School Bullying Prevention and Intervention Plan

At Kawartha Heights 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 Council, 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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The Ministry of Education defines 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.

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

1. EDUCATION, AWARENESS AND OUTREACH

Kawartha Heights 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:

1. Restorative practices to work through issues that arise
2. Intentional support in Social Emotional Learning and Self-Regulation
3. Progressive discipline policy in our Code of Conduct

We will engage parents in conversations about preventing bullying and in promoting a positive school climate.

a. We are engaging our School Council by:
   a. Sharing and receiving feedback when our Code of Conduct needs revision
   b. Familiarizing parents and explaining the progressive discipline process
   c. Informing and seeking support regarding events centred on positive student interaction
b. We recognize the important connection between home and school, which includes:
   a. A collaborative and supportive home/school environment
   b. Encouragement of parent involvement in all aspects of school life
   c. An active, healthy lifestyle that includes reducing screen time
c. We implement prevention strategies and programs which focus on:
   a. Positive Behaviour and Intervention Strategies (PBIS), including Cougar ROAR
   b. Healthy lifestyles and relationships
   c. Social Emotional Learning and Self-Regulation
   d. Character Education

e. Equity, Diversity, Inclusivity and Belonging
f. Conflict resolution
g. Restorative practice
h. Student Leadership (where COVID protocols allow)
i. Assemblies, Cougar Courage Awards and school wide events
j. Proactive measures such as the library calming corner, the Chill Zone, Lunch Bunch and Recess Club (where COVID protocols allow)
k. School wide and class mindfulness teaching

2. EVALUATION OF EVIDENCE

Pre-evaluation strategy

The main issues of concern raised by our students in our school climate surveys (most recent survey was 2019) and other communications are:

1. Boys are not feeling accepted and are not having positive relationships with their peers at school; specifically Gr. 6
2. There is a need to bring more diversity into teacher lessons to include indigenous, and other social and cultural areas
3. There is a need to have more student voice / leadership opportunities
4. Teachers are looking for a road map on how to achieve help for students who are struggling with mental health and behaviour
5. There is a need to include parents in our promotion of mental health learning

Concerns raised regarding our physical environment are:

1. students are looking for clear expectations on what is acceptable behaviour and they are looking for more supervision on the yard during breaks

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

1. School based incident reports (teacher to teacher communication, staff to office communication), Safe Schools Incident Report form and responses, KPR Report It app for bullying and discrimination issues

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

   a. Data shows strengths in teacher/student relationships
   b. Most students feel safe at school
   c. Primary and Junior students are able to identify basic strategies that they use when angry or upset

   3. Barriers which we anticipate may interfere most with creating sustainable change are:

      i. Policies that can accommodate diversity across communities
      ii. Diverse needs and experiences of families and communities
      iii. Conflicting priorities for educators and/or parents

iv. Students' perceptions about responsibility for safe schools
v. Pervasive societal messages about the acceptability of violence
vi. Shortage of resources (Board and Community)
vii. Limited professional development opportunities
viii. Administrative and staff turnover

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

1. teaching, reinforcing and celebrating our Cougar ROAR School Rules
2. ensuring multiple opportunities for student voice and leadership opportunities to ensure students feel valued and accepted
3. continuing to consider specific strategies to build student-adult relationships.

The strategies we will use to address these areas include:

1. use of common language and actions through our Cougar ROAR
2. focusing on multiple sources as a way to communicate voice (in person, through technology, in writing, etc.)
3. provide opportunities to engage in meaningful events and experiences, within and outside the classroom

3. FOLLOW-UP ACTIONS

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

1. Explicitly focusing on policies, procedures and guidelines at School Council and staff meetings
2. Posting relevant information on our School and Board website
3. Sharing possible human resources support to families, both in the school setting and within the community

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

a. Everyone has their own unique and equally valued perspective.
b. Thoughts influence emotions, emotions influence actions.
c. Showing empathy and consideration for others.
d. Identifying needs and possible supports.
e. Collective responsibility for problem solving and decision making.

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 staff team and the use of PBIS (Positive Behaviour and Intervention Supports), which promotes a safe, inclusive, proactive and accepting school climate.

The roles and responsibilities of this team are as follows:

1. Act as an advisory team regarding policy and procedures.
2. Provide feedback to the larger school community regarding issues around anti-bullying, harassment and discrimination.
3. Support the school community in planning and implementing inclusiveness.

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

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

1. Cougar ROAR
2. Restorative Practices
3. Participation in all Days of Pink, Orange Shirt Day
4. Publicizing KPR's Report IT web link through school newsletters and the school website
5. Lunch Monitors and other opportunities for Student Leadership (where COIVD protocols allow)
6. Lunch Bunch and Recess Club (where COVID protocols all)

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Conscious Discipline Framework
2. Mind UP
3. Second Step program
4. Kids Have Stress Too/Zones of Regulation
5. Feeling Buddies program
6. Restorative Practices, especially focusing on questions
7. Referrals to our KPR School Board Counsellor or outside resources

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. School wide focus on Cougar ROAR
2. Circles in Classroom when necessary
3. Library Calming Corner and Chill Zone
4. Positive Choices/Positive Decisions
5. Equity and Diversity planned events/activities
6. Belonging and Inclusion
7. School Spirit Days

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Social Emotional Learning Programs such as Feeling Buddies and Mind UP
2. Model Me Kids and Self-Regulation strategy teaching
3. Zones of Regulation
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April
5. Equity and Diversity/School Spirit events

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council focused discussions to raise awareness and engage parents
2. Specific and target articles in our weekly Parent Peek at the Week
3. Ongoing information and celebration sharing through social media such as Twitter and Instagram

F. CURRICULUM AND DAILY LEARNING

a. Ongoing Social Emotional teaching/learning and Cougar ROAR focus in all classrooms
b. Professional Learning team discussions on building safe classroom communities ensuring:
   a. Strong relationships and connection are at the core of everything we do.
   b. Everyone has their own unique and equally valued perspective.
   c. Thoughts influence emotions, emotions influence actions.; Empathy/consideration for others.
   d. Needs and possible supports are identified.
   e. Collective responsibility for problem solving and decision making.

G. STAFF AND STUDENT ROLE MODELS

We have identified the following learning and training opportunities for staff and the school community:
1. Staff professional learning
   a. Social Emotional Learning/Self-Regulation
   b. Inclusionary practices
2. Review the challenges in order to identify those most likely to experience difficulties :
   a. Increased or non-reporting of bullying incidents
   b. Unpredictable crisis
   c. Difficulty developing and sustaining committees with community partners
   d. External changes that change mandate
   e. KPR staff turnover (teachers, EA's, CYW's, School Board Counsellors, etc.)

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. KPRDSB Report IT Web link – available on all school websites
   c. Parent/guardian conversation with school staff
   d. Texting or emailing a school staff member
   e. Kids Help Phone Line – available on all school websites
   f. Check in regularly with students who are at risk of being bullied or who are affected by bullying
   g. Connect caring adults other than homeroom teachers to students with identified needs
   h. Provide supervision in areas where and when bullying happens, as identified through climate surveys

2. Progressive discipline
3. Reintegration of students from suspensions