

## BULLYING PREVENTION AND INTERVENTION PLAN

### South Edwardsburg Public School

### 2022-23

#### **Policy Statement:**

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

#### **Bullying:**

- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

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<b>Definition of Bullying</b>	
<p><b>Bullying:</b> Means aggressive and typically repeated behaviour by a pupil where:</p> <p>(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:</p> <p style="padding-left: 20px;">(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</p> <p style="padding-left: 20px;">(ii) creating a negative environment at a school for another individual.</p> <p>(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;</p> <p><b>Bullying</b> (1.0.0.1) For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written or other means of aggression.</p>	<p><b>Cyberbullying</b> (1.0.0.2) For the purposes of the definition of bullying in section (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:</p> <p style="padding-left: 20px;">a) Creating a web page or a blog in which the creator assumes the identity of another person.</p> <p style="padding-left: 20px;">b) Impersonating another person as the author of content or messages posted on the internet; and</p> <p style="padding-left: 20px;">c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.</p> <p>Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social.</p>

Aggressive behaviour may include:		
Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Pushing</li> <li>• Slapping</li> <li>• tripping</li> </ul>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• mocking</li> <li>• insults</li> <li>• threats</li> <li>• sexist, racist, homophobic, or transphobic comments</li> </ul>	<ul style="list-style-type: none"> <li>• gossiping</li> <li>• spreading rumours</li> <li>• excluding others from a group</li> <li>• humiliating others with public gestures or graffiti</li> <li>• shunning or ignoring</li> <li>• may occur through the use of technology</li> </ul>

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<b>South Edwardsburg Public School Safe and Accepting School Team</b>	
<b>Teacher:</b> Nancy Messenger	<b>Principal:</b> Ian Morris
<b>Support Staff:</b> Angela Pittman-Workman	<b>Community Partner:</b> TBD
<b>Student:</b> Lukas Hernandez	<b>Parent:</b> Regina Hernandez

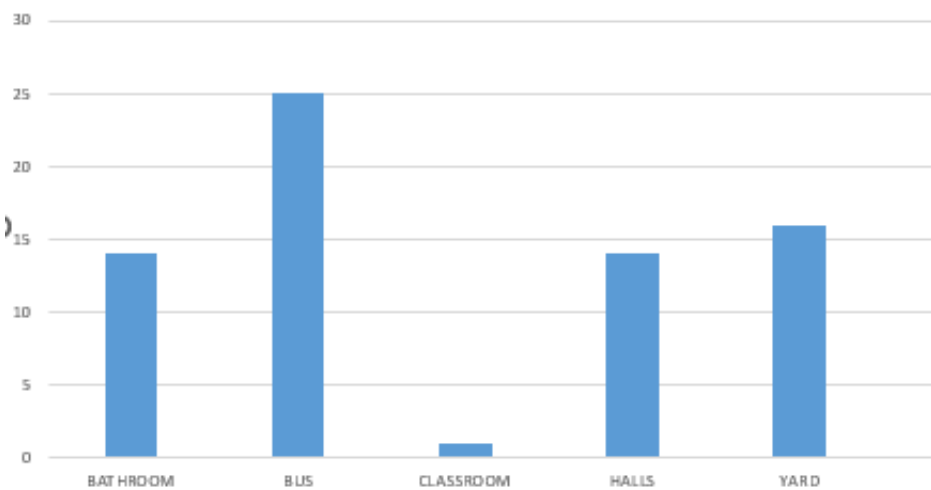
**Goals: (Based on the data and information collected within the school) Grades 3/4, 4/5, 5/6 classes.**

