Community, Culture and Caring

School Bullying Prevention and Intervention Plan

At Colborne 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 Councils, 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)**

Colborne 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:
- Restorative Practices – daily use, circles in classroom, circles in staff meetings, as a way to resolve conflicts. (A circle is a way of meeting with people and 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.)
- Progressive Discipline checklist– list of practices used (see Appendix A)
- Tribes Learning Communities-process that maximizes academic, social and emotional development through inclusion and community building both within the school and the individual classrooms
- Kelso's choices-teaches young children strategies to help them solve problems and to use self-regulation strategies. See Appendix B

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

- Meet with Safe School Team quarterly
- Include information about our self-regulation initiatives in Edsby and on our Website
- Share classroom practices at parent nights

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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 and other communications are:

Concerns raised regarding our physical environment are:
· No concerns at this time.

The steps we follow for reporting, responding to and following up on issues are as follows:
· Safe Schools Incident Report form and responses –staff complete report after an incident and administration follows up

Based on a review our school climate survey results and other communications, we have been successful in the following areas:
- Successful practices from our school include Tribes, Restorative Practice, Mental Health Initiative
- Successful practices across KPR from last school year include Tribes, Restorative Practice.

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

- Answering questions and speaking up in class.
- Students do not always try to stop bullying/harassment.
- Students have experienced insults or name calling.

Strategies to be used:
- Student Education.
- Restorative Practice
- Communication with Parents.

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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:

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

- School Code of Conduct
- Appendix B

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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 and the principal.
The roles and responsibilities of this team are as follows:

- Monitoring School Code of Conduct.
- Review of School Climate Survey
- Share best practices
- Educate the school community

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. Kelso's choices
2. The Bully Project (KPR equity and diversity contacts)
3. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
4. Lunch Buddies
5. Early Act Club Partnership with Rotary
6. Restorative Practices
7. Tribes
8. Mental Health Pilot Project
9. Model Me Kids

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative Practice
2. Circles in the classroom
3. Circles in staff meetings
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings
6. Tribes

7. Structured recess activities

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Circles in Classroom

2. Belonging and Inclusion

3. Me2We

4. Random Acts of Kindness

5. Student Community Outreach Program

6. Restorative Student Teams

7. Tribes

8. Early Act Club in partnership with Rotary

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Social emotional learning programs-Model Me Kids, Kelso's Choices, 5 Point Scale

2. Participating in Bullying Awareness-Pink Shirt Days

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. September Corn Roast and Parents Night
2. Mental Health Fair- speakers and agencies information fair
3. Safe School Committee at School Council

F. CURRICULUM AND DAILY LEARNING

a. 3 part lesson and restorative practice (*The Restorative Classroom by* Belinda Hopkins –
teacher resource)

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

c. Tribes

G. STAFF AND STUDENT ROLE MODELS

Inclusive activities are provided throughout the year. Staff model restorative language and behaviour to solve problems.

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

1. Staff training

a. Circles in the classroom

b. Building safe classroom communities

c. Emotional Intelligence and Restorative Practice

d. Tribes

2. Challenges to identify in our school setting (Jaffe et. al. p. 99 – 104)

a. Unpredictable crisis

b. Difficulty developing and sustaining committees with community partners

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, Principal or Vice 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 all school websites

2. Restorative practices

a. List types of proactive and responsive approaches

3. Progressive discipline

4. Reintegration of students from suspensions or expulsions

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.