



Bully Prevention Plan: Silver Birches Elementary School

Safe and Accepting Schools – We All Belong

The Near North District School Board (Silver Birches Elementary School) 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.

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. Bullying prevention and intervention strategies must be modeled by all members of the school community.

"A positive school climate makes negative behaviors such as bullying and harassment unacceptable"
Pepler and Craig, 2004

Context

- The Near North District School Board 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.
- Bullying is associated with a range of physical and mental health problems, as well as educational problems, antisocial problems, and relationship problems. Experts call for early intervention for both the child who is victimized by bullying and the child who bullies. Without support, children who bully appear to learn how to use power and aggression to dominate others (Craig, Pepler, Murphy 2010). There is a growing base of knowledge and evidence about what works. The Promoting Relationships and Eliminating Violence Network (PREVNet) provides comprehensive information on their website about bullying and how to address it.
- An inclusive social climate based on caring and respectful relationships among and between students, teachers, school staff, parents and administrators is generally accepted as a necessary supporting condition for learning (UNESCO Institute for Statistics 2012).
- Committed leadership and ongoing collaboration at all levels (e.g., individual, classroom, school, parent, board, community) among everyone involved are key factors to the success of a whole school approach.

- A whole school approach engages all key learning areas, all grades and the wider community. All aspects of school life are considered, such as policies and procedures, curriculum, school climate, teaching and assessment practices, co-curricular and leadership opportunities.
- Data should be used to inform the development of bullying prevention and intervention plans, including the section of evidence-informed programs and practices. A pre-and post-evaluation strategy is critical.

Safe and Accepting School Membership	
Principal or Vice Principal:	A.Herst/S.Meighan
Teacher:	
Non-Teaching Staff Member:	
Parent:	
Community Partner:	Cst. Drolet
Student(s):	

Bullying

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. 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).

Harm, as used in this plan, means, harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.

In the course of a day, there are many “teachable moments” when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who are at risk, to develop the skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, their parents and others can be used to help them improve their social skills.

Examples of Bullying

Electronic

- sharing messages, photos or videos containing private/sensitive information via electronic means; spreading rumours to threaten someone or hurt their feelings, to single them out, embarrass them, or to make them look bad via social media platforms (*also see cyber bullying definition*)

Physical

- pushing, tripping, hitting, shoving, kicking, damaging or stealing someone’s property

Social

- excluding someone from “the group” or from an activity, gossiping or spreading rumours about someone, making someone look foolish, making sure others don’t associate with someone, displaying images or materials that are offensive or disrespectful

Verbal

- name calling, hurtful teasing, threatening, insulting, mocking or making sexist, racist, religious, disability related, income or homophobic or gender based comments

Written

- use of notes or signs that are hurtful, insulting or harassing

Prevention

Bullying Prevention is a whole-school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

Intervention

Bullying Prevention is a comprehensive and effective response to bullying incidents that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

Role of the Staff at Silver Birches:

We will:

- *Gather information about bullying at school directly from students;*
 - *Establish clear school wide and classroom rules about bullying;*
 - *Respond sensitively and consistently to bullying;*
 - *Provide adequate adult supervision (wherever possible), particularly in less structured area, such as on the playground and in the hallways;*
 - *Improve parental awareness and involvement in working on the problem*
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- *Develop students’ problem solving skills;*

- *Promote healthy relationships between children;*
- *Encourage safe reporting;*
- *Build common values;*
- *Teach assertiveness;*
- *Emphasize cooperation and collaboration;*
- *Foster empathy*

Preventative Strategies Include:

- Use of curriculum to develop understanding of the issues;
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.
- Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims and to support students who engage in bullying; and (3) reporting requirements (please refer to PPMs 144 and 145)

Positive Practices

To promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board and School supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Evidence Informed Programs and Practices:

- Collaborative and Proactive Solutions (CPS);
- Differentiated instruction and accommodations based on student need;
- Class placement (when possible);
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Behaviour Management Plan (BMP);
- Alternative or modified programming based on student data;
- School, Board and community support programs; and
- Student success strategies.

Early and Ongoing Intervention Strategies - Progressive Discipline Consequences

A teacher or the principal- as appropriate, shall utilize early and/or ongoing intervention **strategies that are developmentally appropriate to stop and prevent future unsafe or disrespectful** or inappropriate behaviours.

- *Intervention Strategies may include:*
- *Oral reminders;*
- *Review of expectations;*
- *Written work assignment addressing the behaviour, that have a learning component;*
- *Volunteer services to the school community;*
- *Conflict mediation and resolution;*
- *Peer mentoring;*
- *Consultation between two (2) or more of the parties;*
- *Referral to a community agency for anger management or substance abuse, counseling/intervention;*
- *Detentions;*
- *Withdrawal of privileges;*
- *Withdrawal from class;*
- *Restitution for damages;*
- *Restorative practices;*
- *Transfer to another class or school;*
- *Short-term suspension;*
- *Long-term suspension;*
- *Expulsion*

In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control) at each step of the progressive discipline process.

The Bullying Prevention and Intervention Plan

- Schools must regularly review their *Bullying Prevention and Intervention Plan* and seek input from their school communities (at least once every two years);
- The *Bullying Prevention and Intervention Plan* must be made available to the school community at the beginning of each school year. School's must post their *Bullying Prevention and Intervention Plans* on their school's website, and if that is not possible, it must be made available to the public in another appropriate manner;

Additional Considerations:

- the local needs and circumstances such as geographical and cultural considerations as well as demographics;
- the availability of community supports and resources.

Communication and Outreach Strategies:

-Character Education (7 Grandfather Teachings)

- Pink Shirt Day
- Morning Announcements about Bullying Prevention
- Newsletters to share information with parents
- Posting of Bullying Intervention Plan on School Website
- Presentation/Performance for Primary classes
- Cyberbullying presentation for Junior Students

Notifying Parents

Principals will notify parents of students that have been harmed and/or who have engaged in serious behaviour incidents.

To see the complete section, “Notifying Parents(s)/Guardians Following a Serious Student Incident” refer to the Near North District School Board’s Administrative Guideline- Safe Schools: Student Conduct Management Guideline, page 14 as well as “Not Notifying a Parent/Guardian” page 15 on the board website.

Reporting to the Principal

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

The Education Act subsection 300.2 of Part XIII states that any staff of the Board who becomes aware that a student at a school of the Board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

To see the complete section on “Reporting to the Principal” see pages 12-14 of the Near North District School Board’s Administrative Guideline- Safe Schools: Student Conduct Management Guideline, on the board website.

Professional Development

The Near North District School Board will continue to provide professional development opportunities to board employees that will include bullying prevention and intervention strategies to promote a positive school climate. The training may also be made available to other adults who have significant contact with students (e.g., school bus drivers, child care providers, volunteers etc.).

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

References

Accepting Schools Act – Bill 13 September 2012

Changes to Policy and Program Memoranda (PPM's) – December 5, 2012

- PPM 128 Provincial Code of Conduct and School Boards Code of Conduct – December 5, 2012
- PPM 141 School Board Programs for Students on Long-Term Suspension – December 5, 2012
- PPM 142 School Board Programs for Expelled Students – December 5, 2012
- PPM 144 Bullying Prevention and Intervention December 5, 2012
- PPM 145 Progressive Discipline and Promoting Positive Student Behavior – December 5, 2012

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