

# Safe & Healthy Schools

Anti-Bullying and Bullying Prevention Plan  
2023-2024



# Overview

The Board and School's Bullying Prevention and Intervention Plans are reflective of the Ministry of Education guidelines set out in Policy and Program Memorandum 144, September 2021.

Appropriate action must consistently be taken to address behaviours that are contrary to provincial and Keewatin-Patricia District School Board's (KPDSB) Code of Conduct (Policy 322). It is the policy of the KPDSB to provide peaceful and welcoming learning environments that are safe, orderly, nurturing, positive, and respectful.

All staff of the KPDSB are expected to build upon strategies that promote positive student behaviour and to employ an approach to student discipline that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour. Staff will employ the principles and strategies of a restorative practice model when appropriate. Progressive Discipline and Promoting a Positive School Climate Policy and Procedure 329 provides direction and supports the implementation of a progressive discipline approach to ensure a safe, orderly, caring, and nurturing, positive, and respectful learning environment within the schools of the KPDSB.

**Community, Culture, Caring:** At Ear Falls Public School we address bullying through a comprehensive, school-wide approach that engages all stakeholders, students, parents/guardians, staff, school councils and community. Our school plan promotes strategies that fosters positive student behaviour and employs an ions, supports, and consequences to address inappropriate student behaviour.

Bullying is aggressive behaviour that is typically repeated over time. It is meant to cause harm, fear, distress or create a negative environment for another person. Bullying can happen when there is a real or perceived power imbalance. An "imbalance" could mean one student is older or in a higher-grade level than another student.

## **Bullying Types (many forms, including):**

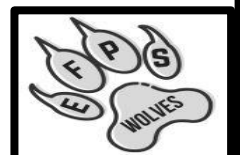
- **physical**, for example hitting, shoving, damaging or stealing property
- **verbal**, for example name calling, mocking, making sexist, racist or homophobic comments
- **social**, for example spreading gossip, rumours or excluding others from a group
- **written**, for example writing notes and signs that are hurtful or insulting
- **electronic or cyberbullying**, for example spreading rumours or hurtful comments using email, text messages and social media

Regardless of its form, bullying is unacceptable.

## **Cyberbullying:**

- is used to upset, threaten or embarrass another person
- uses email, cell phones, text messages and social media to threaten, harass, embarrass, socially exclude or damage reputations and friendships
- includes put downs, insults and can also involve spreading rumours, sharing private information, photos or videos or threatening to harm someone

In Ontario schools, **principals must address cyberbullying if it has an impact on the school climate.** For example, if the student is being bullied and is embarrassed because approach to student discipline that utilizes a continuum of intervention of a social media post or email that was sent to other students in the school, the student may not want to attend school.



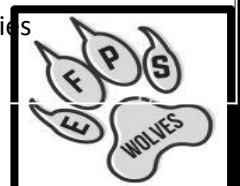
# Overview (continued)

## PREVENTION STRATEGIES:

At Ear Falls Public School, we recognize that a whole-school approach to involving and engaging our school community will help us to effectively manage inappropriate behaviour. In collaboration with the community, EFPS school will create the conditions to promote a positive, welcoming, and inclusive learning environment for all students that will help to prevent bullying, harassment, and discrimination.

## Our Commitments

- Create classroom rules/norms collaboratively with students at the beginning of year and review regularly
- Teach students to recognize the various forms of bullying and understand the actions that can be taken by those witnessing the behaviour
- Identification of Caring Adult
- Staff actively supervise and are visible; staff learn/review strategies to prevent and respond to bullying
- Focus on bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities
- Conflict resolution skill development, social emotional learning opportunities
- Provide opportunities for students to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school
- Review the school code of conduct with students.
- Expect and model respectful/caring adult-student interactions
- Classrooms and school will engage in community building exercises
- Share resources on bullying over social media
- Act on opportunities to teach about bullying, such as Bullying Prevention Week
- Behavior Management (BMS) training
- Parent Education
- Collecting and listening to student voice , ensure students see themselves as an important part of the EFPS community
- Staff are visible and active
- Staff are committed to learning strategies to combat bullying and ongoing professional learning
- All classroom teachers will review the types of bullying and ways to report bullying in Fall and Spring
- Supporting mental health initiatives through Jack.org (@RLDHS), community presentations (ie: OPP); participation in Bullying Awareness and Prevention Week, Pink Shirt Day etc; presentations with School Counselor; Kids in the Know
- Completing Chatter High modules around bullying
- Progressive discipline, classroom circles
- Restorative practices, kindness promotion
- A trauma-informed approach
- Behaviour Management Systems
- Zones of Regulation
- Use of SMHO classroom tools and resources
- Safe and quiet spaces for students
- Intervention plans
- Ensure the Healthy Living, Social-Emotional Learning Skills (elementary) and Living Skills (HS) Strands of the Ontario Curriculum are taught
- Opportunities to “do good” (volunteering, random acts of kindness)
- Non-competitive play opportunities
- Involve Elders/Wabauskang



