protect students who have been harmed. It should also outline a process for parents/guardians to follow if they are not satisfied with the supports that their children received.

Principle 4: Leadership is the Foundation for Systems Change

DCDSB is committed to providing on-going professional development and learning in the areas of Safe and Accepting Schools and Bullying Prevention and Intervention. Some professional development opportunities include:

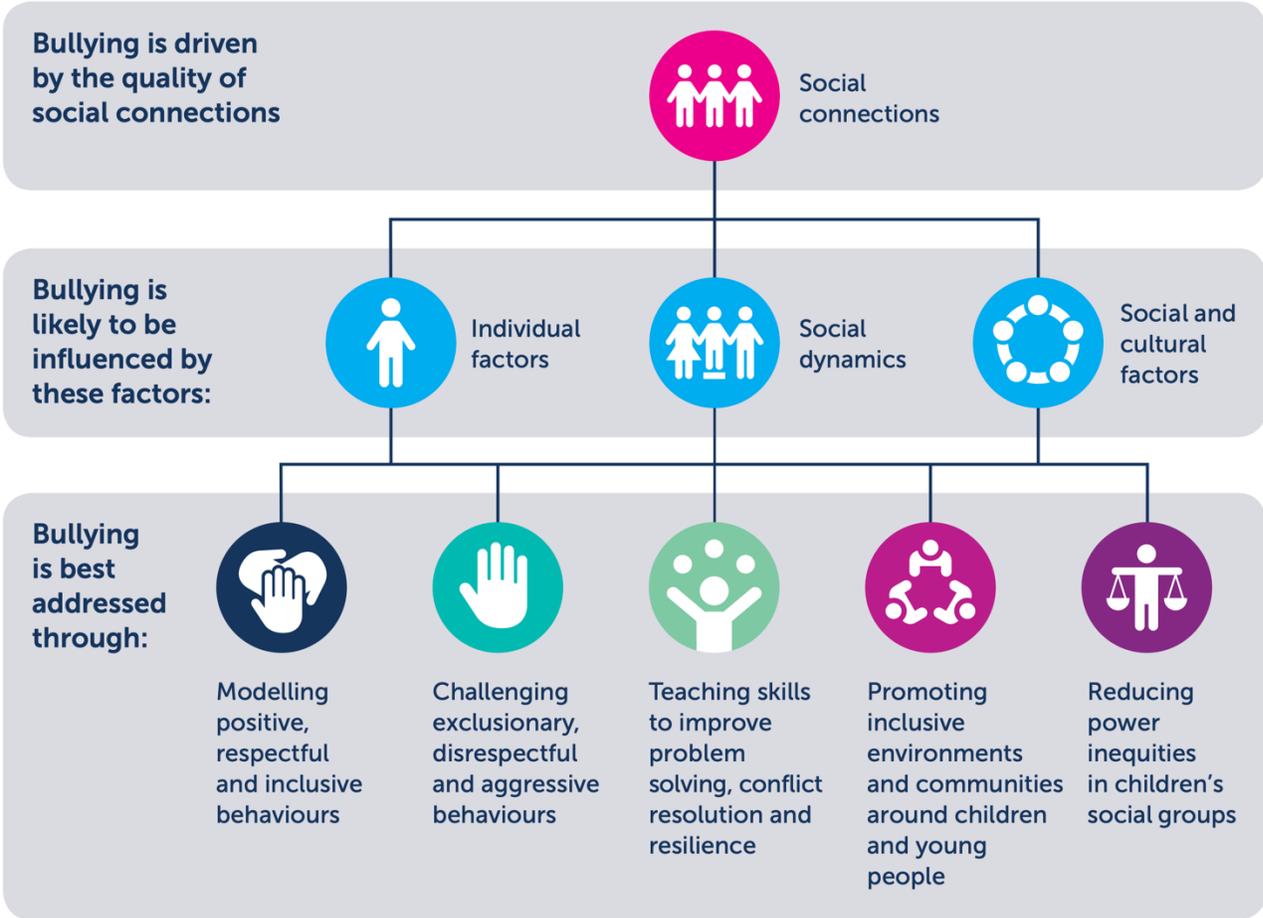
- Restorative Practices
- Self-Regulation Practices
- Mindfulness Practices
- Professional Activity days

School staff should participate in on-going professional development and learning to:

- understand the “whole school approach” to developing a positive school climate for student achievement and well-being;
- understand the factors that contribute to a safe, inclusive, and accepting school climates;
- identify ways to teach students how they can help prevent and respond to bullying;
- identify strategies that students and parents/guardians can use to safely report incidents of bullying;
- identify ways to engage parents/guardians in preventing bullying and promoting a positive school climate;
- become knowledgeable about community partners and resources available; and
- understand the principles of Equity and Inclusive Education.

