



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 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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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
<ul style="list-style-type: none">• hitting• pushing• slapping• tripping	<ul style="list-style-type: none">• name calling• mocking• insults• threats• sexist, racist, homophobic, or transphobic comments	<ul style="list-style-type: none">• 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



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Safe and Accepting School Team:

Name of team member	Position
Jana Kilger	Principal
Ashley Middleton	Teacher
Tawny Wilson	Parent
Drew Snelson	Student

Goal/Goals: (based on data and information collected within the school)

- Educating parents of the language differences and our processes of actions
- Building conflict resolution skills and strategies with students
- Building remediation skills with students
- Creating school climate survey to strengthen student voice in the school
- Integrating school Mental Health Ontario into teachings and parental supports

Results of the Survey (October 2021):

Grade 6:

- 58% of students reported feeling very safe in: classroom, hallways
- 25% of students reported feeling not safe on: school grounds
- 75% of students reported feeling very safe in their community
- 75% of students reported not once feeling bullied/harassed in the past 4 weeks
- 58% of students reported not once in the past 4 weeks seeing or hearing about another student being bullied/harassed (physically/electronically)
- 67% of students have not once seen or heard about another student being bullied/harassed (physically/disability)

Where does bullying/harassment happen at your school?

- 1)Playground
- 2)Classroom
- 3)Washroom/School entrance/exit

What did you do the last time you saw or heard about another student being bullied/harassed?

- 1)I told another student about it.
- 2)I helped the person who was being bullied/harassed while they were being bullied/harassed.
- 2)I got someone to help stop it.
- 3)I told an adult at the school about it.

If you did not do anything the last time you saw it heard about another student being bullied/harassed, what was the reason?

- 1)I thought I might be bullied/harassed myself if I did something.
- 2)I did not know what to do or who to talk to.
- 3)I did not what to get involved.



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Grade 5:

50% of students feel very safe in: classroom, school grounds, school entrances/exits

67% of students reported feeling very safe in the gym

17% of students reported feeling not safe in the washrooms

56% of students reported feeling safe in their community

61% of students reported not once feeling bullied/harassed in the past 4 weeks

61%/78% of students reported not once in the past 4 weeks seeing or hearing about another student being bullied/harassed (physically/electronically)

Where does bullying/harassment happen at your school?

- 1) Playground
- 2) Classroom/on the bus
- 3) Gym

What did you do the last time you saw or heard about another student being bullied/harassed?

- 1) I told my teacher about it.
- 1) I helped the person who was being bullied/harassed while they were being bullied/harassed.
- 2) I told the principal.
- 2) I stood up to the person who was doing it.

If you did not do anything the last time you saw or heard about another student being bullied/harassed, what was the reason?

- 1) I thought I might be bullied/harassed myself if I did something.
- 2) I did not want to get involved.
- 3) I didn't want to tell on other people. / I didn't want to get in trouble for telling.

Actions: (specific actions that will be implemented in response to the goal/goals identified)

- Hosting a parent night to help educate parents on language (virtual)
- Working with staff and students to help create unified conflict resolution skills and remediation skills
- Analyzing results of climate survey to see where we can implement change (i.e. reason for not reporting bullying)
- referring to SMHO to help support students

- monthly recognized Character Trait Assembly (virtual)
- celebrated student leadership, daily by staff
- student success team meetings
- implementation of activities from SMHO (School Mental Health Ontario)

Bullying: Awareness and Prevention Strategies: (list strategies that are used with staff, students and parents to support bullying awareness and prevention)

- direct communication with parents (telephone, email, virtual meetings, follow-up)
- rewarding positive behaviour right away



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-continuing the work with mentally healthy schools in collaboration with our Mental Health Champion (i.e. identification of feelings, scales of feelings, daily check-ins)

Reporting Bullying: (Outline how bullying can be reported at your school)

- speaking to a trusted adult in the school (teacher, support staff, custodial staff, SSC, administration)
- speaking to parent/guardian
- speaking to community integration counsellor
- community police
- youth mental health worker
- classroom drop box
- encouraging parents to connect with staff right away and come up with a plan together

Intervention Strategies: (List the intervention strategies/responses to bullying that are used at your school)

- talking circles (class/family/time)
- meeting with staff, student, administration, parents
- staff climate survey, student climate survey
- building/teaching skills on remediation and conflict resolution skills – Collaborative Problem Solving
- mentoring skills
- progressive discipline
- community service (in-school, out of school)
- taking accountability for actions and follow-up
- community/integration supports

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
-school mental health Ontario -Mental Health champion -collaborating as a whole staff on how to increase student’s resiliency, build advocacy	-review Code of Conduct -frequent check-ins -activities from leading mentally healthy schools -identifying moods/feelings	-review Code of Conduct -progressive discipline -parent night to help educate parents on conflict resolution and remediation skills



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<p>-building conflict resolution skills and remediation skills as a collaborative approach</p>	<p>-educating students on conflict resolution skills and remediation skills -Community officer visits (virtual) to help support students</p>	
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Communication Strategies: (list all of the means by which you are communicating the plan, strategies, interventions, and resources to staff, students, parents...in relation to bullying intervention and prevention and school climate).

- assemblies (announcements/virtual)
- parent night (virtual)
- school website
- Facebook page
- newsletters/calendar