



Orono Public School

### **Community, Culture and Caring**

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

At Orono 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.

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### **1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)**

Orono 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, circles in classroom, classroom meetings and check-ins.  
(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).

2. Frequent reminders of expectations across the school as well as in individual classrooms.
3. Inviting guest speakers into the school for presentations that support anti-bullying, awareness, kindness, character education and connecting with others content.
4. Use of Progressive Discipline – starting with smaller consequences such as reviewing expectations or walking with an adult and progressing through to greater consequences.
5. Engaging with families (parents/guardians, caregivers) as partners to support positive student behaviour.
6. Working with board supports and outside agencies as needed to support positive student behaviour.
7. Implementation of classroom programming such as Mindfulness and Kids Have Stress Too.

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

1. We are engaging our School Council by applying for the PRO Grant, to be used to determine an area of education as deemed by the School Council.
2. Highlighting the community building work of School Council in our newsletters (e.g. Holiday Lunch).
3. Encouraging families to get involved in School Council initiatives within the school and community.
4. Engaging in community-based activities such as the Orono Fair.
5. Prevention strategies and programs
  - a. Healthy lifestyles and relationships
  - b. Student leadership
  - c. Character Education – Empathy, Courage, Respect
  - d. Citizenship development
  - e. Conflict resolution
  - f. Restorative practice
  - g. Bullying prevention

## **2. EVALUATION OF EVIDENCE (see Appendix B)**

### **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. Maintaining positive relationships with adults.
2. Feeling safe at school.
3. Positive sense of belonging.

Concerns raised regarding our physical environment are:

1. Supervision in all spaces

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

1. Safe Schools Incident Report form and responses – clarify the process and responses
2. Based on a review our school climate survey results and other communications, we have been successful in the following areas:
  - a. Successful practices from our school include school-based community building activities, opportunities for students to interact with other classes, intramurals and clubs, divided play spaces on the yard, and community events (such as the Orono Fair).
3. Successful practices across KPR from last school year include focusing on relationships and mental health initiatives.

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

1. Creating opportunities for students to interact with others outside of their class.
2. Continuing to build strong relationships with caring adults.
3. Creating positive spaces and activities within the school.

1. Intentional interactions with students by adults within the school.
2. Safe, caring, and restorative classrooms.
3. Supervision in all play spaces on the yard.

### **3. FOLLOW-UP ACTIONS (see Appendix B)**

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. Posting our school code of conduct on our school website.
2. Posting our Bullying Prevention and Intervention Plan on the school website.
3. Regular family communications.
4. Working with our School Council to promote and share school information.
5. Working with our School Council to implement activities and programming that support positive schools.

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

1. Staff will help students to achieve their full potential and develop their self-confidence as a learner and member of the school community. Staff will regularly communicate with families and work through situations to teach and build skills when things go wrong. Staff will create safe and caring classroom spaces and implement strategies that support academic success, mental health and overall well-being.
2. Parent/Guardians are asked to take an active interest in their child's education and communicate regularly with the school staff. Parents/Guardians are asked to ensure that students are prepared for their school day (clothing, nutrition, school materials) and report absence to the school for safety. Families are asked to review the Code of Conduct with their children and support their children to make good choices while at school.
3. Community Members are asked to engage in respectful interactions when attending the school and with school staff and other adults. Volunteers are asked to maintain confidentiality when working in the school and not sharing or disclosing confidential information about staff or students. Volunteers will report any concerns to a staff member so they can be addressed appropriately.

#### **4. PREVENTION (see Appendix C)**

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 will include a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

1. Monitor school climate and work collaboratively to identify concerns, develop an action plan and monitor implementation of any plans.

