

BULLYING PREVENTION AND INTERVENTION PLAN

South Edwardsburg Public School

2021-22

Our School Commitment

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using a whole school approach. We are committed to teaching students and parents how to appropriately deal with issues that arrive. (WITS...Walk Away, Ignore, Talk it out, Seek Help)

Policy Statement

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaged in bullying will have a negative impact on the school climate. *Ministry of Education of Ontario, PPM 144*

Definition of Bullying

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;

For the purpose of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) communicating material electronically, to one or more than one individual, or posting material on a website or through the use of an app, that may be hurtful or inappropriate and be accessed by one or more individuals;
- (b) impersonating another person as the author of content or messages posted on the internet or through social media; and
- (c) creating a web page or a blog in which the creator assumes the identity of another person.



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Our Safe and Accepting Schools Team	
Our Safe and Accepting Schools Team is responsible for a safe, inclusive, and accepting school climate.	
Teacher: Nancy Messenger Support Staff: Amanda Fenlong (EA) Student: Kenneth Carew (Grade 5)	Principal: Ian Morris Community Partner: Dave Holmes (OPP) - TBC Parent: Lindsay Carew (others are welcome)

What the Data Tells US – School Climate Survey and Other Data
<p>As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years. Our school data indicates the following:</p> <p>This year we surveyed students in Grades 4-6 by class. Data by class allowed us to address specific needs with specific classes while also seeing what is needed for the school at large.</p> <p>81% of students surveyed feel very safe or safe at school. 71% of surveyed students felt safe on the bus and 86% feel safe in the washrooms. Younger students tend to feel less safe in these areas. 82% of students surveyed identified having friends at school. Only 68% of surveyed students knew of or understood W (Walk Away) in WITS. Only 52% of surveyed students could identify S (Seek Help) in WITS.</p>
Strengths:
<p>95% of students surveyed felt adults listened to them. 86% of students surveyed felt that they could tell a teacher if something was bothering them. 100% of students surveyed feel safe in their classrooms during lunch and during instruction.</p>
Goals:
<p>We determined that this year we would continue our focus on a whole-school WITS initiative (WITS Posters, WITS assemblies, Reflection Sheets), as well as more in-class focus on WITS Education (Class WITS board, class books and discussion). We are going to purposefully promote WITS through in class education particularly, in the younger grades.</p>



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What We are Doing in our Classrooms and in our School – Bullying Awareness and Prevention Strategies

Our school is implementing the following strategies to support the well-being of the whole/child youth and positively impact students' readiness to learn. These strategies involve students, staff, parents, and community members as part of a whole school approach to promoting a positive school climate.

- WITS
- Bullying Prevention and Intervention Week / Pink Shirt Day
- Equity and inclusive education work
- Progressive Discipline: A Bias-free Approach
- Community Liaison officer virtual visits and presentations (Cyber-Bullying)
- Zones of Regulation

What “Student Voice” is Doing in Our School – Bullying Awareness and Prevention Strategies

Engaging students to help shape the learning environment is an important component of a whole school approach to promoting a positive school climate. The following strategies are student-based initiations that are being implemented in our school.

- Spirit Days
- Student Leadership and Experiential Learning
- Virtual guests promoting equity and inclusion (e.g. Indigenous Elder)
- Social Skills Groups
- Safe Schools
- Character Development Experiences (ACE awards, Trait of the Month)
- Highlighting Student Activities and Leadership in Announcements, Social Media, and photo displays in the hall



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How We Report Bullying at Our School		
Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with legislation.		
Student Reporting: <ul style="list-style-type: none"> Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer) 	Staff Reporting: <ul style="list-style-type: none"> “The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible.” (PPM 144) 	Parent/Community Reporting: <ul style="list-style-type: none"> Reporting bullying to the classroom teacher and/or administration

How We Respond to Bullying at Our School
Our school response to bullying includes a tiered approach that may involve the following immediate and long-term actions:
<ul style="list-style-type: none"> Ensure the safety of all involved Responding to any student behaviour that is likely to have a negative impact on the school climate. Using “teachable moments” with Progressive Discipline. Teaching character development through curriculum foci. Teaching character development through presentations, guest speakers, etc. Conducting school-based investigations. Contacting community partners, when necessary; contacting parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation. Considering mitigating and other factors.



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How We Support and Follow-Up With Those Affected by Bullying at Our School
Support for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm may include:
<ul style="list-style-type: none"> • School level support such as connection to a caring adult (e.g., teacher, student support partner, support staff, Learning Resource Teacher) • Appropriate co-curricular program (e.g. Zones, WITS, Social Skills groups) • Board-level support such as social workers or psychological services • Identifying community support resources • Restorative Practices where possible.
Follow-up for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm will include:
<ul style="list-style-type: none"> • Individual monitoring plan based on individual needs (e.g., regular check-ins) • Social Skills groups • Restorative Practices where possible.

How We Are Building Capacity for Prevention and Intervention At Our School		
Training opportunities include board level training, community led training, and school based training.		
Student: <ul style="list-style-type: none"> • School assemblies in cohorts • Teaching and Reinforcement via Announcements • Community service presenters (OPP) • School-based presentations • Week of Kindness 	Staff: <ul style="list-style-type: none"> • Culturally responsive pedagogy • Anti-Poverty Strategies • Violence Threat Risk Assessment Protocol • Safe Schools Bullying Awareness • Emotional Intelligence training 	Parents: <ul style="list-style-type: none"> • Parents Reading and Lunch Volunteers (when visitors are allowed) • Parent engagement presentation / activities (virtual) run through School Council



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How We Are Communicating With Students, Staff and Parents		
To support a whole school approach, the school will communicate with staff, students and parents. Communication methods include:		
Student: <ul style="list-style-type: none"> Discussions and conversations Announcements (recess rules and reminders regularly every day on morning announcements) Classroom visits Assemblies School/Board websites Class and School newsletters Social media Posters 	Staff: <ul style="list-style-type: none"> Discussions and conversations Staff meetings Professional development days Emails Weekly Calendar Committees Professional learning networks School/board websites 	Parents: <ul style="list-style-type: none"> Discussions and conversations School/Board websites Parent engagement activities (Virtual Open House, cohort assemblies) Social media Student Agenda (code of conduct) Fair notice in start of year information package Classroom and School Newsletters Committees

Monitoring Our Progress
As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:
<ul style="list-style-type: none"> Safe and Accepting School Team meetings Staff meetings, SSTs, ongoing discussions/check-ins South Edwardsburg Public School Climate Surveys