BULLYING PREVENTION AND INTERVENTION PLAN

Name of School: St. Benedict CSS

Members of the Welcomming, Inclusive and Safe Schools Committee:

Principal:	Beverley Belanger
Vice-Principal(s):	Paola Gutscher Monika Jost Jason Michelutti
Student Success Teacher(s):	Kelly Reilly- Secondary Tracey Marcil -Elementary
Guidance Counsellor(s):	Angela Faught Sabrina Buttazzoni
Resource Teacher(s):	Jessica St. George-Secondary Tracey Marcil-Elementary
Faith Animator(s):	Rob Pappin
Teacher Rep(s):	Stephanie MacNeil
Staff Rep(s):	Renata Pylatuk

Policy Statement

At Sudbury Catholic Schools, we are committed to fostering safe, inclusive, and accepting learning environments for all students. In alignment with the Ontario Ministry of Education PPM 144: Bullying Prevention and Intervention, we promote a culture of respect, dignity, and belonging while responding proactively to incidents of bullying through prevention, intervention, and support. Together with students, families, staff, and community partners, we work to ensure every student feels valued, safe, and empowered to succeed.

Please refer to Policies and Procedures Link for the SCDSB Bullying Prevention and Intervention Plan (APG).

At Choose an item. **we are are committed to ensuring Welcoming, Inclusive, and Safe Catholic School Communities where:**

- Students, parent(s)/guardian(s), educators and other school staff have the right to be safe, and to feel safe, welcomed and accepted;
- Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community;
- Students are encouraged to be leaders;

- Students, staff, parents/guardians and community members are expected to be positive role models and actively engaged;
- Positive behaviour is reinforced and celebrated;
- The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;
- Everyone is respected and valued.

To help us address your questions or concerns as efficiently as possible, please follow the communication pathway outlined in the chart below.

Step	Who to Contact	When to Contact	Purpose
1	**Classroom Teacher / Staff Member**	For immediate questions, early observations, or incidents directly impacting your child.	**Direct Resolution & Classroom Support:** Discuss the matter directly and work collaboratively toward a resolution.
2	**School Vice Principal / Principal**	If concerns persist after contacting staff, or if an incident involves immediate safety risks or severe bullying.	**Administrative Action:** The principal will investigate and provide additional support, guidance, and assistance in resolving the matter.
3	**Student & Family Support Office (SFSO)**	If concerns remain unresolved after working collaboratively with both the educator and the school administration.	**System-Level Guidance & Systemic Oversight:** A central office that provides guidance, clarification, support, and helps determine appropriate next steps.

Definition of Bullying (Bill 13)

"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")

For the purposes of the definition of "bullying" behaviour includes the use of any physical, verbal, electronic, written or other means. Electronic Bullying (commonly known as cyber-bullying), includes,

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.

Awareness Strategies

- Bully Awareness and Prevention week beginning the third Sunday in November;
- Biennial review of the code of conduct (at least once every two years), expected behaviours and definition of bullying with students and stakeholders through classroom visits, assemblies, newsletters, announcements, school council meetings, websites etc.

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with those around you.
- Hold meetings with students and their parent(s)/guardian(s) when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- School Clinician provides individualized support sessions for identified students.
- Develop individual intervention plans for students involved in serious incidents.
- Engage students and their parent(s)/guardian(s) and community partners in ARTO (Assessment of Risk to Others)/VTRA (Violent Threat Risk Assessment) or RMT (Rapid Mobilization Table) to address individual needs.

Classroom Level:

- Communcate positive behavioural expectations and consistently enforce school-wide codes of conduct and standards of behaviour
- Hold regular class meetings/discussions and communicate regularly with parent(s)/guardian(s).
- Give opportunities for social emotional learning to build and practice healthy relationship skills through classroom activities and programs
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices.

- Classroom sessions with the school Clinician/CYW.

School Level:

- In accordance with PPM 144 and 145, establish a Safe Schools Team (Welcoming, Inclusive, and Safe Schools Committee) to provide guidance and support in the following areas:
    - Provide ongoing professional learning and training opportunities for staff.
    - Disaggregate identity-based data from student census to inform practices.
    - Establish and communicate a school code of conduct regarding behaviour.
    - Implement bullying prevention and intervention strategies.
    - Analyze safety data to advise administration on supervision and monitoring needs.

Community Level:

- Build partnerships with local community organizations to enhance school safety and student support initiatives.
- Clearly communicate the school's Code of Conduct and behavioural expectations to parents, guardians, and local community members.
- Collaborate with local police services through the School Resource Officer program to build positive relationships, support education, and promote safety.

Intervention and Supports

Every member of our Catholic learning community shares in the duty of notifying staff when bullying occurs.

Reported concerns are promptly examined and addressed by school leadership and educational staff. Measures, interventions, and restorative consequences are framed around progressive discipline, considering individual learner needs, age, mitigating circumstances, as well as current IEP or Safety/Behaviour Plans.

Standard Progressive Responses:

- Communication and outreach with parent(s)/guardian(s)
- Direct verbal guidance and review of behavioural expectations
- Targeted educational tasks and reflective learning opportunities
- Supervised period of detention
- Facilitated peer mediation or restorative justice processes
- Referral to community agencies and support services
- Enrollment in Supervised Alternative Learning (SAL)

Response to Serious or Violent Incidents: In cases involving severe or violent conduct, administrative protocols escalate following provincial policy directions and Policy/Program Memorandum 120, potentially incorporating:

- Police notification and involvement
- Mobilization of Assessment of Risk to Others (ARTO/VTRA) procedures
- Formal disciplinary measures including suspension or expulsion under the Education Act
- Administrative exclusion from the learning environment pursuant to section 265(1)(m) of the Education Act

Supports and Follow-up

- Incidents of bullying will be followed up with the students involved, the parent(s)/guardian(s), the educators and other school staff and community partners where appropriate.
- Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will be offered support which may include but is not limited to the following:
    - **Ongoing Communication:** Continued follow-up with affected students, parents/guardians, staff, and community partners.
    - **Individual Support:** One-on-one or group counseling, check-ins, and restorative practice sessions.
    - **Specialized Referrals:** Connection to internal board professional services (e.g., social work, psychology) and external community agencies.
    - **Support Plans:** Implementation or revision of student behaviour, safety, or support contracts.

Suggested References

The Promoting Relationships and Eliminating Violence Network (PREVNet)
www.prevnet.ca
Policy/Program Memorandum No. 144: Bullying Prevention and Intervention
www.edu.gov.on.ca/extra/eng/ppm/144.pdf English Version)
Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour
https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145 English Version)
Toolkit for Safe, Inclusive and Accepting Schools on the Ontario's Institute for Education Leadership website
http://live.iel.immix.ca/safeandacceptingschools/
Ontario's Equity and Inclusive Education Strategy
www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation
www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf
Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
www.edu.gov.on.ca/extra/eng/ppm/119.html (English Version)
www.edu.gov.on.ca/extra/fre/ppm/119f.pdf (French Version)
Sudbury Catholic Schools - Anti Racism and Policy and Framework
BR181 - SCDSB Anti-Racism Policy Framework