

Cyber-bullying includes bullying by electronic means, which may include:

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

School climate surveys are completed a minimum of every two years and results are shared publicly. Our next school climate survey is scheduled for 2025.

The Code of Conduct is reviewed and shared with a broad range of stakeholders on an annual basis. Ongoing communication of expected behaviours, including a focus on defining bullying, is accomplished through ().

Bullying Prevention week is celebrated actively by the Board and its schools, beginning the third Sunday in November. This year we plan to: sign the Anti-Bullying Pledge, create bullying awareness posters, facilitate "Upstander" lessons in all grades, review the Bug and a Wish bullying reporting mechanisms, implement a circle talk in each classroom for grades one and up.

All schools have Safe Schools Teams who review school-based data to identify areas of concern related to bullying, and implement strategies to reduce incidences and provide ongoing support and learning for students.

- Provide opportunities for students to talk about bullying and define unacceptable behaviours.
- Involve students in establishing classroom rules to prevent bullying and to support a positive and welcoming classroom environment.
- Provide and regularly reinforce clear expectations for appropriate student behavior.
- Reward positive behaviour as a reinforcement strategy.
- Consistently enforce school-wide rules and practices to promote positive behaviour.
- Communicate regularly with parents to reinforce expectations.
- Connect with parents/guardians when inappropriate behaviour occurs.
- Develop individual intervention plans for students as needed, with the support of various school personnel.
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices, including links to the Ontario Catholic Graduate Expectations.
- Support social-emotional learning to build and practices healthy relationship skills through various classroom activities and events, including the active exploration and celebration of the NCDSB Virtues program.
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- Establish and regularly communicate school rules regarding behaviour, including a school Code of Conduct that is shared with students, staff, parents, and community members.
- Establish a Safe Schools Team who reviews local school data and develops bullying prevention and intervention plans.
- Provide training for staff on a variety of themes including responding and reporting to incidents, and identifying and responding to bullying behaviour.
- Conduct school climate surveys and use the data to celebrate progress and establish future goals.
- Review and refine the school's student supervision plan, ensuring known areas of concern are appropriately addressed.
- Actively explore and celebrate the NCDSB Virtues with school-based activities and events.
- Develop a variety of community partnerships to support school programs, including those that promote the development of healthy relationships and foster Catholic faith development.
- Create and promote a safe process for reporting bullying, and ensure all school community members are aware of the process.
- Support student-lead initiatives, activities, and co-curricular clubs that intend to reduce bullying, promote well-being, and demonstrate equity and inclusivity (i.e. Anti-bullying pledges, Pink Shirt Day, P.A.L.S. Playground Program, GSA – Gay-Straight Alliance, etc.).
- Establish opportunities for student recognition to celebrate positive contributions to the school community (i.e. NCDSB Virtues awards, student leadership awards, etc.).

- Reporting incidents of bullying is the responsibility of all students and staff. Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal.
- Incidents of bullying will be followed up with the students involved and their parents/guardians, the students' teachers, and other school staff and community partners where appropriate.
- In line with school board procedures, when addressing incidents of bullying, a progressive discipline approach will be applied, which could include the following for students who engage in bullying:
 - review of expectations;
 - written work or online learning sessions assigned with a learning component relevant to the behaviour;
 - direct skills instruction, with opportunities to practice and receive feedback;
 - peer mentoring;
 - detention;
 - peer mediation;
 - restorative justice;
 - referrals for consultation;
 - classroom or school transfer;
 - suspension;
 - expulsion.

- Students who engage in bullying, who have been bullied, or may have witnessed or been affected by bullying will receive support from the school, which may include but is not limited to the following:
 - One on one and/or group meetings;
 - Learning opportunities;
 - Restorative justice;
 - Contracts or behaviour plans;
 - Referrals to board-based supports and services and/or community partners.

[NCDSB Policy E-4 Safe Schools](#)

NCDSB Procedure APE-020 Safe Schools: Code of Conduct

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