

**Otonabee Valley Public School
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**Community, Culture and Caring
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.

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

Otonabee Valley P. S 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, circles in classroom and use of circles to repair harm
2. Progressive Discipline checklist– list of practices used (see Appendix A)

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....
 - Involving them in Student Wellbeing Committee decisions
 - Parent involvement in school
 - Reducing time spent watching TV

2. Violence prevention strategies and programs on which we will focus:
 - a. Healthy lifestyles and relationships
 - b. Student leadership
 - c. Empathy, Courage, Character Education
 - d. Citizenship development
 - e. Conflict resolution
 - f. Restorative practice
 - g. Bullying prevention

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:

(Consider listing 1 to 3 concerns in order of priority)

1. Use the school climate survey results from the spring 2013 and eventually 2014 (to include 4 school developed
2. Student focus group

Concerns raised regarding our physical environment are:

1. Quiet Room safety for staff and students – (Special Education)

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. Based on a review our school climate survey results and other communications, we have been successful in the following areas:
 - a. Successful practices from our school include building partnerships
 - b. Creating an environment of safety with safe adults
 - c. Which barriers do you anticipate will interfere most with creating sustainable change?
 - i. Diverse needs and experiences of families and communities
 - ii. Students' perceptions about responsibility for safe schools
 - iii. Shortage of human resources
 - iv. Limited professional development opportunities
3. Based on our school climate surveys and other communications, we will continue to work on the following areas that need improvement:

(We will consider a prioritized list of the top 3 areas for improvement from the 2014-2015 climate survey)

- 1.
- 2.

3.

(Consider describing the top 3 strategies to be used)

- 1.
- 2.
- 3.

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:

Consider questions such as: What communication strategies will we use? Who is the audience?

1. Student Wellbeing Committee run through the School Council

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 Student Wellbeing Committee, which promotes a safe, inclusive and accepting school climate. This team will be a sub-committee of our School Council and shall include parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

1. Review the code of conduct
2. Review the School Bullying intervention policy
3. Design locally developed questions for the School Climate Survey
4. Review the results of the School Climate Survey
5. 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

(Consider a list of successful practices here which could include the following:)

1. Restorative Practice and the culture of circles
2. Kelso's choices
3. Character Education Assemblies
4. Participation in Anti-bullying days (pink t-shirt, wear pink)

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

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

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

(Consider some of the KPR best practices here from School Improvement Goals for Community Culture and Caring 2012 as examples:)

1. Circles in Classroom
2. Positive Choices/Positive Decisions
3. Daily circles
4. Kelso's Choices
5. Premier Agenda messages

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

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council
2. Newsletters
3. Engaging the community as volunteers

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

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

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. Restorative practices
 - a. List types of proactive and responsive approaches
2. Progressive discipline
3. 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