



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Bullying Prevention and Intervention Plan



2024

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## 1. Rationale

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The Ottawa-Carleton District School Board (OCDSB) recognizes that the most effective and sustainable means to addressing all forms of bullying is through a comprehensive, evidence-based approach that engages all individuals. All classroom, school, and system teaching and learning environments are committed to establishing and promoting safe, welcoming, inclusive, and accepting learning spaces where all feel a positive sense of self and of belonging.

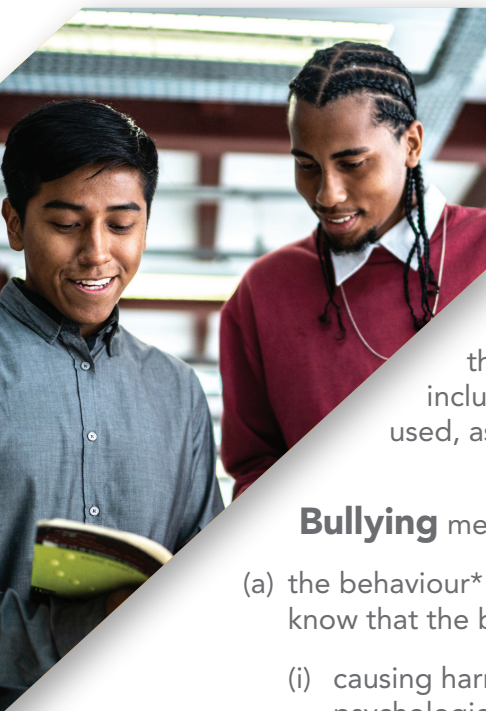
The purpose of the District's Bullying Prevention and Intervention Plan (BPIP) is to develop, in consultation with students, principals, vice-principals, educators and other staff, parents/caregivers, volunteers, school councils, and the public, a long-term approach regarding bullying prevention and intervention to be implemented by all schools of the OCDSB.

The OCDSB is a community that values acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect, and responsibility. The OCDSB is committed to building a community vested in human rights by advancing equity and eliminating all forms of discrimination so that each person feels part of the OCDSB community.



The OCDSB is a community that values acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect, and responsibility.

The Bullying Prevention and Intervention Plan is based upon the Ontario Ministry of Education's updated [Policy and Program Memorandum 144: Bullying Prevention and Intervention](#), and the requirements set out in this plan have been taken directly from PPM 144.



## 2. Education, Awareness, and Outreach

The District and all schools will strive to increase education, awareness and outreach, which will help to engage students, staff, parents/caregivers, and the broader community in efforts to address inappropriate student behaviour, including bullying, as part of a whole school and system approach.

Communications with the school community will include the strategies that schools are using to prevent bullying and promote kindness and inclusion. The following Ministry of Education definition of bullying will be used, as outlined in section 1 of the *Education Act*, in the District's resources:

**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").

\*behaviour includes the use of any physical, verbal, electronic, written or other means

**Cyberbullying** includes 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 posting material on a website that may be accessed by one or more individuals.

\*electronic means includes, but is not limited to social media platforms, email, text or direct messaging, digital gaming platforms and/or other electronic communication platforms.

Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Human sex traffickers and other sexual predators are increasingly using fake accounts 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.

### 3. Guiding Principles

The following guiding principles are key factors in the District's BPIP:

- a safe, inclusive and accepting school environment is essential for student achievement and well-being;
- creating and sustaining a community of kindness fosters an increased sense of belonging;
- growing student's empathy assists them in better understanding the lived experiences, perspectives and feelings of others;
- we are all collectively responsible to prevent, name, interrupt and address different types of bullying;
- schools must be places that are equitable, accepting, inclusive, positive and are founded on principles of human rights, anti-oppression, anti-racism, and anti-colonialism;
- our collective work is focused on eliminating the disproportionately negative experiences with bullying for Indigenous, 2SLGBTQ+, Black, Jewish, Muslim, racialized, marginalized, students with disabilities and students receiving special education support;
- we acknowledge the historic and ongoing systemic barriers that may affect the engagement of marginalized groups; as a result, we will create and maintain an inclusive environment for all students;
- outreach and interactions with Indigenous, 2SLGBTQS+, Black, Jewish, Muslim, students, students with special education needs, racialized students, and families will be conducted using an equity centered and trauma informed approach; and
- interactions with our students and families are guided by their lived experiences, identities, and background.



