Bullying Prevention and Intervention Plan

Chesterville 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 fee 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.

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.

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Aggressive behaviour may include:		
Physical	Verbal	Social/Relational
• hitting • pushing • slapping • tripping	• name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments	• gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur through the use of technology

UPPER CANADA
District School Board

Safe and Accepting School Team:

Name of team member	Position
Darryl Beck	Principal
Kim Machan	Teacher
Racheal Campbell	Educational Assistant
Terri Snelson	Parent
Cst. Benjamin Baynham	Community Member
Drew Snelson	Student

This year, all goals, actions, and strategies will be done in accordance with current COVID-19 protocols and procedures.

Goals:
- All students will feel safe and accepted at Chesterville Public School.
- Students and staff will recognize the signs and effects of bullying and related behaviours.
- Students will know how to report incidents of bullying and feel confident that reported incidents will be investigated and addressed, in accordance with the UCDSB Code of Conduct and the principles of progressive discipline.
- Staff will have the capacity to recognize and address minor issues and conflicts in the classroom and on the school yard. They will also know how to refer major or repeated incidents for subsequent follow-up by the Principal or Principal Designate.

Actions:
- Students will have access to a variety of peer and adult supports.
- When appropriate and feasible (given COVID-19 restrictions), students will be able to take part in clubs and intramurals with members of their school cohort.
- Students will receive programming in Health and Physical Education, with a specific focus on Healthy Living (Personal Safety and Injury Prevention and Mental Health topics).
- Staff and Students will take part in interactive, on-line training and workshops, which focus on identifying, reporting, and dealing with bullying behaviours.

Bullying Awareness and Prevention Strategies:
- On-going classroom programming and discussions about bullying and bullying prevention
- Tier One, school-wide programming (e.g. Kelso's Choices and Zones of Regulation)
- Alternative to Recess programs, clubs (e.g. Lego Club), sports (e.g. interscholastic and intramurals), and activities

- In-service training for staff during staff meetings and professional activity days
- Special activities and presentations (e.g. Bullying Prevention Week, Pink Shirt Day, etc.)

Reporting Bullying:

Bullying can be reported to any staff member for immediate follow-up or further intervention from a classroom teacher or administration.

Intervention Strategies:

Teacher-student meeting	Community service
Contact with parents	Conflict mediation
Verbal reminders	Peer mentoring
Written reflective assignments	Referral to counselling
Problem-solving activity	Meeting with parent
Time-out	Meeting with parent/student/admin.
Quiet area to work	Referral to community agency
Removal from class	Withdrawal of classroom privileges
Update call to parent	Office referral/detentions
Update call to parent	Meeting with parent
Suspension/Expulsion	Withdrawal from class
Meeting with student and teacher	Conflict Mediation
Alternative to suspension	Referral to community agency
Referral to support staff	Community Service
Withdrawal of school privileges	Restitution for damages
Restorative practices	Reflection activities

Capacity Building: (list all of the types of training that will occur for students, staff and parents in relation to bullying prevention and intervention/school climate)

Staff	Students	Parents
- Safe Schools Training - In-service training on bullying and bullying prevention - OPHEA Training (Health Education)	- Tier One programs (e.g. Kelso's Choices, Zones of Regulation) - KIDS Program (in conjunction with School Resource Officer/OPP) (*Pending COVID-19 Restrictions)	- School-Wide Presentations - Safe Schools Team meetings, in conjunction with School Council

Communication Strategies School/Classroom newsletters/calendars Social Media (e.g. Facebook) School website Assemblies (Virtual) Parent/Guardian Engagement Nights (Virtual) Open House (Virtual) SIPSAW Parent/Guardian Conference & Case Conferences (Virtual)		