Bullying Prevention Explanatory Model

<https://www.education.sa.gov.au/docs/support-and-inclusion/engagement-and-wellbeing/bullying/connected-community-approach-bullying-prevention.pdf?>



Curriculum Integration

The Ontario Curriculum and Religious Education programs include cross-curricular and program-specific expectations that relate to components of bullying prevention and intervention. Every aspect of the curriculum is taught considering Gospel values and the teachings of the Catholic church so that we build a strong, caring community of faith. Students can be encouraged to explore the issues and solutions to bullying through visual and language arts, drama, dance, and music. There is much to be learned through science and health about social-emotional development, social behaviour and the brain, stress and functioning, mental health, and many other aspects of human behaviour that shed light on the complex dynamics of bullying and its impacts. There are opportunities to help students' skills for bullying prevention when planning instruction with the overall expectations for oral communication, reading and writing in the Ontario language curriculum.

Within the context of Catholicism, the call to live a moral life is seen in a positive light. Each school's mission statement is an affirmation of moral living. For students to experience this affirmation daily they need to develop the capacity to:

- distinguish right and wrong;
- analyze society's values and messages;
- build and maintain healthy relationships;
- manage interpersonal conflicts;
- deter violence;
- obtain and show forgiveness; and
- recognize and respond to others in need.

Classroom-based learning activities can promote:

- Catholic Graduate Expectations and Catholic Social Teachings
- The importance of positive relationships for learning and life
- The definition of bullying
- Differences between bullying and teasing, aggression and competition, aggression and assertiveness, telling and tattling
- Social responsibilities and strategies for those who witness bullying
- Diversity and inclusion
- Empathy
- Positive leadership and recognition
- Expectations for a supportive learning environment and positive class

Words matter when responding to bullying:

When responding to incidents of bullying, avoid using terminology such as 'bully' or 'victim'. Although these words are often used in the media, they are not very helpful in describing the behaviour being displayed or in finding evidence-informed solutions.

Talk about bullying with the understanding that children and young people are growing and still learning how to be effective members of the community.

When talking about bullying, focus on more appropriate ways to act with others and positive ways to get along with other people.

Children can modify their behaviour with support from parents and teachers. If the labels of 'bully' or 'victim' are maintained, it can make it harder for perceptions of the individual to change. Using these words can suggest that bullying and being bullied are due to unchangeable things about the children/youth involved.

The labels of 'bully' or 'victim' can also cause further harm if a child accepts them as part of their social identity.

Additional resources and tools for schools may be found here:

https://www.prevnet.ca/wp-content/uploads/2024/12/prevnet_facts_and_tools_for_schools_rev_apr2021-1.pdf

<https://bullyingnoway.gov.au/teaching-about-bullying/talking-about-bullying>

Responding to Bullying

Various pieces of legislation outline the reporting mechanisms that must be followed to report bullying.

DCDSB is committed to the BPIP and the importance of timely and accurate reporting of incidents, whereby any member of the school community (parents, students, staff) can use the anonymous “**Report It**” button located on the Board website, as well as on each school’s website.

Schools should refer to the language below in their BPIP to outline how students, staff and parents/guardians can report bullying

Student/Parent/Guardian Reporting

- Students are required to report bullying to a trusted adult (e.g., parent/guardian, teacher, administrator, support staff) or by or using the “Report It” button
- Parents/Guardians who become aware of bullying situations are asked to report incidents to the school administration, either through direct communication (e.g. phone call, email) or through the “Report It” button.

Staff Reporting and Response

- “The *Education Act* states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible.” (PPM144)
- When appropriate, staff complete and submit the “Safe Schools Incident Reporting Form” to the principal. The principal provides written acknowledgment to the employee using the “Safe Schools Incident Reporting Form” (PPM 144)
- Staff are encouraged to learn about and look for the common signs of bullying (listed below) and report incidents of bullying as they arise.

When bullying occurs, impacted students may:

- ✓ want to go home, may cry or feel sick at school
- ✓ complain of recurring physical symptoms, such as stomach aches that don't seem to have a medical cause
- ✓ Be fatigued due to disrupted sleeping or eating habits
- ✓ not want to take part in activities or social events with other students
- ✓ act differently than they normally do
- ✓ seem distressed after phone, text or social media contact with others
- ✓ suddenly begin to lose money or personal items
- ✓ come in (e.g.) from recess with torn clothes or broken possessions, and offer explanations that don't make sense

A student has reported bullying to me – what now? For more suggestions please visit:

(<https://bullyingnoway.gov.au/support-and-advice/for-schools>)

- ✓ Reassure them that you will try to **help them**.
- ✓ **Avoid minimizing** the issue or saying dismissive things that imply the issue is not important.
- ✓ Find a **suitable place** to talk or make a time to discuss the problem privately.
- ✓ Ensure that your **voice is calm** and your body language is open as you listen.
- ✓ **Listen** without interrupting, using only encouraging questions or sounds to show you are listening.
- ✓ **Reassure** the student it's never okay to be bullied.
- ✓ Reassure the student it is **not their fault** that the other person is behaving in such a way.
- ✓ **Praise** the student for speaking out, acknowledging that talking about it takes lots of courage.
- ✓ Reassure them that the school takes this seriously and **advise when you will get back to them**.
- ✓ Ask the student if they **feel safe in the short term** in case you need to take preventative safety measures.

