

ADMINISTRATIVE PROCEDURE

Students

Anti-Bullying

STU #03

Revised: August 2026

Background

Christ The Redeemer (CTR) Catholic Schools recognizes that every person is created in the image and likeness of God and possesses inherent dignity and worth. Our Catholic schools are called to be communities of faith, hope, and love in which each person is known, valued, respected, and surrounded by care. Students, staff, parents, and guardians share responsibility for contributing to safe and caring school environments that foster and maintain respectful and responsible behaviours and protect the dignity and well-being of every member of the community.

Bullying, harassment, intimidation, violence, and other behaviours that diminish the dignity or safety of another person are contrary to the Gospel call to love one another and to our responsibility for the common good. Students are called not only to refrain from engaging in bullying and violence, but also, without placing their own safety or well-being at risk, to assist in their prevention by reporting concerns and cooperating with the intervention and support of school staff. Bullying, in any form, including cyberbullying, is strictly prohibited within the Division. All Division staff are expected to take immediate and appropriate steps to intervene when they observe any act of bullying.

When harm occurs, CTR Catholic seeks to respond with justice, compassion, and care for all involved. Through appropriate discipline, guidance, intervention, and restorative practices, students are supported in accepting responsibility for their actions, repairing harm where possible, restoring relationships, and growing in their capacity to live in respectful and responsible relationship with others.

CTR Catholic seeks to create school communities grounded in the inherent dignity of every person as created in the image and likeness of God. Students, staff and parents share responsibility for contributing to a culture of care in which individuals encourage, value, and support one another and in which bullying, abuse and discrimination are unacceptable.

Definitions

Bullying: Bullying is any physical, verbal, or electronic act or conduct directed toward a student or students that involves an observed or perceived imbalance of power, intent to harm, and is either severe or likely to be repeated. While bullying often involves repeated acts, a single severe incident may constitute bullying if it meets the criteria.

Bullying can take various forms, including but not limited to physical intimidation or assault, extortion, threats, teasing, name-calling, spreading rumours, social isolation, and cyberbullying through digital means.

Bullying behaviour includes but is not limited to: Physical violence or intimidation; Verbal harassment or threats; Social exclusion or isolation; Cyberbullying through electronic communications; and Destruction of property.

Harassment: Harassment is any behaviour, whether verbal, physical, deliberate, unsolicited, or unwelcome, that disparages, humiliates, or harms another person. Harassment denies individuals their dignity and respect and is demeaning.

Harassment may include, but is not limited to, behaviours or remarks related to age; national or ethnic origin; religion; gender; sexual orientation; gender identity; disability; race, socio-economic status; or family status; verbal abuse or threats; negative remarks; jokes, or innuendos about a person's characteristics; displaying offensive or derogatory pictures/material; practical jokes causing embarrassment; unwelcome physical contact; coercion or influence to engage in unlawful or unethical activity; and, using the Internet or other communication tools to harass others.

Hazing: Hazing is any act that is humiliating, intimidating, demeaning, or endangers the health and safety of a person joining or maintaining membership in any organization. Hazing may occur regardless of the willingness to participate and is characterized by the absence of dignity and respect.

Procedures

1. Identification of bullying. There are several criteria used to identify an act of bullying:
 - 1.1. There is repeated hostile or demeaning behaviour.
 - 1.2. The behaviour is intended to cause harm, fear, or emotional distress to another individual in the school community.
 - 1.3. The harm caused includes physical harm, psychological harm, or harm to the individual's reputation. It is important to note that: a) no action toward another student, regardless of the intent of that actions will cause harm, fear, or distress to that student; b) no action toward another student within the school community will diminish the student's reputation within the school community; and c) any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of students is deemed to be an act of bullying.
 - 1.4. Bullying includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution or being reckless as to whether or not that person consented to the distribution.
 - 1.5. Regardless of whether or not the behaviour occurs within the school building, during the school day or by electronic means, if it impacts the extent to which a student feels safe and cared for at school, it is within the school's purview to address. The learning environment can and does extend beyond the immediate school building. These sites can also extend to the playground, school bus, work experience placement, school or work-related social activities, and school work-related travel or field trips. The learning environment may also include the use of various electronic media such as telephone, fax, websites, digital/social media and e-mail.
 - 1.6. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting.
 - 1.7. Bullying must be distinguished from a conflict in relationship, which occurs through single episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress. Parameters for addressing conflict in relationship between students may be dealt with through counseling, administrative intervention, or restorative practices.
2. Investigations and Interventions
 - 2.1. All allegations of bullying will be thoroughly investigated by school personnel.

- 2.1.1. Regardless of whether school personnel and parents agree that the issue is a confirmed case of bullying or not, school personnel will work constructively to address the issue causing concern.
 - 2.1.2. Such reviews are to take into account knowledge of previous student behaviour and may involve interviews with students, parents, and school staff.
 - 2.1.3. It may also be necessary to review school records, contact previous school attended, and identify relevant family issues.
 - 2.1.4. The level of intervention will depend on the frequency and severity of the bullying behaviour, exercising fairness, common sense, and appropriate discretion. Where possible, interventions should focus on restitution, resolution, and reconciliation.
 - 2.2. If it is the conclusion of the investigation that bullying is occurring, some or all of the following processes will be initiated by school or CTR Catholic personnel: discipline process, intervention process, restorative process, or safety-risk assessment process. All these processes are dedicated to eradicating bullying behaviour. Guidance, coaching, and support are also offered to all involved including, when applicable, to the bully, the victim, and the bystanders.
 - 2.2.1. **Discipline Process:** Disciplinary procedures will be followed at the discretion of the principal and other school staff, following the Student Code of Conduct and Discipline process.
 - 2.2.2. **Intervention Process:** Intervention processes are any processes that identify root causes, or triggers, of behaviours and seek to eliminate, avoid, or minimize the triggers. Examples of interventions include behaviour support plan, structured recess, targeted groups led by Family School Liaison Workers and Connections workers.
 - 2.2.3. **Restorative Process:** Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying. The goal of restorative practice is to bring together the person who did the harm and the harmed person and have them work together to right the wrong.
 - 2.2.3.1. At the purview of the school or division, restorative practices may be conducted with varying degrees of formality that usually include designated school staff meeting with only those students most directly involved in bullying. An important component of restorative practice is restitution, which is the agreed upon action to repair the harm that has been done.
 - 2.2.4. **Safety-Risk Assessment:** In circumstances where a threat has been made, a safety-risk assessment can be initiated by a site-based administrator after approval is granted by the Associate Superintendent responsible for Student Services. A safety-risk assessment is the process of determining the degree to which a student actually poses a risk to others. This assessment can be used by the division to create conditions of safety for the student and school community. See CTR Catholic Administrative Procedure STU 18 - Safety-Risk Assessment .
3. In establishing consequences for confirmed cases of bullying, teachers and administrators will use corrective interventions that consider the context, behavioural history of the student(s) involved, as well as the age, maturity and individual circumstances of the student(s) involved.
4. Parents play a primary role in assisting with the resolution of matters pertaining to bullying. The parents of both the aggressor and the victim should be informed about the processes used, as appropriate (discipline, intervention, and restorative).