

Bullying Prevention and Intervention Plan

Maynard Public School

Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:

- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

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Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.
- 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.

Bullying

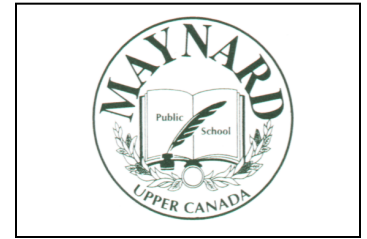
(1.0.0.1) For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written or other means of aggression.

Cyberbullying

(1.0.0.2) For the purposes of the definition of bullying in section (1), 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.

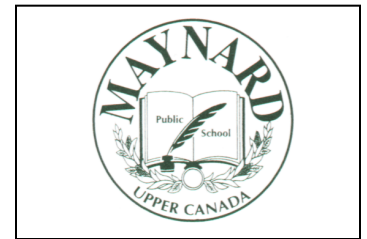
Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social.



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Aggressive behaviour may include:		
Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> • hitting • pushing • slapping • tripping • spitting • kicking • biting • destroying property 	<ul style="list-style-type: none"> • name calling • mocking • insults • threats • comments based on, as per the definition of bullying (b), 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 	<ul style="list-style-type: none"> • gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur using technology



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Safe and Accepting School Team:

Name of team member	Position
Heidi Linnen-MacDonald	Principal
Shannon Scott	Teacher
Jennifer Brown	Other member of staff
Rebecca Lewis	Parent
Tracey Brown	Community member
Hailey Lewis	Student

Goal/Goals: (based on data and information collected within the school)

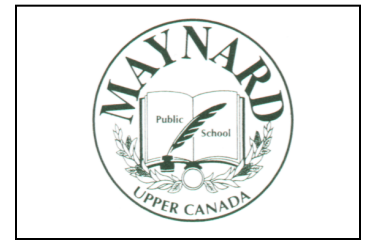
By the end of May 2023, **all students** surveyed in our Student Wellness Survey, will rate **“always”** in all areas of the survey based on their feelings of safety, well-being, belonging and kindness in our school and community.

We will continue to create a safe school culture with lenses of equity, kindness and care to support the mental health and wellbeing of all students, so they feel a sense of belonging at Maynard.

Actions: (specific actions that will be implemented in response to the goal/goals identified)

As part of our Bullying Prevention and Intervention Plan and School Improvement Plans for Student Achievement in Wellness we will:

- review and update our Student Wellness Survey with Dan McCrae, Principal of Equity and Inclusion, to share with Grade 3-6 students by mid November 2022.
- support 4 classes of grade 3-6 students to complete the Student Wellness Survey on-line so that we create our plans and actions based on the current school year input from our students.
- K-2 educators will support the completion of a visual rating scale Student Wellness Survey and scribe responses as needed (i.e. thumbs up/down)
- analyze the survey data for trends and focus areas to help our staff create school-wide action plans.
- monitor the observations and conversations with students, staff and families of all students in need of supports in safety, wellbeing, kindness and peer conflict resolution.
- Dan McCrae and H. Linnen-MacDonald will meet with “focus students” from the survey data to ensure further opportunities to share their voices and work together to ensure success strategies are in place



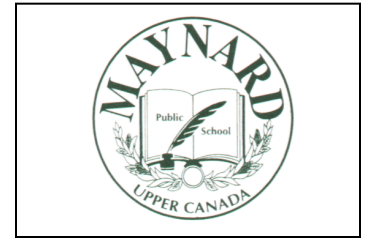
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- share and further develop our school discipline intervention model
- track office referrals, bus misconduct reports, progressive discipline and suspensions and support positive reinforcers and appropriate consequences.
- develop school connections between students, staff, families and community supports (i.e. Health Nurse, Girls Inc., Children’s Mental Health of Leeds and Grenville, Family and Children’s Services, Developmental Services of Leeds and Grenville, Community Police Officer).
- ensure all staff, students and our families are aware of our plans and actions and are updated regularly on progress to achieving our goals.
- use Tier 1, 2 and 3 plans and actions and review them with all stakeholders including with our Safe and Accepting Schools Team which meets quarterly through the school year.