Responding to Teasing

Teasing is hostile when the person being teased is distressed by the teasing. For example, teasing about physical appearance is most often perceived as hostile and hurtful because it has so many implications for social acceptance, and it is out of the individual's control.

Research indicates that individuals are aware of the impact their teasing has on the individual being targeted. This is likely due to their knowledge of the effect their teasing will have on the victim:

- Will it serve to reject or include the target?
- What will be the verbal and nonverbal responses to the teasing?

Teasing becomes bullying when there is a power imbalance between the children/youth involved and the person who is teasing has more social power or social value among peers compared to the person being teased. This includes when the child who is teasing intends to distress or harm the child being teased and the child being teased is distressed or hurt by the interaction.

Teasing

- is equal and reciprocated
- may be fun and not hurtful

Bullying

- a form of typically repeated, persistent, and aggressive behaviour
- directed at an individual or individuals that is intended to cause fear/distress

Safety Plans – DCDSB Administrative Procedure

According to Administrative Procedure [AP 324-2](#), a safety plan is developed for students whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours. Safety plans are confidential student information and are not to be shared without the principal's knowledge and agreement.

Notifying Parents/Guardians

Section 300.3 of the *Education Act* specifies when principals are required to notify the parents/guardians of the students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm to the student;

- the steps taken to protect the student’s safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

This section of the Act also specifies that principals are required to notify the parents/guardians of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to their engagement in the activity.

When notifying parents/guardians of these incidents, the principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their child. Following the discussion, should parents be dissatisfied with the school’s response, principals will inform parents of their options for the next steps.

Under subsection 300.3(3) of the *Education Act*, a principal shall not notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student’s best interest.

Under subsection 301(5.5) of the *Education Act*, when principals have decided not to notify the parents/guardians that their child was involved in a serious student incident, as described above, they must, in accordance with *Ontario Regulation 472/07*, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of the decision. Principals shall also, if they determine it is appropriate to do so, inform other board employees of this decision. In addition, principals should refer the student to board resources or to a community-based service provider that can provide the appropriate type of confidential support when the student’s parents/guardians are not called (e.g., counselling; a sexual assault center, Kids Help Phone; 2SLGBTQ+ Youth Line.)

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a Children’s Aid Society according to the requirements of the *Child, Youth and Family Services Act, 2017*.

Safe and Accepting School Teams

Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent/guardian, one teacher, one non-teaching staff member or one community partner, and the principal. An existing school committee (e.g., the healthy schools committee, character education etc.) can assume this role. The chair of this team must be a staff member.

Goal Setting

Results of the Safe and Accepting School Climate Survey inform the development of the bullying prevention and intervention goals, including the selected strategies, practices, programs, etc. A pre- and post-evaluation strategy is critical. The pre-evaluation (consisting of but not limited to previous climate survey results), creates a baseline and through the analysis of data, gaps and areas of concern for the school may be identified, as well as areas of strength and success. A post-evaluation phase (consisting of but not limited to subsequent climate data) gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made where necessary. Data regarding school climate should be used to:

- Create a climate/safety baseline, identify areas of concern and create an action plan to address concerns,
- Measure success of strategies and interventions
- Identify the main issues of concern in a particular school raised by students, school staff, parents/guardians, as well as identify issues in the physical environment.
- Conduct a needs assessment, e.g., what are the current processes for reporting, response, support and follow up on issues.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying).
- Identify learning and training opportunities that are needed.
- Review and update plan as a result of gathering new information and share with the school community.

Monitoring and Review

Boards should monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents/guardians, and school councils. They should also consult with their Special Education Advisory Committee and their Indigenous Education Advisory Council. Boards may also consult with their Parent Involvement Committee and other appropriate community partners. Boards will conduct a cyclical review of their policies and guidelines in a timely manner.

