

## **Bullying Prevention and Intervention Plan**

### **NORTH STORMONT PS**

#### **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 serious 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
<ul style="list-style-type: none"> <li>• hitting</li> <li>• pushing</li> <li>• slapping</li> <li>• tripping</li> </ul>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• mocking</li> <li>• insults</li> <li>• threats</li> <li>• sexist, racist, homophobic, or transphobic comments</li> </ul>	<ul style="list-style-type: none"> <li>• gossiping</li> <li>• spreading rumours</li> <li>• excluding others from a group</li> <li>• humiliating others with public gestures or graffiti</li> <li>• shunning or ignoring</li> <li>• may occur through the use of technology</li> </ul>

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**Safe and Accepting School Team:**

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Name of team member	Position
Eric Barker	Vice Principal
Maria Barzso-Paul	Teacher
Gayle Poirier	Other member of staff
Amy Michaud	Parent
Tara Lynn Chenier	Community member

**Goal/Goals:**

The goal of our Safe and Accepting School Team is to create an environment where students feel comfortable and safe. This year particular attention will be provided to students in preparing them to transition to Roxmore Public School for the 2022-23 school year.

**Actions (specific actions that will be implemented in response to the goals/goals identified)**

**Communication & Education with Students**

- The administrator will meet with individual classes at the beginning of the year to communicate the school's code of conduct. This will include expectations for appropriate behavior while riding bus transportation. Students will also have an opportunity to share their concerns regarding safe and accepting schools during classroom conferences.
- Character education will also take place throughout the school year through our monthly Character awards, which are linked to UCDSB's Character Always traits. Students understanding of specific character traits is also supported and developed through our daily morning announcements.

**Professional Focus Staff**

- A focus Inquiry question for staff throughout the year is: what can we do to ensure everyone is supported and included? Ongoing data collection to monitor student progress will also take place in the following areas: wellness and student engagement.

**Transition**

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- The administrators from Roxmore PS and North Stormont PS are collaborating to ensure that there is alignment with the code of conduct for each school; this is to ensure that students are supported as they transition for the 2022-23 school year.

**Bullying Awareness and Prevention Strategies:**

- Classroom discussions/meetings to educate and inform
- Character Always Initiatives – monthly
- Zones of Regulation in the primary program
- Creating Spaces for Student Dialogue and “Checking in” during recess (Adult circulation and student conferences)
- Mental Health Champion (Ms. Barzso-Paul) – Professional Development and mental health strategy implementation.

**Reporting Bullying:**

We encourage and accept all forms of reporting including and not limited to:

- phone calls to the school;
- notes in student agenda;
- email/text to staff including the Principal
- private digital messages (TEAMS)
- verbal conversation with at trusted adult (e.g. staff member)

We also inform and encourage an open-door policy with all of our students who are welcomed and encouraged to communicate with staff members both in the classroom and at the office. Students are welcomed and encouraged to leave a note in the main office with our office admin if they aren’t comfortable speaking to staff during the school day.

**Intervention Strategies:**

Our focus is to provide a safe and positive environment with a focus on student engagement. We strive to use prevention whenever and wherever possible. If a situation does arise, we implement the following process: intervene, investigate, evaluate, support and educate.

**Capacity Building:**

<b>Staff</b>	<b>Students</b>	<b>Parents</b>
- Code of Conduct implementation	-classroom VP visits – starting with first week of school	-informally through conversations and communication with parents
- Restorative Practice	- classroom discussions	

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<ul style="list-style-type: none"> <li>- Use of restorative educational discussion following an incident “What can be done to repair the harm”</li> <li>- Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>- announcements and reminders including definitions roles and responsibilities</li> <li>- Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>on specific issues and events</li> <li>- highlighting and communicating Character Always program through social media</li> </ul>
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**Communication Strategies:**

This is a regular standing item on staff meeting agendas and a part of our safe schools meeting agenda on a monthly basis for staff and council items. See Action section for additional information.