



## **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.



## Bullying Prevention and Intervention Plan

### Maynard Public School

#### **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.



## Bullying Prevention and Intervention Plan

### Maynard Public School

Aggressive behaviour may include:		
Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> <li>• hitting</li> <li>• pushing</li> <li>• slapping</li> <li>• tripping</li> <li>• spitting</li> <li>• kicking</li> <li>• biting</li> <li>• destroying property</li> </ul>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• mocking</li> <li>• insults</li> <li>• threats</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• gossiping</li> <li>• spreading rumours</li> <li>• excluding others from a group</li> <li>• humiliating others with public gestures or graffiti</li> <li>• shunning or ignoring</li> <li>• may occur using technology</li> </ul>



## Bullying Prevention and Intervention Plan

### Maynard Public School

#### Safe and Accepting School Team:

Name of team member	Position
Heidi Linnen-MacDonald	Principal
Shannon Scott	Teacher and Chair
Vicki Sargeant	Other member of staff
Bethany Andress	Parent
Ryerson Andress and Hazel Andress	Students
Tracey Brown	Community member

#### Goal/Goals:

By the end of April 2024, **all students** surveyed in our gr. 4-6 Student Voice School Climate Survey, will rate “**strongly agree**” in all areas of the survey based on their feelings of safety, well-being, and belonging in our school.

We will support our students to be allies and upstanders in their words, actions, and images so that we will have no reported incidences of bullying at our school.

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

#### Actions:

As part of our Bullying Prevention and Intervention Plan and School Improvement and Equity Plans we will:

-complete our Student Voice School Climate Survey (Grade 4-6 students) in October, 2023, and then review the data by late November 2023

-create school-wide action plans based on the survey data and any other collected data (i.e. observations, office referrals, SSTs, conversations) with our Lead Teacher, Patricia Baker, 4 student representatives, Principal Heidi Linnen-MacDonald and our school staff

-monitor the observations and conversations and individualized action plans with students, staff, and families of all students in need of supports in safety, wellbeing, kindness, and peer conflict resolution



## Bullying Prevention and Intervention Plan

### Maynard Public School

- review, share and further develop our school discipline intervention model to work to prevent bullying from occurring
- track and create action plans for office referrals, bus misconduct reports, students in progressive discipline and student suspensions and support positive reinforcers, restorative practices, and appropriate consequences.
- discussions and training with stakeholders using high impact resources (i.e. SMHO, Kids in the Know, WITS Program)
- build school connections between students, staff, families and community supports (i.e. School based Allies in Action group, SEL Worker (Shannon Peace), MHAN, Health Nurse, Big Brother's Big Sisters, Children's Mental Health of Leeds and Grenville, Family and Children's Services Workers, Developmental Services of Leeds and Grenville, Community Police Officer).
- ensure all staff, students and our families are aware of action plans and are updated regularly on progress to achieving our goals and revise action plans as needed
- use Tier 1, 2 and 3 action plans and review them with all stakeholders including with our Safe and Accepting Schools Team which meets quarterly through the school year.
- complete the Spring Student Voice Survey with our grade 4-6 students and analyze our pre and post survey data and consider next steps to guide plans into the 24/25 school year

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

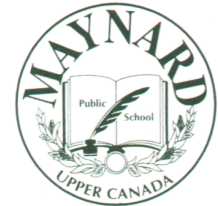
Students	Staff	Families
<ul style="list-style-type: none"> <li>• complete pre and post School Climate Survey (4-6)</li> <li>• develop trusting relationships with staff so that they can use the S in WITS and be supported</li> <li>• participate in Tier 1, 2 and 3 learning experiences in safety, equity, diversity, wellbeing and mental health through curricular connections (i.e. Health, Language, Social Studies)</li> <li>• participate in Allies in Action Club and attend mentoring groups such as through Big Brothers Big Sisters</li> <li>• engage in whole school recognition days and</li> </ul>	<ul style="list-style-type: none"> <li>• Use of School Mental Health Ontario resources and making curricular connections to safety, mental health, and wellbeing</li> <li>• Connections with our Equity and Wellness Learning Team, Principal of Equity and Inclusion, and our SEL Support Worker to help us understand and share our data, make collaborative action plans and assess their impacts</li> <li>• Mustang-of-the Week "<b>Character Always</b>" weekly student recognition program</li> <li>• Consistency of language use school-wide (i.e. allies,</li> </ul>	<ul style="list-style-type: none"> <li>• classroom and school communication with homes through curriculum, newsletters, and social media</li> <li>• support and celebrate student recognition with "rewards" given by Mrs. MacDonald and celebrated through social media</li> <li>• inform families of small group social skill development groups in which their child is a participant</li> <li>• participate in case conferences with school and community supports to strategize for student success</li> <li>• social media "school tour" that shows the importance of</li> </ul>



