OTONABEE VALLEY PUBLIC SCHOOL
Bullying Prevention and Intervention Plan

At Otonabee Valley P. S. 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.

1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)

Otonabee Valley 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 – regular use, use of circles approach to resolve conflicts and make things right/repair harm
2. Progressive Discipline checklist– list of practices used (see Appendix A)
3. Zones of Regulation – awareness of self and strategies to use
4. Second Step program – to build self-regulation strategies and confidence
5. Daily Announcements – reminders to be kind, thoughtful, and respectful; supported by conversations with classes

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

1. Engaging School Council by meeting regularly to discuss Safe Schools and our School Improvement Plan for well-being
2. Ongoing, timely, respectful, and responsive lines of communication between home and school
3. Share information with families through School Messenger, Edsby, Newsletters, and our school website

2. EVALUATION OF EVIDENCE (see Appendix B)

Pre-evaluation strategy

The main issues of concern raised by our students, staff and parents through ongoing communication, including items such as previous school climate surveys, are:

1. Students require support to deal with issues arising on the school yard, including name-calling, insults, exclusion, etc.
2. Students require support to identify and practice using self-regulation strategies both in and outside of the classroom at school

The steps we follow for reporting, responding to following up on issues are as follows:
1. Safe Schools Incident Report form and responses – electronic version submitted by staff
2. Steps outlined in Progressive Discipline
3. Meeting with students, contacting parents and guardians, meeting with parents and guardians as required

Based on these communications, we will continue to work on the following areas that need improvement:
1. Facilitating dialogue, respectful conversations, and inclusive practices amongst students
2. Facilitating restorative conversations to ensure all parties understand other points of view, how to make things right, and how to learn and move forward
3. Continue to instruct and model self-regulation strategies in conversations on the yard (supervision staff) and in the classroom (small group instruction, conversations, full group lessons, support from Early Intervention Teacher, SERT, EA/CYW staff, and administration)

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. Meeting as a School Council around Safe Schools issues
2. Sharing the School Code of Conduct and School Bullying Prevention and Intervention Plan on our school website
3. Ongoing communication with the school community

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 the establishment of our Safe, Caring and Restorative School Team, which promotes a safe, inclusive and accepting school climate. This team will be a sub-committee of our School Council and shall include a parent/guardian, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:
1. Review and monitor the School Code of Conduct
2. Review the School Bullying Intervention policy
3. Share strategies and best practices
4. Provide input on programming (assemblies, incentives, direction, etc.)

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. Restorative Practice and the culture of circles
2. Zones of Regulation
3. Second Step
4. Messages on Daily Announcements
5. Participation in Anti-Bullying Days and Events (Pink Shirt Day, etc.)

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative Practice
2. Culture of circles within classrooms
3. Second Step
4. School Council meetings
5. Reintroduction of recess and break activities

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Restorative Practice and the culture of circles
2. Ongoing communication with all community members
3. Reintroduction of recess and break activities

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April, Black History Month, Truth and Reconciliation Day and Orange Shirt Day
2. Social Emotional Learning Curriculum (Health, Math)
3. Social Emotional Learning programs (Second Step, Zones of Regulation)

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council
2. Ongoing communication through newsletters, website, etc.
3. Mental Health KPR Parent Conference
4. Engaging the community as volunteers

F. CURRICULUM AND DAILY LEARNING

1. Building safe classroom communities using the 5 themes and 5 useful questions:
   a. Everyone has a 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?

G. STAFF AND STUDENT ROLE MODELS

Inclusive activities are provided throughout the school year. Staff model and teach appropriate strategies and restorative language and behaviour to solve problems and learn. We also have identified the following learning and training opportunities for staff and the school community:
1. Staff training in Social Emotional learning and programming – ongoing
2. Equity training – ongoing

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
2. Speak to a teacher, staff member, or principal
3. KPR Report Bullying Link – available on all school websites
4. Conversations between school staff and parents and guardians
5. Communication with staff through Edsby and email
6. Restorative practices
7. Progressive discipline
8. 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 relevant information and communications we receive, including future school climate surveys. We will measure the success of our anti-bullying initiatives and strategies by:

- Evaluating 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.

- Identifying 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.

- Reviewing and updating 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 by data, including school climate surveys and other sources of information.

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 means such as 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