### 4. Policies, Procedures and Protocols

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Each school will actively communicate and share with the school community, policies, procedures and supporting documentation as appropriate related to bullying prevention and intervention including but not limited to:

- [Code of Conduct Policy \(P.125.SCO\)](#)
- [Human Rights Policy \(P.147.GOV\)](#)
- [Equity and Inclusive Education Policy \(P.098.CUR\)](#)
- [Safe Schools \(Managing Student Behaviour\) Policy \(P.032.SCO\)](#)
- [Bullying Prevention & Intervention Policy \(P.123.SCO\)](#)
- [Bullying Prevention & Intervention Procedure \(PR.659.SCO\)](#)
- [Progressive Discipline and Promoting Positive Student Behaviour Procedure \(PR.660.SCO\)](#)
- [Anti-Sex Trafficking Information](#)
- Anti-Hate Protocol
- [OCDSB Gender Guide](#)

### 5. School Bullying Prevention and Intervention Plan

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The District's BPIP will form the basis for the school BPIP. Each school will have at least one bullying prevention and intervention goal in their Well-Being Plan that will be reviewed annually and monitored throughout the year. The goal will be determined after reviewing school based qualitative and quantitative data. Examples of qualitative data include but are not limited to survey comments, focus group feedback, one-to-one and small group conversations and observations. Quantitative data may include school climate survey results, OCDSB Safe Schools Anonymous Reporting Tool results, attendance data and Board suspension data.

Each school goal will have the following elements:

- What is the area of focus?
- What data was used to inform the area of focus?
- What disproportionalities are evident?
- What tier (1, 2, 3) does the action address?

Each school will have at least one bullying prevention and intervention goal in their Well-Being Plan.

- What is the key action?
- What are the indicators of success?
- How will success be monitored?
- What resources are needed?



The school goal(s) will strive to increase capacity or engagement in the following areas:

### **Bias Awareness and Education:**

Build the capacity of staff to increase their awareness of bias, stereotypes, intersectionality and systemic oppression and how these can lead to bullying and harassment.

### **Staff Capacity:**

Through on-going learning, staff will become more confident in their ability to intervene, address and report incidents of bullying, with a specific focus on supporting students who identify as Indigenous, 2SLGBTQ+, Black, Jewish, Muslim, racialized, marginalized, students with disabilities, and students receiving special education support.

### **Communication:**

Include awareness campaigns for students to support them in preventing and addressing bullying behaviour and fostering empathy and acceptance.

### **Cultural Responsiveness:**

Embed a culturally responsive approach and include diverse perspectives, histories and experiences in curriculum materials and discussions. This supports students in understanding diverse lived experiences, promoting empathy and reducing bullying based on biased attitudes.

### **Engagement:**

Our collective work is focused on eliminating the disproportionately negative experiences with bullying for Indigenous, 2SLGBTQ+, Black, Jewish, Muslim, racialized, marginalized, students with disabilities and students receiving special education support.

### **Inclusion:**

Build school infrastructures and processes to be consistently inclusive of trans identities, name/pronoun changes and similar inclusion practices for 2SLGBTQ+ identities. (i.e. gendered washrooms, gendered change rooms etc.)

## 6. Prevention

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A strong focus on bullying prevention is critical and is an ongoing process. These efforts ensure a positive learning environment in our schools, and help reduce the potential for incidents of bullying, harassment, and discrimination.

In order to strengthen prevention measures, some or all of the following should be considered as part of the school BPIP:

- develop inclusive activities that promote a positive school climate, well-being and sense of belonging;
- build awareness-raising strategies for students, e.g., social-emotional learning, empathy, self-regulation strategies, inclusive and anti-oppression strategies;
- implement awareness-raising and inclusive strategies to engage community partners and parents/caregivers, including Indigenous, 2SLGBTQ+, Black, Jewish, Muslim, racialized and marginalized groups, students with disabilities and students receiving special education support who have historically not had opportunities to share their perspectives and experiences in early and ongoing dialogue;
- create linkages to curriculum resources and day-to-day learning;
- recognize that students may experience bullying on multiple aspects of their identities, develop strategies that consider intersecting identities and the unique challenges students may face;
- provide training and support for educators to create more inclusive learning environments and develop a positive connection with students;
- share opportunities for educators to develop equitable, respectful and effective classroom management strategies, incorporating progressive discipline and equity-centered, trauma-informed practices and relationship-building approaches; and
- align supervision plans to address where and when bullying happens, as identified through climate surveys and other data sources.



## 7. Intervention and Support Strategies

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Interventions and supports should be evidence-informed, culturally responsive, inclusive, timely, and take a whole-school approach.

