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Community, Culture and Caring

School Bullying Prevention and Intervention Plan

At Newcastle 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 Councils, 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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BULLYING DEFINITIONS AND COMMUNICATION

We use the Ministry of Education’s definition of 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.

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 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

Cyber-bullying means using the internet, social media, texting or other electronic means to bully someone.

In communicating with students, staff and our school community, we will:

- Identify different types of bullying, including cyber-bullying
- Understand the myths and realities of bullying behaviour
- Identify bullying and how it is different from conflict, aggression and teasing
- Understand power and relationships among peers
- Identify how bias, prejudice and hate can lead to bullying
- Identify different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a “whole school approach” and the importance of everyone contributing to a positive school climate for student achievement, success and well-being
- Understand 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 respond to bullying
- Identify ways to engage parents in conversations about preventing bullying and promoting a positive school climate
- Reach out to parents and the broader school community to promote safe, caring, inclusive school environments
- Reflect on our relationships and interactions, and focus on promoting healthy relationships
- Become knowledgeable about community partners and resources available in our community

We also will share with our school community, all related policies and procedures. These include the Board and 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.

1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)

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 by doing the following:

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 to make things right with the person or people harmed.

Restorative practice does not replace other consequences such as suspension. A restorative practice strives to ensure that persons causing harm truly take responsibility for the hurt they have caused others. The person who causes harm will take steps to make it right and to “make things new again.

2. Consequences for Unacceptable Behaviour/Progressive Discipline

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, Principals and Vice-Principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in the Safe, Caring and Restorative Schools Manual for Administrators.

Progress Discipline/Consequences may include one or more of the following:

- Warnings
- Boardwalk
- Time-outs
- Time-owed
- Restricted privileges
- Apology
- Restitution
- Suspension
- Expulsion

3. Use of Kelso’s Choices as a model for conflict resolution

4. Use of structures that allow all voices to be heard

We will engage parents in conversations about preventing bullying and in promoting a positive school climate by doing the following:

1. Engaging our School Council by meeting regularly to discuss Safe Schools and our School Improvement Plan for student well-being.
2. Ensure relationships between home and school occur in a timely, respectful and responsive way.
3. Provide opportunities for parents/guardian to learn about the School Code of Conduct, policies, progressive discipline and restorative practices.

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 also will involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment).

We also will:

- “check in” regularly with students who are at risk of being bullied or who are affected by bullying
- provide opportunities for teachers to develop effective classroom management skills using progressive discipline
- establish and maintain respectful, safe, caring and restorative classrooms
- provide supervision in areas where and when bullying happens, as identified through climate surveys

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.

These steps include active use of our Safe, Caring and Restorative School Team, which promotes a safe, inclusive and accepting school climate. This team will include a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

At Newcastle School, this team is made up of our School Council and staff. Student voice is included through climate surveys and feedback from students. The team's main responsibility is to maintain the ongoing emphasis on student safety and well-being

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING (See also Appendix A)

1. Kelso's choices
2. Model me Kids
3. Pink Shirt awareness days
4. Guest Speakers

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative practices
2. Circles in the classroom
3. Circles in staff meetings
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings
6. VIP

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. School Assemblies
2. Open House
3. Community Events
4. School Council
5. Days of Pink
6. School teams and clubs
7. Spirit Days

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Health Curriculum
2. Assemblies
3. Classroom Circles/Discussions
4. Participating in Bullying Awareness and Prevention Week in November, February & April

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council
2. Home School Communication (agenda, newsletters, direct contact)

F. CURRICULUM AND DAILY LEARNING

- A. Classroom circles/Community of Learners
- B. Building safe classroom communities using the themes and questions of Restorative Practice

G. STAFF AND STUDENT ROLE MODELS

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

1. Professional Learning Communities and Staff Meetings to include student well-being goals and strategies
2. Community

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. KPRDSB Report Bullying Web link – available on all school websites
 - c. Via parent/guardian conversation with school staff
 - d. Texting or emailing a school staff member
 - e. Kids Help Phone Line – available on all school websites
2. We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through a school-wide approach.

