

BULLYING PREVENTION AND INTERVENTION PLAN (2025-2026)

Name of School: Holy Trinity

Members of the Safe and Accepting Schools Committee:

Principal:	Colin Lapalme
Vice-Principals:	Julie Blahey & Ashley Widder
Resource Teachers:	Irena Begic / Rosemary Tripodi / Martina Reynolds
Teacher Reps:	M. Gauthier / I. Moretta
Staff Rep:	B. Ferri / Jennifer Mei Fisher

Policy Statement:

Sudbury Catholic District School Board is committed to ensuring that all our school environments are ones of respect, dignity and trust, consistent with the Gospel Values. Bullying fails to respect the dignity and value of all individuals involved. Accordingly, the Board believes that all forms of bullying are unacceptable behaviours.

Please refer to <http://www.scdsb.edu.on.ca/admin/apgs/index.php> for SCDSB Bullying Prevention and Intervention Plan (APG).

At Holy Trinity School we are committed to making our Catholic school a better place where:

- students, parents, teachers and other school staff have the right to be safe, and to feel safe, welcomed and accepted;
- healthy and respectful relationships are promoted among all members of the school community;
- students are encouraged to be leaders;
- students, staff, parents 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.

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

- Complete climate survey a minimum of every two years;
- Bully Awareness and Prevention week beginning the third Sunday in November;
- Quarterly review of the code of conduct (Sept, Nov, Feb, and April), expected behaviours and definition of bullying with students and stakeholders through classroom visits, 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 parents when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- Develop individual intervention plans for students involved in serious incidents.

Classroom Level:

- Communicate positive behavioural expectations and consistently enforce school-wide rules on behaviour.
- Hold regular class meetings/discussions and communicate regularly with parents.
- 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.

School Level:

- Establish a Safe and Accepting School Committee.
- Provide training for staff.
- Establish and communicate school rules regarding behaviour.
- Develop bullying prevention and intervention plans.
- Review and refine the school's supervision plan, which should identify 'hotspots' or those areas difficult to supervise.
- Provide programs through Mental Health Services such as Minds Up and Kids Have Stress Too based on classroom needs.

Community Level:

- Foster school-community partnerships to support the school's programs (ex. School Resource Officer).
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community.

- Make families aware of community resources such as Compass when needed.

Intervention and Supports

Reporting incidents of bullying is the responsibility of all staff.

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying (keeping in mind mitigating factors such as age, circumstances, history, IEP), a progressive discipline approach should be used, which could include the following:

- Contact with the pupil's parent(s)/guardian(s);
- Verbal reminders;
- Review of expectations;
- Written work assignment with a learning component relevant to the behaviour;
- Peer mentoring;
- Detention
- Restorative justice
- Referrals for consultation

In some circumstances, suspensions and expulsions may result.

Supports and Follow-up

- a) Incidents of bullying will be followed up with the students involved, the parents, the teachers and other school staff and community partners where appropriate.
- b) Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support 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;
 - Referrals to community partners.

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)

<http://www.edu.gov.on.ca/extra/fre/ppm/144f.pdf> (French Version)

Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour

www.edu.gov.on.ca/extra/eng/ppm/145.pdf (English Version)

<http://www.edu.gov.on.ca/extra/fre/ppm/145f.pdf> (French 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)

Ontario's Parent Engagement Policy

www.edu.gov.on.ca/eng/parents/poliicy.html