BRANT HALDIMAND NORFOLK
Catholic District School Board

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD BULLYING PREVENTION AND INTERVENTION PLAN

The *Education Act* requires school boards to develop a Bullying Prevention and Intervention Plan and to require all its schools to implement the plan. This Board's Bullying Prevention and Intervention Plan is created with a view to promote a district-wide and school-wide approach to ensuring a safe, inclusive and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviours. The Board's Bullying Prevention and Intervention Plan is based upon the Ministry of Education's Model Bullying Prevention and Intervention Plan (the "Model Plan")[1] released January 29, 2013, and the requirements set out in this document have been taken directly from the Model Plan and P/PM 144 Bullying Prevention and Intervention (November 25, 2021).

POLICY STATEMENT

The Brant Haldimand Norfolk Catholic District School Board (the "Board") believes that all schools should be safe, inclusive, accepting, and respectful environments for all students, staff, parents, and visitors. As a district, we will work together to promote positive attitudes and behaviour towards each other that respect the accepted *Standards of Acceptable Behaviour.*

The Board recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, our schools provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

School communities are well positioned to educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, respond to all forms of bullying, address instances of bullying, and connect with students. The Board understands:

- bullying adversely affects a student's well-being and ability to learn;
- bullying adversely affects the school climate, including healthy relationships; and,
- bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate.

POLICY AND PROCEDURES: Engaging Parents and Families

The Board recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change. The Board also recognizes that the goals of policy initiatives must address the areas of challenge identified in *School Climate Surveys* and other relevant data.

The Board will continue to actively communicate its policies, procedures, and guidelines to the community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination, and harassment) through the following.

- Social media platforms.

- Board website.
- Regional Catholic Parent Involvement Committee.
- Signage and posters.

[1] Ministry of Education, "*Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan*" January 2013, Queen's Printer for Ontario, 2013, available online at: http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf

- District Safe and Accepting Schools Team.
- Professional Activity Days.
- On-going professional learning (staff meetings, PD days).
- Ad-hoc focus groups.
- Staff training opportunities.
- Recurring activities and events (i.e., Bullying Prevention Week).
- Home-school communication (i.e., parents' nights, newsletters, school messenger)

All those in our community (students, staff, parents, and community members) are expected to:

- demonstrate respect and model pro-social behaviours;
- raise awareness of bullying behaviour and its effects;
- resolve bullying issues in a timely and appropriate manner; and
- be party to progressive discipline and restorative practices.

The Board will ensure schools make available helpful school processes for students and families such as:

- How students and/or parents can report bullying and other unsafe behaviours;
- Procedures to address incidents of discrimination;
- Information on the school's progressive discipline approach and Code of Conduct.
- Current prevention and intervention plans and strategies;
- How parents can access more information about bullying prevention and intervention; and,
- The steps taken following a report made by a parent.

DEFINITION OF BULLYING

For the purposes of Board policies related to bullying prevention and intervention, the BHNCDSB uses the definition of bullying given in subsection 1(1) of the Education Act. The definition of bullying includes cyber-bullying, as such, all requirements identified under the *Education Act* and under this policy/program memorandum related to bullying also apply to cyber-bullying.

Bullying: aggressive and typically repeated behaviour by a pupil where 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:

- 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
- creating a negative environment at a school for another individual; or
- 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 identity, gender expression, race, disability, or the receipt of special education.

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical,

verbal, electronic, written, or other means.

For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Bullying is behaviour 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 bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other 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.

Bullying has the potential to:

- negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being
- create a negative environment at school or school-related activities for an individual, group, or the whole school

Proactive intervention coupled with coaching and support can help all students develop the skills and understanding needed to build and maintain positive relationships.

Bullying impedes the development of a positive school climate. A whole-school approach involving all education and community members is required to prevent bullying.

TYPES OF BULLYING BEHAVIOUR

Types of Bullying Behaviour may include, but are not limited to the following:

Ability: Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.

