



Lydia Trull Public School

Community, Culture and Caring

School Bullying Prevention and Intervention Plan

At Lydia Trull 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)

Lydia Trull PS 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 (Jaffe, Peter G., Crooks, Claire V. & Watson, C. Lynn (2009) *Creating Safe School Environments: From Small Steps to Sustainable Change*.. London, Ontario: The Althouse Press, p. 4–7)

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

1. Completing a school self-assessment (Such as suggested by Jaffe, Peter G., Crooks, Claire V. & Watson, C. Lynn (2009) *Creating Safe School Environments: From Small Steps to Sustainable Change*. London, Ontario: The Althouse Press, p. 51 -56)

We are engaging our School Council by....

1. Providing resources such as 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
 - b. Suggestions from the document above include
 - i. Home environment
 - ii. Parent involvement in school
 - iii. Reducing time spent watching TV
2. Violence prevention strategies and programs focusing on:
 - a. Healthy lifestyles and relationships
 - b. Student leadership
 - c. Character Education – Empathy, Courage, Respect
 - d. Conflict resolution
 - e. Restorative practice
 - f. 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:

1. School climate survey results from the Fall 2014, 2015, 2016 indicated that students felt safe at school. An area of concern was during outside recess times.

Concerns raised regarding our physical environment are:

1. Workplace Physical Environment Risk Assessment – review school site assessment from 2011 and/or 2013

2. School Safety Audit – (As per Jaffe, Peter G., Crooks, Claire V. & Watson, C. Lynn (2009) *Creating Safe School Environments: From Small Steps to Sustainable Change*.. London, Ontario: The Althouse Press, p. 73-75)

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

1. Safe Schools Incident Report form completed by involved 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 making all staff aware of the “hot spots”
 - b. Identifying “at risk” students collaboratively
 - c. Calling students by name when greeting in the morning, and at departure
3. Reviewing the barriers to change (Jaffe, Peter G., Crooks, Claire V. & Watson, C. Lynn (2009) *Creating Safe School Environments: From Small Steps to Sustainable Change*.. London, Ontario: The Althouse Press, p. 21-31)
 - a. Identifying which barriers are anticipated to 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:

(the top 3 areas for improvement)

1. Outside recess time (unstructured)
- 2.
- 3.

(the top 3 strategies to be used)

1. Effective supervision (e.g. eyes on, purposeful walking, deliberate “interruptions”, ongoing and repeated “sweep” of assigned areas)
- 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:

1. Stages of change Jaffe et. al. – Developing Awareness, an example on p. 39.

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

(Refer to Lydia Trull Public School Code of Conduct as well as Appendix B following)

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
2. Review data gathered from bi-annual Climate Survey

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. 4th R – Relationships <http://youthrelationships.org/>
2. WITS (Walk away, Ignore, Talk it out, and Seek help) <http://www.witsprogram.ca/>
3. Kelso's choices
4. PHAC (Public Health Agency of Canada) Best Practices Portal
<http://66.240.150.14/>
5. PREVNet Healthy Relationships Training Module <http://www.prevnet.ca/>
6. Rachel's Challenge
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

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

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

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. TAMI (Talking About Mental Illness—Durham)
2. Circles in Classroom
3. Positive Choices/Positive Decisions
4. Daily circles
5. Belonging and Inclusion
6. Circles as part of the timetable
7. Me2We
8. Random Acts of Kindness (RAOK)
9. Teacher PLC on circles as pedagogy
10. Being a bucket filler
11. Walking the Path
12. Student Community Outreach Program
13. Character Attributes
14. Tribes

15. Power of One
16. Roots of Empathy

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. PREVNet Healthy Relationships training module
2. Social emotional learning programs (e.g. Model Me Kids)
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
5. BE YOU #propositivity@kpr
6. Durham Family Court *Violence Prevention Workshops* for Grade 7/8 students

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council Meeting Monthly report on Student Wellness
2. Regular newsletter articles
3. Updates on Edsby

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. Greeting students by name in the halls upon entry.

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. Zones of Regulation
2. Challenges identified as those most applicable in our school setting (Jaffe et. al. p. 99 – 104)
 - a. Frequent turnover among administrators
 - b. Increase in students with identified needs, particularly behavioural
 - c. Decline in population with resultant decrease in adult population to support

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
 - 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
3. Progressive discipline
4. Reintegration of students from suspensions or expulsions
5. Educating and Leading (Jaffe et. al. p. 43) Stage 3
6. Other

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

REFERENCES:

Jaffe, Peter G., Crooks, Claire V., Watson, C. Lynn (2009) Creating Safe School Environments: From Small Steps to Sustainable Change. London, Ontario: Althouse Press.