Student Well-Being

School Bullying Prevention and Intervention Plan – 2023.24

At Vincent Massey P.S. we believe the most effective means to address bullying is through a comprehensive and pro-active, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Council, 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)

Vincent Massey P.S. recognizes that prevention, problem-solving and engaging the school community will help us to address student challenges with self-regulation and inappropriate behaviour.

We will focus on education, awareness and outreach by doing the following:

1. *Restorative Practices* – to support our students, staff and family relationships

2. *Progressive Discipline* – to support students to learn about the social consequences of their behaviour and develop self-awareness skills to use in all social settings.

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

1. *Parent Engagement Strategies:*
    a. Open dialogue with parents through a variety of means including School Council
    b. Open door policy to address individual student situations
    c. Nurturing a culture of collaborative problem-solving with all school stakeholders (students, staff, families, and community agency supports).

2. *Violence prevention strategies and programs focus on:*
    a. Healthy lifestyles and relationships
    b. Student leadership
    c. Character Education – Empathy, Courage, Respect, etc.
    d. Citizenship development
    e. Conflict resolution
    f. Restorative practice
    g. Bullying prevention (supporting school culture change through, whole school, class, small group and individual learning as well as pink t-shirt days, assemblies, posters, speakers)

We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through an individual, small group, class, and schoolwide approach.

To this end, we will:
- use "teachable moments" and progressive discipline to address inappropriate behaviour
- implement various proactive and preventative programs (see below)
- 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

- encourage students and family members to report concerns immediately so that they can be dealt with effectively.

2. EVALUATION OF EVIDENCE

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies as well as, 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.

3. 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.

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:

Review of student agenda insert/updates, website information, committee meetings, student council and school council meeting agenda items.

Follow-up Actions for Individual Situations:

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. 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.

Pre-evaluation strategy

The main issues of concern raised by our students, staff and parents in our school climate surveys and other communications are:

Concerns raised regarding our physical environment are:

1. Lack of play equipment for students on yard (this has been partially addressed with more changes to come).
2. Parking volume at end of day (safety measure have been put in place for buses, students and traffic).

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 our school climate survey results and other communications, we have been successful in the following areas:
    a. Successful practices from our school include less incidents in the bathroom at recess and students feel safer.

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

1. fewer students in the washroom at the same time
2. more frequent monitoring/supervision of the washroom area
3. more monitoring of cell phone usage by students
4. more work by the whole staff regarding line-up and movement procedures in and out of the school.

5. PREVENTION

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 Well-Being School Team, which promotes a safe, inclusive and accepting school climate and supports mental health and equity and diversity. 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. Support the development of the Student Well-Being goals on our School Improvement Plan
2. Help the school community (all stakeholders) to implement the plan and revise as needed.

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

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING, BUILD POSITIVE RELATIONSHIPS AND PROMOTE A POSITIVE SCHOOL CLIMATE

1. Whole-school Zones of Regulation implementation
2. Lunch helpers
3. Student support by Big Brothers/Big Sisters of Clarington
   a   1:1 supports Primary, Jr. and Int. students.
   b   Group supports for Jr. and Int. students.
4. Team and Trust-building for staff
5. Team and Trust-building for students
6. School Council Meetings
7. MindUp program
8. Kids Have Stress Too!
9. The Third Path (Nelson)
10. Violence Prevention Program-Durham Family Court Clinic

B. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Whole-school Zones of Regulation implementation
2. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April
3. Team and Trust-building for students
4. MindUp!
5. Kids Have Stress Too Strategies
6. Zones of Regulation Strategies
7. Violence Prevention Program-Durham Family Court Clinic

C. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. Student agenda, assemblies
2. Newsletters
3. Twitter and school website
4. School Council Meetings
5. Engagement in Student Well-Being Committee

D. CURRICULUM AND DAILY LEARNING

1. Professional Development Sessions for staff on Student Well-Being (Mental Health, Equity and Diversity, Safe, Caring and Restorative Schools)
2. Support to integrate Well-Being goals in Ontario Curriculum learning
3. Support from Child and Youth Worker to implement whole-school programming.
4. MindUp!

E. STAFF AND STUDENT ROLE MODELS

We also have identified the following learning and training opportunities for staff and the school community:

1. Available staff training on Safe and Positive Spaces for students from the Lesbian, Gay, Bisexual, and Transgendered Community in order to respect, support and affirm sexual and gender diversity to create a culture of inclusivity.
2. Social Justice Club for intermediate students (to address the areas of discrimination under the Human Rights Code)
3. Indigenous Education and Awareness
4. Culturally Relevant and Responsive Pedagogy – meeting students at their individual level/needs academically and whole child.

6. INTERVENTION AND SUPPORT STRATEGIES

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 Reporting Tool – available on all school websites
   c. Via parent/guardian conversation with school staff
   d. Texting or emailing a school staff member
   e. Kids Help Phone Line – available on all school websites
   f. CYW support

2. Restorative practices

     a. For all stakeholders in our school community to restore and deepen relationships as problems are solved

3.   Progressive discipline

4.   Reintegration of students from suspensions 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 and other information available to us

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.