



Holy Family

Catholic Elementary School



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Bullying Prevention and Intervention Plan For Holy Family Catholic Elementary School

The *Education Act* requires school boards to develop a Bullying Prevention and Intervention Plan and to require all of its schools to implement the plan.

This document is intended to facilitate the School’s implementation of the Board’s Bullying Prevention and Intervention Plan, with a view to promote a school-wide approach to ensuring a safe, inclusive and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviours.

The Board’s Bullying Prevention and Intervention Plan is based upon the Ministry of Education’s Model Bullying Prevention and Intervention Plan (the “Model Plan”)¹ released January 29, 2013, and the requirements set out in this document have been taken directly from the Model Plan.

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EDUCATION, AWARENESS AND OUTREACH

Holy Family School (the “School”) recognizes that a whole-school approach to engaging the school community will help the School’s efforts to address inappropriate behaviour.

To this end, the School will utilise the following Ministry of Education definition of bullying in communications with the school community:

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, and
- (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 (“intimidation”)

For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

¹ Ministry of Education, “Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan” January 2013, Queen’s Printer for Ontario, 2013, available online at: <http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>

Cyber-bullying

For the purposes of the definition of “bullying” above, 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.

In its communication efforts, the School will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.”²

The School will also communicate and share with the school community, policies and procedures including the Board/school Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.”³

² *Supra* note 1, pgs. 2-3.

³ *Supra* note 1, p. 3.

The School will endeavour to increase education, awareness and outreach by using the following best practices:

- Conduct/review school climate surveys every 2 years
- Implement a Safe School Team to conduct survey analysis and safety audits annually
- Review the School Code of Conduct as published in the student agenda annually
- Provide Professional Development to all staff regarding Bully Prevention (online Bill 13 training slides, Reporting requirements, and Equity/Inclusivity awareness)
- Review Board AP Policies particularly AP 200.05, 200.23, 200.26, & 200.27.

The School has identified the following strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate:

- Invitation for parent/student representation on Safe Schools Team
- Posting of this plan on school Web Site
- Publishing the school Code of Conduct in the student agenda
- Post links to Ministry provided literature on Bully Prevention and how parents can support their children when experiencing bullying on the school website
- Inviting parents to meet to discuss/respond to bullying incidents.
- Use ProGrant opportunities to invite experts to present to parent communities information regarding cyberbullying, bully prevention programs, proactive oversight of social media programs, and community building strategies.

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). The School will consider using a risk assessment approach in this process.
- Review and update the School's strategies as a result of gathering new information and share with the school community.⁴

⁴ *Supra* note 1, p. 3.

Pre-evaluation strategy

The School's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information are the following:

- too many bystanders, not enough upstanders
- hesitant to get involved due to fear of retaliation
- children concerned about being harmed physically / mentally
- children want more information about antibullying policies_and presentations
- vandalism of belongings at school

The School's concerns raised in respect of the physical environment are:

- playground
- changerooms
- bathrooms
- hallways during transitions, stragglers
- eating time

The School's current processes for reporting, response, support and following up on issues are as follows:

- child speaks to the teacher on supervision / responsible
- identify the behaviour
- correct the behaviour ("Here at Holy Family School we...")_
- make amends
- maintain proximity to the teacher if necessary (walk and talk with the teacher)
- contact parents if necessary (progressive discipline)

Based on a review of the school climate survey results and other relevant information, the following areas have shown success/ improvement:

- children feel safe coming and going from school
- children feel good about being at school
- children feel accepted at school
- children express friendliness to each other and adults

Based on the school climate surveys and other relevant information, areas requiring improvement are as follows:

- empower the children to be upstanders
- bathrooms / changerooms where it is difficult to supervise
- playground and hallways - ("who are you when we are not looking?")

Based on the above, the School proposes the following action plan to address areas of concern:

- explicit instruction to promote being an upstander vs. a bystander
- recognition for upstanders
- professional development surrounding discipline vs management

Post-evaluation Strategy

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The “post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary.”⁵

Upon re-evaluation, the School will update the information in this Template to reflect the effectiveness of its anti-bullying initiatives.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.⁶

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.⁷

The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment)⁸, by taking the following steps:

A thorough review/understanding and communication of the following Board policies:

- AP 200.05 - BHNCDSB’s Code of Conduct to ensure a Safe, Inclusive and Accepting Environment (PPM 128 – Provincial Code of Conduct based on Respect, Civility, and Responsible Citizenship)
- AP 200.23 - Equity and Inclusion Policy (PPM 119 – Developing and Implementing equity and inclusive Education policies in Ontario)
- AP 200.26 – Student Discipline (PPM 145 – Progressive Discipline and promoting positive student behaviour)
- AP 200.27 – Bully Prevention and Intervention – Board and School (PPM 144 – Bully Prevention and Intervention)

The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:

Reference AP 200.05 (Code of Conduct - Roles and Responsibilities) for a detailed list/description of responsibilities for all members of the school community.

