

## Bullying Prevention and Intervention Plan

### North Elmsley Public School



#### 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.

#### Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.
- 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.

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### Bullying

(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.

### Cyberbullying

(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:

- 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.

Aggressive behaviour may be intentional or unintentional, direct, or indirect. It can take many forms, including physical, verbal, and social.

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 using technology</li> </ul>

### Safe and Accepting School Team

Name of team member	Position
Kami Link	Principal
Jeff Whitman	Teacher
Natalie Hodgkinson	Other member of staff
Brianna Nagle	Parent
	Community member
	Student

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#### **Goals:**

Students will demonstrate self-control in social situations every 8 out of 10 times.

Students will advocate for themselves during situations involving harassment by using the WITS strategy 75% of the time.

By May 2024, 85% of the students will answer that they feel positive, safe, and included at school.

#### **Actions:**

Staff will reinforce the WITS approach to situations involving conflict with the students at classroom meetings

Staff will hold pro-active community circles with a focus on building caring environments where all voices are heard.

#### **Bullying Awareness and Prevention Strategies:**

The belief is that we will focus on the positive behaviours rather than those that are negative and administration will follow [UCDSB Policy 125](#). By emphasizing the desired behaviours, actions and approaches, staff, students, and parents will be promoting and modelling what we want to see and hear when conducting themselves at school and beyond.

Responding to incidents of Harassment with the flow chart with three levels of intervention.

Proactive Community Circles in classrooms to build safe and inclusive spaces.

Including bystanders in the restorative circles to balance power and develop sense of helpfulness and social responsibility.

Staff are encouraged to teach these lessons once a week, weave into other lessons and model throughout.

In addition to this, our school participates in team sports, clubs, and extra-curricular field trips to promote a sense of belonging and collaboration.

#### **Reporting Bullying**

Bullying can be reported in the following ways:

- students, parents, and staff can report any incident of suspected bullying or violence to an adult in the school or directly to administration in person, by phone or by email
- administration will follow up by meeting with all involved (students and adults) and offer help and support that is responsively appropriate to the situation
- parents will be informed of the outcomes and solutions (possibly and intervention plan) follow up and monitoring all parties to ensure compliance with the intervention plan



### Intervention Strategies:

We will use a 3-LEVEL approach for intervention of harassment that is outlined below.

Level 1 **Describe and Respond**

Level 2 **Confront and Prohibit**

Level 3 **Report and Refer**

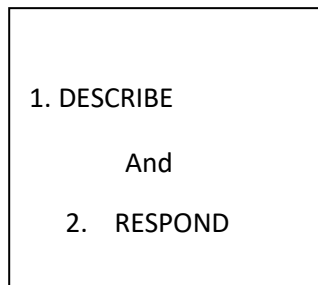
**We will use any combination of these strategies after the incident**

- restorative practices/circles
- self-regulation training/awareness
- an apology for a hurtful or disrespectful comment, writing a letter, drawing a picture
- a review of the expectations for the student
- a meeting with parents/guardians
- having the student suspended from school

### 3-LEVEL approach to harassment

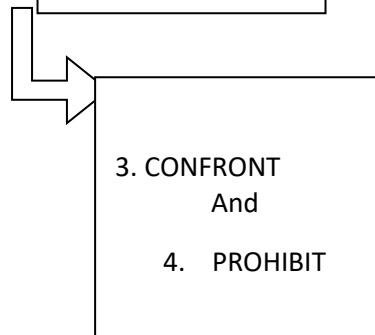
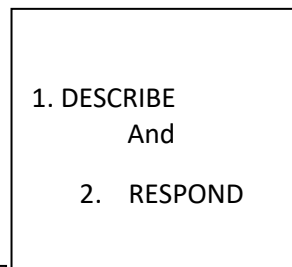
#### Level One

What to do at the **first sign** of Harassment



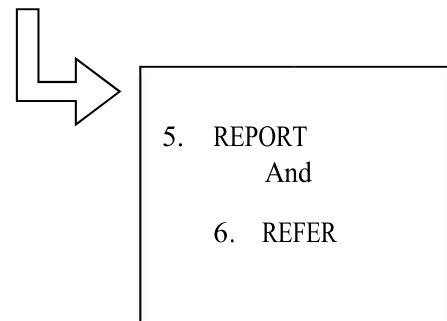
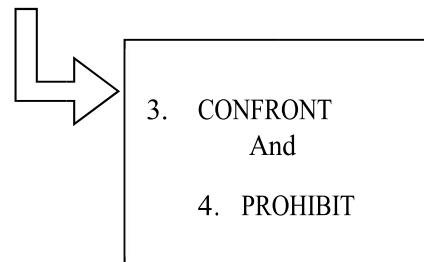
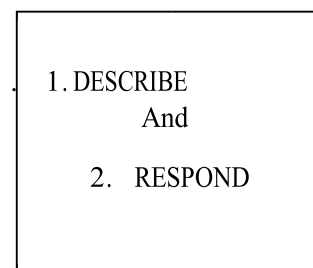
#### Level Two

