

Queen Mary Public School



Community, Culture and Caring School Bullying Prevention and Intervention Plan

At Queen Mary 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)

Queen Mary Public School 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:

1. Restorative Practices – in circles, daily use in classrooms or other designated areas, and/or small groups. These meetings have a primary goal of strengthening relationships between individuals, as well as social connections within school communities.

A circle is a way of meeting with people and of 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.

2. Progressive Discipline checklist– may include: conversations with students, phone call/meeting with parents/guardian, reviewing the expectations for student behaviour, counselling with Mental Health Clinician when appropriate, a detention in the office, suspension, and in extreme situations, expulsion.
3. Programming from Child and Youth Workers – small group meetings to discuss calming strategies, provide social and emotional programs to students.
4. Mind Up Program –(school wide) staff will engage in the program of Mind Up, which teaches students the skills and knowledge to regulate stress and emotions, form positive relationships, and act with kindness and compassion.
5. Kids Have Stress Too Program – staff engaging in lessons with students which teaches the skills and knowledge to regulate stress and emotions.

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

1. School Council Meetings - to discuss positive school climate solutions, building more wellness into the daily lives of our students, and celebrations for all students and their families.
2. School influence on home (Appendix B – Kenneth Leithwood *Ontario Leadership Framework 2012 OISE*
 - a. [http://iel.immix.ca/storage/6/1360068388/Final_Research_Report - EN REV Feb 4 2013.PDF](http://iel.immix.ca/storage/6/1360068388/Final_Research_Report_-_EN_REV_Feb_4_2013.PDF)
 - b. *Suggestions from the document above include:*
 - i. Home environment
 - ii. Parent Involvement in school
 - iii. Reducing time spent watching TV
3. Violence prevention strategies and programs (Jaffe et. Al.p.6) focus on:
 - a. Healthy lifestyles and relationships
 - b. Student leadership
 - c. Citizenship development
 - d. Conflict resolution
 - e. Restorative practice
 - f. Bullying prevention
 - g. Peer mediation

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:

1. School climate survey:
 - a. Seeking supports for mental health
 - b. Celebrating student growth
 - c. Safety in changerooms/washrooms
 - d. Inappropriate language
2. Jaffe et al Appendix A - Reviewing the Safe Schools Survey Results p. 119 – 122
3. School Assessment Checklist - Jaffe et. al. p. 51 -56

Concerns raised regarding our physical environment are:

1. Location of washrooms
2. School Safety Audit – Jaffe et. al. p. 73 – 75

The steps we follow for reporting, responding to following up on issues are as follows:

1. Safe Schools Incident Report form and responses (staff complete these forms as needed)
2. Ongoing communication with Special Education Department/team, Superintendent of Education, Superintendent of Safe Schools, In-School Team Meetings, can Case Conferences
3. 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:
 - a. building relationships with students
 - b. providing calming areas in the school/classroom
4. Review the barriers to change in Jaffe et. al.
 - i. Policies that can accommodate diversity across communities
 - ii. Diverse needs and experiences of families and communities
 - iii. Conflicting priorities for educators
 - iv. Teachers' and students' perceptions about responsibility for safe schools
 - v. Pervasive societal messages about the acceptability of violence
 - vi. Shortage of resources
 - vii. Limited professional development opportunities
 - viii. Administrative and staff turnover

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

1. bullying on way to/from school and the bus
2. using resources where students feel represented
3. getting to know each individual student

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:

1. Stages of change Jaffe et. al. – Developing Awareness, an example on p. 39.
2. Monthly School Council meetings
3. Monthly emails/newsletters to parents/guardians

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

1. Queen Mary PS Code of Conduct and Student Handbook (see school website)
2. 5 themes and 5 useful questions
 - a. Everyone has their own unique and equally valued perspective.
 - i. What's happened from your perspective?
 - b. Thoughts influence emotions, emotions influence actions.
 - i. What were you thinking at the time and what have you thought about since?
 - c. Empathy and consideration.
 - i. Who has been affected and how?
 - d. Needs and unmet needs.
 - i. What do you need so that things can be put right and everyone can move on?
 - e. Collective responsibility for problem solving and decision making.
 - i. How can you address these various needs together?

