



Clarington Central Intermediate School
Community, Culture and Caring



School Bullying Prevention and Intervention Plan

At CCIS 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)

CCIS recognizes that a whole-school approach to involving and engaging the school community will help us to address inappropriate behaviour.

- a) We will focus on education, awareness and outreach by doing the following:
Restorative Practices – for specific circumstances related to breakdown of relationships, restoring harm that has been done between people and more informally, in classrooms as part of group discussions.
- b) Progressive Discipline checklist : (see Appendix A – Bullying Definitions and Communication)
 - Investigate allegations and identify sources of bullying
 - Check-in with students affected by bullying on a regular basis
 - Communication with parents/guardians

- Offering counselling through school or other avenues
- Program awareness
- Communication with Police Liaison Officer
- Discipline according to Safe Schools Act

c) Bullying Awareness Activities: Day of Pink, Anti-Bullying week, Random Acts of Kindness, Student Council, School Board Initiatives

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

- Engaging student input through school climate surveys to identify areas of concern/need for our students in and around the school
- The use of social media to make resources available for parents and students in need

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:

- There are areas of the school where students are uncomfortable and as a staff we have looked at these areas and how we can make them safer

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:

- Yearly internal survey to students regarding school climate, safety and student welfare issues
- Review of document with Parent Council on a yearly basis

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

- Everyone has their own unique and equally valued perspective.

- What's happened from your perspective?
- Thoughts influence emotions, emotions influence actions.
 - What were you thinking at the time and what have you thought about since?
- Empathy and consideration.
 - Who has been affected and how?
- Needs and unmet needs.
 - What do you need so that things can be put right and everyone can move on?
- Collective responsibility for problem solving and decision making.
 - How can you address these various needs together?

4. PREVENTION

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.

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

Programs to Prevent and Respond to Bullying

- Heathy Relationship Groups - developing understanding of positive relationships
- Publicizing KPR's Report Bullying weblink through school newsletters and the school website
- Student Council
- Mental Health/Bullying Prevention
- Third Path: Relationship-based Approach to Student Well-being and Achivement conversations, observations and strategies.
- School Mental Health Ontario: Focus on Anti-Racism and Inclusive Strategies

Programs That Build Positive Relationships

- Restorative practice refresher
- Circles in the classroom
- The restorative classroom, using restorative approaches to foster effective learning
- Third Path: Relationship-based Approach to Student Well-being and Achievement conversations, observations and strategies.

Activities That Promote a Positive School Climate

- Student Council Initiatives
- Student Community Outreach Programs
- Tribes
- Community Support Groups
- School-Wide Events - Islamic Heritage Month, Black History Month Activities, Talking/Drumming Circle, Purple Day, Light it Up Blue, Random Act of Kindness Week, Weed Out the Risk

Awareness Raising Strategies for Students

- Monthly Assemblies focused on Indigenous Sacred Teachings and recognizing students who represent each monthly focus
- Safe Talk
- Social emotional learning programs
- Participating in Bullying Awareness and Prevention Week, Pink Shirt Day, Day of Pink, etc.
- Mental Health & Addiction APP club.

Raising Awareness and Engaging Parents and the Community

- Open houses for parents and community members to view the school
- Assemblies for students around mental health initiatives
- Guest speakers to promote student success

Curriculum and Daily Learning

- Mental Health Activities in Physical Education classes
- Student Leadership
- Extra-curricular and co-curricular clubs that promote inclusion and awareness of student and community issues

- Talking Circles – Restorative Practices

Staff and Student Role Models

- Staff training on Safe Talk & ASIST
- Staff Wellness Committee
- Staff Meetings focused on Relationship-Based Approaches

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.

To this end, we will:

- Use ‘teachable moments’ and progressive discipline to address inappropriate behaviour
- Consider mitigating circumstances and other factors that affect student behaviour
- Ensure steps are in place to identify and respond to bullying when it happens
- Identify ways to support all students
- Communicate to school community that all students are respected and admired and that we have procedures in place to support them

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