

### **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.

### **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.

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> </ul>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• mocking</li> <li>• insults</li> <li>• threats</li> <li>• sexist, racist, homophobic, or transphobic comments</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 through the use of technology</li> </ul>

**Williamstown PS Safe and Accepting School Team:**

Name of team member	Position
Adele Perry	Principal
Laurie Bruyere-Tyo	Teacher
Nancy Lalonde	Vice-Principal
Chloe Smith	Parent
Serge Duguay	Community member
Wafaa Gharra Mason Lucas	Students

**Goal/Goals:**

- Reduce the number of incidents of aggressive behaviors.
- Reduce the number of negative comments towards others.
- Allow for opportunities for all students to integrate and make new friendships.
- Encourage inclusion.
- Ensure that our students have more than one staff Champion in the school who they can go to when in need.
- Implementing professional development opportunities for staff and offering strategies to support the well-being of our students.

**Actions:**

- Zones of Regulation
- School Mental Health Ontario – Staff using resources in classrooms and lessons
- Self-Regulation/Stress awareness
- Mindfulness practices imbedded into classroom routines.
- Conflict Resolution and Restorative Practices
- Bullying Prevention and Intervention Days/Week
- Kindness is Caring Campaign/Pink Shirt Day
- Character Education Assemblies

**Bullying Awareness and Prevention Strategies:**

- Bullying Prevention and Intervention Days/Week
- Kindness is Caring Campaign/Pink Shirt Day

### **Reporting Bullying:**

- Contact Main Office 613-347-3461
- Email to Principal Adele Perry [adele.perry@ucdsb.on.ca](mailto:adele.perry@ucdsb.on.ca) and/or Vice Principal – Nancy Lalonde [Nancy.lalonde@ucdsb.on.ca](mailto:Nancy.lalonde@ucdsb.on.ca)

### **Student Reporting:**

Report bullying to a trusting adult (e.g. teacher, administrator, support staff, coach police liaison officer) or staff member in the school who will then notify the principal or Vice Principal

### **Staff Reporting:**

- All staff will report the incident of bullying to the Administration or Teaching Staff
- *The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible.” (PPM 144)*
- **Parent Community Reporting:** Reporting bullying to the classroom teacher and/or administration

### **Intervention Strategies:**

- Ensure the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Using “teachable moments” with Progressive Discipline
- Using teaching and learning opportunities to teach character development through curriculum, assemblies, presentations, guest speakers, etc.
- Following restorative justice practices to address incidents
- Conducting school-based investigations
- Contacting community partners, when necessary; contacting parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Considering mitigating and other factors.

### **Capacity Building:**

Staff	Students	Parents
<ul style="list-style-type: none"> <li>• Restorative practices</li> <li>• Culturally responsive pedagogy</li> <li>• Self- Regulation Training</li> </ul>	<ul style="list-style-type: none"> <li>• School assemblies</li> <li>• Community service presenters (Police, Paramedics)</li> </ul> <p>School-based presentations</p>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement presentation/activities</li> </ul> <p>Parent invites –Open House, Math Night, Art Auction, St. Andrews Day, Book Fair,</p>

# Williamstown Public School - Bullying Prevention and Intervention Plan

<ul style="list-style-type: none"> <li>• Violence Threat Risk Assessment Protocol</li> <li>• Safe Schools Bullying Awareness</li> <li>• SELW partnership</li> </ul>		Science Fair, plays and performances (individual classes), parent teacher interviews (on-going)
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**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).

Staff:	Student:	Parents:
<ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Staff meetings</li> <li>• Professional Development days</li> <li>• Emails</li> <li>• Week at a glance</li> <li>• Committees</li> <li>• Professional learning networks</li> </ul> <p>School/board websites</p>	<ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Announcements</li> <li>• Classroom visits</li> <li>• Assemblies</li> <li>• School/Board websites</li> <li>• Class and School newsletters</li> <li>• Social media</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• School/Board websites</li> <li>• Parent engagement activities (Open House, assemblies, concerts, information nights)</li> <li>• Social media</li> <li>• Student Agenda</li> <li>• Classroom and School Newsletters</li> <li>• Committees</li> </ul>