BULLYING PREVENTION AND INTERVENTION PLAN

Forest Glen Public School (hereafter referred to as the "school") recognizes and understands that in order to create a safe, caring, inclusive and accepting school climate, and to also address inappropriate behaviour, a whole school approach is necessary for engagement of the entire school community. Our commitment to fostering a safe, caring, inclusive and accepting school climate is reflected in all aspects of our school practices.

We believe that a safe, caring, inclusive and accepting school is fundamental to ensuring the following:

- Student well-being
- Student engagement
- Student achievement

The school will utilise the following definition of bullying from the Ministry of Education in its communication with the school community:

Bullying means targeted and typically repeated behaviour by a pupil where,

1) 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,
   a) 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
   b) creating a negative environment at a school for another individual, and

2) 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" behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition, "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 negative, offensive or derogatory material and messages electronically to more than one individual or posting material on a website that may be accessed by one or more individual.

Bullying Prevention Strategies

1. Communicate School and Board Policies:

- Use of the published School Code of Conduct
- Implementation of HERO GEM character traits
- Classroom Admin Visits at start of each term
- Student handbook (previously in planner - on school website)
- Guidance Visits
- Child and Youth Worker referrals and student appointment booking system
- Use of Class Agreements, Class Meetings and conferencing for student reflection and ownership
- Communicate, strengthen understanding, and implementation of Board Policies as follows:

    i. Code of Conduct Policy 6001
    ii. Student Discipline Policy 6008
    iii. Student Bullying Prevention and Intervention Policy 6009
    iv. Faith and Religious Accommodations Procedure AP1230
    v. Student Bullying Prevention and Intervention Procedure AP1200
    vi. Responsible Use Policy AP4070

    The School will also utilise Ontario Ministry of Education directives as follows:

ix. Ontario's Education Equity Action Plan, 2017
x. The Provincial Code of Conduct, 2012

2. **We offer partial and whole school activities and clubs that promote a positive school climate:**

- GSA, Affinity Club
- Spirit days that increase positive connections to the school
- Assemblies to recognize and celebrate character attributes
- Safe, Caring and Inclusive Schools Committee
- Clubs, activities, and teams that promote a positive school climate
- Territorial Acknowledgements
- Guest speakers that provide diverse representations of the school, and school community, with a focus on inclusion and an educational forum, which shares messages around support for bullying, mental health, and well-being
- SEL (social emotional learning) initiatives
- Class Agreements for community building and expectations
- Class meetings
- HERO GEM traits
- Child and Youth Worker and Guidance Teacher
- Leadership opportunities
- Prayer room/area in the school during Ramadan and throughout the year as needed
- Trauma-Informed PD, DIRECT Tool PD for staff
- DIRECT Tool posted and shared in all classes
- Culturally Relevant and Responsive pedagogy

3. **Create a Safe, Caring, and Inclusive School Team (SCIS)**
A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included. This team will invite discourse to discuss trends and offer recommendations towards solutions in building and sustaining a positive school climate for all students and to provide opportunities for all students to reach their full potential.
Objectives:

1. Review the data from annual surveys and recommend appropriate measures to address areas of concern.
2. Develop awareness and understanding, for all stakeholders, of the factors that contribute to a safe, inclusive, caring and accepting school climate.
3. Identify ways we make staff and students aware of how they can help prevent and address bullying; including the creation and/or maintenance of a ‘Bullying Prevention and Intervention Plan’ for the school

4. **Promote and engage students and staff in activities during local, national, and international events:**

- Random Act of Kindness Day (Canada)
- Orange Shirt Day
- Bullying Prevention Week (e.g. Choose Kindness campaign); Pink Shirt day
- Bell “Let’s Talk” Event
- World Kindness Day
- UN International Day for the Elimination of Racism; Crossing Borders
- Community food drives; Community connections