Cyber: The repeated use of email, cell phones, text, internet, and web sites to threaten, harass, embarrass, socially exclude, or damage reputations or friendships. Increasing the use of digital platforms enhances the threat of cyber-bullying as well as other safety risks.

Examples of cyber-bullying may include:

- sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- revealing information considered to be personal, private, and sensitive without consent;
- making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts and during digital gaming sessions;

Homophobic: The repeated ill treatment of another individual based on his/her sexual orientation or perceived sexual orientation, including disclosure of someone else's sexual orientation. Ill treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

Physical: Repeated hitting, kicking, shoving, or beating up another person.

Property: Repeated stealing or damaging another person's property.

Racial: Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person names or making fun of his/her religious beliefs or background.

Sexual: Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names.

Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships.

Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment.

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. 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.

NOTIFYING PARENTS

Following a serious incident, the principal will notify parents of the involved students, except in certain circumstances, and will invite the parents to discuss supports for their child.

DEVELOPMENT BULLYING PREVENTION AND INTERVENTION PLAN

In developing Bullying Prevention and Intervention Plan, the District Safe and Accepting Schools Team will ensure the plan is consistent with the requirements of:

- PPM 119 Developing and implementing equity and inclusive education policies in Ontario schools
- PPM 120 Reporting violent incidents to the Ministry of Education"
- PPM 128 The provincial code of conduct and school board codes of conduct
- PPM 144 Bullying prevention and intervention
- PPM 145 Progressive discipline and promoting positive student behaviour.
- Ontario Curriculum Policies
- Legislation including the Municipal Freedom of Information and Protection of Privacy Act, Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Education Act, and regulations made under the Education Act.

The District Safe and Accepting Schools Team will consult with groups such as:

- Students and Families
- Focus Groups
- Faith Advisory Committee
- Special Education Services

- Student Support Services
- Mental Health Lead
- Indigenous Education Services

- Equity and Inclusive Education Steering Committee
- The Student Achievement Team
- Catholic Parent Involvement Committees

In its education and communication efforts, the Board and its schools will:

- Identify the different types of bullying, including cyber-bullying and the myths and realities of bullying behaviour.
- Differentiate between bullying and conflict, aggression, and teasing.
- Define power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Communicate a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help identify, prevent, and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community for input.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community."[2]

EVALUATION OF EVIDENCE

The Board recognizes that effective anti-bullying strategies must be evidence-based. Bullying interventions, strategies, practices, and programs are based on evidence from the school climate surveys, demographic data collection and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies.

1. Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
2. 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). School will consider using a risk assessment approach in some cases.
3. Review and update the school's strategies as a result of gathering new information.

PRE-EVALUATION STRATEGY

A. The Board's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information are the following:

- District wide the respondents of the School Climate Survey reported the top two concerns pertaining to bullying as **verbal bullying** at 9.9% (Elementary 11.7 and Secondary 10%)

  and **social bullying** at 8.4% district wide (7.9% Elementary and 6.6% Secondary), The frequency of these incidents has been "many times" per week.

[2] *Supra* note 1, pgs. 2-3.

- The district wide results indicate that 15.4% of students reported being victimized by one or more types of bullying (18.5% in Elementary panel and 11.8% in the Secondary panel).
- The school climate survey revealed that students typically turn to family members (59.2%) and friends (56.3%) if they are feeling sad, stressed, or worried.
- 38% gave a low rating to the quality of relationships children have with adults they interact with at school. Friendship Intimacy was rated high for students' district wide, with a rating of 74.6%.
- In rating the overall tone of school environment; includes way teachers and students interact and treat each other 36.2% rated this as high. 44.6% rated the degree to which children feel connected and valued at school as high.
- Within the well-being index, made up of scores on optimism, self-esteem, happiness, absence of sadness, general health 50.3% of the students provided a low rating in this area, however self-esteem results indicate a high rating at 61.6%.

