



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, conflict from the yard
2. Progressive Discipline such as: verbal reminders, reviewing the code of conduct, restorative questions, reflection sheet, alternative spaces, alternative recesses, contact with parents, consultation with board staff
3. Classroom expectation matrix
4. School-Wide expectation matrix
5. Athletic Code of Conduct
6. School-based technology policy
7. Implementing Mind Up across all grades in the school

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

1. School Council by regularly discussing areas of concern, working with council to bring in speakers that support education in an area of need or concern, individual family conversations and consultations as needed.
2. Encouraging partnership to support students at home and school
 - i. Home environment
 - ii. Parent Involvement in school
 - iii. Reducing time spent watching TV and in online social media platforms
3. Violence prevention strategies and programs with a focus on:
 - 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. Safe Schools Climate survey results showed an area of concern as feeling important to the people at school.
2. Safe Schools Climate survey results showed an area of concern as supports for mental health and strategies to understand students are feeling.
3. Verbal/Social Bullying

Concerns raised regarding our physical environment are:

1. Workplace Physical Environment Risk Assessment – maximizing human resources to ensure safety and supervision
2. Clear yard expectations to ensure and support safety of all.

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

1. Students can report to their classroom teacher, yard duty supervisor, or to staff in the school office.
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 students feeling connected, students feeling that adults are there to help them make good decisions, adults are supporting their academic needs.
3. Success practices from 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. Continue to build strong relationships with caring adults
3. Implementing common expectations throughout the school / yard.
4. Implementing Mind Up programming.

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 School Council to promote and share school information.
5. Working with 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

(Consider a list of successful practices here which could include the following:)

1. Kelso's choices
2. Restorative Practices
3. Mental Health Supports (KPR Resource)
4. Mind Up
5. Lunch Buddies
6. Bus Buddies
7. Technology Buddies
8. Whole-school events (e.g. Terry Fox Run, Play Day)

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. Circles in Classroom
2. Positive Choices/Positive Decisions
3. Daily circles
4. Mental Health and Well-being strategies
5. Common expectations about behaviour
6. Mind Up programming in each classroom

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. School Council Initiatives
2. Family Updates

F. CURRICULUM AND DAILY LEARNING

- a. Professional Learning on building safe classroom communities
- b. Mind Up
- c. Embedded instruction on Healthy Relationships within the curriculum
- d. Embedded instruction on Mental Health and wellness within the curriculum

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. Mind Up
 - b. Building safe classroom communities
 - c. Emotional Intelligence and Restorative Practice

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.

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. 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

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