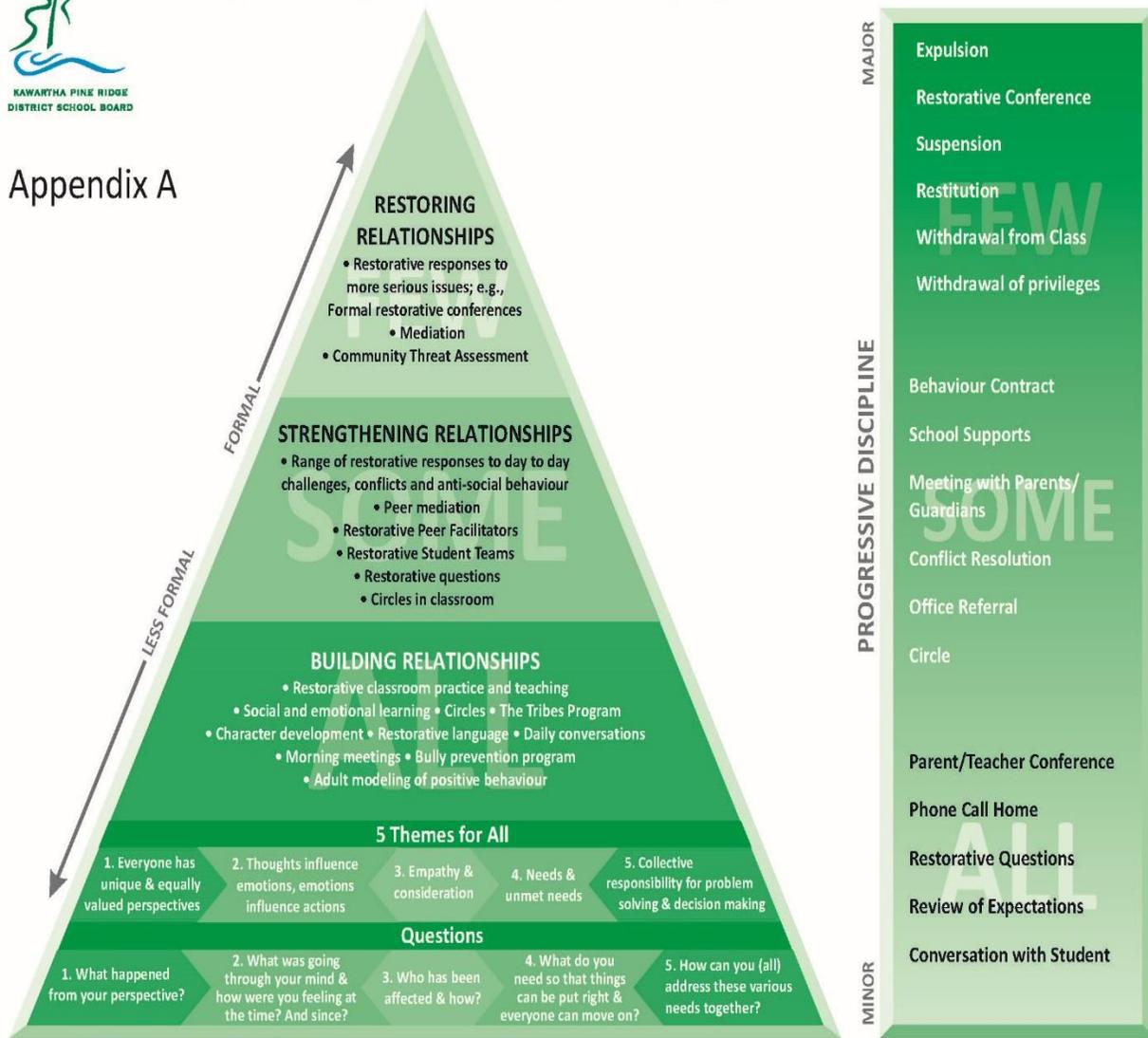
To this end, we will:

- use” teachable moments” and progressive discipline to address inappropriate behaviour
- consider mitigating and other factors that are affecting a student’s behaviour
- ensure we have steps in place to identify and respond to bullying when it happens
- identify ways to support all students involved in bullying
- communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students



Building Healthy Relationships: Bullying Prevention & Interventions

Appendix A



Adapted from the work of Brenda Morrison, 2007 and Belinda Hopkins 2011