B. After reviewing the data and consulting with the school community

Although incidents of bullying are not seen to be a high percentage for students in the district, an area of concern is the frequency of bullying matched with the indication that students being victimized may experience more than one type of bullying.

Students do not indicate that they use relationships with adults at the school as frequently as alternative relationships; they are more likely to talk to family members and friends, therefore incorporating these members of our community in our intervention and prevention planning will be key.

44.6% of connection at school would be a key area to support strategies for greater connections for students.

The student well-being index is low, and this will be another area to give attention to support strategies for increasing students' optimism, self-esteem, happiness, absence of sadness and general health.

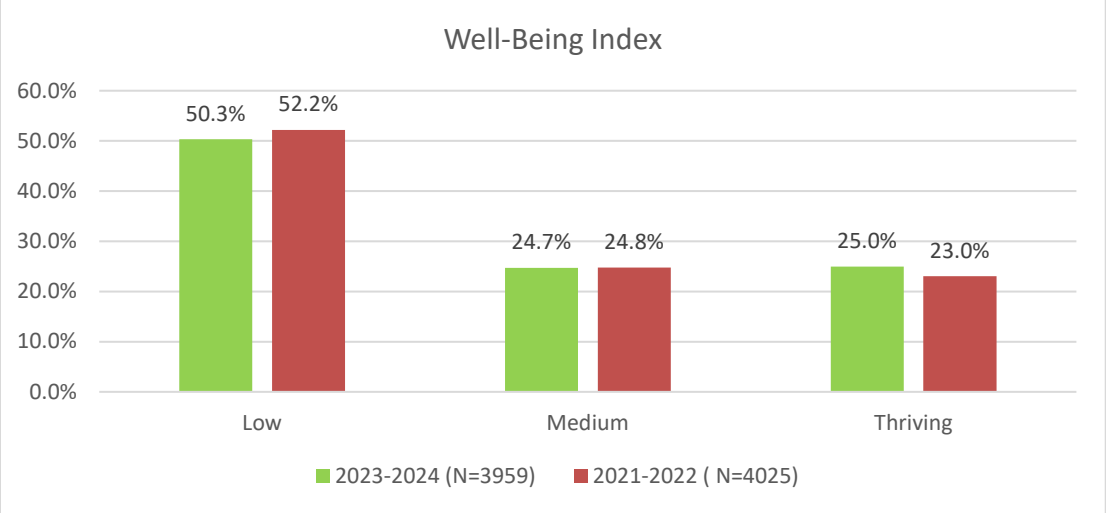
C. The school's current processes for reporting, response, support and following up on issues are as follows:

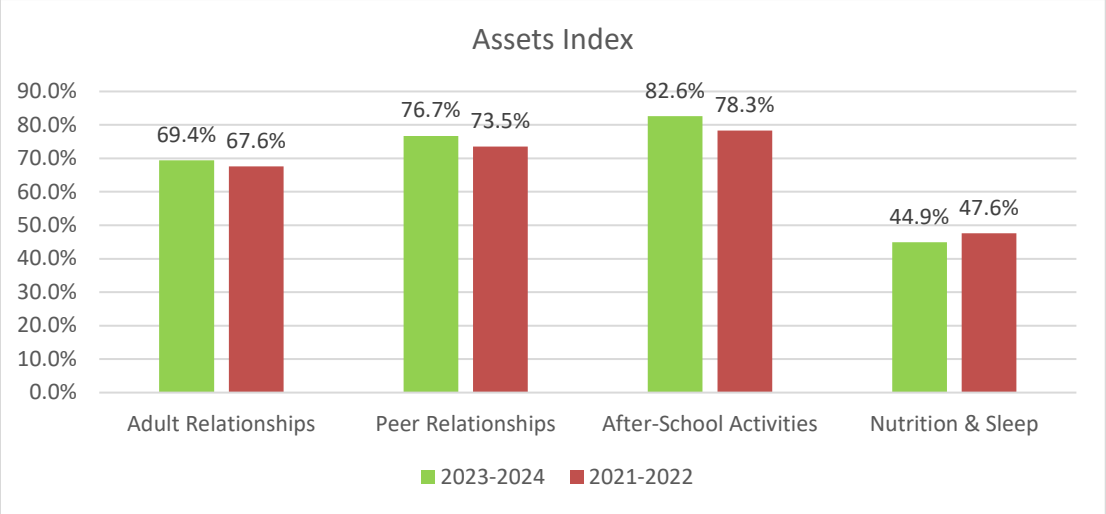
Administrators are well versed in progressive discipline and promoting positive behaviours in our schools. Schools will ensure parents/caregivers will have an understanding of progressive discipline and have direct access to information about these measures through our Board and school communications. The following information is available on the Board website:

