



Community, Culture, and Caring School Bullying Prevention and Intervention Plan



At Highland Heights 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.

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

Highland Heights 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:

- Restorative Practices – daily use, circles in classroom, circles in staff meetings, as a way to resolve conflicts.
 - (A circle is a way of meeting with people and 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.)
- Progressive Discipline checklist– list of practices used (see Appendix A)
- Zones of Regulation: Awareness of self and strategies for when in different states of being.
- Kelso's choices-teaches young children strategies to help them solve problems and to use self-regulation strategies. See Appendix B
- Use of structures that allow all voices to be heard
- Model Me program to help build healthy relationships, confidence and to support bullying prevention

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

- Engaging our School Council by meeting regularly to discuss Safe Schools and our School Improvement Plan for student well-being
- Ongoing, timely, respectful and responsive lines of communication between home and school
- Parent Survey
- Include information about our self-regulation initiatives in Edsby, on our Website, and in Newsletters

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:

- Students do not always feel comfortable speaking in class
- Students require support to deal with issues of exclusion/ name-calling /insults
- Students do not always have confidence in adult interventions

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

- Steps outlined in Progressive Discipline
- Safe Schools Incident Report form
- Meeting with students, contacting parents, meeting with parents when required

Based on our school climate surveys and other communications, we will continue to work on the following areas that need improvement:

- Using structures and processes designed to facilitate student voice in classroom
 - Facilitating inclusive practices amongst students
 - Becoming more visible in our interventions when student issues arise.
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3. FOLLOW-UP ACTIONS (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:

- Meeting as a School Council around Safe Schools issues
- Putting the [School Code of Conduct](#) and School Bullying Prevention and Intervention Plan on our school website.
- Ongoing Communication

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.

The roles and responsibilities of this team are as follows:

- Monitoring School Code of Conduct.
- Review of School Climate Survey
- Share best practices
- Educate the school community

Other steps to prevent bullying, harassment and discrimination will include:

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. Kelso's choices
2. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
3. Zones of Regulation
4. Lunch Buddies
5. Restorative Practices
6. Model Me

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative Practice
2. Circles in the classroom
3. Model Me
4. The restorative classroom, using restorative approaches to foster effective
5. learning
6. School Council meetings
7. Structured recess activities

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Ongoing communication
2. Winter Concert
3. Special Events Days

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Social Emotional Learning Curriculum (Health, Math)
2. Social emotional learning programs- Kelso's Choices
3. Participating in Bullying Awareness and Prevention Week, Pink Shirt Days, Black History Month and Orange Shirt Days

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. Mental Health KPR Parent Conference
2. Student and parent outreach and education around cyberbullying
3. Ongoing communication
4. School Council

F. CURRICULUM AND DAILY LEARNING

1. Building safe classroom communities using the 5 themes and 5 useful questions of Restorative Practice:
 - a. Everyone has a unique and equally valued perspective.
 - i. What's happened from your perspective?
 - b. Thoughts influence emotions, emotions influence actions.
 - i. What were you thinking at the time and what have you thought about since?
 - c. Empathy and consideration.
 - i. Who has been affected and how?
 - d. Needs and unmet needs/
 - i. What do you need so that things can be put right and everyone can move on?

- e. Collective responsibility for problem solving and decision making
 - i. How can you address these various needs together?

G. STAFF AND STUDENT ROLE MODELS

Inclusive activities are provided throughout the year. Staff model restorative language and behaviour to solve problems.

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

1. Staff training in Social Emotional Learning - ongoing
2. Equity training - ongoing

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
2. Speak to a Teacher, other staff member, Principal
3. KPRDSB Report It Link – [available on all school websites](#)
4. Via parent/guardian conversation with school staff
5. Texting or emailing a school staff member
6. Kids Help Phone Line – available on all school websites
7. Restorative practices
8. Progressive discipline
9. Reintegration of students from suspensions or expulsions
10. Educating, Modeling, Leading

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 the 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