## Bullying Prevention and Intervention Plan

### Maynard Public School

<p>initiatives such as World Kindness Day, Pink Shirt Day and Bullying Awareness and Prevention Week with our WITS Blitz of positive social conflict resolution strategies</p>	<p>upstanders, expected/unexpected choices, kind/unkind words and actions)</p> <ul style="list-style-type: none"> <li>• School wide messaging through announcements, classrooms, and curricular and extra-curricular connections</li> <li>• Support small groups and individual students in wellness using positive reinforcers, and W.I.T.S. and Zones of Regulation programming</li> <li>• Support progressive discipline through consistent use of reinforcers, reporting and consequences that help us all stand up against bullying</li> <li>• referencing and using the UCDSB and Maynard Code of Conduct</li> <li>• act as caring adult “champions” of students in need</li> <li>• use of Pre-SST Intervention Checklist and SST Process to ensure students are successful in their learning and more apt to feel safe and well while at school</li> <li>• ongoing professional development to review and support our school plans, and Board policies, and procedures</li> <li>• develop board-level, community and agency supports (i.e. CMHLG)</li> <li>• staff meeting, PA Day and weekly Maynard Minute professional learning opportunities</li> </ul>	<p>wellbeing and kindness at Maynard</p> <ul style="list-style-type: none"> <li>• involve our Safe and Accepting School Team and School Council and Maynard families in school initiatives on mental health and wellness to help learn about and prevent bullying behaviours (i.e. Triple P Parenting Workshops)</li> </ul>
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## Bullying Prevention and Intervention Plan

### Maynard Public School

#### **Reporting Bullying:**

- students speaking up to staff, peers, family members and any caring adult
- students speaking up for students and being “upstanders” and allies to everyone
- 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 using a lens of equity to support student mental health, wellbeing, 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 with others. This focus will be embedded in our classrooms and day-to-day learning together to ensure that bullying does not occur and that 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 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 staff will implement mental health and wellness learning activities in their classroom and incorporate curricular connections to mental health, wellbeing, kindness and WITS through shared readings and experiences that are culturally responsive and relevant
- raise student voices on wellbeing and kindness through the Allies in Action Club and student and staff-written announcements
- use “World Kindness Day” on November 13, 2023 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 SMHO 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 through Mustangs-of-the-Week
- ensure our school Facebook site is used to promote classroom and school wide learning activities and recognition for positive social connections and student mental health and wellbeing
- include a wellness 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, SAST and MTJB so that we can collaborate on tiered action plans 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 culturally relevant and responsive pedagogy and literature for in classrooms and our Learning Commons for small and large group use



## Bullying Prevention and Intervention Plan

### Maynard Public School

- 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
- use of school/community restoration through appropriate “give back” of time and support as it connects to progressive discipline and student learning

#### **School, Family & Community Connections - Tier 3 Interventions:**

- personalized connections and conferences with personalized interventions and consequences for students while working with families, regional staff and community organizations to build the success plans
- use of school/community restoration through appropriate “give back” of time and support as it connects to progressive discipline and student learning
- Administrative consequences, when appropriate, based on Student Discipline Policy and Procedure 126, and our Board Code of Conduct Policy and Procedure 124 and the Maynard Code of Conduct
- collaborate with students and families with regional or medical supports and community board approved external agencies like CMHLG, and Big Brothers Big Sisters of Leeds and Grenville

#### **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"> <li>-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)</li> <li>-restorative practices and repair of harm modelled and implemented as part of disciplinary practices</li> <li>-connections to Principal of Equity and Inclusivity, and our SEL Worker</li> <li>-culturally responsive and relevant text selection and purchasing to support teaching and learning through our LCI and classrooms</li> <li>-Safe Schools Training</li> <li>-review of Bullying Prevention and Intervention Policy 125 and</li> <li>-use of restorative practices as a means of “talking it out” and supporting school/community service</li> </ul>	<ul style="list-style-type: none"> <li>-school wide social-emotional learning involving wellbeing and kindness</li> <li>-school-wide learning experiences in mental health and wellness with our SEL worker support through the SMHO resources and WITS Program strategies and resources</li> <li>-school-wide reinforcement through common language amongst students, with staff and families (i.e. expected/unexpected and WITS for conflict resolution)</li> <li>-participate actively in restorative practices, consequences and school services as supported with their educators</li> <li>-social skills groups and BBBS mentoring with learnings in kindness, W.I.T.S., Zones of Regulation and anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>-information sharing through newsletters, School Council and social media about how we support social-emotional learning in wellbeing/self-care, kindness and WITS</li> <li>-involve our School Council and SAST in action plans to support community connections at Maynard (i.e. Triple P Parenting)</li> <li>-sharing our Bullying Prevention and Intervention Plan and Progressive Discipline Intervention Model and ongoing review and updates with our Safe and Accepting Schools Team</li> </ul>





## Bullying Prevention and Intervention Plan

### Maynard Public School

**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 through our School Improvement and Equity Plan
- curricular connections to social-emotional learning involving self-care, kindness and W.I.T.S. in all classrooms
- announcements and student and class meeting with Principal
- share our work with our school community, for example, through social media, monthly newsletters, assemblies, family meetings about incidents/progressive discipline
- use of surveys and student conferences and model restorative practices to demonstrate that we listen and gather data from our students and plan our actions from this data, and then communicate back with them about successes, areas of challenge and next steps
- student and educator led learning experiences such as daily announcements, and our Allies in Action group and student work such as posters and journals
- resource sharing and strategizing at student, family and staff meetings, PA Days, Student Success Team meetings, School Council and Safe and Accepting Schools Team meetings