



Keewatin-Patricia District School Board
Resource Guide for School Administrators:
Bullying Prevention and Intervention School Plan Development
August 2022

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 utilises 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:

Why the urgency?

- bullying adversely affects a student's well-being and ability to learn
- bullying adversely affects the school climate, including healthy relationships
- bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate

Role of the 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.

Role of the 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 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

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

School Bullying Prevention and Intervention Plan Community, Culture, Caring

At Sioux Narrows 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 approach to student discipline that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour.

BULLYING DEFINITIONS:

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.

Types of bullying

Bullying can take many forms. It can be:

- **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 of a social media post or email that was sent to other students in the school, the student may not want to attend school.

Ministry of Education [Bullying – we can all help stop it](#)

PREVENTION STRATEGIES:

1. Education, Awareness, and Outreach

At Sioux Narrows, 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, Sioux narrows 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.

We are committed to focus on education, and awareness by doing the following:

- All teacher use SMHO [First Ten Days \(and Beyond\)](#)
- All homeroom teachers will review the types of bullying by the end of Sept **and** by the end of February
- Create classroom rules/norms collaboratively **with** students at the beginning of year/semester and reviewed regularly as required.
- Staff actively supervise and are visible
- Staff learn/review strategies to prevent and respond to bullying
- Expect and model respectful/caring adult-student interactions
- Teachers will engage their classes in community building activities
- Schedule presentations (OPP Kids)

- Focus on bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities
- Teach students to recognize the various forms of bullying and understand the actions that can be taken by those witnessing the behaviour
- Safe spaces
- 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.
- Ensure the Healthy Living, Social-Emotional Learning Skills (elementary) and Living Skills (HS) Strands of the Ontario Curriculum
- Kindness promotion
- Involve Elders, Knowledge Keepers, Language Speakers
- Ensure students see themselves in classrooms/at school
- Classroom Circles (Restorative Practices)
- Conflict resolution skill development
- Progressive Discipline
- Trauma Informed
- Roots of Empathy
- Behaviour Management Systems (BMS)
- Programs to Build Positive Relationships
- SMH-ON program modules
- Activities that Promote a Positive School Climate
- Opportunities to “Do Good” i.e. Random Acts of Kindness
- Social-Emotional Learning opportunities
- Self-Regulation Strategies (Zone)
- Participation in Bullying Awareness and Prevention Week in Nov. Pink Shirt Day, etc.
- Curriculum and Daily Learning
- Experiential Learning lesson focussed on promotion of relationship building, trust, inclusion etc
- Staff Professional Development focused on building safe spaces for students
- SMH-ON staff and student training modules/lesson plans and activities
- Connect students with a Caring Adult
- Low-level intramural activities
- Non-competitive/ non-physical activities that promote inclusion for all students

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
3. Promote Character Education development
4. 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.

The main issues of concern raised by students, staff, and parents in our school climate surveys, Safe Schools Incident Reporting and other communications are:

Areas of concern:	Actions/Strategies:	Monitoring Time Lines:	Notes (i.e. including PD requirements):
Varied forms of bullying occurring.	Ensure students understand what bullying means. There seems to be some discrepancies in our data.	School Year	Review this plan with staff
Do you know how to access mental health supports at your school (45 - no)	Health Class - SMHO website. Mental Health Awareness	School Year	Provide PD for staff at PD days.
Hours of Sleep	Health Class - explicitly talk about sleep and its impact.	School Year	

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 - When Things Go Wrong - Circle with questions

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
- Social-emotional learning
- 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

See Appendix C for interventions

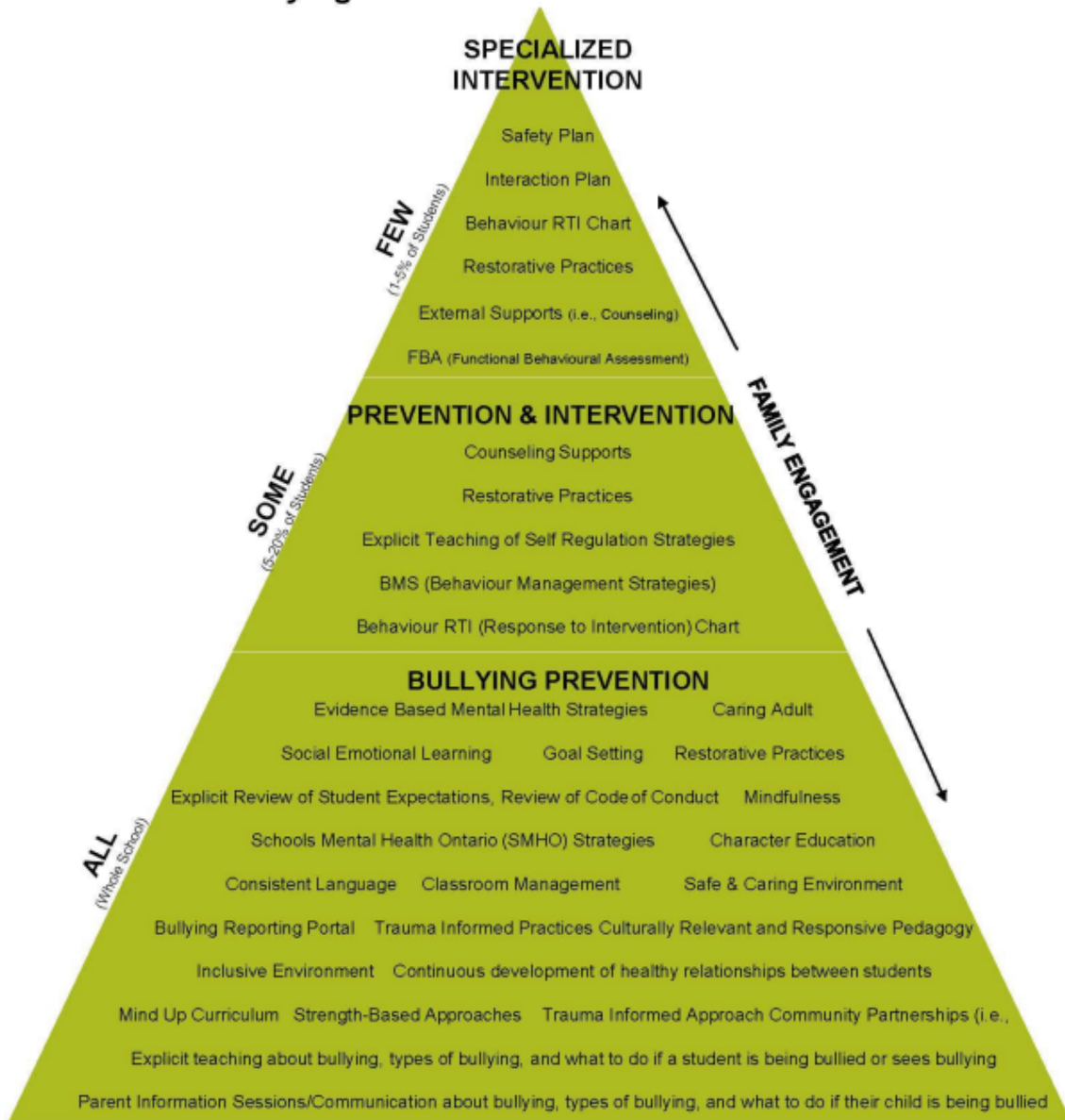
- Classroom Levels
- School Level
- Board/Community

Appendix “A”

Definitions

Appendix “B”

Bullying Prevention and Intervention Plan



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.

Appendix “C”

Progressive Discipline Chart - KPDSB

