S. Geiger Public School

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S. Geiger Public School
Bullying Prevention and Intervention Plan
School Implementation Plan

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EDUCATION, AWARENESS AND OUTREACH

S. Geiger Public School recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behaviour.

To this end, the School will utilise the following Ministry of Education definition of bullying in communications with the school community:

Bullying is defined as 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

(iii) 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 behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying is defined as bullying by electronic means 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.

Education Act, Subsection 1(1)

In its communication efforts, the School will:

- o Identify different types of bullying, including cyber-bullying.

- o Understand the myths and realities of bullying behaviour.

- • Identify bullying and differentiate bullying from conflict, aggression and teasing.
- • Assist students in identifying and understanding those differences

- o Understand power and peer dynamics.

- o Identify how biases, prejudice and hate can lead to bullying.

- o Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.

- o Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being.

- o Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.

- o Identify ways to make students aware of how they can help prevent and address bullying.

- o Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.

- o Reach out to parents and the broader school community

- o Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.

- o Become knowledgeable about community partners and resources available in the community."[1]

The School will also communicate and share with the school community, policies and procedures including the Board/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."[2]

The School will endeavour to increase education, awareness and outreach by using the following best practices:

➢ Student handbook will outline student expectations
➢ Promote character education in all monthly newsletters
➢ Monthly character education assemblies
➢ Stand Up Against Bullying Day celebrated in September
➢ DARE program / Community Police Officer invited to the school for presentations
➢ Posters in hallways
➢ Guest Speakers
➢ Referrals to Children's Community Network for additional support
➢ Announcements (Characters Slips / Quotes)
➢ Analyze information from school climate surveys (staff, students and parents)
➢ Support staff with professional learning as it relates to bully prevention and intervention
➢ Encourage teachers to embrace and utilize direct teachable moments

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[1] *Supra* note 1, pgs. 2-3.

[2] *Supra* note 1, p. 3.

The School has identified the following strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate:

➢ Invitation to our monthly character assemblies and school activities

➢The staff will work proactively to create a positive school environment by being visible in the school, using resources which address issues of discrimination and bullying, having consistent expectations for behaviour and academics and by dealing promptly with all concerns related to bullying

➢In the event of an incident, Administration will meet with all students involved and direct communication will occur with parents of the students

➢ Encourage parents to reach out to community organizations (Triple P, CCN, CFS)

➢ Regular communication with parents

➢ Code of conduct reviewed with students during the first week of school and sent home to parents

➢ Discuss Climate Surveys with School Council on an annual basis

➢ The RDSB Code of Conduct is distributed to parents during the first week of school

➢ Code of Conduct will be reviewed during the first week of school with all students and will be included in the student handbook

➢ Encourage students to talk to parents about issues and solutions

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

o Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.

o Identify children, youth and adults involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). The School will consider using a risk assessment approach in this process.

o Review and update the School's strategies as a result of gathering new information and share with the school community.[3]

Pre-evaluation strategy

The School's main issues of concern and areas requiring improvement raised by students, staff and parents in the school climate surveys and based on other relevant information are the following:

According to the parent climate survey, their child enjoys coming to school and feels the school is a friendly and welcoming place. A majority of students report that they can always learn at school.

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[3] *Supra* note 1, p. 3.

The School's concerns raised in respect of the physical environment are:

Minor concerns were related to non-structured times such as washroom breaks, lunchroom and school grounds. A few students reported that they feel unsafe online or while texting.

The School's current processes for reporting bullying are as follows:

➢Students and parents will report incidents to staff (Administration and Teachers)
➢Teachers will communicate incidents to Administration
➢Yard tracking sheet and lunchroom tracking sheet to document incidents, resolution and follow-up
➢Restorative practices are used at the office level
➢Administration communications with all affected parties about the incident (student, parent and staff)

The Schools' current processes for response, support and following up on issues have been reviewed and revised as appropriate.

Based on a review of the school climate survey results and other relevant information, the following area:

According to our parent climate survey their child enjoys coming to school and feels the school is a friendly and welcoming place. A majority of students report that they can always learn at school and that they feel accepted by adults at S. Geiger.

Based on the above, the School proposes the following action plan to address areas of concern:

➢Teachers and staff have been alerted to the fact that some concerns have been raised about the washrooms, hallways, lunchrooms and school yard
➢Continue to use Restorative Practices to deal with incidents
➢Educate all stakeholders about policies and procedures as they relate to bullying prevention and intervention
➢We will continue to educate our students about cyber-bullying and safety on-line
➢Provide current and relevant information on this topic to our students

Post-evaluation Strategy

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The "post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary."[4]

Upon re-evaluation, the School will update the information in this Template to reflect the effectiveness of its anti-bullying initiatives.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.[5]

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.[6]

The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment)[7], by taking the following steps:

➢School Bullying Prevention and Intervention Plan will be posted on the school website
➢Policies and procedures for bullying prevention and intervention will be discussed at School Council meetings
➢All students will be given a Student Handbook in September outlining the policies and procedures for bullying prevention and intervention
➢All staff will be given a staff handbook in September outlining our policies and procedures for bullying prevention and intervention
➢Annually complete the Climate surveys (students, staff and parents)
➢Information will be provided in our monthly newsletter

The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:

See School Code of Conduct.

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[4] *Supra* note 1, p. 3.
[5] *Supra* note 1, p. 3.
[6] *Supra* note 1, p. 4.
[7] *Supra* note 1, p. 3.

PREVENTION

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.[8]

The roles and responsibilities of the Safe and Accepting School Team (which will be communicated with the school community) are as follows:

<u>The responsibility of the Safe and Accepting Schools Team is to advise the principal on the development and annual review of safety issues including bullying prevention for the school. Their role also includes fostering a safe, inclusive, and accepting school climate (Operational Procedures for Bullying Prevention and Intervention).</u>

Based on its evidence-based analysis, the School has identified and implemented as appropriate the following practices and initiatives for bullying prevention:

a. bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School[9]:
b. relationship building and community building programs that are present in the school, classroom and in the larger community[10]
c. activities that promote a positive school climate[11]:
d. awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills[12]:
e. awareness raising strategies to engage community partners and parents in early and ongoing dialogue[13]
f. ways to link curriculum and daily learning
g. ways to support and encourage role modeling by caring adults and student leaders within the School and school community

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[8] *Supra* note 1, p. 4.
[9] *Supra* note 1, p. 4.

[10] *Supra* note 1, p. 4.
[11] *Supra* note 1, p. 4.
[12] *Supra* note 1, p. 4.
[13] *Supra* note 1, p. 4.

The School has also identified and implemented as appropriate the learning and training opportunities for school staff and the school community that are needed[14].

The School will also:

- o provide opportunities for regular check-ins with students at risk or affected by bullying;
- o provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- o establish and maintain respectful and caring classrooms; and,
- o attempt to align supervision plans to address where and when bullying happens, as identified through climate surveys.[15]

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a school-wide approach.[16]

To this end, the School will:

- o use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- o have in place processes and strategies to identify and respond to bullying when it happens;
- o identify strategies for supporting all students involved in bullying;
- o communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of the following evidence-informed interventions and support strategies in a timely manner and using a whole school approach:

See Policy 6.14 and 6.15 and the Operational Procedures that identify bullying prevention strategies, identify supports for students involved in bullying and progressive discipline strategies.

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[14] *Supra* note 1, p. 3.
[15] *Supra* note 1, p. 4.
[16] *Supra* note 1, p. 4.