



## Havelock Belmont Public School

55 Mathison Street East

Havelock, ON

K01 1Z0



### Community, Culture and Caring

#### School Bullying Prevention and Intervention Plan

At Havelock Belmont 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)

Havelock Belmont 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. Daily use of Restorative Practices
  - a) What were you thinking at the time?
  - b) What have you thought about since?
  - c) Who has been affected by what you have done? In what way?
  - d) What do you think you need to do to make things right?
  
2. Progressive Discipline

When a problem occurs with a student the following steps are taken:

  - ✓ a reminder of the appropriate behaviour expectation
  - ✓ a warning that continued unacceptable behaviour will not be accepted
  - ✓ a call home to involve parents

- ✓ a teacher / student meeting
  - ✓ loss of privileges
  - ✓ suspension
3. Assemblies held to raise the awareness of students about school expectations and steps to solving problems.
  4. Daily Announcements to reinforce with students acceptable steps to solve problems.
  5. A variety of programs are used to develop a positive relationship amongst students. Some of the programs include Kelso's Choices, Random Acts of Kindness, Model Me Kids and Anti-bullying Days of Pink.

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

1. We engage our School Community by sharing information regularly through school and classroom newsletters, information on our website and with information monthly with our School Council.
2. School Climate Surveys
3. Student Leadership Group operating throughout the school year.
4. Anti-bullying programs and initiatives.
5. Involvement (whole class and individuals) with outside organizations such as Kinark, Peterborough Youth Services, Family and Youth Clinic, Community Living etc.

## **2. EVALUATION OF EVIDENCE**

### **Pre-evaluation strategy**

Based on a review our school climate survey results and other communications, we have been successful in the following areas:

- a. Feeling safe in our classrooms
- b. Participating in class activities and discussions.
- c. Providing opportunities to get involved in community projects.

The main issues of concern raised and that we will continue to focus on as areas of need by our students, staff and parents in our school climate surveys and other communications are that:

- a. Based on the School Climate Survey results from the spring 2013

- a. Bullying
- b. Inclusion (activities that appeal to me)
- c. Name calling

Concerns raised regarding our physical environment are:

- a. Safety in the washrooms
- b. Traffic concerns in the parking lot

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

1. Use of Safe Schools Student Report Form as necessary
2. Progressive Discipline
3. Supportive Intervention Strategies
  - use of teachable moment
  - use of verbal redirection
  - reminders and reinforcement
  - use of active listening
  - use of choices
  - use of restorative practices and other problem solving techniques
  - office referral
  - use of behavioural contracts
  - use of outside agencies;
  - use of interviews/discussion
  - use of school / Board /community resources
  - communication with parents/guardians

*Strategies to work on the above areas may include:*

- anti-bullying days
- assemblies and classroom instruction on anti-bullying,
- model me kids social skills program delivery to small groups
- individual Social Stories to develop specific skills with individuals
- announcement reminders to ask for help when needed
- prompt involvement of parents in behaviour issues
- Rainbow Loom Club
- Kelso's Choices
- Peer Leadership group.

### **3. FOLLOW-UP ACTIONS**

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:

- on-going communication to the school community through school and classroom newsletters, emails, synervice, etc.
- increase awareness of staff, students and parents about bullying behaviour and inclusion through assemblies, classroom activities and announcements
- involvement with groups such as School Council, community organizations and community partners

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

- 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**

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. Provide resources and information to the whole school community regarding areas identified as "needs" by the committee

Other steps to prevent bullying, harassment and discrimination and build positive relationships in the school community may include:

School

- Kelso's choices
- Publicizing KPR's Report Bullying weblink through school newsletters and the school website
- Pink Shirt Days (November, February and April)
- Student Leadership Group
- Peer Helpers
- Classroom Meetings
- Classroom Circles
- Model Me Kids
- Spinclusion and other awareness programs (Bell Let's Talk Day, Autism Awareness Day, etc.)
- D.A.R.E. (Grade 6)

### School Community

- School Council
- Parent involvement in school activities/assemblies
- Home and school communication

### Curriculum and Daily Learning

- Classroom circles/Community of Learners
- 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?
- Health and Physical Education Curriculum Document

## **STAFF AND STUDENT ROLE MODELS**

At HBPS teachers are very committed to students in their classrooms. Student Leadership and Peer Helpers are regularly developing relationships with younger students and acting as models for them.

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

Staff training

- Circles in the classroom
- Building safe classroom communities
- Emotional Intelligence and Restorative Practice
- Leadership Program (Board and School)
- Co-op Student Placements
- Reading Buddies
- Rainbow Loom

## **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
  - Speak to a Teacher, other staff member, Principal or Vice Principal
  - KPRDSB Report Bullying Web link – available on all school websites
  - Anonymous reporting
  - Via parent/guardian conversation with school staff
  - Texting or emailing a school staff member
  - Kids Help Phone Line – available on all school websites
2. Restorative practices
  - Discussion with student about the people impacted by their decision/behaviour
3. Progressive discipline
4. 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