⁵ *Supra* note 1, p. 3.

⁶ *Supra* note 1, p. 3.

⁷ *Supra* note 1, p. 4.

⁸ *Supra* note 1, p. 3.

PREVENTION

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.⁹

The roles and responsibilities of the safe and accepting school team (which will be communicated with the school community) are as follows:

- To conduct a physical audit of the school site to identify shortfalls in safety/bully prevention and make recommendations to school administration.
- To review/audit Safe Schools Survey data to identify trends in strengths and weaknesses and provide recommendations based on data for the school's annual action plan regarding bully prevention/school safety.
- To aid staff in promoting a "Stand Up to Bullying" model among the student body.
- To assist school administration in informing Holy Family families regarding ways to respond and support their children who experience incidents of bullying.
- Student Team – to assist in informing the student body regarding the types, harm, and preventive actions of bullying and to contribute in the building of a positive school culture.

Based on its evidence-based analysis, the School has identified the following practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan):

- a. bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School¹⁰:
- b. relationship building and community building programs that are present in the school, classroom and in the larger community¹¹:

Nelson literacy resources, OPHEA resources, Religion and Family Life program, Behaviour Team personnel and class presentations, guest speaker, "With All Due Respect" reading, "No Bullies Allowed" series, KELSO's Choices, videos: "Don't Laugh At Me", values.com

- c. activities that promote a positive school climate¹²:

Reading buddies, , intermural activities, student Christian council, pancake day, theme days, Mass, choir, Student of the Month, playdays / winter Olympics, Eco club

- d. awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills¹³:

restorative practices circles, school CREED recitation and art installation, guest speaker, drama presentations, seeking to serve opportunities (food bank work, Paris Christmas Hampers, St. Vincent DePaul collection, Park Lane Terrace visits, Planting Seeds for Success learning skills direct teaching, world wildlife fund animal adoption, Christian meditation with children, VIP program, guest speaker for technology.

⁹ *Supra* note 1, p. 4.

¹⁰ *Supra* note 1, p. 4.

¹¹ *Supra* note 1, p. 4.

¹² *Supra* note 1, p. 4.

¹³ *Supra* note 1, p. 4.

e. awareness raising strategies to engage community partners and parents in early and ongoing dialogue¹⁴:

School council conversations over the safe school survey and student creed, newsletters, books on loan to parents “Keys to Discipline”, case conferences as needed, Meet the Teacher night presentations, school website postings, twitter account, school-parent/ parent-school open communication, conferencing

f. ways to link curriculum and daily learning:

As noted in (b)- (e), and field trips (such as “community helpers”), exposure to real stories in read alouds or media, drama

g. ways to support and encourage role modeling by caring adults and student leaders within the School and school community:

- Student leadership through Christian council activities, student creed recitation, Christian meditation with children, reading buddies, eco-club, choir, intermural refereeing, delivering and sorting food at the food bank.
- Adult leadership through Strong Start, school council, volunteering in the classrooms and on field trips, extracurricular volunteerism, Mass preparation with the students in charge of a Mass
- “Reality Store” financial literacy activities

The School has also identified the following learning and training opportunities for school staff and the school community that are needed¹⁵:

- Implementing consistency with student discipline expectations (Morrish’s “All Due Respect” book work)
- Bullying prevention and intervention plan development
- Inclusivity of non-identified students with mental health challenges
- Anaphylaxis

The School will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plan to address where and when bullying happens, as identified through climate surveys.¹⁶

¹⁴ *Supra* note 1, p. 4.

¹⁵ *Supra* note 1, p. 3.

¹⁶ *Supra* note 1, p. 4.

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a school-wide approach.¹⁷

To this end, the School will:

- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- have in place processes and strategies to identify and respond to bullying when it happens;
- identify strategies for supporting all students involved in bullying;
- communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of the following evidence-informed interventions and support strategies in a timely manner and using a whole school approach:

- teamwork towards the “All Due Respect” learning
- progressive discipline with the goal of changing behaviour, not punishing behaviour
- restorative practices to support progressive discipline
- implementing with consistency safety plans for students in need

¹⁷ *Supra* note 1, p. 4.