Bullying Awareness and Prevention Strategies: (list strategies that are used with staff, students and parents to support bullying awareness and prevention)

Students	Staff	Families
<ul style="list-style-type: none"> • in class and small group withdrawal for learning experiences in mental health wellbeing, and kindness • virtual workshops such as Big Brothers Big Sisters and Girls Inc. • intervention initiatives such as World Kindness Day, Day of Pink and Bullying Awareness and Prevention Week • complete pre and post Student Wellness Survey • Equity and Student Voice Team development 	<ul style="list-style-type: none"> • Use of School Mental Health Ontario resources and making curricular connections • Connections with our Principal of Equity and Inclusion, our Mental Health Lead and SEL Support Workers to help us understand our data, make action plans and assess impacts • Mustang-of-the Week “Character Always” weekly student recognition program • Consistency of language (i.e. allies, upstanders, expected/unexpected choices, kind/unkind words and actions) • School wide messaging through announcements, classrooms and curricular and extra-curricular connections • small group student supports in wellness, W.I.T.S. and Zones of Regulation 	<ul style="list-style-type: none"> • classroom communication with homes through curriculum, newsletters, and social media • school-wide newsletters and social media • student recognition with “rewards” given by Mrs. MacDonald and celebrated through social media • inform families of small group social skill development groups in which their child is a participant • virtual case conferences with school and community supports • social media “school tour” that shows the importance of wellbeing and kindness at Maynard • involve our Safe and Accepting School Team and School Council and families in school initiatives on wellness and anti-bullying



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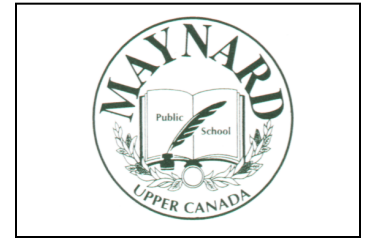
	<ul style="list-style-type: none"> • consistent reinforcers, reporting and consequences that stand up against bullying • referencing and using the Maynard Code of Conduct • caring adult “champions” of students in need • use of Pre-SST Intervention Checklist and SST Process to ensure students are successful in learning and therefore, more apt to feel safe and well while at school • ongoing professional development to share and support our plans, policies and procedures • develop board-level, community and agency virtual supports (i.e. CMHLG) • staff meeting, PA Day and weekly Maynard Minute professional learning opportunities • Wellness Learning Team plans and actions that become school-wide 	
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Reporting Bullying: (Outline how bullying can be reported at your school)

- students speaking up to staff, peers, family members and any caring adult
- students speaking up for students and being “upstanders”
- families connecting with our school
- staff must report (see Education Act)
- Bus Misconduct Reports
- phone calls, emails, and face-to-face meetings

Intervention Strategies: (List the intervention strategies/responses to bullying that are used at your school)

We have tiered intervention strategies (see below) and responses that are proactive and based on student mental health, inclusivity and self-care. We take the stance that when we feel good about ourselves and are well, that we are more likely to be kind and caring for others. This focus will be embedded in our classrooms and day-to-day learning together to ensure that bullying does not occur. We are working together to foster a positive school climate. If bullying was to occur, then we would ensure that the victim has supports, as well as the bully, along with appropriate restorative experiences



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and consequences that may include, for example, involvement in social skills groups, social circles, withdrawal of privileges and/or suspension.

School-wide - Tier 1 interventions:

