

EW Norman

Bullying Prevention and Intervention Plan

2020-2021

“Meaningful bullying
prevention
is dependent upon children,
teachers, administrators,
parents, and the community
working in **partnership.**”

EW Norman is committed to the establishment of safe, inclusive and accepting school environments in order to maximize the learning potential of all students. There is conclusive research that shows that for students to reach their full potential, they must feel safe, included, and engaged in school. An inclusive school climate based on caring and respectful relationships among students, teachers, school staff, parents, community partners and administrators is a fundamentally enabling condition for learning.

An effective and inclusive school does more than achieve academic markers; it fosters social-emotional learning and develops healthy relationships among staff, among students, and between staff and students to promote a positive school climate.

Committed leadership and ongoing collaboration at all levels (individual, classroom, school, parent, board, community) among everyone involved are key factors to the success of a whole school approach.

Parents and Students

EW Norman is dedicated to ensuring a safe and caring environment. An adult will investigate all reports of bullying. If you or your child has any concerns please contact your child’s teacher or our Principal Mrs. Taylor immediately.

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important

role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

All members of the school community must model bullying prevention and intervention strategies.

“A positive school climate makes negative behaviors such as bullying and harassment unacceptable”

-Pepler and Craig, 2004

EW Norman recognizes that bullying:

- Adversely affects a student’s 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.

Definition of Bullying:

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals.

– Accepting Schools Act 2012

The Education Act subsection 1(1) defines bullying as follows:

“bullying” means aggressive and typically repeated behavior by a pupil where,

(a) the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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 as a school for another individual, and

(b) the behavior 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 subsection (1), behavior includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

(1.0.0.2) For the purposes of the definition of “bullying” in subsection (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 behavior may be intentional or unintentional, direct or indirect. Harm, as used in this plan, means, harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.

Forms that Bullying/Harassment Might Take

Physical: pushing, tripping, hitting, damaging or stealing someone's property

Verbal: name-calling, hurtful teasing, insulting, humiliating or threatening someone

Social: excluding someone from "the group" or from an activity, gossiping or spreading rumors about someone, making someone look foolish, making sure others don't associate with someone, displaying images or materials that are offensive or disrespectful

Electronic: using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone or hurt their feelings; single them out, embarrass them, or make them look bad; or spread rumors or reveal secrets about them

Written: using notes or signs that are hurtful, insulting or harassing

Types and Examples of Bullying/Harassment

Racial/Ethno cultural

Gender role-based

Homophobic

Religion-based

Disability-based

Income-based

Conflict, Aggression, Teasing and Bullying

Overview

We feel as a school it is important to elicit these ideas from students as this places them in the center of this learning. Students creating their own understanding in their own language regarding the following is important to take ownership of the language. Our CDC supports teachers in facilitating this process with students.

Conflict

Is generally a disagreement of differences in opinion between peers who typically have equal power in their relationship. Conflict is a usual and inevitable part of group dynamics.

How do we know if it is bullying or conflict?

Children often confuse conflict with bullying, even though they are very different. Conflict consists of a disagreement, or a difference of opinion, between two or more people who are relatively equal in social status. In conflict, there are two sides to the story. Those involved may disagree and emotions may run high. When badly managed, it may even result in some form of aggression. When conflict arises, children need opportunities to talk and resolve the conflict in a constructive manner.

Aggression

Aggressive behavior may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational aggression it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Teasing

Teasing involves a sense of play and mutual joking; it is not meant to harm anyone in any way; it is usually not repeated over and over again; and is usually done by someone you have a relationship with (but sometimes people can take teasing too far).

Positive teasing

Children tease because it can be a fun way to provoke a reaction in someone else, and they may want to reciprocate being teased themselves. Teasing can strengthen a relationship by showing closeness and affection with another person. It can help show others what behaviours are appropriate in society: for example, teasing someone for talking with his/her mouth full communicates – without direct confrontation – that this is not a polite and socially accepted behaviour. Teasing also represents an indirect and non-threatening (perhaps even playful) method for resolving conflicts by providing an outlet for expressing frustration or disapproval.

Teasing is positive when:

- It takes place within a strong relationship with two people who appreciate the teasing as affectionate.
- The teaser is using a “joking” (rather than aggressive) tone of voice and smiling.
- The person being teased does not look distressed.

When does teasing become bullying?

While teasing can be used to strengthen a relationship, it can also be used to alienate, criticize, and embarrass another person, which may weaken the relationship. The affectionate interaction of teasing can turn hostile when the teasing distresses the person being teased. Teasing about physical appearance is almost always hostile and hurtful. This is not surprising since appearance has so much influence on social acceptance and is out of the individual’s control.

Teasing becomes bullying when:

- The content of the teasing turns from affectionate to hostile.
- There is a power imbalance: the person teasing has more power among peers compared to the person being teased.
- The teasing occurs repeatedly.
- The child who is teasing means to upset or hurt the child being teased.
- The child being teased is upset or hurt by the interaction. Keep in mind that some children may not show that their feelings are hurt. If you are not sure whether the teasing is hurtful, pull the child being teased aside to ask them how they feel about it.

Bullying

Is a persistent pattern of unwelcome or aggressive behavior that often involves an imbalance of power and / or the intention to harm or hurt someone else. Bullying does not involve play or mutual joking around; there is an intention to hurt and do harm; there is a pattern of behavior; saying mean and hurtful things over and over again; has a negative impact on the victim / target; there is an imbalance of power; one person appears to have more powers than the other.

