Bullying Prevention and Intervention Plan

Viscount Alexander 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.

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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.

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

Bullying Prevention and Intervention Plan

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<u>**Safe and Accepting School Team:**</u>

Name of team member	Position
Lorelee Hamilton	Principal
Beth Loynachan	Teacher
Carrie McDonell	Other member of staff
Michelle Van Sleeuwen	Parent
Jill Stewart	Community member
Regan Jerrard, Grade 6	Student

<u>**Goal/Goals:**</u> (based on data and information collected within the school)

Improving students Self-Regulation, self-control and responsibility skills through modelling and Reflective practice.

<u>**Actions:**</u> (specific actions that will be implemented in response to the goal/goals identified)
Explicit teaching students how to self-regulate by making them aware of their own emotions, building skills and strategies within students to deal with anger and conflict, and assisting students with the development of plans to exercise self-regulation and responsibility when on the recess yard, the bus, and in class through the use of Zones of Regulation, Tools from Mentally Healthy Schools.

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

Review with staff the purpose and function of building self-regulation and reflective skills and collaborate on how to develop the process for teaching our students these skills.

Explicitly teach and model for students' self-regulation and reflective practices.

Set up visual displays in the school and classrooms.

Zones of Regulation, Mentally Healthy Schools tool kit, Various "check-ins"

Make parents aware of self-regulation and reflective practices, so that the interventions that are being applied at school can be practiced at home as well (Facebook posts, newsletters)

As a means to prevent bullying from occurring at Viscount in addition to developing greater self-regulation and reflective skills, the Viscount Staff will embed Character Education into daily instruction in addition to explicit instruction about what bullying is, the detrimental effects of bullying, and how to report bullying at school. Our staff will build a sense of community in all of our classrooms where students all feel valued, see themselves in the learning, and know that they play an important role in their classroom and the school. Students will also be explicitly taught how to report bullying at the school.

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

Bullying can be reported to any adult within our school at any time. As a staff, we want to respond to any bullying situation as quickly as possible. Ultimately, every bullying situation will be reported to the Principal and/or Vice Principal so that they can investigate the situation. During recess, all of our supervising staff wear orange safety vests so that they are visible on the yard. If a student first reports bullying to a parent/guardian instead of a staff member, we ask that the parent/guardian call the school and report the situation to the Principal and/or Vice Principal.

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

As a means to prevent bullying from occurring at Viscount, the Viscount Staff will embed Character Education into daily instruction in addition to explicit instruction about what bullying is, the detrimental effects of bullying, and how to report bullying at school. Our staff will build a sense of community in all of our classrooms where students all feel valued, see themselves in the learning, and know that they play an important role in their classroom and the school. Students will also be explicitly taught how to report bullying at the school.

Students who engage in bullying types of behaviour will be subject to the progressive discipline policy that exists within all schools of the UCDSB which may include a range of early and/or ongoing interventions, supports, and consequences in an effort to improve student behaviour. At Viscount, this will include students attending the Reflection Room during recess to reflect upon their behaviour with the guidance of a staff member. During this process, students will reflect upon what is causing their inappropriate behaviour, the impact of their behaviour on the victim(s) and the school

community, and the type of expected behaviour that they should be demonstrating towards their peers. Since parents/guardians play a critical role in educating their child(ren), the school will inform parents of the bullying types of behaviour that their child(ren) are displaying and work with the parents to correct the unexpected behaviour. If bullying types of behaviours continue, the school may issue a suspension for up to 20 days depending on the situation, with the possibility of expulsion. This would be a final response after multiple interventions at the school and where serious harm has been done to a member of the school community.

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
Embedding Character Education into Lesson Plans	What it means to be a good citizen and peer	The school code of conduct and the UCDSB Progressive Discipline policy
Developing a sense of community for all students in the classroom and school	You are an important member of your classroom and the school community	The Viscount Bullying Prevention and Intervention Plan
Review of what bullying is, and how to educate students about bullying, including how to report it at school	The school code of conduct	How to report bullying to the school on behalf of your child
Strategies shared during staff meetings, promoting Mentally Healthy Schools Website and tools	What is bullying, the detrimental effects of bullying, and how to report bullying at school	How to work collaboratively with the school to reduce bullying types of behaviour
Mental Health Champion in the school (B. Loynachan) to share resources received	Where is the Reflection Room and how to go through the reflective process (reflection sheets)	Sharing helpful links in newsletters and on Facebook
	Restorative practices	Sharing book suggestions to support problem solving, promote positive self-image, self-esteem

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).

Staff:
- At staff meetings
- At PA Days

Students:
- During lessons
- Character Assemblies
- Guest speakers
- Student/Parent Handbook

Parents:
- School Council Meeting
- Via Newsletters and Social Media
- Student/Parent Handbook

Conversations and meetings with School Administration