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

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

1. Kelso's choices
2. Restorative Practices
3. Mental Health Supports (KPR Resource)

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

1. Restorative practice
2. Classroom meetings and check-ins.

3. Circles in staff meetings
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings

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

1. Restorative Practices in the Classroom
2. Positive Choices/Positive Decisions
3. Daily classroom check-ins
4. Belonging and Inclusion
5. Mindfulness and Mental Health Lessons and Activities
6. Being a bucket filler

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

1. Social-emotional learning programs
2. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April

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

1. Consultation with School Council
2. Regular family communications and updates

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

- a. 3 part lesson and restorative practice (*The Restorative Classroom* by Belinda Hopkins – teacher resource)
- b. Professional Learning on building safe classroom communities
- c. School Mental Health Resource (KPR)

### **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. Building safe classroom communities
  - c. Emotional Intelligence and Restorative Practice
  - d. Mental Health and Well-Being Strategies

## **5. INTERVENTION AND SUPPORT STRATEGIES (see Appendix C)**

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. KPRDSB Report Bullying Web link – available on all school websites
  - c. Via parent/guardian conversation with school staff
  - d. Texting or emailing a school staff member
  - e. Kids Help Phone Line – available on all school websites
2. Restorative practices
3. Progressive discipline
4. Reintegration of students from suspensions or expulsions
5. Educating and Leading

## APPENDIX A – BULLYING DEFINITIONS AND COMMUNICATION

We use the Ministry of Education’s definition of bullying as follows:

***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.

In other words, bullying:

- is a deliberate act to harm or exclude someone or “put someone down”
- usually happens more than once over time
- involves someone having more power over another and abusing that power

Cyber-bullying means using the internet, social media, texting or other electronic means to bully someone.

In communicating with students, staff and our school community, we will:

- Identify different types of bullying, including cyber-bullying
- Understand the myths and realities of bullying behaviour
- Identify bullying and how it is different from conflict, aggression and teasing
- Understand power and relationships among peers
- Identify how bias, prejudice and hate can lead to bullying
- Identify different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a “whole school approach” and the importance of everyone contributing to a positive school climate for student achievement, success and well-being
- Understand 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 respond to bullying
- Identify ways to engage parents in conversations about preventing bullying and promoting a positive school climate
- Reach out to parents and the broader school community to promote safe, caring, inclusive school environments
- Reflect on our relationships and interactions, and focus on promoting healthy relationships
- Become knowledgeable about community partners and resources available in our community

We also will share with our school community, all related policies and procedures. These include the Board and 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.



## **APPENDIX B - EVALUATION OF EVIDENCE**

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies, practices and programs on evidence from our school climate surveys and other relevant information and communications we receive. We will measure the success of our anti-bullying initiatives and strategies:

- Evaluate the evidence to identify the main areas of concern and issues in the physical environment, determine current procedures, and assess the success of those procedures, 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), as well as identify and assess any roles.
- Review and update our anti-bullying strategies as a result of gathering new information, and share the information with our school community.

## **FOLLOW-UP ACTIONS**

We will evaluate the results of future school climate surveys to make sure our follow-up actions were effective. This evidence will identify and measure the success of steps we took to prevent or respond to bullying and to support students. This will help us to make further changes, where needed, to ensure safe, caring, welcoming and inclusive school environments.

## **POLICY AND PROCEDURES**

We recognize that a consistent, whole school approach, strong policies and appropriate legislation are important for bringing widespread change.

We also recognize that our policies and goals must address the challenges identified in our school climate surveys and other data.

## **APPENDIX C – PREVENTION, INTERVENTION AND SUPPORT STRATEGIES**

We also will:

- “check in” regularly with students who are at risk of being bullied or who are affected by bullying
- provide opportunities for teachers to develop effective classroom management skills using progressive discipline
- establish and maintain respectful, safe, caring and restorative classrooms
- provide supervision in areas where and when bullying happens, as identified through climate surveys

### **INTERVENTION AND SUPPORT STRATEGIES**

We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through a school-wide approach.

To this end, we will:

- use “teachable moments” and progressive discipline to address inappropriate behaviour
- consider mitigating and other factors that are affecting a student’s behaviour
- ensure we have steps in place to identify and respond to bullying when it happens
- identify ways to support all students involved in bullying
- communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students