



## **School Bullying Prevention and Intervention Plan**

At S.T. Worden Public School we believe the most effective means to address bullying is through a comprehensive, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Councils, volunteers and the community.

This school based plan aligns with the Kawartha Pine Ridge District School Board's Bullying Prevention and Intervention Plan. Our school plan promotes a school-wide approach to ensuring we have a safe, inclusive and accepting school environment free from bullying, harassment, discrimination and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan, as well as our school's plan, reflect the Ministry of Education guidelines.

### **1. EDUCATION, AWARENESS AND OUTREACH**

S.T. Worden Public School recognizes that a whole-school approach to involving and engaging the school community will help us to address inappropriate behaviour.

We will focus on education, awareness and outreach by doing the following:

1. Restorative Practices – daily use in conversations and/or circles in classroom: (A circle is a way of meeting with people and of having conversations in which the shape itself implies community, connection, inclusion, fairness, equality and wholeness. It draws on the Aboriginal tradition of the Talking Circle in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice and is appropriately heard.)

2. Consequences for Unacceptable Behaviour/Progressive Discipline

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Our school uses progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures.

Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

Progressive Discipline/Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion

3. We will engage parents in conversations about preventing bullying and in promoting a positive school climate by doing the following:

A. Engaging our School Community by meeting regularly to discuss Safe Schools and our School Improvement Plan for student well-being (Safe Schools Committee, School Council).

B. Keeping on-going, timely, respectful and responsive lines of communication open between home and school.

### **2. EVALUATION OF EVIDENCE**

#### **Pre-evaluation strategy**

The main issues of concern raised by our students, staff and parents in our school climate surveys and other communications are:

1. Students do not always feel comfortable speaking in class: answering questions and providing opinions.
2. 13% less students enjoy school than the Board average;
3. Students don't feel as safe in their neighbourhood/to and from school

Concerns raised regarding our physical environment are:

1. 22% less students feel like building is in good shape

The steps we follow for reporting, responding to and following up on issues are as follows:

1. Steps following Progressive Discipline.
2. Meeting with students, contacting parents, meeting with parents as required.

Based on a review our school climate survey results and other communications, we have been successful in the following areas

1. 82% of students feel that this is a very welcoming building.

Based on our school climate surveys and other communications, we will continue to work on the following areas that need improvement:

1. Using structures and processes designed to facilitate student voice in class
2. Exposing students to real-life career opportunities and pathways.
3. Utilizing our Student Council for providing students a voice into school life and instructional practice.
4. Educating our school community on ensuring safe travel to and from school.
5. Setting up more fun/spirit days as well as a house system to promote school spirit and inclusiveness.
6. Working with Facility Services to make improvements to the school building, starting with improvements to the parking lot and yard access.
7. Making improvements to our Kiss and Ride set-up.

### **3. FOLLOW-UP ACTIONS**

We will actively communicate our policies, procedures and guidelines to our school community. We also will involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:

1. Meeting as a School Council and Safe Schools Committee around school issues.
2. Putting the Code of Conduct and School Bullying Prevention and Intervention Plan on our school website.

The roles and responsibilities of everyone in the school community - including students, staff, parents, and community members are as follows:

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age,
- marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

### **4. PREVENTION**

We recognize that promoting a positive, welcoming and inclusive learning environment will help to prevent bullying, harassment, and discrimination. We are committed to taking steps to prevent bullying.

These steps include active use of our Safe, Caring and Restorative School Team, which promotes a safe, inclusive and accepting school climate. This team, set up through our School Council and Student Council, includes a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

- To hear and address student concerns through team problem-solving
- To provide a place for students to collaborate and develop productive strategies for supporting their school community
- To share resources related to student well-being.

Other steps to prevent bullying, harassment and discrimination will include:

## **A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING**

1. Kelso's choices
2. Lunch Buddies/Monitors
3. Restorative Circles/Practices
4. Model Me Kids

## **B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**

1. Restorative Practices
2. Circles in the classroom: using restorative approaches to foster effective learning.
3. Safe Schools Committee meetings
4. School Council meetings
5. Student Council meetings
6. Social Skills Groups
7. After school clubs
8. Big Brothers/Sisters

## **C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**

1. Open House
2. Music/Concert nights
3. Orientation nights
4. Student of the Month award assemblies
5. Sporting events
6. Classroom trips
7. Days such as community support i.e., Big Brothers Brothers/Big Sisters bowling.

## **D. AWARENESS RAISING STRATEGIES FOR STUDENTS**

1. Health Curriculum
2. Assemblies
3. Classroom Circles/Discussions
4. Participating in Bullying Awareness and Prevention Week(s)
5. Pink Shirt Days

## **E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY**

1. School Council/Safe Schools Committee
2. Home/school communication

## **F. CURRICULUM AND DAILY LEARNING**

- a. Classroom Circles/Community of Learners
- b. Building safe classroom communities using the 5 themes and 5 useful questions of Restorative Practice:
  - i. Everyone has a unique and equally valued perspective.
    1. What's happened from your perspective?
  - ii. Thoughts influence emotions, emotions influence actions.
    1. What were you thinking at the time and what have you thought about since?
  - iii. Empathy and consideration.
    1. Who has been affected and how?
  - iv. Needs and unmet needs/
    1. What do you need so that things can be put right and everyone can move on?
  - v. Collective responsibility for problem solving and decision making
    1. How can you address these various needs together?
- c. Model Me Kids

## **G. STAFF AND STUDENT ROLE MODELS**

We also have identified the following learning and training opportunities for staff and the school community:

1. Staff training
  - a) Circles in the classroom
  - b) Restorative Practices
  - c) S.O.T./Staff meetings with focus on student well being
2. Community
  - a) Student Well-Being goals included in Safe Schools Committee meetings as part of School Council Agenda

## **5. INTERVENTION AND SUPPORT STRATEGIES**

We will take the following steps to respond to all incidents of bullying, harassment, discrimination and other inappropriate behaviours, and to support students.