Bullying Prevention and Awareness Strategies

(Curricular Connections / Activities / Whole School Approach)

EW Norman's comprehensive prevention and awareness strategies, which promote appropriate student behaviour, include:

- Using the data and information from last year's school climate survey to inform us and to direct changes in our practice to ensure that we are providing a warm and welcoming environment for all
- Promoting, modeling, and maintaining a positive school environment that focuses on student achievement and well-being
- Promoting an awareness and understanding of the factors that contribute to a safe, inclusive, caring, and accepting school climate
- Promoting an awareness and understanding of diversity, inclusion, acceptance and understanding through collaborative activities with our self-contained programs.
- Promoting an awareness and understanding of diversity, acceptance and understanding of all cultures through activities and programming.
- Celebrating and recognizing "Bullying Awareness and Prevention Week" annually
- Creating awareness of bullying prevention by staff and students wearing pink on selected dates.
- Using our partnership with the North Bay Police Department to provide support and intervention to victims of bullying and the bullies themselves
- "No Bullying" message around the school.
- Working with the Nipissing Parry Sound Health Unit on student led Mental Health initiatives.
- Continue to have activities that promote a positive school climate (spirit days, etc.)
- Encourage more peer to peer presentations and workshops
- Plan whole school guest speakers around character education topics

- Continue to support SAC initiatives that promote healthy school relationships.
- Consider other programs and presentations that our school community would benefit from, as they arise.
- Include character education and healthy relationship components within specific curriculum strands
- Whole school focus on mental health and well-being and our common ground being character education

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with all
- Hold meetings with students and parents when inappropriate behaviour occurs
- Support positive change and positive behaviour
- Develop individual intervention plans for students involved in serious incidents
- Promote the use of Collaborative Problem Solving
- Utilize progressive discipline strategies with students
- Involve support staff where appropriate i.e. Mental Health Nurse, Attendance Counselor, Addictions Counselor and other external agencies

Classroom Level:

- Communicate positive behaviour expectations and consistently enforce school-wide rules on behaviour
- Hold regular class meetings/discussions and communicate regularly with parents
- Give opportunities for social-emotional learning to build and practice healthy relationships skills through classroom activities and programs
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices
- Utilize peer support groups to support students who require social, emotional and academic support

School Level:

- Continue our work with our Safe and Accepting School Committee
- Provide training for staff regarding safe and accepting schools
- Establish and communicate school rules regarding behaviour

- Active staff involvement in learning about the data and information that last year's school climate survey has provided us in order to determine our next steps as a school team.

Community Level:

- Continue to work with our community partners to support the school's programs
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community and our community partners

Bullying Prevention and Reporting Strategies:

- All staff will take seriously all allegations of bullying behaviour and immediately attempt to stop any observed action, name the action, reassure the victim, work with the aggressor and report the incident to administration
- All administrators will investigate any reports of bullying, as well as anonymous reports of bullying.
- Students or parents can report incidents of bullying by calling the school at 705-472-5534 and leaving a message for the principal.

Interventions, Supports and Follow-up

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal. In addressing incidents of bullying mitigating factors such as age, circumstances, history, IEP will be considered. Additionally, progressive discipline will be used when appropriate and could include the following:

- Contact with the pupil's parent(s)/guardian(s);
- Verbal reminders;
- Review of expectations;
- Written work assignment with a learning component relevant to the behavior (i.e. apology, impact statement);
- Assigned reflection time;
- Restorative justice;
- Referrals for consultation;

In some circumstances suspensions and expulsions may result depending on the severity of the behavior.

Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:

- One on one and/or group meetings
- Learning opportunities
- Restorative justice
- Community liaison officer may be brought in to address a situation of bullying
- Child development counselor, guidance counselor, and social worker will be used to support the victim and the bully
- Contracts or behaviour plans
- Referrals to NNDSB supports and services
- Referrals to community partners

Training Resources and Outreach Strategies for Members of the School Staff, Parents, and Community:

- Staff Meeting PD sessions
- Messages and resources included in the weekly staff communication
- School improvement goals developed by, and shared with, staff members
- Parent council, website, Twitter, Facebook, and School Connects, in school messages

Safe, Accepting and Inclusive Schools Committee:

Principal: Heather Taylor

Teacher: Stephanie Horsman

Non-Teaching Staff: Anne Lessard, EA

Parent: Kayla Heaslip

Community Partner: Const. Eric Krompotic

Suggested Resources:

The Promoting Relationships and Eliminating Violence Network (PREVNet)
www.prevnet.ca/

Policy/Program Memorandum No. 144: Bullying Prevention and Intervention
www.edu.gov.on.ca/extra/eng/ppm/144.pdf

Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behavior
www.edu.gov.on.ca/extra/eng/ppm/145.pdf

Toolkit for Safe, Inclusive and Accepting Schools on the Ontario's Institute for Education Leadership
<http://live.iel.immix.ca/safeandacceptingschools>

Ontario's Equity and Inclusive Education Strategy
www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation
www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
www.edu.gov.on.ca/eng/parents/policy.html

Don Miguel Ruiz's The Four Agreements
<http://www.miguelruiz.com/>