5. Promote healthy relationship building, equity and inclusive practices, and community building programs that are present within the school, classroom and the wider school community through the following:

- Role-modelling by caring adults and student leaders within the school; Mentorships
- Embedding social/emotional learning within subject curriculum;
- Support continued implementation and learning of our “HERO GEM character attributes
- Supporting Mental Health and Well-being through SEL work in classes*;*
- Increasing shared language around problem solving and conflict resolution for students;
- Improving the representation of our diverse school and community in our displays, programs and events through culturally responsive pedagogy;
- Supportive stance of LGBTQ+ community
- Student Leadership Opportunities - to run purposeful, on-going, student-led character education and responsible citizenship activities

6. Engage Parents/Guardians/Caregivers in early and ongoing dialogue:

In order to increase awareness around building a safe, caring and inclusive school culture, the school will endeavour to increase education, awareness, and outreach through use of the following best practices:

- Annual review of the School and Board Code of Conduct, and supporting Bullying Prevention and Intervention Policies and Procedures with students, staff and Parent/Guardian/Caregiver, through:
    - Assemblies, classroom review, published Code of Conduct on the school website, and providing links from the school website to Board website;
    - Posting the Bullying Prevention and Intervention Plan on the school's website;
    - Staff meeting presentations and general information sharing, including Professional Development, sharing information at School Council meetings, Caregiver/Teacher consultations, and other Parent/Guardian/Caregiver meetings, Grade 6 Evening, and Grade 8 to 9 transitions;
    - Sharing this information with the Safe, Caring and Inclusive School Team;
    - Ensuring parents/guardians/caregivers are aware of how to report incidents of bullying and inequity;
    - Sharing information through the school website, School Day, and social media postings.
    - School Climate Surveys

The School has identified the following strategies to engage parents in conversations about bullying prevention and equity and inclusive initiatives:

- Parent/Guardian/Caregiver - Teacher Conferences;
- School Council Meetings;
- Safe, Caring and Inclusive School Team; School Climate Surveys
- School communications with home (School Day postings, School Newsletter four times a year - two times per term);
- Workshop sessions for Parents/Guardians/Caregivers, including promoting those offered by the Board, and community partners;
- School website with direct post or links to the Board website, community agencies, organisations etc.; and
- Invitation of relevant and diverse community agencies and supports.

EVALUATION OF BULLYING PREVENTION STRATEGY

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

1. The school will base its bullying interventions, strategies, practices and programs on evidence from the school's annual 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 be witness to or affected by the bullying).

- Review and update the School's strategies as a result of gathering new information and share with the school community.

2. The School's Bullying Prevention and Intervention Plan will follow the Plan, Act, Assess, and Refine Model on an annual basis in the service of continued improvement.

3. The school will consider the following points when developing and /or revising the Bullying Prevention Strategy:

- The School's main issues of concern raised by students, staff and parents/guardians/caregivers in the annual school climate survey and any other relevant information.
- The School's concerns in respect of the physical environment.
- The School's current processes for response, reporting, support and follow-up on issues.
- Based on the school climate survey results and other relevant information, what areas have shown success and improvement?
- Based on the school climate survey results and other relevant information, what areas require improvement?
- Based on the above, what action plan should the School implement to address the areas of concern?
- The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives, and inclusive strategies 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.

4. The School will also:

- Provide opportunities for regular check-ins with students at-risk or affected by bullying;
- Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- Provide opportunities to learn about the language of inclusion, as well as the matter of social privilege and its impact on relationships;
- Provide training for staff to identify potential areas of conflict in order to engage in early intervention strategies;
- Establish and maintain respectful and caring classrooms that also reflect the diversity of the school and community; and
- Align supervision plan to address where and when bullying happens, as identified through climate surveys.

5. The School recognizes the importance of using timely interventions and supports with a school-wide approach. 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- e.g. restorative justice

- Communicate the progressive discipline approach to the school community and the procedures in place to support the student.

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