



# Kawartha Heights Public School

## September 2023

### 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.

## *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.

### **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 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 centered 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
- i. Proactive measures such as the library calming corner, and the Chill Zone
- j. 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 2023) and other communications are:

1. There is a need to bring more support to our multi-language learners.
2. There is a need to have more student voice / leadership opportunities.
3. Teachers are looking for a road map on how to achieve help for students who are struggling with mental health and behaviour
4. There is a need to engage parents in their children(s) learning.

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, happy, and cared for while at school.
  - c. Primary and Junior students are able to identify basic strategies that they use when angry or upset.

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. Showing empathy and consideration for others.
- c. Identifying needs and possible supports.
- d. Collective responsibility for problem solving and decision making.

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

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

1. Mind UP
2. Second Step program
3. Kids Have Stress Too/Zones of Regulation
4. Feeling Buddies program
5. Restorative Practices, especially focusing on questions
6. 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

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

1. School Council focused discussions to raise awareness and engage parents
2. Ongoing information and celebration sharing through Edsby

## **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. 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.)

## **4. 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. Kids Help Phone Line – available on all school websites
  - e. Check in regularly with students who are at risk of being bullied or who are affected by bullying
  - f. Connect caring adults other than homeroom teachers to students with identified needs
  - g. Provide supervision in areas where and when bullying happens, as identified through climate surveys
2. Progressive discipline
3. Reintegration of students from suspensions