



Student Wellbeing

School Bullying Prevention and Intervention Plan

At North Cavan 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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1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)

North Cavan P.S. 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 practice - focuses on repairing any harm that has been done in a constructive manner. An important component of restorative practice is the healing of relationships so that conflict or bullying does not continue.

Restorative Practice – Includes 5 themes and 5 useful questions:

- a. Everyone has their own unique and equally valued perspective.
 - i. What has happened from your perspective?
 - b. Thoughts influence emotions, emotions influence actions.
 - i. What were you thinking at the time and what have you thought about since?
 - c. Empathy and consideration.
 - i. Who has been affected and how?
 - d. Needs and unmet needs.
 - i. What do you need so that things can be put right and everyone can move on?
 - e. Collective responsibility for problem solving and decision making.
 - i. How can you address these various needs together?
2. Use of circles in the classroom, circles in staff meetings with School Council etc. A circle is a way of meeting with people and of having conversations in which the shape itself implies, community, connection, inclusion, fairness, equality and wholeness. It draws on the Aboriginal tradition of the 'Talking Circle' in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice and is appropriately heard.
 3. Progressive Discipline checklist – a list of practices used by school staff to address discipline issues in a progressive manner (see Appendix A). When deploying progressive discipline, school staff have to consider the severity of what has happened, the frequency of recurrence and any mitigating factors that might be involved (For example, the age of the child, learning disability, language barriers etc.).

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

1. We are engaging our School Council by focusing on providing school events that engage parents in a positive way with the school community. For example, School Council hosts an open house in the fall, a holiday concert in the winter and other events throughout the year.
2. Information describing bullying and conflict and understanding the difference between them in our monthly school newsletter.

3. At school, our staff focus on promoting a positive school climate through daily interactions with students, instruction, projects/assignments, guest speakers, assemblies etc. We employ the following strategies which we ask parents to help us model at home:
 - a. Healthy lifestyles and relationships
 - b. Student leadership – reading buddies, kindergarten helpers, breakfast club leaders, milk program helpers and pizza lunch helpers
 - c. Character Education – Each month, students learn about one of the following 10 character attributes: Empathy, Courage, Respect, Responsibility, Fairness, Optimism, Honesty, Integrity, Perseverance and Initiative
 - 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 (2016) and other communications are:

1. 13% of Gr. 4 to 6 students had moderate to high levels of anxiety. Canada average is 16% for these grades.
2. 12% of Gr. 4 to 6 students reported being victims of moderate to severe bullying. Canada norm is 26%.
3. 29% of Grade 4 students had moderate to high levels of anxiety. Canada average is 16% for this grade. (Clearly a focus is needed to support this grade going forward.)

Concerns raised regarding our physical environment are:

1. Students indicated that less supervised areas of the school are their biggest concern for bullying and/or inappropriate behaviour: washrooms, hallways and entrances. To address this issue we use hall/washroom passes, one student at a time to the washroom, staff supervision in the hallways during nutrition breaks and adult supervision on the school yard. Staff wear orange vests to be highly visible so students can get help immediately if needed.

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

1. Reporting directly to the teacher or principal.
2. Safe Schools Incident Report form and responses – staff members, bus drivers or any adult at the school can complete an incident report form and submit it to the principal if they believe they have witnessed a student committing an act that might meet the Board's criteria for suspension. The principal is required to investigate the incident promptly and let the reporting person know if action was required.
3. School Board's Report Bullying Web Link – (sends report directly to the principal).

Based on a review our school climate survey results and other communications (2016), we have been successful in the following areas:

1. 65% of students felt they had an advocate at school. Canada average is 49%.
2. 91% of students reported positive teacher/student relations. Canada average is 79%.
3. 88% of students reported teachers having high expectations for academic success. Canada average is 87%.

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

1. A number of students reported having moderate to high levels of anxiety. We need to explore what is causing their anxiety and look for opportunities where staff can either reduce anxiety or teach strategies to help students manage their anxiety.
2. To reduce bullying, students need to better understand what bullying is and how they can help stop it by regulating their own behavior and supporting their peers by reducing their agitation and helping them self-regulate through the use of calming strategies, personal encouragement and friendship.
3. Grade 4 (in 2016) reported more anxiety and issues of bullying as compared to grades 5 and 6. Additional supports will be needed to assist these students both in terms of staff support and program support.

The following specific strategies will be used to support our students:

1. Zones of Regulation – teaching tool to help students assess their mood/anxiety level and teaches self-calming strategies, self-regulation and ways to get assistance appropriately without harming others
2. 2nd Step Program – (used by junior teachers and student social worker) to support students in identifying causes of anxiety and how best to manage stress, bullying, peer pressure etc.
3. Kelso's Choices (used by primary teachers):
 - a. Includes Character Building Steps that include Respect, Caring, Responsibility, Fairness and Honesty as students learn specific strategies.

