

**M.J. Hobbs Sr. Public School
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**Community, Culture and Caring
School Bullying Prevention and Intervention Plan**

At M.J. Hobbs Sr. 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 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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1. EDUCATION, AWARENESS AND OUTREACH

MJ Hobbs 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 to work through issues that arise:

A circle is a way of meeting with people and of having conversations in which the shape itself implies, community, connection, inclusion, fairness, equality, and wholeness. It draws on the Aboriginal tradition of the Talking Circle in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice, and is appropriately heard).

2. Consequences for Unacceptable Behaviour:

Consequences for unacceptable behaviour are appropriate for the individual, circumstances, and actions. Consequences include learning opportunities to help reinforce positive behaviours and help students make future good choices. For students with special needs, consequences and supports are consistent with the student's Individualized Education Plan (IEP). The Board, principals and vice-principals consider all mitigating circumstances and other factors, as required by our Safe, Caring and Restorative School Manuals.

3. Progressive Discipline:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution
- suspension
- expulsion
- engage parents in conversations about promoting a positive school climate
- explicit teaching of social-emotional regulation skills
- implement, teach, share resources for grade-appropriate problem-solving skills (Kelso's Choices, Zones of Regulation, Kids Have Stress Too)
- internet safety
- creation of student wellness plans, positive behaviour support plans and safety Plans
- Violet Threat Risk Assessment and/or Worrisome behaviour case conference

4. We are engaging our School Community by:

- Home environment & Parent Involvement in school
- Violence prevention strategies and programs
- Student Leadership
- Character Education – Empathy, Courage, Respect
- Conflict Resolution

- Restorative Practice
- Social Skills Program
- School Council Meetings

2. EVALUATION OF EVIDENCE (see Appendix B)

Pre-evaluation strategy

The main issues of concern raised by our students, staff and parents in our school climate surveys and other communications are:

1. Washrooms vandalism and safety
2. Some misbehaviour on the yard
3. Some use of racial slurs, epithets and swearing
4. Addressing some Health and Safety needs

Concerns raised regarding our physical environment are:

1. Older Building
2. Accessibility – only stair access to second floor
3. Washrooms

The steps we follow for reporting, responding to following up on issues are as follows:

1. Safe Schools Incident Report forms and responses
2. Meeting with students, contacting parents, meeting with parents as required
3. Based on Climate surveys in the past, we have been successful in addressing concerns of misbehaviour. M.J. Hobbs is a great place to learn.
4. Staff input into solutions
5. Debriefing of incidents with staff for reflection

Barriers to change:

- Policies that can accommodate diversity across communities
- Diverse needs and experiences of families and communities
- Conflicting priorities for educators
- Teachers' and students' perceptions about responsibility for safe schools
- Shortage of resources
- Limited professional development opportunities
- Administrative and staff turnover (counselling services for example)

Based on our School Climate Surveys and other communications, we will continue to work on the following areas that need improvement:

1. Student Leadership Activities
2. Direct instruction on inclusive language
3. Increase Indigenous cultural learning
4. Increase racialized students' academic achievement and well-being
5. Community speakers and workshops to promote understanding
6. Discuss Safe Schools Topics at Council Meetings

3. FOLLOW-UP ACTIONS (see Appendix B)

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, by taking the following steps:

1. School Messenger to communicate information with the community.

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

- a. Everyone has their own unique and equally valued perspective
- b. Thoughts influence emotions, emotions influence actions
- c. Empathy and consideration. Respect and treat everyone fairly
- d. Show proper care for the school and school property
- e. Collective responsibility for problem solving and decision making
- f. Respect difference among people, their ideas, opinions, experiences, and perspectives
- g. Respect the common goal to work/learn in a positive environment of learning and teaching

4. PREVENTION (see Appendix C)

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.

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. Restorative Practices.
2. Participation in all Days of Pink and inclusion workshops
3. Kelso's Choices, Model Me Kids, Zones of Regulations
4. Student Council and other opportunities for Student Leadership
5. KPR equity and diversity contacts

6. KPR's Report Bullying weblink
7. Clubs and sports teams
8. Culturally Relevant and Responsive Pedagogy Toolkit
9. Guidelines on the non-use of racial and other Epithets and slurs
10. Guidelines for supporting transgender and gender diverse students.

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative Practice
2. Circles in the classroom
3. Second Step program, Model Me Kids, Kids Have Stress Too, Unstuck and On Target
4. School council meetings
5. Student council meetings and activities
6. Big Bother Big Sister Mentor programs

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Promoting KPR Character Traits
2. Open House
3. Assemblies
4. Student led daily announcement team
5. Positive Choices/Positive Decisions recognition
6. Belonging and Inclusion
7. School Spirit Days, sports and school clubs
8. Community Events
9. Restorative Practices

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Social-Emotional learning programs
2. Participating in Bullying Awareness and Prevention Week in November, Pink-Shirt Day in February and the Day of Pink in April
3. Culturally Relevant and Responsive Pedagogy, equity-based practises in the classroom
4. Truth and Reconciliation Day, Walking the Path Program, Passport to Reconciliation
5. Assemblies, Workshops & In-School Presentations

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council focused discussions to raise awareness and engage parents
2. Information sent in school messenger from the EDI and Indigenous Education Department
3. School messenger messages, Edsby pages for the school and each classroom

F. CURRICULUM AND DAILY LEARNING

1. Restorative Practice
2. Professional Learning Communities (PLC)

G. STAFF AND STUDENT ROLE MODELS

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

1. Staff training
 - a. Circles in the classroom
 - b. Building safe classroom communities
 - c. Culturally Relevant and Responsive Pedagogy, equity-based practises in the classroom
2. Review the list of challenges to identify those most likely in your school setting
 - a. Frequent turnover among administrators
 - b. Increased reporting of violence with implementation of new programs
 - c. Unpredictable crisis
 - d. Difficulty developing and sustaining committees with community partners.
 - e. External changes that change mandate

5. INTERVENTION AND SUPPORT STRATEGIES (see Appendix C)

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. Kids Help Phone Line – available on all school websites
2. Restorative Practices
3. Progressive Discipline
4. Reintegration of students from suspensions or expulsions

APPENDIX A – 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.

APPENDIX B - 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.
- Review and update our anti-bullying strategies as a result of gathering new information, and share the information with our school community.

FOLLOW-UP ACTIONS

We will evaluate the results of future school climate surveys to make sure our follow-up actions were effective. This evidence will identify and measure the success of steps we took to prevent or respond to bullying and to support students. This will help us to make further changes, where needed, to ensure safe, caring, welcoming and inclusive school environments.

POLICY AND PROCEDURES

We recognize that a consistent, whole school approach, strong policies and appropriate legislation are important for bringing widespread change.

We also recognize that our policies and goals must address the challenges identified in our school climate surveys and other data.

APPENDIX C – PREVENTION, INTERVENTION AND SUPPORT STRATEGIES

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

INTERVENTION AND SUPPORT STRATEGIES

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