1. Provide Safe Methods for Students to Report Bullying
  - a. Speak to a Teacher, other staff member, Principal
  - b. Use of "Voice Box" to report incidences of bullying.
  - c. KPRDSB Report Bullying Web link – available on all school websites
  - d. Via parent/guardian conversation with school staff
  - e. Kids Help Phone Line – available on all school websites
2. Restorative practices
  - a. List types of proactive and responsive approaches
3. Progressive discipline
4. Reintegration of students from suspensions or expulsions

5. Educating, Modeling, Leading **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" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### Cyber-bullying

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

(a) creating a web page or a blog in which the creator assumes the identity of another person;

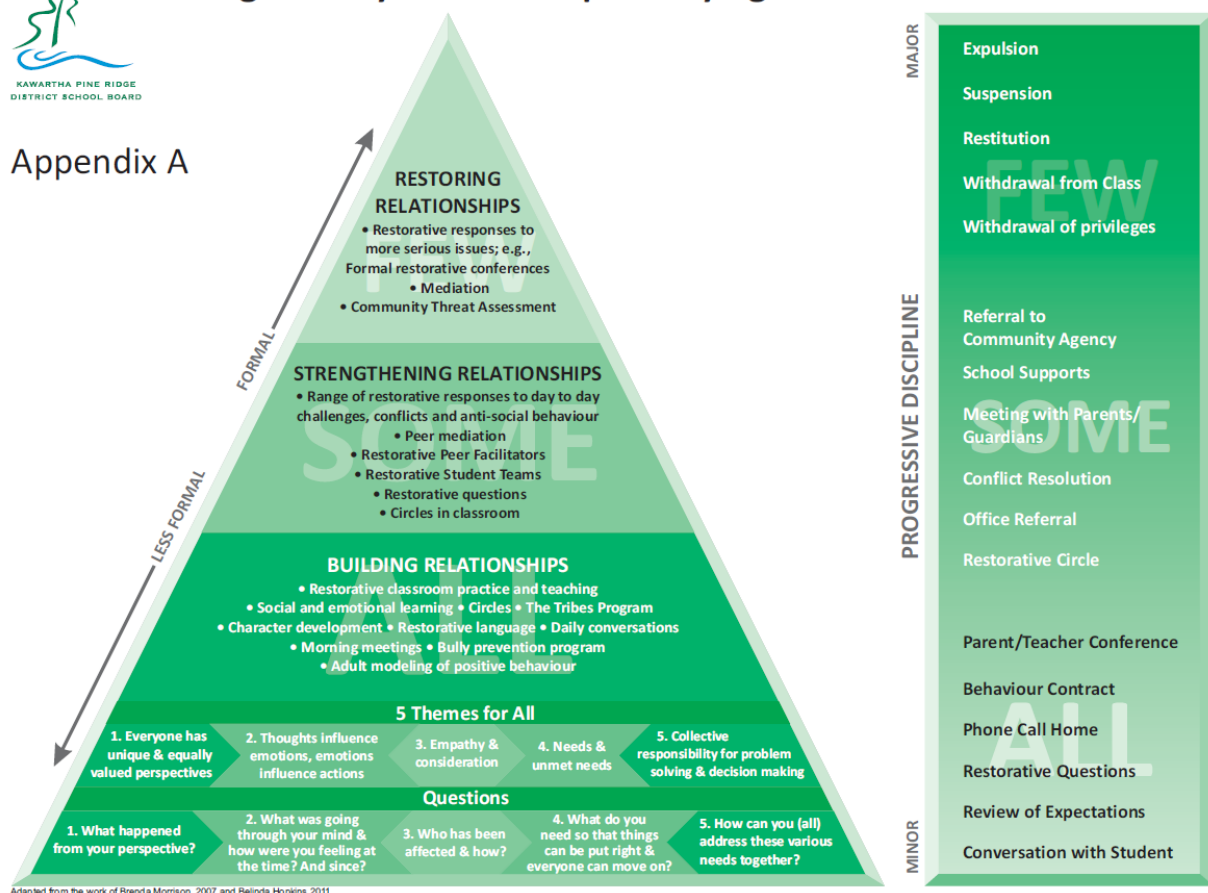
(b) impersonating another person as the author of content or messages posted on the internet; and

(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



## Building Healthy Relationships: Bullying Prevention & Interventions

### Appendix A



Adapted from the work of Brenda Morrison, 2007 and Belinda Hopkins 2011



# Progressive Discipline Chart

Appendix B