# Roles & Responsibilities

## Central Safe and Supportive Administrator

- Act as a resource to school administration and Safe and Accepting School Team in the development of their school plans
- Provide guidance to support implementation planning for Safe and Accepting School Team
- Provide guidance and support to administrators.

## School Administrator

- Establish a Safe and Accepting School Team
- Annually develop/review the School Bullying Prevention Plan
- Provide opportunities for staff to learn to recognize the forms of bullying and understand the actions that can be taken
- Provide opportunities for staff to participate in equity and inclusive education, bullying prevention and leadership initiatives with the school
- include procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal
- Respond to verbal and written reports
- Develop specific plans to support students who have been harmed
- Outline a process for parents/guardians to follow if they are not satisfied with the supports their child receives
- Involve school community in reviewing policies, procedures, and guidelines relating to bullying, discrimination, and harassment
- Communicate policies, procedures, and guidelines to school community on school website (hard copies are available by request).
- Develop specific plans to support students who have engaged in serious student incidents
- Following a serious incident, the principal must notify parents of the involved students, except in certain circumstances, and must invite the parents to discuss supports for their child.

## Roles and responsibilities of the Safe and Accepting School Team

- Chaired by a staff member and include the principal, at least one parent, teacher, non-teaching staff member or community partner. It should include at least one student.
- Foster a safe, inclusive and accepting school climate
- Develop/review the School Bullying Prevention and Intervention Plan
- Promote a positive school climate

## Role of parents/guardians

- Report all incidents of bullying, harassment, racism, and discrimination
- Support victims of serious incidents
- Model caring and respectful interactions



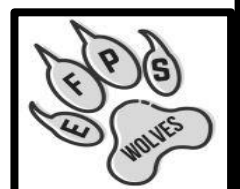
# Roles & Responsibilities

## Roles and Responsibilities of Staff

- Support learning opportunities for students in order to reinforce positive behaviours and help students make good choices
- Encourage and assist students in following rules of behaviour
- Support prevention and intervention programs
- Use the most appropriate method to respond to a student's behaviour providing for progressively more serious consequences for repeated or more serious inappropriate behaviour
- Report to the Principal, all serious student incidents, in order to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion may be considered.
- Take seriously all allegations of violence, bullying, homophobia, harassment, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive, and supportive manner
- Respond to any student behaviour that is likely to have a negative impact on the school climate if, in the employee's opinion, it is safe to respond to it. Such behaviour includes bullying and all inappropriate and disrespectful behaviour that occurs at any time at school and at any school-related event, including virtual learning environments.
- Support all students, including those who disclose or report such incidents, and those who wish to discuss issues of healthy relationships, gender identity, and sexuality by providing them with professional contact information (i.e., public health units, community agencies, Help Phone lines, etc.) and make information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality
- Ensure that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)

## Expectations of Students

- Treat everyone with dignity and respect - Follow Character Education Development Policy 330 and Code of Conduct Policy 322
- Support a positive school environment-modelling caring and respectful interactions
- Learn about and be aware of the seriousness of bullying behaviour and its impact on others
- Report incidents when seen or are made aware of
- Support school bullying prevention and intervention programs
- Disengage from any bullying by standing up to or seeking help for bullying behaviours
- Learn about how to recognize the various forms of bullying and the actions that can be taken by those witnessing the behaviour



# Intervention

We will take the following steps to respond to all incidents of bullying, harassment, discrimination and other inappropriate behaviours, and to support all students:

Incidences of Bullying must be immediately addressed (unless staff feel unsafe and then must immediately report to P/VP):

Staff may respond to incidents by:

- Identifying the inappropriate behaviour;
- Asking the student to stop the inappropriate behaviour;
- Explain why it is inappropriate or disrespectful;
- Asking the student to change their behaviour in the future; and/or
- Providing support for positive behaviour.