**Data: Climate and Attitude Responses are averages of (1 star [none] – 4 star [always])**

STUDENT CLIMATE RESPONSES		STUDENT SCHOOL SAFETY	
BELONGING	3.26	YES	67
ENGAGEMENT	3.33	NO	5
CARING	3.36		

STUDENT READING ATTITUDE		CARING ADULTS FREQUENCY			
ATTITUDE	2.99	1	2	3	4
CHOICES	3.10	4	9	16	43

**Least Safe Spaces at South. Edwardsburg**



Goal	Action(s)
<b>1. Improve the feelings of safety for students riding the bus.</b>	<ol style="list-style-type: none"> <li>1. Working closely with bus partners, by making suggestions (e.g. seating plan reviews), implementing plans (e.g. using noise cancelling headphones), suggesting training, support and a bus monitor to STEO and the Bus Company.</li> <li>2. Bring 4/5/6 students together by bus. Brainstorm solutions to the issue of noise, standing up, and other misbehaviour.</li> <li>3. Monitor with students for progress and improved feelings through another survey.</li> </ol>
<b>2. Improve the feelings of safety for students on the yard and washroom.</b>	<ol style="list-style-type: none"> <li>1. Staff will improve visibility by being in greater motion on the yard.</li> <li>2. Students will not be permitted to go beyond the baseball diamond and behind the hill.</li> <li>3. Reduce paper towel on the floor, discourage climbing and peeking using announcements, class visits, signage (visuals -&gt; clean-up, proper behaviour)</li> </ol>
<b>3. Connect all students with a caring adult at school.</b>	<ol style="list-style-type: none"> <li>1. Survey all students (K-3) to see if they identify with a caring adult.</li> <li>2. Identify who does not identify with a caring adult.</li> <li>3. As a staff, make efforts to connect with all students that do not feel connected (staff champion).</li> </ol>

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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 (e.g. Anti-racism, Belonging, etc.)
- Progressive Discipline: A Bias-free Approach
- Community Liaison officer virtual visits and presentations (Cyber-Bullying)
- Self-Regulation work as described by Shanker and Hopkins

### **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 (e.g. Student Council)
- Virtual guests promoting equity and inclusion (e.g. Indigenous Elders)
- Social Skills Groups (e.g. Everyday Speech)
- 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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<b>How We Report Bullying at Our School</b>		
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.		
<b>Student Reporting:</b> <ul style="list-style-type: none"> <li>Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer)</li> </ul>	<b>Staff Reporting:</b> <ul style="list-style-type: none"> <li>“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)</li> </ul>	<b>Parent/Community Reporting:</b> <ul style="list-style-type: none"> <li>Reporting bullying to the classroom teacher and/or administration</li> </ul>

<b>How We Respond to Bullying at Our School</b>
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"> <li>Ensure the safety of all involved</li> <li>Responding to any student behaviour that is likely to have a negative impact on the school climate.</li> <li>Using “teachable moments” with Progressive Discipline.</li> <li>Teaching character development through curriculum foci.</li> <li>Teaching character development through presentations, guest speakers, etc.</li> <li>Conducting school-based investigations.</li> <li>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.</li> <li>Considering mitigating and other factors.</li> </ul>



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<b>How We Support and Follow-Up With Those Affected by Bullying at Our School</b>
<b>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:</b>
<ul style="list-style-type: none"> <li>• School level support such as connection to a caring adult (e.g., teacher, student support partner, support staff, Learning Resource Teacher)</li> <li>• Appropriate co-curricular program (e.g. Zones, WITS, Social Skills groups)</li> <li>• Board-level support such as social workers or psychological services (e.g. Special Services Counsellor)</li> <li>• Identifying community support resources (e.g. CMHLG, RNJ, etc.)</li> <li>• Restorative Practices where possible.</li> </ul>
<b>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:</b>
<ul style="list-style-type: none"> <li>• Individual monitoring plan based on individual needs (e.g., regular check-ins)</li> <li>• Social Skills groups</li> <li>• Restorative Practices where possible.</li> </ul>

<b>How We Are Building Capacity for Prevention and Intervention At Our School</b>		
<b>Training opportunities include board level training, community led training, and school based training.</b>		
<b>Student:</b> <ul style="list-style-type: none"> <li>• School assemblies (virtual and in-person)</li> <li>• Teaching and Reinforcement via Announcements</li> <li>• Community service presenters (OPP)</li> <li>• School-based presentations</li> <li>• School activities</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Culturally responsive pedagogy</li> <li>• Anti-Poverty Strategies</li> <li>• Violence Threat Risk Assessment Protocol</li> <li>• Safe Schools Bullying Awareness</li> <li>• Self-Regulation Professional Development</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Parents Reading and Lunch Volunteers</li> <li>• Parent engagement presentation and opportunities</li> <li>• Connections to outside agencies as needed</li> </ul>



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<b>How We Are Communicating With Students, Staff and Parents</b>		
<b>To support a whole school approach, the school will communicate with staff, students and parents. Communication methods include:</b>		
<b>Student:</b> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Announcements</li> <li>• Classroom visits</li> <li>• Assemblies</li> <li>• School/Board websites</li> <li>• Class and School newsletters/emails</li> <li>• Social media</li> <li>• Posters</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Staff meetings</li> <li>• Professional development days</li> <li>• Emails</li> <li>• Week at a Glance (Staff OneNote)</li> <li>• Committees</li> <li>• Professional learning networks</li> <li>• School/board websites</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• School/Board websites</li> <li>• Parent engagement activities (Open House, Assemblies, etc.)</li> <li>• Social media</li> <li>• Student Agenda (Code of Conduct)</li> <li>• Fair notice in start of year information package</li> <li>• Classroom and School Newsletters</li> <li>• Committees (as required, desired)</li> </ul>