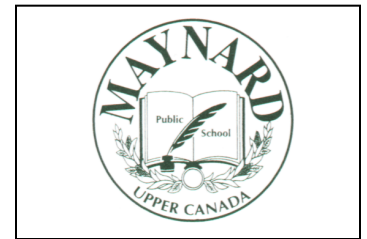
- all teaching staff will implement mental health and wellness learning activities in their classroom and incorporate curricular connections to mental health, wellbeing, kindness and WITS with shared readings including anti-oppression and Indigenous learning experiences
- raise the student voice on wellbeing and kindness through daily student and staff-written announcements
- use “World Kindness Day” on November 15, 2022 as a “kick off” to our kindness actions plans which leads into “Bullying Awareness Week” in the next week of November
- implement mental health and wellness strategies such as self-care and W.I.T.S. resources as school-wide interventions to support conflict resolution in a kind way
- school wide weekly recognition for students for showing “**Character Always**” traits
- ensure our school Facebook site is used to promote classroom and school wide learning activities and recognition for student mental health and wellbeing
- ensure all students that report “never, or sometimes” in the Student Wellness Survey, can have a staff champion that supports them through the successes and challenges during the school day and that these students have more time to share their voice through interviews with Mrs. MacDonald and Mr. McRae, our Principal of Equity and Inclusion
- include a “Wellness Counts” section in the Maynard monthly newsletter to further messages for families on student self-care kindness, anti-bullying and use of W.I.T.S. strategies
- ongoing reflections and plans with our staff, students, families and school community, School Council, and MTJB so that we can collaborate on tiered plans and actions to support achieving our goals

School Small Group - Tier 2 Interventions:

- home and school developed interventions based on data such as class observations and office referrals where “shared discipline approaches” through Administration
- purchase and use of anti-oppression and inclusive literature for in classrooms and our Learning Commons for small (and large) group use
- educator and Administration use of restorative practices and common language such as W.I.T.S. strategies with “talking it out” as a process to recognize and repair harm done and support students in learning about kind words and actions to prevent bullying from occurring

School, Family & Community Connections - Tier 3 Interventions:

- personalized connections and conferences with personalized interventions and consequences for students and work with families to build success plans
- Administrative consequences, when appropriate, based on Student Discipline Policy and Procedure 126, and our Board Code of Conduct Policy and Procedure 124 and Maynard Code of Conduct
- collaborate with students and families with regional or medical supports and community agencies like CMHLG, Girls Inc. and Big Brothers Big Sisters of Leeds and Grenville



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Capacity Building: (list all of the types of training that will occur for students, staff and parents in relation to bullying prevention and intervention/school climate)

Staff	Students	Parents/Guardians
<ul style="list-style-type: none"> -ensure that messages of equity, cultural sensitivity and respect for diversity and special education needs are embedded in all we do together (i.e. curricular planning, staff meetings, School Improvement and Equity Plans) -connections to Principal of Equity and Inclusivity, Mental Health Lead and SEL Learning Partners -inclusive literature and text selection purchasing to support teaching and learning through our LCI and classrooms -Safe Schools Training -review of Bullying Prevention and Intervention Policy 125 and -use of restorative practices as a means of "talking it out" 	<ul style="list-style-type: none"> -school wide social-emotional learning involving wellbeing and kindness -school-wide learning experiences in mental health and wellness and WITS strategies -school-wide reinforcement through common language amongst students, staff and families -restorative practices and repair of harm -social skills groups based on kindness, W.I.T.S., Zones of Regulation and anti-bullying 	<ul style="list-style-type: none"> -information sharing through newsletters, School Council and social media about how we support social-emotional learning in wellbeing/self-care, kindness and WITS -sharing our Bullying Prevention and Intervention Plan and Progressive Discipline Intervention Model and ongoing review and updates with our Safe and Accepting Schools Team

Communication Strategies: (list all of the means by which you are communicating the plan, strategies, interventions, and resources to staff, students, parents...in relation to bullying intervention and prevention and school climate).

- collaboration and communication by listening and developing plans and actions with all stakeholders
- curricular connections to social-emotional learning involving self-care, kindness and W.I.T.S. in all classrooms
- share our work with our school community, for example, through social media, newsletters, assemblies and School Council meetings
- use of surveys and student conferences to demonstrate that we want to listen and gather data from our students and plan our actions from this data, and then communicate back with them
- student and teacher led learning experiences such as daily announcements, Student Council in the grade 6 class cohort and student work such as posters and journals
- we are working to develop a Grade 5-6 Student Voice Team to share ideas and have student led activities for wellness and belonging,
- PA Days, Student Success Team meetings, School Council and Safe and Accepting Schools Team meetings