Bullying Prevention and Intervention Plan Drummond Central

Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a significant issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:
- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

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Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.

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.

Bullying
(1.0.0.1) For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written, or other means of aggression.

Cyberbullying
(1.0.0.2) For the purposes of the definition of bullying in section (1), 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.

Aggressive behaviour may be intentional or unintentional, direct, or indirect. It can take many forms, including physical, verbal, and social.

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Aggressive behaviour may include:		
Physical	**Verbal**	**Social/Relational**
• hitting • pushing • slapping • tripping	• name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments	• gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur using technology

Drummond Central School Safe and Accepting School Team:

Name of team member	Position
Sue Byers	Principal
Carrie Hopper	Teacher
Jennie Russell	Teacher
Emma Telford	Teacher
Erin Maitland	Parent
Community officer	Community member
Diego Moran Alice Hunter	Student

Goal/Goals:

97% of students feel as though they belong at Drummond. We need 100% of students to feel this way. 86% see their interests reflected in the activities and the learning materials at Drummond. This information was collected on a Forms survey K-6. This was done prior to the School Climate Survey grades 4-12. The goal is that we have 100 percent of students feeling like they belong at Drummond and that they see themselves and their interests in the activities and learning materials at the school.

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Actions:

1. Teach students to recognize stressors in their day and offer them strategies to reduce their stress. Mindfulness activities, Chill Zones in all classrooms with the help of the grade5/6 class, before school entry check ins.

2. Teach students to ask; Is it Healthy, Is it Safe, Is it Kind when considering actions, activities and responses.

3. Continue to build capacity around misbehavior and stress behaviour (lack of self reg./lagging skills/ beyond the student's control)

4. Consistent use of WITS terminology. Walk Away, Ignore, Talk it Out and Seek Help.

5. When discussing WITS we also must discuss big problem, little problem.

6. Have a clear reporting and response plan that is communicated to staff, students, parents, and the community

Bullying Awareness and Prevention Strategies:

1) Welcomers to create Posters and prepare a short skit for November Assembly

2) Gather WITS books and download lessons for classes

3) Emma to reintroduce WITS to students during Health class.

4) Common language between teachers and students on the yard when discussing behaviours and actions.

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Reporting Bullying:

1) Report the issue immediately to yard duty teacher so immediate intervention can happen. All staff on duty wear a bright orange vest for easy visibility. Serious, or recurring, incidents are immediately reported to the office.

2) Student reports to a staff member (classroom teacher, an EA, admin). That adult will ensure that the issue was addressed.

3) Use of progressive discipline.

4) Communication to all staff through the Week at a Glance about students who need more focused supervision on the yard, or about areas on the yard that require more intensive supervision.

5) All behavior is tracked by Administration through OneNote. This includes names of students involved, dates of incidents, type of incidents, and interventions.

Intervention Strategies:

Interventions may include but are not limited to:

- Teacher-student meeting
- Contact with parents
- Conflict mediation
- Verbal reminders
- Peer mentoring
- Written reflective assignments
- Quiet area to work
- Referral to counselling
- Problem-solving activity
- Meeting with parent
- Time-out
- Talking it out with a peer
- Supervised discussion with peers involved
- Meeting with parent/student/admin.
- Community service
- Referral to community agency
- Removal from class
- Withdrawal of classroom privileges
- Update call to parent
- Restitution for damages
- Office referral/detentions
- Restorative practices
- Home consequences
- Other interventions deemed appropriate

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Some possible next steps that involve the Administration/Student/Teacher/Parent:

- Update call to parent
- Meeting with parent
- Suspension/Expulsion
- Withdrawal from class
- Meeting with student and teacher
- Conflict Mediation
- Alternative to suspension

- Referral to community agency
- Referral to support staff Community Service
- Withdrawal of school privileges
- Restitution for damages
- Restorative practices
- Reflection activities

When addressing inappropriate behaviour, school staff should consider the pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

Capacity Building:

Staff	Students	Parents
The importance of consistent messaging around the use of WITS Teach a common language for yard duty of is it safe, is it healthy is it kind Consistent use of WITs terminology All students will receive instruction around WITS through Health lessons with Ms. Telford. Teachers will be expected to use the same terminology.	Whole class lessons on WITS, and expected/unexpected behavior, and general strategies for calming. Individualized training and support for students who struggle with self-regulation. Whole class instruction on around Mindfulness. Examples of when to use each of the strategies and that there is no correct order. Participate in lessons around using our WITS Watch skits by Welcomers about WITS Discussions around big problem and little problem	Information sharing about the program in general. Phone calls/meetings for parents of students who are using specific toolbox/strategies so they can use consistent language at home. Share with parent council

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Communication Strategies:

Staff: Staff Meetings, PA Days, Assemblies , Week at a Glance, Emails, Welcomers, and their activities, sharing of resources (and having resources in a central location)

Students: Classroom instruction, small group and one on one follow-up trainings or discussions.

Parents: Parent Council meetings, regular classroom newsletters and communication, School Facebook page and website, and reporting on Provincial Report Card in the Learning Skills section and/or individual student's IEPs. Use of social media to share general information and tips for parents. Individual parent phone calls and/or meetings when necessary.