- How students and/or parents can report bullying and other unsafe behaviours.
- Procedures to address incidents of discrimination.
- Information on the school's progressive discipline approach and Code of Conduct.
- Current prevention and intervention plans and strategies.
- How parents can access more information about bullying prevention and intervention.
- The steps will be taken following a report made by a parent.

The Board has recently implemented an anonymous reporting tool (Speak Up), this is one of the aspects to consider people who may be worried about repercussions associated with reporting incidents of bullying or any areas that may threaten the wellbeing of students.

D. Based on a review of the climate surveys results and other relevant information, the following areas have shown success/ improvement:





E. Based on the school climate surveys and other relevant information, areas requiring improvement are as follows:

- *Wellbeing Index (20.5%)*
  - feeling of optimism (41.9%)
  - prosocial behaviour (45.6%)
  - general health (31.3%).
- Help Seeking - seeking the support of adults at school (19.4% rated this as high)
- School Climate- overall tone and interaction, as well as treatment of one another (36.2% rate this as high)

Based on the above, the Board proposes the following action plan to address the areas of concern:

Engaging Parents/Caregivers and Families: We believe schools and families working together keep students safe. By encouraging a collective responsibility to end bullying in schools' students are better able to reach their full potential. School's will engage families by sharing information via social media and other notifications to ensure parents and families are engaged.

Prevention and Awareness Raising: School communities will engage in daily prayers, reflections and other activities during Bullying Awareness and Prevention Week each school year. Bullying awareness and prevention strategies and resources will be available to all schools throughout the school year. These resources include teaching guides to support students in positive relationship development, highlighting equity and inclusive education in daily classroom instruction and school activities. On a bi-annual basis the School Climate Survey is offered to students, this survey provides definitions and information to support student learning in the areas of bullying behaviours and victimization.

Professional Development Opportunities for Staff: The Board is committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying. Through the Student Support Services personnel, the Board makes a variety of resources available to all staff who have significant contact with students and provide ongoing support to students and staff in the schools.

POST-EVALUATION STRATEGY

The Board will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The "post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary."[3] Upon re-evaluation, the Board will update the information in this Template to reflect the effectiveness of its anti-bullying initiatives.

PREVENTION

The Board recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The Board committed to taking steps to strengthen prevention measures.[4] Based on its evidence-based analysis, the Safe and Accepting Schools Team has identified the

following district-wide practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan). All BHNCDSB schools will:

- include teaching strategies that support the school-wide bullying prevention policies and specifically assist in developing skills for healthy relationships and highlighting equity and inclusive education principles in daily classroom instruction and school activities;
- will make opportunities available for students and staff to learn to recognize the various forms of bullying (such as, racial bullying, or bullying based on religion) and understand the actions that can be taken by those witnessing the behaviour; and,
- provide opportunities for students and staff to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school.

Bullying prevention and intervention programs and activities that are evidence-informed and that address the needs identified by the Board or the School[5] will include at least the following.

