



Bullying Prevention and Intervention Plan

Notre Dame High Schools's Bullying Prevention and Intervention Plan is based upon the Ottawa Catholic School Board's template, which in turn, is derived from the [Ministry of Education's Model Bullying Prevention and Intervention Plan](#) ("The Model Plan").

Education, Awareness, and Outreach

Notre Dame High School (the "School") proclaims that all people are created in the image and likeness of God and, as such, have the right to be treated with dignity, respect and fairness. The school further recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behavior.

To these ends, the School will utilize the following Ministry of Education definition of bullying in communications with the school community:

Bullying – may be defined as aggressive and typically repeated behavior by a pupil where:

1. The behavior is intended by the pupil to have the effect of; or the pupil recognizes that the behavior may likely 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.

For the purposes of the definition of "bullying" above, behavior includes the use of any physical, verbal, electronic, written or other means of intimidation.



Cyber-bullying – For the purposes of the definition of “bullying” above, 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.

In its communication efforts, the School will:

- “Identify different types of bullying, including cyber-bullying;
- Understand the myths and realities of bullying behavior;
- Identify bullying and differentiate bullying from conflict, aggression and teasing;
- Understand 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.;
- Understand 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 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;
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies; and
- Become knowledgeable about community partners and resources available in the community.”

The School will also communicate and share with the school community, policies and procedures including: the Board/School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.”



1. The School will endeavor to increase education, awareness and outreach by using the following best practices:
 - A whole-school approach to creating a safe and caring school;
 - Religious Education curriculum focused on bullying and cyber-bullying awareness;
 - Staff and students create a school environment where students feel safe and accepted by: creating lessons and activities that reflect the diversity of our school community
2. Notre Dame has identified the following strategies to engage parents in conversations about bullying prevention and promoting a positive school climate:
 - Parent representation on Safe and Accepting Schools Team;
 - Presentations to School Council on bullying prevention and positive school climate;
 - Principal newsletter which keeps parents and the community up-to-date on school events and helpful resources

Evaluation of Evidence

Notre Dame High School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- 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.
- 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). The School will consider using a risk assessment approach in this process.
- Review and update the School's strategies as a result of gathering new information.
- Share the updated strategies with the school community.



Pre-evaluation Strategy

1. The School'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:
 - Convincing students that they can report incidents of bullying safely and in a way that minimizes the possibility of reprisal;
 - Feeling accepted and a sense of belonging
 - Knowing who to contact when they feel uncomfortable or unsafe
2. The School's areas of focus with respect to the physical environment are:
 - Ensuring supervision of students inside the school and on school property;
 - Ensuring students are aware of safety precautions
 - Ensuring students are aware of emergency procedures
 - Ensuring students are aware of out of bounds zones
3. The School's current processes for reporting on, responding to, supporting, and following up on issues are as follows:
 - Use of the Board's Guidelines for Responding to and Reporting on Incidents of Student Misbehavior;
 - Report to a teacher, Guidance Counsellor or caring adult;
 - Collaborative approach to investigating issues that arise;
 - Offering support through counseling, further education or restorative practices;
 - Referral to agencies or partners for support as needed.
4. Based on a review of the school climate survey results and other relevant information, the following areas have shown success/improvement:
 - To be discussed after results of School Climate Survey are released and analyzed
 - Once this had been done, there is an understanding that if a student is found to be taking part in behaviors that pose a risk to others appropriate action will be taken



5. Based on the school climate surveys and other relevant information, areas requiring improvement are as follows:
 - To be discussed after results of upcoming School Climate survey are released and analysed

Post-evaluation Strategy

The School 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.”

Upon re-evaluation, the School will update the information in this template to reflect the effectiveness of its anti-bullying initiatives.

Policies and Procedures

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.

1. The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:
 - Direct community members to access the Board’s and School’s Website (for Policies and Procedures);
 - Involve the Safe and Accepting Schools Team;
 - Use of OCSB Connect
2. The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:
 - To follow the standards of behavior as outlined in the provincial Code of Conduct;



- To participate in a whole-school approach to a positive school climate in order to ensure that schools are safe, inclusive, and accepting.

Prevention

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.

1. The roles and responsibilities of the Safe and Accepting Schools Team (which will be communicated to the school community) are as follows:
 - Team members are responsible for addressing issues identified in the School Climate Surveys and other related data;
 - Share successful strategies or initiatives that have contributed to the wellbeing of staff and students
2. From its evidence-based analysis, the School has identified the following practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan):
 - Bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School:
 - Restorative Practices
 - OCSB Connect
 - Relationship-building and community-building programs that are present in the school, classroom and in the larger community:
 - Counseling and caring adult programs;
 - Peer assistance and mentoring programs;
 - Pastoral ministry;
 - Glad to be Girls Group and Young Men Leading Change Group
 - Activities that promote a positive school climate:
 - School-wide focus on gospel values and Catholic Graduate Expectations
 - School-wide social justice and charity initiatives



- Spirit Weeks
 - ND After 3
 - Youth Connections Ottawa
 - Awareness-raising strategies for students, e.g. social-emotional learning, empathy, developing self-regulation skills:
 - Bullying Prevention and Awareness Week events (third week of November)
 - Peer Groups
 - Awareness-raising strategies to engage community partners and parents in early and ongoing dialogue:
 - Presentation to Safe and Accepting Schools Team and School Council on results from School Climate Surveys;
 - Partners with Parents Group
 - ND Let's Chat
 - Strategies for linking curriculum and daily learning:
 - Topics explored in Religious Education classes
 - Discussions in all classes as students explore the CGEs
 - A focus on the 6Cs encourages the development of strong interpersonal relationships
 - School-wide focus on digital citizenship
 - My Blueprint
 - Student Services team visits to classrooms
 - Strategies to support and encourage role modeling by caring adults and student leaders within the School and school community:
 - Caring adult programs;
 - Peer assistance and mentoring programs;
 - ND After 3
3. The School has also identified the following learning and training opportunities for school staff and the school community that are needed:
- Annual Bullying Prevention and Intervention training for Safe and Accepting School Teams:
 - On-line tutorial for all staff on bullying prevention and intervention strategies;



- Collaborative work between classroom teachers, resource team, inclusion teacher, system class teachers, administration and parents
4. The School will also:
- Provide opportunities for regular check-ins with students at risk or affected by bullying;
 - Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
 - Establish and maintain respectful and caring classrooms; and,
 - Align supervision plans to address where and when bullying happens, as identified through climate surveys.

Interventions and Support Strategies

The School recognizes the importance of using timely interventions and supports a school-wide approach.

1. To this end, the School will:
 - use teachable moments within a progressive discipline approach to address inappropriate behavior, and consider mitigating and other factors;
 - Have in place processes and strategies to identify and respond to bullying when it happens;
 - Identify strategies for supporting all students involved in bullying;
 - Communicate the progressive discipline approach to the school community and the procedures in place to support the student.
2. The School supports the use, in a timely manner and using a whole school approach, of the following evidence-informed interventions and support strategies:
 - Referral of students to school counselor or school worker;
 - Restorative practices;
 - Referral to Youth Neighbourhood Resource Team (NRT);
 - Referral to community agencies;
 - SAL (Supervised Alternative Learning)