When implementing interventions and supports, schools should:

- refer to the OCDSB Anti-Hate Protocol with a focus in disrupting, educating, supporting and reporting;
- use “teachable moments” within a progressive discipline framework to address unexpected behaviour. Mitigating factors are to be considered; for instance, the student’s age, the context within which the behaviour occurred and the student’s profile (including any special education needs) before determining the most appropriate response to each situation. Consider a range of options to address the behaviour and help the student learn from their actions, such as:
  - > Restorative practices;
  - > Classroom presentations, student group supports, individual supports;
  - > Parent/caregiver meetings;
  - > Referrals as appropriate to school and/or community supports/agencies;
  - > In-school intervention;
  - > Principal’s investigation; and
  - > Suspension or expulsion (grades 4+).
- establish and maintain processes and strategies to identify and respond to bullying when it happens;
- follow up after bullying incidents with students, parents/caregivers, educators, and other school staff where appropriate;
- 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 be school-based or referrals to community agencies;
- ensure that support systems are culturally responsive, inclusive and sensitive to the unique needs of Indigenous, 2SLGBTQ+, Black, Jewish, Muslim, racialized and marginalized groups, students with disabilities and students receiving special education support; and
- communicate to the school community the progressive discipline approach to support the development of positive student behaviour, to address unexpected behaviour, and the procedures that are in place to support students and their parents/caregivers who have been harmed and/or who have engaged in serious behaviour incidents.

Interventions and supports should be evidence-informed, culturally responsive, inclusive, timely, and take a whole-school approach.



## 8. Communication with Parents/Caregivers

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Section 300.3 of the Education Act specifies when principals are required to notify the parents/caregivers of 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/caregivers 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 support that will be provided for the student in response to engaging in the activity.

## 9. Consultation and Communication Strategies

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The OCDSB will consult with students, parents/caregivers, advisory committees, School Councils and members of the public at a minimum, once every two years. The District will communicate the Bullying Prevention and Intervention Plan to schools and their staff, students, parents/caregivers through school and District communication strategies. The plan will be posted on the District’s website.



## 10. Safe and Accepting School Team

Each school will have a diverse Safe and Accepting School Team, as part of their Bullying Prevention and Intervention Plan. The Team will have at least one teacher, one non-teaching staff member, one community partner, one parent, one student, and the principal. The Chair of this Team must be a staff member.

The Team’s responsibilities include fostering an anti-oppressive, anti-racist, anti-colonial, safe, inclusive, and accepting school culture, in part by reviewing and, where necessary, revising, and ensuring the implementation of the school’s Bullying Prevention and Intervention Plan and the school’s Code of Conduct.

Safe and Accepting Schools Team	
Chair:	Co-Chair (student, parent/caregiver,community member):
Principal:	Teachers:
Non-Teaching Staff:	Student:
Parent:	Community Partner:

## 11. Reference Documents

The District draws upon the collective works of critical resources within the OCDSB and beyond in order to fulfill our commitment to serve every student and ensure safe and affirming learning spaces.

The following documents are to support schools in the development of their plan.

### Ministry Legislation

- [Education Act](#)
- [Accepting Schools Act, 2012](#)

### PPM Documents

- [PPM 119](#)
- [PPM 120](#)
- [PPM 128](#)
- [PPM 144](#)
- [PPM 145](#)

### OCDSB Policies and Procedures

- [Code of Conduct Policy \(P.125.SCO\)](#)
- [Human Rights Policy \(P.147.GOV\)](#)
- [Equity and Inclusive Education Policy \(P.098.CUR\)](#)
- [Safe Schools \(Managing Student Behaviour\) Policy \(P.032.SCO\)](#)
- [Bullying Prevention & Intervention Policy \(P.123.SCO\)](#)
- [Bullying Prevention & Intervention Procedure \(PR.659.SCO\)](#)
- [Progressive Discipline and Promoting Positive Student Behaviour Procedure \(PR.660.SCO\)](#)

### Other OCDSB Documents and Resources

- [OCDSB Indigenous, Equity, and Human Rights Roadmap](#)
- [Valuing Voices - Identity Matters! student survey results](#)
- [OCDSB Strategic Plan 2019-2023](#)
- [OCDSB Mental Health Strategy](#)
- [OCDSB School Learning Plan for Mental Health and Well-Being](#)
- [OCDSB Anti Hate Protocol](#)
- [Anti-Sex Trafficking](#)
- [Gender Identity and Gender Expression](#)
- [OCDSB 2023 - 2027 Strategic Plan](#)
- [OCDSB Character Education Wheel](#)

### Other Documents and Resources

- [School Mental Health Ontario](#)
- [Truth and Reconciliation 94 Calls to Action](#)
- [Caring and Safe Schools in Ontario](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework](#)
- [Equity Centered Trauma Informed Education](#)





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