1. Available resources for schools to assist in continued learning about the various types of bullying.
2. Coordination with the Provincial campaign on Bullying Awareness and Prevention Week.
3. Recognition and public awareness campaigns in November of each year.

[3] *Supra* note 1, p. 3.
[4] *Supra* note 1, p. 4.
[5] *Supra* note 1, p. 4.

4. Acknowledgement of Pink Shirt Day annually in February.
5. Relationship building and community building programs that are present in the school, classroom and in the larger community[6] which may include various Prevention and Awareness Strategies, including:
    - daily prayers, reflections and other activities during Bullying Awareness and Prevention Week and throughout each school year;
    - teaching guides to support students in positive relationship development, highlighting equity and inclusive education in daily classroom instruction and school activities;
6. On a bi-annual basis, the School Climate Survey is offered to students. This survey provides definitions and information to support student learning in the areas of bullying behaviours and victimization.

Awareness raising strategies for students:

- School communities will engage in daily prayers, reflections and other activities during Bullying Awareness and Prevention Week each school year. Bullying awareness and prevention prayers, liturgies, strategies, and resources will be available to all schools throughout the school year.
- In alignment with the Mental Health strategic planning there will be a continuation of social emotional learning, empathy practices and self-regulation skills.
- Awareness raising strategies to engage community partners and parents in early and ongoing dialogue[7].
- BHNCDSB will communicate the policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff, students, parents, their Special Education Advisory Committee, their Indigenous Education Council, school councils and school bus operators and drivers, RCPIC, Catholic Equity Leads to ensure the roles and responsibilities are clearly articulated and understood.

Bullying policies and procedures will be posted on:

- Board website;
- social media platforms;
- signage and posters; and,
- home-school communication (i.e. parents' nights, newsletters, synervoice).

Ways to link curriculum and daily learning:

- The Board is committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.

Ways to support and encourage role modeling by caring adults and student leaders within the school and school community:

- Safe and Accepting Schools Teams: Each school will have a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that must be chaired by a staff member and include the Administrator, at least one parent, teacher, non-teaching staff member or community partner. It should also include at least one student.

BHNCDSB schools will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;

[6] *Supra* note 1, p. 4.
[7] *Supra* note 1, p. 4.

- provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plan to address where and when bullying happens, as identified through climate surveys.[8]

INTERVENTION AND SUPPORT STRATEGIES

The Board recognizes the importance of using timely interventions and supports with a school-wide approach.[9] To this end, the Board will support schools in:

- using teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- enhancing processes and strategies to identify and respond to bullying when it happens;
- identifying strategies for supporting all students involved in bullying; and,
- communicating the progressive discipline approach to the school community and the procedures in place to support the student.

The Board supports the use of the following evidence-informed interventions and support strategies in a timely manner and using a whole school approach:

- Progressive discipline and restorative practices
- Safety plans and/or behaviour support plans
- Referral to Child and Youth Work and Social Work
- Peer Mediation and Mentoring Programs
- Curriculum embedded relationship building/social skill building programming
- Community partnerships
- Expert guest speakers and learning activity in the area of Self Reg, Equity, Indigenous Education, Human Rights etc.
- Opportunities for family engagement (parent-teacher conferences, meetings, School Council, volunteering and on-going communication)
- School Administration that is visible and accessible
- Incorporation of evidence-informed principles of Anti-Oppressive approach to education and Equity and Inclusive Education.
- Student groups including ACE, JACK, GSA etc.
- Social justice outreach, community volunteering, participation in the Church
- Community building programs, school spirit events and a variety of cultural activities
- reinforcement of positive behaviours through means like “good news postcards, “VP recognition certificates,”
- Social Emotional/Empathy/Self Regulation-based curriculum (i.e., Self Reg, Mind-Up, SMHO Modules)
- Consistent, fair, and bias-aware implementation of progressive discipline and the Catholic Code of Conduct
- Incorporation of culturally diverse course content
- Living out the Board Pastoral Plan for inclusion, equity, love, and support

Activities that promote a positive school climate[10]

- Programs, interventions, and other supports

[8] *Supra* note 1, p. 4.
[9] *Supra* note 1, p. 4.
[10] *Supra* note 1, p. 4.

