



Chemong Public School  
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## **Community, Culture and Caring School Bullying Prevention and Intervention Plan**

At Chemong 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)**

Chemong 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 – daily use, circles in classroom, circles in staff meetings, School Council, other...

(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– list of practices used (see Appendix A)

3. Examples from Thames Valley DSB and Toronto DSB as quoted by Jaffe et.al. in *Creating Safe School Environments*. P. 4-7

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

1. We are engaging our School Council by promoting an active involvement and encouraging healthy active living activities within the school such as outdoor equipment, breakfast bins and extra-curricular activities.
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) need to focus on: (select as many areas as are applicable)
  - a. Healthy lifestyles and relationships
  - b. Student leadership
  - c. Character Education – Empathy, Courage, Respect
  - d. Citizenship development
  - e. Conflict resolution
  - f. Restorative practice
  - g. Bullying prevention
  - h. 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. Use the school climate survey results from the spring 2023

- a. see also Jaffe et al Appendix A - Reviewing the Safe Schools Survey Results p. 119 – 122
2. Student focus group
3. School Assessment Checklist - Jaffe et. al. p. 51 -56
4. Feedback from School Council

Concerns raised regarding our physical environment are:

1. Workplace Physical Environment Risk Assessment – review school site assessment from 2013
2. School Safety Audit – Jaffe et. al. p. 73 – 75
3. Regular Health and Safety Audits

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

1. Safe Schools Incident Report form and responses – clarify the process and responses
2. Based on a review of our school climate survey results and other communications, we have been successful in the following areas:
  - a. Successful practices from our school include.....
  - b. Successful practices across KPR from last school year include ....
3. Review the barriers to change.
  - a. Which barriers do you anticipate will interfere most with creating sustainable change?
    - 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. Being more visible on the yard.
2. Continue the use of Restorative Circle in our classrooms.
3. Value student voice to support a sense of belonging.

*Strategies to be used:*

1. Active supervision model

2. Weekly circles in each class.
3. Use of Zones vocabulary to acknowledge frustration and concern and daily announcements to remind students that we all have a voice.

### **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. School Council and School website.

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

1. 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 a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

1. After the School Assessment Checklist (p. 51-53 Jaffe et. al.), Schools in Stage 1, Stage 2 and Stage 3 should review the appropriate section in p. 77 - 91

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

#### **A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING**

1. 4<sup>th</sup> R – Relationships <http://youthrelationships.org/>
2. Zones of Regulation
3. Kelso's choices
4. MindUp
5. PHAC (Public Health Agency of Canada) Best Practices Portal  
<http://66.240.150.14/>
6. PREVNet Healthy Relationships Training Module (also available from Stan Baker)  
<http://www.prevnet.ca/>
7. The Bully Project (KPR equity and diversity contacts)
8. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
9. Lunch Buddies
10. Red Dragons

#### **B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**

1. Restorative practice refresher
2. Circles in the classroom
3. The restorative classroom, using restorative approaches to foster effective learning
4. School Council meetings

#### **C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**

1. Link Crew
2. TAMI (Talking About Mental Illness – Durham)
3. Circles in Classroom
4. Positive Choices/Positive Decisions
5. Daily circles
6. Belonging and Inclusion
7. Circles as part of the timetable
8. Me2We
9. Random Acts of Kindness (RAOK)
10. Rainbows
11. Teacher PLC on circles as pedagogy

12. Being a bucket filler
13. Walking the Path
14. Student Community Outreach Program
15. Restorative Student Teams (ReST)
16. Tribes
17. Power of One
18. Roots of Empathy

#### **D. AWARENESS RAISING STRATEGIES FOR STUDENTS**

1. PREVNet Healthy Relationships training module
2. Social emotional learning programs
3. Rachel's Challenge
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April

#### **E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY**

1. Newsletters and School Council Meetings

#### **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:
  - 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?

## **G. STAFF AND STUDENT ROLE MODELS**

*Identifying those 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. For example, build inclusive activities daily where intramurals are limited by setting up a house system or by combining 3 or 4 classes for Daily Physical Activity together.*

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
2. Review the list of challenges to identify those most likely in your school setting (Jaffe et. al. p. 99 – 104)
  - a. Frequent turnover among administrators
  - b. Increased reporting of violence with implementation of new programs
  - c. Unpredictable crisis
  - d. Difficulty developing and sustaining committees with community partners
  - e. External changes that change mandate

## **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. Anonymous drop box in school
  - d. Via parent/guardian conversation with school staff
  - e. Texting or emailing a school staff member
  - f. 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
5. Educating and Leading (Jaffe et. al. p. 43) Stage 3

## 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