Resources/Toolkit

- DCDSB Bullying Prevention and Intervention Policy (PO612)
- DCDSB Bullying Prevention and Intervention Plan
- [The Promoting Relationships and Eliminating Violence Network \(PREVNet\)](#)
- [Policy/Program Memorandum No. 144: Bullying Prevention and Intervention](#)
- [Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#)
- [Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
- [Ontario's Parent Engagement Policy](#)
- [Progressive Discipline: Part of Ontario's approach to making schools safe places to learn](#)
- [Ontario.ca Bullying Prevention and Intervention Planning Resource for School Boards](#)
- Health and Peer Relations Study: SMHO and University of Ottawa (completed system-wide) for more information: <https://hprs.ca/about/>

Appendix A (**Sample**) Timeline of Bullying Prevention Activities

Month	Activity	Person Responsible
September	1. Send home Code of Conduct	Principal
	2. Establish Safe School Committee and identify staff co-ordinator	Principal
	3. Identify School Champions	Safe School Committee
	4. Discuss School Policy regarding bullying and safe and accepting school at assembly	Principals/Staff/Students
	5. Prepare weekly Safe School Announcements and tips	Safe School committee
	6. Review assessment results on bullying and school climate and identify goals and success metrics for goals.	Principal
October	1. Conduct Safe School and Bullying assessment	Safe School Committee
	2. Initiate Bullying Prevention Program	Staff
	3. Provide explicit training on bullying prevention to staff	Principal
	4. Plan Bullying Awareness Week activities	Safe School Committee
	5. Safe School Committee Meeting to review school climate and bullying prevention goals, metrics of success, and activities.	Safe School Committee
November	1. Write to parents in newsletter or other regular communication about what your school is doing to address bullying	Principal
	2. Bullying Awareness Week activities	Safe School Committee
	3. Report the results of the assessment and identify goals for the year	
	4. Safe School Committee meeting	Safe School Committee
	5. Maintain Bullying Prevention Program	Staff
December	1. Maintain Bullying Prevention Program	Staff
	2. Celebrate safe school activities at December assembly.	Safe School Committee
January	1. Maintain Bullying Prevention Program	Staff
	2. Plan and hold a youth led initiative for whole school	Safe School Committee

February	1. Maintain Bullying Prevention Program	Staff
	2. Review Safe School activities with staff and provide mini 15 minute information exchange of what classes are doing.	Principal
	3. Engage champions in Whole School Activity planning	Safe School Committee
March	1. Maintain Bullying Prevention Program	Staff
	2. Parent letter about supporting healthy relationships with an activity in it.	
April	1. Maintain Bullying Prevention Program	Staff
	2. Have a class or the Safe School Committee conduct an environmental Scan	Safe School Committee
	3. Host a Bullying Awareness evening for students and parents.	Safe School Committee
May	1. Maintain Bullying Prevention Program	Staff
	2. Conduct Safe School and Bullying Assessment	Safe School Committee
	3. Debrief with Safe School Committee about what worked, what did not work, and what are the current needs.	Safe School Committee
June	1. Maintain Bullying Prevention Program	Staff
	2. End of year assembly celebrating the Healthy Relationships and Safe School Initiatives	Staff Safe School Committee
	3. Identify potential members for Safe School Committee for September	Principal

Appendix B: School-based template for Bullying Prevention and Intervention
Timeline of Bullying Prevention Activities

School: _____ Year: _____

Month	Activity	Person Responsible
September		
October		
November		
December		
January		

Month	Activity	Person Responsible
February		
March		
April		
May		
June		

Appendix C: Resources/Ideas to support Bullying Prevention Plans

- ✓ Use of bullying prevention resource: Bullying Prevention and Intervention in the School Environment: Factsheets and Tools https://www.prevnet.ca/wp-content/uploads/2024/12/prevnet_facts_and_tools_for_schools_rev_apr2021-1.pdf
- ✓ Refer to DCDSB bullying prevention resources and FAQs <https://www.dcdsb.ca/en/parents/safe-and-accepting-schools.aspx>
- ✓ Use of Restorative Practices
- ✓ School-wide focus on Mission/Vision, Board Mission, Spiritual theme
- ✓ School-wide focus on the Report IT button
- ✓ VIP (Values, Influences, Peers)
- ✓ Extra-curricular groups that promote positive school climates (GSA, Character Education, Safe Schools team, SOS (promoting mental health))
- ✓ Lunch bunch
- ✓ Newsletter inserts
- ✓ Social media posts/website inclusions
- ✓ Recognition assemblies (good character awards)
- ✓ Guest speakers focus on respect, bullying prevention, Catholic values/graduate expectations
- ✓ Focus on bullying prevention (i.e. signs of bullying, how to respond) at staff meetings
- ✓ Parent council presentations re: i.e. cyber bullying, internet safety
- ✓ Second Steps
- ✓ Harmony SEL
- ✓ A Five is Against the Law (encourages pro-social boundaries)
- ✓ Playworks.org (structured recess)

