

Bullying Prevention and Intervention Plan

Arklan Community Public School
123 Patterson Crescent
Carleton Place, Ontario, K7C 4R2

Phone: (613) 257-8113

Website: <https://arklan.ucdsb.on.ca/>

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.

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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.



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Aggressive behaviour may include:

Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> • hitting • pushing • slapping • tripping 	<ul style="list-style-type: none"> • name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments 	<ul style="list-style-type: none"> • gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur using technology



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Safe and Accepting School Team:

Name of team member	Position
K. Culhane/N.Desrosiers	Principal
J. Hamilton	Teacher
A. Carpenter	Other member of staff
S. Kearns	Parent
S. Kearns	Community member
TBD	Student

Goal:

The overarching Goal of the Safe and Accepting School Team is to increase the ability of all students to self-regulate to help them find personalized success while at school.

Actions: (specific actions that will be implemented in response to the goal/goals identified)

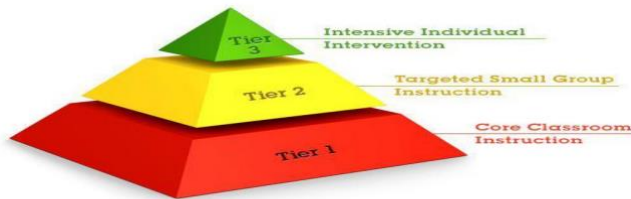
1. Review the role of being a Caring adult with teaching staff.
2. Model and teach Zones of Regulations, informed and support by Shanker, to all student as an integrated approach to response interventions
3. Increase frequency of reminders to all stakeholders the need for reporting incidences of concern. Work with School Council to find community partners to speak to issues of equity and belonging for our school community.
4. Board and school-based surveys to collect baseline data regarding belonging and school culture.

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3 Tiers of Support

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

1. Safe Schools component to School Council Meeting
2. Progressive Discipline
3. Safe Schools team
4. SST and SSC intervention
5. Presentations to classes from our learning commons teacher about preventing cyber bullying

Reporting Bullying: (Outline how bullying can be reported at your school)

1. Via direct report to school administration, SST, special education teacher
2. In person at the main office
3. Via trusted adult contact (teacher, EA,)
4. Via staff observation and intervention (PPM 144/145)

Intervention Strategies:

(List the intervention strategies/responses to bullying that are used at your school)

Tier One:



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- Ontario Curriculum
- Classroom norms and expectations are clearly explained to students
- Modeling of respect and inclusion for all students
- Proactive presence of the OPP within the school
- Use of Zones of Regulation
- Staff PD on Stuart Shanker Regulation – (staff meetings, WAG)
- Whole class check-ins with students – work with Karen Biggs on different strategies/methods

Tier Two:

- Small group support by SELW (Karen Biggs)
- Safe locations are provided for students who require a place to self-soothe or connect with a trusted adult

Tier Three:

- Progressive Discipline
- Parent Conference
- Referral to Counselling
- Referral to community agencies to support students with self-regulation and anger management challenges. i.e., Children’s Mental Health, Intersections etc.
- Daily Check ins for students who have identified as having social / emotional regulation challenges
- Connection with bus company to support students both in school and in transit to and from school

Capacity Building:

(list all the types of training that will occur for students, staff and parents in relation to bullying prevention and intervention/school climate)

Staff	Students	Parents
<ul style="list-style-type: none"> • Staff Meetings • Safe Schools Team 	<ul style="list-style-type: none"> • Ontario curriculum • Direct modeling of expectations of acceptance 	<ul style="list-style-type: none"> • Parent Council • Social Media



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	<p>and inclusion for all students</p> <ul style="list-style-type: none"> • Daily check ins and support for students who have challenges with self-regulation and anger management & for those who have social challenges with peers. 	
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Communication Strategies: (list all 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).

School Council Meetings

Parent Council Meetings

Week at Glance – links to articles, etc to support regulation, SEL-W

Daily Announcements (posted in school and to Facebook)

Social Media (Facebook/Twitter for wider community, Instagram aimed at student body)