Use Restorative Practices

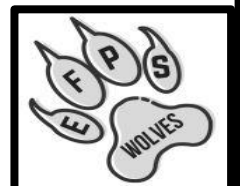
Develop a plan to support the victim:

- Restorative Practices
- Create plan with student, parents/guardians and other supports
- schedule check-ins (following times that incidents may most likely occur such as recess, breaks, lunch hour, hallway transitions)
- Explicitly ask student how their day was
- Student is encouraged to report any incidents in a timely manner
- notify staff/ increase diligence and require staff to report any incidences to P/VP
- increase supervision
- connect student to a caring adult
- parents/caregivers are to report any incidents they are made aware of that have not been reported to staff
- Student counselling
- Ongoing communication with parents/caregivers

Following a serious incident, the principal must notify parents of the involved students, except in certain circumstances, and must invite the parents to discuss supports for their child.

A plan will be developed to support students who have engaged in serious student incidents

- Restorative Practices
- Create plan with student, parents/guardians and other supports
- Social Stories and/or Social-emotional learning opportunities
- Student counsellor
- Opportunities to “Do Good”
- Self-Regulation Strategies (Zones)
- Safety/Interaction plan
- Progressive discipline
- Track data (patterns and trends)
- Ongoing communication with parents/caregivers



# Bullying Prevention and Intervention



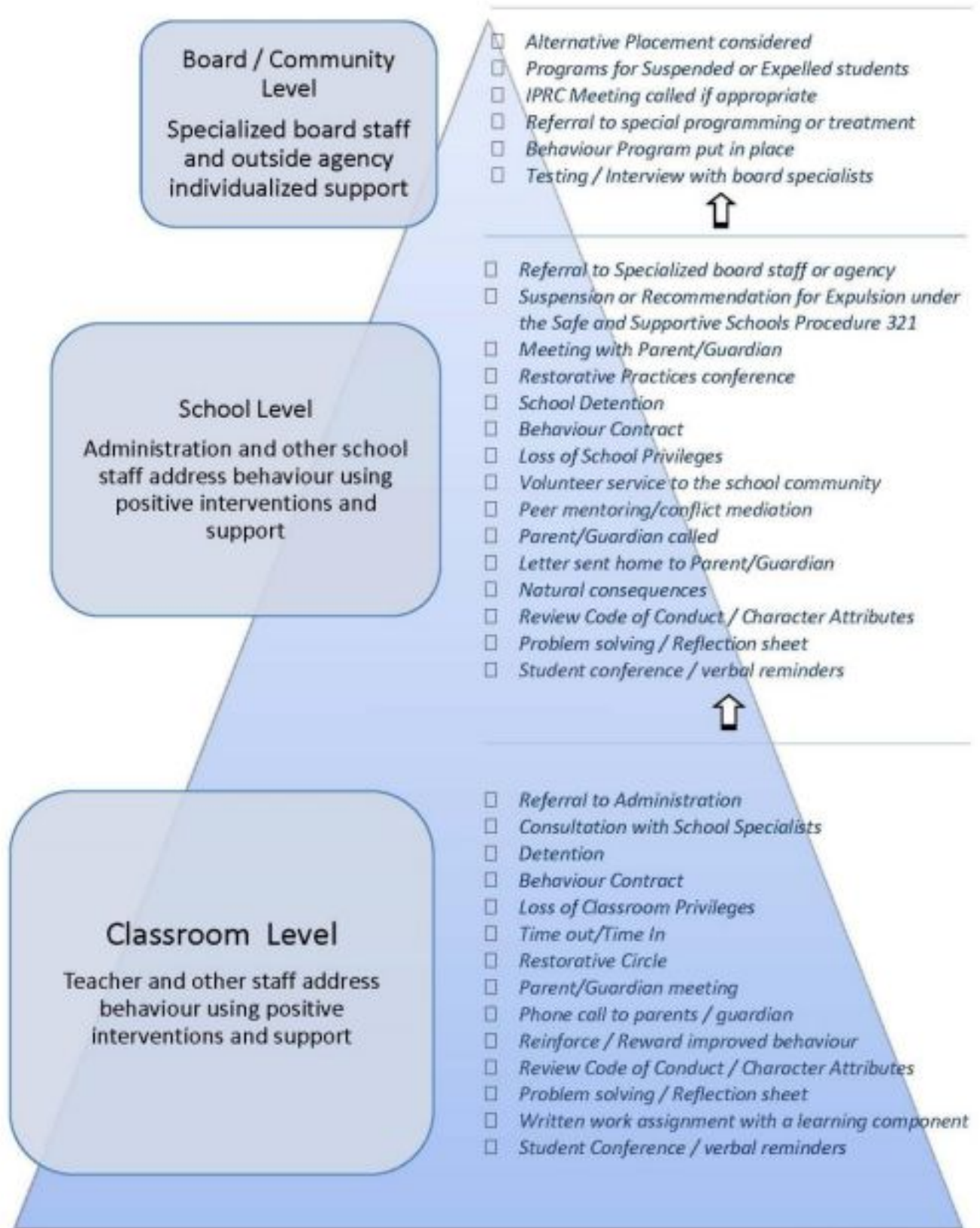
## DEFINITION OF BULLYING:

**Bullying** means repeated and aggressive behaviour by a pupil where,

- The behaviour is intended by the pupil to cause, or the pupil ought to know that the behaviour would be likely to cause harm, fear, or distress to another individual, including psychological harm or harm to the individual's reputation, or
- Creating a negative environment at a school for another individual, and
- 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.

For the purposes of the definition of bullying, behaviour includes the use of physical, verbal, social, electronic, written or other means.

# KPDSB Progressive Discipline





# Ongoing Work

## Our Safe and Accepting School Team will:

1. Participate in the analysis of the school climate survey data
2. Determine actions to address school climate survey concerns
3. Play an active role in the development and implementation process of the school plan
4. Promote Character Education development
5. Promote caring, welcoming, safe and supportive classrooms (restorative practices)

## We will engage our parents/guardians and community in the prevention of bullying and promoting a positive school environment by:

1. Engaging School Council members in our Bullying Prevention and Intervention Plan
2. Sharing resources on bullying, including from the Ministry Of Education website
3. Posting bullying information on our school website
4. Providing bullying information on our monthly newsletter

## Evaluation of Evidence

Research and experience show that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large.

Areas of Concern	Actions and Strategies	Monitoring and Timeline	Notes
Name calling and student to student interactions	Daily circles- Small circles when issues Teaching empathy Share feelings Consistent use of Restorative Practices as prevention	Staff meeting check ins	OPP and SC support SMHO, Supporting MInds, Self Regulation Strategies

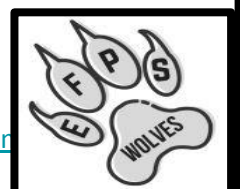
## Questions and Concerns

The Ear Falls Public School school team is committed to working with parents to ensure our school is both safe and supportive. Please contact your child's teacher and the school administrator when you have concerns. You can also file a report at the KPDSB Anti-Bullying Portal

<https://docs.google.com/forms/d/e/1FAIpQLSfDmz1l66ASzcTQfLung6HKRWF18V2owAUUassVdvUidiHmTw/vi/ewform>

## Related Documents

- [KPDSB Policy 322 Code of Conduct](#)
- [KPDSB Procedure 329 Progressive Discipline and Promoting a Positive School Climate](#)
- [KPDSB Policy 330 Character Development](#) and [KPDSB Procedure 330 Character Development](#)
- [Ministry of Education Policy and Procedure Memorandum 144](#)



# External Resources

## Resources for Students

- [Chatterhigh](#) - an online platform for students (and educators) in grades 7-12 that uses guided research to help students learn about bullying prevention, mental health, career planning and more. ChatterHigh's KPDSB Bullying Prevention Module explores resources and topics that help students understand and respond to instances of bullying.

## Resources for Educators and Families

- [Bullying – We can all Help Stop it](#) – A ministry resource for parents/guardians and all caring adults with information on what to watch for, what you can do, what families can expect from the school, and where individuals can go to learn more.
- [We All Belong](#) – A resource that includes videos, discussion guides and a book for parents/guardians and schools to encourage parent/guardian engagement and to promote a whole school approach to safe, inclusive and accepting schools. The practical topics include bullying prevention, nurturing kindness and empathy, and problem-solving together
- [The Mirror Exercise Self-Esteem Activity for Children and Adults](#)
- [Kids Help Phone](#)

## Resources for Families

- [Building Healthy Relationships](#) – Toolkit focuses on topics such as mental well-being, conflict resolution, bullying prevention, social media and resilience.
- [PREVNet - Canada's Healthy Relationships Hub](#)