- b. Strategies include ignoring a problem, walking away, telling the person to stop, apologizing, making a deal, waiting and cooling off, going to another game or activity, talking it out or sharing and taking turns
4. Referral to School Board Counsellor
5. Referral to Kinark Children's Services and other agencies for specialized counselling.

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. Invite parents to be a part of School Council and other information events through newsletters, our website (including teacher web pages on Edsby), our sign at the front of the school, and through our School Connects voice technology as needed.
2. Review our school Code of Conduct with School Council to seek any edits or changes.
3. Share information with all interested parents from our community partners that may include Police services, Mental Health professionals or the Children's Aid Society, among others.
4. Post any parent surveys on-line and distribute paper copies to all parents of our community to provide feedback.
5. Review any policies or procedures with parents as needed to be transparent about any of our processes.

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

The School Code of Conduct sets clear standards of behaviour that are firm and fair. **These standards apply to everyone in the school – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate.** Prevention strategies are designed to:

- Establish a positive school climate
- Maintain effective classroom management and discipline
- Encourage, reinforce and reward positive behaviour
- Promote social skills development
- Provide information regarding anger management programs
- Use peer counselling and conflict resolution
- Use effective, respectful home-school communication

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 (if available) and the principal.

The roles and responsibilities of this team are as follows:

1. Working with the principal to review the school code of conduct, the bullying prevention and intervention plan and the dress code.
2. To advise the principal on matters pertaining to student wellbeing and to make suggestions for improvement.
3. To assist the principal in collecting data and in communicating with students, staff and parents as required.

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. Zones of Regulation
2. Kelso's Choices
3. 2nd Step Program for Junior Students
4. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
5. Lunch Buddies
6. Amigos program

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative practice refresher for teachers
2. 2nd Step Program for Junior Students
3. Circles in the classroom professional development training for teachers
4. Use of circles in staff meetings
5. The restorative classroom, using restorative approaches to foster effective learning

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Zones of Regulation – program to help students gauge their mood and calm their minds and bodies in order to be able to self-regulate their behaviour

2. Circles in the Classroom – opportunities for children to share experiences and safely voice concerns
3. Teacher professional learning community (PLC) using the Zones of Regulation
4. Kindergarten/Primary Helpers – older students helping Kindergarten to Grade 3 students during nutrition breaks and in the yard.
5. Reading Buddies – older students reading to and with primary students

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Zones of Regulation
2. Social emotional learning programs
3. 2nd Step
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April
5. School presentations about friendship and bullying prevention. (e.g. Tim the Puppet Tamer, Snow White etc.).

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. Reviewing the Bullying Prevention Plan, Code of Conduct and Dress Code with School Council.
2. Sharing the Bullying Prevention Plan, Code of Conduct and Dress Code with parents via, Student Handbook, School Website and School Newsletters.

F. CURRICULUM AND DAILY LEARNING

- a. Professional Learning Communities (PLC) on building safe classroom communities using the 5 themes and 5 useful questions:
 - i. Everyone has a unique and equally valued perspective.
 1. What's happened from your perspective?
 - ii. Thoughts influence emotions, emotions influence actions.
 1. What were you thinking at the time and what have you thought about since?
 - iii. Empathy and consideration.
 1. Who has been affected and how?
 - iv. Needs and unmet needs/
 1. What do you need so that things can be put right and everyone can move on?
 - v. Collective responsibility for problem solving and decision making
 1. How can you address these various needs together?

- b. Promoting Character Education through classroom instruction and selection of appropriate teaching resources. Holding monthly character education assemblies to recognize students who have demonstrated the positive character attributes.

G. STAFF AND STUDENT ROLE MODELS

North Cavan P.S. offers a wide variety of sports opportunities to engage students with a caring adult in addition to their classroom teacher. Intramural sports such as floor hockey, cross-country running, volleyball and track and field ensure that everyone has a chance to participate. The Rotary spelling bee, dance club, poster contests and environmental stewardship and gardening offer other ways for students to connect with caring adults in the school.

We also have identified the following learning and training opportunities for staff and the school community:

1. Staff training
 - a. Restorative Practice Refresher
 - b. Teaching Children how to use the Zones of Regulation
2. Parent evenings with community police officer and the principal.
3. Parent Reading Night with their kids.

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.

1. Provide Safe Methods for Students to Report Bullying
 - a. Speak to a Teacher, other staff member or Principal
 - b. KPRDSB Report Bullying Web link – available on all school websites
 - c. Via parent/guardian conversation with school staff
 - d. Texting or emailing a school staff member
 - e. Kids Help Phone Line – available on school website
2. Restorative practices – Using restorative questions. Building relationships.
3. Progressive discipline
4. Reintegration of students from suspensions
5. Use of safety Plans for students who need additional support
6. Leading by example for our students

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 bullying prevention 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 a safe, caring, welcoming and inclusive school environment.

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.