- All Board staff are expected to respond to situations of bullying unless it is unsafe to do so. At minimum, staff will report bullying behaviours to the school administration.
- School administrators will share the policy and instructions associated with reporting with all school staff. Staff will understand their role in keeping the school safe.
- Staff will have access to the Safe Schools Incident Reporting Form and understand their responsibility to report serious incidents. Administrators are required to investigate all serious incident reports.
- Staff understand the importance of interventions for both the student being victimized and the person committing the bullying behaviour.

REPORTING TO THE PRINCIPAL

Serious student incidents must be reported by staff to the principal so that appropriate actions to address the incident and protect the student may be taken. If an incident is violent, boards must follow the direction in the Provincial Model for a Local Police/School Board Protocol regarding notification of the police.

The Board and its schools will ensure:

- a clearly defined, communicated, and enforced Code of Conduct
- monitoring of the online anonymous reporting mechanism on the school's website
- proper documentation of incidents (i.e., "Safe Schools Incident Reporting Forms")
- modelling of positive attributes and behaviours
- progressive discipline and restorative practices
- effective supervision schedules
- collaboration with community partners (i.e., Police, GECAS)

SUSPENSIONS AND EXPULSIONS FOR BULLYING

Suspension of Elementary School Pupils Junior Kindergarten to Grade 3

A regulation came into effect in 2020 to eliminate discretionary suspensions for students in junior kindergarten to grade 3. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting. However, Principals must suspend students in junior kindergarten to grade 3 for incidents of bullying if:

- their continuing presence in the school creates an unacceptable risk to the safety of another person; or,
- the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor (for example, socio- economic status, appearance).

The principal may only suspend a student in junior kindergarten to grade 3 under section 310 of the Education Act for engaging in bullying if they have conducted an investigation respecting the allegations.

Suspension of School Pupils Grades 4 to 12

Under the Education Act, principals must suspend a student between grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if:

- the student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person; or
- the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

PROFESSIONAL DEVELOPMENT STRATEGIES FOR STAFF

The BHNCDSB provides annual professional development programs for all school staff about bullying prevention and strategies for promoting a positive school climate. The Board is also committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.

The Board has identified the following learning and training opportunities for school staff and the school community that are needed[11]:

- Implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention
- Asist Training
- Safe Talk Training
- Self Reg Certification
- Suicide Intervention and Prevention
- Trauma Informed Practices training
- Monthly Anti-Oppressive Education session for Administrators and staff
- Monthly Indigenous Education and Decolonization workshops for Administrators

COMMUNICATIONS AND OUTREACH STRATEGIES

School board policies related to bullying prevention and intervention are available on the board website.

MONITORING AND REVIEW

The BHNCDSB Bullying Prevention and Intervention Plan is reviewed, evaluated, and revised following the review and analysis of each School Climate Survey in consultation with all staff, students, parents, school councils and other priority groups. In accordance with P/PM 120 *Reporting Violent Incidents to the Ministry of Education* the Board also collect and analyzes data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.

DISTRICT AND SCHOOL LEVEL SAFE AND ACCEPTING SCHOOLS TEAMS

- The Board has in place a District Safe and Accepting Schools Team made up of staff representatives that is responsible for supporting schools in implementing the Catholic Code of Conduct, Bullying Prevention and Intervention Plan, and other safe school procedures while assisting schools in fostering a safe, inclusive, and accepting school climates.

- Each school has in place a local Safe and Accepting Schools Team made up of staff representatives including staff and student representation. The Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climates and taking steps in response to the school climate surveys and other school community information.

[11] *Supra* note 1, p. 3.