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 Administrators, teachers, and EA/CYWs

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. 4th R – Relationships <http://youthrelationships.org/>
2. Mind Up Program in all classrooms
3. Kids Have Stress Too
4. Kelso's choices
5. PHAC (Public Health Agency of Canada) Best Practices Portal
<http://66.240.150.14/>
6. The Bully Project (KPR equity and diversity contacts)
7. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
8. Lunch Buddies
9. Child and Youth Worker student groups
10. Mental Health Clinician referral process

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative practices
2. Mind Up
3. Circles in the classroom
4. Circles in staff meetings
5. School Council meetings

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Positive Choices/Positive Decisions
2. Daily circles
3. Belonging and Inclusion
4. Random Acts of Kindness (RAOK)
5. Teacher PLCs
6. Being a bucket filler
7. Tribes

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Social emotional learning programs
2. Mind Up Program
3. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February, International Day of Pink in April, Orange Shirt Day, National Day of Truth and Reconciliation

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. Family Arts Night (led by School Council)
2. Open House
3. Monthly School Council Meetings
4. Volunteers welcome in the school

F. CURRICULUM AND DAILY LEARNING

- a. 3 part lessons and restorative practice
- b. Professional Learning Communities (PLC) on building safe classroom communities using the 5 themes and 5 useful questions:
 - i. Everyone has a unique and equally valued perspective.
 1. What's happened from your perspective?
 - ii. Thoughts influence emotions, emotions influence actions.
 1. What were you thinking at the time and what have you thought about since?
 - iii. Empathy and consideration.
 1. Who has been affected and how?
 - iv. Needs and unmet needs/
 1. What do you need so that things can be put right and everyone can move on?
 - v. Collective responsibility for problem solving and decision making
 1. How can you address these various needs together?
- c. Tribes
- d. Mind Up
- e. Kids Have Stress Too

G. STAFF AND STUDENT ROLE MODELS

1. Identifying at-risk students with no strong connection to school or no connection to an adult in the school building and explicitly match students with a caring adult.
2. Build inclusive activities (e.g., intramurals)
3. Daily Physical Activity

4. Student Council
5. Welcoming spaces for all

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. Trauma Informed Approaches

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. Parent/guardian conversation with school staff
 - d. Emailing a school staff member
 - e. Kids Help Phone Line – available on all school websites
2. Restorative practices
3. Progressive discipline model
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.

In other words, bullying:

- is a deliberate act to harm or exclude someone or “put someone down”
- usually happens more than once over time
- involves someone having more power over another and abusing that power

Cyber-bullying means using the internet, social media, texting or other electronic means to bully someone.

In communicating with students, staff and our school community, we will:

- Identify different types of bullying, including cyber-bullying
- Understand the myths and realities of bullying behaviour
- Identify bullying and how it is different from conflict, aggression and teasing
- Understand power and relationships among peers
- Identify how bias, prejudice and hate can lead to bullying
- Identify different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a “whole school approach” and the importance of everyone contributing to a positive school climate for student achievement, success and well-being
- Understand the factors that contribute to a safe, inclusive, caring and accepting school climate
- Identify ways to make students aware of how they can help prevent and respond to bullying
- Identify ways to engage parents in conversations about preventing bullying and promoting a positive school climate
- Reach out to parents and the broader school community to promote safe, caring, inclusive school environments
- Reflect on our relationships and interactions, and focus on promoting healthy relationships
- Become knowledgeable about community partners and resources available in our community

We also will share with our school community, all related policies and procedures. These include the Board and School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.

APPENDIX B - EVALUATION OF EVIDENCE

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies, practices and programs on evidence from our school climate surveys and other relevant information and communications we receive. We will measure the success of our anti-bullying initiatives and strategies:

- Evaluate the evidence to identify the main areas of concern and issues in the physical environment, determine current procedures, and assess the success of those procedures, based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying), as well as identify and assess any roles.
- Review and update our anti-bullying strategies as a result of gathering new information, and share the information with our school community.

FOLLOW-UP ACTIONS

We will evaluate the results of future school climate surveys to make sure our follow-up actions were effective. This evidence will identify and measure the success of steps we took to prevent or respond to bullying and to support students. This will help us to make further changes, where needed, to ensure safe, caring, welcoming and inclusive school environments.

POLICY AND PROCEDURES

We recognize that a consistent, whole school approach, strong policies and appropriate legislation are important for bringing widespread change.

We also recognize that our policies and goals must address the challenges identified in our school climate surveys and other data.

APPENDIX C – PREVENTION, INTERVENTION AND SUPPORT STRATEGIES

We also will:

- “check in” regularly with students who are at risk of being bullied or who are affected by bullying
- provide opportunities for teachers to develop effective classroom management skills using progressive discipline
- establish and maintain respectful, safe, caring and restorative classrooms
- provide supervision in areas where and when bullying happens, as identified through climate surveys

INTERVENTION AND SUPPORT STRATEGIES

We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through a school-wide approach.

To this end, we will:

- use “teachable moments” and progressive discipline to address inappropriate behaviour
- consider mitigating and other factors that are affecting a student’s behaviour
- ensure we have steps in place to identify and respond to bullying when it happens
- identify ways to support all students involved in bullying
- communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students