What to do when the harassment behaviour is **repeated (leads to Bullying)**



#### Level Three

What to do when the harassment behaviour is **frequent or serious (is Bullying)**





## 3-LEVEL approach to Harassment

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>
<p>Describe and Respond</p> <ul style="list-style-type: none"> <li>• First sign</li> <li>• Or a few relatively minor incidents</li> <li>• <b>** if first time <i>and</i> serious go directly to level three</b></li> </ul> <p><b>1. DESCRIBE</b></p> <ul style="list-style-type: none"> <li>• Use clear terms</li> <li>• Be direct</li> <li>• “Michael, I heard you call Sarah stupid, that is a put down.”</li> </ul> <p><b>2. RESPOND</b></p> <ul style="list-style-type: none"> <li>• Point out what the impact of the behaviour is on others</li> <li>• Remind students of the code of conduct/ class rule/ behaviour expectation.</li> <li>• “When you put other people down it can really hurt their feelings, making them feel sad and upset. At North Elmsley School we treat others with respect”</li> <li>• Restorative ~ have the student reflect on what is needed to make things right. “Michael, what do you think you need to do to make things better?”</li> <li>• Rephrase and ensure the restoration is completed.</li> <li>• Reassure the victim that what happened was wrong and that it’s not “OK”</li> </ul>	<p>Describe/ Respond Confront and Prohibit</p> <ul style="list-style-type: none"> <li>• Behaviour has continued aimed at the same student or another student.</li> <li>• <b>Repeat LEVEL ONE</b></li> <li>• The teacher should contact the parents to <b>DESCRIBE</b> the incident.</li> </ul> <p><b>3. CONFRONT</b></p> <ul style="list-style-type: none"> <li>• Confront the student about the behaviour</li> <li>• “Michael, we have talked before about your picking on other children.”</li> </ul> <p><b>4. PROHIBIT</b></p> <ul style="list-style-type: none"> <li>• Setting limits</li> <li>• Tell the student the behavior is NOT ACCEPTED AT NORTH ELMSLEY</li> <li>• “You do not have the right to put down other students, for the next three days you will spend recess walking with teachers. We will be phoning your parents to discuss this incident with them.</li> <li>• Ask the child “Would act this way if I were standing right beside you? Why can you only behave when you are beside a teacher?”</li> <li>• Impose a consequence OR</li> <li>• Impose social skills learning intervention</li> <li>• OR BOTH</li> </ul>	<p>Describe/ Respond Confront and Prohibit Report and Refer</p> <ul style="list-style-type: none"> <li>• behavior is frequent. <b>Call it Bully Behavior.</b></li> <li>• or behaviour is Serious (causing physical or psychological harm)</li> <li>• complete level one and two again.</li> </ul> <p><b>5. REPORT</b></p> <p><b>6. REFER</b></p> <ul style="list-style-type: none"> <li>• Report to: CYW</li> <li>• Report to: Police (youth education officer)</li> <li>• Counselling services</li> <li>• Teacher contacts parents to set up a formal meeting.</li> <li>• Review school policies</li> <li>• Refer parents to other community agencies</li> </ul>

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#### Capacity Building:

##### Staff

- Staff meetings (PPM 144); Learning for All; Supporting Minds document discussions
- Health unit resources
- Support from community resource officer from the OPP
- Self-regulation training through the work of Dr. Stuart Shanker
- Determining whether an incident is bullying, violence, or conflict (recognizing the difference)
- Community Youth Justice training on restorative circles

##### Students

- Training in how to participate in circles and eventually use them on their own to solve problems
- Participation and commitment to WITS strategies.
- Understanding the difference between bullying, conflict, and violence
- Informing about how they can access supports and report an incident
- Learning about healthy relationships

##### Parents

- Share with parent council the process of youth Justice circles.
- [Bullying: We can all help to stop it](#) (resource document)
- [Safe Schools Resources for Parents](#)
- School council discussions about progressive discipline, legislation, policies and procedures
- Understanding the difference between bullying, conflict, and violence

#### Communication Strategies:

This plan is communicated by the following methods:

- School website
- School council meetings
- School social media
- Lessons in classrooms
- Code of Conduct
- Daily announcements
- Staff meeting