Newcastle Public School

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School Bullying Prevention and Intervention Plan

At Newcastle Public School we believe the most effective means to address bullying is through a comprehensive, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Council, volunteers and the community.

This school-based plan aligns with the Kawartha Pine Ridge District School Board's Bullying Prevention and Intervention Plan. Our school plan promotes a school-wide approach to ensuring we have a safe, inclusive and accepting school environment free from bullying, harassment, discrimination and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan, as well as our school's plan, reflect the Ministry of Education guidelines.

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The Ministry of Education defines bullying as follows:

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.

The Ministry of Education defines cyberbullying as follows:

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 other words, bullying:
- is a deliberate act to harm or exclude someone or "put someone down",
- usually happens more than once over time,
- involves someone having more power over another and abusing that power.

1. EDUCATION, AWARENESS AND OUTREACH

Newcastle Public School recognizes that a whole-school approach to involving and engaging the school community will help us to address inappropriate behaviour.

We will focus on education, awareness and outreach through:

1) Restorative practices: Restorative practice manages conflict and tensions by focusing upon repairing harm and strengthening relationships. Restorative Practice means "to make things new again." When a person has caused harm to someone else, that person is encouraged to apologize, to make a change in their behaviour to prevent further harm and make things right with the person or people harmed.
2) Progressive discipline policy in our Code of Conduct.

We will engage parents in conversations about preventing bullying and in promoting a positive school climate.

1) We are engaging our School Council by:
   a. Sharing and receiving feedback around our Code of Conduct,
   b. Familiarizing parents with, and explaining, the progressive discipline process,
   c. Informing and seeking support regarding events centred on positive student interaction.
2) We recognize the important connection between home and school, which includes:
   a. A collaborative and supportive home/school environment,
   b. Encouragement of parent involvement in all aspects of school life,
   c. An active, healthy lifestyle that includes reducing screen time.
3) We implement prevention strategies and programs which focus on:
   a. Developing healthy lifestyles and relationships,

b. Fostering student leadership,

c. Recognizing students who emulate the Grandfathers' teachings,

d. Promoting equity, diversity, and inclusion

e. Supporting conflict resolution,

f. Restorative practice,

g. Bullying prevention,

h. Social Skills programming,

i. Monthly assemblies and school wide events,

j. School wide and class mindfulness teaching.

2. EVALUATION OF EVIDENCE

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies, practices and programs on evidence from our school climate surveys and other relevant information and communications we receive. We will measure the success of our anti-bullying initiatives and strategies:

- Evaluate the evidence to identify the main areas of concern and issues in the physical environment, determine current procedures, and assess the success of those procedures, 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), as well as identify and assess any roles.

3. FOLLOW-UP ACTIONS

We will actively communicate our policies, procedures and guidelines to our school community. We will also involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment, by taking the following steps:

1) Explicitly focusing on policies, procedures and guidelines at School Council and staff meetings,

2) Posting relevant information on our School and Board website,

3) Sharing possible human resources support to families, both in the school setting and within the community.

The roles and responsibilities of everyone in the school community, including students, staff, parents, and community members are as follows:

1) Everyone has their own unique and equally valued perspective.

2) Thoughts influence emotions, emotions influence actions,

3) Showing empathy and consideration for others,

4) Identifying needs and possible supports,

5) Collective responsibility for problem solving and decision making.

4. PREVENTION

We recognize that promoting a positive, welcoming and inclusive learning environment will help to prevent bullying, harassment, and discrimination. We are committed to taking steps to prevent bullying.

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

Steps to prevent bullying, harassment and discrimination will include:

1) Guest Presentations and Speakers,
2) Restorative Practices,
3) Participation in all Days of Pink,
4) Publicizing KPR's Report Bullying weblink on the website,
5) Kelso's Choices
6) Mind-up Curriculum
7) Lunch Monitors and other opportunities for Student Leadership.

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1) Zones of Regulation,
2) Minds Up,
3) Kids have Stress 2,
4) Restorative Practices, especially focusing on questions,
5) Referrals to our KPR School Board Counsellor or outside resources,
6) Kelso's Choices.

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1) Caught You Being Kind,
2) Equity and Diversity planned events/activities,
3) Kindness Club,
4) School Spirit Days.

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1) Kids have Stress 2 - Self-Regulation strategy teaching,
2) Zones of Regulation teaching,
3) Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April,
4) Equity and Diversity/School Spirit events.

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1) School Council focused discussions to raise awareness and engage parents,

2) Specific and target articles in our monthly School newsletters,

3) Ongoing information and celebration sharing through social media such as Twitter and Instagram.

F. CURRICULUM AND DAILY LEARNING

1) Professional Learning team discussions on building safe classroom communities ensuring:
   a. Everyone has their own unique and equally valued perspective,
   b. Thoughts influence emotions, emotions influence actions,
   c. Empathy and consideration for others,
   d. Needs and possible supports are identified,
   e. Collective responsibility for problem solving and decision making.

G. STAFF AND STUDENT ROLE MODELS

We have identified the following learning and training opportunities for staff and the school community:

1) Staff professional learning
   a. Self-regulation
   b. Culturally Relevant Responsive Pedagogy
2) Review the challenges in order to identify those most likely to experience difficulties:
   a. Increased or non-reporting of bullying incidents
   b. Identifying and monitoring barriers for students and families
   c. Developing and sustaining committees with community partners
   d. KPR staff turnover (teachers, EA's, CYW's, School Board Counsellors, etc.)

5. INTERVENTION AND SUPPORT STRATEGIES

We will take the following steps to respond to all incidents of bullying, harassment, discrimination and other inappropriate behaviours, and to support students:

1) Provide Safe Methods for Students to Report Bullying
   a. Speak to a Teacher, other staff member, Principal or Vice Principal
   b. Parent/guardian conversation with school staff
   c. Emailing school staff members
   d. KPRDSB Report It – available on all school websites
   e. Connect caring adults other than homeroom teachers to students with identified needs
   f. Provide supervision in areas where and when bullying happens, as identified through climate surveys
   g. Consider mitigating and other factors that are affecting a student's behaviour
   h. Communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students.
   i. Kids Help Phone Line – available on all school websites

2) Progressive Discipline
3) Restorative Practices